

**Chapter 1 : Case Studies: Just Treatment for Church Ministers | FutureChurch**

*Christian Leadership 3 - Group Case Study Exercise You have 25 minutes to reach a conclusion. Record your rationale for the decision or plan you're recommending, and appoint one of your members to give a minute report to the class.*

She is the head of a department that focuses on evaluating the skill-building programs the agency provides to families. She reports directly to the agency leadership. As a whole, the agency has been cautious in hiring this year because of increased competition for federal grant funding. However, they have also suffered high staff turnover. Two directors have left as well as three key research staff and one staff person from the finance department. Laura has a demanding schedule that requires frequent travel; however, she supervises two managers who in turn are responsible for five staff members each. Both managers have been appointed within the last six months. Kelly has a specific background in research. She manages staff who provide research support to another department that delivers behavioral health services to youth. Kelly supports her staff and is very organized; however, she often takes a very black and white view of issues. Kelly is very motivated and driven and expects the same from her staff. Linda has a strong background in social science research and evaluation. She manages staff that work on different projects within the agency. She is known as a problem solver and is extremely supportive of her staff. She is very organized and has a wealth of experience in evaluation of family services. Linda is very capable and can sometimes take on too much. The managers are sensing that staff are becoming over worked as everyone takes on increased responsibilities due to high staff turnover. In addition, Laura has not shared budgets with her managers, so they are having difficulty appropriately allocating work to staff. Laura said she has not received sufficient information from the finance department to complete the budgets. The finance department said they have sent her all the information they have available. As staff become distressed, the managers are becoming frustrated. They feel like they are unable to advocate for their staff or problem solve without key information like the departmental budget. How can Laura most effectively use both management and leadership skills in her role as associate director? What combination of the two do you think would work best in this setting? Click here to see our suggestions A director could be both a leader and manager. However, given that the two managers are very capable and directly manage all the department staff, Laura should focus on being a leader. She should delegate managerial responsibilities to the two managers. It will also free Laura to focus on building a greater sense of staff commitment to mission and vision.

**Chapter 2 : Leadership Case Studies - Download Case Study pdf and resources**

*Situational Leadership 1 Situational Leadership Case Studies Read each case study and determine what action you think would be most appropriate for the.*

Since the pastor insisted she live within the local area she sold her condo 90 minutes away and moved nearby. After being hired she was also asked to function as an accompanist which was not in her contract. She inaugurated a youth Mass and numerous special services that occurred during November and over the Christmas season. During this time the minister worked twenty-one days in a row. The day after Christmas, the pastor told her: Her last check had all the taxes removed and on January seventh she received a registered letter stating that her contract with the parish was terminated. No reasons were given. The choir stopped singing and sat in protest at the 9: The pastoral minister made an out of court settlement with the understanding that the pastor would meet to reconcile differences. Per report to FutureChurch office January 27, Lay Ministers Jim and Mary Jean Smith are required to resign from their positions as pastoral minister and associate in a Wisconsin parish. They were chosen for the position from 30 applicants and had moved from the East coast to serve the parish eighteen months earlier. As reported in National Catholic Reporter June A Missouri pastoral minister with an MA degree, certification in Adult and Family Ministry and many years of experience, is let go from her job after a new pastor who has been ordained only five years takes over. Despite good prior evaluations, a 70 hour work week, and running a very comprehensive Christian formation program from infants to adults, she is first told her hours will be cut and then she was dismissed without severance pay. This occurred even though her diocese had clear employment directives to the contrary. Her work is now performed by volunteers. Even though 14 children were lined up for the catechumenate, the program is not held. Francis Xavier parish in New York City and many problems ensue. Parishioners hire an outside facilitator to deal with his non-collaborative decision making style, secrecy, high handed treatment of parishioners and the firing of a beloved female pastoral minister without due process. After the failure of year-long mediation and reconciliation efforts, parishioners finally establish an escrow fund for financial redirection. On January 4, the pastor is replaced. February Pastoral musicians and composers meet in St. Louis to discuss the repressive climate for inclusive language in the Church. Giusti is given no advance notice that his contract serving two Seattle parishes will not be renewed because a priest is now available. After serving three one-year appointments, Giusti said his contract negotiations were predicated on being granted a three year term. Despite an appeal by the parish council the decision stands. As reported in National Catholic Reporter September The new pastor less than ten years ordained in a Nashville parish yells at a family which kneels to receive communion: The DRE is publicly upbraided twice, resigns after the second episode, and leaves the parish. The pastor threatens to fire the whole parish council and nine of the eleven members want to talk with the bishop. Parish attendance is dropping, income is dropping and the Knights of Columbus and Ladies Guild are upset. Case telephoned in to FutureChurch office October Corpus Christi associate pastor Mary Ramerman is fired from her position at Corpus Christi parish because she refuses to step away from her over five year visible liturgical presence at the altar. Ramerman says she cannot in conscience step away from the altar because to do so reinforces old notions that women are unclean and desecrate the sanctuary. Ramerman first learns that her liturgical attire and presence at the altar is problematic in July of The stole had been given her by parishioners to recognize her ministry. After her dismissal Ramerman keeps a previously made appointment with the new pastor, who tells her he had read a thick folder at the chancery which said she had been told many times before to remove the stole. Ramerman insists she had not been told to remove it before July of She says she was unaware that there was a file about her, and does not know what other accusations it contains. From media reports Sometime in In Cedar Rapids, Iowa, a Notre Dame nun loses her parish job because she advocates for inclusive language. May Tenured professor Sr. Carmel McEnroy is dismissed from St. Meinrad School of Theology for signing an open letter to Pope John Paul II asking that discussion continue on the question of ordaining women to the priesthood. She does not identify herself as a theology professor or her place of employment. Per media reports 2. Bishop Smith strongly supported

Richards, describing her as a highly respected religious educator in England and Wales, but withdrew the imprimatur anyway. As reported in the Tablet 3. Milavec was fired after a publicly known conservative student Thomas Ruwe, accused him of deviating from Catholic doctrine. Earlier Ruwe had himself been fired from a teaching position at a local Catholic high school because he accused six nuns at the school of not teaching Catholic doctrine. Per National Catholic Reporter and other media reports 4. Barbara Fiand is removed from her 17 year position as teacher at Mt. Fiand was denied teaching faculties following accusations from unnamed sources that she did not support vocations to the ordained ministry as it presently exists. Fiand strongly denied the accusations. Fiand was the only remaining female full professor at the Athenaeum, had consistently high evaluations and had received the Excellence in Teaching Award on two occasions. From National Catholic Reporter and other media reports 5. Ruth holds degrees in philosophy and theology, and was doing doctoral studies in New Testament exegesis at the time. Via Internet reports 6. Cases dealing with the Right to a Good Name and Reputation c. Richard McCormick leading to the cancellation of his invitation to speak to area Notre Dame alumni. McCormick had publicly disagreed with the theological underpinnings of Responsum ad Dubium which purported to make the teaching on the non-ordination of women infallible. From National Catholic Reporter and other reports. October Well known international speaker and founder of the Volunteer Missionary Movement, Edwina Gateley, is defamed by church officials in two dioceses who bar her from giving retreat programs. Gateley subsequently instituted civil proceedings and succeeded in forcing a retraction in a Canadian publication that first spread the egregious accusations. Reported to the FutureChurch Office 5. Christine Schenk at a parish in the diocese. The Archbishop says it would be a violation of his oath as an archbishop to give such permission. He based his decision on the FutureChurch mission statement calling for widespread discussion of opening ordination to all those called to it by God and the people of God. Cases dealing with The Right to Associate and Assembly c. May present Bishop Fabian Bruskwicz threatens Lincoln Nebraska members of Call to Action with excommunication for their membership in an organization that advocates opening ordination. Diocesan appeals are not heeded. No other Bishops follow suit. Nebraska CTA members continue to publicly receive Eucharist without sanctions. Per National Catholic Reporter and personal reports 2. Some bishops actively defend their right to meet on Church property. From individual and organizational reports 3. Reported to the FutureChurch office.

**Chapter 3 : Leadership and Management Case Study #1 | CYFAR**

*Team Leadership Case Studies Read each case study and determine what action you think would be most appropriate for the leader to take in the situation.*

You have 25 minutes to reach a conclusion. This boy was won in Xenos high school group and walked for a few years. He left the Lord, then came back and is now your disciple in college. You sense he is afraid to try witnessing, and he confirms that he is afraid of what people think about him. He gets defensive when you bring it up. For a number of months now, you have made no progress. Devise a plan for creating motivation and getting him to witness. Include a follow up plan if he does witness, imagining several scenarios. This guy is a long-standing believer in your home church, but often a negative force. He is cynical and rebellious, often shooting holes in directions suggested by leaders. He also talks smack about some leaders. You worry that he may be negatively influencing younger brothers, because a couple have shown up saying similar things. On the other hand, he hangs out with non Christians, and occasionally shows up with one or two. A couple have received Christ. He even meets with a guy he reached, although you naturally wonder whether any true discipleship is going on. His discipler a fellow leader seems soft, because this pattern has been going on for a year and a half, and they still meet every week, but no change. After discussing and analyzing the variables in this case, devise a plan to motivate this trouble-making brother and his soft discipler. They could all live in the ministry house, but several prefer not to move in for vague reasons. Recently, a leader from another home church asked if your girls aspire to become leaders in their own right. Form a plan to respond victoriously. You are consulting a home church that had good success at one time, but has been unsuccessful for the past year. Through discussions with individual leaders you see that each can easily itemize real failures in the others, but find it hard to describe significant successes. They feel reluctant to share openly, because they feel they will be criticized or misunderstood. Low-key pessimism seems to be slipping in. What is the heart of the issue s leading to this behavior? What are some possible insights, steps, etc. Lori has been coming to your group for the past three months on and off. She was brought out by Jeanne, another new person, but Jeanne has disappeared, and you hear she is moving to New York for a job opportunity. Lately, Lori has become more regular, and more excited, and women in the church now have determined that she has received Christ. Since she is a neutral person, several people are plausible for this role. Kate is a leader who has done good discipleship, but two of her disciples were sent off in the last church plant as leaders. Suzanne is a younger member who has done good work in the initial follow up with Lori. She had coffee several times with Lori outside the meeting. They seem to hit it off. Suzanne has no disciples, so this would be her first. Elaine brought the new person who in turn brought Lori. She has another disciple, but she probably is assuming that Lori should be her disciple, because she was the bringer. All four women would be happy to get this assignment, and all four have had positive interaction with Lori during the past few weeks. Also, you have detected that your leaders are going to have different opinions about who to choose. For each woman, list factors that would be positive or negative in terms of assigning that person to try to enlist Lori as her disciple. To make this decision, you also need to weight the factors—“is this factor highly important, or not so important?”

Chapter 4 : Teaching with Case Studies | [blog.quintoapp.com](http://blog.quintoapp.com)

*The discussion leader is an important component part of the case study approach, but the writer of the case study is even more strategic. Principles for Effective Case Study Teaching Sometimes it takes a while to come to grips with the crucial issues in the analysis of a case study.*

A conflict management case study Pastor Stan wondered if Nora would stand by their agreement. He wondered what position the other women would take. Would he be thrust into defending himself against charges that were untrue? Would his painful family situation and his somewhat withdrawn style of personal relating be held up for public examination? Could Doug Wagner be counted on to keep group communication open and hold everyone to working the problem through without yielding to pressure to simply maintain a surface harmony? Unwilling to let the matter drop that quickly, Stan asked if there had been any instance in which the women had not received money designated for them. Nora had been a member of Second United Methodist Church for over thirty-five years and was a powerful influence in the congregation. In the past, she had been Sunday school superintendent, church treasurer, and chair of numerous committees. Nora was recently widowed. Her husband had been a prominent local citizen. When he died, her three married children and their families had all come from distant places for the funeral. Pastor Cramer received many compliments for the way he had conducted the funeral and for how he had extended himself in ministry to the grieving Jellinek family. After Nora made her motion, a couple of people spoke up, suggesting that the problems be worked out in a less formal situation. However, when they invited Nora to withdraw her motion she declined. Because of his discomfort in dealing with her, Stan had distanced himself from Nora. Stan had a sense that Nora continually questioned his leadership. However, he could not avoid interacting with her at official board meetings where she was an ex-officio member. In those meetings she would drop hints that the congregation was in some kind of serious trouble. Board members usually allowed Nora to state her feelings. Then, they would move on without addressing the issues she raised. He was shocked to hear that Nora had told them that he had decided the women would no longer receive any fees for their serving. That move had never entered his head. That same day Nora phoned the district superintendent. That afternoon, Nora launched into a long list of charges against Stan. She accused him of misconduct and unethical behavior. Claiming there was widespread dissatisfaction with him and his ministry, she indicated she disapproved of him as a pastor and a person. Then, in rapid succession, Nora brought up 1 the difficulties he and his wife had been having at home with their teenage daughter Karen, 2 his seeming aloofness when preoccupied, 3 the falling into inactivity of several long-time members, and 4 the gradual decline in membership and attendance during his pastorate. Stan, a sensitive and introspective person, was shaken. However, he tried to listen without becoming too defensive. However, it was uppermost in his mind. What had he done to raise her suspicions and lose her trust? How could he stop the rumors and get the truth out without appearing defensive? What could he do to foster honest communication and vindicate himself without causing Nora to lose face? Second United Methodist Church had stood on a prominent downtown corner of a small Midwestern city for nearly years. The aging congregation was losing members to death and retirement and was not attracting younger people to replace them. In the last twenty years, the membership had declined from over to about The present membership required a lot of pastoral care. He loved preaching and pastoral visitation in hospitals and homes. He liked teaching and leading small groups. He liked working with people who were motivated to learn, serve, and grow. That same night this group met for three hours, covering essentially the same ground as the earlier meeting with Nora and the vice-president. Nora moved from topic to topic. Stan found this session extremely frustrating. Nora would seem to agree with him on a particular point, and then later she would backtrack and bring up the same points of contention. Realistically, what was the best he could hope for? What was the worst case scenario? What should be his strategy? Finally, he decided it would be best to. Case study originally written by Douglas E. Adapted and used by permission. SNU missions course materials and syllabi.

**Chapter 5 : Christian Leadership 3 - Group Case Study Exercise | Xenos Christian Fellowship**

*Introduction to Christian Leadership* Leadership scholars have presented many theories in understanding leadership. However, making sense of hundreds of books and thousands of studies is a complicated task, which is why many mistakenly think that leadership is an indefinable phenomenon.

Teaching with Case Studies One of my students suggested that in his view the use of case studies in teaching is merely an extension of the discussion method and not a method in itself. I believe he was at least partially right, especially if we are thinking about written case studies. Actually the use of the case study approach can proceed at either the written or field levels. We can bring case studies into class in printed form and use them as the content of a discussion, or we can actually send our students out to do the field work of observation, analysis, and reporting on the thoughts and behavior of real, live people. Even though the second may be more difficult to activate, it seems to me that it is a very valid approach to learning. Thinking about the use of printed cases, we should have no difficulty at all in securing the raw material. Information on the lives of people appears in newspapers, biographies, autobiographies, and frequently in fiction stories. A common prompter line in such a discussion might begin: Students do not have to take the role merely of analyzing cases presented to them, but may actually prepare cases individually or collectively as a group project. The case study approach can be used to analyze a Bible character. A good example of this would be a class session devoted to an analysis of the character of Philemon and an inductive study of the book which bears his name. Obviously the provocative questions emerging from such a case study would center on the issue of slavery as well as on the role Philemon had in the Early Church.

Values of the Case Study Approach The basic objective of the case study method is to confront the student with a real life situation. This can be achieved more easily if the subject of the study is a person confronted by the student in his own setting, but to a lesser degree it also works in the written case study. The intent is to force the application of biblical truth to a life problem. Too often we spend our time teaching propositional truth but fail to make clear-cut applications of that truth to the lives of our students. Case study work is also usually of great interest to students. Medical schools and schools of education have popularized the approach, and management science has used it widely in the training of executive leadership. Study work is geared to teach problem-solving methods. Some Christian teachers spend classtime solving problems for their students rather than showing those students how they can solve their own problems by utilizing information in the Word of God and the creative power of the Holy Spirit in their lives. When we use live case studies instead of printed ones, we take a big step forward in the development of maturity on the part of our students. Later, this chapter will illustrate one way in which live case study teaching can be used in the context of the Sunday School. When it is used, it requires the students to involve themselves in a responsibility that will of necessity help them to mature more rapidly in a number of ways, and that is good.

Problems with Case Study Teaching The validity of the case study approach is directly related to the reality which the cases have demonstrated. If we fail to present meaningful contemporary cases for our students to deal with, we have diminished the value of the approach. Sometimes the discussion of a case study can degenerate into nothing more than a pooling of ignorance. That is why the group leader must be plugged in to the Word of God so that he can identify a biblical explanation and interpretation of the issues in the case. In the use of field study cases, we might run into a problem if students are too immature. Juniors might well handle written cases in class discussion, but the use of field observation might be restricted to teens and above, or at least, to an advanced class of Junior High students. The discussion leader is an important component part of the case study approach, but the writer of the case study is even more strategic.

Principles for Effective Case Study Teaching Sometimes it takes a while to come to grips with the crucial issues in the analysis of a case study. This can be true of written cases, but it is certainly true of field study cases. We might say that the first principle is do not rush the study. The people involved 2. The historical background of the situation 3. The relationships among persons or groups involved 4. The religious background and perspective of the situation 4. The sociological factors involved 5. The economic factors involved 6. The educational backgrounds of persons involved 7. The ethnic origins of the persons involved 8. The tensions causing the

problem Another principle is to encourage our classes to concentrate on learning to share their points of view. In the discussion of each case there will doubtless be insights and ideas offered by other class members which will help the person who is handling it to deal with it more effectively and thoroughly. A third principle in the use of case studies is the necessity for trying to formulate specific solutions and analysis once the real problems have been identified. Stay away from muddy thinking or rash commitments and avoid criticism of the person in the case, particularly in field research and the study of living personalities. A constant question to be asked in the analysis and discussion of case studies begins with the word why? How can field study analysis be used in the context of a Sunday School class? Meet Jack Thorpe, a teen student a high school junior in a Sunday School class at an evangelical church. His class has been discussing the relationship of the Jews and the Samaritans, and he has learned something of the historical background—how these people were forced to live together after the postexilic return of the Jews. One month after the original assignment, the class will begin analyzing their findings, taking the next month or two to discuss the kind of ministry their church can have to members of minority groups. Jack selects Manuel Lopez, a young Chicano boy, who lives down the block from the church. Within the next month Jack will spend as much time as he can with Manuel. He will go to his home. He will visit his school. He will spend time with him discussing how he feels about life, his family, his school, and what the future might hold for him. Jack will interview his parents and perhaps some of his friends. He may even ask Manuel to write a brief biography describing how he sees himself as a resident of the Mexican community in the city. He realizes that Manuel is graciously allowing him to study something very private, his own life, and wants to win his confidence and friendship during this period of the study. Their purpose, besides sharing their faith with these other young people, is to put together a report on how their church can minister to minority groups within the city while still keeping its theological and denominational distinctions. Yes, to be sure. But also practical and very interesting for students. Now the class is theirs! Now they are involved in the teaching-learning process! How much better this is than just having an imaginary case study prepared by the teacher for purposes of discussion in the class. It will take creativity, and perhaps in your church, a healthy measure of courage. But it can be done. And it certainly is worthy of your consideration as a creative and progressive teacher of the Word of God.

## Chapter 6 : Ethics & Leadership Case Studies | LearningEdge at MIT Sloan

*A project of the Christian Reformed Church in North America Grand Rapids, Michigan Effective Leadership in the Church A training tool to help congregations, pastors, and other church.*

## Chapter 7 : Case study: Pastor under attack

*Case Studies: "Just Treatment for Church Ministers" (These are examples of real situations that come to the FutureChurch offices over the years, or that we have read about in the national media.*

## Chapter 8 : Missions case studies

*Case studies -- actual examples of thorny situations -- are very effective in a problem-centered learning approach. These case studies and scenarios -- used by Howard Culbertson as classroom teaching / learning aids -- are available on this site.*

## Chapter 9 : Christian Leadership | Case Study Solution | Case Study Analysis

*The Good Book on Leadership: Case Studies from the Bible [John Borek, Danny Lovett, Elmer L. Towns] on blog.quintoapp.com \*FREE\* shipping on qualifying offers. The Bible is full of leaders, and whether good or bad, each of their stories provide valuable insight into what is needed to be a strong leader. The Good Book on Leadership examines each of.*