



Class Objectives

- To examine relationships, decisions, and events in ministry through a grid of power and interests.
- To write a case study and use it in an educational ministry setting.
- To gain tools to account for power, interests, and relationships when planning a meeting.

Key Terms:

- Power
- Interests
- Negotiation
- Stakeholders
- Subversion
- Asymmetrical Power Relationships
- Symmetrical Power Relationships
- Case Study
- Brainstorming
- Focused Listening

Organization and Administration, Part 2

I. Language of Systems

- A. Changing language can change the system
- B. Naming as methodology
- C. Language of power in the system
 1. Power:
capacity to act or influence
 2. Interests:

goals, values, and expectations that lead a person to act in one direction or another

3. Negotiation:

to confer, bargain, and discuss with a view toward some sort of mutual solution or agreement

D. People with Power

1. Bill Gates



2. Mother Teresa



3. Man at Tiananmen Square



4. Teacher



II. The Planning Table:

- A. The people at the planning table
- B. The stakeholders
- C. Interests and power grid

Negotiation Strategies

Power Relations

	<u>Symmetrical</u>	<u>Asymmetrical</u>
Interests		
<u>Consensual</u>	1. Problem Solve	2. Network
<u>Conflictual</u>	3. Bargain	4. Counteract?

- D. Faithfulness in “Cell 4”

Some possibilities



Suffer-Submit-Subvert-Counteract-Overcome

- E. An illustration
- F. Jesus Example

Please **PAUSE** the recording and complete the following **Activity** (10.1).

Think of a time when an educational innovation was introduced in your church or ministry. It may have been a teacher training course, curriculum selection process, scheduling process, etc.

Take a few moments to briefly jot down answers to the following questions:

1. Who had an interest in the innovation's implementation? What were their interests?
2. Who actually participated in the planning and/or implementation process?
3. How did the participants negotiate their power and interests during the planning implementation process?
4. What system factors supported the planning and implementation process?
5. What system factors impeded the implementation process?
6. What did you learn from the experience? What would you do differently? The same?
7. What kind of biblical and theological reflection must you do in light of your experience?

III. Case Studies:

A. Introduction

Please **PAUSE** the recording and complete the following **Activity** (10.2).

Read the case study below and answer the following questions.

Joe is the newly ordained Associate Pastor at Sovereignty Presbyterian Church. Joe just graduated from seminary with an MDiv degree. He specialized in youth and family ministry. Along with his wife Sue, Joe is excited to begin what he hopes will be a lifelong commitment to pastoral ministry. Joe and Sue are hoping to have children in the near future. Joe and Sue's families live 200 miles away and they enjoy driving to see them every two months.

Sovereignty is located in a near city – between the center of the city and the suburbs – and has 400 members on the role of whom 180 are active. It is near the seminary that Joe attended. The church was organized in 1949 and began with seven families. Three of these families exert the most power and influence in the church today. It is very difficult for new members to have much say in what goes on at Sovereignty because these families, for the most part, control committees, dismiss new initiatives by comparing them to the “way it used to be,” and give the most money to the church. Recently, the elders decided they wanted to have more of a youth and family ministry emphasis at Sovereignty. After interviewing four candidates, they called Joe to serve as the church's first Associate Pastor.

These families, as well as the rest of the folks at Sovereignty, generally love the Lord but don't know their Bibles too well. The elders are good-hearted folks who often lead from behind because they lack vision. All but two of the ten elders are members of one of the three influential families. Pastor Bill has been at Sovereignty for 14 years, is married to Norma (a member of one of the three families), and has three teenage children. He has a love/hate relationship with the families, realizes he can't make them do much of what they don't want to do, and so does the best he can.

1. Use the critical thinking questions you learned in previous lessons to describe and assess Sovereignty's system:

What do you observe?

What do you affirm? What do you challenge?

Why do you affirm and challenge the things you do?

How do you communicate and live out your response in the world?

2. Who should Joe get to know first? How should he spend his time?
3. What should Joe do about getting to know the three families?
4. What advice would you give to Joe? Sue? Pastor Bill? The three families?

B. Using Case Studies in Ministry

IV. Tools for Planning and Organizing Meetings:

A. Make meetings worth attending

1. The quality of meetings impacts participation, participants, and results.
2. What makes for a bad meeting?
3. What makes for a good meeting?
4. How do we move toward Cells 1 and 2?

B. Resources, Results, and Relationships

1. Leadership could be defined by the ability to understand and manage these 3; mobilizing them together to further progress on the toughest problems and challenges.
2. So, how can we:
Assess Needs and Resources?
Evaluate Results?
Build Relationships?

C. 3 helpful tools

1. **A PAUSED Meeting Outline**

- Prepare -- send all agenda and suggestions
- Affirm relationships -- face-to-face
- Understand interests -- of all stakeholders
- Search for creative solutions – brainstorming *without* judgment or evaluation
- Evaluate options -- objectively and reasonably in light of the mission

- Decide what happens next -- plan action and set goals

Adapted from PeaceMakers Ministries www.peacemaker.net

2. SWOT Analysis

- a tool for understanding an organization and its environment
- a first stage of planning that helps focus on key issues
- **Strengths, Weaknesses, Opportunities, Threats**
 - Strengths and weaknesses are **internal** factors
 - Opportunities and threats are **external** factors

3. Robert Stake Model with PCA² (Guthrie Education Framework)

Expectations Beforehand

1: Participants and Context

(learners' prior experiences, needs, motivations, knowledge, skills, and attitudes; resources and climates)

2: Process and Curriculum

(lesson plans and learning experiences, content and methods)

3: Authority and Accountability

(desired learning outcomes, growth Christian maturity)

Observations on the Actual Afterwards

1: *actual* Participants & Context

2: *actual* Process & Curriculum

3: *actual* growth under Authority & towards Accountability

See Habermas, Ronald T. 2001. *Teaching for Reconciliation: Foundations and Practice of Christian Educational Ministry*. (Eugene, OR: Wipf & Stock)

V. CAT: Focused Listening – Brainstorming

A. Class brainstorms a list of major words and terms from the lesson

B. Can be done orally as a group or individually on pieces of paper to compare with partners or in small groups

VI. Recommended Reading:

1. *Working the Planning Table: Negotiating Democratically for Adult Continuing and Workplace Education* by Ron Severo
2. *Click, Clack, Moo: Cows that Type*
3. *Management Essential for Christian Ministries* Edited by Michael Anthony and James Estep