

REAL CHANGE LEADERSHIP IN TWENTY-FIRST CENTURY MISSIONS CONTEXT

Wayne Cagle

1. Introduction

Jon R. Katzenbach in *Real Change Leadership* (Katzenbach 1995) defines what is meant by major change as situations in which corporate performance requires people throughout an organization to learn new behaviors and skills. These new skills promote better and better performance in shorter and shorter time frames. Positive major change focuses on growth, innovation and skill development of people. Real change leadership requires that change is people intensive and performance oriented.

Common characteristics of real change leadership include, commitment to a better way, courage to challenge existing power bases and norms, and the care of the people in the organization, how they are treated and enabled to perform. (Katzenbach 1995).

Real change leadership can be found in various kinds of leadership teams and corporate headquarters leadership and management. Katzenbach's definition of real change leadership is:

The process whereby individuals who lead initiatives that influence dozens to hundreds of others to perform differently—and better—by applying multiple leadership and change approaches (Katzenbach 1995).

Real change leadership is different from mid-level managing of the past. Those involved are younger, diverse in gender and race and dress more casually. They are willing to do more real work and not just delegate.

They are willing to make decisions that go beyond their comfort zone and could put their careers at risk. They work with, through, and around those above them. They believe they have the skill sets to survive beyond their current situation. They desire to get the most out of everyone and focus on emotions and feelings as well as facts and analysis. The basic mind-set for the real change leader is: do it, fix it, try it, change it, and try again, because no one person knows best. He desires to get the best from those working with him. He believes that people are the critical resource. He believes in accountability. He believes that personal growth and satisfied team members are more important than promotions and numbers (Katzenbach 1995). According to Katzenbach, there are some assumptions that real change leadership must discard, such as "a few good men" can determine what is best for all, climbing up in the hierarchy for reward and security, and leveraging your time by delegating and directing other people to increase your achievements (Katzenbach 1995).

Real change leadership invests time in groups or in one-on-one meetings to develop the leadership capacities of others. There are several important aspects of real change leadership that I want to deal with in this presentation. The first is Team Building.

2. Team Building

2.1 Definitions and Characteristics of Effective Teams

Jon Katzenbach and Douglas Smith in their book, *The Wisdom of Teams*, give a definition of a team:

A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable (Katzenbach & Smith 1993).

Teams are able to accomplish much more with their combined efforts than the abilities of individual team members alone. Katzenbach and Smith draw the distinction that teamwork and teams are not the same. Performance is the main objective of a team, and the team becomes the means, not the end (Katzenbach & Smith 1993). They also draw a distinction between a working group and a team. The distinction, again, is on performance. A working group relies on individual contributions for group performance; whereas, a team produces far more than what individual members could achieve alone in their individual roles. Working groups thrive in hierarchical

structures where they come together to share information, perspectives, insights, trying to help each person do his/her job better. The emphasis is always on individual performance goals and accountability, and members do not take responsibility for results other than their own. Nor do they try to develop larger contributions based on working together. A team has a clear purpose and common goals of performance. Teams require individual and mutual accountability, and therefore, greater risks as peers take responsibility for each other. Real teams require trust, interdependence, mutual accountability and hard work (Katzenbach & Smith 1993).

Glenn Parker in *Team Players and Teamwork*, gives his definition of a team:

A team is a group of people with a high degree of interdependence geared toward the achievement of a goal or completion of a task...they agree on a goal and agree that the only way to achieve the goal is to work together (Parker 1990).

Parker describes the effective team in terms of having an informal, comfortable atmosphere, allowing all to participate in discussions where members listen to each other, most decisions are reached by consensus—everyone in general agreement with allowance for disagreement, but with comfort—no sign of avoiding conflict. There will also be the freedom to express ideas, feelings, or problems of the group's operation with clear assignments made and accepted and very little struggle for power. In effective teams, the chairperson does not dominate—group does not overly defer to him/her and leadership shifts from time-to-time depending on issues. (Parker 1990).

According to Parker, the wave of the future in teamwork is in teams composed of people from different work areas. These are the most difficult teams to build, but the results are potentially greater than from teams in a single work area (Parker 1990). We find this encouraging because these are the types of teams we are a part of in our theological and ministry training institutions.

2.2 Team-Player Styles

Parker has developed four types or styles of team players. Each style contributes to the success of the team, but in different ways. This means that each person has the ability to be an effective team player and must be valued for his/her contribution. Here are the four styles:

- 1.) A Contributor: He is a task-oriented team member. He provides the team with good technical information and data.

He pushes the team to set high performance standards while using resources wisely. A person's expertise is usually the main reason he is hired and promoted. Therefore, to share the very thing that determines his value means he is making a significant contribution as a team player. A contributor desires to see a task successfully completed. He can become impatient with other team members who are not as task oriented. He is dependable, responsible, organized and efficient. The negative aspects of this team player are that he can be data-bound, uncreative, shortsighted, compulsive and a perfectionist.

- 2.) A Collaborator: She is a goal-directed team member. She sees the vision and ultimate goal. She constantly reminds the team to stay on track and stays focused on the goal. Her commitment is to the team goals. She sees the big picture as well as the current task and how it fits into the larger context. She helps the team clarify its immediate task. As a committed team player, the collaborator is willing to work toward goals and complete tasks even though she may not agree with them. She is cooperative, flexible, confident, conceptual, open, visionary and imaginative. The negative aspects of this team player are that she can be overcommitted, insensitive, over-involved, and overambitious.
- 3.) A Communicator: He is the team member who gives emphasis to team process—how the team will complete its tasks and reach its goals. He is the interpersonal “glue” that helps the team to function effectively. He helps create a positive climate by helping people on the team get to know and feel comfortable with each other and work together. Communicators encourage others to participate. Listening, communicating, disagreeing, processing are all parts of teamwork. The communicator is a catalyst who facilitates the team. He has a “can-do” attitude. He is described as an energy-giver and he spreads that energy to other team players. He is supportive, encouraging, relaxed, tactful, helpful, friendly, patient and spontaneous. The negative aspects of this team player are that he can be aimless, placating, impractical and manipulative.
- 4.) A Challenger: She is willing to be candid, open, and honest in order to preserve the direction of the team. She may appear to be a negative member of the team since she expresses opposition to prevailing thinking and even opposition to the team leader. But the effective challenger opposes team

direction when it is for the good of the team. The culture of many organizations discourages the expression of negative views, but speaking out can be an indication of a team player's strength. She is willing to disagree for the team's benefit. Often she will make other team members feel uncomfortable. She pushes the team to be more creative, to not be bound by the past or other restrictions. She asks the team to set aside the negative phrases such as, “That's not our job,” “We tried that last year,” “It's not in the budget,” “The boss won't buy it.” The mark of an effective challenger is knowing when to stop pushing. When all the issues have been discussed and genuine agreement reached, the challenger supports the consensus and works toward its implementation. She is candid, ethical, questioning, honest, truthful, outspoken, adventurous and brave. The negative aspects of this team player are that she can be rigid, arrogant, self-righteous, contentious and nit-picking (Parker 1990).

3. Empowerment

Let us take a look at Warren Bennis' definition for empowerment:

Empowerment means removing bureaucratic boundaries that box people in and keep them from making the most effective use of all of their skills, experiences, and energies. It means allowing them to develop ownership over parts of the process that are uniquely their responsibility, while at the same time demanding that they accept a share of the broader responsibility and ownership of the whole process (Ming 1999).

Blanchard, Carlos and Randolph in *Empowerment Takes More Than a Minute*, stress that empowerment starts with the belief system of top management and has a sense of ownership at its core. Empowerment is a values-driven issue and unless it starts at the top, it's going nowhere. According to these authors, people already possess power through their knowledge and motivation. Empowerment is simply letting this power out! Rather than leaders becoming fearful of loss of power as they empower others, their job simply changes. Rather than a leader directing, controlling and supervising, he instead coordinates efforts, acquires resources, does strategic planning, coaches and helps people become more effective. “Now you work for them rather than them working for you” (Blanchard, Carlos, and Randolph 1996).

They give three keys to empowerment. The first key is to share information with everyone. Sharing sensitive information is a way to show people that you trust them, and trust is crucial for empowerment. The second key is to create autonomy through boundaries. These boundaries are the values, goals and organizational systems of an organization. Each person can then see his role in the overall vision and goals. When everyone can see the big picture, then each person can define the little picture which fits into the big picture. Each person can feel that his contribution is valuable and the vision becomes alive. Procedures become streamlined, values are clear, and decision making is easier. The third key is to replace the hierarchy with self-directed teams. Each one participates in planning, performing and managing the work. Teams function in the way that only managers did in the past and do them better. Managers become facilitators, coaches and trainers. People work as associates with the opportunity to utilize their abilities, grow, develop and become all that they can be. And the organization becomes all it can be as well (Blanchard, Carlos, and Randolph 1996).

3.1 The value of Missions Statements

Mission statements record the overall purpose of an organization or ministry. It is the "big picture" (Barna 1996). Mission is the reason for being. According to Peter M. Senge in *Leader to Leader*, a truly motivating organization has a mission that will never fully be achieved. The mission gives direction and tells why people are working together and how they will contribute to the world. Mission is the true source of power in an organization. Being truly mission-based means that the mission is more important than the leader (Hesselbein and Cohen 1999).

An effective vision must be easy to communicate, and general enough to allow for individual initiative. It must be focused enough to be able to use it to guide decision-making. It must be attainable. It must appeal to leadership, employees, customers, and stockholders. It must convey a picture of what the future will look like (Kotter 1996). A mission could also be called "a great hope held in common." A mission for an organization has the power to move people to action and attracts commitment. The right mission creates meaning in the lives of those who commit to being a part of it. As Nanus points out in *Visionary Leadership*, once people buy into the mission, they become empowered to take the actions necessary to advance the mission. And they know that their actions will be highly valued and considered productive by all those who share the same dream (Nanus 1992).

Commitment, however, is not a one-time occurrence. Real change leadership strives for performance improvements based on building new

skills and attitudes. It manages with more than one approach and gets commitment from all involved. (Katzenbach 1995). This is why it is vital that middle management and top leadership need to be in communication and lead from "the same page" so they are saying the same things in harmony with the mission. Fleshing out the mission in practical ways becomes the team mission and personal mission.

As a further impetus to empowerment, each member of the organization or team can use an instrument like the "Dimensions of Leadership Profile" which will help each one to discover his/her leadership strengths and weaknesses, (there are many other good inventories that can be used as well).

Mutual accountability is an effective factor in empowerment and team building. It has many levels. It is possible on a team to have accountability if you have a servant-leader. A leader starts with strength and over time holds power and control loosely, yet holds it, and slowly releases, teaching skills, commitment and accountability. The most important function of a team leader is to help the group move through the stages of development (Ming 1999). There is a vast difference between, "the boss holds me accountable" and "we hold ourselves accountable." Without accountability as a team, there can be no team. When people do real work together toward a common objective with accountability, trust and commitment follow. Chemistry, togetherness, good communications, good feelings are all important, but it is performance which shapes teams more than anything else (Katzenbach and Smith 1993).

4. The Learning Organization

4.1 The Five Disciplines

Peter M. Senge in *The Fifth Discipline*, states that the organizations that will excel in the future will be organizations that discover how to tap people's commitment and capacity to learn at *all* levels of the organization. These organizations he refers to as "learning organizations" (Senge 1990). He uses the word "discipline" to denote the development of certain skills or competencies which are more personal in nature than the usual management disciplines such as accounting. Each discipline concerns the way a leader thinks, what he wants, how he interacts and learns from others. It is a new and innovative idea to think that organizations can be built and enhanced by developing new disciplines. Senge dedicates his book to the fifth discipline which in essence is systems thinking. These five disciplines include:

They give three keys to empowerment. The first key is to share information with everyone. Sharing sensitive information is a way to show people that you trust them, and trust is crucial for empowerment. The second key is to create autonomy through boundaries. These boundaries are the values, goals and organizational systems of an organization. Each person can then see his role in the overall vision and goals. When everyone can see the big picture, then each person can define the little picture which fits into the big picture. Each person can feel that his contribution is valuable and the vision becomes alive. Procedures become streamlined, values are clear, and decision making is easier. The third key is to replace the hierarchy with self-directed teams. Each one participates in planning, performing and managing the work. Teams function in the way that only managers did in the past and do them better. Managers become facilitators, coaches and trainers. People work as associates with the opportunity to utilize their abilities, grow, develop and become all that they can be. And the organization becomes all it can be as well (Blanchard, Carlos, and Randolph 1996).

3.1 The value of Missions Statements

Mission statements record the overall purpose of an organization or ministry. It is the "big picture" (Barna 1996). Mission is the reason for being. According to Peter M. Senge in *Leader to Leader*, a truly motivating organization has a mission that will never fully be achieved. The mission gives direction and tells why people are working together and how they will contribute to the world. Mission is the true source of power in an organization. Being truly mission-based means that the mission is more important than the leader (Hesselbein and Cohen 1999).

An effective vision must be easy to communicate, and general enough to allow for individual initiative. It must be focused enough to be able to use it to guide decision-making. It must be attainable. It must appeal to leadership, employees, customers, and stockholders. It must convey a picture of what the future will look like (Kotter 1996). A mission could also be called "a great hope held in common." A mission for an organization has the power to move people to action and attracts commitment. The right mission creates meaning in the lives of those who commit to being a part of it. As Nanus points out in *Visionary Leadership*, once people buy into the mission, they become empowered to take the actions necessary to advance the mission. And they know that their actions will be highly valued and considered productive by all those who share the same dream (Nanus 1992).

Commitment, however, is not a one-time occurrence. Real change leadership strives for performance improvements based on building new

skills and attitudes. It manages with more than one approach and gets commitment from all involved. (Katzenbach 1995). This is why it is vital that middle management and top leadership need to be in communication and lead from "the same page" so they are saying the same things in harmony with the mission. Fleshing out the mission in practical ways becomes the team mission and personal mission.

As a further impetus to empowerment, each member of the organization or team can use an instrument like the "Dimensions of Leadership Profile" which will help each one to discover his/her leadership strengths and weaknesses, (there are many other good inventories that can be used as well).

Mutual accountability is an effective factor in empowerment and team building. It has many levels. It is possible on a team to have accountability if you have a servant-leader. A leader starts with strength and over time holds power and control loosely, yet holds it, and slowly releases, teaching skills, commitment and accountability. The most important function of a team leader is to help the group move through the stages of development (Ming 1999). There is a vast difference between, "the boss holds me accountable" and "we hold ourselves accountable." Without accountability as a team, there can be no team. When people do real work together toward a common objective with accountability, trust and commitment follow. Chemistry, togetherness, good communications, good feelings are all important, but it is performance which shapes teams more than anything else (Katzenbach and Smith 1993).

4. The Learning Organization

4.1 The Five Disciplines

Peter M. Senge in *The Fifth Discipline*, states that the organizations that will excel in the future will be organizations that discover how to tap people's commitment and capacity to learn at *all* levels of the organization. These organizations he refers to as "learning organizations" (Senge 1990). He uses the word "discipline" to denote the development of certain skills or competencies which are more personal in nature than the usual management disciplines such as accounting. Each discipline concerns the way a leader thinks, what he wants, how he interacts and learns from others. It is a new and innovative idea to think that organizations can be built and enhanced by developing new disciplines. Senge dedicates his book to the fifth discipline which in essence is systems thinking. These five disciplines include:

- 5.) Personal Mastery which means a commitment to lifelong learning. A leader committed to personal mastery continually clarifies and deepens his personal vision, focusing his energies, develops patience, and sees reality objectively. Personal mastery means the leader keeps himself “up-to-speed,” to be the best in his skill. A leader accepts responsibility for developing himself. Evaluation starts with himself first before moving on to others (Ming 1999).
- 6.) Mental Models means the mental images and assumptions that influence how the leader sees the world and how he takes action. A leader must scrutinize his mental models and through interaction with others be willing to change his thinking. This calls for transition, reframing and rethinking old assumptions to gain new insights.
- 7.) Building Shared Vision means that great organizations are ones that have great goals, values and missions that have been shared throughout the organization and each person in that organization shares ownership of the united vision. An “imposed” vision will never gain the loyalty of a shared vision. People learn and commit not because they are told to, but because they want to. A leader’s personal vision that doesn’t get translated into a shared vision will never galvanize an organization. Building an organization around a charismatic leader or around crisis only succeeds temporarily. One of the keys in producing a shared vision is creating shared “pictures of the future” that will gain genuine commitment. Even a heartfelt vision cannot be dictated! Each person must have ownership.
- 8.) Team Learning—Only teams that are truly learning can produce extraordinary results as a group, as well as individual members grow more rapidly than would be possible individually. Team learning happens through the process of team building discussed earlier in this paper. Dialogue is an important tool in team learning. Defensiveness can undermine learning. Teams are the fundamental learning units in modern organizations. Unless teams learn, the organization cannot learn. Teams must learn with and from one another. Mentoring is an aspect of this and starts first within the team.
- 9.) Systems Thinking means integrating the disciplines and fusing them to become a whole in theory and practice. Instead of following fad changes or the latest innovation, systems thinking interrelates the disciplines, enhances them, and becomes greater than the sum of the parts (synergy). Vision without systems thinking can become just a nice picture of the future with no understanding of what must be mastered to move from the present to the future goals. Systems thinking needs the disciplines of personal mastery, mental models, shared vision, and team learning to realize its potential. Building shared

vision promotes commitment to the long term. Mental models focuses on the openness needed to overcome our faulty ways of seeing the world. Team learning develops the skills of groups of people to see the larger picture beyond individual perspectives. Personal mastery gives personal motivation to continually learn. Systems thinking is the heart of the learning organization (Senge 1990).

Great churches, institutions, and organizations must have leaders who see all the parts at once and how they fit. Change happens individually and corporately. We must constantly ask ourselves, “Do the parts fit?” The model has all the parts. If any part doesn’t fit, we kill it so we don’t dissipate our resources. The old paradigm in systems thinking was loyalty to the denomination, for example. The new paradigm should be a denomination with new paradigms. This means there will be multiple alliances and loyalties, but no longer exclusivity. There will be multiple networks. Our Pentecostal forefathers were more twenty-first century thinkers than we are. There were multiple outcomes they were reaching toward instead of a single hierarchy. A ministry or an organization must evaluate the parts that make it up. Do they fit? Do they make a whole? Do they fit the vision and values? Is it just a “program”? Does the ministry or organization simply wear out leaders? The five parts of a system are: labor, capital, organization, management, and customer. All are healthy until they are out-of-balance. Finances go down, management grows and becomes micro-management, policies grow to manage, customer concerns are forgotten, and the end concern is about debt (finances). We create cultures that disconnect around us (Ming 1999).

4.2 Organizational Learning Disabilities

According to Senge, organizations can have learning disabilities. Among these are the disability ideas that “I Am My Position” in which a leader confuses his own identity with his job. He doesn’t realize that his lack of interaction with others can produce disappointing results overall. “The Enemy Is Out There” is also faulty thinking. By blaming others or “them” or “the enemy” we never deal with the problems “in here” and make needed changes. “Taking Charge” can be another disability so that we are actually reactive. True proactiveness endeavors to see how we contribute to our own problems. “Fixation on Events and Crisis” where we place our energies in solving the big event or crisis detracts us from the slow, gradual processes which threaten our survival. A case in point is the illustration which became apparent about 8 years ago in which 17 out of 20 Assemblies of God churches in the United States were either at a plateau or declining (did not include ethnic, Hispanic churches). Three of the 20 churches were

growing. Two of those were growing through transfer growth from denominational churches. Only one was growing by conversion growth. What we were doing was not working. The Assemblies of God must adjust in order to fulfill the mandate of Christ.

Our busyness is another disability in that, like the “Boiled Frog,” we do not take time to reflect and pay attention to the subtle as well as the dramatic changes. The delusion of “learning from experience” is that we never directly experience the consequences of many of our important decisions. Cycles are hard to see close at hand. Unfortunately, others, years and decades later, reap the consequences of our decisions. “The Myth of the Management Team” is another disability that can delude us when we appear to be a team. Complex issues become the critical factor in proving a real team. Can difficult questions be asked? Blocking out any new understandings that seem threatening can eventually destroy us (Senge 1990).

Systems thinking is a discipline that sees wholes, interrelationships, and patterns of change. It is the conceptual cornerstone underlying learning organizational disciplines. All of the five disciplines are concerned with a shift of mind—from seeing parts to seeing wholes, from seeing people as victims of circumstances—to seeing them as participants in shaping reality, from reacting to the present—to creating the future. Systems thinking is how learning organizations think about their world. Real change leadership must adopt systems thinking. They must become coaches, mentors and skill builders, not just problem solvers.

The learning organization is a safe place for people to create visions, commit to the truth, and challenge the status quo. Traditional organizations foster management, organization and control. Learning organizations foster vision, values and mental models. The healthy organization will be able to use systems thinking to bring people together to develop mental models for facing any situation that arises (Senge 1990).

Can we use systems thinking in our educational institutions? Yes! Do the factors of geography, small numbers of personnel, multiple racial and language barriers, and lack of adequate finances need to keep us in isolation and prevent team building? No! In the natural way of thinking, it may seem quite difficult, if not impossible to use systems thinking in Asia Pacific institutions. “But with God, all things are possible” (Matthew 19:26 NIV). We need connectedness. Can we assist one another more frequently? Can we make better use of personnel? Could we remove the perceived barriers between missionary and national leadership? Could national leaders be trained to be mentors and fill the leadership opportunities left vacant by lack of missionary personnel? Are we taking full advantage of alliances

and consortiums? What steps would need to take place to bring all the parts together to truly create synergism?

4.3 Corporate Culture in Relation to Team Culture

In *Corporate Culture/Team Culture*, Sherriton and Stern endeavor to show that since an organization’s culture is its habitual way of doing things, unless organizational culture is changed, team building cannot ultimately be successful. There must be a conscious effort to assess change in the organizational culture that will in turn support teams and teamwork. The ideal for this change is from the top down, but it is also possible to have change from the middle. There needs to be a corporate change strategy which will in turn support teamwork (Sherriton and Stern 1997).

The requirements for organizational culture change to move toward team-based culture include the conscious decision to do it, a proactive planned approach, agreement and commitment, and building teams to work on culture change. There will always be organizational cultural barriers to be overcome (Sherriton and Stern 1997).

Often senior leaders feel powerless to change their environment because they feel it has to come from the CEO (President, Director, “boss”). Managers, too, underestimate their power to create change in the subculture. Regardless of position, a leader does have the power to create change in his environment. We can create change through interdependence, learning new lessons, taking a proactive instead of reactive stance on challenges, and become a model to followers of what we hope to see happen organizationally.

Leaders in organizations undergoing cultural change must manage differently. They become more collaborative, delegate more, empower their team, and reward new behaviors. Team members also share in the culture change by also being more collaborative, communicating across traditional boundaries, and by being willing to take more responsibility to become real team players. Getting past the “We’ve always done it this way” culture bog is a major achievement. The real change leader’s role in all of this, whether senior or middle manager is to: define and agree on new role and behaviors of the leadership team which will support culture change, be consistent in communication to the organization and team members on culture change and progress, monitor your own behavior and impact, be aware of your power to influence positively and negatively, and celebrate successes that link to the new culture (Sherriton and Stern 1997).

What are some ways that leaders can help people in their organizations feel the need for change and accept it more readily?

- 1.) Create a sense of dissatisfaction with the status quo by helping people own a problem—not a solution. “We’ve got a problem,” reality will help people to be open to change.
- 2.) Let people share in the planning for change and forewarn the group of coming changes. Then, begin by making small changes
- 3.) Be personable; exhibit a spirit of humility. Use the word, “we” to identify with followers.
- 4.) Win and hold their respect by being trustworthy.
- 5.) Express personal interest in others as individuals, and be honestly interested.
- 6.) Keep a sense of humor, but don’t make fun of others.
- 7.) Change is like a seed. You plant it, water it, and wait for development. Every significant Old Testament and New Testament leader was a change agent (Ming 1999).

Conclusion

Ten years ago, in a paper presented in Phuket, Thailand, I stated: ...we are in the midst of very uncertain times to say the least. We can expect more and more disasters but also some momentous fulfillments. One thing for certain is that it will not be business as usual. I believe we are somewhere between the “same game with new rules,” and the

new game with new rules.” Ross Perot said, “People cannot be managed. Inventories can be managed, but people must be led.” It doesn’t get any easier, but we must continue to find ways to lead rather than just manage (Wayne Cagle 1996).

Many of the ministry and educational opportunities we have been involved in would have been missed without vision and goal setting. Some of these came about because God dropped them in our laps. Our overall vision has never been far from our hearts and minds. All of our missionary efforts, commission work, program creation, including training and Theological education, exist to keep us on target.

There is an old Eskimo proverb, “*Only the lead dog sees the landscape.*” One of the responsibilities of leadership is to make sure we are out in front, leading, seeing the landscape, making midcourse corrections, helping to navigate turns in the road.

Ten years ago, team building did not play a very large part in our thinking. It didn’t seem practical. Now it is essential. Team building and teams have become one of the vital new paradigms of the twenty-first century. It appears that the dominant form of governance and management in our times is accountability rather than control. Bureaucracy was a

twentieth century trend. Tomorrow, it will be extinct. Today is the age of teamwork, empowerment, and systems thinking in organizational life.

Change itself is changing. Instead of slow evolutionary change, today we experience random episodic change. By the time we adjust to the changes, the world has changed again. Real change leadership will require the ability to think strategically rather than “plodding” on in the worn path of the status quo.

Empowerment, shared vision, and systems thinking will continue to be essential elements of the navigational or mapping qualities of twenty-first century leadership but new paradigms will continue to sweep in from the oceans of change and break upon our day-to-day operations and procedures.

I am optimistic about our theological and educational institution’s possibilities of making the transition from functioning enterprises to cutting-edge training programs. I believe God is calling us to stretch, learn, and grow. It will continue to be challenging, and perhaps painful, as we push the limits and stretch the structures to become the paradigm that allows the future to be all that God intends. God help us to never give up!

REFERENCES

- Barna, George. 1996. *Turning Vision Into Action*. Ventura, California: Regal Books.
- Blanchard, Ken, John P. Carlos, and Alan Randolph. 1996. *Empowerment Takes More Than a Minute*. San Francisco: Berrett-Koehler Publishers.
- De Pree, Max. 1997. *Leading Without Power*. San Francisco: Jossey-Bass Publishers.
- Easum, William M. 1/5/2000. "The Church of the 21st Century." An Unpublished Paper. <http://www.easum.com/by/bill/church21.htm>.
- Hesselbein, Frances, and Paul M. Cohen, eds. 1999. *Leader to Leader: Enduring Insights on Leadership from the Drucker Foundation's Award-Winning Journal*. San Francisco: Jossey-Bass Publishers.
- Hurst, Randy. 1999. "Synergy in Missions." An unpublished paper. Division of Foreign Missions, Assemblies of God.
- Katzenbach, Jon R, and RCL Team. 1995. *Real Change Leaders*. New York: Random House, Inc.
- Katzenbach, Jon R, and Douglas K. Smith. 1993. *The Wisdom of Teams*. Boston, Massachusetts: Harvard Business School Press.
- Kotter, John P. 1996. *Leading Change*. Boston, Massachusetts: Harvard Business School Press.
- Melvyn Ming. 1999. Lecture Notes given by Dr. Melvyn Ming as copied by Wayne and Judy Cagle during the October 1999 Doctor of Ministry Seminar, Assemblies of God Theological Seminary.
- Nanus, Burt. 1992. *Visionary Leadership*. San Francisco: Jossey-Bass Publishers.
- Parker, Glenn M. 1990. *Team Players and Teamwork*. San Francisco: Jossey- Bass Publishers.

- Senge, Peter M. 1990. *The Fifth Discipline*. New York: Bantam Doubleday Dell Publishing Group, Inc.
- Sherriton, Jacalyn and James L. Stern. 1997. *Corporate Culture/Team Culture*. New York: Amacom American Management Association.