

## APPENDIX 1

# For This We Stand

### **Values Underlying the Mount Vernon Nazarene University Faith Community**

Throughout the past few months I have been asking myself some fundamental questions: (1) What drives or motivates Mount Vernon Nazarene College as a Christian college of higher education? (2) What characterizes us at our best and convicts us at our worst? (3) What shapes the lifestyle—the words, action, and behavior—of a faith community? (4) What is foundational to our conviction that God calls all believers to a life of holiness? (5) What are the values for which we stand?

The biblical mandate for the holy life, I affirmed, is summed up in the scriptural commands to “love the Lord thy God with all thy heart, soul, mind and strength, and thy neighbor as thyself” (Deuteronomy 6:5; Leviticus 19:18; Matthew 22:37-40; Mark 12:30-31, *KJV*).

The one thing Spirit-filled Christians “will” to do is summarized in the holistic command and commitment to love God, respect others, and take responsibility for self with all our heart, soul, mind, and strength.

I concluded after much prayer and reflection that the values affirmed and foundational to the MVNC faith community (faculty, staff, and students) are grounded in the biblical mandate for the holy life, grounded in the rich Judeo-Christian tradition.

- A. Affirmation #1: WE LOVE GOD. Therefore, we value and stand for
1. A Worshiping Community
  2. A Biblical Faith
  3. A Christlike Lifestyle

4. A Holiness Ethic
5. A Global Mission
6. A Creation Vision
7. A Spirit-Empowered Devotion

B. Affirmation #2: WE RESPECT OTHERS. Therefore, we value and stand for

1. A Magnanimous Spirit
2. A Servant Mentality
3. A Trustworthy Character
4. A Positive Influence
5. A Courteous Response
6. A Giving Motivation
7. An Appreciative Attitude

C. Affirmation #3: WE ARE RESPONSIBLE FOR OURSELVES. Therefore, we value and stand for

1. An Inquisitive Mind
2. A Disciplined Schedule
3. Modest Attire
4. A Balanced Diet
5. A Physical Fitness Commitment
6. A Reliable Word
7. A Lifelong Learning and Growth Perspective

To read the entire article, go to [www.BoardServe.org/writings/](http://www.BoardServe.org/writings/) where this article is located. *For This We Stand* is number one under "Recently Published Books, Essays/Manuscripts."

## APPENDIX 2

# Leader Effectiveness Review\*

### Higher Education Senior Administrator, Faculty, and Staff

In an attempt to be faithful stewards of the leadership assignment given education leaders in the Church of the Nazarene, the following review process for each leader is provided. The term “leaders” is used to refer to the school president/principal/vice chancellor of a Church of the Nazarene college, university, or seminary. The instrument may be modified for the school leader to use with administrators who serve with the school leader. Fundamental to the nature of this review process is mutual dialogue between the leader and the board of governors to whom the person being reviewed reports. This is a critical component of the review process.

The review has three sections. Sections one and three are to be completed by the school leader prior to the official leader effectiveness review meeting. Section two is to be completed by the board of governors committee appointed to oversee the review process prior to the official review of the college, university, or seminary leader or the supervisor of the leader. The “Competency Grid” in section two may be used by the review committee chairperson or supervisor to facilitate the discussion of the response in section two.

The date for the review will be set by committee chairperson, in consultation with the school leader, and review member participants. The committee chairperson will determine if a meeting of the review committee without the school leader is necessary. If so, the leader will be briefed on the executive session.

#### **I. Reflections/Projections** *(to be answered by the school leader)*

1. How does your specific assignment support the overarching mission and vision of the institution you serve and the Church of the Nazarene? Provide some examples.

2. Has your sense of calling and personal ministry been fulfilled through your leadership endeavors? If not, why? If so, how? Do you feel affirmed as a valuable asset? If not, why? If so, how?
3. In what ways have you developed and enhanced your job knowledge and performance? Have adequate opportunities been provided both for training and for personal growth since your last review/evaluation? Please give examples.
4. What specific tasks or accomplishments during the past four years best express your commitment to high-quality service and servant leadership to school constituents, including evangelism, discipleship training, leadership development, fiscal management, and vision-casting? How have your gifts and talents been most effectively used?
5. In what ways have your initiatives contributed to the numerical growth and spiritual development of the institution you serve? What additional resources might assist you as you strive to strengthen your school?
6. How can the climate of collaboration within the school and with other schools be enhanced?
7. In what ways can the board of governance support you to lead more effectively?
8. What are your three top institutional challenges for the next year? The next four years? What short-term and long-term goals have you established for your assignment in light of these challenges? How will you know when your goals have been reached?
9. Are your short-term and long-term goals aligned with the institution's strategic plan? Please give examples.

## **II. Evaluation of the school leader based upon the following "Convictions of a Christian Leader"**

*(To be completed by the Board of Governors Review Committee and/or supervisor of the school leader)*

### **Convictions of a Christian Leader**

1. Speak gracefully. *Watch the words you speak.*
2. Live gratefully. *Don't whine; be grateful.*
3. Listen intently. *Seek first to understand.*

4. Forgive freely. *Be proactive in extending forgiveness.*
5. Lead decisively. *Combine deep humility with fierce resolve.*
6. Care deeply. *Value people, not power.*
7. Pray earnestly. *Pray for change in you even as you pray for change in others.*

Instructions: Circle the number for each statement that most characterizes the school leader from 1 (never); 2 (seldom); 3 (occasionally); 4 (often); and 5 (always).

1. The school leader uses words that serve to encourage others.  

1	2	3	4	5
---	---	---	---	---
2. The school leader gives gratitude to God and others as a fundamental lifestyle.  

1	2	3	4	5
---	---	---	---	---
3. People feel understood when communicating with the school leader.  

1	2	3	4	5
---	---	---	---	---
4. Forgiveness is requested by the school leader when colleagues or students are offended.  

1	2	3	4	5
---	---	---	---	---
5. A clear “vision” is embraced and articulated by the school leader.  

1	2	3	4	5
---	---	---	---	---
6. The prayers of the leader reflect a desire for personal change.  

1	2	3	4	5
---	---	---	---	---
7. Caring for personal and professional growth of colleagues is important to the school leader.  

1	2	3	4	5
---	---	---	---	---
8. Words spoken are culturally sensitive and consistent with actions taken by the school leader.  

1	2	3	4	5
---	---	---	---	---

9. Comparison to others (regions, districts, finances, talents, and so on) by the school leader is minimal.

1                      2                      3                      4                      5

10. Honest and intense differences are accepted by the school leader.

1                      2                      3                      4                      5

11. Resentment and bitterness are not harbored by the school leader.

1                      2                      3                      4                      5

12. Prayer for colleagues, staff, and the ministry is frequent and evident.

1                      2                      3                      4                      5

13. Responsibility for decision-making does not paralyze the school leader.

1                      2                      3                      4                      5

14. The primary focus of the school leader is on plans and programs that unite, not divide.

1                      2                      3                      4                      5

15. Colleagues feel blessed and affirmed in conversations and meetings with the school leader.

1                      2                      3                      4                      5

16. The school leader brings out the "best" in others.

1                      2                      3                      4                      5

17. People feel valued when discussing issues with the school leader.

1                      2                      3                      4                      5

18. Extending forgiveness is convictional to the school leader.

1                      2                      3                      4                      5

19. The school leader leads decisively in the midst of complex and difficult situations.

1                      2                      3                      4                      5

20. The school leader values people, not power and position.
- 1                      2                      3                      4                      5
21. The school leader leads with the conviction that some issues are resolved only through prayer and total dependence on God.
- 1                      2                      3                      4                      5

## Leading Decisively with Christian Humility

The ranking below is not an evaluation of past performance. Rather, it is a projection for the next four years.

Rank in order of priority (*1 = least important; 7 = most important*) the leadership skills that should be nurtured during the next four years.

- \_\_\_\_\_ Affirming and encouraging skills
- \_\_\_\_\_ Asking and listening skills
- \_\_\_\_\_ Conceptual and analytical skills
- \_\_\_\_\_ Financial management and budget development skills
- \_\_\_\_\_ "Strengths" discernment and delegation skills
- \_\_\_\_\_ Networking and communication skills
- \_\_\_\_\_ Timing and decision-making skills

### III. Summary/Recommendations *(to be completed by the college/university/seminary leader)*

A. Provide a summary of your leadership strengths and how these are most effectively utilized in your ministry assignment as a school leader.

B. Provide a summary of your leadership limitations and how you plan to address these during the next four years.

#### **Executive Session (if necessary):**

Review/Evaluation Committee recommendation to the Board of Trustees:

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APPENDIX 3  
 Leader Effectiveness  
 Review Competency Grid\*

**Nazarene Higher Education Senior Administrators,  
 Faculty, and Staff**

*For use by the Board of Governance Review Committee  
 or the Supervisor of the Leader*

Use in analyzing responses to Section Two—Evaluation

Area of Competency	#	Leadership Behavior	Leader	Supervisor or Committee Chair	Comments or Suggestions
Speak Gracefully					
	1.	Words used serve to encourage others.			
	8.	Words are culturally sensitive and consistent with actions taken.			
	15.	Colleagues feel blessed and affirmed in conversations and meetings.			
Live Gracefully					



Leader Effectiveness Review Competency Grid

	2.	Gratitude to God and others is a fundamental lifestyle.			
	9.	Comparison to others (regions, districts, finances, talents, and so on) is minimal.			
	16.	Brings out the best in others.			
<b>Listen Intently</b>					
	3.	People feel understood when communicating with the leader.			
	10.	Honest and intense differences are accepted.			
	17.	People feel valued when discussing issues.			
<b>Forgive Freely</b>					
	4.	Forgiveness is requested when colleagues or students are offended.			
	11.	Resentment and bitterness are not harbored.			
	18.	Extending forgiveness is convictional to the leader.			
<b>Lead Decisively</b>					
	5.	A clear "vision" is embraced and articulated.			

Leader Effectiveness Review Competency Grid

<b>Lead Decisively</b>				
	5.	A clear “vision” is embraced and articulated.		
	13.	Responsibility for decision-making does not paralyze the leader.		
	19.	Leads decisively in the midst of complex and difficult situations.		
<b>Care Deeply</b>				
	7.	Care is obvious for the personal and professional growth of colleagues.		
	14.	The primary focus is on plans and programs that unite, not divide.		
	20.	People are valued, not power and position.		
<b>Pray Earnestly</b>				
	6.	The leader’s prayers reflect a desire for personal change.		
	12.	Praying for others is witnessed, affirmed, and frequent.		
	21.	Leads with the conviction that some issues are resolved only through prayer and total dependence on God.		

## APPENDIX 4

# Board Standing Policy Manual

### **Nazarene University North America (name omitted)**

#### **1.4 Board of Trustees Governance Structure and Process**

The following descriptions of the university's governance structure and process are reproduced from the Board of Trustees' *Standard Policy* document.

##### **1.4.1 General Statement on Governance**

1. The university is a private higher education institution sponsored by the Church of the Nazarene. The Board of Trustees constitutes the school's Corporate Board, governs the university, and elects the university president.
2. The president, as the chief executive officer, directs and supervises all operations of the university in the implementation of its stated mission. The president is the chief spokesperson and representative of the institution, ultimately responsible for communications both internal to the university and external with the larger community.
3. The president ensures that governance policies are clearly articulated and implemented. The president appoints, after conferring with the Executive Committee, all senior administrators of the university, who report to the president on a regular basis and make reports to the Board of Trustees on occasion.

##### **1.4.2 Principles of Governance**

1. The ultimate responsibility for the university rests in its Board of Trustees. The board cannot delegate its fiduciary responsibility for the academic integrity, spiritual well-being, and financial

health of the institution. Traditionally, and for practical reasons, the board delegates some kinds of authority to other stakeholders with the implicit and sometimes explicit condition that the board reserves the right to question, challenge, and occasionally override decisions or proposals it judges to be inconsistent with the mission, integrity, or financial position of the university. For example, the delegation of authority to the administration and faculty in adding, reducing, or discontinuing academic programs is made with the implicit understanding that the board still retains the ultimate responsibility.

2. The Board of Trustees retains ultimate responsibility and full authority to determine the mission of the institution in consultation with, and on the advice of, the president in consultation with faculty, staff, and other key stakeholders. The board is also responsible for establishing the strategic direction of the institution through its insistence on, and participation in, comprehensive planning.
3. The board should conduct its affairs in a manner that exemplifies the behavior it expects of other participants in institutional governance. From time to time, the board should examine its structure and performance and should expect the same of faculty and staff.

The board will avoid the temptation to micromanage in matters of administration. Board members will avoid even the perception of any personal or special interests. Board members will avoid undermining the administration.

4. Higher education governance is the responsibility of the Board of Trustees. The involvement of internal stakeholder groups—administrators, faculty, non-academic staff, and students—will vary according to subject matter and/or level of decision-making. The Board of Trustees is responsible for establishing the rules by which stakeholders' voices are considered and states explicitly who has the authority for what kinds of decisions—that is, to which persons or bodies it has delegated authority and whether that delegation is subject to board review. The board will insure that no single stakeholder group is given an exclusive franchise in any area, while recognizing that the subject matter in question

will determine which groups have primary or secondary responsibilities.

5. The board reserves the right to review and ratify specified academic decisions, as well as proposals to adopt major new academic programs or eliminate others. The board should set budget guidelines concerning resource allocation on the basis of assumptions, usually developed by the administration, that are widely communicated to interested stakeholders and subject to ample opportunity for challenge. Once the board makes these decisions, it should delegate resource-allocation decisions to the president, who may in turn delegate to others.
6. The university president is the board's major window on the institution, and the board should expect both candor and sufficient information from the president. In turn, the board should support the president while ensuring that the voices of other stakeholders are heard.
7. The Board of Trustees has the responsibility to appoint and assess the performance of the president.
8. No board member should favor any particular constituency or segment of the organization to the neglect of serving the institution as a whole.

### 1.4.3 Board of Trustees Responsibilities

The legal governing body for the university, the Board of Trustees, is composed of the university president and members elected by the church districts of the educational region plus two representatives from the alumni, and five at-large members elected by the board. The Board of Trustees is an autonomous body charged with the governance of the university, without legal control by the church constituency.

The annual meeting of the Board of Trustees is held in the fall consistent with the *ByLaws*. Two other meetings are normally held during the academic year, one at the time of commencement, as required by the *Bylaws*, and the other, a spring meeting, to consider the budget for the coming year. The Executive Committee is empowered by the *Bylaws* to act for the Board of Trustees in the interim between regular meetings. Since the board members reside within the educational region of the university, special meetings do not require major travel or other expenditures.

## Duties and Responsibilities

The duties and responsibilities of the Board of Trustees include, but are not limited, to the following:

1. Elect the president, the chief executive officer of the university.
2. Upon recommendation of the president, approve the appointment of all administrative officers and faculty members.
3. Set forth the general policies of the university and make such rules, laws, and regulations as shall be deemed necessary for the governance of the university.
4. Approve the broad educational policies of the university, assuring that they achieve the stated mission and goals.
5. Approve policies concerning the financing, investment program, and business management of the university.
6. Review the annual audit of the financial accounts.
7. Give final approval to the promotion, demotion, or dismissal of faculty members.
8. With the president and other appropriate administrators, plan new buildings.
9. Approve policies concerning the management of buildings and grounds.
10. Review and approve the annual budget.
11. Approve tuition charges and fees.
12. Upon recommendation of the president, grant degrees and diplomas to candidates who have completed the required work.
13. Upon nomination by the president and the Honorary Degree Committee, approve and confer all honorary degrees.
14. Create and provide for all committees necessary to the work and administration of the corporation in accordance with the *Charter* and *Bylaws* of the corporation.
15. Hold title to all property of the corporation: real, mixed, and personal.
16. Perform all other duties of the affairs of the corporation and execute all powers and privileges conferred upon it by the *Articles of Incorporation*, the *Bylaws*, and the laws of the land.

Official communication lines between trustees and teaching personnel and staff shall be initiated only by the trustees or by the president.

The *Articles* and *Bylaws* constitute the legal documents under which the university is incorporated. Although the contents relate primarily to affairs of the Board of Trustees and the duties of administrative officers, certain sections are of interest to the faculty. Copies of these documents are filed in the president's office and the library.

17. Provide well-defined and clear channels of communication throughout the organizational structure of the university.
18. Provide dissemination of information about the university to its public.
19. Determine the eligibility requirements for leave of absence and/or sabbatical leave for personnel.
20. Be available for conferences with members of the administrative staff, faculty members, and students.
21. Nominate to the Board of Trustees candidates for honorary degrees who have been recommended by the Honorary Degree Committee.
22. Preside at meetings of the faculty.
23. Act as an agent through whom any communications from faculty to the board shall pass.
24. Represent the university at educational association meetings.
25. Plan and implement a program of instruction, research, and service to meet the needs of students.
26. Make an annual written report to the Board of Trustees.
27. Adopt regulations and procedures necessary to implement the policies established by the Board of Trustees.
28. Adopt regulations and procedures necessary to effectuate the duties and responsibilities delegated to the president.
29. Supervise university personnel.
30. Recommend the discipline and dismissal of university personnel.
31. Perform such other duties and functions as are necessary and appropriate from time to time or are delegated by the Board of Trustees.

32. Exercise such implied authority as is necessary and appropriate to the accomplishment of the responsibility and authority expressly granted to the president by the Board of Trustees.

## 1.5 Administrative Organization

### 1.5.1 President of the University

The president of the university is elected by the Board of Trustees of the university and is responsible and amenable only to the board. The president is the chief executive officer and is charged with full responsibility for the administration of affairs of the university in harmony with the Board of Trustees' decisions and the *Bylaws* of the corporation.

#### Duties and Responsibilities

The duties and responsibilities of the president include, but are not limited to, the following:

1. Serve as a member of the Board of Trustees.
2. Serve as a member of the Executive Committee of the Board of Trustees and consult with the board in the interim between meetings.
3. Guard the sacred honor and trust of the university set forth by the articles and bylaws of the corporation and the *Manual* of the Church of the Nazarene.
4. Recommend all faculty members for employment or renewal of contract to the Board of Trustees.
5. Recommend all administrative officers for employment and for renewal of contract to the Board of Trustees.
6. Appoint such other administrative officers and councils as deemed necessary to the operation of the educational work of the university.
7. Be responsible for faculty organization and development to provide effective instruction.
8. Approve the official university calendar, establishing beginning and ending dates and vacation periods.
9. After consultation with the Vice-president for Academic Affairs and school deans, locate candidates for the teaching staff and recommend to the Board of Trustees all appointments to the faculty.



10. After consultation with the Vice-president for Academic Affairs and the Faculty Rank Committee, recommend the academic rank of faculty members to the Board of Trustees.
11. Be responsible for the discipline of the university.
12. Be responsible for recruitment, enrollment, and supervision of qualified students.
13. Provide financial resources through an adequate development program including capital and operational budgets.
14. Provide for appropriate support services such as plant management, budgeting, accounting, auditing, purchasing, and financial reporting.
15. Sign all degrees and diplomas of graduation.
16. Be an ex officio member of all administrative and faculty committees.
17. Provide well-defined and clear channels of communication throughout the organizational structure of the university.
18. Provide dissemination of information about the university to its public.
19. Determine the eligibility requirements for leave of absence and/or sabbatical leave for personnel.
20. Be available for conferences with members of the administrative staff, faculty members, and students.
21. Nominate to the Board of Trustees candidates for honorary degrees who have been recommended by the Honorary Degree Committee.
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32. Exercise such implied authority as is necessary and appropriate to the accomplishment of the responsibility and authority expressly granted to the president by the Board of Trustees.

### **1.5.2 University Organizational Structure**

#### **1.5.3 President's Administrative Cabinet**

The President's Administrative Cabinet is composed of the president, the vice-presidents, and the Executive Assistant to the President for Planning, Institutional Research and Compliance. It deals with day-to-day issues, particularly matters of operations and procedures. It also acts as the sounding board for other areas. The cabinet serves as the crisis management team when necessary. The cabinet handles problems developing in the administrative divisions of the university. It also relates to the spiritual life of the campus family and to church/university relations. The cabinet may generate recommendations to the Board of Trustees or undergraduate/graduate academic councils. Cabinet meetings provide a time of sharing, keeping members informed, policy-making, and decision-making within parameters established by the Board of Trustees. The cabinet meets regularly according to a semester calendar or by the president's permission in the president's absence. See "Guiding Principles for Senior Administrators" in the president's office for additional information regarding the policies, processes, and procedures of the cabinet.

#### **1.5.4 President's Advisory Council**

The President's Advisory Council is composed of the president, who serves as chairperson of the council, a faculty member elected by the faculty, a staff member elected by the full-time staff, the Student Govern-

ment Association president, and a student elected by the Student Government Association.

The council meets on call of the chairperson, but no less than once a semester. The council is not a decision-making body but is advisory in nature and can make recommendations to the various decision-making committees, including the President's Administrative Cabinet. The council serves as the communication link between the various groups on campus and the president on issues related to administrative concerns, policies, procedures, or personnel.

The President's Advisory Council discusses matters at the request of the president regarding general administration, organization or committee changes, university calendar, convocations, and other matters that the president refers to it. Agenda items can also be referred to the council in advance of the meetings through the elected representatives.

To be revised annually

## APPENDIX 5

# On Caring Enough to Confront

Conflict is what develops between individuals when they differ. David Augsburger in his book *Caring Enough to Confront* (Regal Books, 1981) says, “When your thrust as a person runs counter to mine, to deny my own thrust is to be untrue to the push and the pull of God within me.”

Augsburger says, “Conflict is natural, normal and neutral. Conflict is neither good nor bad, right nor wrong. Conflict simply is. And how we view, approach and work through our differences does to a large extent determine our whole life pattern.” The question is not “Will conflict arise?” The question is “How do we deal with it?”

Virginia Satir in her book *Peoplemaking* explains how we normally deal with conflict situations. Ninety-six percent of troubled families deal with conflict in one of four inappropriate ways (p. 78):

1. Placate (give in)
2. Blame
3. Compute
4. Distract (p. 59)

**The result of using the four inappropriate ways is that the problem remains, tension mounts, and the relationship is edgy.**

There is a fifth option—I care enough to confront” (Augsburger), “leveling with love” (Satir), or “Speak the truth in love” (see Ephesians 4:15).

Care-fronting or “leveling” as referred to by Augsburger is the biblical principal of “speaking the truth in love.” This option brings healing, enables growth, and produces change, but only four percent of us deal with conflict in this manner. There are two arms of a genuine relationship — confrontation with truth and affirmation of love.

So how can I begin to manage conflict in a “caring and confronting” way? **First**, we must eliminate a win/lose mentality (I’m right—you’re wrong). There are three methods of the win/lose mentality: I win—you lose (authoritarian); you win; I lose (permissiveness); no win (negativism).

Reaching out is two-sided, based on others' needs and our own needs. With the left hand reaching out—I do care; I want to respect you; I want your respect; and with the right hand reaching out—I want you to know how I feel; I want to tell you where I am; I have this goal for our relationship. This “caring and confronting” approach ends the blaming game, gets to healing questions—in simple, clear, direct language.

**You must ask yourself, “Where do we start? What is the loving, responsible, truly respectful thing to do?, Where do we go from here?”**

Trying to truly hear what another says—how it is said, what feelings are conveyed—is the art of “active listening.” This practice involves hearing with an inner ear the feelings, hurts, angers, and demands of the other person.

**Second**, use “I” messages instead of “You” messages. “I” messages reflect my feelings without placing blame. “You” messages are most often attacks, criticisms, faultfinding of the other person, labels, and ways of fixing blame. There is a tremendous difference between an honest confessional (“I” message) and distorted rejection (“You” message).

**Third**, eliminate “why” questions. “Why” questions are an effective way of manipulating others (similar to “You” messages). (i.e. “Why do you always bring that issue up?” “Why don’t *you* do something about it?” “Why don’t you show a little compassion to the pastor?” “Why can’t we get a little cooperation from you?”) We use “why” questions to give hidden messages of anger that we are unwilling to own honestly. “Why” questions are like a “hit and run.”

**Fourth**, we must give clear “yes” or “no” signals. “Yes” signals come easily; however, “no” signals come very hard—especially face-to-face. Often we hesitate to clearly state our feelings for fear of rejection/disapproval of others. Jesus said, “Let your ‘yes’ be a clear ‘yes’ and your ‘no’, ‘no.’”

**Fifth**, we should initiate discussion if we have a complaint. Accept anger as a normal, natural human emotion. Clear statements of anger are something different than feelings and angry demands. Clear statements are a positive emotion, a self-affirming emotion that responds to the heart of rejection and devastation. There are two types of anger to consider—personal anger and virtuous anger, which is anger focused on the

deed, not the person. Virtuous anger can slice through emotional barriers or communication barriers and establish contacts.

**“Speaking the truth in love,” or “truthing it in love,” is the Christlike response to conflict.**

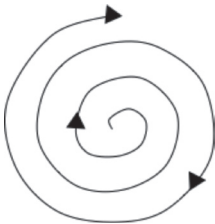
It describes a lifestyle for Christians who care enough to confront where conflicts arise. Re-read Ephesians 4:15-32. When differences between people are dealt with openly, conflict can be a positive experience, because it can lead to personal growth. But when differences are concealed and individuals are prevented from expressing themselves, personal growth will not occur.

Personal conflict, in and out of board meetings, is a part of growing up, trying out new capabilities, and maturing as a Christian. Individually and collectively, we need to learn the value of expressing differences openly and listening to the other persons’ response in the hope of reaching some sort of understanding.

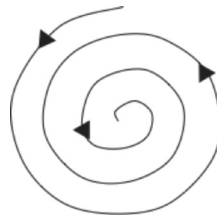
### IN CONFLICT MANAGEMENT THE KEY ISSUE IS UNDERSTANDING, NOT AGREEMENT

Key questions to ask in the midst of conflict situations are—*What can I learn?* and *How can I change?* These are growth-producing questions. On the contrary, growth-inhibiting questions are—*Why me?* and *What if?* This is the could-have, should-have, would-have way of thinking. Following is a diagram of the two ways of thinking and reacting.

These two ways of thinking and reacting can be diagrammed



Growth-producing



Growth-inhibiting

## APPENDIX 6

# Rules of the Road for Christlike Communication

1. If you have a problem with someone, talk with him or her personally and privately.
2. If someone has a problem with another individual and comes to you, send him or her to that individual.
3. If someone consistently will not talk with the individual with whom he or she has a problem, say, "Let's go to the person together."
4. Be careful how you interpret other people. On matters that are unclear, do not feel pressured to interpret someone's feelings or thoughts. It is easy to misinterpret intentions if you are not sure.
5. If it's confidential, don't tell. (This especially applies to board meetings.) If anyone comes to you in confidence, don't tell unless
  - the person is going to harm himself/herself,
  - the person is going to physically harm someone else, or
  - a child has been physically or sexually abused.
6. Do not write or read unsigned letters or notes.
7. Do not manipulate others, and don't be manipulated.
8. When in doubt, just say it. The only dumb questions are those that aren't asked. We are a family, and we care about each other, so if you have a concern, pray, then (if led to do so) ask.

## APPENDIX 7

# Rules of the Road for Christlike Conflict Management

### **The Role of the Pastor**

- To name the name of God in the conflict
- To deal appropriately with sin (if involved)
- To proclaim truth in the midst of the conflict
- To enable people to come to grips with the conflict, seeing it in a biblical perspective and acting upon it in a manner consistent with the Bible.

### **The Role of Church Leaders**

To be spiritual leaders as defined by the roles of priests, prophets, and equippers

- Priests—to help shepherd and guide the people; to be a healing agent
- Prophets—to speak the truth in love (even if it is confrontational)
- Equippers—to help people deal with the conflict

### **Guidelines for Christlike Behavior in the Midst of Conflict**

- Sincerely seek the help of God in prayer.
- Seek to understand before we're understood.
- Engage in open, honest, direct, constructive communication.
- Seek for solutions once the issues are identified.
- Treat people as valuable.
- Address ideas and actions—do not attack people.

### **Scriptural Thoughts for Times of Conflict**

- How good and pleasant it is when God's people live together in unity! (Psalm 133:1).
- I in them and you in me—so that they may be brought to complete unity. Then the world will know that you sent me and have loved them even as you have loved me (John 17:23).



- May the God who gives endurance and encouragement give you the same attitude of mind toward each other that Christ Jesus had, so that with one mind and one voice you may glorify the God and Father of our Lord Jesus Christ (Romans 15:5).
- Make every effort to keep the unity of the Spirit through the bond of peace (Ephesians 4:3).
- Over all these virtues put on love, which binds them all together in perfect unity (Colossians 3:14)

## APPENDIX 8

# Rules of Engagement

### Cogun, Inc.

#### A. Purpose

Trust is the currency of every team. Synergy is purchased through trust, and it's possible to have millions "in the bank" (powerful synergy) or be in significant debt (negative synergy). Trust is developed through the choices we make.

#### B. I choose to have the right attitude

1. I recognize that everyone has been created in the image of God and as such deserves my respect.
2. I will not be passive-aggressive or try to overpower others with emotion.
3. I believe that unhealthy things cannot grow in sunlight, so I will conduct all aspects of my relationships in the sunlight.
4. I will be proactive in all relationships with my team members.
5. I will take responsibility for clarity in expectations.
6. I will communicate honestly with team members using respectful language.
7. I will celebrate and consider the unique perspectives and contributions each team member brings.
8. I will listen and value what is said even though I may not agree.
9. I will be cooperative and look for ways I can help the team achieve common goals.

#### C. I Choose to be trustworthy

1. I commit to do what I say I will do, and when I don't, I'll tell you.
2. I commit to not over-promise and under-deliver. But if it looks as though that's where things are headed, I'll tell you.

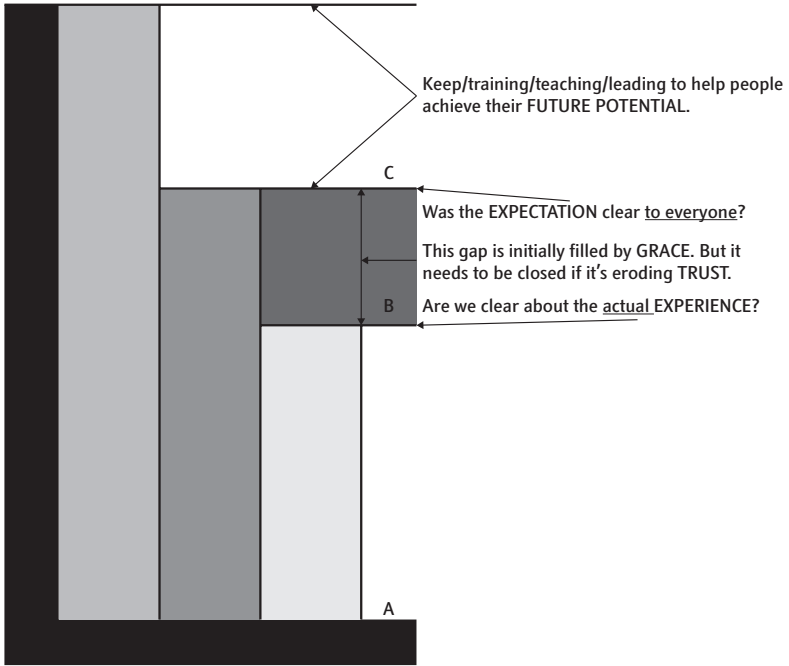
3. If you confront me about the apparent gaps, I will tell you the truth.
4. I will keep sensitive information confidential.
5. I will avoid gossip or unfair criticism of others.

**D. I choose to trust**

1. When there are gaps between what I expect you to do and what you actually do, I will choose to close the gap with trust.
2. When I observe someone filling a gap with a suspicion, I will come to your defense.
3. If what I experience begins to erode my trust, I will come directly to you about it.
4. If we are not able to resolve the gap, we will involve a third party to help us resolve the gap.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always preserves (1 Corinthians 13:4-7).

If you are offering your gift at the altar and there remember that your brother has something against you, leave your gift there in front of the altar. First go and be reconciled to your brother; then come and offer your gift (Matthew 5:23-24).



### Personal Commitment to "Rules of Engagement"

I agree to make the commitment to choose TRUST and to be TRUSTWORTHY.

\_\_\_\_\_

Team Member

\_\_\_\_/\_\_\_\_/\_\_\_\_

Date

## APPENDIX 9

# Board Survey

Prepared by William C. Crothers, founding director  
Presidential Leadership Associates

NAME \_\_\_\_\_

I am serving as consultant/evaluator for a board development session. Your perceptions and opinions can be helpful and will be kept confidential but will be used to help form a basis for generalized observations. Please rate each statement as (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree. Then please make comments for each statement. Return the completed questionnaire to Dr. Crothers before \_\_\_\_\_.

### A. Institutional Agenda

1. The Board of Trustees ensures that the mission of the institution is clearly stated and understood both on and off campus.

1 2 3 4

How can this be done better?

2. The board has a clear understanding of the distinctive nature of a Christian comprehensive college, as opposed to the perspective of a Bible college, a liberal arts college, or a secular university?

1 2 3 4

Comments.

### B. Board/President Relation

1. The board has delegated appropriate responsibility and authority to the president and properly distinguished between its role in policy formation and the president's role in administration.

1 2 3 4

Comments.

2. There is a climate of mutual trust and support between the board and the president. 1 2 3 4  
How do you know?
  
3. The board takes direct ownership of policy development and governance for the college. 1 2 3 4
  
4. The board openly champions the current institutional direction and vision as advocated by the president. 1 2 3 4
  
5. The president is keeping the board informed on issues the college is facing. 1 2 3 4

### C. Board Organization and Functioning

1. The board is organized and operated such that it is effective, has a high-level participation, and engenders confidence from its constituencies. 1 2 3 4  
Comments.
  
2. The board has a committee that assesses the performance of individual members, including their financial support, before their membership is renewed for another term. 1 2 3 4
  
3. Although the board members come from different constituencies (alumni, church, community, etc.), they do exercise independence in thought and action in the interest of the college. They do recognize the distinctive roles of the church and the college. 1 2 3 4  
Comments.
  
4. The board respects the traditions of American higher education, such as separate roles of administration and faculty, importance of research as well as teaching, academic freedom, and the consultative process in decision-making. 1 2 3 4  
Comments.

5. The board invests considerable time in strategic planning. 1 2 3 4  
 In what way is it involved?
6. The board is composed of a sufficient range of expertise, perspectives, and external relationships to allow it to significantly develop the institution. 1 2 3 4  
 Comments.
7. The board has approved a campus master plan and monitors the maintenance programs sufficiently to be assured that they are not deferred to the detriment of the campus. 1 2 3 4
8. The board takes leadership responsibility for fund-raising for the college with many engaging at a personal level. 1 2 3 4
9. The board oversees the financial affairs of the campus and assumes responsibility to assure that sufficient resources are available to fulfill the mission. 1 2 3 4  
 How can the board improve in this function?
10. The board monitors the risk management of the organization. 1 2 3 4
11. The board should alter its policies and practices with regard to the following:
- a. Size 1 2 3 4
  - b. Length of term 1 2 3 4
  - c. Numbers of successive terms (term limits) 1 2 3 4
  - d. Age limit 1 2 3 4
  - e. Gender composition 1 2 3 4
  - f. Minority composition 1 2 3 4
  - g. Geographic composition 1 2 3 4
  - h. Attendance record 1 2 3 4
  - i. Criteria for membership 1 2 3 4

12. Meeting agendas tend to:
- a. Focus on policy issues and the big picture. 1 2 3 4
  - b. Include all necessary supporting information. 1 2 3 4
  - c. Be received in a timely manner. 1 2 3 4
13. Board meetings are of sufficient duration and frequency to appropriately do the business of the board. 1 2 3 4
14. The committee structure and function:
- a. Facilitates the work of the board efficiently. 1 2 3 4
  - b. Gives the full board the opportunity to consider adequately all important matters. 1 2 3 4
  - c. Only recommends to the full board, requiring the full board to take action on all committee action. 1 2 3 4

**D. General**

1. What are the major strengths of the board?
2. What are the major concerns about the board?
3. What three things should the board focus on for the next three years?



## APPENDIX 10

# Action Plan for Local Innovation

### **Phase One: Informational Constituency Presentation (congregation, church board, or the organization responsible for leading the change)**

- Address the churchmanship issue. (We should be committed to the church whether or not our opinions are chosen. The goal is to help the congregation be truly committed to the church before the decision concerning the change is made. This can produce an atmosphere of trust. And it is only in this atmosphere of trust that the issue can be honestly explored and discussed.)
- Present the problem being addressed by the change.
- Present rationale for the proposed change. (Tie it to the mission of the church.)
- Use visuals if appropriate. Let them see what the change would look like.
- Imagine what the future might be like if the change does not occur. What is the cost of not changing?
- Ask people who would like to respond to the issue to do so in writing (*this would include both those in favor and those who are opposed*). Parameters for responding should be given (one page, typed, address the issues, no personal attacks on people will be read, no anonymous responses, and so on).

### **Phase Two: Response Presentation to the Leadership (team making the decision)**

- The task force gathers the responses and presents them to the leadership (church board or the team charged with making the decision).
- Dialogue about the responses:  
Which ones are informative?  
Which ones are just emotional but irrational?

What changes need to be made to the change proposal to make it better?

What issues need to be addressed with the congregation in light of the responses?

### Phase Three: Second Constituency Presentation

- Let them know the team has reviewed and considered the responses.
- Address the pertinent issues raised. (Remind them of the cost of not changing.)
- Inform of changes and the *final* proposed change.
- Option: If the situation is very explosive, utilize a point/counterpoint format. (Present the written objection and then the written response.) Also address any issue that may have been overlooked earlier.
- Phase One and Two may need to be repeated, depending on the issues raised.

### Phase Four: Straw Poll/Survey

Insert a survey in the bulletin on Sunday morning (or Survey Monkey) giving a wide range of responses. Example:

- I am in total agreement with the proposed change.
- I believe the proposed change to be a good idea.
- It doesn't matter to me.
- I believe a change is needed, but not this particular solution (suggestion: \_\_\_\_\_).
- I do not support the proposed change but will support the will of the majority.
- I do not support the proposed change and will leave this church if it is adopted.

### Phase Five: Final Decision by the Leadership Team—Pass or Defeat.

Phase Six: Assurance—Assure the people that the change will be reevaluated after a sufficient time period for success.

Goals:

- Response needs to be measurable rather than just emotional.
- Use visuals.
- Leave the room for various outcomes.

- Create a common base of understanding and purpose.
- Promote constructive dialogue.
- Promote Christian responses.

*Note: Any manual requirements for change should be followed.*

*Note: In developing your plan for initiating change, a time line should also be developed.*

## APPENDIX 11

# Moving College Governance from Good to Great

1. Great institutions have Great Boards. Great Boards require board-oriented presidents. These boards and presidents do not compete, but have separate, complementary roles and function as partners in a trust relationship.
2. A Great Board adopts a powerful God-honoring mission which leads to changed lives, articulates the values and strategies to accomplish that mission, agrees on the major strategic goals, then identifies how to monitor/assess progress, changing as necessary.
3. A Great Board selects a president who is equipped to advance the mission within board policy parameters. Then the board governs in ways that support, fairly compensate, annually evaluate and, if necessary, terminate the president, always with the best interests of the college or university in mind.
4. A Great Board elects a chair who is able and willing to manage the board to maintain the integrity of the structure, process and protocols which the whole board has determined is best, leaving campus administration to the president who leads within board policies.
5. A Great Board defines the criteria for trustees, then selects, orients, trains, evaluates and rewards board service for those who collectively set board policies and, individually, give time, talent and treasure to the institution as volunteers totally committed to its mission.

6. A Great Board welcomes administration's input in formulating policies that the board adopts and documents in an organized, written Board Policies Manual of 15-20 pages, plus a few attachments, which is improved at every meeting as the board learns and adjusts based on monitoring data it defines and expects from the administration.
7. A Great Board often organizes itself into committees or task forces, which speak to the board, not for the board and which do board-related work rather than oversee or advise administrators on their work. Policy recommendations are their end product.
8. A Great Board insists on great meetings that include relevant information in advance, time for fellowship and learning, and agendas focused on improving board policies. Oral reports are limited in order to allow 20-30% of the plenary meeting times for board dialogue among the trustees on significant issues.
9. A Great Board insists on accountability through observance of the law; legal, financial and program audits; avoidance of conflicts of interest; adherence to board protocols; evaluation of the board as a whole and of individual trustees; and appropriate transparency with its stakeholders.
10. A Great Board is intentional in the pursuit of excellence. Trustees are forward-looking, always learning more about higher education, focusing on outcomes/results. They discipline themselves and they change. They recognize, appreciate, and enjoy the process of governance!

Robert C. Andringa, Ph.D.

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