

COURSE SYLLABUS

ML503: Advanced 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

A church leader wears many hats. In this course, learners discover how to maximize productivity in the various functions of church leadership. The course examines the biblical foundation and practical functions of administrative leadership in churches and Christian organizations, and focuses on developing successful, biblical attitudes and skills among team leaders. Students will analyze basic leadership principles from secular and evangelical sources, analyzing them through a biblical/theological grid.

Course Objectives

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

- Identify the major passages of Scripture that deal with leadership.
- Understand the theological implication of those passages and their application in the world of contemporary Christian leadership.
- Synthesize a philosophy of ministry, a biblical leadership style, and a harmony of gifting for the calling and sustaining of leadership.
- Apply these leadership teachings to his/her present and future ministry, with special attention to interpersonal relations, servanthood, and team building.

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

Required:

Anthony, Michael J. *The Effective Church Board*. Grand Rapids, MI: Baker Books, 1993.

Cousins, Don, Leith Anderson and Arthur DeKruyter. *Mastering Church Management*. Portland: Multnomah Press, 1990.

Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge*. 3rd Edition, San Francisco: Jossey Bass, 2002.

Williams, Dennis E. and Kenneth O. Gangel. *Volunteers for Today's Church*. Eugene, OR: Wipf and Stock, 2004.

Monograph on *Biblical Leadership* (included in the Learning Guide)

NOTE: If you have not read Gangel's *Feeding and Leading* (Baker, 2000), please select it for one of your two collateral choices in the next section.

Collateral Reading: Select two additional books from the Course Bibliography (found at the end of the Syllabus). Look for those that best complement your present strengths or help shore up known weaknesses.

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:** The student is required to listen to all twenty-four audio lectures recorded by Dr. Gangel.
3. **Reading:** You must complete **all** the required readings.
 - a. Required Texts: *Before* each lecture, complete the reading assignments as noted in the Learning Guide.
 - b. Collateral Reading: A **two-page** analysis of two additional books (500-1000 words each; selected from the bibliography) should specify ways in which they help your life and ministry. Do not confuse this assignment with a critique or a review, or even an evaluation. The key is to find ways in which these books help you grow as a leader.
 - c. Additional Reading: You must complete at least **800 pages** of reading outside of the assigned required and collateral reading. Report these on your “Reading Report” document, indicating the title of the book, author, publisher, date of publication and pages read.
4. **Study Questions:** Each recorded lecture and reading assignment is accompanied by study questions (see the Learning Guide) to be answered in writing. Brief one-or-two sentence answers are preferred. These should be completed study by study as you listen to the lecture; any resources may be used in compiling your answers.
5. **Research Paper:** Utilizing all the readings and lectures, analyze your own leadership style. Describe your strengths and weaknesses, paying special attention to the appendices in Kouzes and Posner and Anthony. This assignment certainly could be completed in 10-15 pages, but the number of pages is not the issue—the result should correctly analyze your present leadership style, how and why you chose it, where you see its deficiencies and strengths, and what steps you will take to improve as a leader.
6. **Long-Range Planning Project:** Design a three-year plan to improve leadership in a team ministry (see p. 9 for details). Like the research paper, this project should not be undertaken until you have completed all readings and lectures.
7. **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.

Course Grading

Your grade for the course will be determined as follows:

Required Texts and Additional Reading Report	10% of Course Grade
Collateral Reading (Analyses; 5% each)	10% of Course Grade
Study Questions	30% of Course Grade
Research Paper	20% of Course Grade
Long-Range Planning Project	20% of Course Grade
Spiritual Formation Project	10% of Course Grade
Total	100%

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

Student Name: _____ Course: _____ Interview
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.

Long-Range Planning Project Instructions

Three-Year Projection

The key to this assignment is selecting areas of leadership development crucial to your personal and professional growth. Suit the assignment to your current or future ministry, putting into practice things you have read or heard during this course. In effect, this is a planning project that should take you three years into the future, so select whatever calendar years are appropriate from the time you begin the assignment.

PART I. ENHANCING YOUR VISION

- A. Write a paragraph about your past, current and earlier ministries.
- B. Ascertain, as well as you can, what God wants from you in the future.
- C. Write a paragraph on how God has used you so far.
- D. Discuss these documents (as you feel comfortable) with spouse, friends, elders, etc.
- E. Identify several personal/professional goals you believe God intends you to achieve within the next three years.

PART II. DRAFTING YOUR STRATEGY

- A. Use the pattern you learned in the course:

MISSION—OBJECTIVES—GOALS—ACTION—STEPS

For the purpose of this assignment, you need not deal too much with mission but focus on the other three. Shoot for at least five objectives and at least three goals for each objective, and at least three action steps for each goal.

- B. Follow the annual planning cycle described in the course, but you don't need to do three years for each objective. Remember the key is increasing specificity.
- C. General Example

OBJECTIVE: TO MENTOR A DEVELOPING LEADER OVER THE NEXT THREE YEARS.

GOAL: Through designing a program of personal mentoring which meets predetermined objectives on which we have both agreed.

Action steps:

1. I will pray carefully for God to show me which person it should be and make the selection within the next three months.
2. I will spend at least 2 hours with the person to see whether we have compatibility and can work together over this period of time. (This should be completed by the end of the three months.)

3. I will begin the actual mentoring process within six months of the time I finish this course.

GOAL: To develop leadership skills in the person(s) I am mentoring.

Action steps:

1. We will agree upon and begin a reading program in Christian leadership.
2. We will plan activities which will help him or her grow in leadership and responsibility as well as competence.
3. We will design specific areas of ministry involvement as they relate to this person's gifts, call and strengths.

D. General Guidelines

1. The assignment need not be in narrative form; outlines are fine.
2. The assignment may mix personal growth with professional ministry objectives.
3. If you cannot select realistic current objectives, create a potential setting, but make it as true to life as possible.
4. Don't hesitate to check hunches and ideas with others you trust.

Course Bibliography

(“Top Ten” shown with an asterisk)

- Anderson, Carl R. *Management*. Dubuque, IA: William. C. Brown, 1984.
- Anthony, Michael J. *The Effective Church Board*. Grand Rapids, MI: Baker Book House, 1993.
- Apps, Jerold W. *Ideas for Better Church Meetings*. Minneapolis: Augsburg, 1975.
- Armerding, Hudson T. *The Heart of Godly Leadership*. Wheaton, IL: Crossway Books, 1992.
- Arnold, John and Bert Tompkins. *How to Make the Right Decisions*. Milford, MI: Mott Media, 1982.
- Bennis, Warren. *Why Leaders Can't Lead*. San Francisco: Jossey Bass, 1991.
- Brammer, Lawrence M. *The Helping Relationship*. Englewood Cliffs, NJ: Prentice Hall, 1973.
- Bratckner, Edward B. *The Walk On Water Syndrome*. Waco, TX: Word Books, 1984.
- Buchanan, Paul C. *The Leader and Individual Motivation*. New York: Association, 1964.
- *Callahan, Kennon L. *Effective Church Leadership*. San Francisco: Harper & Row, 1990.
- Cedar, Paul A. *Strength in Servant Leadership*. Waco, TX: Word Books, 1987.
- Clark, Kenneth E. and Miriam Clark. *Choosing to Lead*. Charlotte, NC: Iron Gate Press, 1994.
- Collins, Gary R. *How To Be a People Helper*. Santa Ana, CA.: Vision House, 1976.
- Colson, Charles. *Kingdoms in Conflict*. Grand Rapids, MI: William Morrow/Zondervan, 1987.
- Coppedge, Allan. *The Biblical Principles of Discipleship*. Grand Rapids, MI: Francis Asbury Press, 1989.
- Cousins, Don et al. *Mastering Church Management*. Portland, OR: Multnomah, 1990.
- Deboy, James J. Jr. *Getting Started in Adult Religious Education*. New York: Paulist Press, 1979.
- Drucker, Peter F. *The Effective Executive*. New York: Harper & Row, 1967.
- _____. *The New Realities*. New York: Harper & Row. 1989.
- Dyer, William. *Team Building: Issues and Alternatives*. Reading, MA: Addison Wesley, 1977.
- Engstrom, Ted W. *The Making of a Christian Leader*. Grand Rapids, MI: Zondervan, 1976.

- _____. *The Art of Management for Christian Leaders*. Waco, TX: Word, 1976.
- Engstrom, Ted W. and Edward R. Dayton. *The Christian Executive*. Waco, TX: Word, 1979.
- Finzel, Hans. *The Top Ten Mistakes Leaders Make*. Wheaton, IL: Victor Books, 1994.
- Ford, Leighton. *Transforming Leadership*. Downers Grove, IL: InterVarsity Press, 1991.
- Gangel, Kenneth O. *So You Want To Be a Leader!* Harrisburg, PA: Christian Publications, 1973.
- _____. *The Christian Educator's Handbook on Spiritual Formation*. Wheaton, IL: Victor Books, 1994.
- _____. *Lessons in Leadership from the Bible*. Winona Lake, IN: BMH Books, 1980.
- * _____. *Feeding and Leading*. Wheaton, IL: Victor Books, 1989.
- Gangel, Kenneth O. and Samuel L. Canine. *Communication and Conflict Management*. Nashville, TN: Broadman Press, 1992.
- Gangel, Kenneth O. and James C. Wilhoit. *The Christian Educator's Handbook on Adult Education*. Wheaton, IL: Victor Books, 1993.
- Getz, Gene. *Loving One Another*. Wheaton, IL: Victor, 1979.
- Gilmore, Thomas N. *Making A Leadership Change*. San Francisco: Jossey Bass, 1988.
- Grenz, Arlo. *The Confident Leader*. Nashville: Broadman & Holman, 1994.
- *Habecker, Eugene B. *Rediscovering the Soul of Leadership*. Wheaton, IL: Victor Books, 1996.
- _____. *The Other Side of Leadership*. Wheaton, IL: Victor Books, 1987.
- Henricksen, Walter A. *Disciples Are Made Not Born*. Wheaton, IL: Victor Books, 1988.
- *Hesselbein, Goldsmith and Beckhard, eds. *The Leader of the Future*. San Francisco: Jossey Bass, 1996.
- Howard, J. Grant. *The Trauma of Transparency*. Portland, OR: Multnomah, 1979.
- Johnson, Douglas W. *Empowering Lay Volunteers, Creative Leadership Series*, ed. Lyle Schaller. Nashville: Abingdon, 1991.
- _____. *The Care and Feeding of Volunteers*. Creative Leadership Series, ed. Lyle E. Schaller. Nashville: Abingdon, 1978.
- Koestenbaum, Peter. *Leadership The Inner Side of Greatness*. San Francisco: Jossey Bass, 1991.
- Koivsto, Rex A. *One Lord, One Faith*. Wheaton, IL: Victor Books, 1993.

- *Kouzes, James M. and Barry Z. Posner. *Credibility*. San Francisco: Jossey Bass, 1993.
- *_____. *The Leadership Challenge*. 3rd Edition, San Francisco: Jossey Bass, 2002.
- Leas, Speed. *Leadership and Conflict*. Nashville: Abingdon Press, 1982.
- Leslie, David W. and E.K. Fretwell, Jr. *Wise Moves in Hard Times*. San Francisco: Jossey Bass, 1996.
- Longenecker, Harold L. *Growing Leaders By Design*. Grand Rapids, MI: Kregel, 1995.
- MacArthur, John, Jr. *The Church, the Body of Christ*. Grand Rapids, MI: Zondervan, 1973.
- Madsen, Paul O. *The Person Who Chairs the Meeting*. Valley Forge, PA: Judson, 1973.
- _____. *The Small Church, Valid, Vital, Victorious*. Valley Forge, PA: Judson, 1975.
- *Malphurs, Aubrey. *Maximizing Your Effectiveness*. Grand Rapids, MI: Baker Books, 1995.
- _____. *Pouring New Wine Into Old Wineskins*. Grand Rapids, MI: Baker Books, 1993.
- Maslow, A. H. *Motivation and Personality*. New York: Harper, 1954.
- Mason, David E. *Voluntary Non Profit Enterprise Management*. New York: Plenum Press, 1984.
- McKillip, Jack. *Need Analysis: Tools for the Human Services and Education*. Newbury Park, CA: Sage Publications, 1987.
- *Means, James E. *Leadership in Christian Ministry*. Grand Rapids, MI: Baker Book House, 1989.
- Miller, Calvin. *The Empowered Leader*. Nashville: Broadman & Holman, 1995.
- *Nanus, Burt. *Visionary Leadership*. San Francisco: Jossey Bass, 1992.
- Peters, T. J. and N. Austin. *A Passion For Excellence*. New York: Random House, 1985.
- Pohly, Kenneth. *Transforming the Rough Places: The Ministry of Supervision*. Dayton, OH: Whaleprints, 1993.
- Ratcliffe, Donald and Blake J. Neff. *The Complete Guide to Religious Education Volunteers*. Birmingham, AL: Religious Education Press, 1992.
- Richards, Lawrence O. and Clyde Hoeldtke. *A Theology of Church Leadership*. Grand Rapids, MI: Zondervan, 1980.
- Robinson, Haddon. *Decision Making By the Book*. Wheaton, IL: Victor Books, 1991.

- Rosenbach, William. E. and Robert L. Taylor, eds. *Contemporary Issues in Leadership*. Boulder, CO: Westview Press, 1984.
- Rusbuldt, Richard E., Richard K. Gladden and Norman M. Green, Jr. *Local Church Planning Manual*. Valley Forge, PA: Judson, 1977.
- Sanders, J. Oswald. *Spiritual Leadership*. Rev. ed. Chicago: Moody, 1980.
- Saucy, Robert L. *The Church in God's Program*. Chicago: Moody, 1972.
- Schaller, Lyle E. *The Decision Makers*. Nashville, TN: Abingdon Press, 1974.
- _____. *Effective Church Planning*. Nashville: Abingdon, 1979.
- _____. *Getting Things Done*. Nashville: Abingdon, 1986.
- Schaller, Lyle E. and Charles A. Tidwell. *Creative Church Administration*. Nashville: Abingdon, 1975.
- Schmuck, Richard A. and Philip J. Runkel. *The Handbook of Organization Development*, (4th ed.). Prospect Heights, IL: Waveland Press, 1994.
- Senter, Mark. *Recruiting Volunteers in the Church: Resolve Your Recruiting Hassles*. Wheaton, IL: Victor Books, 1990.
- Smith, Dennis R. and L. Keith Williamson. *Interpersonal Communication*. Dubuque, IA: William C. Brown Publishers, 1977.
- Snyder, Howard A. *The Community of the King*. Downers Grove, IL: InterVarsity, 1977.
- Stabbert, Bruce. *The Team Concept*. Tacoma, WA: Hegg Bros., 1982.
- Stedman, Ray C. *Body Life*. Glendale, CA: Regal, 1977. (Revised and expanded).
- Stevens, R. Paul. *Liberating the Laity: Equipping All the Saints for Ministry*. Downers Grove, IL: InterVarsity, 1985.
- Thompson, Robert R. and Gerald R. Thompson. *Organizing for Accountability*. Wheaton, IL: Harold Shaw Publishers, 1991.
- Tillapaugh, Frank R. *Unleashing the Church*. Ventura, CA: Regal Books, 1982.
- Van Auken, Philip M. *The Well-Managed Ministry*. Wheaton, IL: Victor Books, 1989.
- Ver Straten, Charles A. *How To Start Lay Shepherding Ministries*. Grand Rapids, MI: Baker Book House, 1983.

Walton, Mary. *The Deming Management Method*. New York: Putnam Publishing Group, 1986.

Westing, Harold J. *Multiple Church Staff Handbook*. Grand Rapids, MI: Kregel, 1985.

*Williams, Dennis E. and Kenneth O. Gangel. *Volunteers for Today's Church*. Eugene, OR: Wipf and Stock, 2004.

Wilson, Gerald L. et al. *Interpersonal Growth for Communication*. Dubuque, IA: William C. Brown Publishers, 1985.

Wortley, Judy. *The Recruiting Remedy: Taking the Headache Out of Finding Volunteers*. Elgin, IL: David C. Cook, 1990.