



Rabbinical School
RB-PRAC-510 Leading as Clergy (Leadership Seminar)
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2 graduate credits - Spring 2019
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Course Description:

As clergy you have powerful opportunities to shape the lives of individuals and communities. At the same time, the position itself presents unique personal and professional challenges. How you handle the opportunities and challenges will shape your effectiveness as a leader as well as your fulfillment in the profession. This course is designed so that together we will explore perspectives and skills that will support and enrich your capacity to lead as clergy.

To do this we will draw on sources from Jewish tradition, social science, systems theory, professional studies and, as importantly, from your own and others' experiences and observations. Cases, informed by some theoretical models, will be the basis for reflection on the patterns, strengths, and aspirations you bring to your internships now and your clergy responsibilities in the future. By exploring ideas from the literature and your own and others' experiences, you will be encouraged to develop approaches to leading as clergy that suit you.

Learning Objectives:

More specifically, the seminar is designed for you to:

- Expand your perspectives on organizations and develop ways to use them in your work through multi-frame analyses;
- Understand the power of an organization's culture and some ways to work with it;
- Develop approaches for managing the clergy-layperson relationship, maintaining boundaries and setting limits.
- Think about ethical dimension in a clergy person's work and how these can play out;
- Understand aspects of leading change processes and the role of vision in building a religious organization;
- Reflect on your aspirations for your rabbinate or cantorate and capacities for leading as a clergy person;

The course is organized in three overlapping segments: (1) Looking at yourself and the work setting in order to identify "blind-spots" and learn ways of expanding your view; (2) Understanding specific challenges faced by clergy and thinking about ways these can be handled; and (3) Exploring aspects of changing an organization, whether a school, Hillel, communal agency, or anything else, in ways that are wise.

Reading:

- They are posted on Schoology unless otherwise noted.
- **Some of the readings may be changed.** We'll know as we find our pace.

Required Texts (in the order used):

- *Discover Your Conflict Management Style*. Speed B. Leas, Alban Institute Publication (1997). (This has an assessment inventory will need to be completed.)
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- *Sacred Strategies: Transforming Synagogues from Functional to Visionary*, Aron, Cohen, Hoffman and Kelman. The Alban Institute (2010).

Optional Texts:

- D. Teutsch, *Making a Difference: A Guide to Jewish Leadership and Non-Profit Management*, Reconstructionist Press. A very easy-to-read, practical handbook on leadership and not-for-profit management written specifically for Jewish audiences. Makes use of rabbinic and other Jewish sources in the examples he describes and has a wonderful section in the back with sources that can be studied with colleagues and lay leaders as well as questions for group reflection on specific issues.
- E. Schein, *Corporate Culture Survival Guide*, 2005.

Assessment:

The course is pass/fail. In addition to specific assignments (discussed below) to which I will give timely feedback, there are several other expectations,

- Come to class prepared with the readings and any ancillary activities (e.g. thinking about a specific question, writing a brief response, etc.) done. Required readings are marked with an asterisk*. Others are suggested.
- Engage in class discussions by sharing your internship (and other clergy) experiences and ideas as well as inquiring about others';
- Let your colleagues and me know if you will be late or will miss a class; and
- Let me know if there is a situation from your internship you want time to discuss in class. I will try to accommodate though occasionally that might not be possible. I am available for telephone or in-person consultation.

Specific Assignments

More details will be provided in class and/or in a memo.

1. Choose **one** of the following options:

Option A: A four-frame analysis of a past or current internship or other work-based dilemma. For example, it might be something you did in a certain way but by using the different frames for your diagnosis of the situation you now see other possible approaches or you might apply the four frames to a current dilemma.

Option B: A (tentative) analysis of the culture of an organization you are now working in (or have worked in in the past)

No more than 5 pages.

Due: 3/13/19.

2. Read Speas and do his self-assessment about your conflict style. This is primarily for your own self-knowledge and you can draw on what you have learned (even if it “just” reinforces what you already know about yourself).

Complete by 3/27.

3. A paper **OR** an Individual presentation/discussion with the class (15 min) on a topic that is of interest to you and related the course. I will need to approve the topic whether a paper or presentation. The oral presentations can be at various times in the semester.

If writing a paper (no more than 10 pp) it is **due by 5/23/19.**

- End-of-semester reflection about what you learned about yourself and rabbinic/cantorial practice during the semester and how you hope this will influence your work going forward. It can be a letter to your future self, if you like that format. Feel free to be creative. Use any medium that works for you – music, poetry, art, etc.

Due: 5/30/19.

Course Accommodations for Disabilities:

Hebrew College is committed to ensuring the full participation of all students in programs. Accordingly, if a student has a documented disability, and as a result, needs a reasonable accommodation to attend, participate or complete course requirements, then he or she should inform the instructor at the beginning of the course as well as the Director of Student Support. For further information, see the Student Handbook at http://hebrewcollege.edu/sites/default/files/student_handbook.pdf.

If you require course accommodations because of a documented disability or an emergency medical condition, please email your instructor as soon as possible. We are happy to work with you on any issues you have to ensure that you can participate fully in the class and complete the course requirements. Please do not wait until the assignments are due for a retroactive accommodation, but discuss the situation with your instructor before you experience difficulty.

PRELIMINARY SYLLABUS (1/20/19) SUBJECT TO CHANGE

VIEWPOINTS AND PERSPECTIVES	
1 2/6	<p>What Informs Your View of Clergy Leadership? Unpacking individual assumptions and aspirations. Notions of alignment/lived theology/vision.</p> <p>*Jonathan Sacks on the Lubavitcher Rebbe: http://www.ou.org/jewish_action/06/2014/unparalleled-leader/</p> <p>*Teutsch: "The Rabbinic Role in Organizational Decision Making," Go to Berman Jewish Policy Archives: <i>The Reconstructionist</i>, Vol. 64, Number 1, Fall 1999. The Tuetsch article is there. It is also a chapter in his book, D. Teutsch, <i>Making a Difference: A Guide to Jewish Leadership and Non-Profit Management</i>, Reconstructionist Press. It is a very useful book to own.</p> <p>For discussion in class: Think of a clergy person whose leadership has influenced you. It can be a rabbi or cantor you see as a positive or even a negative (counter) model. What are the main characteristics you see in this clergy person that led to your response?</p>
2 2/13	<p>Expanding Perspectives: Developing a Multi-Frame Approach. Often-unarticulated assumptions frame how we each understand the world. Referred to as "naïve frames", these can trip up even very talented professionals. Learning to see what is going on from multiple frames will expand your view of a situation, reduce blind-spots, suggest deeper ways of understanding and acting on difficult situations, thereby enhancing your capacities to lead.</p> <p>*Bolman and Deal, <i>The Path to School Leadership: A Portable Mentor</i>, Corwin Press, 1993, pp. 7-44 (pdf). *Addie Lewis case (pdf). (We will discuss this in class.)</p>
3 2/20	<p>Gaining a Deeper Understanding a Setting: An in-depth exploration of how understanding a culture is essential if leaders are to be effective. The phrase, "organizational culture," is used widely –and imprecisely. We will explore the following questions: Just what is organizational culture? How is it formed and how does it affect an organization? As you read Tuetsch or Schein, consider how these ideas relate to faith-based organizations in general, and one you know well, in particular..</p> <p>*Tuetsch, <i>Making a Difference</i>, chapter 5, "Understanding Organizational Culture," pp. 90-102 and "Stages and Personalities in Organizational Life" 216-224. (pdf)</p> <p>*Kelliher, "A Bad Beginning as a Principal" in Jentz, et.al. <i>Entry</i>. (pdf). (We will discuss this case in class.)</p> <p>If organizational culture is of interest, read Schein, <i>The Corporate Culture Survival Guide</i>, instead of Tuetsch. It is a fuller presentation of the concept of organization culture and how to work with it – very helpful.(pdf).</p>
4 2/27	<p>Human Centered Design. Guest Presenter, Rabbi Elan Babchuck, Director of Innovation at Clal. We will dive deep into Clayton Christensen's newest theory on innovation via human-centered design, beginning with a the simple question: What jobs are people trying to get done in their lives? Using his latest book, <i>Competing Against Luck</i>, we'll unpack "Jobs to Be Done Theory" and we'll tackle theory, application, and practice. Finally, we'll look at the theory through the lens of clergy leadership, with an eye toward better serving our communities, one another, and ourselves.</p>

	<p>*<u>Understanding The Job</u> (Clayton Christenson) video</p> <p>*Buber. <i>I-Thou</i>, chapter 1.</p> <p>*Https://hbr.org/2016/09/know-your-customers-jobs-to-be-done</p>
3/6 yom iyun	No class. Note that the Bloom excerpt for next week is on the longer side and that the first written assignment is due on 3/13. You might want to use the extra time this week to work on these.
	SEGMENT II SPECIFIC CHALLENGES ENCOUNTERED BY RABBIS AND CANTORS
5 3/13	<p>Relationship between Personal and Clergy Identities: Using Bloom's notion of the <i>Symbolic Exemplar</i>, we will explore this relationship in personal terms. How do you hope to be seen in your immediate community (e.g. congregation, Hillel, school)? How do you see yourself? Bloom's book was published in 2002 but his research was done earlier. To what extent and in what ways does it resonate today? What has changed? What hasn't?</p> <p>Excerpts from Bloom, <i>The Rabbi as Symbolic Exemplar</i>. Harworth Press, 2002.</p>
3/20 NO CLASS	EREV PURIM (Thought assignment: Apply the four frame model to the happenings recorded in <i>Megillat Esther!</i>)
6 3/27	<p>Establishing Professional Boundaries, Guest Clergy tbd. Issues related to symbolic exemplarhood play out in many ways, including how clergy define and maintain boundaries with their “people”, whether those are about time, participation, friendships, and more. We will think together about the boundaries clergy want to establish—including trade-offs and strategies.</p> <p>Reading: * Five Ways Ministers Get in Trouble, Don Hotchkiss blog</p>
7 4/3	<p>Leadership – Authority – Power –Vision and Mandate, Part 2. Co-Facilitator, Rabbi Daniel Berman, Temple Reym of Newton: While on paper models of leadership seem straightforward, how can they be helpful in the messiness of real situations? This session and the next will look at real situations Dan faced when he arrived at the congregation. Through a series of mini-cases, we will examine critical incidents as he went about establishing his authority as a rabbi, empowering members, setting priorities, and trying to change the culture and, hence, the direction of the congregation. Drawing on aspects of leading that we have already discussed, our discussion will be enriched by powerful models of leading: Heifitz’s “adaptive leadership” and Greenleaf’s “servant leadership” and related ideas about “shared leadership”.</p> <p>*Heifitz and Linsky, “A Survival Guide for Leaders” in <i>Harvard Business Review</i>, 2002.</p> <p>*Brubaker, <i>Promise and Peril: Understanding and Managing Change and Conflict in Congregations</i>, Excerpt from Chapter 5 (“Change and Conflict”), pp. 89-100.</p>
8 4/10	<p>Leadership – Authority – Power –Vision and Mandate, Part 2. Co-Facilitator, Rabbi Daniel Berman, Temple Reym of Newton:</p> <p>*Watch https://www.youtube.com/watch?v=TE9ZY_EMT-w&feature=youtu.be</p>

	<p>*http://shma.com/2010/01/rethinking-rabbinic-leadership/</p> <p>* S. Beaumont blog entry, "What To Do When Vision Eludes You, http://www.congregationalconsulting.org/vision-eludes-you/</p> <p>If you are interested in Eugene Borowitz's influential article on a form of sharing leadership based on Lurianic kabbalah see: http://dx.doi.org/10.1080/0034408740690607</p>
9 4/17	<p>Exploring Ethical Challenges, Rabbi Sonia Saltzman: Clergy confront ethical challenges in all aspects of their work –as pastors, educators, supervisors, colleagues, etc. We will explore several of these to look at the considerations that frame decisions, including the Code of Practice for Alumni of the HC Rabbinical School.</p> <p>*Familiarize yourself with the HCRS <i>Code of Practice for Rabbis</i> (pdf).</p> <p>* Five Ways Ministers Get in Trouble, Don Hotchkiss blog</p> <p>*Read, Pearce, "Betrayal, Sex, Power, Trust, and Unfinished Business" 2001, especially p. 72 to end (pdf).</p>
4/24 Pesah	Hag Sameah.
10 5/3	<p>Effecting Change: What Helps? What Hinders? We will be using <i>Sacred Strategies</i> to think about these questions based on the experiences and research described in the book as well as from what has been discussed in class. Individuals will read different chapters. Details in class</p> <p>*<i>Sacred Strategies: Transforming Synagogues from Functional to Visionary</i>, Aron, Cohen, Hoffman and Kelman. The Alban Institute (2010).</p>
11 5/10	Session to be used as needed (e.g. return to some ideas we didn't fully explore, look at a new topic, student presentations.
12 5/17	<p>Returning to Your Assumptions: What has changed over the course of the semester? What new perspectives influenced you? What questions linger?</p> <p>Shapiro, "A Letter to a New Reform Rabbi," in Herring and Roscher, <i>Keeping Faith in Rabbis</i>, Avenita Books, 2014.</p>
5/23	Assignment 2 due (paper or research results)
5/30	Final Reflective Paper: Some enduring insights that can help shape your rabbinate or cantorate due