



## 7520 Contextual Theology and Strategies

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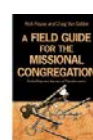
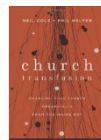
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### COURSE DESCRIPTION

This seminar includes a guided and interpretive experience in Memphis, considering elements of race, poverty, and other forms of injustice – and how churches respond to such environments. Students will study issues that are important to the mission of their ministry context. This includes theology of mission, missiological assessment of the challenges and opportunities of a ministry setting, and the design and execution of renewal/turnaround strategies that are appropriate to that context. The focus is on the role of the local church in God's economy and revitalization to faithfully align with God's mission in a particular time and place.

### REQUIRED READING

- [BK] Linda Bergquist & Allan Karr, *Church Turned Inside Out* (Jossey-Bass, 2010)
- [DB] David Britt, "From Homogeneity to Congruence: A Church-Community Model," in *Urban Mission* (January 1991), p. 27-41. [pdf available on *Canvas*]
- [CH] Neil Cole & Phil Heifer, *Church Transfusion* (Jossey-Bass, 2012)
- [EH] Evertt W. Huffard, "From Quick Fix to Healthy Assessment" in *Doing God's Work*, p. 47-57 (Hope Network Ministries, 2013) [pdf available on *Canvas*]
- [GM] Gary McIntosh, *One Size Does Not Fit All* (Revell, 1999)
- [DO] David T. Olsen, *Discovering Your Leadership Style* (IVP, 2014)
- [RG] Rick Rouse and Craig Van Gelder, *A Field Guide for the Missional Congregation* (Augsburg, 2008)
- [AR] Alan J. Roxburgh, *Joining God, Remaking Church, and Changing the World: The New Shape of the Church in Our Time* (CPG, 2015)



**Textbooks can now be ordered through a link on the HST website—look for the Textbooks tab on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab for correct ISBN's and editions to insure correct ordering (<http://hst.edu/students/textbook-services/>). A link there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support!**

*This course syllabus is our academic contract for course requirements and policies. It is your responsibility to read and be aware of the policies contained in the syllabus. If you do not understand any part of this document, please ask for clarification.*

## OUTCOMES

This seminar relates to the D.Min. outcomes listed below through the assignments as indicated on the rubric below.

1. Demonstrate the ability to apply research tools to particular ministry problems and effectively resolve them
2. Exhibit ability to think theologically about contemporary ministry challenges, assess culture in which we live, and formulate conclusions for one’s particular ministry context.
3. Practice the ability to learn from one’s peers and respond appropriately to their critique of one’s character and ministry
4. Exhibit ongoing practices of spiritual growth in relationship to God and to others by formulating and implementing a personal plan for spiritual formation
5. Demonstrate the ability to lead in one’s particular ministry context by formulating and implementing a plan for personal and corporate leadership development
6. Demonstrate advanced skills in oral, written, or media performance that will increase one’s ministerial effectiveness

### Assignments and Outcomes

D. Min Outcomes	Pre-seminar Assignments	Seminar – Intensive course week	Reading assignments	Leadership Project
1 Apply Research		Case studies; Seminar report	GM; CH Part 2	Church assessment
2 Think Theologically	Assessment of your context	Case studies; seminar report	CH Part 1; CG;	Section in project
3 Peer Learning	Interaction on <i>Canvas</i>	Feedback from seminar report		Peer input
4 Spiritual formation	Spiritual formation plan	Included in seminar report		Reflected in project
5 Leadership	SWOT analysis	Case studies	BK; DO;	Execute the project
6 Communication	<i>Canvas</i> posts	Seminar report		Project report

## SEMINAR SCHEDULE AND ASSIGNMENTS

The seminar on campus begins at 10:00 am, Wednesday, January 10 and ends at 8:00 pm, Sunday, January 14. It will be followed with three sessions in April (via

zoom) from 1:00-4:00 pm on April 5, 12, 26. A more complete schedule will be sent after registration is complete that will include the time of your seminar presentation. You will be expected to be on-*Canvas* regularly, beginning January 5, 2018 and on live video conferencing (*Zoom*) three times following the campus visit. Due dates for each *Canvas* assignment will be as follows:

- **Post** a report on “From Quick Fix to Healthy Assessment” [EH], “From Homogeneity to Congruence: A Church-Community Model,” [DB], and *One Size Does Not Fit All* [GM]; due **January 5**. These are NOT book reviews; **Book Report Form (BRF)** will be available on *Canvas*. (5 points)
- **Post** a BRF report on *Joining God, Remaking Church and Changing the World* [AR], due **January 7**. (5 points)
- **Post** a BRF report on *A Field Guide for the Missional Congregation* [RG] due **January 8**. (5 points)
- **Post** a description of your ministry context using a SWOT analysis [strengths, weaknesses, opportunities, threats]—include your role as a leader. In the analysis use the four factors in the article by Dr. Huffard [EH], due **January 8**. (5 points)
- **Post** a BRF report on *Discovering Your Leadership Style* [DO], due **February 2**. (5 points)
- **Post** reflections on your Memphis excursion in terms of connecting the mission of a congregation to its community, due **February 19**. (20 pts)
- **Post** a BRF report on *Church Turned Inside Out* [BK] and *Church Transfusion* [CH], due **March 5**. (5 pts)
- **Prepare a 30-minute seminar presentation on your Contextual Strategy Project to be given via Zoom—[dates will be assigned on first day of the seminar]; Post outline on Canvas by April 5**. Include the SWOT analysis and selected assessment tools (see annotated bibliography for additional resources). This will serve as the “first draft” of your project. (10 pts)
- **Post Contextual Strategy Project; due May 1**.  
Using a case study methodology, provide as much information as possible on the strategy for the congregation to get “on mission” in your context—include options you have considered; principles applied from your reading; perspectives from stakeholders; specific steps taken and responses to them. It will be graded based on form/style (5 pts), theological reflection (5 pts), resources used for an effective assessment (10 pts) and the application of theology and theory (10 pts)—see rubric on *Canvas*.
- **Final Exam--**A proctored exam to be taken on **May 4**. Instructions will be given through *Canvas*. (15 pts)

### Seminar Assignments

7520 Seminar	Topics	Reading Assignments	Post on Canvas	Grading Total Possible
<b>Pre-seminar assignments</b>	<b>January 2-9</b>			
1-5-18	Reading report	EH, GM	Yes	5 pts
1-7-18	Reading report	AR	Yes	5 pts
1-8-18	SWOT assessment of your ministry context	RG	Yes	5 pts
<b>Seminar</b>	<b>January 10-12 on campus</b>			
1-10-18	Theology of church & mission; Congregational Systems Assessment; On Mission – in context			
1-11-18	Breaking barriers, Adjusting to size			
1-12-18	Finding/developing leaders; Leadership styles			
	January 12-14 Memphis Experience			
1-12-18	Evening: Churches “On Mission”			
1-13-18	Civil Rights Museum			
1-14-18	Holmes Rd CofC, Urban churches “on mission”			
<b>Post-Seminar Assignments</b>	<b>February-May</b>			
2-5-18	Reading Report	DO	Yes	5 pts
2-19-18	Report on Memphis weekend excursion		Yes	20 pts
3-5-18	Reading Report	BK, CH	Yes	5 pts
4-5-18	Project reports (via zoom)		Yes	10 pts
4-12-18	Project Reports (via zoom)			
4-26-18	Project Reports (via zoom)			
5-1-18	Contextualized Strategy Project Report		Yes	30 pts
5-4-18	FINAL EXAM (proctored)		No, email to Dr. Huffard	15 pts
	<b>TOTAL</b>			<b>100 pts</b>

Late assignments will not receive credit without prior approval from the professor.

## **CREDIT HOUR WORKLOAD**

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course. **This course adheres to university guidelines regarding workload requirements per credit hour.**

## **LIBRARY RESOURCES**

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site ([www.hst.edu](http://www.hst.edu)) for information concerning library services to students. Under the "library" tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990. The annotated bibliographies list basic tools you will find helpful in your research.

## **USE OF TECHNOLOGY**

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions and peer learning

## **CANVAS ONLINE LEARNING SYSTEM**

In addition to the live video platform Zoom.us (see below), this course uses Harding's *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email address is [ehuffard@harding.edu](mailto:ehuffard@harding.edu). Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward

messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

### **HST LIVE INTERACTIVE VIDEO EDUCATION (HST LIVE) via ZOOM**

In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform. The HST Live/Zoom Meeting ID for this course is <https://zoom.us/j/9014811878>.

Students new to HST LIVE should attend the HST LIVE orientation session scheduled for January 9 at 6:00-8:00 p.m.

#### ***Equipment Requirements for LIVE Sections:***

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone - Apple MD827LL/A EarPods with Remote and Mic work well. Order on Amazon.com, <https://goo.gl/jLYfBG>.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

This course is designed to be supplemented by distance learning resources. The minimum competencies include the use of standard course processes (homework and evaluation) and include the following technological competencies: email, Internet resources, and use of *Canvas*. You will be encouraged to participate in asynchronous meetings, and discussion groups. You will be required to submit written assignments as attached document files in MS Word format (.doc or .docx), and utilize electronic databases as well as hard-copy resources. *Canvas* can be accessed at <http://www.harding.edu/elearning/>. If you have problems gaining access to the *Canvas* system, contact technical support for students by calling (501) 279-4545.

### **STUDENTS WITH DISABILITIES**

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

**ACADEMIC INTEGRITY** is expected of all students at HST. Three Principles of Integrity:

- 1. Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
- 2. Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
- 3. Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Any form of cheating, copying, or dishonesty can be problematic because students are not always sure what this involves. For a brief explanation with examples, everyone should read the following webpage carefully: [www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml).

## ANNOTATED BIBLIOGRAPHY

**The application of these and similar resources will be necessary in your seminar report and development project.**

Callahan, Kennon L. *Small, Strong Congregations: Creating Strengths and Health for Your Congregation*. (Jossey-Bass, 2000) Using 12 central aspects of strong, healthy churches, Callahan focuses on spirit and strengths, rather than size (22). An important competency of a small, strong church is the “ability to live and share as a team” by seeing the whole and appreciating the diversity of gifts (192).

Carlson, Dwight L., *Why Do Christians Shoot Their Wounded: Helping (Not Hurting) Those with Emotional Difficulties* (IVP, 1994). “Too many churches today are filled with executives who get together to talk about the bottom line. . . . When we focus on these external things, however, all too often we neglect and inadvertently hurt the wounded among us. We need to be more like a hospital and a school; nurturing the injured and equipping the saints” (117).

Chaffee, Paul, *Accountable Leadership: A Resource Guide for Sustaining Legal, Financial, and Ethical Integrity in Today’s Congregation* (Jossey-Bass, 1997). Leading a church involves trust from the congregation. This book provides a helpful list of 9 factors in maintaining that trust (11). Also note a helpful tool in assessing the health of the congregation (72-73).

Cladis, George, *Leading the Team-Based Church: How Pastors and Church Staffs Can Grow Together into a Powerful Fellowship of Leaders* (Jossey-Bass, 1999). Proposing a leadership model based on collaboration, the book offers seven dimensions of a healthy multiple-staff team: covenanting, visionary, culture-creating, collaborative, trusting, empowering, and learning (10-16). “Although churches may support some ministries that are performed by sole individuals, I believe that the need for accountability almost always requires that people be empowered for ministry in groups rather than as individuals out on their own” (140).

- Dale, Robert D., *Keeping the Dream Alive* (Broadman, 1988). The first book dealt with mission (To Dream Again), this second book addresses morale – “the job description for congregational leaders” (8).
- Dale, Robert D., *Leadership for a Changing Church: Charting the Shape of the River*. (Abingdon, 1998). Two angles of leadership are mission (what to do – teamwork, modeling, navigation) and morale (can do – trust, marveling, nerve); an imbalance will “call for leaders who can help the group deal with the risks of preferring mission over morale, or morale over mission” (69).
- DeYoung, Kevin and Greg Gilbert. *What is the Mission of the Church? Making Sense of Social Justice, Shalom, and the Great Commission* (Crossway, 2011). Because *mission* is not a biblical word like *covenant* or *justification* or *gospel*, determining its meaning for believers is particularly difficult (17). . . . We go, we proclaim, we baptize, and we teach – all to the end of making lifelong, die-hard disciples of Jesus Christ who obey everything he commanded (63).
- Dudley, Carl S. and Sally A. Johnson. *Energizing the Congregation: Images that Shape Your Church's Ministry* (Westminster/John Knox, 1993). Self-images directly impact leading a church to grow. The book is a helpful tool in identifying the impact of five images: survivor, prophet, pillar, pilgrim, and servant (3-6).
- Fair, Ian A., *Leadership in the Kingdom: Sensitive Strategies for the Church in an Changing World* (ACU Press, 1996). Consider your leadership style-- management, participatory, team (198) and balancing task and relationship when leading change (281).
- Flemming, Dean. *Recovering the Full Mission of God: A Biblical Perspective on Being, Doing and Telling*. (IVP, 2013). This book seeks to challenge the “divorce” of telling from living the gospel, of evangelism and a life of obedience as well as the life of the church. He asks: “Will we resist the temptation to drift “off mission” by downplaying either words or deeds?” (p. 276)
- Galindo, Israel, *The Hidden Lives of Congregations: Discerning Church Dynamics* (Alban Institute, 2004). Any church project would do well to evaluate the five organic hidden life forces in a church (51) and the dynamics of a congregation’s lifespan (58). Be aware of how size changes a congregation’s systemic relationships and the role of a leader (78, 91). In shaping the mission of the church, the three aspects of its corporate identity (spirituality, stance and style) powerfully influences meaning (116). Effective leadership will emerge out of a spiritually disciplined self (172).
- Getz, Gene and Joe Wall, *Effective Church Growth Strategies*. (Word, 2000).  
“Leadership is an essential consideration in church planting and growth. When we have the right people in the right positions – people who are qualified in character and who have a biblical philosophy of ministry – churches will grow not only numerically but also spiritually” (83).
- Gupton, Carlus, website <http://www.lifeandleadership.com>. A must-use resource for tools of assessment and developing a strategy to grow.
- Hammett, Edward H., and James R. Pierce, *Reaching People Under 40 While Keeping People Over 60: Being Church for All Generations* (Chalice, 2007). “The key to change is to change values and beliefs before changing behavior” (14). Every few pages one will find “Coaching Questions” that would be extremely valuable in assessing your own ministry context. Note the section on decision making (96), compliant vs creative church values (104), and individualized Bible study (130).
- Hammett, Edward H., and James R. Pierce, *Making Shifts without Making Waves: A Coach Approach to Soulful Leadership* (Chalice, 2009). Good discussion on the



- difference between attraction and missional churches (37). The proposed ripple model helps identify entry points for change and a filter through which to listen (39-40). The section on assessing coachability of a congregation would be helpful in determining whether a D.Min. project for a church might work (73).
- Heath, Chip and Dan, *Made to Stick: Why Some Ideas Survive and Others Die* (Random House, 2008). A good check list to run your “new ideas” through as you evaluate your project, and each other’s, in this seminar.
- Hope Network Ministries, *Doing God’s Work: A Primer for Church Leaders* (2013). Download ebook copy from [www.hopenetworkministries.org](http://www.hopenetworkministries.org). See chapters by Jim Martin, Carlus Gupton, Jay Jarboe, Evertt Huffard, and Jimmy Adcox that could generate ideas for a research project.
- Hope Network Ministries, *Navigating the Storm: Resources of Hope for Church Leaders*. (Hope Network Ministries, 2017). This collection of articles provides practical resources for leading churches, spiritual formation and church health. For this seminar, especially note Dr. Gupton’s chapter on missional governance and Dr. Huffard’s chapter on leading with consensus.
- Johnson, Ben Campbell and Andrew Dreitcer, *Beyond the Ordinary: Spirituality for Church Leaders* (Eerdmans, 2001). The narrative (myth) of the congregation can make or break any attempts to lead. The preacher is the most significant person in maintaining and altering the narrative (61).
- Kaiser, Walter C. Jr., *Revive Us Again: Biblical Insights for Encouraging Spiritual Renewal* (Broadman, 1999). He examines 16 monumental revivals in the Bible and draws insights for today.
- Kotter, John P., *Leading Change* (Harvard Business Review, 2012). The “standard” for understanding the process of change in organizations through an 8-stage process. Of several problems, he notes one is to underestimate the power of vision (7).
- Love, Mark, Douglas A. Foster and Randall J. Harris, *Seeking a Lasting City: The Church’s Journey in the Story of God* (ACU, 2005). Rather than defining the church by its structures, forms, and boundaries, this book suggests a healthier view of the church as part of the story of God as it constantly moves deeper into the mission of God. This would be a useful resource for an adult Bible class for a quarter.
- Malphurs, Aubrey and Will Mancini, *Building Leaders: Blueprint for Developing Leadership at Every Level of Your Church* (Baker, 2004). This is an excellent resource for empowerment – the alternatives of which are directing, abdicating, or disabling (44). The discussion on the challenges of empowerment (59), metaphors for followers (76), steps in the process (111), core leadership competencies (147-151), problem of non-leaders (191), expanding leadership at shallow and deep ends (202), leadership culture (212), and developing leaders in small/large churches (239,249). The rubric for leadership configuration (261), task/relationship skill inventory (262-263) and assessing training venues (265) will be useful to most projects.
- McCarty, Doran, *Leading the Small Church* (Broadman, 1991). The small church typologies would be helpful in assessing a small church (30-38). Also note the reasons churches are small (39-54).
- McIntosh, Gary L., *Finding Them and Keeping Them: Effective Strategies for Evangelism and Assimilation in the Local Church* (Baker, 1995). A used tool if your church has difficult with retention for new Christians or transfer members.

- McIntosh, Gary L., *Staff Your Church for Growth: Building Team Ministry in the 21<sup>st</sup> Century* (Baker, 2000). A valuable tool for discerning how, why, who and when to add staff.
- McIntosh, Gary L., *Look Back Leap Forward: Building Your Church on the Values of the Past* (Baker, 2001). In response to rapid change, leaders are tempted to idealize the past or refuse to look back. This book provides a step-by-step practical guide for healing past wounds and discovering purpose, values, and vision for the future.
- McIntosh, Gary L., *One Church Four Generations: Understanding and Reaching All Ages in Your Church* (Baker, 2002). Any congregational project will have to address generational differences, so this is a good starting place to determine how much your own generational view is shaping what you want changed and how you want to change it. The list of issues of discontent apply to most churches (202-209) and the perspective on negotiating the differences are very helpful (228-233).
- McIntosh, Gary L., *Biblical Church Growth: How You Can Work With God To Build a Faithful Church*. (Baker, 2003). This is a simple biblical orientation to church growth with chapters dedicated to the role of the Word, glorifying God, discipleship, HS, faithful shepherds, effective ministers, cultural relevance, target focused, and simple structure.
- McIntosh, Gary L., *Church That Works: Your One Stop Resource for Effective Ministry* (Baker, 2004). Short chapters on a range of topics that will no doubt address some that you are considering in your project, such as: reaching different generations, assimilating visitors, following trends, designing worship, and danger signs of decline.
- McIntosh, Gary L., *Thriving Churches in the Twenty-First Century: 10 Life-Giving Systems for Vibrant Ministry* (Kregel, 2006). Explains the ten interlocking systems that make up a healthy church body, such as: spiritual energy, corporate intercession, spiritual disciplines, mentoring, and team ministry.
- McIntosh, Gary L., *Taking Your Church to the Next Level: What Got You Here Won't Get You There* (Baker, 2009). An excellent resource for any project in an established church to assess life cycle, size, and choice points.
- McIntosh, Gary L., *Here Today, There Tomorrow: Understanding Your Church Potential* (Wesleyan Publishing House, 2010). The resource provides a helpful guide to moving your church forward through workable plans, based on assessment of the identity of the church and designing a plan for the future.
- McIntosh, Gary L., *There's Hope for Your Church: First Steps to Restoring Health and Growth* (Baker, 2012). Since 85% of churches in the USA are plateaued or declining, the first thing the church needs is hope. The author gives practical suggestions that he believes can renew hope and start renewal.
- Pocock, Michael, and Joseph Henriques, *Cultural Change and Your Church: Helping Your Church Thrive in a Diverse Society* (Baker, 2002). If your project involves leading a church to become more multicultural, consider these choices facing the church in a culturally diverse society (133-144). What kind of a leader is needed in this context (184)? They propose five steps to becoming multicultural (198). The Appendix gives 14 goals for managing diversity in a local church (217).
- Rainer, Thom S. and Chuck Lawless, *Eating the Elephant: Leading the Established Church to Growth*. (Pinnacle, 2003). Churches get stuck in a rut and, beginning with God, can overcome obstacles through a renewal of vision and prayer. Two good tools for assessment can be found in the distinction between non-traditional and traditional churches (p. 6) and change receptivity (160).

- Rainer, Thom S., and Eric Geiger, *Simple Church: Returning to God's Process for Making Disciples* (B&H, 2011). This book is designed to help you design a simple process of discipleship in your church built on clarity, movement, alignment, and focus.
- Rainer, Thom. *Effective Evangelistic Churches* (B&H, 1996). This material helps make the case for church leaders who want to be on mission to know that it will impact worship styles, leadership, attitudes, beliefs and relationship with the community.
- Rainer, Thom. *High Expectations: The Remarkable Secret for Keeping People in Your Church* (B&H, 1999). Note ch. 8 on the development of vision/mission in high expectation churches. Leadership and assimilation are vital to the process of being on mission.
- Rainer, Thomas S., *Autopsy of a Deceased Church: 12 Ways to Keep Yours Alive* (B&H, 2014). This is a valuable resource for a healthy church assessment or for persuading a church to get on mission if the church does not look like its community, the budget is inward focused, evangelism declines, obsessed with the facilities, and/or has no clear purpose.
- Rainer, Thomas S., *Who Moved My Pulpit: Leading Change in the Church* (B&H, 2016). Rainer addresses many of the issues anyone will confront when trying to define the mission of a congregation, such as: who to lead through change, a sense of urgency, dealing with people issues, and implementation.
- Robinson, Anthony B., *Transforming Congregational Culture* (Eerdmans, 2003). A good D.Min. project would be to assess effectiveness in leading a church through "adaptive change" with a rubric from Heifetz for direction, protection, orientation, conflict, and establishing norms (19); note six strategies for adaptive change (124).
- Roxburgh, Alan J., and Scott Boren, *Introducing the Missional Church: What it is, Why it Matters, How to Become One.* (Baker, 2009). An introduction to the Missional Change Model that provides insights into the challenges and rewards of a church living out its mission.
- Rusaw, Rick, and Eric Swanson, *The Externally Focused Church* (Group Publishing, 2004). This book provides a case study for becoming externally focused through relationships, casting a vision, assessing the needs of the community and organization.
- Schaller, Lyle E., *Getting Things Done: Concepts and Skills for Leaders* (Abingdon, 1986). Two disappointing results of research on Christian congregations in contemporary America is that (1) they rarely reach people completely without hope and (2) numerically growing congregations are moving up the social scale (123). The single most important element in assessing a church and growth is the value system. "The values of an organization control priorities, provide the foundation for formulating goals, and set the tone and direction of the organization" (153). When initiating change note Schaller's discussion of supporter or allies (222) and the value of coalitions (224).
- Sellon, Mary, Dan Smith, and Gail Grossman, *Redeveloping the Congregation: A How to for Lasting Change* (Alban, 2002). Especially note chapter 5 on empowering people and removing barriers and chapter 8 on anchoring the change.
- Shawchuck, Norman, and Roger Heuser, *Leading the Congregation: Caring for Yourself While Serving the People* (Abingdon, 1993). Part 1 develops the systems approach to assessing the congregation. Note the four sources of energy (210). Part 2 may help you assess what you bring to the congregation as a preacher (139) and your role in renewal (165).
- Steinke, Peter L., *A Door Set Open: Grounding Change in Mission and Hope* (Alban, 2010). The author has consulted over 200 churches in 8 denominations and shares

- insights into change in churches, managing conflict, and responding to rapid change. In every case, mature leaders, change for the sake of mission, and reframing problems as opportunities reduced the intensity of the change.
- Stetzer, Ed and Thom S. Rainer, *Transformational Church: Creating a New Scorecard for Congregations* (B&H, 2010). Chapters 3 and 9 address the mission of the church by developing a missionary mentality and following the example of Christ in word and deed.
- Wagner, C. Peter, *Leading Your Church to Growth* (Regal, 1984). A good perspective on growth can be gained by shifting/sharing the ministry role from one person to the whole church (134-136). Especially note a helpful check-list for sustaining growth in the last chapter.
- Woods, C. Jeff, *Congregational Megatrends* (Alban, 1996). Evangelism – from mass to relational; education – from tribal to immigrant; missions – from surrogate to hands-on; spirituality – from reasonable to mysterious; leadership – from official to gifted; programming – from segmented to holographic; planning – from secondary to primary (12).