

SECTION 3

MODELS AND APPLICATIONS OF LEADERSHIP THEORY



Editor's Introduction

An important issue that surfaces in any discussion of leadership is how the supervision, mentoring, and formation of religious professionals might change if we looked at what we do through the lens of leadership. If we took the challenge of some denomination executives seriously to focus more on the training of leaders, how might our work as clinical theological educators change? What are the implications or applications of leadership studies to what we do as supervisors, mentors, and theological educators? What follows are two rather unique essays that describe two applications illustrating how models of leadership theory can and are being applied to and shape the work of supervising, educating, and mentoring religious leaders.

John H. Beck, who is currently co-pastor of Pointe of Grace Lutheran Church in Mukilteo, Washington, shares the curriculum of a class he taught on leadership at Lutheran School of Theology in Chicago from 2010 to 2015. His essay, "Deepening the Leadership Capacities of Seminarians," is a brief summary of this class, and yet it includes enough details (including some charts and graphs) to give readers a clear idea of why it was so transformative. The class is based on four pillars: clarity of purpose, self-management, Bowen theory, and everything else (routine subjects in pastoral care). Beck's essay is a rich smorgasbord of insights, methods, and techniques that enhance leadership effectiveness.

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Tammerie Day begins her essay “Leading from the Follow Position: An Application to Supervision” with a story about dancing and invites readers to consider that the polarity of leading and following, required in couples dancing, is a rich metaphor for how CPE supervisors work—at times they lead and at times they lead from a follow position. However, Day argues that determining whether one should lead or follow depends in large measure on understanding one’s worldview and social location. Day, who is an ACPE associate certified educator at University of North Carolina Hospitals in Chapel Hill, North Carolina, shows us how she walks students through the process of increasing their awareness of their worldview and social location. The second half of her essay then describes how she applies this understanding and the dance metaphor to her work as a supervisor, and she includes numerous case examples.

Scott Sullender
Editor

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