

## The Teacher and Teamwork in Education – Part 2

“No one can whistle a symphony. It takes a whole orchestra to play it.”  
H.E. Luccock

“Many of us are more capable than some of us; but none of us is as capable as all of us.”  
Tom Wilson

### Lesson Objectives

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

1. Discuss the teamwork implications of *formal* and *informal policy*, and their effects on teamwork efforts.
2. Discuss the effects of leader collaboration and listening on the team members' performance and morale.
3. Understand the importance of a formal, written policy and procedures manual to the overall teamwork effort?
4. Explain the positive impact of the Participative Leadership Strategy on team member unity, trust, and camaraderie?
5. List and discuss the four steps associated with the Team Leader's Evaluation Process.
6. Discuss the teamwork measurements of effectiveness and efficiency, and explain major differences between the two terms.
7. Understand and explain the Bible school educational environment as a unique teamwork setting.
8. How are Bible schools unique as educational organizations? Do you agree they are unique?

### Introduction

In the previous lesson, Teamwork in Education – Part 1, we examined why it is important to study teamwork in the education setting. We also discussed the definitions of teamwork terms, and five critical elements of teamwork. In addition, Part 1 provided biblical teamwork examples and the common barriers to effective teamwork.

In this lesson, we will explore the importance of establishing formal Bible school policy and how that policy may affect the organization's teamwork efforts, the positive leadership influences on teamwork, the potential unintended consequences of an organization's culture on its teamwork efforts, and lastly, we will examine how the Bible school model represents a unique teamwork environment.

While all members of an organization will influence the overall success its teamwork efforts, it is the Bible school leadership that will have the most wide-ranging impact on teamwork success. This is directly due to leadership's significant influence as a result of their personal example, the policies they establish, and the actual teamwork practices they implement in order to achieve the organization's vision and goals.

## **Formal Policy & Applied Practice: Impacting Teamwork**

### Definitions and Discussion

The term, *formal* policy, refers to the Bible school's published policies and procedures found in its policy or procedural handbook or manual. Such policy addresses specific rules and guidelines that govern admission criteria, curricula, testing, grading standards, and faculty and student policy handbooks and behavior guidelines. Establishing formal Bible school policy can greatly reduce misunderstandings, confusion or miscommunications among the faculty, staff, and students as they attempt to work together for the organization's common goals. Bible school leaders may be tempted to delay the writing of a policy or procedures manual because all their time is committed to day-to-day responsibilities and a hectic school schedule. However, it is important to understand that the day-to-day schedule and duties of leadership will be much more effective when there is a written policy or procedures manual that supports their decisions and facilitates the day-to-day school administration. Policy and procedures have a tremendous impact on the Bible school's teamwork and its team members. Two major administrative goals can be achieved by a formal policy and procedures manual:

1. Ensures policies and procedures are defined; and
2. Ensures the policies and procedures are applied fairly and consistently.

When policy or procedural misunderstandings arise, many, if not all, can be quickly resolved by referring to the Bible school's written policy and procedures manual. Or, at the very least, if no formal policy or procedures manual exists, leadership can support its teamwork efforts by verbally communicating policies and procedures to all team members. However, verbal policies and procedures should not be relied on for any extended period of time because a verbal policy is the weakest form of a policy statement by leadership. Without a written document, the Bible school leaders are left at a significant disadvantage. Where no formal policy exists, it is inevitable for *informal* policy to develop.

*Informal* policy can be defined as policy that arises in the absence of formal policy. Informal policy evolves out of the need to influence and define standards of behavior,

appropriate decisions, and administrative processes. For example, without a formal personal behavior policy, the school's faculty and staff may create a group one or individual ones based on group or personal opinions. These informal policies undermine the Bible school's teamwork efforts, causing confusion and the loss of teamwork effectiveness and efficiency.

Bible school administrators, faculty, and staff cannot afford the frequent misunderstandings and conflicts that are created when no formal policies exist. Historically, successful organizations have been shown to be those who invest in sound, comprehensive, and written policy and procedures documents. To do otherwise, is to risk inconsistent, uninformed, and questionable decisions or actions that may unnecessarily harm the Bible school's teamwork efforts. The absence of formal policy can rapidly and adversely affect faculty and staff morale, student attitudes, and their support for the organization's goals.

The Bible school's formal policy and procedures manual greatly enhances its teamwork efforts by:

- Increasing communications between leaders, faculty, and staff
- Increasing the effectiveness of team leaders
- Achieving significant time savings, and
- Reducing the day-to-day policy or procedures confusion and conflicts

All of these advantages support and help the organization's teamwork efforts by increasing team effectiveness. However, it is important to remember that the Bible school policy and procedures manual must be well written. It must be written in everyday language that is clear and easily understood. This is important because team members do not understand the written policy or are confused by it, they can become frustrated and discouraged, or create informal policy that they do understand. When this happens, the informal policy becomes the *applied practice*. In other words, if there is no formal written policy or that policy is confusing or unclear, team members, including administrators, faculty, staff, and students, may create their own policies to meet their immediate requirements. This new applied practice may or may not be in agreement with the Bible school's leadership desires or expectations. When formal and informal policies exist within the same Bible school, or informal policy has become applied practice, team leaders and team members alike will be confused and both team effectiveness and efficiency will decrease dramatically. (See Table 3.1 Sample Policy & Procedures Manual Template on page 20.)

## Participative Leadership Strategy

Leadership establishes organizational policy; however, leaders must understand the comprehensive effects that policy has on the overall effectiveness of organizational teamwork. Established policies may positively or negatively affect the Bible school's practices, procedures and standards at every level. Simply said, policy affects the "way the Bible school does its business" and how its team members value, practice, and interpret that policy. In Table 2.1, Leadership Policy Effects of Bible School Teamwork, found on page

17, there are several ways in which leadership policy decisions can make significant positive contributions to the organization's teamwork effectiveness and efficiency.

By inviting faculty, staff, and students to participate in policy and practice reviews, Bible school leaders can build camaraderie and respect, increase the positive effects of collaboration, and immediately raise the confidence, trust and morale of their team members. If team members recognize that their opinions and viewpoints are both respected and acted upon, major increases in teamwork effectiveness and resource savings can be achieved. This participative leadership strategy has the potential to produce a high-performing, cohesive unit that is working together as a highly effective team. Bible school leaders, using this participative leadership strategy, can achieve a steady and consistent growth in team and individual performance, a strong sense of ownership by team members, and a genuine bonding together to fulfill the school's mission and purpose. Inclusive leadership will produce team confidence and individual respect and support for the leadership's vision.

“A rising tide lifts all boats.”  
John F. Kennedy

This participative leadership style provides the following teamwork benefits:

- Increased team member acceptance of organizational goals;
- Increased team morale as individual members are included in the decision process;
- Increased team creativity as more voices are heard with different perspectives on problem solving; and
- Increased team member retention (each individual feels important to the team effort)

By collaborating with and listening to their teams and team members, Bible school leaders can dramatically increase the likelihood that policy decisions will be supported by the faculty, staff, and students – because they have participated in the decision process. As a result, leaders can enjoy an increased level of support and commitment from their team members. This will be due to team members recognizing their value and importance to the overall Bible school purpose and vision. This participative leadership strategy must also be accompanied by policies and procedures that are fair and consistently applied in the same manner to everyone. If leaders fail to be fair and consistent when applying policy, all the positive benefits of their participative leadership style will be undermined and lost. The following actions can reinforce this strategy and build strong relationships and camaraderie between both leaders and team members alike:

- Conduct monthly faculty and staff meetings where teams and individuals are recognized for special achievement, performance, or recommendations that have significantly improved team effectiveness or efficiency;
- Encourage team member social and church activities to foster team bonding;
- Ensure everyone has had the opportunity to be heard before decisions are made or any actions are taken; and

- Quickly and fairly mediate team disputes to the satisfaction of all individuals involved

## Leadership's Influence on Organizational Teamwork

### Institutional Leaders

Bible school leaders should be continually encouraging and influencing the efforts of their teams. Organizational teamwork requires the enthusiastic support of all its team members, but especially those in leadership positions. First, leaders should provide a personal example of exceptional integrity, character and trust. When leadership is respected and appreciated, its range of influence and impact will be expanded across the entire organization. A leader's consistent, supportive attitude toward team goals will also increase team member confidence in their ability to meet those goals, as well as grow team work ethic, cooperation, and enthusiasm.

A leader's influence is also affected by his or her reaction to adversity and problem areas. An effective leader is a realistic one; and recognizes:

- No effort worth achieving ever advances without setbacks;
- Challenges will arise in spite of the best efforts of the team; and
- The leader's reaction to these team challenges and obstacles will have a major influence on the team's morale and sense of worth.

While teams will often find solutions themselves to these setbacks or delays, an observing and influential leader can assist the team by suggesting workable solutions, and by assisting the team effort with the necessary schedule adjustments and required resources. When team members see their leaders participating in and contributing to both their successes and with answers to their challenges, the result will be the creation of a powerful bond of trust and respect between the two. Such effective and understanding leadership can be the deciding factor as to whether its teamwork efforts are successful or not (O'Malley, 2007).

### Team Leaders

Team leaders are on the frontlines of their Bible school's teamwork efforts. These leaders are also critical to ensuring the team vision is clear, simple, and that every team member understands its vision equally well. Team leaders who lead passionately, honestly, and supportively provide their team with the very best opportunity to succeed.

The team leader's *major teamwork responsibilities* are to:

- Ensure effective and open line of communications within the team;
- Ensure each member is aware of current team goals and objectives; and
- Provide feedback to the team members as to how well the team is achieving those goals at any given time.

The team leader's *major leadership development goals* are to:

- Model integrity, sound character, honesty, and a genuine concern for the team;
- Be enthusiastic, positive, and open to new ideas and solutions;
- Create a team environment of trust, communication, loyalty, and support between the team leader and every team member; and
- Respect and appreciate all team members and recognize outstanding team member actions openly and often.

## The Team Leaders' Evaluation Process

On a daily basis, team leaders should assess the team's progress and take appropriate actions to encourage positive team results, correct deficiencies quickly, and get back on schedule to meet calendar milestones. Kevin Johnston (2009), in his article, *How to Implement a Plan of Action to Strengthen Teamwork*, proposes there are **4 steps** a leader must take in order to strengthen teamwork within a group. These steps may be taken repetitively at various time intervals.

### **STEP 1 - Identify the behaviors that would lead to better team performance if team members changed how they did things**

THINGS TO DO. Look at lines of communications; are team members keeping each other informed and up-to-date? Examine how leaders exercise their authority; are they inspiring the team or making them resentful? Evaluate the "loners" in the team; can they become team players if they are put in charge of a special project?

### **STEP 2 - Take note of the current behaviors that are positively contributing to teamwork**

THINGS TO DO. Take stock of what is going right. Note any special efforts team members make to be part of the team and acknowledge the team's effectiveness.

### **STEP 3 - Describe the gap between what people are currently doing and what people should be doing**

THINGS TO DO. Strengthen teamwork in your organization. Communicate target behaviors. These are transition behaviors from what is happening to what should be happening.

### **STEP 4 - Call a team meeting and discuss how to adopt the target behaviors**

THINGS TO DO. The purpose of the meeting is not to identify needed changes; you identified target behaviors in *Step 2*. The meeting should decide on a course of action for all

team members to follow. Creating this plan will strengthen teamwork and communicate strategies for implementing it at the same time.

Johnston (2009) also believes that, if the **4 steps** are taken by the leader, it will promote team harmony, create a positive team environment, and ensure more duties and tasks are delegated to the individuals most capable of successfully accomplishing them. As an added benefit, team communications, collaboration and cooperation are all improved by these proactive actions.

Treating every team member as a unique individual and encouraging creative and innovative ideas and solutions are equally important in maximizing organizational teamwork. Each team member brings a unique set of skills, personality traits, culture, and background. Leaders must get to know each member and learn how to best communicate with that member and how to best use those unique skills and abilities. Team member diversity can be a tremendous benefit to the leader as individual team members may have a fresh and different view of team processes and problems, and offer new and different suggestions for changes or ways to improve teamwork effectiveness and efficiency.

Team leaders should realize that diversity will likely produce:

- Unique ideas;
- Different procedures;
- A variety of opinions and viewpoints; and
- Surprising solutions to old problems.

Not all of these will be practical or workable, but many will and the team can greatly benefit from the unique individuals that make up its members.

## **Teamwork Effectiveness and Efficiency**

### Effectiveness

Teamwork effectiveness can be equated to a combined *level of performance* by team members; an effective team produces high-quality work results. For example, an effective Bible school instructor produces successful Bible school students (knowledgeable, passionate, inquisitive, and with above average grades). An ineffective Bible school instructor produces less than successful Bible school students (less knowledgeable, less passionate, less inquisitive, and with below average grades). However, an individual team member's effectiveness is also affected by factors outside of the instructor's control. Student academic ability, personal attitude, and desire to learn can significantly affect how successful they are in the classroom. When evaluating teamwork effectiveness, it is very important to ensure your evaluation is measuring all the determining factors affecting the outcome.

## Efficiency

Efficiency can be equated to the combined *amount of time* an organization takes to produce its product or service; an efficient team completes its assigned task in the shortest time possible, using the smallest amount of resources. Efficient teams identify time-saving procedures that reduce time and cost. For example, during a visit to a Bible school, an evaluator noticed that students were completing their reading assignments during classroom instruction time. Because of this, the instructor was to teach lessons in the time allotted by the course syllabus. The evaluator suggested to the instructor that all reading assignments be given to the students at the end of the class period. As a result of the instructor adopting this suggestion, the majority of all class time is instruction time, and the instructor is efficiently maintaining the course syllabus schedule.

Teamwork effectiveness and efficiency are different measurements of a team's overall effort. An instructor may be efficient (finish a given task in less time), but not complete the task satisfactorily (effectively). Likewise, an effective instructor may teach effectively by spending hours with students, but as in our example above, falls behind the course schedule and fails to cover all the required course material. Such team members are neither an efficient teacher nor competitive with instructors who can teach the material efficiently (within the allowable time) and effectively (covering all the required material).

*To increase teamwork effectiveness* one must focus on the team's performance. Do team members have all the resources they need to perform their assigned tasks? Does the team leader ensure all team members are aware of performance standards and encouraged to meet those standards? If the answers to these questions is, "yes," then faculty and staff members should be high-performing team members.

However, *to increase teamwork efficiency*, one's focus must be on identifying time and delivery inefficiencies. Are required materials available on time? Are team members performing required tasks within the allowed timeframe? Efficient team leaders and members should always ask, "How can we satisfactorily accomplish our tasks in the least amount of time and cost?" For example, as a matter of policy, the minutes of the last weekly faculty and staff meeting were read at the beginning of the next weekly meeting. This practice added about 10 minutes to each staff meeting – about 40-50 minutes of extra staff meeting time every month. The Dean of Students suggested that the reading of the minutes be waived. The majority of faculty and staff agreed, and hopefully, those 40-50 extra minutes were put to more efficient use.

## Unintended Consequences of Policy on Teamwork

### Practical Exercise: A Case Study – "The Student Grading Scale"

Bible school policy and procedure documents are, for the most part, designed to achieve three major purposes:



- To permanently establish (codify) the school's purpose and vision (answers why and for what purpose the school exists to accomplish);
- To permanently establish (codify) school policies and procedures that are easily understood and quickly referenced by all; and
- To clearly state the school's expectations for evaluations (its program, faculty, staff, and student performances)

In spite of the best efforts, the day-to-day application and interpretation of Bible school policy and procedures may result in unintended consequences that impact your teamwork efforts. Here are examples of these unintended consequences:

- 1 *When no formal policy and procedure document exists, administrators, faculty, staff and students are left without an adequate institutional structure for day-to-day actions and required decisions.*

Examples: admissions policy, grading standards, attendance & tardiness issues, faculty and staff performance standards; each department or team falls back on informal policy.

- 2 *When a formal policy and procedure document exists, the faculty and staff are confused and uncertain about its meaning or intent; this can be caused by poorly written policy being misinterpreted or because the policy does not have sufficient support from the faculty, staff or students*

Examples: differing opinions on course content, faculty, staff and student behavior issues, disciplinary actions, interpersonal disputes and student "pass/fail" criteria; each department or team may misinterpret or ignore formal policy.

- 3 *When a formal policy and procedure document exists, administrators, faculty or staff do not apply or follow the policy in a consistent manner; often applying the policy to some faculty or staff member, but not to others. These actions may be done consciously or unconsciously.*

Examples: student disciplinary policy is not consistently applied, student grading scale is not consistently applied, administrator faculty performance standard are not consistently applied; individual complaints significantly increase.

In the examples above, the importance of Bible schools having clear, detailed, written and published formal policy and procedure document is obvious. If not, the order and efficiency of the Bible school may well be challenged. When faculty, staff or students are not provided clear policy guidelines for decisions and procedures, departments and individuals may choose to "make their own policy" that is drastically different from or contradictory to the Bible school administrator's expectations. Such a confusing

atmosphere can cause disruptions in daily activities and the loss of focus on the Bible school’s primary vision and purpose.

Without the supporting structure of a clear, well-written policy and procedure document, department and team members may develop unhealthy competitive or conflicting attitudes toward one another which will directly undermine teamwork effectiveness of everyone. It quickly becomes apparent there are significant differences in how departments or teams complete their assigned duties. The result is a rapid deterioration of both team and individual performance and morale. In this situation, quick intervention is required by Bible school leaders and key team “influencers” who have the respect and confidence of faculty, staff and students. If Bible school leaders fail to apply policy consistently and fairly, they can face serious challenges – a loss of focus of its purpose, a serious loss of unity and confidence, and, if allowed to continue uncorrected, a complete loss of teamwork effectiveness. Special care must be taken to ensure that all policy decisions or actions are applied fairly in every case.

### **The Bible School – A Unique Teamwork Setting**

Perhaps the most significant choice a person will make is what type of college to attend. That choice is so critical because the particular academic philosophy and learning environment of that college will have a lifelong influence on that person. Secular colleges and Bible schools do share some common ground attributes, including school size, location, academic reputation, academic excellence, faculty quality, academic degrees offered, and faculty and student diversity. But are there specific characteristics of a Bible school that make it a unique teamwork setting? The answer to that question is a resounding, yes!

A Bible school’s vision and purpose as well as its learning environment are dramatically different from secular colleges, and research has shown that these differences are the most compelling reason a student would choose a Bible school over a secular college or school (Christian Colleges, 2015).

**Table 1.1 Bible School versus Secular College Differences**

<b>Differences</b>	<b>Bible School</b>	<b>Secular College</b>
Student populations	Homogeneous in belief; heterogeneous in culture & race	Heterogeneous in beliefs, race, culture; little or no homogeneity
Vision & Purpose	Propagation of the gospel of Jesus Christ through teaching & experiencing	Academics; research, intellectualism; knowledge; cultivation of the arts

Type of Worldview	Christian worldview (oneness Pentecostalism worldview)	Post modernism; secular humanism; new age; governmental; atheistic; gay; any & all worldviews; intolerant of Christianity
Curriculum	Biblical doctrine & truths; academics are in context with Scripture	Classical & non-classical academics; no subject prohibited
Commitment	To the gospel of Jesus Christ; to a God-centered education in ministry, teaching & counseling to every nation; to a corporate & personal spiritual calling & highest educational quality	Unconditional commitment to any diversity of ideas, beliefs, concepts with no judgment; intolerant of Christianity
Faculty & Staff	Christians mentors guiding students to accept & prepare for their calling; qualified; discipleship for ministry, evangelism, teaching, reaching & witnessing	Goal of unlimited diversity in beliefs, concepts, philosophies, or ideas

(Worldviews, 2002)

### Unique Bible School Teamwork Traits

While many secular colleges and universities publicize their respect for personal rights, tolerance and diversity, at most secular institutions there is an increasing hostility toward issues associated with Christian faith, biblical doctrine and godly lifestyle values. In addition, research has shown that Bible schools may be more efficient than their secular counterparts when implementing teamwork within the organization. Research has revealed at least four unique faith-based organizational traits that strongly promote the teamwork concept (Grant, 2007):

**1 Faith-based organizations embrace the teamwork concept more than secular organizations**

It seems that faith-based organizations are less consumed with social and political issues that can be detrimental to team unity. In fact, Bible schools and other faith-based organizations offer an excellent atmosphere for teamwork to excel. This is primarily because the religious belief systems of these organizations are founded on forgiveness, love, and self-sacrifice, and not on the secular pursuit of the accumulation of wealth. This is especially true in Spirit-filled religious institutions where a particularly strong spirit of unity and common purpose exists, and increases the success of teamwork efforts.

## 2 Faith-based organizations have increased productivity and a reduction in turnover

A common religious faith or belief has the effect of unifying its team members, and as a result, are more productive and desire to stay with the organization longer than secular institutions. Some researchers have proposed that there is a direct link between an institution's fundamental beliefs or morality and the increased productivity of its team members. This productivity advantage of faith-based institutions has now caught the attention of the business world in recent years.

## 3 Faith-based organization team members have a more positive attitude toward working together as a team; they have a strong common cause

In most cases, faith-based institutional leaders took special care to ensure team members at every level of the organization knew they were appreciated and belonged to a caring organization that not only wanted them to succeed, but were willing to assist them in doing so. To researchers it seemed there was an "intangible" connection between team members that inspired greater team effort and more cohesiveness.

## 4 Faith-based team members had a much greater level of commitment to the institution's overall goals and mission than secular team members

This fourth trait is the most significant finding of the research. Team members were highly committed because many were pastors or pastor's spouses or were lay ministers or workers in a local church. The vast majority of these team members were not paid for their services, but their commitment to the institution was an integral part of their personal commitment to Christian principles, family values and spreading the gospel of the Lord Jesus Christ. These institutions, continuously emphasizing the Christian family model and prioritizing discipleship and evangelism to reproduce leaders from the family unit, the local church, the national organization and around the world, have as their greatest resource committed team members (Cordeiro, 2009). Without doubt, the Bible school organizations have traits that are uniquely different from those associated with secular organizations. It is also clear that the most significant, contributing trait or characteristic of the Bible school is its people (Grant, 2007).

## Discussing Teamwork in Education

- A. Discuss the definitions of *formal* and *informal policy*. How do each influence *applied practice*?
- B. The Bible school's formal policy and procedures manual fulfills two major goals. List and discuss those goals.
- C. List and discuss the four ways the formal policy and procedures document enhances the Bible school's teamwork efforts.
- D. Discuss the Participative Leadership Strategy and the benefits of Bible school leaders using such a strategy.
- E. How Institutional Leaders reacts to difficulties and challenges will affect the entire team. Discuss the three things Institutional Leaders must realize when faced with problems or mistakes.
- F. A Team Leader has many responsibilities. Discuss the Team Leader's *major teamwork responsibilities* and *major leadership development responsibilities*.
- G. Discuss the four steps in the Team Leader's Evaluation Process.
- H. Discuss the definitions of Effectiveness and Efficiency. How do these terms differ? Explain why.
- I. Bible school policy may have unintended consequences on teamwork efforts. Discuss two examples of unintended consequences that might result from policy.
- J. Think of a policy problem in your Bible school. Discuss how you feel that problem should be resolved.

## Conclusion

In Teamwork in Education – Part 2, we have examined in detail the effects of both *formal* and *informal policy* on the Bible school's teamwork efforts. In the absence of formal policy, miscommunications and misunderstandings can quickly develop. When team members are confused or frustrated, their performance and attitudes are negatively affected. But formal policies must also be well-written and easily understood by everyone. Leaders who implement a Participative Leadership strategy will reap the benefits in increased team performance and positive relationships with the team members.

Leaders have a great deal of influence over the institution's teamwork effort. This influence can be both positive and negative, and the leader must respond by personal example, attitude and commitment to the organization's goals. Team leaders can

successfully evaluate the team through a 4-step process developed by Kevin Johnson (2009). You should memorize this 4-step evaluation process: 1 – Identify behaviors that would produce better team performance; 2 – Take note of current behaviors that are positively contributing to strong teamwork; 3 – Describe the gap between what is being done and what should be done; and 4 – Call team meeting to discuss how the new target behaviors can be adopted.

Understanding the difference between teamwork effectiveness and teamwork efficiency is critical for any leader. Effectiveness measures performance while efficiency measures time and resources. As a leader, you cannot increase teamwork until you can accurately measure its effectiveness and efficiency. As we saw in the lesson, there can be unintended consequences associated with policy and procedures. When there is no policy or the policy is misinterpreted or ignored, team members become frustrated and may create their own *informal policies*. Both team performance and team morale will be drastically lower than desired.

The Bible school educational environment is unique; and though it has much in common with other educational institutions, it has specific traits that make it a unique teamwork setting. Researchers have established the fact that faith-based organizations embrace the teamwork concept more readily than secular institutions, have increased productivity and lower turnover rates, have a more positive team attitude and a strong common cause, and a greater level of commitment to the institution's overall goals and mission than secular institutions (Grant, 2007). Teamwork is vitally important in any organization, but Bible schools are uniquely prepared to implement strong teamwork programs, and in doing so accomplish every goal and purpose, and ultimately its long-term vision. Clearly, a Bible schools most valuable asset is its people – dedicated, committed, anointed, and eager to fulfill its vision – through a team effort and working together for the Master.

## Teamwork in Education – Part 2

### Lesson in Review

Name: \_\_\_\_\_

Nation: \_\_\_\_\_

1. Two major administrative goals can be achieved through a formal policy & procedures manual. What are they?

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2. What are three negative influences on team members when no formal policy & procedures manual exists?

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3. A formal policy & procedures manual enhances the institution's teamwork effort in four ways. List them.

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4. List three benefits of leaders using a Participative Leadership Strategy?

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5. Leaders and their teams face adversity and setbacks. What are the three things a leader should realize about problems and difficulties?

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6. What are the three team leader major teamwork responsibilities?

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7. What are the three team leader leadership development responsibilities?

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8. Johnson (2009) proposes there are four steps a leader can take to strengthen group teamwork. What are those 4 steps?

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9. What are the four benefits that can result from having team diversity?

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10. List two examples of the unintended consequences of not having a policy or from a misunderstanding of a policy.

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11. In the comparison of a Bible school to a secular college, how are the two schools different in their worldview?

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12. List three examples that make the Bible school educational environment a unique teamwork setting.

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**Table 2.1. Leadership Policy Effects on Bible School Teamwork**

Specific Policy	Policy Traits	Policy Effects
<p>1. Mission, vision, &amp; purpose Statements (Examples on page 17.)</p>	<ul style="list-style-type: none"> <li>• Written and published</li> <li>• Clear and concise</li> <li>• Easily understood and interpreted</li> <li>• Statements are the result of leader &amp; team member collaboration &amp; agreement</li> <li>• Includes an annual review process</li> </ul>	<ul style="list-style-type: none"> <li>• Team members understand its mission, vision &amp; purpose</li> <li>• Team members carry out its mission, vision &amp; purpose</li> <li>• Team members are have a sense of ownership and voice in its efforts</li> <li>• Team collaboration produces strong support for its mission, vision &amp; purpose</li> <li>• Bible school more likely to achieve its mission, vision &amp; purpose</li> </ul>
<p>2. “Open Door” policy</p>	<ul style="list-style-type: none"> <li>• Team members have access to leaders</li> <li>• Leaders have access to team members</li> <li>• Stronger lines of communications</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders not isolated from team members</li> <li>• Team members can be heard at any time</li> <li>• Leaders hear both good &amp; bad news sooner</li> <li>• Leaders have direct line of communications from team members</li> <li>• Leaders are less dependent upon staff assessments only</li> </ul>
<p>3. “Build Relationships” policy</p>	<ul style="list-style-type: none"> <li>• Leader invests the time to know team members</li> <li>• Leaders ask questions about family, personal goals &amp; how team members define “success”</li> <li>• Leader is honest &amp; transparent about expectations of the team</li> <li>• Leader establishes high standards (standards are non-negotiable, in public or private)</li> <li>• Leader is good listener; draws conclusions slowly</li> </ul>	<ul style="list-style-type: none"> <li>• Individual team members feel important &amp; needed</li> <li>• Individual success is acknowledged openly</li> <li>• Team morale &amp; leader confidence increased</li> <li>• Leader &amp; team have closer personal relationships</li> <li>• High, sustained standards produces high, sustained results</li> <li>• Leader becomes a better “listener”</li> <li>• Individual team members become better ‘followers”</li> </ul>

4. Operating Procedures Manual	<ul style="list-style-type: none"> <li>• Clear &amp; detailed; written &amp; published</li> <li>• Establishes school policies &amp; procedures Leader invests the time to know team members</li> <li>• Includes standards of performance expectations</li> <li>• Includes calendar milestones &amp; deadlines</li> <li>• Includes an annual review process</li> </ul>	<ul style="list-style-type: none"> <li>• Increases teamwork effectiveness (all are on the “same page”)</li> <li>• Increases team confidence &amp; understanding of expectations</li> <li>• Teams are included in the annual policy &amp; procedure reviews</li> <li>• Team suggested policy &amp; procedure changes are encouraged</li> </ul>
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**Table 2.1. Leadership Policy Effects on Bible School Teamwork continued**

Specific Policy	Policy Traits	Policy Effects
5. Individual Job Descriptions	<ul style="list-style-type: none"> <li>• Clear &amp; detailed; written and published</li> <li>• Includes team members duties &amp; responsibilities</li> <li>• Includes all standards of performance levels</li> <li>• Includes calendar milestones &amp; deadlines</li> <li>• Includes an annual review &amp; appeal process</li> </ul>	<ul style="list-style-type: none"> <li>• Increases performance, confidence &amp; ownership of expectations</li> <li>• Individuals actively participate in the annual performance reviews</li> <li>• Individual suggested performance changes are encouraged</li> </ul>
6. Participative Leadership Strategy	<ul style="list-style-type: none"> <li>• Clear &amp; detailed; written &amp; published</li> <li>• Provides team &amp; individual feedback PRIOR to decision making</li> <li>• Allows leader and team member collaboration at all levels of the Bible school structure</li> </ul>	<ul style="list-style-type: none"> <li>• All Bible school shareholders have a strong sense of ownership &amp; a partnership with one another to achieve Bible school purpose &amp; goals</li> <li>• Increases the acceptance of policies &amp; procedures, performance standards expectations, increases team morale, &amp; encourages creativity &amp; team member retention (reduces turnover)</li> </ul>

## Practical Exercise

### A Case Study – “The Student Grading Scale”

#### READ CAREFULLY:

#### Background Information

1. Sister Aba is an instructor for “The History of Acts” Bible school course and has graded her students’ essays. Each student had selected a biblical character from the Book of Acts as the subject of a 1,000-word graded essay. The essays were to be graded on accuracy, grammar, punctuation, and writing style. When Sister Aba finished grading the essays, she assigned student grades based on the following grading scale:

<b>A+</b>	<b>= 97-100</b>	<b>B+</b>	<b>= 86-89</b>	<b>C+</b>	<b>= 77-79</b>	<b>D</b>	<b>= 66-69</b>
<b>A</b>	<b>= 93-96</b>	<b>B</b>	<b>= 83-85</b>	<b>C</b>	<b>= 73-76</b>	<b>F</b>	<b>= 65 or less</b>
<b>A-</b>	<b>= 90-93</b>	<b>B-</b>	<b>= 80-82</b>	<b>C-</b>	<b>= 70-72</b>		

2. Brother Kofi is an instructor for “Systematic Theology” Bible school course in the same Bible school as Sister Aba. He also had assigned 1,000-word essays to his students. The essays were to be graded on accuracy, grammar, punctuation, and writing style. When Brother Kofi finished grading the essays, he assigned student grades based on the following grading scale:

<b>A</b>	<b>= 90-100</b>	<b>B</b>	<b>= 90-100</b>	<b>C</b>	<b>= 70-79</b>	<b>D</b>	<b>= 60-69</b>
<b>F</b>	<b>= 68 or less</b>						

3. There were a number of students that were taking both Sister Aba’s class and Brother Kofi’s class. When these students compared their essay grades from Sister Aba and Brother Kofi, they discovered they had made higher letter grades in Brother Kofi’s class and lower letter grades in Sister Aba’s class. As a result, several of the students went to Brother Kwame, the Dean of Students, to politely complain about the different grades from Sister Aba and Brother Kofi classes.

#### WHAT YOUR GROUP IS TO DO:

1. Conduct a group discussion about the background information and the issues involved.
2. Answer the following questions after the group discussion:

Question #1: *There is no formal grading policy at the Bible school, what actions do you take as the Dean of Students to resolve the grading scale differences?*

Question #2: *There is a formal grading policy at the Bible school, what actions do you take as Dean of Students to resolve the grading scale differences?*

3. Select a group representative to speak for the group when called upon.

**Table 3.1 Sample Policy & Procedures Manual Template**  
 (This is a sample Table of Contents for the manual.)

TABLE OF CONTENTS

<u>Subject</u>	<u>Page</u>
<b>President’s Vision</b>	<b>x</b>
<b>Governance</b>	<b>x</b>
Board of Directors	x
School Administration	x
<b>Bible School Mission</b>	<b>x</b>
<b>Bible School Core Values</b>	<b>xx</b>
<b>Bible School Statement of Faith</b>	<b>xx</b>
<b>Bible School Honor Code</b>	<b>xx</b>
<b>Endorsements, Certifications, and Approvals</b>	<b>xx</b>
<b>Campus</b>	<b>xx</b>
Locations	xx
Campus Facilities	xx
<b>Admissions</b>	<b>xx</b>
Admissions Philosophy	xx
Admissions Policy	xx
Recommendations	xx
Extracurricular Service	xx
Academic Achievement	xx
Essay	xx
Determination of Financial Ability	xx
Church Affiliation	xx
Application Checklist	xx
Cancellation Period	xx
Probational Acceptance	xx
Transfer of Credits	xx
Leave of Absence	xx
Student’s Right to Privacy of Records	xx
<b>Financial Information</b>	<b>xx</b>
Tuition	xx
Room and Board	xx
Fees	xx
Changes in Fees	xx
Music Fees	xx
Estimated Annual Costs	xx
Payment of Accounts	xx
Nonpayment of Fees	xx
Enrollment Status Change	xx

TABLE OF CONTENTS  
 Continued

<u>Subject</u>	<u>Page</u>
Release of Student Transcripts and/or Diploma	xx
Refund Policy	xx
Refunds of Tuition	xx
Cancellation of Enrollment Agreement	xx
Canceled Courses	xx
Audited Courses	xx
Course Fees	xx
Student Called to Military Duty	xx
Room and Board	xx
Repayment of Forfeited Scholarships and Grants	xx
Change in Tuition as a Result of Adding/Dropping Courses	xx
Financial Aid	xx
Bible School Grants	xx
Bible School Scholarships	xx
Scholarship Eligibility Requirements	xx
How to Apply for Grants and Scholarships	xx
<b>Student Life</b>	<b>xx</b>
Class Officers	xx
Student Senate	xx
Bible School Clubs and Organizations	xx
Official Recognition of Campus Organizations	xx
Community Outreach Club	xx
Ministerial Alliance	xx
Missions Club	xx
Music Association	xx
Student Education Association	xx
<b>Student Services</b>	<b>xx</b>
Administration & Business Office	xx
Cafeteria/Food Services	xx
Copy Machine	xx
Crime Statistics	xx
ID Cards	xx
Inclement Weather	xx
Personal and Spiritual Advisement	xx
Library	xx
<b>Student Conduct</b>	<b>xx</b>
Bible School Citizenship	xx
Student Conduct Code	xx
Jurisdiction	xx
Student Grievance Policy	xx
<b>Academics</b>	<b>xx</b>

TABLE OF CONTENTS  
 Continued

<u>Subject</u>	<u>Page</u>
Academic Life	xx
Unit of Credit	xx
Dual Enrollment	xx
Independent Study Policy	xx
Requirements for Independent Study	xx
Advisement and Registration	xx
Academic Advisement	xx
Academic Load	xx
Registration	xx
Adding/Withdrawing from Courses	xx
Change in Tuition as a Result of Adding/Dropping Courses	xx
Withdrawal from Bible School	xx
Change of Major	xx
Course Cancellation	xx
Academic Evaluation	xx
Incomplete Grade	xx
Grade Point Average	xx
Satisfactory Academic Progress	xx
Academic Probation	xx
Academic Suspension	xx
Scholastic Honors	xx
Student Classification	xx
Classroom Policies	xx
Attendance Policy	xx
Class Visitors	xx
Examinations	xx
Faculty Right to Establish Additional Classroom Policies	xx
Academic Honesty	xx
Academic Due Process	xx
<b>Graduation Requirements</b>	<b>xx</b>
Application for Degree	xx
Catalog Requirement	xx
Degree Concentrations	xx
Associate Degrees	xx
Bachelor Degrees	xx
Release of Student Transcript and/or Diploma	xx
<b>Explanation of Course Numbers</b>	<b>xx</b>
<b>General Education Requirements</b>	<b>xx</b>
Philosophy	xx
Objectives	xx
Student Learning Outcomes	xx

TABLE OF CONTENTS  
 Continued

<u>Subject</u>	<u>Page</u>
<b>Apostolic Identity Requirements</b>	xx
Objectives	xx
Student Learning Outcomes	xx
<b>Associate of Arts in General Studies</b>	xx
Philosophy	xx
Objectives	xx
Degree Requirements	xx
<b>Bachelor of Arts in Christian Ministry</b>	xx
Philosophy	xx
Objectives	xx
Degree Requirements	xx
<b>Associate of Arts in Theology</b>	xx
Philosophy	xx
Objectives	xx
Degree Requirements	xx
<b>Bachelor of Arts in Theology</b>	xx
Philosophy	xx
Objectives	xx
Degree Requirements	xx
<b>Course Descriptions</b>	xx
Bible	xx
Biblical Languages	xx
Communications	xx
Education	xx
English	xx
History	xx
Humanities	xx
Missiology	xx
Music	xx
Practical Theology	xx
Psychology	xx
Social Sciences	xx
Systematic Theology	xx
<b>College Personnel</b>	xx
Administration	xx
Faculty	xx
Adjunct Faculty	xx
Staff	xx
Emeritus	xx

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