

Course 104: Organizational Development

Facilitator's Guide

Cairn Series™ Course 104: Organizational Development Facilitator's Guide

Note to facilitator: It is important to become well acquainted with the contents of this course and to practice navigating through its various features. Take the time to go through the content by yourself, using this facilitator's guide, before leading a group session. This will help you decide how much material you will be able to schedule for each group session, and will familiarize you with the suggested discussion questions and other content. Feel free to add your own comments and/or discussion questions as appropriate for the needs of your group.

Course Home

(Page 1 of 3) Introduce the course, emphasizing the importance of making our organizations increasingly effective. All of these topics will be covered in this course, *104: Organizational Development*, which builds on the first three courses in the Cairn Series™, *103: Contemporary Culture*, *102: Survey of Christian Camping* and *101: Spiritual Foundation*.

(Page 2 of 3) The benefit of this course to the student is dependent on the time and effort invested. The total estimated time for a single student to complete this course is six to seven hours. In a group setting, the time required will largely depend on the amount of discussion and interaction.

(Page 3 of 3) A project of this magnitude is dependent on the generous financial support of corporate sponsors. Clicking on the corporate logos will open pop-ups with additional information about the sponsors.

Course Introduction

(Page 1 of 1) View the video clip, and then discuss some of the following questions:

- Can a camp be a ministry and a business?
- Is the mission of Christian camping really clear?
- Why *do* so many attempts to change fail?
- What *is* more important, the people or the organization?

Knowledge Check

(Page 1 of 1) The purpose of the Knowledge Check is simply to assess the participants' familiarity with the material that will be presented in the course, and to whet their appetite to learn more. When facilitating this lesson in a group, have the participants either jot down their answers on a piece of paper or suggest their answers to the rest of the group. For each incorrect response, a brief explanation is provided and the correct answer is indicated. See correct answers and explanations below.

#1 – Because many camps and conferences are designed as a place where people can “get away from it all,” they often exist as closed systems.

- True
- False

Correct answer: False. Camps and conferences are open systems since they interact with and are dependant upon the outside world.

#2 – Match terms “values,” “vision,” and “mission,” to definitions.

Correct answer: Values are behavioral guidance systems, mission is primarily a statement of purpose, and vision refers to direction or destination.

#3 – Once achieved, organizational alignment will be maintained with little or no additional effort.

- True
- False

Correct answer: False. Creating and maintaining alignment is no small task. It must be constantly maintained.

#4 – Shareholders and stakeholders are inherently different.

- True
- False

Correct answer: True. Shareholders are the owners of a for-profit organization; stakeholders are those whose needs an organization exists to meet.

#5 – For a Christian organization, the need for a values statement is met by a statement of faith.

- True
- False

Correct answer: False. A values statement and statement of faith may overlap, but should not serve as the other.

#6 – A vision statement is most like a:

- Candle
- Flashlight
- Headlight
- Laser pointer

Correct answer: Laser pointer, focused and clearly defined.

#7 – There is a definite strategic planning process that works for all organizations.

- True
- False

Correct answer: False. Since each organization is unique, each must discover the process and tools that best work for it.

#8 – Once established, an organization’s mission should be:

- Open to changes

- Left alone
- Printed on everything
- Reported to the Society of Nonprofits

Correct answer: Open to changes. Environmental change may require an organization to alter its mission.

#10 – When communicating change, it is best to provide explanations for change from the organization’s perspective.

- True
- False

Correct answer: False. Because resistance to change is greater when people don’t believe it’s in their best interest, it is best to communicate change from the people’s perspective.

#11 – There may come a time when it becomes necessary to break ties with those who resist organizational change (i.e., board members, staff, volunteers and guest groups).

- True
- False

Correct answer: True. It may become necessary to break ties with stakeholders who are intent upon resisting or undoing change.

Lesson 1: Organizational Culture

The estimated time needed for a single student to complete Lesson 1 is 50 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.

Introduction

(Page 1 of 17) The organizational culture of a camp or conference has wide-reaching effects, including how we respond to our world, if we exemplify Christ and are we meeting the needs of the ministries.

(Page 2 of 17) The objectives of this lesson are to:

- Understand the biblical basis for organizations.
- Help managers and staff develop an understanding and appreciation for the importance of culture in organizational performance.
- Explore a proven model for assessing organizational culture and managing cultural change where it is needed.

Spiritual Dimensions of Organization

(Page 3 of 17) The people who comprise an organization must see themselves properly within the organization’s defined roles, responsibilities and lines of authority. Organization is outlined in numerous areas of Scripture.

- Moses in Exodus 18

- Nehemiah in Nehemiah 3
- The church in Jerusalem in Acts 6

(Page 4 of 17) God doesn't wish us to be aimless or out of place within our organization. He wants us to recognize each member's gifts, talents and value, just as Christ does.

Defining Organizational Culture

(Page 5 of 17) The culture, or personality of the organization can be clearly seen by how people learn to handle problems and procedures within that organization.

(Page 6 of 17) Here are some ways organizational culture is expressed and experienced:

- The way work is organized
- How authority is distributed and exercised
- How people are managed, recognized, and rewarded
- The value placed on quality, customer satisfaction, and the like
- The level of control or freedom in personal expression

Cultural Components

(Page 7 of 17) Organizational culture comprises three components:

- Espoused values
- Artifacts
- Assumptions

Observing Organizational Culture

(Page 8 of 17) Here we will learn the four different commonly observed types of organizational culture.

(Page 9 of 17) After viewing the video, discuss with participants the positives and negatives of each of the four models of organization.

(Page 10 of 17) After learning about each camp, decide into which organizational model it fits. **Correct answer:** Camp Willow is a Clan, Camp Aspen is an Adhocracy, Camp Oak is a Hierarchy and Camp Elm is a Market.

(Page 11 of 17) Inevitably, when there are various departments and teams, there will also be various types of subcultures within an organization such as a camp or conference center. This is especially true for a larger group. But despite the group size,

the culture will certainly change season to season, as staff and guests come and go. When we experience these different cultures, we can go through culture shock, just as if we were in another country.

(Page 12 of 17) This page introduces the Organizational Culture Assessment Instrument (OCAI), developed by Cameron and Quinn (1999), and suggests a visit to the Library and link to CCI/USA's Course 104 web page.

Meet Camp Pine Tree

(Page 13 of 17) Set up the idea of Camp Pine Tree, a fictitious camp with real organizational development issues.

(Page 14 of 17) After viewing the video.

(Page 15 of 17) Discuss how the different points of view represent different subcultures and could affect the organizational culture of Camp Pine Tree.

Can you apply it?

(Page 16 of 17) Personal and group time.

Reflection

- Ask God to reveal to you your organization's cultural challenges.
- Reflect on the discussion questions with a group of your coworkers.

Discussion Questions

- What type of culture does Camp Pine Tree have?
- What kind of culture is prevalent at your camp or conference?
- How does your organizational culture facilitate ministry? How does it impede it?

Resources

(Page 17 of 17) This may be a good time to explain some of the features of the Library section of this CD-ROM.

In particular, you'll find:

- Links to OCAI and other assessment instrument information
- Helpful articles from industry experts
- A cumulative glossary covering terms used in courses 101–104

Explore by clicking *Library* on the navigation bar above.

- 1) Click on the *Library* button at the top of the screen.
- 2) Click on the *Glossary* button to open a list of words, with their definitions, used in this course and in Cairn Series™ Courses 101 and 102.

- 3) Click on the *Links* button to open a list of Internet links related to this course. Note: You will need an active Internet connection to use this feature. The link named *Cairn Series™ Course 103 Links* is managed and regularly updated by CCI/USA, and makes available a wealth of material for further study and research.
- 4) Click on the *Reference* button to access a number of articles from the CCI/USA archives on topics related to the lessons in this course. These articles are contained on the CD-ROM and do not require an Internet connection. You may want to open one or two articles to demonstrate.
- 5) Click on the *Bibliography* button to access a list of books and other resources related to this course, as well as some information about Walt Mueller, the content expert for this course.
- 6) Click *Close* to return to the course.

This concludes Lesson 1.

Lesson 2: Organizational Concepts and Structures

The estimated time needed for a single student to complete Lesson 2 is 90 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.

Introduction

(Page 1 of 30) In lesson 1, we examined how the people determine the culture. In lesson 2, we'll see how those people can work in unity as Christ prayed.

Don't let the idea of concepts and structures scare you, this is actually quite relevant for all ministry leaders to understand what is supporting and hindering our progress in the work God laid out for us.

(Page 2 of 30) The objectives of this lesson are to:

- Identify the obligations and responsibilities of not-for-profit organizations.
- Explore the advantages and disadvantages of organizational models applicable to the board, executive, and operational levels of a camp or conference.
- Identify common camp and conference organizational structures.
- Identify the five stages of organizational lifecycles.

For profit . . . or Not

(Page 3 of 30) Outline the two types of businesses, and what the IRS says about nonprofits.

(Page 4 of 30) The limitations of a 501(c)(3) are political activity and lobbying. Read the definition for each and discuss why these stipulations may have been set up.

(Page 5 of 30) In this section, we'll look at what it means to be a nonprofit, and the cautions of "furthering".

(Page 6 of 30) Here we are introduced to the idea of unrelated business income (UBI).

(Page 7 of 30) Take the quiz to see if your group can correctly determine the characteristics of profits and nonprofits. Correct answer: The first three are characteristics of Not-for-Profits, and the second three are characteristics of Profits.

(Page 8 of 30) The Not-for-Profit's information must be made readily available and therefore should remain organized.

(Page 9 of 30) Read the brief summaries provided for the 17 "titles" essential to every Not-for-Profit's library.

Organizational Structure

(Page 10 of 30) Though at times rather fluid, a formalized structure is essential to personnel organization of your ministry.

(Page 11 of 30) Discuss with the group some of the roles they see as belonging to the board of directors. One of the main roles is policy making, if the board is a policy board. This is now a more common type than the operational board. Read about operational boards.

(Page 12 of 30) Check the tasks that belong to a policy board.

Correct answer: Create various committees..., Approve mission..., Select and support..., Ensure legal and ethical integrity..., Maintain a reasonable understanding...

(Page 13 of 30) Facilities owned by churches or operating as a parachurch organization, may have an advisory board or consultative group instead of a policy-oriented board. Discuss the possible downside to this model after reading the page.

(Page 14 of 30) We'll now begin to discuss the board-director relationship, and what that really looks like.

(Page 15 of 30) After viewing the video, briefly allow the group to share some of their experiences on this topic.

Operational Structure

(Page 16 of 30) The day-to-day operational structure of each camp or conference center will differ depending on the size, management set-up, programming, etc. In this next section we'll look at the different types of structures.

(Page 17 of 30) Here's a brief overview of just two types of organizational charts.

Operational Structure Models

(Page 18 of 30) Now we'll examine the vertical model, and the flat model. After reading both descriptions, get the group's responses to the benefits and shortcomings of the two structures.

(Page 19 of 30) As with most extremes, few sites are strictly one or the other. The model a ministry will adopt will be largely determined by its size and staffing needs, as well as the leader.

(Page 20 of 30) After viewing the video, briefly allow the group to share some of their thoughts on this topic.

Organizational Lifecycles

(Page 21 of 30) Let's now look at 5 Life Stages that Nonprofit Organizations generally experience.

(Page 22 of 30) Click on the 5 different stages to learn more about each.

(Page 23 of 30) Just as the organizational structure of a ministry will fluctuate, so will its lifestyles, depending on its environment.

Exploring Pine Tree

(Page 24 of 30) Congratulations! You're the new director of Camp Pine Tree! It's time to get to know the people involved here to better understand what's going on.

(Page 25 of 30) What kind of board did Pine Tree have, operational, policy-driven, or neither?

Correct answer: neither.

(Page 26 of 30) What kind of working relationship will you have with the board, operational board versus CEO director, operational board/managing director team, policy board/CEO director team or policy board versus managing director?

Correct answer: policy board/CEO director team.

(Page 27 of 30) What is Camp Pine Tree's current operational structure, horizontal, hierarchal, or a hybrid?

Correct answer: hybrid.

(Page 28 of 30) Which of the 5 lifecycles is Pine Tree in?

Correct answer: Five, Review and Renew.

Can you apply it?

(Page 29 of 30) Group discussion time.

Reflection

- Reflect on the discussion questions with a group of your coworkers.

Discussion Questions

- Characterize your organization in terms of the types and models presented in this lesson.
- Are these structures stable or in a state of change?
- Does the structure empower the ministry or get in the way?

Resources

(Page 30 of 30) On this CD-ROM in the Library, you'll find more than 20 articles on boards and boardsmanship.

This concludes lesson 2.

Lesson 3: Organizational Alignment

The estimated time needed for a single student to complete Lesson 3 is 60 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.

Introduction

(Page 1 of 27) In lesson three, we'll learn how organizational alignment can make a world of difference in your ministry.

(Page 2 of 27) Watch the video for an introduction to the concept of alignment.

Objectives

(Page 3 of 27) Our objectives in this lesson are to:

- Explore the concept of alignment.
- Identify the elements of an organization that must be in alignment.
- Explore the importance of values, mission, and vision as they relate to alignment.
- Explore the concept of attunement and how it relates to leadership.
- Identify cases of organizational alignment and misalignment.

Environment

(Page 4 of 27) Because the ministry of a camp or conference center is an open system, it must be a good fit for its environments, not just serve its own agenda.

(Page 5 of 27) Each organization must relate within two environments. The first is internal, also called the operating environment. The primary agents are:

- Competitors
- Creditors/Donors

- Workforce
- Suppliers
- Customers

The second is the external, or remote environment. Those components are:

- Economic
- Political
- Social
- Technological
- Ecological

(Page 6 of 27) Match the environment category to its real life situation.

Correct answer: Internal: workforce, competitors, customers. External: political, ecological, technological.

(Page 7 of 27) Test yourself again.

Correct answer: Internal: creditors/donors, suppliers. External: social, economic.

(Page 8 of 27) It is important to monitor the environments of your camp, as changes will have an effect later on.

Values, Mission and Vision

(Page 9 of 27) In this topic, we'll see how values, mission and vision are crucial to the organization's alignment, and learn how to define each.

(Page 10 of 27) Since behavioral guidance systems, or values, guide our actions, it's imperative that they be clearly defined from the start.

(Page 11 of 27) Watch the video to learn why values are so important to a ministry's alignment.

(Page 12 of 27) "Why are we here?" is the all-important question answered by a mission, not just for individuals, but also for a group. It is essential that the mission is in alignment with the environment.

(Page 13 of 27) Watch the video to learn why a laser-clear mission is so important.

(Page 14 of 27) Vision answers the question of "Where are we headed?" It is separate in function and necessity from mission and values.

(Page 15 of 27) Watch the video to learn the power of a compelling vision, and what affect it has on our present.

(Page 16 of 27) Match the component with the correct statement.

Correct answer: #1, Values, #2, Vision, #3, Mission

Components

(Page 17 of 27) In addition to values, vision and mission, there are also 6 important organizational components. In this section, we'll learn what those are.

(Page 18 of 27) Match the components that, along with vision, make up the Strategy Axis, and then watch the video for an example.

(Page 19 of 27) Read about the four remaining components that complete alignment.

Maintaining and Energizing

(Page 20 of 27) Creating alignment is a constant work in progress, as is maintaining a healthy culture and environment.

(Page 21 of 27) Watch the video to understand the importance of alignment with regard to strategies and competencies.

(Page 22 of 27) Now, learn what it takes for an organization to go from good to great.

(Page 23 of 27) Watch the video to learn the formula to high performance.

Alignment at Camp Pine Tree

(Page 24 of 27) Click on the names to discover if Pine Tree is in healthy alignment.

(Page 25 of 27) Choose the 3 statements that describe the misalignment of the camp. Correct answer: program and facility, governance model and staff perceptions.

Can you apply it?

(Page 26 of 27) Group discussion time.

Reflection

- Reflect on the discussion questions with a group of your coworkers.

Discussion Questions

- What misalignments are present at Camp Pine Tree? How might they be corrected?
- What misalignments are present at your camp or conference center?
- How do these misalignments impede your ministry?

Resources

(Page 27 of 27) This CD-ROM has additional resources that you can use to further your study.

In particular, you'll find:

- Articles on leadership and vision
- Links to additional information

Explore by clicking *Library* on the navigation bar above.

This concludes lesson 3.

Lesson 4: Thinking and Planning Strategically

The estimated time needed for a single student to complete Lesson 4 is 70 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.

Introduction

(Page 1 of 28) Taking the time to consider where your camp is going and how it's going to get there can be a challenge when faced with daily demands. But thinking about these critical issues is not a luxury it's a necessity.

(Page 2 of 28) Watch how Pine Tree's staff reacts to the concept of strategic planning.

Objectives

(Page 3 of 28) The objectives of this lesson are to:

- Review the biblical basis for strategy.
- Explore seven key strategic questions that every camp or conference should answer.
- Identify the components of meaningful values, mission, and vision statements.

Biblical Basis

(Page 4 of 28) Read Luke 14:28-30 and Matthew 10:16 to see how strategy and ministry go hand in hand. As believers following God's will, we cannot check our brains at the door.

(Page 5 of 28) Read how ministry, strategy and faithful servanthood are outlined on this quadrant.

Keys to Strategic Thinking

(Page 6 of 28) The process of planning and strategic thinking is key, and must precede any kind of action.

(Page 7 of 28) Watch the clip to get a better idea of the importance of strategic thinking before quick action.

(Page 8 of 28) There are 7 questions that your camp or conference center must thoughtfully ask and answer. These topics must be central during the strategic planning process.

(Page 9 of 28) Click on each of the 7 questions, and have the group discuss their importance.

Formalizing Values, Mission, and Vision

(Page 10 of 28) You certainly noticed that 3 of the 7 key questions dealt with values, mission and vision. Now lets see how to get them from the thinking and planning into documentation from.

(Page 11 of 28) When listing values, we must strip down to 3 to 5 that are most important to the organization.

(Page 12 of 28) Unlike a mission statement, a value statement lists Scripture-centered values that will be expressed operationally in the ministry.

(Page 13 of 28) All the group to match the value with the operational expression.
Correct answer: #1,Excellence Inspired; #2,Culturally Relevant; #3,Nurture Sensitive; #4,Vision Driven; #5,Integrity Focused.

(Page 14 of 28) It is important that a mission statement be operationally specific and inspiring.

(Page 15 of 28) Read what management consultant Louis A. Allen says about mission statements in his book, *Making Managerial Planning More Effective* (McGraw-Hill, 1982).

(Page 16 of 28) The last step, vision, deserves quality time in the planning process. Remember, it's a laser-pointer not a headlight.

(Page 17 of 28) Click on each letter to learn about the CLEAR VISION acronym approach to creating your ministry's vision.

Fighting the Fog Factor

(Page 18 of 28) How can you apply what you've learned to Camp Pine Tree? Discuss in groups how you would help them fight their fog.

(Page 19 of 28) From the list, the group can decide who the stakeholders are of the Camp.

Correct answer: affluent suburbanites, urban youth, new churches, urban ministries.

(Page 20 of 28) Quiz the group again to see what the stakeholders value.
Correct answer: comfortable accommodations, new vision, gospel-friendly environment, dynamic programming, committed leadership.

(Page 21 of 28) Decide what some of Camp Pine Tree's values should be.
Correct answer: environmental stewardship, service, integrity, cultural relevance.

(Page 22 of 28) Discuss and choose components of Pine Tree's mission.

Correct answer: provide a natural environment, serve youth and adults, reach out.

(Page 23 of 28) Help the camp answer the vision statement question, "Where are We Headed?"

Correct answer: compelling adventure, welcoming family, God can be heard.

(Page 24 of 28) What strategic goals will help this camp realize its vision?

Correct answer: Explore new partnerships, revise existing plans, develop a summer program, develop a marketing plan.

(Page 25 of 28) There must be a way to measure all the progress the camp is making. Have the class choose metrics that will best support the camp's goals.

Correct answer: define a new program, add 500 camper days, retain a capitol campaign.

Reflection

(Page 26 of 28) Watch the video and allow the group to share any similar experiences.

Can you apply it?

(Page 27 of 28) Personal reflection time.

- If they are available, read your organization's values, mission, and vision statements.
- Write your own personal values, mission, and vision statements.
- Reflect on the discussion questions with a group of your coworkers.

Discussion Questions

- Answer the seven key questions as they apply to your organization. Allow only 30 seconds for each answer.
- Discuss your organization's values, mission, and vision statements. Do they reflect your understanding of the organization? How could they be improved?

Resources

(Page 28 of 28) This CD-ROM has additional resources that you can use to further your study.

In particular, you'll find:

- A list of planning terms and principles
- Articles on planning

Explore by clicking *Library* on the navigation bar above.

This concludes lesson 4.

Lesson 5: Planning Process and Tools

The estimated time needed for a single student to complete Lesson 5 is 90 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.

Introduction

(Page 1 of 30) Read Proverbs 27:23–24. Since we as camping professionals have highly visible ministries, we must be sure we are using our resources in the best way possible. In lesson 5, we'll look at some of the tools that will enhance your management toolbox.

Objectives

(Page 2 of 30)

In Lesson 5, we will:

- Identify the steps involved in pre-planning.
- Introduce the key tools involved in strategic planning.
- Review the use of key tools in the context of a formal strategic planning process.
- Explore the process of moving from planning to execution.
- Explore the importance and concept of scaling the strategic planning process to a specific organization.

Pre-Planning

(Page 3 of 30) Before you embark on a plan, you must pre-plan. You want to make sure you have the right people with the right information planning for the right reasons.

(Page 4 of 30) As a group, match the pre-planning steps you would need to take as Camp Pine Tree's new director.

Correct answer: #1, Develop a task plan; #2, Define the group; #3, Assign responsibility; #4, Determine a format.

Process Overview

(Page 5 of 30) Watch the video to learn to ask questions of, where are we, why are we here, what is important to us and where we are going; what do we have to do to get from where we are, to where we want to be, and other topics.

Situation Analysis

(Page 6 of 30) The situation analysis (position audit) is an honest look at the past, present and future of an organization so information can be gathered. The idea is to analyze what will affect the possible strategies.

(Page 7 of 30) Take a peek into the toolbox and check out some of your new tools.

Values, Mission and Vision

(Page 8 of 30) During the strategic planning process, be prepared to revisit values, mission and vision to ensure alignment.

(Page 9 of 30) Watch the video to hear how values, mission and vision fit in to the next steps of the planning process.

Gap Analysis

(Page 10 of 30) At this point in the process, you may notice considerable gaps.

(Page 11 of 30) Watch the video to understand some very important questions that must be asked to close the gap and reach the “summit”.

KRAs and KIs

(Page 12 of 30) As in most aspects of life, it is best to focus on excellence in a few important areas instead of being a “jack of all trades” ministry. Discuss with the group the importance of being great at a few things instead of doing many things averagely.

(Page 13 of 30) Read about the purpose of key result areas and how to decide on them for your camp or conference.

(Page 14 of 30) This video will remind us how to keep the main thing the main thing.

(Page 15 of 30) Key indicators are measurements of process. Read on to learn more about this issue.

(Page 16 of 30) Watch the video for review and discuss the measures to be used in each area to determine if progress is being made.

Operational Plan

(Page 17 of 30) Now we’ll discuss the specificity of a tactical operating plan and the importance of clear objectives.

(Page 18 of 30) Watch the video and discuss the points with the group.

(Page 19 of 30) Work through the matching exercise with the group.

Correct answer:

Key Result Area	Donor developments
Key Indicator	Number of new donors
Historical Baseline	100 new donors last year
Objective/Target	150-200 new donors this year
Person(s) Responsible	<i>Director</i> , and the marketing and development staff
Task/Timelines	Mail stewardship banquet invitations Aug 17; Hold banquet Oct 22; Send banquet follow-up letter Oct 29...

Budget	\$7,500
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Take special notice of the last three parts of this plan.

Follow-Up

(Page 20 of 30) Some plans fail simply due to lack of follow-up. Share in groups some experiences they may have had with this very problem.

(Page 21 of 30) This video tells how a strategic planning process should be thought about and acted on. He will also talk on the importance and process of follow-up.

Scalable Process

(Page 22 of 30) Regardless of the project, the right tool is key for a quality outcome. Make sure that you use wisdom when looking through your toolbox to ensure you're using the correct tools. The fancy ones aren't always best.

(Page 23 of 30) Watch the video and discuss it with the group.

(Page 24 of 30) Review the Essential/Important/Desirable table and discuss the value of the tools in groups.

Ensuring Success

(Page 25 of 30) Watch the video and hear how the time involved in this process can really be worth the time and energy put into it.

(Page 26 of 30) Review these 9 helpful points.

Reflection

(Page 27 of 30) Strategic planning, though important, often gets lost in the schedule of things to do.

(Page 28 of 30) Listen to the directors' discussion and have the group share topically-related opinions and stories.

Can You Apply It?

(Page 29 of 30) To better apply the concepts of tools and planning processes, discuss the themes with your group.

Discussion Questions

- When you look at what is involved with formal strategic planning, does it seem worthwhile to you? Why? Why not?
- If you were to begin this kind of planning with your camp, which tools would you choose from the essential, important, or desirable categories?
- If you are already working with a strategic plan, how would you compare that process with the processes and tools explained in this lesson?

Resources

(Page 30 of 30) This CD-ROM has additional resources, such as links and helpful articles. Explore by clicking *Library* on the navigation bar above.

This concludes lesson 5.

Lesson 6: Organizational Transformation

The estimated time needed for a single student to complete Lesson 6 is 50 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.

Introduction

(Page 1 of 17) Making plans and carrying them out are of course 2 different things. In this lesson we'll look at some obstacles and ways to work through them.

(Page 2 of 17) Listen to the quote about the adversaries to change and its inherent obstacles.

(Page 3 of 17) The resistance to change is just as common as change itself. This is why it is crucial for leadership to be prepared to correctly handle confrontations.

Objectives

(Page 4 of 17) In lesson 6 we will:

- Explore some of the sources of resistance to change.
- Identify four principles of organizational transformation.
- Apply the seven-step process of organizational transformation to a camp situation.

Principles

(Page 5 of 17) Match the principles of change with their recommendations.

Correct answer:

The principle of <i>resistance to change</i>	Make change incremental
The <i>involvement</i> principle	Involve those in the change who will be affected by it
The <i>change</i> principle	Learn to deal with it successfully
The principle of <i>the whole</i>	See the big picture

Process

(Page 6 of 17) Making changes at your camp or conference won't be easy, but the following 7 steps will help.

(Page 7 of 17) These 7 steps are vital for successful transformation in groups. Really take the time to learn them here.

Camp Pine Tree

(Page 8 of 17) Now you'll put to use what you've just learned at "your" new camp! Listen to your staff and decide on the best possible decision for each of the 7 obstacles.

(Page 9 of 17) Hear Mac's "What's the rush" objection. How do you respond?

Correct answer: Share with him the inevitable decline of the camp without this change.

(Page 10 of 17) Listen to Chongo, Lisa and Muffin's issue of "Mowing down the resistance". Who do you focus on?

Correct answer: Engage Muffin, the opinion setter, and make her an ally of the vision.

(Page 11 of 17) The staff discusses the "Where are we going, anyway" issue. How do you deal with this?

Correct answer: Intentionally go overboard to keep the vision visible.

(Page 12 of 17) The "Whose authority" problem has arisen. What's the best response?

Correct answer: Since Chongo, is the one with the authority in this area, encourage his initiative.

(Page 13 of 17) What do you do with the "New partnership" issue from Grax and Janda?

Correct answer: Celebrate the quick and visible progress.

(Page 14 of 17) Listen to Bob's "Isn't the hard part over" obstacle and decide what you should tell him.

Correct answer: Let Bob take a break from being on the board.

(Page 15 of 17) After better understanding Mac feelings, what will you tell him?

Correct answer: Let him go (change the culture) with plenty of recognition and reward.

Reflection

Can you apply it?

(Page 16 of 17) Discuss with your coworkers what you've learned in lesson 5.

Discussion Questions

- Look at the principles of organizational transformation. How might they apply to your own spiritual growth? How does God use them in your ministry?
- You had to make some decisions as director of Camp Pine Tree using the seven steps of organizational transformation. How would you apply those same steps to your present organization?

Resources

(Page 17 of 17) To learn more...

This CD-ROM has additional resources that you can use to further your study. In particular, you'll find:

- Articles on managing change

Explore by clicking *Library* on the navigation bar above.

This concludes lesson 6.

Conclusion

(Page 1 of 3) Curt Swindoll congratulates the class and gives a final review and blessing.

(Page 2 of 3) Review the list of topics covered in Course 104:

- Organizational culture
- How organizations can be structured
- The concept of alignment
- The importance of strategic thinking
- Tools for strategic planning
- A process for organizational transformation

(Page 3 of 3) Please remember:

- Take the Learning Check that follows. It will help you retain more of this course and prepare you for continuing in the Cairn Series®.
- Check out the Cairn Series® information included on this CD-ROM. Just click on the *Cairn Series* button at the top of this screen.
- Visit the Library if you haven't already done so. Again, just use the *Library* button above.
- Join us for *Course 105: Leadership Development*.

Learning Check

(Page 1 of 1) You're about to take the posttest. The test-taker's score will be given at the end.

#1 – A Not-for-profit corporation comes into existence under state law after which document is filed?

Correct answer: Articles of incorporation

#2 – Which of the following qualities is not characteristic of an organization that has internal focus?

Correct answer: Creativity

#3 – Match each of the organizational cultures with its values.

Correct answer:

Hierarchy	Stability, internal
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Market	Stability, external
Clan	Flexibility, internal
Adhocracy	Flexibility, external

#4 – Which of the following does a 501(c)(3) organization not need to make available for on-site public inspection?

Correct answer: Donor registry

#5 – Which of the following is not characteristic of a hierarchal organization?

Correct answer: Focus is external

#6 – Put the five stages of the organizational lifecycle in order.

Correct answer: Imagine/Inspire, Found/Frame, Ground/Grow, Produce/Sustain, Review/Renew

#7 – Vision is primarily a statement of:

Correct answer: Direction

#8 – Core values tend not to change with demographics, facilities and market conditions.

Correct answer: True

#9 – Which of the following are components of a good mission statement?

Correct answer: All but duration

#10 – Vision refers to specific actions or goals that will bridge the gap between where an organization is today and where it wants to be in the future.

Correct answer: False

#11 – In strategic planning, thinking through the process is more valuable than the process itself.

Correct answer: True

#12 – Match each strategic planning tool or measure with the question it seeks to answer:

Correct answer:

Situation analysis	Where are we?
Gap analysis	How do we get from here to there?
KRAs (key result areas)	Where do we need to focus our efforts?
KIs (key indicators)	How will our performance be evaluated?

#13 – The analysis that focuses on the external environment is:

Correct answer: STEEP

#14 – A SWOT analysis combines a resource analysis and an environmental analysis.

Correct answer: True

#15 – An organization can compensate for failing to achieve its KRAs by excelling in other areas.

Correct answer: False

#16 – Benchmarking refers to measuring performance against set goals.

Correct answer: False

#17 – Many of the activities within an organization cannot be demonstrably linked to the creation of stakeholder value.

Correct answer: True

#18 – Which is not one of the four principles of organizational transformation?

Correct answer: Principle of overcompensation

#19 – To encourage initiative in the change process, leaders must be willing to give people both responsibility and authority.

Correct answer: True

#20 – The principle of resistance of change states that when it comes to change, no involvement equals no ownership, and no ownership equals no commitment.

Correct answer: False

End of course