DE 5710: Church Leadership and Administration

3 Semester Hours

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10/1/2012 NOTE:

DE 5710 participants who registered for the previous version of this course may elect to complete the revised course by notifying Jon Kimmel in the DE Office. While the lectures, readings, and study questions remain the same; changes have been made in the assembling of the Syllabus and Study Guide to contain all written materials in one place, in the course requirements adjusting the percentages for each area, increasing the amount of collateral reading and requiring an annotated bibliography, revising the objectives of the final paper content, removing the final exam requirement, and updating the Course Bibliography.
DE 5710  Church Leadership and Administration: Course Syllabus

I. Course Description

A course designed to develop leadership potential in students and to give them a familiarity with the various elements of the administrative process, including: goal setting and achieving, organization, delegation, human relations, group dynamics, supervision and the training of other leaders. Though the principles are universal, the focus of the course is the local church.

II. Course Objectives

A. The student shall understand the theory and philosophy of leadership in the broad sense.

B. 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.

C. The student shall develop proper understanding of leadership responsibilities, such as ethics, motivation, planning and administration.

D. The student shall understand the principles of educational administration with special focus on the training of leadership in the local church.

E. The student shall comprehend and implement the spiritual dimension of leadership and administration with respect to spiritual gifts.

III. Course Materials and Texts


NOTE: The required text of 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.

IV. Course Requirements

A. Lectures, Text Reading and Study Questions – 25% of Final Course Grade

The student is expected to listen to the recorded audio lectures and complete the assigned reading for each of the 24 lessons. Following the lectures and reading, study questions found in the Study
Guide and are based on the lectures and readings. They are to be completed and submitted in
TriNet. Answers are to be complete, coherent and clearly labeled.

B. TriNet Interaction – 10% of Final Course Grade

Submission of the Study Questions on a regular and consistent basis allows the course facilitator
to make comments on the submissions, and encourage reflection and thoughtful response by the
student as the course progresses. At times, discussion questions may be provided for comment
and further interaction. Regular Study Question submission, and other interactions as directed by
the facilitator are necessary to receive full credit in this area.

C. Collateral Reading – 30% of Final Grade

In addition to the required texts, participants are required to read 700 pages from books listed on
the Course Bibliography. Upon completion an annotated bibliography is to be submitted listing
the complete bibliographic information of the volume, a three to four sentence summary of the
volume including its thesis with the page number referenced, and a three to four sentence
leadership critique of the volume. Note: Collateral reading must include Nouwen’s volume if
you have not previously read it: Nouwen, Henri. In the Name of Jesus: Reflections on Christian
0824512596).

D. Written Paper – 35% of Final Course Grade

An 8-10 page leadership research paper is required to be developed using course materials, and
further bibliographic resources as needed. The paper should first explore leadership from a
biblical perspective citing biblical references as needed; second, define and describe the
uniqueness of Christian leadership; and third, speak to the impact of biblical Christian leadership
in the shaping of Church Administration.

The paper should contain an introduction, body and conclusion; references as appropriate, and a
complete bibliography. The TIU Style and Format Guide should be followed which can be
obtained from the DE Resources area of TriNet.

V. 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 lectures.
The appendix to the syllabus contains a glossary of these leadership terms.

VI. Use of the Course Study Guide

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 arranged with the material in the 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.
Lecture I

THE CHURCH AS THE CONTEXT FOR LEADERSHIP

I. EXHORTATION: MATTHEW 28:16-20
   A. Evangelizing
   B. Converting
   C. Congregating
   D. Instructing
   E. Discipling

II. EXAMPLE: ACTS 2:42-47
    A. Balance between pre-evangelism and evangelism
    B. Balance between faith and repentance
    C. Balance between converting and congregating
    D. Balance between internal results and external results
    E. Balance between gospel preaching and social service

III. EXPLANATION: EPHESIANS 4:1-16
     A. Unity-in-diversity
     B. Gifted leadership
     C. Involved laity
     D. Spiritual maturity
     E. Mutual edification
Lecture II

TEACHING A BIBLICAL VIEW OF LEADERSHIP

I. OLD TESTAMENT MODELS
   A. Joseph
   B. Moses
   C. David
   D. Solomon
   E. Nehemiah

II. NEW TESTAMENT MODELS
   A. Peter
   B. James
   C. Paul
   D. Timothy

III. EXAMPLE OF JESUS
   A. Servant attitude
   B. Sacrificial spirit
   C. Sharing ministry

IV. TEACHING OF JESUS
   A. To the disciples
   B. To the antagonists
   C. To the crowds
Lecture Outlines

V. NEW TESTAMENT DIDACTIVE PORTIONS
   A. Spiritual gifts of I Corinthians 12
   B. Images of II Timothy 2
   C. Words in key passages

Lecture III
LEADERSHIP BEHAVIOR: THREE BIBLICAL MODELS

I. CLIMATE FOR BIBLICAL LEADERSHIP
   A. A solid organization foundation
   B. A team of qualified leaders
   C. A commitment to in-depth teaching
   D. A concern for wider social issues

II. CHARACTERISTICS OF BIBLICAL LEADERSHIP
   A. Encouragement – Barnabas (Acts 11:22-24)
   C. Exhortation – Silas (Acts 15:30-35)

III. CONTROVERSY IN BIBLICAL LEADERSHIP
   A. Representative democracy
   B. Participatory decision making
   C. Gracious tolerance of differences
   D. Protection of integrity

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Lecture Outlines

Lecture IV

WHAT IS LEADERSHIP?

I. THREE STYLES
   A. Autocratic
   B. Free-rein
   C. Participatory

II. THREE COMPONENTS
   A. Person
   B. Group
   C. Situation

III. THREE TERMS
   A. Leader
   B. Administrator
   C. Manager

IV. THREE DISTORTIONS
   A. Success syndrome
   B. Compulsion to imitate
   C. Obsession with bigness

V. THREE MYTHS
   A. “Leaders are born, not made”
   B. “Manipulation is desirable toward spiritual goals”
   C. “Nepotism is acceptable in the church”
Lecture Outlines

Lecture V

HOW IS CHURCH LEADERSHIP DIFFERENT?

I. ORGANIZATION OR ORGANISM?
   A. Definition
   B. Interpretation
   C. Application

II. NOMOTHETIC OR IDIOGRAPHIC?
   A. Definition
   B. Interpretation
   C. Application

III. PROGRAM OR PEOPLE?
   A. Definition
   B. Interpretation
   C. Application

IV. CENTRALIZATION OR DECENTRALIZATION?
   A. Definition
   B. Interpretation
   C. Application

Lecture VI

WHAT IS ADMINISTRATION?

I. BIBLICAL FOUNDATIONS
Lecture Outlines

A. Textual basis for the gift of administration
B. Theological implications of the gift of administration
C. Practical considerations regarding the gift of administration

II. HISTORICAL REVIEW
   A. 1900-1925: the era of Scientific Management
   B. 1925-1950: the era of Human Relations
   C. 1950-present: the era of Administrative Science

III. INSTITUTIONAL PROCESS
   A. Functions of administrative practice
   B. Fascination of administrative profile
   C. Frustration of administration pitfalls

Lecture VII

ORGANIZING YOURSELF AND YOUR TASKS

I. GUIDELINES FOR ORGANIZATION
   A. Not an end in itself
   B. Should always grow out of a need
   C. Progress depends on decentralization
   D. Flexibility is essential
   E. Participatory democracy desirable
   F. Proper records and reports

II. COMPONENTS OF THE ORGANIZING TASK
Lecture Outlines

A. Line-staff relationships
B. Span of control
C. Job descriptions
D. Channels of communication

III. PERSONAL APPLICATION OF ORGANIZATION
A. Learn to say "no"
B. Control your phone
C. Organize your work area
D. Use proper equipment
E. Order a large wastebasket
F. File properly
G. Handle mail adequately
H. Delegate whenever possible

Lecture VIII

SETTING AND ACHIEVING GOALS

I. GOAL ACHIEVEMENT AND ORGANIZATION
A. What will goal orientation do for you?
B. How can you tell if your institution is goal-oriented or problem-oriented?
C. How can a problem-oriented organization be “turned around”?

II. GOAL ACHIEVEMENT AND JOB CONTROL
Lecture Outlines

A. How to get control of your job
B. How to manage your boss
C. How to prioritize your objectives

IV. GOAL ACHIEVEMENT AND TIME MANAGEMENT
A. How to analyze your activities
B. How to identify wasted time
C. How to utilize your time more efficiently

Lecture IX

RELATING TO SUPERIORS AND SUBORDINATES

I. WHY ARE HUMAN RELATIONS PROBLEMS OFTEN MORE DIFFICULT IN THE CHRISTIAN ORGANIZATION?
A. Because of unrealistic expectations
B. Because of Satan’s overtime activity
C. Because of ignorance of managerial processes
D. Because the expectations are greater on both sides of the man-in-organization conflict

II. WHAT ARE THE ROADBLOCKS TO POSITIVE HUMAN RELATIONS?
A. The word we use
B. Ineffective non-verbal communication
C. Hiding mechanisms
D. Improper concepts of motivation
Lecture Outlines

III. HOW CAN WE BUILD BETTER HUMAN RELATIONS INTO OUR LEADERSHIP STYLES?
   A. Understand the conflict model analysis of an organization
   B. Maximize the creative and positive values of interpersonal conflict
   C. Develop an idiographic leadership style

Lecture X

CONTROL AS A LEADERSHIP FUNCTION

I. WHAT IS A SPIRITUAL VIEW OF CONTROL?
   A. Three types of discipline
   B. Three types of control
   C. Three types of leaders

II. HOW CAN YOU KNOW WHEN YOU HAVE JOB CONTROL?
   A. Adequate grasp of goals
   B. Adequate equipment
   C. Adequate personnel resources
   D. Adequate time
   E. Adequate confidence

III. WHY USE A SYSTEMS APPROACH TO CONTROL?
   A. Zero-based budgeting and programming
Lecture Outlines

B. Elimination of blockades
C. Alertness to wrong drift
D. Perception of trends and issues
E. Willingness to introduce change

Lecture XI
MOTIVATING YOURSELF AND OTHERS

I. LEVELS OF MOTIVATION - INVOLUNTARY TO VOLUNTARY

II. BLOCKADES TO EFFECTIVE MOTIVATION
   A. Low self-concept
   B. Past failure
   C. Complacency
   D. Negative habit to patterns
   E. Low achievement drive

III. LOYALTY AND MOTIVATION
   A. Loyalty in its historic pattern
   B. Loyalty in a modern sense
   C. Herzberg’s motivation-hygiene theory

Lecture XII
THE PROCESS OF CHANGE

I. GUIDELINES FOR UNDERSTANDING CHANGE

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Lecture Outlines

A. Change nothing major the first year
B. Changing people is more important than changing things
C. Change begins at the point of greatest control
D. Change is facilitated by wide participation in its planning
E. Change is directly related to the maturity of the group
F. Change begins at the point of the most predictable results

II. PROCESS OF IMPLEMENTING CHANGE
A. Planning stage
B. Announcement stage
C. Resistance stage

III. COMPLEXITIES OF ATTITUDINAL CHANGE
A. Basic presuppositions of human behavior
B. Axiology and the psychology of change
C. Facilitating attitudinal change

Lecture XIII

MAKING EFFECTIVE DECISIONS

1. CAUSES OF INEFFECTIVE DECISION MAKING
A. Lack of clear-cut objectives
B. Insecurity of position or authority
C. Lack of information
Lecture Outlines

D. Fear of change

II. DECISION MAKING AS A PROBLEM SOLVING PROCESS
   A. Orientation to the situation
   B. Identification of key facts
   C. Identification of major problems
   D. Proposal of possible causes and isolation on one
   E. Listing of probable solutions
   F. Testing, selection and application of best solution
   G. Evaluation of the decision

III. COMMON QUESTIONS ASKED ABOUT MANAGERIAL DECISION MAKING
   A. What are the characteristics of a good decision?
   B. What is the difference between vertical and lateral thinking?
   C. When should an announced decision be changed?
   D. How effective is group decision making?

Lecture XIV

DELEGATION: KEY TO SURVIVAL

I. PATTERN OF DELEGATION
   A. Delegation does not come naturally
   B. Delegation is essential for survival
Lecture Outlines

C. Delegation is a biblical technique
D. Delegation does not abrogate accountability
E. Delegation should be practiced with qualified people
F. Delegation requires a span of control
G. Delegation results in a harmonious organization

II. PURPOSES OF DELEGATION
   A. Survival
   B. Training
   C. Perpetuation

III. PROCESS OF DELEGATION
   A. Why should leaders delegate?
   B. Why do some leaders fail to delegate?
   C. What can be delegated and what cannot?
   D. What types of delegation can be identified?

IV. PRINCIPLES OF DELEGATION
   A. Exhibit confidence
   B. Define expectations
   C. Reinforce satisfactory results
   D. Provide all necessary resources
   E. Delegate to qualified people
   F. Establish controls
   G. Provide for adequate reporting
Lecture Outlines

Lecture XV

SUPERVISING WORKERS

I. UNDERSTANDING SUPERVISORY PRINCIPLES
   A. Personal attitude
   B. Impartiality
   C. Clear-cut goals
   D. Job clarification
   E. Responsibility
   F. Communication
   G. Control
   H. Training

II. IMPLEMENTING MANAGERIAL TOOLS
   A. Organizational chart
   B. Job description
   C. Periodic reports
   D. Measuring goal achievement
   E. Evaluation procedures

III. HANDLING CRITICAL SUBORDINATES
   A. Types of criticism
   B. Sources of criticism
   C. Reaction to criticism

IV. DEALING WITH INTERPERSONAL CONFLICT

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A. Identify the source
B. Provide a loving climate for discussion
C. Realize conflict is normal
D. Offer comfort or counsel when appropriate
E. Aim for reconciliation

Lecture XVI

LONG RANGE PLANNING

I. PRINCIPLES OF THE PLANNING PROCESS
   A. An investment not an expenditure
   B. Careful attention to immediate choices
   C. Cyclically based on evaluation
   D. Acting objectively toward goal realization
   E. Ratio of planning to happening
   F. Specificity increases as event draws near
   G. Maximum participation
   H. Effort in relation to results

II. TOOLS OF THE PLANNING PROCESS
    A. Three calendars
    B. Management by objectives
    C. Program evaluation and review technique
    D. Activity analysis chart
Lecture Outlines

E. Thinking time apportionment

III. STAGES OF THE PLANNING PROCESS
   A. Initial intent
   B. Analysis and prediction
   C. Tentative goals
   D. Feasibility evaluation
   E. Final goals

Lecture XVII

ORGANIZATIONAL COMMUNICATIONS

I. REVIEWING BASIC COMMUNICATION THEORY
   A. Receiver
   B. Sender
   C. Feedback
   D. Message

II. UNDERSTANDING HOW INTRA-ORGANIZATIONAL COMMUNICATION TAKES PLACE
   A. How does a subordinate communicate with a supervisor?
   B. Ten breakdowns in the process
   C. Perpetual skills of corporate managers
   D. Divorce patterns of intra-organization communication
Lecture Outlines

III. LEARNING TO COMMUNICATE ACCURATELY AND ADEQUATELY
   A. How to avoid podium panic
   B. How to say what you mean
   C. How to listen effectively

Lecture XVIII

CONDUCTING BUSINESS MEETINGS

I. FIVE DEADLY SINS OF PLANNING
   A. Ambiguous on aims
   B. Confused on format
   C. Unclear on budget
   D. Indefinite on responsibility
   E. Unstable on decision-making authority

II. THE AGENDA AND HOW TO PREPARE IT
   A. Who prepares it?
   B. Who receives it?
   C. What does it include?

III. CLUES TO SUCCESSFUL MEETING CONDUCT
   A. Visual communication
   B. Openness and verbal responsibility
   C. Comfortable physical surroundings
   D. Advance preparation by members

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Lecture Outlines

E. Competent and courteous flow of issues

IV. MINUTES—THE RECORD OF YOUR COMPETENCE
   A. Time-saving code
   B. Wording of business action
   C. Numbering system
   D. Accuracy of account

Lecture XIX

EVALUATION AS A LEADERSHIP TOOL

I. ESTABLISH A PERSON-CENTERED CLIMATE
   A. Achievement as end
   B. Accessibility as means
   C. Acceptance as pattern

II. EXAMINE CRUCIAL AREAS
   A. Call
   B. Faithfulness/dedication
   C. Competence
   D. Relationships
   E. Productivity

III. EVALUATE WITH VARIOUS MEASURES
   A. Self-evaluation
   B. Supervisor’s observation
Lecture Outlines

C. Personal interview
D. Group questionnaire

IV. EMPHASIZE PERSONAL FOLLOW-UP
   A. Job before person
   B. Asking before telling
   C. Listening before talking
   D. Performance before personal feelings
   E. Strengths before weaknesses

Lecture XX

QUALITY CONTROL IN LEADERSHIP

I. WHAT IS THE REALLY EFFECTIVE EXECUTIVE LIKE?
   A. The effective executive makes sure people are where they belong
   B. The effective executive functions as himself
   C. The effective executive thinks through relationships
   D. The effective executive is not afraid of conflict
   E. The effective executive has control of his job

II. HOW CAN WE BE ACCOUNTABLE LEADERS?
   A. Three kinds of accountability
   B. Three rules for setting accountability
   C. Three ways to follow up on accountability
Lecture Outlines

III. HOW DOES SELF EVALUATION CONTRIBUTE TO QUALITY CONTROL?
   A. Measuring leadership style
   B. Changing leadership style
   C. Adapting leadership style to groups and situations

Lecture XXI

UNDERSTANDING SPIRITUAL LEADERSHIP

I. CHRISTIAN LEADERSHIP IS BASED ON SPIRITUALITY BY DEFINITION
   A. What is spirituality?
   B. What is the link between spirituality and maturity?
   C. What are the key New Testament texts treating this issue?

II. CHRISTIAN LEADERSHIP IS BASED ON SPIRITUALITY BY GIFT
   A. Spiritual leadership is meekness
   B. Spiritual leadership is membership
   C. Spiritual leadership is ministry

III. CHRISTIAN LEADERSHIP IS BASED ON SPIRITUALITY BY MODEL
   A. People who have it, know it
   B. People who have it also have greater responsibility
   C. People who have it can lose it
Lecture Outlines

Lecture XXII

SPIRITUAL LEADERSHIP AND THE SUCCESS SYNDROME

I. FOUR COMMON AXIOMS OF WORLDLY SUCCESS
   A. The better you look
   B. The smarter you are
   C. The more productive you are
   D. The closer you are to society's ideal

II. FOUR EXAMPLES OF WORLDLY SUCCESS SYNDROME IN THE CHURCH
   A. Size of ministry
   B. Visibility of leadership
   C. Prestige of position
   D. Remuneration for services

III. FOUR BIBLICAL ANSWERS TO THE DILEMMA
    A. Biblical values are counter-cultural
    B. Biblical heroes were worldly failures
    C. Biblical criteria for success are a joke to the world
    D. Biblical faith transcends temporal applause

Lecture XXIII

KEEPING YOUR BALANCE ON THE LEADERSHIP LADDER

I. THE SIGNIFICANCE OF MINISTRY
Lecture Outlines

A. The place of ministry (Luke 5:12a)
B. The person of ministry (Luke 5:12b)
C. The procedure of ministry (Luke 5:13,14)

II. THE SIGNIFICANCE OF MEDITATION
   A. The dilemma of popularity (Luke 5:13)
   B. The problem of pressure
   C. The necessity of privacy (Luke 5:16)
   D. The requirement of prayer
   E. The issue of priorities

Lecture XXIV

TRAINING OTHER LEADERS

I. DETERMINING STANDARDS
   A. Spiritual maturity
   B. Leadership skills
   C. Learning potential
   D. Cooperative attitude

II. RECRUITING PERSONNEL
   A. Recognize gifts and interests
   B. Elevate the opportunity
   C. Specify persons, tasks and time
   D. Detail the responsibilities
Lecture Outlines

III. TRAINING RECRUITS
   A. Content of training program
   B. Time of training program
   C. Term of training program
   D. Result of training program

IV. STUDYING MODELS
   A. Moses and Joshua
   B. Eli and Samuel
   C. Elijah and Elisha
   D. Jesus and the Twelve
DE 5710: Lecture Bibliography


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DE 5710: 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 makeup 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 determines the way he treats them.

**Viscosity** - The group's acting as a unit, working together toward group goals.
LESSONS 1-24 LECTURE AND READING STUDY QUESTIONS

LESSON 1: The Church as the Context for Leadership

Listen to Lecture 1

Lecture Questions:

1. What is the difference between the universal church and the local church?
2. What do we mean by “congregating” new converts?
3. What New Testament passage speaks about the internal results of a healthy church leading to external results in evangelism?
4. How is the church like a body, particularly with respect to its unity-in-diversity?
5. How does a congregation achieve and practice mutual edification?

Read: Chapter 1, Feeding and Leading

Reading Questions:

1. Discuss (explain) the statement (p. 16), "A goal needs a plan to make it work."
2. Why is the average tenure of assistant pastors so short?
3. Review the six principles offered by Kirk regarding the evils of clericalism. How would you change the list?
4. As the text suggests, find a slot in Figure 1 for Pastor Petroff and describe the kind of associate he needs.

Submit written responses on TriNet.

LESSON 2: Teaching a Biblical View of Leadership

Listen to Lecture 2

Lecture Questions:

1. Mention several ways in which Joseph serves as a positive model of leadership.
2. In addition to the names identified in the outline, mention several other New Testament models of leadership.
3. Suggest at least one key passage in which the servant attitude of Jesus is displayed.
4. What is the significance of Luke 22 in developing a Christian view of leadership?
5. What is a spiritual gift and how does it relate to Christian leadership?

Read: Chapter 2, Feeding and Leading

Reading Questions:

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.

Submit written responses on TriNet.

LESSON 3: Leadership Behavior: The Biblical Models

Listen to Lecture 3

Lecture Questions:
1. What does Acts 11 tell us about the commitment to teaching in the Antioch church?
2. In what specific way did the church respond to the social implications of the gospel?
3. Under what circumstances did Silas minister to the church at Antioch?
4. From studying the argument regarding Gentile salvation, what can be learned regarding modern-day church leadership?
5. How did the church at Jerusalem extend itself to protect its integrity?

Read: Chapters 8-11, Transforming Leadership

Reading Questions:
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?

Submit written responses on TriNet.

LESSON 4: What is Leadership?

Listen to Lecture 4

Lecture Questions:
1. Describe the difference in the three styles of leadership.
2. What is “situational leadership?”
3. What is the difference between administration and management?
4. How is the “success syndrome” a distortion of biblical leadership?
5. What is nepotism and why is it wrong?

Read: Chapter 3, Feeding and Leading

Reading Questions:
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?

Submit written responses on TriNet.

LESSON 5: How is Church Leadership Different?

Listen to Lecture 5

Lecture Questions:

1. Why is it correct to say that the church is both organization and organism?
2. What is nomothetic leadership?
3. What is idiographic leadership?
4. How can a church focus on people instead of on program?
5. What is decentralization and why is it good?

Read: Chapters 1-4, Transforming Leadership

Reading Questions:

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."

Submit written responses on TriNet.

LESSON 6: What is Administration?

Listen to Lecture 6

Lecture Questions:

1. What is the key verse for an understanding of the gift of administration?
2. Briefly state the basic emphasis during the era of scientific management.
3. Briefly state the basic emphasis during the era of human relations.
4. Briefly state the basic emphasis during the era of administrative science.
5. Identify four functions of administration using the acronym PLOD.

Read: Chapter 7, Feeding and Leading
Reading Questions:
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?

Submit written responses on TriNet.

LESSON 7: Organizing Yourself and Your Tasks

Listen to Lecture 7

Lecture Questions:
1. Expand the statement, “organization should always grow out of a need.”
2. Identify at least one biblical passage supporting the idea that participatory democracy is a desirable principle of organization.
3. What do we mean by line-staff relationships?
4. What do we mean by “span of control?”
5. What is a job description?

Read: Chapter 4, Feeding and Leading

Reading Questions:
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.

Submit written responses on TriNet.

LESSON 8: Setting and Achieving Goals

Listen to Lecture 8

Lecture Questions:
1. What is the difference between goal orientation and problem orientation?
2. How does one “prioritize objectives?”
3. Why is it important for a Christian organization to have clear-cut goals?
4. How do goals relate to long-range planning?
5. How do goals relate to time management?

**Read:** Chapter 5, *Feeding and Leading*

**Reading Questions:**

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.

**Submit written responses on TriNet.**

**LESSON 9: Relating to Superiors and Subordinates**

**Listen to Lecture 9**

**Lecture Questions:**

1. Why do some people have unrealistic expectations of work conditions in the church or other Christian organizations?
2. How does an ignorance of managerial process contribute to human relations problems in an organization?
3. How can non-verbal communication be a roadblock to positive human relations?
4. In what way can conflict be positive?
5. How do improper concepts of motivation hinder human relations?

**Read:** Chapter 13, *Feeding and Leading*

**Reading Questions:**

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.

**Submit written response on TriNet.**

**LESSON 10: Control as a Leadership Function**
**Listen to Lecture 10**

**Lecture Questions:**

1. Identify the three types of discipline discussed in lecture.
2. What specifically is “job control?”
3. How can one develop adequate confidence to carry out his job?
4. What is zero-based budgeting?
5. What is zero-based programming?

**Read:** Chapter 15, *Feeding and Leading*

**Reading Questions:**

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.

**Submit written responses on TriNet.**

**LESSON 11: Motivating Yourself and Others**

**Listen to Lecture 11**

**Lecture Questions:**

1. How does past failure hinder effective motivation?
2. What is a negative habit pattern?
3. On what is the historical view of loyalty based?
4. Describe a more modern understanding of loyalty.
5. Identify the five levels of Maslow’s hierarchy of human needs.

**Read:** Chapter 10, *Feeding and Leading*

**Reading Questions:**

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?

**Submit written responses on TriNet.**

**LESSON 12: The Process of Change**

**Listen to Lecture 12**
Lecture Questions:
1. What does it mean that change begins at the point of greatest control?
2. Why is it desirable to have wide participation in the planning of change?
3. When implementing change, what are the components of the announcement stage?
4. How does an understanding of human behavior help the leader bring about change?
5. Name at least four ways in which attitudinal change is advanced.

Read: Chapter 9, Feeding and Leading

Reading Questions:
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.

Submit written responses on TriNet.

LESSON 13: Making Effective Decisions

Listen to Lecture 13

Lecture Questions:
1. How can fuzzy objective hinder effective decision-making?
2. In what way is decision-making like problem-solving?
3. What are the characteristics of a good decision?
4. Under what circumstances should an announced decision be changed?
5. Why is group decision-making a valid process?

Read: Chapter 12, Feeding and Leading

Reading Questions:
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?

Submit written responses on TriNet.

LESSON 14: Delegation: Key to Survival

Listen to Lecture 14

Lecture Questions:
1. What is the key biblical passage dealing with the leadership task of delegation?
2. What do we mean when we say “delegation does not abrogate accountability?”
3. How does span of control relate to delegation?
4. Why do some leaders fail to delegate?
5. How can we cut the failure route in the process of delegation?

Read: Chapter 11, Feeding and Leading

Reading Questions:

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.

Submit written responses on TriNet.

LESSON 15: Supervising Workers

Listen to Lecture 15

Lecture Questions:

1. In what way is job clarification a supervisory principle?
2. How does an organizational chart relate to the process of supervision?
3. Name the various types of criticism.
4. How should the Christian leader react to criticism?
5. What is the key New Testament passage on reconciliation?

Read: Chapter 16, Feeding and Leading

Reading Questions:

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?

Submit written responses on TriNet.

LESSON 16: Long Range Planning

Listen to Lecture 16
**Lecture Questions:**

1. How is planning cyclically based on evaluation?
2. Give an illustration of how specificity in planning must increase as an event draws nearer.
3. What is MBO?
4. Suggest the general principle related to long-range planning and the apportionment of thinking time in an organization.
5. In the planning process, what is feasibility evaluation?

**Read:** Chapter 6, *Feeding and Leading*

**Reading Questions:**

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?

Submit written responses on TriNet.

**LESSON 17: Organizational Communications**

**Listen to Lecture 17**

**Lecture Questions:**

1. In the communication process, what is “feedback?”
2. What should a supervisor do to encourage communication from the subordinates?
3. How do perceptual skills relate to the communications process?
4. What is “podium panic” and how can it be avoided?
5. Suggest several keys to effective listening.

**Read:** Chapter 14, *Feeding and Leading*

**Reading Questions:**

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?

Submit written responses on TriNet.

**LESSON 18: Conducting Business Meetings**
Listen to Lecture 18

Lecture Questions:
1. Describe the bingo method of agenda preparation.
2. Describe the hopscotch method of agenda preparation.
3. How can we get board and committee members to prepare for a meeting?
4. Explain the time-saving code to the preparation of business meeting minutes.
5. How can meeting minutes actually become a motivational tool?

Read: Chapter 18, Feeding and Leading

Reading Questions:
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.

Submit written response on TriNet.

LESSON 19: Evaluation as a Leadership Tool

Listen to Lecture 19

Lecture Questions:
1. How can we establish a person-centered climate for evaluation?
2. How can the leader assess important but subjective areas, such as one’s “call” to service?
3. How can group questionnaires be used in the evaluation process?
4. Explain the “asking before telling” approach to personal follow-up.
5. How can the leader emphasize strengths instead of weaknesses?

Read: Chapter 19, Feeding and Leading

Reading Questions:
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?

Submit written responses on TriNet.

LESSON 20: Quality Control in Leadership

Listen to Lecture 20

Lecture Questions:

1. Discuss the statement, “the effective executive makes sure people are where they belong.”
2. Why is the effective leader not afraid of conflict?
3. How does II Corinthians 3 relate to leadership behavior?
4. What does the issue of security or insecurity have to do with leadership?
5. Why does the effective leader carefully think through relationships?

Reading Questions:

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?

Submit written responses on TriNet.

LESSON 21: Understanding Spiritual Leadership

Listen to Lecture 21

Lecture Questions:

1. What is spirituality?
2. What are the key New Testament texts treating the issue of spirituality?
3. Define meekness.
4. What do we mean by “spiritual leadership in membership?”
5. Discuss the centrality of Romans 12 to the whole issue of spiritual leadership.

Reading Questions:

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.

Submit written responses on TriNet.

LESSON 22: Spiritual Leadership and the Success Syndrome

Listen to Lecture 22

Lecture Questions:

1. Why do worldly axioms of success seem to be stumbling blocks for the church?
2. How is prestige of position an example of the worldly success syndrome in the church?
3. Discuss how biblical values are counter-cultural.
4. Give at least two examples of biblical heroes who were worldly failures in their time.
5. Why are biblical criteria for success a joke to the world?

Read: Chapter 8, Feeding and Leading

Reading Questions:

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?

Submit written responses on TriNet.

LESSON 23: Keeping Your Balance on the Leadership Ladder

Listen to Lecture 23

Lecture Questions:

1. Why is Luke 5 an especially appropriate passage for Christian leaders?
2. Discuss the problem of pressure both for Jesus and Christian leaders in the late twentieth century.
3. Why is privacy and quiet essential for effective leadership?
4. What is meditation and how does it relate to keeping one’s balance on the leadership ladder?
5. What priorities does Jesus show in this passage?

Read: Chapter 17, Feeding and Leading

Reading Questions:

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?

Submit written responses on TriNet.

LESSON 24: Training Other Leaders

Listen to Lecture 24

Lecture Questions:

1. Discuss the standard of spiritual maturity in training other leaders.
2. How can one assess the spiritual gifts of others?
3. What does it mean to say “specific persons, tasks and time?”
4. What goals should a church set in its leadership training program?
5. Discuss Elijah and Elisha as models in the leadership training program.

Read: Chapter 20, Feeding and Leading

Reading Questions:

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"?

Submit written responses on TriNet.
DE 5710: Course Bibliography


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