



# MESSIANIC JEWISH THEOLOGICAL INSTITUTE

*Teaching and living a prophetic vision of Jewish life renewed in Yeshua*

## **RS501 – The Personal Life of the Spiritual Leader**

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October 3 – December 5, 2021—Fall Quarter 2021-22

Populi: <https://mjti.populiweb.com>

### **COURSE DESCRIPTION**

Successful spiritual leadership, whether within or outside the synagogue, does not depend solely on leadership gifts and skills, but rests on the quality of personal relationship with God and others. Therefore, like all followers of Messiah, rabbis and other spiritual leaders need to develop their personal life apart from their leadership roles and responsibilities. Consequently, this course focuses on the disciplines, challenges, and opportunities involved in leaders' relationships with God and others. It is a "hands-on" course that develops the practices and strategies that strengthen these relationships and therefore contribute to the inner life. Furthermore, the course addresses the motivations and intentions that nourish a healthy spiritual life, as well as the specific challenges of rabbinic leadership, such as dealing effectively with the disappointments and frustrations experienced by rabbis and handling personal temptations, as well as strategies for physical and emotional well-being.

### **RELATIONSHIP TO THE CURRICULUM**

This course is required for the Master of Rabbinic Studies Degree and has a mentoring component. It is limited to Rabbinic Students only and UMJC Smikha candidates with permission.

### **RELEVANCE**

This course is relevant to leaders at all levels. What begins with the leader's life carries over into the lives of those for whom he or she is responsible. Spiritual leadership should be regarded as the art of spiritual directorship and craftsmanship, starting with ourselves. The course has a mentoring component. Therefore, the student's mentors play a major role in this class in helping them develop the necessary characteristics and tools peculiar to the specific student. This, more than any other class, is a time for personal reflection, development and change.

### **PREREQUISITES**

None.

### **TECHNICAL REQUIREMENTS**

This is an online video-conference course. The student must have a computer, headset, and high-speed internet access. Please contact Joyce Klayman, our IT assistant, for technical help at [jbklay@gmail.com](mailto:jbklay@gmail.com).

### **COURSE FORMAT**

Video conferencing via Zoom.

## REQUIREMENTS

Attend all interactive lectures via Zoom, timely completion of pre-assigned reading prior to weekly class, weekly reflection papers inclusive of additional readings assignments, and completion of GLC/ICE. Rabbinic students are required to attend orientation along with their mentors that covers, among other things, the mentoring component.

## REQUIRED TEXTS

- Greenbaum, Avraham. *Under the Table & How to Get Up: Jewish Pathways of Spiritual Growth*. Jerusalem: Tsohar Publishing, 1991.
- Morinis, Alan. *Everyday Holiness: The Spiritual Path of Mussar*. Boston: Trumpeter, 2008.
- Peterson, Eugene. *Under the Unpredictable Plant: An Exploration in Vocational Holiness*. Grand Rapids: Wm. B. Eerdmans, 1992.

## RECOMMENDED READING

- Bloom, Jack H. *The Rabbi As Symbolic Exemplar: By the Power Vested In Me*. New York: Harworth Press, 2002.
- Cloud, Dr. Henry and Townsend, Dr. John. *Boundaries*. Grand Rapids: Zondervan, 2003.
- Covey, Stephen. *The Seven Habits of Highly Effective People*. New York: Simon and Schuster, Inc., 1990.
- Dauermann, Stuart. *The Rabbi as Surrogate Priest*. Eugene: Pickwick Publications, 2009.
- Friedman, Edwin H. *From Generation to Generation*. New York: The Gullford Press, 1985.
- Levinson, Daniel J. *The Seasons of a Man's Life*. New York: Ballantine Books, 1978.
- Moore, Thomas. *Care of the Soul: A Guide for Cultivating Depth and Sacredness in Everyday Life*. New York: HarperPerennial, 1994.
- Peck, M. Scott. *The Different Drum: Community-Making and Peace*. New York: Simon & Schuster, 1988.
- Schaller, Lyle E. *The Change Agent*. Nashville: Abingdon Press, 1972.
- Smedes, Lewis. B. *Shame and Grace: Healing the Shame We Don't Deserve*. San Francisco: HarperSanFrancisco, 1993
- Soloveitchik, Joseph B. *The Lonely Man of Faith*. New York: Doubleday, 1965.
- Telushkin, Joseph. *Words That Hurt, Words That Heal: How to Choose Words Wisely and Well*. New York, W. Morrow and Co., 1996.
- Tracy, Brian. *Eat That Frog: 21 Great Ways to stop Procrastinating and get More Done in Less Time*. San Francisco: Berrett-Koehler Publishers, 2007.

## ASSIGNMENT INSTRUCTIONS AND DEADLINES

Classes will be held once a week on Sunday mornings at 10:30am ET. We will meet via Zoom for a live two (2) hour interactive webinar.

Each week discussion questions will also be posted on Populi. Participation in the asynchronous online discussion threads is crucial to learning in the course and to your course grade. In order to sustain a meaningful asynchronous discussion, students must normally log on to Populi and respond to the reflection questions, posting five or more times for each designated week (once in response to each question, and twice in response to other the posts of other students).

A Guided Learning Contract (GLC) will be the instrument for focused personalized learning as well as spiritual assessment and growth. Students and mentors will be given written instructions for contracts, and sample contracts at the beginning of the course. These instructions will include specific required tasks from which you are to choose, as well as personalized tasks to meet more specific needs. The student will be

responsible for meeting with his/her mentors weekly, and with Rabbi Saal at least twice during the course. Signed GLCs are to be uploaded to Populi by 11 pm EST Monday, October 25, 2021.

Each student will complete an Integrative Contract Evaluations (ICE) documenting the task work, learning and process of the GLC. These ICEs will be due along with mentor evaluations via Populi on Sunday December 5, 2021 by 11PM EST.

If you have any questions, please feel free to e-mail me at [rabbisaal@gmail.com](mailto:rabbisaal@gmail.com).

## COURSE OUTLINE

<b>Week and Date</b>	<b>Title of Lesson</b>	<b>Required Reading</b>
<b>Week 1</b> October 3-7	Effective Leader as Symbolic Exemplar	<ul style="list-style-type: none"> <li>Peterson 1-116</li> </ul>
<b>Week 2</b> October 10-14	Effective Leader as Spiritual Director	<ul style="list-style-type: none"> <li>Peterson 117 - 194</li> </ul>
<b>Week 3</b> October 17-22	Effective Leader as Family Cornerstone	<ul style="list-style-type: none"> <li>Greenbaum 1-100</li> </ul>
<b>Week 4</b> October 24-28	Effective Leader as Community Builder	<ul style="list-style-type: none"> <li>Greenbaum 101-204</li> </ul>
<b>Week 5</b> October 31- November 4	The Well-Healed and Effective Leader: Seeking Physical, Spiritual and Social- Emotional Well-being	<ul style="list-style-type: none"> <li>Greenbaum 205-293</li> </ul>
<b>Week 6</b> November 7-11	Wellsprings of Truth: The Words of an Effective Leader	<ul style="list-style-type: none"> <li>Morinis 3-149</li> </ul>
<b>Week 7</b> November 14-19	Well Rested and Well Rounded: The Time Management of an Effective Leader	<ul style="list-style-type: none"> <li>Morinis 151-248</li> </ul>
<b>Week 8</b> November 21-25	Growing an Effective Leader Inside Out	<ul style="list-style-type: none"> <li>Morinis 249-294</li> </ul>

## LEARNING OBJECTIVES

After completing this course successfully, the student will be able to:

- Employ tools for long-term, happy and meaningful service in the Messianic Jewish context, minimizing internal, personal, and family conflict and maximizing relational effectiveness.
- Model an attitude that allows for forthright and open discussion concerning areas of relational and community conflict.
- Strengthen his/her family life.
- Develop and apply strategies for personal, physical, spiritual, and social-emotional growth and effectively guide others in growth.
- Develop and maintain healthy and semi-permeable boundaries for family, work, and ministry.

## ASSESSMENT

Grades will be awarded according to the following: Class participation via Zoom (30%), weekly reflection papers (30%), development of Guided Learning Contract (20%), execution of GLC based upon Integrative Contract Evaluation and mentor evaluations (20%).

## GRADING SYSTEM

Letter grade and grade point equivalents

A	100-94	C+	79.9-78
A-	93.9-90	C	77.9-75
B+	89.9-87	C-	74.9-70
B	86.9-83	F	Below 69.9
B-	82.9-80		

## STRUCTURED WORK HOURS

16 hours	Webcast Class Sessions via Zoom
16 hours	Weekly Reflection Papers
26 hours	778 pages of assigned reading (30 PPH)
32 hours	Guided Learning Contract (development, competition, and evaluation)
<b>90 hours</b>	<b>Total structured hours</b>

## STANDARD MJTI ASSESSMENT RUBRICS

<b>ASSESSMENT CRITERIA FOR ASYNCHRONOUS ONLINE DISCUSSION</b>				
<b>Analytical Reflection</b>	<b>Evidence/Support</b>	<b>Interaction</b>	<b>Writing</b>	<b>Total</b>
30%	30%	30%	10%	100%
Demonstrates a serious attempt to grapple with the Unit material.  Analysis is reasonable and gives opportunity for interaction.  Asks relevant questions.	Supports discussion points with references to assigned readings, logical analysis, and examples.  Gives citations (work, page number) for material quoted or paraphrased.	Interacts with the instructor and other students.  Discusses agreement or disagreement with classmates' analytical reflections and provide explanation of logic; and/or respond to questions posed in classmates' analytical reflections, and when appropriate, reference assigned readings, logical analysis, and examples.	Writes in clear, concise, and grammatically acceptable terms.	

<b>Assessment Criteria for Essays</b>				
	<i>A (exemplary)</i>	<i>B (adequate)</i>	<i>C (passing)</i>	<i>F (failed)</i>
<i>Quality of thought</i>	Fresh or even original	Mostly derivative or clichéd	Fully derivative; clichéd	No evident effort to understand
<i>Engagement with subject</i>	Deeply engaged	Modestly engaged	Superficially Engaged	Disengaged
<i>Organization</i>	Well organized	Somewhat choppy	Poor	Disorganized
<i>Mechanics of writing and documentation</i>	Nearly error-free	Some errors or sloppiness	Many errors and very sloppy	Filled with errors and sloppiness
<i>Argument and support</i>	Well-argued and documented	Reasonable clarity and support	Roughly argued and poorly documented	No clearly supported argument or support

#### **MJTI COURSE POLICIES**

1. **Preparation:** Each student is expected to be prepared for and to participate in the online class discussions.
2. **Dishonesty and plagiarism:** Any form of dishonesty (copying from another student's work or allowing your work to be copied) or plagiarism (passing off another's work as your own, not giving appropriate credit to another's ideas) will not be tolerated. Such misconduct will result in an automatic "F" grade for the class and a permanent notice placed in the student's academic record. If you are unsure whether an action is permissible or not, please check with the instructor.
3. **Incompletes:** Incompletes will only be granted when the instructor and Academic Dean agree that significant extenuating circumstances have prevented a student from finishing the course work by the stipulated due date. Extenuating circumstances are major, unplanned, unanticipated, and unavoidable disruptions in one's life or work. To request an incomplete, fill out the form "Request for Grade Incomplete" on the MJTI Webpage (<http://www.mjti.org/forms/>). The form will be sent to the Registrar who will request permission from the Instructor and then the Academic Dean for final approval. If the Incomplete grade is granted, the completed course work is due no later than six weeks from the assignment due date for the quarter in which the class occurred. If the work is not completed within this time, the instructor, based on the amount and quality of the work that has been completed, determines whether a reduced grade or a grade of F is warranted. Further extensions of time, justified by extreme circumstances, are granted only by the Academic Dean.
4. **Leave of Absence/Withdrawal:** MJTI programs are designed to permit students to pursue their studies while managing the many responsibilities they have as adult professionals. MJTI will consider a leave of absence for a student who is experiencing hardships that make effective progress in her/his academic program unusually difficult. Students who, due to unforeseen and serious circumstances (including personal, family emergency, medical, and military service) are unable to take or complete a course during the academic year may submit a Request for a Leave of Absence status to the MJTI Registrar's office. Such status is granted at the sole discretion of the Academic Dean.

Students desiring to drop or withdraw from courses after registering may do so by submitting a Change of Course Status form to the Registrar. If the course is dropped before the quarter begins, the only financial penalty charged is a \$30.00 drop/withdrawal fee. If the change is requested after the quarter begins, the student will be refunded according to the refund policy stated on page 28 of the current catalog. Non-attendance does not constitute official withdrawal. A student who begins a course and does not officially withdraw will receive the grade earned for the entire course, which will usually be a failing grade. MJTI does not accept unofficial withdrawal from a class. A student who officially withdraws from a class will receive a W on their transcript.

5. **Extensions:** Extensions of the due date for the final assignments are not permitted. Students who do qualify for an Incomplete should submit as much work as possible by the due date so that the instructor has time to grade all work in time to meet the instructor's deadline for submitting grades to the MJTI office. At the instructor's discretion, work may be accepted later than the due date, with a deduction of grade for each late day.
6. **Change of Student Status:** A student who has registered to take a course for credit may switch to the status of auditor up to, and including, the last day of the fourth week of class by submitting a Change of Status request form to the Registrar, (<http://mjtj.org/forms/>). The tuition differential will only be refunded if the request form is received by the end of the fourth week of the course.
7. **Discussion privacy:** The course discussion is accessible only to those registered for the class through Orbund. To ensure a positive forum for course interaction, students are asked to refrain from excerpting lessons or thread discussions from the course in any format. This will enable the cultivation of a safe and honest forum for dialogue.
8. **Instructors and Email:** Regardless of the course format, instructors shall be available during the course week for private contact from students via email. Instructors are required to respond within 24 hours of receipt (Sunday – Thursday) of student inquiries made via email. These guidelines apply both to email from students and to student questions asked of the instructor in asynchronous discussion.
9. **Questions:** If you have any questions regarding assignments, feel free to e-mail them to the instructor at [rabbisaal@gmail.com](mailto:rabbisaal@gmail.com).