

Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-2003

ML 720 Leading Ministries as Organizations

Russell W. West

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

West, Russell W., "ML 720 Leading Ministries as Organizations" (2003). *Syllabi*. Book 1938.
<http://place.asburyseminary.edu/syllabi/1938>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

ML 720 Leading Ministries as Organizations

Asbury Seminary E. Stanley Jones School of
World Missions and Evangelism

Professor: Russell W. West, Ph.D.

Spring 2003 russell_west@asburyseminary.edu

Time: Wed. 1:00-3:45 Location: Wilmore Campus, SH408

Office Hours: Wed. 6-9 Phone: 859-858-2094

Course Purpose

This course prepares participants with strong theoretical and practical orientation to operational and strategic leadership. It focuses on those competencies sought after by executive leaders of churches, nonprofit ministry organizations (NPOs), non-governmental organizations (NGOs), and ministry start-ups, especially those organizations that operate within cross-cultural contexts or with high degrees of intercultural contact or personnel (such as missions agencies). The learning experiences—lecture, texts, simulations, field research exercises and graded assessments—are designed around critical concerns related to organizational development, human and financial resource management, strategic planning, applications of information technology, and social entrepreneurship. Special emphasis is given to missiological constraints upon strategic leadership and ministry models.

Course Objectives

The learning experiences—lecture, texts, field research exercises and graded assessments—are designed around missiological and contextual applications of strategic leadership at all levels of conceptualization: intrapersonal, interpersonal, enterprise-organizational and societal-international. By the end of this course, participants will be able to:

1. Incorporate basic concepts from leadership studies—terms, history, theory and practice—into one's spirituality, vocabulary, reading, discussion of ministry leadership.
2. Relate a "priorities approach" to strategic leadership and management skill and perspective development.
3. Translate managerial and strategic leadership studies to strategic and missional Christian ministry enterprise.
4. Express boardroom and cabinet-level strategic leadership confidence, competence, credibility and congruence through immediate application and evaluation of leadership reflexes.
5. Navigate the continuum between leadership and management practices and principles.
6. Launch and operate simulated service agency cooperatively with ministry (and classroom) peers with strategic and operational leadership self-awareness.

Course Modules

The organizing themes below suggest the general direction of the course. The professor reserves the right to adjust these in order to tailor the course the specific needs of the learners.

Module One ~ The Priority of Intelligence (Humbly Invited to the Table): 2-3 Weeks

Module Two ~ The Priority of Congruence (Leading from the Inside Out): 2-3 Weeks

Module Three ~ The Priority of Culturing (Framing Sensible Worlds of Service): 2-3 Weeks

Module Four ~ The Priority of People-Building (Building Leadership Cultures): 2-3 Weeks

Module Five ~ The Priority of Alignment (Balancing the Score Card): 2-3 Weeks

Module Six ~ The Priority of Capacity-Building (Working On -- *Not In* -- Your Ministry): 2-3 Weeks
 Module Seven ~ The Priority of Agility (Reading Around Corners): 2-3 Weeks
 Reading Week ~ Preps for Final Presentations
 Modules Eight ~ The Priority of Fiscal Accountability (Leading with Fiscal Vision and Controls): 2-3 Weeks
 Module Nine ~ The Priority of Purpose Keeping (Getting What You Inspect, Not Expect): 2-3 Weeks

Text/Assignments

The texts are arranged by due dates linked to class discussion plans. The professor has given a guide to how much energy you might expect to invest in the reading with "very light," "light" and "serious."

Required Texts

Manning, *The Art of Leadership*. Type: Serious. Due: As Assigned; No 4-Mat Report Due. Will be called upon in class to discuss.
 Biehl, Bobb. *Masterplanning: The Complete Guide to Building a Strategic Plan*. Type: Light. Due: 4-Mat on March 5
 Gerber, Michael. *E-Myth: Why Most Businesses Don't Work and What to Do About it*. Type: Light. Due: 4-Mat on March 19.
 Yin, Robert. *Case Study Research Design and Methods* (3rd Edition). Note: Doctoral Students and Extra Credit Students.
 Type: Serious. Due: April 23.

Note: You will select one of these three books marked with an "*", not all three. Due: 4-Mat on April 2		
The Logic of Failure*	Working the Shadow Side*	Looking Around Corners: The Art of Problem Prevention*

Recommended Texts

Beihl, Bobb. "Master Planning Arrow."
 Collins, James and Porras, Jerry. *Built to Last: Successful Habits of Visionary Companies*.
 Clinton, Robert J. *Bridging Strategies*.
 Phillips, Richard. *Heart of an Executive: Lesson on Leadership from the Life of David*.

Prerequisites

There are no prerequisites for this course. However, the recommended reading may provide insight into the professor's assumptive system for the course's development and application. Learners are advised to at least briefly browse library copies early in the course process.

The Learning Process

Assignments/Requirements. The class will be convened as a service agency, *The Doulos Group*. It will serve strategic leadership needs of national churches, field missionaries, missions agencies and other cross-cultural/international ministries. Participants will create and compile strategic leadership materials/strategies while also working on their own leadership development "unfinished business." Several "demonstration of learning" projects will be evaluated over the semester:

1. **Exercise #1: "Doulos Group" Game. (Group Process).** In order to simulate operational dynamics of an executive leadership situation, participants navigate a series of strategic leadership decisions to launch a ministry service agency. The simulation will have two dimensions:

- (1) **Group Tasks/Responsibilities:** (a) Formally organize/launch, selecting CEO, mission, org. chart, budget plans and assessments (Note: The group should respond in some small way to the global strategic challenge found in the *World Christian Global Agency Project* (WCGAP), especially as it relates to theological schools participating in world evangelization (WCGAP, to be handed out in class); (b) Design a leadership website for ministry leaders in need of research/development tutorials in executive leadership themes. There is an existing site that the group can adopt, or adapt or start fresh. An orientation package will be presented and discussed during the first class. Value: 30%
- (2) **Personal Work/Responsibility:** Each participant will be responsible parts of the group's work, e.g., a leader-member duty, plus submitting finding reviewed links for the web service site. Also, participants demonstrate their personal contributions by participating in two of three organization observation/audit field trip (Note: One these trips will take place between 12-4; it will replace the class period for that week). Value: 10%

2. **Exercise #2: Organizational Leadership Theory Paper (Product: Term Paper).** Write a 10-page organization theory paper on a strategic leadership concern for ministers in a similar context of ministry/culture that you currently serve in (or anticipate serving in after graduation). Well-written papers will be nominated for placement of the Professor's website "www.leadership-ave.com" (under construction). The articles will be submitted early in the semester, and reviewed by several peers throughout the semester. Papers must frame the problem/question, outline the contour of key bibliographic resources, propose a theory/claim about the focus area, conduct serious research to establish the claim and conclude the paper. A sample "A" quality paper will be discussed by the professor early in the course process. First Draft Due for Peer Eval: 3/ Second Draft Due to Professor: 3/ Third Draft Due to Professor 5/14. Value: 30% Sample topics include:

<ul style="list-style-type: none"> • <i>Aligning P.A.C.E. Factors</i> • <i>Best Practice in Information Technology for Ministries</i> • <i>Best Practices in Fiscal Management</i> • <i>Best Practices in Fundraising</i> • <i>Best Practices in Ministry Marketing</i> • <i>Best Practices in Vision Casting</i> • <i>Bi-Vocational Ministry</i> • <i>Congruence in the Leadership Family and the Organization</i> • <i>Continuous Improvement Processing for Ministry Contexts</i> • <i>Defensive Organizational Routines</i> • <i>Develop Original Leadership Theory</i> • <i>Explore Post-Modern Leadership</i> • <i>Leadership Concerns in Strategies for Regional Evangelization</i> • <i>Leadership Development as Executive Priority</i> • <i>Managing Generation X-ers, Millennials, Boomers</i> • <i>Organizational Pathologies of Christian Enterprise/Institutions</i> • <i>Organizational Dramas</i> • <i>Organizational Life Cycles</i> • <i>Performance and Evaluation</i> • <i>Recruitment and Termination</i> • <i>Responsive Models of Mission</i> • <i>Small Group Dynamics</i> • <i>Strategic Leadership in Itinerant Polity Structures/Systems</i> • <i>Turn-Around Strategies</i> • <i>Volunteer-Intensive Organizational Dynamics</i> 	<ul style="list-style-type: none"> • <i>Balance Score Cards for Churches/Ministries</i> • <i>Best Human Resource Practices</i> • <i>Best Management Practices for the Church/Non-Profit</i> • <i>Best Practices in Capacity-Building</i> • <i>Boardroom Confidence</i> • <i>Building Visionary Coalitions</i> • <i>Change Management</i> • <i>Change Readiness Preparation</i> • <i>Core Values Development and Clarification for Ministries</i> • <i>Emotional Intelligence of Non Profit Organizations</i> • <i>Leadership Emergence Theory</i> • <i>Organizational Dysfunction</i> • <i>Organizations and Public/Social Advocates</i> • <i>Organization Storytelling</i> • <i>Succession Planning in Ministry</i> • <i>Super Leadership</i> • <i>Supervisory Leadership</i> • <i>Team Building Dynamics</i> • <i>Transferring Vision and Values Conversationally</i> • <i>The Holy Spirit in Strategic Planning</i> • <i>Effective Use of Inventories, Tests and Assessments</i> • <i>Conflict and Agreement Management</i> • <i>Institutional Structures of Evil/Oppression</i> • <i>Pastoral and Staff Search Process</i> • <i>Planning, Building and Financing Ministry Building Projects</i> • <i>Researching the Operational Context</i> • <i>Spirituality of Strategic Leaders</i> 	<ul style="list-style-type: none"> • <i>Application of Strategic Leadership for Your Cultural Context</i> • <i>Diversity Management with Integrity</i> • <i>Evaluating Mission Strategies</i> • <i>Fit Between Leadership Styles and Organization Types</i> • <i>Gender Concerns in Strategic Leadership</i> • <i>Intercultural Teams</i> • <i>Launching the For Profit Organization as Marketplace Ministry</i> • <i>Launching the Non-Government Organization</i> • <i>Launching the Non-Profit Organization</i> • <i>Leadership Studies from a Biblical Perspective</i> • <i>Leadership Studies from an Intercultural Perspective</i> • <i>Mobilizing Volunteers</i> • <i>Models of Strategic Planning</i> • <i>Organizational Culture/Climate</i> • <i>Staff and Volunteer Turn-Over</i> • <i>Staff Commitment</i> • <i>Toxic Leadership Tendencies</i> • <i>History of <u>(leadership question)</u></i> • <i>Literature Review of <u>(leadership question)</u></i> • <i>Application of <u>_(pick one)_ Theory to <u>(practice)</u> in Ministry Organizations</u></i> • <i>Organization Leadership Study/Critique of... WCGAP, SIM, TBN, CBN, YWAM, BGEA, Willowcreek, Dr. Cho, Billy Graham, Pat Robertson, T.D. Jakes, Luis Palau, Etc.</i> • <i>Publishable article on <u>(leadership question)</u>.</i>* • <i>You Propose...</i>
---	--	---

* Dr. Tom Tumblin is developing the Leadership Collaboratory here at ATS. You may adapt the requirements for this assignment to match those of the competition to have your paper published on the Collaboratory website. See Dr. Tumblin for Details at tom_tumblin@asburyseminary.edu.

3. **Select One of Two Field Strategic Leadership Research Options (EITHER/OR)**

<p>Exercise #3 ~ Option One: Organizational Leadership Audit Paper. (Product: Paper, Powerpoint, Presentation).</p>	<p>Exercise #3 ~ Option Two: Lead a Strategic Planning Consulting Process. (Product: Consulting Report, Powerpoint, Presentation)</p>
<p>Participants who choose this option will conduct an organizational audit on the effect a leader has on a ministry organization. This audit will demonstrate use of the key concepts from reading, such as: organizational story, founder's role, history, ritual,</p>	<p>Participants who choose this option will (1) select a relatively local/accessible organization, (2) negotiate a review of their current strategic plan (if existence/operant), (3) conduct a targeted organization audit that compares the behaviors of</p>

<p>PACE Chart status, strategic planning capacities and examples, command philosophy, theories-in-use, defensive routines, climate/culture/environment, etc. Note: It is expected that the executive leader and key people in the organization will be interviewed in order to make your assessment of the leader's impact on the organization. This 10-page paper/7 minute powerpoint is due on May 7. Value: 30%</p>	<p>the organization and its leadership and members against the plan and, (3) both write a report of the current status of the organization's strategic posture (now situation), as well as assist the group through a next-step/phase strategic planning process toward their envisioned posture (then situation). Necessarily, the participant selecting this option, must have the competence and credibility to carry through all aspects of this process (and the organization's leadership must agree, before and in writing, to realize this is a learning experience for the class participant and hopefully the organization as well). Organizations should be discussed/approved by the professor before sealing the contract. Note: Asbury Seminary and Asbury College are not options. The professor is open to team proposal to take different parts of a complex organization, with multi-part reports. This 10-page paper/7 minute powerpoint is due on May 7. Value: 30%</p>
--	---

For Doctoral Students Only

Research Design/Data Collection Plan. Doctoral students will be expected to complete the three options above, plus one. They are to envision a five-chapter dissertation project. The project, consulting Robert K. Yin's Case Study Analysis, must focus on a strategic organizational leadership practice or problem within a specific organization. Your report will be an extremely abbreviated research prospectus, consisting of a problem statement, a list of the most important literatures, your theory about the problem, your data collection plan (sample included) and your expected findings for the project.

Organizational Leadership Audit Paper

Case Study Project: Examine the Effects of Leadership of Organizational Performance.

This project is intended to get you to take a critical look at the question: *what impact does leadership have on an organization's effectiveness?* This is intended to be a case study project. You select an organization and study this question within that organization.

You can select the key measures of effectiveness that you feel are appropriate for the organization that you choose to study. I suggest that you consider use models and theories discussed in Curtis and Manning's *Art of Leadership*. The most highly graded papers will incorporate language and concepts and citations from the required reading and lecture materials of the course as well.

You can use a variety of methods to study the relationship of leadership with organizational effectiveness. You could interview people who work for an organizational leader. You could get information from archival records. You could talk with customers or competitors. You definitely *must* interview a key leader of the organization that you study. You should interview the leader for 2 reasons: (1) you need to hear the leader's viewpoint - whether it's accurate or not - because you are studying the effects of their behavior; and, (2) You will need their assistance getting access to the widest/deepest view of the organization, perhaps permission to interview others or attend internal meetings.

The results of your research project should be a report containing the following information:

- Description of the Organization: what it is, why it says it exists, vision, history, factors that cause or prevent success, what it produces, its programs, organization chart, competitors, life cycle stage, human and capital resource visions, etc.
- Description of Your Effectiveness Conclusion: Your assessment of the effectiveness of the organization and how leadership impacts this. You must also explain how you analyzed the organization, e.g., viewed through a balanced scorecard lens
- Leadership Approach of the Organization. The prevailing leadership approach operating in the organization—explicitly or implicitly. Support with *explicit* leadership theory with support from leadership texts.
- Your assessment of the how leadership affects the effectiveness of this organization (with supporting evidence, of course).
- Description of Method: How you did the study (give us the gory details here, step by step and explain why you did what you did).

It's important that you use your diagnostic and research skills in doing this study. Make sure that your plan what you are doing. Make sure that you develop a preliminary hypothesis and then seek information that supports as well as information that could refute your hypothesis. Be willing to be proven wrong as you learn how to achieve a *critical realism view* (verses a *naive realism view*) of leadership and life.

Note: Someone always asks: How long should the report be? The answer is long enough to do a good job of presenting what you have done and the results. I expect that you will have a hard time doing it in less than 10 pages.

Data Collection Plan

Some have asked; some have pretended to know; some haven't thought about it yet. Regardless of where you fall in this categorization, the following should shed some light on what we mean by a data collection plan. Here is an example that focuses on work-family conflict.

What does a data collection plan look like?

Simply put, a data collection plan specifies exactly information you will collect to measure each variable in a research design.

Examples:

Data collected by questionnaire:

Variable: work-family conflict experienced by employees at Regent University

Measure: The mean of a scale developed and used by Gutek, et al. comprised of eight statements. Responses are 1(Completely false); 2 (false); 3 (neither true nor false); 4 (true); 5 (completely true).

How it will be collected: The 8 scale items will be part of a questionnaire given to a sample randomly selected from employee records at the University. Randomization will be accomplished by generating 4 digit random numbers in Excel and selecting those employees whose last 4 SSN digits match the random numbers. The sample will cover 20% of the employee population of the University. The questionnaire will be distributed in paper form through the internal mail system of the University. Employees will be given work time to complete the questionnaire.

Who will it be collected from?: Members of the sample covered above. In the event of non-response, a second distribution will take place within 2 weeks. Sample members not responding to the second distribution will be dropped from the sample and replaced.

This plan could be into a table like the one shown in the discussion in course materials.

Data collected by interviews

Variable: work-family conflict experienced by employees at Regent University

Measure: Examples of the 3 most severe incidents in the past year when an employee's job made it difficult or impossible to meet family responsibilities.

How it will be collected: 5 staff employees and 5 faculty employees will be interviewed. The Regent University human resources staff will select the 2 groups. The groups will be matched on tenure and number of dependents. The interviews will include the following questions to be asked of all group members:

- 1 How long have you worked for Regent University?
- 2 How much does your job interfere with your family responsibilities?
- 3 How often does your job interfere with family time?
- 4 Do you often have to work overtime or on weekends?
- 5 Can you think of 3 instances in the past year when your job interfered with your family responsibilities in a major way?

For each instance:

1. When did it occur?
2. What happened?
3. Did you ask your boss for help so you could meet your family responsibilities?
4. Were you given extra compensation or other rewards for doing this work?
5. What were the most significant interfering factors:
 - Work demands
 - The need to be at the university
 - Others

Who? Sample members defined above