

THE REPORT OF THE WORKING GROUP ON LEADERSHIP FORMATION FOR MINISTRY

Faithful, Effective and Learned Leaders for the Church We Are Becoming: A Competency-Based Approach to Ministerial Education and Formation

APPENDICES

APPENDIX A: Mandate and Membership of the Working Group on Leadership Formation for Ministry:

Mandate:

The Working Group was established in 2012 by the Permanent Committee, Programs for Ministry and Mission (PC-PMM). Under the initial title of the Working Group on Theological Education for Leadership Formation its mandate was:

The Working Group on Theological Education is to work with the program staff for education and leadership development to provide advice to the General Secretary, General Council on the church's relationship to its educational institutions and processes. In carrying out its mandate the Working Group on Theological Education will report and develop recommendations regarding educational initiatives, programs and institutional relationships that will make a vital and relevant contribution to newly coherent, responsive, and sustainable approach to leadership formation for lay and ordered ministries in The United Church of Canada.

It was almost immediately recognized that the areas of concern to the Working Group had so much in common with those of the Ministry and Employment unit that the Group's membership should be expanded to include some of that unit's elected members and staff. Similarly, the two-person Working Group on Education Centres, previously established by the PC-PMM, became an important focus group within the Working Group on Theological Education for Leadership Formation.

At the September 2013 meeting of PC-PMM, the Working Group on Theological Education for Leadership Formation received permission to change its name to the Working Group on Leadership Formation for Ministry. This request reflected a significant realization by the Working Group: as important as they are, programs of academic theological education are but one component in the church's larger enterprise of forming and equipping people for ministerial leadership.

In addition to meeting on a regular basis, and engaging in research, the Working Group consulted widely. It convened a consultation in June 2013 that brought together a wide spectrum of those who are "stakeholders" in the area of formation and theological education: students, principals, education centre directors, United Church faculty and staff, chairs of the governing bodies of our schools and centres, congregational members, and key General Council staff and leaders. A smaller consultation for the purposes of

“prototyping” a competency approach was held in January 2014 with two members of staff from The United Church of Christ serving as resource people.

The Working Group was in regular conversation with the Comprehensive Review Task Group to update the Task Group as ideas and directions evolved. In addition, the Working Group kept before it the work of the other two groups that were exploring other aspects of ministry and candidacy: the *One Order of Ministry* proposal of the Joint Ministry Working Group, and the evaluation report of the Candidacy Pathways Pilot Projects Steering Group.

A complete listing of groups and individuals consulted by the Working Group on Leadership Formation for Ministry can be found in Appendix B below.

Membership:

Elected Members:

Andrew Richardson (Chair)
 Sarah Chapman
 Adam Hanley
 Bryce Hodder
 Deborah Laforet
 Bob Lockhart
 Scott MacAuley
 Tracy Murton
 Miriam Spies

Staff:

Michael Blair
 Bronwyn Corlett
 Joe Ramsay
 Heather Spares
 Steve Willey

APPENDIX B: Individuals and Groups Invited into Consultation by the Working Group on Leadership Formation for Ministry

- 2014 annual meetings of the Conferences
- Conference Executive Secretaries and Speaker
- Conference Personnel Ministers
- leaders in the 4 Candidacy Pathway Pilot projects
- Theological Schools Circle (Principals, Keeper, and Deans)
- Directors of the education & retreat centres
- Diaconia of the United Church of Canada
- Members of the Order of Ministry ordained & commissioned in the last 10 years, and Candidates currently in process

- students and staff of the Designated Lay Ministries program
- leaders involved in the Licenced Lay Worship Leaders education
- the under 30 minister's group
- EDGE network
- Ministries in French
- staff of the Church in Mission and Ministry and Employment Services units of the General Council
- denominational staff within other denominations in Canada and the United States

APPENDIX C: Current Policies Regarding Educational Pathways

In the current situation, Candidates for ordained ministry are required to attend one of 7 testamur-granting United Church schools: Vancouver School of Theology, St. Andrew's College, Sandy-Saulteaux Spiritual Centre, Emmanuel College, Queen's School of Religion, Le Séminaire Uni, and Atlantic School of Theology. Candidates for diaconal ministry are required to attend either the Centre for Christian Studies or the Sandy-Saulteaux Spiritual Centre. Those preparing for designated lay ministry are required to attend either the program hosted by St. Andrew's College or the designated stream offered by the Sandy-Saulteaux Spiritual Centre. If candidates wish to study at a school not related to The United Church of Canada, they must provide evidence that the alternative degree will prepare them for ministry in the United Church, and must receive the approvals of Presbytery, Conference and General Council. These candidates must also take an additional 5 full credits at a United Church school. In exceptional circumstances, this requirement can be waived with approvals from Presbytery, Conference, and General Council.

The prerequisite for acceptance into the diaconal diploma program offered by the Centre for Christian Studies is a recognized undergraduate degree, or personal maturity arising out of life and work experience combined with confirmation of admission to a recognized university. Prerequisites for entry into all of the programs at the Sandy-Saulteaux Spiritual Centre are: letters of support from one's home community and its elders, grade 12 (or equivalent), personal maturity arising from work experience, community involvement, and spiritual development. For candidates for ordained ministry, an undergraduate degree from a recognized university is the prerequisite for entry into the Master of Divinity (M.Div.) program at one of the theological schools. A limited number of applicants can be admitted into the "shorter course" (5 full credits rather than a completed undergraduate degree) and graduate with a Bachelor of Theology B.Th.) degree that fulfills their academic requirement for ordination. Acceptance into the Designated Lay Ministry program requires grade 12 (or equivalent), and: completion of the Licensed Lay Worship Leader program; or completion of the Leadership Development Module offered by the Centre for Christian Studies; or successful completion of a lay certificate in ministry at a United Church theological college; or successful completion of a prior learning assessment that demonstrates a basic level of competence in critical theological reflection.

In addition to successful completion of the academic requirements for ministry, candidates must demonstrate the ability to integrate the theoretical with the practical via successful completion of an 8 month supervised ministry experience (“internship”) However, five of the eleven schools and programs currently preparing people for ministry employ an in-ministry model that relieves candidates from having to complete a discreet supervised ministry experience. In-ministry programs that integrate candidates’ academic studies with their active engagement in a supervised ministry appointment are offered by: St. Andrew’s College; Centre for Christian Studies; Sandy-Saulteaux Spiritual Centre; Atlantic School of Theology’s Summer Distance M.Div.; and the Designated Lay Ministry program.

APPENDIX D:

Note: This is a document in progress. Further revisions to reduce the number of competencies will be made.

Competencies for Faithful and Effective Ministry in The United Church of Canada

Preface

This document is a revised version of *Learning Outcomes for Leadership* that was approved by the Executive of General Council in 2007. Like its predecessor, this document has been created by the church for the church. It too is founded upon the affirmation that, while changes in church and society are constant and accelerating, the Holy Spirit continues to guide and inspire the church as it raises up and equips the leadership it needs for the church it is becoming.

Precisely because the social landscape for ministry and mission is so dynamic, new competencies for faithful and effective leadership will continue to emerge. By necessity, therefore, this is an evolving document that will be reviewed and revised on an ongoing basis.

This document’s focus on competencies for leadership signals a new emphasis on assessing what leaders in ministry can actually do, rather than solely on their formal academic qualifications. It also emphasizes that those things in which leaders need to be competent changes and shifts over time and ministry settings. This means the document is useful in many ways. Not only is it a primary resource for assessing people seeking to become diaconal, ordained, or designated lay ministers, but it is useful to communities of faith in their search for new ministerial leadership, for ministers as they assess their learning needs and plan their continuing education, and for educational providers seeking to create need-specific programing.

How to Employ the Competencies

A competency is a foundational proficiency in an area of knowledge, or a skill, that the church deems necessary for faithful and effective leadership in a particular setting. A competency is not a standard. A standard is something by which a competency is measured. A competency is not a substitute for passion, nor a passion for a competency: “While competency without passion, character and call is ineffective, passion without competence can be destructive.” (*Competencies for Ordination to the Priesthood in the Anglican Church of Canada*, 2013, p. 6)

This outline of competencies should not be regarded as a checklist to be used with every candidate in every circumstance. It is, rather, a required guide to aid in the process of discernment and assessment. Finally, this competency document does not advocate a single-path approach. There will be multiple paths by which people seeking to prepare for ministry may come to maturity in their competencies.

Basic Principles and Guidelines

1. **The aim of assessing competencies for ministry is the promotion of growth and development.** The purpose of assessing competencies is not to keep people out of ministry until they have crossed every “t” and dotted every “i” of our expectations. If used with a gatekeeping, rather than a mutual discernment, mentality this Competencies document will cause harm to candidates and to the church. The goal is to encourage, support and equip people for ministry. Nevertheless, they should not be deemed ready until they truly are sufficiently prepared. The Competencies are meant to be applied developmentally, as a set of standards to measure where growth is needed.
2. **Because the Competencies are meant to aid in a person’s development and growth, an individual’s knowledge and skills will be assessed and recognized at the beginning, middle and end of their preparation for ministry.**

The Competencies are not meant as a tool for assessment only when a decision is being made regarding a person’s readiness for ordination, commissioning, or recognition. Those preparing for ministry, and those doing the assessment, should work together in the spirit of supportive partnership through all 3 stages of assessment: initial, ongoing, and final decision regarding readiness.

3. **The Competencies should be applied dynamically.** No single individual will exhibit all of these Competencies equally well. No single minister who is currently ordained, commissioned, or recognized exhibits all competencies equally well. Individual Candidates will show different profiles of strengths and weakness, and the Competencies should be used in ways that promote realistic assessment and encourage continuing development.

In addition, the depth of knowledge or skill in a particular competence expected of a person will be shaped by the kind of ministry for which that individual is preparing. Someone about to be commissioned into diaconal ministry, for instance, will likely be expected to demonstrate a higher degree of competence in community development than someone about to be ordained. Ordained ministers, similarly will likely be expected to have a depth in preaching that equips them to offer the weekly pulpit ministry that usually comes with their expression of ministry. Because the lines between expressions of ministry are always fluid, however, generalizations should not dominate a candidate-by-candidate assessment of what is needed.

4. **The Competencies for Ministry are characteristics and abilities that Candidates will display with varying degrees of consistency and depth.** They are not strict all-or-nothing markers leading to a pass/fail assessment. It is more accurate to ask, “How consistently, and to what degree and depth does this person display this characteristic?” than to ask, “Does this person display this characteristic—yes or no?”
5. **People will be assessed on how they demonstrate the Competencies in relation to actual ministry.** The Competencies have been developed with a focus on what is needed in the practice of ministry. This opens up avenues of practical assessment. A person’s abilities in biblical studies could be partially measured, for instance, by hearing a sermon, or seeing a video of the person teach a Bible study program.
6. **Assessment of a person can draw upon the insight and wisdom of the wider community’s experience and knowledge of the person.** Reflections and assessment will be available from a person’s home community of faith, mentors, lay people from supervised ministry education sites, supervisors, and teachers.
7. **The decision about when a person is ready for ordination, commissioning or recognition will emerge out of a process of mutual discernment of degrees of readiness, and needs for continuing education and growth.**

An additional document describing the role of Competencies in the overall process of discernment, education and formation will be forthcoming. Further resources will also be provided for designing learning pathways by which people can gain competencies, and outlining an assessment rubric.

Four Areas of Competence in a Whole

The Competencies for Faithful and Effective Ministry in The United Church of Canada are sorted into four categories:

- Personal, Spiritual, and Vocational Formation
- Knowledge and Skills for Ministry and Mission
- Cultural, Contextual, and Global Literacy
- Leadership

While these are convenient categories, they are fluid and overlapping. You may think that a particular competency belongs in a different, or an additional, category. You may be right. The line between what is knowledge and what is skill can be a fine one. The lines between what is spiritual and what is temporal, or what is church and what is not-church can be non-existent. A competency's placement in one category rather than another is not as important as the fact that the competency is present in the overall profile for competency for faithful and effective ministry in The United Church of Canada.

It may be helpful to envision the relationship between the competencies as a dynamic circle of inter-relatedness and connection:



I. Personal, Spiritual, and Vocational Formation

An ordained, diaconal, or designated lay minister in The United Church of Canada is one who has a Christian faith, personal maturity, and vocational calling sufficient to lead others.

In their Christian faith, such leaders:

1. Have a lived faith testifying to love of God who has created and is creating, trust in Jesus Christ the Word made flesh, and openness to the Holy Spirit who is transforming us, and the world.
2. Engage scripture as the living word, and source of personal and communal transformation.
3. Consciously engage the world as a participant in God's mission of healing love, social justice, and right relationship with creation.
4. Have an active spiritual life, and are committed to lifelong spiritual discernment and deepening through practice, prayer, and community.

In their personhood, such leaders:

1. Demonstrate self-awareness, emotional maturity, psychological resilience, and a commitment to appropriate self-care.

2. Are known in community to be persons of integrity and character, possessing healthy personal boundaries.
3. Are intelligent and have a capacity for critical thinking.
4. Demonstrate a willingness and ability to work well in collaboration and partnership with others.
5. Are capable of being proactive and enterprising.
6. Are contextual, self-motivated, lifelong learners.

In their sense of vocation, such leaders:

1. Have a deep and sincere feeling of having been called by God, and the church, to Christian ministry and leadership.
2. Can clearly articulate their sense of call to the expression of ministry in which they are serving.
3. Understands the history and identity of their chosen expression of ministry.
4. Understand that the authority of their office is exercised through a covenantal relationship with The United Church of Canada, and are able to function within relationships and structures of mutual accountability.

In their commitment to The United Church of Canada, such leaders:

1. Can clearly articulate why they have chosen to serve within The United Church of Canada, and how that choice reflects their calling.
2. Demonstrate knowledge of the doctrine of The United Church of Canada as set forth in the Basis of Union, and demonstrate an ability to function within the denomination's polity and ethos.
3. Demonstrate a healthy, but not necessarily uncritical, commitment to the doctrine, polity, policies, and ethos of The United Church of Canada.
4. Demonstrate a commitment to, and an ability to function collaboratively within a diverse United Church of Canada that is united and uniting, ecumenical, multiracial and intercultural, theologically diverse, open, affirming, and accessible.
5. Actively participate in the organizational structures of The United Church of Canada for the benefit of the whole.
6. Seek to exercise their ministries according to the *Ethical Standards and Standards of Practice for Ministry Personnel* document of The United Church of Canada.

II. Knowledge and Skills for Ministry and Mission

An ordained, diaconal, or designated lay minister in The United Church of Canada is one who has sufficient knowledge and skill to sustain the church in its faith, live its vocation, and fulfil its calling in the world.

In their role as bearers, facilitators, and teachers of Christian faith and heritage, such leaders possess foundational knowledge and skills in the following areas:

1. The Bible's content, histories and theologies.

2. Historic and contemporary methods of biblical interpretation biblical interpretation.
3. The history of Christian doctrines and theologies and their contemporary expressions, particularly those from historically underrepresented communities.
4. The history of the Christian church, including the history of The United Church of Canada.
5. Christian ethics and social justice.
6. The theory and practice of transformative approaches to Christian education, and faith formation.
7. The history, theology, and practice of Christian worship, including the tradition of worship in The United Church of Canada.
8. The history and theology of Christian mission engagement, including the history of The United Church movement toward the model of partnership.
9. The arts of pastoral and spiritual care.
10. Christian stewardship.
11. Other religions, and their defining scriptures or stories
12. Demonstrated ability to integrate the academic disciplines into a coherent approach to ministry and mission, and to integrate theory with practical skills and action.
13. Demonstrate the ability to learn in, and with, a community of others.

III. Cultural, Contextual, and Global Literacy

An ordained, diaconal, or designated lay minister in The United Church of Canada is one who understands the cultural and systemic realities of the environments in which The United Church of Canada carries out its ministry and mission.

In their role as meaning-makers, interpreters, collaborators, and community builders in diverse contexts, such leaders:

1. Demonstrate the ability to understand the profound differences that physical, psychological, gender identity, sexual orientation, age, class, cultural, religious, ethno-cultural, and racial factors make in the ways human beings experience and interpret the world.
2. Demonstrate the ability to engage in critical contextual and social analysis using the tools of the social and natural sciences.
3. Demonstrate the ability to discern the movement of the Spirit in the arts and popular culture.
4. Demonstrate the ability to engage in respectful dialogue and cooperative action within the diversity of The United Church of Canada, the ecumenical movement, the interfaith community, and non-religious social sectors.
5. Demonstrate knowledge of the histories and cultures of Canada's Aboriginal peoples, with special reference to their colonization and the United Church's role in the residential schools system.

6. Demonstrate knowledge of the evolving landscape and trends of global Christianity.
7. Demonstrate deepening intercultural competence.
8. Demonstrate they know what it is like to feel “other” through personal experience in a culture other than their own.
9. Demonstrate an understanding of the dynamics of White privilege, and their participation in those dynamics as a member of either the dominant or racialized group.

IV. Leadership

An ordained, diaconal, or designated lay minister in The United Church of Canada is one who is in a position of significant leadership within the church and the community and must exercise this leadership ethically, adaptively, and effectively for the sake of God’s mission in the world.

In their role as spiritual leaders, Ministry Personnel of The United Church of Canada:

1. Demonstrate a deep personal engagement with scripture, prayer, and other spiritual practices.
2. Demonstrate an understanding of the diverse spiritual pathways and practices by which people find spiritual meaning and Divine encounters.
3. Demonstrate strong listening skills.
4. Demonstrate strong, culturally appropriate, communication skills.
5. Demonstrates an approach to leadership that is transformative, visionary, prophetic, pastoral and empowering of the whole people of God.
6. Demonstrate the ability to lead from the front, with both confidence and humility.
7. Demonstrate an ability to testify persuasively and faithfully, through preaching, and other forms of Christian witness, to their hope for the encouragement others.
8. Demonstrate the ability to preach the good news, design and lead worship, and officiate at the sacraments in a manner that is faithful to the broader Christian heritage, consistent with the traditions of The United Church of Canada, and culturally appropriate.
9. Demonstrate the ability to provide skilled pastoral care and Christian education, and to equip others to engage in these ministries.
10. Demonstrate a commitment to animating a justice-seeking, justice-living church.

In their role as public leaders, Ministry Personnel of The United Church of Canada:

1. Demonstrate their commitment to offering leadership in the public square for the sake of the common social good.
2. Demonstrate publically that they are persons of compassion, competence, and integrity.
3. Demonstrate the courage and ability to testify to right relationship, and to a new heaven and a new earth, as made known by Jesus, the prophets, and the apostles.

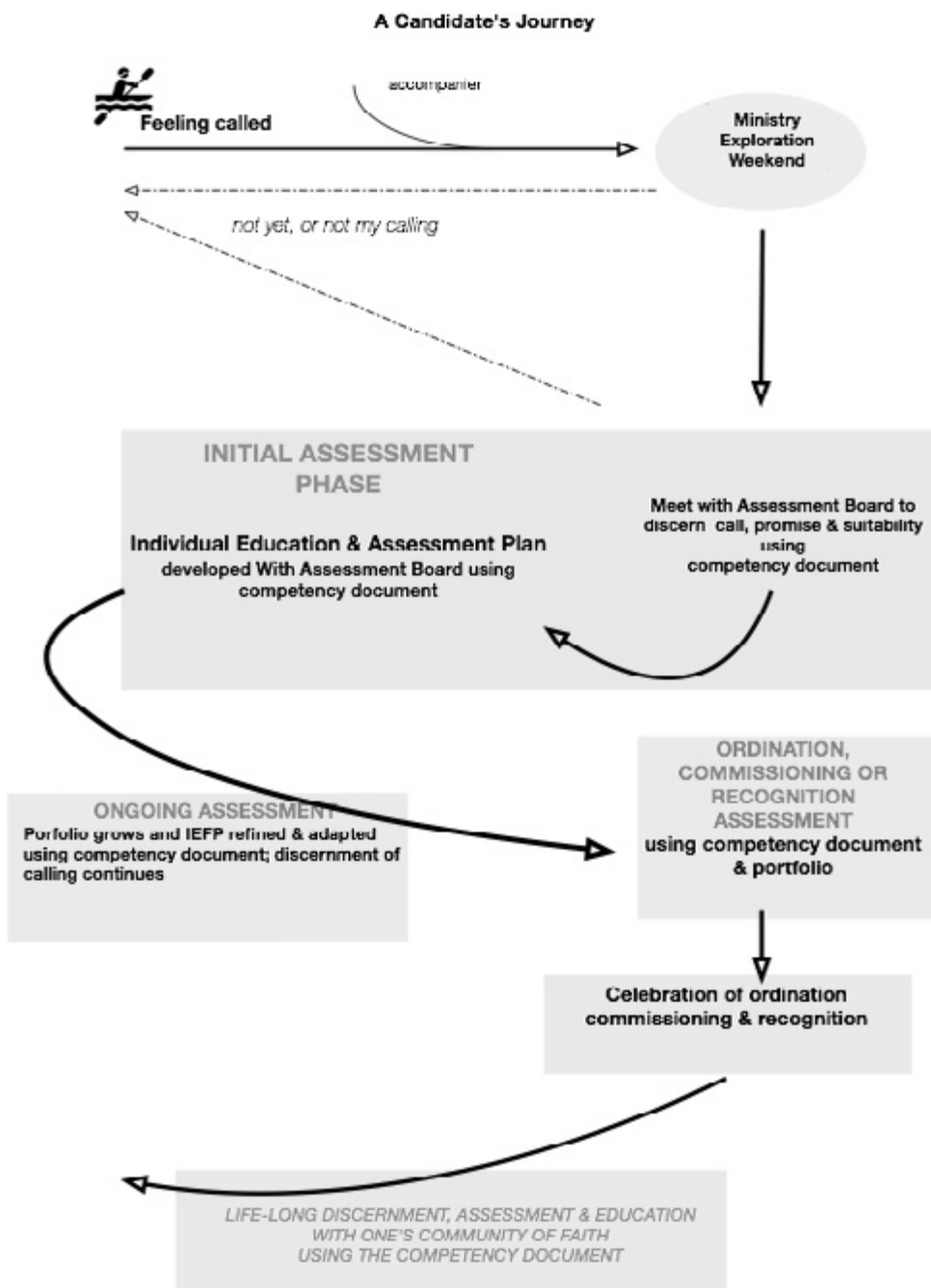
4. Demonstrate the ability to establish partnerships between church and community, and to work collaboratively with those partners.
5. Demonstrate the entrepreneurial mindset and skills needed to initiate and lead innovative ministries involving social enterprise.

In their role as leaders of faith communities and organizations, Ministry Personnel of The United Church of Canada:

1. Demonstrate an ability to offer adaptive leadership, including the ability to offer effective leadership in times of organizational crisis, transition and change.
2. Demonstrate the ability to engage in constructive conflict management, and to lead communities in times of disagreement or conflict.
3. Demonstrated ability to understand the nature, use, and misuse of power and authority and to exercise them appropriately, and effectively in ministry and mission.
4. Demonstrate the ability to celebrate the unique identities and contributions of local faith communities while also leading them to be receptive to perspectives from the broader church and world.
5. Demonstrate the ability to encourage and lead ministries of community outreach and development, evangelism, stewardship, and social transformation.
6. Demonstrate a commitment to the empowerment of lay leadership, and to being empowered by lay leadership.
7. Demonstrate an ability to work effectively as a member of a collaborative team.
8. Demonstrate knowledge of organizational governance and management theory, and demonstrate the basic skills of business, financial, and human resources management.
9. Demonstrates an understanding of the power of networks, and an ability to engage in effective networking.
10. Demonstrate competence as an administrator, and in the use of computer and internet technologies, productivity software, and social media.

APPENDIX E: Future Scenario is forthcoming

APPENDIX F:



APPENDIX G: Consensus Statement to the Working Group on Leadership Formation for Ministry from the Theological Schools Circle (TSC)
(Written at the annual gathering of the TSC, October 3, 2014)

The members of the TSC are deeply grateful for our conversation with GCO staff and members of the Working Group, especially regarding the Report, ‘A Competency-based Approach to Ministerial Education and Formation.’ We are grateful for the conviction that all of us are committed to the health of theological education in the UCC network as a whole.

The TSC reaffirms our agreement on the following points:

- the need to create a stronger ‘culture of call’ that includes and goes beyond congregational ministry;
- the distinctive value of denominational formation provided by UCC-related schools to students, the Competency Assessment process, and the wider church;
- the desirability of a mechanism to ensure ongoing education for all ministry personnel, and to articulate the relationship between the competency model and continuing education;
- the need to articulate the principles and practices of a ‘faculty pool’ model (outlined below)
- Regarding future General Council funding for the schools represented in the TSC, it is a critical principle—and the consensus recommendation of the members of this Circle—that the United Church introduce a new model for funding theological education. We thus recommend:

That funding contribute to positions for a United Church ‘faculty pool’ and be allocated to the schools on the basis of the following proportions:

AST	1.5
UTC	1.0
EMM	2.0
CCS	1.0
SSSC	1.0
SAC	1.0
VST	<u>1.0</u>
Total	8.5

- That annual operational grants be continued to Sandy Saulteaux Spiritual Centre and The Centre for Christian Studies in recognition of the historic and ongoing commitment of the United Church to contexts and expressions of ministry that prepare candidates for Aboriginal and Diaconal ministries.

Furthermore, the TSC by consensus commits to considering and articulating:

- the implications of recognizing that United Church-related schools are uniquely positioned to offer certain “assumed” competencies for UCC ministry;
- the proposed United Church ‘faculty pool’ model;

- principles of funding that ‘pool’; and
- the ongoing relationship of Queen’s School of Religion, the United Centre for Theological Studies of the University of Winnipeg and St Stephen’s College, which continue to form part of the theological education network of The United Church of Canada.