

The Time Between: Interim Ministry Weeks One and Two

October 5-9, 2009

Monday 12:45 p.m. through Friday 12:00 p.m.

**Location: The Erdman Center - Princeton Theological Seminary's
Center of Continuing Education**

To: Week II registrants

From: Amy Fowler, Team Leader

Welcome to the regional education seminar for Interim Ministry sponsored by Princeton Theological Seminary and the Synod of the Northeast. We are delighted to offer Week I and Week II of the event this October and are pleased that you will be joining us for Week II.

With this memo you will find the following:

- The basic schedule for both Weeks. You will note that the schedule is full. The week is planned not as a retreat, but as training/education for interim ministry.
- The assignments required for participation in Week II.

We look forward to seeing you on Monday, October 5. Registration will be held at Erdman Center, beginning at 12:45pm.

Please note: Erdman Center is a part of the seminary campus and meals are not served in Erdman. For the walk to meals, please bring a jacket and an umbrella.

Questions? For questions concerning the material in this packet, please email me at afowler@glpby.org. Questions regarding registrations and logistics should be addressed to coned@ptsem.edu.

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Monday, October 5	
12:45pm-1:30pm Registration	
1:30-2:45pm – Welcome Announcements, Introductions – Community Building -Opening Worship (Mark 6:30-32) Amy	
2:45pm – Break	
3:00 – 4:30 Leadership: Leading the Church in the 21 st Century <i>Amy & Bill</i> 4:45 – Assignments – Conflict Style Inventory, Congregational Systems Inventory, etc. 5:00 – <i>Everyday Creativity</i>	3:00 – 3:30 Expectations <i>Paul</i> 3:45-5:30pm – Introduction to the ILE and Scripture/Preaching Processes <i>Paul & Joan</i>
5:30 – Dinner	
7:00 – Dr. Dennis Olson – Princeton Theological Seminary [Korean participants meet following Dr. Olson’s presentation]	
9:00 Evening Prayers – <i>Amy (liturgy in folder)</i>	
Tuesday, October 6	
7:30am Breakfast	
8:30am – Worship - Bill (Mark 6:33-41)	
9:15am–Noon - Systems, Systems Tools <i>Joan & Bill</i>	9:15- 10:45 – Tasks and Systems <i>Paul & Amy</i> 11:00-12:00 ILE #1 – <i>Paul, Amy</i>
12:00 – Lunch	
1:30-4:15pm - Tasks (process and developmental) and Tools (size and life cycle; culture; power dynamics) <i>Joan (Bill)</i>	1:30-2:30 – ILE #2 - <i>Amy, Bill</i> 2:45-4:30 – Scripture Encounter & Preaching #1 <i>Paul, Amy</i> 4:30-4:45 Break 4:45-5:30 – Conversation on Books and Systems Reflection – <i>Paul, Bill</i>
4:30 – 5:30 <i>Celebrate What’s Right With The World</i>	
5:30pm Dinner	
7:00 – 9:00 Self-Care in the Midst of Transition <i>Amy, Joan</i> [Korean participants meet]	
9:00 Evening Prayers <i>Paul (liturgy in folder)</i>	

Required Books for Week I: *Creating a Healthier Church* by Ronald W. Richardson (Fortress, 1996) and *Our Iceberg is Melting* by John Kotter and Holger Rathgeber (St. Martin’s Press, 2006)

Required Books for Week II: *Becoming a Healthier Pastor* by Ronald W. Richardson (Augsburg Fortress, 2005), *Congregational Leadership in Anxious Times* by Peter L. Steinke (The Alban Institute, 2006) and one other – see list

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Wednesday, October 7	
7:30am – Breakfast	
8:30am – Worship - Joan (Mark 6:42-44)	
9:15 – 11:30 - Leading Change, Change Tools <i>Bill</i> <i>(Amy)</i>	9:15 – 10:15 – ILE #3 <i>Paul, Joan</i>
11:30 – Focus Your Vision	10:30-Noon – Conflict and Polarity Management <i>Amy</i>
12:00 – Lunch	
1:30–3:15 – Managing Conflict <i>Paul & Joan</i>	1:30 – 3:15 – Scripture Encounter & Preaching #2 – <i>Amy, Bill</i>
3:15-3:45 Break <i>faculty setting up room for cafe</i>	
3:45 - 5:15 – A World Café Conversation <i>Bill (Paul)</i> Afternoon Prayers (folder)	3:30 – 4:30 – ILE #4 – Amy, Joan Afternoon Prayers (folder)
5:30pm - Dinner and Evening Off – [Korean participants meet]	
Thursday, October 8	
7:30am – Breakfast	
8:30am – Worship - Korean Faculty and Participants (Mark 6:45-50)	
9:15 – For The Love Of It	9:15 – 10:15 ILE #5 – Paul, Bill
9:45-10:45 Discernment of Call <i>Joan</i> <i>(appreciative inquiry)</i>	10:30 – Reflection - Amy
11:00-noon Negotiating & Contracting <i>Joan</i>	11:00 – 12:00 Negotiating & Contracting <i>Paul</i>
12:00 Noon - Lunch and Faculty Meeting	
1:30-2:30 Board of Pensions	
2:45 –5:00 Competencies: Leadership and Worship <i>Amy, Paul</i>	2:45-4:30 Scripture Encounter & Preaching # 3 <i>Joan, Bill</i>
	4:30-5:30 ILE #6 - Joan, Bill
5:30pm - Dinner	
7:00 – 9:00 Spiritual Disciplines and Ethics and Boundaries <i>Amy & Joan</i> 9:00pm - Evening Prayers <i>Joan – liturgy in folder</i>	
Friday, October 9	
7:30am – Breakfast Celebration for Staff and Participants	
8:30 am Our Next Steps: Preparation for Week 2 <i>Joan & Bill</i>	8:30am— Peer Review & Vocational Issues <i>Amy</i>
10:30am - Closing Worship - Paul – Mark 6:51-52	

**ASSIGNMENTS FOR PRACTICUM PERIOD
BETWEEN RESIDENCY WEEKS I AND II**

1. Please read the following books in preparation for the week: *Congregational Leadership in Anxious Times* by Peter Steinke (Alban) and *Becoming a Healthier Pastor* by Ronald H. Richardson (Fortress Press).

2. Prepare one Integrated Learning Experience Report utilizing the format provided. Please send your Integrated Learning Experience Report by September 8, 2009 to Joan Marshall by email: j2d2buster@cs.com. If you are unable to email your report, you may send it to Amy Fowler, Presbytery of Giddings-Lovejoy, 2236 Tower Grove Avenue, St. Louis, MO 63110.

Your report will be reviewed, commented upon, and returned to you for editing, etc. Please bring 10 copies of your edited Integrated Learning Experience Report with you to Princeton.

3. Read - and write a one page reflection (this is NOT a book report!) on - one of the books listed below. Your reflection should give clear indication of how insights from this reading have, or will, impact your leadership style in your interim setting. Bring your reflection with you and turn it in at on-site registration.

- *When Better Isn't Enough* by Jill M Hudson (Alban)
- *The Hidden Lives of Congregations* by Israel Galindo (Alban)
- *Holy Conversations* by Gil Rendle and Alice Mann (Alban)
- *The Practicing Congregation* by Diana Butler Bass (Alban)
- *The Power of Asset Mapping* by Luther K. Snow (Alban)
- *How Your Church Family Works* by Peter Steinke (Alban)
- *Healthy Congregations* by Peter Steinke (Alban)
- *Leading Change in the Congregation* by Gil Rendle (Alban)
- *When God Speaks Through Change* by Craig Satterlee (Alban)

Note: Alban Institute Books may be ordered by calling Alban Institute at 800.486.1318 ext. 244 or by faxing your order to 301.718.1966.

- *Leadership and Self-Deception* by The Arbinger Institute
- *Leadership Without Easy Answers* by Ronald Heifetz (Belknap Press/Harvard Univ)
- *Leadership and the New Science* by Margaret Wheatley (Berrett-Koehler)

Note: These titles are available at Borders, Barnes and Noble, or on-line at Amazon.com.

4. Write a 2 -3 page paper (double spaced, 12 pt. font) assessing your interim ministry setting from the perspective of systems theory. Include at least three major concepts (triangles, homeostasis, chronic anxiety, acute anxiety, etc.) of systems theory in your reflection. Bring your paper with you and turn it in at on-site registration.

5. During Week II you and your colleagues will explore three scriptural texts for possible use in preaching and other settings in the life of the congregation. Please read and study the following texts as if you were preparing to preach or teach them:

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Luke 1:26-56
I Kings 19:1-18
Acts 11:1-18

Submission of an Integrated Learning Experience by September 8, 2009, and the submission of all completed assignments at the time of on-site registration - - is mandatory in order to receive a Statement of Completion for Residency Week II.

Integrated Learning Experience Writing Instructions

The Integrated Learning Experience is designed to help you as a leader/learner focus on a concrete experience in interim ministry where you have some additional learning expectations. Using a variety of perspectives, views and lenses you and your colleagues in Week 2 will explore potential learning and insights to apply to your interim ministry practice.

This concrete experience is one specific situation, event or interaction. Reflect upon what happened in the situation and the interactions between the persons involved. The following outline is intended to help in your reflection process and to help your colleagues in our conversations during Week 2. As you write, using the outline categories, remember that the focus of this activity is on what you have learned, what you would like to learn, and how sharing the experience with colleagues will make a difference in interim ministry for you and the church.

Limit your total response to one typed page using a 10 pt. font.

- State in one sentence what it is that you want to learn from this written learning experience.
- The Experience: Briefly, describe a single concrete experience in your current interim setting, reflective of a moment in time. Remember, this is to be about you!
- Observations: Describe in some detail what you heard, saw and experienced that reflects relevant information. Include your interaction with the people and the situation. The observations will help you and the group in conversations about this experience.
- Learning: What have you learned as a result of this event? Write your leadership reflections on this experience. What have you learned about yourself and your leadership, the event, the situation where you are doing ministry, the people, the culture, and the system?
- Theological Implications: What theological and Biblical issues are relevant? What theological/Biblical perspective influenced what you said or did? What theological/Biblical perspectives influenced what others said or did? Is there a Biblical story that might apply here? What Biblical leader character's story informs your theology? As you reflect on it, where is the good news in this event? What is the sin in this situation?
- Integrated Link: What do you want to learn from your colleagues? How has this event expanded, redirected, challenged your practice of interim ministry? What unresolved leadership issues remain for you? How will this experience influence what you do as a leader in interim ministry in the future? How can the group help you learn from this experience?

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Theological Insights for Reflection
Suggestions for use with The Integrative Learning Experience

As you reflect on what you have learned with your Integrative Learning Experience it is important for you to consider what the theological and biblical implications are with that learning. The following are a few suggestions to help with your reflective learning process.

Discernment - How do we understand the use of wisdom, love, and knowledge for ourselves and the church during interim ministry? (Philippians 1:9-11)

Sense of Call - What is our sense of God=s call to us in this situation? What have I learned about sharing that call with others in this experience?

Covenant - Was a covenant established, broken, or reestablished in this event?

Sense of the Holy - What have you learned about what these people hold as sacred? How was the sacred shared, affirmed or lost in this experience?

Faith/Trust – In what ways was faith and or trust present in this situation? How was it not? How was faith or trust reestablished in this experience?

Sovereignty of God/Providence - How was God present in this situation? What did you learn about how God is working in the life of this person, congregation, yourself?

Salvation - In what ways did this experience bring salvation to bear? How was the good news shared, heard or rejected?

Reconciliation/Forgiveness - How did the participants experience reconciliation/forgiveness in this experience? How did you?

Leadership – What Biblical character’s leadership is brought to mind by this experience? How could a Biblical character’s leadership style inform further understanding?

Note: Adapted from Paul W. Pruyser’s book, The Minister as Diagnostician and Carol McDonald’s 2000 Theological Issues.

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The Integrative Learning Experience Reflection Method

The Integrated Learning Experience is a significant part of the Week 2 educational event. The experience is designed to help the participants reflect on an event in such a way that the maximum learning can happen in a collegial environment. The focus is on what did you learn, what more you would like to learn, and how will you integrate the learning in your future ministry practice.

Each participant will be part of a one hour (60 minute) conversation where you and a small group of your peers will share your ministry event and learning. The following framework will help guide your time together.

1. The Experience: (2 minutes)

The *learner* will state what they want to learn from sharing the experience with the *group*.

2. Presentation of the Integrated Learning Experience (8 minutes)

a. The *learner* will then read, uninterrupted, the entire text of their written experience to the *group*.

b. *Group* members can then ask questions for information and clarification. Please note that the focus of this time is on information needed to understand the experience.

3. Observations (10 minutes)

While the *learner* listens the *group* will reflect together on the experience as presented, with focus on additional theological, sociological, psychological, cultural and systemic factors that they observe from the perspective of their experience and that of the *learner* reporting.

4. Learning (5 minutes)

The *learner* shares with the *group* what was learned specifically during group observation reflective exercise. What did you the *learner* find out about yourself, as a leader in this situation? How does this learning inform your leadership style?

5. Theological Implications (15 minutes)

The *learner* and the *group* will dialogue with each other about theological and Biblical implications within this learning experience. What theological/biblical perspectives influenced the *learner* during the experience? Are there other Biblical/theological perspectives to be taken into consideration? How was the good news shared in this experience? Where was the sin?

6. Integrated Link: (15 minutes)

Using “I” language and reflecting together, the *learner* and each person in the *group* share what has been learned in the last 45 minutes. How “I” will use the learning in the future practice of ministry. How will “I”, *learner* and the *group* apply what “I” learned in this experience in interim ministry praxis?

Integrated Learning Experience Participant Roles

Faculty: the role is to monitor the process and time allocations. Keep the conversation focused on the learning. Help the group to keep the process moving. Maintain the time allotted for each section. Intervene selectively with significant observations about learning, theological implications and integrated learning that may have been missed by the group.

Presenter: Bring copies of your Integrated Learning Experience for each member of the group. Focus on what you have learned and what you would like to learn. How can this experience influence or affect how you might lead and do ministry differently in the future.

Other Group Participants: Be with your colleagues and offer helpful, supportive insights and learning. Focus on the needs of the learner and what you have learned by sharing in this integrated learning event. Remember that you are a participant in a sacred trust, so treat it with respect. Share the best of your gifts, skills and experience in the practice of interim ministry.

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**Sample Integrated Learning Experience
prepared by a member of IMET (Interim Ministry Education Team)**

What I want to learn:

I want to learn how any mixed motives and conflicting values may be compromising my leadership of the staff and the church.

The Experience:

The church is a 500+ member congregation that has had some conflict, has had some difficulty transitioning from a pastor-sized to a program-sized church, and is understaffed professionally and with the support staff. I've been there for three months. Linda is the long-term church secretary receptionist, one of the two members on the support staff. She is capable, but does not adapt well to changes, nor handle conflict or tense situations with much ease. Jan is a regular visitor at the church over the past few months. She's single, middle-aged, on disability, and has sought assistance on several occasions from the church for funds and transportation. I'd walked through the office late on Wednesday morning (after a night of committee meetings) when Linda told me that she'd just gotten off the phone with Jan. She said, "Jan was asking for transportation to that night's fellowship dinner. She also wanted to know how much the meal costs. (\$4) I told her that I'd see what I can do, and that I'll get back to her shortly. What should I do? The deacons have given her transportation several times, but I'm a little nervous about calling Sarah (the deacon that coordinates transportation) again." I groaned a bit and said, "Give Sarah a call and see if she can help." Linda said, "The last time Sarah helped, Jan asked her for another ride on the next day." I said, "OK. Then tell Sarah that this is the last time that we can help Jan, then call Jan and let her know that we are trying to help, but that this will be that last time." Linda then asks, "What about the charge for the meal tonight? She says she doesn't have any money. I don't know what to do about this." I say, "Alright, I'll cover \$2 myself, but she has to put in \$2. Let me know if she wants any further assistance." Linda then asks, "What do I do next time?" In frustration, I reply, "From now on, any requests have to come to me." Linda asks, "What about when you are out of town?" I say, "If I'm not here, there's no assistance." I walk back to my office as Linda starts making phone calls.

Observations:

I was frustrated by the distraction that this person was causing to me and the staff on a typically busy day. I thought that the church was being used by a "needy" person. Part of me just wished that she would go away. I was frustrated that I had to be this involved in these details. I also felt guilty about those feelings. I was frustrated by a system, including the church secretary, which had not matured in its processes for evaluating and extending care; and a system that was understaffed for the demands and expectations that are present. That evening, Jan was at the church but didn't speak to me. She left the church shortly after getting there, saying that she was not feeling well. I also wondered, "Is Jesus very happy with me?"

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Learning:

I don't like not being in control, and I don't like having to handle details that ought to be somebody else's responsibility. The leadership need seems to be for me to push harder for some staff development and responsibility clarification.

Theological Implications:

Among the issues for me – How do I rightly “judge” people? What is the role of the church in providing appropriate assistance to members/visitors? Do I have a responsibility as a shepherd to protect the church/staff from wolves, even mild ones? I'm not sure if the right biblical image is of David protecting the sheep or Pilate washing his hands (or of a bean-counting bureaucrat).

Integrated Link:

I believe I can help to bring health to the church and staff, but I'm not sure how. I'd like to hear from my peers what are the ways that this incident speaks of the ways that I may be doing a poor job of serving/leading the church and staff? How do I lead well and faithfully?

**WE OFFER A FULL THIRTY (30) HOURS
OF EDUCATION FOR EACH WEEK OF TRAINING
IF YOU DESIRE TO RECEIVE
A STATEMENT OF COMPLETION
FOR THIS EVENT, YOU MUST
ACTIVELY PARTICIPATE
IN ALL SESSIONS
IN THEIR ENTIRETY
(30 CONTACT HOURS)**

(Adopted by the PC(USA) Interim Ministry Consortium - January, 2003)