

## LEADING THE TOWN AND COUNTRY CHURCH SYLLABUS

(Syllabus is on-line at [www.tactprogram.org](http://www.tactprogram.org))

### I. COURSE DESCRIPTION

*A look at how town and country residents think and the spiritual and social tools required to lead them. The course examines the standard issues of church leadership as they apply to the town and country church. It also touches on the role of the pastor as community leader.*

### II. COURSE OBJECTIVES AND RATIONALE

The student who successfully completes this course will be able:

#### In Spirit

1. To understand the leadership of the Town and Country Church as a spiritual task.
2. To live out the example of Christ as a servant leader.

#### In Understanding (Cognitive)

1. Know different leadership styles and understand which are most effective in the Town and Country context.
2. Identify the cultural factors which may make leading change more difficult in the Town and Country context.
3. Understand and communicate the difference between form and content in the change process.
4. Identify and use various tools and strategies to implement change in the town and country church.
5. Know the unique components of Town and Country Church administration.
6. Grasp the inter-related roles of church and community leader in the Town and Country Context.

#### In Attitude (Affective)

1. To love the people one is called to shepherd, and to see church leadership as a relationship.
2. To value the form and function of Christ's body in Town and Country places.

#### In Skills (Behavioral)

1. Assess one's own leadership style and adapt it to the Town and Country church.
2. Plan for needed change and respond to unexpected change in the Town and Country Context.
3. Administer the physical, human, and financial resources of the Town and Country Church.
4. Function as a community leader in the Town and Country context.

### III. COURSE TEXTBOOKS

#### A. Required

Wells, Barney, Klassen, Ron, and Giese, Martin. *Leading Through Change: Shepherding the Town and Country Church in a New Era*. St. Charles, IL: ChurchSmart Publications, 2005. (112 pgs.)

Van Yperen, Jim. *The Shepherd Leader*. St. Charles, IL: ChurchSmart Publications, 2003. (137 pgs.)

Daman, Glenn C. *Leading the Small Church*. Grand Rapids: Kregel Publications, 2006. (231 pgs.)

#### B. Suggested

Murphy, Emmett C., with Snell, Michael. *The Genius of Sitting Bull*. Englewood Cliffs, NJ: Prentice Hall, 1993.

McCarty, Doran. *Leading the Small Church*. Nashville; Broadman Press, 1991. (175 pgs.)

**C. Supplementary Bibliography**

A supplementary bibliography may be handed out in class.

**IV. COURSE REQUIREMENTS**

**A. Reading Assignments**

Read all required texts prior to the class week.

**B. Written Assignments**

**NOTE: Written assignments should be submitted electronically (preferably as Word or Word-compatible documents) as email attachments to [tact@rhma.org](mailto:tact@rhma.org) with the word “Assignments” in the subject line.**

**PRE-COURSE**

1. From your reading of Daman’s book, write a three page paper summarizing the idea of a “transformational” ministry in a town and country context. Due the first day of class. (Reading and writing time value = 17 hours)
2. From Van Yperen’s book, write a response of three or more pages explaining how his experience as both a spiritual and a literal shepherd helps shape your understanding of the task of leadership ministry in the town and country church. Due the first day of class. (Reading and writing time value = 12 hours)
3. From *Leading Through Change*, write a paper of four or more pages describing a change that needs made in your ministry context in each of the four areas set out in Chapter 7, and a strategy for making those changes informed by the rest of the book. Due the first day of class. (Reading and writing time value = 12 hours)
4. Write a three page paper describing an effective church leader whose leadership you have experienced, and analyze why that person was an effective leader. (Reflection and writing time value = 6 hours)

**POST-COURSE**

In a paper of 15-20 pages, based on what you have learned in your reading and in class, analyze your own leadership style and giftedness, and consider what components will be strengths and what will be weaknesses in leading a town and country church. (Research, reflection, and writing time = 36-40 hours)

**C. Quizzes and/or Exams**

There are no quizzes or exams for this course.

**V. COURSE POLICIES**

**A. Weight Given to Course Requirements for Grading**

Each pre-course writing assignment, 10% (40% total)

Pre-course reading, 20%

Class participation, 10%

Post-course assignment, 30%

**B. Class Participation**

Students are expected to interact in class with the instructor, guest speakers, and class members.

**C. Late Assignments**

Pre-course assignments are due at the beginning of the class week. The post-course assignment is due the fourth Friday after the class. Late work will be accepted, but 5% of the possible score will be deducted for each day the work is late, up to five days. No work more than five days late will be accepted. Exceptions may be made by the instructor or Dean of the participating seminary for medical or family emergencies.

**D. Absences**

Due to the “intensive week” format of this course, absences are not allowed. In the event of an emergency, the student should contact the instructor to see if an alternative can be worked out.

**E. Letter/Numerical Grade Scale**

|           |               |           |              |           |              |           |              |          |             |
|-----------|---------------|-----------|--------------|-----------|--------------|-----------|--------------|----------|-------------|
| <b>A+</b> | <b>99-100</b> | <b>B+</b> | <b>91-93</b> | <b>C+</b> | <b>83-85</b> | <b>D+</b> | <b>75-77</b> | <b>F</b> | <b>0-69</b> |
| <b>A</b>  | <b>96-98</b>  | <b>B</b>  | <b>88-90</b> | <b>C</b>  | <b>80-82</b> | <b>D</b>  | <b>72-74</b> |          |             |
| <b>A-</b> | <b>94-95</b>  | <b>B-</b> | <b>86-87</b> | <b>C-</b> | <b>78-79</b> | <b>D-</b> | <b>70-71</b> |          |             |

**VI. COURSE SUPPLEMENTAL INFORMATION**

Include supplemental information for the course as needed. The professor may wish to provide information that will help students to achieve the course objectives such as a statement of his or her philosophy of teaching, recommendations for successful course planning, time management, policy on web research, and tips on how to do well on course assignments and/or what mistakes to avoid. Keep as brief as possible.

The TACT Program and its participating seminaries do not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the appropriate seminary office and the course instructor of any disabling condition that will require modifications.

**VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE**

| Time  | Monday   | Tuesday   | Wednesday   | Thursday   | Friday                                   |
|-------|--|---|---|--|--|
| 8:00  |  | Marty Giese<br><br>Adapting One's Leadership Approach to Fit the Town and Country Context | Barney Wells<br><br>Leading through Change<br><i>(Continued)</i><br><br>Marty Giese<br><br>Leading a Turnaround | Ron Klassen<br><br>Administrating the Town and Country Church<br><br>Managing Resources when Resources are Limited | Barney Wells<br><br>Community Leadership |
| 12:00 | Lunch<br>Introductions<br>Overview   | Lunch   | Lunch   | Lunch  |  |
| 1:00  | Marty Giese<br><br>Understanding the Context as a Foundation to Leadership | Barney Wells<br><br>Leading through Change  | Marty Giese<br><br>Leading Through Conflict in a Context of Social Intimacy                                     | Ron Klassen<br><br>Leading the Vision Process<br><br>Developing and Leading Leaders                                |  |
| 5:00  | Supper<br>Cultural Immersion<br>Activity<br>TBA*                           | Supper<br>Cultural Immersion<br>Activity<br>TBA*  | Supper<br>Cultural Immersion<br>Activity<br>TBA*  | Supper<br>Cultural Immersion<br>Activity<br>TBA*   |  |

\* Not every slot will be used, but due to scheduling demands, all should be held available by the student