Course Outline: 2021-22

Pastoral Theology 5230a
Congregational Development and Leadership

Location: Huron University College (in-class or online)
Day: Tuesdays
Time: 2:30 – 5:00 p.m.
Instructor: Bradley T. Morrison, D.Min.
Contact info: bmorri49@uwo.ca

Recording of Classes: All of the remote learning sessions for this course may be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). Any recordings will be used for educational purposes related to this course, including evaluations. Any recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

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 Outcomes:

Upon successful completion of this course, a student should be able to demonstrate:
1) an *understanding* of a wide array of competencies for congregational and leadership development (see Morrison, 2014);
2) *critical reflection skills* to integrate missiological and social science models of congregational and leadership development;
3) *attitudes, habits and character* needed for mature leadership and congregational consultation;
4) *practise skills* for basic consultation competencies.

Course Materials

1) **OWL-Sakai**. Students are required to have access to an adequate computer and internet connection to access the online OWL course site and Zoom. Students are responsible for monitoring class notices related to assignments and class cancellations. Students should use the OWL messaging tool (rather than the instructor's UWO email address) for all electronic course communication with the instructor.

2) **Required Texts**. Students are required to read course texts prior to each class (see course schedule below). Required course texts are available through the Western Bookstore. Required course texts include:

   Morrison, Bradley. (2016). *Already missional: Congregations as Community Partners.* Eugene, OR: Resource Publications.

   McAlpine, Bill; Thiessen, Joel; Walker, Keith; Chee Keen Wong, Arch. (2021). *Signs of Life: Catholic, Mainline, and Conservative Protestant Congregations in Canada*. Toronto: Tyndale Academic Press. [order online via www.biblescanada.com]

Assignments & Methods of Evaluation of Assignments

1) **Already Missional Interview Report** (20%) Students are required to access OWL to complete and submit a structured interview 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.

2) **Congregational Consultation Reports** (40%) Students are required to access OWL to submit two congregational consultation reports. The reports require 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.

3) **Class Presentations** (40%) Class participation includes multiple class presentations (depending on class size) of assigned readings. Students are expected to
   a) read an assigned reading each week (assigned in class week 1)
   b) present in class a summary of 2-3 three key points from the reading (5 mins)
   c) facilitate class discussion for/against the author's key points (5 min)

   Students are required to access and read the **Class Participation Rubric**, which describes expectations related to attendance, attitude and initiative, online discussions, and online student self-assessments

4) **Online Course Structure.** This course combines synchronous in-person or online seminar discussions with asynchronous course material and forum discussions. Students are expected weekly to
    a) access and view assigned Prezi/video material in OWL prior to class
    b) complete assigned reading for student mini presentation
    c) attend in-person or synchronous online sessions via Zoom

Course Syllabus

1. **Tuesday, September 14, 2021**
   Integrated Model of Congregational and Leadership Development

   Online Modules Prior to Class:
   - Theological method for practical theology
   - Integrated strictness thesis

   Required readings:
   - McAlpine, ch.1 "Starting a Conversation" in *Signs of Life* (pp.17-37)
   - Morrison, "Introduction" in *Already Missional* (1-13)
   - Morrison, Bradley. (2014). Entry-to-practice competency profile for congregational leaders. Unpublished.

2. **Tuesday, September 21, 2021**
   Missional Vision and Strategy

   Online Modules Prior to Class:
   - Limited Enthusiasm Model
   - Already missional

   Required readings:
   - McAlpine, ch.2 "Self Identity" in *Signs of Life* (pp.39-57)
   - Morrison, "Chapter 1: Already Missional" in *Already Missional* (15-30)

3. **Tuesday, September 28, 2021**
   Missional Focus

   Online Modules Prior to Class:
   - Getting results matrix
   - Outcome-based project planning (Splash & Ripple)

   Required readings:
   - McAlpine, ch.3 "Leadership" in *Signs of Life* (pp.58-81)
   - Morrison, "Chapter 2: Missional Strategy" in *Already Missional* (31-41)
   - Morrison, "Chapter 3: Missional Focus" in *Already Missional* (42-52)

4. **Tuesday, October 5, 2021**
   Missional Structure and Core Ministries

   Online Modules Prior to Class:
   - Five core ministries

   Required readings:
   - McAlpine, ch.5 "Structures and Process" in *Signs of Life* (pp.101-125)

- Morrison, "Chapter 4: Missional Ministries" in *Already Missional* (53-67)
- Morrison, "Chapter 5: Missional Support" in *Already Missional* (68-76)

5. Tuesday, October 12, 2021
Missional People and Culture (part 1)

Online Modules Prior to Class:
- Systems theory dynamics
- Technical, adaptive, complex problems (Snowden – Cynefin)

Required readings:
- McAlpine, ch.4 "Innovation" in *Signs of Life* (pp.81-100)
- 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

6. Tuesday, October 19, 2021
Missional People and Culture (part 2)

Due online (OWL) prior to class:
- Already Missional Interview Report

Online Modules Prior to Class:
- Adaptive leadership (Heifetz)
- Servant leadership (Greenleaf)

Required readings:
- McAlpine, ch.6 "Discipleship" in *Signs of Life* (pp.127-155)
- leadership

7. Tuesday, October 26, 2021
Missional Culture and Leadership (part 1)

Online Modules Prior to Class:
- Motivation
- Influencer model (Paterson)

Required readings:
- McAlpine, ch.7 "Engaged Laity" in *Signs of Life* (pp.156-174)
- Morrison, "Chapter 6: Missional People" in *Already Missional* (p. 77-87)

** Tuesday, November 2, 2021 ~ READING WEEK ~ No Class **
- use this time to i) get ahead on next week's readings and ii) work on Congregational Consultation Report.

8. Tuesday, November 9, 2021
Missional Culture and Leadership (part 2)

Online Modules Prior to Class:
- Life cycle model of congregational development (Bullard)

Required readings:
- McAlpine, ch.8 "Hospitable Community" in *Signs of Life* (pp.175-190)
- Andy Root, ch 12 "time famine and resource obsession (pp. 151-169)

9. **Tuesday, November 16, 2021**
   Evangelism and Proclamation Ministry

   Online Modules Prior to Class:
   - Evangelism (Morrison)

   Required readings:
   - McAlpine, ch.12 "Evangelism" in *Signs of Life* (pp.249-266)
   - McAlpine, ch.10 "Neighbourhood Involvement" in *Signs of Life* (pp.216-234)

10. **Tuesday, November 23, 2021**
    Congregational Conflict; Intercultural Competency

    Online Modules Prior to Class:
    - Congregational conflict types
    - Difficult people

    Required readings:
    - McAlpine, McAlpine, ch.9 "Diversity" in *Signs of Life* (pp.191-214)

    Additional Readings on Diversity (read at least one):
    - Roberts, Laura Morgan; and Mayo, Anthony J. (2019). "Conclusion—Intersections of Race, Work, and Leadership: Lessons in Advancing Black Leaders" (pp. 419-432) in Roberts, L.M.; Mayo, A.J.; Thomas, D.A. (Eds.) *Race, Work, and Leadership: New Perspectives on the Black Experience*. Boston, MA: Harvard Business Review Press.
    - Kenny, Carolyn (2012). "Liberating Leadership Theory" (pp. 1-14) in Kenny, C and Fraser, T.N. (Eds.) *Living Indigenous Leadership: Native Narratives on Building Strong Communities*. Vancouver, BC: UBC Press.
    - Northouse, Peter Guy. (2019). "Gender and Leadership" (pp.403-431) in *Leadership: Theory and Practice*, Eighth Edition. Thousand Oaks, California: SAGE Publications, Inc.
    - Haddara, Mahmoud; and Enanny, Faiza. (2009). "Chapter 4: An Islamic Model for Leadership", (pp. 83-95) in *Leadership: An Islamic Perspective*. Cairo, Egypt: Shorouk Intl. Bookshop

11. **Tuesday, November 30, 2021**
    Congregational Communication

    Online Modules Prior to Class:
    - Crucial conversations (Patterson)
    - Transtheoretical readiness factors (Prochaska)

    Required readings:
    - McAlpine, ch.11 "Partnerships" in *Signs of Life* (pp.235-248)
    - Morrison, "Chapter 7: Missional Partnerships" in *Already Missional* (p. 88-96)

12. Tuesday, December 7, 2021
   Missional Assets

   Due online (OWL) prior to class:
   - Congregational Consultation Report

   Online Modules Prior to Class:
   - Asset mapping (McKnight)
   - Appreciative inquiry

   Required readings:
   - Morrison, "Chapter 8: Missional Property" in *Already Missional* (97-107)
   - Morrison, "Chapter 9: Missional Finances" in *Already Missional* (108-117)

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: https://westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&Selected Calendar=Live&ArchiveID=#Page_20.

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:**
   - Huron's Faculty of Theology, Office of the Dean: http://www.huronuc.on.ca > Theology
   - Faculty of Theology office: srice@uwo.ca, 519-438-7224, ext. 289
   - Bachelor's Academic Advising at Huron: https://huronatwestern.ca/student-life/student-services/academic-advising/
   - Huron's Writing Skills Centre: https://huronatwestern.ca/library/writing-services/
   - Mental Health@Western: http://www.uwo.ca/uwocom/mentalhealth/ Students who are in emotional/mental distress should refer to this website for a complete list of options about how to obtain help.
   - Student Accessibility Services: http://academicsupport.uwo.ca/accessible_education/index.html Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their faculty (normally their Dean and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged.
   - Services provided by Western University Student Council: http://westernusc.ca/your-services/

5. **Academic Accommodation for Absences:** *Types of Accommodation and how to use them: https://registrar.uwo.ca/academics/academic_considerations/index.html*

Student Medical Certificate can be found here, if required:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf
Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

i.   **Submitting a Self-Reported Absence form** provided that the conditions for submission are Met (see below);

ii.   **For medical absences, submitting a Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration (for instance, when a Self-Report is not possible: any assignment worth more than 30%, final exams, or December mid-terms during exam schedule); or

iii.   **For non-medical absences**, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Any documentation required must be submitted by the student directly to your Faculty's Dean's office (or academic counselor), and not to the instructor. For students of the Faculty of Theology, all such documentation must be submitted to room A227. It will be the Dean`s office that will determine if accommodation is warranted.

Further Details about Requests for Academic Consideration Self-Reported Absence Form
The full Policy on Academic Consideration for student absences is available at:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf .
Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.
  The following conditions are in place for self-reporting of medical or extenuating circumstances:

a.   students will be allowed a maximum of two self-reported absences between September and April and one self-reported absence between May and August

b.   any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a Student Medical Certificate (SMC), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.

c.   The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;

d.   The duration of the excused absence will terminate prior to the end of the 48-hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

e.   The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f.   Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;

g.   Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

h.   students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence