

Planning and Planting Course Working Syllabus CL-609

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Course Description

Drawing from the fields of leadership and evangelism, this course provides a theological framework and a variety of practices for revitalizing current congregations and/or planting new congregations.

Course Goals

Knowing:

- Students will learn how to discern the contextual nature of a congregation.
- Students will become acquainted with a missiological approach to congregational ministry.
- Students will learn strategies and best practices for leadership and organization of congregational resources for mission.
- Students will learn about resistance to change within congregations.

Being:

- Students will recognize how they are missionaries to their local congregations.
- Students will discern gifts and best practices to be skilled leaders in their congregations.
- Students will outline leadership plans for congregations to embody the work of mission in their contexts.

Doing:

- Students will develop the skills to discern the influence of the culture upon a congregation.
- Students will develop a skill set for effective missional leadership in a congregation.
- Students will be prepared to manage significant changes in a congregation.
- Students will learn to present compelling presentations to advocate for a new strategic plan.
- Students will learn how to develop a strategic plan

This course will require some group work at field sites around the Chicago area. These field visits will be in addition to the regular course meetings. You will determine with your group when to make the actual visits. Please make certain you have time to visit those sites in your schedule when you take this course.

Required Texts

A word on the reading: these texts are meant to be helpful handbooks for you going forward. Many of them are not scintillating prose, however. Read for a basic grasp of process and definition so you have a guide to the work you will be doing in the course, not so that you digest every detail they offer.

Flake, Floyd. selection from *African American Church Management Handbook*. Judson Press, 2005. **Free – Posted on Moodle**

Malphurs, Aubrey. *Advanced Strategic Planning: A 21st Century Model for Church and Ministry Leaders*. Grand Rapids, MI: Baker, 2013. ISBN-13: 978-0801014550, \$20.

Kim, Sharon. *A Faith of Our Own*. Rutgers University Press, 2010. ISBN-13: 978-0813547275, Price: \$25.95.

Stetzer, Ed and Daniel Im. *Planting Missional Churches*, Second Edition. Nashville, TN: B&H Academic, 2016. ISBN: 978-1-4336-9216-1, \$25.00.

Teasdale article on metrics. **Distributed in class.**

Assignments

In this course, students will be in groups that will act as the “guiding coalition” who has been tasked to study a local congregation in depth and provide a strategic plan for it. The group will act as though it is made up of people who are members of the congregation and who have been empowered to offer candid and meaningful direction to the congregation’s governing body.

All assignments will come from this group work:

1. First Group Presentation

What: In this presentation, the group should offer an overview of the congregation it is studying. This overview must include:

- Name, location, age, and size of church
- Any pertinent demographic data about the church and its location
- The current vision of the church (include a mission statement if it has one)
 - What ministries or activities of the church immediately seem linked to this vision?
- The current way the congregation understands the *missio Dei*
 - How does the church understand God to be at work in it?
 - How does the church understand God to be at work in the world?
- The current compelling narrative the church tells about itself
 - Is there a biblical narrative that it uses to define this? If so, what?
 - Is there a major historical event in its history that it uses to define this? If so, what?

- Initial thoughts as to where your group may want to focus in order to help the church cast a new vision for itself.

How: You may present just verbally, with handouts, with Power Point, or in any other way you feel would be most effective.

When: Approx. two weeks after receiving your congregation

Length: Approx. 10 minutes

Grade: 20% of the final grade

2. Group Journal on Moodle

What: A single entry by each group that reports the outcome of the group meeting for that week. See the course schedule for what items need to be addressed each week in the journal.

The journal entries will be graded on the following basis:

1. On-task: Does it address the issues and/or answer the specific questions raised in the resource assigned for that week.
2. Vision: Does it refer the part of the process the group is working on that week to the vision the group has for the church? This is something that should be a common point that weaves through each of the weeks. (Remember, your group is acting as if it were invested with the authority to set the vision of the church. As such, it is possible for you to modify your own vision for the church over the course of the weeks. Just be certain to explain what you are doing.)
3. Coherence and clarity: Is the entry easy to read and understand? Does it make sense?
4. Writing: Is the entry written with proper grammar, punctuation, and spelling?

When: Each week of the second half of class

Length: 300 words +/- 10%

Grade: 30% of the final grade

3. Final Presentation

What: In this presentation, your group must draw from its planning work in the journal during the semester to put forth its recommendations to the congregation. The group will provide a “brief” for class members to follow and reference during the presentation. The form presented in Session 4 can serve as a guide. You should present as if you were actually speaking to the congregation and as if you were authorized by them to provide this presentation. The presentation should include:

- Your group’s assessment of the church’s current vision, view of the *missio Dei*, and compelling narrative.
 - What is the current vision? Is it being lived into? Should it stay the same, change slightly, or change completely? If it should change, what is your recommendation for what it should be? Why are you making this recommendation?
 - What is the current view of the *missio Dei*? Is it being lived into? Should it stay the same, change slightly, or change completely? If it should change, what is your recommendation for what it should be? Why are you making this recommendation?
 - What is the current compelling narrative? Is it being lived into? Should it stay the same, change slightly, or change completely? If it should change, what is your

recommendation for what it should be? Why are you making this recommendation?

- Your group’s consideration of management issues that the new vision, view of *missio Dei*, and compelling narrative entail.
 - What are the resources needed to live out these?
 - Staff
 - Money
 - Facilities
- Your groups metrics for how to know if the congregation is living effectively into the new vision?
 - Timetable
 - How many people will be reached
 - Other appropriate actions that can be accomplished
 - Include both short-term and long-term goals
- Preparation for Q&A
 - Be ready to respond to questions from the class and instructors, especially about the data and process you used to form this set of recommendations.

How: You may present just verbally, with handouts, with Power Point, or in any other way you feel would be most effective in presenting to the congregation you are studying.

When: Last day of class

Length: Approx. 20 minutes of presentation and 10 minutes of Q&A

Grade: 40% of the final grade

4. Class Participation: In addition to each of the above assignments, 10% of the final grade will be based on class participation. This includes attendance and engagement with the class while it is in session.

Class Schedule (For dates, see Moodle)

Session 1: Mission	Flake, entire	No Written Assignment
Session 2: Vision	Stetzer and Im, Part 1 Malphurs, intro, chs. 1-3	No Written Assignment
Session 3: Compelling Narrative (Branding)	Stetzer and Im, Part 2 Malphurs, chs. 4-5	No Written Assignment
Session 4: Core Values (Context)	Stetzer and Im, Part 3 Malphurs, ch. 6	Congregation names for case studies will be distributed in class and groups assigned.

		Make plans to visit your congregation in the next two weeks.
Session 5: Administration	Stetzer and Im, Part 4 Malphurs, chs. 7-9, familiarize with appendices	Journal Entry: Rendle & Mann, Resource A
Session 6: Unlearning Church	Stetzer and Im, Part 5 Malphurs, chs. 10-11	Journal Entry: Context and Outreach
Session 7: First Group Presentations	None	No Written Assignment
Session 8: Dealing with Change	Kim, entire (focus on chs. 2 & 4)	Journal Entry: Roxburgh & Romanuck model – or – immunity to change x-ray
Session 9: Budgets	Malphurs, ch. 12	Journal Entry: Budget Considerations
Session 10: Buildings	http://www.nacdb.com/index.html https://www.agfinancial.org/blog/bid93091church-construction-101-getting-started/	Journal Entry: Facilities considerations
Session 11: Now What? Measuring & Assessment	Malphurs, chs. 13-14 Teasdale article	Journal Entry: What should they measure
Session 12: Integrating the Plan	None	No Written Assignment
Session 13: Final Group Presentations	None	No Written Assignment

How I Grade

Below is a rubric that offers insight into how I grade all the assignments. Please notice that turning in work late or without following the directions provided in the syllabus leads to a failing grade.

Please notice, also, that it takes creative work to receive an “A.” Work that shows a good grasp of material, but that is not creative in a way that looks to construct new pathways of learning and ministry, is worth a “B.”

	Excellent – 100%	Above Average – 85%	Average - 70%	Failing – 0%
Timeliness	The student turned in the assignment by the due date.	N/A	N/A	The assignment was late. (This causes a failing grade for the assignment.)
Followed Directions	The student followed all the directions provided by the instructor in the syllabus or online for the assignment (including word counts, content, format, etc.).	N/A	N/A	The student failed to follow the directions provided by the instructor in the syllabus or online. Depending on how severe the breach of directions is, this can lead to a failing grade for the entire assignment.
Coherence	There is a logical flow throughout the assignment such that it is easily understandable and persuasive in the points it makes.	There is a logical flow throughout the assignment such that it is easily understandable. It may not be persuasive in its presentation, however.	There is an overall logic apparent in the assignment, though it requires some effort to grasp what the logic is.	There is no apparent logic to the assignment. It is obtuse and difficult to understand the points it makes.
Content	The student clearly interacts with the course materials (readings and lectures), demonstrating both comprehension of the material and	The student clearly interacts with the course materials (readings and lectures), demonstrating comprehension of the material.	The student clearly interacts with only some of the materials appertaining to the topic of the assignment, demonstrating comprehension of	The student's assignment either does not make reference to any course material or clearly misunderstands the material it does use.

	offering creative and constructive insight for further conversation on the topic at hand.		the material. Alternately, the student uses the appropriate materials, but does not represent them accurately.	
Responses (When a response to other students is required)	The student responds to others substantively by finding points to agree with, disagree with, or to nuance based on ideas raised in course materials. The response invites constructive conversation.	The student responds to others substantively by finding points to agree with, disagree with, or to nuance in based on course materials.	The student responds to others, but shows little interaction with course materials in the response.	The student responds in a hostile way that seeks to end conversation, or the student's response clearly does not address the issues raised by the other student.
Collegiality	The assignment is academic in tone, inviting further constructive conversation on the topic, even in the case of disagreeing with authors, the instructor, or other students.	The assignment is academic in tone, though can emphasize deconstructive interaction more than constructive.	The assignment is more conversational than academic in tone and/or is defensive about engaging in constructive self-reflection.	The assignment is entirely informal and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by course material or peer feedback.