**PT6280 Church Planting Leadership**

Fall 2021, Tuesdays 3:05-5:05pm, Dr. Dean Faulkner, deanfaulkner0608@gmail.com

This church planting track course equips potential church planters or potential established church pastors to lead with the gospel of Jesus Christ in order to start a church (or even revitalize a struggling church) in various missional situations. Students will explore the first principles of biblical leadership, the distinctives of church planting and entrepreneurial leadership while exploring their own leadership giftings. Special emphasis will be placed on ministry startup, leading leaders, developing a leadership culture and the multiplication of leaders which reflects the way of Jesus, the great Church Planter and Lead Servant.

“When it comes to church planting, the three most important practices of a planter are preaching, evangelism and leadership. Preaching is always first for the Reformed pastor and planter with personal and corporate evangelism being a crucial piece of our gathering task in the great commission. However, church planting experts agree that the most underrated and likely the most crucial long-term task of the church planting pastor is leadership. Everyone, including the unbeliever, wants to know where you and the church plant is going. They want to be led and, in some cases of discipleship, they want to be taught how to lead spiritually. If you want to think differently about how to start and move a church body in a mission together, join us in Church Planting Leadership where you will learn the way of Jesus.”

**Course Learning Objectives**

**A. Knowledge/understanding - IQ**

1. To understand biblical models of leadership relative to church planting and serving Christ

2. To understand biblical, Reformed and practical distinctives in missional leadership.

3. To understand the distinctive leadership challenges and practical applications in the various phases of church planting

4. To understand how to effectively develop disciples, leaders, structures and ministries in a new church so that it is a leadership reproduction culture.

5. To understand the student’s own leadership style and how that fits best in planting and with followers

**B. Skills/doing - CQ**

1. Will be able to evaluate their own style of leadership and readiness for church planting leadership.

2. Will be able to write a philosophy of leadership and leadership reproduction.

3. Will be able to develop a personal plan for growth as an emerging leader.

4. Will be able to start ministries and, particularly, lead with a vision in starting a plant.

5. Will be able to develop leaders in a church plant.

**C. Being/affective - EQ**

1. To understand the self as created and redeemed emerging leaders

2. To understand strengths, weaknesses and relational dynamics in a student’s leadership style

3. To identify danger or blind spots regarding emotional and spiritual health as a planter.

4. To desire a reproduction model of leadership in a church and church plant

5. To aspire to lead in church planting circles and influence church planting movements



**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: PT6280

Professor: Dr. Dean Faulkner

Campus: RTS-Charlotte

Date: Fall 2020

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| **MDiv\* Student Learning Outcomes**  *In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process.  Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.*  *\*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.* | | **Rubric**   * Strong * Moderate * Minimal * None | **Mini-Justification** |
| **Articulation**  **(oral & written)** | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | Students will be able to articulate important concepts in CP leadership |
| **Scripture** | Significant knowledge of the original meaning of Scripture.  Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Strong | Students will have biblically based models of missional leadership focusing on Christ’s way |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Moderate | Students will understand the prophet, priest, king rubric of leadership |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student’s sanctification. | Strong | Students will explore their own need for growth as emerging leaders |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Moderate | Students will consider multiple aspects of leadership as CPlanter |
| **Winsomely Reformed** | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Moderate | Students will address support and partner networks for church planting |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Minimal | Preaching will be taught but not practiced |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | Moderate | Students will address leadership in the worshiping church |
| **Shepherd** | Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | Strong | Students will be trained in mobilizing people in a plant and in evangelism |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Minimal | Students will explore cultural understanding of leadership |

**Required Readings (at least 1000 pages):**

**Theology**: Allen, Roland. *Missionary Methods, St. Paul’s or Ours?* Grand Rapids: William B. Eerdmans, 1962. 218pp (or free on Kindle, *Missionary Methods, God’s Plan for Missions according to St Paul.* 2nd Edition.)

**Culture**: Paas, Stefan. *Church Planting in the Secular West: Learning from the European Experience.* Grand Rapids: Eerdmans, 2016. 265pp

(OR if you have read Paas: Newbigin, Lesslie. *The Gospel in a Pluralist Society.*  Grand Rapids: William B. Eerdmans, 1989. 244 pp)

**Personal Leadership:** Morey, Tim. *Planting a Church without Losing Your Soul: Nine Questions for the Spiritually-Formed Pastor.*  Downers Grove: Intervarsity Academic Press, 2020. 192pp

**Vision Planning Leadership:** Malphurs, Aubrey. *Developing a Vision for Ministry.* 3rd edition. Grand Rapids: Baker Books, 2015. 196pp

**Choose one of the Following:** Griggs, Donnie. *Small Town Jesus: Taking the gospel mission seriously in seemingly unimportant places*. Damascus, MD: EverTruth, 2016. 165pp

Payne, J.D. *Apostolic Church Planting: Birthing New Churches from New Believers.* Downers Grove: Intervarsity, 2015. 125pp

Wood, Tom. *Church Planter Field Manual, Book Three: Fishing*. Alpharetta, Georgia: Sandals in the Sand Publisher. 200pp.

Stetzer, Ed and Daniel Im. *Planting Missional Churches: Your Guide to Starting Churches that Multiply.* Second Edition. Nashville: B & H Academic, 2016. 373pp

Marshall, Colin and Tony Payne. *The Trellis and the Vine: The Ministry Mind-Shift that Changes Everything.* Kingsford, Australia: Matthais Media, 2009. 167pp

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| **Date** | **Topic** | **Reading** | **mem** | **HW or Paper** |
| 1  Aug 31 | Orientation and the IQ, EQ, CQ of CP Leadership  CP Leadership IQ: Biblical and missional leadership according to Jesus and Paul (ET), definitions | Allen | **For the preacher and church**: | Sign Up for MNA Church Planter Readiness Seminar (Nov 5-6, track students free) |
| 2  Sept 7 | CP Leadership IQ: ST, BT considerations for servants of Christ, Prophet/Priest/King; Leadership and ecclesiology  CP Leadership in Acts, early church (history)  Secularism and Leadership Today | Allen |  | Spiritual Gifts Inventory + Strengthsfinder |
| 3  Sept 14 | CP Leadership EQ: Understanding yourself as an emerging leader I – creation, redemption, stewardship  Categories for understanding personal leadership and style | Morey |  | DiSC (optional) |
| 4  Sept 21 | CP Leadership EQ: Understanding yourself as an emerging leader II –  Spiritual, emotional and relational health and development, holiness  Leadership Training and Support Structures for the CP | Morey |  | CP Fellows |
| 5  Sept 28 | CP Leadership EQ: The Value of Leading in Relationships with the Lord, wife, family, and in repentance.  Leading and priorities in the life of a planter. What’s important and not. | Paas (or Newbigin) |  |  |
| 6  Oct 5 | CP Leadership CQ: Knowing your Target area, the people and the demographics.  Culture, strategies and leadership – Paas book review | Paas (or Newbigin) |  | Take the Church Planter Candidate Assessment  Review Paas Book Due (option) |
| Oct 12 | OFF Fall Break (RTS Cohort in town) |  |  | (Visit with Cohort) |
| 7  Oct 19 | OFF DF Out |  |  | 4 Kinds of Leaders  Self-Assessment Paper Due |
| 8  Oct 25 | CP Leadership CQ: Evangelistic Leadership Evangelistic Leadership in the church – 4 big rocks  Other Pastoral Leadership works as a planter – Worship, Preaching, Communication, etc; the Plumbing and Poetry of Church Leadership |  |  | Review Church Planter Candidate Assessment  CP Fellows |
| 9  Nov 2 | CP Leadership CQ: Organizational Leadership I – Developing a Philosophy of Leadership  Mission, Vision and Values;  Community Participation in Vision – to what level? | Malphurs |  | (CPRS Week) |
| 10  Nov 9 | CP Leadership CQ: Organizational Leadership II – Training leaders in the early stages | Malphurs |  |  |
| 11  Nov 16 | CP Leadership CQ: Leading the church through the various phases of planting and establishment | Malphurs |  | Start Up ministry paper due  5 minute presentations |
| Nov 23 | CP Leadership CQ: Discipling and reproducing leaders in the church plant  Finding Staff, Volunteer Leaders, Mobilizing the Congregation Off Thanksgiving | Marshall, Payne, etc |  | 5 minute presentations |
| 12  Nov 30 | CP Leadership CQ: Building Church Planting Movements and Leading Church Planting Leaders  A reference: The Planting System in the PCA from the Bottom Up |  |  | 5 minute presentations |
| 13  Dec 7 | CP Leadership CQ: Leading Leaders, Discipling Leaders who reproduce leaders  Developing the first elders/deacons in the church plant |  |  | 5 minute presentations  Reading Report Due  Discipleship paper Due |
| Dec 9    Dec 9‐  14 | Term Paper Due    Exam Period |  |  | CP Fellows, CP Movement Paper Due (optional)  Philosophy of Leadership Paper Due |

REQUIREMENTS AND EVALUATION:

**Course Structure and Grading Summary**

# Class attendance and participation. (10% of course grade)

You will be expected to participate in the class discussion, especially as we interact with the textbooks, assigned reading, and required papers. Excessive, unexcused absences could adversely affect your grade.

1. **Readings and Weekly Scripture Quizzes**
   1. Textbook reading and papers should be completed by the date scheduled for discussion so you can participate and interact in the class based upon the reading assignment. Your actual total reading will be reported on the last class meeting. (10%)
   2. At the beginning of the first/last hour of each class, or at the professor’s discretion, there will be a weekly quiz on prior referenced Bible segments or the “Know This” big ideas from the prior week’s notes or on a leadership Case Study. (20%)
2. **Papers** ‐ 5 relatively short papers are required for the course with the following format:

All written assignments should be typed and completed in conformity to the SBL handbook of style. You can lose points on this requirement if you do not follow it verbatim.

1. Double‐spaced
2. 12 point/Times Roman typeset with standard margins.
3. Numbered pages sent through email (or stapled if hardcopy)
4. Cover sheet, with name on the cover sheet only

**1. Self-assessment and Preliminary Philosophy of Ministry exercise**. (3-5 pages) Begin your paper with a summary of a few biblical leadership passages and why they resonate with you. Complete the self-assessment exercises regarding gifting and leadership style in the first month(s) of class and discuss this with your mentor (and wife if applicable). Likewise, reflect on what leadership experiences you have had including those have seemed to thrive in the Spirit – AND any that have clearly not gone well. Consider how the various assessment tools and categories, as well as your leadership experiences may – or may not – affect your kind of church planting leadership. Conclude with how you need to grow as a leader to become more godly and effective. Turn in the self-assessment and meet with professor during semester to evaluate. (10%)

**2. How to Start a Ministry Team Paper**. (3-5 pages) Utilizing class notes, readings and leadership principles, come up with a plan to start a ministry team in a church plant. Once you name the team to start, assume you have a church plant of 50 people that has not launched, that there are non-Christians on the team, that people are untrained in the task and that you cannot in any sense do this ministry yourself on Sunday mornings. How will you lead with vision, a strategy, team formation, leadership development and with a plan to reproduce leadership if the first leader rolls off? This project will require a 5-minute presentation to the class for evaluation of vision, team formation and handoff plan. (10%)

**3. How to Reproduce Disciple Making Disciples Paper (Discipleship of Leader Plan)**. (3-5 pages) Utilizing class notes, readings and leadership principles, write a paper on how you would develop a disciple making discipleship program from the very beginning of the church. Explain how you would begin a discipleship group with the end of sending new leaders out to start their own groups. What materials would you use? What would be the plan for disbanding the group to form new groups? What would be the beginnings of an officer training program? How will you disciple the staff so they disciple people? (10%)

**4. Develop a Support Network and a Movement for Planting Paper.** (3-5 pages) Write a paper that assumes you are planting a church planting church in an area that has limited evangelical and reformed support networks. Name the city in North America or Internationally and give basic demographics around the lack of evangelical presence. Next, describe how you would develop a support network for yourself and from abroad in prayer, coaching and resourcing ($, etc). Describe a vision of how you might grow your church through evangelistic growth and how you might prepare the congregation to send people. Describe how you would reproduce and train church leaders and potential church planters from within your work and in cooperation with your network. Finally, explain what the movement or network of churches would look like 10 years from now in real connections, accountability, funding and further leadership training and reproduction. (10%)

**OR**

**A Book Review on Stefan Paas’s *Church Planting in the Secular West* (**2-3 pages**)** The student shall write a simple Book Review from *Church Planting in the Secular West* reflecting on the following: explain key principles of church planting throughout the history of the church; describe why this book and consideration of secularism matters in American mission today; give 5 concepts you learned from Paas that strike you as applicable to a larger planting philosophy in our time; theologically, what critiques (if any) would you make of Paas’s understanding of mission and ecclesiology? (10%)

(**For extra credit of 10 points**, do both Paas and Develop a Network Paper)

**5. Philosophy of leadership Paper**. (10 pages) Write a complete philosophy of Church Planting leadership using the guidelines given by the professor. Describe the leadership culture of the church you would like to plant. Describe This is a research paper, you should integrate all your reading into this paper and footnote copiously. Develop a five-minute Power-Point, or similar presentation, to submit and present in class. Present as if you are presenting to an interested congregant or even a potential financial supporter or church missions committee. (15%)

# Final Exam – There is no final exam for this class.

**Professor:**

**Dr. Dean Faulkner** - Dr. Faulkner is an experienced church planter and church planting leader in the Presbyterian Church of America (PCA). He is an active evangelist and is currently planting his second church at South Charlotte Presbyterian (PCA). Dean has been an MNA Chairman of Central Carolina Presbytery, a PCA Church Planting Assessor, a Network leader and a church planting coach to pastors and kingdom organizations. He is currently the Interim Director at the Center for Church Planting at RTS-Charlotte and serves as a liaison with Mission the North America. Before full-time ministry, Pastor Faulkner worked as an electrical engineer in the high-tech computer industry. Dean has a Doctor of Ministry degree from RTS-Charlotte and an MDiv degree from Gordon-Conwell/Hamilton. He has two children out of the home (Bethany and Mitchell) and is married to his gifted wife, Elizabeth, who is an artist, teacher and gifted women’s ministry leader.

**Teaching Assistant** –

**Post-class experiences and post-graduation follow up opportunities:**

* **Church Planting Fellows – student cohort gatherings for growth and informal equipping for ministry with church planting pastors**
* **Internships at Church Plants – strongly recommended concurrent to Church Planting Track**
* **Forge - Center for Church Planting Winter Seminar - for exposure to church planting leaders and best practices**
* **November 202X Church Planter Readiness Seminar (usually first weekend in November) put on by MNA-PCA and Central Carolina Presbytery (PCA)**
* **Center for Church Planting Cohort - Post-Graduation/on-the-field Learning and Support (Oct, Jan, May each year)**

RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student’s own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

**Other Recommended Texts**

Hesselgrave, David. *Planting Churches Cross Culturally, North America and Beyond*. Second Edition. Grand Rapids, Mich.: Baker Books, 2000.

Malphurs, Aubrey*. Planting Growing Churches for the 21st Century*. Second Edition. Grand Rapids, Mich.: Baker Books, 2004, (409 pages). For US Church Planting

Malphurs, Aubrey. *The Nuts and Bolts of Church Planting*. Grand Rapids, Mich.: Baker Books, 2011.

Paas, Stefan. *Church Planting in the Secular West: Learning from the European Experience.* Grand Rapids, Mich.: Eerdmans, 2016.

Payne, J.D. *Discovering Church Planting, An Introduction to the Whats, Whys, and Hows of Global Church Planting.* Downers Grove, Ill.: InverVarsity Press, 2009.

Roberts, Bob, Jr. *The Multiplying Church: The New Math for Starting New Churches.* Grand Rapids, Mich.: Zondervan, 2008.

Stetzer, Ed and Daniel Im. *Planting Missional Churches: Your Guide to Starting Churches That Multiply*. Second Edition. Nashville, Tenn.: B and H Publishing, 2016.

Wood, Tom. *Church Planter Field Manual*. 3 vols. Alpharetta, Ga.: Sandals in Sand, 2016.

Amberson,Talmadge R. *The Birth of Churches: The Biblical Basis for Church Planting.*

Barna, George*. The Power of Vision*.

Chaney, Charles L. *Church Planting at the End of the Twentieth Century*.

Conn, Harvey. *Planting and Growing Urban Churches.*

Schaller, Lyle, *Center City Churches*; *44 Questions for Church Planters*.

Shenk, David and Ervin Stutzman, Ervin. *Creating Communities of the Kingdom, New Testament Models of Church Planting*.

Wood, Tom. *Gospel Coach: Shepherding Leaders to Glorify God.*