

matrix management

Role 1

1. Hiring a Native American Staff member. Roles: Prospective Native-American Staff candidate, his AD, and National Director for Native-American Ministry. Your role: *Female AD and hiring supervisor.*

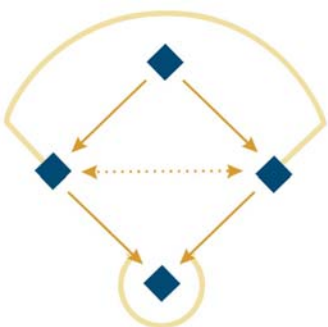
- You are enthusiastic about hiring this candidate and are eager to grow in the development of a more multi-ethnic team. Your current staff team is 2 Asian-American staff, and 7 Anglos.
- Your role-related priorities: meeting area and national goals to grow in the area of multi-ethnicity, and filling in a few staffing gaps.
- *Tensions:* 1) This candidate doesn't look anything like your other staff candidates vis-à-vis experience, both in ministry and with IVCF. 2) The campus where staff is needed has almost no Native American students, yet a campus where hundreds Native students attend is not high on the area priority list for pioneering, nor would it bring in any financial support. A third large campus with multiple staff also has a small contingent of Native American students on campus.
- *Goal for this conversation:* To try to get NA Ministry Director's wisdom and approval for the appointment of the staff candidate.

2. Undergrad staff who is contemplating starting a grad chapter. Roles: The RD for GFM, the CSM/TL doing some GFM work, and the local AD. Your role: *Regional Director for GFM.*

- You are eager to see grad ministry planted at this campus. You like the staff person and think (to yourself) that he'd make a good GFM staff person.
- You would like to visit the campus with the staff person and have invited the staff to come to the distant GFM student conference.
- *Tension:* You feel enthusiastic about the possibility of new grad work. In the short run you are happy to take the scraps that fall from the staff person's table, but ideally would see him become full-time with GFM. Wants to be encouraging of the staff person's interest in GFM work while at the same time hoping for more.
- *Goal for this conversation:* To encourage the short-term development of the new work, and to try to build as much loyalty and ownership of GFM student work and the staff team with this staff person so that he will want to grow in focus and identification with that team.

3. Supervising fund development for an ISM staff member. Roles: New ISM staff person, her AD, and the senior ISM person for the region. Your role: *ISM Staff.*

- You have just finished a year of volunteer work and you have been appointed CSM-ISM.
- You have good funding prospects but have only just begun to organize for your fund raising process.
- You have strong relationships with some key students in the International Student Fellowship on campus. Some of the key people are leaving the country in three months.
- *Tension:* You want to have time to focus on FR but want not to lose all contact and momentum in relationships with a few key students.
- *Goal for this conversation:* You want to maintain a five to eight hour per week presence on the campus.



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Role 2

1. Hiring a Native American Staff member. Roles: Prospective Native-American Staff candidate, his AD, and National Director for Native-American Ministry. Your role: *Staff Candidate.*

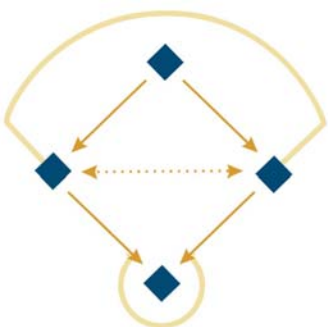
- You have heard about IVCF through an Urbana video, though you never attended Urbana or nor were involved with IVCF.
- You were doing youth and college ministry at a church, when it was suggested that you should consider exploring ministry with IVCF. You have decent funding prospects within the context of the church, which is a predominantly Anglo Presbyterian (PCA) church.
- *Tension:* You have only been exposed to very hierarchical models of church leadership, and have never seen a woman lead in a ministry context. Not sure what to think on this topic. You like the idea of joining staff with IVCF, but you aren't necessarily committed to focusing on Native American students.
- *Goal for this conversation:* You want to find out how the different expectations for you will be negotiated. You also would like to get a sense for how it would be to be supervised by a woman.

2. Undergrad staff who is contemplating starting a grad chapter. Roles: The RD for GFM, the CSM/TL doing some GFM work, and the local AD. Your role: *Local Area Director.*

- The campus is not, from your perspective, likely to be able to sustain the work of two paid staff.
- There are other parts of the campus community that are not well served by the current ministry and could be logical areas in which to pioneer. They, however, would be undergraduate students and more properly in the domain of you and your team.
- *Tension:* You want to be generous to this CSM. You can tell that this staff has a quirky connection to grad students, and it is understandable why he'd want to relate to them more than another segment of the campus community. Still, you don't have the resources to serve the fellowship well as it is, and you are concerned about splitting the staff person's time.
- *Goal for this conversation:* You want to determine the level of interest and commitment the staff person has for this GFM work, and to try to minimize the impact efforts in those areas would have on the rest of the campus work at the undergraduate level.

3. Supervising fund development for an ISM staff member. Roles: New ISM staff person, her AD, and the senior ISM person for the region. Your role: *Senior ISM person in the region.*

- You used to work at the campus that the staff recruit has been volunteering at. So you see and feel the campus level need very acutely.
- You believe in the need for most new staff to pursue FR full-time. But in the case of this staff prospect, you recognize the importance to her ministry of having a few hours/week to continue her student relationships.
- You feel the cost of previous staff and volunteers who didn't stick with it, because of funding and other constraints.
- You feel that if the staff prospect did nothing but FR for the next five months, some key student relationships would be lost. You have no one else to send; these trust relationships are not easily transferable to other staff.
- *Tension:* You want to look out for this young staff and their ministry to internationals. You are a little tense when the usual protocols are woodenly applied to ISM staff.
- *Goal for this conversation:* You want to understand the intentions of the AD, but ultimately to advocate for flexibility and leniency as applied to the ISM staff person.



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Role 3

1. Hiring a Native American Staff member. Roles: Prospective Native-American Staff candidate, his AD, and National Director for Native-American Ministry. Your role:

Native American Ministry Director.

- You like the idea of hiring another Native American staff member.
- You sees that this staff candidate is not really very ethnically identified as a Native American.
- *Tension:* You have concern for the Area director, that she is a little naïve about what it takes to supervise and develop non-majority culture staff. You probably favor the appointment, but you are not sure the AD is hesitant enough, not only about this candidate, but also her ability to supervise him.
- *Goal for this conversation:* You want to try to determine how prepared the AD is to work with this staff candidate, and to ensure a good hire. Secondly, you want to raise the issue of Native American ministry focus with the staff candidate.

2. Undergrad staff who is contemplating starting a grad chapter. Roles: The RD for GFM, the CSM/TL doing some GFM work, and the local AD. Your role:

Undergrad CSM.

- Several grad students have been coming to your chapter formed a small group. Two are former undergrad IVCF leaders.
- You know there is no ministry adequately serving grad students on his campus. You began a master's degree in your science major before quitting it to volunteer and then join staff. You find you enjoy these graduate students more than you thought you might.
- *Tension:* You don't want to become full-time GFM staff—you still enjoy working with undergraduate students—but you are glad to help where you can. You consider going with your students to a GFM conference in another state (same region but a different area). Yet your undergraduate ministry is growing and you feel it is under-resourced. You would like a second staff person or volunteer to help with the growing ministry.
- *Goal for this conversation:* Will the Area Director support your interest in grad work and help to resource the campus in a way that will free you to grow this new venture? How will the RD for GFM help as well?

3. Supervising fund development for an ISM staff member. Roles: New ISM staff person, her AD, and the senior ISM person for the region. Your role: *Area Director.*

- You want the staff candidate to focus on her funding, with no campus time, beginning immediately, to last at least until August, well past the time the key students she's been relating to will be long gone.
- You are a little concerned that funding another campus staff (beyond the "main" fellowship CSM) will be difficult at this campus.
- You see the ISM staff prospect as indeed a good prospect, but you want to build a solid FR base. You have a "No campus time" until funded at 70% policy. No exceptions (or everyone would want one).
- *Tension:* You value ISM work and you see the adjustments and negotiations that need to happen in this situation. However, you would like to have a one-size-fits-all approach, for administrative and pastoral simplicity.
- *Goal for this conversation:* You want to understand the situation at the campus but ultimately to press for consistency and adherence to funding standards.

