

Third International Training Consultation Emmaus Bible College

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Workshop 3.4 Training and governance.

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Remit: Providing accountability. Linking colleges with local and/or national churches. Balancing autonomy/flexibility in ideas and development with accountability to local church leadership.

Achieving better Governance

Describe the governance of your institution:

How would you define governance?

The meaning and principles of governance:

Principles of effective governance

Characteristics of good governance are:

- Participation
- Rule of law
- Transparency
- Responsiveness
- Consensus orientation
- Equity
- Effectiveness and efficiency
- Accountability
- Strategic vision
- Stewardship

The emphasis given to these will vary according to the organisation.

In terms of relationships with churches and the Christian community the characteristics of governance related to this are participation/ transparency, accountability and stewardship. Briefly: Communication with the community may include: (a) reports to supporters and overseers; (b) a web-site that promotes the Bible school and its programs; (c) a prospectus and a catalog for potential students; (d) exposure and ministry opportunities for students in local churches; (e) opportunities for community or church involvement in supporting the school or its students; (f) writing articles, press releases and news stories to secure public awareness.

Who owns the school?

How do we know what we should be governing?

The role of a strategic plan or a Quality management System (QMS).

The content of a governance manual.

Who needs help with this?

An example of the table of contents for the CLTC Governance manual for 2009: See powerpoint.

Some useful Governance thinking:

A variety of groups operate within a Bible school—Board of Directors, Administrative Council (Committee), advisory groups, faculty, student groups, and committees. What do all of these share together? People brought together to accomplish a task.

A united, yet varied leadership team is crucial in carrying out the Bible school's role. This includes (but is not limited to) the many talents of the board of directors, president/ Principal, academic dean, dean of students, business administrator and faculty. The team is made up of those serving the school, "We are only God's servants ... Each of us did the work the Lord gave us." (1 Corinthians 3:5). They "work as a team with the same purpose. Yet they will be rewarded individually, according to their own hard work" (1 Corinthians 3:8, *NLT*). The team possesses a diversity of gifts but pursues the same goal. Someone has defined a team as: together each accomplishing more. It is important to remember "there are no superstars in this task, only team members performing their own special roles." ("Life Application," 1996, 1805) Like the variety of gifts given to the church, the Bible school team strives to "prepare God's people for works of service, so that the body of Christ may be built up...and become mature, attaining to the whole measure of the fullness of Christ" (Ephesians 4:12-13, *NIV*).

Board of Directors (sometimes called a Council) Team

Board of Directors. Woodrow Wilson once said, "We should not only use all the brains we have, but all that we can borrow." (Maxwell, 2001, 7) The Board of Directors decides the way things are done. It serves in a governance role.

A sounding board and permission giver. The Board points the way and provides direction from the point of view of the stakeholders. It is the organisation's compass. They think through the vision, purpose, plans, priorities, policies, goals, strategies, and code of ethics that become the road map for the school's operation. It exercises brainpower through the administrative functions of decision making, problem solving, assessing needs, designating limited resources, managing funds, projecting budgets, recruiting staff, evaluating staff performance, approving proposals, improving curriculum, and expanding existing programs.

Eyes. The Board articulates the God-given vision of the Bible school and represents those who have a stake in the role of the school. It looks into the future—beyond the known—sees the vision, focuses in on it, and guides people toward accomplishing it. The Board has an eye for change in order to achieve excellence. Vision should not change every time the school gets a new leader. The Board casts the vision in conjunction with the school leadership—administration, staff, and students take ownership of it. People follow organisations and leaders who see through the lens of vision. Look around and ensure that priorities are sharply focused, are being followed, that people are doing what they are supposed to, and within the period agreed upon. Assess results compared to the plan provided to the body.

The Board keeps a watchful eye on the staff of the school, matches talents with positions, and outlines ministry (or job) descriptions.

Ears. The Board is comprised of those that are willing listeners, sensitive to the opinion of others. They want to know how they can help the school and its staff accomplish ministry. They provide feedback and evaluation. They are perpetual learners, and keen listeners, with an ear for progress. The board listens carefully in cases of conflict, and does its best to resolve it peacefully or takes necessary action.

Mouth. The Board serves as the legal and public relations voice of the organization. It communicates vision, constantly reemphasises priorities, and through their words, empowers people to use talents to accomplish the needed work. Vision is fruitless if not communicated. Communicate the vision, mission, plans, goals, and objectives verbally and in writing. . Break them down into bite size chunks. Communication should be simple, clear, and concise. Priorities and/or objectives should be few so everyone will understand them. Communication should extend to effective follow-up and follow-through to be complete. Help staff to be accountable for their roles and the outcomes set. Follow-through individually or in a group (where everyone listens and learns). Within Board meetings, communication and healthy debate should be encouraged. Heighten understanding and discover reality through discussion. “Dialogue is the core of culture and the basic unit of work. How people talk to each other absolutely determines how well the organisation will function.” (Bossidy & Charan, 2002, 25) Encourage the Administrative Committee, college President/Principal, and staff to talk to you (the Board). Communication is a two way street. Ask for proposals, input, feedback, and monthly, quarterly, and yearly reports. The success of the school depends on working together—at all levels.

Dean A. Dalton claims the basic functions of a Board of Directors are four-fold: “*integration* of all activities toward a common objective; *correlation* of personnel, time, activities, and energies; *unification* of purpose; and *distribution* of responsibility.” (Gangel, 1970/1981, 276)

Qualities of Board Members: The future of the Bible school depends on the quality of its leaders (not to mention the quality of its students). A board is only as good as its members. The CEO, President, Principal and/or Chairman of the Board need quality board members in order to attain the school’s mission and vision. For a look at the characteristics of the ideal board member, refer to Appendix A. It will be difficult to find one board member with all needed qualities. That is another reason for the board—bringing together people with diverse skills, strengths, backgrounds, cultures to work toward a common vision and accomplish the school’s mission. This facilitates passing projects back and forth based on the specific skills required. A diverse board meets the diverse needs of the organisation. Max DePree says, “Organizations simply cannot survive without all kinds of people.” (DePree, 1992, 39) Change Board members periodically to bring new insights, ideas, abilities and a fresh perspective to the group.

Many regard Peter F. Drucker as the father of modern management. He suggests that board members ask the following questions: (a) What needs to be done? (b) What can I do to make a difference? (c) What are the organization’s vision, mission, and goals? (d) How can I set an example? (Hesselbein, 1996, xiii) As a group, board members ask: (a) Who are we as an organisation? (b) Why are we here? (c) What is our purpose? (d) How can we make a difference?

Administrative Team

A essential addition to the school’s Board of Directors is the Administrative Team (sometimes called a management team or executive). This specialised group works with the day-to-day activities of the college, implementing the policies, and directives of the Board. The council’s unique and specialised knowledge is a great asset to the school’s leadership. They lend expertise in advising the President or Principal, determining basic policies (not decided by the Board of Directors); yet do not exercise formal power in governing the school or making day to day decisions. They make recommendations, prepare schedules, and provide key information, reviews, appraisals, proposals and reports to the President/Principal and the Board.

Business Administrator. One of the key members of the Administrative Council and school staff is the Business Administrator. His/Her success depends on adequate finances and for others to adhere to the budget restraints and financial policies. It is imperative that this person has expertise in business administration, accounting, and personnel management (within the academic setting). Their primary function is with financial control—supervision of financial affairs, accounts (general, accounts receivable, accounts payable, payroll, student fees, etc.); serves as the purchasing agent; ensures that the school operates within the budget, and signs checks. They provided financial reports periodically, assist in preparation of the budget, and work with the auditors (on a yearly basis). He/she provides input and recommendations on all matters regarding finance within the school. Finances are limited within many Bible schools. Everyone must work together to keep expenses to a minimum, remain focused on priorities, and to operate with the strictest financial integrity. The administrator also maintains all properties within the campus and oversees clerical and auxiliary staff. (Anglin, 1986/2003)

Delegation. An effective Board of Directors, Administrative Committee, College President/Principal, or leader gets the job done—and done on time—through sharing ministry with others. Leaders maintain what they do well, but train others through delegation. This frees the leader to do what They do best, yet empowers others to reach their highest potential. It is an excellent process for people development, which is essential to the growth and health of the organisation. Delegation begins with understanding the tasks and talents available, and matching the two. It is foreseeable that some staff members will excel in areas where the leader does not. A leader should work according to his/her strengths and organisational priorities, and delegate areas of weakness or routine assignments to those with strengths in those areas. Two things are essential with delegation: the leader must be willing to let go; and the team member must be willing to accept the responsibility. (Rierdan, 2001). Coaching, follow-up, and feedback are needed. The key to success is to delegate gradually as confidence heightens. In addition to getting work done through others, delegation is a close ally to mentoring, and has a part to play in preparing leadership successors. How can you realise a vision? That is simple. Bring together a diversified team, and build a board, council, or committee that reproduces by training the next generation. A team that will not stop until they achieve the vision, and fulfill God’s plan for the Bible school.

Qualities of Board Members

Spiritual	Is spirit-controlled, spirit-motivated— given to prayer, and able to call upon heaven’s resources.
Team player	Able to work together, to lead and to follow. The board is a team or community of members working with and through others.
Realistic	About himself—his strengths and weaknesses—and those of the organization.
Perpetual learner	Must be willing to improve his skills; listen and learn from others, to know the organization, and to encourage others to do likewise. Continuous improvement is imperative to overall growth.

Pioneering spirit	Willing to take risks, be a pathfinder, an explorer and pacesetter.
Open-minded	Open to innovative new ideas, methods, and ways of accomplishing the vision, yet remains faithful to the truth of God's Word.
Servant	Willing to serve others and help them reach their maximum potential.
Growth-oriented	Have a personal growth plan as well as be committed to organisational growth.
People lover	Loves people, is empathic, and caring. Must be student and staff oriented for there is no reason for existence without them.
Change Agent	Be open to change.
Implementer	Not just involved in casting the vision but also become actively involved in governing the organisation. Do not just tell, but also do.
Facilitator	Fosters understanding, and brings together people with diversified gifts and talents.
Passionate	Their heart should be in it. People connect with those of passion and vision. Passion is loving what you do. It shows!
Energetic	Possess a high energy level, be a person of action, and get excited about the plans of the board. There is no room for a lazy board member in a progressive organisation. Excitement is contagious.
Extensive world-view	Global leaders know how to perform cross-culturally through understanding cultural differences.
Specialists	Excel in a specific field that adds value to the board.
Capable	Must be experienced, and competent enough to help the organisation succeed.
Credible	People of integrity—they do what they promise, possess a godly character and foster trust.
Enablers	Assist others in achieving goals
Integrators	Take the best from one place, assess it, and adapt it for use within the organization.
Problem-solvers	Able to think through problems, provide alternatives or solutions, and strategies for implementation.
Diplomats	Possess ability to resolve conflicts and work within any culture.

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