

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, you 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 your present and future ministry, with special attention to interpersonal relations, servanthood, and team building.

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

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.

Course Requirements

1. **Time:** The student must complete the course requirements within a 6-month period unless the particular institution requires the completion of all work within the framework of the semester or quarter. During this time, the student is expected to devote a minimum of 120 hours to the completion of 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%

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)

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