Leadership and Administration in the Church

Balancing Two Key Dimensions of Leadership: Initiation of Structure and Consideration

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Level III Objectives for Leadership and Administration in the Church: Balancing Task Accomplishment and Caring

By the end of this course, each student will meet with the professor of record and demonstrate at least one, or if time permits all four, of the following <u>cognitive</u> competencies:

1. From the Bible texts presented in class, list at least seven characteristics church leaders should possess.
2. Using the Bible texts and social science research presented in class, list at least three positive leader behaviors and three negative leader behaviors.
3. Cite at least three means you have already begun to, or will, take in your ministry to reduce the likelihood of conflicts arising **and** at least five steps to effectively resolve conflicts that do arise.
4. Cite at least one Biblical text and the theological basis for administration in the church and in other Christian organizations.

Level III Objectives for Leadership and Administration in the Church: Balancing Task Accomplishment and Caring

Pertaining to the <u>affective</u> and <u>behavioral</u> competencies:

<u>Affective</u> Objectives exist, but will not be distributed to the class in order to not manipulate or constrain the students' genuine affect.

By the end of this course, each student will meet with the professor of record and demonstrate at least one, or if time permits both, of the following <u>behavioral</u> competencies:

1. Cite at least three means you have already begun, or are planning, to do in your ministry to reduce the likelihood of conflicts arising **and** at least five steps to effectively resolve conflicts that do arise.

2. List in order all five steps in the administration of church ministry; give at least one example of each; identify and describe the five steps of evaluation and the use of the values component in the process; and evaluate your own ministry style with respect to at least three administrative, including managerial or leadership, insights you obtained from your readings and/or the class discussions, showing how you balance task accomplishment and caring (Christlike love), including for family. This evaluation should **also** describe how you have begun, or are planning, to apply those insights in your present or expected ministry.

Getting Acquainted

For an average size class: Each person introduce yourself by saying the following (for large groups do in small groups of four persons in each group):

1. Your name
2. Where you are from
3. Your ministry: e.g., pastor, teacher, musician
4. Tell us about one person who stands out in your mind as an exceptional leader, and mention at least one thing that person did or does that makes him or her such an outstanding leader.
5. Tell us at least one thing you'd like to learn in this course.

PROLEGOMENA

SOME IMPORTANT PREREQUISITE UNDERSTANDINGS FOR THIS COURSE

How Do We Know?

- This is the starting point in our study of any subject, the most basic question.
- In philosophy it is called the epistemological question.
- Epistemology, part of the study of philosophy, comes from two Greek words:

  * πίστις (*pistis*) = faith, belief, doctrine

  +

  * λόγος (*logos*) = word, message, proclamation

- We should always ask this question to the source of the information we are receiving. It is one way to "test the spirits to see whether they are from God." (1 John 4:1)

- We should warmly invite and welcome others to ask us how we know what we are advocating and proclaiming.

- The Bible teaches that we must always be prepared to answer this question regarding our relationship with Jesus Christ. (1 Peter 3:15)

How Do We Know?

SPECIAL REVELATION	GENERAL REVELATION
Psalm 19:7-11 John 14:6 2 Timothy 3:14-17 God's disclosure that comes to us in His Word, the Bible, in the revelation of Jesus Christ as the only way to salvation; he is the way, the truth, and the life. The Bible is the standard of truth against which we measure, assess, and evaluate all else, including general revelation. If something we read or hear contradicts the Bible, we believe the Bible.	Psalm 19:1-6 Romans 1:18-32 God's disclosure of some aspects of his being, that all people on earth can observe, which disclosure is sufficient for coming to some knowledge of God, enough to render all without excuse for not believing in him. As important and useful as is general revelation, it is insufficient for salvation. General revelation includes true science, and it never contradicts special revelation. All truth comes from God, and God does not contradict himself.

The Scientific Method

- Careful science is one part of God's general revelation, **_when it is well done_** with thorough, painstaking, and precise adherence to the scientific method **_that yields true results_**.

- The scientific method typically involves five steps, sometimes more.

  1. State the problem.

  2. Review relevant research.

  3. Establish the research plan.

  4. Report the findings of following the plan.

  5. State the significance of the research: what the findings mean.

- The first four steps are the most objective, but basic human sinfulness (Romans 3:23), personal opinion, philosophically-shaped bias, and desire to please those funding the study, influences all four and especially the fifth step.

- Replication is a key way to validate scientific research. Comparison with the Bible is the surest way.

- Science illustrates the Bible; the Bible does not need science to prove its truth. The Bible can stand on its own.

Why do we need leaders and managers/administrators?

Biblical and Theological Basis for Employment of Management Principles in Christian Organizations

Before the Fall [Genesis 3] and consequent depravity of men, man was submitted to the authority of God. In this ideal state human relations were perfectly harmonious, and no institution of human authority was needed. [Genesis 1-2]

By the Fall all harmony in human relations was destroyed; sinful humanity now required that human authority be instituted for the regulation of human relationships. This authority was ordained of God for the benefit of his creatures and was instituted in three spheres of human relationships: the home, the church and the state. [Genesis 3:16; Ephesians 5:21-23; 1 Corinthians 12:28; 1 Timothy 1:3; Romans 13:1-7; 1 Timothy 2:2]

--Allen Fleece

Why does the home need leaders? Preface: Being filled with the Spirit

- Ephesians 5:18, "...πληροῦσθε (*plērousthe*, be filled) with the Spirit."

  + Greek **present tense** = continuous, repeated, not a once-for-all experience.
  + Greek **imperative mood** = God commands us to do something: invite Him to take control.
  + Greek **passive voice** = we are to be acted upon; we cannot fill ourselves. Our part is to ask God to direct us, to lead us to do what pleases Him (and is thus in our own and others' best interests).
  + Greek **number** = plural, 2nd person: for the whole church, not just me privately. We are filled with the Spirit together in Christ.

Why does the home need leaders? Marriage

God's Word

- Context: Genesis 3:16; Ephesians 5:21—Submit to one another in [Greek, Chinese, fear] of Christ. (He is Lord, and when we sin, we are accountable to Him.)
- Greek grammar associates submitting to filling with the Spirit in 5:18. The five participles that follow "filled" in 5:18 indicate ways to apply and results of that filling.
- 5:22—Wives submit to your husbands in everything.
- 5:33—Wives respect your husbands.
- 5:25–Husbands love your wives as Christ loved the church: as a servant leader who came to serve, not be served. (Matthew 20:28) He is to be tender, not a tyrant.

God's Word Applied

- Be prepared at times to mutually defer to our spouse when needed in living under the Lordship of Christ. A conciliatory attitude.
- Participles: speaking (5:19), singing (5:19), making music (5:19), giving thanks (5:20), submitting (5:21).
- Science: British study—submissive women less likely to have heart disease (31% lower risk of heart attack).
- Science: Men most want respect.
- Love (agape) = patient, kind…not rude, not self-seeking, not easily angered, keeps no record of wrongs (1 Cor. 13:4-5); protects, trusts…perseveres (1 Cor. 13:7). Science: Women most want love.

Why does the home need leaders? Marriage

God's Word

- 5:33—"…must love his wife…and the wife must respect her husband."

God's Word Applied

- Notice the order of these two commands (respect and love) in verse 33. Which comes first and what is the implication?

+ Will the wife be more inclined to give the husband the respect he wants if he first and continually gives her the love she desires?

Why does the home need leaders? Family

God's Word

- Ephesians 6:1—Children obey your parents in the Lord, for this is right (just in the Greek).
- Exodus 20:12; Ephesians 6:2—Children, honor your father and mother….
- Ephesians 6:4—Fathers, do not exasperate your children; instead bring them up in the training and instruction of the Lord. (Cf. 1 Timothy 3:4); Rules without relationship equal rebellion.
- Proverbs 13:24, 19:18, 22:6, 15, 23:13-14, 29:15, 17; Hebrews 12:9—human fathers…disciplined us and we respected them.

God's Word Applied

- Just: δίκαιος (*dikaios*) is primarily a relational term—specifically describing human beings' relationship to God—in reference to the divinely established post-fall government, this verse applying to the family.
- Other means of discipline should be used first; then the rod when needed. When done rightly, rod is usually not needed many more times; the warning and child's memory are enough.
- 6:2—Blessings of obedience.
- Proverbs and Hebrews texts—Blessings of discipline.

What is the connection between leadership in the family and leadership in the church?

God's Word

- "Now the overseer…must manage his own family well and see that his children obey him with proper respect. If anyone does not know how to manage his own family, how can he take care of God's church?" (1 Timothy 3:2-5)
- "A deacon…must manage his children and his household well." (1 Timothy 3:12)
- "If anyone does not provide for his relatives, and especially for his immediate family, he has denied the faith and is worse than an unbeliever." (1 Timothy 5:8)

God's Word Applied

- Leadership in the church begins in the home.
- The Biblical rationale: If a person is to lead in the church he or she must be able to do so at home.
- An accurate indicator of good leadership in the church: how well he or she does at home.
- The word "provide" in 1 Timothy 5:8 involves not just material goods but also the love, caring, emotional support, spiritual leadership, and other help the family needs.

Why does the church need leaders and managers/administrators?

Biblical and Theological Basis for Employment of Management Principles in the Church and Other Christian Organizations

- The church is both an organism and an organization.
  + *Organism*: It is the body of Christ. It is composed of sinful people called by God to be holy and who are in various stages of the sanctification process, who have problems, needs, thoughts, feelings, and gifts from God, whom He has called to serve Him. (Special Revelation, 1 Corinthians 12:27, and General Revelation)
  + *Organization*: In order to serve God most effectively and efficiently the church has to function in ways that produce the results (Biblical term: fruit) the Lord expects. The church organizes in such a way to best accomplish its mission. The larger a church becomes, necessary modifications need to be made in order to function more effectively and efficiently. (Special Revelation, Acts 6:1-4, and General Revelation)

Why does the church need leaders and managers/administrators?

Biblical and Theological Basis for Employment of Management Principles in the Church and Other Christian Organizations

- God has given gifts to those in the church whom he has called to serve in various ways to accomplish his purposes. In Paul's list of spiritual gifts in Romans 12:8 he identifies one of those gifts as the gift of προΐστημι (*proistēmi*), leadership.

- Peter Wagner explains, "The gift of leadership is the special ability that God gives to certain members of the Body of Christ to set goals in accordance with God's purpose for the future and to communicate these goals to others in such a way that they voluntarily and harmoniously work together to accomplish those goals for the glory of God."* (See also 1 Timothy 3:4,12; 5:17; 1 Thessalonians 5:12.)

* C. Peter Wagner, *Your Spiritual Gifts Can Help Your Church Grow* (Ventura, CA: Regal Books, 1979), p. 162.

Why does the church need leaders and managers/administrators?

Biblical and Theological Basis for Employment of Management Principles in the Church and Other Christian Organizations

- God has given gifts to those in the church whom he has called to serve in various ways to accomplish his purposes. In Paul's list of spiritual gifts in 1 Corinthians 12:28 he identifies one of those gifts as the gift of κυβέρνησις (*kubernēsis*), administration.
- Peter Wagner explains, "The gift of administration is the special ability that God gives to certain members of the body of Christ to understand clearly the immediate and long-range goals of a particular unit of the Body of Christ and to devise and execute effective plans for the accomplishment of those goals."* (See Acts 6:1-7; Luke 14:28-30; Titus 1:5.)

* C. Peter Wagner, *Your Spiritual Gifts Can Help Your Church Grow* (Ventura, CA: Regal Books, 1979), p. 156.

Why does the church need leaders and managers/administrators?

Theoretical Basis for Employment of Management Principles in the Church and Other Christian Organizations

- Theory is subservient to the Bible, God's Word.
- Theory in science is a plausible explanation of phenomena based on empirical observations. Theory consistent with the Bible is part of general revelation, all truth and everything good coming from God the Father. (James 1:17)
- To paraphrase Immanuel Kant: theory without practice is empty, but practice without theory is blind, and, I would add, makes one vulnerable to fads and costly mistakes.
- Kurt Lewin thus observed that there's nothing so practical as a good theory, to which I add…and sound, Biblically-based historic Christian theology, which is also very practical, especially when one carefully examines and follows the implications and applications.

Why does the church need leaders and managers/administrators?

Theoretical Basis for Employment of Management Principles in the Church and Other Christian Organizations

- Management theory that is consistent with the Bible provides a set of principles that serve as guidelines for very sound and practical help in daily administrative decision-making.

- Shape your theory with sound Christian theology.* Construct a Biblically-based world view to help yourself and others make sense out of life and explain why you make the decisions you do. Having such a theory in administration helps avoid and manage conflicts with people who think you should do something different but don't have well-thought out reasons for doing so. I've found that sometimes you can persuade them with love and prayer over time.

* One excellent source of sound historic Christian systematic theology is *Basic Christianity* by Arthur DeKruyter. See also *Essential Christianity: Historic Christian Systematic Theology—With a Focus on Its Very Practical Dimensions*.

Difference between Managers and Leaders

"Managers are people who do the best they can within the existing system. There are managers in business, there are managers in politics, and there are managers in life. They do they best they can within the existing system. Leaders, leaders are people who do not accept what is broken just because it's been that way for a very long time."

Carly Fiorina, Former Hewlett-Packard CEO

Leadership Compared with Management/Administration

Leaders

- Influence based. Following is voluntary.
- Focus more on consideration. (See below)
- Think outside the organization's box. Always keeps in mind the broad perspective, the big picture.
- Leader—a broader term than manager/administrator.
- The head of a church or an organization is its leader, and he or she appoints administrators to carry out the work of the organization.
- All managers/administrators are leaders more or less, at least of those who report to them, but not all leaders are manager/administrators.
- Leaders also include pastors, teachers, group leaders, and others as well as manager/administrators.
- Caring includes investing in helping others develop.

Managers/Administrators

- Authority based. Following is by duty to organization's protocols.
- Focus more on initiation of structure. (See below.)
- Think primarily "within the box." Focus is mainly on his or her area of work within the church or Christian organization.
- The terms manager & administrator are used interchangeably.
- To simplify from here on, the words administration and management will be used interchangeably. The same will be also for the words administrator and manager.
- Caring includes treating people as more than institutional resources.

LEADERSHIP

SPECIAL REVELATION

Leadership

THE IMPORTANCE OF A LEADER'S CHARACTER AND ITS DEVELOPMENT

What does God's Word Say about the Character of His Peoples' Leaders ?

- Meet in a group of four who work with the same age group you do.
- Select a recorder for your group: the person whose birthday is closest to today.
- Read the passage given to your group and list what it says about the character of the leader.

   + Assign the passages to groups in the manner indicated on

     the following slide (one group for each passage, except one group

     studies and reports on the first two Bible passages).

- When the small groups reconvene into a large group, the recorder will be asked to share what his or her small group found in the text.
- As the recorders report, list their findings on the projector.
- As the recorders report, let each of us individually evaluate how well we are doing regarding each leader characteristic. It is not necessary to share that insight with others, but let's ask God's help for anything we need to do better.

What does God's Word Say about the Character of His Peoples' Leaders ?

Bible Passage	Leader Type
• 1 Samuel 13:13-14	• Leaders in general
• 1 Kings 3:7-14 (Same group both report on both passages)	• Leaders in general
• Acts 5:12-42	• Leaders in general: Separate lists for Apostles and Gamaliel
• 1 & 2 Timothy	• Leaders in general
• 1 & 2 Timothy	• Overseer/Elder/Pastor
• 1 Timothy	• Deacon
• Titus	• Overseer/Elder/Pastor

Leader Character

God's Word

- 1 Samuel 13:13-14
  - What is it about David that the LORD said he is "a man after his own heart?" (See Acts 13:22.)
  - See 13:1-13 and 15:1-26.

Character of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

"The LORD does not look at the things man looks at. Man looks at the outward appearance, but the LORD looks at the heart." (16:7)

- Saul rebelled and disobeyed God. (15:17-26)
  - David was faithful to God and righteous and upright in heart. (1 Kings 3:6)
  - David was obedient. (1 Kings 3:14)
- Saul was arrogant. (15:12, 23)
  - David had humility, was humble. (18:23)
- Saul was afraid (signifying lack of faith). (15:24; 17:11)
  - David was brave. (16:18)
  - David was faithful. (17:37, 47)

Leader Character

God's Word

- 1 Kings 3:7-14

Character of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

- Humility. (3:7)

- Discernment to govern and to distinguish between right and wrong. (3:9-12)

- Obedience. (3:14)

Leader Character

God's Word

- Acts 5:12-42
  - Two Groups:
    + Group #1: What do you observe about why the apostles were looked upon as leaders?
    + Group #2: What do you observe about why Gamaliel was looked upon as a leader? (Include v. 34.)

Character of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

- The Apostles
  + Highly regarded. (v. 13)
  + Faithful. (vss. 16, 32, 42)
  + Obedient. (vss. 21, 29, 32, 42)
  + Courageous. (vss. 40-42)
  + Joyful. (v. 41)
  + Willing to suffer for Christ. (v. 41)
- Gamaliel
  + Honored by all the people. (v. 34)
  + Reflective. (vss. 35-38)
  + Concerned to not oppose God. (v. 39)
  + Persuasive, influential. (v. 40)

Leader Character

God's Word

- 1 & 2 Timothy and Titus
  - List the characteristics of a church leader.
  - After the small group leaders report to the whole group, show these slides and ask the group to add any leader characteristics they don't have on their lists.

Character of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

1 Timothy

- Pure heart. (1:5)
- Good conscience. (1:5, 19)
- Sincere faith. (1:5, 19; 2 Timothy 1:5)
- Humility. (1:12-17)
- Puts his hope in the living God. (4:10)
- Grasps eternal life. (6:12)

Leader Character

God's Word

- 1 & 2 Timothy and Titus
  - List the characteristics of a church leader.
  - After the small group leaders report to the whole group, show these slides and ask the group to add any leader characteristics they don't have on their lists.

Character of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

2 Timothy

- Clear conscience. (1:3)
- Prepared, including not being ashamed, to suffer for the Gospel. (1:8, 12)
- Is holy. (1:9)
- Keeps apostolic pattern of sound teaching. (1:13)
- Has faith in and love for Christ Jesus. (1:13)
- Keeps the faith. (4:7)

Leader Character

God's Word

- 1 & 2 Timothy and Titus
  - List the characteristics of a church leader.
  - After the small group leaders report to the whole group, show these slides and ask the group to add any leader characteristics they don't have on their lists.

Character of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

2 Timothy

- Is strong in the grace that is in Christ Jesus. (2:1)
- Is diligent in presenting him- or herself to God as one approved by him with no need to be ashamed, rightly explaining the word of truth. (2:15)
- Is kind, able to teach, not resentful. (2:24)
- Is always prepared. (4:2)
- Longs for the Lord's appearing. (4:8)

Leader Character

God's Word

- 1 & 2 Timothy and Titus
  - List the characteristics of a church leader.
  - After the small group leaders report to the whole group, show these slides and ask the group to add any leader characteristics they don't have on their lists.

Character of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

1 Timothy

Overseer/Bishop/Elder/Pastor/Minister
ἐπισκοπή (*episkopē*)

- Above reproach, blameless. (3:2; Titus 1:6, 7)
- Not a polygamist or engaging in any sex outside of marriage as common in the pagan culture. (3:2; Titus 1:6)
- Temperate. (3:2)
- Self-controlled (3:2), not overbearing or quick tempered. (Titus 1:7, 8)
- Respectable. (3:2)
- Hospitable. (3:2)

Leader Character

God's Word

- 1 & 2 Timothy and Titus
  - List the characteristics of a church leader.
  - After the small group leaders report to the whole group, show these slides and ask the group to add any leader characteristics they don't have on their lists.

Character of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

1 Timothy

Overseer/Bishop/Elder/Pastor/Minister Continued

- Able to teach. (3:2)
- Not given to drunkenness. (3:3)
- Gentle, not violent. (3:3)
- Not quarrelsome. (3:3)
- Not a lover of money. (3:3; 6:3-10)
- Is content with what he has. (6:6-8)
- Has his children under control by his dignity, respect (3:4); not wild or disobedient; believers. (Titus 1:6)
- Not a recent convert. (3:6)
- Has a good reputation with outsiders. (3:7)

Leader Character

God's Word

- 1 & 2 Timothy and Titus
  - List the characteristics of a church leader.
  - After the small group leaders report to the whole group, show these slides and ask the group to add any leader characteristics they don't have on their lists.

Character of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

Titus

Overseer/Bishop/Elder/Pastor/Minister Continued

- Is hospitable. (1:8)
- Is upright. (1:8)
- Is holy. (1:8)
- Is disciplined. (1:8)
- Holds firmly to the trustworthy message. (1:9)

Leader Character

God's Word

- 1 & 2 Timothy and Titus
  - List the characteristics of a church leader.
  - After the small group leaders report to the whole group, show these slides and ask the group to add any leader characteristics they don't have on their lists.

Character of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

1 Timothy

Deacon διάκονος (*diakonos*)

- Worthy of respect. (3:8)
- Sincere. (3:8)
- Keeps hold of the deep truths of the faith with a clear conscience. (3:9)
- Wife worthy of respect—not malicious talker, temperate, and trustworthy in everything. (3:11)
- Not a polygamist or engaging in any other sex outside of marriage as pagans do. (3:12)
- Manages his children and household well. (3:12)
- Gains an excellent standing. (3:13)
- Great assurance in their faith in Christ Jesus. (3:13)

Essential Linkage of Leader Character and Leader Behavior

God's Word

- "…become mature, attaining to the whole measure of the fullness of Christ." (Ephesians 4:13)
- "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock." (Matthew 7:24)
- "Do not merely listen to the word, and so deceive yourselves. Do what it says." (James 1:22)
- "Woe to you, scribes and Pharisees, hypocrites! For you clean the outside of the cup and of the dish, but inside they are full of robbery and self-indulgence." Matthew 23:25 (NASB)

Linkage

- Throughout the Bible we see the essential linkage of a leader's character and his or her behavior.
- Both the Hebrew and Greek words for word also mean deed: דָּבָר ($dāvār$); λόγος ($logos$)
- Leaders who please God do what he teaches in his Word.
- God strongly condemns hypocrisy in the leaders of his people.
- The leader's character issues forth in his or her functioning.

Leadership

THE IMPORTANCE AND EFFECTS OF A LEADER'S <u>BEHAVIOR</u> AND ITS DEVELOPMENT

Leader Behavior: Special Revelation

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Assign each group one of the following texts as suggested in the next slide. Each group lists what a leader <u>does</u>. Do the Matthew texts together in the large group.
  + Matthew 20:20-28
  + Matthew 28:18
  + Ephesians 1:15-23 (esp. v. 19)
  + 1 & 2 Timothy and Titus
  + 1 Peter 5:2
- Recorders report to the whole group in the previous manner.
- **As recorders report let us evaluate ourselves as we hear God's Word regarding his will for our behavior as leaders of his people. Let's each of us ask ourselves, "Do I need to make any changes in regard to this leader behavior?"**

Matthew 20:20-28

- In the world leaders rule over their subjects; they lord it over them. (20:25)
- In God's kingdom a leader acts to serve rather than to be served.

Matthew 28:18

- Jesus has all authority. Everyone serves under him.

What does God's Word Say about the Behavior of His Peoples' Leaders ?

Bible Passage

- Matthew 20:20-28
- Matthew 28:18-20
- Ephesians 1:15-23 (esp. v. 19) (Same group report on these three passages)

- 1 & 2 Timothy (Same group from previous task)
- 1 Peter 5:2
- 1 Timothy (Same group from previous task)
- Titus
- 1 Peter 5:2

Leader Type

- Leaders in general
- Leaders in general
- Leaders in general

- Leaders in general

- Leaders in general
- Overseer/Elder/Pastor
- Overseer/Elder/Pastor
- Overseer/Elder/Pastor

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.

- Each group examines one of the following texts and lists what a leader <u>does</u>:

  + Matthew 20:20-28

  + Matthew 28:18

  + Ephesians 1:15-23

  + 1 & 2 Timothy and Titus

  + 1 Peter 5:2

- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

Ephesians 1:15-23

- Prays prayers of thanksgiving and intercession for his or her people. (1:15-19)

- Leader recognizes and teaches that Christ Jesus is seated at the right hand (symbol of power) of the Father "far above all rule and authority, power and dominion, and every title" that can ever be given. (1:17-21)

- All things are under his feet; he is head over everything for the church, which is his body. (1:22-23)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.

- Each group examines one of the following texts and lists what a leader <u>does</u>:

  + Matthew 20:20-28

  + Matthew 28:18

  + Ephesians 1:15-23

  + 1 & 2 Timothy and Titus

  + 1 Peter 5:2

- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

Ephesians 1:15-23

- Thus, <u>*striving for and exercising power is not a goal*</u> for church leaders.

- The leader seeks God's will and Christ will work his power to accomplish his purposes through the leader.

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.

- Each group examines one of the following texts and lists what a leader <u>does</u>:

  + Matthew 20:20-28

  + Matthew 28:18

  + Ephesians 1:15-23

  + 1 & 2 Timothy and Titus

  + 1 Peter 5:2

- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

Ephesians 1:15-23

- DISCUSS: What implications do you see in this reality?

➢ Include less stress and anxiety for the leader. All he or she has to do is seek God's will; the Lord will use his power to open the doors for the leader to accomplish God's purposes.

  + See Proverbs 19:21.

  + See Acts 5:39.

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.

- Each group examines one of the following texts and lists what a leader <u>does</u>:

  + Matthew 20:20-28

  + Matthew 28:18

  + Ephesians 1:15-23 (esp. v. 19)

  + 1 & 2 Timothy and Titus

  + 1 Peter 5:2

- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

1 Timothy

- Commands people to not teach false doctrines. (1:3-4)
- No meaningless talk. (1:6)
- Fights the good fight (1:18; 6:12; 2 Timothy. 4:7)
- Does not blaspheme. (1:20)
- Prays for everyone. (2:1)
- Tells the truth; no lying. (2:7)
- Points out error. (4:1-6)
- Discerns and points out the teaching of demons. (4:6)
- Follows good teaching. (4:6)
- Has nothing to do with godless myths and old wives tales. (4:7)
- Trains himself to be godly. (4:7)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:
  + Matthew 20:20-28
  + Matthew 28:18
  + Ephesians 1:15-23 (esp. v. 19)
  + 1 & 2 Timothy and Titus
  + 1 Peter 5:2
- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

1 Timothy

- If he is young, he lets no one despise his youth. (4:12)
- Sets an example in speech, in conduct, in love, in faith, and in purity. (4:12)
- Devotes himself to the public reading of the Bible, to preaching, and to teaching. (4:13)
- Doesn't neglect his gift. (4:14)
- Is diligent in these matters. (4:15)
- Watches his life and doctrine closely and perseveres in them; everyone sees his progress. (4:15)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:

  + Matthew 20:20-28

  + Matthew 28:18

  + Ephesians 1:15-23 (esp. v. 19)

  + 1 & 2 Timothy and Titus

  + 1 Peter 5:2

- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

1 Timothy

- Exhorts an older man but does not rebuke him harshly. (5:1)
- Treats younger men as brothers. (5:1)
- Treats older women as mothers. (5:2)
- Treats younger women as sisters, with absolute purity. (5:2)
- Gives proper attention to widows who are really in need. (5:3)
- Gives the people the instructions in 1 Timothy, including God's will for providing for relatives, so that no one may be open to blame. (5:7-8)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:
  + Matthew 20:20-28
  + Matthew 28:18
  + Ephesians 1:15-23 (esp. v. 19)
  + 1 & 2 Timothy and Titus
  + 1 Peter 5:2
- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

1 Timothy

- Exercises church discipline according to the instructions in 1 Timothy without partiality and does nothing out of favoritism. (5:21)
- Is not hasty in the laying on of hands. (5:22)
- Keeps himself pure. (5:22)
- His good deeds are observed. (5:25)
- Flees from all evil. (6:11)
- Pursues righteousness, godliness, faith, love, endurance, gentleness. (6:11)
- Commands those who are rich to not be arrogant or hope in wealth but to put their hope in God and to do good and generously share. (6:17)
- Guards what has been entrusted to his care. (6:20)
- Turns away from godless chatter. (6:20)
- Turns away from false knowledge. (6:20)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:

  + Matthew 20:20-28

  + Matthew 28:18

  + Ephesians 1:15-23 (esp. v. 19)

  + 1 & 2 Timothy and Titus

  + 1 Peter 5:2

- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

1 Timothy

Overseer/Bishop/Elder/Pastor/Minister

ἐπισκοπή (*episkopē*)

- His behavior is above reproach. (3:2)
- He controls himself. (3:2; Titus 1:7 [not violent])
- Manages his own family well. (3:4-5)
- Doesn't indulge in much wine. (3:8; Titus 1:7 [not given to drunkenness)
- Not pursuing dishonest gain. (3:8; Titus 1:7)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:
  + Matthew 20:20-28
  + Matthew 28:18
  + Ephesians 1:15-23 (esp. v. 19)
  + 1 & 2 Timothy and Titus
  + 1 Peter 5:2
- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

Titus
<u>Overseer/Bishop/Elder/Pastor/ Minister</u>
ἐπισκοπή (*episkopē*)

- Exhorts others by sound doctrine. (1:9)
- Refutes and rebukes those who oppose sound doctrine by holding firmly to the trustworthy message. (1:9, 13)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:
  + Matthew 20:20-28
  + Matthew 28:18
  + Ephesians 1:15-23 (esp. v. 19)
  + 1 & 2 Timothy and Titus
  + 1 Peter 5:2
- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

2 Timothy

- Develops his or her spiritual gift(s). (1:6)
- Guards the Gospel that has been entrusted to his care. (6:20)
- Selects, educates, and teaches faithful people to teach others who will teach others God's Word. (2:2)
- Endures hardship. (2:3; 4:5)
- Avoids quarreling about words. (2:14)
- Correctly handles the word of truth. (2:15) Does not compromise the word, attempting to make it pleasing to the surrounding popular culture.
- Avoids godless chatter. (2:16)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:
  + Matthew 20:20-28
  + Matthew 28:18
  + Ephesians 1:15-23 (esp. v. 19)
  + 1 & 2 Timothy and Titus
  + 1 Peter 5:2
- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

2 Timothy

- Turns away from wickedness. (2:19)
- Flees evil desires. (2:22)
- Pursues: righteousness, faith, love, and peace. (2:22)
- Has nothing to do with foolish and stupid controversies, genealogies, arguments and quarrels about the law, because they are unprofitable and useless. (2:23-24; Titus 3:9)
- Gently instructs. (2:25)
- Has nothing to do with people who engage in the end times evils listed in 3:1-9.

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:
  + Matthew 20:20-28
  + Matthew 28:18
  + Ephesians 1:15-23 (esp. v. 19)
  + 1 & 2 Timothy and Titus
  + 1 Peter 5:2
- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

2 Timothy

- Lives a godly life expecting persecution as a result. (3:12)
- Uses Scripture to teach, rebuke, correct, and train in righteousness. (3:16; 4:2)
- Proclaims the Word. (4:2, 5)
- Exhorts. (4:2)
- Does the above patiently. (4:2)
- Instructs carefully. (4:2)
- Keeps his head in all situations. (4:5)
- Discharges all the duties of his or her ministry. (4:5)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:

  + Matthew 20:20-28

  + Matthew 28:18

  + Ephesians 1:15-23 (esp. v. 19)

  + 1 & 2 Timothy and Titus

  + 1 Peter 5:2

- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

2 Timothy

- Finishes the race [perseveres, completes what he starts; gets the job done]. (4:7)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:
  + Matthew 20:20-28
  + Matthew 28:18
  + Ephesians 1:15-23 (esp. v. 19)
  + 1 & 2 Timothy and Titus
  + 1 Peter 5:2
- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

Titus

- Teaches what is in accord with sound doctrine. (2:1)
- Teaches the older men to be temperate. (2:2)
- Teaches the older women to be reverent. (2:3)
- Encourages the young men to be self-controlled. (2:6)
- Sets an example in everything. (2:7)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:
  + Matthew 20:20-28
  + Matthew 28:18
  + Ephesians 1:15-23 (esp. v. 19)
  + 1 & 2 Timothy and Titus
  + 1 Peter 5:2
- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

Titus

- Teaches with integrity and soundness of speech that cannot be condemned, so opponents have nothing bad they can say about the church. (2:7-8)
- Teaches slaves to be subject to their masters in everything, to please them and not steal from them, to show they can be fully trusted and in every way make the teaching about God our Savior attractive. (2:9-10)
- Teach the whole Gospel of the grace of God in Christ. (2:11-15a)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:
  + Matthew 20:20-28
  + Matthew 28:18
  + Ephesians 1:15-23 (esp. v. 19)
  + 1 & 2 Timothy and Titus
  + 1 Peter 5:2
- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

Titus

- Encourages and rebukes with all authority. (2:15b)
- Doesn't let anyone despise him or her. (2:15c)
- Reminds people to
  – be subject to rulers and authorities. (3:1)
  – be obedient. (3:1)
  – be ready to do whatever is good. (3:1)
  – slander no one. (3:2)
  – be peaceable and considerate. (3:2)
  – show true humility toward everyone. (3:2)

Leader Behavior: Special Revelation

God's Special Revelation

- Reconvene in the same small groups with the same recorders in each group.
- Each group examines one of the following texts and lists what a leader <u>does</u>:

  + Matthew 20:20-28

  + Matthew 28:18

  + Ephesians 1:15-23 (esp. v. 19)

  + 1 & 2 Timothy and Titus

  + 1 Peter 5:2, 3

- Recorders report to the whole group in the previous manner.

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

Titus

- Emphasizes that those who have trusted God since their conversion show by their devotion to excel in doing what is good that they have put their fullest confidence in God. (3:8)
- Warns a divisive person once, then twice, and after than has nothing to do with him or her. (3:10)
- In word and in deed teaches Christians to do what is good so they may provide for daily necessities and not live lives that are unproductive. (3:12-14)

Leader Behavior: Special Revelation

God's Word

- 1 Peter 5:2, 3
  - In the Bible the Pastoral Care Ministry of the church is called shepherding. (John 21:16 [*poimaine*, take care of]; 1 Peter 5:2 [*poimanate*, shepherd]) < ποιμαίνω (*poimainō*), shepherd, herd or tend sheep; rule, govern; care for, look after, nourish

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

- "Again Jesus said, 'Simon son of John, do you truly love me?' He answered, 'Yes, Lord, you know that I love you.' Jesus said, 'Take care of [Shepherd (NASB)] my sheep.'" (John 21:16)

- "shepherd the flock of God among you, exercising oversight not under compulsion, but voluntarily, according to *the will of* God; and not for sordid gain, but with eagerness;" (1 Peter 5:2 NASB)

Leader Behavior: Special Revelation

God's Word

- 1 Peter 5:1, 2-3

Behavior of the Leader: Add Any of the Following Not Mentioned by the Small Group Recorders

Elder/Presbyter/Older Man (5:1)

πρεσβύτερος (*presbuteros*)

- Motivation is willingness according to God. (5:2)

- Not greedy for money. (5:2)

- Eager to serve. (5:2)

- Not lording it over those entrusted to you. (5:3)

- Is an example to the flock. (5:3)

LEADERSHIP

GENERAL REVELATION

Leader Behavior: General Revelation

- Previous social science research focused on leader traits, <u>characteristics</u>. Now the focus is on leader <u>behavior</u>.
- As we've just seen, <u>the Bible teaches both are necessary</u>.
- The current empirical emphasis now is on leader behaviors, how they are perceived, and their results.
- Leader behaviors are broadly classified in two main categories:
  - + Initiation of structure (I)
  - + Consideration (C)
  - + See Edward D. Seely essay, "[Balancing the Two Major Dimensions of Leadership: Initiation of Structure and Consideration]" on the [Church Leadership and Administration] page of my WordPress Website and also on my [academic Website].

Leader Behaviors

Initiation of Structure

- Refers to the degree to which the leader organizes and defines the relationship between him or herself and others, including with those who report to him or her.

- The orientation and focus is on <u>tasks</u>—getting the job done, accomplishing the required responsibility, achieving the needed goals and objectives.

Consideration

- Refers to behavior that is friendly, supportive, warm, trusting, and respectful in the relationship.

- Does not imply laxity in the performance of the leader's responsibilities.

- The orientation and focus is on <u>people</u>—in particular the emotional well-being of his or her followers.

- Notice how Jesus balanced initiation of structure and consideration in relating to the Canaanite woman. (Matthew 15:21-28)

Leader Behaviors and the Cerebrum of the Human Brain
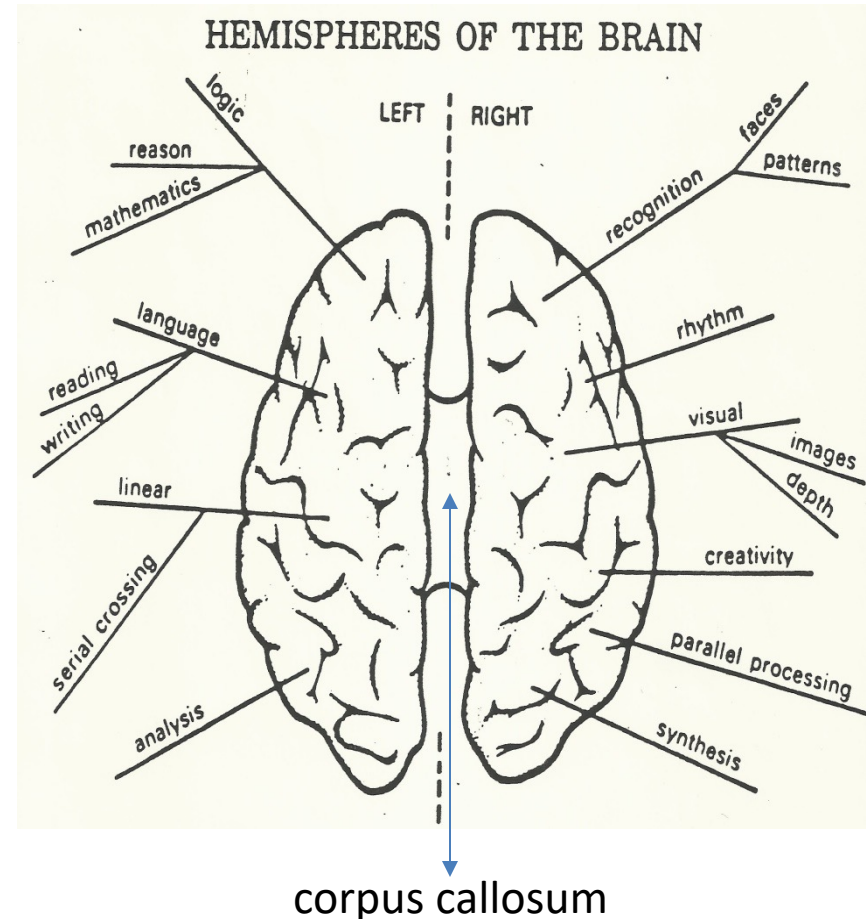
Orientations of Leaders

- **LEFT HEMISPHERE**
  + Cognitive/knowledge
  + Logical
  + Assertive, goal-oriented
  + Ordering & sequencing: Time conscious
  + Typically male/husband orientation (capable of both but oriented to left hemisphere)
  + Initiation of Structure focus
- **RIGHT HEMISPHERE**
  + Affective/Feelings
  + Emotional
  + Relational
  + Random exploration: Time free
  + Typically female/wife orientation (more capable of both but oriented to right hemisphere)
  + Consideration focus

The Cerebrum

(Source of Graphic Unknown)

HEMISPHERES OF THE BRAIN

LEFT | RIGHT

logic, reason, mathematics, language, reading, writing, linear, serial crossing, analysis

faces, patterns, recognition, rhythm, visual, images, depth, creativity, parallel processing, synthesis

corpus callosum

Leader Behaviors and the Cerebrum of the Human Brain

Input from the environment (e.g., the classroom) is processed cognitively by the left hemisphere of the cerebrum. The right hemisphere processes feelings, emotions, attitudes, visual and spatial functioning, and relationships. These two hemispheres don't operate independently of each other but interact across the 200,000,000 nerve fibers in the corpus callosum, the conduit, which connects both hemispheres of the cerebrum.

Between the 16th and 26th week of gestation in the womb, the male's Y chromosome triggers the release of male hormones that coat the corpus callosum and the left hemisphere of the cerebrum, causing the male to function primarily in the left hemisphere. This doesn't mean that men and boys can't function in both hemispheres, they do, but they mainly operate in the left hemisphere. Females function in both hemispheres but prefer the right hemisphere.

Why is this distinction between initiation of structure and consideration important?

1. It informs us of the two major types of leader behaviors and the necessary balance between them that is essential for the most effective leadership.

2. It helps us understand why some leaders are oriented to task accomplishment and others are oriented to spending a lot of time caring for individuals.

3. It helps us assist leaders who are over-oriented to one or the other classification of leader behaviors to function in a more balanced manner.

4. It helps us identify what type of leader we need to hire or volunteer to select to balance a given area of ministry if a leader cannot make the needed modifications and function in a more balanced manner.

5. It helps us be more gracious and "cut some slack" and appreciate the strengths of each other as leaders, even where one is struggling to become more balanced.

6. This understanding helps prevent conflict in the home (e.g., the wife need not feel rejected when her husband doesn't adequately respond while watching football) and in the church.

Leader Behaviors*

POSITIVE LEADER BEHAVIORS

1 Communicates
2 Displays adequate knowledge and ability
3 Lets others take responsibility
4 Listens
5 Organizes well
6 Seeks to help when needed
7 Shares own shortcomings and problems
8 Shows sense of humor
9 Tries new ideas—open
10 Understands concerns of followers
11 Uses firmness when necessary

NEGATIVE LEADER BEHAVIORS

1 Doesn't follow through—Dishonest
2 Doesn't relate to people
3 Doesn't show concern
4 Doesn't trust followers
5 Favors some over others
6 Forces ideas on others
7 Gets upset when things don't go right
8 Looks down on people
9 Puts own interests ahead of group
10 Says one thing but does another—dishonest
11 Won't change—old fashioned

* U. S. A. national research study for Youth for Christ reported in Ph.D. dissertation by Edward D. Seely, Michigan State University, 1980

Leader Behaviors
Comparing God's Special Revelation and General Revelation

Divide the positive and negative leader behaviors by the number of small groups in the previous tasks. Using our study of the Bible texts and any other passages that come to your mind, ask each group to identify a corresponding text from God's Word for as many positive and negative leader behaviors they've been assigned as possible.

On a large chart of the positive and negative leader behaviors, cite at least one text from the Bible that relates to as many behaviors as possible. See the following slide for an example.

DISCUSS: Compare your lists of leader behaviors in our study of the texts in God's special revelation with the list of positive and negative leader behaviors observed in God's general revelation through careful empirical research.

- What do you notice?
- Did you see more texts calling for attention to task or to consideration? How many Biblical texts pertain to both classifications of leader behavior?
- Are there any positive or negative leader behaviors for which there is no related Biblical text?
- One of the benefits of careful social science is the identification of what leader behaviors are most liked and disliked by people today, the behaviors of leaders that tend to attract and engage their followers and the behaviors of leaders in which they tend to lose their followers.

Leader Behaviors

The following matches of leader behaviors with Bible texts is an example that can be used for the preceding task. Many more texts can be cited for these behaviors.

POSITIVE LEADER BEHAVIORS

1 Communicates (Titus 2:7)
2 Displays adequate knowledge and ability (2 Timothy 2:15, 4:5)
3 Lets others take responsibility (2 Timothy 2:2)
4 Listens (Matthew 15:21-28)
5 Organizes well (Luke 14:18; Proverbs 19:21)
6 Seeks to help when needed (1 Peter 5:2)
7 Shares own shortcomings and problems (2 Timothy 4:6-18)
8 Shows sense of humor (Isaiah 44:12-23)
9 Tries new ideas—open (Matthew 9:17)
10 Understands concerns of followers (Titus 3:2)
11 Uses firmness when necessary (Titus 2:15)

NEGATIVE LEADER BEHAVIORS

1 Doesn't follow through—Dishonest (vs. Matthew 21:30)
2 Doesn't relate to people (1 Samuel 18:28-29)
3 Doesn't show concern (vs. 2 Samuel 9:1-13)
4 Doesn't trust followers (1 Samuel 22:13-14)
5 Favors some over others (vs. 1 Timothy 5:21)
6 Forces ideas on others (vs. 2 Timothy 2:25)
7 Gets upset when things don't go right (1 Samuel 13:5-14)
8 Looks down on people (vs. 1 Timothy 4:12)
9 Puts own interests ahead of group (vs. Matthew 20:26-28)
10 Says one thing but does another—dishonest (Matthew 23:2-4)
11 Won't change—old fashioned (vs. Matthew 9:17)

Leader Behaviors, Adult

THINGS I LIKE AND DISLIKE ABOUT ADULT LEADERS

Please circle the number which shows how important each thing is to you.

THINGS I LIKE (IN ADULT LEADERS)	How Important Is It? Little — Very				
Communicates	0	1	2	3	4
Displays adequate knowledge and ability	0	1	2	3	4
Lets young people take responsibility for important tasks	0	1	2	3	4
Listens	0	1	2	3	4
Organizes well	0	1	2	3	4
Seeks to help when needed	0	1	2	3	4
Shares own shortcomings and problems	0	1	2	3	4
Shows sense of humor	0	1	2	3	4
Tries new ideas--open	0	1	2	3	4
Understands concerns of young people	0	1	2	3	4
Uses firmness when necessary	0	1	2	3	4

THINGS I DISLIKE (IN ADULT LEADERS)	How Serious Is It? Little — Very				
Doesn't follow through--irresponsible	0	1	2	3	4
Doesn't relate to young people--doesn't see their point of view	0	1	2	3	4
Doesn't show concern for young people	0	1	2	3	4
Doesn't trust young people	0	1	2	3	4
Favors some over others (picks favorites)	0	1	2	3	4
Forces ideas on young people	0	1	2	3	4
Gets upset when things don't go right	0	1	2	3	4
Looks down on young people	0	1	2	3	4
Puts own interests ahead of group	0	1	2	3	4
Says one thing, but does another--dishonest	0	1	2	3	4
Won't change--old-fashioned	0	1	2	3	4

Adult Youth Leader (+) Behaviors Ranked by U. S. Male and Female Youth*

MALE

- Listens (C)
- Understands my concerns (C)
- Displays adequate knowledge and ability (I)
- Communicates (C)
- Seeks to help when needed
- Organizes well
- Tries new ideas—open
- Lets me take responsibility
- Uses firmness when needed
- Shows sense of humor
- Shares own shortcomings and problems

FEMALE

- Listens (C)
- Understands my concerns (C)
- Communicates (C)
- Seeks to help when needed (C)
- Displays adequate knowledge and ability
- Organizes well
- Tries new ideas—open
- Lets me take responsibility
- Shows sense of humor
- Uses firmness when needed
- Shares own shortcomings and problems

_____

*U. S. A. national research study for Youth for Christ, *Behaviors of Peer Leaders, Adult Leaders, Mothers and Fathers as Perceived by Young People Fourteen through Eighteen Years of Age*, reported in Ph.D. dissertation by Edward D. Seely, Michigan State University, 1980

Adult Leader (-) Behaviors Ranked by U. S. Male and Female Youth

MALE

- Says one thing but does another—dishonest (Hypocritical)
- Doesn't relate to youth
- Doesn't show concern for youth (me)
- Doesn't trust youth (me)
- Doesn't follow through—Dishonest
- Looks down on youth (me)
- Favors some over others
- Puts own interests ahead of group
- Forces ideas on youth (me)
- Gets upset when things don't go right
- Won't change—old fashioned

FEMALE

- Says one thing but does another—dishonest (Hypocritical)
- Doesn't relate to youth
- Doesn't trust youth (me)
- Doesn't show concern for youth (me)
- Doesn't follow through—Dishonest
- Looks down on youth (me)
- Favors some over others
- Puts own interests ahead of group
- Forces ideas on youth (me)
- Gets upset when things don't go right
- Won't change—old fashioned

Leadership, Implications for Youth and Other Leader Selection

Research Findings

- While some leader behaviors are more important than others, all the positive ones are rated important on a five-point Likert scale.

- All the negative leader behaviors are rated serious.

- Females rate all the behaviors as more important and more serious, indicating stronger feelings as to how leaders should perform.

Implications for Leader Selection

- Adult leaders should perform all the positive behaviors to be most effective.

- They should avoid all the negative ones to be most effective.

- Adult leaders should make listening their top priority.

- Adult leaders should emphasize behaviors that are oriented to people rather than to task. (Both are needed: priority goes to people.) Compare Jesus' serve rather than be served.

- Be sure to also ask girls and women who would be a good leader.

- Select a leader (esp. a mom or dad) who is highly regarded for focus on task for youth groups and classes where students tend to be unruly.

Leadership, Implications for Youth and Adult Leader Selection

What Leaders Should Do

- Adult leaders should generally emphasize behaviors that are oriented to people rather than to task. (Both are needed: priority goes to people.)
- Adult leaders should make listening top priority.
- Adult leaders' words and deeds should match.
- Adult leaders should perform all the positive behaviors to be most effective.
- They should avoid all the negative ones to be most effective.

Selecting Leaders

- Include adults who are more people-oriented than task-oriented but who can also accomplish the required tasks.
- Look for adults who listen to others more than talk about themselves.
- Look for adults who have a track record of doing what they say they will do and who actually do what they teach.
- Look for adults who perform the desirable and avoid the undesirable behaviors.

Comparing Leadership and Administration

Leadership

- Doing the Right Things
- Need balance between tasks (initiation of structure) and people (consideration) but emphasis on people.
- Leaders who are pastors, teachers, youth and other leaders: Involved more <u>directly</u> serving the people.
- Leaders who are engaged in the administrative tasks of the organization: Involved more <u>indirectly</u> serving the people.

Administration

- Doing Things Right
- Need balance between tasks and people but emphasis on task (in light of task purpose ultimately being for people).

  + Administration has been called accomplishing things through others.

- Beware of church becoming self-serving. Organizations grow by serving; then often become self-serving when they come to be large.
- Organizing an institution's
  - ➢ Mission
  - ➢ Vision
  - ➢ Strategic Plan

The 15 Leading Time Wasters

Based on experience of managers in 15 countries. Source: Alec Mackenzie, former President of American Management Association

1. Telephone interruptions.
2. Visitors dropping in without appointments.
3. Meetings, both scheduled and unscheduled.
4. Crisis situations for which no plans were possible.
5. Lack of objectives, priorities and deadlines.
6. Cluttered desk and personal disorganization.
7. Involvement in routine and detail that should be delegated to others.
8. Attempting to do too much at once and underestimating the time it takes to do it.

The 15 Leading Time Wasters

Based on experience of managers in 15 countries. Source: Alec Mackenzie, former President of American Management Association

9. Failure to set up clear lines of responsibility and authority.
10.   Inadequate, inaccurate or delayed information from others.
11.   Indecision and procrastination.
12.   Lack of or unclear communication and instruction.
13.   Inability to say "No."
14.   Lack of standards and progress reports that enable a company manager to keep track of developments.
15.   Fatigue.

U. S. News & World Report, Dec. 3, 1973, p. 46.

Time Management

Why must the time wasters be managed?

1. They create stress, and stress is linked to health problems.
2. Stress also negatively affects job performance.
3. Time wasters limit your accomplishment for the Lord, his church, and his purposes.
4. Time wasters contribute to burnout.

How can the time wasters be managed? By using the principles of administration in this presentation.

Time Management

How can the time wasters be managed? Using the principles of administration in this presentation will manage most of them. In addition, note these observations.

1. Some interruptions are Providential; people have crises and need your help at unforeseeable times. Remember your calling and that the most effective and efficient way to serve is to balance initiation of structure and caring, consideration. Sometimes consideration has to take precedence over initiating structure. To avoid frustration plan on interruptions.

2. Yet remember some structural matters are ways to care for other people as well. At certain times you have to make a judgment call to see whose needs must come first to balance consideration and attention to structure. If you have to ask someone to wait to see you, explain the reason and ask if you can see this person later or seek another person to help him or her.

3. If you can hire or share an administrative assistant who can screen your phone calls and unplanned visitors, that will free you to concentrate on accomplishing the tasks required of you, some of which will care for many other people. If you don't have an assistant, see if a volunteer can help you at certain times. Group your phone call returns, such as at the end of the day. Also, check your phone display; if someone is calling you at an inconvenient time, let your voicemail machine take the message and call the person back as soon as you can. Ignore phone calls from people who just want to sell you something you and the church don't need.

Time Management

How can the time wasters be managed? Using the principles of administration in this presentation will manage most of them. In addition, note these observations.

4. Keep the tension between initiation of structure and consideration in order to help keep the two in balance.

5. Plan 20% of your day for unplanned interruptions.

Case Study on Balancing Initiation of Structure and Consideration

Sue, Director of Youth Ministry, at Faith Christian Church is walking down the hall toward a classroom where 25 people are waiting for her class to begin. She is carrying a fairly heavy load of resources, including her laptop computer, five books, and a stack of documents, that she intends to use in teaching the lesson and only has three minutes before the class is to begin. Just as she turns right around the corner from the classroom a young person approaches her with tears streaming down her face and begins pouring out her heart about her boyfriend, who just the evening before broke their relationship. What should Sue do?

Your Idea for a New Ministry

This course will provide time and other resources for you to identify, refine, and begin to plan the implementation of something new you would like to do in your ministry.

- This innovation can be anything you want it to be, e.g., a new idea, a new service, or a new program, through which God will accomplish his redemptive purposes.

- Begin now to write it down, even if you only now have the title, and then as we proceed through the five administrative processes, by the end of this course you'll have most of your work done in order to implement your new idea when you return home.

ADMINISTRATION

FIVE MAIN TASKS OF ADMINISTRATION

Five Main Tasks of Administration
To Be Done for Whole Church and for Each Department or Program

- **Plan**: Examining the past and present to construct the best program for accomplishing the church's objectives for the present and future.

- **Organize**: Developing the organizational structure, roles and positions needed to accomplish the church's objectives.

- **Staff**: Selecting and training the people needed in the organizational structure who will accomplish the church's objectives.

- **Direct**: Managing the staff once they arrive so they function well in their positions in order to accomplish the objectives.

- **Evaluate**: Comparing objective results of staff and their programs with an established standard to determine whether the objectives have been accomplished.

Tasks of Administration
Planning

Action

- Prayer
- Mission Statement
- Vision Statement
- Goals
- Objectives
- Strategic Planning Review
- Budget

Key Components

- Prayer: Proverbs 16:3; 19:21
- Mission Statement: General and broad; rationale for the ministry; relationship to the rest of the church's work—Answers WHY (Cf., Matthew 28:18-20)
- Vision Statement: Specific, customized, precise, detailed—Answers WHO, WHAT, HOW (Cf., Ephesians 4:1-16)
- Goals—General, broad; state how vision to be accomplished; long-term (Cf., Ephesians 4:17-24)
- Objectives—Narrow, specific, measurable; what must be done to accomplish the goals; short-term (Cf., Ephesians 4:25-5:33; Luke 14:28-32)
- Relate your new idea to the above.

Tasks of Administration
Planning

Action

- Prayer
- Mission Statement
- Vision Statement
- Goals
- Objectives
- Strategic Planning Review
- Budget

Key Components

- Make sure objectives are SMART.
  + **S**pecific
  + **M**easurable
  + **A**ttainable
  + **R**elevant
  + **T**rackable
- Develop a checklist.
- Record these and other expectations for the values standard for the evaluation of each staff position responsible.
- Use Level 3 Objectives for evaluation of programs.

Lessons from God's General Revelation
Learning from the Corporate Century Club: Companies that Have Lasted 100 or More Years

Successful Characteristics

1. Strong Corporate Mission and Culture
2. Unique Core Strengths and Change Management
3. Long-Term Relationships with Business Partners
4. Long-Term Employee Relationships
5. Active Members of the Local Community

Description

1. Thoughtful preservation of the values of the company's founder of which present leaders see themselves as stewards.
2. Company sees itself as unique in what it offers and concentrates on maintaining its uniqueness while applying that specialty to meet current and ongoing needs.

Learning from the Corporate Century Club: Companies that Have Lasted 100 or More Years

Professor Vicki TenHaken of the management faculty of Hope College, Holland, Michigan, U. S. A., is the author of a book, *Lessons from Century Club Companies: Managing for Long-Term Success* (Ann Arbor, MI: Spinner Press, 2016), in which she examines five traits shared by companies in the United States that have been in business for at least 100 years. The book suggests these five characteristics of successful companies will help other companies last and accomplish their objectives for a long time. Consider how these characteristics can inform the church of how it can accomplish its objectives for many years. Examples are offered in the right column of the slides in this section; what others come to your mind?

Professor TenHaken notes that while making money is not on the list of the five traits of successful companies, her findings are consistent with those of management expert, Peter Drucker, who observed that while profits are necessary in order for a company to stay in business, the main purpose of a business is to *make* *and* *keep* customers, which is similar to the Lord's commission of his church to "go and make disciples of all nations..." (Matthew 28:19) and to not stop doing so.

Learning from the Corporate Century Club: Companies that Have Lasted 100 or More Years

The book is based on research involving more than 7,000 companies in the United States and Japan over a 10-year period, in which Professor TenHaken worked with economics Professor Makoto Kanda of Meiji Gakuin University in Japan. While the data base includes large companies such as Ford Motor Company, the two professors focused on small and medium-sized, privately owned firms, which in the United States comprise 95% of all businesses. The professors report that they wanted their research to be helpful for the majority of companies who are striving to be successful for a long time, precisely one of the goals of the church. See the article, "Leading the Way: Lessons from the Corporate Century Club," by Greg Olgers in *News from Hope College*, Winter 2016, Volume 48, No. 2, pp. 20-21.

Lessons from God's General Revelation
Learning from the Corporate Century Club: Companies that Have Lasted 100 or More Years

Successful Characteristics

1. Strong Corporate Mission and Culture
2. Unique Core Strengths and Change Management
3. Long-Term Relationships with Business Partners
4. Long-Term Employee Relationships
5. Active Members of the Local Community

Description

3. These firms believe that long-term relationships with their customers and suppliers from generation to generation are essential to their success. These relationships transcend financial gain.

Lessons from God's General Revelation
Learning from the Corporate Century Club: Companies that Have Lasted 100 or More Years

Successful Characteristics

1. Strong Corporate Mission and Culture

2. Unique Core Strengths and Change Management

3. Long-Term Relationships with Business Partners

4. Long-Term Employee Relationships

5. Active Members of the Local Community

_____

* See, e.g., "A Ministry Watch Analysis: What Happened at Willow Creek," by Warren Cole Smith, https://ministrywatch.com/a-ministrywatch-analysis-what-happened-at-willow-creek/. (Accessed 2/28/20)

Description

4. Many employees last their whole career as loyal members of the company and speak of their relationship with the firm as being in many ways like a family. One significant practice of older businesses is to develop leaders from within its own company, wherein they employ a deliberate process for leadership succession.

+ This model works when the leader is well-educated and has a broad perspective. Without such a leader, one danger of employing this practice of leadership selection and succession, which has in such cases caused disaster in the church and must be avoided, is insularity, a staff provincial perspective ignorant of its limitations, flaws, and better polity and spiritual nurture that is worsened by failure to invite and consider corrective feedback.*

Lessons from God's General Revelation
Learning from the Corporate Century Club: Companies that Have Lasted 100 or More Years

Successful Characteristics

1. Strong Corporate Mission and Culture

2. Unique Core Strengths and Change Management

3. Long-Term Relationships with Business Partners

4. Long-Term Employee Relationships

5. Active Members of the Local Community

Description

5. Successful businesses are actively engaged in their local communities, helping them, developing relationships, and building a good reputation in the surrounding community.

The authors of the study note that these five qualities are correlational not causative. They also note that not all companies employ all five practices.

Lessons from God's General Revelation
Learning from the Corporate Century Club: Companies that Have Lasted 100 or More Years

Successful Characteristics

1. Strong Corporate Mission and Culture
2. Unique Core Strengths and Change Management
3. Long-Term Relationships with Business Partners
4. Long-Term Employee Relationships
5. Active Members of the Local Community

Applications for the Church: What Others Can You Add?

1. Goal: every member knows, can explain (including citing at least one Biblical text), is committed to, and is actively involved in the mission Jesus gave the church.
2. Goal: each member of the church knows and can explain at least one way his or her congregation stands out in the community.

Lessons from God's General Revelation
Learning from the Corporate Century Club: Companies that Have Lasted 100 or More Years

Successful Characteristics

1. Strong Corporate Mission and Culture
2. Unique Core Strengths and Change Management
3. Long-Term Relationships with Business Partners
4. Long-Term Employee Relationships
5. Active Members of the Local Community

Applications for the Church: What Others Can You Add?

3. The majority of the people in the congregation maintain their membership for decades and many for their whole lives. Conflict is minimal.
4. Staff members are valued for their tenure and are not a threat to a new senior pastor.
5. The congregation advertises and offers needed services to the community, such as a food pantry.

Tasks of Administration
Planning

Action

- Prayer
- Mission Statement
- Vision Statement
- Goals
- Objectives
- Strategic Planning Review
- Budget

Key Components

- Why do strategic planning?
  + Stewardship: 1 Corinthians 4:2; Luke 12:48
  + To make best use of limited resources.
  + Carefully written objective strengthens trust and engenders enthusiasm.
  + Raises understanding of need for and how to implement change.

Tasks of Administration
Planning

Action

- Prayer

- Mission Statement

- Vision Statement

- Goals

- Objectives

- Strategic Planning Review

- Budget

Key Components

- Pitfalls to Avoid
  + Planning without prayer
  + Tyranny of the urgent: working hard but not smart
  + Preparing objectives in terms of means (which are really goals) not results
  + Implementing fads: jumping on ministry bandwagons

Tasks of Administration
Planning

Action

- Prayer
- Mission Statement
- Vision Statement
- Goals
- Objectives
- Strategic Planning Review
- Budget

Key Components

- Budget: Luke 14:28-32
- Types of budgets
  + General Fund/Operations
    * Building repair and cleaning, utilities, personnel, program expenses, bank fees
  + Capital/Building Fund
    * Equipment over $500, building construction
  + Designated Fund
    * Missions, Christian school, special and short-term projects
  + Contingency Fund (Usually 10%) to cover emergency and unforeseen expenses

Tasks of Administration
Planning

Action

- Prayer
- Mission Statement
- Vision Statement
- Goals
- Objectives
- Strategic Planning Review
- Budget

Key Components

- Budget development process
+ Plan
  * Include two sections.
    - Income
    - Expenses
  * Calculate resources.
    - E.g., weekly offerings, investments, wills
+ Fund the objectives.
  * Allocate amounts for personnel.
  * Allocate amounts for each ministry request.

Tasks of Administration
Planning

Action

- Prayer
- Mission Statement
- Vision Statement
- Goals
- Objectives
- Strategic Planning Review
- Budget

Key Components

- Budget development process
  + Obtain approval.
    * From ministry departments
    * From church board
  + Monitor ministry expenses.
    * Watch for overspending.
    * Make modifications if needed—budget a guide not unalterable tyrant.
  + Report to congregation at least annually.
  + Archive budgets for future reference as needed.

Tasks of Administration
Organizing

Action	**Key Components**

Action

- Organizational Structure
- Span of Control
- Job Descriptions
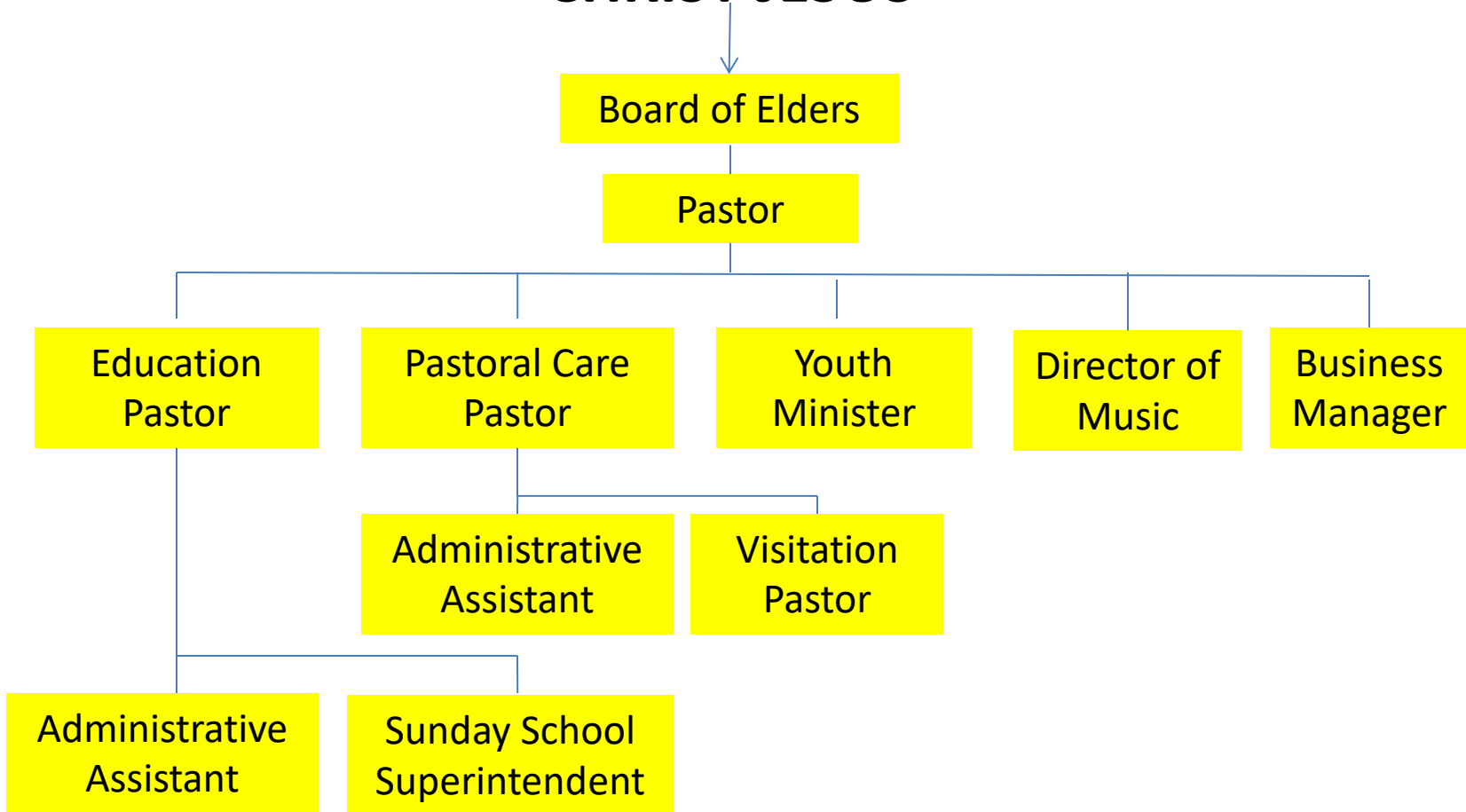- Conducting Effective Meetings
- Diffusion of Innovations

Key Components

- Organizational Structure
  + Formal Structure
    * Authority flow chart. (Some larger churches with many elders have a smaller group, e.g., an executive council that they authorize to oversee church operations.)
  + Informal Structure
    * Functional flow chart, including opinion leaders: How the organized church should work Biblically.
- Span of Control (Exodus 18:13-26; Numbers 11:16-17; Acts 6:1-7)
  + The more responsibility those who report to you the fewer they should be.
  + In general optimum span is 6-8.

Authority Flow Chart of Faith Church

Ephesians 1:22-23; 4:7,11
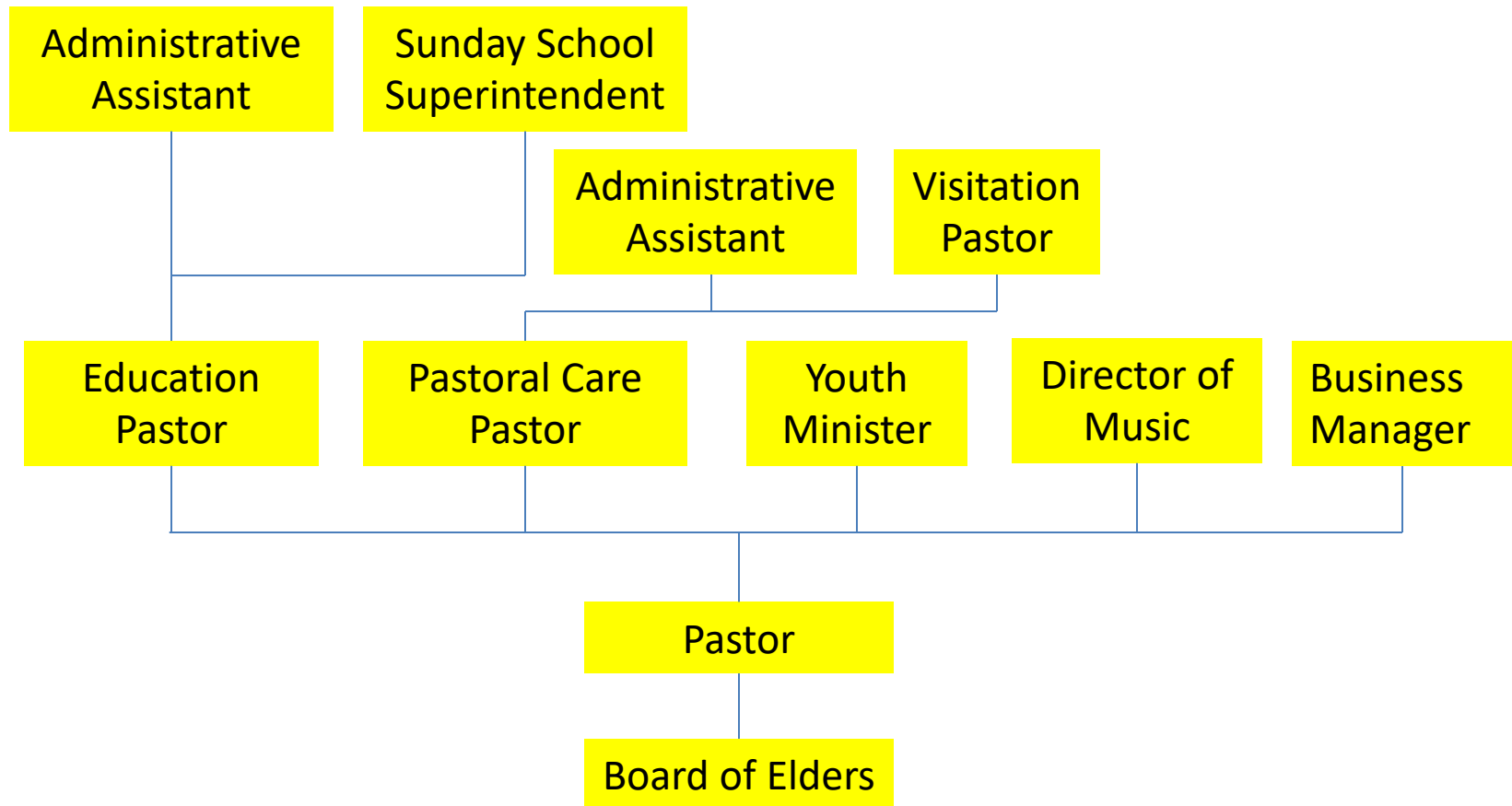
CHRIST JESUS

Board of Elders

Pastor

Education Pastor

Pastoral Care Pastor

Youth Minister

Director of Music

Business Manager

Administrative Assistant

Visitation Pastor

Administrative Assistant

Sunday School Superintendent

Functional Flow Chart of Faith Church
According to Matthew 20:25-28, Christlike Servanthood

Administrative Assistant

Sunday School Superintendent

Administrative Assistant

Visitation Pastor

Education Pastor

Pastoral Care Pastor

Youth Minister

Director of Music

Business Manager

Pastor

Board of Elders

New Testament Terms for Church Elders

All three of these terms refer to the same person but convey slightly different aspects of the leader's work. As the church grew and more challenges arose, certain elders were paid.

- ἐπισκοπή (*episkopē*) = overseer, bishop (Acts 20:17,28; 1 Timothy 3:1); refers to the structural work to be done. (Emphasis on task)
- πρεσβύτερος (*presbuteros*) = elder (Acts 20:17,28; 1 Timothy 5:17); refers to the dignity of the office and the leader holding it.
- ποιμήν (*poimēn*) = shepherd, pastor (Acts 20:17,28; Ephesians 4:11); refers primarily to the function of the leader as teacher and caregiver. (Emphasis on people)

New Testament Term for Other Church Leaders/Ministers

- διάκονος (*diakonos*) = servant, deacon, minister

  + In Greek culture the *diakonos* was the servant of the king. The church used the term but shaped its meaning according to its service of the King of kings, Jesus Christ. (Matthew 20:28; Romans 15:25; 16:1; Acts 6:2; 1 Timothy 3:12)

Tasks of Administration
Organizing

Action

- Organizational Structure
- Span of Control
- Job Descriptions
- Conducting Effective
   Meetings
- Diffusion of Innovations

Key Components

- Value of Job Descriptions
  + Gives minister understanding
     of what he or she must do.
  + Provides checklist for
     minister, supervisor,
     congregation.
  + Elimination of conflict.
  + Elimination of time wasting
     duplication of effort.
  + Useful for determining fair work
     load
  + Basis for evaluation—
     include in a values standard.
  + Facilitates strategic planning.

Tasks of Administration
Organizing

Action

- Organizational Structure
- Span of Control
- Job Descriptions
- Conducting Effective
   Meetings
- Diffusion of Innovations

Key Components

- Content of Job Descriptions
  + Position title
  + Ministry purpose
  + Reporting relationship
  + Primary responsibilities written with very detailed and measurable specifications of what is to be done in each area of responsibility
  + Inclusion of an open-ended statement that other tasks may be requested

Do you need to write a job description?

After considering the values of a job description for yourself and each of the people who report to you, do you need to write a job description? If so, the resources this minicourse offers can help you to write one.

- If all or most of the people in this course need to write a job description, and would like some help, we can provide class time to do so.

- If only one or a few need to write a job description, help will be available at the breaks.

Tasks of Administration
Organizing

Action

- Organizational Structure
- Span of Control
- Job Descriptions
- Conducting Effective Meetings
- Diffusion of Innovations

Key Components

- Clearly state purpose.
- Send out proposed agenda ahead of time and invite input from those expected to attend; add their input to the proposed agenda; agenda includes the start and stop times.
- Come well prepared.
- Meeting place should be free from distractions and have comfortable accommodations.
- Leader
  + Starts and ends the meeting on time.
  + Keeps to the agenda.
  + Invites participation of all but limits monopolizing.
  + Concludes discussion of agenda items when item is adequately resolved. Keeps the meeting moving.
  + Prioritizes items if all items cannot be covered in established time frame.
  + Postpone less important items until the next meeting.
- Meet as often as needed but not too often.

Tasks of Administration
Organizing

Action

- Organizational Structure
- Span of Control
- Job Descriptions
- Conducting Effective Meetings
- Diffusion of Innovations

Key Components

- Discern the challenges.
- Ask key questions and facilitate individual and corporate decision-making.
- Carefully implementing the change defuses fear of it and facilitates its acceptance.
- Refer to accompanying outline, essay, and PPT program on diffusion research.
- In the light of the research on diffusion of innovations and our discussion of its applications in the church, what do you have to do to implement your new idea?

Tasks of Administration
Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

- Pray God raises up the people needed.
- Not a new Christian. (1 Timothy 3:6)
- Member of a church.
- Obtain and check references.
- Ask what he/she believes. (Bottom Line: Romans 10:9; 1 Corinthians 12:3; Nicene Creed)
  + Theologically: Is there evidence of regeneration and justification?
- Look for maturity in Christlikeness.
  + Theologically: Is there evidence of sanctification?
- The first step in conflict management: Careful leader selection.
- Obtain agreement with policies and job description.
- Involve a woman in staff selection decision-making.
- As permitted, personally ask someone rather than advertising.
- See also above slides.

Tasks of Administration
Staffing

Action	Key Components
• **Screening and Selection**	Look for people to whom God has given gifts needed for a particular function in the church.
• Staff Development	• See the three main gift lists in Romans 12:1-8; I Corinthians 12-14; Ephesians 4:11-16.
• Legal and Moral Matters	• Notice that the purpose of the gifts is to build up the church to reach unity.
	• Elders should approve the selection of leaders.
	• Give prospective leaders a small job and watch how they do. (Luke 16:10)
	• Consider a person's track record.
	• Discern who truly has a gift and who claims to have a gift but does not.

Tasks of Administration

Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

- Begin staff and team meetings with related Scripture and prayer.
- Periodically review church mission and vision, goals and objectives.
- Ask staff members to state the above in their own words.
- Monitor staff relationships for harmony; facilitate resolution of conflicts. Always remember: leaders influence the people they lead. (2 Chronicles 33:9; Ezra 9:2)
- Goal: help staff members improve, overcome insubordination, not fire them. (Latter only done as a last resort. See below Evaluation of Personnel.)

Tasks of Administration
Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

Managing Staff Conflict

- The following for the most part pertains to both paid and volunteer staff. In either case don't play the power game (asserting your authority). It's not the Lord's way, and it doesn't work. (Matthew 20:25-28) Recall the wisdom of the old saying, "A man convinced against his will is of the same opinion still." (General Revelation and common grace)
- Begins with leader selection.
- View staff differences as healthy. Peter Drucker: dissent is essential; bickering & feuds are not. They can destroy an organization. (Again, General Revelation)
- Strive for consensus; otherwise take a vote with minority supporting the group decision.

Tasks of Administration
Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

<u>Causes of Failure in Staff Relations</u>

- Staff doesn't see where they fit in the organizational structure. Most people want to know *precisely* what is expected of them. (One reason why job descriptions are needed.)

- Failure to understand the organizational culture (managerial styles and values).

- Failure to understand the culture of the target population. "Become all things to all people…" (1 Corinthians 9:22)

Tasks of Administration
Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

Preventing & Overcoming Failure in Staff Relations

- Communicate.
  + Modified open-door policy: Door open to all who report to you.
  + Often talk with those who report to you on their turf. Talk casually; show interest in them and in their work. (Consideration)
  + Develop the ego strength to allow those who report to you to talk with the one(s) to whom you report. (Draws respect)

Tasks of Administration
Staffing

Action	Key Components

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

<u>Preventing & Overcoming Failure in Staff Relations</u>

- Communicate.

  + If someone comes to you with a complaint about someone else, your first question is, "Have you spoken to him or her about this matter?" (Matthew 18:15 ff.) (Structure)

  + Always support those who report to you when others accuse them. (Doesn't mean automatically take their side.) When your staff members are wrong, help them become aware of the problem and make it right with the person(s) they offended. (Deuteronomy 16:20; Ephesians 4:15)

Tasks of Administration
Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

Preventing & Overcoming Failure in Staff Relations

- Communicate.
  + If you want to meet with a staff member who reports to you, especially to give corrective feedback, ask to meet in his or her office. When one wants to meet with you, graciously go to his or her office. In so doing earn social capital with those who report to you. (Consideration & Structure)

- Offer to help with whatever those who report to you need. (Consideration)

Tasks of Administration

Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

Preventing & Overcoming Failure in Staff Relations

- Make sure your paper trail is positive.

  + Write e-mail messages, letters, and notes that are positive. Do not put negative communication in writing; it could, and in all likelihood will, come back to harm you. Further, letters are legal documents.

- If you have anything negative to say to someone, such as corrective feedback, see the person 1-1. (Matthew 18:15, et al.)

- Don't speak ill of someone else to another; it could, and in all likelihood will, come back to the person about whom you are speaking, and not always in the way you said it. Moreover, he or she may even overhear you saying it. Especially remember gossip is not in God's will. (Romans 1:29; 2 Corinthians 12:20; 1 Timothy 5:13)

Tasks of Administration
Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

Resolving Staff Conflict

- Nip it in the bud. Deal with problems immediately. Develop the ability to bring everything out on the table.
  + When problems are ignored and "swept under the rug," staff develops low morale.
- Maintain respect while talking through a problem.
- Listen very carefully…to what is said, not said (including feelings behind the words), assumptions, and implications.

Tasks of Administration
Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

Resolving Staff Conflict

- If someone is unwilling to accept a consensus and goes off on his or her own to try to implement a position contrary to that which has been agreed upon, then this situation must be dealt with quickly (in the above manner).
- Consider whether you need to make any modifications in your administrative style.
- Administration should be unseen; it's a means to an end, not an end in itself.

Tasks of Administration
Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

- Function according to the laws of the land that do not conflict with God's Word, and pray for the governing authorities. (Romans 13:1-7; 1 Timothy 2:1-2)

- Regularly remind all church leaders to live and work so as to be above reproach. (Philippians 2:14-15; 1 Timothy 3:1-7; 5:7; 6:13,14; Titus 1:6-8; 2:2)

- Be faithful under pressure to do wrong for gain, as a pastor did who refused to officiate at the wedding of a major financial donor, who planned to divorce his wife and marry his girl friend without Biblical warrant and who threatened to withhold his giving if the pastor didn't conduct the wedding, even though his church had a great need for the money. God honored the pastor's faithfulness and supplied the church's need another way. God will bless your faithfulness as well.

Tasks of Administration
Staffing

Action

- Screening and Selection
- Staff Development
- Legal and Moral Matters

Key Components

- In the United States and in the few other countries of the world where "same-sex marriage" has been declared legal, contrary to the Word of God, the church and other Christian organizations such as a school must have a well-established policy in place to legally protect the church, school, and staff from litigation if they oppose "same-sex marriage."

- Helpful guidelines for developing such a policy have been provided by legal organizations such as the Christian Legal Society and the Alliance Defending Freedom, as well as by some conservative denominations such as the Lutheran Church—Missouri Synod.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

- Reasons to Delegate:
  * Avoid exhaustion, fatigue. (Exodus 18:17-26; Acts 6:1-4; Galatians 6:9)
  * Permit and help people with gifts to use them to build up the church. (Ephesians 4:11-16)
  * Bring to the ministry people who have strengths and abilities the leader lacks.
  * Permit the leader to do more, especially in the area of his or her gifts.
  * Provide in-service education for others to develop leadership skills.
  * Motivate interest, build morale, people identify more with the organization.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

- Principles for Delegation
  + Apply to all size churches.
  + Obtain approval to delegate.
  + Delegate less important duties.
  + Ask those closest to the situation to do the task.
  + Grant authority to those who have responsibility.
  + Don't micromanage.
  + Monitor delegatees' workload; care for them; builds morale.
  + Monitor delegatee's performance.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

- Principles for Delegation

+ Delegator retains ultimate responsibility. "The buck/yuan stops here." Can't blame others.

+ Communicate carefully.

* Give reasons for requests.

* Regularly talk informally.

* Give corrective feedback in delegatee's office.

* Read reports promptly.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
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- Other Ways to Avoid Burnout

Key Components

- Principles for Delegation
  + Provide in-service learning opportunities.
    * Provide handbook of procedures.
    * Use the Maxwell method:
      - Model: I do; you watch.
      - Mentor: I do; you help.
      - Monitor: You do; I help.
      - Motivate: You do; I watch.
      - Multiply: You do; I do something else.

Tasks of Administration
Directing

Action

- Delegation
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- Other Ways to Avoid Burnout

Key Components

- The practice of delegating is especially important for churches in countries that are experiencing persecution.
- The more work that is delegated to people who are trained to do these tasks, if those to whom they report are suddenly taken away, the Lord's work can continue through those who remain.
- When, Lord willing, the others are freed and come back home, the organization can return to its previous leadership structure or move ahead with any needed modifications.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
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- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

- Matthew 28:18-20; Mark 3:14; 2 Timothy 2:2
- Model Christlikeness.
- Use the Maxwell method.
- Teachers teach as they have been taught. Leaders lead similarly.
- Leader's caring for others, empathy for them, and practical help are highly influential.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

- Provide staff members with means to attend in-service educational opportunities (e.g., seminars).
- Model and mention personal objective of life-long learning.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

- Provide staff members with means to attend pre-service and in-service educational opportunities (e.g., seminars).
- Teachers teach as they've been taught.
- Facilitate connecting newer and younger teachers with experienced teachers.
- Ask teachers to attend adult classes on the Bible and theology.
- Employ informal 1-1 opportunities to teach.
- Send out a brief "Tips for Teachers" bulletin periodically.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

SCHEMATIC OF CCOB TEACHER EDUCATION PROGRAM

CONTENT	Learning Mode		
	FORMAL	NONFORMAL	INFORMAL
1. Bible Study and Prayer	The Bethel Series E.T.A. Certification Program Center for Spiritual Growth Adult Sunday School Sermons Pre-service Teacher Education Curriculum Basic Program as a Child/Youth	Seminars Retreats Conferences Small Group Bible Studies	1-1 with Staff (E.g., in Hallways, on Phone, E-mail) Church Library Resources (E.g., Commentaries, Audio Cassettes, Videos, CDs and Other Computer Resources) Church Bookstore Personal Devotions
2. Philosophy-Theory a. Objectives b. How Human Learning Occurs	Pre-service Teacher Education E.T.A. Certification Program	Seminars Retreats Conferences Small Group Bible Studies	1-1 with Staff with Staff (E.g., in Hallways, on Phone, E-mail) CDs, Audio Cassettes Teacher Selection Calling
3. Teaching Methods	Pre-service Teacher Education In-service Teacher Education Center for Spiritual Growth Courses E.T.A. Certification Program Basic Program as a Child/Youth	Teacher B.R.E.A.K. demonstrations and discussions with other teachers Regional and National Teacher Training Events Prior service as a Teacher Aide or Junior Team Partner	Team Teaching 1-1 with Staff with Staff (E.g., in Hallways, on Phone, E-mail) Teacher Selection Calling Parenting View Video of Own Teaching
4. Mechanics of Education Program	Pre-service Teacher Education In-service Teacher Education	Teacher B.R.E.A.K. Prior service as a Teacher Aide	1-1 with Sunday School Superintendent and Staff Teacher Selection Calling

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Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

TEACHERS' BULLETIN

Fifth Reformed Church School

Volume I Number 4   February 6,

For All Sunday School and Catechism Teachers

BE SURE TO OBTAIN SUPPLEMENT #3.

Just off the press a new supplement (#3) to the Instructional Materials Catalogue is now available. The supplement lists the latest visual, audio and creative self-expression aids which have been purchased and which are not listed either in the main text of the Catalogue or on either of the first two supplements. If you do not receive yours this week, please contact either Mel Koetsier, Instructional Materials Coordinator or Ed Seely.

For All Sunday School Teachers

HAVE WE GOT NEWS FOR YOU!!! Look at how the giving for our new Mission Giving Program has increased! Find your department on the table below and share the joy with your kids! Keep up the good work. All the departments have selected a project except Early Childhood and Primary, and the Primary group is meeting this morning to choose theirs.

Department	January Giving*	December Giving	Total to Date**
Early Childhood (Ages 3-4)	$ 6.76	$ 6.84	$ 19.00
Primary (Levels K-2)	24.92	15.91	57.83
Junior (Levels 3-5)	24.15	12.66	89.09
Middle School (Grades 6-8)	29.85	21.39	75.22
High School (Grades 9-12)	44.36	21.15	89.70
Adult (Five Classes)	313.17	153.05	563.18

BASIC PROGRAM GIVING IS UP 67% OVER LAST MONTH!

Basic Program Giving (Ages 3 - Grade 12)
Total January 1977 . . . . $130.04
Total January 1976 . . . . 104.50
Total 1975-76 (November - June) 692.87
Total 1976-77 (November - January) 305.30

*First four Sundays only (to correspond with January 1976).

**Since program began in November.

SPECIAL PLAUDITS FOR THE HIGH SCHOOL PEOPLE FOR A 110% INCREASE OVER DECEMBER!!! A big bouquet of snow roses for a great group of kids!

For All Catechism Teachers

FAMILY NIGHT WILL NOT MEET FEBRUARY 23.

The last of our period breaks will be Wednesday, February 23. Family Night activities will recess for that day, the day after the Soup Supper, and will resume on their regular schedule the following week, March 2.

EDS

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
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- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

- Biblical mentoring (e.g., Exodus 24:13-14; Joshua 1:1-9; Mark 9:14-29; Titus 2:3-5)
- Contemporary mentoring
- Organizational mentoring
  + Required mentoring
  + Voluntary mentoring
- Mentoring youth in the church
- See accompanying essay, "Mentoring in Ministry" by Edward D. Seely.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

- Mentoring is a very useful form of teaching. To utilize its strengths most effectively in the church, carefully facilitate the development of possible mentor-mentee relationships for yourself (as both mentor and mentee) as well as for others.

- In youth ministry, match the most mature church members, including elders, with those who are younger in a way that includes the mentee in the selection process, remembering that it is Biblically imperative to involve the parents as well.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

- Use the preceding steps first and throughout the life and work of the team.
- In the selection of leaders, make sure their values are in accord with those of the church.
- In the selection of leaders, make sure that they value the team's task, the organizing principle of the team's formation.
- Begin each meeting with a relevant Bible passage and prayer.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

- The leader and those he or she is selecting should exhibit characteristics of leadership:

+ Calling: make sure the present church leadership views candidates as called by God.

+ Character (Titus 1:7)

+ Competency (1 Timothy 3:2)

+ Context: recognized position in the organization structure

Resolving a Congregational Downturn:
Loss of People and Money

As leaders of the church, it is vital to remember the Lord's calling to serve rather than be served. Over the years, leaders can lose sight of that distinction in many ways. Even in the most positive cases, sometimes leaders will make decisions that impact the church significantly, which they truly think are best for the Lord and his church, but aren't carefully implemented by consulting with other leaders and members of the church through whom the Holy Spirit is also working. Then there are other mistakes that are made such as ignoring requests and failing to address people's needs. Human sinfulness further compounds problems.

When people don't like what the lead pastor and/or other leaders are doing, some will first complain, but if they sense that the leader is unwilling to listen and make changes, especially where wrongdoing has occurred, they leave, and they take their money and their time, their giving and their service, and go elsewhere. Eventually, especially when many church members do the same, a wide range of results take place, causing an acute problem, including budget constraints, loss of staff, and reduction in services.

Too many church leaders, clergy and laity, conclude that all they need to do is hold a finance campaign and ask people to increase their giving. When the church does so, the leaders feel affirmed and are not motivated to make the needed changes. This is an illustration of the well-established axiom in human learning research, referred to as reinforcement theory, that behavior which is reinforced, i.e., rewarded, tends to be repeated; the opposite is also true, that behavior which is not rewarded, tends to dissipate and eventually cease.

Resolving a Congregational Downturn: Loss of People and Money

Applied to the present problem, when finance campaigns resupply the church coffer, thereby reinforcing current behavior, the leaders sense little reason to make the needed changes and have no motivation to alter their practice; they even feel affirmed and rewarded. So, while the most pressing need is sometimes met (temporarily), it does not resolve the underlying and causative problem, typically resulting in the same situation resurfacing a few or more years later, if not sooner, with a loss of more people and their money, due to the troublesome behaviors continuing. Lack of money is never the problem; it is only a symptom of an underlying problem or problems.

Adding to the challenge is the reputation that congregation develops. Further, fewer people attending and joining is counterproductive to accomplishing the church's Christ-given mission.

For just one example, I am aware of a church and its parochial school, which have experienced a precipitous decline in both the church and the school. Successful businesses, that experience a loss of customers and income, first examine the situation to find out what is causing the problem, and then they address what changes are required in order to resolve the problem.

The leaders of this church and school, reject this logical and sound procedure in business and resolutely say, "We're not going to revisit the past." That is a huge mistake. (Only when people want to just "go back to the good old days and do everything the way we used to do," is it wrong to "revisit the past" in that sense.) In order to resolve the problem, it is necessary to "revisit the past" in the sense of learning from what occurred that caused the problem.

Resolving a Congregational Downturn:
Loss of People and Money

Concerning problems, the Spanish-American philosopher, George Santayana, wisely observed, "Those who cannot remember the past, are condemned to repeat it." Unless we identify the problem(s) causing the downturn, how do we avoid rewarding it (or them)? Trying to proceed without identifying the problem is unwise and should not be attempted; to do so is to intentionally perpetuate problem-causing behavior.

As leaders called by, and accountable to, the Lord, who has commissioned us to be leaders in his church, to make disciples, baptize, care for, and teach his people to obey all that Jesus commanded (e.g., Matthew 28:18-20; John 21:15-17; Ephesians 4:11-16), who are always to be seeking the wisdom and guidance of the Holy Spirit, we must do the following:

1. Read the Bible and pray daily, individually and corporately (the elder board, the school board, the administrators, the teachers, and the congregation).
2. Identify and address the problem in order to resolve it before, and for most effectively, moving ahead.

How can we best proceed? It is important to take the steps which are next outlined.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

Resolving a Congregational Downturn: Loss of People and Money

- Identify the Problem.
  - ➤ Select an elder, or other trusted person, but not the pastor, who is not part of the problem, to head up conducting exit and other interviews.
  - ➤ Train the elder and others how to do the interviews. Include:
    - ❑ making people feel comfortable in stating why they left the church,
    - ❑ assuring people that what they say will be kept confidential,
    - ❑ explaining that we need to know why people are leaving in order to understand the problem and how to resolve it—this is the body of Christ,
    - ❑ asking follow-up questions

Tasks of Administration
Directing

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Key Components

<u>Resolving a Congregational Downturn</u>:
<u>Loss of People and Money</u>

- Identify the Problem.
  - ➢ Select an elder, or other trusted person, but not the pastor, who is not part of the problem, to head up conducting exit interviews.
  - ➢ Train the elder and others how to do the interviews. Include:
    - ❑ asking follow-up questions, e.g., when people say, "I'm leaving because my friends left." Ask, "In order to help us improve the church, which belongs to Christ, why are your friends leaving?"
  - ➢ Interview others involved with the problem.
  - ➢ Finalize the report.

Tasks of Administration

Directing

Action	Key Components

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
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- Other Ways to Avoid Burnout

Key Components

Resolving a Congregational Downturn: Loss of People and Money

- Identify the Problem.
  - ➢ Select an elder who is not part of the problem to head up conducting exit interviews.
  - ➢ Train the elder and others how to do the interviews.
  - ➢ Interview others involved with the problem.
  - ➢ Finalize the report.
- When the problem is discovered, talk with those involved and ask them to commit to behavior change.
- Monitor that change and revisit the subject in the annual performance review. See below in the section on **Evaluating**.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
- Teacher Education
- Mentoring in Ministry
- Transforming Groups into Teams
- Leadership Strategies
- Other Ways to Avoid Burnout

Key Components

Resolving Conflict in the Congregation

- Meet first with individual(s) involved—use the principles above in resolving conflict within the staff.
- In the congregation use the principles above that apply, being sure to be Biblical (e.g., above reproach, 1 Timothy 3:2; 5:7).
- Work first with the person(s) directly involved, especially the leaders of any in dissent.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
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- Other Ways to Avoid Burnout

Key Components

Resolving Conflict in the Congregation

- Always begin with Scripture and prayer. Use such passages as Proverbs 15:1, 18; 16:21,23-24; 23:19; 1 Corinthians 13:4-7.
- Pray—alone and with the others in the conflict

  + that those who are involved in the conflict will make any changes they need to make, and that you will make any you need to do.

  + Then, make the changes you need to do. We pray to make the changes that will please the Lord, not to avoid them.

- Use the applicable principles in the diffusion of innovations to help people transform their thinking.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
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Key Components

Resolving Conflict in the Congregation: When the Leader Is in the Conflict

- Use the above principles.
- Listen very carefully, as described above. Ask each person before answering to repeat in his or her own words what the other person said before responding (and do that yourself). That way the other(s) in the dispute is/are assured that everyone knows the point he or she is trying to make. That often is the main concern: to be heard and understood.
- Apologize for anything you've done wrong, or that has not been helpful, thus modeling strength and grace. Then make sure you commit to not doing that wrong again. Many people find it easy to apologize but don't change their behavior accordingly.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
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- Other Ways to Avoid Burnout

Key Components

Resolving Conflict in the Congregation: When the Leader Is in the Conflict

- Ask the other(s) to clarify what he, she, or they meant by a statement that is not clearly understood.
- In a loving tone of voice, ask why someone believes what he or she just said. Often simply having to explain something shows someone that he or she is making an unwarranted assumption or the idea he or she has is unsupportable and/or inaccurate.
- After the meeting, continue to communicate. Do not avoid the other person(s). Call him, her, or them. Visit over a cup of tea or coffee.

Tasks of Administration
Directing

Action

- Delegation

- Helping Leaders Develop

- Teacher Education

- Mentoring in Ministry

- Transforming Groups into Teams

- Leadership Strategies

- Other Ways to Avoid Burnout

Key Components

Resolving Conflict in the Congregation: When the Leader Is in the Conflict

- If someone verbally attacks you in public, in a small group or in a meeting with the whole congregation, remain calm and speak only kind words to the protagonist(s) without anger. I have found doing so works well.

- In social psychology, the sympathies of a group will go to the person perceived as being attacked.

- Pastors and church leaders are perceived as having authority and power which would elicit even more sympathy to someone seen as being attacked. Church leaders are expected to model Christlikeness.

- Speak the truth in love and pray that the Holy Spirit uses what we say to persuade people to think and act rightly in his sight.

Tasks of Administration
Directing

Action

- Delegation
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- Other Ways to Avoid Burnout

Key Components

Resolving Conflict in the Congregation: When the Leader Is in the Conflict

Outlast the opposition (assuming it is erring in opposing you)—another reason to look at your tenure as long term. Hang in there (assuming you're sure what you are doing is God's will that you remain in that place). Lasting change in Christian nurture comes from remaining in one place for a long time, cultivating the seeds that have been sown. Withstand the opposition; such people often move on over time, and some you will be able to win over.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
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- Other Ways to Avoid Burnout

Key Components

Resolving Conflict in the Congregation: When the Leader Is Not In the Conflict

- Counsel with the persons involved individually.
- If those meetings don't resolve the matter, bring the dissident parties together for a meeting (with their knowledge the other(s) will be present—no surprises!
- Use the above principles.
- Where wrongdoing has occurred, speak the *truth in love* (Ephesians 4:15) and Scripturally admonish and encourage. (2 Timothy 3:16-17)
- Pray before departing. Continue to pray and communicate with all involved.

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
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- Other Ways to Avoid Burnout

Key Components

- Daily read God's Word and pray, alone and with your family.
- Much of what we've been discussing in this course will help avoid burnout. Here are some additional ways:
- Spend _quantity_ time as well as _quality_ time with your family.
    + Next under God himself, they are God's greatest gift to you.
    + They are the members of the church, the body of Christ, who are most receptive to your influence.
    + They come first in your priority scale (Ephesians 5:28-33; 6:4; Colossians 3:19, 21; 1 Timothy 3:4-5; 5:8)
- Take two days off of work each week.
- Take enough vacation each year with your family, at least two to four weeks.

Tasks of Administration
Directing

Action

- Delegation
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- Other Ways to Avoid Burnout

Key Components

- Do physical exercise (e.g., walking, jogging, swimming, yard, garden, and housework).
- Make sure you obtain enough sleep.
- Engage in fellowship meetings with other pastors and or church leaders in your area of specialized ministry.
- Ask your church for a sabbatical.
- Keep learning: reading, talking with older pastors and church leaders, take courses.
- Develop a hobby.
- Identify and remember your gifts.
- Continually recall your call from God. Keep your focus.
- Can you specialize in an aspect of the ministry?

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
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- Other Ways to Avoid Burnout

Key Components

Remember these Scriptures

- "Yet the news about him spread all the more, so that crowds of people came to hear him and to be healed of their sicknesses. But Jesus often withdrew to lonely places and prayed." (Luke 5:15-16; cf. 22:39-41)

- "Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up." (Galatians 6:9)

Tasks of Administration
Directing

- Keep your eyes on the prize, as the outstanding New Testament scholar R. C. H. Lenski observes (in his commentary on Galatians 6:9) that the apostle Paul means by reference to the harvest for which we are working. By keeping the focus of our ministry on the outcome for which we are working in response to God's call, we will be energized and more likely to accomplish our objective.

- Participle and subjunctive are present tenses denoting state or condition. To be doing "the (spiritually) excellent thing" is itself an inspiration, but in addition to this, Paul points to the coming harvest. When the blessed harvest season arrives, we shall wonder why we ever thought of getting tired and of relaxing; to have waited a hundred times as long will then seem to us no reason at all for thinking of tiring. (Lenski New Testament Commentary – *The Interpretation of St. Paul's Epistles to the Galatians to the Ephesians and to the Philippians*, p. 309.)

Tasks of Administration
Directing

Action

- Delegation
- Helping Leaders Develop
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- Other Ways to Avoid Burnout

Key Components

Group Discussion

1. *In dyads*: Each mention to the other what he or she has done to avoid *or* overcome burnout.

2. *In groups of four*: Beginning with the person who travelled the farthest to come here, mention at least two things you have done that have helped avoid and/or overcome burnout.

   + If you can't think of anything, mention an idea you'd like to try, and ask if anyone else has tried it. If so, has it helped?

Managing and Resolving Conflict in the Church

Small Group Discussion

Case Study for Resolving Conflict

- You have just heard a report that Mr. Chu has criticized you to someone else in the church. In the light of the principles we've just been discussing, what will you do?

- First discuss this matter in groups of four.

Reality Practice

- In groups of three, explain how you will resolve the matter with Mr. Chu.
  - One person is yourself.
  - The next person is Mr. Chu.
  - The third person is an observer.

- The person role-playing Mr. Chu is the one with the closest birthday to today. Observer, 2nd closest birthday to today.

- If one person doesn't have a group, make one group a group of four with two observers.

- After two minutes observer says what you said that was effective and then offers any suggestion for what else could have been said or done.

- Switch roles and debrief in same way for each other person.

Tasks of Administration
Evaluating

Action

- Evaluation of Personnel
  + Includes job description and measurable expectations for each item on the job description identified in the organizing stage.

- Evaluation of Programs
  + Includes Level 3 objectives. See "Curriculum Development and Lesson Planning: For Teachers & for Teachers of Teachers" at www.fromacorntooak12.com.

- *Before we can tell if something we're looking at is good and meets our needs, we have to have a standard of judgment, a values statement, to inform us as to what should be in this matter.*
  + *To be fair such a statement must be made prior to beginning the evaluation process and given to the people whose work is to be evaluated BEFORE their work begins.*

Key Components—Step 1 in the Evaluation Process: Set Values

Values Statement

Tasks of Administration
Evaluating

Action

- Evaluation of Personnel
  + Description includes items
    in job description.
- Evaluation of Programs
  + Description involves Level
    1 and Level 2 Objectives.
- See essays, "Evaluation in Church Ministry" and "Curriculum Development and Lesson Planning: For Teachers & for Teachers of Teachers" by Edward D. Seely at

  www.fromacorntooak12.com.

- ***If we only describe something we're looking at, we only know what is; how do know whether or not it is good?***

Key Components—Step 2 in the Evaluation Process: Describe
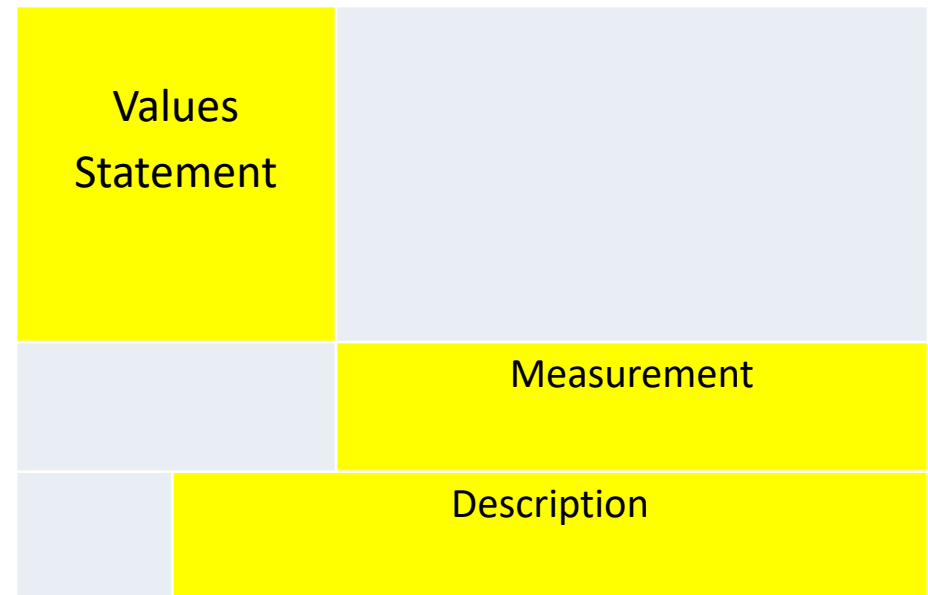
Description

Tasks of Administration
Evaluating

Action

- Evaluation of Personnel
  + Present objective data from SMART objectives and other empirical observation.
- Evaluation of Programs
  + Present empirical data from accomplished Level 3 objectives.

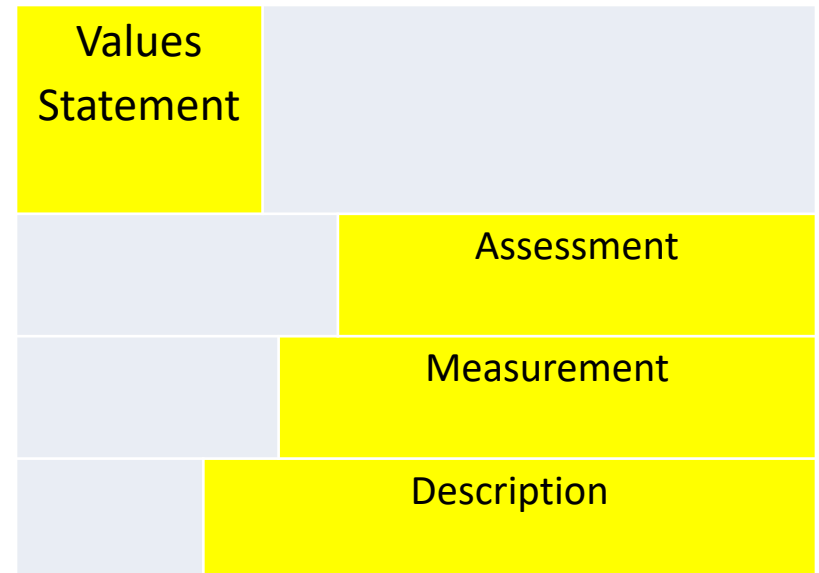**Key Components—Step 3 in the Evaluation Process: Measure**

Values Statement		
		Measurement
	Description	

Tasks of Administration
Evaluating

Action

- <u>Evaluation of Personnel</u>
  + Assessment involves comparing measurement data (what is) with previously established values statement (what ought to be, expectations, specific requirements for each item in the job description).
- <u>Evaluation of Programs</u>
  + Assessment involves comparing measurement data (what is) with values statement (what ought to be, expectations).

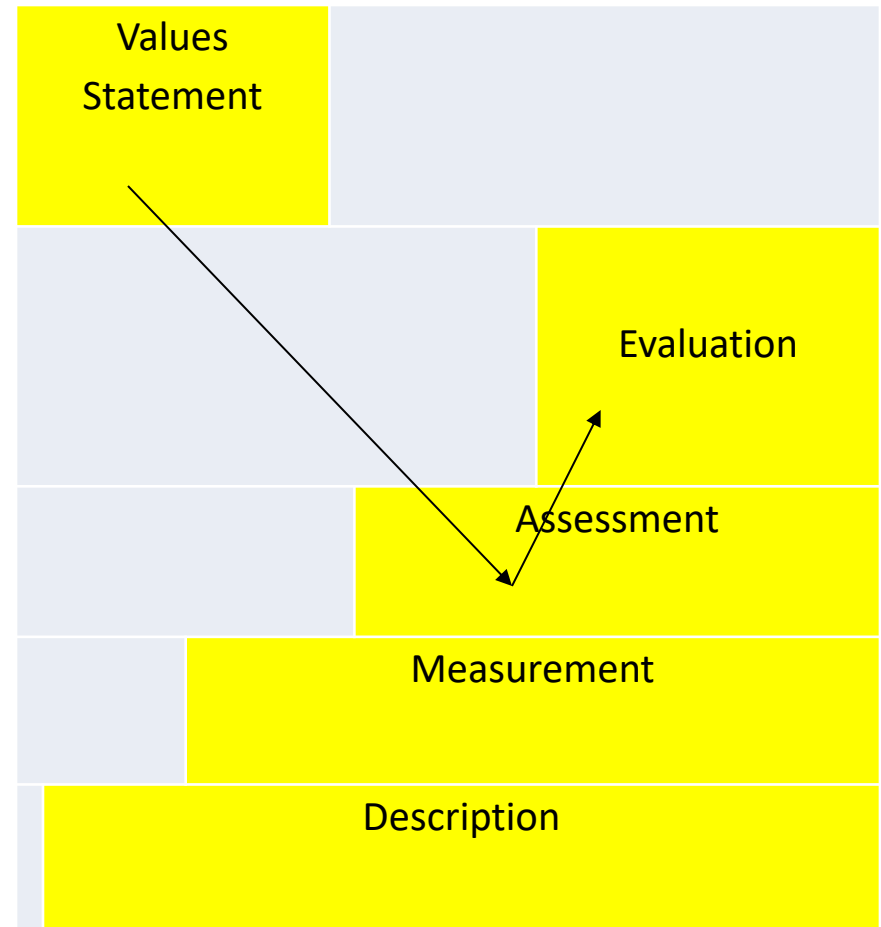**Key Components—Step 4 in the Evaluation Process: <u>Assess</u>**

Values Statement	
	Assessment
	Measurement
	Description

Tasks of Administration
Evaluating

Action

- <u>Evaluation of Personnel</u>
  + Until the data viewed in the assessment step are compared and/or contrasted with what is valued for this person, we don't know whether what has been done is good or inadequate.
- <u>Evaluation of Programs</u>
  + Until the data viewed in the assessment step are compared and/or contrasted with what is valued for this program (e.g., a class), we don't know whether what has been done is good, i.e., whether the needs have been met.
- The result is an evaluation, the essential component (***valu***e) indicated in the word e***valu***ation.

This model is from Dr. Ted Ward in a class presentation on "Methodology for Educational Research" in the course "Curriculum Research Seminar," Michigan State University, April 12, 1976.

Key Components—Step 5 in the Evaluation Process: <u>Evaluate</u>

Tasks of Administration
Evaluating

<u>Regarding Evaluation of Programs and Personnel</u>

- Use Peter Drucker's Principle of Planned Abandonment: Dropping programs that are not producing.
- When your evaluation shows that a program is not accomplishing its objectives, allow and encourage your staff member in charge to replace it with another program designed to accomplish those objectives.

   + Communicate to the staff and the congregation that your church's approach to ministry is planned and part of your church's corporate culture; it is not a failure. No solely human being is omniscient. In order to do our best for the Lord and facilitate the accomplishment of his purposes, and for stewardship of time, it is wise to keep only those programs that are achieving their objectives.

   + Such an approach builds congregational support and staff morale, enthusiasm, and commitment.

Additional Resources

- *Administering Christian Education*, by Robert K. Bower

- *Management Essentials for Christian Ministries*, edited by Michael J. Anthony and James Estep, Jr.

- *The Multiple Staff and the Larger Church*, by Lyle E. Schaller

- *From Acorn to Oak 12* Web Site, Edward D. Seely: www.fromacorntooak12.com or www.edwardseely.com and https://seelyedward.academia.edu