

The Graduate School of International Baptist College
ED 586: Institutional Advancement and Effectiveness
Summer 2009; Dr. Jerry C. Tetreau, Chancellor;

COURSE TITLE:

Ed 586 Institutional Advancement and Effectiveness

COURSE DESCRIPTION:

A study of the art and science of development and effectiveness including operational and long-term planning and comprehensive assessment.

RATIONALE:

Paul's prayer for the Philippians showed he longed for them to be committed to excellence. (9) *And this I pray, that your love may abound yet more and more in knowledge and in all judgment;* (10) *That ye may approve things that are excellent; that ye may be sincere and without offence till the day of Christ;* Philippians 1:9 and 10. God and His work are worthy of excellence. Here is a course committed to helping men and women to be more effective in their ministry.

OBJECTIVES:

Educational outcomes are given in three domains: cognitive, affective, and psychomotor.

1. The student will demonstrate knowledge of the importance of building positive relationships by identifying its biblical-theological basis. (Cognitive)
2. The student will demonstrate knowledge of the recurring cycle of assessment and planning to avoid disconnect between these basic areas of institutional effectiveness by written statement. (Cognitive)
3. The student will demonstrate knowledge of the components of the OST framework for planning by successfully passing an objective test. (Cognitive)
4. The student will demonstrate knowledge of the five areas of management by a drafting a summary paper: POSLC
5. The student will demonstrate understanding of the importance of a case statement by creating and improving one that accurately reflects their organization's mission. (Cognitive)
6. The student will demonstrate knowledge of the use of high-level objectives by developing a introductory comprehensive assessment program. (Cognitive)
7. The student will develop an appreciation for excellence by written testimony of their commitment to developing right relationships, planning, and assessment. (Affective)
8. The student will demonstrate skill in the art of effectiveness by developing an assessment instrument for one area of management. (Psychomotor)

INSTRUCTIONAL PROCEDURES AND TECHNIQUES:

The instructor will lecture, use handouts, demonstrations, class discussion, and student projects in the presentation of the course material.

MATERIALS FOR LEARNING:

(These are the required textbooks for this course. See “Bibliography” below for materials for research.)

Management, a Biblical Approach, Myron D. Rush; 2002

Ask and You Shall Receive, (Participant Manual) Kim Klein; Jossey-Bass, 2000

Selected readings from

Field Guide to Nonprofit Program Design, Marketing and Evaluation, Caerter McNamara; Authenticity Consulting, Minneapolis, 2006

CLASS SCHEDULE:

Monday, June 1

- 11:00 a.m. Introduction, course overview, management vs. leadership.
- 12:30p.m. LUNCH; this will be the time daily for our 30 minute lunch break.
- 01:00p.m. Chapters 1-3, Rush, definition of terms; OST framework to plan/assess
- 02:30 p.m. A method of biblical research, and continuation in text by Rush, 4, 5, 6

Tuesday, June 2

- 10:30 a.m. Two pyramids; the holistic method in Gen. 1, 2, and Rush 7-9
- 11:30a.m. Rush continued, chapters 10 and 11, and Bible Overview
- 01:00 p.m. Rush 12, 13, a look at wisdom and discernment, Psalm 119, and Proverbs
- 02:30 p.m. Rush 14-15, IBC’s “Future-Five Plan,” and Assessment Manual
- 03:45 p.m. Finish discussion of Rush and overview of readings in McNamara

Wednesday, June 3

- 10:30 a.m. McNamara, job descriptions, and the *One-Minute Manager*.
- 11:30 a.m. Accepting Correction, Leviticus 26. The LRP and high-level objectives.
- 01:00 p.m. Kline, chapter 1, “Who gives, and why?” Assessment and IBC objectives.
- 02:30 p.m. Kline, session 2, “What do you think about money?”
- 03:45 p.m. Kline, session 3, “What you need before you begin raising money.”

Thursday, June 4

- 10:30 a.m. Kline, session 4, “Completing the case statement”
- 11:30 a.m. Kline, session 5, “The role of volunteers in fundraising”
- 01:00 p.m. Kline, session 6, “Overview of fundraising strategies and their uses”
- 02:30 p.m. Kline, session 7, “Special events”
- 03:45 p.m. Kline, session 8, “The wide world of mail”

Friday, June 5

- 10:30 a.m. Kline, session 9, “The direct mail package”
- 11:30 a.m. Kline, session 10, “Judicious use of the telephone”
- 01:00 p.m. Kline, session 11, “Planning major gifts campaigns”
- 02:30 p.m. Kline, session 12, “Approaching prospects for a major gift”
- 03:45 p.m. Capstone session

RESEARCH AND REPORT PROJECT:

The student will write a 5 to 7 page paper on a topic approved in advance by the instructor. The paper will address an area related to developing relationships, planning, or assessment. A minimum of five resources will be used, not more than two of them from internet research. A copy of the paper shall be made and given to each fellow student.

Some possible ideas follow:

1. Writing creative thank you letters to cultivate repeated support.
2. The importance of hospitality in building relationships.
3. The enlistment and retention of volunteers in ministry.
4. A plan to use a resource book in the development of increased ministry support, example:
 - a. *The Treasure Principle* by Randy Alcorn
 - b. *Splitting Heirs* by Ron Blue
 - c. *Money, Possessions, and Eternity* by Randy Alcorn
5. Developing a comprehensive assessment program for increased ministry effectiveness
 - a. Performance appraisal of a staff member and at least four additional areas.
 - b. The use of scripture in evaluation including such verses as I Cor. 11:31; Gal. 6:1
6. Making the ask.

BIBLIOGRAPHY (FOR FURTHER RESEARCH):

1. For Advancement (developing relationships to expand funding base)
 - a. The TRACS Accreditation Manual, Section G.
 - b. *All Members Are Not Equal*
 - c. *The Treasure Principle*, Randy Alcorn; Multnomah Publishers, Sisters, Oregon, 2002.
 - d. *A Biblical Theology of Material Possessions*, Gene A. Getz; Moody Press, 1990.
 - e. *Neither Poverty nor Riches*, Craig L. Blomberg; IVP, 1999.
 - f. *Money, Possessions, and Eternity*, Randy Alcorn; Tyndale House Publishers, Inc.; Wheaton, Illinois; 2003.
 - g. *Splitting Heirs*, Ron Blue; Northfield Publishing, Chicago, Illinois; 2004.
2. For Effectiveness-Planning
 - a. *Management Essentials for Christian Ministries*, Michael Anthony and James Estep; Broadman-Holman, 2005
 - b. *Advanced Strategic Planning*, Aubrey Malphurs; Baker Books, 1999.
 - c. *Strategic Planning for Nonprofit Organizations*, 2nd ed.; John Wiley and Sons, 2005.
3. For Effectiveness-Assessment
 - a. *Visionary Leadership*, Burt Nanus; Jossey-Bass, 1992.
 - b. *Managing for the Future*, Peter Drucker; Truman-Talley Books, 1992.
 - c. *A Framework for Management*, Gary Dessler; Prentice Hall, 2002.
 - d. *Presidential Leadership: Making a Difference*; James Fisher and James Koch; Oryx Press, 1996.

- e. *How to Manage an Effective Nonprofit Organization*, Michael Sand; Career Press, 2005.
- f. *How Academic Leadership Works*, Robert Birnbaum; Josey-Bass, 1992.

EVALUATION:

Equal portions for daily work, projects and quizzes, and the capstone test.

REQUIREMENTS:

Read the assignments with understanding; record and learn class notes; complete the assigned work on schedule.

MISCELLANEOUS MATTERS:**Late Work:**

Habitually being late is a sign of poor character. It is the desire of IBC to teach character as well as academic content. Thus, late work will be severely penalized. Eight to twelve points will be subtracted for each class day that an assignment is late. Any work missed because of an absence must be made up upon the student's return to class. The instructor is under no obligation to accept late work.

Tardiness and Absences:

Students who are tardy to class will receive demerits. Being tardy three times will equal one absence. Being tardy to class by more than fifteen minutes will be considered an absence. The student is permitted one absence for each credit hour without penalty. Each additional absence will reduce the student's final course grade by 2%. Being absent 25% of the classes will result in the loss of credit for the course.

Incompletes:

All course work is due at the conclusion of the semester; a student who has failed to complete the required assignments by that date will not receive credit for those assignments. If the student wishes to have additional time to complete course work, it is his responsibility to request an extension. Any such requests must be submitted before the conclusion of the semester. The absolute deadline for late work, even with extensions, is 21 class days after the final day of the semester. No instructor is ever obligated to grant an extension.

Spelling:

The failure to edit one's spelling is a poor reflection upon the student, the school attended, and ultimately upon the Lord. Thus, each misspelled word on formal papers or projects will result in the reduction of the final grade for that assignment.

Papers:

All academic papers are to follow the International Baptist College Format and Style Guide attached below. Individual professors have the right to deviate from this guide where they deem necessary.

Note:

The instructor reserves the right to alter the course syllabus, schedule, or assignments at his or her discretion.