

KNP37xxH
Congregational Leadership

Intensive format
May 2 - May 13
Monday to Friday
9:30 - 12:30 daily

Instructor: Dr. Stuart Macdonald
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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 deal with issues of leadership and change, as well as introducing students to some of the basic tools of congregational studies. The course will build upon previous theological studies, including the experiences in Theological Field Education placements, in order to prepare students to transition to ministry.

COURSE OBJECTIVES: KNOWLEDGE, SKILLS, and COMPETENCIES

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 behaviour, taking responsibility for the expectations of course and showing respect and willingness to listen in the learning atmosphere including class discussions and small groups
- Demonstrate an understanding of the context in which the church finds itself today in Canada
- Demonstrate an introductory knowledge of the basic concepts of congregational studies
- Demonstrate a knowledge of issues in ministry, as discussed in the readings and class discussions
- Demonstrate an understanding of issues related to leadership, particularly as they apply to congregations and churches
- 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 the 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 formats
 - Show a willingness to assess one's own work

TEXTS:

Nancy T. Ammerman, Jackson W. Carroll, Carl S. Dudley, and William McKinney. *Studying Congregations: A New Handbook* (Abingdon Press: 1998)

Peter Coutts, *Choosing Change: How to Motivate Churches to Face the Future* (Alban, 2013).

Jim Collins, *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great* (Jim Collins: 2005)

COURSE REQUIREMENTS AND EVALUATIVE CRITERIA

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

As a summer intensive course - students must do the following before the first class:

1. read over and be familiar with the syllabus
2. read the introduction and first three chapters of *Studying Congregations*.

1. Class **participation:** (20%)

Marks will be given based upon informed participation and contribution to the class discussion.

2. Short assignments (25%)

Leadership:

1. Write a short paper (6 pages, 1500 words max.) discussing a major leadership idea from Jim Collin's *Good to Great and the Social Sectors* or Peter Coutts, *Choosing Change*. You must reference the other work in your paper. (10% - due last day of class)

2. Do a 500 word book review of one of the following books for the *Presbyterian Record*.

(list of books will be provided - examples William Chris Hobgood, *The Once and Future Pastor*; Arhur Paul Boers, *Never Call them Jerks*; Eugene Peterson, *Working the Angles*)
(15% - due May 20; I week after class over)

3. Major Assignment (55%)

Write a case study on a specific congregational program about which you have firsthand knowledge that addresses the following questions:

- What is the identity of the group for whom the program was planned?
- What is the particular context that gave rise to this program?
- What is the process through which the program has come and what process is yet required?

- What is the program itself and how does it contribute the life of the church in terms of your ecclesiology?
- How would you evaluate the extent to which the program succeeded or failed?
- How does the program respond to the new context in which the church finds itself in Canada today?

This paper should be no more than 5,000 words (20 page double spaced) and is due June 24th.
No work will be accepted for this course after July 1st.

(Late penalties etc. - will be added, according to Knox College policies)

COURSE POLICIES

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook. In particular note:

Late Policy: summer intensive - work during term - what is penalty - work after deadline; what should penalty be

Completion of Course work: all course work (including any late work) must be completed by the end of term, (Date - summer intensive). 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.

Style Guidelines for Papers: There is one major paper in this class. It needs 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>

Plagiarism Policy: See TST Basic Degree Handbook

Consultation: Please do not hesitate to consult with me about any questions you may have. It would be particularly helpful for you to consult about readings for the seminar that you are presenting – however, setting up this consultation will be the student’s responsibility.

Blackboard

Additional information, course announcements, etc. will be made via Blackboard.

Please read the following instructions and log onto the course module on Blackboard.

LOGGING INTO YOUR BLACKBOARD COURSE1. Enter the university's Blackboard portal <http://portal.utoronto.ca>. 2. It is recommended that you enter the Blackboard port using **Mozilla Firefox** as web browser (not Explorer). To install Firefox on your computer, go to www.getfirefox.com and click on Download Firefox, then click Run.3. The Blackboard portal requires that you log-in using your UTORid and password. (Students enrolling in a course via ROSI will be automatically enrolled in their Blackboard courses within 24-48 hours.) 4. Next click on Log In. If you have any problems, please contact portal.help@utoronto.ca and they will help direct your query to the appropriate department. 5. After logging into the portal, you will see a panel of modules, hotspots and tools. The panel called My Courses Panel should contain the name of this course. Click

on the course title.⁶ This will take you to the Announcements section of your course. Please read this week's announcement, if there is one. (Note that the tabs labeled "view last 7 days," "view last 30 days," "view all," refer to the announcements for the duration of the course.)⁷ Take time to review the Course Menu on the left side of the screen. This gives you access to the Course Documents button, where you will find the documents for this course.

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.

Email – As you will note below, this course will use Blackboard as a teaching supplement. It will also be from Blackboard that all announcements, etc. will be forwarded to students. Emails from a non-University of Toronto email address will not be responded to – you must have an active UofT email and must consult it on a regular basis. 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.

(other policies may be added as per the TST template) and appropriate to a summer course

Schedule of classes

Context (Wk 1)

1. Where we are
2. Insights from TFE placements
3. Congregational Studies
4. Congregational Studies
5. Congregational Studies/Pastoral Acts (weddings, funerals, etc.) in changing contexts

Action/In new context (Wk 2)

1. Evangelism
2. Leadership
3. Leadership and Change
4. Administration/Management
5. The Future?

(Daily readings will be added)