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## CHANGE: EXPLORING ITS IMPLICATIONS FOR RELIGIOUS LEADERSHIP – A PEDAGOGICAL INQUIRY

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**Abstract:** Individuals, churches, and society experience discontinuous, unpredictable change in today's world, leading to disequilibrium in all areas of life. Change as a subject for instructors of religious leadership introduces pedagogical challenges requiring attention to context, experience, and theory in the midst of this disequilibrium. Attention to four arenas of changing context provides examples for teaching challenges: globalizing economics, politics, church, and the academy itself. Schools of change theory also contribute to student learning, resulting in theological reflection and practice. Hybridity of contextual analysis, interdisciplinary knowledge, understandings of power and authority, familiarity with postmodernism(s), public theological discourse, and inspiration all become necessary components of pedagogical content in light of discontinuous change as a meta-context. These emphases require teachers to share expertise in knowledge creation and interpretation of experience, ultimately teaching students how to think, imagine, and create paths through discontinuous change to transforming futures.

### Introduction

*Change* is a very large one-syllable word. This word applies to all of life, history, and relationships. Change creates links to other words, both nouns and verbs, all depending on context. *Change* as noun can conjure visions of money, but also modification, transition, phase, transformation, reciprocity, abandonment, and a form of chaos. As a verb, *change* is synonymous with switch, alter, abandon, shift, or adapt. With these definitions come

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