

Six Elements of Adaptive Governance

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Drawn from *Serving Communities: Governance and the Potential of Theological Schools* (Carlisle, UK: Langham, 2015), available on Amazon or through Langham Literature.

- 1. A Community of Trust** - This category suggests that presence of a fabric of relationship and trust (or lack thereof) within the institution and a sense of commonality in accomplishing the task of mission. These usually expressed themselves in respect for and trust of leaders (especially CEOs) and board. An equally important aspect was expression of trust and support *by leaders* for their staff, faculty, and board members, *across the fabric of the community*.
- 2. Alignment of the Parts** - This category indicates not only the presence of trust and relationship, but also the interaction of various people and structures within the educational institution in a unified pursuit of mission. This expressed itself in unity between the perceived needs of the context, the explicit academic curriculum, as well as the hidden and null curricula.
- 3. Strong, Enabling Leadership** - The “system” of alignment of the various parts of the organization was in all cases dependent on a strong, enabling CEO figure. It was not merely the presence of strong leadership, or even strong, enabling leadership, but rather the exercise of strong, enabling leadership in an aligned community of trust.
- 4. A Shared Commitment to Education that Transforms** - This was expressed through at least three key concepts: a commitment to worldview change in students, a commitment to empowerment of students as agents of gospel change in lives, communities and societies, and a dedication to the unity of knowledge, belief, and actions in the educational process. Again, the relationship of this category to 1, 2, and 3 was mutually reinforcing.
- 5. Reflective and Responsive Interaction with the Surrounding Community/Society** - This category was evidenced by awareness of and concern for broader social and cultural issues, presence of interaction with a variety of both direct and indirect constituents of the theological school, and expression of influence of this awareness and concern on the forms of education and administration practiced by the school.

6. The Importance of Planning for the Future, Especially for Succession – This category suggested that the above categories, even when full present, remain deeply fragile and are subject to disruption in the event of either expected or unexpected leadership transition.

Some useful works on governance

1. Chait, R.P., Ryan, W.P., & Taylor, B.E. (2005). *Governance as leadership: Reframing the work of nonprofit boards*. Hoboken, NJ, USA: John Wiley & Sons. ISBN: 0-471-68420-1.
2. Carver, J. (2006). *Boards that make a difference: A new design for leadership in nonprofit and public organizations*. (3rd ed.). San Francisco: Jossey-Bass. ISBN: 978-0-7879-7616-3. *Chapters 1-3 and 6 required.*
3. Greenleaf, R. K. (1983). *Seminary as servant: Essays on trusteeship*. Peterborough, NH: Windy Row Press. (to be made available in PDF)
4. Smith, D. H. (1995). *Entrusted: The moral responsibilities of trusteeship*. Bloomington, IN: Indiana University Press.
5. Hester, D. C. (2000). Practicing governance in the light of faith. In T. P. Holland & D. C. Hester, (Eds.). *Building effective boards for religious organizations* (pp. 58-82). San Francisco, CA: Jossey-Bass.