

**HARVARD UNIVERSITY
THE DIVINITY SCHOOL
SUPERVISORY TRAINING AND CONSULTATION
Course Syllabus 2016-2017
Instructor: Emily Click**

This course on supervision offers an introduction to the theory and practice of mentoring students through theological field education. Students should be aware that the course focuses on reading about and discussing supervisory approaches. The course naturally includes a component of support, but its primary focus is on learning about how to supervise ministry students and is not designed as a support group. Students also should know that the course is designed for an interfaith group of participants from a variety of ministerial settings. Some students come from a pastoral background and are Christian. Other students may not have a theological background, and other students may have a variety of faith backgrounds. We will participate in a way that respects the variety of backgrounds and perspectives of all students.

This course is available by invitation and application only. It is a course on supervision and mentoring, which also focuses on leadership. This course is offered free of tuition, as a part of our appreciation for the substantial contributions supervisors make in the education of HDS students. The instructor teaches the course exactly like any other master's level course at HDS, and asks that students prepare fully for class time so that all can learn from each other.

Students who participate fully in this course throughout the year are eligible to be nominated to become supervisors for the field education program at Harvard Divinity School. The instructor respectfully requests all students to attend every class. While it is understood that participants have other substantial obligations, some of which arise at the last minute, the instructor requests that students make every effort to be present, and communicate in advance when an absence is absolutely necessary. *Students who miss more than two classes during the year will not be eligible to become supervisors.*

Meeting Location:

The class will meet in Andover Hall, Room 103 on the first floor of Andover Hall.

Directions and Parking:

Public transportation is advised, but should you drive, you may find directions on the HDS website at <http://www.hds.harvard.edu/about/map-and-directions>. *If you plan to park in one of Harvard's lots, you must arrange for parking ahead of time for each class.* The HDS Department Code for non-Harvard affiliated visitors who will be paying for their own parking is HDS 1002. We recommend parking in the Oxford Street Garage at 52 Oxford Street in Cambridge. The parking garage is about a 5 minute walk to Andover Hall. See <https://www2.uos.harvard.edu/cgi-bin/permit/purchase.pl> for more info for parking at Harvard and in the area.

Class Schedule

- I. Introduction to Field Education: This session is required for all new supervisors and students in their first field education unit concurrent with the academic year. *The same session is offered twice. Please choose one session to attend.***

Friday, September 2, 2016: 11:00 AM-12:00 PM.

A second session will be offered IMMEDIATELY FOLLOWING THE SITE FAIR.

Site Fair: Thursday, September 8, 2016: 4:30-5:30pm.

Introduction to Field Education, Thursday, September 8, 2016: 5:30-6:30pm.

If you have not yet secured a student to work with, please plan to attend the Field Education Site Fair.

Assignment:

Read the HDS Student Handbook, Excerpts related to M.Div. Program
<http://www.hds.harvard.edu/academics/registrar/handbook-for-students>

Read the following available online at Available online at
www.hds.harvard.edu/academics/field-education

- Read the Field Education Handbook
- Review Field Education Calendar

Agenda:

Introductions

Orientation to the curriculum at Harvard Divinity School

Orientation to field education at Harvard Divinity School

Giving and receiving feedback

Learning agreements

II. Monday, September 19, 2016 (5:00 to 7:00 PM)

Assignment:

Read: *Humble Inquiry: The Art of Asking Instead of Telling*, Edgar H. Schein

Agenda:

Discuss reading

Learning agreements

Beginning the supervisory relationship

The supervisory session and models of supervision

Organize who will present cases by the week (bring your calendar)

III. Monday, October 17, 2016 (5:00 to 7:00 PM)

Assignment:

Read: *Welcome to Theological Field Education*, Matthew Floding (ed.)

Agenda:

Discuss reading

Working with theological case presentations

Review of presenting cases

IV. Monday, October 31, 2016 (5:00 to 7:00 PM)

Assignment:

The Art of Theological Reflection, Killen and de Beer

Agenda:

Discuss reading

V. Monday, November 28, 2016 (5:00 to 7:00 PM)

Assignment:

A Failure of Nerve: Leadership in the Age of the Quick Fix, Edwin H. Friedman

Read and prepare for discussion on leadership cases

Prepare: Theological reflection cases (those students assigned for this class)

Agenda:

Psycho-dynamics of supervision

Theological reflection case presentations by students

VI. Monday, January 30, 2017 (5:00-7:00 PM)

Assignment:

Read: Handouts on Mentoring by Emily Click

Prepare: Theological reflection cases (those students assigned for this class)

Agenda:

Discuss reading

Theological reflection case presentations by students

VII. Monday, February 13, 2017 (5:00 to 7:00 PM) [Snow Date: February 27]

Assignment:

Read: *Adaptive Leadership*, Ronald Heifetz, Marty Linsky, and Alexander Grashow

Prepare: Theological reflection cases (those students assigned for this class)

Agenda:

Discussion of reading

Discussion of cases

VIII. Monday, March 6, 2017 (5:00 to 7:00 PM) [Snow Date: March 13]

Assignment:

Prepare theological reflection cases (those students assigned for this class)

Agenda:

Discussion of mid-year evaluations

Theological reflection cases by students

IX. Monday, March 27, 2017 (5:00 to 7:00 PM)

Assignment:

Read: *At Personal Risk*, Marilyn Peterson

Agenda:

Sexual and boundary issues in supervision

XI. Monday, April 17, 2017 (5:00 to 7:00 PM)

Final Class

Agenda:

Final evaluations

Celebrate!

Course Assignments:

1. Read for class discussion:

Humble Inquiry: The Gentle Art of Asking Instead of Telling, by Edgar H. Schein

Welcome to Theological Field Education! edited by Matthew Floding (2010: Alban).

Art of Theological Reflection by Patricia O'Connell Killen, John De Beer (1994: Crossroad).

A Failure of Nerve: Leadership in the Age of the Quick Fix by Edwin Friedman (1999: Seabury).

The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World by Ronald Heifetz, Martin Linsky, and Alexander Grashow (2009: Harvard Business School).

At Personal Risk: Boundary Violations in Professional-Client Relationships by Marilyn R. Peterson (1992: W.W. Norton & Co.).

2. Class presentation of cases. Each student will write up a case from their own ministry experience for theological reflection in the class. Presentation dates will be scheduled early in the year, and will begin in November.

Material presented in class pertaining to supervisory situations shall always be considered CONFIDENTIAL. Names should be masked whenever possible, but confidentiality is both assumed and expected.

The course instructor will be available for consultation with you individually during the course. Call 617-496-5711 to schedule an appointment.

BIBLIOGRAPHY

de Bary, Edward O., *THEOLOGICAL REFLECTION: THE CREATION OF SPIRITUAL POWER IN THE INFORMATION AGE*. Collegeville, MN; Liturgical Press, 2003 (220 pp.).

Growing out of the work of Education for Ministry (EFM), which is also the pedigree of Killen and de Beer, de Bary's work is to date (2003) the most comprehensive explanation of this school of theological reflection. Fully the latter half of the book explores concrete ways, structures, techniques and methods for guiding theological reflection.

Bridges, William., *MANAGING TRANSITIONS: MAKING THE MOST OF CHANGE*. Philadelphia, PA; William Bridges and Associates Inc. 2009 (170pp).

As veteran business consultant William Bridges explains, successful organizational change takes place when employees have a clear purpose, a plan for, and a part to play in their changing surroundings. Directed at managers, this expanded edition of the classic bestseller provides practical, step-by-step strategies for minimizing the disruptions caused by workplace change.

Floding, Matthew, ed., *WELCOME TO THEOLOGICAL FIELD EDUCATION!* Herndon, VA; The Alban Institute, 2011 (206pp).

In field education, students unite the theory and the practice of ministry. Matthew Floding collects essays that draw on the experiences and knowledge of 11 directors of field education in seminaries and divinity schools across North America. These essays, written for supervisors as well as for students, take up topics and themes crucial to ministerial formation but too-rarely engaged in an explicit manner; the topics and themes range from the art of supervision and formation, the use of case studies and peer reflection groups, self-care and ministerial ethics, and assessment.

Fortune, Marie M., *IS NOTHING SACRED? WHEN SEX INVADES THE PASTORAL RELATIONSHIP*. San Francisco; Harper and Rowe, 1989 (160pp).

Marie Fortune's work has become well known, but the issues she raises and the perspective she holds are still brand new for us. This widely regarded work provides a solid analysis of how power affects relationships and the enormous human toll when that power is abused.

Heifetz, Ronald A., *LEADERSHIP WITHOUT EASY ANSWERS*. Cambridge, MA, and London, England; The Belknap Press of Harvard University Press, 1994 (348 pp.).

Heifetz's book is aimed at those who must lead in an age in which there are few easy answers. Weaving together theory and practice, he applies a dozen years of research of

leadership in various venues from teaching to politics, from business to non-profits, and delivers a practical and compelling model for leadership in our time. His work as Director of the Leadership Education Project at the Kennedy School of Government has drawn much favorable attention.

Heifetz, Ronald A., and Marty Linsky, *LEADERSHIP ON THE LINE*. Boston, MA; Harvard Business School Press, 2002 (252 pp.).

This book concentrates on the impact on the leader which *LEADERSHIP WITHOUT EASY ANSWERS* is likely to have, and how the leader may “stay alive through the dangers of leading,” as the sub-title says. The ways in which leaders respond to the stresses of leadership affect not only their own well-being, but also their effectiveness. This book, then, is very useful for those who are called upon to lead communities of faith or to lead in other venues, and who are also willing to disappoint those they lead who are expecting easy answers.

Heifetz, Ronald A., Martin Linsky, and Alexander Grashow, *THE PRACTICE OF ADAPTIVE LEADERSHIP: TOOLS AND TACTICS FOR CHANGING YOUR ORGANIZATION AND THE WORLD*. Boston, MA; Harvard Business School, 2009 (304 pp.).

Heifetz literally wrote the book on leadership. This text, his newest, and a collaboration with Linsky and Grashow, distils the authors’ collective wisdom into a practical guide for improving the practice of leadership. In the form of a handbook, Heifetz et al. introduce and explain the framework of Adaptive Leadership—a way of candidly assessing one’s situation and one’s capacities in order to take effective action. The authors also flesh out this framework through stories, diagrams, and the presentation of concrete strategies for assessing and addressing the challenges of change.

Kegan, Robert and Lisa Lashow Lahey, *IMMUNITY TO CHANGE: HOW TO OVERCOME IT AND UNLOCK POTENTIAL IN YOURSELF AND YOUR ORGANIZATION*. Boston, MA; Harvard Business School, 2009 (340 pp.).

Why do so many crucial attempts at change fail? Kegan and Lahey demonstrate the ways that personal beliefs and organizational attitudes congeal to create barriers or immunity to change. By uncovering and exploring these dynamics, the authors prepare ministers to unleash the potential of both themselves and their ministries.

Killen, Patricia O’Connell and John de Beer, *THE ART OF THEOLOGICAL REFLECTION*. New York; Crossroad, 1995 (156 pp.).

Following the influence of the Whiteheads, this book shapes an explicitly Christian means of theological reflection as “the artful discipline of putting our experience into conversation with the heritage of the Christian tradition.”

Lebacqz, Karen and Ronald G. Barton, *SEX IN THE PARISH*. Louisville;

Westminster/John Knox, 1991 (279 pp.).

Lebacqz and Barton develop an ethical framework within which to understand issues of boundaries and abuse for clergy and other ministerial professionals, as well for a healthy sexuality in ministry.

Mahan, Jeffrey H., Barbara B. Troxell and Carol J. Allen, *SHARED WISDOM: A GUIDE TO CASE STUDY REFLECTION IN MINISTRY*. Nashville; Abington Press, 1993 (142 pp.).

While the term “case study” is used here quite differently from the model developed at Harvard, this book provides a useful way to prepare and reflect on ministry events. Mahan, Troxell and Allen are respected leaders in the current landscape of theological field education.

Neuger, Christie Kozad, ed., *THE ARTS OF MINISTRY: FEMINIST-WOMANIST APPROACHES*. Louisville; Westminster John Knox Press, 1996 (211 pp.).

Building on the thirty years of liberationist movements, which have caused an epistemological shift undermining false certainty and exposing the privilege and oppressive nature of elitist assumptions, it provides a set of responses to the question, “If we now have a feminist-womanist theoretics, what are the concomitant features of a feminist-womanist practice?”

Parks, Sharon Daloz, *LEADERSHIP CAN BE TAUGHT: A BOLD APPROACH FOR A COMPLEX WORLD*. Boston; Harvard Business School Press, 2005 (256 pp.).

This new book examines the pedagogy developed by Ronald Heifetz and his colleagues in teaching leadership at the Kennedy School of Government. This gives a window into the ways Heifetz engages his students in the creative work of finding their own voices as leaders.

Peterson, Marilyn R., *AT PERSONAL RISK: BOUNDARY VIOLATIONS IN PROFESSIONAL-CLIENT RELATIONSHIPS*. W.W. Norton & Co., 1992 (198 pp.).

From review by Joyce Smith, L.I.C.S.W.: “Ms. Peterson gives many examples of harm caused to clients when the boundary of this trust based relationship is breached. She has a particularly good discussion of the power differential involved in the professional-client relationship and how denial of the power and influence which reside with the professional can lead to boundary violations. She discusses four often hidden aspects involved in boundary violations: role reversals; secrets; double binds and indulgence of personal privilege.”

Poling, James Newton, *THE ABUSE OF POWER: A THEOLOGICAL PROBLEM*. Nashville; Abington Press, 1991 (224 pp.).

Poling is among the group of writers and current theologians such as Karen Lebacqz, Rita Nakishima Brock and Marie Fortune, to name only a few, who bring a careful analysis of power to bear on the understanding of human relationships and abuse in those relationships. Poling seeks to bring to the surface for church and society to address situations and issues that have been buried under the assumed prerogatives of power and the shroud claim of privacy. In doing so, he challenges us to grapple with not only our lives, but also our theological constructs.

Katherine Hancock Ragsdale, Editor, *BOUNDARY WARS: INTIMACY AND DISTANCE IN HEALING RELATIONSHIPS*. Cleveland; Pilgrim Press, 1996 (239 pp.).

Ragsdale has brought together writings from a number of the current thinkers who are concerned with issues of abuse of power and the implications of power differences for appropriate boundaries in therapeutic, ministerial and other professional relationships. Among the authors included are: Marie Fortune, Karen Lebacqz and Ronald G. Barton, and Carter Heyward and Beverly Harrison.

Schön, Donald A., *EDUCATING THE REFLECTIVE PRACTITIONER*. San Francisco; Jossey-Bass Publishers, 1987 (348 pp.).

In this book Schön continues to ask professional education to re-examine the relationship between theory and practice it uses in preparing professionals. Here he develops ways of educating that would be consonant with his understanding of the professional as reflective practitioner.

Senge, Peter, Art Kleiner (editor), Charlotte Roberts, George Roth, Rick Ross, *THE DANCE OF CHANGE*. Currency Doubleday, 1999 (596 pp.).

Peter Senge and his group have published and worked for over a decade in the field of creating organizational change. Previous titles, *The Fifth Discipline* and *The Fifth Discipline Fieldbook*, lay out the ideas for what they call "the learning organizations," that is, the organization which is alive and is responsive to changing needs. *The Dance of Change* faces square on the fact that change is hard to initiate, and even harder to sustain. The result of research, trial, and experience working with many organizations, it is one of the most highly acclaimed and practical guides to helping organizations overcome the obstacles to lasting transformation.

David A. Steere, Editor, *THE SUPERVISION OF PASTORAL CARE*. Louisville; Westminster/John Knox Press; 1989 (287 pp.).

This book brings together many perspectives and contributors, to address many of the significant problems and areas of pastoral supervision. Represented among its authors are professors, social workers, therapists and chaplains, all experienced in supervision. Article titles include: "Preparing Yourself for Supervision," "Life Histories and Narrative Theologies," "Transference and Counter Transference in Supervision," "Gender Issues in

Supervision," "The Supervision of Church Volunteers," and "An Experiment in Training Supervisors for Field Education."

Stone, Howard W. and James O. Duke, *HOW TO THINK THEOLOGICALLY*. Minneapolis; Fortress Press, 1996 (128 pp.).

A valuable resource for learning and developing the art of theological reflection, the book addresses the how and why of theological sources, moves, and methods. Then the authors guide readers into major theological topics--gospel, sin, and salvation, vocation--through real-life case studies.

Warford, Malcolm L., *THE SPIRIT'S TETHER: EIGHT LIVES IN MINISTRY*. Herndon, VA; Alban Institute, 2011 (227 pp.)

Malcolm Warford is a widely respected and storied pastor, seminary professor, and ministry consultant. In this volume, Warford tells the stories of the journeys of eight ministers, stretching from their time as students at Union Theological Seminary to their work in congregations today. The narratives that Warford has gathered richly crystallize the pains and joys of ministry as well as the insights that such ministers have garnered over the course of their careers. Readers thus stand to benefit from lessons that can be learned only through close acquaintance with the actual practice of ministry.

Whitehead, James D. & Evelyn Eaton, *METHOD IN MINISTRY*. (New Revised Edition), Kansas City; Sheed & Ward, 1995. (170pp.).

This book represents the Whiteheads' attempt to work out a process of theological reflection and decision making for the local parish and other groups based upon Bernard Lonergan's theological method. The Whiteheads' tri-polar method of reflection, which attends to information available in religious Tradition and Scripture, culture, and lived experience, has gained considerable currency. Their work is among the few that translates a theory of theological reflection into a workable and practical method. This is a revised and expanded edition of their original classic.