Introduction to the Course
While there are superb examples of vital, growing churches, it is difficult to ignore the numbers of churches from every denomination struggling with questions of identity, relevance, purpose and in some cases, survival. Definitions of a “healthy church” have been driven by various convictions about what constitutes church growth and church life: market-driven and purpose-driven solutions, seeker sensitive services, the emerging church, the multicultural church, and the practicing congregation. With sociologist Robert Wuthnow’s observation that the era of the mega church/seeker congregation is passing, the time is ripe for yet another effort to explore the nature of the church as God sees it. This course is based on the premise that even the most basic descriptions of the church in Scripture need to be taken seriously, that this generation is no longer enamored with the older style organizational models that have driven the church for so long, that the return to “practicing congregations” is a promising direction. We are interested in the sort of leadership needed to guide congregations to understand and live into their identity as the people of God.¹

Required Textbooks:

Recommended Books:
Branson, mark L. and Juan Martinez, Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities. Downers Grove: IVP, 2011. 978-0830839261

Learning Tasks
• Attendance and Participation (10%)
  Students are to participate fully in building a learning community throughout the semester with an attitude of openness, respect, and willingness in order to risk encounter and dialogue, listen carefully, respond graciously, and pray for and build God-honoring relationships with fellow classmates.

¹I am thankful to my former colleague at GCTS, Linda Cannell, for the structure and content of this syllabus.
Students are to participate fully in contributing to the learning community by having read and digested the weekly assigned readings; taking active part in all classroom teaching-learning activities; undertaking and sharing all the course projects with utmost care; and being conscientious of fellow classmates whenever working in groups.

Note: Those who for various reasons are not accustomed to or comfortable with participating in this seminar format should prepare in advance and hand in to the instructor each week any set of questions, issues, and/or concerns in a written format so that the instructor may incorporate them at the appropriate moments during the session.

• CLD Journal Entries (60%)
  1st set: Due on 10/3W (30%)
  A. Case study 1 Musings on Renovation of the Church, the Oak Hills Church of Folsom way (Carlson & Lueken) – about 3 double-spaced pages.
     Upon reading the case (i.e., the book), respond to one question from each of the five following categories:
     1. o What is/are the major problem(s) the author(s) is raising?  
        o What values or interests are being challenged?  
        o What is the central question in the book?  
        o What issues are at stake?
     2. o What perspective(s) is the author using to address the major problem(s) raised in the book?  
        o What are some specific factors that are relevant to the problem(s) raised in the book?  
        o What might be some salient ingredients that compound/create the problem(s) raised in the book?
     3. o What do you consider are salient issues raised in the book?  
        o What feelings do you have as you read the book? Why do you suppose those feelings have risen in you?
     4. o How would you reframe some of the problem(s) in a positive/constructive manner? What ought to be going on if you are a part of the group/congregation?  
        o What problem(s)/issues do you think need to be addressed? What might be some possible ways (and their pros/cons) to address them?
     5. o What is God impressing in your heart through your reading and reflection of the case?  
        o What might be some concrete/specific steps you wish to take to respond to whatever God is impressing in your heart?
  B. Musings on the systems approach to understanding congregation & congregational leadership (Meadows, chs.1-5) – about 3 double-spaced pages.
     Upon careful reading of Meadows, chs.1-5 with the church as a system in mind, integratively
“summarize” or re-articulate the five aspects (i.e., chapters) of the systems approach to understanding the church as a congregation.

2nd set: Due on 11/14W (30%)
C. Case Study 2 Musings on Renovation of the congregational leaders (Scazzero) – about 3 double-spaced pages.
   Please use the same categories as assignment A above as the guide to your responses.

D. Musings on the congregational leadership development fundamentals, contexts & principles & practices (Kimsey-House, et. al) – about 4 double-spaced pages.
   Upon careful reading of Kimsey-House et. al, and based upon their co-active coaching model, devise your personal strategy for developing leadership that is appropriate to the congregation you currently belong to.

- Final Project (30%)
  Option I: Tasks Related to Your Responsibility as a Listening Leader
  o Practice one of the important first steps in preparing a church for growth and/or change--talk with people. Be sure to get the approval from your church leadership prior to the interviews and promise them that you will share the resulting report. Make appointments with 5 people who are part of your church or organization. Select men and women who represent various program areas, who represent a range of years (and any other salient categories) in the church or organization, who serve in leadership roles, and who are not active in ministry but who attend regularly. You will need to spend about 30 minutes with each person.

  o Upon collecting and analyzing the interviews, you will prepare a report for the church’s leadership. The report should be in 5 double-spaced pages. Due to the limited amount of space allotted for this assignment, the instructor expects a density of content and thought greater than that usually found within papers of similar length.

  Option II: An Envisioning Church Leadership Development Project
  Church leaders and members generally want to see their church growing and active with a healthy budget. However, all churches are less than ideal (because humans attend), are often in conflict about an incredible variety of matters, and are sometimes rather boring places. Every now and again, one catches glimpses of what the church would be like if, when God were invited, He actually showed up! Prepare a discussion guide, or some other form of presentation, for a church board, a group of denominational leaders, or a lay committee to help them consider together the nature of the church in this generation and a vision for congregational leadership development toward that end. For this project you are to interact with about 3 to 4 books from the below list (and, if you wish, one additional book of your choice). While keeping it substantial in quality, be creative in the way you go about approaching the assignment. The length of the written portion of the project should be about 7 double-spaced pages.

  For the day of presentation (Either 12/5 or 12/12), students are to: (1) bring enough copies of 2 single-spaced pages of the synopsis of the report (Option I) or discussion guide (or some other form of presentation)(Option II); (2) present the report or the discussion guide in a polished manner for about 10 minutes and respond to questions raised by the instructor and/or fellow classmates; and (3) send in the paper & synopsis to the instructor via email/attachments by 11:59PM that evening.
Source List
• Be aware that due to the limited amount of space allotted for each assignment, the instructor expects a robust interaction with the assigned readings and a density of content and thought greater than that usually found within papers of similar length.
• Warning against plagiarism: Please refer to the Student Handbook, pp.89-90 (http://www.gcts.edu/sites/default/files/hamreg_handbook_acadserv_0.pdf).
• All footnotes should be in Turabian format.
  o For online help, consult: http://www.libs.uga.edu/ref/turabian.html
• All papers must be in a .pdf file format with the title of the document reading, ex., “KangAbigail CLD Jn 1st Set.pdf”, “KangAbigail CLD Jn 2nd Set.pdf” or “Kang Abigail Final.pdf” and are due at 11:59PM on the day they are due. Note: Please send both entries in each set as one .pdf file.
• 15% of the maximum possible points will be docked for each day for any late papers. No exception.

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**Course Outline:**

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