

Master of Science in Christian Administration

Study Guide for Module One

The textbooks and Project assignments allow you to increase your knowledge and skills in the mix of courses that comprise the M.Sc. in Christian Administration. As you master the concepts presented by the authors of the books, you will have the opportunity to develop your creative writing skills as you complete the Project for the Review Essay related to the textbooks. The Projects have been designed to ensure that you achieve the learning outcomes that you are expecting from your Master of Science in Christian Administration program.

Although not part of Module One, a graduate with the Master of Science degree should be familiar with the concept and implementation of PERT. A complete description of PERT is on the pages following Appendix I. This can be very useful for timely project planning, execution, and critical path.

Master of Science in Christian Administration Course Completion Instructions for Module One

Each of the eight courses in the Module One curriculum requires the completion of Projects related to the two required textbooks in each course. You have the option to select the two books for each course that you believe will fulfill your specific skill set requirement for your ministry or profession. You will select the two books from the titles listed for each course.

When you decide on the two titles for the first course (Management 501) purchase the books and complete the Projects. After completing the course Projects, insert the Course Submission Cover Page (document is located at the bottom of the page in your Resource Room) as page 1. And submit the Projects together as a unit.

After submitting the Projects for Management 501, select and purchase the two textbooks for Communication 501. *Do not begin the Projects for Communication 501 until you receive a grade for Management 501. However, you can begin to read the books and make your computer notes.*

When the grade for Management 501 is received, you will know that your Projects submission was in compliance with faculty requirements. Going forward from this point in time, you may submit the Projects for each course as a unit, one course at a time, as soon as the grade for the previous course that you submitted is received.

Course Projects

Module One, Project One, Textbook One

Read the first textbook you selected for the course. Make notes on your computer in Microsoft Word. As you make the notes, assume that you will either refer to them at a future time, or print the notes to use as either class handouts, or teaching notes for yourself. Your notes should be identified by the chapter number. Note: Your computer notes must not exceed 200 words.

Module One, Project One, Textbook Two

Read the second textbook you selected for the course. Make notes on your computer in Microsoft Word. As you make the notes, assume that you will either refer to them at a future time, or print the notes to use as either class handouts, or teaching notes for yourself. Your notes should be identified by the chapter number. Note: Your computer notes must not exceed 200 words.

Module One, Project Two, Textbook One

Using the notes that were saved on your computer for the first textbook, create five in-depth questions for what you believe to be the five critical, vital, and substantive components in the author's subject as presented in the book. Answer the questions.

As in Project One, the five questions and answers should be crafted as a personal learning experience, and to be used for review or in a teaching environment. There are no minimum words required for the questions and answers. However, questions consisting of 5-15 words and answers consisting of 20-35 words are acceptable.

Module One, Project Two, Textbook Two

Using the notes that were saved on your computer for the second textbook, create five in-depth questions for what you believe to be the five critical, vital, and most substantive components in the author's subject as presented in the book. Answer the questions.

As in Project One, the five questions and answers should be crafted as a personal learning experience, and to be used for review or in a teaching environment. There are no minimum words required for the questions and answers. However, questions consisting of 5-15 words and answers consisting of 20-35 words are acceptable.

Module One, Project Three, Textbook One

Use the guidelines presented in *Appendix One* on the page following the list of courses and textbooks. Write a Review Essay of 500 words for the first book you selected for the course.

Module One, Project Three, Textbook Two

Use the guidelines presented in *Appendix One* on the page following the list of courses and textbooks. Write a Review Essay of 500 words for the second book you selected for the course.

Textbooks for the Eight Courses in Module One

Because the M.Sc. in Christian Administration is applicable to a wide variety of vocations, the textbooks for the courses have been selected to provide you with a personalized program of study. Each course requires two textbooks. However, if you investigate the contents of each of the books listed for the courses, you can select the books which fulfill your educational and professional objectives. You should not purchase books for more than one course at a time.

It is recommended that you purchase the textbooks from Amazon, as this makes it easy to research the contents, prices, and availability of both new and used textbooks. However, there are many online sources for these books and you are not required to buy your books from Amazon. Do your research; decide on the titles for each course; locate the source which is the quickest and least expensive. Then make your purchase one course at a time.

Management 501

Choose the two required textbooks from the six titles listed below.

Management Essentials for Christian Ministries... Michael Anthony and James Estep

Management: A Biblical Approach... Myron D. Rush

Church Operations Manual: A Step-by-Step Guide to Effective Church Management... Stan Toler

The Management Methods of Jesus: Ancient Wisdom for Modern Business... Bob Briner

Mastering the Management Buckets: 20 Critical Competencies for Leading Your Business... John Pearson

Management Principles for Christian Schools... PJames W. Deuink and Brian A. Carruthers

Communication 501

Choose the first required textbook from the two titles listed below.

Communication and Conflict Management: In Churches and Christian Organizations... Kenneth O. Gangel and Samuel L. Canine

Communication for a Change: Seven Keys to Irresistible Communication... Andy Stanley and Lane Jones

Choose the second required textbook from the four titles listed below.

Authentic Communication: Christian Speech Engaging Culture... Tim Muehlhoff and Todd V. Lewis

Understanding Evangelical Media: The Changing Face of Christian Communication... Quentin J. Shultze and Robert H. Woods

Business the Bible Way: Christlike Communication Within Corporate Culture... Bob M. Wood

Paradigm Shifts in Christian Witness: Insights from Anthropology, Communication, and Spiritual Power... Charles E. Van Engen, J. Dudley Woodberry, and Darrell Whiteman

Finance 501

Choose the two required textbooks from the five titles listed below.

Money Matters in Church: A Practical Guide for Leaders... Steve Stroope and Aubrey Malphurs

Make Your Church's Money Work: Achieving Financial Integrity in Your Congregation... John Temple

The Ascent of Money: A Financial History of the World... Niall Ferguson

How to Increase Giving in Your Church: A Practical Guide to the Sensitive Task of Raising Money for Your Church or Ministry... George Barna

Ministry and Money: A Practical Guide for Pastors... Janet Jamieson and Philip Jamieson

Marketing and the Internet 501

Choose the first required textbook from the three titles listed below.

Church Marketing 101: Preparing Your Church for Greater Growth... Richard Reising

The Fundamentals of Creative Advertising... Ken Burtenshaw, Nik Mahon, and Caroling Barfoot

Ministry Marketing Made Easy: A Practical Guide to Marketing Your Church Message... Yvon Prehn

Choose the second required textbook from the three titles listed below.

Thy Kingdom Connected: What the Church Can Learn from Facebook, the Internet, and Other Networks... Dwight J. Friesen

Web-Empower Your Church: Unleashing the Power of Internet Ministry... Mark Morgan Stephenson

Net Casters: Using the Internet to Make Fishers of Men... Craig Von Buseck

Ethical Leadership 501

Choose the first required textbook from the two titles listed below.

Just Business: Christian Ethics for the Marketplace... Alexander Hill

Evangelical Christian Executives: A New Model for Business Corporations... Lewis D. Solomon

Choose the second required textbook from the four titles listed below.

Leadership Handbook of Management and Administration... James D. Berkley

Christian Reflections on the Leadership Challenge... James M. Kouzes, Barry Z. Posner, and John C. Maxwell

Coaching Ministry Teams: Leadership and Management in Christian Organizations... Kenneth O. Gangel

How to Run Your Business by the Book: A Biblical Blueprint to Bless Your Business... Dave Anderson and John C. Maxwell

Administration 501

Choose the first required textbook from the four titles listed below.

Business Lessons from the Edge: Learn how Extreme Athletes Use Intelligent Risk Taking to Succeed in Business... Jim McCormick and Maryann Karinch

Church Administration: Programs, Process, Purpose (Theology & the Sciences)... Robert N. Bacher and Michael L. Cooper-White

Church Administration: Creating Efficiency for Effective Ministry... Robert H. Welch

Church Administration and Finance Manual: Resources for Leading the Local Church... Otto F. Crumroy, Jr., Stan Kukawka, and Frank M. Witman

Choose the second required textbook from the four titles listed below.

Administration in the Small Membership Church (Ministry in the Small Membership Church)... John H. Tyson

The Business Tree: Growth Strategies and Tactics for Surviving and Thriving... Hank Moore

Foundations of Church Administration: Professional Tools for Leadership... Bruce Peterson, Edward A. Thomas, and Bob Whitesel

Feeding & Leading: Practical Handbook on Administration in Churches and Christian Organizations... Kenneth O. Gangel

Strategy and Planning 501

Choose the first required textbook from the four titles listed below.

Church and Ministry Strategic Planning: From Concept to Success... William Winston, Robert E. Stevens, David L. Loudon, and R. Henry Migliore

Strategic Thinking: A Nine Step Approach to Strategy and Leadership for Managers and Marketers... Simon Wootton and Terry Horne

Success Planning: A "How-to" Guide for Strategic Planning... Rebecca Staton-Reinstein

Designing Worship Together: Models and Strategies for Worship Planning... Norma Dewaal Malefyt, Howard Vanderwell, and Robert Webber

Choose the second required textbook from the four titles listed below.

Non-Profit Strategy Revolution: Real Time Strategic Planning in a Rapid Response World... David La Piana

Awesomely Simple: Essential Business Strategies for Turning Ideas Into Action... John Spence

Planning Strategies for World Evangelism... Edward R. Dayton

Dynamic Strategy-Making: A Real-Time Approach for the 21st Century Leader... Larry E. Greiner and Thomas G. Cummings

Economics 501

Choose the first required textbook from the two titles listed below.

Economics Today: A Christian Critique... Donald A. Hay

Alternatives to Economics: Christian Socio-economic Perspectives... Clive S. Beed

Choose the second required textbook from the three titles listed below.

Capitalism and Freedom: Fortieth Anniversary Edition... Milton Friedman

Tools and the Man: Property and Industry Under the Christian Law... Washington Gladden

To Serve God and Wal-Mart: The Making of Christian Free Enterprise... Bethany Moreton

Appendix I

How to Write a Review Essay

When writing a review essay, your main objective is to provide an overview of the most significant points that were raised by the lecturer or author. A review essay is not the same as a summary paper. This is because a summary paper simply summarizes the material that is presented and provides a brief opinion on the contents. The review essay attempts to engage in a critical discussion of the materials presented as they relate to your prior studies, beliefs, and/or doctrinal position, depending upon the subject matter of the lecture or textbook.

When you write the review essays for the Projects, it is most effective to follow the same general pattern. First, write an introduction to the review essay. In this portion of the review essay, your goal is to identify what you believe is the main thesis the lecturer or author is presenting and to preview your own critical response.

After the introduction, you will then write a brief summary of the contents. The length of your summary should be 40% to 50% of the minimum words required for this Project. If you use more than 50% of your allotted words on retelling the contents, you are moving away from a review essay and entering into the lecture or textbook summary realm.

When summarizing the lecture or textbook, you should focus only on the central claims, arguments, and general positions presented. You should only discuss the information that is most significant and will help lead you into the critical discussion; this is the next portion of the review essay.

In the critical discussion portion of the review essay, you will evaluate the contribution the speaker or author has made to the discipline area presented. In order to complete this portion, you should ask yourself how the information advanced your knowledge. This requires you to identify the problems or controversies addressed by the speaker or author; assessing whether or not the presentations made a valuable contribution to the field; and whether or not the lecturer or author adequately and accurately presented the subject. You will need evidence from the lectures or textbook to support your argument. Refer to the lectures or textbook throughout your review essay. Use direct quotes from the notes you made as you listened to the audio lectures or read the textbook.

Finally, your review essay will need a conclusion. In your conclusion, restate your thesis and summarize your critical analysis.

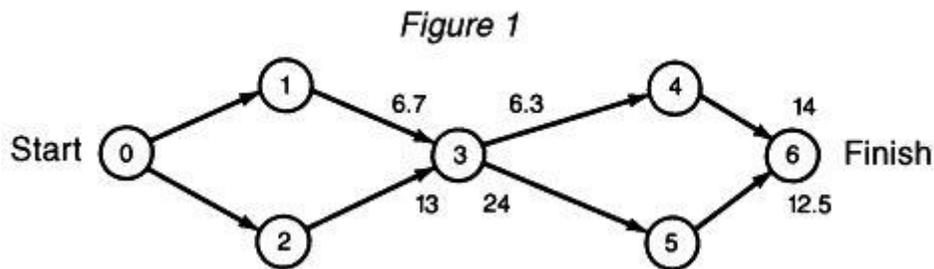
This Completes the Module One Study Guide.

The Description of PERT is on the following pages.

Master of Science in Christian Administration

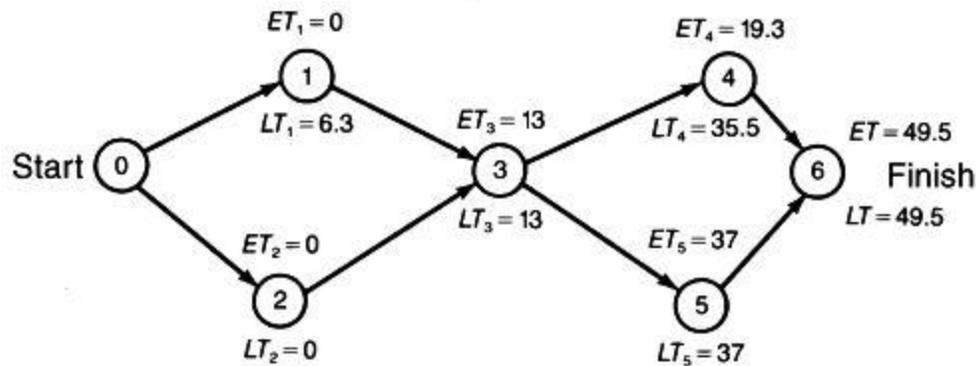
Using the PERT Chart for Complex Projects

A useful management tool for planning, coordinating, and controlling large, complex projects such as formulation of the construction of buildings, installation of computers, and scheduling of the closing of books. The development and initial application of PERT dates to the construction of the Polaris submarine by the U.S. Navy in the late 1950s. The Pert technique involves the diagrammatical representation of the sequence of activities comprising a project by means of a network consisting of arrows and circles (nodes), as shown in *Figure 1*. Arrows represent "tasks" or "activities," which are distinct segments of the project requiring time and resources. *Nodes* (circles) symbolize "events," or milestone points in the project representing the completion of one or more activities and/or the initiation of one or more subsequent activities. An event is a point in time and does not consume any time in itself as does an activity. An important aspect of PERT is the Critical Path Method (CPM). A path is a sequence of connected activities. In *Figure 1*, 2-3-4-6 is an example of a path. The CP for a project is the path that takes the greatest amount of time. This is the minimum amount of time needed for the completion of the project. Thus, activities along this path must be shortened in order to speed up the project. To compute this, calculate the *earliest time (ET)* and the *latest time (LT)* for each event.



The earliest time is the time an event will occur if all preceding activities are started as early as possible. Thus, for event 4 in *Figure 2*, the earliest time is 19.3 (i.e., 13 + 6.3). The latest time is the time an event can occur without delaying the project beyond the deadline. The earliest time for the entire project is 49.5. Working backward from event 6 (finish) it is seen that the latest time for event 4 is 35.5. The slack for an event is the difference between the latest time and earliest time. For event 4 the slack is 35.5 - 19.3 = 16.2. This is the amount of time event 4 can be delayed without delaying the entire project beyond its due date. Finally, the *critical path* for the network is the path leading to the terminal event so that all events on the path have zero path. *Figure 2* shows the earliest and latest times for each event.

Figure 2



Event	Earliest Time	Latest Time	Slack
1	0	6.3	6.3
2	0	0	0
3	13	13	0
4	19.3	35.5	16.2
5	37	37	0
6	49.5	49.5	0

The path 2-3-5-6 is the critical path.

In a real-world application of PERT to a complex project, the estimates of completion time for activities will seldom be certain. To cope with the uncertainty in activity time estimates, proceed with three time estimates: an *optimistic time* (labeled a), a *most likely time* (m), and a *pessimistic time* (b). A weighted average of these three time estimates is then calculated to establish the *expected time* for the activity. The formula is: $(a + 4m + b)/6$. For example, given three time estimates, $a = 1$, $m = 3$, and $b = 5$, the expected time is $[1 + 4(3) + 5]/6 = 3$.

The Program Evaluation and Review Technique (PERT) is a widely used method for planning and coordinating large-scale projects. As William J. Stevenson explained in his book *Production/Operations Management*, PERT analysis provides managers with a graphical display of the various activities involved in a project, an estimate of how long each activity and the entire project will take to complete, an indication of which activities are most important to ensure a timely completion of the project, and an idea of how long certain activities can be delayed without necessitating an extension of the project deadline.

PERT was developed during the 1950s through the efforts of the U.S. Navy and some of its contractors. Concerned about the nuclear arsenal of the Soviet Union, the U.S. government wanted to complete the Polaris project as quickly as possible. The Navy used PERT to coordinate the efforts of some 3,000 contractors involved with the project. Experts credited

PERT with shortening the project duration by two years. Since then, all government contractors have been required to use PERT or a similar project analysis technique for all major government contracts.

Network Diagrams

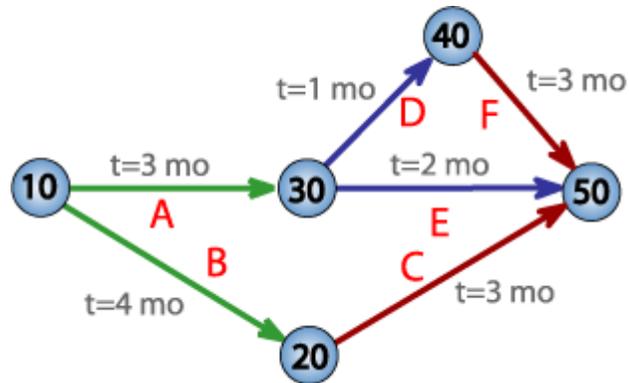
According to Stevenson, the main feature of PERT analysis is a network diagram that provides a visual depiction of the major project activities and the sequence in which they should be completed. Activities are defined as distinct steps toward completion of the project that consume either time or resources. The network diagram consists of arrows and nodes and can be organized using one of two different conventions. The arrows represent activities in the activity-on-arrow convention, while the nodes represent activities in the activity-on-node convention. For each activity, managers provide an estimate of the time required to complete it.

The sequence of activities leading from the starting point of the diagram to the finishing point of the diagram is called a path. The amount of time required to complete the work involved in any path can be figured by adding up the estimated times of all activities along that path. The path with the longest total time is known as the critical path. As Stevenson noted, the critical path is the most important part of the diagram for managers since it determines the completion date of the project.

Pert Analysis

Managers can obtain a great deal of information by analyzing network diagrams of projects. For example, network diagrams show the sequence of activities involved in a project. From this sequence, managers can determine which activities must take place before others can begin, and which can occur independently of one another. Managers can also gain valuable insight by examining paths other than the critical path. Since these paths require less time to complete, they can often accommodate slippage without affecting the project completion time. The difference between the length of a given path and the length of the critical path is known as slack.

For complex problems involving hundreds of activities, computers are used to create and analyze the project networks. According to Stevenson, the project information input into the computer includes the earliest start time for each activity (ES), earliest finish time for each activity (EF), latest start time for each activity (LS), and latest finish time for each activity (LF) without delaying the project completion. From these values, a computer algorithm can determine the expected project duration and the activities located on the critical path. Managers can use this information to determine where project time can be shortened by injecting additional resources, like workers or equipment.



The diagram above is a PERT network chart for a seven-month project. The Project has five milestones (10 through 50) and six activities (A through F).

Summary Overview

PERT is a method to analyze the involved tasks in completing a given project, especially the time needed to complete each task, and identifying the minimum time needed to complete the total project.

PERT was developed primarily to simplify the planning and scheduling of large and complex projects. It was able to incorporate uncertainty by making it possible to schedule a project while not knowing precisely the details and durations of all the activities. It is more of an event-oriented technique rather than start- and completion-oriented, and is used more in R&D-type projects where time, rather than cost, is the major factor.

The most recognizable feature of PERT is the "PERT Networks", a chart of interconnecting timelines. PERT is intended for very large-scale, one-time, complex, non-routine projects.

PERT Conventions and Terminology

Conventions

A PERT chart is a tool that facilitates decision making; the first draft of a PERT chart will number its events sequentially in 10s (10, 20, 30, etc.) to allow the later insertion of additional events.

Two consecutive events in a PERT chart are linked by activities, which are conventionally represented as arrows in the diagram above.

The events are presented in a logical sequence and no activity can commence until its immediately preceding event is completed.

The planner decides which milestones should be PERT events and also decides their “proper” sequence.

A PERT chart may have multiple pages with many sub-tasks.

Terminology

A *PERT event*: is a point that marks the start or completion of one or more tasks. It consumes no time, and uses no resources. It marks the completion of one or more tasks, and is not “reached” until all of the activities leading to that event have been completed.

A *predecessor event*: an event (or events) that immediately precedes some other event without any other events intervening. It may be the consequence of more than one activity.

A *successor event*: an event (or events) that immediately follows some other event without any other events intervening. It may be the consequence of more than one activity.

A *PERT activity*: is the actual performance of a task. It consumes time, it requires resources (such as labor, materials, space, machinery), and it can be understood as representing the time, effort, and resources required to move from one event to another. A PERT activity cannot be completed until the event preceding it has occurred.

Optimistic time (O): the minimum possible time required to accomplish a task, assuming everything proceeds better than is normally expected

Pessimistic time (P): the maximum possible time required to accomplish a task, assuming everything goes wrong (but excluding major catastrophes).

Most likely time (M): the best estimate of the time required to accomplish a task, assuming everything proceeds as normal.

Expected time (T_E): the best estimate of the time required to accomplish a task, assuming everything proceeds as normal (the implication being that the expected time is the average time the task would require if the task were repeated on a number of occasions over an extended period of time).

$$T_E = (O + 4M + P) \div 6$$

Critical Path: the longest possible continuous pathway taken from the initial event to the terminal event. It determines the total calendar time required for the project; and, therefore, any time delays along the critical path will delay the reaching of the terminal event by at least the same amount.

Critical Activity: An activity that has total float equal to zero. Activity with zero float does not mean it is on critical path.

Lead time (rhymes with "feed", not "fed"): the time by which a *predecessor event* must be completed in order to allow sufficient time for the activities that must elapse before a specific PERT event is reached to be completed.

Lag time: the earliest time by which a *successor event* can follow a specific PERT event.

Slack: the slack of an event is a measure of the excess time and resources available in achieving this event. Positive slack (+) would indicate *ahead of schedule*; negative slack would indicate *behind schedule*; and zero slack would indicate *on schedule*.

Implementing PERT (An Example)

The first step to scheduling the project is to determine the tasks that the project requires and the order in which they must be completed. The order may be easy to record for some tasks (*e.g.* When building a house, the land must be graded before the foundation can be laid) while difficult for others (There are two areas that need to be graded, but there are only enough bulldozers to do one). Additionally, the time estimates usually reflect the normal, non-rushed time. Many times, the time required to execute the task can be reduced for an additional cost or a reduction in the quality.

In the following example there are seven tasks, labeled *a* through *g*. Some tasks can be done concurrently (*a* & *b*) while others cannot be done until their predecessor task is complete (*c* cannot begin until *a* is complete). Additionally, each task has three time estimates: the optimistic time estimate (*a*), the most likely or normal time estimate (*m*), and the pessimistic time estimate (*b*). The expected time (T_E) is computed using the formula $(a + 4m + b) / 6$.

