



# B. H. Carroll Theological Institute

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## **CHURCH PLANTING: Planting and Leading Mission-Shaped New Churches**

### ***WORSHIP AND MISSION CLUSTER (WM)***

*WMEVA 5311 or WMMIS 5311*

### **One-Week Intensive Zoom (video) Course**

Name of Fellow: H. Stanley Wood, Ph.D. Term: Omega Year: 2015  
Phone Number: 415.419.4934 Days: March 23-24 & 26-27 & 28  
E-mail: [stanwood@sowersfield.com](mailto:stanwood@sowersfield.com) Times: 6-9 pm EST & 28 Time: 10 to Noon EST  
Location: Zoom online course

### **Mission Statement**

B. H. Carroll Theological Institute is a graduate-level community of faith and learning that equips men and women called to serve Christ in the diverse and global ministries of His church.

### **Vision Statement**

Through an integrated network of Fellows, Teaching Churches, and Learning Centers, the Institute seeks to mobilize the priesthood of believers for service in society. It provides, through appropriate media, theological education that is both biblically based and praxis oriented. The Institute develops Christ-centered leaders who are committed to academic excellence, life-long learning, and transformational ministry. The Institute works collegially with other evangelical Christians. Its confessional basis is the consensus of opinion concerning those articles of the Christian faith and practice that have been most surely held and expressed in historic Baptist principles and practices.

### **Course Description**

This one-week intensive course frames church planting as an integral part of the Triune God's extension of Christ's reign and foretaste of Christ's kingdom. It introduces a biblical and theological basis for the calling and sending of leaders to plant mission-shaped churches. It assists students in visioning missional church planting strategy that is contextualized in the North American mission field. This course includes a process of church planter skill and gift development. Students will create a "skill and gift development plan" based on 21st century disciple making and reflective learning from profiles of effective and faithful church planter leadership skills, traits and spiritual gifts. Two units

### **Competencies**

- To teach the biblical and theological foundations for evangelism and missions and the various ways the church has grown and spread
- To lead the congregation to have a passion for sharing the Gospel of Christ

## Goals

- Students will gain a comprehensive and robust understanding of the skills, gifts and traits of effective church planter leadership and use this understanding to facilitate and sharpen their own ministerial leadership skills, gifts and traits, and;
- They will examine major and theologically diverse approaches to doing mission, including the multifaceted contours of *missio Dei* that hold in tension that "mission is the mother of theology,"<sup>1</sup> explored through church planting contexts in the North America mission field.

## Objectives

- Learning Outcomes will include:
  - Taking two online surveys developed by the Gallup organization scientists and doing reflective learning exercises on the results of:
    - The “Mission Developer” Gallup SRI survey that measures church planter abilities and talents along the following dimensions: motivation, influence, workstyle, relationship and thought process; and
    - The *StrengthFinder 2.0* survey by Tom Rath and insights from the *StrengthFinder Core Clarity* that reveal a student’s strengths and how his/her God given talents may interact with skills, knowledge and experience.
    - **(Note: this course uses two surveys, the “Mission Developer” and “Core Clarity” which were developed by the Gallup Organization, the gold standard in survey organizations; the cost for these surveys is \$200 additional tuition beyond the BHCTI standard tuition costs for a 2 unit masters course). The benefits of these surveys are briefly explained below:**
      - The Gallop “Mission Developer” measures the student against the benchmarks of top church planters in the areas of: motivation, influence, workstyle, relationship and thought process. This is an outstanding discernment tool for determining whether to be a church planter and if called, who else may need to be part of the church planting team.
      - The Gallop “Core Clarity” takes the student’s top five strengths or talents and helps the student understand how these strengths/talents “wire the brain” for action. We live in world focused on fixing our weaknesses and this is a “global obsession.” People who focus on strengths are “six times as likely to be engaged in their jobs (calls)” and “three times as likely” to report “having an excellent quality of life.”
    - Creating a “skill and gift development plan” for enhancing the growing edges of student leadership with diverse spiritual types.
    - Differentiating and discerning church planter leadership skills, traits and spiritual gifts.
  - Assessing the missiological and ecclesiological assumptions of the triune God’s calling and sending of the church into the world;

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<sup>1</sup> This quote comes from Martin Kahler: Kahler, Martin. 1971. *Schriften zur Christologie und Mission*. Munich: Chr. Kaiser Verlag.

- Re-visioning the making of disciples through church planting from the theological contours of *missio Dei*.

### **Methods**

Students will have online learning modules in the following formats: lectures, integrative reading reflection, a guest lecture from a national church planting leader and case studies from mission-shaped church planting leaders; all of the above are facilitated by the course professor through interactive forums. Web based prayer partnerships with course colleagues will be initiated and encouraged.

### **Assignments and Grading**

<b>ASSIGNMENTS</b>	<b>Points or Percentages</b>
Timely participation in the two pre-course requests (see end of syllabus “Special Content Material on the Mission Developer and StrengthFinder surveys”); posting and responding to three critical reflection papers on Required Reading during two asynchronous NexLearn, pre-intensive course sessions (see Reading Integration Papers for Required Reading) and thoughtful theological reflection in the online threaded discussions during the intensive class meetings	40%
Two Theological Reflection papers	20%
Final paper and submission of a required reading log	40%
Total	100%

### **Attendance Requirements**

This is a one-week intensive course meeting Monday/Tuesday/Thursday/Friday evenings from 6 to 9 p.m. EST and Saturday morning from 10 to noon EST during the week of March 23, 2015, that requires daily and timely participation. Additionally there will be two asynchronous NexLearn sessions prior to the one-week of synchronous meetings.

Traditional record keeping of class attendance will be done for the synchronous class meetings March 23, 24, 26, 27 and 28. The two NexLearn sessions (two before the week intensive meetings) will be asynchronous and students will participate online through posting their papers and responding to reading reflections and the course professor’s requests. Participation in course learning forums is required. Timely written participation in the online discussions is a significant part of grading.

Only in rare emergency cases will an absence from daily online participation during the week intensive class meetings be allowed. A private tutorial with the professor and/or an additional paper will be necessary to make up lost work. Multiple absences will constitute loss of credit for the class.

### **Exam Dates**

In lieu of exams there are two theological reflection papers and a final course paper.

- Theological Reflection papers are at least two and no more than three pages in length: paper one may be selected from one of the course case study presentations and paper two is to focus on a church plant site visit, which the student selects (either through an in-person visit or a telephone interview/electronic interview).
- Write a final paper (12 pages of text, plus a bibliography). The final paper uses the leadership profiles from assigned reading and additional profiles from learning module interviews with church planters. This paper should demonstrate the student's integration of course learning and reading assignments.

### **Final Paper**

Write a final paper DUE two weeks after the course conclusion, using the leadership profiles from assigned reading and additional profiles from learning module interviews with church planters. This paper should demonstrate the student's integration of course learning and reading assignments. The paper has two parts (each to be 6 pages) and should total 12 pages of text, plus a bibliography.

- Part 1: Take the leadership profile of "Evangelist" and any two additional traits of your choice and do the following:
  - Autobiographically share whether this profile point is one of your spiritual gifts, traits, a learned skill or a skill to be learned;
  - How does your "Spiritual Type" and "*StrengthFinder-Core Clarity*" profile impact how you might exercise the practice of this gift, trait or skill?
  - What biblical, theological and church traditions inform or justify this leadership profile?
  - Create a plan to strengthen each of the three profile points and project measurable outcomes in the next 6 months.
- Part 2: From course reading and learning modules the student is to theologically reflect on mission-shaped leadership in church planting. Include the following:
  - A definition of "mission-shaped" church planting leadership;
  - How do Scripture and your theological tradition inform this definition?
  - Apply your reflections on church planting leadership to a particular planting context (each student is to select the context for their writing).

### **Textbook(s)**

If a student has previously read a book on the Required reading list prior to registering for the course, a substitute book of equal or greater length should be read from the Bibliography "Recommended Reading" list and from the same category.

Each student is on his or her honor to complete the required reading requirement. This means that the student acknowledges books previously read before course registration and then selects substitute texts from the course bibliography. *All students are requested to submit a reading log of books read to fulfill course requirements, with their final 12-page paper.*

### **Required Reading**

**Assignment for Reading Integration**  
**(For two Pre-Course NexLearn sessions: March 14, 21, before the week intensive course)**

Reading integration involves critical reflection on all Required Reading texts (or if you have read a Required Reading text on the substitute text—see Textbooks above). Write three one-page (single spaced) papers on the 6 books in the Required Reading section.

Paper 1 is due March 14 and papers 2-3 are due March 21. Each one-page paper should compare or contrast a key argument or central perspective of TWO books in the Required Reading section. Each one-page paper should conclude by briefly relating the paper's focus to the intersection(s) of your participation in the local church/church plant that you attend/serve.

### Missiology

A course reader from Bosch and Murray:

Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis, 1997. (A selected reader from Chapter 12 "Elements of an Emerging Ecumenical Missionary Paradigm" – Chapter 13 "Mission in Many Modes" pp. 368-520) 151 pp. (Note: if you are using the 2011 Bosch edition Chapters 12-13 are pp. 377-532) ISBN-10: 1570759480 and ISBN-13: 978-1570759482

Murray, Stuart. *Church Planting: Laying the Foundations*. Scottsdale, PA: Herald Press, 2001. (A selected reader portion from pp. 36-155) 119 pp. ISBN-10: 083619148X and ISBN-13: 978-0836191486

### Leadership

Peterson, Eugene H. *Working the Angles: The Shape of Pastoral Integrity*. Grand Rapids, MI: Eerdmans, 1987. 299 pp. ISBN-10: 0802802656 and ISBN-13: 978-0802802651

Rath, Tom. *Strengths Finder 2.0*. New York, NY; Gallup Press, 2007. 174 pp. ISBN-10: 159562015X and ISBN-13: 978-1595620156

Wood, H. Stanley, Ed. *Extraordinary Leaders in Extraordinary Times: Unadorned Clay Pot Messengers*. Grand Rapids, MI: Eerdmans, 2006. 188 pp. (the hard cover text is no longer available from Eerdmans: you may order it online from [www.vitalchurchesinstitute.com](http://www.vitalchurchesinstitute.com) -- from this website menu select "Resources" and from the "Resources" pull down menu select "VCI Bookstore" to order the book online). ISBN-10: 0802829775 and ISBN-13: 978-0802829771

### Church Planting

Halter, Hugh and Smay, Matt. *The Tangible Kingdom: Creating Incarnational Community-The Posture and Practices of Ancient Church Now*. San Francisco, Josey-Bass, 2008. 195 pp. ISBN-10: 0470188979 and ISBN-13: 978-0470188972

**Special Notes:** All written assignments should be carefully prepared according to the form and style as set forth in Turabian's *A Manual for Writers* (7<sup>th</sup> or most recent edition). Written work should also be free of spelling and typing errors as well as demonstrate a graduate level understanding of English grammar and punctuation. All written assignments are to be typewritten and should include: title page, table of contents, footnotes or endnotes (if needed), and bibliography. A computer copy or a photocopy of all work should be made in the event an assignment is lost or mislaid.

**Grading Scale**

98 – 100%	A+	80 – 82%	C+	Below 64%	F
95 – 97%	A	77 – 79%	C		
92 – 94%	A-	74 – 76%	C-		
89 – 91%	B+	71 – 73%	D+		
86 – 88%	B	68 – 70%	D		
83 – 85%	B-	65 – 67%	D-		

**Schedule of Pre-intensive course meetings using NexLearn on March 14 and 21****Class 1 March 14:**

Post a one-page Required Reading reflection paper in the class NexLearn site and follow the course professor's request for a threaded discussion.

**Class 2 March 21:**

Post two one-page Required Reading reflection papers in the class NexLearn site and follow the course professor's request for a threaded discussion.

**Schedule of Week Long Intensive Classes: March 23-28, 2015: Class meetings 1-4; March 23,24, 26, 27 from 6-9 p.m. EST and Day 5; March 28 from 10-12 EST**

<b>DAYS</b>	<b>CLASS TOPICS</b>	<b>ASSIGNMENTS</b>
1	Orientation/Prayer partners: <ul style="list-style-type: none"> <li>• The Triune God's Mission: Major Theological Approaches to Mission and their impact on Church Planting</li> <li>• Twenty-First century missionary context of North America Case Study in church planting</li> </ul>	Online discussion of Bosch's 13 Contemporary Paradigms of Mission in juxtaposition with Bevan's and Schroeder's major theological approaches to mission. Overnight assignment: Google "Church Planting" and you will find over 3,540,000 results on church planting. Students will be directed to selected sites during the course and also be asked to give an online report about a site they select.
2	<ul style="list-style-type: none"> <li>• The Twenty-First century missionary context in North America continued</li> <li>• The Triune God's calling and sending of the church</li> </ul>	Online discussion of Murray reader selection and online lectures/case studies
3	<ul style="list-style-type: none"> <li>• Profiles of Church Planting Leadership: Discerning Spiritual</li> </ul>	Survey Results Reflection: <i>Core Clarity</i> and Mission Developer – Rath book

	Types <ul style="list-style-type: none"> <li>Gallup's Mission Developer survey and Rath's StrengthFinder</li> </ul>	And online discussion of Peterson's <i>Working the Angles</i>
4	<ul style="list-style-type: none"> <li>Profiles of Church Planter Leadership: Catalytic Innovator, Vibrant Faith in God and Vision Caster</li> </ul>	Online discussion of the top tier profile traits from Wood's <i>Extraordinary Leaders</i> and Halter and Smay, <i>The Tangible Kingdom</i>
5	<ul style="list-style-type: none"> <li>Profiles of Church Planter leadership: Empowering Leadership, Personal and Relational Health, Passion for Faith Sharing, Inspiring Preaching and Worship, Passion for People; and the later stages of Church Planting: ability to change leadership styles</li> </ul>	Online discussion of second tier profile traits from Wood's <i>Extraordinary Leaders</i> and Halter and Smay, <i>The Tangible Kingdom</i>

### **Disability Statement**

Individuals with documented impairments who may need special circumstances for exams, classroom participation or assignments should contact the instructor at the beginning of the semester in order for special arrangements to be considered.

### **Bibliography**

#### **Recommended Reading:**

##### Missiology

Guder, Darrell, Ed., *Missional Church – A Vision for the Sending of the Church in North America*. Grand Rapids, MI: Eerdmans, 1998. pp. 280. ISBN-10: 0802843506 and ISBN-13: 978-0802843500

Frost, Michael and Hirsch, Alan. *ReJesus: A Wild Messiah for a Missional Church*. Peabody, MA: Hendrickson Publishers, 2009. 199 pp. ASIN: B008YTBKIU

##### Leadership

Collins, Jim. *How the Mighty Fall and Why Some Companies Never Give In*. New York: Harper Collins, 2009. 222 pp. ISBN-10: 0977326411 and ISBN-13: 978-0977326419

Patterson, K., Grenny, J., Maxfield, D., McMillan, R., Switzler, A., *Influencer: The Power to Change Anything*. New York: McGraw-Hill, 2008. 299 pp. ISBN-10: 007148499X and ISBN-13: 978-0071484992

##### Church Planting

Archbishop's Council on Mission and Public Affairs, et al. *Mission-Shaped Church: Church Planting and*

*Fresh Expressions in a Changing Context*. New York: Seabury Books, 2009. 165 pp. ISBN-10: 1596271264 and ISBN-13: 978-1596271265

Pagitt, Doug. *Church Re-Imagined: The Spiritual Formation of People in Communities of Faith*. Grand Rapids, MI: Zondervan, 2003. 233 pp. ISBN-10: 031026975X and ISBN-13: 978-0310269755

Stetzer, Ed. *Planting Missional Churches: Planting a Church That's Biblically Sound and Reaching People in Culture*. Nashville, TN: Broadman and Holman, 2006. 372 pp. ISBN-10: 0805443703 and ISBN-13: 978-0805443707

### **Special Content Material**

#### Pre-Course requests:

Request 1: One of the required reading books is *StrengthFinder 2.0* by Tom Rath. Purchase of the book provides access to an online survey about leadership strengths (directions for taking the online survey are in the back of the book in a packet: please note: do not buy the book if the packet has been opened because the survey code has been compromised; with the eBook the code will be emailed to you). The access code for the survey is valid for **one user only**. Take the survey (30 minutes or less) and then read the book. *Email your list of strengths, taking care to give the order of the strengths list (numbered from 1 to 5), to the course professor no LATER than four weeks before the course commences* [stanwood@sowersfield.com]. If you register at the last minute for this course, then please obtain the eBook version of the text, take the online survey and email the results to the course professor ASAP. Students will receive a *Core Clarity* Packet via email during the course, which explains their strengths and which will be part of a course-learning module. **The *Core Clarity* Packet cost is \$100. This cost is additional tuition beyond the BHCTI standard tuition costs for a 2-unit masters course.**

Request 2: Students are asked to take a 30 minute online “Mission Developer” survey developed by the Gallup Organization which measures talents along the following dimensions: motivation, influence, work-style, relationship, thought process. The Registrar will provide the course professor with student email addresses and therefor each student will receive an email request to take the survey. The email will contain survey directions and an access code to take the survey. Students will receive their survey results during the course. A learning module will be focused on interrupting the results. **The survey costs is \$100. This cost is additional tuition beyond the BHCTI standard tuition costs for a 2-unit masters course.**