Course Syllabus   KNP3732H

Congregational Leadership
Knox College
Toronto School of Theology
Fall 2020

Instructor Information

Instructor:	**Dr. Clyde Ervine** [Please do not hesitate to consult with the instructor about any questions you may have]
Telephone:	**905-688-4653**
E-mail:	**clyde.ervine@utoronto.ca**
Office Hours:	by appointment

Course Identification

Course Number:	KNP3732H
Course Name:	Congregational Leadership
Course Location:	Knox College – Online
Class Times:	Thursdays, 11:10 – 1:00
Prerequisites:	Introduction to Ministry course; TFE placement or experience in ministry

Course Description

The course will consider issues of ministerial leadership within the changed reality in which congregations in Canada now find themselves. After exploring that reality and some of the challenges posed by post-Christian Canada, the course will introduce students to some of the basic tools of congregational studies, explore how congregations connect to recent missional theology, and also address questions of what it is to be a healthy congregational leader. The course will build upon previous theological studies, including the experiences in Theological Field Education placements, in order to prepare students for the tasks of congregational leadership.

Course Resources

Required Course Texts

- Nancy T. Ammerman, Jackson W. Carroll, Carl S. Dudley, and William McKinney. *Studying Congregations: A New Handbook* (Abingdon Press: 1998)
- Anthony B. Robinson. *Transforming Congregational Culture* [William B. Eerdmans, 2003]
- Lowell O. Erdahl, *10 Habits for Effective Ministry* [Augsburg, 1996]
- Various articles and chapters from other books, listed week by week on page 4 below

Resources: The UofT Library website has excellent links to help you, including help on writing essays, referencing, and how not to plagiarize.

Course Website(s)

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at https://q.utoronto.ca/ and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: https://community.canvaslms.com/docs/DOC-10701. Students who have trouble accessing Quercus should ask Kaitlyn Lubniewski kaitlyn.lubniewski@utoronto.ca for further help.]

Course Learning Goals:

1. To understand the contexts in which congregations live in the 21st century
2. To connect congregations theologically to God and God's mission

3. To see the congregation as both a social organization and spiritual organism
4. To prepare leaders to confidently lead congregations that do justice to 1, 2 and 3 above
5. To link specific congregational ministries to core theological/missional commitments
6. To develop leadership skills that will help congregations navigate strategic change
7. To help students discover their vision, passion, and style for congregational leadership
8. To address the leader's theological and spiritual well-being

***Course Learning Objectives for Students*:**
Background expectations: To succeed in this course students will need a background in ministry preparation, including having successfully completed their Theological Field Education placement.

In successfully completing this course, a student will be able to:
· Demonstrate ethical behavior by responsibly and respectfully listening and participating in class discussions
· Demonstrate an understanding of the context in which the church finds itself today in Canada
· Demonstrate an introductory knowledge of both theological and organizational approaches to congregational studies
· Demonstrate an understanding of issues related to leadership, particularly in a congregation
· Demonstrate an integrated theology of ministry that engages contextual realities, the self as minister, and reflects biblical, theological, and historical integration and awareness
    Demonstrate the skills necessary for graduate level study of congregational issues
    · Gather and select information from reading appropriate to assigned tasks
    · Communicate clearly in both oral and written forms, using good organizational formats and proper research
    · Show a willingness to assess one's own work

COURSE REQUIREMENTS AND EVALUATIVE CRITERIA

1. **Class participation: (10%)**
Marks will be given based upon your informed participation and contribution to class discussions.

2. **Class Presentation – Your 15 Minutes of Fame [20%].**
You will read an assigned chapter from Erdahl's *10 Habits for Effective Ministry* and in light of that chapter, present yourself to the class as a 'candidate' for a Call, the Class acting as a congregational Search Committee, its members having read the same chapter. This exercise calls you to reveal how the chapter challenges you as a person and as a congregational-leader-in-the-making. Those who present in the first half of the course will submit the Short Paper [below] no later than **Thur. Nov. 12.** Those who present in the second half will submit the Short Paper [below] no later than **Thur. Oct. 15**

3. **Short Paper (20%)**
Write a paper (1000 -1500 words] discussing a major leadership idea from Jim Collin's *Good to Great and the Social Sectors* [See above for submission deadlines]

4. **Major Assignment (50%)**
With the permission of clergy in charge of the congregation in which you worship who will inform the relevant overseeing body - normally Session - of your work, and in collaboration with congregational members, you will prepare an insightful but not exhaustive Report on the congregation, interacting with course learning. The Report will have three parts:
1. Assess the **congregation's context** using local community statistics and at least one 'Ecology' exercise suggested in *Studying Congregations*.
2. Assess the **congregation's culture**, paying attention to its worship, theological language, growth/decline and physical building. Use methods suggested in *Studying Congregations*, including a congregational questionnaire.
3. Assess the **congregation's possible future**, teasing out what resources it has, tangible and intangible, doing so in light of your understanding of where the congregation sits in relation to your understanding of missional theology.

Not including statistical summaries, maps, diagrams or tabulated questionnaire results, this paper should be no more than 5,000 words (20 pages double spaced) and is due Thursday **December 3**. Late penalty: 1% each day late after Dec.6. Any work that fails to meet the above criteria in the individual assignments will receive a failing grade.

Grading System

A+ (90-100) A (85-89) A- (80-84) B+ (77-79) B (73-76) B- (70-72) Failure

Please see the appropriate handbook for details about the grading scale and non-numerical grades (e.g. SDF, INC, etc.).

Late Policy: See individual assignments.

Completion of Course work: All course work (including any late work) must be completed by the end of term, the last day of exams. Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an extension be considered, and this must be authorized by the Basic Degree Committee and the Faculty.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism Policy: Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to the Knox Director of Academic Programmes. For details, see the TST Basic Degree Handbook and the Graduate program Handbooks (linked from https://tinyurl.com/y47hv9ne) and the University of Toronto Code of Behaviour on Academic Matters (https://tinyurl.com/y7vrsrhu). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges https://tinyurl.com/y6fzgwtl.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end students are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam/junk folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Emails from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses. The instructor (and TA) will seek to respond to any email in a timely fashion during the work week (Monday through Friday). Emails sent on the weekend will be replied to during the next workweek.

Style Guidelines for Papers: All papers in this course need to be written using effective English. Any sources used apart from the reading itself need to be referenced using the humanities format. The Chicago Manual of Style is available online
http://www.chicagomanualofstyle.org.myaccess.library.utoronto.ca/16/contents.html

Cell Phones: Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. (This includes texting.) Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.

Use of Technology. Laptops and other computing devices may be used in the classroom for note taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted or distributed without the written permission of the instructor.

Schedule of Classes and Assigned readings
Understanding the Congregation

WEEK 1   SEPT 17   THE UNRAVELLING OF CONGREGATIONS IN POST-CHRISTENDOM CANADA
Transforming Congregational Culture, Anthony B. Robinson pages 1-11; *Leaving Christianity*, Brian Clarke and Stuart Macdonald, pages 232-245; *The Once and Future Church*, Loren B. Mead, pages 11-19

WEEK 2   SEPT 24   RESPONDING TO THE UNRAVELLING OF CONGREGATIONS
Transforming Congregational Culture, Robinson pages 12-24; Clyde Ervine, 'Respectful Congregational Leadership' [Part One]

WEEK 3   OCT. 1   THE IMPORTANCE OF CONGREGATIONAL CONTEXT
Studying Congregations chapter 2, editors, Nancy T. Ammerman, Jackson W. Carroll, Carl S. Dudley, William McKinney

WEEK 4   OCT 8:   THE IMPORTANCE OF CONGREGATIONAL CULTURE
Studying Congregations chapter 3, plus pages 199-209 and Appendix A

WEEK 5   OCT 15   LOCATING THE CONGREGATION'S THEOLOGICAL IDENTITY
Clyde Ervine, 'Respectful Congregational Leadership' [Part Two]; *Missional Church*, [edited by Darrell Guder] pages 83-109, written by George Hunsberger

WEEK 6   OCT 22   LOCATING THE CONGREGATION'S MISSIONAL PURPOSE
Transforming Congregational Culture, Robinson, pages 25-38; *The Continuing Conversion of the Church,* Darrell L. Guder, p/150-165; 170-175
Leading the Congregation

WEEK 7   Nov 5   THE CONGREGATION'S VISIONARY LEADERS
Studying Congregations, chapter 6; Leadership for Vital Congregations, Anthony Robinson, [pages TBA]

WEEK 8   Nov 12   THE CONGREGATION'S GOVERNANCE AND MINISTRY TEAMS
'The Session' in *The Book of Forms*, The Presbyterian Church in Canada [Online]; *Transforming Congregational Culture, pages 73-84; Church Leadership,* L. H. Weems, pages 69-95

WEEK 9   Nov 19   THE CONGREGATION'S MEMBERSHIP AND SIZE
Transforming Congregational Culture, pages 114-119; 'Raising the Roof – Overview: Changing Size' Alice Mann [Online]

WEEK 10   Nov 26   CONGREGATIONAL GATHERING MINISTRY - WORSHIP, DISCIPLESHIP, FELLOWSHIP
Transforming Congregational Culture, pages 39-65 and 107-113.

WEEK 11   Dec 3   CONGREGATIONAL SCATTERING MINISTRY - OUTREACH AND EVANGELISM
Transforming Congregational Culture, pages 85-91 and 114-121; *More than Numbers*, Loren Mead, pages 1-14

WEEK 12   Dec 10   BUILDING HEALTHY CONGREGATIONAL LEADERS/ODDS AND ENDS/CATCH-UP
Leading the Congregation, Norman Shawchuck and Roger Heuser, pages 93-107