Missionary Leadership

Susan Rodriguez

1 Timothy 3 & Titus 1

DOs	DONTs
Temperate; sober-minded	Not prone to drunkenness
Loyal to spouse; Family life in order	Not quick tempered
Hospitable	Not violent
Able to teach	Not greedy
Gentle	Not a novice
Good reputation	
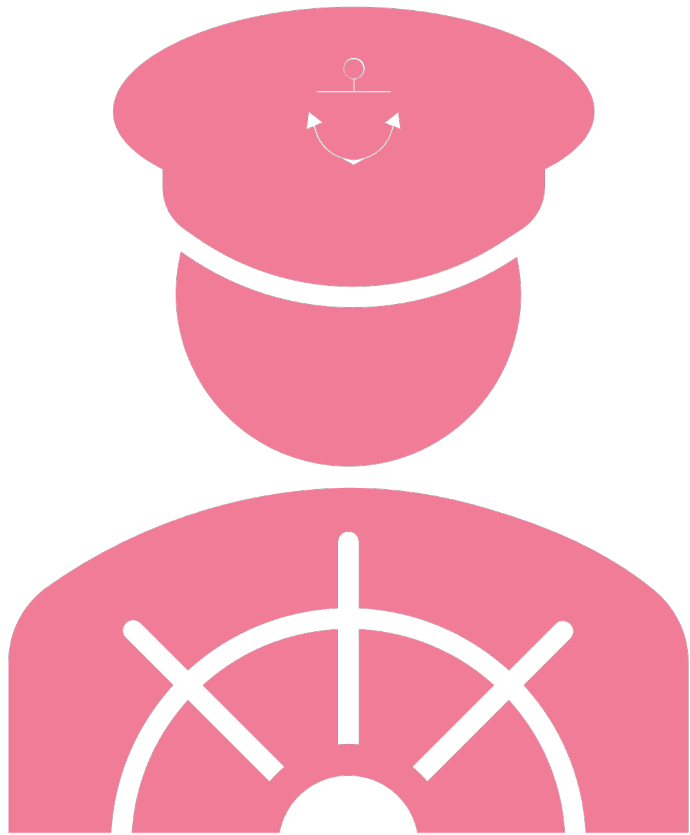
Leadership in Missions

- Studies in Leadership – purpose for improvement

- Not all styles or theories apply to every situation/culture

1. Missionary leaders must focus on both the task and relationships.

- Missionary tasks:
  - Contribute to the Great Commission
  - Making disciples
  - Forming communities of Christ followers
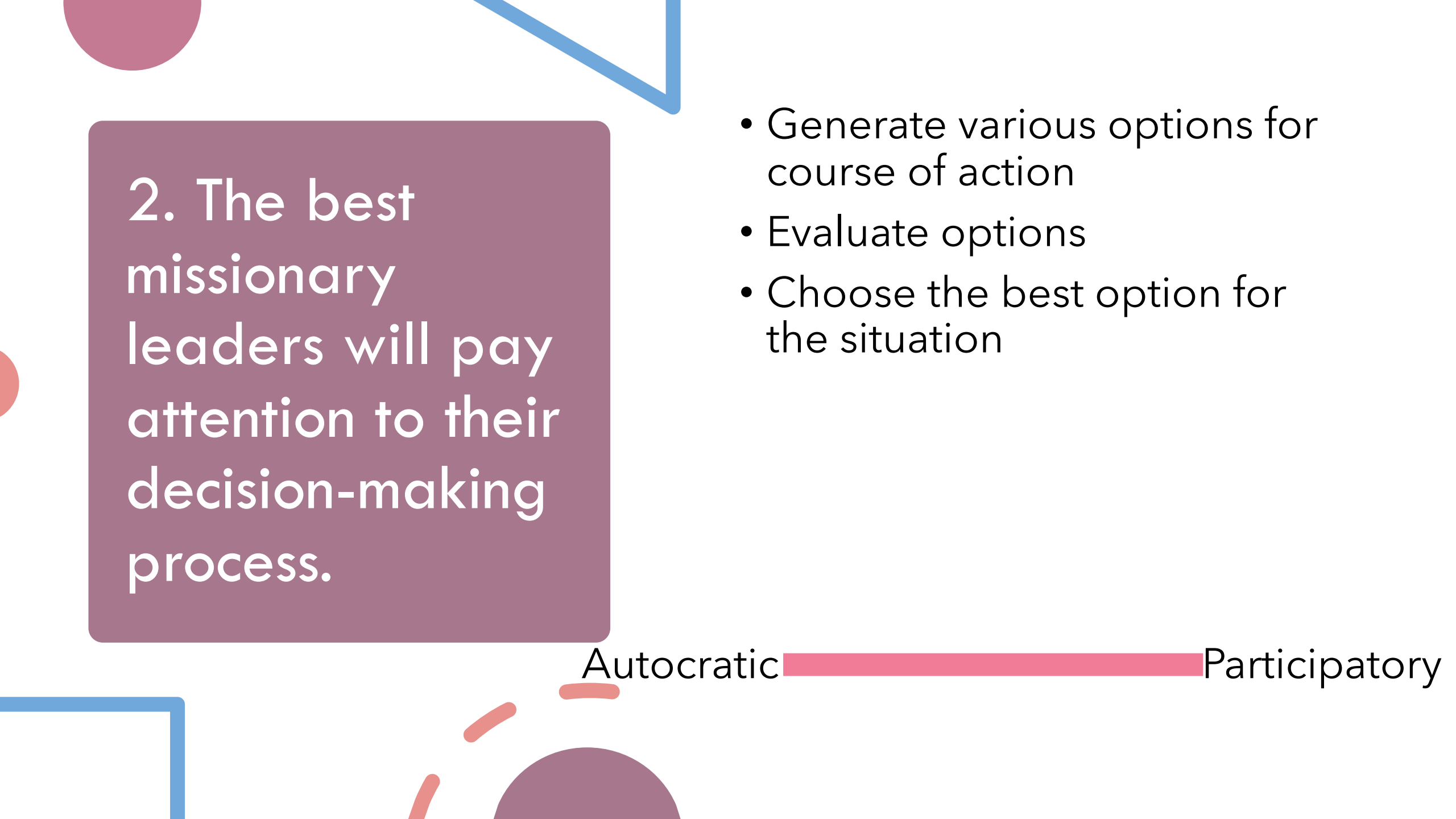 - Training others
  - Social work

Tasks & Relationships

Great Commission

Church

Children's Program

- Teach the basics of the faith
- Teacher training
- People's needs, feelings, hopes, and aspirations
- Love is at the center of the Gospel

2. The best missionary leaders will pay attention to their decision-making process.

- Generate various options for course of action
- Evaluate options
- Choose the best option for the situation

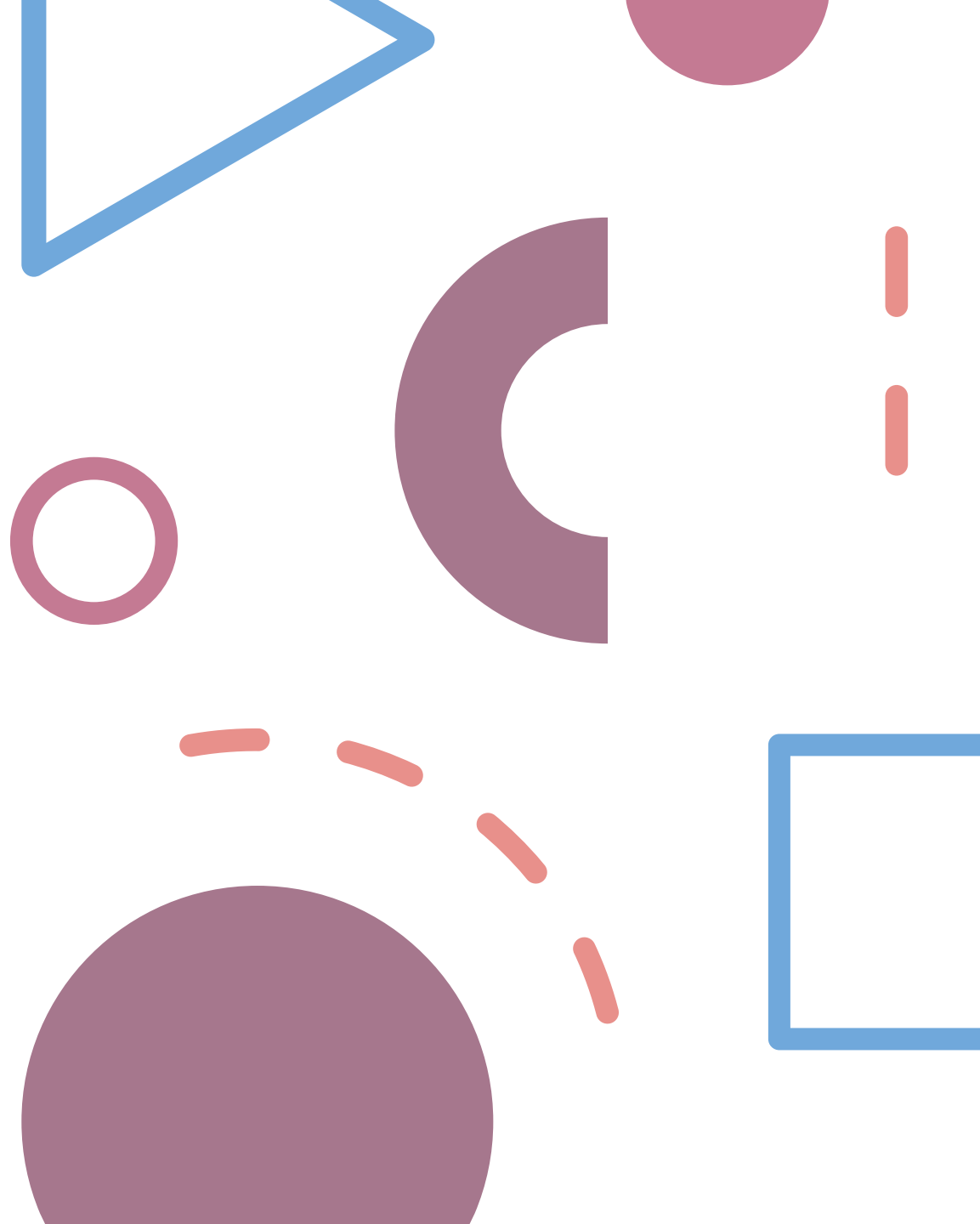Autocratic ━━━━━━━━━━━━ Participatory

3. Effective missionary leaders set goals and monitor their achievement.

- Monitor the performance of everyone in the group.
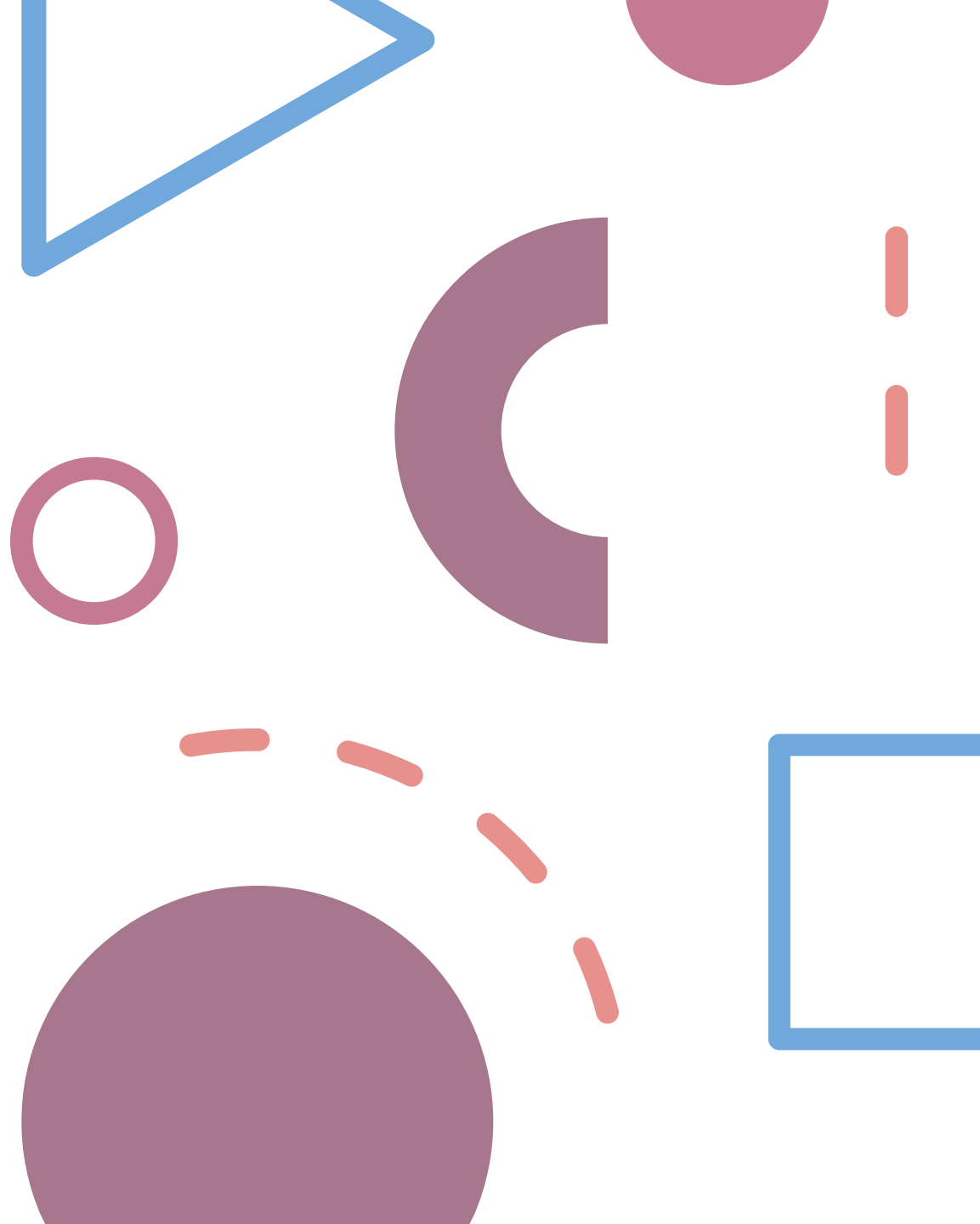- Give feedback
- Set goals

Feedback

- If no one expresses an interest in the quality of their work, the quality may go down since it does not seem important to anyone.
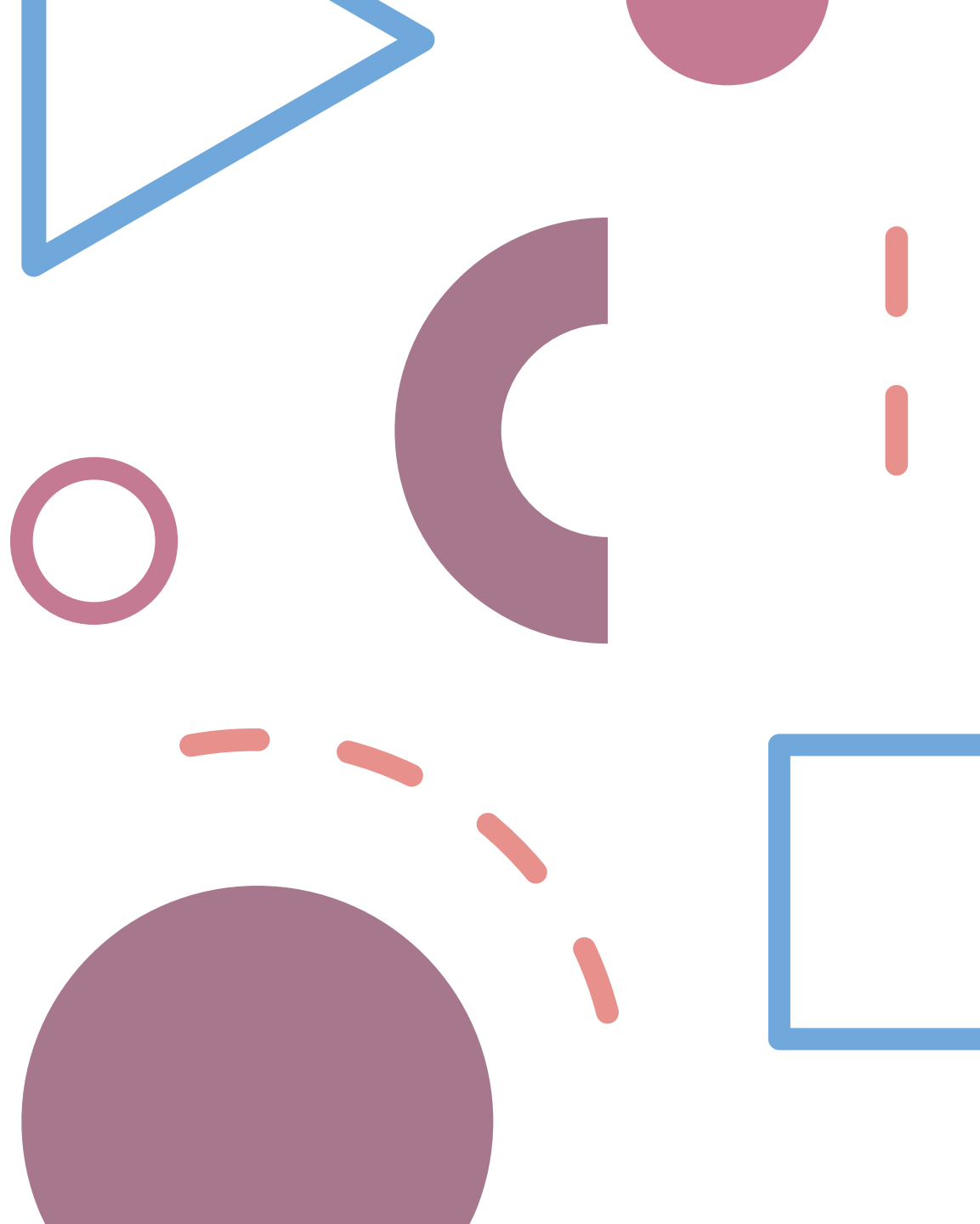
Feedback

- If there is a lack of knowledge and technique, the work will be of lower quality than it should be.
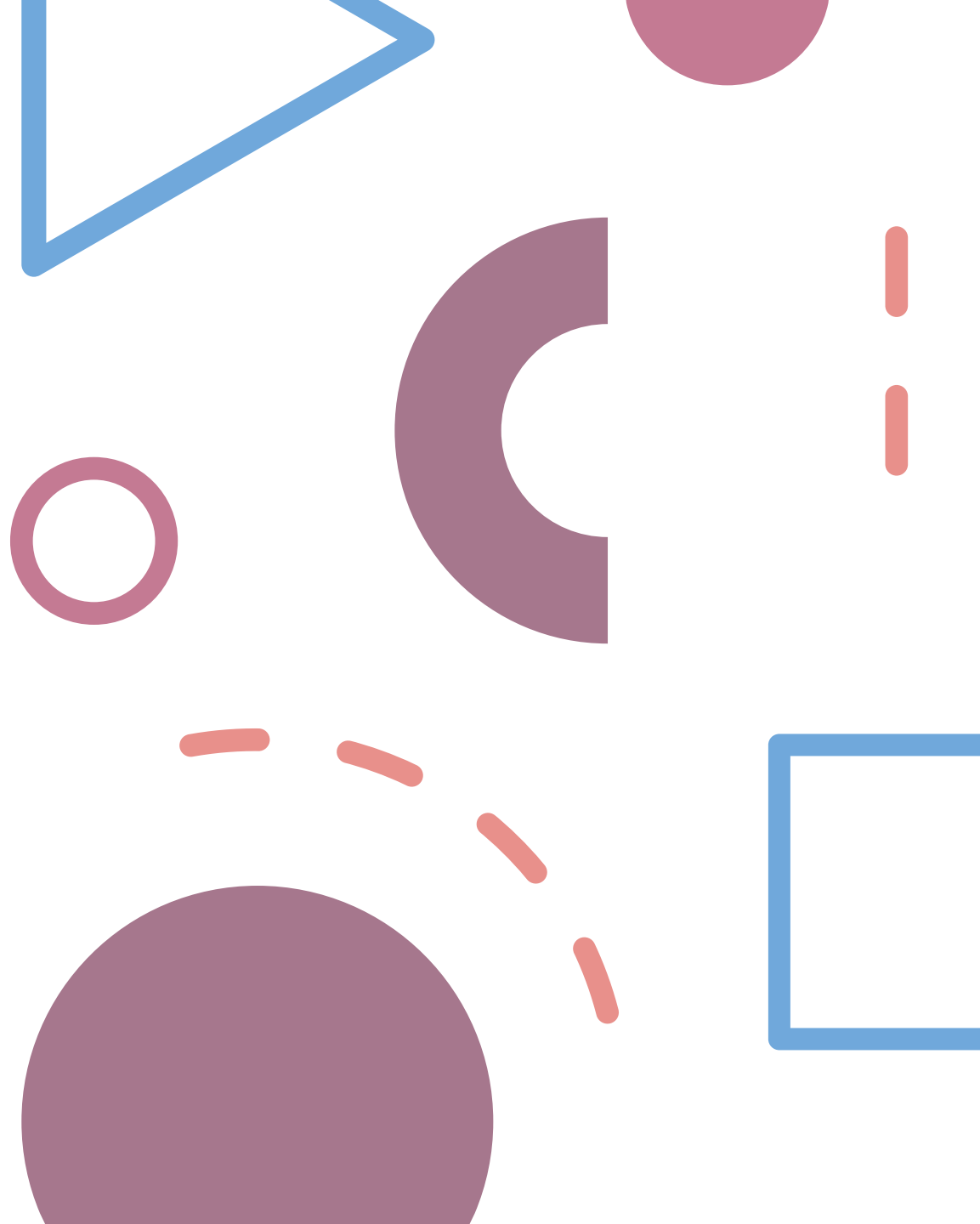
Feedback

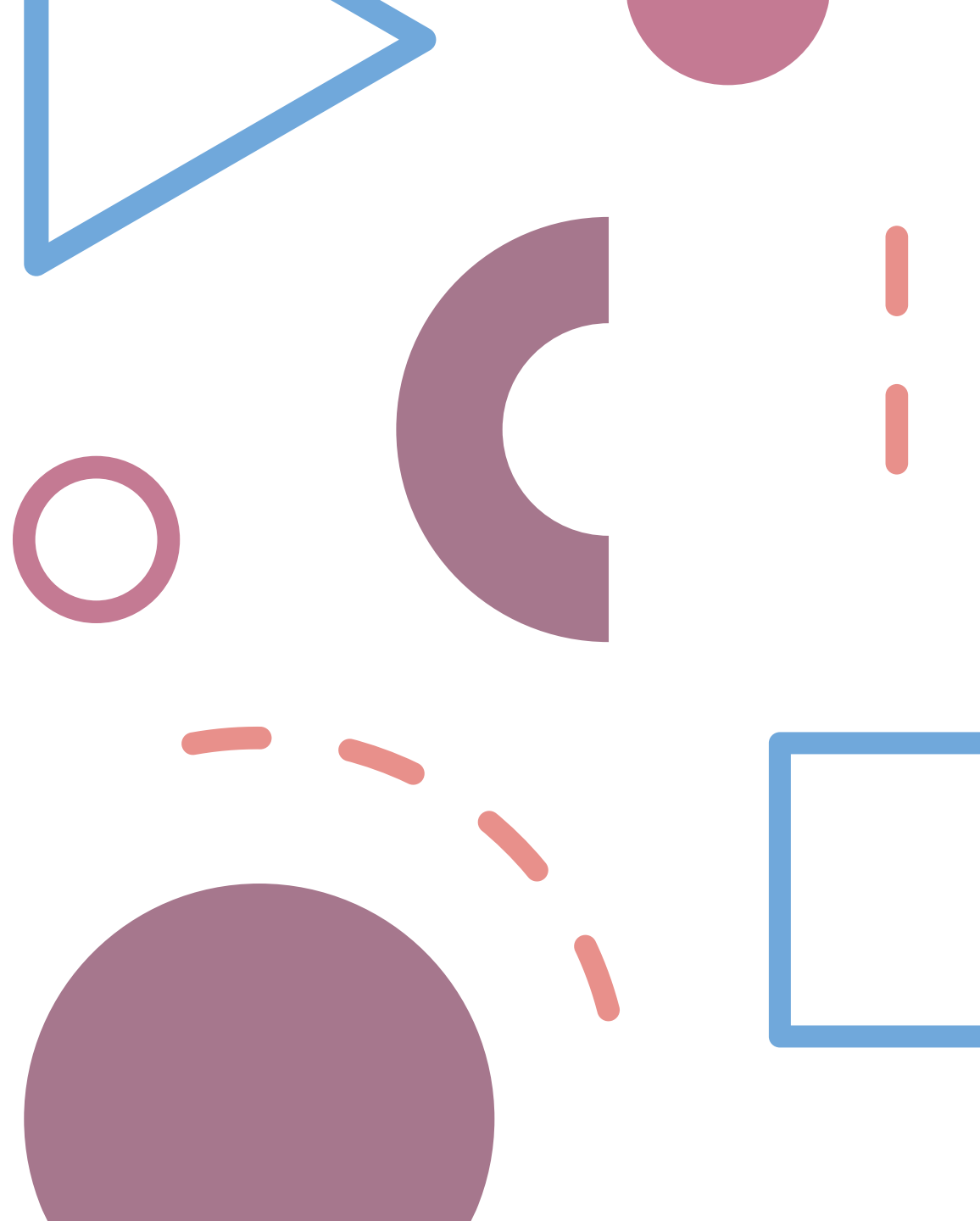- If it is not understood that the quality could be better, it is unlikely to improve.

Feedback

- Feedback should be supportive and constructive
- Requires warmth, empathy and a desire learn and understand

Goal Setting

- Motivates hard work and creativity
- Influences how time will be spent
- Influences the effort level
- Persistence when confronted with obstacles

Goal Setting

- Should align with overarching goals of organization
- Specific and measurable
- Challenging, yet realistic
- Focus on missionary behavior
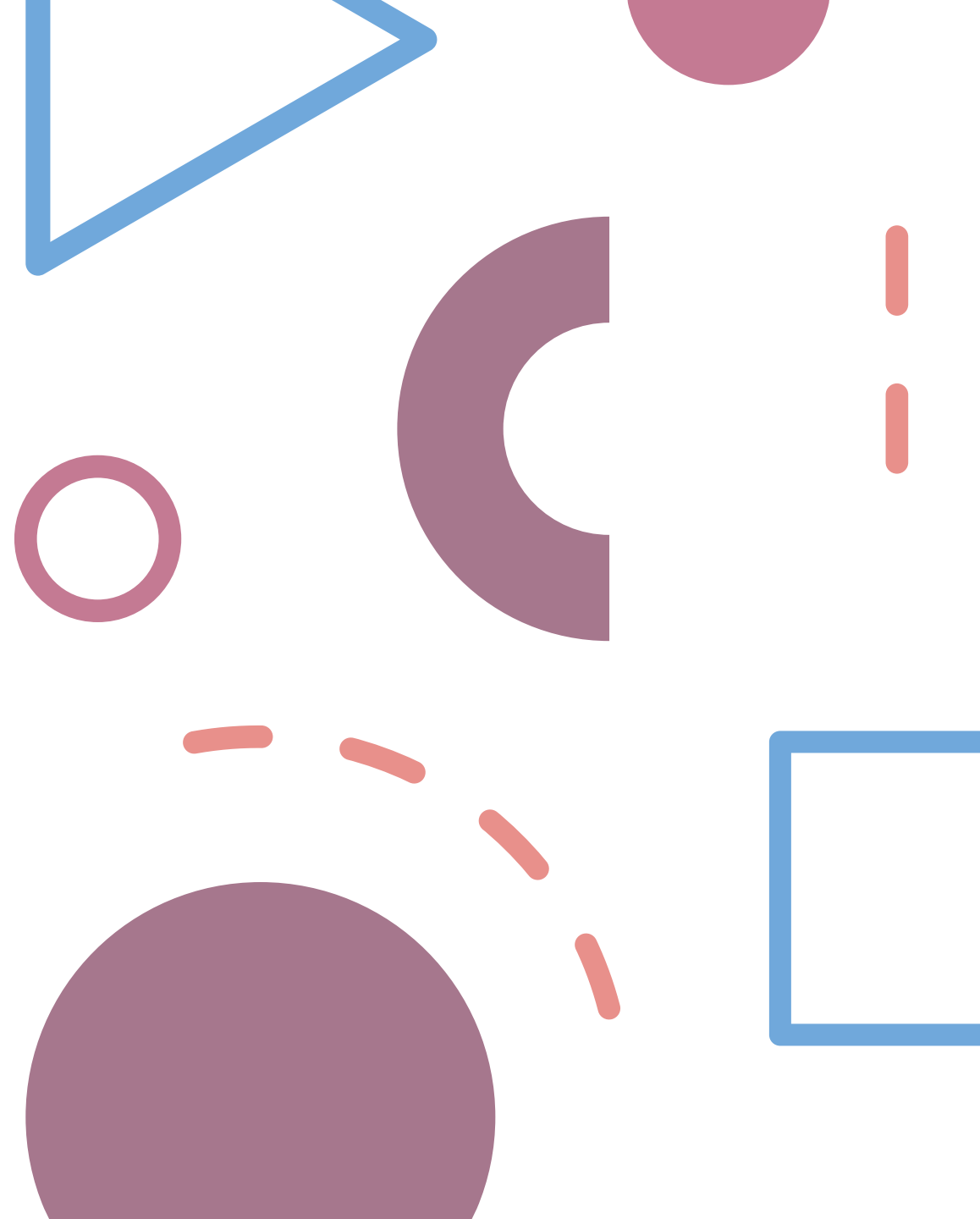
4. The most effective missionary leaders delegate appropriately and use delegation as a form of training.

- **Power-sharing process** - occurs when a missionary gives the responsibility and power to a person to make decisions previously made by the missionary

- Delegation is a biblical theme
  - Jethro encouraged Moses to delegate legal issues to *capable* leaders (Ex. 18:17-26)
  - Paul delegated Titus to appoint elders in Crete (Titus 1:5)

Reasons for Missionary Delegation

Opportunity to develop skills in others

- Additional time will be needed to train
- Monitor progress
- Provide feedback

Enables some problems to be dealt with more quickly

Delegation can save time for missionaries if they feel overloaded

Reasons <u>Not</u> to Delegate

- Should **<u>not</u>** delegate when:

  - **Person does not have the quality relationship with stakeholders**
    - Should help the person develop these relationships

  - **When the task is too difficult for the person**
    - Should not be given responsibilities that require abilities they do not possess.
    - Instead, given tasks that are progressively more difficult until they can or they have reached their limit

5. Successful missionary leaders are flexible and willing to change.

- Be able and willing to change when necessary
  - Changes can be <u>internal</u> or <u>external</u>

- Categories of Leader Behavior:
  - Task-related behavior
  - Relationship-related behavior
  - Change-related behavior
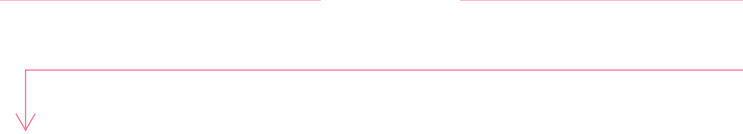
Change-Oriented Missionary Leaders

- Study other Christian leaders who are success to learn and apply if aids in the achievement of one's goals

- Look for opportunities for change and growth among followers

- Understand people's strengths and seek to build upon them

- Recognize and develop emerging leaders

- Provide opportunities to maximize spiritual growth and develop their skills

eLeadership & COVID-19

Purpose of the book

- "…to equip and empower researchers, governments, health officials, policy makers, and stakeholders with the broad understanding needed to enhance the quality of online teaching and learning in higher education as set forth by the COVID-19 pandemic."

Organization of the Book

Section 1

- Ch. 2 –Course Design
- Ch. 3 – Role of Social Media
- Ch. 4 – Synchronous tools (video conferencing, live chat)
- Ch. 5 – Challenges at home and with tools
- Ch. 6 – Effectiveness of authentic assessments

Section 2

- Ch. 7 – Use of Social Media for a sense of belonging
- Ch. 8 - Meaningful social interaction with faculty
- Ch. 9 – Expansion of online learning for underserved populations
- Ch. 10 – ICTs and further social exclusion
- Ch. 11 – Student difficulties in the shift to online learning

Section 3

- Ch. 12 – COVID-19 as a catalyst for disruption in Higher Ed
- Ch. 13 – Autoethnography implications
- Ch. 14 – Paradigm shift of liberal education
- Ch. 15 - Examination of mainstream online learning and its future implications
- Ch. 16 – Impact on Teacher Education
- Ch. 17 – Diffusion Innovation theory

Questions to Consider

- How do scholars, policy makers, and practitioners move from talking head to active learning remotely?

- How do they make learning valuable and successful when teaching virtually?

- How do they proactively engage faculty, staff, students, and alumni with the goal of building and sustaining authentic relationships online?

- How do they best support their students with plans for intercultural learning and study abroad virtually?

- And how do they redesign and deliver remote courses that emphasize field-based and experiential learning?

The Pandemic

Online and distance education has surged since early 2020

Left Higher Ed with several challenges:

- Unclear recruitment priorities
- Severe financial constraints
- Collaborating and cooperating with new partners (technology and philanthropic)
- Complexity of digitalization

The Pandemic

- According to International Association of Universities:
  - 2/3 of the responding institutions replaced classroom teaching with distance learning

- In the US, the American Council on Education reported 55% of the 268 colleges/universities, will be predominantly online with some in-person instruction (2021 Spring semester)

Challenges

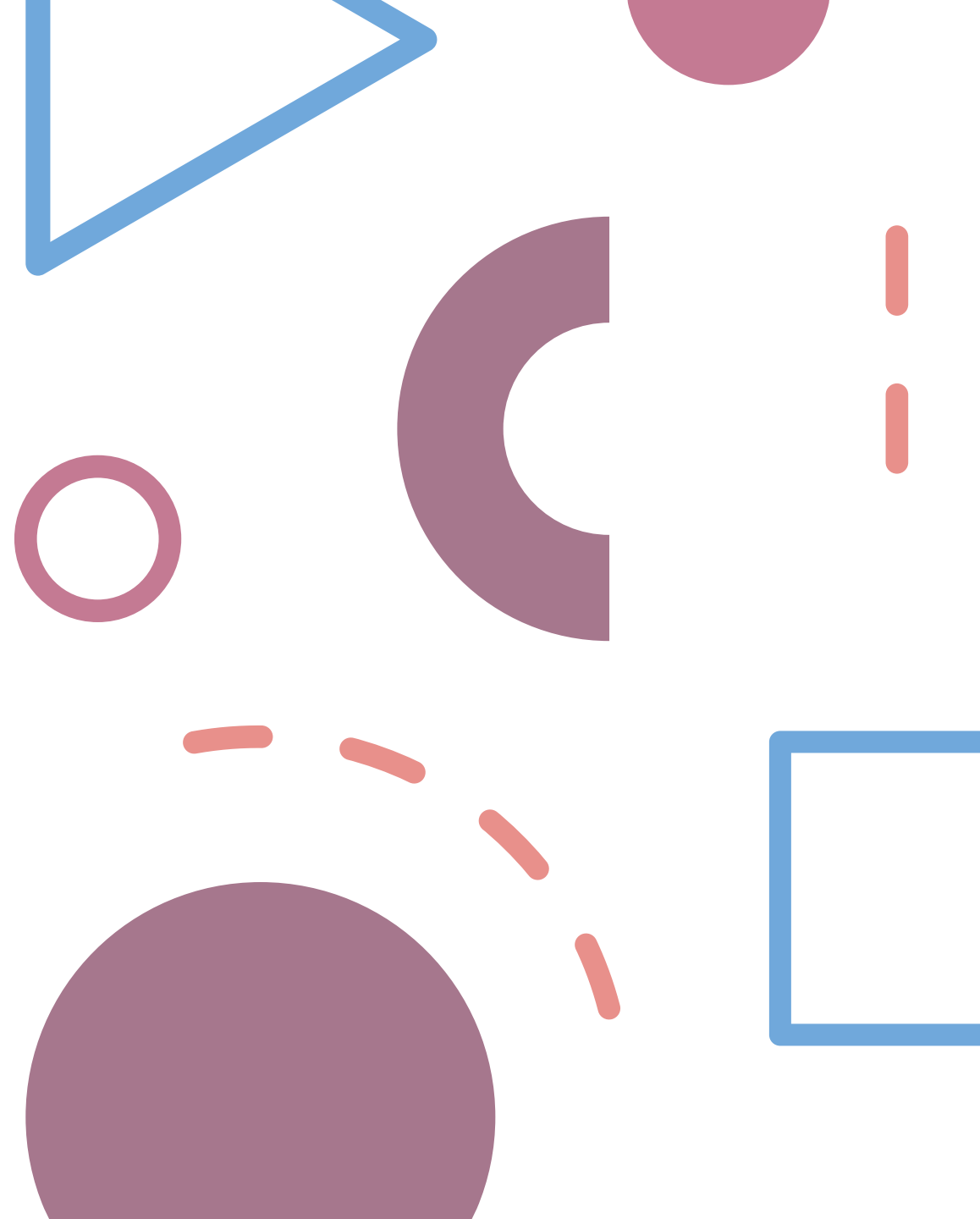Navigating video conferencing (Google Meet, Zoom, etc.)

Learning Management Systems (Canvas, Blackboard, Moodle, etc.)

Few studies to show the role of distance education in shaping accessible learning (from the past decade)

Less studies showing the impacts of COVID-19 on student success

Challenges

- Forced reliability on technology
- Widened the digital gap
- Economic/structural inequalities regarding technology access to especially vulnerable populations:
  - Rural children
  - Families of color
  - Students with disabilities
  - Students of refugee status

Higher Ed

- Many changes:
  - Teaching styles
  - Research processes
  - Collaborative relationships

IN PERSON → **ONLINE/REMOTE/HYBRID**

Higher Ed (outside of US)

- Consider low- and middle-income countries
  - 3 Challenges (IAU):
    - Technical infrastructure and accessibility
    - Distance learning competencies and pedagogies
    - The Field of study
    - Resistance from faculty due to lack of exposure & extra time needed to prepare (esp. 10+ years of experience)

Other Challenges

Both students and faculty report the inferiority of online learning vs. face-to-face instruction

Student satisfaction and motivation are suffering

Increased workload (without compensation)

Limited resources available to faculty to support online instruction

Solutions

- Redirect resources for:
  - Ensure equitable access and support for as many students as possible
  - Professional development opportunities
- Meet student communication needs and how they are taught (distance learning)
- Implementation of new pedagogical approaches and practices

Opportunities

- Teach responsible citizenship
- Learn to adapt
- Integrate new learning skills/competencies
- Reach underserved student populations
- Offer joint/dual degrees (more collaboration)
- Teach collectively
- Research collaboratively

KEY COMPONENT TO ONLINE LEARNING

FACULTY TRAINING