

MIN 5107: LEADERSHIP AND CONGREGATIONAL DEVELOPMENT

Winter- 2026

Number of credits: 3

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Office hour: Tuesday, Wednesday, Thursday 10am -4pm

I. DESCRIPTION

This course examines Ministerial Leadership as a constructive and practical theological discipline oriented toward the spiritual care of individuals, families, and communities. It integrates interdisciplinary methods informed by both classical and contemporary theological traditions. Students will explore the multiple roles of a community leader, including pastor, counselor, preacher, teacher, spiritual adviser, and administrator, and analyze how these roles function within diverse ministry contexts. The course will examine five strategic models of congregational and community leadership: revitalization, new church or community starts, cooperative ministries, mergers, and closures. Participants will be equipped with tools for conducting needs and capacity assessments, and they will develop conflict mediation skills essential for addressing emerging challenges within congregations and communities. Emphasis will be placed on the vitality, growth, and organizational development of faith communities, with attention to stewardship practices and the engagement of volunteers across various ministries and church activities.

II. STUDENTS LEARNING OUTCOMES

1. Be equipped with tools to assess the health and status of a congregation/organization.
2. Develop a vision and mission of a community using their own scriptures and theological foundations.
3. Develop plan and strategies which will enable a community/congregation growth and development.
4. Strengthen their own ecclesiological identity within their own tradition.
5. Identify characteristics of congregational or community vitality.
6. Identify interpersonal conflicts that lead to burnout and other forms of stress.

Student Learning Outcomes Rubric

Course Rubric

Course Outcomes	Progressing	Fair	Good	Excellent	Score
1. Be equipped with tools to assess the health and status of a congregation	The student poorly assesses the health and status of a congregation	The student is not able to assess all more than one aspect of the health and status of a congregation	Student can most aspects of the health and status of a congregation	The student can effectively assess all aspect of the heal of a congregation	
2. Develop a vision and mission of a community using their own scriptures	The student poorly develops a vision and mission of their community	The student somewhat develops a vision and	The student can develop a vision and mission of a	The student effectively develops a vision and mission of a	

and theological foundations.		mission of their community with no connection with their own scripture and theology	community with some connection with their own scripture and theology	community using their own scripture and theological foundations.	
3. Develop plan and strategies which will enable the community/congregation growth and development	The student poorly develops a plan and strategies could negatively affect the community/congregation growth and development	The student somewhat develops plan and strategies that unable the community growth and development	The student can develop plan and strategies that unable the community growth and development	The student develops a clear plan and effective strategies that unable the community growth and development	
4. Strengthen their own ecclesiological identity within their own tradition.	The student is unaware of his own ecclesiological identity within his tradition	The student is somewhat aware of his own ecclesiological identity within his own tradition	The student is aware of his own ecclesiological identity within his own tradition	The student is highly aware of his own ecclesiological identity within his own tradition	
5. Identify the characteristics of congregational or community vitality	The student poorly identifies the characteristics of congregational vitality	The student somewhat identifies some aspects of congregational vitality	The student identifies most aspect of congregational vitality	The student effectively identifies all aspect of congregational vitality	
6. Identify interpersonal conflicts that lead to burnout and other forms of stress.	The student poorly identifies interpersonal conflicts that lead to burnout and other forms of stress	The student somewhat identifies interpersonal conflicts that lead to burnout and other forms of stress	The student identifies some interpersonal conflicts that lead to burnout and other forms of stress	The student clearly identifies interpersonal conflicts that lead to burnout and other forms of stress	

III. REQUIREMENTS

1. Weekly discussion (20%)
2. Weekly Essay (20%)
3. Report review (20%)
4. Final Project (40%)

Total = 100%

Weekly Assignment Discussion and Participation:

Each week students will be asked to do two main assignments. The first consist of a discussion topic for the week. Every student is expected to post a primary response and discuss with peers, thus generating a (potentially endless) thread. Posts are expected to contain observations, additional information, commentary and/or open-ended, critical thinking questions on the topic assigned by the instructor. Primary posts need to offer real substance for discussion by applying one or more of the above criteria. Participants have ample freedom in deciding what exactly they want to offer if it has constructive value for the discussion (though it may of course be critical of any statement or element of the course). Students must respond to two students at least for each discussion topic.

In the second part of the week, each student will be asked to write a short reflective essay regarding the topic of the week. Essay question will be posted early enough so that students can access anytime during the week.

As a midterm assignment, each student must select and review a book that attempts to address an issue in leadership and congregational/organizational/community development. The book review must 8 to 10 pages and further details information will be provided during class session.

FINAL PROJECT

The final project will focus on a topic selected by the student in consultation with the professor. Additional details and expectations will be provided to students as the semester progresses. The project should be 12–15 pages in length. Students must follow the instructions and standards that will be given for format, content, and scholarly requirements.

1. Introduction

Present the purpose, scope, and significance of the project. Clearly define the central question or issue your project addresses and introduce the context of your congregation or organization.

2. History of the Congregation/Organization

Provide an overview of the founding story, key dates, and major milestones. Describe the founders, past leaders, and the evolution of the community over time, concluding with the current leadership structure.

3. Vision and Mission

Explain the creation of the organization's vision and mission. Discuss the values, theological foundations, and strategic intentions that inform these statements.

4. Organizational Chart

Present the structural framework of the congregation/organization. Include leadership hierarchy, departments, committees, or community groups, and explain how roles relate to one another.

5. Short-Term and Long-Term Goals

Outline the primary goals for the next 1–5 years (short-term) and 5–10 years (long-term). Specify developmental, pastoral, administrative, and community-oriented objectives.

6. Major Challenges

Identify the key challenges currently facing the congregation/organization. These may include leadership gaps, generational transitions, financial limitations, community engagement, spiritual development needs, or organizational restructuring.

7. Strategies to Address Each Challenge

Describe your proposed approaches for addressing the identified challenges. Provide practical, theological, and administrative strategies to support sustained improvement, including partnerships.

8. Sustaining Growth and Development

Explain how your recommendations will contribute to long-term organizational health, spiritual vitality, leadership development, and community engagement. Demonstrate how these strategies align with the vision and mission.

9. Conclusion

Summarize the insights gained, reaffirm the importance of the project, and highlight the anticipated impact on the congregation/organization's future.

Due dates: Due dates for weekly assignments are posted on CANVAS. Late submission is penalized."

Assignment 1: Discussion questions must be posted by Thursday night.

Assignment 2: Reflective Essay Must be posted by Sunday night. Once each person has participated within the time as described above, discussions remain open for the rest of the course and are welcome to continue if there is interest on the part of one or more participants.

Student must submit their book review as a post assignment by February 22, 2025

Final Project is due on March 1st, 2026.

Additional Points

Online students are expected to log in regularly on Canvas each week. Even Though assignment can be completed according to each student's schedule, it is important to be present throughout the course week. It is not acceptable to do everything in one session and ignore the course for the rest of the week (missing the chance to interact with others and potentially missing important communications). Students must have access to the Internet, a (real) computer, and Microsoft Word iPads and similar devices allow you to perform many, but not all, of the required activities. Students must have the proper hardware/software (video camera, microphone, etc.) to participate in synchronous learning sessions and to record presentations. Be advised that assignments submitted after the deadline will incur a reduction in points.

IV. GRADING

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A 4.00	A- 3.67	B+ 3.33
B 3.00	B- 2.67	C+ 2.33
C 2.00	C- 1.67	D+ 1.33
D 1.00	D- 0.67	F 0.00

Incompletes are given only when there are compelling medical or personal reasons and require Provost approval.

*See HJI catalog for a detailed grading policy.

A letter grade will be assigned based on:

Grades are recorded by letter, and are understood as follows:

- A Excellent
- B Good
- C Acceptable
- D Acceptable, but below expectations
- F Failure

PLAGIARISM AND ACADEMIC INTEGRITY POLICY

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student's own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI. Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a

failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer's work is the student's own. In these cases of plagiarism, the instructor may give the student an "F" for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an "F" for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above. Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors' works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

NETIQUETTE: When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminaries LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied. Do not download and share course materials without permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sites that are considered insensitive, harassing, or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful, or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

V. TEXTS

Required Text:

- Furr, H. J. et al. *Leading Congregational Change: A Practical Guide for the Transformational Journey*, Fortress Press; 2020. ISBN-10 : 1506463312 \$11.90
- Ammerman, N. T. et al. *Studying Congregations: A New Handbook*. Abingdon Press, 1998. ISBN-10: 0687006511 \$19.59
- Schwarz, C. A. *Natural Church Development: A Guide to Church Development, Essential Qualities of Healthy Churches*. Barcelona, 1996. ISBN-10: 1889638005 \$19.00
- Rhor, R. *Falling Upward: A Spirituality for the Two Halves of Life*. Jossey-Bass, 2011. ISBN-10: 0470907754 \$8.99. *A Kindle edition and an audio version are also available on Amazon if you have difficulty obtaining the physical book.*

Students must read all required sections/chapters of the text, handouts and video before class and submit weekly writing assignments throughout the course. The schedule may change.

VI. COURSE SESSIONS

Detailed instructions may be given on CANVAS. Students are required to follow those instructions. All dates/times are Eastern Standard Time in the US, including due dates/times."

Session	Date	Topics	Readings/Videos
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1.	Monday Jan. 5 th to Thur. Jan. 8, 2026	<p>Lecture 1: Introduction: Syllabus review What does it mean to be a leader? Brief historical overview of leadership Definition of terms Congregations/ Church/ organizations</p> <p>Discussion: 1. What does it mean to be a leader? Do you think leaders born or made? 2. What was the most challenging situation you have faced as a leader, share one skill that helped you addressed the issue. How did it go? Were you satisfied with the outcome?</p>	<p>Reading: Furr, H. J. et al. Leading Congregational Change: A Practical Guide for the Transformational Journey, P.1-14</p> <p>Leadership Has To Be Learned Simon Sinek</p> <p>https://www.youtube.com/watch?v=VOXrpW-rotE</p>
	Thur.Jan.8 to Sun. Jan. 11, 2026	Essay: What the author means by the two halves of life? What have you learned about success in the hero and heroine's journey?	Reading: The invitation to a Further Journey & Introduction-Rhor, Richard Pp. VII –XXXVII Rhor, Richard. Chapter 1 and 2: The Two Half of Life. P. 1-47
2.	Monday Jan. 12, to Thur. Jan. 15. 2026	<p>Lect.2 Your Personal vision and Mission Statement Spirituality, leadership, and personality. Take your enneagram test and share with your peers.</p> <p>https://similarminds.com/test.html</p> <p>http://www.safeharbor1.com/documents/Enneagram-Personality-Type-Indicator.pdf</p> <p>Use it to build your personal mission statement How to create a personal vision and mission statement? Explore your gift, talent, and calling /Personal Leadership assessment.</p> <p>Discussion 2: A personal mission statement is a clear, concise declaration of your purpose, values, long-term vision, and the impact you want to have in the world. It helps you stay focused, make aligned decisions, and live intentionally. It is not just about what you do, but about why and how you do it. A strong mission statement identifies: 1. A problem you care about, 2. the way you want to address that problem, 3. The people you aim to serve or currently serving, and 4. The specific context in which you want to make a difference.</p> <p>Do not exceed 35 words.</p> <p><i>Example: My mission is to empower students to recognize their value and purpose by fostering self-awareness, confidence, and leadership through</i></p>	<p>Furr, H. J. et al. Leading Congregational Change: A Practical Guide for the Transformational Journey, P.48-66</p> <p>Leadership, Religion, & Spirituality.</p> <p>https://www.youtube.com/watch?v=v7Aio3jI0Z8</p>

		<p><i>transformative teaching, mentoring, and personal development that inspires meaningful contribution to their communities and the world.</i></p>	
	<p>Thurs, Jan. 15. To Sun.Jan.18, 2026</p>	<p>Essay: In what ways law and principles in an early stage of life helps our leadership in adulthood? What the author means by the tragic sense of life?</p>	<p>Rhor, Richard. Chapter 3 and 4: P. 25-63</p>
3.	<p>Monday Jan. 19 to Thurs. Jan. 22, 2026.</p>	<p>Lect. 3: Vision and Mission of your congregation, -Biblical theological Foundations: The Great Commission Sizing up a congregation/ Life Cycle in Congregations/ Strategic plan for your community Assessment of my congregation: https://theunstuckgroup.com/assessments/church-free/ Discussion 3: 1. What is the identity of your congregation or community? (Name, location, date of founding, founder, and any significant historical background.) 2. Does your congregation or community have a vision? If so, describe it. How was this vision developed? 3. Does your congregation or community have a mission statement? If so, describe it. How was the mission created or articulated? 4. Does your congregation or community have specific and measurable goals? If yes, describe these goals and how they guide the community's development. 5. Does your congregation or community have partnerships with other organizations? If so, name some of the partners and describe the nature of the collaboration. 6. What inspires you most about your congregation or community? Reflect on the elements, values, or experiences that are most meaningful to you. 7. What is the biggest challenge you are currently facing in your congregation/organization/community</p>	<p>Reading: Furr, H. J. et al. <i>Leading Congregational Change: A Practical Guide for the Transformational Journey</i>, p.67-91 Studying congregations- Chapters 1&2</p>

	Thurs. Jan. 22, to Sun Jan. 25, 2026	Essay: What the author means by stumbling over the stumbling stone? In what ways necessary suffering can be useful in leadership?	Rhor, Richard. Falling Upward: Chapter 5 and 6, P.65-83
4.	Mon, Jan. 26, Thurs. Jan 29, 2026	<p>Lect. 4: Pastors and Congregations. An Organizational Chart / Key role in communities and the volunteer's activities.</p> <p>Leading with your Family</p> <p>Making Small Groups Effective-Fellowship, Home Church groups.</p> <p>Discussion 4: Post and Comment on your organizational/congregation Chart and describe your role. If your organization does not have a chart create one. Create a 5-year Family plan that is integral with your organizational/congregational plan. Share with your peers.</p>	<p>Reading: Furr, H. J. et al. <i>Leading Congregational Change: A Practical Guide for the Transformational Journey</i>, P.92-109</p> <p>Studying congregations- Chapters 3 & 4</p>
	Thurs. Jan. 29, to Sun. Jan Feb 1 st , 2026	Essay: What the author means by home and homesickness? How the term Amnesia and the bigger picture help you understand yourself as a leader?	Rhor, Richard. Chapter 7 and 8 P.87-104
5.	Monday, Feb. 2 nd Thurs. Feb.5, 2026	<p>Lecture: 5 Stewardship & Worship service in Congregational Change, Conflicts Mediation skills</p> <p>Discussion 5: case study: The New Choir Director There was a huge church with a good music choir director. For some personal reasons, the choir director left the church, and the congregation was looking for a new director. A woman named Madeleine who has joined the church not long ago was found talented and efficient to lead the choir. Few weeks later, the choir started to improve in numbers and quality. One Sunday morning, Madeleine came to direct the choir in a very short dress. Her movement look very vulgar and elderly woman in the congregation complained about her.</p> <p>However, she did not stop, and it was happening every Sunday. Some women brought the issue to the pastor asking him to talk to her. The pastor did nothing because he was afraid of losing her. Few weeks later, the issue became a big concern for the whole a congregation.</p> <p>What would you do if you were a pastor? How would bring a peaceful resolution to this issue?</p>	<p>Reading: Furr, H. J. et al. <i>Leading Congregational Change: A Practical Guide for the Transformational Journey</i>, 125-1139</p> <p>Studying Congregations chapter 4:</p>

	Thur. Feb. 5 to Sun Feb. 7, 2026	Essay: Have you found a second simplicity in your journey of faith? how it is manifested in your life? What the author means by bright sadness?	Rhor, Richard: Chapter 9 and 10 P. 105-125
6.	Monday Feb. 9, Thurs. Feb. 12, 2026	<p>Lect. 6: Congregational Vitality: Natural Church Development A Pathway for exploring change of perception in Leadership.</p> <p>Discussion 6 part 1: 1. Identify vitality elements in your congregation and explain how each element helps with growth and development. 2. Are there any factors that hinder growth and development in your congregation/organization? 3. What will you do as a leader to bring positive change in your congregation?</p> <p>Lecture: Mega Churches Evangelism/Outreach and the prosperity Gospel</p> <p>Discussion 6 part 2: 1. Should Pastors/leaders focus on material Wealth? 2. Should Pastors/leaders focus on a wealthy lifestyle? 3. What is your primary motive to become a mega church pastor/leader?</p>	<p>Reading: Schwarz, C. A. <i>Natural Church Development: A Guide to Church Development, Essential Qualities of Healthy Churches.</i> p. 8-14</p> <p>Full Interview: Preacher Kenneth Copeland Defends Lavish Lifestyle</p> <p>https://www.youtube.com/watch?v=9LtF34MrsfI</p>
	Thurs. Feb. 12, Sun. Feb. 15. 2026	<p>Essay 1. "Your shadow is what you refuse to see about yourself, and what you do not want others to see." What this quote tells you about leadership?</p> <p>How a leader effectively addresses new problems and takes new directions when face with challenges?</p> <p>Essay 2 : What the author means by "Mirroring"? How does it help in the second half of life?</p>	Rhor, Richard. Chapter 11 and 12. P.127-136 Rhor Richard, Chapter 13 P. 153-163
Post-assignment	Sund. Feb 22, 2026	<u>Book report on leadership and congregational development</u>	Book report due by Sunday February 10, 2026 by Midnight.
		Instruction Project due	Final Project due March 1st, 2026

VIII. BIBLIOGRAPHY

Church Growth

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Bishop, C. P., and Hamilton B. *Reclaiming the Great Commission: A Practical Model for Transforming Denominations and Congregations*. Jossey-Bass, 2000. ISBN 0787952680 \$15.40

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ASSESSMENT MAP OF ASSIGNMENTS TO COURSE OUTCOMES

Course outcomes	Class Discussion	Weekly Reflective Essay	Book Review	Final project
Be equipped with tools to assess the health and status of a congregation	x		x	x
Develop a vision and mission of a community using their own scriptures and theological foundations.	x		x	x
Develop plan and strategies which will enable the community/congregation growth and development	x			x
Strengthen their own ecclesiological identity within their own tradition	x	x		x
identify characteristics of congregational or community vitality.	x		x	x
identify interpersonal conflicts that lead to burnout and other forms of stress	x	x		x