



Church Leadership and Administration

Programmed Syllabus

Kenneth O. Gangel, Ph.D.
Executive Director of Graduate Studies
Toccoa Falls College

INSTITUTE OF
THEOLOGICAL
STUDIES



Updated 2006



Syllabus

Course Description

What is leadership? How do I make effective decisions? How do I motivate those around me? 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

1. The student shall understand the theory and philosophy of leadership in the broad sense.
2. The student shall be able to apply principles of group dynamics and leadership techniques in order that he/she may become a reproductive Christian leader.
3. The student shall develop proper understanding of leadership responsibilities, such as ethics, motivation, planning and administration.
4. The student shall understand the principles of educational administration with special focus on the training of leadership in the local church.
5. The student shall comprehend and implement the spiritual dimension of leadership and administration with respect to spiritual gifts.

Required 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.



Syllabus

Course Requirements

1. 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 Programmed Syllabus). Please insure that the answers are coherent, legible, and properly labeled.

2. 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.

3. 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.



Syllabus

4. ITS Online Interactivity Forum

Participate with other students worldwide in an ongoing asynchronous threaded discussion of two major course topics. Go to www.ITScourses.org/interactivity/ to register for and enter the ITS On-Line Forum. In order to get the fullest benefit from the Forum, complete the assignment **after** you have listened to *all* the lectures. Be sure to return to the forum after finishing the course to see how others respond. Follow these steps to complete the assignment:

- ◆ Post an original answer to each question for your course (75 word min.).
- ◆ Post your response to any previous answer to each question (75 word min.).
- ◆ Submit a document to your proctor that contains the original questions, your postings, and the postings to which you responded.

NOTE: Please read the “Assignment Instructions” in the Forum for details.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

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**, ITS 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:

1. **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.



Syllabus

- a. 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?

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

2. 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:

- a. 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.”

- b. 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?



Syllabus

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.

3. **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:
- a. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
 - b. 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.
 - c. 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.



Syllabus

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.

Revised 10/05

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 tapes and required reading.*

Grading Scale

1.	Recorded Lectures and Study Questions	25%
2.	Collateral Reading	15%
3.	Written Paper.....	25%
4.	ITS Online Interactivity Forum	5%
5.	Spiritual Formation Project	10%
6.	Final Examination	20%

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.

Syllabus

Notes Regarding This Downloaded Syllabus

This downloadable syllabus is not exhaustive. It is designed to provide learners with a picture of the course, not a full outline of the course. Grader Guidelines, Appendixes, Bibliographies, Lecture Outlines, and Review Questions have been removed. The complete course syllabus is included with purchase of the course in either a digital or hard-copy format.

Likewise, individuals taking the class for credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to alter or change the syllabus as deemed necessary.