

An abstract graphic featuring a large, light blue 'C' shape that is open on the right side. Overlapping this 'C' are several curved, leaf-like shapes in shades of green and light green, sweeping from the bottom left towards the top right. The overall composition is dynamic and modern.

LEADERSHIP PRINCIPLES

by

Rev. Arless Glass

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FORWARD

In recent years, great strides have been made in the areas of preparing ourselves for leadership in the field of human relations and motivation. There are times that it seems to many of us that Christian leaders are far behind our non-Christian friends who endeavor to fulfill leadership roles in business, education, and the professions.

Brother Arless Glass has been one among us who has sought and successfully endeavored to correct this problem through a theologically sound and provocative study of leadership principles. In 1976, I invited Brother Glass to come to the country of Ghana to teach this course to pastors and former graduates of our Bible college. He accepted this invitation, came, and very successfully presented vital leadership principles in a practical manner that were successful in motivating Christian leadership among many pastors. Upon conclusion of the seminar, I inquired of Brother Glass if he would be willing for the lectures to be put in print for further study. Thus, we now have the 1985 edition of *Leadership Principles*.

This book will serve as a manual, guide, and textbook in the area of Christian interpersonal relationships. It will be extremely helpful to all persons, especially the one who is endeavoring to fulfill a managerial role for which he feels inadequately prepared. Those who are already leaders will be particularly impressed and helped by the strong emphasis on the effective leader's role and service. Even as our Lord "came not to be ministered unto, but to minister," so does the effective Christian leader.

I find this study to be a people-oriented thesis in which Brother Glass challenges us to explore new areas of concern and provokes us to think through our role in relation to being a "laborer together." Much of this challenging information comprises valid and valuable science-of-management principles based upon a sound, scriptural foundation.

It is hoped that the student of *Leadership Principles* will recognize and be impressed by the exhaustive way and manner that this subject is treated.

Many hundreds have been privileged to sit in his classroom while Brother Glass was an instructor at Texas Bible College and listen to his lectures regarding the various doctrinal subjects from the Word of God, as well as Leadership

Principles. Their lives and ministries have been enhanced by his presentations from the Bible.

Reverend Glass is now and has been the pastor of the United Pentecostal Church of Pasadena, Texas, for more than twenty-two years, as well as serving the United Pentecostal Church International as the Superintendent of the Division of Education. He often contributes articles for various periodicals and lectures in seminars and special ministerial gatherings across our fellowship, both at home and abroad. This contribution and other contributions that he has already made toward our Overseas Ministries Training Series have become invaluable to the overseas work.

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Chapter 1

GROUP DEVELOPMENT

Administrative systems may be effectively used in church administration. A system is defined as a set of things, parts, facts, principles, beliefs, etc., forming a whole; a plan, scheme or method. The word *system* is derived from the Greek word *synistanai* (*syn* meaning “together” and *istanai* meaning “to set”). The collection or set that constitutes a car is nuts, bolts, metal, etc. An administrative system, a set of principles, is a science concerning itself with people and their relationships to one another as they work together in groups.

Within an administrative system, groups may be formed. Temporary groups do not contribute toward the reaching of the collective goal. For example, cars temporarily gather at a traffic light, waiting for the light to change. As the light turns green, the group disperses and each member continues in its efforts to attain its own goal or, in this case, its destination. They all have a common purpose but are not actively working with one another to achieve a collective goal. There is little structure or organization in this type of group.

A permanent group, however, such as a business, *church* or *congregation*, will strive to achieve a collective goal. Activity within a permanent group is structured to enable the organization to reach its planned goals and objectives.

The relationship between a system and its activities is important. The individual and seemingly independent work of employees in purchasing, production and finance departments of a business are connected or related to the total output of the company. It is important that each individual does his work well. The overall effectiveness depends upon how well the individuals are interrelated. That which connects all of the various work cycles (or jobs) is called a system. Individual systems tie together to accomplish the organizational objectives.

Within any organization there are social systems in addition to the work systems. The first human organization, Adam and Eve, had a social work system. Eve was to be a help to Adam (Genesis 2:18). They formed a social subsystem within the greater system of marriage or companionship. They constituted a work subsystem as they helped each other with tasks to be done. Wise managers in business and industry have learned that they must have plans to tie together all of these subsystems. The question, of course, is how?

Charts can be used to show the relationship between systems and activity. An organization chart shows an orderly arrangement of organizational functions. It is a pictorial representation of the organization. A flow chart identifies the various work cycles or the orderly movement of activity within the organization.

An understanding of system planning enables a manager to coordinate all activity and to reach goals efficiently. Planning results in better individual performance and greater ability to reach goals and objectives. Without systems, planning the activity of any organization can be confusing.

Every church has activity (or work), planned or unplanned, going on all the time. Both planned and unplanned systems will get the job done. The vast difference in these two systems is the degree or the amount of effort required in one type of system over the other. Compare the effort required to guide a cargo vessel down a winding (unplanned) river as opposed to the effort expended in guiding the same vessel down a straight canal (planned).

Pastors, of course, need to be efficient. Planning will increase his efficiency, but he must also work under the direction and guidance of the Spirit of God. Pastors will accomplish more when they combine planning, divine guidance and hard work. Each of these is very important.

God works according to plans and calls for orderly efficiency within the church. Paul instructed the church at Corinth that God does not promote confusion but rather peace which should be in all churches. He went on to say that all things should be done decently and in order (I Corinthians 14:33; 1 Corinthians 14:40). In I Corinthians 11:28, Paul gave the order of God's "gifts of governments."

The first Greek translation mentioned of the word apostle is "helmsman". The helmsman controls the ship, plans its course of action and directs that course. As the pastor is the shepherd of the flock, he must provide some guidance and direction for his people as they seek to do God's work. Jesus Himself used planning as the efficient means of completing a task in the feeding of the five thousand. He instructed the multitude to be seated by companies and ranks of hundreds and fifties. Jesus also sent forth the seventy disciples from Jerusalem "two by two."

A system, however, does not run by itself. It needs competent people to plan and run it. The pastor is the key in making the system work and he will get the maximum performance of his people by planning, organizing and administering the activities. He should allocate the responsibilities efficiently, utilizing the best available skills.

Of course, a plan will never be carried out efficiently, regardless of the quantity or quality of personnel involved, if it is not a logical plan. Logical plans are the result of concentrated, intelligent effort. Systems are the answer! The administrative system provides assistance primarily by providing useful information and should allow for input as well as feedback.

The method of communication with the personnel involved in a particular system is vitally important. The old saying that “spoken words fly away; written words remain” is indeed true. Written instructions are much more reliable than verbal ones. If at times verbal instructions are used, they should always be followed up with a written communication confirming the verbal instructions. An administrator or manager (one who gets work done through others) should always communicate in writing. Such communication should include: (a) the plan; (b) how each individual can contribute to the plan; (c) how others will contribute to the plan; and (d) how the work is proceeding so an action can be redirected if necessary.

Working through other people is never easy. It is work itself. It utilizes management effort; they are not magical wands. It will take a bit of time to learn how to use them correctly and efficiently. We want to help you understand administrative systems which use the written word to convey information to personnel so that your church can have more effective teamwork and accomplish more for the kingdom.

Chapter 1

GROUP DEVELOPMENT

LESSON IN REVIEW

1. What is an administrative system?
2. Activity within a permanent group is structured to enable the organization such as a business, _____ or _____ to reach its planned _____ and _____.
3. _____ systems tie together to accomplish the _____ objectives.
4. An organization _____ shows an orderly _____ of organizational functions.
5. Planning will increase the pastor's _____ but he must also work under the direction and guidance of the _____.
6. Pastors will accomplish more when they combine _____, _____ 10 _____ and _____.
7. Give two (2) examples of Jesus Himself using planning as the efficient means of completing a task.

8. Who is the key to making the system work within the church?
9. _____ plans are the result of concentrated intelligent efforts.
10. Which instructions are the most reliable?
- a. Verbal
 - b. Implied
 - c. Written
11. What four (4) things should written communication include?
12. A pastor will get the maximum performance of his people by _____, _____ and _____ the activities.

Chapter 2

PASTORAL LEADERSHIP

In spiritual aspects, as well as in the total operation of the church, the pastor is responsible for what happens. The successful, progressive pastor must be both a leader and a manager. As a manager, he concentrates more on work than people. He operates within established patterns and practices and gets the job done by directing and guiding the work of others. In doing so, he provides stability, know-how and sound planning. As a leader, he concentrates more on people than work. He moves people out of the confines of the traditional into new areas of activity and achievement. This is accomplished, not by direct control but through a personal relationship with his people. He is not an army general, but a shepherd. He guides, not commands. He inspires people and makes them want to work. Management enables people to reach the objectives inspired by leadership.

In the pastor's role as both leader and manager, there is a definite need for balance. Both leadership and management are essential in the work of the church. The key man, the pastor, must balance his leader/manager role.

Church members require a sense of mission. Leadership should supply inspiration to members to become involved. The management role should supply direction and guidance on how to accomplish the mission. Morale will fall if either of these two elements are lacking or if they are not in balance. Top leadership and management responsibilities cannot be delegated without creating discord. These areas should never be divided between two people. No organization can have two heads. One person must ultimately be responsible for both motivating people and coordinating their efforts.

Let's consider what happens if you offer your people either leadership or management, but not both. If a person is delegated to leadership without the inclusion of management, people will love the leader and morale will be high for a while. However, they will soon lose sight of their objective and, though they will work hard, little will be accomplished. Many ideas are generated, but people lack the discipline to bring them to completion. As interest lags, they look for someone who can help them achieve their goals.

In the case of management assigned without leadership, people will lose their eagerness to get the job done. Men's spirits will soon die. Programs will be organized to the ultimate, but morale will lag for lack of leadership. You will notice a lack of zeal, absenteeism and finally a slowdown of activity. People will no

longer participate or will look for someone to give them inspiration and vision. As we are taught in Proverbs 29:18, "Where there is no vision, the people perish"

Certain people have qualities that help them to emerge as leaders faster than others. But this does not mean that you are doomed as a leader if you do not naturally possess these. Two basic ingredients are always present in good leaders:

1. A leader must identify with those in his charge.

A reciprocal bond of "oneness" should be felt by both leader and people. He must not only know about their dreams, hopes, fears and feelings of inadequacy, but he must also become personally and emotionally involved with his people and they with him. Great leaders of the world have enjoyed devoted support because they identified with their people, i.e., same life, same food, same hopes and dreams, same dangers and discomforts. A leader is entitled to some privileges of rank, but he must not be greedy of privileges, proud or distant. Take your example from Jesus Christ; "He knew what was in a man" (John 2:25). He identified with men and they with Him.

2. A leader must have the ability to communicate to the whole group as well as individuals within the group.

A follower must feel that he will get a fair hearing for his ideas, fears and dreams. A leader must communicate a sense of hope and assurance ... hope that their desires can be realized and assurance that their problems will be solved. He must be willing to take time to be with his people, to listen to them and speak to them or he will never really be their leader. Again, take your example from Jesus Christ. He listened to people and they listened to Him. It will work in your church if you seek to identify with the people by communicating with them.

Management was first applied by the Romans in the training of wild horses by hand. They knew horses could move more than humans and do the work. Thus, to the Romans, management came to mean the wise use of horsepower. Gradually the word *management* evolved to describe the task of using manpower to get a job done.

You can improve as a manager if you will follow the same steps in utilizing manpower that the Romans used in utilizing horsepower:

- (a) Don't try to do it all yourself.
- (b) Size up the job; chart out plans, objectives, how to do it, what help you may

need, etc.

(c) Select the right helpers on the basis of qualifications that you have established. In Acts 6, the congregation elected men on the basis of job qualifications issued by the apostles.

(d) Spend time in training. Untrained workers will not work efficiently or properly.

(e) Use manpower wisely. Don't overwork your people, but don't under employ them either.

When you are both an effective leader and an effective manager, the morale in your church will be high. Things will move forward with greater harmony and enthusiasm. People will enjoy being members of your church and will enjoy supporting it. And, best of all, things will get done for the kingdom of God without requiring the pastor to exhaust himself doing it alone.

Chapter 2

PASTORAL LEADERSHIP

LESSON IN REVIEW

1. The successful, progressive pastor must be both a _____ and a _____.
2. As a manager, a pastor concentrates more on _____ than _____; however, as a leader, he concentrates more on _____ than _____.
3. _____ enables people to reach the objectives _____ by leadership.
4. _____ person must ultimately be responsible for both motivation people and coordinating their efforts.
5. Write Proverbs 29:18
6. Give the two (2) basic ingredients that are always present in good leaders:

7. Give the five (5) steps in utilizing manpower that we can learn from the Romans utilizing horsepower.

Chapter 3

SYSTEMATE TO REGULATE

Leadership and management are the powerful sources in any organization that enable it to move forward and reach its objectives efficiently. You must supply both if you want your church to be successful. Through leadership people become unified in spirit. Management enables people to work together by coordinating individual efforts into team efforts to get the job done efficiently and harmoniously. It takes a great deal of time and energy to be a successful pastor.

You must systematize and regulate. Systematize your work. Learn how to analyze your attitudes; sort out jobs and classify them in some type of order. Regulate your labor by channeling the right amount of effort to the right job at the right place at the right time. Don't let tasks control you. Identifying, systematizing and regulating duties are the heart and core of how systems work.

Begin by analyzing your own work. Analyze exactly what you do. Remember that a leader and a manager are separate and distinct. Determine how much time and energy you need to direct to each task. Now systematize your duties. There are two basic work divisions ... management responsibilities and spiritual responsibilities.

There are several aspects of the development of management work. "Idea" work is basically finding new ideas and methods. Development management encompasses better work plans through study, research, forecasting and decision-making. A systematic approach to developmental work may be used, but the work itself generally does not lend itself to strict systemization. Developmental work relates to projects, special situations, unique problems, etc., often requiring the manager's attention.

The second division of developmental work is routine jobs. Up to ninety percent of routine work consists of projects, special situations and unique problems as mentioned above. Decisions and plans involved in routine work should include the best way for a particular task to be handled, what the results should be and who is involved. An example of this type of routine work is in the area of appointing ushers and Sunday School teachers. A manager must make sure there is a competent and efficient staff, but the staff must do the actual teaching and ushering. Because of the great bulk of this type of work, true management (getting work done through others) is the only way to administrate.

Delegation is a form of management regulation. A manager's work is regulated by the personal effort and time he can devote to the task and by determining of how much of his work can be done through others. Through delegation the manager expands his efforts, not abdicates his work responsibility.

To regulate you must systemize. Jethro advised Moses to follow this principle (Exodus 18:13-24). Moses had two responsibilities: To show the way wherein they must walk (spiritual leadership) and to show them the work they must do (management). Moses divided management responsibilities into two parts: (a) great matters (developmental work) which Moses was to handle; (b) smaller matters (routine work) which was to be delegated.

One of the most significant improvements in the management process is the use of information. An important source of information comes through the communication of *written* reports from personnel under a manager's direction.

The system plan contains three elements:

1. Action

Action requires release of authority to work. For example, the manager says to an appointed chairman, "Get a committee. Call on all visitors within the next week and invite them back." A routine task is thus delegated to a supervisor and action is triggered. To make sure the task is understood there must be "memory."

2. Memory

Memory is a common word for record. A member of the committee takes action and records or documents certain information. Memory is a step to the third element.

3. Report

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A report achieves control of the action group. In the example given, a copy of the Evangelism Call Record serves as your report. Essential elements of such a report are (a) a confirmation that action was taken, (b) memory of the action and (c) the result. The report should indicate whether results are within tolerance (as planned) or not. Some plan should be provided so that you can issue corrective orders to bring group action back into line with your original plan if a report shows unacceptable results. Note the emphasis on connecting reports to plans. Reports are not mere recitals of facts.

The sole purpose of a report is to inform the manager in regard to specific action. It is useless to send a report to any man who does not have authority to alter the action. To this extent the manager is a controller. The report must reach the controller fast, immediately if possible. To be a useful action-steering tool, the report must include:

- (a) Subject- a clear statement of what this report is reporting on
- (b) Timeliness-the date of the report and the date of the period covered, hopefully the same
- (c) The exact period covered
- (d) What performance did you plan?
- (e) What was the actual performance? Compare this to the plan.
- (f) What is the difference between the plan and the actual action? Is it within tolerance?
- (g) The indicated action. What should the executive do about it? The report is a tool and must go to the right man in order for control to be exercised.

Many managers resist paperwork, but administrative systems do require a certain amount. It should be of tremendous value to the manager. Information is a device for getting and controlling action while paperwork is a method of communication to all parts of the organization.

Chapter 3

SYSTEMATE TO REGULATE

LESSON IN REVIEW

True or False

- _____ 1. It takes a great deal of time and energy to be a successful pastor.
- _____ 2. Leadership and management are basically the same quality.
- _____ 3. Developmental work rarely requires the manager's attention.
- _____ 4. Identifying, systematizing and regulating duties are the heart and core of systems work.
- _____ 5. The system plan contains three elements: action, memory and report.
- _____ 6. Reports are merely the recital of facts.
- _____ 7. Through delegation the manager expands his efforts not abdicates his work responsibilities.
- _____ 8. Administrative systems never require paperwork.
- _____ 9. The sole purpose of a report is to inform the manager in regard to specific action.
- _____ 10. Information is a device for getting and controlling action while paperwork is a method of communication to all parts of the organization.

Chapter 4

CHARTING YOUR ORGANIZATION

Every well-organized business or church makes use of a chart. A chart is a visual aid used by the administrator to show: (a) the relationship between different areas of work, and (b) the flow of authority within the organization, so that everyone knows who does what. A chart is a tool that puts organizational activity in proper perspective. In the infancy of a system, everyone knows its mission ... evangelism, education, missionaries, etc. Early committees and departments support and help to achieve those objectives. As time passes, the supportive activities may begin to think they are the main task. For example, a janitor may promote cleanliness over the kingdom of God. A pastor may lock the church doors, thinking the contents are more important than people praying. The loss of perspective results in buildup of useless activity and failure to supply the support needed to support the ultimate goal. An organizational chart helps to focus perspective. It identifies all activities and helps management organize all activity to support the main task.

The term main task designates the real reason for the organizations' existence. For example, an advertising company has personnel, accounting and printing departments that support the main task, advertising. A church also should be organized so that collecting money, selling peanut brittle, youth programs, bake sales, etc., support the main responsibility, the advancement of the kingdom of God. Organizational planning and control will help the pastor channel organized church activity so that it supports the primary objective of the church.

A pastor uses an organizational chart as an aid to his thoughts.

It helps him to know if the organization's structure is the best for the work that it is doing. He begins to think about work packages; he considers his subordinates and their performances. He will question if his controls are effective. As the man of responsibility, he studies the chart and asks, "Is part of my organization too big? Is it out of balance with the others? Is the work organized in the best way? Are two or more jobs so closely related that I should consider making them into a single activity? Is the responsibility emphasis the right one? Is it right for our main objective? Are we over-organized in some areas? Does the complexity of our work require a more complex organization?"

An organizational chart helps members to understand the workings of the organization and the role they play. It helps them to understand the authority pattern. It shows how all the work activity links together and who has the responsibility for doing various jobs. The members can expedite their own duties by reaching the right man at the right time on the management subject. *All of this helps the pastor!*

An organizational chart helps new members orient themselves to the organizational pattern of the church. It integrates new converts more quickly into the congregation as useful and active members.

There is some groundwork to be done before designing your chart. First it is important to identify your main task. This should be done in writing and should be kept simple and specific. People cannot support something until they know what it is. Next, "package" the work. List all of the jobs you are doing right now, i.e., preaching, teaching, counting money, killing mice, turning mimeograph crank, etc. Begin to arrange the list into logical work packages. For example, all teaching ministries go into one package, all work relating to finances goes into another package. Keep in mind we are talking about work, not positions or titles. Visualize packing tasks into cartons the way you do household items when you move: dishes in one carton, books in another, shoes in another, etc. Now, determine responsibilities. Take each work package and determine who is responsible for seeing it to completion. Place that person's name on the work package and his title if he has one. Now you are ready to design your chart.

The main task that you identified should be written in the center of the chart with the thickest lines around it so that everyone will see it at first glance. Start with the key position. Chart two offices above this one. Show all of the major work packages that report to and are a breakout of the key position. Chart work, not people. People are transient so the major emphasis should be on the work not the individual in charge.

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The work title in the key spot should be management. Work titles should dominate your chart. For example, missions, Sunday school, youth, staff, etc. Work titles should have prominence by putting them at the top of the box and in bold type. They should be words that mean something. It would help to briefly spell out the work next to the title. A useful chart emphasizes the relationship among work packages.

Thus, the chart becomes more than just a picture of the organizational structure. It is a summary of all major work responsibilities. It shows the work package, the current executive, the executive's title and the lines of authority and responsibility.

There are certain standards to be followed in designing an organizational chart. The language must be consistent in order for the meaning to be clear to other people. The chart should be easily understood. Use the size of the boxes and the thickness of the lines to emphasize the positions and the authority. Each work unit should show a functional title. The effective date should be shown on the chart. Don't clutter the chart with too much information. Keep it distinct and clear.

Chapter 4

CHARTING YOUR ORGANIZATION

LESSON IN REVIEW

1. A chart is a visual aid used by the administrator to show:
 - a.
 - b.
2. The term _____ designates the real reason for the organizations' existence.
3. How does an organizational chart help its members?
 - a.
 - b.
 - c.
4. The main task that you identified should be written in the _____ of the chart so that everyone will see it at first glance.
5. People are transient so the major emphasis should be on the _____ not the _____ in charge.
6. A useful chart emphasizes the _____ among work packages.
7. A chart shows the _____ package, the current _____, the executive's _____ and the lines of _____ and _____.
8. Don't clutter the _____ with too much information...keep it _____ and _____.

Chapter 5

DECISION MAKING

Being involved with decision making is the price you must pay for being the church administrator. Whether you make the decision alone or take the problems to others, you will be involved. Some decisions are not easy. We can't offer something as dramatic as Gideon's fleece to make decisions, but there are proven principles to guide you in making sound decisions quickly. These principles are: Ask questions first, then give answers; classify your problem; and be systematic in your approach to problems.

A. Ask questions first then give answers

The more questions you ask the more likely you are to give a rational answer. The basic six questions serve as a good guide: Who, what, when, where, how and especially why. Don't make a decision unless you have asked and received answers for at least four of these six questions. Men who just give answers without asking questions seem to move a lot.

B. Classify your problem

There are guidelines for classifying problems. First, should you handle the problem or should others? The chain of command should determine who decides what. Tension, hard feelings and confusion are created when wrong people make decisions. Secondly, resist the temptation to handle a situation that others would handle in the normal chain of command. For example, Sunday morning a teacher reports to you that another teacher is absent. If it is the responsibility of someone else, possibly the Sunday school superintendent, direct the teacher to him. If you try to solve the problem, confusion may result. Maybe the superintendent already knew about the absence and has already asked someone to teach the class for that Sunday. It is not your problem unless the one responsible for it cannot handle it.

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On the other hand, don't be timid about making decisions when you do have to. Don't always insist on a committee. It will take a long time to get things done.

When making a decision, consider if this is a new or an old problem. Although the problem may be new to you, if it has been solved before, you can find the old information faster than you can do original research on it. If you are alert, even the new problem can, in a sense, be an old one. Don't become an avid worrier, but

don't get caught off-guard either. Be ready to meet possible eventualities with a contingency plan. For example, the engineers of a particular spacecraft anticipated an explosion on the mission and a contingency manual was on board. Thus, the new problem was actually an anticipated one and prepared for.

Consider if the problem must be solved now. If possible, it is always best to deliberate before reaching a decision. If an immediate decision is necessary, don't make a snap decision. Take time to know what the problem is before making the decision. Five minutes of consideration is better than none! A few minutes of "problem identification" will produce a more sound decision than one with no consideration at all. Fast decisions are not necessarily snap decisions. People accustomed to making decisions go through the decision-making process so that it may appear as a snap decision. However, some men possess enough experience that they grasp the situation at once. That is not a snap decision. Problem-solving by an organized approach will take a little time the first time you try it, but it can become a surprisingly rapid process after you work at it a little while. You'll never get all the facts, so spend the amount of time that you have gathering facts, analyzing the problem and then select the one solution you believe is best.

Is the root of the problem people? If people, not facts, are involved, use caution. Don't make an assessment until you hear both sides. You'll never make an objective decision if you are emotionally involved.

If your conclusion involves people, always "count to ten" before making it. You can get into trouble faster with snap judgment in the area of human relations than in any other situation. If you feel a strong tide of emotion, you should put the decision off until tomorrow in order to qualify yourself. If the assessment you make will affect people, remember, it could upset the whole congregation. Be aware of this problem. When dealing with a people-problem, it is generally best to consult those involved before making a final decision.

C. Develop a systematic approach for solving all problems.

There are several things you can do in approaching the solutions for all problems. First of all, list the symptoms. Sometimes the evidence will only be indications of the real problem. Write them down, but don't decide yet! In a problem-solving conference, create a permissive atmosphere. Try to get all the signs out into the open. Secondly, determine the real problem. Study your list. Determine which are the most valid and the most critical. Ask yourself why these symptoms exist. What caused them? This will uncover the real problem.

Next, gather the pertinent facts. Facts to be considered are the history of the problem, cost/time factors, performance, personnel involved, etc. Write down the facts for future reference.

Third, define your expectations. What do you want to gain by solving this problem? How will a decision help your main task? Solve problems in such a way that your decisions move you closer to your objective. Pray about it.

Fourth, temper your expectations with the facts. Are you being realistic? Can you accomplish what you want in the amount of time available and with the amount of money you have?

Now, consider various solutions. Comparing expectations with the facts will bring alternate answers to mind. Write down all possibilities. Rank the proposals by process of elimination, first choice, second and maybe third. Give some thought to what you might do if something goes wrong with your solution as you planned it. Remember also to have that contingency plan handy in case something does go awry.

What are you now going to do with your solution? Your decision must be convened into action. Plan how to communicate your conclusion to the people effectively and plan some way to motivate them to respond to your judgment. If it is possible for people to participate in the decision-making process, they will become motivated as they participate.

Finally, evaluate your decision periodically. Before it is too late to reverse what could be a wrong conclusion, provide an instrument to test your judgment to determine if that decision was sound.

These steps may seem lengthy and laborious. But if you follow them, you'll find they are time savers. As they become a habit with you, the process will take less time. Sometimes you will make bad decisions even using these steps, but the percentage of good ones will increase.

Chapter 5

DECISION MAKING

LESSON IN REVIEW

1. List three (3) proven principles to guide you in make sound decisions quickly.

a.

b.

c.

2. What are the six (6) basic questions we should ask:

3. You will never make an _____ decision if you are _____ involved.

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4. Give the seven (7) steps to develop a systematic approach for solving all problems.

Chapter 6

THE POWER OF A PLAN

A plan is a deliberate look ahead to select a goal. Think out ways to reach that objective. A plan prepares for opportunities and difficulties. Included in a plan are the goal, what to do, when to do it, who will do it and how to do it.

The first step in planning is to take an inventory of what you are doing now (see Chapter 3). Be realistic. If you are doing too much routine work, delegate that work. Delegation leaves time for long-range planning. If there is to be progress, you must think about the future.

You may ask why you should plan. The only real reason is that it pays. It is the way to get the most results with the least effort. Waiting for a crisis or an emergency and then working long, tension filled hours to overcome the trouble is a poor way to operate. Planning allows you to recognize and seize opportunities. It will help you avoid many of the troubles before they arise. Planning is the only foundation for effective management. You cannot measure progress effectively without planning.

The reason for having a manager is to coordinate the energy of the individuals so that they do not lose sight of the common goal. A plan allows this.

A long-range plan brings continuity. The person who holds a position is temporary. With a long-range plan, the individual holding a position can change with less effort on the consistent progress of the church.

Working from a plan gives you two gains from one effort. It gets today's job done and it moves you one more step toward your goal. Only a man with a plan can achieve this.

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Planning remains remote and undeveloped if you don't follow a sequence of four logical steps. First of all, get your goal in sight. Second, survey the trail or the future. Third, analyze your present situation or inventory your present organization. Finally, tie all factors into a single plan by applying a time schedule ... then GO!

The goal is the motivating power of the long-range manager. Therefore, it is important to bring that objective into focus. Planning increases chances of

achieving a goal, but it does not guarantee there will be no errors along the way. It is not an easy thing to bring the target into proper focus. At first the mark will be cloudy. The input toward the objective may come from a half dozen men. One person should coordinate the complete planning process. As quantities, ideas, thoughts and descriptions are outlined, the target becomes clearer. Finally, it odd become enticingly clear, realistic and attainable.

In focusing on the mark, looking back five years may help project into the future five years. You can assume that the changes in the future will be somewhat similar to the past. Thinking of another organization that exists helps to bring the future into focus. Although you don't want to be exactly like another organization, its descriptive elements may help bring your target into focus. Goal setting may be the toughest part of the planning process, but it is also the cornerstone of the five-year plan.

With the goal in sight, you should work aggressively in one definite direction. Unexpected "opportunities" will appear as you go along. If you are a man without a plan, you will grasp the opportunity if it helps you today. If you are a man with a plan, you will take a second look and reject opportunities that you recognize as an enticing side path as compared to your goals. You will be equally able to spot an unlooked-for opportunity (an opportunity that will carry you faster toward the main goal) that you hadn't foreseen.

A build-up of desire to reach a geographic or time-wise goal will draw you like a magnet A set goal tends to channel your people's immense energy into a single group.

Be sure to schedule your progress toward your target. First, set up a selected number of sub-steps. An example would be to set up years as sub-steps. Work backward, step by step, to the present. To reach the long-range goal, you must first reach the little goals. Set a "start toward it date" and a "finish date" on all subgoals. You may have several hundred sub-steps that become road signs to check your progress. To reach your final destination, you know that you must make balanced progress.

Of course, you must be realistic in setting your target. Set attainable goals. Realism in your goal lays foundation for realism in all other parts of the plan in forecasting, in inventory-taking, in scheduling, and in progress comparisons as you execute the plan. Realistic goals allow you to demand exact performance of yourself and others. It also makes it possible to develop the important "we shall achieve" attitude. The achievement attitude enables you to: (a) be realistic in

setting an objective you can attain, (b) be aggressive in taking positive action in the execution of the plan, (c) be insistent on reaching every subgoal on time or knowing why you can't reach it, and (d) be determined by sticking with the plan until you are certain that changes are the only way out. The realistic goal will actually be somewhere between the overly optimistic and the excessively pessimistic viewpoints.

Men who dislike making decisions will find the planning process uncomfortable. Planning requires decision-making. You should say, "That's exactly where we want to go." Details must be decided upon concerning money, budgets, people, facilities, equipment, geography, products or services.

The forecasting process is a "survey into the future." When you forecast, you do several things: (a) gather facts about your internal organization and its trends, (b) gather facts about your outside environment and its trends, (c) gather facts about what you feel will probably happen to these two factors listed above, (d) analyze these facts; consider the probabilities, both the good and the bad, (e) develop a number of alternative course of action that you could take and decide which of these alternate courses of action are best for you in light of your internal organization and your field of activity. As the predicted factors change, you must ask what that will change to our planned progress. Anticipate what is likely to happen to your internal organization and to the field of activity of your external environment. You should accept no excuse for not controlling your internal organization, but your control over your environment will be slight. It is important that you separate the two factors when forecasting.

How far ahead should you plan? Five years is a widely accepted span of time for long-range planning, but you may forecast for more or less. Your plans should only include the time allowed for execution of the goal. Reasons for selecting a five-year span are: (a) It is about as far ahead as you can look with any accuracy; (b) it allows time for clean-up of organization or of major problems; (c) it gives you time to develop a better organization, more income, new programs, and the testing of new programs or new organizational arrangements, (d) it provides time for the all-important job of securing good people, training of them and developing key executives. Another factor to be taken into consideration with respect of the time span or long-range planning is the cost, i.e., money, personal sacrifice, etc.

Time becomes a ladder and a spur to your plans. Expect and plan for acceleration in your progress. In the first year, you may expect a progressive rate of two percent, nine percent, fifteen percent and finally twenty percent.

The planner should pick out early alarm bells or key changes such as technology, income, people, skills, research development, locale, etc., that indicate environmental changes and may call for an alteration in the plan. You cannot ignore environment.

There are certain steps in taking inventory of your present situation. First, get your organization in shape. Find and eliminate major weaknesses and build on its present strength. Next, take advantage of environmental currents. The environmental tide has the greatest power to lead you to or away from your goal, whether planned or unplanned. Thirdly, steer toward the forces or away from them, which ever will help you reach your goal.

Look for today's external trends. For example, a decrease in Sunday school attendance may be due to married couples in the area being past child-bearing age rather than the lack of facilities as the real problem rather than the apparent problem. You should look realistically at today's situation. Analyze it, probe it and sift it.

Your long-range plan is a stabilizer and you work toward it rather than short-term fluctuations. An objective review by an outsider may help you to be realistic since you tend to see familiar subjects poorly. Perhaps someone from a neighboring church or a denominational leader could help you put realism into your plan. His review may cause you to raise or lower your sights on the target or stand pat on your present goal.

In summary, the elements of the long-range goal are:

1. The written description of the goal
2. The forecast factors, internal and external
3. A summary of what you found when you took an inventory of your present situation
4. The sub-plans which are to be executed by specific departments or individuals

Typical elements of master planning are:

1. A description of your goal
2. A five-year forecast of environment
3. Assumptions in the forecast (look at these often).
4. Plan for cash-flow
5. Integrated time schedule (make periodic reviews)

6. Foundation repair plan
7. Plan for testing.
8. Integrated sub-plans

Use reports to help you control the progress (or failure) of your plan. Reports should answer two continuous and highly important questions: (a) What are we supposed to do by this date and (b) what did we do by this date?

With the plan, your process of managing boils down to something this simple. Measure all results in terms of attaining specific subgoals. Compare this actual performance against the planned performance established in the plan. Then, measure the difference.

Above all else, commit yourself to the plan. Don't follow temptation to abandon it within a few months. To assure success of the plan, definitely commit yourself to it. Talk often and enthusiastically about it. Make this commitment in front of one or more of your associates or subordinates. Publish the plan, outline and schedule. Let many people in your organization see it. Provide for regular reports on actual progress as a game. Involve everyone. Be sure each man understands his part in the plan. Punish yourself for failure. Set up a "fine" if you miss one of the sub-goals.

You will suffer a double loss if you fail to follow your plan. You'll lose the time and energy that produced the plan and you'll also lose the potential results that you could certainly obtain if you had followed the plan.

Planning requires a great deal of effort, but it is worth it. A good plan is no absolute guarantee of success, but it will be a great help to each Christian.

Chapter 6

THE POWER OF A PLAN

LESSON IN REVIEW

True or False

- _____ 1. A plan is a deliberate look ahead to select a goal.
- _____ 2. Planning is the only foundation for effective management.
- _____ 3. Praise and accolades are the motivation power of the long-range manager.
- _____ 4. Realistic goals allow you to demand exact performance of yourself and others.
- _____ 5. The realistic goal will be somewhere between the overly optimistic and the excessively pessimistic viewpoints.
- _____ 6. Ten years is a widely accepted span of time for long-range planning.
- _____ 7. Unexpected opportunities become a ladder and a spur to your plans.
- _____ 8. You should ignore environmental changes and never allow them to alter your plan.
- _____ 9. Your long-range plan is a stabilizer and you work toward it rather than short-term fluctuations.
- _____ 10. Your process of managing boils down to: Measuring all the results in terms of attaining specific subgoals, comparing the actual performance against the planned performance establish in the plan, then measure the difference.

Chapter 7

POLICIES: Decisions that Give Direction

To function with less tension and with a greater spirit of harmony, every organization needs written statements of policy to cover a total field of operations. Each policy statement is a single decision made from among a number of alternate outcomes of action meant to guide organized (not individual) behavior.

The word policy means different things to different people. Like religion, it is intangible. It could mean: (a) a single decision that applies to all similar questions from a definite time, (b) a definite direction in which all organized activity is to go, (c) a consistent way of relating to organizational operations and personnel, or (d) a summary of what leadership and membership want. In short, policy provides an atmosphere for decision making that clearly identifies the “what” of the decision. It does not concern itself with the “how” or procedure.

For an example of how policy and procedures are related, imagine a Sunday school teacher needing supplies. Does he make purchases on his own initiative or does he consult a committee, superintendent or pastor? This is a policy. The answer will constitute a policy decision. Can teachers purchase supplies on their own or can't they? Think the problem through. If they can't, they may not get supplies when they need them. If given a free hand, the teachers may purchase unnecessary supplies or materials that are too expensive. They may order too much or they may duplicate orders. They may purchase lesson materials not consistent with the church's doctrine.

The final decision may call for more than a simple yes or no answer. Teachers may be allowed personal initiative in some instances and not in all of them. For example, they may be allowed to buy supplies costing less than \$5. Items costing \$5 to \$10 may need the superintendent's approval. Those costing more than \$10 may need the pastor's approval. Teachers may be allowed to purchase certain items such as ~~paste~~, paper, chalk, etc., at their own discretion, but any teaching materials must be approved by the pastor. Or, as a third choice, they may take their requests to a central supply and the supply superintendent will handle it from there.

Once these things are decided, you have a policy. This tells teachers *what* can and cannot be done in making purchases. Nothing has been mentioned about *how* teachers go about purchasing materials or *how* payment is made. These are procedures.

Written policy can help your congregation. It makes teamwork easier and the congregation can function smoothly when everyone knows exactly what they can do and what they cannot do. Tension occurs when people do not know what should be done, not because they do not always agree. Things go more smoothly if people know what is expected of them.

Principles and policies should be decided before the manager has worked with people in some emotionally charged moment of life, i.e., weddings, funerals, baptisms, etc. Most people are not hostile to the pastor, but they need definite rules. They won't try to make trouble for him. The problem is one of communication. If they don't know what decisions have been made, they will make their own. This makes things difficult for everyone.

If people are aware of what management wants, they can make decisions in reasonable harmony with the overall aims of the organization. A clear statement of policy is a basis for making good decisions. Many long hours spent by pastors are put in because these men redecide today what they decided yesterday. They move so fast they don't recognize today's problem as being the same as yesterday's in principle. When management states their decisions in the form of a policy, then other people can apply these decisions to similar problems for years to come. Written policy decisions reduce the problem of communication. What is our goal? Swiftiness and correctness in getting action at the operating level. If the action is too slow, we are handicapped. If it is incorrect the job has to be done all over again. Men and women are capable of making intelligent decisions swiftly and correctly if they have policy guidelines to apply to their ~~situation~~ situation. People can move quickly. Capable operators don't have to run to their leader for every decision.

There are four sure ways to invite trouble: (a) assume that everyone knows policy, (b) do not have written policy statements, (c) make many exceptions to policy, and (d) don't be consistent.

Policy can exist even if it is not written. The need for a policy statement arises from a problem that has repeated itself and will occur again in the future. Sometimes it may be a disagreement between people. There are definite sources from which policy emerges in a church. First of all, the Bible states what believers are to do and are not to do. It is filled with policy. Secondly, your policy should be in line with denominational practices generally accepted by the church body. Thirdly, traditions in the church should be considered. It makes policy more acceptable to the members. Finally, at times a better policy will be made by consultation between pastor and lay leaders.

Chapter 7
POLICIES: Decisions that Give Direction
LESSON IN REVIEW

1. Policies: Decisions that give _____.
2. In short, _____ provides an atmosphere for _____
that clearly identifies the ' _____ ' of the decision.
3. Policy clearly identifies the _____; _____ concerns
itself with the how.
4. If people are aware of what management wants, they can make
_____ in reasonable harmony with the overall aim of the
organization.
5. Four (4) sure ways to invite trouble:
6. Give four (4) definite sources from which policy emerges in a church

Chapter 8

JOB OUTLINE-TRAINING

In this mobile society, we must live with membership turnover. Key people move just as we get them trained. Annual elections bring changeover of committee personnel. There will be a turnover due to illness, resignations, etc. You can learn to live with changes if you use written documents and good administrative practices.

Here are three techniques of good management:

1. Long-range plans

Long-range plans will bring continuity to the work of your organization. Changes of individuals will have less effect on the consistent process of the organization. You bring new people into a specific work program, not a specific activity.

2. Organization Charts

A chart tells people how all the work of an organization links together. It helps orient new people so they can find their way quickly.

3. Policy and Procedures Manual

With written material, the new man on the job can quickly get an idea as to what his department is to do. A manual saves hours of explaining what the committee does.

Use a job outline as a basic tool to cut "breaking-in" time by fifty percent. It will speed up your training process and increase accuracy. It will enable the continuance of workflow despite an employee change. It will offer a solution to the big problem of communication. It can help the manager by eliminating the hidden but very real waste of fumbling around. All work starts at one point; it finishes at another. From start to finish is a "cycle." When you write the job outline to make a logical sequence of action, you provide something that is easy to write and even easier to read and use. A document that tries to be everything really is nothing because it combines job description, rules of conduct, job outlines, duty lists and procedures for groups of people into one document.

Make the most of the receptivity of a new employee by providing him with a

job outline. A job outline is not a job description, it is not the systems procedure, and it is not a list of personal rules of conduct. Two documents often confused are the job description and the job outline. A job *description* lists all the skills required to handle a specific job. Personnel men use the job description to match the requirements of a job with the qualifications of an applicant. The job outline enables the worker to follow the details of that position step- by-step. Ask a present employee to help make up the job outline because he works it every day. Ask him to write the instructions in a step-by-step way. After you have gone through two or three drafts of the job outline, you'll be ready to test it on the next new employee. In this way, the outline becomes a tool for training new employees or church workers.

A job outline can be a real aid when you want to do a job well that you don't do often. For example, the job outline used for inventory can be pulled the following year to assure that you are going to get a job done well and accurately. Job outlines become work habits. After the new worker has followed the steps in a job outline a number of times, he will no longer depend on it. The result will be that continuity and minimal interruptions of church programs.

The training process must include three essentials: (a) the job know-how of the teacher, (b) the ability of the teacher to transfer his knowledge, and (c) the trainee's personal receptivity. Your time available for training will always be limited. What is the solution to this consistent problem? Make a list of work that you expect the trainee to do. List all the jobs in order of importance and concentrate on the first of the list during the training period. In this way, you will use the limited amount of time available to get the most in training results

Chapter 8

JOB OUTLINE-TRAINING

LESSON IN REVIEW

1. List three (3) techniques of good management.

2. If you use long-range plans, changes of individuals will have _____ effect on the consistent process of the organization.

3. What basic tool can cut 'breaking in' time by fifty percent?
 - a. Rules of conduct
 - b. Job outline
 - c. Job description

4. What two documents are often confused?
 - a. Policy and procedure manual and job description
 - b. Job description and Rules of conduct
 - c. Job description and job outline

5. A job _____³⁹ lists all the skills required to handle a specific job. A job _____ enables the worker to follow the details of that position step-by-step.

6. The training process must include what three (3) essentials:

Chapter 9

PROJECT MANAGEMENT: A Unique Type of Management

There is a difference between project work and routine work. Project work is harder and requires a different managing skill to accomplish. In routine work, people can learn to work together smoothly. Due to the nature of project work, time is not available to do this.

Once you recognize an effort as a project, it demands strenuous preplanning, tools for planning the project and a technique for keeping on top of each work development as it goes forward. No matter how well plans are made or how well work is coordinated, some problems will occur. When an organization recognizes the difference between the two types of work, it has taken its first step in avoiding project failure. Routine work repeatedly goes through a cycle. Project work has just one; there is no repetition. Managers of project work must be extremely alert. If they fail to plan or fail to control, they are in trouble. If the manager makes one major error, he may have ruined the whole project ... there is usually no second chance.

Your first big job as project leader is to state the objective of the project and to define the limits of the job in writing. Give what you have written to another man and ask him to explain it to you. As a test for effective communication, he should understand it as you do.

The project manager must be able to get his work done through other people. There are three essential characteristics of an effective manager. He has the ability to drive; he can plan and then use the plan; he exercises control over the activities of other people. Other desirable characteristics include the ability to communicate, self-confidence, enthusiasm for the job itself, balance of perspective on all aspects of the job, good judgement, a knowledge of the organization, a demanding attitude toward others, some leadership ability and a degree of patience. Contrarily, a manager isn't likely to succeed if he is lazy, a man of action who never plans, personally undisciplined, not demanding of other people, easy-going, a poor communicator, indecisive, or slow to take corrective action when he knows it is needed. Sometimes uncontrollable outside factors or even general management itself can cause the project to fail, but usually the project manager is directly at fault.

The project manager must motivate people and move the project or it will die.

Some motivating forces the manager can use are (a) involving people in as many phases of the operation as possible; (b) setting definite dates for reaching objectives and meeting them; (c) expecting people to do their work (if you indicate that you are uncertain whether they will move or not, you stop their motivation); and (d) giving credit where credit is due (publicity of any kind is an encouragement). The project manager must face the fact that project management is difficult and frustrating. It requires more than normal patience and more than a normal amount of pushing. It also requires a project boss who is adept at delicate handling.

An effective “pusher” is the first essential ingredient for project work. The project manager will face a conflict of interest because people usually look upon their routine work as the most important while the manager looks upon project work as having top priority.

Project control must be exercised by the project manager. Control can be exercised through clear work descriptions and a precisely planned timetable. Clear work descriptions are necessary to describe the major task and the subunits of the work. Spell out the task, exactly what you are going to do. Put the exact goal with its limitations in writing so you can communicate it. Setting a goal is not easy, but you’ve got to find one goal for all to agree upon.

There may be several hundred sub-units and each must be identified. You must provide funds, people, materials and a place in your master plan for each sub-job. You don’t want to violate the principle of giving a logical “package of work” to each man, but you should give out a small but specific part of the work.

If you keep the project jobs relatively small, you can demand and get performance from each man. In project work, consider that the large parts will result in performance down; likewise, small portions will result in performance up.

Here is a list of key questions you must know about each job if you hope to hold the entire project together:

- **What is included in the job? What is excluded? (Define the job.)
- **Who will do the work? ... a man? a group? an outsider?
- **When must the man start this job?
- **When must he finish this job?
- **What is the total span of time involved?
- **How many man-hours (or days or weeks) will the job consume?

- **What are the best steps within the job? Should these be controlled on individual charts?
- **What other jobs are closely related to this one? or dependent upon the completion of this one?
- **What is the probable cost (time and materials) of this job?
- **Can you use any reasonable measurements of the output?
- **What level of quality must be maintained?
- **What type of skills will it require?
- **What types of materials will the job require? Do any of them require long lead time?

A precisely planned time schedule is necessary for control of a project. When your project involves the work of other men, you should let them set their own deadlines. Set accurate time spans covering the start and the completion of the job. Once a man sets a deadline for his part of the project, hold him to that deadline. A time schedule will help control the project. In setting deadlines, make them specific. Instead of "mid-May," set a deadline of May 15! And, in your goal description, specify what will have occurred by that date. The project should be broken down into stages, perhaps one stage for each month, or other logical division of the entire project. There are three areas of time that the manager will be concerned with: (a) total project time span ... the length of project from start to finish, (b) time span of each element ... the time span of each job element, and (c) total man-hour time to complete each job ... the man-days each unit will require.

If a manager knows the various problems he will encounter along the way to completing a project, he will be mentally ready to cope with them. A project leader must watch for the following trouble signs:

- **Project team members who fall down on the work
- **Department or line managers who interfere
- **Sellers who fail to keep their promises
- **Quality breakdown on articles or equipment
- **Missed shipments
- **Spoilage of vital elements of equipment
- **Runaway costs
- **Continuously slipped schedules
- **Duplicated work
- **Lack of information on what is happening
- **Excessive overtime
- **Jobs that are never started

In using a project, there are definite steps a man must go through or a path he must follow to reach a goal:

- (a) Define the goal in exact terms
- (b) Assign a capable manager
- (c) Select key members of the project
- (d) Break the big job into a number of smaller sections or stages.
- (e) Break down these sections into detailed job units
- (f) Determine time, cost, sequence and responsibility for each job unit
- (g) Spell out the responsibilities of line departments to provide support
- (h) Do the work
- (i) Coordinate the work
- (j) Keep tight control over details day by day.

In order for you to know what is going on at all times, you will need to construct flow and organizational charts.

Chapter 9
PROJECT MANAGEMENT:
A Unique Type of Management
LESSON IN REVIEW

1. Which of these is NOT true of Project Work?
 - a. Project work is harder than routine work
 - b. Project work requires a different managing skill
 - c. In project work, people can learn to work together smoothly
 - d. Project work has no repetition.

2. The project manager must be able to get his work done through other _____.

3. Compare/Contrast the characteristics of an effective manager.

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4. In project work, consider that the large parts will result in performance _____; likewise, small portions will result in performance _____.

 5. A precisely planned _____ is necessary for control of a project.

Chapter 10

DELEGATING:

Getting Work Done Through Others

How does a leader use management or the means of getting work done through others? The answer is simple ... he delegates.

Any man can delegate with safety if he uses the techniques of the "loose rein." Some managers are afraid they will lose control if they delegate. Others delegate and worry about how much damage a subordinate could do if he made a mistake. The essence of the "loose rein" technique is knowledge ... knowledge of what should be happening and what is happening in any department. A manager uses control as a horseman would use reins. After a while, horse and man become accustomed to each other and become a team. But the reins, loose or tight, must always remain in the driver's hands. If the horse heads for trouble, a quick pull on the reins will prevent serious trouble.

If you delegate, you have three choices: (a) you can operate with no reins at all; (b) you can loosen reins. Loose reins bring for both people involved freedom from worry, uncertainty and possibility of danger; lastly (c) you can use tight reins. This method will wear out both you and your subordinates. Also, people, especially capable ones, grow tired of running to the manager for every decision.

The reins that a manager uses to steer his organization is the system. The system technique is an extremely effective method if executed properly. First of all, define the task in writing. Spell out exactly the job or jobs to be done. Establish limits of authority and responsibility.

Next select someone you feel can do the job. Jesus carefully steered His disciples and delegated work to them. In Acts 6, the disciples chose men of "good report, full of the Holy Ghost and wisdom" to wait on the tables. If a man has the basic qualities that enable him to the task, he can gain the "know-how" through training.

Give written definition of the task to the subordinate you have selected. Discuss it with him, giving your ideas. It is important to set up standards to which he may compare his work. Ask him to consider the job definition, the range of authority, costs, time, etc. Get his views on these points in writing. Reach a consensus on your views about the job.

Now give him the green light to proceed. Arrange for frequent reports but tell him exactly what you want to learn from the reports. These should include facts related to time elements, cost, quality, etc. If it becomes necessary, confer with him. If everything is going smoothly, tell him so. Give him that well deserved “pat on the back.”

Your aim is to bring performance into line with your expectations by working together and/or redirecting the action.

There are many possible reasons why delegation can fail. Maybe the worker was simply not capable of handling the job given to him. Possibly the administrator failed to match work with the subordinate's abilities. The subordinate should be able to make decisions and should be sufficiently oriented to his work relationship with others. If this was not the case, failure is imminent. Were the limits of the subordinate's authority spelled out? Did the administrator fail to tell the subordinate exactly what he wanted or fail to trust the decisions of the worker? Maybe the work should not have been delegated but rather should have been done by key management. Could the administrator tell the difference between delegating and dumping? Did he fail to hold a loose rein? Failure could result if the administrator thought he had delegated but still retained all the authority himself.

People will accept limitations which they helped to set more readily and with less resentment than those imposed by you. A self-imposed “loose rein” motivates the subordinate to perform. The manager and the subordinate braid the necessary loose reign through plans, policies, reports, measurements, deadlines and procedures. The subordinate will realize that the manager will not restrict his freedom as long as he performs. If he fails to perform, the reins can be jerked back quickly.

It has been said that each man must decide how much regimentation he will accept to avoid how much chaos he will accept to avoid how much regimentation. Each man has two responsibilities. Number one is to do his own work and to do it so that it ties into total team efficiency. Each man learns a cooperative responsibility. The mature supervisor knows he must strike a balance of teamwork restrictions and individual initiative.

Control must follow action. Control before action means there has been no delegation. Lay your foundation for control by telling your subordinate what you expect him to do. Give each man a definite and continuing responsibility. After he has completed one phase of his work, you then exercise a degree of control. Action

always precedes control.

Correct delegation will bring benefits. The work of the church will go forward. Morale will go up. Lay leadership will develop.

Chapter 10
DELEGATING:
Getting Work Done Through Others
LESSON IN REVIEW

1. The simple answer to how a leader uses management to get work done through others is:
2. Which is the most acceptable type of 'reins' to use when you delegate?
 - a. No reins at all
 - b. Loosen the reins
 - c. Tighten the reins
3. Your aim is to bring _____ into line with _____ expectations by working together and/or redirecting the action.
4. _____ must follow _____.
5. Give three (3) benefits correct delegation will bring:

Chapter 11

MOTIVATION: Your Greatest Challenge

One of the greatest challenges management faces in industry and business is motivation. Perhaps the most significant result of studies of the problem of motivation is the theory that people cannot be motivated by others, rather they motivate themselves.

Your organization is a “people machine.” An efficient people machine has three characteristics: carefully thought out plans and programs, motivated people, and coordination and teamwork. Studies show that two people with equal ability and each expending the same amount of energy and time will get different amounts of production. The difference is the personal motivation of the two people.

The term motivate is derived from the Latin word *motum*, or “to move.” Two words characterize the self-motivating climate of operation. *Stimulation*: Human behavior comes about as the result of forces innate to all men. Man is by nature self-motivated. There are times when it seems as though man’s self-motivation forces become dormant and inactive. The inner drives must be occasionally stimulated before people can act. *Emancipation*: There are times when men are ready to move but are prevented from acting due to certain obstacles and impediments in the way. Men must be set free from these hindrances. It must be included in any development of a self-motivating climate.

Self-motivating forces are stimulated in a variety of ways, i.e., education, desire for personal gain, etc. One of the great discoveries of our age is that man acts more on the basis of his emotions than on his rationale. If you stimulate man’s emotions, you will receive a response.

Even though⁴⁹ appeals to the emotions can stimulate inner forces, many churchmen are hesitant to include emotional stimulation in developing a climate of operation. There are several reasons for this hesitancy. For many years, churchmen relied on the emotion of fear to stimulate action. Many clergymen have threatened people with hell-fire and brimstone. To try to scare people into heaven or to the work of the church destroys the joy that religious response can bring. It is far better to stimulate people to action by using the more positive emotional forces.

Some churchmen are hesitant because they confuse motivation with manipulation. The two are not the same although you motivate people in the same way you manipulate them. A manager manipulates people when he moves them to act for his own advantage. He motivates them when he moves them to act for their own advantage.

Some churchmen are hesitant because they confuse motivation with sanctification. Sanctification is not the whole answer to motivating people. One of the great weaknesses of the church is that there are many believers who are not productively working for the Lord.

Chapter 11
MOTIVATION:
Your Greatest Challenge
LESSON IN REVIEW

1. One of the greatest challenges management faces in industry and business is _____.
2. Give two words that characterize the self-motivation climate of operations. _____ and _____.
3. One of the great discoveries of our age is that man acts more on the basis of his _____ than on his _____. If you stimulate man's _____, you will receive a _____.
4. Trying to scare people into heaven or to the work of the church destroys what?
5. Give the difference in manipulation and motivation

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6. One of the great weaknesses of the church is that there are many believers who are not _____ working for the Lord.
7. Some churchmen are hesitant to use motivation because they confuse motivation with _____ or _____.

Chapter 12

THE CHANGE PROCESS:

Selling Change

A dying organization is quiet, comfortable, routinized and placid. If you don't change, you can be certain decay is in progress. It has been said that the average man suffers greatly from the pain of a new idea. People have buyer resistance. Therefore, you must become a good salesman in order to bring about change.

There are many reasons why people resist change:

- **Preservation of status quo or security in status quo; the fear of the unknown
- **A vested interest in the present way. Change will bring personal loss to individuals
- **Change may cost something, either time, effort or money.
- **Personality conflict with person who suggested the change.
- **A previous failure; desire to prevent failure again.
- **Conflicting interests; may conflict with their own ideas.
- **The last idea is not sound. Perhaps you need to reevaluate your idea.
- **Poor communication. Either not enough information or too much information that results in confusion.
- **Emotional involvement. Bound by memories, sentiments, personal values.

Take time in preparing your sales presentation. Select your target audiences and direct messages to each group within the larger group. Groups may be ultra-conservatives, agitators, quite vocal, etc.

Don't focus your presentation to include only one group. Just because the quite vocal group is heard more, don't be misled into thinking that it represents the majority's opinion.

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Decide where to direct your selling campaign. The formal organization is easy to recognize and chart. The informal organization is less tangible. You have to learn your congregation. Many times, this group must approve of change before it has a chance to pass the majority. They can become a good sounding board and ally. Experts who study this subject say that on any issue, approximately twenty percent of the people will be definitely opposed to it, twenty percent of the people will be solidly in favor of it and the remaining sixty percent must become the object of your persuasive efforts.

Be sure you publicize the facts before gossipers have a chance to distort them. A written proposal prepared by the pastor (not a committee) who has carefully studied the issue, will present the information that his congregation will want to know.

Here are the contents of a good proposal:

Title – A few words to capture attention. Description of apparent *problem* – Stated in such a way that the problem will be familiar to the people. *State actual problem* – Your conclusion of the actual problem. *Propose your solution* – Minimize reference to “change” and maximize “improvement.” Detail costs of time, money and people.

Use your proposal to your best advantage. Involve others (especially those you want to win over) in the writing of it. As one plays the role of critic, he will help you create and thus become involved. What you write down is your springboard to action. As your critic suggests improvements to your proposal, you will get his thinking machine moving. By getting a man to tear apart a policy statement or procedure, the next draft (the one that he has revised) now becomes his policy and he will support it. Be assured that people will be critics when you can't get them to move in any other way.

An important fact in establishing a proposal is to forget price of authorship. Your success depends upon the ability of your proposal to bring the reader to the point of decision.

Moving your reader to the point of decision consists of four steps. First, get your group's attention. Mentioning benefits in the title draws interest. A startling fact may hold strong interest for the reader. The title should be as brief as possible. Make your initial proposal only one page and furnish more material at the reader's request (law of reader resistance).

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Now, get your group's interest. Their interest is caught and developed by the words you use, words that mentally transport your reader to the point of a sale. Some major ideas you want to put across are combination of benefits and good qualities and losses and poor qualities. Use the positive “movers” whenever possible, but don't overlook the negative combinations. You would not have made the study if there were no problem.

Develop your reader's desire by using positive movers. Point out the

advantages or benefits in connection with the good qualities to be gained.

Lastly, get your reader to buy or decide. If you have properly taken the above steps, this action will be taken by the group.

The church of God must move forward. To do so, it must have capable leaders. Strive to be the leader God wants you to be.

Chapter 12
THE CHANGE PROCESS:
Selling Change
LESSON IN REVIEW

1. Give four (4) words to complete this sentence:
A dying organization is _____, _____, _____ and _____.

2. Give five (5) reasons why people resist change.

3. Experts say that on any issue approximately _____% will definitely oppose it, _____% will be solidly in favor of it and the remaining _____% must become the object of your persuasive efforts.

4. Give the four (4) steps of moving your reader to the point of a decision.

5. The church of God must move _____.

6. Strive to be the leader _____wants you to be.