

COURSE SYLLABUS

ML501: Church Leadership and Administration

Course Lecturer: Kenneth O. Gangel, PhD

Former Professor of Christian Education at Dallas Theological Seminary

About This Course



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

Course Description

What is leadership? How do you make effective decisions? How do you motivate those around you? This course answers such theoretical and practical questions by examining the administrative process, including goal setting, organization, delegation, human relations, group dynamics, supervision, and leadership training. Though administration principles are universal, the course focuses on Christian organizations, particularly the local church. The course is designed to help students become more effective church leaders in both theory and practice.

Course Objectives

Upon completion of the course, the student should be able to do the following:

- Understand the theory and philosophy of leadership in the broad sense.
- Apply principles of group dynamics and leadership techniques in order that he/she may become a reproductive Christian leader.
- Develop proper understanding of leadership responsibilities, such as ethics, motivation, planning and administration.
- Understand the principles of educational administration with special focus on the training of leadership in the local church.
- Comprehend and implement the spiritual dimension of leadership and administration with respect to spiritual gifts.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



Kenneth O. Gangel, PhD (1935-2009)

Education:

- Mercy College, LittD
- University of Missouri, PhD
- Concordia Seminary, STM
- Fuller Theological Seminary, MA
- Grace Theological Seminary, MDiv
- Taylor University, BA

Teaching Career:

- Scholar in Residence, Toccoa Falls College (2000-2009)
- Director of Graduate Studies, Toccoa Falls College (1997-2000)
- Vice President for Academic Affairs and Academic Dean, Dallas Theological Seminary (1992-1997)
- Chairman and Professor of Christian Education, Dallas Theological Seminary (1982-1992)
- President and Professor, Miami Christian College (1974-1982)
- Professor and Founding Director of the School of Christian Education, Trinity Evangelical Divinity School (1970-1974)
- Bible Department Chairman, Registrar, Academic Dean, and Academic Vice President, Calvary Bible College (1960-1969)
- Nearly 50 years of service in higher education

Other Career Highlights:

- Lecturer in more than 1,500 churches worldwide
- Lecturer at more than 40 educational institutions
- Member of various regional boards and national councils
- Editor for the leadership publication *The SEAL* (Seeking Excellence in Administrative Leadership)
- Worker for the Kansas City Regional Council for Higher Education in the late 1960s
- Minister, holding various pastorates in the 1950s, 1960s and 1980s
- Voice of “Morning Light,” a daily devotional that aired on more than 100 radio stations across the United States (for over 20 years)

Publications:

- Contributor to or editor of 57 books, including *Fathering Like a Father, Feeding and Leading*, (a book he co-authored with his son), *Christian Education: Its History and Philosophy*, and *Team Leadership in Christian Ministry: Using Multiple Gifts to Build a Unified Vision* (perhaps his best-known work)
- Publisher of hundreds of articles for various education and theological journals, including numerous submissions to *Bibliotheca Sacra*, while submitting hundreds of reviews on various books

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

Ford, Leighton. *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values & Empowering Change*. Downer's Grove, IL: InterVarsity Press, 1993.

Gangel, Kenneth O. *Feeding and Leading*. Grand Rapids: Baker Book House, 2000.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student's work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.
2. **Recorded Lectures and Study Questions:** The student is expected to answer study questions based on the recorded lectures as well as the required readings. The questions based on the recorded lectures may be found on pp. 25-32 in the course Study Guide, which is included with the course materials. Also the student is responsible for completing the study questions located at the end of each chapter in *Feeding and Leading* (also provided in this Syllabus). Please insure that the answers are coherent and properly labeled.
3. **Collateral Reading:** The student is required to read **600 pages** from books listed on the bibliography contained in this syllabus. The student will record on a reading report form the number of pages read.
4. **Preparation of a Written Paper:** The student is required to write an **8-10 page** paper dealing with a Christian philosophy of leadership and administration. The paper should explore the various

aspects of leadership from a biblical point of view, offering appropriate texts and interpretations and dealing with such matters as: leadership styles, examples from the New Testament, and the gift of administration.

5. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:

Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

Step 2: What portion(s) of the course brought this theme/principle/concept to light?

Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?

- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is not your grader or a family member.

4. Someone who values the spiritual formation process.
5. Someone who is familiar with and values the subject of the course.
6. Someone who has experience using the content of the course in ministry.

NOTE: Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - What feedback can your mentor give in response to your essay?
 - In light of the course content, are the conclusions you made appropriate? Why or why not?
 - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. Synthesis and Application: Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - What were the mentor’s comments regarding your essay?
 - What advice did he/she give?
 - How did his/her comments expand or correct your application of the course?
 - Include the person’s name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
 - Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
 - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully

considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

- 6. Final Examination:** There will be one final examination for the course, consisting of 44 alternative multiple-choice questions and 6 brief essay questions. *The exam will cover both the lectures and required reading.*

Course Grading

Your grade for the course will be determined as follows:

| | |
|---------------------------------------|---------------------|
| Recorded Lectures and Study Questions | 25% of Course Grade |
| Collateral Reading | 15% of Course Grade |
| Written Paper | 25% of Course Grade |
| Spiritual Formation Project | 10% of Course Grade |
| Final Examination | 25% of Course Grade |
| Total | 100% |

Grades will be issued within two weeks of the end of the course.

Course Glossary

The student should be familiar with the terms commonly found in textbooks on leadership and administration. Many of these terms will be used in the course readings as well as the recorded lectures. The appendix to this syllabus contains a glossary of these leadership terms.

Student Name: _____ Course: _____ Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.

Course Bibliography

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- Bennis, Warren. *Why Leaders Can't Lead*. San Francisco: Jossey-Bass, 1997.
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- _____ and Canine, Samuel L. *Communication and Conflict Management*. Nashville, TN: Broadman Press, 1993.
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- _____. *Team Leadership in Christian Ministry*. Chicago, IL: Moody Press, 1997.
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- Gerig, Donald. *Leadership in Crisis*. Glendale, CA: Regal, 1981.
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Wilson, Marlene. *How to Mobilize Church Volunteers*. Minneapolis: Augsburg, 1983.

Glossary of Leadership Terms

Anthropology - The scientific study of the nature of man.

Autocratic Leadership - Leadership that focuses on the importance and control of the “top person.”

Axiology - The scientific study of values.

Bureaucracy - A term describing the size and administrative detail characteristic of large organizations.

Centralization - A philosophy of organization that vests authority or programming in a few persons, places or ideas.

Centricity - Attitudes and activities of group members that cause them to reflect inwardly on themselves rather than the group.

Communication - The transmission of ideas from one person to another in a language that is common to both.

Compensation - A mechanism that enhances self-esteem by overcoming a failure or deficiency in one area through achievement recognition in another area.

Control - The extent of regulation upon group members by the leader or the group itself.

Counseling - The process of helping other people to understand, face and solve their own problems.

Cybernetics - An attempt to bring together and reexamine lines of research; study of behavior on the basis of a theory of machines, particularly computers

Decentralization - A philosophy of organization that vests authority or programming in as many persons, places, or ideas as possible.

Delegation - The consigning of certain tasks and authority to other persons in the organization.

Democratic Leadership - Leadership that focuses on the group and its goals, ideas, and decisions.

Differentiation - The process of correctly discerning or identifying the perspective between two items that appear to be similar.

Emergent Leadership - Leadership that is neither elected nor appointed but develops from among the group itself, probably as a result of the situation.

Empathy - Identifying oneself with the members of the group.

Epistemology - The scientific study of the nature and limits of knowledge.

Equalitarianism - The leader treating group members as equals.

Frustration - A state of being unable to discharge a painful or uncomfortable excitation.

Group Attractiveness - The degree to which a group promises rewards to its members.

Group Effectiveness - The degree to which a group rewards its members and achieves the goals which it sets out to perform.

Habituation - The process of forming patterns of behavior which become almost automatic through repetition.

Hawthorne Effect - The behavior that results in individuals as a result of non-controlled variables in an experimental situation.

Hedonic Tone - Satisfactory group relationships. The atmosphere that makes a member “like” his group.

Heterogeneity - The degree to which outsiders are able to get into a group. Also, the diverse make-up of the group itself.

Homogeneity - The degree to which members of the group are similar with respect to socially relevant characteristics.

Hostility - A feeling of enmity or antagonism between people or perhaps on the part of one person toward others.

Ideation - The process of thinking which produces ideas.

Idiographic Organization - Organization that places heavy emphasis on the needs and personal goals of individuals, possibly to the point of insufficient concern for the achievement of the institution.

Initiative - The leader or a member of the group originating ideas, developing new procedures, and starting the group out on progress.

Insight - One’s ability to perceive the underlying or genuine nature of things.

Interaction - Confrontation of group members with one another (usually verbal).

Intimacy - The degree to which members of the group are mutually acquainted with one another and familiar with personal details of one another’s life.

Job Description - A specification of the duties and responsibilities that accompany a given task. Sometimes called “role definition” or “job analysis.”

Laissez-Faire Leadership - Leadership that withdraws authority and control in favor of extreme permissiveness.

Line-Staff Relationships - Line relationships refer to vertical positions of authority or subordinancy as shown on the organizational chart. Staff relationship is shown horizontally and generally depicts equal authority. Any leader is in line and/or staff relationship to someone else in the organization.

Media - Plural of medium: the channel used to communicate the message, such as a recorder, film, etc.

Metaphysics - The scientific study of the nature of reality.

Motive - A conscious or subconscious factor that serves as an impetus in determining behavior.

Nomothetic Organization - Organization that places heavy emphasis on the goals and achievements of the institution without proper consideration to the individuals who work in it.

Perception - Any differentiations the individual is capable of making in his perceptual field whether an objectively observable stimulus is present or not.

Polarization - The centering of interest, discussion, or thought on one person or idea.

Projection - The process of shifting the responsibility for an act or thought from oneself to an outside agency or to another person; taking an attitude of oneself and attributing it to someone else.

Radicity - Attitudes and activities of group members that cause them to reflect on the group and its projects rather than themselves.

Rapport - The relationship between people marked by attitudes of friendliness, harmony, and cooperation.

Rationalization - A device whereby the individual provides plausible reasons for his behavior rather than the actual reasons which are too painful to acknowledge; the substitution of a socially approved motive for a socially disapproved one.

Regression - The process of relieving anxiety or threat by falling back upon the thoughts, feelings, or behavior which worked successfully during an earlier period of life.

Reinforcement - Rewards and recognition that will serve as an impetus for group members to continue to perform in a constructive capacity.

Repression - An unconscious process wherein shameful thoughts, guilt-producing memories, painful experiences, or distasteful tasks are removed from awareness or forced below the level of consciousness.

Role - A description of how a person is supposed or expected to behave in a given situation.

Role Set - A structure of defined relationships involving two or more people in given positions.

Self-Actualization (Self-Realization) - The process of “becoming” a complete person realizing one’s own abilities and goals and accepting one’s self realistically.

Self-Concept - One’s image or evaluation of himself. It has been determined by his environment in the past as well as internal spiritual factors. Now it governs the way he behaves in various situations.

Span of Control - The number of officers in an organization over which a given leader has authority and for whose work he bears responsibility.

Stability - The extent to which a group persists over a period of time with essentially the same characteristics.

Stratification - Process of a group’s placing its members in status hierarchies.

Substitution - A device that makes it possible to discharge tensions by diverting one’s energies from a desired goal to an alternative goal.

Supervision - The directing of the activities of other people toward the accomplishing of organizational goals.

Suppression - The deliberate, conscious control of one’s hazardous and undesirous thoughts or impulses.

Surgency - Generally defined in terms of personality, talkativeness, outreach, and gregariousness.

Syntality - The prediction of group performance or effectiveness.

Transactionalism - An attempt to reconcile structurally and otherwise the goals and needs of the organization with those of the individuals who work in the organization.

Transference - Reaction toward people in present situations motivated and controlled by one’s attitudes toward important people earlier in life.

Value Systems - The importance that a person places upon concepts or people which in turn deter-

mines the way he treats them.

Viscidity - The group's acting as a unit, working together toward group goals.

Lesson Assignments

This section of the syllabus has been designed to aid the student in the completion of the course material. The required reading has been topically corresponded with the material in the recorded lectures. However, in some instances the content of the reading may not directly relate to the content of the lecture. The textbook and the lectures are not based on identical material. They have been designed to complement one another so that the student is exposed to a variety of issues in church leadership and administration.

NOTE: The required text for this course has been changed from *Building Leaders for Church Education to Feeding and Leading*.

When the lecturer refers to the textbook in the lectures, he is referring to the old text. The reference may still be found in either the new text or in the course glossary.

Lesson 1: The Church as the Context for Leadership

Reading: Chapter 1, *Feeding and Leading*

1. Consider the differences between administration and leadership. Does this chapter adequately identify them? How is this distinction important in the church? In your particular leadership role?
2. Discuss (explain) the statement (p. 16), "A goal needs a plan to make it work."
3. Why is the average tenure of assistant pastors so short?
4. Review the six principles offered by Kirk regarding the evils of clericalism. How would you change the list?
5. As the text suggests, find a slot in Figure 1 for Pastor Petroff and describe the kind of associate he needs.

Lesson 2: Teaching a Biblical View of Leadership

Reading: Chapter 2, *Feeding and Leading*

1. Review the Stott quotation on page 31. Has he described a real problem? Do Christian leaders in our day give in to pressures to be successful rather than faithful?
2. Consider the five qualities of Christian maturity listed on pages 33-34. Are they satisfactory goals for church lay leadership development? What would you add or delete? How does your life presently measure up?

3. Study carefully the five general conclusions on pages 35-36. Do they reflect your view of spiritual leadership? With which one(s) do you disagree? Why?
4. Write a paragraph describing your understanding of spiritual gifts for today's church, especially as they relate to leadership.
5. Review Figure 3—the twenty-one questions related to church leadership. Rate yourself and the lay leaders in your church according to the list.

Lesson 3: Leadership Behavior: Three Biblical Models

Reading: Chapters 8-11, *Transforming Leadership*

1. Ford considers truth the major issue for leaders. In his opinion, what is the second most important issue and why?
2. Discuss the difference between empowering and shepherding. How does the modern concept fit with the biblical concept?
3. Ford talks about testing leaders. What aspects of leadership behavior does God test in the process of developing Christian leadership?
4. What does Warren Bennis mean by the “power reciprocal”?
5. Ford discusses the “pull” style of leadership. What does he mean by this?

Lesson 4: What Is Leadership?

Reading: Chapter 3, *Feeding and Leading*

1. In spite of the “obscurity of definition,” try your hand at a one-sentence definition of “leadership.”
2. The author lists five “cultural corruptions” of leadership. List them in the order you would consider to be decreasing danger.
3. In what specific ways does the second chapter of I Thessalonians contradict first-century pagan understandings of leadership?
4. List several ways in which “leadership in the church is different from leadership in the world.”
5. Review again the Mahlon Hillard quotation at the end of the chapter. How strongly do you agree or disagree with his description of lay ministry? What is currently being done in your church to develop the ministry gifts of lay leaders?

Lesson 5: How Is Church Leadership Different?

Reading: Chapters 1-4, *Transforming Leadership*

1. Ford deals with Bennis's research regarding leadership strategy and identifies "four common elements." Name them.
2. What are the two great "ego problems" of leadership?
3. Discuss the statement (p. 38), "Leadership is first of all not something one does but something one is."
4. What leadership pressures do we see in Jesus' temptation in the wilderness?
5. Discuss Ford's statement on page 67, "...Jesus' teaching was not a primer for majorities, but a strategy for minorities."

Lesson 6: What Is Administration?

Reading: Chapter 7, *Feeding and Leading*

1. Review the Menking quotation in the section entitled "Needs of the Community." In what ways do you agree or disagree with this approach to pastoral vision?
2. Considering the needs of a local church, which of the twelve questions appearing in this chapter would you not use? What other questions should be asked?
3. Are you aware of your spiritual gift(s)? Write down what you believe God has gifted you to do and why you feel this is a correct assessment.
4. Do you believe God calls people to specific ministries in specific places? Why or why not?
5. In what ways can lay people in a local church be made aware of gifts and call?

Lesson 7: Organizing Yourself and Your Tasks

Reading: Chapter 4, *Feeding and Leading*

1. Review the definition of organization in the Foreword and list five ministries in the church which fall under or exemplify this leadership function.
2. Draw an "organizational chart" for your church or organization through at least three levels below the board.
3. Ask yourself the four questions on page 71. Answer honestly and decide what administrative changes need to be made.
4. Write a sample job description for some lay leadership position in the church, incorporating all the

components mentioned in the chapter.

5. Review the time-saving suggestions and list them in priority of your personal needs. Now begin to work on them one at a time.

Lesson 8: Setting and Achieving Goals

Reading: Chapter 5, *Feeding and Leading*

1. Write five clear and specific goals for your present ministry. For purposes of simplicity, limit them to one year.
2. Review and list here all the administrative “axioms” of the chapter, most of which appear in italics. Do you understand each one? Can you apply it in your ministry? Can you rephrase it in your own words?
3. Identify one specific project or area of ministry in your organization (e.g., a family life seminar planned for six-eight months from now). Write a single purpose for the event or ministry, several objectives, several goals for one of the objectives, and several implementation steps for one of the goals. This exercise is to help you understand the difference.
4. Name some specific ways we can develop mutual accountability in the church and Christian organizations.
5. Review the mission statement of your ministry. Consider any need for revision or refinement. If there is none (or if you can’t locate it) write one in accordance with the guidelines found in this chapter.

Lesson 9: Relating to Superiors and Subordinates

Reading: Chapter 13, *Feeding and Leading*

1. The author emphasizes Philippians 2:1-5 as a major biblical passage dealing with human relations. List three or four similarly valuable passages.
2. Do you agree that human relations are often more difficult in Christian organizations? Evaluate his reasons in light of your own experience.
3. Evaluate the balance between orthodoxy and orthopraxy in your own seminary or college background.
4. Briefly describe how ideographic and nomothetic leaders would handle human relations issues differently.

Lesson 10: Control as a Leadership Function

Reading: Chapter 15, *Feeding and Leading*

1. Name at least three small groups of which you've been a part in your adult life.
2. Study carefully the chart entitled "Three types of Small Groups." With which are you most familiar? Why? Which would you feel most comfortable leading? Why?
3. Using the material under the section "Characteristics of an Effective Group" write a one-paragraph definition of "group."
4. Doubtless you have spent some years as a follower at home, in school, at church, and on the job. Think back and suggest some ways memorable leaders helped you and others form strong team bonds for effective group functioning.
5. Make two lists noting your strengths and weaknesses as they relate to group involvement.

Lesson 11: Motivating Yourself and Others

Reading: Chapter 10, *Feeding and Leading*

1. Review the reasons why people don't do things. What other reasons could be added to the list?
2. Review the Wilson diagram; how can this be applied in your church?
3. State why goals are important in the process of motivation.
4. What do we mean when saying, "Motivation is unleashed, not superimposed"?
5. If traditional loyalty was marked by blind obedience, what characterizes contemporary loyalty?

Lesson 12: The Process of Change

Reading: Chapter 9, *Feeding and Leading*

1. Study the ten principles of change (pp. 150-151). Rate them on the following agreement scale, then be ready to explain your disagreements.
2. Describe a change you would like to see occur in your church. Now describe how people's attitudes will have to change to make it possible. Use the six-part attitudinal change list which appears in this chapter.
3. Evaluate the Powers quotation on page 155. Rephrase it, rewrite it, argue with it, explain it.
4. Study Acts 15 in the light of the change process. Name some additional helpful lessons you think will work in your church.

Lesson 13: Making Effective Decisions

Reading: Chapter 12, *Feeding and Leading*

1. How does Noetic decision-making differ from more traditional patterns?
2. Of all the values that might be attributed to group decision-making, which would you consider most important?
3. Describe “consensus” by suggesting what it is and what it is not.
4. Why do autocratic leaders experience difficulty with consensus/group decision-making?
5. In what ways can we help people detach themselves emotionally from their own ideas?

Lesson 14: Delegation: Key to Survival

Reading: Chapter 11, *Feeding and Leading*

1. Failure to delegate is identified as an emotional problem. Name some reasons why your delegation may have been less than effective.
2. In a short, simple paragraph explain how proper delegation alleviates leadership stress.
3. Can you remember having been delegated a task without confidence? How did that create problems for you? What steps do you take as a leader to avoid doing that to others?
4. Find and review the “common pitfalls” in delegation. Select a sample task and respond to the four accompanying questions. Remember that steps 3-5 all deal with the fourth question.
5. Evaluate your own delegation by answering the ten questions at the end of the chapter.

Lesson 15: Supervising Workers

Reading: Chapter 16, *Feeding and Leading*

1. In your own words, describe what you think the author means by “a competency-based program which emphasizes outcomes rather than inputs or processes.”
2. The chapter touches on the experiences of Elijah and Elisha. Find that passage of Scripture and list three or four leadership lessons that can be derived from it.
3. Study Matthew 11:28-30 and suggest what we learn about Christian leadership from the concept of the yoke.
4. If you are currently a church leader, how would you answer the nine questions at the end of the first portion of our chapter? If you are not, how do you think you would answer them?

5. What things need to be built into a local church training program in order to protect quality control?

Lesson 16: Long Range Planning

Reading: Chapter 6, *Feeding and Leading*

1. Name three examples of short-range planning and three examples of long-range planning.
2. Explain the statement, “A plan needs clear-cut objectives and goals to give it any reality or meaning.”
3. Explain the difference(s) between analysis and assumption in the planning process.
4. Evaluate the three models described in the chapter, understanding how to use at least one of them in your present ministry.
5. Consider any hesitation you might have regarding the doctrinal correctness of planning. Do you agree that it does not deny faith nor quench the Holy Spirit? Can you argue that case with others who do not agree?

Lesson 17: Organizational Communications

Reading: Chapter 14, *Feeding and Leading*

1. Explain the meaning of the words, “mutuality,” “presentality,” and “simultaneity.”
2. Review the Yih model. In what specific ways does this diagram apply to your church?
3. Describe a situation Christian leaders have to face which is different from but similar to the Norma Simpson story.
4. How does a person’s self-concept help or hinder communication?
5. Evaluate yourself. Are you a listener or a reader? How will you help people communicate with you?

Lesson 18: Conducting Business Meetings

Reading: Chapter 18, *Feeding and Leading*

1. Try to recall a business meeting you attended (or chaired) recently. Which of the “five deadly sins” caused you trouble in that meeting?
2. Plot the boards and committees of your church on an evaluation grid using the ten questions on page 277. Rather than yes or no, use a 1-10 rating scale with 10 indicating the highest performance.
3. Prepare a good agenda for a board/committee meeting. If you will be leading such a meeting soon, make this the actual document. If not, create a likely situation. Employ the agenda preparation guidelines offered in the chapter.

4. Pull out some old minutes of boards or committees you have worked with over the years. Grade them (A, B, C, D, F) on the basis of the criteria listed under “Minutes--The Record of Your Competence.”
5. Digest the ten-item list at the end of the chapter and write three things you will do differently the next time you chair a business meeting.

Lesson 19: Evaluation as a Leadership Tool

Reading: Chapter 19, *Feeding and Leading*

1. Explain how the nomothetic and idiographic dimensions relate to the function of supervision.
2. Look again at the three self-evaluation questions found under “Personal Attitude.” What answers can be given when you ask them of yourself?
3. Review your current job description for accuracy and adequacy. If you don’t have a job description, write one.
4. Define “control,” particularly as it relates to communication.
5. Check again the four questions which precede a termination. How do you answer them with regard to your present ministry?

Lesson 20: Quality Control in Leadership

Reading: Chapters 12-14, *Transforming Leadership*

1. Jesus demonstrated quality control in leadership through communication. According to Ford, what are the key lessons we learn about communication from Jesus?
2. What does Ford mean by his statement, “Know your craft” (p. 239)?
3. What are the differences between supra-conflict, contra-conflict, intra-conflict and extra-conflict?
4. According to Bernard Bass, what is the difference between transactional leadership and transformational leadership?
5. What can we learn from Jesus about letting go and preparing people for the future?

Lecture 21: Understanding Spiritual Leadership

Reading: Chapters 5-7, *Transforming Leadership*

1. What is the difference between a positive or righteous ambition and a negative or sinful ambition?
2. According to Ford, how are values best transmitted in a culture?
3. What were the characteristics of Jesus’ visionary leadership?

4. What is the primary quality which, according to Ford, strikes one in meeting the Jesus of the Gospels?
5. Describe the way in which power, truth and grace were uniquely joined in the life and ministry of Jesus.

Lesson 22: Spiritual Leadership and the Success Syndrome

Reading: Chapter 8, *Feeding and Leading*

1. List one example of organismic and another of organizational problems in the church.
2. Review the criteria list prepared by the American Association of School Administrators. How would this have to be changed for use in the church?
3. Review the educational cycle and then take one program of a church with which you are familiar and identify the various phases of it in relationship to each step on the cycle.
4. Think about the church you now attend in light of the statement, “The average church needs at least 30 percent new personnel every year just to keep up with reasonable maintenance and growth patterns.” Do you agree with the statement? What plans do you have for finding those 30 percent?
5. Think of the ways your church recruits people in the light of the information in this chapter. If you were grading its performance on an A to F scale, what letter would you choose?

Lesson 23: Keeping Your Balance on the Leadership Ladder

Reading: Chapter 17, *Feeding and Leading*

1. What is the difference between the Peter Principle and the Paul Principle?
2. In your own words discuss the difference between “personal power” and “social power.”
3. Do you agree with Lawrence in choosing “collaborating” as the proper style for Christian leadership?
4. The chapter contains a formal definition of “controlling.” Rework that in your own words.
5. What ways does your church or organization provide “adequate reward systems” for people who serve in it?

Lesson 24: Training Other Leaders

Reading: Chapter 20, *Feeding and Leading*

1. Where are you on the church growth development scale? What can you do about it?
2. What must be done in order to “adapt to out-of-step staff”?

3. How can a leader develop accountability in staff?
4. Review the two lists of “stressors.” Do any apply to you? Your friends? Your pastor?
5. How do you balance “expectation and reality”?