

**Leadership Studies Seminar Syllabus**  
**Meadville Lombard Theological School**  
**September 2011– April 2012**

**Faculty:**

- Reverend Dr. Lee Barker – President and Professor Ministry (lbarker@meadville.edu)
- Reverend Dr. William F. Schulz – Affiliate Professor (williamfschulz@yahoo.com)
- Reverend Leslie Takahashi Morris, Affiliate Professor (takmorministry@gmail.com)
- Dr. Sharon D. Welch – Provost and Professor of Religion and Society (swelch@meadville.edu)

**Office Hours:** By appointment only

**Course Description**

The Leadership Studies Year will provide the Intern with the opportunity to continue to learn about ministry through the prism of guided work within a congregation. We will explore the following themes: a public theology of hope and presence, embodied ecclesiology and the multiple roles of the minister (pastoral, prophetic, poetic, sustaining).

The structure of learning and congregational engagement will be the same as that experienced during Congregational Studies. Students will have the opportunity to blend academic learning with structured reflection on the multiple dimensions of congregational life. They will meet monthly with a Congregational Lay Committee and weekly with their Teaching Pastor. In addition, Interns will lead a focused initiative in the congregation, one designed the prior year in close collaboration with the Teaching Pastor and Lay Committee.

The principles that underlie the weekly assignments assume:

- The major “text” of the course is the congregation itself;
- Readings and assignments help interpret and analyze the myths and realities of congregational life;
- Self- and congregational analysis allows all parties to get beyond gut-level critique in order to minister effectively and holistically to individuals and groups;
- Religious work must be nested in relationships of loving accountability, integrity, curiosity, and willingness to work with human imperfections;
- Growing understandings of congregations as systems will be used to place observations in context and to begin to comprehend positive and effective ways of making change as professional religious leader.

## **Pedagogical Framework**

The seminar will be conducted in the same manner as Community and Congregational Studies. Each intern will work in a congregation for an average of 20 hours per week from September-December, February through graduation in mid-May. Longer periods of service may be negotiated with the congregation. During the year, the intern will also lead a focused initiative, and will present the results of that work to the class by April 25th.

In addition to congregational work, there will be weekly assignments, readings, Dialogue Triad meetings and individual and collective memos. As in the past, faculty will give written responses to student memos, and post videotaped responses. We will have monthly Saturday conference calls, **10:00 – 12:00 am Central Time**. In order to pass the class, participation in all assignments, including conference calls, is required. *If there are extreme circumstances that lead to missing a Saturday conference call, contact Sharon Welch to arrange make-up assignments.*

Given the importance of advanced planning, and close coordination of work within the congregation and work for the seminar, we have provided all seminar assignments for the academic year. Those which require meeting with the Teaching Pastor are highlighted by an asterisk, those that also require meeting with the Lay Committee have a double asterisk. Given the requirements of your work in the congregation, you may need to schedule these meetings in advance. If so, turn in the work on the date indicated in the syllabus. Note that some assignments may be modified slightly in response to student educational needs.

The intern will continue to work closely with the Teaching Pastor and the Lay Committee, meeting weekly with the Teaching Pastor for one hour and monthly with the Lay Committee. The intern will develop a revised Learning Service Agreement with the Teaching Pastor by **October 1**. The Learning Service Agreement will reflect the individual needs of the student and the requirements of the Ministerial Fellowship Committee.

For successful completion of this course, you will need to complete the Final Evaluation process for Internships using the materials from the Ministerial Fellowship Committee. This will require completion of a self-evaluation by **March 28**, a final evaluation completed by the Lay Committee and a final evaluation form completed by your Teaching Pastor by **April 4**. These materials are required by the school and must be submitted to the credentialing office of the Unitarian Universalist Association by those students seeking credentialing.

## Sample Weekly Flow

All assignments are included below. Review the syllabus and note those that require input from the Teaching Pastor or Lay Committee for scheduling purposes.

Thursday – Begin reading/assignment

Friday – Continue reading/assignment (Faculty will post responses to prior memos)

Saturday– Work in congregation

Sunday – Work in congregation

Monday - Tuesday -Continue assignment/ meet with Dialogue Triad

Wednesday - Individual or Collective memo posted by 5:00

## Technology

We will use the same technology as in Community Studies and Congregational Studies. To contact **LiveText Technical Support** with any questions, email [support@livetext.com](mailto:support@livetext.com) or call 1-866-LiveText (1-866-548-3839). LiveText Tech Support Hours:

Monday to Thursday - 7:00am to 9:00pm (CDT)

Friday - 7:00am to 6:00pm (CDT)

Sunday - 2:00pm to 7:00pm (CDT)

## Community Building in a Distance Learning World

In a traditional classroom, there are many opportunities for students and faculty to exchange feedback on the quality of the learning experience. In a distance-learning world where visual cues and time limitations lead to disconnections, we must be intentional about how we ensure that learning is happening in useful and effective ways. We hope these measures provide ample space for feedback and learning improvement:

- *Weekly Memos:* During the course of your weekly Dialogue Triad meetings, if you have a concern, check it out with your teammates and see if you can find a solution. If that is not possible, add a short paragraph to your team's memo to the faculty, and we'll provide a response for your particular issue, or if it is a system-wide problem, we'll take a response to that level.
- *Special Requests/Needs:* The Teaching Team meets every Friday to review student work, plan upcoming seminars, and respond to student concerns and issues. If you have questions or concerns, please contact Sharon Welch who will bring the issue to the entire team.
- *Special Needs Adaptations:* Interns who require learning style adaptations or accommodations because of issues of physical conditions or mental affect should contact

the faculty immediately upon enrollment. We will make every reasonable effort to adapt assignments to ensure coursework you is relevant and accessible. Unless you negotiate inadequate conditions, we will assume your learning needs are being met.

### **Assessment & Evaluation Frameworks**

Building upon the approach of Community and Congregational Studies, we draw upon an integrative pedagogy for theological education and ministerial formation that addresses:

- the “knowing” dimension of learning (academic excellence and rigor, theological voice) through critical examination of multidisciplinary resources helpful to understanding the nature and tasks of contextual theology and ministry in a multicultural, pluralistic world;
- the “being” dimension of learners (ministerial formation, vocational identity, religious self-understanding) by nurturing student self-awareness as this emerges through collaboration with diverse cultures, service organizations, congregations and faith perspectives and linking this to the ways we conceive, imagine, and embody our religious lives and vocations; and, finally,
- the “doing” dimension of learning (praxis) through exploration of approaches and resources for the wise, competent, and agile practice of leadership in ministry.

### Grades/Evaluation

This course is a pass/fail course. Passing entails:

- Active participation in every aspect of the course (including all conference calls) and completion of reading and writing assignments;
- Completion of the requisite number of on-site hours ;
- Engagement in ministerial formation as a mutual process, that is, showing a disposition to humility, charity, honesty and diligence, and a willingness to witness to and support the growing process of your peers;
- All other requirements as agreed upon with your Teaching Pastor, and course faculty.

### **Learning Objectives for Congregational Studies**

Interns will deepen their competency in the following areas of ministerial leadership:

- Administration and management
- Building effective relationships with congregations, members and leadership
- Casting a vision
- Conflict and change management
- Congregational governance and administration
- Family, organizational systems and cultural change
- Interfaith ministry
- Ministerial presence and authority
- Multi-racial, multicultural congregational theory and practices
- Pastoral care and counseling

- Preaching fundamentals
- Professional ethics/ UUMA Guidelines
- Religious education theory and practice
- Sexual health, sexual boundaries, sexual justice
- Worship and aesthetics

### **Required Texts:**

- The Honor Code: How Moral Revolutions Happen by Kwame Anthony Appiah
- Harvard Business Review's 10 Must Reads on Leadership
- Welcoming Resistance: A Path to Faithful Ministry by William Chris Hobgood
- The Power of Stories, A Guide for Leading Multi-Racial and Multi-Cultural Congregations, Jacqueline Lewis (Nashville: Abingdon Press, 2008).
- Essays and sermons posted on LiveText

## **Fall Semester**

### **I. Theological Foundations of Leadership**

#### **Fall convocation – August 29 – 31**

#### **1) September 7 - Ecclesiology (Lee, Leslie, Sharon)**

Readings: PowerPoint presentation developed by Lee Barker

Assignment: Watch PowerPoint presentation developed by Lee on ecclesiastical metaphors. Taking into account the Fall Convocation sessions and the PowerPoint presentation, post an individual memo, a two page statement of -your own ecclesiological metaphor and describe how it relates to the implicit ecclesiology of your teaching church.

(You will not meet with your Dialogue Triad this week. Those meetings begin the week of September 12. Note also that the date of each assignment is the date that the individual or Dialogue Triad memo is due. All reading, reflection and meetings should be done the week prior to that date. Lead faculty for each session are indicated in parentheses)

#### **2) September 14 - Theology and philosophy of leadership (Bill and Sharon)**

Readings: Sharon D. Welch, "Return to Laughter," in *The Religious*, edited by John D. Caputo. Oxford: Basil Blackwell Publishers, 2002; Albert Camus, "The Myth of Sisyphus," in *The Myth of Sisyphus and Other Essays*. Translated by Justin O'Brien. New York: Alfred A. Knopf: 1955,

pp. 119-123; Steven Weinberg, “Without God” New York Book Review. September 22, 2008; Forrest Church, “Universalism for the Twenty-first Century,” “The Cathedral of the World. Boston: Beacon Press, 2009.

Assignment: Post a two to three page Dialogue Triad memo in response to the following questions: Camus, Weinberg and Welch address the absence of God. Weinberg’s response is pragmatic and somewhat doleful, while Camus’ is heroic, defiant and almost celebratory. Welch offers a joyous affirmation of our finitude, linking justice to the wonder of being. Church, on the other hand, says that “only by positing the existence of a power beyond our comprehension can we begin to account for the miracle of being with an appropriate measure of humility and awe.” To the extent you have experienced ‘the absence of God’ yourself, which of the four responses comes closer to your own and, whether or not you have had that experience of absence, how would you imagine best ministering to someone who holds such a perspective?”

### **3) September 21 - Theology and philosophy of leadership (Bill and Sharon)**

Readings: William Schulz, “The Best Ministers I Know,” February 10, 2008; Catherine Keller, “After Omnipotence: Power, Pluralism and Peace,” The Gates Lecture II, Grinnell College, Grinnell, Iowa, 2010.

Write a two – three page DT memo in response to the following questions:

- Keller says that “‘God is the possibility that makes it possible for you to do what you do.’ And ‘ In process theology...the content of the divine is possibility itself. What seems impossible becomes possible, when we attune ourselves—in prayer, in contemplation, in action—to this potentiality.’ A minister plays a key role in such attuning. And, paradoxically, what may enable such attunement is the honest openness to life that often leaves us, as Schulz writes “at a loss for words and always in danger of losing [our]faith.” Schulz writes that the best ministers he knows “keep deep companion” with all of life, with “evil, heartache, death, with confusion, awe, authenticity.” Reflect on your experience of ministerial-congregational relations to this point and describe an instance where such deep companionship and attunement

took place. What did the minister do to evoke it? To what extent did s/he play an active role and to what extent did s/he simply get out of the way?"

**Saturday call – September 24** - Questions for all Saturday calls to be posted by Friday at noon.

## **II. The Practice of Leadership in Social and Institutional Change**

### **4) \* September 28- Casting a Vision** (Bill and Lee)

Reading: adapted Benevon chapter on essential story

Assignment: Review adapted materials from Benevon to understand the place and the importance of an “essential story” in articulating a vision for the church you serve. Talk to your Teaching Pastor about the “essential story” of your teaching congregation. Write an essential story that speaks to the vision for your church, and discuss this story in your Triad. After the discussion, as individuals, revise and post the story from your congregation.

### **5) October 5 - Social Justice** (Bill and Lee)

Reading: The Honor Code by Kwame Anthony Appiah

Assignment: Appiah talks about “honor worlds,” that is, communities whose respect we seek and in the face of whose disapproval we may alter our behavior. Especially when they join with other centers of power within a community, congregations can be key parts of honor worlds that can influence the behavior of decision-makers. But congregations often fail to perceive or acknowledge themselves as having power in the public realm. How can a minister facilitate that recognition? How can a leader, whether of a congregation or a social movement, help turn an inchoate group of individuals into a self-conscious “honor world” (or at least one segment of a larger honor world) and thereby into more effective agents for social change? Have you seen examples of this happening or failing to happen within the congregations with which you’re familiar? If so, what were the key variables that influenced the transaction? Post a two- three page DT memo that reflects the key points of your conversation.

### **6) \*\*October 12 Social Justice** (Lee and Leslie)

Readings:

- Richard Gilbert, materials from social justice training for the St. Lawrence/Ballou-Channing Districts <http://uugrowth.files.wordpress.com/2011/04/walkthetalk-richardgilbert.pdf>
- William Schulz, “Changing the World: What Works and What Doesn’t,” Address at General Assembly of Congregations of the UUA, 2011

Assignment: Both Richard Gilbert and William Schulz posit that strong social justice movements need clear targets, structure, vision, clear messaging about demands and possible consequences of these demands being unmet. Both also suggest that to social justice movements require action at many different levels. Within the congregation you are serving, make an assessment of where these conditions have been best met by talking with both your Teaching Pastor and members of your Lay Committee. Discuss with your Dialogue Triad what you see as the areas of strength and obstacles to effective social action within your respective congregations and submit an individual one to two page memo detailing both obstacles and areas of strength.

### **October 19 - Reading Week**

#### **7) \*October 26 - Focused Initiative (Leslie and Lee)**

Readings:

- Eric Law on Inclusive Leadership
- Margaret Wheatley, <http://www.margaretwheatley.com/articles/life.html>
- Jacqui Lewis (sections TBA)

Assignment: Two months into the implementation of your focused initiative, you have a chance to assess what you are learning about leadership through this process. Reflect on the readings by Lewis and Wheatley and then have a conversation with your Teaching Pastor about the following questions and submit a one-two page individual response:

- Where am I experiencing the greatest rewards as a leader? What challenges?
- How are the dynamics around change at play in the movement/lack of movement towards the goals of my focused initiative? What do the readings from Wheatley and Lewis suggest regarding possible course corrections?
- What am I learning about my own leadership style? (Note: Observations from your Teaching Pastor may be good to incorporate here.)
- What parts of my theological grounding is most helpful as I encounter obstacles and challenges on this journey?

## **Saturday call October 29**

### **8) \*November 2 - Institutional Change (Bill and Lee)**

Resource: Welcoming Resistance by William Chris Hobgood

Assignment: Hobgood writes about integrating resistance into congregational life. Using Hobgood as your text, and your teaching congregations as your examples, identify ways congregational life could be structured in order to integrate resistance into the church's culture. Talk with your Teaching Pastor about this issue before meeting with your DT. Post a two-three page DT memo that reflects your conversation.

### **9) November 9 - Institutional Change (Leslie and Lee)**

Reading: Two case studies (to be provided in LiveText)

Assignment: Read the two case studies which indicate situations in which congregational tensions around change and authority often emerge. Using the memo that your DT prepared last week after reading Hobgood, choose one case study and prepare an individual one to two page paper that addresses how you would approach leading a congregation through the type of change the chosen case study details.

### **10) \*\*November 16 - Obstacles (Lee and Leslie)**

Assignment: What are the obstacles you are facing with your focused initiative and what are the possible ways those obstacles might be addressed? To what extent does Hobgood help you address these issues? Are there issues that he does not address? Have a conversation with your Teaching Pastor (and Lay Committee if possible). Submit a one page individual memo about obstacles and your thoughts about addressing them.

## **Thanksgiving Break**

### **11) \* November 30 - Power dynamics (Lee and Leslie)**

Reading: Required:

- Ken Sawyer "It's The Minister: The Mystery and Magic of the Role" Berrystreet address: <http://www.uuma.org/Page/BSE2007>

- Michael Schuyler, sermon at the Service of the Living Tradition, 2011  
<http://www.uua.org/ga/2011/worship/184429.shtml>
- Recommended: Holly Ulbrich, The Fellowship Movement: A Growth Strategy and Its Legacy by Holly Ulbrich.  
<http://www.sksm.edu/research/papers/fellowshipmovement.pdf>

Assignment: Unitarian Universalism operates under a strong congregational polity. After completing the following readings, have a conversation with your Teaching Pastor regarding where issues of power and authority have been present in the congregation you serve. Write a one page individual memo on your own emerging view of ministerial authority, what challenges you perceive your “generation” of ministers may encounter, and what theological concepts undergird your vision of your role.

### **Saturday call December 3**

#### **12) December 7 - Power dynamics (Leslie and Lee)**

Readings:

- Beyond "Corporate": New Insights on Larger Churches by Susan Beaumont
- <http://www.alban.org/conversation.aspx?id=6232>
- Also from the UUA:  
<http://www.uua.org/documents/jonassonstefan/sizedoesmakedifference.pdf>  
<http://www.uua.org/documents/congservices/sizetransitions.pdf>

Assignment: Beaumont describes ways in which leadership must change as a church grows in numbers. Implicit in her essay is the inevitability of a change in power dynamics with the size of a church. Begin with your own teaching congregations and specify how the power dynamics are likely to shift in your churches as it calls for a different approach to ministerial leadership. Hold a discussion with your Dialogue Triad and compare notes about the leadership styles you are observing in the congregations you are serving. Are any of the congregations experiencing a transition from one size to another? Are there tensions around changing leadership styles? Prepare a one-two page DT memo that contains your shared reflections about congregational size and leadership.

### **January Convocation January 4 – 6, 2012**

## **Spring Semester 2012**

### **III. Practices of Congregational Leadership**

## 1) February 8 - Worship (Lee and Leslie)

Assignment: Discuss in your DT an order of service that you have done in your congregation, and explore how it reflects your own theology and ecclesiology. Post the order of service, and an individual one to two page memo describing its theological grounding.

## 2) February 15 - Accountability (Leslie and Sharon)

Readings:

- [http://www.firstusandiego.org/Websites/firstusandiego/Files/Content/1026599/Accountability9\\_17\\_07.pdf](http://www.firstusandiego.org/Websites/firstusandiego/Files/Content/1026599/Accountability9_17_07.pdf)
- <http://www.uufec.com/wordpress/sermons/judge-not-the-need-for-accountability/>
- <http://www.timwise.org/appreciation-and-accountability/>

Assignment: Accountability is a core concept in work to build multicultural and anti-oppressive institutions. Being accountable means checking your actions and choices as a leader against the perceptions of those who have been historically marginalized by the institution you lead. In more committed organizations, this is done by being accountable to groups rather than to individuals. As a leader, how would you define accountability as part of living faithfully and well? Reverend Rob Debs states that "Accountability is a process of renewal. Accountability has to do with rather matter-of-fact observation of how our thoughts and actions are panning out-no praise or condemnation, simply observing and understanding how it's going whether for us or for another person. If the results are not what we want, then we change the plan of action that has led to the current outcomes. Accountability is simply non-judgmental reassessment that leads to renewal, tweaking the plan, corrective action without punishment or guilt. The question is always, how do we want to go on from here?" What, for you, are the theological underpinnings of the practice of accountability?

As we take up the practice of accountability for systems of oppression, what insights do you draw from the essay by Tim Wise? Are there other practices that you have found crucial in your own service and ministry? Where do you see structures of accountability or accountable practices in the congregation you are serving?

Discuss these questions in your Dialogue Triad and post a two to three page DT memo. During our Saturday call on February 18th, we will discuss how you are exercising accountability in your focused initiative. Are there formal structures in place or informal practices that have guided you thus far? What have you learned thus far from practicing

accountability?

### **Saturday Call February 18**

#### **3) February 22 - Communication in the New Age (Lee and Leslie)**

Readings:

- Leadership and Social Media and
- Social Media and Ministry

Assignment: Social Media and Information Technology are useful and necessary tools in congregational life. Indeed, much effort has been devoted to applying these tools to communicate internally and externally in congregational life. Far less attention has been given to how these tools can be used by a minister to strengthen his or her leadership. Even less attention has been given to how ministerial leadership can be undermined by others who use the technology in destructive ways. Knowing that one day you will need to devise a personal social media/IT strategy that will enhance your leadership, discuss in your triad some of the issues that will help you develop that strategy:

- 1) To blog or not to blog? To what purpose?
- 2) Should congregants be your Face Book friends? Why or why not?
- 3) Will you Tweet to your congregation? If so, what are the pitfalls of not Tweeting consistently?
- 4) How do you respond to rumors about your ministry and questions about your motives that are widely circulated by email or on websites?
- 5) When do you conduct a conversation via email and when do you use the phone or an in-person meeting?
- 6) What email protocols might you develop that will allow you to conduct church business through email, while still show your authenticity.
- 7) How do you avoid making one of those dreadful email mistakes (like sending a sensitive email to the wrong recipient)?

Summarize the results of your discussion in a 2- 3 page DT memo.

#### **4) March 7 - Trauma (Lee and Leslie)**

Readings:

- Background on shooting at Knoxville church:  
<http://www.uua.org/news/knoxville/index.shtml>

- Also <http://www.niot.org/blog/unitarians-come-together-peace-after-church-shooting>
- Unitarian Universalist Trauma Ministry <http://www.traumaministry.org/>
- Barker sermon

Assignment: In the course of ministry, sometimes the unthinkable occurs. A beloved member commits suicide. A tragic accident takes the lives of a family integral to the congregations' religious education community. A long-time congregational leader is arrested and charged with sexual crimes against children. A hate-filled individual or group targets the congregation because of its public advocacy work or inclusive culture. Explore the readings above and then have a conversation with your dialogue triad about what you personally would need to know, personally, communally and theologically, to lead under such circumstances. Submit a one-two page DT memo summarizing your conversation.

#### 5) \* **March 14 - Fundraising** (Lee and Bill)

Reading: "The Pastor's Stewardship Role" by Gary Fenton

Assignment: Interview someone who has experience with fundraising. Ask them questions like these and share their answers and insights:

- What are the keys to fundraising success?
- How do you balance letting the donor take the lead and "pushing" them to offer a gift?
- How do you determine how much to ask someone for?
- If you err in that judgment, is it better to ask too much or too little?
- How do you gauge whether prospective donors will respond more positively to general support or support for a specific project?
- What is the toughest thing for you about "making the ASK?" How have you overcome that?
- Be prepared to do a role play in our Saturday conference call in which you are soliciting a major donor played by Bill or Lee.

#### **Saturday call – March 17**

#### 6) \* **March 21 - Finance** (Lee and Bill)

Assignment: Arrange to receive a tutorial from your teaching pastor about the detailed budget (and financial statements) of the church you serve. Make sure you are conversant with each item. Share the budget with the members of your triad, answering any questions they may have. Submit a two- three page DT memo that addresses the following questions: How might a budget reflect the values, mission and vision for a church. Without knowing

anything else about a church, what overall trends and challenges can you glean from examining its budget? What can you not learn about a church through a review of its budget?

## **Spring Break**

### **7) April 4 - Self evaluation (Lee and Leslie)**

Reading: Self-evaluation from the Congregational Studies year

Final Internship Self-Evaluation

**Assignment:** Compare the two self evaluations and, post an individual 2 page memo, responding to these questions: How has my ministerial formation deepened in the past year? What skills and attitudes have I developed in the past year that will assist me in my ministry? What professional and personal issues will I need to pay attention to as my ministerial formation continues beyond this class?

### **Saturday call – April 7**

### **8) \*\* April 11/13 - Process Lay Committee and Teaching Pastor Evaluations (Leslie and Lee)**

Readings: Final Lay Committee and Supervisor Evaluation

Final Internship Self-Evaluation

**Assignment:** As you reflect back on this second year of work with your teaching congregation, take some time to reflect on what has been most rewarding and most challenging. As you prepare to enter into your final evaluative process with the congregation, what do you celebrate in your own growth as a leader? Where are the growing edges that you know you will continue to address? Where might you want to garner additional resources?

For this week, discuss these questions with your dialogue triad. Your assignment is to post a copy of your self-evaluation using the MFC form provided. (Please note: for those of you who have not yet seen the Ministerial Fellowship Committee, this document will be among those submitted to the MFC.)

### **9) April 18 - Conflict (Leslie and Lee)**

Readings:

- Jacqui Lewis (selected pages)
- Background and resources on difficult people policies.  
<http://www.uua.org/leaders/leaderslibrary/leaderslibrary/interconnections/56609.shtml>  
[↓](#)
- Sample policies:  
<http://www.uua.org/leaders/leaderslibrary/leaderslibrary/interconnections/56609.shtml>  
[↓](#)

Assignment: Conflict, as we have already discussed, is a natural part of a healthy and growing congregation. Change is particularly likely to cause conflict. Through the two years of service to your teaching congregation, what have you learned about conflict? With your dialogue triad, reflect on your experiences with your congregation, especially in leading change through your focused initiative. Within the congregational frame, times also arise when conflict is not healthy and when unhealthy individuals block progress. Within your dialogue triad discussion, share your reactions to the tools for dealing with difficult people in the readings—what resistance do you have to this sort or approach? Where might it be helpful to have this in place before a congregation experiences such a problem? Post a one-two page DT memo summarizing your discussion.

**10) April 25 - Final Project** (Lee, Leslie, Bill, Sharon)

Your final project is a summation and analysis of the focused initiative that you led during 2011/2012. Post your final project and send it to the members of your DT. Discuss what you have learned from the focused initiative about the complexities of leadership and congregational life.

**Saturday call – April 28**