



15800 Calvary Rd.
Kansas City, MO 64147

Syllabus

Course: MS322-D & DN Administrative Process

Credit: 3 hours

Semester: Spring 2023, Cycle 5, 3/13-5/5

Time: Tentative 1:00pm-2:30pm, Tuesday & Thursday. Location: E. Ed 105

Instructor: Allen Prodoehl

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DESCRIPTION

A course designed to train the student in the application of group dynamics and leadership training used in enlisting, training, and supervising staff and volunteers in local church ministries. Included are studies in organization, human relations, management, and counseling.

** This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

OBJECTIVES

A. General competencies to be achieved. The student will:

1. Acquire an understanding of the biblical basis for leadership and administration. (PLO 1,2) (Assignments A, B,C, D, E)
2. Develop a greater understanding of leadership roles and responsibilities. (PLO 2,3,4) (Assignments A, B, C)
3. Begin to develop a personal philosophy of leadership and administration. (PLO 2,4) (Assignments A, B, C, D, E)

Our Mission: "prepare Christians to live and serve in the church and in the world according to the Biblical worldview"

B. Specific competencies to be achieved. The student will:

1. Prepare a detailed Leadership plan and philosophy for ministry and work. (PLO 2, 5) (Assignment E)
2. Gain experience in solving organizational problems by applying principles of organization and administration. (PLO 3, 4, 5) (Assignment D, E)
3. Acquire a knowledge of the qualifications and qualities of an effective leader. (PLO 1, 2, 3, 4, 5) (Assignments A, C, D, E)

REQUIREMENTS- Assignment due dates will be posted in canvas.

A. Reading/Reporting (15%)

B. A Christian Philosophy of Leadership and Administration (25%)

A paper containing at least 6 pages, with 3 sources, addressing various aspects of leadership and administration from a biblical and practical perspective.

C. Interviews (5%)

Interview four Christian leaders. Ask them to identify three administrative process problems that leaders frequently encounter. Ask them for advice regarding what you can do to prepare yourself to be an effective Christian leader. The results of these interviews must be reported, summarized, and interpreted in a typewritten report. Include a paragraph telling what you learned from doing these four interviews?

D. Administrative Process Class Project (20%)

Each student will have an opportunity to actively lead the class in an area from an organizational viewpoint. Areas of focus will be: the interview process, developing group plans within the class organization, planning and conducting an organizational meeting, initiating group action, identifying areas that needed adjustments and telling what corrective actions were taken.

E. Final Paper (35%).

12-15 page paper

Approximately 75% of the paper should detail your learning outcomes from course materials, lectures, activities, and exercises. The remaining 25% of the paper should have direct application to your work or ministry. In this section, describe how you intend to take course materials and apply them in the future. Throughout your paper, make clear references to the origins of your learning by citing references as appropriate. (Please see grading rubric at the end of this syllabus.)

METHODS

Lecture, question and answer, discussion, role play, group work, research, and reports are utilized in this course.

Grading:

Reading/Reporting	15%
Assignments B, C, D	50%
Final Paper	35%

REQUIREMENTS

- A. Attendance of all classes
- B. Read text, complete assignments on time, and participate in class discussion and activities including presentations.
- C. Completion of course materials according to the prescribed schedule.

MATERIALS

Required Textbooks

Strategy for Leadership, Dayton & Engstrom, Fleming H. Revell, ISBN 080071590X. Cost \$50

Management: A Biblical Approach, Myron Rush, David C. Cook, ISBN 0781437458. Cost \$61

Feeding and Leading, Kenneth O. Gangel, Baker Books, ISBN 0801063310. Cost \$28

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following translations: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrase and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version

Reserved Books in the Library

C. H. Spurgeon on Spiritual Leadership, Steve Miller

Courageous Leadership, Bill Hybels

Elders and Leaders: God's Plan for Leading the Church, Gene Getz

Leadership 101, John C. Maxwell

Leadership That Works, Leath Anderson

The Servant Leader, Ken Blanchard and Phil Hodges

Spiritual Leadership; J. Oswald Sanders

TENTATIVE CLASS SCHEDULE

Week	Topic	Reading Resources
1	Principles of Administration	Dayton 1-4; Gangel 1; Rush 1-2
2	Qualities of Leadership	Gangel 2-3, Rush 4&14; Sanders 3-12
3	Goals, Priorities, and Plans	Dayton 5-9; Gangel 5-7; Rush 6; Engstrom 5-6
4	Getting Organized	Dayton 10-13; Gangel 4 & 18; Rush 10; Engstrom 25-28
4	Decision Making and Delegation	Gangel 10-11; Rush 7-9; Sanders 13-16; Engstrom 17-18
5	Supervision	Dayton 14-15; Gangel 19; Rush 10; Engstrom 4
5	Effective Communication	Gangel 14; Rush 8; Engstrom 13
6	Motivation	Gangel 10; Rush 11-12; Engstrom 15
6	Overcoming Resistance to Change	Gangel 9; Rush 13; Engstrom 16
7	Human Relations	Gangel 13-15; Rush 5; Engstrom 14 & 19
8	Leadership Training	Gangel 8, 16, 17, 20; Rush 15; Sanders 17-18

Plagiarism: Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. If you use or copy from a published work without giving the author credit, plagiarism has occurred.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

All class papers must follow the Turabian style according to A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition and the Calvary Style Guide, 2019 update.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT 75%	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced. <i>48.9 or FEWER POINTS</i>	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced. <i>49 to 65.9 POINTS</i>	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper. <i>66 to 75 POINTS</i> <i>Grade:</i>
ORGANIZATION Including Readability & Style 20%	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness). The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented. <i>15.9 or FEWER POINTS</i>	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven. Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included. <i>16 to 18.9 POINTS</i>	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together. The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice. <i>19 to 20 POINTS Grade:</i>
FORMAT 4%	The paper does not conform to Turabian or APA style. Students must use one or the other correctly. <i>0 POINTS</i>	The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide). <i>Up to 2 POINTS</i>	The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>). <i>2.1 to 4 POINTS Grade:</i>
GRAMMAR, PUNCTUATION, & SPELLING 1%	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous. <i>0 POINTS</i>	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar. <i>0.5 POINTS</i>	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors. <i>1 POINT Grade:</i>