



Advanced Leadership and Administration

Syllabus

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Syllabus

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. (This advanced course is built on ITS course *CE501 Church Leadership and Administration*.)

Course Objectives

Upon completion of this course you should:

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

Course Texts

1. **Required Reading:**

Anthony, Michael J. *The Effective Church Board*. Grand Rapids, MI: Baker Books, 1993. **(Only available through ITS)**

Cousins, Don, Leith Anderson and Arthur DeKruyter. *Mastering Church Management*. Portland: Multnomah Press, 1990. **(Only available through ITS)**

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.



Syllabus

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.

2. Collateral Reading

Select two additional books from the select bibliography. Look for those that best complement your present strengths or help shore up known weaknesses.

COLLABORATIVE LEARNING

Whether you sit in a traditional classroom or study from a distance, you will benefit from interaction, collaboration, and spiritual formation (ATS schools, note Standards 3.2.1.3; 10,3,3,3; 10.3.4.3). In order to meet this need in distance theological education, ITS is developing structures and resources to encourage spiritual formation and community interaction in our courses. In this course, we have included three collaborative learning features:

1. ITS Online Interactivity Forum (see course requirements) – fosters peer-to-peer interaction in a global, threaded discussion (required for all students)
2. Spiritual Formation Project (see course requirements) – fosters mentor-to-learner interaction in a mentor-guided reflection, discussion and application (required for all students)
3. Learning Community Assignments (see end of syllabus) – fosters peer-to-peer collaboration in a group approach to assignments (optional but recommended where possible)

Go to www.ITScourses.org/interactivity/ for the most up-to-date ITS resources.

Course Requirements

General Requirements:

In order to receive two semester (or three quarter) hours credit for the course, you must complete the course requirements within a one-year period unless the particular institution requires the completion of all the work within the framework of its semester or quarter. During this time, you are expected to devote a minimum of 100 hours to the completion of the course including listening to the 24 recorded lectures, doing the assigned readings mentioned above, answering all questions in the *Learning Guide* which accompanies the lectures, completing the project and the research paper.

Specific Requirements:

1. **Reading:** You must complete **all** the required readings.



Syllabus

- 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 (500-600 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" sheet, indicating the title of the book, author, publisher, date of publication and pages read.

2. Study Questions

Each taped 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.

3. 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.

4. Long-Range Planning Project

Design a three-year plan to improve leadership in a team ministry (see pp. **Error! Bookmark not defined.**ff for details). Like the research paper, this project should **not** be undertaken until you have completed all readings and lectures.

5. 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 a previous answer given to each question (75 word min.).



Syllabus

- ◆ 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.

6. 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 at the end of the course. 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.
 - 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?
 - Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: **approximately three pages**)
 - 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:



Syllabus

- 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.

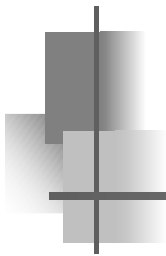
NOTE: **Identify your mentor early in the course**, and give him/her the page entitled “Guidelines for Mentors.”

- 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?

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?



Syllabus

- ◆ 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.

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Course Grading

Required Texts and Additional Reading Report	10%
Collateral Reading (Analyses, 5% each)	10%
Study questions.....	30%
Research paper	20%
Long-range planning project.....	15%
ITS Online Interactivity Forum.....	5%
Spiritual Formation Project	10%
Total:.....	100%

Note: There is no examination for this course.



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.