

Course Outline: 2018-19



Pastoral Theology 5230a Congregational Development and Leadership

Location: Huron University College – Room tbd
Day: Tuesdays
Time: 2:30 – 5:20 p.m.
Instructor: Bradley T. Morrison, D.Min.
Contact info: bmorri49@uwo.ca

Prerequisites Required for this Course:

Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

An integrated model of congregational and leadership development. Students are introduced to a wide range of competencies developed for leading congregational change and missional development. Course seminars and professional literature will integrate knowledge of congregational and leadership functioning, planning and change process, collegiality and consultative responsibilities. Students will practice basic congregational consulting, drawing on organizational development, leadership studies, and systems theory. Students will integrate missional principles within a theological understanding of congregations and leaders.

Course Objectives

The course objectives and related student learning outcomes are designed to prepare students for paid, accountable leadership in congregations:

- 1) That students obtain an *understanding* of a wide array of competencies for congregational and leadership development (see Morrison, 2014);
- 2) That students develop *critical reflection skills* to integrate missiological and social science models of congregational and leadership development;
- 3) That students form *attitudes, habits and character* needed for mature leadership and congregational consultation;
- 4) That students *practise skills* for basic consultation competencies.

Course Requirements

- 1) **OWL-Sakai.** Students are required to have access to an adequate computer and internet connection to access the online OWL course site. Students are responsible for monitoring class notices related to assignments, weather-related cancellations, and building closures. Students should use the OWL messaging tool (rather than the instructor's UWO email address) for all electronic course communication with the instructor.
- 2) **Readings.** (Competencies: 5.1a,b,c,d,e,f). Students are required to read course texts prior to each class (see course schedule below). Most required course texts

are available in the custom course book through the Western Bookstore. Remaining texts are available through the OWL course site. Required course texts include:

- Archbishop's Council. (2004, 2009). *Mission-shaped Church: Church planting and fresh expressions in a changing context*. New York: Seabury Books.
- "five values for missionary churches" (pp. 81-82) 2pp
 - "the marks of the Church" (pp. 96-98) 3pp
- Bullard, George. (2001). The life cycle and stages of congregational development. Web.
- Bevans, Stephen B. & Schroeder, Roger P. (2004, 2011). *Constants in context: A theology of mission for today*. Maryknoll, NY: Orbis Books.
- "You are witnesses of these things" (ch.2, pp. 32-72) 41pp
- Campbell, Dennis G. (2000). *Congregations as learning communities: Tools for shaping your future*. Herndon, VA: Alban Institute.
- "Chapter 3: Appreciative inquiry" (pp. 27-36) 10pp
- Collins, Jim. (2005). *Good to great and the social sectors: A monograph to accompany good to great*. NY: HarperCollins.
- "Issue four: The hedgehog concept – Rethinking the economic engine without a profit motive" (pp. 17-23)
- Cox, Philip et al. (n.d). *Splash & ripple: Using outcomes to design and guide community work*. Calgary: Plan:Net Ltd.
- Drucker, Peter F. et al. (2008). *The five most important questions you will ever ask about your organization*. San Francisco: Jossey-Bass.
- "Question 1: What is our mission?" (pp. 13-19) 7pp
 - "Question 4: What are our results?" (pp. 51-59) 9pp
 - "Question 5: What is our plan?" (pp. 65-76) 11pp
- Friedman, Edwin H. (1985). *Generation to generation: Family process in church and synagogue*. New York: The Guilford Press.
- "Family process and organizational life" (pp. 193-219) 16pp
 - "Leadership and self in a congregational family" (pp. 220-249) 30pp
- Harris, Maria. (1981, 2003). *Portrait of youth ministry*. Paulist Press / Wipf and Stock Pub.
- "Individual elements" (pp. 15-24) 10pp
- Morrison, Bradley. (2016). *Already missional: Congregations as community partners*. Eugene, OR: Resource Publications.
- Morrison, Bradley. (2014). *Entry-to-practice competency profile for congregational leaders*. Unpublished.
- Morrison, Bradley. (2017). "Immunity in community: Clergy experience of bystander decision making in clergy workplace harassment." *Practical Theology*.
doi:10.1080/1756073X.2017.1336394
- Morrison, Bradley, (2017). "Liberal evangelism in the United Church." Unpublished.
- Northouse, Peter G. (2016). *Leadership: Theory and practice*. Seventh Edition. Los Angeles: Sage Publications, Inc.
- Chapter 10, "Servant leadership" (pp. 225-256) 32pp
 - Chapter 11, "Adaptive leadership" (pp. 257-294) 38pp

Patterson, Kerry. *et al.* (2002). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill.

- Chapter 3, “Start with heart: How to stay focused on what you really want” (pp. 27-43) 17pp
- Chapter 4, “Learn to look: How to notice when safety is at risk” (pp. 45-63) 18pp
- Chapter 10, “Putting it all together: Tools for preparing and learning” (pp. 179-192) 14pp

Patterson, Kerry. *et al.* (2008). *Influencer: The power to change anything*. New York: McGraw-Hill.

- Part 2, “Make change inevitable” (pp. 75-81) 12pp
- Chapter 2, “Find vital behaviors” (pp. 23-45) 13pp
- Chapter 3, “Change the way you change minds” (pp. 45-72) 28pp

Prochaska, J.M. *et al.* (2001). “A transtheoretical approach to changing organizations.” *Administration and Policy in Mental Health* 28(4):247-261

Rendle, Gilbert R. (1997). *Leading change in the congregation: Spiritual and organizational tools for leaders*. Herndon, VA: Alban Institute.

- “Deciding what type of situation we are facing” (pp. 41-47) 7pp

Richardson, Ronald W. (1996). *Creating a healthier church: Family systems theory, leadership, and congregational life*. Minneapolis: Fortress Press.

- “A Sunday morning in two churches” (pp. 11-19) 9pp
- “What unbalances the system” (pp. 41-51) 11pp
- “The life forces in the church” (pp. 63-64) 2pp
- “Triangles in the congregation” (pp. 114-129) 16pp

Roxburgh, Alan J. & Boren, M. Scott. (2009). *Introducing the missional church*. Grand Rapids, MI: Baker Books.

- “Just give me a definition” (ch.2, pp. 27-45) 19pp

Roxburgh, Alan J. (2011). *Missional: Joining God in the neighbourhood*. Grand Rapids, MI.: Baker Books (Allelon).

- “How it all came to be” (ch.3, pp. 49-55) 7pp

Steinke, Peter L. (1993, 2006). *How your church family works*. Herndon, VA: Alban Institute.

- “Anxiety and reactivity” (pp. 13-25) 9pp
- “Remembering the future” (pp. 103-116) 14pp

Wenger, Etienne; McDermott, Richard; Snyder, William M. (2002). *Cultivating communities of practice*. Boston: Harvard Business School Press.

- Chapter three, “Seven principles for cultivating communities of practice” (pp. 49-64) 16pp

- 3) **Already Missional Interview Report (20%)** (Competencies: 2.1a,d; 3.9a,b; 4.3a). Students are required to access OWL to complete and submit a structured report. The report summarizes an interview with a parishioner recruited by the student. The report is due online (OWL) prior to class on week 6. A penalty of 10% applies to late submissions. See the **Grading and Competencies Rubric** for this assignment prior to approaching a parishioner.
- 4) **Congregational Consultation Reports (60%)** (Competencies: 2.1a-g; 2.2a-d; 2.3a-c; 3.4a-g; 3.5c; 3.6a-c; 3.7a; 3.9a,b; 4.2a-e; 4.3a-e; 4.4a-s; 5.1a-e). Students are required to access OWL to submit a set of congregational consultation reports. The report requires the student to recruit a small group of parishioners and facilitate

a consultation on congregational ministry. The reports are due online (OWL) prior to class on week 12. A penalty of 10% applies to late submissions. See the **Grading and Competencies Rubric** for this assignment prior to beginning the assignment to understand the various parts of the consultation.

Please note: congregational consultations are for learning purposes and should not interfere with congregational leadership. Students are must conduct their consultations apart from any formal congregational strategic planning processes.

- 5) **Class participation** (20%) (Competencies: 2.1b-g; 2.2a-d; 2.3a-c). Students are expected to participate in class discussions, practise sessions, and online assessments and discussion forum. Attendance throughout the course is required. **Course outcomes and assignments cannot be completed successfully with multiple missed classes.** Students should make the necessary arrangements around family and work responsibilities, including having others on call for pastoral duties, to ensure uninterrupted class attendance. Students encountering personal or family emergencies will be accommodated. Students are responsible for partnering with other students to obtain class notes for a missed class. Students are required to access and read the **Class Participation Rubric**, which describes expectations related to:
- Attendance (5 points)
 - Attitude and Initiative (5 points)
 - Class and Online Discussions (5 points)
 - Online Student Self-Assessments (5 points)

Course Schedule

1. Tuesday, September 11, 2018

Integrated Model of Congregational and Leadership Development

Topics: course objectives, student learning outcomes, consultant competencies, and course requirements; congregational growth; missiology and ecclesiology (Competencies: 1.1c;1.2a; 1.5a,c).

Required and extra readings:

- Morrison, "Entry to practice competency profile " (OWL)
- Morrison, "Introduction" (*Already Missional*, pp. 1-12)
- Bevans & Schroeder, "You are witnesses of these things" (CCB)
- Morrison, "Liberal Evangelism in the United Church" (OWL)

2. Tuesday, September 18, 2018

Missional Vision and Strategy

Topics: missional church movement, visioning and mission strategy, discontinuous change and continuous innovation (Competencies: 1.2a-f; 1.3a-c; 2.1a,d).

Required and extra readings:

- Morrison, "Missional strategy" (*Already Missional*, pp. 31-41)
- Roxburgh, "How it all came to be" (CCB)
- Roxburgh & Boren, "Just give me a definition" (CCB)
- Drucker, "Question 1: What is our mission?" (CCB)
- Drucker, "Question 4: What are our results?" (CCB)
- Drucker, "Question 5: What is our plan?" (CCB)

- Rendle, *Holy Conversations* - selected chapters (OWL-extra)

Due this class:

- obtain custom course book prior to this week's class
- submit confirmation that student has access to OWL and all functions

3. Tuesday, September 25, 2018

Missional Focus

Topics: attractional-extractional critique, already missional principle (Competencies: 1.2a; 1.3a-c; 1.4a-d); fresh expressions (Competencies: 1.1c).

Required and extra readings:

- Morrison, "Missional focus" (*Already Missional*, pp. 42-51)
- Morrison, "Already-missional" (*Already Missional*, pp. 15-29)
- Archbishop's Council, "five values for missionary churches" (CCB)
- Archbishop's Council, "the marks of the Church." (CCB)

4. Tuesday, October 2, 2018

Missional Structure and Core Ministries

Topics: core ministries and support ministries (Competencies: 1.1c; 1.3a-c); models of congregational health (Competencies: 1.1b; 4.5f,g); congregational life cycle (Competencies: 1.1a,b).

Required and extra readings:

- Morrison, "Missional ministries" (*Already Missional*, pp. 53-67)
- Morrison, "Missional support." (*Already Missional*, pp. 68-75)
- Harris, "Individual elements" (CCB)
- Bullard, "The life cycle and stages of congregational development." (OWL)

Due this class:

- "Letter of Permission" signed

**** Tuesday, October 9, 2018 ~ READING WEEK ~ No Class ****

- use this time to i) get ahead on readings, ii) conduct Already-Missional Interview (report due week 6), and iii) recruit group interview participants for Congregational Consultation Report.

5. Tuesday, October 16, 2018

Missional Culture and Leadership (part 1)

Topics: adaptive capacity, adaptive leadership, complexity theory, collaboration, communities of practice theory (Competencies: 1.3a-c).

Required and extra readings:

- Morrison, "Missional people" (*Already Missional*, pp. 77-87)
- Rendle, "Deciding what type of situation we are facing" (CCB)
- Northouse, "Adaptive leadership" (CCB)
- Wenger (2002), "Seven principles for cultivating communities of practice" (CCB)

6. Tuesday, October 23, 2018

Missional Culture and Leadership (part 2)

Topics: readiness factors, goals setting, outcome-based project planning
(Competencies: 1.2a; 1.3a-c; 3.4a-i; 4.4h-j,l,p,q,s).

Required and extra readings:

- Prochaska, "A transtheoretical approach to changing organizations" (OWL)
- Cox, *Splash & ripple: Using outcomes to design and guide community work.* (OWL)

Due online (OWL) prior to this class:

- "Already-Missional Interview" report

7. Tuesday, October 30, 2018

Missional Culture and Leadership (part 3)

Topics: motivation, influence, identity (Competencies: 1.2a,b,e; 1.4a-d).

Required and extra readings:

- Patterson, "Find vital behaviors" (OWL)
- Patterson, "Change the way you change minds" (CCB)
- Patterson, "Make change inevitable" (CCB)

8. Tuesday, November 6, 2018

Missional Culture and Leadership (part 4)

Topics: appreciative inquiry (Competencies: 1.2f; 1.3a-c; 4.4b); congregational conflict
(Competencies: 1.2b,g); congregational conflict (Competencies: 1.2b,g).

Required and extra readings:

- Campbell, "Appreciative inquiry" (CCB)
- Stratton-Berkessel, Robyn. (2010). "Appreciative inquiry" (pp. 25-35) and "Review of workshop design" (pp. 164-170) in *Appreciative inquiry for collaborative solutions: 21 strength-based workshops*. San Francisco: John Wiley & Sons. (OWL-extra)

9. Tuesday, November 13, 2018

Missional People and Leadership (part 1)

Topics: congregational leadership, servant leadership, situational leadership, leadership skills, ethical leadership, cross-cultural leadership (Competencies: 1.1a-c; 1.3a-c; 1.4a-d).

Required and extra readings:

- Northouse, Chapter 10, "Servant leadership" (CCB)
- Transpersonal Leadership White Papers (OWL-extra)
- start reading next week's assigned readings

10. Tuesday, November 20, 2018

Missional People and Leadership (part 2)

Topics: systems theory, organizational anxiety, non-anxious leadership (Competencies: 1.1a-c; 1.3a-c; 1.4a-d).

Required and extra readings:

- Friedman, "Family process and organizational life" (CCB)
- Friedman, "Leadership and self in a congregational family" (CCB)

- Steinke, "Anxiety and reactivity" (CCB)
- Steinke, "Remembering the future" (CCB)
- Richardson, "A Sunday morning in two churches"; "What unbalances the system"; "The life forces in the church"; "Triangles in the congregation" (CCB-extra)

11. Tuesday, November 27, 2018

Missional People and Leadership (part 3)

Topics: clergy workplace harassment, bystander effect, difficult people (Competencies: 1.2b-g), communication (Competencies: 2.1b,d-g; 2.2c; 4.4c-e), self-care (Competencies: 3.3a-c).

Required and extra readings:

- Patterson, "Start with heart" (CCB)
- Patterson, "Learn to look" (CCB)
- Patterson, "Putting it all together" (CCB)
- Morrison, "Immunity in community" (OWL)

12. Tuesday, December 4, 2018

Missional Partnerships and Assets

Topics: community partnerships, property and finances, asset mapping (Competencies: 1.3a-c), course evaluation.

Required and extra readings:

- Morrison, "Missional partnerships" (*Already Missional*, pp. 88-95)
- Morrison, "Missional assets" (*Already Missional*, pp. 97-120)
- Collins, "Issue four: The hedgehog concept..." (CCB)
- McKnight, John. (2010). "Asset mapping in communities" (ch.4, pp.59-76) in A. Morgan, et al. (eds.), *Health assets in a global context: Theory, methods, action*. New York: Springer. (OWL-extra)

Due online (OWL) prior to this class:

- Congregational Consultation Reports

Additional Statements:

1. **Statement on Use of Electronic Devices:** It is not appropriate to use technology (such as, but not limited, to laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.
2. **Statement on Academic Offences:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic offence, at the following web site: <http://www.westerncalendar.uwo.ca/2014/pg113.html>.
3. **Plagiarism-detecting Software/Computer Marking:**
A) All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and turnitin.com (<http://www.turnitin.com>).

B) Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

4. Support Services:

- Western University Registrar's Office: <http://www.registrar.uwo.ca>.
- Huron's Faculty of Theology, Office of the Dean: <http://www.huronuc.on.ca/CurrentStudents/InformationforCurrentTheologyStudents>.
- Faculty of Theology office: srice@uwo.ca, 519-438-7224, ext. 289
- Huron's Writing Skills Centre: <http://www.huronuc.on.ca/CurrentStudents/StudentLifeandSupportServices/WritingCentre>.
- Western University's Mental Health website: http://uwo.ca/health/mental_wellbeing/. Students who are in emotional/mental distress should refer to this website for a complete list of options about how to obtain help.
- Western University Student Support and Development Services: <http://www.sdc.uwo.ca/>

5. Accommodation for absences: Documentation is required for either medical or non-medical academic accommodation, and such documentation must be submitted by the student directly to your Faculty's Dean's office (or academic counsellor), and not to the instructor. For the Faculty of Theology, all such documentation must be submitted to room A120. It will be the Dean's office that will determine if accommodation is warranted.

- a) **Non-medical absences:** Marks are deducted on a daily basis for late work (essays, assignments, practise teaching)
- b) **Medical absences:** See the Policy on Accommodation for Medical Illness – Under-graduate Students at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

For work representing 10% or more of the overall grade for the course, a student must present documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation must be submitted as soon as possible to your Faculty Dean's office (Huron Arts & Social Science students should take their documentation to the Academic Counsellor, through the Academic Services Centre at Huron), together with a Request for Relief specifying the nature of the accommodation requested. The request and documentation will be assessed and appropriate accommodation will be determined by the Dean's office in consultation with the instructor. Academic accommodation will be granted ONLY where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities.

The Western Student Medical Certificate (SMC) and Request for Relief are available at the Student Services website (<https://student.uwo.ca/>), Huron University College Academic Counselling website (<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>) or from the Dean's Office or Academic Services Centre at Huron.