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LIBERTY BAPTIST THEOLOGICAL SEMINARY

DEVELOPING A LEADERSHIP TRAINING PROGRAM
FOR THE LOCAL CHURCH IN THE
TWENTY-FIRST CENTURY

A Thesis Project Submitted to
Liberty Baptist Theological Seminary
in partial fulfillment of the requirements
for the degree
DOCTOR OF MINISTRY

By

Randall Frank Ginnan

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LIBERTY BAPTIST THEOLOGICAL SEMINARY

THESIS PROJECT APPROVAL SHEET

GRADE

MENTOR

READER

To my family and church for their sacrifice
of time and unwavering support

The local church is the hope of the world and its future rests
primarily in the hands of its leaders

Bill Hybels, *Courageous Leadership*

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ABSTRACT

DEVELOPING A LEADERSHIP TRAINING PROGRAM FOR THE LOCAL CHURCH IN THE TWENTY-FIRST CENTURY

Randall F. Ginnan

Liberty Baptist Theological Seminary, 2003

Mentor: Dr. Frank Schmitt

A review of the current literature demonstrates that there are a variety of definitions of leadership, styles of leadership, and theories of leadership training. The purpose of this project is to review these definitions, styles and theories and propose a structure to develop that would be beneficial in constructing a leadership training program. This structure will then be utilized to develop an actual training program to be used by the North Baptist Church of Corning, New York.

DEVELOPING A LEADERSHIP TRAINING PROGRAM FOR THE LOCAL CHURCH

As this study begins its exploration of the topic of developing a leadership training program for the local church, several questions must be asked. Why is this particular project needed? Is it actually important enough to study? What are the practical implications of conducting such a project? The answers for these questions come alive in a meaningful way as a look is taken at the personal experiences in the field of leadership and leadership development of a young pastor.

Early Experiences

Early experiences can have a tremendous impact on the development of an individual's understanding of particular areas. This young pastor encountered early church experiences, early pasturing experiences, and experiences with pastors that affected his thinking in the field of training leaders.

Early Church Experience

This young pastor had been aware of and interested in leadership issues inside of the local church since he was in high school. Growing up in an evangelical Baptist

church, leadership issues were readily available for all to observe. In his early experiences in church life he saw a leadership “tug-o-war” between the pastors and the lay leaders. This did not happen all the time, but on a very regular basis. Many of the issues being discussed, debated or fought over were not of a doctrinal nature, but for the most part were more to do with how to approach leading the church. In many cases, as a teen, he observed that both sides, as well intentioned as they were, were lacking in basic leadership training or understanding.

The pastors that he observed serving his church (he could recall eight of them) would be theologically trained and had a love for the Lord and His ministry. But, on many occasions it was apparent that they led by position only. Because they were “the pastor” they felt that their leadership should be followed with no questions asked, whether or not they were making the right decision.¹ Unfortunately, often times they did not possess the skill in dealing with boards, dealing with church issues or in dealing with church conflict. Many times their leadership did not seem to be leading in the correct direction.

On the other hand, he also remembered seeing church board members elected at times for less than noble reasons. Some were asked to serve on the board because of how much they contributed to the church coffers, others were asked because it might encourage them to be more faithful in church attendance, still others were asked because they held a position of influence in the community, and even others were asked to serve on the board because everyone liked them as a Sunday School teacher. Looking back, he could remember that some of these men were wonderful godly examples of a Christian.

¹The importance of the scriptures, such as 1 Tim. 5:17-19 or 1 Thess. 5:12-13, which underscore the pastoral leadership role in the church and the respect that is deserving of that role is not down played. But, leadership is more than a position.

But, many of them were not “leaders” and no one was helping them to become leaders. He still recalls thinking, “There must be a better way.”

Early Pastoring Experience

At age twenty-five, after this young man had completed his formal education in Bible school and seminary, he found himself about to embark on his first pastorate. He was excited to be leading the flock of God. He naively thought that he would only have to set the right direction, wave the Christian flag and his Bible, shout “charge” and the whole congregation would gladly follow him to take on the “gates of Hell”. Although that is what he thought, that is not what happened.

His first board included a principal, a businessman, a plumber, and a carpenter. Each was a man who loved the Lord and wanted God’s best for the church. However, their leadership styles were often weak, often opposing to one another or sometimes non-existent.

The principal wanted to negotiate everything and have a consensus before a decision could ever be made. Then, when there was consensus, whether right or wrong, that must be God’s will. The businessman always wanted to see how a decision affected the “bottom line” first. His view was that if something cost too much it must not be God’s will. Then, the carpenter was action oriented. He wanted to dive into everything and make changes with minimal discussion and just make things happen. His view was, “at least things are moving”. It might not be in the correct direction, but at least things are moving. “Who needs a meeting? Just do something.” Finally, we come to the plumber.

He was honest enough to admit, "I never said I was a spiritual leader. I know I am not. But, I was elected."

There were times it felt as though that board was running in circles. This young pastor's formal education did not necessarily help in leading the group nor bring the leadership potential out of the men. He knew he could lead a worship service, but he did not feel confident in leading this group of men in the decision making process. This novice pastor remembers thinking, "There must be a better way."

He eventually embarked on further pastoral education. As he began his doctoral work he began to be exposed to more teaching on leadership and shown examples of leadership. He took what he was learning and began in a small way to try to help apply it to his situation with the board. He basically attempted to develop and disciple that board. Although this attempt was met with mixed enthusiasm, the board enjoyed growing spiritually together.

However, after several months he began to see that even though they were growing in their knowledge of the Bible and were more active in ministry, his efforts were not necessarily making them into better leaders. During crucial decision making times they often reverted into the leadership patterns that they learned in the work place. Patterns that they were comfortable with. These patterns were anything but Christian, but it was what they knew. The pastor had trained them to read the Scriptures with more understanding and to pray with more fervor, but he had not really helped them to become better leaders.

Experience With Pastors

At about this time the young pastor began ministering with an organization that required him to travel and meet with large numbers of pastors. He began immediately hearing that the issues that he had faced with his church board were the same issues that other churches were dealing with as well. At first, he was just relieved to know that he was not the only one going through this, but that it was a common problem. Then, he tried to help and meet with some of the pastors and their churches and help them deal with the conflicts that they were experiencing. Quickly, he saw that all he was doing was helping them handle the current difficulty. He began to wish he could help them in a long-term way.

This pastor noticed that a similar pattern could be found in most of the situations he dealt with. It was the same thing he was facing. These churches had pastors and board members that had not been trained to be leaders.

Rationale Why this Project Should be Done

There is a leadership vacuum in our Western culture today that not only affects the political, economic and social areas of society, but it also affects the local church. The church is an organization that needs strong, competent leadership at every level of administration and ministry to be able to function in the most fruitful manner possible.

Waiting for good leaders to walk through the doors is not a strategy that should be relied upon. Training capable leaders inside the church provides a stability that cannot be replaced. By developing a leadership training program for the local church it enables this process to be carried out in a systematic and consistent manner.

The Statement of the Problem

Some might ask, “What will this project do?” This project will assist in developing a complete method of training the men and women in leadership in the local church. This is extremely important to the author, who was that young pastor dealing with leadership issues.

As they grow in their leadership...

- 1) They will have stronger, more stable families,
- 2) They will be of greater value in their workplace,
- 3) They will be stronger leaders and members of their communities,
- 4) They will provide greater leadership in their respective areas of ministry inside of the church,
- 5) They will be better board members, committee members and more effective ministry leaders,
- 6) They will help to relieve some of the “leadership load” from the pastoral staff,
- 7) They will help motivate, encourage and keep accountable the staff in leadership.

Having more adequately trained leaders in areas of ministry and leadership at a church will be of great value to the entire congregation and to its entire staff of pastors. In addition to the reasons mentioned above, as the author works on this project and implement it into the life of his church, he will be stretched to grow in his own leadership abilities as well. Having growing leaders in any congregation will force their entire staff to be constantly growing as well.

The Statement of Limitations

What issues will not be addressed in this project? Every project and study has its limits. No project can do or cover everything. The topic can be explored in many ways and from many directions, but every project must narrow its scope.

This project will not attempt to be a pastoral training program. Although many of the topics and philosophies that will be covered in the program could be used for lay or professional ministry, training pastors is not its intent. However, when some of the men go through this process they can more readily envision themselves serving the Lord in a full-time capacity.

This project is not designed to specifically train businessmen, missionaries or community leaders for their roles in society. There are already established developmental programs for each of these fields. However, all businessmen, missionaries or community leaders will enhance their value in whatever role they function in by going through such a training program. It will broaden their view of leadership wherever they are serving.

The Theoretical Basis

What is the relationship between this topic and any theoretical field and any biblical data that corresponds to it?

The theoretical and practical topic of leadership training or development is very popular today in both the business world and in the church world. In the business field, leadership and leadership training is a billion dollar a year venture. From Harvard Business School, to leadership think tanks, to political figures, to educational leaders, writing on the topic of leadership is in vogue today

In the church, seminars, books and videos are multiplying on the topic of leadership and the need for more leaders to emerge. Both the church and the secular society that will encourage the individual to grow to their potential in the arena of leadership seek after motivational speakers and courses.

The Bible is full of leadership examples and lessons as well. It shows the impact and holds forth the value of training leaders. It high-lights the leadership of Moses and his delegating leadership to others; it shows the mentoring of a Elijah by taking Elisha under his wing; it explores the leading of the disciples by Jesus; and it shows the influence of a Paul on younger leaders like Timothy and Titus.

The business world does a proficient job of identifying the processes for leadership training. And the church has shown a desire to develop the character and soul of the leader. The goal of the world seems to be focused on the “process”, while the church focuses on the “person” the leader is. This project would like to combine some of the practices of leadership development seen in the business world with the character growth and spiritual development of the church world.

The Statement of Methodology

The goal of the project is to demonstrate how to develop a leadership training program. Observing the description of the design for the project and noting the chapter summaries can see the method of reaching this goal.

Description of Design for the Project

This project will research the topic of developing a leadership training program by reviewing the current literature and training programs that are available today. It will

compile and analyze materials germane to the topic. The end product will be a handbook for developing a leadership training program for the local church. It will provide the foundation, rationale and resources for creating and implementing a leadership-training program.

Chapter Summaries

This project will explore seven chapters that lead to a culmination of a leadership training program. It will also include seven helpful appendices.

Chapter One: Developing a Leadership Training Program for the Local Church.

Chapter one will give an overview and introduction to the project to be discussed. It will include a description of what the question at hand is and how it will be answered. It will also include a rationale and scope of the study. This chapter will also review other materials related to the topic.

Chapter Two: The Practical and Biblical Foundations of leadership Training.

This chapter will explore the “practical” foundations for leadership training. It will discuss why leadership is important to all organizations. Whether a business, educational institution, volunteer organization or a church there is the desperate need for leadership and leadership training and development. There is a distinct lack of leaders today in all of these types of organizations.

Chapter two will also study the “Biblical” foundation for leadership development. The pages of Scripture contain not only examples of leadership, but demonstrate various leadership training scenarios in action. The examples of Moses, Elijah, Jesus, Paul and others will be explored as well as their training methods.

Chapter Three: Theories of Leadership Development.

Various theories of leadership training will be explored in this chapter. There are several popular training styles in common use today. Skill-based training, conceptual training, interpersonal training, character training, action learning, and 360-degree feedback, and other theories of leadership training will be investigated. Their application for the local church will also be examined.

Chapter Four: Leadership Styles.

There are several classical leadership styles that are commonly referred to in leadership discussions. It is important to know the positive and negative effects of each style. A brief look will also be taken as to how personality types and spiritual gifting factor in to the leadership styles.

Chapter Five: The Definition of Leadership.

In this vital chapter there will be a wide range of topics addressed. It will conclude by establishing a working definition of leadership. To accomplish this several important questions must be answered. Are leadership and management the same or different functions? Are leaders born or made? Is leadership more action or attitude?

Chapter Six: The Structure for Leadership Training.

Every leadership training program must have a structure that will enable it to have the optimal chance for success. Eight prioritized steps will be discussed. By following these steps, any organization can put in place its own developmental program. This section will include many of the nuts and bolts of developing a training plan.

Chapter Seven: A Sample Leadership training Program.

An example of a leadership training program will be presented for examination. By observing what the North Baptist Church of Corning, New York is using as its program the reader will see how this church has put together all of the various elements that the previous chapters have described.

Conclusion:

A summary of the project will draw together all the elements of the study.

Appendix A: Performance Evaluation Process.

A sample of a series of 360-degree feedback evaluations are reviewed.

Appendix B: Developmental Relationships.

Two aspects of relationships that affect development are included.

Appendix C: Laws of Leadership.

John Maxwell's *Laws* for leadership are presented for observation.

Appendix D: Encyclopedia of Character Qualities.

Fifty important character qualities are defined.

Appendix E: Leadership Styles.

Bill Hybels offers some alternative styles to leadership.

Appendix F: Program Surveys.

Evaluation is a key to continued improvement in any program. Two examples of surveys are presented. One is focused on the participant and one is focused on the instructor.

Appendix G: Leadership Resources.

This helpful section highlights leadership resources that are available to those in pursuit of continued leadership training and growth.

The Review of the Literature

The author has reviewed many volumes and articles in preparing to research this topic. The following represent some of the more selected sources.

Books

Bruce, A.B. The Training of the Twelve: Timeless Principles for Leadership Development. (Revised Edition) Grand Rapids: Kregel Publications, 2000.

This classical volume studies the principles and practices that Christ utilized in selecting, training and relating to His disciples.

Conger, Jay A. and Beth Benjamin. Building Leaders: How Successful Companies Develop the Next Generation. San Francisco: Jossey-Bass Publishers, 1999.

It provides a helpful book that gives insight and examples of major corporations and how they develop leaders for the market place. It highlights three commonly used training methods and explores how to be more effective in the implementation of them.

Damazio, Frank. Timothy Training Program: Equipping Leaders for the Twenty-first Century Church. Portland, Oregon: City Bible Publishing, 1997.

This hands-on-training program gives great insight on how to spiritually prepare leaders in the church. It includes helpful lesson plans.

McCauley, Cynthia D., Russ S. Moxley, and Ellen Van Velsor. Handbook of Leadership Development. San Francisco: Jossey-Bass Publishers, 1998.

This volume outlines commonly used leadership development experiences, such as: 360-degree feedback, skill-based training, action learning, and development relationships. It is also helpful in its approach to evaluating the impact of a training program.

Kouzes, James M. and Barry Z. Posner. The Leadership Challenge. (Third Edition) San Francisco: Jossey-Bass Publishers, 2002.

This current writing on leadership is a standard for business leadership training practices. From its discussion on *Five Practices of Exemplary Leadership* to its review of the *Ten Commitments of Leadership* it proves itself a wealth of information.

Maxwell, John C. Developing the Leaders Around You: How to Help Others Reach Their Full Potential. Nashville: Thomas Nelson Publishers, 1995.

This motivational book exhorts the reader to realize that he cannot go it alone and that there are others around them that have leadership potential. Maxwell does an extemporary job in setting the premise and priority of developing leaders in your organization.

Maxwell, John C. The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow. Nashville: Thomas Nelson Publishers, 1999.

This volume does a good job of highlighting the topic of what qualities a leader should have. It explores both personal qualities and spiritual qualities.

Wilkes, C Gene. Jesus On Leadership: Discovering the secrets of servant leadership from the life of Christ. Wheaton, Illinois: Tyndale House Publishers, Inc., 1998.

With all of the high-powered teaching on leadership dynamics in the world today, this book serves as a good counter balance. It reminds the reader what real leadership is all about.

Jones, Laurie Beth. Jesus CEO: Using Ancient Wisdom for Visionary Leadership. New York: Hyperion Press, 1995.

Jones explores the leadership approach that Jesus took. It has some helpful insights.

Reiland, Dan. Joshua's Men: One Year's Journey of Mentoring Men in Leadership and Spiritual Formation. San Diego: Injoy (out of print), 1996.

This leadership training program does an excellent job of grounding men in their spiritual lives as well as exposing men to leadership material. It provides materials for lessons and homework for the participants.

Journals and Magazine Articles

Brodin, Becky. "Five Habits of Highly Effective Leaders". *Discipleship Journal* 26 (1993): 29-32.

Five essential mind-sets of the leader are investigated. This readable article is helpful on several levels.

Fisher, Richard, and John Mack. "The Firmwide 360 Degree Performance Evaluation Process at Morgan Stanley". *Harvard Business Review* (Oct. 29, 1998): 1-16.

This useful article explores one of the current popular methods of leadership development and evaluation. The authors utilize a case study as their backdrop.

Hybels, Bill. "Up to the Challenge." *Leadership Journal* (Fall 1996): 56-62.

Hybels explains how that nowhere are the demands and rewards of leadership greater than in the church. It explains how that the church is the most leadership-intensive enterprise in society.

Kotter, John P. "Leading Change: Why Transformation Efforts Fail". *Harvard Business Review*, (March-April 1995): 57-68.

Kotter discusses the difference between managers and leaders as well as other leadership roles and functions.

Pernick, Robert. "Creating a Leadership Development Program: Nine Essential Tasks." *Public Management*. 84 (Aug. 2002): 10-17.

This article outlines how businesses should structure their developmental programs. It is a helpful, nuts-n-bolts approach to training.

Safferstone, M.J. "The Leadership Investment: How the World's Best Organizations Gain Strategic Advantage Through Leadership Development". *Choice* 7 Mar 2001, 1312.

Safferstone demonstrates the incredible value in training leaders inside of an organization. It requires time and expense for an organization to do so, but its benefits are overwhelming.

Theses

It is often helpful to review other doctoral theses to determine what other research has been done in an area of study. Sometimes there is a wealth of material on a given topic; while with other topics seem to be void of academic research. There were no theses written for Liberty Baptist Theological Seminary on the topic of developing a leadership training program for the local church.

However, when the scope of the search is broadened several interesting discoveries are made. The majority of the theses written on leadership training in the local church focus on specific tasks such training Sunday school teachers, or training

small group leaders, or even developing and training evangelism leaders. The following theses are closer to the topic at hand, but still are specialized to a degree:

Hixon, David G. "Developing and Training Church Leaders through the Process of Mentoring." D.Min. thesis, Southwestern Baptist Theological Seminary, 1996.

This project focuses on just the discipling and mentoring process of growing future leaders.

Ioset, Mark Campbell. "Developing a Program of Leadership Training for Elders of Smaller Churches." D.Min. thesis, Pittsburgh Theological Seminary, 1986.

This work is specific in its type of leadership training (elders) and its range of application (smaller churches).

Liu, Stephen C.K. "Developing a Leadership Training Program for Median Adults in Tsim Sha Tsui Baptist Church, Hong Kong." D.Min. thesis, Southwestern Baptist Theological Seminary, 1988.

Lui's project is specialized in several key areas. First, the age range is narrowed (median adults). Secondly, the type of religious background is limited (Baptist church). Finally, the ethnic range is very specific (oriental culture in Hong Kong).

The following three theses are similar in scope to this project.

Adams, Thomas David. "Developing Lay Leadership Training at the Falmouth Baptist Church, Falmouth, Virginia." D.Min. Thesis, Southwestern Baptist Theological Seminary, 1994.

Jokiman, Joshua Bob. "Developing Leadership in the Local Church." D.Min. thesis, Fuller Theological Seminary, 1987.

Schmautz, Raymond L. "A Theological and Practical Approach to Developing Church Leaders." D.Min. thesis, Talbot School of Theology, 1986.

Sample Questionnaires

For the project described above there will not be the use or need of questionnaires or surveys.

THE PRACTICAL AND BIBLICAL FOUNDATIONS FOR LEADERSHIP TRAINING

The old adage that “everything rises and falls on leadership” has always been true. But, in today’s public and private worlds, with a seeming lack of leadership, this saying has become increasingly poignant. Training leaders has become a paramount concern for most organizations. The church is not exempt from the need to train strong leaders. There are two main foundations for this imperative to develop sound leadership training programs, the practical and the biblical.

The Practical Foundation

It is a matter of practical concern for all organizations to have the strongest leadership possible. When a group has strong leadership in place, it will make sound decisions; it will cast a clearer vision; it will set challenging and attainable goals; and it will see more return on their efforts. This can be gleaned from most areas of society, past and present.

History

Effective leadership has always been a factor in determining the outcome of events in history. Whether discussing Napoleon, Washington or Hitler, leadership becomes the central issue. Abraham Lincoln proved to be the right leader that was needed for a badly divided nation. Despite criticism at every turn, he brought the United States through its darkest hour. In the midst of the struggle, Lincoln continually searched for other strong leaders to surround himself with. His choice of General Ulysses S. Grant as the commander of his army may have been his greatest leadership decision of his career.

Grant understood how important it was to have well train officers and solders under his command. When he was promoted to lieutenant general in 1864 and given the command of the Union army he stated, “While I have been eminently successful in this war . . . no one feels more than I how much of this success is due to the energy, skill, and the harmonious putting forth of that energy and skill, of those whom it has been my good fortune to have occupying subordinate positions under me.”¹

Almost eighty years earlier John Adams and the other founding fathers recognized the need to have strong people coordinating the vital efforts of gaining freedom for the nation. Adams pronounced, “An enterprise can never be planned and carried on without abilities (of skilled people). (And those people must have) principle or they cannot have the confidence enough in each other.”²

¹Al Kaltman, *Cigars, Whiskey and Winning: Leadership Lessons from General Ulysses S. Grant* (Paramus, NJ: Prentice Hall Press, 1998), 195.

²Donald T. Philips, *The Founding Fathers On Leadership* (New York, NY: Warner Books, 1997), 43.

Public Service

Many public debates have been held concerning the matter of the influence and leadership held by those in public office. Colin Powell, Secretary of State, has emerged as a capable leader at a time when world events are precarious and the potential dangers are many. He too sees the need for having effective leaders in place in all organizations. “Our world has changed—probably in ways that we can’t begin to understand. One thing is clear, though, is that our various enterprises, both public and private, will need strong and effective leaders going forward. They will need those leaders at every level and in all functions.”³

Former mayor of New York City, Rudolph Giuliani, upon reflecting on his leadership role after the attack on September 11, 2001 said, “The axiom about good teamwork making each member of a team better really proved true. I can barely describe what it meant to me to know that I could turn something over to someone and know that it would get done, without having to hector or micromanage.”⁴

Business

The business world has been sensing a greater need for formal leadership training since the 1950’s. Although the names of Bill Gates, Ted Turner and Lee Iocca come to mind as men who have shown tremendous leadership using their own styles,

³Oren Harari, *The Leadership Secrets of Collin Powell* (New York: McGraw-Hill, 2002), 13.

⁴Rudolph W. Giuliani, *Leadership* (New York: Hyperion Press, 2002), 98.

there is still a feeling that “leadership talent is scarce.”⁵ “Today strong leadership is often viewed as one of the most important keys to organizational growth, change, and renewal.”⁶

The Church

As pastor of one of the nations largest evangelical churches, Bill Hybels has commented on, taught about and written much on the subject of leadership inside the local church. His analysis is that, “The local church is the hope of the world and its future rests primarily in the hands of its leaders.”⁷ Hybels goes on to state that the demands of leadership are perhaps the greatest inside the church. “I believe the church is the most leader-intensive enterprise in society.”⁸

John Maxwell, noted speaker and author to church leaders around the world declares that no one can or should go it alone in leadership. But that, “The key to surrounding yourself with other leaders is to find the best people you can, then develop them into the best leaders they can be. Great leaders produce other leaders.”⁹

No matter what field an organization may be a part of, whether public or private,

⁵Jay A. Conger and Beth Benjamin, *Building Leaders: How Successful Companies Develop the Next Generation* (San Francisco: Jossey-Bass Publishers, 1999), xi.

⁶Ibid., 1.

⁷Bill Hybels, “Courageous Leadership,” (Grand Rapids: Zondervan, 2002), 27.

⁸Ibid. “Up to the Challenge.” *Leadership Journal* (Fall 1996): 56-61.

⁹John C. Maxwell, *Developing the Leaders Around You: How to Help Others Reach Their Full Potential* (Nashville: Thomas Nelson Publishers, 1995), 3.

secular or religious, Maxwell states that there are seven practical reasons why leaders need to be trained.¹⁰

1. Those closest to the leader will determine the success level of that leader.
2. An organization's growth potential is directly related to its personnel potential.
3. Potential leaders help carry the load.
4. Leaders attract potential leaders.
5. Leaders who mentor potential leaders multiply their effectiveness.
6. Developed leaders expand and enhance the future of the organization.
7. The more people you lead the more leaders you need.

The Biblical Foundation

As we study the pages of Scripture, we see example after example of leadership training. Although it is not called "leadership development" or "leadership training", the process is observed taking place none-the-less. The following is not meant to be an exhaustive exegetical or expositional study. But, it is meant to show that in both the Old Testament and in the New Testament ample support is given to this vital function of leadership training and thus lays an important foundation.

¹⁰Ibid., 3-13.

The Principle of Leadership Training Taught

Several New Testament passages deal directly with the topic of training others for the express purpose of carrying out ministry and leadership among the congregation. Two such passages are Ephesians 4:11-13 and 2 Timothy 2:2.

Ephesians 4:11-13

And He Himself gave some to be apostles, some prophets, some evangelists, and some pastors and teachers, for the *equipping* of the saints for the work of ministry, for the edifying of the body of Christ, till we all come to the unity of the faith and of the knowledge of the Son of God, to a perfect man, to the measure of the stature of the fullness of Christ.¹¹

Paul teaches the church four key principles of church leadership in this passage:

1. God provides gifted leaders to the body of Christ (the church).

God's desire is to see His church well cared for. When the people of Israel were without leadership in the book of Judges, God provided judges to give guidance. Christ wept over Israel, partially because they were as a flock with no shepherd (Matthew 9:36). God has always been deeply interested in having adequate leadership provided for His people, whether in the Old Testament or today.

2. God's purpose for these leaders is to equip the saints for the work of the ministry.

The leaders of the church are not to be doing all the work of ministry, but developing others to help carry out that work. The natural tendency for the leaders is to

¹¹All quotations are from the New King James Version of the Bible.

do the work themselves, just as the natural tendency for the congregation is to watch them do the work. After all, the leaders are gifted in the work of the ministry and they have a heart for it. In many cases the leaders have been to specialized training to help them know how to lead and do the ministry.

A large amount of time is required to train others to do the work. Many times it is easy for the leader to fall into the trap that he can save time by doing it himself. And it may be true for today. But, ultimately, it is more efficient and profitable for the church to invest in the equipping of their people.

3. The result of the equipping process is a church body that is edified (built up) and brought to maturity.

This process of training helps every believer to grow to maturity in his or her faith and to grow in his or her usefulness for the advancement of the kingdom of God. They are better prepared and able to teach, preach, evangelize, minister to one another and to lead inside the Body of Christ.

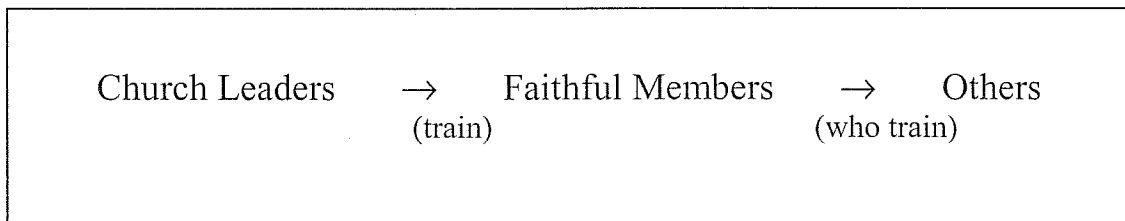
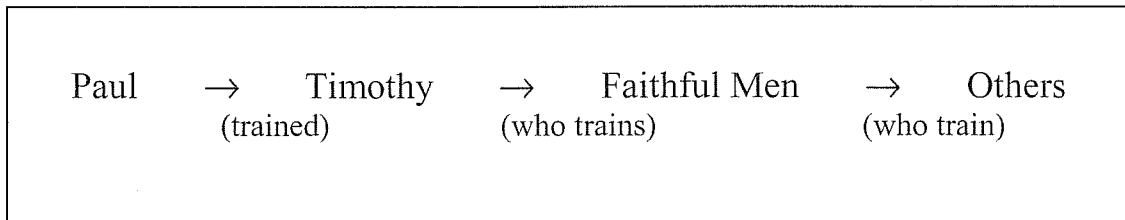
4. This process will be complete when, and only when, each individual is brought to maturity.

Since we will not be fully complete until we see Christ, the process of equipping the saints effectively never ends until He calls the Church unto Himself. So, the church and its leaders need to continue to train and equip the next generation to minister and to lead.

2 Timothy 2:2:

And the things that you have heard from me among many witnesses, commit these to faithful men who will be able to teach others also.

Paul instructs Timothy about an important cycle that must be present in any healthy church. The mature believers in the congregation must train others who will in turn train others as well.



As this cycle of training continues, not only does the church have members who are taught the principles of God's Word, but it also has a format to train up its next group of leaders. Every church is one generation from extinction (or at least ineffectiveness) unless this process continues functioning.

Both of these passages are often used when discussing discipleship and helping an individual go from being a new babe in Christ to being spiritually mature. But, these scriptures can also apply to the training of leaders in a profound way.

The Principle of Leadership Training Demonstrated

Not only is the principle of leadership training taught, but also it is demonstrated in both the Old and New Testaments.

Moses and Joshua

Moses and Joshua have one of the most unique relationships in scripture. Moses leads the people of Israel out of Egypt and through the desert for forty years. It is Joshua, who after watching, following and learning from Moses, leads the nation into the Promised Land. Joshua's years of training at the side of his mentor, Moses, prepared him for the task that was before him.

Joshua: Moses' general

Exodus 17 recounts the legendary story of Israel's battle with Amalek. Joshua was the army's general under the prayerful watch of Moses. He carefully followed Moses' instructions and won the victory. When the battle was over, God instructed Moses to build a memorial describing the victory. This was done, in part, for Joshua's benefit (Ex. 17:14).

Joshua: Moses' assistant

As Moses ascends the mountain of God in Exodus 24 to receive the law written on stone, it is Joshua who alone joins him. Joshua is designated as the servant of Moses. He may have only joined Moses part way up the mountain, but he was able to observe the man of God and his relationship with their Creator over the next forty days.

Joshua: Moses' spy

In Numbers 13, Moses sends twelve spies into the land and Joshua is only one of two who return with a positive report. This would be an experience that would come in very handy for Joshua years later when he needs to do some intelligence gathering (Joshua 2).

Joshua: Moses' successor

When Moses and Aaron had disqualified themselves from being able to go into the Land the Lord had promised the people of Israel, Joshua was inaugurated as the future leader before the people. In Numbers 27, God pointed out that His Spirit was upon Joshua for this task. After years of observing Moses' service and relationship to the Almighty God, he would soon be ready himself for the mantle of leadership (Joshua 1). The time and training that Moses invested in Joshua would help mold him into the leader that God and the nation would need. This is a great example of leadership training over a span of forty years.

Elijah and Elisha

In First and Second Kings we are given another clear example of leadership training in process. Elijah, nearing the end of his ministry, is instructed by the Lord to select and train his own successor. "Then the LORD said to him: 'Go, return on your way to the Wilderness of Damascus; and when you arrive...Elisha the son of Shaphat of Abel Meholah you shall anoint as prophet in your place.'" (1 Kings 19:15,16).

Upon hearing the invitation from Elijah, Elisha enthusiastically left all behind and began to follow God's prophet and to serve him (1Kings 19:19-21). To "follow" and "serve" did not mean that Elisha was now Elijah's personal slave and errand boy. He was much more than that. Elijah was told to "anoint" Elisha to be a prophet. There was a special significance to this anointing. To "anoint" (mashah) someone meant to (1) consecrate them or separate them for God's service, (2) to show that they were authorized by God himself and held in special regards, and (3) to indicate God's enabling through his Spirit.¹²

So, Elisha listened to Elijah teach and speak on issues of life, he watched Elijah deal with various situations and people, he observed his mentor's love for God and God's Word, and he even began to imitate Elijah's life. By living with and working with Elijah, he could study the aged prophet's walk with God first hand.

When it became apparent that Elijah's ministries as prophet to the nation of Israel and teacher to Elisha were almost over, Elisha refused to leave his mentor's side. When given one more request from Elijah, Elisha was not afraid to make it a large request. "Please let a double portion of your spirit be upon me." (2 Kings 2:10) He asked this out of a humble heart, feeling he would need as much enabling as possible to do what God had called him to do.¹³

By watching the relationship between Elijah and Elisha, several important leadership development principles are gleaned. First, in selecting potential leaders to train

¹²Gleason L. Archer, R. Laird Harris, and Bruce Waltke, eds., *Theological Workbook of the Old Testament*, vol. 2 (Chicago: Moody Press, 1980), 107.

¹³John F. Walvoord and Roy B. Zuck (Editors), *The Bible Knowledge Commentary: An Exposition of the Scriptures: Old Testament* (Wheaton, Illinois: Victor Books, 1986), 540.

we need to stay sensitive to God's leading. It would have been natural for Elijah to begin looking on his own for a replacement, but he listened carefully to God's instruction. There are times a leader can get caught up in assessing abilities and comparing test scores and forget to let God lead the way. Yes, a leader needs to do due diligence in recruiting future leaders, but he needs to stay sensitive to the Spirit's guidance.

Second, it is obvious from this account that mentoring relationships have tremendous impact. It is popular today to read the top selling books, listen to the latest tapes and attend the noted seminars. But, the investment in the life of another individual is still the most effective means of fruit-bearing leadership training. Other resources are helpful and needed in most cases, but they should not be substituted for interpersonal exchange and relationship building.

Third, a leader does not need to be afraid of challenging those he is training in leadership. Elijah instructed Elisha three times to stay behind. But, each time Elisha declared his loyalty and expressed his desire to stay by his teacher's side. "As the LORD lives, and as your soul lives, I will not leave you!" (2 Kings 2:6). Disciples need to be challenged with hard choices and hard tasks at times. If Elisha had not continued with Elijah he would have never seen God's might and power the way it was revealed in the chariot of fire nor would he have received the double blessing from God.

The impact of Elijah in the life of Elisha is seen immediately. In the very first scene after Elijah's dramatic exit, Elisha is observed imitating his mentor's life and ministry by dividing the Jordan River with Elijah's mantle. He would go on to be a bold and effective spokesman for the Lord. Elijah's investment paid great dividends.

Paul the Mentor

Throughout the pages of the New Testament the Apostle Paul plays an integral part in training a number of young men. Most of them were young pastors or ministers in whom Paul was investing his time and energy. In just the book of Colossians ten young men are mentioned. Some are mentioned elsewhere and are given various assignments from Paul.

Tychicus (4:7): A faithful minister and co-worker.

Onesimus (4:9): A faithful brother in Christ and messenger.

Aristarchus (4:10): Fellow prisoner and co-worker.

Mark (4:10): Valuable co-worker and cousin of Barnabas.

Jesus Justus (4:11): Fellow worker.

Epaphras (1:7; 4:12): Leader of the Colossian church.

Demas (4:14): Follow worker. (Later forsakes Paul).

Luke (4:14): The beloved physician who was Paul's last companion.

Nymphas (4:15): Fellow worker from Colossians.

Archippus (4:17): Fellow worker.

This list does not include the two most famous of his leadership trainees, Timothy and Titus. Both eventually become pastors and Paul sends them detailed instructions (in the letters that bare their names) and encouragement in serving the church. Paul had tremendous impact in not only sharing the message of Jesus Christ boldly, but also in training the next generation of church leaders in Asia Minor.

Jesus and His Disciples

The greatest example of leadership training in the entire Bible is that of Jesus Christ and his twelve disciples. For over three years Jesus developed this group of men from various backgrounds into a force that would be known as “these who have turned the world upside down.” (Acts 17:6)

Jesus used many means to build his team into leaders for the kingdom.

Jesus taught his disciples.

Using methods that ranged from sermons, to stories, to illustrations, to analogies, to parables Jesus taught truth to his band. Beginning with the Sermon on the Mount (Matthew 5-7,) Christ declared kingdom living principles to his men as well as the crowds. Whenever he spoke to the masses he also knew his disciples were listening. Often, at the end of the day of teaching, he would follow-up any of their questions that they might have.

Jesus taught on a wide range of topics such as: heaven, hell, giving, serving, leading, hypocrisy, salvation, pride, evangelism, prayer, faith, discipleship and much more.

Jesus modeled truth to his disciples.

One distinct advantage the disciples had is that not only did they hear Jesus’ words, but also they could see him in action. “In the training of the twelve for the work of the apostleship, hearing and seeing the words and works of Christ necessarily occupied

an important place. Eye and ear witnessing of the facts of an unparalleled life was an indispensable preparation for future witness-bearing.”¹⁴

Jesus served his disciples.

The common examples of leaders during the time of the disciples, and often today, were of men who lorded their position over their followers. Jesus demonstrated that there was another way to lead, by serving.

The famous passage from John 13 relays the account of Jesus washing the disciples feet. This was a task reserved for servants, not for leaders. Jesus told them he was giving them an example to follow and that they should wash one another’s feet. He went on to tell them, “And whoever desires to be first among you, let him be your slave-- just as the Son of Man did not come to be served, but to serve, and to give His life a ransom for many.” (Matthew 20:27-28)

Jesus assigned tasks to his disciples.

Not only did Jesus teach, model and serve his disciples, but he also gave them opportunities to practice what they were learning. In Luke 10 the disciples were sent out by two’s (this time not only the twelve, but the group of seventy was included) to minister for the Father. When they returned they did so with great joy (Luke 10:17) and with many questions. They had the chance to see first hand how God could use their lives to advance the kingdom. The group could inquire from their teacher why certain things worked well and why some things did not turn out so well.

¹⁴A.B. Bruce, *The Training of the Twelve: Timeless Principles for Leadership Development* (Revised edition) (Grand Rapids: Kregel Publications, 2000), 41.

At the feeding of the five thousand Jesus had the disciples handle crowd control as well as food distribution. This was no small task considering the fact that, including the women and children, there may have been as many as twenty thousand on hand.

The training of the disciples is a wonderful example of complete leadership training. The effect on these men led all but one to serve God with their entire existence. Most of them gave their lives for the One who gave his life for them.

Conclusion

By looking at these two foundations, that of the practical and of the biblical, there is compelling evidence that leadership training is a must for today's church. Not only is it proven that there are measurable results to be gained, it is the pattern that is given in Scripture.

THEORIES OF LEADERSHIP DEVELOPMENT

There are many theories in use today in the business world and the church world for training leaders. Most of them have some measure of success and most of them also have some weaknesses. In a recent study¹ done by Linkage Inc. the nine programs with the most impact in the business arena (as described by the participants) were:

1. Action Learning
2. Cross Functional Rotations
3. 360-degree Feedback
4. Exposure to Senior Executives
5. External Coaching
6. Global Rotations
7. Exposure to Strategic Agenda
8. Formal Mentoring
9. Informal Mentoring

Many other theories of leadership training are very popular and in demand today even though they are not included on the impact list. We will explore both those on the impact list and several of those that are not.

When observing the major theories of formal leadership training we must ask the question, “Can they be applied to the church setting?” “Could they be used to train

¹David J. Giber, Louis L. Carter, and Marshall Goldsmith, eds., *Linkage Inc.'s Best Practices in Leadership Development Handbook* (San Francisco: Jossey-Bass/Pfeiffer, 2000), xiv.

Christian leaders?” As could be expected, some theories avail themselves more readily than others for use in the church.

Maximum Impact List Theories

The nine top theories from the Linkage Inc.’s study will be explored in this section. Each theory will be briefly reviewed and some application possibilities provided.

Action Learning

Action learning has emerged as the “hottest” approach in the leadership field. Case studies from Motorola, Imasco, Colgate-Palmolive, and others highlight this dynamic approach. These companies . . . have found that the fastest and most lasting learning is produced when people are engaged in finding real solutions to real problems.²

The Theory Explored

Action learning has become popular among business and industry circles because of its immediate and mutual benefits for the employer doing the training and the employee being trained. It emphasizes learning by doing. Those going through the training process are given tasks to do or problems to resolve within the organization. The trainees are more motivated to learn the skills to handle the problem, more interested in researching to find the solution, and it keeps their attention focused on a tangible result that will directly affect them. Those being trained enjoy this approach because they are not just learning some far off theory, but learning something practical.

² Ibid., xvi.

Companies are delighted to see that the investment they are making in training leaders pays back dividends very quickly when using the action learning process. Research has also shown that adults are most motivated to learn when they see that it is relevant to their lives.³ Choosing appropriate learning projects becomes the key to a successful program.

The action learning process can be with a group or conducted on an individualized basis. Some of the most meaningful development can take place as a “job assignment”. Research into what makes a job developmental has identified five broad sources of challenge related to learning:⁴

1. Job transitions
2. Creating change
3. High levels of responsibility
4. Nonauthority relationships
5. Obstacles

Problems arise with the action learning method when projects are poorly chosen, projects are poorly managed, or there are negative relationship dynamics involved. There can also be a tendency for the training to focus on such a very small area that even if the results obtained are desirable, there is no guarantee that the learning process can be carried over to other areas. One other concern would be that if not carefully managed the

³Jay A. Conger, and Beth Benjamin, *Building Leaders: How Successful Companies Develop the Next Generation* (San Francisco: Jossey-Bass Publishers, 1999), 211.

⁴Cynthia D. McCauley, Russ S. Moxley, and Ellen Van Velsor, eds., *Handbook of Leadership Development*, (San Francisco: Jossey-Bass Publishers, 1998), 131.

end product of the training could be the development of good problem solving managers instead of training good leaders.

The Application to the Church

Churches are filled with activity each week. Whether on Sunday morning or all through the week healthy churches are active churches. This lends itself for the use of the action learning method of leadership training.

Many churches only use a teaching and spiritual discipleship method to train their leaders. But, as has been seen above, adults learn faster and more effectively when there is action involved. Of course, all those who are being trained for leadership inside the church should have areas of ministry already existing. Assigning them tasks to carry out or problems to solve in their area of ministry would be a very natural process.

Projects could range from reviewing new Sunday School materials to exploring a new way of using the existing space in the church facilities to organizing the church ice cream social. The key principle is to intentionally have project assignments to supplement the leadership training process.

Cross Functional Rotations

When an individual masters their own function they are considered proficient. But, leaders must gain insights that broaden their perspective. Cross functional rotations foster developing a view of the bigger picture.

The Theory Explored

This next theory of leadership training involves taking individuals from one area of industry or business to observe other areas of function, whether inside of their organization or inside another organization. This can be as simple as one department head spending time in another department of the same company and observing how they operate or helping them to solve current issues they may have. Or it can be as involved as traveling to see how other companies handle this same function. The goal is to glean insights from others who are doing similar or near similar functions.

Even if the functions are dissimilar there are principles of operation that are helpful to learn. By observing dissimilar departments a broader view of the entire company is achieved. It is easy to develop tunnel vision unless other methods of operating are observed.

This writer has lived in the Corning, New York area for most of his life and has observed that Corning Inc., a Fortune 500 company, will send its Information Technology (IT) officers to observe the IT departments of other companies around the country such as Boeing, Microsoft, IBM and others. Also, while working on the campus of Liberty University while in seminary he saw that department heads of the University would visit other departments to see how they operated. Both of these examples proved to be beneficial to both organizations.

The Application to the Church

It is always valuable to understand what roles others have and how they carry out their tasks. Church staff members could learn from one another how they administrate

their ministry areas; Sunday School teachers could learn teaching tips and techniques from one another; a church board may benefit from observing how another church approaches evangelism; or a missionary in the jungle can glean from missionaries from the mountain regions. We can benefit from one another's creativity.

360-degree Feedback

This theory of development has been written about prolifically in the past decade in numerous fields. Beneficial applications can be found for those who carefully implement this system.

The Theory Explored

To gain a complete understanding of the 360-degree feedback theory a thorough observation of (1) the description of the program, (2) the evaluation criteria, and (3) the evaluation cautions must be made.

Research has shown that feedback is an essential element for any learning program.⁵ Whether in the classroom or the workplace effective feedback can be a powerful tool in growing and maintaining leaders. In the fast pace of life adequate feedback for leaders is usually non-existent.

The system of 360-degree feedback, sometimes known as multi-rater feedback, is used to solicit opinions and perspectives concerning another individual's development or effectiveness. The individual being rated will select from three to twenty raters. The group of raters will include subordinates, peers, and supervisors. The raters are given a

⁵ Conger and Benjamin, 38.

survey that lists a series of questions, topics or qualities that are to be assessed. The individual will also conduct a self-evaluation. When the data is gathered it is compiled into a summary to be shared with the individual.

The results are often very powerful. When one person gives feedback it can be considered helpful or even dismissed as only one opinion. However, if twenty people are all saying the same thing it adds tremendous weight to the feedback.

In commenting on Morgan Stanley's firm wide 360-degree Performance Evaluation Process the company's chairman (Richard Fisher) and president (John Mack) stated,

The objective of the annual Performance Evaluation Process is to provide every employee with quality performance feedback. We continue to believe strongly that candid feedback serves as the foundation for creating development plans for each individual that help the firm meet one of its most important goals: the continuous professional development of its employees. This development remains one of the critical success elements of the firm.⁶

Evaluation criteria:

One of the biggest challenges in using this method of feedback is choosing the evaluation criteria. What characteristics should be evaluated? Some surveys have as many as eighty questions on numerous topics, while other surveys are more general in nature. Morgan Stanley chose four main areas to evaluate: professional skills, management and leadership skills, relational orientation, and teamwork. While others

⁶M. Diane Burton, "The Firmwide 360 Degree Performance Evaluation Process at Morgan Stanley," *Harvard Business Review* (Oct. 29, 1998): 1-16.

surveys simply ask for an individual's three greatest strengths and three greatest weaknesses (see Appendix A).

Evaluation cautions:

Although this method of feedback is in wide use today and can provide in depth and powerful results, it can be very time consuming. Many groups abandon this model for the sake of time even though they see the benefits it produces. Confidentiality of the summary results and of the raters' input is a must to maintain the credibility of the program.

The Application to the Church

If managed carefully 360-degree feedback can be a powerful growth tool for those in ministry and training for leadership in a ministry. The benefits of its use with church staff members can readily be seen. It would be encouraging to be reminded of one's strengths and gifts. It would be stretching to be supportively shown one's weaknesses. This can be a tremendous tool to shape and mold potential and new leaders. The biblical principle of "speak the truth in love" would need to be held in high regard.

Exposure to Senior Executives

It has been said that the things that will change a person the most from one year to the next are the people they meet and the books that they read. Being exposed to successful people expands the awareness and potential of growing leaders.

The Theory Explored

By exposing the senior executives to the leaders that are being trained it is hoped that the executives' vision, drive, work ethic, and goals will be observed and copied. It also provides motivation to grow personally as well as develops a sense of team. Everybody wants to be part of something bigger than themselves. By seeing the executives they feel connected in a greater way to the organization as a whole.⁷

The Application to the Church

Great results can be received by exposing young leaders or those being trained in leadership to the godly examples of the senior staff of the church. Some pastors have very little contact with their people or staff. However, if the staff member or pastor is conducting the training the optimal benefit will be realized. The greater the exposure, the greater the influence will be. If the senior staff members are not conducting the leadership training themselves, every effort should be made to include them at special times through the process.

External Coaching

External coaching has been used successfully in most major fields of study. Bringing in teachers and experts from outside the organization to instruct those inside the organization can pay great dividends.

⁷In much of the research on leadership training a major theory is called Developmental Relationships. For this report it is noted that the maximum impact theories of Exposure to Senior Executives, Formal Mentoring and Informal Mentoring would all fall under that theory. (see Appendix B)

The Theory Explored

Internal coaching by supervisors and senior peers is essential to the development of potential leaders. However, when external coaching is used, there is a higher degree of enthusiasm and learning that takes place. There is an interesting dynamic that happens when an outside coach is used. They may teach the exact same principles as the internal coaches, but it carries more weight when it comes from the “expert”.

It also gives an air that something special is taking place. The trainee will study more, listen more carefully and carry out assignments more faithfully when an external coach is used. The external coach can be used for a one-time event or even for phone or electronic follow-up consultations.

The Application to the Church

This method can be applied to the church in a number of ways. First, the trainer could take the leadership training group to a conference to be exposed to exceptional teachers. Promise Keepers has been an effective tool for many churches. Leaders such as John Maxwell and Bill Hybels conduct leadership conferences all across the United States and Canada. This writer has taken individuals from his ministry to Lay Leadership conferences with good results.

Second, have an in house conference. Invite a noted speaker into the church for a one day or weekend conference, or broadcast a satellite fed program into your facility. By having a function at the church it will make it more accessible and affordable to a greater number of people with either approach.

Global Rotations

In a world that is drawn together more closely than ever before having a global understanding is important for the leader to grasp.

The Theory Explored

We tend to see the world and leadership only through our North American eyes. But, with communication systems, available transportation and global resources available to churches and businesses alike, leaders need to broaden their perspective.

By using business trips and managing long-distance multi-country projects, the leader is able to gain a new awareness of other cultures. In some businesses it is highly recommended for all in leadership to spend some time on foreign trips or even to transfer to one of the company's foreign plants for at least a minimal amount of time.

Through these experiences, people develop the ability to listen, put others at ease, communicate orally and in writing across language barriers (perhaps through translators), and recognize that others make sense of events differently from one's preferred viewpoint. Experiencing, not just knowing, that differences in perspectives exist is an early step towards developing "global" skills.⁸

The Application to the Church

This model of leadership training can and needs to be more emphasized in the church of the twenty-first century. By understanding the perspective of other cultures inside of the universal body of Christ, an individual gains a more balanced approach to the Great Commission. This can be applied in the church by several means:

- Being involved in a short-term missions trip.

⁸ McCauley, Moxley, and Van Velsor., 391.

- Helping to organize the annual missions conference.
- Serving on the missions committee.
- Housing foreign missionaries in their home.

This valuable training is neglected in the majority of evangelical churches in America. Only about 5% of churches have a mission's conference or conduct a short-term mission trip.⁹

Exposure to Strategic Agenda

To expand an individual's productivity they must expand their thinking. Exposure to the strategic agenda helps accomplish this goal.

The Theory Explored

It has been discovered that by exposing those in leadership training and development to the strategic agenda of the organization (if there is one), that they will develop more quickly. They capture the vision, goals and future of the organization. They see how everything fits together. Without this exposure it is natural for individuals to merely focus on their day-to-day tasks. They never see the "big" picture. It is also common for individuals to move in opposite directions unless they are aware that there is an organizational direction that all are expected to be moving towards.

⁹ Kenneth Moon, *Winning Strategies: Helping the Church Fulfill the Great Commission* (Atlanta: World Thrust, 1984), 21.

The Application to the Church

All churches are to carry out the Great Commission and glorify God in the process.¹⁰ But, very few churches communicate their purpose well. In Rick Warren's book, *The Purpose Driven Church*, he proposes five main purposes for every church.¹¹ But, having purposes is one thing and effectively communicating this strategic agenda is another thing. When people know where the church is going and what the church is all about it is easier for everyone to row in the same direction. The people will gain an enthusiasm when they feel connected to that purpose. Those in leadership training in the church are prime fields for extensive exposure to the church's purposes.

Formal Mentoring

Mentoring can increase the developmental rate of the young leader. Formal mentoring maximizes the desired results .

The Theory Explored

Formal mentoring is the approach of assigning a senior staff member to the training of a junior staff member to foster their leadership development. The mentor plans a strategy to best meet the needs of the individual being trained. Assignments, reviews of progress, and teaching times are arranged. This stage can have an apprentice feel to it. It is a valuable tool for the developing leader.

¹⁰Matthew 28:19-20 and 1 Corinthians 10:31.

¹¹Richard Warren, *The Purpose Driven Church: Growth Without Compromising Your Message & Mission* (Grand Rapids: Zondervan Publishing House, 1995), 49.

The Application to the Church

We often think of discipleship when we think of formal mentoring inside of the church. A more mature Christian spends time with a newer believer, or group of new believers, and helps them learn to pray, read the Bible, to share their faith as well as many other skills to help them grow in the Lord. They set up a regular meeting time and place and give assignments and answer questions about the faith. There are a wide variety of materials that can be used today.

Leadership training can and should be conducted on a formal basis in the church as well. A structured plan for leadership growth can be established with assignments, learning activities, and discussion on leadership issues a part of the program.

Informal Mentoring

Informal life-on-life sharing can bring dramatic results. As formal mentoring produces increased growth in new leaders in a regimented way, informal mentoring proceeds at a different pace and intensity.

The Theory Explored

Informal mentoring is less structured, but can be as valuable as the formal mentoring process. It allows an experienced member of the organization to casually oversee an inexperienced member. It often has more of a colleague-to-colleague feel to it. It helps provide continued growth and supervision and allows the inexperienced member a sense that they are not all of the sudden on their own now that the formal training is over.

The Application to the Church

Informal mentoring happens in most churches on a regular basis. Mature believers model and teach less experienced believers how to follow Christ. Where formal mentoring would include lesson books and assignments, informal mentoring in the church would be more leading by example. But, doing so in an intentional way with special individuals for specific results. This type of modeling should be encouraged to take place on a regular basis. It has been said that everyone needs a “Timothy” (younger believer) to influence, a “Barnabas” (peer) to keep us accountable and be a source of encouragement, and a “Paul” (mature believer) who can build into our lives.

Other Training Theories

The Linkage Inc.’s impact list theories are not the only major theories practiced today. The following are several popular theories.

Skill-Based Training

When it comes to your potential for leadership, it helps to have grown up with parents who set challenging goals, translated failure into “how to succeed next time,” lived with high standards and helped their kids appreciate diverse points of view. But if this was not your experience, there’s plenty of research showing that leadership skills can also be developed and mastered.¹²

The Theory Explored

It is often thought that leaders are born not made. And although there are some leaders that seem to be born with natural skills and abilities to lead others effectively, it is

¹²Avolio, Bruce. “Study Says Leadership Skills are Born and Made”. *Work and Family Life*, (9 Sept 2001), 2.

becoming increasingly accepted that leadership can be learned. Bruce Avolio, noted author on leadership issues, agrees that leadership can be learned,

John Maxwell, in his book *Developing the Leader Within You* also states,

Leadership is not an exclusive club for those who were “born with it.” The traits are the raw materials of leadership can be acquired. Link them up with desire and nothing can keep you from becoming a leader.¹³

Skill-based training can be defined as, “a development experience in which individuals gain knowledge and practice behaviors necessary to hone present skills or to develop new ones.”¹⁴

Bruce points out several strategies to help enhance skills training programs.¹⁵

1. Visualize the obstacles you will face.
2. Set goals and find someone who will hold you to them.
3. Seek and incorporate feedback from your colleagues.
4. Reflect on your best and worst moments.
5. Broaden your model of leadership to include a full range of styles.
6. Honor high ethical standards.

Research has revealed several different lists of capabilities a leader should have. Once this has been determined, a strategy to teach and practice the skills can be designed. The skills list can change depending on the field the organization is in. A church based

¹³Maxwell, John C. *Developing the Leaders Around You: How to Help Others Reach Their Full Potential* (Nashville: Thomas Nelson Publishers, 1995), ii.

¹⁴ McCauley, Moxley, and Van Velsor, 107.

¹⁵Avolio, 2.

program would differ from that of a school or a manufacturing industry. The following is one example of defining skills to be developed.¹⁶

Table 1. Skills That Define Leadership Capacities.

Leadership Capacity	Skills
Ability to interact socially	Conflict management Negotiation Influencing Team building Active listening Communication Ability to give feedback Adaptation
Creativity	Ability to see alternative solutions Ability to question assumptions Ability to explore ambiguity
Critical evaluation and systematic thinking	Ability to think analytically Ability to detect problems Problem solving
Empowerment	Goal setting Ability to motivate others through Participative decision making

Application to the Church

Skill-based training is used in a variety of ways inside of the local church. Sunday School teachers are shown how to prepare and present a class lesson; ushers are taught how to greet, escort individuals to available seating; and deacons are trained how to administer communion. But, the same training does not happen on a regular basis for leadership in the church.

Several methods of incorporating this theory into the leadership training thinking of the church would be:¹⁷

¹⁶McCauley, Moxley, and Van Velsor,, 110.

- Teaching leadership skill to the church boards.
- Teaching leadership skills to ministry coordinators in the church.
- Teaching leadership skills to potential leaders in the church.

Conceptual Training

Conceptual training is probably the most widely used of all the training theories. By grasping the “concepts” of leadership function an individual is nearer the goal of being a productive leader.

The Theory Explored

The goal of conceptual training is to make the individual aware of what a leader does. It is desired that by this “leadership development through a cognitive understanding of the phenomenon”¹⁸ that it will be clearly understood that there is a difference between managing and leading. Programs such as *The Leadership Challenge*¹⁹ are designed to stimulate the trainee’s thinking on the field of leading, but then let them find learning experiences on their own. It will essentially teach the content of leadership, but has little if any learning activities.

¹⁷ See appendix C for an alternate list of skills (laws) for leadership from John Maxwell.

¹⁸Jay A. Conger, *Learning to Lead: The Art of Transforming Managers into Leaders* (San Francisco: Jossey-Bass Publishers, 1992), 48.

¹⁹James M. Kouzes, and Barry Z. Posner, *The Leadership Challenge*. Third Edition (San Francisco: Jossey-Bass Publishers, 2002).

Application to the Church

The church is very good at teaching content on a variety of subjects. But, teaching the practical side has some times fallen short of the mark. When it has come to the topic of leadership, the conceptual method is used the most. Principles about the character of a leader and the spiritual aspects of being a godly leader are expounded upon. But, rarely are the skills necessary for leadership taught.

Conceptual training is good as far as it goes. But, it should be combined with another system of leadership training that helps show how to put into practice the theory of leadership.

Character Training

There has been much debate about the need for character in a leader. It has been a time honored prerequisite for leadership.

The Theory Explored:

Because of recent public leaders who have led with a lack of moral integrity, there has been a revival of character training in regards to leaders. Character and integrity go hand in hand.

In his book, *Character Counts*, Rod Handley points out that character is the most vital attribute that a leader has. He indicates that there are seven disciplines that will keep character on track.²⁰

²⁰Rod Handley, *Character Counts-Who's Counting Yours?* (Grand Island, Nebraska: Cross Training Publishing, 1999), 30.

- Bible reading
- Prayer
- Fasting
- Solitude
- Fellowship
- Scripture memory
- Accountability

To be able to lead, followers need to be able to trust the heart of their leader.

When people cannot trust the leader's integrity it is hard to follow their direction. Herbert Spencer underscores the need for character in his distinctions between reputation and character.²¹

The circumstances amid which you live determine your **reputation**; the truth you believe determines your **character**.

Reputation is what you are supposed to be; **character** is what you are.

Reputation is the photograph; **character** is the face.

Reputation comes over one from without; **character** grows from within.

Reputation is what you have when you come to a new community; **character** is what you have when you go away.

Your **reputation** is learned in an hour; your **character** does not come to light for a year.

Reputation is made in a moment; **character** is built in a lifetime.

Reputation grows like a mushroom; **character** grows like an oak.

A single newspaper report gives you your **reputation**; a life of toil gives you your **character**.

Reputation makes you rich or makes you poor; **character** makes you happy or makes you miserable.

²¹Source unknown.

Reputation is what men say about you on your tombstone; **character** is what angels say about you before the throne of God.

Application to the Church

The church does a terrific job of training character as a foundational element for leaders. But, the training need not stop there. If leadership skills are not taught along with character traits, the individual will be a wonderful person to be around, but they may be a terrible leader. Yet if character is not taught, the person may be able to lead, but may not be worth following. (see appendix C and D for a list of character traits)

Conclusion

All of the various theories explored have some unique strengths and can be used successfully in numerous settings, whether in business or in the church. However, very few of the leadership training models can stand-alone. Combining several of the theories together would be preferable to using one singular training method. When several approaches can be used in tandem with one another there is great variety in the program and the strengths of each of the theories can be capitalized upon.

If possible, incorporating elements from most of the theories would be beneficial. There would need to be a balance struck between the amount of time and energy spent on the implementing of various leadership training programs and the results desired and the results achieved.

LEADERSHIP STYLES

Every leader has a style. The attitudes, characteristics, methods, and behaviors that set an individual apart as a leader can be described as their *leadership style*.

Understanding how a leader operates in various leadership roles is vital to the continued success of that leader. This knowledge can provide needed information to assist in either capitalizing on their strengths or improving their weaknesses.

Leadership Styles Explored

Although there may not be a quantifiable *best* style, there are several styles that have been commonly used throughout history. The following is a brief review of these styles as well as a discussion of several factors that have influence on leadership styles.

The Autocratic Leader

The autocratic leader dominates the situation and is generally seen as being “in charge” of the organization or group. Their view is final and little input is accepted. This style can range in extremes from a “father-like concern” for the group to “99 percent inflexibility”.¹

¹Ted W. Engstrom, *The Making of a Christian Leader* (Grand Rapids: Pyranee Books, 1976), 73.

The leader with an autocratic style does not like to delegate responsibility or authority to others. This leader often feels that they need to tell others what to do in most situations and how to think about those situations as well.

Autocratic leaders would answer the following questions in the affirmative:

- Do you feel the need to be in control at all times?
- Do you prefer others to be listeners and followers only?
- Do you feel uncomfortable when you are not making the final decisions?

This style of leadership is beneficial in situations where there is no time for consensus or input from others. When decisions need to be made quickly and decisively, the autocratic method would be best utilized. Some situations that might require the autocratic style would be the military, emergency rescue, and some coaching scenarios.

The autocratic leadership style is least productive when trying to build relationships, trying to teach independence, or attempting to foster team spirit within an organization.

The Authoritative/Democratic Leader

The authoritative leader desires the input and participation of many of the group members. This leader seeks to enable people to take responsibility and is willing to delegate the necessary authority.

Authoritative leadership motivates the group members to participate in the decision making process and to actively pursue the organizational outcomes. It fosters two-way communication between the various levels of management.

Authoritative/democratic leaders would answer the following questions in the affirmative:

- Do you provide members the opportunity to actively involve themselves?
- Do you seek to involve others in the planning process?
- Do you feel comfortable in letting go?

The authoritative style of leadership fits well in most situations where there is time for dialogue and relating among the group members. It helps to build teamwork and trusting relationships. This style is the most often recommended for the optimal results.

The Laissez-faire Leader

The laissez-faire leader gives the maximum amount of freedom and autonomy to subordinates, but also provides the minimum amount of direction or communication. This leader is very passive and is least likely to confront an individual or an issue. Difficult issues are shelved for future consideration or passed on to others to handle.

Those following the laissez-faire leader are often frustrated because of the lack of input or direction given. The subordinates' level of motivation decreases through time while their level of frustration increases.

Laissez-faire leaders would answer the following questions in the affirmative:

- Do you feel uncomfortable when you are providing more than minimal direction?

- Are you reluctant to provide needed guidance to the point of refusing to get involved unless there is a crisis?
- Do you prefer lack of conflict to productivity?

The laissez-faire style works best when the leader is only temporary or is in a maintaining function. But, in most leadership situations, this method is the least desirable to use. In most cases, it is not leadership at all.

The Situational Leader

The situational leader² will adapt their leadership depending on the situation at hand. The assessment process includes: (1) an understanding of what the group or organization's needs are; (2) a knowledge of what challenges are about to be faced; and (3) a sense of the maturity level of the group. Determining whether the leader will use the autocratic, authoritative/democratic, or laissez-faire style of leadership depends on what the assessment reveals.

This style of leadership is the most difficult style to utilize. Most leaders will use what style they are the most comfortable with. But, the situational leader serves the group by being the type of leader that is most needed at the time. This will cause the leader to move outside of his or her comfort zone.

The Servant Leader

One day Jesus was discussing various issues with the disciples when the question of who would be the greatest among them arose. Jesus responded, "If anyone

² Neal F. McBride, *How to Lead Small Groups* (Colorado Springs: Navpress, 1990), 38-39.

desires to be first, he shall be last of all and servant of all." (Mark 9:35) The way Jesus described leadership then, is also important for today. Servant leadership is not only what Jesus taught, but it is how he led. His example of serving his disciples (foot washing) and the crowds (healing their needs) who followed him speaks clearly to those who would be leaders today.

It can become an issue of pride when the topic of leadership is discussed and taught. It can be easy to focus on position, influence, and popularity and be difficult to focus on remaining humble in spirit and serving others. But, Jesus Christ gives Christian leaders the example of servant leadership to follow. "For even the Son of Man did not come to be served, but to serve, and to give His life a ransom for many." (Mark 10:45) "The principle of service is what separates true leaders from glory seekers."³

After studying the example of Christ's servant leadership, C. Gene Wilkes proposes seven principles to lead as Jesus led:⁴

1. Jesus humbled himself and allowed God to exalt him.
2. Jesus followed his Father's will rather than sought a position.
3. Jesus defined greatness as being a servant and being first as becoming a slave.
4. Jesus risked serving others because he trusted that he was God's Son.
5. Jesus left his place at the head table to serve the needs of others.
6. Jesus shared responsibility and authority with those he called to lead.
7. Jesus built a team to carry out a worldwide vision.

³Laurie Beth Jones, *Jesus CEO: Using Ancient Wisdom for Visionary Leadership* (New York: Hyperion Press, 1995), 250.

⁴C. Gene Wilkes, *Jesus On Leadership: Discovering the Secrets of Servant Leadership from the Life of Christ* (Wheaton, Illinois: Tyndale House Publishers, Inc., 1998), 11-12.

No matter what leadership style an individual may have, servant leadership needs to be integrated into it. It is part of what makes Christian leaders spiritual leaders.

Other Leadership Style Factors

There are several other factors that play a significant role in leadership style. Although an individual may possess one of the above leadership styles, personality and spiritual gifting will affect how that style is practiced.

Personality

Personality is that intangible quality that every individual has that makes them unique from others. One's personality has the power to attract others, distract others, or to repel others. "An attractive personality is essential for successful leadership."⁵ A leader that is going to be successful must be keenly aware of how their personality affects those they lead.

A well balanced, appealing personality is preferable whether an individual utilizes an autocratic, authoritative/democratic or laissez-faire leadership style. It is not difficult to extrapolate how an autocratic leader, with an aggressive and harsh personality, would affect those who are following him or her.

Personality is composed of a combination of an individual's emotional, physical, mental, and spiritual characteristics. A leader can, and should, conduct a regular self-

⁵Elmer L. Towns, *Becoming a Leader: How to Develop Leadership* (Lynchburg, VA: Church Growth Institute, 1986), 37.

study to determine if there are qualities that need to be polished up or qualities that need to be dramatically changed.

Dr. Elmer Towns suggests the following characteristics as essential to developing an attractive Christian leadership personality.

1. Sympathy and Ability to Understand.
2. Self-Respect as Expressed in Personal Appearance.
3. Cordiality and Friendliness.
4. Tact.
5. Optimism, Enthusiasm, and Courage.
6. Vitality and Vivacity.
7. Thoroughness, Artistry, and Earnestness.
8. Kindness, Courtesy, and Consideration.
9. Poise, Patience, Tolerance, and Self-Control.
10. Sense of Humor.
11. Regularity and Promptness.
12. Originality and Initiative.
13. A Spirit of Co-operation
14. Self-Confidence and God-Reliance.

Spiritual Gifting

Spiritual gifting plays an important role as to how the Christian approaches leadership and leadership style. How an individual sees and responds to situations may be

determined by the spiritual gift they possess. There are nine basic spiritual gifts that are commonly discussed in evangelical circles. A brief explanation of these gifts follows.⁶

Evangelists have the Spirit-given capacity and desire to serve God by leading people beyond their own natural sphere of influence to the saving knowledge of Jesus Christ. These aggressive soul winners seek the lost.

Prophets have the Spirit-given capacity and desire to serve God by proclaiming God's truth. These hell-fire-brimstone preachers point out sin.

Teachers have the Spirit-given capacity and desire to serve God by making clear the truth of the Word of God with accuracy and simplicity. These scholars expound the doctrines and teachings of the Bible.

Exhorters have the Spirit-given capacity and desire to serve God by motivating others to action, by urging them to pursue a course of conduct. These "how-to" teachers give the application of God's Word.

Pastor/shepherds have the Spirit-given capacity and desire to serve God by overseeing, training, and caring for the needs of a group of Christians. These leaders who feed their flocks and coach their teams are pastors, Sunday School teachers, and group leaders.

Mercy-Showers have the Spirit-given capacity and desire to serve God by identifying with and comforting those who are in distress. These comforters understand and uplift their fellow Christians.

⁶Larry Gilbert, *Team Evangelism: How to Influence Your Loved Ones for Christ when You don't have the Gift of Evangelism* (Lynchburg: Church growth Institute, 1991), 44.

Servers have the Spirit-given capacity and desire to serve God by rendering practical help in both physical and spiritual matters. These helping hands meet the practical needs of their fellow Christians and church ministries.

Givers have the Spirit-given capacity and desire to serve God by giving their material resources far beyond the tithe, to further the work of God. These financial aides meet the financial needs of their fellow Christians and church ministries.

Administrators have the Spirit-given capacity and desire to serve God by organizing, administrating, promoting, and leading the various affairs of the church. These take-chargers lead the church, its task groups (committees), and its ministries.

It would be easy to imagine how a person's spiritual gift would color how they see various situations. As an example, if a leader has one of the gifts that are very hands on (mercy, serving) they would tend to be driven to get more involved in a situation themselves, versus delegating or administering others to handle the need. This could keep them from other vital leadership functions.

On the other hand, a leader with the gift of administration would organize others to meet the same need and achieve the same results. The two gifted individuals have different motivations. The mercy-shower is driven to be the one showing the mercy. The administrator is driven to organize the situation. The administrator can seem less caring of individuals and more driven by schedules, planning, and organizing. No matter what the gift an individual has, they need to assess how it affects their leadership style.

Conclusion

God has provided a variety of styles, personalities, and spiritual gifts to be used by the leader in their ministry of leadership. There is a diverse combination of possibilities that can constitute an individual's leadership style. Many of the combinations have positive results.⁷ However, some combinations are detrimental to positive leadership. Careful thought and evaluation must be taken in order to maximize the effectiveness of one's leadership. It takes time and effort to fully understand the complexities of style, but the results are very beneficial.

⁷ See appendix E for more combinations of leadership styles.

THE DEFINITION OF LEADERSHIP

Definitions of leadership are as plentiful as those who would offer such definitions. If you were to ask twenty different individuals for their definition of leadership, you would probably receive twenty different answers. Researchers on the topic of leadership have generated over 350 definitions in the last three decades.

Jay A. Conger, in his practical book *Learning to Lead*, goes so far as to propose, “Leadership is largely an intuitive concept for which there can never be a single, agreed – upon definition.”¹ As much as this may be true, to develop successful leadership training programs there must be at least be a working definition to start from.

Several questions must be contemplated in constructing a definition of leadership. Is there a difference between leadership and management? Is leadership born or learned? Is leadership more an action or an attitude? In answering these questions about leadership, a clearer definition will hopefully come into view.

¹Jay A. Conger, *Learning to Lead: The Art of Transforming Managers into Leaders* (San Francisco: Jossey-Bass Publishers, 1992), 18.

Management Verses Leadership

There has been much debate as to the differences, or if there really are any, between being a manager and being a leader. Some would argue that without leaders there would be nothing *new* to manage. While others assert, that without managers overseeing the details, there would be nothing *left* to lead.

Both functions are necessary for successful, productive activity in an organization. John P. Kotter claims, "Leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities."² These two functions need to go hand-in-hand.

Kotter details the main differences between management and leadership as they approach four key activities (Table 2).³

The two functions are not mutually exclusive. The best managers have some leadership characteristics and the best leaders have some management characteristics. Dan Reiland points out the subtle difference between the two (Table 3).⁴

3. ²John P. Kotter, "What Leaders Really Do" *Harvard Business Review* (May-June 1990):

³Ibid, 4-9.

⁴Dan Reiland, *Joshua's Men: One Year's Journey of Mentoring Men in Leadership and Spiritual Formation* (San Diego: Injoy, 1996), Lesson 1-Leadership Is More Than.

Table 2. Management Functions Verses Leadership Functions

Activity	Management	Leadership
Creating an agenda	Planning and budgeting	Establishing direction
Capacity to achieve plan	Organizing and staffing	Aligning people-communicating the plan
Ensuring the plans accomplishment	Controlling and problem solving	Motivating and inspiring
Outcomes	Produces a degree of order	Producing and coping with change

Table 3. Leadership Is More Art Than Science

Managers	Leaders
Depend on data and detail	Depend on intuition and instincts
Focus on goals and projects	Focus on people
Is something someone does	Is essentially what a person is
Operate within the chain of command	Transcend the chain of command
Possess formal authority	Possess acceptance authority
Are more often the administrators of change	Are more often the agents of change
Concentrate on maximizing results from existing functions and systems	Move the organization in new directions, never contained by existing resources

It can be seen by these examples that leadership and management are complementary to one another, but are indeed separate and distinct functions. Leaders can learn management skills and managers can learn leadership skills, but their functions are different.

Born Verses Made

The question of whether leaders are born or made is vital to the leadership landscape. If leadership is only genetic, then the whole approach to training leaders will make a dramatic shift. It would focus on simply drawing out the ability that is already there, verses attempting to teach leadership skills and functions.

Experience does show the casual observer that some leaders seem to be born with a personality, intuition, and other dynamics that lend to the belief that leaders are *born*. And it must be conceded that *genetics* do provide certain traits that are advantageous to those who would lead. Much of an individual's intelligence, personality and energy level would be affected by their genetics.

But genetics does not seem to be the only factor. *Family dynamics* would also play an important factor in the make-up of a potential leader. Leadership modeling, the view of self, and interpersonal relating are all affected by early childhood patterns.

The *personal experiences* an individual encounters also have enormous impact on how they lead. Experiences, whether educational, occupational, or relational, all play important developmental roles. Even the personal difficulties faced can be a factor that affects leadership effectiveness.

Personal desire, or the drive to grow as a leader, can outweigh other factors that do not seem advantageous to becoming a leader. Some individuals seem to overcome the disadvantages they may have encountered in other factors.

It may be more probable that there are a number of factors on the continuum of leadership growth that come into play than just genetics. An effective leader needs to be able to master a set of leadership skills, display certain positive personality traits, have a high degree of personal drive, and acquired adequate experience.

Because of genetics and family background, some individuals simply have a head start on the leadership continuum. But, the majority of leaders who did not have the same advantages can still learn to be the most effective leaders they can be. Those who did not have the “correct” gene mix can still learn skills and traits, gaining experience, and developing the desire to grow. For those with a “head start”, leadership may always seem to be more natural to them. But, effective leadership is not beyond the grasp of those who would strive for it.

John Maxwell stakes claim to the position, “Leadership is not the exclusive club for those who were *born with it*.”⁵ Leadership is something that can be developed and learned. He describes four categories of leadership (Table 4).⁶

⁵John C. Maxwell, *Developing the Leader Within You* (Nashville: Thomas Nelson Publishers, 1993), x.

⁶*Ibid*, xi-xii.

Table 4. Four Categories of Leadership

Leadership Category	Characteristics
The Leading Leader	<ul style="list-style-type: none"> •Is born with leadership qualities. •Has seen leadership modeled throughout life. •Has learned added leadership through training. •Has self-discipline to become a great leader.
Note: Three out of four of these qualities are acquired.	
The Learned Leader	<ul style="list-style-type: none"> •Has seen leadership modeled most of life. •Has learned leadership through training. •Has self-discipline to be a great leader.
Note: All three qualities are acquired.	
The Latent Leader	<ul style="list-style-type: none"> •Has just recently seen leadership modeled. •Is learning to be a leader through training. •Has self-discipline to become a good leader.
Note: All three qualities are acquired.	
The Limited Leader	<ul style="list-style-type: none"> •Has little or no exposure to leaders. •Has little or no exposure to leadership training. •Has desire to become a leader.
Note: All three qualities can be acquired.	

In Christian leadership circles, there is also discussion as to leadership being a “gift”. Romans 12:6-8 lists seven gifts that are endowed by the Holy Spirit.

Having then *gifts* differing according to the grace that is given to us, *let us use them*: if prophecy, let us prophesy in proportion to our faith; or ministry, let us use it in our ministering; he who teaches, in teaching; he who exhorts, in exhortation; he who gives, with liberality; he who *leads*, with diligence; he who shows mercy, with cheerfulness.

This passage shows that the gifts given to the Body of Christ are to be used with all faith in the One who gave them. Leading is one of the gifts. (See chapter four on the discussion of Administration)

On the topic of the gift of leadership, Bill Hybels states,

People supernaturally gifted to lead must yield themselves fully to God. They must cast powerful, biblical, God-honoring visions. They must build effective, loving, clearly focused teams. They must fire up the follower to give their absolute best for God. And they must insist with pit bull determination that the gospel be preached, the lost be found, the believers be equipped, the poor served, the lonely be enfolded into community, and God get the credit for it all.⁷

Effective leaders are those who, whether born with genetic advantages or not, whether gifted by the Holy Spirit or not, have developed the skills, traits and experiences necessary for the task.

Attitude Verses Action

There has been much debate as to whether leadership is more a function of proper attitudes or a function of proper actions.

Attitude

It has been said that anyone can have the position of a leader, but without the proper attitudes, they will never lead successfully. J. Oswald Sanders claims that for the Christian leader there must be an attitude of humility, "True greatness, true leadership, is

⁷Bill Hybels, *Courageous Leadership* (Grand Rapids: Zondervan, 2002), 27-28.

achieved not by reducing men to one's service but in giving oneself in selfless service to them."⁸

In their classic work *The Leadership Challenge*, Kouzes and Posner demonstrate that there are characteristics that followers most admire about leaders. Most of these are attitudes or values held by the leader.⁹ Kouzes and Posner's results were tabulated from surveying individuals on six continents about what seven characteristics they admired the most.

Table 5. Characteristics of Admired Leaders.

Characteristic	Percentage of Respondents Selecting that Characteristic
Honest	88
Forward-looking	71
Competent	66
Inspiring	65
Intelligent	47
Fair-minded	42
Broad-minded	40
Supportive	35
Straightforward	34
Dependable	33
Cooperative	28
Determined	24
Imaginative	23
Ambitious	21
Courageous	20
Caring	20
Mature	17
Loyal	14
Self-Controlled	8
Independent	6

⁸J. Oswald Sanders, *Spiritual Leadership*, Revised (Chicago: Moody Bible Institute, 1980), 15.

⁹James M. Kouzes, and Barry Z. Posner, *The Leadership Challenge*, Third Edition (San Francisco: Jossey-Bass Publishers, 2002), 25.

Sanders also proposes that there are several *natural* and *spiritual* leadership characteristics that every Christian leader should possess.¹⁰

Table 6. Natural and Spiritual Leadership Characteristics

Natural	Spiritual
Self-confident	Confident in God
Knows men	Knows God
Makes own decisions	Seeks to find God's will
Ambitious	Self-effacing
Originates own methods	Finds and follows God's methods
Enjoys commanding others	Delights to obey God
Motivated by personal considerations	Motivated by love for God
Independent	God-dependent

Action

It has been said that there are three kinds of people in the world. Those who make things happen, those who watch what's happening, and those who don't know what just happened. Leaders make things happen.

Conger elaborates on this model when he says, "Leaders are individuals who establish direction for a working group of individuals, who gain commitment from these group members to this direction, and who then motivate these members to achieve the direction's outcomes."¹¹ There are specific actions that leaders take in his view.

Bill Donahue gives meaningful purpose to the tasks for the Christian leader. "Biblical leadership is the task of leading God's people into mutual ministry with one

¹⁰Ibid, 35.

¹¹Conger, 18.

another for the purpose of building up the body of Christ and reaching out to the world.”¹²

Ted Engstrom also provides an extensive guide to the leader’s actions by declaring that a leader is,

One who guides activities of others and who himself acts and performs to bring those activities about. He is capable of performing acts which will guide a group in achieving objectives. He takes the capacities of vision and faith, has the ability to be concerned and to comprehend, exercises action through effective and personal influence in the direction of an enterprise and the development of the potential into the practical and/or profitable means.¹³

John Maxwell presents his view very succinctly, “Leadership is influence. That’s it. Nothing more; nothing less.”¹⁴

It seems clear that although there are actions that a leader must take, there are also attitudes that must accompany them. With the correct attitude only, an individual may have a group of people who enjoy being around them, but never really lead them anywhere. With the correct actions only, a leader may be headed in the right direction, but have no one willing to follow them. Action and attitude go hand-in-hand and complement each other.

¹²Bill Donahue, *The Willow Creek Guide to Leading Life-Changing Small Groups* (Grand Rapids: Zondervan, 1996), 37.

¹³Ted W. Engstrom, *The Making of a Christian Leader* (Grand Rapids: Pyranee Books, 1976), 24.

¹⁴Maxwell, 1.

Conclusion

After answering the questions at the start of this chapter, finding an adequate definition for leadership is still a difficult assignment. It has been seen that leadership and management have complementary but separate skills and functions. It was also observed that although some individuals are born with leadership advantages, the necessary skills, traits, experiences, and drive can all be adequately obtained. Finally, it was noted that there are specific actions and attitudes that leaders must have to be effective.

Working through the process of discovering these answers for the questions this chapter posed did shed light on developing a working definition for leadership. A leader is someone who sets a direction for the group, properly communicates the direction to the group, and supports and motivates the group to keep heading in the proper direction. For Christian leaders, it involves using God given instructions and principles (the Bible), using God given gifting (Spiritual gifts), and following the leading of the Holy Spirit.

THE STRUCTURE FOR A LEADERSHIP TRAINING PROGRAM

Every leadership training program must have a structure that will enable it to have the optimal chance for success. Eight prioritized steps will be discussed in this chapter. By following these steps, any organization can put into place its own training program. This section will include many of the nuts and bolts of a leadership training plan.

Step 1: Identify the Purpose for the Training Program.

What are the needs and goals of having a leadership training program? What is expected to result from implementing a training program?

The purpose for conducting a leadership training program can be as varied as the churches that implement them. Every church and organization is different in shape, size, and structure. All these variables tend to affect the goals for the training program. It is helpful to determine if the program is focusing on specific or general training needs.

Specific Leadership Needs

Many groups have already identified their needs in terms of leadership. There are gaps in ministry areas that they would like to fill or there is a need to develop further the leaders that are currently serving. Some of the specific leadership training needs could include:

- Sunday School leaders
- Small groups leaders
- Outreach leaders
- Board and committee members
- Worship leaders
- Ministry coordinators (ushers, greeters, nursery, etc.)
- Pastoral staff

General Leadership Needs

General leadership training needs can include present or future leaders.

Present Leaders

Every church or organization already has leaders in place whether or not they have been trained. It benefits the church to have opportunities to continue the leadership development of those currently in leadership positions. It also creates continuity and camaraderie when all the leaders have gone through the same leadership training process.

Future Leaders

There will always be a need to develop new leaders within an organization. By conducting leadership training for potential future leaders the organization is building leadership strength for future needs. This must be seen as a priority to the leadership training program.

Goals

The overall goal of a leadership training program should be 1) to develop participants to their full leadership potential, 2) to encourage spiritual growth, 3) to build Christian character, 4) to enhance a sense of community within the leadership of the church, 5) to prepare future leaders, and 6) to strengthen the ministry as a whole.

Step 2: Determine What Type of Training Program

Best Fits the Organization.

What are the organization's key ministry characteristics? Every church and Christian organization has its own personality and style. What may work for one group may not be a good fit for another group. Each organization must determine what best fits their ministry. The following questions may be helpful in determining the leadership personality or philosophy of the organization:

1. What is the current leadership style?

- Autocratic
- Authoritative/democratic
- Laissez-faire

2. What is the current view of leadership training?

- The current leadership embraces training others and delegating responsibility and authority.
- The current leadership is threatened by growing leaders and holds tightly on to all leadership responsibility and authority.
- Leadership is given to the most able leaders or leadership is seen as a function of seniority solely.

3. Who will be conducting the training?

Several key items will be affected by deciding whether the senior pastor, an associate pastor, or a graduate of the program is used to conduct the training program. It will effect the time, scope, commitment, and expertise available.

4. What format for training will best meet the perceived need?

- One-on-one training or in groups?
- Large or small training groups?
- Training by correspondence or in person?
- In service or pre-service training?
- Training for men, women, or both?
- Training men and women separately or mixed?
- Regular or infrequent training session?

There will be a clearer vision for the type of program that is needed when this list of questions has been answered. Some ministries will imitate what other ministries

are doing for training, but they fail to take into account that the other ministry may have different needs that they are addressing.

Step 3: Decide Which Training Materials Will Be Used.

What materials will be used to train the group? There are many options as to the materials that can be used to train leaders. Some resources may be found in the church library, regional and national denominational headquarters, or in the library of local Bible colleges.

Training materials can include books, workbooks, tapes, and videos. These can be located on the internet or with help from the local Christian bookstore.

Neal McBride proposes several questions that should be asked before acquiring materials.¹

- Do I want to write my own materials or use published materials?
- If published resources are used, how must they be adapted to fit my situation?
- How does the material help in meeting the groups' purpose and goals?
- Are the materials suitable for the intended purpose?
- Are the materials appropriate given my leaders' abilities and backgrounds?
- Is cost a factor in selecting published materials?
- Is everyone expected to use the same materials?
- What methods are used to distribute the materials to my leaders?

¹Neal F. McBride, *How to Build a Small Groups Ministry* (Colorado Springs: Navpress, 1995), 95.

Once the decision has been made about what materials to use for the training program, the organization must not become a slave to it. Using materials as they are written is profitable most of the time. However, the trainers must feel free to adapt it to the needs of the program.

Step 4: Provide Developmental Activities.

What elements should be included in a training program? Having lectures and dispensing information is necessary, but it should not be the only means of teaching the principles of leadership. There is a wide-range of learning activities or segments that can be added to the training process. One should keep in mind the theories of leadership development that were discussed in chapter three. The following is a brief sample of options:

Group Meetings

Utilizing leadership training groups has an advantage over one-on-one training. Individualized training is sometimes the only option available. Both possess the process of "iron sharpening iron", but it is multiplied when the training takes place in a group. The participants see that there are others at the same stage that they are. This tends to help keep them motivated. The fellowship and camaraderie of a regularly meeting group adds an air of excitement.

Group dynamics and logistics become more complicated than meeting one-on-one, but the results are definitely enhanced. It also provides a format to train numerous leaders over the same amount of time.

Accountability

Including accountability to the training process yields quicker results. There is a built in accountability in the group just by showing up. The entire group provides a positive peer pressure by their regular attendance, active participation, completed assignments, positive attitude about the group, openness in sharing, and mutual encouragement.

Accountability Questions

Many groups find it beneficial to have a designated “accountability” segment of the meeting time. Pre-selected questions can be asked and the group members can volunteer responses or the leader can require all to answer. Sample accountability questions could ask.

Since we last met:

- Have you completed the class assignments?
- Have you had a regular time with the Lord?
- Have you watched anything that you should not have?
- How has your family time been?
- Have you shared your faith with any one?
- How has your thought life been?
- Have you been faithful to the spiritual disciplines?

Other questions can be tailored to the materials or topics that are being covered at the time. The questions can be selected by the leader or by the group members themselves.

Confidentiality

Confidentiality inside the group is a must. Accountability will only work when the participants know that everything that is said in the group remains in the group. When there is confidence in the other group members, accountability will be a powerful tool.

Accountability Time

When the group knows that accountability will be a regular part of the group training they will come ready to share their experiences and growth. If they perceive that it is only a hit-or-miss possibility of being asked the accountability questions, the participants will not take advantage of its potential benefits.

Limit the amount of time the group spends on this activity. Twenty to thirty minutes should suffice. Every question does not need to be asked every session. This is especially true if there is a long list of questions. The group will fill whatever amount of time the leader allows.

Assignments

Educational professionals discovered a long time ago that assigning homework to their pupils has many benefits. This is true for the participants of the leadership training program. It enables them to be thinking and working on the material between

training sessions. The types of assignments can vary as much as the instructor's creativity. The following is a short sample of effective assignments:

- Reading leadership books or articles
- Reading biographies of great leaders (historical or religious)
- Listening to leadership tapes
- Keeping a journal
 - Of spiritual walk
 - Of leadership experiences
 - Of their impressions of the leadership of others
- Preparing to help lead in the next meeting
- Creating a commercial to teach a segment of the material
- Preparing a devotional to present to the group

Projects

Class time is important, but having additional projects to work on as a group can also be beneficial. Some groups will look for service projects in the community or in the church that they can complete together. Working for a soup kitchen, a homeless shelter, Habitat for Humanity, with church shut-ins, at outreach events, or in organizing a church fellowship will tie the group together and stretch their leadership skills.

Prayer Partners

Assigning a prayer partner within the group (or allowing them to choose) will help the participants remain motivated and accountable between training sessions. The

goal of the prayer partners is to have them contact one another at least once between meetings. They are to see how one another are doing on assignments, with their personal walk or at home.

Fellowship Activities

It is helpful to schedule several fun fellowship events for the group during the training process. This allows everyone to relax and laugh together. It also builds ties with the instructor and classmates that cannot be made during the sessions. The possible choice of events is endless. It can be as simple as pizza and games at someone's home. It could be a picnic and miniature golf. It could be dinner at a nice restaurant and attending a local Christian concert. This would be an appropriate time to include the spouses of the participants.

One-On-One Meetings

It is beneficial for the instructor to meet one-on-one with the group members. This allows the instructor to accomplish several items:

- To evaluate how the participant feels about the group experience
- To develop a closer relationship with the participant
- To evaluate if there are any other goals the participant would like to achieve
- To provide personal encouragement and motivation

Step 5: Determine the Program Specifics.

What details about the leadership training program must be predetermined?

Every group that meets on a regular basis must have certain details clearly articulated to the group members. The following list of twelve items provides a good foundation for determining most of the logistical details. Every group may have different solutions to their structural needs, but each group must answer them.

Group Formation

How does the training group begin? How often does another group start? There are many ways to begin a leadership training group.

Publicly Announced or Privately Invited

Every organization must decide if the leadership training process is something that it would like to make available to everyone or whether it would like to select those who go through the process. There are positive aspects of both approaches.

Everyone can benefit from some level of leadership training. Everyone influences others in whatever role they play in the organization. However, if an individual is not ready for such intensive training they can become discouraged and disillusioned quickly.

Some individuals need more discipleship and grounding before they are ready to think about leadership training. Others need more time to mature personally, and still others have not been in the organization long enough to warrant training them for leadership. If these are concerns of the organization, then private invitation recruitment

would be the best method to employ. However, great pains need to be taken not to give the appearance of the leadership training to be an elitist group.

If the training program is publicly announced there will be numerous volunteers. But, if some do not meet the minimum qualifications, whatever they may be, the difficult task of turning them away awaits.

Starting Groups

Some organizations begin a new cycle of training at a given point on the calendar. September and January seem to be popular starting times for leadership training groups (or any kind of group). Some organizations begin a new training session when a prescribed number of eligible candidates have been identified, while others begin at the predetermined starting date no matter how many participants are ready.

Program Leadership

Who will lead the leadership training program? The natural choices are the senior pastor, a member of the pastoral staff, or a respected, successful graduate of the training program. Factors that play a part of the choice of leaders are 1) time availability, 2) other current responsibilities, 3) commitment to leadership training, 4) personality, and 5) giftedness.

If the senior pastor is not leading the training program he should be brought in from time to time for exposure to the training group. He may have a word of encouragement for the group or have a special topic he would like to present. Even if he could attend one of the fellowship activities he could keep a repore with the group.

Participants

What are the requirements to participate in the group? No matter how the group is formed (public announcement or private invitation) there should be some basic qualifications to participate in the training process.

F.A.T.

It has been said that good leaders are F.A.T.²

F = faithful

A = available

T = teachable

This would be at least a good starting point for qualifications needed.

Homogeneous or Heterogeneous

Homogeneous groups work best for a variety of reasons. By homogeneous, it is meant that the group has age (range of five to ten years) and social status in common. Although, in some settings it is advantageous to have divergent members, in the type of intense training that has been discussed a homogeneous membership will benefit the group the most. If the group is too diverse, it can tend to focus on the points of difference instead of on the topic before it. But, heterogeneous groups have been made to work.

Separate men or women's groups work the best, especially if the accountability segments are utilized. A group with their spouses can be effective as well. However, mixed gender groups should be avoided if the spouses are not included.

²McBride, 111.

Qualities

In discussing how to place the best people around you for leadership purposes General Colin Powell states, “Look for intelligence and judgment and most critically, a capacity to anticipate, to see around corners. Also look for loyalty, integrity, a high energy drive, a balanced ego and the drive to get up.”³

There are many ways of approaching the topic of participant qualifications or qualities. Some organizations prefer a highly detailed process, while other organizations would rather admit anyone interested. The advantage of having some form of minimal requirement is that it gives the participant, the leaders, and the group the best chance of succeeding.

John Maxwell offers an assessment scale for potential leaders.⁴ Maxwell states that any score below a 60 would probably not be ready for leadership training.

³Colin Powell, *The Leadership Secrets of Colin Powell* (New York: McGraw-Hill, 2002), 168.

⁴John C. Maxwell, *Developing the Leaders Around You: How to Help Others Reach Their Full Potential* (Nashville: Thomas Nelson Publishers, 1995), 41.

**Table 7. Assessment of Current Leadership Qualities
(For Potential Leaders).**

Scale					
0 = Never	1 = Seldom	2 = Sometimes	3 = Usually	4 = Always	

1. The person has influence.	0	1	2	3	4
2. The person has self-discipline.	0	1	2	3	4
3. The person has a good track record.	0	1	2	3	4
4. The person has strong people skills.	0	1	2	3	4
5. The person has the ability to solve problems.	0	1	2	3	4
6. The person does not accept the status quo.	0	1	2	3	4
7. The person sees the big picture.	0	1	2	3	4
8. The person has the ability to handle stress.	0	1	2	3	4
9. The person displays a positive spirit.	0	1	2	3	4
10. The person understands people.	0	1	2	3	4
11. The person is free of personal problems.	0	1	2	3	4
12. The person is willing to take responsibility.	0	1	2	3	4
13. The person is free from anger.	0	1	2	3	4
14. The person is willing to make changes.	0	1	2	3	4
15. The person has integrity.	0	1	2	3	4
16. The person is growing closer to God.	0	1	2	3	4
17. The person has the ability to see what has to be done next.	0	1	2	3	4
18. The person is accepted as a leader by others.	0	1	2	3	4
19. The person has the desire and ability to keep learning.	0	1	2	3	4
20. The person has a manner that draws people.	0	1	2	3	4
21. The person has a good self-image.	0	1	2	3	4
22. The person has a willingness to serve others.	0	1	2	3	4
23. The person has the ability to bounce back when problems arise.	0	1	2	3	4
24. The person has the ability to develop other leaders.	0	1	2	3	4
25. The person takes initiative.	0	1	2	3	4

Total Points: _____

Program Size

How large should the training group be? The type of format that the organization decides to utilize will determine the size of the group. If a training program is primarily dispensing information to the group with minimal feedback, the size of the group can be fairly large. However, if there is going to be a high level of interaction (including accountability), then the group size would need to be smaller. Five to nine participants would be the ideal size for a leadership training program.

Neal McBride in his handbook on small groups presents guidelines for ideal groups sizes.⁵

IDEAL GROUP-SIZE GUIDELINES	
Type of Group	Recommended Group Size
Relationship-oriented Groups	3 to 15; a limit of 12 is ideal
Content-oriented Groups	3 to 30; a limit of 15 is ideal
Task-oriented Groups	3 to 15; a limit of 6 to 8 is ideal
Need-oriented Groups	3 to 20; a limit of 12 is ideal

The size will also be regulated by the training leader's preferences. Each trainer may feel comfortable with differing sizes of groups. It takes skill in leading a group to be able to keep seven to ten individuals engaged and participating in group activities and discussions.

⁵McBride, 82.

Training Availability

Is the group open or closed? Can new participants be included once the group has begun? For some types of groups it is desirable to keep the membership open. However, with a leadership training group there are several factors that must be considered when considering adding new members.

- How much material has already been missed?

Since the principles that are being taught are important, the new participant will need to be caught up. This is extra time for both trainer and participant.

- Will the individual mix well with the existing group?

Some individuals have no problem acclimating when they have missed a session. Other individuals will always feel they are not part of the group.

- Will the group accept new members?

If the group has shared with one another on a deep level they may not respond well with a new participant being added.

In general, if an individual misses more than the first session, they should wait for the next group to be formed. The tendency to try to include participants beyond this point should be resisted.

Training Frequency

How often does the group meet together? The most common meeting frequencies are weekly, bi-weekly, and monthly. Each one has its advantages and disadvantages.

Weekly

Many groups will meet weekly. This is the most common format for small groups. This is especially important when it is a relationship-oriented group. Meeting on a weekly basis allows for greater continuity.

However, with our busy, fast pace culture, a weekly meeting may be difficult for individuals to commit to. Some churches will provide the training on a night where the group members have already reserved the time (Wednesday or Sunday evenings).

Bi-weekly

Meeting bi-weekly fits into individual schedules more readily. The meeting may go a little longer since it meets less often.

Monthly

Meeting monthly is the least common method of training. It has the advantage of being able to work into most individual's schedules. The group can meet up to three or four hours and still be acceptable.

The disadvantage is that there can be less continuity unless other measures are taken to keep the group tied together. The use of prayer partners, email correspondence, and occasional one-on-one meetings would be desirable.

Training Schedule

When does the group meet together? There needs to be a consistent time and day of the week that the group can plan on meeting. The trainer can choose a time or the group can establish the time and day. There is no right answer to this question. Different groups have successfully used every possible option of time and day.

Training Location

Where will the group meet? There are numerous settings that can be conducive for leadership training. Using private homes or the church are the most frequently used sites. Private homes offer a relaxed atmosphere, which can be beneficial to many group formats. The same home, whether the trainer's or a participant's, can be used for all meetings, or the location can rotate. However, in homes there are more details that need to be checked on. If the site changes from one time to the next, great care must be taken to clearly communicate to the group members.

The church is a site that all the participants will be familiar with and is already set up for meetings. While it offers a more formal setting, it has fewer details that need to be confirmed.

Some groups are able to find suitable alternative sites. Some businesses or individuals have facilities that are made for group meetings. This choice alleviates the

responsibility of anyone preparing their private home for the meeting, yet it is a special place to meet other than the church.

Meeting Length

How long will the training session go? The length of time a group meets may vary depending on how often the group meets. The ideal time for most kinds of groups to meet is one and a half hours. Leadership groups may need to meet at least two hours. When groups meet for a shorter amount of time it is usually insufficient for both the relational aspects and the task aspects of the group to be adequately addressed. When groups meet for a longer time fatigue can become an issue.

Groups that only meet monthly may meet up to four hours. A variety of activities are needed for longer group meetings. Including prayer time, refreshment time (or meal time), fellowship time, discussion time, and teaching time helps to break up the meeting. The instructor needs to be consciously aware of the group's fatigue level when conducting longer sessions.

Format and Agenda

What does the group do when it meets? The agenda for each session needs to be well thought through. A good meeting does not just happen. It is the process of identifying the elements that are needed for the meeting, scheduling an appropriate amount of time for each element, and sticking to the schedule.

Meeting Elements

Deciding on what elements to include in the meeting and scheduling the proper time for each element can be a challenging process.

Possible Meeting Elements

- | | |
|--------------------------|-------------------------|
| •Welcome | •Prayer time |
| •Leadership lesson | •Refreshments/meal |
| •Discussion of homework | •Announcements |
| •Fellowship time/sharing | •Administrative details |
| •Accountability time | •Adjourn meeting |

Variety of Elements

There are several ways to keep the group meetings fresh for the participants.

- Vary the order of the meeting agenda elements
- Assign the responsibility for certain elements to participants
- Do something creative and unexpected occasionally
- Pray in differing formats occasionally

Details of Elements

Some of the meeting elements require more planning than others.

- Will there be refreshments or a meal?
- Who brings the refreshments/meal?
- Who orders materials for the group?
- Do group members cover the cost for the refreshments or materials?

Agendas

90-Minute Format

7:00 – 7:10	Arrival and welcome
7:10 – 7:15	Announcements
7:15 – 7:40	Lesson
7:40 – 8:00	Discuss homework
8:00 – 8:10	Accountability
8:10 – 8:20	Prayer time
8:20 – 8:30	Refreshments and fellowship
8:30	Adjourn

Four-Hour Format

6:00 – 6:45	Arrival and dinner
6:45 – 7:15	Accountability
7:15 – 8:00	Leadership lesson
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:15	Discuss homework
9:15 – 9:45	Prayer
9:45 – 10:00	Adjourn

Life Cycle of Training

How long will the training process go? How long will it remain a group? It is important that there is an end point to the training. Some groups meet for a few weeks, while others will meet for several years. Individuals will find it difficult to commit to the group if they do not know how long they are committing for.

The length of the training will depend on the type of material being used and the goal of the training process. Leadership training is not done quickly. A one-year to two-

year program is recommended. A second year may allow for more flexibility to the training process.

Program Budget

What are the budget needs for the program? There will be expenses incurred for the basic start up and maintaining of the training program. Every church and organization will have its own system of compiling a reasonable budget. McBride suggests several areas of expense include:

- Administrative (paper, postage, telephone, etc.)
- Resources (books, manuals, workbooks, etc.)
- Publicity (poster, mailings, brochures, etc.)
- Recruiting and training (retreat facilities, refreshments, materials, etc.)
- Miscellaneous

Other matters to be considered for the budget process are:

- Will the church purchase a program or put together its own?
- Will the leader and participants purchase their own books and materials or will the church supply them?
- Who covers the cost of refreshments?

Table 8. Program Specifics Worksheet

Complete the worksheet as completely as possible.

1. Group Formation.

How does the training group begin?

Public Announcement

Private Invitation

How often does another group start?

September

January

Other _____

2. Program Leadership.

Who will lead the leadership training program?

3. Participants.

What are the requirements to participate in the group?

4. Program Size.

How large should the training group be? _____

5. Training Availability.

Is the group open or closed?

Program Specifics Worksheet (continued)

6. Training Frequency.

How often does the group meet together?

Weekly Bi-weekly Monthly Other _____

7. Training Schedule.

When does the group meet together?

Day _____ Time _____

8. Training Location.

Where will the group meet?

Church Homes Other _____

9. Meeting Length.

How long will the training session go? _____

10. Format and Agenda.

What does the group do when it meets?

-
-
-
-
-
-

11. Life Cycle of Training.

How long will the training process go? _____

12. Program Budget.

What are the budget needs for the program?

- Administrative:
 - Resources:
 - Publicity:
 - Recruiting and training:
 - Other:
-

Step 6: Align Structures to Reinforce the Program.

Does the organizational structure help or frustrate future leaders? To benefit the most from implementing a training program it should be designed to actually allow the individuals who have received the training to be used in areas of leadership. There are many levels of leadership within any organization. There are also many areas of responsibility within all the areas of ministry. Immediate impact will be felt by inserting individuals who have been trained in leadership into places of responsibility. Unfortunately, many organizations never utilize those who have been trained in leadership. This frustrates those who have been trained and creates a negative momentum for the program.

Bill Hybels asserts, "I believe that most churches (*and organizations*) unintentionally undermine the expression of the leadership gift."⁶ He indicates that this is done in two main ways. First, leadership is not taught. Second, churches tend to have governing systems that frustrate gifted leaders.

Step 7: Evaluate the Leadership Training Program.

Evaluation is an important ongoing process for the long-term success of the leadership training program. Every program can be improved with some timely and careful evaluation. However, many organizations skip this step. By doing so they do not reap the full benefit for future groups. Evaluating the program promotes quality and builds accountability.

⁶Bill Hybels, "Up to the Challenge." *Leadership Journal* (Fall 1996): 61.

McBride suggests that the three key areas to be evaluated are:⁷

- The goals- Were they met?
- The participants' attitudes and opinions- Was the process beneficial and positive?
- The details - How did all the administrative and organizational details work?

One method of evaluation is to take the *Program Specifics Worksheet* and review the results of each item. Another method is to provide a survey to the participants. (See appendix F)

Step 8: Plan for the Next Generation of Leaders.

How will you plant the seed for future leaders? Creating a leadership climate is more than just recruiting for the training program. It is setting an atmosphere where leadership is recognized and valued. By creating this kind of an atmosphere, potential leaders will rise to the surface more rapidly. There are at least eight ways to cultivate a leadership climate.

1. Talk about leadership. Whatever the leader talks about is perceived to be important. The leader must talk to others in private and in public about the need for more leaders and developing leaders.
2. Model leadership. The leader must be a living example of a growing leader. The leader will not be perfect, but needs to be striving to practice sound leadership principles.

⁷McBride, 173.

3. Preach on leadership. The leader must speak on the topic of leadership from the scriptures at appropriate times. Whether from the pulpit on a Sunday morning or at church retreats, speaking on leadership will be very productive.
4. Promote the existence of the training group. The existence of a training program should be readily known by all in the church. This can be done by having the scheduled meetings announced in the bulletin and church calendars, by having participants and graduates share testimonies, and publicly recognizing the accomplishments of the training group.
5. Require minimal leadership training for leadership positions. Individuals selected by the church for leadership positions can be required to participate in at least a shorter version of the training program. Some existing leaders in the organization may never feel they have the time to go through the entire program. Through time the church can create such a leadership climate where it is observed that most of the leaders are selected from the graduates of the leadership training program.
6. Have other leaders on the look out for potential leaders. Fewer potential leaders will fall through the cracks when all the existing leaders are talking about leadership and looking through the organization for individuals with leadership potential.
7. Teach leadership to the boards. Ongoing training should be given to the boards. It can be done in an annual leadership retreat or by discussing leadership principles for a few minutes at every board meeting.

8. Create opportunities for growth. Allow individuals who are not in recognized leadership roles to have opportunities to develop skills. Leaders who are in charge of an area of ministry or a project can delegate responsibility to various others. Individuals with leadership potential will stand out when given a chance.

Conclusion

Not every organization will have the same structure in implementing a leadership training program, but every organization must have some structure. It provides the optimal chance for success. By following these steps, any organization can put into place its own training program. These eight steps can be adapted to most types of churches and organizations.

A SAMPLE LEADERSHIP TRAINING PROGRAM

An example of a leadership training program is now presented for examination. By observing what the North Baptist Church of Corning, New York is using as its program the reader will see how this ministry has put together all of the various elements that the previous chapters have described.

This example provides:

- (1) Agendas for all meetings
- (2) Teacher lesson plans
- (3) Student handouts (fill in pages)
- (4) Homework assignments
- (5) Homework assignment sheets
- (6) Ideas for leading each meeting

This program can be adapted for use with men or women. The example of lessons for year two show specific lessons ideas (the lesson for year two are not included) that are geared towards men. The reader can readily imagine how to convert it for women.

The
EAGLES
Program

A Program Designed to Help
Developing Leaders Soar!

*“Those who wait on the LORD shall renew their strength;
they shall mount up with wings like eagles, “*

Isaiah 40:31

The Purpose

The Eagles Program is designed to provide leadership training to the current and potential leaders of the North Baptist Church. It combines a focus on four important areas:

- 1) Character development
- 2) Spiritual formation
- 3) Learning leadership principles and skills
- 4) Developing group unity and accountability

The Goals

The goals of the Eagles Program are:

- 1) To have participants develop a clear understanding of and appreciation for sound leadership.
- 2) To have participants develop their full leadership potential.
- 3) To have graduates use their leadership abilities in the various ministries at North Baptist Church, in other local Christian ministries, in community organizations, and in their work places.
- 4) To encourage spiritual growth.
- 5) To enhance a sense of community within the leadership of the church.
- 6) To prepare future leaders.
- 7) To strengthen the ministry as a whole.

The Program Activities

The Eagles Program is a one or two year program that begins in the month of January. It includes a variety of different activities. Each activity is designed to promote specific learning and development.

Group Meetings: The monthly group meeting is the core of the program. It is here that the group is taught leadership lessons and principles. Discussions concerning various related topics will draw participants to interact with the materials. The group will gain a sense of unity as it meets each month.

Meals And Refreshments: The group will have dinner each time it meets. This will build fellowship.

Accountability: The valuable tool of accountability will be utilized by allowing the individual group to decide on appropriate accountability questions to be asked by the instructor to the group each meeting.

Assignments: Each month there will be at least one homework assignment required to be completed by the participants. The assignments may include reading a portion of a book, listening to an audiotape, preparing a presentation, or providing the refreshments or meal.

Projects: The group will have several projects to work on together throughout the year. They will be based on the purposes of the church. Each group will discuss and choose their projects.

Prayer Partners: Each participant will be paired with a partner. The partners are to make contact with one another once each week between group meetings. The purpose is to make sure that both individuals are keeping up with their reading and accountability areas.

Fellowship Events: Three times during the year (January, August and December) the group will get together with their spouses for a fellowship event.

One-On-One Meetings: The instructor will conduct one-on-one meetings with each of the participants three times through the year.

The Program Details

Group Formation? The Eagles Program is by invitation only. It is not to be thought of as an elitist group, but a group of those who have shown leadership potential. There are some individuals who are not ready for this level of commitment or training. They may be very ready for a men's Bible study. A new group will ideally begin in January. September can also work well. The same instructor should conduct no more than two groups at the same time.

Who Leads the Group? Ideally, the senior pastor would lead at least the first group. But, associate pastors can direct the program as well. Even program graduates can adequately provide leadership.

Who Can Participant? The participants should be those who have shown some spiritual maturity and leadership potential.

Group Size? The group can range from five to nine participants, with seven being the ideal number.

Adding New Members? Once the group has begun it is difficult to allow new members to join. An exception can be made if the potential new member has only missed one session and, in the instructor's opinion, will be a compatible fit to the group.

Group Meetings? The group will meet once per month for four hours. The meetings can rotate between group members' homes or the church. The group and the instructor can decide the night of the week for the group meeting. Once a night of the week is chosen, it should remain consistent throughout the year.

How Long Does A Group Last? The Eagle's Program is a one or two year program. Year one is a basic class. Year two goes into a little more depth. At the end of year one a participant can enlist in year two or not.

Materials And Costs? The instructor is responsible for getting all books, materials, and notebooks into the hands of the group members. The participants are responsible for the cost of the books. The church will cover the cost for the instructor and any scholarships that the instructor may suggest.

Meals And Refreshments? The group members will rotate the responsibility for planning and providing for the meal for the evening. The other group members will donate \$3 per night toward the expense of the meal.

The EAGLES Program

Year One Topics

<u>MONTH</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
January	Introduction	Husband and wives fellowship
January	Leadership	<u>The 21 Irrefutable Laws Leadership,</u> Read chapters 1-7.
February	Leadership	<u>The 21 Irrefutable Laws Leadership,</u> Read chapters 8-14.
March	Leadership	<u>The 21 Irrefutable Laws Leadership,</u> Read chapters 15-21.
April	Character	Read the biography of your choice and share the principles you learned.
May	Spiritual Disciplines	<u>Spiritual Disciplines for the Christian</u> <u>Life,</u> Read chapters 1-4.
June	Spiritual Disciplines	<u>Spiritual Disciplines for the Christian</u> <u>Life,</u> Read chapters 5-8.
July	Spiritual Disciplines	<u>Spiritual Disciplines for the Christian</u> <u>Life,</u> Read chapters 9-13.
August	Fellowship	Eagles' Picnic
September	Evangelism	<u>Becoming A Contagious Christian</u>
October	Evangelism	<u>Becoming A Contagious Christian</u>
November	Potential	Listen to and report on one (1) cassette tape provided to you.
December	Reflection and Celebration	Celebration Dinner

The EAGLES Program

Year Two Topics

<u>MONTH</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
January	Leadership	<u>Developing The Leader Within You</u> , Read chapters 1-5.
February	Spiritual Disciples	<u>Developing The Leader Within You</u> , Read chapters 6-10.
March	People Skills	Listen to and report on one (1) cassette tape provided to you.
April	Living On Purpose	<u>The On Purpose Person</u> , Read first half of the book.
May	Men's Issues	<u>The On Purpose Person</u> , Read the second half of the book.
June	Communication	Special presentation assignment
July	Being A Husband	<u>If Only He Knew</u> , Read the whole book.
August	Fellowship	Eagles' Picnic
September	Being A Dad	<u>Seven Secrets of Effective Fathers</u> , Read the whole book.
October	Group Choice	
November	Group Choice	
December	Reflection and Celebration	Celebration Dinner

January Introduction Meeting

COUPLE'S SOCIAL AGENDA

Dessert and fellowship

Introductions

Names and where you went on your first date (with wife or in general)

Review Joshua's Men vision purpose

Handout monthly topics sheet

Handout books, notebooks and homework (*The 21 Irrefutable Laws of Leadership- Part 1*) (mention cost)

Explain dinners (mention cost)

Have them fill out information sheet

Handout group name list

Announce dates

Answer any questions

Close in prayer

Eagles Program

A. The Eagles Program Purpose

- Character development.
- Spiritual formation.
- Learning leadership principles and skills.
- Developing group unity and accountability.

B. Mission Statement

"We commit one year to the development of our leadership potential and Christian character formation."

C. Expectations:

1. What are your expectations for this program?
2. Pastor Randy's expectations:
 - a. I believe in you, pray for you and am expecting a great year with you!
 - b. Your responsibility is commitment!
 - attendance
 - assignments
 - projects
 - prayer partners
 - on time in respect of others investment
 - what you put in you will get out
 - d. 100% support for each other
 - e. Confidentiality
3. You will be stretched and you will be changed.

Eagles Program

General Information Sheet

NAME: _____

ADDRESS: _____

PHONE: _____ EMAIL: _____

BIRTH DATE: _____ ANNIVERSARY: _____

OCCUPATION: _____

EDUCATION: _____
Major Where When

WIFE'S NAME: _____

CHILDREN'S NAMES: _____

SPIRITUAL GIFTS: _____

HOBBIES/INTERESTS: _____

COUNTRIES TRAVELED TO: _____

EXPECTATION FROM THE EAGLES PROGRAM:

**Eagles Program
Dinner List**

January: Pastor Randy

February: Pastor Randy

March: _____

April: _____

May: _____

June: _____

July: _____

August: _____

September: _____

October: _____

November: _____

December: Pastor Randy

January Group Meeting

Agenda

6:00 – 6:45	Arrival and dinner
6:45 – 7:30	Leadership lesson
7:30 – 8:00	Accountability
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:15	Discuss homework
9:15 – 9:45	Prayer
9:45 – 10:00	Adjourn

Notes

1. Keep the dinner simple. The men will be using these first two sessions to see what is expected from them on their meal nights.
2. The dinner conversation may need to be supplied with an icebreaker question the first few meetings. (“What was your first job?” “First car?”, “How did you come to North Baptist Church?”, etc.)
3. Distribute the lesson notes for *Leadership Is More Than*.
4. When leading the discussion on tonight’s lesson allow for ample feedback.
5. Carefully explain the role of accountability in this session. Have group discuss possible questions for you to ask them the next time you meet.
 - Since we last met how has your time with the Lord been?
 - Since we last met how has your family time been?
 - Since we last met have you watched anything you should not have?
6. Carefully announce the time and place of the next meeting. Give homework assignment (*The 21 Irrefutable Laws of Leadership- Part 2*) and remind of who has the dinner next time.
7. Discuss the homework (John Maxwell’s *The 21 Irrefutable Laws of Leadership*). Not every question needs to be covered. Try to discern where their real interests and questions are.
8. During prayer time take requests from the group. Tonight just take volunteers to pray.

Leadership Is More Than

This is a contrast between two ways of leading. All are true, but some are more than others.

- I. Leadership is more vision than analysis.
 - A. Analysis is studying what is. (Detailing today)
 Vision is seeing what can be. (Dreaming about tomorrow)
 - B. Analysis is captured on paper.
 Vision is captured in the hearts of people.
 - C. Analysis is in response to problems.
 Vision overcomes problems.

- II. Leadership is more people than projects.

The ultimate mission of the Christian leader is to develop people to maturity in Christ. Projects and programs are a means to accomplish the task.

- III. Leadership is more art than science.
 - A. Managers depend on data and detail.
 Leaders depend on intuition and instincts.
 - B. Managers focus on goals and projects.
 Leaders focus on people.
 - C. Management is something a man does.
 Leadership is essentially what a man is.
 - D. Managers operate within the chain of command.
 Leaders transcend the chain of command.
 - E. Managers possess formal authority.
 Leaders possess acceptance authority.

F. Managers are often more administrators of change.

Leaders are more often agents of change.

G. Managers concentrate on maximizing results from existing functions and systems.

Leaders move the organization in new directions, never contained by existing resources.

Leadership is not better than management. Leaders are not better than managers. There is a difference though. The best managers have leadership skills and the best leaders have managerial skills.

IV. Leadership is more responsibility than privilege.

As you go up in leadership you give up more rights. Time, leisure and freedom are less. Work and responsibility are more.

V. Leadership is more service than rank.

Matthew 20:25-28 – Jesus was King, but he served.
Our task is to be a servant leader. Our service is leadership.

VI. Leadership is more reflection than reaction.

A leader must take time to think. We must have a “fierce” commitment to think. Leaders must be proactive.

Anticipate problems
Imagine possibilities

Brainstorm resources
Anticipate success

VII. Leadership is more risk than caution.

Leaders don't play it safe. Leaders will make more mistakes than followers, because they are willing to try new ways. There is a difference between a calculated risk and a careless one.

VIII. Leadership is more giving than receiving.

Leaders give themselves away. They share what has been given to them. Mature leaders find joy in giving their life away.

IX. Leadership is more vulnerable than protective.

People follow a leader's heart. They can only see it if the leader allows himself to be seen. This is done by being transparent and vulnerable. If they cannot see your heart they don't know if they can trust and follow you.

X. Leadership is more lonely than popular.

There is loneliness from being responsible. Others may become jealous, difficult decision will come the leaders way, and they have the leadership load.

Times for solitude:

Reflection time

Prayer time

Creative time

Study time

Planning time

XI. Leadership is more love than power.

Leadership is influence and influence is power. Power is not evil; it becomes good or evil based on how it is used. Jesus had power and used it for good. Satan has power and misuses it.

XII. Leadership is more grace than law.

Give others the benefit of the doubt.
Take the high road, even if personally attacked.
Offer forgiveness no matter what.
Rejoice in others success.

Leadership Is More Than

I. Leadership is more _____ than _____.

A. Analysis is _____ what is.

Vision is _____ what can be.

B. Analysis is captured on _____.

Vision is captured in the _____ of people.

C. Analysis is in _____ to problems.

Vision _____ problems.

II. Leadership is more _____ than _____.

The ultimate mission of the Christian leader is to develop people to _____ in Christ.

III. Leadership is more art than science.

A. Managers depend on _____ and _____.

Leaders depend on _____ and _____.

B. Managers focus on _____ and _____.

Leaders focus on _____.

C. Management is something a man _____.

Leadership is essentially what a man _____.

D. Managers operate _____ the chain of command.

Leaders _____ the chain of command.

E. Managers possess _____ authority.

Leaders possess _____ authority.

F. Managers are often more _____ of change.

Leaders are more often _____ of change.

G. Managers concentrate on maximizing results from existing functions and systems.

Leaders move the organization in new directions, never contained by existing resources.

Leadership is not better than management. Leaders are not better than managers. There is a difference though. The best managers have leadership skills and the best leaders have managerial skills.

IV. Leadership is more _____ than _____.

V. Leadership is more _____ than _____.

VI. Leadership is more _____ than _____.

VII. Leadership is more _____ than _____.

VIII. Leadership is more _____ than _____.

IX. Leadership is more _____ than _____.

X. Leadership is more _____ than _____.

XI. Leadership is more _____ than _____.

XII. Leadership is more _____ than _____.

The 21 Irrefutable Laws of Leadership

Application Guide

Introduction:

1. The laws can be learned.
2. The laws can stand-alone.
3. The laws carry consequences with them.
4. The laws are the foundation of leadership.

Chapter 1: The Law of the Lid.

Leadership ability determines a person's level of effectiveness.

Your leadership ability-for better or for worse- always determines your effectiveness and the potential impact of your organization.

1. Explain the law in your own words and context.
2. In what two ways can you increase your effectiveness?
 - (1)
 - (2)
3. List several ways in which you could increase your level of leadership.

Chapter 2: The Law of Influence

The true measure of leadership is influence-nothing more, nothing less.

1. Explain the five myths of leadership?
 - (1) The management myth.
 - (2) The entrepreneur myth.
 - (3) The knowledge myth.
 - (4) The pioneer myth.
 - (5) The position myth.
2. Who are the influencers in your life?

3. Who do you influence?

Chapter 3: The Law of Process

Leadership develops daily, not in a day.

1. How is the statement-"Leadership is like investing-it compounds"- true?
2. What are the four phases of leadership growth?

Phase one- I don't _____ what I _____.

Phase two- I _____ what I don't know.

Phase three- I _____ and know and it starts to _____.

Phase four- I simply _____ because of what I know.

3. Am I learning in the area of leadership?

Chapter 4: The Law of Navigation

Anyone can steer the ship, but it takes a leader to chart the course.

1. How adept are you at seeing down the road? Explain.
2. Navigators go through a process in order to give the trip the best chance of success.
 - (1) They draw on past _____.
 - (2) They _____ to what others have to say.
 - (3) They examine the _____ before making _____.
 - (4) They make sure that their conclusions represent both _____ and _____.
3. What was the navigation strategy?

**P
L
A
N**

**A
H
E
A
D**

Chapter 5: The Law of E.F. Hutton

When the real leader speaks, people listen.

1. Explain the "Claude" principle.
2. People become leaders because of...
 - (1) Character-Who they are.
 - (2) Relationships-Who they know
 - (3) Knowledge-What they know.
 - (4) Intuition-What they feel.
 - (5) Experience-Where they've been.
 - (6) Past Success-What they've done.
 - (7) Ability-What they can do.

Chapter 6: The Law of Solid Ground

Trust is the foundation of leadership.

1. Can you name a leader you do not trust? Why do you not trust them?
2. What makes you trust someone?
3. Character makes trust possible. Character communicates...
 - (1) Consistency.
 - (2) Potential.
 - (3) Respect.
4. A leader must recognize when it's too late.

Chapter 7: The Law of Respect

People naturally follow leaders stronger than themselves.

When people respect someone as a person, they admire him. When they respect someone as a friend, they love him. When they respect them as a leader, they follow him.

1. Who do you naturally lean towards for leadership? Why?
2. Who seems to come to you for leadership? Why?

February Group Meeting

Agenda

6:00 – 6:45	Arrival and dinner
6:45 – 7:30	Leadership lesson
7:30 – 8:00	Accountability
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:15	Discuss homework
9:15 – 9:45	Prayer
9:45 – 10:00	Adjourn

Notes

1. Keep the dinner simple again. The men will be using these first two sessions to see what is expected from them on their meal nights.
2. The dinner conversation may need to be supplied with an icebreaker question the first few meetings. (“What was your first job?” “First car?”, “How did you come to North Baptist Church?” etc.)
3. Distribute the lesson notes for *Spiritual Leadership*.
4. When leading the discussion on tonight’s lesson allow for ample feedback.
5. Carefully explain the role of accountability again this session. This will be the first time the group has actually answered the questions. They will be seeing if it is safe. Allow for volunteers to respond this time.
6. Carefully announce the time and place of the next meeting. Give homework assignment (*The 21 Irrefutable Laws of Leadership- Part 3*) and remind of who has the dinner next time.
7. Discuss the homework (*The 21 Irrefutable Laws of Leadership- Part 2*). Not every question needs to be covered. Try to discern where their real interests and questions are.
8. During prayer time take requests from the group. Tonight have everyone pray.
9. Be sure to start setting one-on-one meetings with the individual men.

SPIRITUAL LEADERSHIP

J. Oswald Sanders

1. AN HONORABLE AMBITION.

"To aspire to leadership is an honorable ambition."

1 Timothy 3:1

"Are you seeking great things for yourself? Do not seek them."

Jeremiah 45:5

Two Kinds of Ambition

1) Man-centered

2) God-centered

True greatness, true leadership, is achieved not by reducing men to one's service but in giving oneself in selfless service to them.

The true spiritual leader is concerned infinitely more with the service he can render God and his fellowmen than the benefits and pleasures he can extract from life. He aims to put more into life than he takes out of it.

2. THE SEARCH FOR LEADERS

Where have all the leaders gone?

4. THE DIFFERENCE BETWEEN SPIRITUAL AND NATURAL LEADERSHIP

"Leadership is the capacity and will to rally men and women to a common purpose, and the character which inspires confidence." Lord Montgomery

Holy Spirit empowered personality. A blending of natural and spiritual qualities.

Natural

Self-confident
 Knows men
 Makes own decisions
 Ambitious
 Independent

Spiritual

Confident in God
 Also knows God
 Seeks to find God's will
 Humble
 God dependent

6. PAUL'S VIEW OF LEADERSHIP

1 Tim 3:2-7

The leader must be well rounded.

Social Qualifications (Good reputation)

Moral Qualifications

Mental Qualifications (prudent-sound minded) Personality Qualifications

Domestic Qualifications

Maturity Qualifications

8. QUALITIES NEEDS FOR SPIRITUAL LEADERSHIP.

1) Discipline
 2) Vision
 3) Wisdom
 4) Decision
 5) Courage
 6) Humility

7) Integrity
 8) Sincerity
 9) Humor
 10) Anger
 11) Patience
 12) Friendship

13) Tact
 14) Inspirational
 15) Executive ability
 16) Good listener

10. THE INDISPENSABLE REQUIREMENT

"Select...seven men...full of the Spirit...And they chose Stephen, a man full of...the Holy Spirit."

Acts 6:3,5

Only Spirit-filled men can exercise spiritual leadership.

15. THE COST OF LEADERSHIP.

The world does not, or only minimally, think of a cost of leadership. They think more of the rewards and benefits.

- | | | | |
|-------------------|-----------|---------------|--------------|
| 1) Self-sacrifice | 1 Jn 3:16 | Mark 10:44-45 | 2 Cor 4:8-11 |
| 2) Loneliness | | | |
| 3) Fatigue | | | |
| 4) Criticism | | | |
| 5) Rejection | | | |
| 6) Pressure | | | |
| 7) Cost to others | | | |

21. THE PERILS OF SPIRITUAL LEADERSHIP

There are occupational hazards in all callings, but in spiritual leadership some may be very subtle.

- | | |
|------------------------|--|
| 1) Pride | Test of precedence
Test of sincerity
Test of criticism |
| 2) Greater temptations | |

(Lesson adapted from J. Oswald Sander's *Spiritual Leadership*)

SPIRITUAL LEADERSHIP

J. Oswald Sanders

1. AN HONORABLE AMBITION.

Two Kinds of Ambition

1) _____-centered

2) _____-centered

True greatness, true leadership, is achieved not by reducing men to one's _____, but in _____ oneself in selfless _____ to them.

The true spiritual leader is concerned infinitely more with the service he can render God and his fellowmen than the _____ and _____ he can extract from life. He aims to put more into life than he takes out of it.

2. THE _____ FOR LEADERS

Where have all the leaders gone?

4. THE _____ BETWEEN SPIRITUAL AND NATURAL LEADERSHIP

"Leadership is the capacity and will to rally men and women to a common purpose, and the character which inspires confidence." Lord Montgomery

Holy Spirit _____ personality. A blending of _____ and qualities.

Natural

Spiritual

6. _____ VIEW OF LEADERSHIP

The leader must be well rounded.

_____ Qualifications	_____ Qualifications
_____ Qualifications	_____ Qualifications
_____ Qualifications	_____ Qualifications

8. QUALITIES NEEDS FOR SPIRITUAL LEADERSHIP.

- | | | |
|---------------|----------------|-----------------------|
| 1) Discipline | 7) Integrity | 13) Tact |
| 2) Vision | 8) Sincerity | 14) Inspirational |
| 3) Wisdom | 9) Humor | 15) Executive ability |
| 4) Decision | 10) Anger | 16) Good listener |
| 5) Courage | 11) Patience | |
| 6) Humility | 12) Friendship | |

10. THE INDISPENSABLE REQUIREMENT

Only _ men can exercise spiritual leadership.

15. THE _____ OF LEADERSHIP.

The world does not, or only minimally, thinks of a cost of leadership. They think more of the rewards and benefits.

- | | | | |
|---------------|-----------|---------------|--------------|
| 1) Self-_____ | 1 Jn 3:16 | Mark 10:44-45 | 2 Cor 4:8-11 |
| 2) _____ | | | |
| 3) _____ | | | |
| 4) _____ | | | |
| 5) _____ | | | |
| 6) _____ | | | |
| 7) _____ | | | |

21. THE PERILS OF SPIRITUAL LEADERSHIP

There are occupational hazards in all callings, but in spiritual leadership some may be very subtle.

- | | |
|------------------------|--------------------|
| 1) Pride | Test of precedence |
| | Test of sincerity |
| | Test of criticism |
| 2) Greater temptations | |

The 21 Irrefutable Laws of Leadership (Part 2)

Chapter 8: The Law of Intuition

Leaders evaluate everything with a leadership bias.

1. How well do you read situations? Are you usually correct?

2. Leaders read situations and respond to them. But, informed intuition is vital. How do you become informed?

3. Leadership is a combination of learned skills and natural ability. Leaders learn to read...
 - (1) ...their situation
 - (2) ...the trends
 - (3) ...their resources
 - (4) ...the people
 - (5) ...themselves

Think of examples of how you put these to practice.

4. Explain the Three Levels of Leadership Intuition.
 - (1) Those who naturally see it.

 - (2) Those who are nurtured to see it.

 - (3) Those who will never see it.

Chapter 9: The Law of Magnetism

Who you are is who you attract.

1. Effective leaders are always on the look out for good people. What qualities would you look for?

2. Good leaders look for others to help in their areas of weakness. What areas would you need help in?

3. People you attract and who will follow you probably match you in many of the following areas.

(1) Attitude

(2) Generation

(3) Background

(4) Values

(5) Life experience

(6) Leadership ability

Chapter 10: The Law of Connection

Leaders touch a heart before they ask for a hand.

1. Since the heart comes before the hand, how well do you connect...

...with individuals?

...with an audience or group?

2. Maxwell states "The tougher the challenge, the greater connection" or connection needed. Give an example where you have experienced this to be true.

Chapter 11: The Law Of The Inner Circle

A leader's potential is determined by those closest to him.

1. Who are those in your "inner circles"?

2. What kind of effect do they have on you? Are they helping you grow or slowing you down?

3. Who are you helping by being in their inner circle?

Chapter 12: The Law Of Empowerment

Only secure leaders give power to others.

1. How did Henry Ford break this law?
2. Is it easy or hard for you to empower others?
3. Give an example of someone who empowered you?

Chapter 13: The Law Of Reproduction

It takes a leader to raise up a leader.

1. David could reproduce giant killers; Bill Walsh could produce football coaches; what qualities do you have that you could reproduce in others?
2. What qualities would you like to have built into you?

Chapter 14: The Law Of Buy-In

People buy into the leader, then the vision.

1. On pages 147 and 148 it explains the equation:

$$\text{Leader} + \text{Vision} = \text{Result}$$

Can you think of examples in your life that fit the four scenarios proposed?

March Group Meeting

Agenda

6:00 – 6:45	Arrival and dinner
6:45 – 7:30	Leadership lesson
7:30 – 8:00	Prayer
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:15	Discuss homework
9:15 – 9:45	Accountability
9:45 – 10:00	Adjourn

Notes

1. Keep an eye on the dinner details. This is the first night one of the men will be preparing the meal. Give plenty of encouragement. Don't forget to take up money for the dinner.
2. The dinner conversation may not need to be supplied with an icebreaker question tonight.
3. Distribute the lesson notes for *The Art of Self-Leadership*.
4. When leading the discussion on tonight's lesson allow for ample feedback.
5. Notice that the accountability time and the prayer time have been changed for variety. During the prayer time have the group divide into pairs to pray.
6. Carefully announce the time and place of the next meeting. Give homework assignment (Read a biography on a leader and be ready to report) and remind of who has the dinner next time.
7. Discuss the homework (*The 21 Irrefutable Laws of Leadership*- Part 3). Not every question needs to be covered. Try to discern where their real interests and questions are.
8. During accountability time have everyone answer this time. There may not be time for all the questions.
9. Discuss with the group ideas for doing an outside service project.

The Art Of Self-Leadership

The 360-Degree Leader

When the topic of leadership is mentioned, most leaders think of the people who are under their care. It is the leader's first instinct. In terms of a compass- they think south.

What many people do not realize is that to lead well, a leader actually needs to be able to lead in all directions-north, south, east, and west.

North- leading those who are over them.

East and west- leading those who are in peer group.

Middle- leading yourself.

1. Who Is Your Toughest Leadership Challenge? You.

“David strengthened himself before the Lord.” (1 Samuel 30:6)

How much time and energy should leaders invest in each direction?

Self - Leading themselves: 50%

Divide the remaining time between the other areas.

The best gift you can give the people you lead is a healthy, energized, fully surrendered, and focused self.

2. Is My Calling Sure?

Stay in touch with the direction that God is leading you in.

3. Is My Vision Clear?

How can we lead people into the future if the vision is fuzzy?

Conduct an annual Vision Night. It is a time to present what direction God is leading the ministry in the next year. It forces the leaders to really seek God for direction.

The vision for the leader and the follower must be crystal clear.

4. Is My Passion Hot?

It is the leader's responsibility to keep his passion hot. Do whatever you need to do. Read whatever you need to read.

5. Am I Developing My Gifts?

Pop Quiz: What are your three top gifts?

We are accountable before God for utilizing and honing our gifts.

6. Is My Character Submitted To Christ?

Leadership requires moral authority.

7. Is My Pride Subdued?

“God opposes the proud but gives grace to the humble.” 1 Peter 5:5

The best way to find out if your pride is affecting your leadership—ask.

Ask your teammates, your spouse, your small group, and your board members.

8. Am I Overcoming Fear?

Fear can be immobilizing.

9. Are My Interior Issues Undermining My Leadership?

All of us have experienced wounds, losses, and disappointments. God uses it to shape us.

We need to deal with and accept our interior issues.

10. Is My Pace Sustainable?

The truth is that we all have to accept the fact that the only person who can put a sustainable schedule together for us is us.

Is there ample time for God, self, spouse, and children?

11. Is My Love For God And People Increasing?

How’s your heart? Is it cold towards others?

(Lesson adapted from Bill Hybels’ *Courageous Leadership*)

The Art Of Self-Leadership

The 360-Degree Leader

When the topic of leadership is mentioned, most leaders think of the people who are under their care. It is the leader's first instinct. In terms of a compass- they think _____.

North- Leading those who are _____ them.

East and west- leading those who are in _____.

Middle- Leading _____.

1. Who Is Your Toughest Leadership Challenge? _____.

“David strengthened himself before the Lord.” (1 Samuel 30:6)

How much time and energy should leaders invest in each direction?

Self - Leading themselves: _____

Divide the remaining time between the other areas.

The best gift you can give the people you lead is a healthy, energized, fully surrendered, and focused self.

2. Is My _____ Sure?

3. Is My _____ Clear?

How can we lead people into the future if the vision is _____?

Conduct an annual Vision Night.

The vision for the leader and the follower must be _____ clear.

4. Is My _____ Hot?

It is the leader's responsibility to keep his passion hot. Do whatever you need to do. Read whatever you need to read.

5. Am I Developing My _____?

Pop Quiz: What are your three top gifts?

6. Is My Character Submitted To Christ?

7. Is My _____ Subdued?

“God opposes the proud but gives grace to the humble.” 1 Peter 5:5

The best way to find out if your pride is affecting your leadership-_____.

8. Am I Overcoming Fear?

Fear can be immobilizing.

9. Are My _____ Undermining My Leadership?

All of us have experienced wounds, losses, and disappointments. God uses it to shape us.

10. Is My Pace _____ ?

The truth is that we all have to accept the fact that the only person who can put a sustainable schedule together for us is us.

Is there ample time for:

11. Is My Love For God And People _____ ?

How's your heart? Is it cold towards others?

The 21 Irrefutable Laws of Leadership (Part 3)

Chapter 15: The Law Of Victory

Leaders find a way for the team to win.

1. How easily are you discouraged by problems? Rate yourself:

1- Never 2- Almost never 3- Once in a while 4- Almost always 5- Always

2. What happens to the group when the leader can't pull victories out of difficult situations?

In the work place?

In church?

3. Do you tend to be pessimistic or optimistic when confronted with adversity?

Chapter 16: The Law Of The Big Mo

Momentum is a leader's best friend.

1. Explain why momentum is important.

2. Explain why each of these are true:

Momentum makes leaders look better than they are.

Momentum helps followers perform better than they are.

Momentum is easier to steer than to start.

Momentum is the most powerful change agent.

Chapter 17: The Law Of Priorities

Leaders understand that activity is not necessarily accomplishment.

1. List the things you consider as your priorities.

2. How would you apply the three "R's" to your work?

...your family?

...your church?

Chapter 18: The Law Of Sacrifice

A leader must give up to go up.

1. On page 188 Maxwell states that, "Sacrifice is constant in leadership. It is an ongoing process, not a one-time payment." What have you had to sacrifice when you were in situations of leadership?

2. On page 189 Gerald Brooks says, "When you become a leader, you loose the right to think about yourself." What are the positive and negative aspects of this truth?

Chapter 19: The Law Of Timing

When to lead is as important as what to do and where to go.

1. "Reading a situation and knowing what to do are not enough to make you succeed in leadership. Only the right action at the right time will bring success."(pg 203) We have all made leadership mistakes before, we often grow the most from our mistakes. Think through several of your mistakes (if you have any) from the past and use the chart on page 198 to determine which quadrant the mistake would fall into. No, you don't have to write them down.

Chapter 20: The Law Of Explosive Growth

To add growth, lead followers-to multiply, lead leaders.

1. In the example of Papa John's there were three stages:

- 1) Personally growing as a leader
- 2) Training other leaders
- 3) Training leaders to train other leaders

2. Where do you see yourself today?
3. The key to this principle is to invest in others. Who are you investing in or would like to invest in?

Chapter 21: The Law Of Legacy

A leader's lasting value is measured by succession.

1. If you were to leave your job today-what would they remember you for tomorrow?
2. Since none of us are anywhere near retiring-we still have time to change or add to our legacies. If you knew you were going to be gone in one year what would you do different today?

Conclusion

1. Personnel determine the potential of the organization.
2. Relationships determine the morale of the organization.
3. Structure determines the size of the organization.
4. Vision determines the direction of the organization.
5. Leadership determines the success of the organization.

April Group Meeting

Agenda

6:00 – 6:45	Arrival and dinner
6:45 – 7:30	Leadership lesson
7:30 – 8:00	Accountability
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:30	Presentations
9:30 – 10:00	Prayer

Notes

1. Keep an eye on the dinner details. Discuss service project ideas.
2. The dinner conversation may not need to be supplied with an icebreaker question tonight.
3. Distribute the lesson notes for *Character Counts*.
4. The accountability time should be very comfortable by now. Add new questions if there are topics that are important to the group.
5. Carefully announce the time and place of the next meeting. Give out new book (*Spiritual Disciplines for the Christian Life*) homework assignment (Part 1) and remind of who has the dinner next time.
6. Biography presentations. Be very encouraging.
7. During prayer time have everyone pray this time.
8. Make sure you are still meeting one-on-one with individual men.

Character Counts

Many notable leaders have fallen to temptation in recent years. Many people are sinking in quicksand situations which grieve the Holy Spirit. Their character is questionable at best.

1. Character Counts: Count On It!

By reading the newspaper poles, it is hard to determine if character truly matters anymore. It appears that society will place a premium on character in the years to come. There is even a resurgence of teaching character within the public school system.

Ability may get you to the top, but character will keep you there.

Character cannot be purchased. It is a quality of a life lived.

Fame is a vapor. Popularity is an accident. Money takes wings. Those who cheer you today will curse you tomorrow. The only thing that endures is character.

Christians are as likely as non-Christians to falsify tax returns, to plagiarize, bribe, shift blame, ignore construction specifications, illegally copy software, steal from the workplace and to selectively obey the laws of the land.

2. Integrity: "Being," Not Just "Doing".

Integrity means wholeness, entireness or completeness.

Integrity literally means you have a complete soul.

God is into making integers; Satan is into making fractions.

There are 16 references to integrity in the Bible.

Positive example is Job.

Negative example is Abraham and Sarah when they lie to the king (Gen. 20).

- 1) Integrity is a serious issue.
- 2) Unbelievers can often exhibit greater integrity than believers.
- 3) God delights in those who demonstrate integrity.

3. Character Manifestation: Love One Another As Ourselves.

A transformed life is seen in one's character.

- Being on time
- Returning correct change
- Honoring your commitments
- Setting a good example
- Being committed to the well-being of others
- Sacrificing personal pleasures if necessary

-Being accountable for one's actions

Do the right thing!

Deut. 6:18

Ps 106:3

Hosea 14:9

2 Thess. 3:13

Character and integrity are not short-term disciples.

4. Adversity: Turning Tragedy Into Triumph.

- Do not become prideful and vindictive by taking things into your own hands. (Rom 12:9)
- Don't react, reflect. (Psalm 46:19)
- Let God deepen you; don't allow Satan to destroy you.
- Let God make you better; don't allow Satan to make you bitter.
- Don't be self-absorbed; be self-abandoned.

Ways God uses adversity

- 1) To teach us obedience
- 2) To train us for reigning days
- 3) To test our faith
- 4) To turn tragedy into ultimate triumph

5. Failures: Taking Responsibility For Sin.

6. Obscurity: An Opportunity, Not An Obstacle.

7. Success: Ego "Edging God Out".

8. Compromised Character: A Crack In The Dam Threatens All.

- Our courage is crushed
- God's blessing is withheld
- Our secrets will be revealed and exposed to all

9. Benefits Of Character: A Clear Conscience.

10. Character Restoration: Confess, Forgive And Learn From The Past.

(Lesson is adapted from Rod Handley's *Character Counts*)

Character Counts

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1. Character Counts: Count On It!

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Character cannot be _____. It is a _____ of a life lived.

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Integrity means _____, entireness or _____.

God is into making integers; Satan is into making _____.

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- _____
 - _____
 - _____
 - _____
 - _____
 - _____
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10. Character _____: Confess, Forgive And Learn From The Past.

Biographies Of Great Leaders

The assignment for next month is to study the biography of the leader of your choice.

1. Select the biography with plenty of time for study.
2. The biography can be from the political, religious, military, or business field. The individual should be readily recognizable to the group. If you need assistance, see the instructor for a list of more possible names to choose from.
3. Read and study the biography.
4. Prepare a ten-minute presentation for the group.
5. Over the next two months group members will give the presentations.

Ideas for biographies:

History

George Washington
Thomas Jefferson
Teddy Roosevelt
Martin Luther King, Jr.

Religion

John Wesley
Billy Graham
George Muller
Martin Luther

Military

Alexander the Great
Colin Powell
Norman Schwarzkopf
George Patton

Politics

George W. Bush
John F. Kennedy
Rudolph Giuliani
Ronald Reagan

Business

Lee Iacocca
Henry Ford

Sports

John Wooden
Vince Lombardi
Joe Torre

May Group Meeting

Agenda

6:00 – 6:45	Arrival and dinner
6:45 – 7:30	Leadership lesson
7:30 – 8:00	Accountability
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:15	Discuss homework/Presentations
9:15 – 9:45	Prayer
9:45 – 10:00	Adjourn

Notes

1. Dinner should be going fine by now.
2. Distribute the lesson notes for *How to Win Friends and Influence People*.
3. During accountability time have everyone answer. Have they been meeting with their prayer partners?
4. Carefully announce the time and place of the next meeting. Give homework assignment (*Spiritual Disciplines for the Christian Life- Part 2*) and remind of who has the dinner next time.
5. Discuss the homework (*Spiritual Disciplines for the Christian Life- Part 1*). Not every question needs to be covered. Try to discern where their real interests and questions are. Keep in mind that there may be one or two presentations left from last month.
6. During prayer time this month – take one request at a time and call on someone to pray. Then take another request.

HOW TO WIN FRIENDS AND INFLUENCE PEOPLE

Dale Carnegie

Six Ways To Make People Like You

- RULE 1: Become genuinely interested in other people.
- RULE 2: Smile.
- RULE 3: Remember that a man's name is to him the sweetest and most important sound in any language.
- RULE 4: Be a good listener. Encourage others to talk about themselves.
- RULE 5: Talk in terms of the other man's interests.
- RULE 6: Make the other person feel important- and do it sincerely.

Twelve Ways Of Winning People To Your Way Of Thinking

- RULE 1: The only way to get the best of an argument is to avoid it.
- RULE 2: Show respect for the other man's opinions. Never tell a man that he is wrong.
- RULE 3: If you are wrong, admit it quickly and emphatically.
- RULE 4: Begin in a friendly way.
- RULE 5: Get the other person to say, "yes, yes" immediately.
- RULE 6: Let the other man do a great deal of the talking.
- RULE 7: Let the other man feel that the idea is his.
- RULE 8: Try honestly to see from the other person's point of view.
- RULE 9: Be sympathetic with the other person's ideas and desires.
- RULE 10: Appeal to the nobler motives.
- RULE 11: Dramatize your ideas.
- RULE 12: Throw down a challenge.

Nine Ways To Change People Without Giving Offense Or Arousing Resentment

RULE 1: Begin with praise and honest appreciation.

RULE 2: Call attention to people's mistake indirectly.

RULE 3: Talk about your own mistake before criticizing the other person.

RULE 4: Ask questions instead of giving direct orders.

RULE 5: Let the other man save face.

RULE 6: Praise the slightest improvement and praise every improvement. Be "hearty in your approbation and lavish in your praise."

RULE 7: Give the other person a fine reputation to live up to.

RULE 8: Use encouragement. Make the fault seem easy to correct.

RULE 9: Make the other person happy about doing the thing you suggest.

(Lesson adapted from Dale Carnegie's *How to Win Friends and Influence People*)

Use the same sheet for discussion.

SPIRITUAL DISCIPLINES FOR THE CHRISTIAN LIFE

Study Guide – Part 1

Chapter 1: The Spiritual Disciplines...For The Purpose Of Godliness.

1. Describe a time when you disciplined yourself in order to reach a specific goal, or when you did not discipline yourself and failed to reach a specific goal.

2. In the past, how have you felt about the spiritual disciplines? Be honest.

3. Explain the importance of 1 Peter 1:15-16 on the believer's life. How would the disciplines affect this?

4. Which disciplines have you practiced with success? Which ones have you struggled with? Which ones have you never tried? Be honest.

Chapter 2: Bible Intake (Part One)

1. Describe the Bible intake that took place- or didn't take place- in your home and church as you were growing up. Has that affected your view of Bible intake today? If so, how?

2. Have you developed a consistent pattern of Bible intake in your life? If so, describe what you do.

3. Does your family have a consistent pattern of Bible intake in your life? If so, describe what you do.

4. What could you do today to improve your intake of God's Word in the areas of reading, hearing and studying?

Chapter 3: Bible Intake (Part Two)

1. Read Proverbs 22:17-19 and describe why we should keep God's Word within us and ready on our lips?

2. When was the last time you were involved in regular memorization of God's Word? How did it go?

3. What does God promise to Joshua in Joshua 1:8?

4. If you are regularly meditating on God's Word what is your system? If you don't have one what would be some first steps of starting one?

Chapter 4: Prayer

1. It is believed that many Christians pray for 7 minutes a day or less even though they know the benefits of it. Why do you think that is so?
2. When your prayer time falls off how does it affect you? What are your feelings and concerns at that time?
3. What is the important relationship between prayer and Bible meditation?
4. What is your greatest hindrance to prayer?

June Group Meeting

Agenda

6:00 – 6:45	Arrival and dinner
6:45 – 7:30	Leadership lesson
7:30 – 8:00	Prayer
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:15	Discuss homework
9:15 – 9:45	Accountability
9:45 – 10:00	Adjourn

Notes

1. Discuss how the group project went during dinner.
2. Distribute the lesson notes for *The Requirements of a Leader*.
3. Notice that the accountability time and the prayer time have been changed for variety. During the prayer time have the group divide into pairs to pray.
4. Carefully announce the time and place of the next meeting. Give out homework assignment (*Spiritual Disciplines – Part 3*) and remind of who has the dinner next time.
5. Discuss the homework (*Spiritual Disciplines – Part 2*).

The Requirements of a Leader

1. Intimate Fellowship with Father.

- Jesus was the most secure individual who ever walked on the earth. One of the main reasons for this was his intimate relationship with the Father.
- As a boy he told his mother, "I must be about my Father's business."
- He was secure in the father's love.

John 5:20

"For the Father loves the Son, and shows Him all things that He Himself does; and He will show Him greater works than these, that you may marvel."

- He was dependent on the Father for all that he did.

John 5:19

"Then Jesus answered and said to them, "Most assuredly, I say to you, the Son can do nothing of Himself, but what He sees the Father do; for whatever He does, the Son also does in like manner."

How well do we know our Father?

2. Knowing God's Timing.

- Jesus always knew the right timing.

"The hour has come." John 17:1

- Jesus did not go before or after the Father's timing.

3. God-given Authority.

- In the leadership of Jesus we see that the person whom God calls is given divine authority.

Mark 1:22

"And they were astonished at His teaching, for He taught them as one having authority, and not as the scribes."

Mark 11:28

‘And they said to Him, "By what authority are You doing these things? And who gave You this authority to do these things?" ‘

- Authority and power- Jesus was given both to glorify the Father.

4. Clarity of Purpose.

- Jesus was focused on the purpose of bringing man back to God. He was to glorify the Father in carrying out his purpose. Nothing else got in the way of this purpose.
- As we grow in the knowledge of the Father’s will, our purpose gets clearer.

5. Purity of Motive.

- Jesus focused on the goal of glorifying God.

“I have glorified You on earth.” John 17:4

- What taints our motives?

6. The Goal of a Leader.

- Jesus wanted to finish the work given to him by God.

“I have finished the work that you have given me to do.” John 17:4

Solomon Determined to Build

Solomon Began to Build.

Solomon Finished.

- The leader needs to demonstrate that serving the Lord is a real joy and a delight.

7. Stewardship.

- Jesus knew that God gave the men entrusted to him.
- The requirements of good stewards: faithfulness and wisdom.

(Lesson is adapted from Campbell McAlpine’s *The Leadership of Jesus*)

The Requirements of a Leader

1. Intimate _____ with Father.

-
-
-
-

How well do we know our Father?

2. Knowing God's _____.

-
-

3. God-given _____.

-

• Authority and _____.

4. Clarity of _____.

-
-

5. Purity of _____.

-

• What taints our motives?

6. The _____ of a Leader.

• Jesus wanted to _____ the work given to him by God.

• The leader needs to demonstrate that serving the Lord is a real _____ and a delight.

7. Stewardship.

• Jesus knew that the men entrusted to him were _____.

• The requirements of good stewards: _____ and _____.

SPIRITUAL DISCIPLINES FOR THE CHRISTIAN LIFE

Study Guide – Part 2

Chapter 5: Worship

1. What thoughts does the word *worship* bring to your mind? Is the connotation positive or negative? Why?
2. Think about a time when you really felt close to God in worship. What do you think made that time special?
3. Describe what it means to you to "worship" God in vain? Do you ever find yourself doing just that?
4. What can you do to fully focus on God to worship Him?

Chapter 6: Evangelism

1. What images does the word evangelism bring to mind?
2. Why does God command us to evangelize?

3. Why do you think most Christians are afraid to share their faith? From 1 – 10 (1 being very confident and 10 being full cardiac arrest) how comfortable are you in sharing your faith?

4. In what ways could you make evangelism a spiritual discipline?

Chapter 7: Serving

1. What in your mind is a servant?

2. Do you agree that most people who serve receive little recognition? Why is that so?

3. What promise does God make about our service for Him in 1 Cor. 15:58?

4. What do you think your Spiritual gift is?

Chapter 8: Stewardship

1. What things hinder you from using your time the way God would have you use it? What are your time wasters?

2. What does Proverbs 5:11-13 and 24:33-34 say about lost time and opportunity?

3. Why do you think people have difficulty managing their money? What cultural things contribute to that?

July Group Meeting

Agenda

6:00 – 6:45	Arrival and dinner
6:45 – 7:30	Leadership lesson
7:30 – 8:00	Accountability
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:15	Discuss homework
9:15 – 9:45	Prayer
9:45 – 10:00	Adjourn

Notes

1. Distribute the lesson notes for *The 21 Indispensable Qualities of a Leader*.
2. Carefully announce the time and place of the next meeting. Remember it is a picnic. Plan on a suitable site where miniature golf or some other activity could be held. This is a dish to pass dinner and wives are invited. Give out new book (*Becoming a Contagious Christian*) and homework assignment (Part 1). There is no handout sheet.
3. Discuss the homework (*Spiritual Disciplines – Part 3*).
4. Be sure to continue to schedule individual meetings.

The Qualities of a Leader

There are qualities that a leader can recognize, develop, and refine that will help others want to follow them. These principles need to be mastered to be more successful in leadership.

Quality 1 Character: Be A Piece Of The Rock.

How a leader deals with the circumstances of life tells you many things about his character.

What must every person know about character?

- 1) Character is more than talk.

Action is the real indicator of character.

- 2) Talent is a gift, but character is a choice.

There are some things we have no control over. There are many other things that we do have control over. As you live your life and make choices today, you are continuing to create your character.

- 3) Character brings lasting success with people.

Followers do not trust leaders whose character they know to be flawed.

- 4) Leaders cannot rise above the limitations of their character.

To improve your character, do the following:

- Search for the cracks
- Look for patterns
- Face the music
- Rebuild

Quality 2 Charisma: The First Impression Can Seal The Deal.

Most people think of charisma as something mystical, almost indefinable. Like other traits, it can be developed. Charisma is the ability to draw people to you.

To develop charisma:

- 1) Love life
- 2) Put a "10" on every person's forehead

- 3) Give people hope
- 4) Share yourself

Roadblocks to building charisma:

- Pride – Nobody wants to follow a leader who thinks he is better than everyone else.
- Insecurity – If you are uncomfortable with who you are, others will be too.
- Moodiness – If people never know what to expect from you, they stop expecting anything.
- Perfectionism – People respect the desire for excellence, but dread totally unrealistic expectations.
- Cynicism – People don't want to be rained on by someone who sees a cloud around every silver lining.

To improve your charisma:

- 1) Change your focus – In conversations with others, concentrate on them.
- 2) Play the first impression game – Intentionally try to make good impressions.
- 3) Share yourself – Think how you can add value to the lives of five people.

Quality 3 Commitment: It Separates Doers From Dreamers.

People do not follow uncommitted leaders.

What is the true nature of commitment?

- 1) Commitment starts in the heart.
- 2) Commitment is tested by action.
- 3) Commitment opens the door to achievement.

Four Types of People

- Cop-outs – People who have no goals and do not commit.
- Holdouts – People who don't know if they can reach their goals, so they're afraid to commit.
- Dropouts – People who start toward a goal but quit when the going gets rough.
- All-outs – People who set goals, commit to them, and pay the price to reach them.

(Lesson is adapted from John Maxwell's *The 21 Indispensable Qualities of a Leader*)

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- 2)
- 3)
- 4)

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- _____ – People who set goals, commit to them, and pay the price to reach them.

SPIRITUAL DISCIPLINES FOR THE CHRISTIAN LIFE

Study Guide – Part 3

Chapter 9: Fasting

1. Have you ever attempted to fast for a spiritual reason? How was your experience?
2. What would be something you would be interesting in fasting for?
3. What things hinder you from fasting?

Chapter 10: Silence and Solitude

1. Why do you think that so many of us are uncomfortable with our own thoughts?
2. Read Mark 6:31. Do you receive enough physical and spiritual rest? What steps can you take to have time alone with God to restore your body and spirit?

Chapter 11: Journaling

1. How might journaling aid you in your spiritual walk?
2. Why is self-accountability so important in our Christian walk?
3. What type of journaling format would be most suitable for you? Why?

Chapter 12: Learning

1. What things do you do personally to be an intentional learner?
2. What role do you think parents play in teaching their children to become intentional learners?

August Group meeting

Agenda

5:00	Set up crew and cooks (if needed) arrive.
6:00 – 6:45	Arrival and dinner
6:45 – 7:15	Testimonies and prayer
7:30 – 9:00	Fun activity

Notes

1. This is designed to be a fun and informal meeting. With spouses present it will be a special time.
2. After the dinner it is good for the spouses to hear about what has been going on in the group. Have the group share what they have learned or what they appreciate about the group. Spouses could share about what differences in their husbands they have noticed.
3. Plan a fun activity. Plan to make it special. If you play miniature golf, divide into teams and average the team scores. Determine a winner a present a small trophy.

September Group Meeting

Agenda

6:00 – 6:45	Arrival and dinner
6:45 – 7:30	Leadership lesson
7:30 – 8:00	Accountability
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:30	Discuss homework
9:30 – 10:00	Prayer

Notes

1. Keep an eye on the dinner details. This is the first night one of the men will be preparing the meal since the picnic.
2. Distribute the lesson notes for *A Bold Witness For Christ*.
3. Have the group divide in two halves. Have them share accountability in the smaller groups.
4. Carefully announce the time and place of the next meeting. Give homework assignment (*Becoming A Contagious Christian* – Part 2 and to prepare their testimony to share with the group. Their testimony should include three parts: life before Christ, how they came to know Christ, and how their life has changed since coming to Christ. They will have ninety seconds to share for each point.) and remind of who has the dinner next time. There are no handout sheets.
5. Discuss the homework (*Becoming A Contagious Christian* -Part 1). Show the video dramas if available. Keep the time in mind when showing the video clips. Remember that there were no handout sheets this time. Simple review each chapter.

A Bold Witness For Christ

“The evangelism harvest is always urgent. The destiny of men and of nations is always being decided. Every generation is strategic. We are not responsible for the past generation, and we cannot bear full responsibility for the next one; but we do have our present generation. God will hold us responsible as to how well we fulfill our responsibilities to this age and take advantage of our opportunities.”

Billy Graham

I. A Christian Leader’s Lifestyle Must Include Telling Others About Christ.

A. It is the core of the definition of the word Christian. Mark 16:15

B. It is amplified by the definition of a leader.

Responsible to model and influence others.

II. Five Hindrances To Sharing Your Faith.

A. Lack of knowledge – “I don’t know how.”

A cure for the lack of knowledge

- Testimony
- Tracts – keep available.
- Text – memorize a passage to help in witnessing.

B. Fear – “I am afraid.”

- Physical fear – of being harmed
- Emotional fear – rejection
- Intellectual fear – embarrassed because do not know answers

C. Apathy – Indifference towards others.

D. A bad experience. A time of failure.

E. Drifting into the comfort zone.

Rev. 2 – Loosing first love.

III. God Supplies The Power If You Will Supply The Obedience.

- A. You do not save anyone.
- B. Your responsibility is to tell people about Jesus and invite them to trust Jesus as the Saviour.
- C. God's Spirit supplies the empowering you need.
- D. Your primary expression of God's power in evangelism is through prayer.

IV. Five Principles To Help You Share Your Faith In Christ.

- A. Cultivate you sensitivity (Acts 8:25-26).
- B. Be available and willing to talk about your faith (Acts 8:27-29).
- C. Take the initiative (Acts 8:30).
- D. Practice tactfulness (Acts 8:31).
- E. Be direct and when the time is right, don't back down (Acts 8:35).

V. Lifestyle Evangelism Is The Most Effective And The Only Style That Lasts.

- A. You must make a determined commitment.
- B. Be natural.
- C. Keep a list of unsaved friends to maximize your efforts.
- D. Remember your lifestyle is an evangelistic tool whether you like it or not.
- E. Never loose sight of the fact that you can make a difference.

(Lesson adapted from Dan Reiland's *Joshua's Men*)

A Bold Witness For Christ

“The evangelism harvest is always urgent. The destiny of men and of nations is always being decided. Every generation is strategic. We are not responsible for the past generation, and we cannot bear full responsibility for the next one; but we do have our present generation. God will hold us responsible as to how well we fulfill our responsibilities to this age and take advantage of our opportunities.”

Billy Graham

I. A Christian Leader's Lifestyle Must Include Telling Others About Christ.

A. It is the _____ of the _____ of the word Christian.

Mark 16:15

B. It is _____ by the _____ of a leader.

Responsible to model and influence others.

II. Five Hindrances To Sharing Your Faith.

A. Lack of _____.

A cure for the lack of knowledge

- _____
- _____
- _____

B. _____

- _____ fear
- _____ fear
- _____ fear

C. _____

D. A _____ experience.

F. Drifting into the _____ zone.

III. God Supplies The Power If You Will Supply The Obedience.

- A. You do not _____ anyone.
- B. Your responsibility is to _____ people about Jesus and _____ them to trust Jesus as the Saviour.
- C. God's _____ supplies the _____ you need.
- D. Your primary expression of God's power in evangelism is through _____.

IV. Five Principles To Help You Share Your Faith In Christ.

- A. Cultivate you _____ (Acts 8:25-26).
- B. Be _____ and _____ to talk about your faith (Acts 8:27-29).
- C. Take the _____ (Acts 8:30).
- D. Practice _____ (Acts 8:31).
- E. Be direct and when the time is right, don't _____ (Acts 8:35).

V. Lifestyle Evangelism Is The Most Effective And The Only Style That Lasts.

- A. You must make a _____ commitment.
- B. Be _____.
- C. Keep a list of _____ friends to _____ your efforts.
- D. Remember your _____ is an evangelistic tool whether you like it or not.
- E. Never loose sight of the fact that you _____ make a _____.

October Group Meeting

Agenda

6:00 – 6:45	Arrival and dinner
6:45 – 7:30	Discuss homework
7:30 – 8:00	Accountability
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:15	Leadership lesson
9:15 – 9:45	Prayer
9:45 – 10:00	Adjourn

Notes

1. The dinner conversation may need to be based on a second group service project.
2. The group members are to share testimonies tonight. There is no designated block of time for them. Have someone share their testimony at the end of each segment through the evening.
3. Notice that the lesson and the homework times are changed. This is for variety.
4. Distribute the lesson notes for *The 21 Indispensable Qualities of a Leader-Part 2*.
5. Carefully announce the time and place of the next meeting. Give homework assignment and remind of who has the dinner next time. The homework is to listen to a leadership cassette tape. Have several available to choose from. Each person is to take a tape and study it. Next meeting they will give a 10-minute report to the group.
6. Discuss the homework (*Becoming A Contagious Christian – Part 2*).
7. During prayer time have everyone share one personal request. Have the person on their right pray for them.

The Qualities of a Leader

Part 2

Quality 4 Communication: Without It You Travel Alone.

Developing excellent communication skills is absolutely essential to effective leadership. The leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others.

To become a more effective communicator:

1) Simplify your message

Don't try to impress people with your style. Be clear, be clear, and be clear.

2) See the person

Focus on those you are communicating with.

3) Show the truth

Let it show that you are convicted about this truth.

4) Seek a response

The goal of communication is action. Give the audience something to feel, something to remember, and something to do.

Quality 5 Competence: If You Build It, They Will Come.

Competence goes beyond words. It's the leader's ability to say it, plan it, and do it in such a way that others know that you know how.

To cultivate competence:

1) Show up every day

2) Keep improving

3) Follow through with excellence

Quality is never an accident.

4) Accomplish more than expected

5) Inspire others

Three Types of People

- Those who can see what needs to happen.
- Those who can make it happen.
- Those who can make things happen when it really counts.

To improve your competence:

- 1) Get your head in the game – do not become detached.
- 2) Redefine the standard – do not cut corners.
- 3) Find three ways to improve – be intentional about it.

Quality 6 Courage: One Person With Courage Is A Majority.

When facing tough decisions, courage is the difference maker.

Truths About Courage

- Courage begins with an inward battle.
- Every test begins within you.
- Courage is making things right, not just smoothing them over.
 - Courage in a leader inspires commitment from followers.
 - Your life expands in proportion to your courage.

To improve your courage:

- 1) Face the music – do something stretching.
- 2) Talk to that person – don't avoid confrontation.
- 3) Take a giant step – don't be afraid to do what you really want to do.

(Lesson is adapted from John Maxwell's *The 21 Indispensable Qualities of a Leader*)

The Qualities of a Leader

Part 2

Quality 4 _____ : Without It You Travel Alone.

Developing excellent communication skills is absolutely essential to effective leadership. The leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others.

To become a more effective communicator:

- 1) _____ your message

Don't try to impress people with your style. Be clear, be clear, be clear.

- 2) See the _____

Focus on those you are communicating with.

- 3) Show the _____

Let it show that you are _____ about this truth.

- 4) Seek a _____

The goal of communication is action. Give the audience something to feel, something to remember, and something to do.

Quality 5 _____ : If You Build It, They Will Come.

Competence goes beyond words. It's the leader's ability to say it, plan it, and do it in such a way that others know that you know how.

To cultivate competence:

- 1) Show up _____

- 2) Keep _____

- 3) Follow through with excellence

_____ is never an accident.

- 4) Accomplish _____ than expected

5) Inspire others

Three Types of People

- Those who can _____ what needs to happen.
- Those who can _____ it happen.
- Those who can make things happen when it really _____.

To improve your competence:

- 1) Get your head in the game – do not become _____.
- 2) Redefine the standard – do not _____.
- 3) Find three ways to improve – be _____ about it.

Quality 6 _____: One Person With Courage Is A Majority.

When facing tough decisions, courage is the difference maker.

Truths About Courage

- Courage begins with an _____ battle.
- Every test begins within you.
- Courage is making things _____, not just _____ them over.
 - Courage in a leader inspires _____ from followers.
 - Your life expands in _____ to your courage.

To improve your courage:

- 1) Face the music – do something _____.
- 2) Talk to that person – don't avoid _____.
- 3) Take a giant step – don't be _____ to do what you really _____ to do.

November Group Meeting

Agenda

6:00 – 6:45	Arrival and dinner
6:45 – 7:30	Leadership lesson
7:30 – 8:00	Accountability
8:00 – 8:20	Dessert/break
8:20 – 8:30	Announcement
8:30 – 9:30	Discuss homework/reports
9:30 – 10:00	Prayer

Notes

1. The dinner conversation may need to be based on how the second group service project went.
2. Distribute the lesson notes for *Principles for Reaching Your Potential*.
3. There is no homework for the next session.
4. Discuss the homework (Listening reports). Start this section earlier if possible. Keep the rest of the evening moving along at a good pace to give ample time here.
5. During prayer time have everyone share one personal request. Have the person on their right pray for them.
6. Remind them that the December meeting is a dinner at your home. They are to bring a dish to pass, their spouse, and two gag gifts.
7. Begin getting a feel from the group about who would be interested in the second year.

PRINCIPLES FOR REACHING YOUR POTENTIAL

Successful and unsuccessful people do not vary greatly in their capabilities. They vary in their desire to reach their potential.

Exercise: Write down the number (from 1 to 10) that you feel is your potential. _____

Observations:

- (1) Whatever you choose – you are not reaching it.
- (2) You probably chose a number too low.
- (3) You can climb higher with desire and by learning principles.

Two questions that need to be asked:

1. What is my potential?
2. Why is it important to reach my potential?

(1) To please God.

The chief way that we are disloyal to God is when we make small what He intended to make large through us.

"And whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks through Him to God the Father." Col 3:17

"Finally then, brethren, we request and exhort you in the Lord Jesus, that, as you received from us instruction as to how you ought to walk and please God (just as you actually do walk) that you may excel still more." 1 Thess 4:1

"Do you not know that those who run in a race all run, but only one receives a prize? Run in such a way that you will win." 1 Cor 9:24

Understand the Biblical description of contentment:

(2) To help others

Principles For Reaching Our Potential

1. Be yourself – then be all you can be.
2. Keep growing.

"Man's mind, once stretched by a new idea, never regains its original dimensions."
Oliver Wendell Holmes

3. Accept the pressure of the moment or the position.

Lincoln became a military strategist after he came to the White House. He was forced to develop this area of his thinking because of the pressure of the Civil War, and the ineptitude of his early generals.

Three Zones we live in...

Challenge Zone - I try to do what I haven't done –

I reach my potential = tomorrow

Comfort Zone - I do what I know I can do - I realize my purpose = today

Coasting Zone - I don't do what I've done - I rely on my past = yesterday

4. Don't expect the expert to always be right.

An expert is a man who will know tomorrow why the things he predicted yesterday didn't happen.

5. Expect great things to happen.

Our limitation is often our expectation.

Remember... We see what we are prepared to see = attitude

What we see is what we get = accomplishment

6. Devote yourself to something you do well.

People who reach their potential spend more time asking, "What am I doing well?" rather than "What am I doing wrong?"

Exercise: List three things you do well in your job.

7. Don't take shortcuts.

Shortcuts cut short our...

(1) Experience

(4) Discipline

(2) Gratitude

(5) Exposure

(3) Maturation

(6) Reliance upon God

(Lesson adapted from John Maxwell's audiotape *-Reaching Your Potential*)

PRINCIPLES FOR REACHING YOUR POTENTIAL

Successful and unsuccessful people do not vary greatly in their capabilities. They vary in their desire to reach their potential.

Exercise: Write down the number (from 1 to 10) that you feel is your potential. _____

Observations:

(1) _____

(2) _____

(3) _____

Two questions that need to be asked:

1. What is my potential?
2. Why is it important to reach my potential?

(1) _____

(2) _____

Principles For Reaching Our Potential

1. _____

2. _____

"Man's mind, once stretched by a new idea, never regains its original dimensions."
Oliver Wendell Holmes

3. _____

Lincoln became a military strategist after he came to the White House. He was forced to develop this area of his thinking because of the pressure of the Civil War, and the ineptitude of his early generals.

Three Zones we live in...

_____ Zone - I try to do what I haven't done - I reach my potential = _____

_____ Zone - I do what I know I can do - I realize my purpose = _____

_____ Zone - I don't do what I've done - I rely on my past = _____

4. _____

An expert is a man who will know tomorrow why the things he predicted yesterday didn't happen.

5. _____

Our limitation is often our expectation.

Remember... We see what we are prepared to see = _____
What we see is what we get = _____

6. _____

People who reach their potential spend more time asking, "What am I doing well?" rather than "What am I doing wrong?"

Exercise: List three things you do well in your job.

- (1) Are you doing them more or less?
- (2) Are you developing them more or less?
- (3) Are you bringing others around who complement your strengths?

7. _____

Shortcuts cut short our...

- | | |
|-----|-----|
| (1) | (4) |
| (2) | (5) |
| (3) | (6) |

December Group Meeting

Agenda

6:00 – 6:15	Arrival
6:15 – 7:00	Dinner
7:00 – 7:30	Activity
7:30 – 8:00	Dessert/testimonies
8:00 – 8:30	Prayer
8:30	Adjourn

Notes

1. Keep the evening relaxed. This evening can be refreshing during a busy time of year.
2. Play “Dirty Santa” or some other way of exchanging gag gifts.
3. During the dessert time have the couple share testimonies about the year in the Eagles program. Some may express interest in enlisting for a second year.
4. Close the year with a time of prayer. Pray for individual requests and for the continued success of the group members.
5. As the members leave give them a small leadership reminder (book or bookmark, etc.)

SUMMARY AND CONCLUSIONS

At the outset of this study it was stated that there is a leadership vacuum in the western culture today that not only affects the political, economic and social areas of society, but it also affects the local church. The church is an organization that needs strong, competent leadership at every level of administration and ministry to be able to function in the most fruitful manner possible.

After observing the foundations of leadership training, theories of leadership training, leadership styles, and the definition of leadership this project proposes a practical approach to leadership training. Exhibiting a solid structure to follow and showing an example of a working training program, the reader given the basic building blocks for constructing their own training program.

Leadership training is a rewarding and productive venture for those who are willing to invest the proper amount of time planning, conducting, and refining a workable training program. There will be successes and frustrations. But, by following the leadership of the greatest leadership trainer of all, Jesus Christ, the hope for the church and its leaders will look bright.

APPENDIX A
PERFORMANCE EVALUATION PROCESS

Exhibit 1. Annual Self-Evaluation Form

ANNUAL SELF-EVALUATION

Name: _____

Title: _____

Department: _____

Date: _____

This Self-Evaluation is an important tool in your ongoing personal and professional development. Your thoughtful and candid self-evaluation will help your supervisor to acquire a full and accurate understanding of your progress toward agreed-upon goals and objectives, your role in specific projects, relationship development and your contributions to the organization as a whole. It will also allow you to identify attributes you feel need development to increase your professional effectiveness.

Please keep a copy of the self-evaluation for use during the Performance Review Discussion and for future reference. (Use the space provided on this form only.)

I. GOALS & ACCOMPLISHMENTS

Comment on your role in achieving your goals and objectives. Consider any of the following that are relevant:

- | | |
|--|---------------------------|
| * Important new responsibilities | * Problems/ challenges |
| * Major new projects | * Performance |
| * Key relationships / enhanced | * Satisfaction |
| * New program development
enhancement | * Budget control / profit |
| | * Equipment usage / risk |

II. CONTRIBUTE TO ORGANIZATION

Comment on your contribution to the organization as a whole. Include all relevant responsibilities.

III. PROFESSIONAL DEVELOPMENT

In light of your progress toward your goals and your contributions to the organization:

1. What do you consider to be your three greatest strengths?

-
-
-

2. What attributes should you develop to enhance your professional effectiveness?

-
-
-

3. What skills and abilities are currently underutilized which you would like to put to greater use?

-
-
-

4. What are your longer-term career goals?

-
-
-

5. What training, other job experience(s) and/or management support would help you reach your goals and improve your effectiveness?

-
-
-

Signed: _____

Date: _____

(All exhibits are adapted from "The Firmwide 360 Degree Performance Evaluation Process at Morgan Stanley," by M. Diane Burton)

Exhibit 2. Short Evaluation Form

SHORT EVALUATION FORM

Evaluatee: _____ Evaluation
 Department _____ Period: _____
 BEGIN: (MONTH/YEAR) END: (MONTH/YEAR)
 Evaluator: _____ Project/
 Date: _____ Assignment: _____

COMMENTS ON OVERALL PERFORMANCE:

- Please describe the evaluatee's primary Overall Performance/Strengths as well as the evaluatee's most important Development Areas.
- Pay particular attention to the categories listed (refer to the criteria matrix for a description of the specific criteria)

<p>Professional Skills:</p> <ul style="list-style-type: none"> • Ministry & Program Knowledge • Analytical/Quantitative Problem Solving Skills • Creativity • Initiative & Commitment • Judgment & Decision Making • Versatility • Oral/Written Communication Skills • Professionalism • Team Player Skills 	<p>Management Skills:</p> <ul style="list-style-type: none"> • Global Thinking • Leadership & Management of People • Evaluation, Development & Coaching • Management of Diverse Workers • Management of Organization's Resources • Time Management • Planning
---	---

Three Greatest Strengths (provide examples):

Three areas in need of further development. Indicate suggestions for developing those areas:

Signed (Evaluator): _____

Exhibit 3. Long Evaluation Form

LONG EVALUATION FORM

This evaluation is based on (check one):

Evaluatee:
Department:
Evaluator:
Date:

Extensive Involvement	
Normal Involvement	
Limited Involvement (Do not fill the Skills Evaluation section, i.e., any boxes, if you check this)	
Unable to Evaluate (explain on reverse side)	

Not observed	Data insufficient to make an evaluation
Unsatisfactory	Overall performance was unsatisfactory; failed to meet job requirement and standards of excellence
Needs Improvement	Performance is fully satisfactory in most respects, but development is required to achieve Firm standards of excellence
Good	Performance meets all job requirements and standards of excellence
Very good	Performance exceeds job requirements and standards of excellence in many areas
Outstanding	Exceptional performance which consistently and in all areas exceeds job requirements and standards of excellence

Not Observed	Unsatisfactory	Seeks Improvement	Good	Very Good	Outstanding
--------------	----------------	-------------------	------	-----------	-------------

Professional Skills:
 Ministry & Program Knowledge
 Problem solving skills
 Creativity
 Initiative & Commitment
 Judgment & Decision Making
 Versatility
 Oral Communication Skills
 Written Communication Skills
 Professionalism

Commercial Orientation:
 Relationship Management
 Cross-Selling/Selling
 Commercial Instincts/Revenue Contribution
 Enhance PBT/Expense Control
 Adherence to Firm's Policies/Limits
 Deal Execution Project Management

Management Skills:
 Global Thinking
 Leadership & Management of People
 Evaluation, Development & Coaching
 Management of Organization Resources
 Adherence to Firm's Resources
 Time Management
 Planning

One Firm Contribution:
 Team Player Skills
 Contributes to MS & External-related

Overall Rating:

--

Three greatest strengths (provide examples):

Three areas most in need for further development. Indicate suggestions for development of these areas:

Signed (Evaluator): _____

Exhibit 4. Annual Upward Evaluation Form

ANNUAL UPWARD EVALUATION

Evaluatee/Title _____
 Department: _____
 Date: _____

This Evaluation is Based on (check one):

Extensive Involvement	
Normal Involvement	
Limited Involvement	
Unable to Evaluate	

This Upward Evaluation form should be completed on professionals who have closely supervised your work. The primary purpose is developmental - to help your manager pinpoint managerial and leadership strengths and development areas.

Your comments are submitted anonymously and will be maintained in strict confidence. No manager will receive an upward report unless at least three evaluations are submitted.

Instructions

Complete the skills evaluation section by checking one box for each criterion. Please use the following scale:

Not observed	Data insufficient to make an evaluation.
Unsatisfactory	Overall performance was unsatisfactory, failed to meet job requirements and Firm standards of excellence
Needs Improvement	Performance is fully satisfactory in most respects, but development is required to achieve Firm standards of excellence.
Good	Performance meets all job requirements and Firm standards of excellence.
Very Good	Performance exceeds job requirements and Firm standards of excellence in Many areas.
Outstanding	Exceptional performance which consistently and in all areas exceeds job requirements and Firm standards of excellence.

Leadership/Management Skill Section

	Not Observed	Unsatisfactory	Needs Improvement	Good	Very Good	Outstanding
I. LEADERSHIP						
1. Establishes Direction						
* Develops & communicates a positive vision of the unit's future & engages people in the vision						
* Maintains consistent focus on clients/users						
* Keeps staff informed of changes & developments						
2. Builds Commitment						
* Provides sufficient resources & organizational support						
* Recognizes time commitments of other projects; balances real deadlines & minimizes artificial ones						
* Invites information, questions, suggestions & opinions from staff						
* Ensures appropriate participation of junior members in meetings, phone calls, etc.						
* Builds mutual respect & trust among team members						
* Confronts conflict situations honestly & directly						
3. Creates High Performance						
* Challenges conventional wisdom; takes prudent risks; seeks continuous improvement						
* Empowers people by delegating clear & full authority & accountability						
* Inspires enthusiastic efforts & highest levels of achievement						
* Treats a diverse workforce with sensitivity, fairness & respect						
* Fosters collaboration & cross-selling, builds partnerships across organizational lines						
* Effectively deals with pressure & crises						
4. Leads by Example						
* Leads by example; has high credibility						
* Shows patience & understanding						
* Exhibits tough-mindedness & the ability to make difficult business decisions						
* Possesses required professional/technical/product knowledge & skills						
* Strives to grow professionally; seeks & accepts development feedback						
II. MANAGING PERFORMANCE						
5. Defines Expectations						
* Establishes & communicates clear individual/team performance objectives & expectations						
* Clearly indicates the highest priority & corrective assignments						
6. Provides Feedback						
* Provides insightful, real-time positive & corrective feedback						
* Expresses appreciation for a job well done; recognizes value of contribution						
* Active & accurate listener						
7. Improves Current Performance						
* Spends sufficient time teaching & coaching						
* Keeps abreast of key activities without excessive "checking up"						
8. Coaching for Development						
* Acts as mentor, takes time to discuss career/development						
* Challenges people to expand their role & maximize their abilities & contribution						
* Develops leadership capabilities of staff						
9. Overall Rating						

1. To be a more effective manager/leader and for the greatest impact, what should this person stop doing?

2. To be a more effective manager/leader and for the greatest impact, what should this person continue doing?

3. To be a more effective manager/leader and for the greatest impact, what should this person start doing?

Exhibit 5. Evaluation and Development Summary Form

EVALUATION & DEVELOPMENT SUMMARY

Evaluatee: _____ Evaluation Director: _____
 Title: _____ Signature: _____
 Date: _____ Date: _____

Review of Annual Performance

I. PERFORMANCE SUMMARY, INCLUDING ACCOMPLISHMENTS:

Consider objectives identified in prior year's Summary as well as objectives set earlier this year. Refer to Self-Evaluation where applicable.

II. EVALUATION THEMES:

A. Strengths

Comments

1.

2.

3.

B. Development Areas

Comments

1.

2.

3.

EVALUATION & DEVELOPMENT SUMMARY
Goals and Objectives for Upcoming Year

III. FUTURE PERFORMANCE OBJECTIVES:

A. Goals (List important business and commercial targets):

B. Professional Development Goals (List important development suggestions to enhance evaluatee's professional effectiveness):

IV. CAREER GOALS: (Comment on evaluatee's short-term and long-term career goals as described in the self-evaluation):

V. EVALUATEE'S COMMENTS:

Evaluatee's Signature: _____

Date: _____

APPENDIX B
DEVELOPMENTAL RELATIONSHIPS

**Exhibit 1. Forms of Developmental Relationships:
When to use them, and Potential Problems**

Form	When to Use It	Potential Problems
One-on-one mentoring	Senior managers have time, experience, and expertise to share with junior managers	Lack of integration with other management development strategies in organization
	Junior managers need exposure to perspectives and job demands of senior managers	Senior managers may not have skills or motivation to teach others
		Potential for role conflict between boss and mentor
		May narrow opportunities for other developmental relationships
		May cause resentment for managers who have not been asked to participate
Peer coaching	Individuals need familiarity with issues and perspectives in other functions or parts of the organization	Coaching needs of the targeted managers may not complement each other
	Individuals need coaching to get up to speed in a business knowledge or technical area	Organizational climate may not promote open communication between colleagues
	Improved cross-group communication is desired	Managers may feel resentful at being asked to coach and assist other managers
	Peers going through similar experiences need opportunities to learn from and support each other	Managers may not have the time or motivation to participate
Executive coaching	High-level executive has no peers or boss who can serve as coach	Experience and skills of coach may not meet needs of executive
	Need expertise of professional skilled in behavioral change strategies	May be too expensive May undermine others' confidence in executive if coaching not kept

confidential

Want a concentrated period of coaching on a particular skill

**Coaching
in groups**

Potential coaches are in short supply

Some managers may need more individualized developmental attention

Anticipate that peers can learn and benefit from each other

Potential coaches may lack skills, time, or motivation to mentor group

Increased cohesion among group members is desired

Requires a fair amount of time and planning to be effective

Potential for conflict between group coach and supervisors of participants

(Both exhibits are adapted from "Handbook of Leadership Development", edited by Cynthia D. McCauley, Russ S. Moxley, Ellen Van Velsor.

Exhibit 2. Roles Played by Others in Developmental Relationships

Element	Role	Function
Assessment	Feedback provider	Ongoing feedback as person works to learn and improve
	Sounding board	Evaluation of strategies before they are implemented
	Point of comparison	Standards for evaluating own level of skill or performance
	Feedback interpreter	Assistance in integrating or making sense of feedback from others
Challenge	Dialogue partner	Perspectives or points of view different from own
	Assignment broker	Access to challenging assignments (new jobs or additions to current one)
	Role model	Examples of high (orLow) competence in areas being developed
Support	Counselor	Examination of what is making learning and development difficult
	Cheerleader	Boost in own belief that success is possible
	Reinforcer	Formal rewards for progress toward goas
	Cohort	Sense that you are not along in your struggles and that, if others can achieve their goals, you can, too.

APPENDIX C

21 LAWS OF LEADERSHIP

1. **The Law of the Lid:** Leadership Ability Determines a Person's Level of Effectiveness.
2. **The Law of Influence:** The True Measure of Leadership Is Influence—Nothing More, Nothing Less.
3. **The Law of Process:** Leadership Develops Daily, Not in a Day.
4. **The Law of Navigation:** Anyone Can Steer the Ship, But It Takes a Leader to Chart the Course.
5. **The Law of E. F. Hutton:** When the Real Leader Speaks, People Listen.
6. **The Law of Solid Ground:** Trust Is the Foundation of Leadership.
7. **The Law of Respect:** People Naturally Follow Leaders Stronger Than Themselves.
8. **The Law of Intuition:** Leaders Evaluate Everything with a Leadership Bias.
9. **The Law of Magnetism:** Who You Are Is Who You Attract.
10. **The Law of Connection:** Leaders Touch a Heart Before They Ask for a Hand.
11. **The Law of the Inner Circle:** A Leader's Potential Is Determined by Those Closest to Him.
12. **The Law of Empowerment:** Only Secure Leaders Give Power to Others.
13. **The Law of Reproduction:** It Takes a Leader to Raise Up a Leader.
14. **The Law of Buy-In:** People Buy Into the Leader, Then the Vision.
15. **The Law of Victory:** Leaders Find a Way for the Team to Win.
16. **The Law of the Big Mo:** Momentum Is a Leader's Best Friend.
17. **The Law of Priorities:** Leaders Understand That Activity Is Not Necessarily Accomplishment.
18. **The Law of Sacrifice:** A Leader Must Give Up to Go Up.
19. **The Law of Timing:** When to Lead Is As Important As What to Do and Where to Go.

20. **The Law of Explosive Growth:** To Add Growth, Lead Followers—To Multiply, Lead Leaders.
21. **The Law of Legacy:** A Leader's Lasting Value is Measured by Succession.

(Adapted from "The 21 Irrefutable Laws of Leadership" by John C. Maxwell)

APPENDIX D

ENCYCLOPEDIA OF CHARACTER QUALITIES

1. **ATTENTIVENESS:** Showing the worth of a person by giving undivided attention to his word and emotions.
2. **OBEDIENCE:** Fulfilling instructions so that the one I am serving will be fully satisfied and pleased.
3. **CONTENTMENT:** Realizing that God has provided everything I need for my present happiness.
4. **ORDERLINESS:** Learning to organize and care for personal possessions.
5. **REVERENCE:** Learning to give honor where it is due and to respect the possessions and property of others.
6. **FORGIVENESS:** Clearing the record of those who have wronged me and not holding their past offenses against them.
7. **GRATEFULNESS:** Making known to others in what ways they have benefited by life.
8. **FAITH:** Developing an unshakable confidence in God and acting upon it.
9. **TRUTHFULNESS:** Earning future trust by accurately reporting past facts.
10. **SECURITY:** Structuring my life around what is eternal and cannot be destroyed or taken away.
11. **MEEKNESS:** Learning to live with power under control.
12. **CAUTION:** Seeing future consequences for present actions.
13. **PATIENCE:** Accepting a difficult situation without demanding a deadline to remove it.
14. **DEPENDABILITY:** Fulfilling what I consented to do even if it means unexpected sacrifice.
15. **DETERMINATION:** Purposing to accomplish goals in time regardless of the opposition.
16. **PUNCTUALITY:** Showing respect for other people and the limited time that they have.
17. **DISCERNMENT:** The ability to understand why things happen to me and others.

18. **LOYALTY:** Using difficult times to demonstrate my commitment to others or what is right.
19. **COMPASSIONS:** Investing whatever is necessary to heal the hurts of others by the willingness to bear their pain.
20. **ALERTNESS:** Being aware of the events taking place around me so that I can have the right responses to them.
21. **THRIFTINESS:** Not letting myself or others spend that which is not necessary.
22. **RESPONSIBILITY:** Knowing and doing what is expected from me.
23. **VIRTUE:** Learning to build personal moral standards which will cause others to desire a more moral life.
24. **TOLERANCE:** Learning to accept others as a valuable individual regardless of their maturity.
25. **FAIRNESS (EQUITY):** Looking at a decision from the viewpoint of each person involved.
26. **JOYFULNESS:** Learning how to lift the spirits of others and to be pleasant regardless of the outside circumstances.
27. **WISDOM:** Learning to see and respond to life from another's perspective; the application of knowledge.
28. **SELF-CONTROL:** Bringing my thoughts, words, actions and attitudes into constant obedience in order to benefit others.
29. **DISCRETION:** The ability to avoid words, actions and attitudes which could result in undesirable consequences.
30. **DILIGENCE:** Visualizing each task as a special assignment and using all my energies to accomplish it.
31. **ENDURANCE:** The inward strength to withstand stress to manage what occurs in my life.
32. **DEFERENCE:** Limiting my freedom to speak and act in order not to offend the tastes of others.
33. **SINCERITY:** Eagerness to do what is right without ulterior motives.
34. **GENEROSITY:** Realizing that all I have belongs to God and may benefit others.

35. **HUMILITY:** Seeing the contrast between what is perfect and my inability to achieve it.
36. **ENTHUSIASM:** Learning what actions and attitudes please others and becoming excited about doing them.
37. **INITIATIVE:** Recognizing and doing what needs to be done before I am asked to do it.
38. **LOVE:** Learning to serve the basic needs of others without motive or personal reward.
39. **CREATIVITY:** Applying wisdom and practical insights to a need or task.
40. **DECISIVENESS:** Learning to finalize difficult decisions on the basis of what is right.
41. **SENSITIVITY:** Knowing what words and actions will benefit others.
42. **THOROUGHNESS:** Realizing that each of our tasks will be reviewed.
43. **RESOURCEFULNESS:** Using wisely that which others would normally overlook or discard.
44. **FLEXIBILITY:** Learning how to cheerfully change plans when unexpected conditions require it.
45. **AVAILABILITY:** Knowing and doing what is expected of me.
46. **HOSPITALITY:** Cheerfully sharing food, shelter and my life with whom I come in contact.
47. **GENTLENESS:** Learning to respond to needs with kindness, personal care and love.
48. **BOLDNESS:** Demonstrating the confidence that doing what is right will bring ultimate victory regardless of present opposition.
49. **PERSUASIVENESS:** Using words which cause the listener's spirit to confirm that he is hearing truth.
50. **COURAGE:** Fulfilling my responsibilities in spite of being afraid.

(Adapted from "Character Counts, Who's Counting Yours?" by Rod Handley)

APPENDIX E
LEADERSHIP STYLES

1. THE VISIONARY LEADERSHIP STYLE

Visionary leaders shamelessly appeal to anybody and everybody to get on board with their vision. They talk about it, write about, and burn white-hot for it themselves. They are idealistic, faith-filled leaders who wholeheartedly believe that if they cast their vision clearly enough and often enough *it will become reality*. They are not easily discouraged or deterred.

Visionary leaders may or may not have the natural ability to form teams, align talents, set goals, or manage progress toward the achievement of the vision.

2. THE DIRECTIONAL LEADERSHIP STYLE

The strength of these leaders is his or her uncanny, God-given ability to choose the right path for an organization as it approaches a critical intersection.

3. THE STRATEGIC LEADERSHIP STYLE

Strategic leaders have the God-given ability to take an exciting vision and break it down into a series of sequential, achievable steps. This gift of leadership allows an organization to march intentionally toward the actualization of its mission.

Strategically oriented leaders form a game plan that everybody can understand and participate in. Then they challenge team members to “work the plan.”

A strategic leader will also strive to bring the various subgroups of an organization into alignment so that all the organization's energy will be focused toward realizing the vision.

4. THE MANAGING LEADERSHIP STYLE

The managing leader salivates at the thought of bringing order out of chaos. He or she finds deep satisfaction in monitoring and fine-tuning a process, and motivates team members by establishing appropriate mile markers on the road to the destination.

5. THE MOTIVATIONAL LEADERSHIP STYLE

They have that God-given ability to keep their teammates fired up. They are on the constant lookout for "sagging shoulders and dull eyes," and they move quickly to inject that right kind of inspiration into those who need it most. They have a keen sense about who needs public recognition and who needs just a private word of encouragement. They seem to know exactly when a particular team member would get a necessary boost from a day off, an office move, a title change, or a training opportunity.

Motivational leaders don't get bitter or vengeful when morale sinks. They view it as an opportunity to dream of new ways to inspire and lift the spirits of everyone on the team.

6. THE SHEPHERDING LEADERSHIP STYLE

The shepherding leader is a man or a woman, who builds a team slowly, loves team members deeply, nurtures them gently, supports them consistently, listens to them patiently, and prays for them diligently. This kind of leader draws team members into such a rich community

experience that their hearts begin to overflow with good will that energizes them for achieving their mission.

7. THE TEAM-BUILDING LEADERSHIP STYLE

The team-building leader knows the vision and understands how to achieve it, but realizes it will take a team of leaders and workers to accomplish the goal. Team-builders have a supernatural insight into people that allows them to successfully find and develop the right people with the right abilities, the right character, and the right chemistry with other team members. Then good team-builders know how to put these people in the right positions for the right reasons, thus freeing them to produce the right results.

8. THE ENTREPRENEURIAL LEADERSHIP STYLE

Entrepreneurial leaders may possess any of the other leadership styles, but what distinguishes these leaders from the others is that they function optimally in start-up mode. If these leaders can't regularly give birth to something new they begin to lose energy. Once a venture is up and operational, once the effort requires steady ongoing management, once things get complicated and require endless discussions about policies, systems, and controls, then most entrepreneurial leaders lose enthusiasm, focus, and sometimes even confidence.

9. THE REENGINEERING LEADERSHIP STYLE

These leaders are gifted by God to thrive on the challenge of taking a troubled situation – a team that has lost its vision, a ministry where people are in wrong positions, a department trying to move forward without a

strategy – and turning it around. This leader says, “This is my lucky day. I get to start reengineering this mess.”

Reengineering leaders love to patch up, tune up, and revitalize hurting departments or organizations. But when everything is back on track and operating smoothly, these leaders may or may not be motivated to stay engaged. Some of them are content to stick around and enjoy the fruits of their labors, but many prefer to find another department or organization that needs to be overhauled.

10. THE BRIDGE-BUILDING LEADERSHIP STYLE

Bridge-building leaders make important contributions to large organizations such as parachurch ministries, denominations, and educational institutions because they have the unique ability to bring together under a single leadership umbrella a wide range of constituent groups. This enables a complex organization to stay focused on a single mission.

(Adapted from “Courageous Leadership” by Bill Hybels)

APPENDIX F
PROGRAM SURVEYS

Leadership Training Program Evaluation Participant Survey

Thank you for being a part of the training program this year. You can help us to continue to improve the training program by taking a few moments to complete this survey. Please be as thorough as you can be and then return your completed survey to your instructor.

1. How would you describe your experience with the group?
2. Do you feel you have grown as a leader? Why or why not?
3. Do you have any suggestions that might improve the training program?
4. Evaluate the following aspects of the training program:

Group discussions:

Homework assignments:

Refreshments/meals:

Prayer time:

Accountability:

Leadership lessons:

Length of meetings:

5. What did you enjoy the most about the program?

6. What did you enjoy the least?

7. Would you recommend the program to others?

Name

Leadership Training Program Evaluation Instructor Survey

Thank you for being a part of the training program this year. You can help us to continue to improve the training program by taking a few moments to complete this survey. Please be as thorough as you can be and then return your completed survey to the program director.

1. How would you describe the overall experience with the group?
2. How would you describe the growth of the participants?
3. Do you have any suggestions that might improve the training program?
4. Evaluate the following aspects of the training program. What worked well? What did not work well?

Group discussions:

Homework assignments:

Refreshments/meals:

Prayer time:

Accountability:

Leadership lessons:

Length of meetings:

5. What did you enjoy the most about the program?

6. What did you enjoy the least?

7. Would you recommend any of the participants as future instructors?

Name

APPENDIX G
LEADERSHIP RESOURCES

Resources

Leadership Organizations

Center For Creative Leadership

The Center for Creative Leadership is the world's largest institution devoted to leadership research and education. It has created practical tools and programs for the development of effective leaders. Its mission is to advance the understanding, practice, and development of leadership for the benefit of society worldwide.

Assessment Tools:

Benchmarks: Is a comprehensive 360-degree tool for middle to upper-level management.

Skillscope: Is designed to assess managerial strengths and development needs.

Prospector: Is designed to measure an individual's ability to learn and take advantage of growth experiences.

EdgeWork: It is a simulation that helps workgroups address issues of real-life work.

Looking Glass Inc.: Is a simulation that provides participants the opportunity to learn leadership lessons.

Programs:

Leadership Development Program: It helps managers and executives enhance their leadership skills.

Foundations of Leadership: Helps leaders to acquire the ability to set and communicate clear direction, motivate, provide coaching and feedback, and assist others to succeed.

Website: www.ccl.org

Injoy

This site contains John Maxwell's leadership resources. It includes all Maxwell's books and several other unique resources. Testing, teaching materials and skill enhancement resources are available.

Injoy Life Club: A monthly audiotape leadership club for those in ministry. Back issues can be ordered.

The Pastor's Coach: This is a bi-monthly email newsletter designed to help in ministry support and encouragement by assisting those in ministry with ideas on equipping and ways to better serve the body of Christ. It addresses thought-provoking questions and situations. Our goal is to present pertinent and relative information that will assist you in viewing your ministerial leadership challenges in a new way.

Maximum Impact Club: A monthly audiotape club designed to assist the business professional in developing leadership skills.

Leadership Wired: This semimonthly email newsletter is designed to assist you by addressing thought-provoking questions and topics built around the areas of developing leaders, adding value, equipping leaders, and expressing insight. In developing your personal leadership skills and also provides cutting edge ideas and information to assist in developing those around you.

Thrive Today: A monthly audiotape Living a life of purpose and influence that God intends for you as a Christian woman, presents a unique set of challenges that can be quite daunting. Meeting these challenges boldly and moreover; ensuring the fruit of an abundant life, is well within your reach.

Website: www.injoy.com

Willow Creek Association

This site of Bill Hybels' leadership resources. It includes books, audio books, studies, drama skits, message transcripts, conference materials, and videos. There are mountains of materials for leaders.

Website: www.willowcreek.com

Willow Creek Association Leadership Training Center

This is a four-week on campus course in leadership for ministry. Imagine being part of a unique community where men and women from around the world come together to observe, envision, be challenged and trained to lead effective youth ministries within the local church that will reach and lead this generation to Christ.

Website: www.wcastudentministries.com

Additional Websites

About Management

This site contains tips for increasing your leadership by enhancing your managerial skills. It includes articles, forums, chat rooms, classified section, and newsletters. Many items are free, but some are by subscription. This website managed by F. John Reh. F. John Reh is a broadly experienced management professional and an Internet Management Consultant.

Website: www.management.about.com

Eagle's Flight: Learning that Powers Performance.

This site is devoted to uncovering the behaviors that produce world-class leaders. It contains leadership articles, Internet resources, and book reviews.

Website: www.eaglesflight.com

Leadership.Com

Leadership.com is revolutionizing business by helping leaders take full advantage of the most valuable assets of any company: its people and their knowledge. Leadership.com provides the tools every leader needs to create successful organizations:

Website: www.leadership.com

Leadership Challenge

A host of materials have sprung from Kouzes and Posner to develop leaders. Books, audiotapes, video classes, and skills assessments are all available.

Websites: www.leadershipchallenge.com
www.crmlearning.com

Leadership Journal

Contains numerous articles and resources. Can subscribe to the quarterly journal at this site.

Websites: www.leadershipjournal.net

Leadlink: Online Leadership Resources

This page contains over seventy (70) Internet links, list of servers (discussion forum), articles and class handouts, and sample instruments for leadership assessment

Website: www.leadershipres.com

Newsletters

Leadership Weekly

Is a weekly email newsletter.

Website: leadershipjournal.net

Link & Learn Newsletter

Website: www.linkageinc.com/newsletter

Transforming Solutions

Connection to a score of Christian resources.

Website: www.transformingsolutions.org/leadership

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