

VANGUARD UNIVERSITY OF SOUTHERN CALIFORNIA

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August 13, 2004

Colleagues:

Leaders are talking about the emerging church with a focus on doing ministry in a post-modern context. It is always good to find out what God is doing in faith communities across generations, regions and denominations. Certainly we in the North American church can learn from leaders in the developing countries. But the question remains, "What is emerging in your community, in your congregation, in your leadership team?" As such, strategic planning is a discernment process in finding out what God is up to on a global scale, but especially in our own communities. Strategic planning is also the commitment to put our ideas and dreams in writing -- specific enough to measure our progress over a period of time and flexible enough to change with new developments.

As you read through the syllabus, you will notice that I have included two major strategic planning processes – marketing and appreciative inquiry – in the context of change theory.

The strength of marketing reminds us that God's eternal mission has a home address in the church's external environment. Therefore, all ministries have a transformative agenda and purpose so that our neighborhood and world communities are transformed. Appreciative Inquiry reminds us that the questions we bring to the dialogue have the power to create our future. The best memories of our past combined with our God-given imagination of the future can transform us as well as our future.

Preparing ourselves and our congregations or religious organizations for change is a crucial part of any strategic planning process. If we don't understand change efforts well, we will likely end up with strategic plans, however well conceived and articulated, in a file with no measurable results of making any difference at all, or making a discernible difference with different people at the table because of casualties along the way.

I look forward to our time together next February, anticipating this as a life changing opportunity to be part of a spiritual learning community. Would you also bring a list of resources that have been helpful to you in dealing with change and strategic planning?

God be with you during the fall months as you prepare for our time together!

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Doctor of Ministry Seminar: PTH 971 Strategic Planning Assemblies of God Theological Seminary

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February 14-18, 2005

COURSE OUTLINE

OVERVIEW

Participants will examine of change within congregations and religious organizations with a view toward understanding systemically the relationship between the organization and its environment. Strategic planning processes – especially marketing and appreciative inquiry -- will be explored in light of intentional mission and ministry.

This is a course on ministry planning in which spirituality and change theory will be introduced as important basic building blocks supporting the planning process. Spirituality of planning helps leaders develop the discipline to listen to God and each other in identifying the ways God is dreaming God's dream in them. Change theory pays attention to "deep change" in leaders themselves first and then in the congregation in order to bring about change in the community. The groundwork is laid to identify and flesh out strategic plans that will help leaders track progress toward praying for God's will to be done on earth as it is in heaven and moving toward the ways God's kingdom is established in this community, here and now.

COURSE OBJECTIVES

Regarding change theory, the student will:

1. develop a theology and spirituality of change;
2. explore the following change theorists: Lewin, Heifitz, Maurer, Kotter, Drucker and Senge;
3. examine Quinn's four perspectives on change theory -- technical reality, political reality, interpersonal reality and transformational reality – their perspective strategies and their relationship with each other; and
4. understand the practical issues in application of change theory to inform strategic planning.

Regarding strategic planning, the student will:

1. develop and theology and spirituality of planning;
2. examine Peter Drucker's approach to organization self-assessment and mission clarification;
3. explore the relationship of spirituality and vision;
4. explore the relationship between the system and its environment and how this relationship impacts strategic thinking; and
5. explore several strategic planning models but emphasizing the marketing approach and appreciative inquiry.

COURSE REQUIREMENTS

1. Pre-Session Assignments

- a. ***A personal theology of change.*** Before you do any reading of course texts, sit down and write a statement (2-3 pages) that expresses your theology of change. You need not answer all of these questions, but you might consider some of the following in your response: What important lessons do Scripture change stories teach you about God, human nature, and ministry in relation to change? What do you truly believe about change – your assumptions, values, or beliefs? What do you hold true about strategic planning – is it important or necessary? What have you found to hold true in your experience of planning? What remaining questions do you have about change and strategic planning?
- b. ***Three essays from reading.*** As you read through the required texts for this class, reflect on those areas that really capture your interest. Keep a running list of those topics with page numbers for easy reference. Choose three topics of interest and write an essay/reflection (1-2 pages each) that may include a summary of issues, conceptual strengths/weakness, and issues of application.
- c. ***Case study.*** Write a case study (3-4 pages) that describes planning processes you have been involved with and then evaluate the process in light of Drucker's Self-Assessment model and Shawchuck, et. al.'s model of marketing/ planning.

2. Post-session assignment (approx 20-25 pages).

Design a strategic planning process for your congregation, ministry or religious organization that will incorporate change theory and a planning process learned from the course readings and class lectures/discussions. The project should include the following:

- a. Introduction/statement of strategic planning need and the particular setting
- b. Statement of purpose and goals for this project
- c. Definition of terms
- d. Brief literature review that includes: theology of change, change theory and strategic planning approaches
- e. Describe method for strategic planning in specific setting that may include such items as follows:
 - i. Choice of strategic planning process and rationale
 - ii. Description of specific strategic planning process
 - iii. Will you use a particular task force for strategic planning? Or, will you work in existing structures?
 - iv. What is the time line?
 - v. What resources are needed?
 - vi. Who is accountable for steps?
- f. Evaluation process identified
 - i. What evaluation design will you use – qualitative and/or quantitative data analysis?
- g. Appendices (instruments, interview questions, data obtained or will be obtained (e.g, census, external and internal demographics)

NOTE: The design for this project will be discussed in class. You may choose a particular process such as marketing or appreciative inquiry process.

COURSE REQUIREMENTS AND GRADES

Attendance, reading assignments, pre-session assignments, and post-session assignments contribute to a final grade for this course.

Pre-session assignments

Personal theology of change	10%
Three essays	30%
Case study	10%

Post-session course project

50%

COURSE READING

Church as a living organism: its mission in an emerging culture -- approx 500 pages

Choose 500 pages of what you have not yet read from the following list:

- Dan Kimball, et al, *The Emerging Church: Vintage Christianity for New Generations*. Grand Rapids, MI: Zondervan, 2003. 272 pages
- Mead, Loren. *The Once and Future Church*. Bethesda, MD: Alban Institute, 1991. approx 100 pages for this one and the following two books
- _____. *Transforming Congregations for the Future*. Bethesda, MD: Alban Institute, 1994.
- _____. *Five Challenges for the Once and Future Church*. Bethesda, MD: Alban Institute, 1996.
- Brian D. McLaren, *The Church on the Other Side: Doing Ministry in the Postmodern Matrix*. Grand Rapids: Zondervan, 2000. 221 pages
- Erwin Raphael McManus, *An Unstoppable Force: Daring to become the church GOD had in mind*. Loveland, CO: Group Publishing, 2001. 224 pages
- Norman Shawchuck and Roger Heuser, *Managing the Congregation: Building Effective Systems to Serve People*. Nashville: Abingdon Press, 1996. 358 pages
- Chuck Smith, Jr., *The End of the World As We Know It: Clear Direction for Bold and Innovative Ministry in a Postmodern World*. Colorado Springs: Waterbrook Press, 2001. 256 pages
- Leonard Sweet, Andy Crouch, Brian D. McLaren, Erwin Raphael McManus, Michael Horton, & Frederica Mathewes-Green, *Church in Emerging Culture: Five Perspectives*. Grand Rapids, MI: Zondervan, 2003. 256 pages

Change theory and strategic planning (marketing and appreciative inquiry) -- approx 1300 pages

- Ronald A. Heifetz and Marty Linsky, *Leadership in the Line: Staying Alive Through Dangers of Leading*. Boston, MA: Harvard Business School Press, 2002. 236 pages
- Quinn, Robert E. *Change the World: How Ordinary People Can Accomplish Extraordinary Results*. San Francisco: Jossey-Bass, 2000. 256 pages
- Jane Margruder Watkins and Bernard J. Mohr, *Appreciative Inquiry: Change at the Speed of Imagination*. San Francisco: Jossey-Bass/Pfeiffer, A Wiley Company, 2001. 209 pages
- Drucker, Peter F. *The Drucker Foundation Self-Assessment Tool: Participant Workbook*. San Francisco: Jossey-Bass, 1999. 61 pages
- Shawchuck, Norman, Philip Kotler, Bruce Wrenn, and Gustave Rath. *Marketing for Congregations: Choosing to Serve People More Effectively*. Nashville: Abingdon Press, 1992. 403 pages
- Roy M. Oswald and Robert E. Friedrich, Jr., *Discerning Your Congregation's Future: A Strategic and Spiritual Approach*. Alban Institute, 1996. 171 pages
- Roger Heuser, *Compiled Readings*, 2005. (completed in fall, 2004)

Additional Reading

- Anderson, Dean and Linda Ackerman, *Beyond Change Management*. San Francisco: Jossey-Bass/Pfeiffer, 2001.
- _____, *The Change Leader's Roadmap*. San Francisco: Jossey-Bass/Pfeiffer, 2001.

- Cooperrider, David L., Sorensen, Peter F., Jr., Whitney, Diana, and Yaeger, Therese F. *Appreciative Inquiry: Rethinking Human Organization Toward a Positive Theory of Change*. Champaign, IL: Stipes Publishing, 2000.
- Cooperrider, David, Diana Whitney, and Jacqueline M. Stavros, *Appreciative Inquiry Handbook*. Bedford Heights, OH: Lakeshore Publishers, 2003.
- Elliott, Charles. *Locating the Energy for Change: An Introduction to Appreciative Inquiry*. Canada: International Institute for Sustainable Development, 1999.
- _____, *Strategic Planning for Churches: An Appreciative Approach*. Matthews, NC: CMR Press, 1997. 113 pages
- _____, *Training Workbook. Strategic Planning for Churches: An Appreciative Approach*. Matthews, NC: CMR Press, 1997.
- Heifetz, Ronald A. *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press of Harvard University Press, 1994.
- Peggy Holman and Tom Devane, eds., *The Change Handbook: Group Methods for Shaping the Future*. San Francisco: Berrett-Koehler, 1999.
- Hock, Dee. *Birth of the Chaordic Age*. San Francisco: Berrett-Koehler, 1999.
- Kotter, John P. *Leading Change*. Boston, MA: Harvard Business School Press, 1996.
- Lindgren, Alvin J. and Norman Shawchuck, *Let My People Go*. Leith, ND: Spiritual Growth Resources, 1988.
- Luecke, Richard. *Scuttle Your Ships Before Advancing: And Other Lessons from History on Leadership and Change for Today's Managers*. New York: Oxford University Press, 1994.
- Maurer, Rick. *Beyond the Wall of Resistance*. Austin, TX: Bard Books, Inc., 1996.
- Hammond, Sue Annis. *The Thin Book of Appreciative Inquiry*. Plano, TX: Thin Book Publishing Co., 1998.
- Olson Edwin E. and Glenda H. Eoyang, *Facilitating Organization Change*. San Francisco: Jossey-Bass/Pfeiffer, 2001.
- Perry, Lloyd M. and Norman Shawchuck, *Revitalizing the 20th Century Church*. Leith, ND: Spiritual Growth Resources, 1986.
- Quinn, Robert, *Deep Change: Discovering the Leader Within*. San Francisco: Jossey-Bass, 1996.
- Rath, Gustave and Norman Shawchuck, *Benchmarks of Quality in the Church*. Leith, ND: Spiritual Growth Resources, 1994.
- Rutz, James H., *The Open Church: How to Bring Back the Exciting Life of the First Century Church*. Sargent, GA: SeedSowers, 1992.
- Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday Currency, 1990.
- Shapiro, Eileen C., *Fad Surfing in the Boardroom*. Reading, MA: Addison-Wesley, 1995.
- Smith, Chuck Jr. *The End of the World As We Know It*. Colorado Springs: Waterbrook Press, 2001.
- Schaller, Lyle. *Strategies for Change*. Nashville: Abingdon Press, 1993.
- Schein, Edgar H. *Process Consultation: Lessons for Managers and Consultants Vol. II*. Reading MA: Addison-Wesley, 1987.
- Saarinen, Martin F. *The Life-Cycle of a Congregation*. Washington, D.C.: The Alban Institute, 1986.
- Srivasta, Suresh and Cooperrider, David L. *Appreciative Management and Leadership*. Euclid, OH: Williams Custom Publishing, 1999.
- Stacey, Ralph D. *Managing the Unknowable: Strategic Boundaries Between Order and Chaos in Organizations*. San Francisco, CA: Jossey-Bass Publishers, 1992.
- Sweet, Leonard. *AquaChurch: Essential Leadership Arts for Piloting Your Church in Today's Fluid Culture*. Loveland, CO: Group, 1999.
- Zohar, Danah. *ReWiring the Corporate Brain*. San Francisco: Berrett-Koehler Publishers, 1997.

GUIDELINES FOR WRITING RESEARCH PROJECTS

Sometimes during the first paragraph and almost certainly by the end of the first two pages, I have a sense of whether the paper is excellent quality or if I must begin to strategize how to give constructive feedback. A common exception is the student who runs out of energy and compromises with a weak application or ending. As I read through the paper, it is readily evident if the student has taken the quality time to produce a quality paper. Though there are exceptions, the student who has well-constructed content has also learned the proper style and format. What are the characteristics of a quality paper?

Regarding the *content* of a paper:

1. The purpose statement (sometimes called thesis or problem statement) of the paper sets the boundaries of what the student is attempting to do in this paper. At times goal statements or subproblems may follow the purpose statement – these goal statements provide the conceptual framework for the direction or outline of the paper. The bottom line is that your purpose statement should conceptually cover all the points you are making in your paper.
2. There is a clear, conceptual strategy for the research, which may include any of or a combination of the following: description, exploration, explanation, and evaluation (or examination) of a particular topic.
3. The development of thought (or sometimes called principles of organization) may include narrative/chronology, comparison and contrast, cause and effect, spatial pattern, division and classification, and analysis.
4. The development of thought also includes a literature review that integrates the positions and ideas of acknowledged experts in the field as well as the expression of the student's own reflection (this is increasingly so at the graduate level).
5. The quality of support and argument must include reliable and respected sources, and it must include alternative and sometimes opposing sides of the issues. The important objections representing opposing sides of the issues are not overlooked; objections are fairly represented and addressed adequately.
6. Each paragraph has a central idea that is adequately developed and supported, and there are transition sentences that clearly link the development of thought in paragraphs throughout the paper.
7. The summary of the paper includes the results, application and whether the purpose of the paper has been achieved.

Regarding the *style and format* of a paper:

1. Students use clear language, primarily uses the active voice instead of the passive voice, and consistently employs proper grammar, spelling, and punctuation.
2. Outlines are developed by topic or by sentence.
3. Students refer whenever uncertain to the appropriate style guide recommended by the professor: APA, Chicago, or MLA. Of particular attention is the following: the title page, table of contents, margins, page numbers, space between paragraphs, right margins not justified, paraphrases and quotes, parenthetical citations or footnotes or endnotes, bibliography, and inclusive language.

Evaluation Feedback Sheet for Research Paper

10 points	Introduction/purpose statement (thesis statement)	_____ Score
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<p>60 points</p>	<p>Clarity, substance and thoroughness of author's purpose. Did your purpose statement adequately cover the over-all outline and development of your paper?</p> <p>Body of paper <i>Clarity and logic of important ideas and arguments (30 points).</i> Did you adequately make your case? Were you clear in your major ideas that provide the backbone of the paper, as well as how logically these ideas are organized in relation to each other and to the major purpose statement?</p> <p><i>Substance of ideas/arguments and use of sources (30 points).</i> How many sources did you use? Are they authoritative and reliable? Is there balance in your discussion and argument? Did you use quality sources in ways that provide both sides of an argument or give the reader a feel for the current state of research on a topic. Are writer's points fairly considered?</p> <p>Conclusion Was there a clear summary and evaluation of the paper? Were there suggestions for further study and investigation?</p> <p>Quality of expression/style Did paragraphs adequately develop around the major idea with appropriate transitions? Were there spelling and/or grammatical errors? Were sources cited correctly according to style guide? When you read your entire paper, is there a natural flow with adequate transitions? Did you use inclusive language?</p> <p>Note: Did you develop your paper from an extended, detailed outline? If not, read your paper and see how you would develop an outline from what you have written.</p>	<p>_____ Score</p> <p>_____ Score</p> <p>_____ Score</p> <p>TOTAL _____</p>
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Short biography

Roger Heuser is currently Professor of Leadership Studies at Vanguard University of Southern California. His passion is to integrate spirituality with leadership concerns in churches and religious organizations.

Roger has served in several academic administrative positions at VUSC, including Dean of the Graduate School, Director of Graduate Programs in Religion, and Chair of the Division of Religion.

Before beginning his teaching vocation at the university, Roger served two local churches: for eight as Director of Christian Education, recruiting and supervising over 200 volunteers in a multi-ethnic congregation in Waukegan, Illinois; and for over four years as the founding pastor of a church planting ministry in Buffalo Grove, Illinois.

He is co-author with Norman Shawchuck, *Leading the Congregation: Caring for Yourself While Serving Others*; and *Managing the Congregation: Building Effective Systems to Serve Churches*, both published by Abingdon Press. *Managing the Congregation* received the 1996 Editor's Choice Award from Your Church, a publication of Christianity Today. Roger is also editor and co-author of *Leadership and Team Building: Transforming Congregations Through Ministry Teams*; and co-author with Samuel Southard (with contributions from Wayne Oates) in *Caregiving Leadership: Empowering Others to Care* (with a companion training manual by same title). Soon to be published with Alban Institute, Roger has co-authored with Colon R. Brown a text and accompanying materials on *Congregational Resilience*.

Roger holds a Ph.D. from New York University, a M.A. from Trinity Evangelical Divinity School and a B.A. from Trinity College. He has had completed extensive training in Ignatian spirituality, team building, conflict management, leadership and new science, appreciative inquiry, synectic problem solving, assessment center methodology, community organizing, and natural church development.

Roger is also an adjunct professor at Fuller Theological Seminary, Assemblies of God Theological Seminary, and the International Center for Christian Leadership in Kiev, Ukraine. He serves as a consultant, trainer and retreat facilitator for organizations that have included denominational leaders, seminaries, local congregations, mission agencies, and business.

Roger and his wife Gayle, a professor in communication and a professional singer, reside in San Clemente, California.