

The Teacher and Authority, Responsibility & Delegation

“Those who enjoy responsibility usually get it;
those who merely like exercising authority usually lose it.”
Malcolm Forbes

“It is commitment, not authority, that produces results.”
William Gore

“Because power corrupts, society’s demands for moral authority and character
increases as the importance of the position increases.”
John Adams

Lesson Objectives

At the conclusion of this lesson the participant will be able to accomplish the following:

1. Discuss the importance of authority, responsibility and delegation for today’s Bible school leaders.
2. Discuss the biblical context of power and authority and why these concepts are important.
3. Understand the major categories of the French and Raven power model, and the types of power in each category.
4. Explain how the Personal Power differs from Personal Authority, and the implications for the leader and subordinate.
5. Explain the major categories of the Price and Cutler power model, and significance of combining power and authority into the model.
6. Discuss at the “symptoms” of “Children” Leaders and their potential actions.
7. Discuss the four levels of maturity of Price and Cutler’s concept of Personal Authority.
8. Discuss responsibility and its relationship to authority; provide examples of responsible and irresponsible behavior and traits.
9. Explain why leaders should delegate tasks, including the principles and benefits of delegation.

Power in Biblical Context

“It is about the greatness of God, not the significance of man. God made man small and the universe big to say something about himself.” John Piper

Authority, responsibility and delegation are individual aspects of exercising of power. Each day, Bible school leaders use power to influence others to accomplish various tasks and duties. However, it is important to properly distinguish between biblical power and authority and the managerial exercise of power and authority in the educational setting. God is the ultimate “higher authority” and has all power. His Spirit and authority should impact and direct all aspects of our lives, as Bible school leaders, but especially on how we exercise of managerial power and authority.

“...Not by might, nor by power, but by my spirit, saith the LORD of hosts.”
Zechariah 4:6 (KJV)

“For in him we live, and move, and have our being...” Acts 17:28 (KJV)

“But ye shall receive power, after that the Holy Ghost is come upon you...” Acts 1:8 (KJV)

God’s Spirit, in us, should direct our lives, our behavior and our actions. But it is also important that we understand how to influence others through the exercise of managerial authority and power. This understanding is the primary student learning objective for the remainder of the lesson content. In the Bible school setting, there are leaders at every level of the organization – from the national church officials to administrators to staff members to faculty members to the student body – each impacting and influencing both seniors and subordinates alike. As has been previously stated, leaders exercise power to control and power to influence others. Doing so requires wisdom, tact, sensitivity and determination.

The Definition of Power

What is Power?

The term, *power*, when associated with organizational leadership, has many definitions. In the John Adam’s quotation above, he makes the assumption “that power corrupts.” Some leaders view personal power as an indication of their success. For others, power is of no consequence at all. Here is one definition of power:

Power – the ability of a leader to influence the beliefs and actions of others (seniors and subordinates); the ability to influence circumstances and difficult challenges; administrators, staff and faculty members may exercise personal power by effectively influencing or controlling others by the power of their personality or by their expert knowledge and skill levels. Power can be legitimate or illegitimate control over individuals or groups; power always comes from a higher authority (an individual, a group or an organization).

Notice that a leader's power is the measure of his or her influence or control over others. It is significantly affected by the leader's personality, response to adversity, experience and skills, challenges, and the amount of authority conveyed from a higher authority. Leaders may have difficulty exercising an appropriate level of power when the higher authority does not provide an adequate level of authority.

Two Models of the Exercise of Power

The "Formal and Personal" Power Model

In the 1960's, John French and Bertram Raven conducted a research study that focused on the various types or bases of power in leadership roles. One significant study finding was that "one's leadership ability and success in a leadership role was highly influenced by what type or base of power the leader employed" (French & Raven, 1964). French and Raven identified five types of power in two major categories:

Category 1 – Formal Power

Type 1 – Coercive

The use of coercive power by a leader is exercised through fear of losing one's job, being demoted, or receiving an unsatisfactory performance review. A coercive leader leads others by threats and intimidation. If a leader is in fear of losing his or her position, they will, in turn, transmit that same fear to their subordinates, by threatening to replace them if their performance is not acceptable.

Type 2 – Reward

The use of reward power by a leader is exercised by rewarding subordinates when they fully comply with the leader's directions or wishes. A reward leader may offer excessive compliments or recognitions, a promotion or extra time off for complete obedience by subordinates.

Type 3 – Legitimate

The use of legitimate power by a leader is derived from having a particular position of power, such as being the "boss" or the "team leader." Subordinates follow the leader's instructions because they respect the position or office he or she holds within the organization. National leaders and/or Bible school administrators cast the school's vision and determine its mission goals and objectives as a direct result of the position or office they hold. An individual's power is endorsed when subordinates recognize the authority of the individual.

Category 2 – Personal Power

Type 4 – Expert

The use of expert power is derived from one's experiences, skills or knowledge level. As a leader gains experience in specific areas and is awarded academic degrees or skill qualifications, both their seniors and subordinates alike begin "to see them as a leader in those areas. When a leader accumulates expert power qualifications, that expert power can be used to influence others to assist them in meeting organizational goals or solving challenging projects or deadlines.

Type 5 – Referent

The use of referent power is derived from being "trusted and respected." Leaders gain referent power when others: 1) trust what they say; 2) trust what they do; and, 3) respect the leader because of a high quality of leadership and how they handle difficult situations.

The "Personal and Positional" Power & Authority Model

An alternative power model which includes both authority and power as interrelated components was developed by Juanita Price and Carolyn Cutler (2011) specifically for the educational setting. In this model, authority is control and power is energy. Price and Cutler believe that if one takes an action that consists of all power, this would be like using *uncontrolled energy* – their definition of power. But if authority is control, then one cannot take actions on the basis of power alone. Authority simply controls power. While not a part of Price and Cutler's model, there is biblical evidence to support this concept of power and authority merged together.

And Jesus came and spake unto them, saying, **All power is given unto me** in heaven and in earth.
Matthew 28:18 (KJV)

"For as the Father hath life in himself; so hath he given to the Son to have life in himself; **And hath given him authority to execute judgment** also, because he is the Son of man."
John 5:26-27 (KJV)

During Jesus' earthly ministry, He stated on several occasions that "all power is given unto me," but the Scriptures also emphasize that this power was not used independently from the authority that was given to Him. Clearly, as we accomplish our daily responsibilities, we should lead and influence others by the mutual employment of power and authority. From Price and Cutler's perspective, effective leaders cannot not use power and authority separately, and as a result, both terms are used when defining the types of power.

According to Price and Cutler power model, there are two kinds of authority and power. The first is that power and authority is that which a leader possesses within him or herself; it is called “personal” power and authority. The second is that power and authority that is conferred upon a leader by an outside entity (a senior leader or the organization itself).

The Personal Power

Leaders possess personal power from being their own unique person; it is their personal power – their values and beliefs, their personality and their ability to interact with others. Remember to think “energy” when you read this meaning of power. In this context, it does not imply “controlling” others.

The Personal Authority

Personal authority is the ability to control oneself. As infants, we have very little control – we cannot feed ourselves, we cannot talk, we have no control over our emotions and we do not have a sense of right and wrong. So, personal authority can be defined as the level of maturity a leader has achieved. There are four levels of maturity in personal authority:

Physical – the ability to control our own bodies

We increase our physical authority by living (gaining physical maturity)

Intellectual – the ability to learn and to use information

We increase our intellectual authority by learning (this requires a desire to learn)

Emotional – the ability to make choices about how and when we express emotions

More difficult to increase emotional maturity (requires physical, intellectual, personal self-control, and spiritual maturity)

Ethical – the ability to make choices that are beneficial to others and not just ourselves

It is also difficult to increase ethical authority (requires well-established and strongly-held life values and beliefs, strong personal character and integrity and exemplary morality)

Who has Personal Authority

This model proposes that there are two types of leaders in the world – those who have personal authority (especially characterized by exceptional emotional and ethical

maturity) and those who do not. Those have it are called, “adults;” those who do not are called, “children.” These labels do not imply anything about a leader’s chronological age. Some children are more emotionally and ethically mature than their parents. An important purpose of childhood is for individuals to adequately develop the four levels of maturity required to be a strong and effective leader. And the corresponding purpose of parents and teachers is to help immature children become mature adults. However, there are too many individuals and leaders who physically look like adults, but who are, in reality, overgrown kids. At some time in our Bible school experience, we will find ourselves working for or supporting the efforts of some of these types of leaders. But the important thing now is to be able to recognize the symptoms and actions of such leaders and to what you can do to help them mature.

Symptoms of “Children” Leaders

- Will lack emotional and ethical maturity, but may be very intelligent and very well-educated
- Leaders who are emotionally immature have sudden and devastating emotional reactions to others any time things do not go their way (They are usually unaware of how their emotional outbreaks affect others.)
- Leaders who are ethically immature make decisions or take actions that primarily benefit themselves, often to the detriment of others, including those they are to support

Potential Actions of “Children” Leaders

- Being less than honest, intimidating, and manipulating
- Having “temper tantrums
- Asking or requiring others to do inappropriate things

Positional Power and Authority

Positional forms of power and authority arise when two leaders have a relationship with each other. In the Bible school setting, three examples of these relationship are

1. A National Official and a Bible School Administrator
2. A Bible School Administrator and a Staff Member
3. A Faculty Member and a Student

In each of these examples, there are two positions involved: 1) an Authority Position; and 2) a Power Position. The Authority Position is an externally-granted right to control or influence another person and the Power Position is an externally-granted

obligation to obey and support the control or influence of another person. Table 1.1, below, shows the authority and power positions for each individual.

Table 1.1 Bible School Authority and Power Position Examples

Bible School Examples	Authority Position	Power Position
1. A National Official and an Administrator	The National Official	The Administrator
2. An Administrator and a Staff Member	The Administrator	The Staff Member
3. A Faculty Member and a Student	The Faculty Member	The Student

Summary of the Two Alternative Power Models

The French and Raven model consists of two categories of power are formal power and personal power. The three types of power associated with formal power are: 1) coercive; 2) reward; and 3) legitimate. The two types of power associated with personal power are: 1) expert; and 2) Referent.

The Price and Cutler model combines both authority and power into the model. The model’s two categories of power are personal power and positional power. In this model, personal power is “energy” - what a leader is; life values and beliefs, personality, knowledge and skills. While personal authority is “control” – the ability to control oneself. There are four levels of maturity associated with personal authority:

1. Physical maturity
2. Intellectual maturity
3. Emotional maturity; and
4. Ethical maturity

The inclusion of authority into the model is the critical difference between the French and Raven and the Price and Cutler power models. Personal authority is the key concept because it provides valuable insights about the daily interactions with other people. Essentially, personal authority assists leaders in evaluating how much they are trusted or respected by others, and also, how much they can trust and respect their seniors and subordinates as well. Another benefit of personal authority is it can help in predicting a leader’s potential behavior or that of seniors and subordinates.

Another key to understanding how authority and power work in the educational setting is to recognize that all relationships between individuals takes place in what researchers call, “dyads,” or in groups of two people. Whether a leader is a national official, a Bible school administrator, staff or faculty member, or student, authority and power can

only be exercised between two people at any given time. A Bible school instructor, in the Authority Position, may have 20 students in the classroom, but that instructor has a different relationship with each individual student. In other words, this often explains why and how different people have different reactions and relationships to different ways of exercising authority and power. All of this process occurs in a one-on-one (dyad) interpersonal relationship.

The ABC Bible School has a particular instructor, Brother Childish, who is emotionally immature. As a result, some students in the class resist Brother Childish's authority and some students just ignore his poor choices and actions. But some students are upset and angry by his behavior and some try to flatter him or be especially nice to him. How do we explain the students' wide range of reactions to Brother Childish's behavior? How do we understand which reactions are effective in preventing Brother Childish's actions from being hurtful? To answer these questions, you must think in terms of "dyads." It will help you understand that Brother Childish's relationship with each student is unique and different.

Authority & Power Relationships (APRs)

When two leaders have a relationship or interactions in the educational setting, they both may have equal authority or be in power positions in relation to a senior leader. If this is the case, then the positions each leader occupies is not significantly different from the other.

However, where the positions become significant and where the confusion begins is with what is called, Authority/Power Relationships (APRs). In an APR, one leader is in an Authority Position while the other leader is in a Power Position. In other words, one leader has the right to control and influence and the other leader has the obligation to obey and support. The three position examples in Table 1.1 are APRs, and are listed below with other possibilities are listed below:

- National Official/Bible School Administrator
- Bible School Administrator/Staff Member
- Faculty Member/Student
- Pastor/Church Member
- Principal/Teacher
- Department Head/Faculty Member
- Orchestra Conductor/Orchestra Member

If we take the Faculty Member/Student APR as an example, then the basic assumption is that the faculty member is in the Authority Position while the students are in the Power Position. This means that the faculty member has a position of authority and the students, by virtue of each one's position of power, should follow the instructions of the faculty member. But is this relationship as simple as that?

Remember, the faculty member has a unique and different APR with each student. But what difference could that make? The potential problems arise from the fact that these positions are occupied by individuals who may or may not possess Personal Authority (the most important traits being emotional and ethical maturity). Unfortunately, here are the variety of APR possibilities:

- #1 Both individuals have Personal Authority
- #2 Only the faculty member has Personal Authority
- #3 Only the student has Personal Authority
- #4 Neither individual has Personal Authority

Table 1.2, on page 10, illustrates the dramatic effects of these APR possibilities above.

Responsibility and its Relationship to Authority

While responsibility and authority are quite different concepts, they are leadership practices which should go hand-in-hand. As we have seen from the power models above, leaders with authoritarian positions will have more responsibilities which come with inherent power of authority. In the educational setting, authority is conferred on those leaders with exceptional knowledge, special skills and abilities, but are also highly experienced and have reached an age where respect and admiration is appropriate. Seniority within an educational institution may qualified a leader for more authority or to make decisions for the institution, but seniority alone will not guarantee that leader will be effective or gain the respect and recognition of his seniors, peers or subordinates. However, when a leader is highly responsible for his actions and decisions as well as those of his subordinates, it means that leader realizes his accountability to a great authority. That fact alone will justify any well-earned respect and recognition.

Not matter how good or effective a leader is, he cannot guarantee success. His team's efforts will result in either success or failure. When the leader is responsible for decisions and actions and the consequences of those decisions, whether taken by him or his subordinates, this is true accountability and responsibility. Senior institutional leaders have the necessary authority to achieve its goals and objectives. These same leaders cannot forget that authority always comes with responsibility. These elements of leadership cannot be separated.

“If you could kick the person in the pants responsible for
most of your trouble, you wouldn't sit for a month.”
Theodore Roosevelt

Table 1.2 Possible Effects of Faculty Member/Student APR

APR Possibility	Faculty Member	Students	Results
<u>Both</u> individuals have Personal Authority	<ul style="list-style-type: none"> • Usually doesn't invoke authority • Expertise & experience is recognized by students • Respected & admired • Respects students & considers their interests • Enjoys excellent classroom atmosphere 	<ul style="list-style-type: none"> • Excellent response with demanding it • No behavior or learning problems • Achieve personal learning goals & course success • Learning value of achieving Personal Authority 	<ul style="list-style-type: none"> • Excellent teaching & learning environment • Mutual respect & mutual benefits • Course goals & learning objectives achieved • Excellent faculty/student relationship
Only the <u>faculty member</u> has Personal Authority	<ul style="list-style-type: none"> • Must help students develop Personal Authority • Must help students resolve conflicts • Establishes rights & rules • Must help with student discipline & conduct • Makes decision for common good 	<ul style="list-style-type: none"> • Physical, intellectual, emotional, & ethical immaturity • Selfish, demanding, & undisciplined • Poor communications skills • Has difficulty understanding learning objectives 	<ul style="list-style-type: none"> • Chaotic teaching & learning environment • Little mutual respect • Course goals & learning objectives are modified • Faculty/student relationship fluctuates dramatically
Only the <u>student</u> has Personal Authority	<ul style="list-style-type: none"> • Emotional & ethical immaturity possible • Selfish, demanding, & undisciplined • Poor communications skills • Has difficulty communicating with students • Conflicting instructions & teaching 	<ul style="list-style-type: none"> • Develops own learning objectives • Demonstrates Personal Authority • Helps others resolve conflicts • Establishes informal classroom rights & rules • Assists other students with learning • Works for the common good of all students 	<ul style="list-style-type: none"> • Chaotic teaching & learning environment • Little mutual respect • Course goals & learning objectives are modified • Faculty/student relationship fluctuates dramatically
<u>Neither</u> individual has Personal Authority	<ul style="list-style-type: none"> • Emotional & ethical immaturity possible • Selfish, demanding, & undisciplined • Poor communications skills • Has difficulty communicating with students • Conflicting instructions & teaching 	<ul style="list-style-type: none"> • Physical, intellectual, emotional, & ethical immaturity • Selfish, demanding, & undisciplined • Poor communications skills • Has difficulty understanding learning objectives 	<ul style="list-style-type: none"> • Classroom out of control • No mutual respect • Course goals & learning objectives are not met • No Faculty/student relationship • Faculty/students are selfish, demanding & undisciplined

Practice Responsibility Not Power

“Too many leaders get caught up in thinking about power rather than their responsibility to those they lead.” This is a quote from an experienced college faculty member, and he is correct about our leadership priorities. It reminded me of a quote from the former British Prime Minister Margaret Thatcher:

Pursuing Ministerial Excellence!

“Being powerful is like being a lady. If you have to say you are, you aren’t.”

Yes, it is important to get the very best from our subordinates; however, a leader must be sure his team is focused on its responsibilities, even when senior leaders have not clearly laid out specific institutional goals. You still are required to lead even when you are not completely sure which way to go. Taking charge also means leading responsibly.

What is Responsible Leadership Behavior?

When a leader does exactly what he has promised – that’s being reliable. And reliable leaders will always be in demand. Senior leaders do not want to spend their time dealing with unreliable leaders. Instead, they will turn to those leaders that can be counted on to complete the assigned task. In turn, the responsible leader has a greater sense of satisfaction when he or she knows that senior leaders trust them.

Being Responsible

A responsible leader analyzes, decides and acts with little or no supervision. That leader is accountable and answerable for his or her behavior and actions. They can be trusted and they can be depended on to achieve results on their own. If a leader makes a commitment; they will follow through, if at all possible. Being responsible means you have an excellent character and are a person of integrity. Being responsible means not making excuses for your actions or those of your subordinates, but instead, taking personal (group) responsibility for any failures or shortcomings. Here are a few responsible behaviors and traits:

1. You do the “little things” well.
2. You purposely plan to be responsible.
3. You set personal goals.
4. You help others.
5. You met deadlines early or on time (no procrastination).
6. You take the initiative; you are highly motivated.
7. You develop a daily routine.
8. You are responsible with your things and the things of others.
9. You arrive early to work and appointments.
10. You can be trusted.
11. You have strong character.
12. You are a person of integrity.
13. You can be relied upon.
14. You apologize quickly.
15. You take feedback or criticism seriously.

Being Irresponsible

Irresponsible leaders violate the rules or guidelines for accomplishing the tasks or requirements. They also often disregard the potential negative consequences of “breaking laws.” Here are a few irresponsible behaviors and traits:

1. You require constant supervision to perform at satisfactory levels.
2. You are intellectually immature.
3. You are emotionally immature.
4. You are ethically immature.
5. You blame others for your shortcomings.
6. You offer constant excuses for your mistakes.
7. You cannot admit your mistakes.
8. You lack self-discipline.
9. You are not self-motivated.
10. You cannot multi-task.
11. You are not committed to the cause.
12. You are not financially stable.
13. You are not consistent.
14. You are not reliable.
15. You cannot take constructive criticism.

Summary of Responsibility?

A leader who has the reputation of being a responsible person is trusted. Being trusted and considered a reliable person provides you with strong self-esteem and a sense of self-worth. When a person is trusted, they receive increasingly more important assignments and are recognized as a leader in their field of work. President Harry Truman said:

“The buck stops here.”

He was saying that those leaders and workers under his authority may “pass the buck” or not take responsibility, but he would not do that, because he had the ultimate responsibility in administering the government of the United States. He realized that if something goes wrong, someone will get the blame. He demonstrated great strength of character in being willing to accept the blame for failures.

It is an admirable character trait to willingly accept responsibility quickly. Each of us can remember having to deal with irresponsible people who always blamed others. A leader with an excellent reputation for being responsible will take on difficult tasks, will not procrastinate or complain and will take full responsibility for the results. That is being responsible.

“It is not only for what we do that we are held responsible, but also for what we do not do.”

Moliere

Delegation – It is Harder than it Looks!

Leaders are under great pressure to perform well, and the many challenges produce lots of stress and there is not enough time in the day to accomplish the required work. Because of this, it is vitally important that leaders delegate to others the authority to accomplish specific tasks and projects for the leader. But to the leader who personally performs at the highest standards delegation may seem too much of a risk. What if the subordinates fail in their delegated duties? What are the risk/rewards of delegating critical tasks and seeing them performed at a lower standard than the leader would have achieved? To answer these important questions, we must examine the relationship between authority and responsibility when it comes to delegating to others. Authority is simply the power to make decisions and the power to direct the activities of others. Inherent in this definition is the concept of authority delegation.

Why is Delegation Important?

Delegation of certain duties and tasks will free a leader to focus on the most important aspects of his institution, department or position. Far too many leaders, thinking they are the only one that can do the job well, often insist on “micromanaging” every single detail” themselves. Because they have the highest standards, these leaders are extremely “hands-on” in their management style.

However, leaders should take charge of the overall team effort. The leader is a visionary; he should be looking ahead to identify potential obstacles or new tasks that will be required in the future. He should also be examining the team’s capabilities to look for weaknesses or corrections that should be made *before* the team gets off track. He cannot accomplish these strategic responsibilities if he is always deciding what brand of coffee to purchase or what meals are offered on the lunch menu. Leaders must have a strategic vision and cannot get buried in the tiny details. Leaders must have a “big picture” perspective. Excellent leaders will be more effective when they are not chained to the details. The leader’s valuable time should be spent address what is truly important, and the issues that will mean the difference between success and failure as an institution.

Fundamental Principle of Delegation

It is vital that a leader delegate to subordinates the authority to perform certain routine and required tasks. But the leader must understand that while he can delegate authority to perform these tasks, he cannot delegate the responsibility for those tasks being performed. At first, this may not seem to be a very important principle, but upon further examination, its significance can be understood. From my military experience, I clearly recall the commander’s statement describing his duties and responsibilities concerning the unit he commanded:

“Sir, I am ultimately responsible for everything the members of my unit
Do or do not do in the conduct of our assigned mission.”

A Bible school institution is certainly not a military organization, but from a leadership point of view, it must follow the same principles of delegation that a unit commander would follow. The Bible school president may delegate many administrative tasks that he has been given authority to accomplish. However, like the military commander, he will always be ultimately responsible for the conduct of the institution's educational mission. This principle is not only valid for the Bible school president, but also for the staff members, faculty members and the student body. The president may never post individual student course grades with the registrar's office, but he is no less responsible for that task being done properly, accurately and efficiently.

“Leader delegate authority, but never responsibility.”

Someone will, no doubt, say, “That is too much responsibility for one leader.” And this is an absolutely true statement. But there are significant advantages to delegating certain tasks to others.

The Benefits of Delegation

Delegating Increases Subordinate Morale, Confidence & Productivity

Leaders should delegate tasks to subordinates, set task performance standards, and then, get out of the way. When leaders delegate important responsibilities to their subordinates and the freedom to accomplish the tasks in their own way, he builds team member innovation, moral and increases productivity. In the same manner that leaders want to be trusted and relied upon so do subordinates want to know that their leader trusts them and depends on them.

Delegating Saves Time and Workload

Delegating allows the leader to focus on the team's critical mission requirements, and in doing so, it save the leader valuable time for other responsibilities, and gives the team members a strong is of belonging and owner of the vision. Yes, it requires time to training the team to perform a wide range of tasks, but it is an investment that will pay great dividends in the future.

What would you rather do as a leader? *Work 20 minutes every day doing something that your secretary should be doing, and spend 86 hours doing that task for the next five years. Or, you can spend 3 hours today training your secretary to do the tasks, and never have to spend time on the tasks ever again. Which do you choose?*

Andrew Carnegie was a very successful industrialist and business man who worked hard for what he wanted. A friend once told him that he got to work at 7 o'clock in the morning. Carnegie responded:

“You must be a lazy man if it takes you ten hours to do a day’s work. What I do is get good men and I never give them orders. My directions do not go beyond suggestions. Here in the morning I get reports from them. Within an hour I have disposed of everything, sent out new suggestions, the day’s work is done, and I am ready to go out and enjoy myself.”

Delegate Wisely and Effectively

Like Andrew Carnegie, successful leaders and managers have all accomplished two important tasks:

1. Through a process of selection and elimination, they have placed the right and competent men in the critical positions of the business; and
2. Systematically shifting the work details to the shoulders of subordinates while still keeping the essential facts at hand (William A. Field, 1919).

Delegating Guidelines for Leaders

1. Pick the Best People

The important consideration here is to select the most qualified from the most available.

Delegate in a Manner that Encourages Acceptance of the Assignment

Guidelines to follow here are: 1) never delegate a task you should be doing; 2) never delegate a task you would not be willing to do yourself if you could; 3) explain to the subordinate why you chose them and why they are well qualified; and 4) do not play favorites (delegating not on talent, but on who you like).

2. Maintain Consistent Performance Standards

Give your subordinates clear guidance and direction as to what you expect of them. They are capable of doing much more than you expect. But they need details, deadlines, and standards. If you do not know what you want or what the standards are, do not delegate the task.

3. Give the Subordinate Ample Freedom in Completing the Task

Establish a reasonable deadline for task completion based on current workload and the subordinate’s agreement. Do not “over check” on the task progress. Allow the subordinate to satisfactorily complete the task his way. There is always more than one way to doing it.

4. Follow-up

Giving ample freedom does not mean not checking at all. As necessary, have follow-up progress sessions with the subordinate to see if they have questions or concerns that need to be addressed.

5. Share the Credit and Praise

Always give credit where credit is due. Subordinates have shared in the hard work and risk; now allow them to share in the success as well. Remember to treat subordinates as partners; listen to their feedback and respect their ideas and opinions. The great leaders understand that “the man on the ground often has the best insights to offer on what is really happening and what needs to be done.”

Discussing Authority, Responsibility & Delegation

- A. Discuss the interrelationship of power and authority as it relates to the exercise of power by institutional leaders.
- B. Discuss the definitions of power, authority and responsibility.
- C. Discuss the implications of the exercise of power for current institutional leaders.
- D. Compare and contrast the French and Raven and Price and Cutler power models.
- E. Discuss the coercive, reward and legitimate types of power in the French and Raven power model.
- F. Explain if the combination of power and authority in the Price and Cutler power model has support in the Scriptures.
- G. Discuss the 4 levels of maturity of Personal Authority in the Price and Cutler power model.
- H. Discuss the concept of Authority/Power Relationships (APRs).
- I. Explain the relationship between responsibility and authority.
- J. Discuss examples of responsible and irresponsible leadership behaviors and traits.
- K. Discuss the fundamental principle of Delegation.

Conclusion

“Authority without wisdom is like a heavy axe
without an edge, fitter to bruise than polish.”
Anne Bradstreet

In drawing conclusions about a leader exercising power, authority and responsibility, it becomes increasingly clear that God’s wisdom must be an essential part of today’s Bible school leaders. Men are just not capable of spiritual wisdom and understanding without the touch and presence of the Lord Jesus in their daily lives. As

educators and leaders, each of us must be more dedicated than ever to the godly principles of strong leadership mixed with the wisdom from heaven.

Anne Bradstreet's conclusion is that when authority is exercised without wisdom it acts as a dull and heavy axe, doing more harm than good. Certainly, it is importance that we, as educators, take the greatest of care in using our influence, our positions and our vision to challenge and inspire our students to become effective, godly leaders in an ever-changing world.

“Wisdom is the principal thing; therefore get wisdom:
and with all thy getting get understanding.” Proverbs 47, KJV)

Solomon reminds us that while wisdom is the principal thing, there is more to the proper application of power and authority and responsibility by spiritual leaders than just wisdom itself. As we gain more and more knowledge, I pray that we transform that knowledge – those independent facts – into a deeper understanding of God's will and vision than simply the man-made principles of management or leadership. As never before, you and I must gain deeper insights and more powerful strategies and techniques to reach out and impact our generation, our fellow believers, and more importantly, our young people for the cause of the Lord Jesus Christ.

“The greatest leader is not necessarily the one who does the greatest things.
He is the one that gets the people to do the greatest things.”

Ronald Reagan

If we are to be truly “wise as serpents and harmless as doves” (Matthew 10:16, KJV), then we need to seek His direction and perfect leadership as to how to apply our authority and power in the most responsible manner possible in our Bible schools worldwide. Power and authority is simply the ability to influence others to do things that we cannot do alone. President Reagan recognized that neither the victory nor the glory will be credited to the educator. Instead, we must be “...the one that gets the people to do the greatest things.” Never forget your real purpose, your true avocation – to inspire others to do the greatest things!

“In times like the present, men should utter nothing for which they would
not willingly be responsible through time and eternity.”

Abraham Lincoln

The Teacher and Authority, Responsibility & Delegation

Lesson in Review

Name: _____

Nation: _____ Date: _____

1. Define, in your own words, what the exercise of power means in your leadership responsibilities.

2. If power is the leader's ability to influence others to accomplish his vision, then how does authority and responsibility relate to this exercise of power?

3. List the categories and types of power as proposed by the French and Raven power model.

4. How are the French and Raven and Price and Cutler power models different?

5. List 4 responsible and 4 irresponsible leader behaviors or traits.

_____	_____
_____	_____
_____	_____
_____	_____

6. Define responsibility as it relates to the exercise of power? Do you feel you are a responsible leader as you exercise your duties as a Bible school educator? Why?

7. Explain the concept of Authority/Power Relationships (APRs).

8. What is the fundamental principle of Delegation? Why is it important to leaders?

9. Of the responsible and irresponsible leader behaviors and traits listed in the lesson, list the behaviors and traits you have observed in your Bible School setting.

10. It is critical for leaders to delegate the authority for subordinates to complete some tasks and duties. List the 2 main benefits of delegation and the 5 guidelines to effective leadership delegation.

Benefits:

Guidelines:

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