

# MINISTRY LEADERSHIP



Shepherds Global Classroom exists to equip the body of Christ by providing curriculum for rising Christian leaders around the world. We aim to multiply indigenous training programs by placing a 20-course curriculum tool into the hands of spiritual trainers in every country of the world.

This course is available for free download at <https://www.shepherdsglobal.org/downloads>

Lead writer: Dr. Stephen K. Gibson

Copyright © 2019 Shepherds Global Classroom  
Second Edition. ISBN: 978-1-943953-60-8

All rights reserved.

Third-party materials are the copyright of their respective owners and shared under various licenses.

Unless otherwise indicated, all Scripture quotations are from the Holy Bible, King James Version. Scripture quotations marked as “ESV” are from ESV ® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.

**Permissions notice:**

This course may be printed and distributed freely in print and digital formats under the following guidelines: (1) Course content may not be altered in any way; (2) Copies may not be sold for profit; (3) Educational institutions are free to use/copy this course, even if they charge tuition fees; and (4) The course may not be translated without the permission and supervision of Shepherds Global Classroom.

# CONTENTS

<b>COURSE OVERVIEW</b>	<b>5</b>
<b>1. DEFINING LEADERSHIP</b>	<b>7</b>
<b>2. BIBLICAL QUALIFICATIONS FOR LEADERS</b>	<b>15</b>
<b>3. THE IMPORTANCE OF LEADERSHIP</b>	<b>25</b>
<b>4. THE MAKING OF A LEADER</b>	<b>33</b>
<b>5. SERVANT LEADERSHIP</b>	<b>41</b>
<b>6. CHARACTER-BASED LEADERSHIP</b>	<b>49</b>
<b>7. PERSONAL PRIORITIES</b>	<b>57</b>
<b>8. LEVELS OF LEADERSHIP</b>	<b>67</b>
<b>9. CONNECTION AND ENGAGEMENT</b>	<b>77</b>
<b>10. TEAM BUILDING</b>	<b>87</b>
<b>11. MINISTRY WITH PURPOSE</b>	<b>95</b>
<b>12. LEADING CHANGE</b>	<b>105</b>
<b>13. DEVELOPING LEADERS</b>	<b>115</b>
<b>14. CROSSING CULTURES</b>	<b>125</b>
<b>15. PERFORMANCE RESPONSE</b>	<b>133</b>
<b>16. PUBLIC SPEAKING</b>	<b>141</b>
<b>17. PERSONAL ISSUES: MONEY, TIME, AND DRESS</b>	<b>149</b>
<b>VISION CRAFTING: THE PROCESS OF MINISTRY REPRODUCTION</b>	<b>161</b>
<b>RECOMMENDED RESOURCES</b>	<b>167</b>
<b>RECORD OF ASSIGNMENTS</b>	<b>169</b>
<b>SCRIPTURES CITED</b>	<b>170</b>
<b>INDEX</b>	<b>171</b>



# COURSE OVERVIEW

## COURSE DESCRIPTION

This course is designed especially for Christian leaders of ministry, but uses principles that apply to any leadership role. It shows why conviction is the foundation of leadership. A potential leader will learn how to develop his abilities and character and increase his influence before he is in an official position. Leaders will learn how to guide their organizations through the process of discovering values, realizing purpose, sharing vision, setting goals, planning strategy, taking action, and experiencing achievement.

## COURSE OBJECTIVES

1. To define leadership as personal influence.
2. To recognize conviction as the foundation of leadership.
3. To learn the biblical qualifications for leaders.
4. To lead for the sake of those who are led.
5. To manage personal priorities for success.
6. To motivate people to fully commit to a goal.
7. To prepare to develop and lead a team.
8. To plan the vision, goals, and strategy of an organization.
9. To understand cultural perspectives on leadership.
10. To apply principles regarding speaking, time, money, and dress.

## DIRECTIONS FOR CLASS LEADERS

Notes to class leaders are included throughout the course with directions for specific parts of the lessons. *They are italicized.*

**Discussion questions** and **in-class activities** are indicated by arrow bullet points. For discussion questions, the class leader should ask the question and give students time to discuss the answer. If the same student usually answers first, or if some students do not speak up, the leader can direct the question to someone: “Igor, how would you answer this question?”

Much **scripture** is used in the course. Passages that should be read aloud in class are indicated by arrow bullet points. At other times, scripture references are given in parentheses in the text. For example: (1 Corinthians 12:15). Those references are support for the statements in the text. It is not necessary to always read the passages in parentheses.

Occasionally there is a block **quote from some leader in history**. When the class comes to a block quote, the class leader could ask a student to read and explain the quote. We do not necessarily agree with everything that these leaders did and taught, but we can learn from their examples.

Each lesson ends with **assignments**. Assignments should be completed and reported before the next lesson time. If a student does not complete an assignment, he can do it later. However, the leader should encourage students to keep on schedule so that they learn more from the class. Assignment 3 of each lesson is memorization of specific points from the lesson.

At the beginning of each class session the class leader should collect writing assignments from the previous lesson. The leader may choose some of the paragraphs written for Assignment 1 for class discussion. Also at the beginning of each class session, each student should write the Assignment 3 content from the previous lesson from memory. Afterward the class should discuss these memorized statements briefly to make sure everyone understands their significance.

If the student wants to **earn a certificate from Shepherds Global Classroom**, he should attend the class sessions and complete the assignments. A form is provided at the end of the course for recording the assignments completed.

One of the purposes of the course is to prepare students to become teachers. The class leader should give students opportunities to develop their teaching skills. For example, the class leader should occasionally let a student teach a short section of the lesson to the class.

A sermon titled “Vision Crafting” follows Lesson 17. This sermon about leadership may be used at any point throughout the course and is available for preaching in churches or teaching to leadership teams.

# LESSON 1

# DEFINING LEADERSHIP

## INTRODUCTION

A group of boys are playing together. John says, “Hey, let’s play football.” Nobody seems to notice that he spoke. Then Tim says, “George, go get those sticks, and we will play that we are soldiers.” George gets the sticks, and the boys are soon organized to play that they are an army.

- » Who is the leader of this group, John or Tim? What is a leader? Why can we say that leadership does not necessarily mean a position of authority?

## DEFINITION OF LEADERSHIP

Sometimes a person in a position of authority is not really the person in control. Sometimes a person who is not in an official position is the one that people follow. This means that leadership is more than a position.

***A leader is a person that people follow.***

***Leadership is influence.***

Any time you are trying to influence the thoughts and actions of others toward goal accomplishment in either their personal or professional life you are engaging in leadership.<sup>1</sup>

## Some Common Scenarios

A factory manager announces new policies. When he leaves, one of the workers tells the others what they will actually do.

A group of people are traveling together on a bus. The bus breaks down. One person gets out to arrange another transportation option.

---

1 Ken Blanchard and Phil Hodges, *The Servant Leader: Transforming Your Heart, Head, Hands, and Habits* (Nashville: Thomas Nelson, 2003), 10

A pastor is explaining to a group of his church members what he thinks the church should do. The members listen but do not give a definite response. They are waiting for a certain person who is not there yet to arrive and tell them what they will do.

In each of these cases, who is the leader? The person whom other people choose to follow.

We are defining leadership. We are not yet defining what is a good leader or a leader who is effective long-term. The leader's action may be right or wrong and may have good results or bad results. A person may be a leader that people quickly follow, but not be a person that fulfills their expectations. He may have a pattern of often attracting new followers but soon losing them.

If a person takes decisive action and people follow, he is a leader at that time. A person may be a leader at one time and not at others. He may lead in certain situations and not others because of special abilities.

If we define leadership as influence, Jesus was the greatest leader of all time. Millions of people follow his teachings. Institutions exist all over the world with the purpose of obeying his commands.

Jesus defined leadership as service (Matthew 20:25-28). By this definition also, Jesus was the greatest leader of all time because he provided the greatest service for all people by providing salvation.

## LEADERSHIP IS MORE THAN POSITION

**An official position gives you the right to exercise authority, but does not automatically make you a leader.**

Don't assume that you are leading because you hold a position, especially if you were not placed in the position by the people you are trying to lead. Position is only a door to leadership. A position gives you the opportunity to become a leader. A position, in itself, does not make you a leader.

- » Explain this statement: "Position is only a door to leadership."

When a person says to the people he leads, "I am the boss" or "I am the pastor," he often makes this statement because people do not accept his authority. He has a position, but people are not following. He is trying to exert the authority of his position because his influence is not strong enough.

- » What does this statement mean: "You should never need to remind people that you are their leader"?



Samuel was the leading prophet and priest before there was a king in Israel. He served as a judge for the people. His children did not follow his righteous example; so when Samuel was old, the people came to him to ask him to give them a king (1 Samuel 8:5).

We see the influence of Samuel in the fact that the people knew that only he could appoint a king. They did not try to appoint a king by any other means. When he told them that Saul was the one, not everyone accepted Saul; but there was nobody with enough influence to make someone else king.

Samuel's influence was based on a lifetime of demonstrating wisdom and character. The people rejected Samuel's sons because the sons did not have Samuel's character. No amount of ability can replace good character.

## LEADERSHIP IS MORE THAN PRODUCTIVITY

A producer is a person who works well and accomplishes goals with his efforts. A producer is valuable. Every organization depends on its producers.

A leader is a person who considers what can be done by influencing others to work together. If a leader focuses mostly on being a producer, he is not fulfilling his responsibility to lead. His job is not only to do good work, but to lead others to do good work together.

---

**“The greatest leader is not necessarily the one who does the greatest things. He is the one who gets the people to do the greatest things.”**

**Ronald Reagan**

---

PRODUCERS	LEADERS
A producer feels responsible for his own work.	A leader feels responsible for what others do, because he knows he can influence them.
A producer gives his best effort to the task.	A leader pulls together the efforts of himself and others to accomplish the task.
A producer steadily adds to his accomplishments.	A leader multiplies his accomplishments with a team.

If you are doing most of the work that is accomplished by your organization, you are failing to lead as you should. If you are always busy with the tasks of the organization, you may be failing to lead.

- » Examine your work activities and goals. What characteristics do you have of a producer? What characteristics do you have of a leader?

Many people do not understand how a leader spends his time. If he leads a large organization, he may have few specific tasks.

For example, think of the general manager of a large business. He does not hire most of the workers, because he has given that responsibility to someone. He does not operate machinery. He does not buy the materials. He does not repair the building. He does not sell the products. To most people, it may seem that he only walks around and makes phone calls and has meetings. If he were to leave the business for a few days, it would go on fine without him.

But the general manager is the one who sees how all of the operations relate. He puts department managers in their positions and makes sure they are able to do their jobs. He maintains the overall quality of the business and helps everyone understand what is most important. He develops systems that produce consistent results. He shapes the culture of the business. Without him, the business would eventually collapse.

In a small organization, the leader must be willing to do whatever needs to be done. However, he should always be looking for people who are trainable, responsible, and willing.

In an organization that is changing, the leader may need to be involved in the work of every department to make sure that people understand the changes. However, he should be developing people to lead the departments without his constant involvement.

A pastor should be willing to serve the needs of his people and should not consider any task too low for his status. However, he must lead others to accept responsibilities and take the leadership of church programs. If the pastor does not do this, the ministry will not grow beyond the work that he can do personally.

- » What would it mean for a leader to be too busy to lead?

## CHARACTERISTICS OF A LEADER

We have described leadership in its most basic form as influence. A leader is a person whom people follow. However, if a person continues as the leader of a group or institution, at least four other characteristics also exist.

### 1. A leader has authority.

Authority means that other people submit to his will, either voluntarily or involuntarily. A person whom people follow voluntarily has more power, because people who are forced

to submit will do as little as they can. They will not use their abilities and imagination to accomplish a goal.

## **2. A leader has responsibility.**

He is expected to have the knowledge, abilities, and methods necessary for the group to succeed. If the group does not succeed, the leader is blamed. The leader cannot be a person who makes excuses for failure and blames others. He cannot be a person who wants others to make decisions so that he is not blamed for results.

Pontius Pilate was the Roman governor over Judea. He had been appointed to rule and to suppress revolutions. During his rule, Pilate made mistakes. He was worried that Rome would not approve of his administration.

When Jesus was accused of being a rebel, Pilate did not believe that Jesus was guilty. However, the Jewish leaders implied that they would report Pilate for failing to execute a revolutionary (John 19:12).

Pilate knew that he would be in serious trouble if he were reported to Rome. So, he decided to let an innocent man be executed.

Pilate tried to deny that it was his decision. He washed his hands in the presence of the Jewish leaders to symbolize that he was not to blame.

A leader cannot blame others for the decisions he must make. If he allows others to make his decision for him, he is still to blame.

A leader can delegate almost every specific responsibility to others, but he cannot delegate the ultimate responsibility for the success of the organization. He cannot blame others if the organization is failing. The leader has ultimate responsibility for every department in the organization.

A pastor received many complaints about the style of music in his church. He said it was not his fault because selection of music was the responsibility of the person who led worship. He was wrong to deny responsibility because it was his responsibility to lead the person who led worship.

## **3. A leader has accountability to the people he leads.**

His leadership depends on the support of many people. If his leadership does not have good results, he loses influence. Even if he keeps his position, the people may be following someone else.

» What if a leader uses authority but does not try to be responsible or accountable?

#### 4. A leader has broad perspective.

He does not let small victories or defeats distract him from the primary goal. He does not allow frustration to discourage him. He is able to sacrifice. If he becomes too proud or insecure to make sacrifices, he will not continue to have greater accomplishments.

A nation was defending itself against an invading army. The king had ruled for many years and was loved and trusted by his people. He received a message from the general of the invading army. The general challenged the king to come with his three sons to fight the general and three of his men personally. The general said that the king was a coward if he did not accept the challenge.

The king felt that he would be humiliated if he did not accept the challenge. He thought he had to prove his courage. He and his sons met the enemies to fight on a bridge. In the fight, the king and his sons were killed. The nation was left without leadership and was conquered by the invaders.

A poet from the conquered nation grieved at the loss of the king and the loss of their freedom. He said the king was wrong to be guided by pride. The king did not have the right to risk the entire nation for his own pride. The king's job was to lead the nation. When he went to fight personally, he left the responsibility of leading.

» Was the poet right to say this king was wrong?

*Allow some students to share how they expect to change their goals or actions because of this lesson. It is not necessary for all students to answer this question. Do not pressure a student to answer personal questions beyond his comfort level. Assignment 2 gives them the opportunity to think more and write their ideas.*

### FIVE SUMMARY STATEMENTS

1. A leader is a person who others follow.
2. Leadership is influence.
3. Position is a door to leadership.
4. A leader cannot be merely a producer.
5. Leadership needs authority, responsibility, accountability, and broad perspective.

## LESSON 1 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 1. Be prepared to write them from memory at the beginning of the next class session.
4. Before the next session read 1 Timothy 3:1-13, Titus 1:5-11, and Acts 6:1-6. Write some observations about the qualifications for ministry leadership.



## LESSON 2

# BIBLICAL QUALIFICATIONS FOR LEADERS

### INTRODUCTION

Some people believe that because we are all equally important to God, there should be nobody who has authority over others in the church. Many people say they believe in leadership, but act as if they are free from any spiritual authority.

- » Does the Bible teach that there should be authority in the church? Give examples.

The Bible refers to church leadership in many places.<sup>2</sup> (Some examples are Hebrews 13:7, 17; Titus 1:5; Romans 12:8; 1 Corinthians 14:40; and 1 Timothy 5:17.)

Defining leadership as influence helps us to see the roles of leadership in the church. Some specific roles are designed by God so that leaders are called and empowered to lead the church to fulfill its purposes.

- » A student should read Ephesians 4:11-12 for the group.

Not all ministry roles can be identified with specific callings in this list. For example, a musician or worship leader is not one of these. However, every ministry leadership role should be focused on helping the church to fulfill its purposes.

Leadership roles are not limited to preaching, teaching, and evangelism. The responsibility of the church is broader than these. The people of the church also work together to meet practical needs. A person who leads people to share equipment for gardening is helping the church fulfill its purpose. The responsibilities of the church make necessary many leadership roles beyond what happens in the church building.

---

**“I used to ask God to help me. Then I asked if I might help him. I ended up by asking him to do his work through me.”**

**J. Hudson Taylor**

---

---

2 If anyone in the group argues that leadership in the church is not necessary or biblical, the group can examine the scriptures listed in the parenthesis. Avoid spending much time on this issue.

## THE CHALLENGE OF SELECTION FOR LEADERSHIP

The scripture we study in this lesson applies specifically to pastors and deacons. However, most of the qualifications are about character, not abilities. All Christians should have the character described here. Leaders will be more effective if they have this character. As you look at each character quality, imagine how it affects a person's influence.

The Apostle Paul appointed leaders for new churches wherever there were groups of converts (Acts 14:23). Many of these new pastors had been converted for only a short time. It is certain that they did not meet all of these qualifications completely, but Paul appointed the best leaders available. They were people who had potential for development. God can use a person who is devoted to Christ and the ministry, even if not all qualities are fully developed.

We have two passages about the qualifications of pastors and deacons. They were written by the Apostle Paul to Timothy and Titus. Timothy was over the churches of Ephesus, and Titus was over the churches of Crete. They had the job of appointing pastors for each local congregation.

» A student should read 1 Timothy 3:1-7 for the group.

## QUALIFICATIONS OF PASTORS

### 1. Blameless

The pastor is not to be guilty of wrongdoing. The pastor cannot lead others to do right if he is not doing right. The pastor must be a person who has shown a consistent Christian life over a period of time. This is necessary so that the church can trust him to have a good testimony in the community.

In a place where the church has not been established long, the pastor may not have been a Christian for long. He may not have all of the characteristics of maturity, but he should show a life that is dedicated to God. He should be willing to admit mistakes and correct his own behavior.

For several years, a pastor in Asia was mightily used by the Lord in a certain village. His success tempted him to pride and spiritual carelessness. Late one night a young woman asked to ride on his motorcycle with him. He foolishly agreed, even though he knew it would cause him temptation and could damage his reputation in the community. When his members learned of his action, they lost confidence in his integrity. He eventually had to resign from his ministry. By God's grace, this pastor humbled himself before God and those he had hurt. He accepted the discipline of his spiritual overseer. Gradually trust was restored, and his ministry effectiveness increased.



- » What happens if the leader is not trusted?

## 2. Husband of one wife

In many parts of the world, polygamy has been a normal custom. God's design is for a man to have one wife. Pastors should set the example. This requirement implies that the pastor should do his best to be a good husband. He should be faithful and loving to his wife.

## 3. Vigilant

A pastor can be compared to a shepherd who guards his sheep. He is the protector of his congregation. He should be on guard against false doctrines and wrong influences. He must teach his people so they are secure in their doctrines. He must be ready to warn individuals of spiritual danger. He should not allow harmful doctrines to be taught in the church.

## 4. Serious

The pastor must be serious about his ministry. He should not be an impulsive person who makes decisions too quickly or with his emotions. He must be able to think calmly about important issues. He must not allow his mind to be distracted from his ministry by personal concerns, entertainment, or temptations.

## 5. Well-behaved

The pastor should have orderly behavior. He should not behave in a way that is not appropriate. His behavior should be consistent with the principles of godliness that he teaches.

---

**“Give me one hundred preachers who fear nothing but sin and desire nothing but God... they alone will shake the gates of hell and set up the kingdom of Heaven on earth.”**

**John Wesley**

---

A pastor should learn to show respect for the customs of the place where he serves. If he realizes he has made a mistake that offended someone, he should be humble and apologetic.

## 6. Hospitable

To be hospitable means to meet the needs of a person who is traveling and needs food and lodging. The pastor must be a person who responds to the needs of others. He should be willing to share. He should be friendly and helpful even to people he meets for the first time.

- » Why is this quality important for a leader?

## **7. Able to teach**

The pastor must be able to explain truth so that people can understand it. He must take responsibility to read and educate himself.

## **8. Not drunken**

The pastor should not allow himself to be influenced by wine. His behavior should never be like a person affected by alcohol. This principle would apply to any other substance that has a similar effect.

## **9. Not violent**

The pastor should not try to get his way by the threat of force. He should not be ready to hurt someone who offends him. (See also 2 Timothy 2:24-25.)

» What are proper ways for a pastor to show the right kind of anger?

## **10. Not greedy**

People of the world change what they say for profit. People in certain occupations such as lawyers, salesmen, or politicians are tempted to change truth to please people. A pastor is also tempted, because the truth of God's Word does not please everyone. A pastor must be faithful to truth whether it benefits him financially or not.

A pastor must desire to see the ministry of the church supported financially. He must lead the church to function like a family caring for its members, rather than always thinking of what they should give him.

## **11. Ruling his house well**

The pastor's leadership ability should be demonstrated at home. He should have his children under control. If he cannot direct his own home, he will not be able to direct the church. It does not mean that his children must have perfect character, but that the pastor is faithfully leading and correcting them. This does not include children who are adults and away from his authority, because he is not still responsible for them.

## **12. Not a new convert**

If a person is put into a position of authority too quickly, he will be tempted to pride. Pride is the sin that caused Satan to fall. Promotion should come gradually with experience.

» What damage happens if a person is put into position quickly and does not do well?

### 13. Having a good reputation

Before a man is appointed to be a pastor, he must have a good reputation among people outside the church. They must know that he is honest and faithful in all that he does. If he had a bad reputation before he was converted, he needs time to establish a better reputation before he becomes a pastor.

A pastor in Africa preached his Sunday morning sermon, then boarded the bus to go home. After paying the fare, he noticed that the conductor had returned too much change. Because he was a man of integrity he handed the extra change back to the conductor saying, "Excuse me, sir, you accidentally gave me too much change." The conductor replied, "No, I didn't do it accidentally. I was standing outside your church and heard your sermon about honesty. I decided to see if you lived it!" The Bible says that a good reputation is one's greatest wealth (Proverbs 22:1). Therefore, the deepest poverty one can experience is the poverty of having a questionable name. What comes into the minds of others when your name is mentioned?

- » A student should read Titus 1:5-11 for the group.

Most of the qualifications for a pastor listed in Titus are also listed in the passage from 1 Timothy.

- » What additional characteristics of a pastor are in the passage in Titus?

The passage emphasizes the ability of a pastor to respond to false doctrine. The pastor must be well-trained in true doctrine and be able to explain persuasively. The purpose is to correct those who are in false doctrine, but even more importantly, to protect the congregation from being led into error. A pastor who has not had much education should continually add to his knowledge through study.

## QUALIFICATIONS OF DEACONS

- » A student should read Acts 6:1-6 for the group. What problem is described in this passage?

The first deacons were appointed soon after Pentecost. The apostles needed to focus on prayer and preaching. Seven men were appointed to help with the details of managing the church.

A deacon helps the pastor with the details of ministry. A deacon may be a preacher, but it is not necessary.

- » What were the qualifications of the first deacons?

The qualifications of the first deacons were: a reputation for honesty, the filling of the Holy Spirit, and wisdom. They would manage money for the church, so a reputation for honesty

was necessary. Their work would have spiritual effects in the church, so it was necessary that they be filled with the Holy Spirit to have his guidance, anointing, and purity. They would deal with many difficult situations, so wisdom was important.

The Apostle Paul listed some qualifications for deacons.

» A student should read 1 Timothy 3:8-13 for the group.

### **1. Respectable**

The deacon must be a person who is respected in his relationships with family, friends, and community.

### **2. Sincere**

The deacon must be a person who is reliable in all he says. He will hear criticism about people in the church and will hear many opinions about problems in the church. He must be a person who is honest.

### **3. Not drunken**

The deacon must not be a person who is affected by alcohol. His behavior must be respectable and consistent.

### **4. Not greedy**

A deacon will be responsible to manage money for the church and to care for needs of people in the church. He must not be a person who tries to benefit himself from his ministry.

### **5. Holding good doctrine with a good conscience**

When a person falls into sin, he often begins to believe wrong doctrine. If a person lives in spiritual victory, he will be more likely to hold true doctrine.

### **6. Experienced**

Before a person is given the position of deacon, he should have the opportunity to show that he is wise and trustworthy in ministry. Wise leaders will give people opportunities to serve before giving them positions of authority.

» What are some examples of ways a person can help the ministry of the church before he has a position of authority?

### **7. With a faithful wife**

The deacon's ministry is harmed if his wife gossips and is not a good example of a Christian.

### **8. Ruling his house well**

Like the pastor, a deacon should be able to manage his home well.

## **TRAITS OF A PASTOR WHO LEADS WELL**

» Discuss the importance of each point, beginning with the question, "Why is this trait important?"

1. His loyalty is not divided among other organizations.
2. He is willing to build a ministry team and use the abilities of other people.
3. He leads his congregation to share life as a spiritual family, concerned about all needs.
4. He serves his church out of love for God and the people, rather than for personal profit.
5. Spiritual priorities like worship, evangelism, and spiritual growth are the focus of his ministry.
6. He has the trust and confidence of his people.
7. He is willing to build the church as a permanent institution that does not belong to him.
8. He leads the church to maturity, teaching tithing and fellowship that meets needs.
9. He is honest in all things, including the use of money.
10. He demonstrates the ability to manage money and staff well.

## **TRAITS OF A GOOD PROJECT LEADER**

A person selected to lead a church-operated enterprise should have these qualities. The leaders of the church should work to develop these qualities in members who can help with the responsibility of the church and be added to the leadership team.

» Discuss the importance of each point, beginning with the question, "Why is this trait important?"

1. He is faithful to a local church—in attendance, tithe, and participation—and has a respected Christian testimony.
2. He is already investing his effort and passion in the local church.
3. He has complete honesty and a high sense of ethics.
4. He already shows initiative and motivation to do his best.
5. He is personally disciplined, self-motivated, and constantly improving.
6. He demonstrates the ability to organize and lead others, not just the ability to work when directed by someone else.
7. He has the competence needed for his role in the project.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## **FIVE SUMMARY STATEMENTS**

1. God has designed that the church operate under spiritual leadership.
2. Many leadership roles are needed for the responsibilities of the church.
3. Most of the qualifications for leadership relate to good character.
4. A pastor or other ministry leader should continually develop good qualities.
5. A ministry leader needs reliability, motivation, and trust.

## LESSON 2 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 2. Be prepared to write them from memory at the beginning of the next class session.
4. Before the next session, read 1 Samuel 2:12-36. Write some observations about Eli's leadership.





## LESSON 3

# THE IMPORTANCE OF LEADERSHIP

### INTRODUCTION

John Maxwell talked with a businessman whose company bought failing hotels and reorganized them so that they would start making profit. Maxwell asked if there was one action that the company always did when they bought a failing hotel. The businessman said, “We always fire the manager. We don’t wait to see if he is a good manager. We already know he is not a good manager because the hotel is failing.”

### LEADERSHIP DETERMINES THE SUCCESS OF THE GROUP

If a professional sports team is failing, the owners do not look only for new players; they look for a new coach. An organization does not succeed with a bad leader.

A genuine leader does not make excuses for his organization’s failure. If it fails, he fails.

» Why is leadership important?

Eli was a high priest of Israel. Because there was no king, the tribes were not united under a central government. The high priest was potentially the most influential leader in the nation.

Unfortunately, Eli was a weak leader. He had good personal character, but was not able to lead even his own sons to do right. His sons were sexually immoral, careless in the forms of worship, and greedy of profit. Because of them, many people despised the temple worship (1 Samuel 2:12-17, 22, 29).

Eli should have removed his sons from their positions, but their desires were more important to him than his ordained responsibility.

Eli should have led the nation in spiritual worship and holy living; but his influence stopped at his sons, rather than being extended to the nation through his sons.

## REASONS PEOPLE DO NOT DO WHAT THEY SHOULD

### 1. They don't know what to do.

This is a lack of information. The leader should provide information. If he does not have all the needed knowledge, he should find someone to help.

### 2. They don't know how to do it.

This is a lack of training. The leader may not have all of the skills needed in the organization, but he should arrange training.

### 3. They don't know why they should do it.

This is a lack of motivation. Sometimes the people in an organization do not understand the goals of the organization. Or maybe they understand, but do not care. The leader should help the people share the goals.

### 4. There are problems preventing them from doing it.

This is a lack of equipment and organization. The leader should help people solve the problems that keep them from succeeding.

This list gives four common reasons that people in an organization do not do what they should do. All four of these reasons show a failure of leadership.

When a leader complains that his people do not do what they should, he is announcing that he is failing to lead. For example, a pastor who complains that his church does not evangelize should consider these questions:

- Did I explain that they should evangelize?
- Did I teach them how to evangelize (ideally by showing them)?
- Did I motivate them?
- Did I help them face the problems that keep them from evangelizing?

If two armies are the same size and have the same equipment, which will win? The army with the best general will win.

Two sports teams have equally talented players. Which team will win? The team with the best coach will win.

## The Challenge of Motivation

- » An old proverb says, “The pen is more powerful than the sword.” What do you think that means?

It means that there is power in an idea, in persuasion, and in communication. An idea has more influence than a weapon. The “pen” refers to communication by writing, but persuasive communication of any kind is more powerful than forcing people against their will.

If you try to force people, it is difficult to extend your influence beyond your personal presence. People who are forced do not do their best. They do not devote their energy and ideas to the work. You can accomplish more by motivating people than by forcing them. An idea—a concept—can spread and influence millions of people.

World War II is an example of the power of words. World War II was a war of words, a war of ideas.

Why was it a war of words? Adolf Hitler was a powerful speaker. He communicated his vision for Germany, and the Germans made him their leader. He convinced them they were the master race that should rule the world. Even some churches began to speak of him as a messiah and to say that Germany was the kingdom of God. Hitler led Germany to commit the worst atrocities of history. He did it with the power of words. Sometimes people think that words can do no harm, but Hitler’s words killed millions of people.

While Hitler was increasing his power, some people in England thought there would be no danger for them. When it came time for the country to elect a new prime minister, some candidates promised the people that they would have peace. But Winston Churchill told the people the truth. He said, “I offer you blood, sweat, and tears.” He was elected because he faced the problems.

Churchill’s speeches united England to defend against Germany. He said, “We will fight on the sea and in the air. We will fight on the beaches if they land on our shores. We will fight them in every street in every city. We will never give up. We will never surrender.”

Through the speeches of Hitler and Churchill, we see the power of words. In a sense, every war is a war of words.

- » Explain the statement that every war is a war of words. What does this tell us about leadership?

Sometimes a leader thinks that he can get help only by paying for it. He thinks that his people will do more if he pays them more. That usually is not true. People help an organization because they believe in it. They work hard because they share goals.

You can't have worthwhile work unless everyone is working toward a well-understood and shared goal. But that's not enough. It matters how you reach the goal. You must be guided by values. You have to be proud of both the goal and how you get there.<sup>3</sup>

- » What does it mean to be proud of the goal and proud of how you got there?

A businessman will not build a great company only by paying his employees. He must lead them with goals and values. If only money matters, people do not work for the business's goals. They do not care about quality and are not proud of their work.

The most important things are not done for money. Think of the things people do for their families and children. They don't do those things because of money, but because of more important values. People are motivated by their values.

In ministry, leadership skill is even more important than in the business world, because the workers in the church are mostly volunteer. The leader cannot offer the incentive of paid employment for most of them. The people who help the church do it because they believe in the church. If a church is not locally supported with money and energy, the leader has failed.

- » Who are the people who help at your church? Why do they do it?

The job of the leader has been summarized this way:

Let people know why the work is worthwhile. Decide where you're going. Make sure the team shares the goal. Help set values. Get the resources in place. Hold the rule makers in check. Ensure you've got the support you need both inside and outside the organization. Keep your eye on the future to ward off trouble and be ready to change direction.<sup>4</sup>

---

**“Being busy does not always mean real work. The object of all work is production or accomplishment, and to either of these ends there must be forethought, system, planning, intelligence, and honest purpose, as well as perspiration.”**

**Thomas Edison**

---

3 Ken Blanchard and Sheldon Bowles, *Gung Ho: Turn on the People in Any Organization* (New York: William Morrow, 1997), 38

4 Ibid, 79

## LEADERSHIP AND OTHER ABILITIES

If a person has skill in some kind of work but has no leadership skill, he will work alone or under someone's direction. But a person who has both a high level of skill and also has leadership ability will be able to lead others and accomplish more.

The Apostle Paul started networks of churches in major cities. He appointed leaders in every place, because he knew that many leaders were needed for the church to grow everywhere.

Paul gave special training to some men by taking them with him in his missionary travels (Acts 16:3, Acts 19:22). Paul emphasized the need to continually develop leaders. He told Timothy to look for faithful men who would be able to teach others (2 Timothy 2:2).

An auto mechanic who has leadership ability may be able to have a business with other mechanics who work for him. If he is not a leader, he will work alone or for someone else.

Alex knows how to do every kind of construction work on houses. He does excellent work and is honest. His customers recommend him to others, and he always has more work waiting for him. Alex has no employees because he knows how to do everything and does not want to use someone who might not do it as well. Because Alex is not a leader, his business will never be larger than the work he can do alone.

Leadership skill multiplies the value of a person's other abilities. A person who has high competence in any area can increase his significance by increasing his leadership ability.

## THE LEADER'S RELIABILITY

A reliable leader provides people what they need to succeed. The leader creates the setting for their success. They need to know that he will fulfill his responsibilities so they can fulfill theirs.

If the leader is not reliable, the people cannot achieve the goals of the organization, so they adjust by discarding the goals. A leader who is not reliable is frequently explaining to people why he did not do what they expected.

A leader should not be unprepared for problems. He needs to plan for interruptions and hindrances and be ready for them. A leader knows that things are always changing. He realizes that changes can bring new problems, so he prepares. Other people may take situations as they come, but a leader must be prepared to lead.

Allan was the foreman of a construction crew. His supervisor told him that certain walls needed to be built by the end of the day, so Allan told his crew. However, the materials did not come because the supervisor forgot to send them. Allan explained to the crew that the

goal could not be achieved. After this happened several times, it became difficult for Allan to tell his crew that they should do a task quickly.

Joan was a schoolteacher. One day she arrived at school and the principal told her that her classroom would be used by another group that day. She was not prepared to teach in another place and did not have time to move the things she needed from the classroom.

## LEADERSHIP IN MINISTRY

The Bible tells us that God has called apostles, prophets, evangelists, pastors, and teachers (Ephesians 4:11-12). God also gives the abilities needed.

The call of God gives a person the opportunity to lead, but does not guarantee success. If a person's behavior decreases his influence instead of increasing it, he cannot succeed.

Look at the roles of ministry listed in Ephesians 4:11. How would an evangelist succeed if people thought that they could not believe him? How could a teacher succeed if people found that he taught things that were mistakes? How could a pastor succeed if people realized he only wanted to profit from them?

Without influence, a person cannot succeed in ministry. These ministry roles are leadership roles, because they depend on influence.

## SOME WRONG ASSUMPTIONS ABOUT LEADERSHIP

*After reading each point and before giving the explanation, ask, "What is wrong with this idea?"*

### **1. A leader is one who is served by others.**

A leader is a person who finds a way to meet needs for the group. That is why they accept him as a leader. Jesus said that a leader is one who serves. He said the greatest person is everyone's servant. The leader sacrifices his own interests for others.

### **2. A ministry leader is more spiritual and godly than his followers.**

The fact is that many churches have members who are more godly than the pastor. Leadership ability does not prove spirituality.

### **3. Promotion in ministry leadership depends on personal effort.**

Human attempts to gain promotion usually do not work out well. We should do our best in our responsibilities and trust God to put us in the right place. Never do something that

does not honor God in your attempt to get into a position of leadership. If you cannot get there by honoring God, you are not supposed to be there.

God's chosen leaders are often people who were not seeking positions. John Chrysostom was chosen to be Archbishop of Constantinople in A.D. 397. At first he refused the position because he thought he was not qualified. Later, he wrote about a proper attitude toward ministry positions. He said if a person refused to herd oxen, it would not be surprising because the position is low. If a person refused to be king, he probably thinks the position is too high for him. If a person refuses a ministry position, it could be for either reason, depending on whether he thinks ministry is a high position or a low one.<sup>5</sup>

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## **FIVE SUMMARY STATEMENTS**

1. If an organization is failing, the leader is failing.
2. Training and motivation are tasks of leadership.
3. People want to be proud of the goals and the way they achieve them.
4. Leadership skill multiplies the value of a person's other abilities.
5. The leader's reliability determines the reliability of the organization.

---

5 John Chrysostom, *On the Priesthood, Book III*

### LESSON 3 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 3. Be prepared to write them from memory at the beginning of the next class session.
4. Before the next session, read 1 Kings 19:19-21 and 2 Kings 2:1-15 and write about the transition of leadership to a new prophet.



## LESSON 4

# THE MAKING OF A LEADER

### INTRODUCTION

Everyone should be a leader in the sense that he influences some people. For example, every parent should lead his/her children. The principles we study in this course will help a person in those natural leadership positions. However, this course focuses mostly on principles of leadership beyond the natural positions that every person should fill.

### THE DANGER OF TRAINING

A person can have a variety of motives for desiring to be a leader. The right motive is the desire to serve.

Training can make a person superior to others in knowledge and abilities. He may begin to feel that he is superior to other people in value. He may begin to expect special treatment from others not only as respect to his position, but because of a feeling of inherent superiority.

The Apostle Paul warned, “Knowledge puffs up” (1 Corinthians 8:1). He did not mean that knowledge is a bad thing or that it is automatically harmful. In the context, he was talking about a person who knew certain things but was not motivated by love in the way he used his knowledge.

Training can make a person more effective for the kingdom of God, but only if his desire is to serve humbly.

---

**“One person seeking glory doesn’t accomplish very much.”**

**Sam Walton**

---

### BECOMING A LEADER

How does a person become a leader? Remember, we are not talking only about official position. A leader is a person with influence, a person whom people follow.

Some people are born with a natural ability to influence others. They show confidence, they are quick to find solutions, and people follow them instinctively. Because these personal-

ities exist, you might assume that some people are born to be leaders and others are not. However, leaders are made by a variety of causes.

According to an old Ukrainian legend, a young man went to a priest and said, “Father, I dreamed that I was the leader of 10,000 men. Will it be true?” The priest said, “All that is lacking now is for 10,000 men to dream that you are their leader.”

## **FACTORS THAT MAKE A LEADER**

A person may become a leader from one of these factors or some combination of them. However, none of these is enough to make a person a long-term, effective leader if he is extremely lacking in other areas.

### **1. Obvious natural ability**

A person who seems confident may be an instant leader everywhere he goes. However, if he fails to fulfill the expectations he creates, he will not continue to lead. Even a person with natural ability must follow principles of leadership to continue to be effective.

### **2. Response to a crisis**

Many leaders have appeared in response to a problem. A great crisis may reveal a leader. Response to the crisis comes from a sense of calling or a sense of responsibility that contrasts with the person who just observes and complains.

A crisis brings opportunity to a potential leader, but other qualities are necessary for leading after the crisis passes. Sometimes a person who leads well in a crisis is not able to lead well in other circumstances.

### **3. Long-term reliability**

Sometimes a person is a leader because he has been reliable and faithful for years. People trust him because they know he is committed to the organization.

### **4. Acquired expertise**

A person may be a leader because he has gained knowledge and skill in a specific field. He may lead only in certain situations and in solving certain problems.

### **5. Learned principles of leadership**

A person can learn to lead with the principles studied in this course. However, training cannot make a person an effective leader at a high level unless he has some natural ability.

## 6. Divine calling

God has called apostles, prophets, evangelists, pastors, and teachers (Ephesians 4:11). In the societies of the world, God is sovereign over the promotion of people to high positions (Psalm 75:7, Daniel 2:21). Sometimes people are surprised when God calls someone who does not seem to have natural ability, but God always gives the abilities a person needs to fulfill God's call.

If people see that a leader is devoted to a cause and is helped by God, they may follow him for a cause they believe in. To keep their loyalty, it is necessary that he demonstrate competence, reliability, and character.

## FACTORS FOR LEADERSHIP IN SCRIPTURE

Let's look at how several men in Scripture began their leadership.

### Elisha: Leading in Transition

Elisha was chosen by God to become the leading prophet of Israel after Elijah. The transition is described in 1 Kings 19:19-21 and 2 Kings 2:1-15.

The call of God was an obvious factor that made him a leader. However, there are other important details. Elisha was willing to leave a large farm to devote himself to ministry. The call of God was more important to Elisha than wealth. Gehazi, a later assistant to Elisha, lost his opportunity for ministry because of his love for money (2 Kings 5:20-27).

Elisha was willing to be a servant as part of his training. Without this willingness, he would not have succeeded in the ministry.

Elisha knew that the old prophet, Elijah, had done amazing things through the power of God. He had stopped the rain for three years. He had predicted the deaths of the wicked king and queen. He had prayed for fire from the sky. Elisha knew that his future responsibility could not be fulfilled by training in human methods. He knew that he must have the anointing of God's Spirit.

After Elijah was taken up by God, Elisha picked up the robe of Elijah and struck the water with it, saying, "Where is the Lord God of Elijah?" The young prophets were watching to see if the ministry of the new leader would have the power of God. When they saw the

---

**"My walk is a public one. My business is in the world, and I must mix in the assemblies of men or quit the post which Providence seems to have assigned me."**

**William Wilberforce**

---

miracle, they said, “The spirit of Elijah is on Elisha” (2 Kings 2:15). They saw the transfer of God’s power from Elijah to Elisha.

Responsibilities of leadership pass inevitably from old leaders to younger ones. However, the power of God does not pass automatically. A new generation of leaders without faith will lose the power of God and depend on human methods.

### **Gideon: Leading in a Crisis**

Gideon was not a leader in his nation or tribe. His nation was being robbed every year at harvest time. Gideon had no idea of changing the situation; he was trying to hide food when God’s messenger came to him. He was simply trying to survive and manage his situation. This is not the behavior of a leader.

God called Gideon a “mighty man of valor” because God knew what he could do. Gideon was surprised that God would choose him, and asked for several signs for confirmation.

Gideon obeyed God when he destroyed a place of idol worship and made a sacrifice to God. His action did not cause religious reform at that time, but it made people doubt the power of the idols.

Gideon depended on God completely. He even obeyed God’s instruction to send away most of the army. Gideon devised an unusual plan of attack, and God gave a great victory.

Unfortunately, after Gideon’s victory he did not lead the people to serve God but turned to idolatry. If a leader is not consistent over the long-term, he will fail to achieve his full potential for God.

### **Nehemiah: Leading with Vision**

Nehemiah was a Jewish man working for the king of Babylon, far from home. He heard about the condition of Jerusalem. The city had been conquered long ago; the walls were broken down, which meant that the people were at the mercy of invaders.

Nehemiah felt personal responsibility to act. Most people would have grieved at this news without feeling any obligation to respond. They would not expect to be able to change the situation. A leader feels responsible because he thinks it is possible to change the situation. Because he can, he knows that he should.

Nehemiah prayed for God’s intervention. Nehemiah knew that the rebuilding could not happen without God’s help. A Christian leader is not trying to change the world to fit his own vision, but God’s vision. His confidence is based on God, not man.

God gave a special opportunity. The king showed interest in Nehemiah's problem. The principle we learn from this is not that we need powerful people to help us. The principle is that if the goal is God's plan, God will give special opportunities to accomplish the goal.

Nehemiah arrived at Jerusalem and explained his vision to the leaders there. The vision started with one man, but others soon began to share it. A leader cannot expect everyone to understand the vision immediately. Support starts with a few.

It is necessary to have a few who share the vision; otherwise, the leader is not leading anyone. The vision must be owned by a committed group. To own the vision is more than agreeing with it and hoping it might happen. Those who share the vision must feel that it is their own.

The commitment to the vision formed a community. They had to learn how to live together, support each other, and remain faithful to the vision.

Nehemiah is an example of a person who became the leader though he originally had no responsibility for these problems. He did not start with a position, but with a passion to make a change. He became a leader because of his vision.

## **King Saul: Leading from a Position**

Saul was the first king of Israel. He could not follow the example of a previous king. He was a farmer and had no experience as a ruler of any kind.

When he was appointed, there was no army and no government staff. There were no official judges, no government offices, and no taxes for the government to spend. After being appointed king, Saul's role was so undefined that he continued to work in the field as a farmer.

Then came a crisis (1 Samuel 11). A small nation allied to Israel was attacked by enemies of Israel. Nobody even went to the field to tell the new king because they did not expect him to do anything. Saul heard the news at the end of the day when he came home from working in the field.

Saul acted with strength and decision. He sent a message in a shocking way: with bloody pieces of the oxen with which he had been plowing (1 Samuel 11:7). Imagine a running messenger arriving at the home of a tribal chief. He throws the bloody leg of an ox on the ground and announces, "King Saul says that this will be done to the oxen of any man who does not come to help in this emergency."

Thousands of men came together and won a great victory. This victory established Saul as a strong leader.

Saul is an example of a leader who began with a position. He did not originally want to be a leader; but because he had the position, he felt the responsibility.

- » How was Saul's response to a crisis different from Gideon's?

## TRAITS OF A POTENTIAL LEADER

How can you evaluate yourself as a potential leader? Study this list of the traits of a potential leader. If you are weak in some of these, you can develop them with God's help. As you develop in these areas, you will strengthen your leadership.

An effective leader...

1. Has influence with the people who know him.
2. Has self-discipline.
3. Has fulfilled previous responsibilities.
4. Is willing to take new responsibility.
5. Relates well to people.
6. Is willing to serve others.
7. Takes initiative.
8. Is loyal.
9. Can handle stress.
10. Is not overcome by anger.
11. Has a positive spirit.
12. Can recover from disappointments.
13. Has confidence.
14. Has integrity.
15. Is growing closer to God.
16. Is not crippled by personal problems.
17. Has ability to learn and desire to keep learning.
18. Is able to solve problems.
19. Is not satisfied with current situations.
20. Is willing to make changes.
21. Sees the big picture.
22. Can see what needs to be done next.

## GETTING STARTED

What if you are working in an organization where you are not the primary leader?

What if the leader of your organization has limits that keep him from following the principles you are learning in this course?

Sometimes a young, developing leader is frustrated because he feels that he cannot apply the leadership principles he knows. He feels that his abilities are limited because he is not in a position of authority.

A person who expects to be a leader should not wait until he is put into a position of authority to begin applying leadership principles. He can apply the principles that relate to fulfilling responsibilities, building trust, increasing his knowledge, practicing skills, gaining a reputation for reliability, and showing his commitment to the success of the organization instead of his personal benefit. These things increase his influence with everyone, including the leaders above him.

Remember, a leader is simply a person with influence. There are many things that develop your influence, even without an official position.

Don't be quick to think that you must start a new organization in order to be a leader. There is much that you can do where you are.

Whatever your position, you can encourage and mentor young leaders and team members. Maybe this can be done as a formal part of your work in the organization, or it can be done informally with those who appreciate your help.

Seek to be mentored by others either inside or outside your organization. Most leaders are happy to share their wisdom. You can be mentored on specific aspects of leadership; the mentor does not have to be a perfect example in every area. The mentor may even be younger than you if he is skilled in certain areas.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## LESSON 4 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Study the “Factors that Make a Leader” and “Traits of a Potential Leader” listed in this lesson. Be prepared to write many of the factors and traits from memory at the beginning of the next class session.
4. Before the next session, read John 13:1-17. Write what this passage tells us about leadership.



## LESSON 5

# SERVANT LEADERSHIP

### THE MODEL OF GREAT LEADERSHIP

The last meal Jesus had with his disciples was the Passover celebration. It was a custom that at a formal dinner a servant would wash the feet of the guests. This job was usually given to the lowest of the servants.

At this meal, only Jesus and the disciples were there. At the beginning, nobody did the job of foot washing. None of the disciples volunteered for the job because they did not want the position of a servant. Each of them was still hoping for a high position in the new kingdom.

We can imagine that Peter said quietly to John, “Somebody needs to do the foot washing; you should do it.” Maybe John answered, “No, I’m not going to do it; James should do it.” None of them was willing to take the role of a servant. At the end of the meal, Jesus got up, took water and a towel, and began the task. Surely the disciples felt ashamed then.

Peter refused to let Jesus wash his feet at first, saying that he respected Jesus too much to allow him to do such a low task. Jesus said to Peter, “Unless you let me do this for you, you have no part with me.” He was using the small task to represent the great purpose of the incarnation. He said at another time, “The Son of Man did not come to be served, but to serve and to give his life as a ransom for many” (Matthew 20:28). The service he gave with his death was demonstrated by his many other acts of service, including the foot washing on that occasion. If a person does not accept Jesus’ service, he is not part of Jesus’ kingdom.

Afterwards, Jesus said, “Let me explain what I have done.” He explained that in the world’s system, the leader expects to be served. But in God’s kingdom, leadership is service.

The right view of leadership is service to all. A person who observes the needs of people and finds ways to meet those needs will become the leader. People want a leader who cares about them and is able to meet their needs. People are willing to give authority to the person who will use authority for their sake.

A group of soldiers were building houses of logs. They were struggling to lift a heavy log, and their sergeant was shouting at them. A man was passing by and stopped to watch. He said to the sergeant, “Why don’t you help them?” The sergeant angrily replied, “I am a sergeant.”

The man joined the soldiers and helped them lift the log, then opened his coat to show his uniform. “I am a general,” he said. He was General George Washington, who later became President of the United States.

Even in the world’s system, the desire to serve leads to promotion. This is recognized in the titles of some positions: for example, the highest position in the government of Great Britain is Prime Minister, which literally means “first servant.” The greatest leaders of history have been those who served the needs of people. Leaders in the world do not always serve for the right motives, but a follower of Jesus should especially have a heart that desires to serve.

A college president arrived at his office with several bags. When he asked a student to help, the student replied, “I am not a servant.” Another student immediately said, “I can help; I am a servant.” Many years later, the second student became president of the college.

## SERVANT LEADERSHIP

What is servant leadership? Here is a simple definition:

**Servant leadership is to lead for the sake of those who are led.**

- » Look at 1 Peter 5:1-4 together. What does this Scripture imply about ministry leadership?

To lead does not mean people serve you; it means that you serve people.

Robert Greenleaf writes,

It has generally been my experience that the very top people of truly great organizations are servant-leaders. They are the most humble, the most reverent, the most open, the most teachable, the most respectful, the most caring, and the most determined. When people with formal authority or positional power refuse to use that authority and power except as a last resort, their moral authority increases because it is obvious that they have subordinated their ego and positional power and use reasoning, persuasion, kindness, empathy, and in short, trustworthiness instead.<sup>6</sup>

A man in Alaska described the work of the dogs who pull sleds. Some dogs become lead dogs. They are first in the harness because they are strong, fast, and intelligent. After a dog becomes the leader, he does not want to be put into any other place in the harness. The problem is that when the dog becomes old, he is not able to lead. He would be able to serve in a different position, but he refuses. Owners sometimes must kill old dogs because they are expensive to support and refuse to serve in a different position.

---

6 Robert Greenleaf, *Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness* (Mahwah, NJ: Paulist Press), 12

## The Philippians Model

The Apostle Paul was very focused on the need to develop leaders. He started ministry in many places, but he knew that the work could not be continued and expanded without many leaders.

- » Look at Philippians 2:19-21 together. Why did Paul sometimes lack a person to send for a ministry responsibility?

Sometimes Paul lacked a person to send for a ministry responsibility because the people available were interested only in their own benefit. These were people involved with the church and helping in some way, but they could not be trusted to serve with the heart of a servant. This problem made them useless for serious responsibility.

The letter to the Philippians described several people who served without personal benefit.

Epaphroditus (2:25-30) worked so hard in the ministry that his health was affected, and he almost died. Paul said that we should admire people who have this kind of devotion. That does not mean that we should not be careful of our health, but Epaphroditus's devotion to God's work made him a hero to the church.

Paul said that he himself had this kind of devotion and did not try to make a profit from the people he served (2:19-22). He said that Timothy followed the same values.

The supreme example described in this letter is Jesus (2:5-8). He did not hold to the honor he deserved but was willing to lay aside his status and become a servant. He gave himself completely, even to death.

*A bad example...*

Gehazi was the servant of Elisha, the leading prophet of Israel. Perhaps he had been chosen to replace Elisha someday, since he was serving Elisha just as Elisha had served Elijah before replacing him.

When Naaman came to be healed and offered a large payment, Elisha refused it. Gehazi was frustrated because usually they did not get large offerings. He secretly went out to find Naaman and took part of the payment.

---

**"The best way to find yourself is to lose yourself in the service of others."**

**Mahatma Gandhi**

---

Elisha told Gehazi that he was wrong to be seeking wealth instead of focusing on the ministry (2 Kings 5:26). Gehazi received the leprosy of Naaman and could never be a prophet.

Some people go into ministry because they desire personal success. They think that ministry is the opportunity to get a leadership position. They do not surrender self-interest and follow love for God; instead, they follow self-interest in their ministry.

The desire for ministry should come from the desire to serve God by serving people. A person with this motive will desire position only as an opportunity to serve (1 Timothy 3:1). He will want to be sure that God is directing his promotion. His desire to succeed is based on his desire to be faithful to God.

Total devotion to God is often expressed as humility. We cannot honor God properly unless we take a humble role in relationship to God.

Because devotion to God is humble, devotion means...

- I depend on God's power so that he will be glorified.
- I am unhappy if my abilities honor me instead of God.
- I am willing to do low status tasks and work in obscure places.
- I endure the scorn of people who do not understand my heart.
- I am not motivated by worldly status symbols.
- I trust God to choose whether or not I am promoted.

You cannot do the work of the body of Christ without the spirit of Christ. That means that the church must be led by leaders who demonstrate the spirit of Christ. You cannot speak for God until you have listened to him, not just to be inspired and guided, but to be shaped. You listen in order to be transformed.

## THE FIRST QUALIFICATION FOR MINISTRY LEADERSHIP

» What is the first qualification for ministry leadership?

The love of Christ motivates us (2 Corinthians 5:14-15).

People do good things for many reasons. Sometimes they are good people who have good reasons, but not the best reason.

God planned for Peter to be a great leader in the church. After Peter denied Jesus, Jesus had a conversation with him in order to restore and call him again to ministry.

---

**“Men acquire a particular quality by constantly acting in a particular way.”**

**Aristotle**

---

Three times, Jesus asked Peter, “Do you love me?” This emphasized that love for Jesus is the most important qualification for ministry (John 21:15-17). Human abilities are not the most important. Love for people is very important, but it is not the most important. The most important qualification for ministry leadership is love for Jesus.

If you love Jesus, you will imitate him and become like him. If you love him, you want others to know and love him. The best motivation for ministry is the desire to bring others into relationship with Jesus.

The first qualification for ministry is love for God. Love for God is demonstrated by love and service to people. God does not have any physical needs; he has all resources and power. But Jesus said that when we meet the needs of his people, we are serving him (Matthew 25:40).

## THE CONCEPT OF STEWARDSHIP

» For whom do you work?

Every pastor should understand that he is working for God and has ultimate accountability to God (1 Corinthians 4:1-5). We serve God by serving people, because that is the responsibility God has given us.

The Bible uses the term *steward* for a person in ministry leadership (1 Corinthians 4:2). The word *steward* is not easily translated in some languages. A steward is a person who manages people and resources for someone else. He serves the people that he manages, taking care of their needs; but he is accountable to the person who made him steward.

Albert Mohler described the role of ministry leaders this way:

- We are the stewards of human lives and their welfare.
- We are the stewards of time and opportunity.
- We are the stewards of assets and resources.
- We are the stewards of energy and attention.
- We are the stewards of reputation and legacy.
- We are the stewards of truth and teaching.<sup>7</sup>

---

7 Albert Mohler, *The Conviction to Lead: 25 Principles for Leadership that Matters* (Bloomington: Bethany House Publishers, 2012)

## THE MOST IMPORTANT TRAIT OF A GREAT LEADER

Jim Collins has studied businesses to find out why some become great and stay great for many years. He found principles that apply to any organization. One of the primary characteristics of great businesses was that they have what Collins calls a Level 5 Leader.<sup>8</sup>

According to Collins' description, the first level of leadership is a person who is capable of doing very good work. This gives him influence.

A good team member is at the second level of leadership, because he works well with the group.

A competent manager is at the third level. He manages people and resources so they can accomplish the goals that are given to him.

The **Level 4 Leader** motivates the people of the organization to commit and put energy into achieving a clear vision.

The **Level 5 Leader** builds an institution to long-term greatness through a combination of personal humility and determination.

The people in all of these levels are valuable, and any organization would be happy to have them.

The Level 4 Leader has all of the qualities that most people expect a great leader to have. He is not just a manager who organizes and supervises what is there. The Level 4 Leader can motivate people, communicate a clear vision, and lead people to share goals.

The Level 5 Leader has one characteristic that may not be in Level 4. The Level 5 Leader gives himself to make the institution great. He is humble; he considers the institution to be more important than himself. He is not using the institution to promote himself, but giving himself for the institution. If a leader's main concern is to receive honor and credit for the accomplishments of the institution, he is not a Level 5 Leader.

Humility does not mean that he is timid or uncertain. Humility makes him courageous and determined because he is more concerned about the institution than about himself.

There have been many leaders who seemed great because of their talent. They made an organization grow. They made many good changes. However, they used the institution as a platform for their own fame. After their period of leadership, the institution did not continue to be great because they did not build it to be great beyond their personality.

Let's consider how this principle relates to servanthood. The Level 5 Leader is convinced that he is working for an institution that accomplishes good for people. He gives himself to the advancement of that institution because of the good it does. In this way he is serving people.

Jim Collins was not trying to teach Christian principles, but his research is consistent with the teachings of Jesus. The truly great leader is the one who gives himself in service.

There was an occasion when visitors from another nation came to see Jesus. The disciples were excited, perhaps thinking that their ministry was soon to become international. But Jesus kept his focus on the purpose of his coming.

Jesus said, "Unless a grain of wheat falls into the ground and dies, it remains alone. But if it dies, it bears much fruit" (John 12:24, ESV). Jesus was not interested in becoming famous as a religious leader. He came to accomplish something that would serve all people.

## **A CHANGE OF HEART**

Servant leadership begins in the heart. The problem is that we all begin life with a heart that is self-centered. Because of this, we have a tendency to seek our own benefit above all else.

A ministry leader who wants to please God by serving others typically needs to go through a spiritual process that brings him to a type of death to personal ambition. If he resists this complete surrender to God, he develops into a leader that works for his own advancement.

- » A student should read 1 Corinthians 13:1-8 for the group. The group should look at the verses together and discuss what leadership is like when it is based on love.

To be the leader God wants you to be, you must have a change of heart. Recognize that your leadership so far has been self-motivated. Identify specific goals that were wrong because of self-interest. Identify attitudes that were wrong because self was the priority.

Have you resented the success of others? When you dream about success, do you think mostly about the honors that can come to you, or about the help that you can be to others?

Identify specific actions that should have been different. Determine to apologize and correct wrong words and actions—list them specifically.

Explain your new perspective to the people you lead. A public explanation of your change of heart will strengthen rather than undermine your influence if you consistently follow through. Don't be angry if some people are skeptical of your new commitment. Consistency will convince them. Pray for God's help when you experience temptation to seek honor and power for yourself.



You must trust God to transform your heart, rather than thinking that your change of mind is sufficient. Your nature does not change just because you realize it is wrong. Only God can change your nature.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## FIVE SUMMARY STATEMENTS

1. Servant leadership is to lead for the sake of those being led.
2. People are willing to give authority to the person who will use authority for their sake.
3. Love for God is demonstrated by love and service to people.
4. The Level 5 Leader gives himself to make the institution great.
5. Only God can change your nature so that you can serve sincerely.

## LESSON 5 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it.
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 5. Be prepared to write them from memory at the beginning of the next class session.
4. Before the next session, read Daniel 1:8-15. Write characteristics that you see about Daniel that affected his future leadership.



## LESSON 6

# CHARACTER-BASED LEADERSHIP

### THE POWER OF CONVICTION

Conviction is certainty about truth. Convictions are firm beliefs about reality. Conviction guides our decisions, because a person acts in response to what he believes is true.

Conviction does not refer only to religious truth. If a salesman truly believes that his product is the best and that everyone needs it, he has conviction. That conviction will make him more likely to influence other people.

A group of people is lost in a desert. They discuss their situation and their options. One person is most convincing in his explanation of their situation. He also persuades them that he knows what they should do. He becomes the leader.

Conviction can be wrong. A person may believe things that are not true. Even wrong conviction gives power to leadership for a period of time. For example, if a person wrongly believes he knows the directions to get somewhere, people may follow him because of his conviction. Eventually they will be disappointed, and his influence will greatly decrease. They are less likely to follow him again.

Leadership is based on conviction, because a leader leads others by showing them truth and showing them the appropriate response to that truth. He is saying, "This is how it is, and this is what we should do."

If a person in a crowded building realizes that the building is on fire, he knows that everyone needs to hear that truth and respond to it. He has a conviction to communicate. The information motivates action from everyone who believes it. For a few seconds, that person is a leader because he influences them by communicating his conviction. He does not continue to be the leader unless they also believe that he knows what they should do. His leadership ends at the point that his conviction ends.

For the Christian, the truth of God's Word and his will for us should be the foundation for every institution, not just for ministry organizations. A Christian should not operate a business that is contrary to God's Word.

Strong conviction is necessary for strong leadership. Think of any great leader, either from Scripture or from later history. Try to imagine him without strong conviction, even with great abilities. Even if a person is a good organizer and communicator, he cannot lead for long without conviction.

*For each of these leaders from history, let someone in the group tell something about him, then ask the group to try to imagine this leader without strong conviction: Moses, Joshua, Paul, Martin Luther, Abraham Lincoln, Mahatma Gandhi, Winston Churchill, and Billy Graham. (Each of these had great influence, but they were not all Christian leaders.)*

Conviction, not success, should be the supreme driver of a leader. He is compelled to succeed because of conviction. Therefore, he would never compromise conviction for the sake of success.

Conviction must not be part-time or pretended. If a person is willing to change his convictions because he is hired to represent different beliefs, he cannot be a strong leader.

The leader should be known for his passion for truth. Because he is driven by conviction, he always wants to know what is true. He would rather be corrected than continue to believe something wrong.

Conviction makes a person stronger than his personality would otherwise be. Even a person who hates confrontation, argument, and criticism may become a leader because he is strong in conviction.

Conviction also makes a person operate at a higher level of intelligence than he would otherwise. With “convictional intelligence,”<sup>9</sup> many decisions are made by reflex because some options are not to be considered. This makes the person able to see what is right more quickly. Like knowledge or wisdom, the person without conviction is a fool.

- » Who is a great leader that you know personally? How does conviction give strength to his leadership?

Daniel and a few other Jews were in training for leadership in a foreign empire. It was important for him to do well and please the director of the training, but his convictions were tested when he realized that the food was wrong for a Jew to eat. Many people in a similar situation compromise their convictions if the convictions seem to lower their status.

The director of the training had already observed that Daniel had an excellent spirit. Daniel approached him tactfully, made his request humbly, and offered to try something different

---

9 A term used by Albert Mohler in *The Conviction to Lead: 25 Principles for Leadership that Matters* (Bloomington: Bethany House Publishers, 2012).

that would not cause risk for the director. God honored Daniel's faithfulness and gave him great success (Daniel 1:8-15).

## INTEGRITY

Conviction consistently applied to actions and attitudes is integrity. Personal integrity is to be consistent with yourself, to act according to your professed beliefs and values.

Without integrity you create expectations you cannot fulfill. Without integrity you may win an immediate response if people think you have integrity. A leader faces the temptation to polish a false image, allowing a discrepancy between what he is and what people think he is. But you must truly have integrity for people to follow long-term.

A lack of integrity appears in a lack of consistency. If a leader's actions and attitudes are not consistent with the values he professes, he has low integrity. A leader has low integrity if he is dishonest, has selfish priorities, shows friendliness only to people who can help him, follows impure desires, or has secret sins.

Achan thought that his sin was secret and personal. He did not expect it to affect anyone else. However, his sin resulted in the deaths of 36 men of Israel, then the death of his entire family (Joshua 7:24-26).

---

**"Happiness is when  
what you think, what  
you say, and what you  
do are in harmony."**

**Mahatma Gandhi**

---

There are no small sins for a leader. Any sin committed by a leader affects other people. Why? When a leader sins:

- He loses the spiritual purity and power he needs.
- He has less of God's blessing on his leadership.
- His discernment is distorted.
- His priorities are wrong.

These factors limit his leadership and affect the people he leads.

## CHARACTER

The true inner nature of a person is his character. John Maxwell described the importance of character by saying that a person needs to be "bigger on the inside than on the outside." A person's character should be greater than his reputation.<sup>10</sup>

---

10 John Maxwell, *Learning from the Giants* (New York: Little, Brown & Company, 2014), 40

Martin Luther King Jr. said, “People are often led to causes and often become committed to great ideas through persons who personify those ideas. They have to find the embodiment of the idea in flesh and blood in order to commit themselves to it.” This statement shows the importance of character. A leader must believe in his cause so much that his whole nature is consistent with the cause. This is the kind of leader that motivates others to great commitment.

Sometimes a leader with weak character wants people to follow his leadership while ignoring his private behavior. He thinks he can be immoral yet still function well as a leader. However, people are influenced more by a leader’s example than by his words. If his words contradict his example, listeners are confused.

---

**“Commitment  
is what transforms  
a promise into reality.”**

**Abraham Lincoln**

---

The leader’s personal character is the primary factor that causes others to commit to his vision. They may not understand all his reasons, but if they trust his character, they will follow him.

» Credibility means that a person is believable. What makes a person believable?

Sometimes a leader talks about beliefs and values that he wants his people to follow, but he does not embody those values. It benefits him if his people are devoted to certain values, such as service and honesty. However, he cannot effectively teach values that he does not demonstrate. If a leader embodies good values, he will attract people who share those values.

Character based on strong conviction is so important that it may make a strong leader even of a person who lacks natural ability. For example, Moses did not seem to have strong natural courage or leadership ability, but his relationship with God and love for the people were strengths that made the difference. His character was based on those values.

## **Aaron**

Aaron was the first high priest of Israel, while Moses his brother was the leader. While Moses was on Mount Sinai receiving the law of God, the people came to Aaron asking for religious direction.

Aaron knew that they wanted a visible idol, so he yielded to their request and made the gold calf (Exodus 32:4). Because of his weakness, the people worshipped the idol, giving it credit for delivering them from Egypt. Thousands of the people were killed by the judgment of God.

Aaron was not fit to be the leader because his convictions were weak. He followed popular opinion to keep his influence, even though he knew it was wrong.

## Adam

When Eve yielded to the temptation from the serpent, she took the fruit and ate, and gave some to her husband who was with her (Genesis 3:6). Genesis records the conversation between Eve and the serpent. Why did Adam not say a word?

The Bible tells us that he chose to sin though he knew it was wrong. He was not deceived like Eve was (1 Timothy 2:14). Adam listened to the temptation, but left the decision to Eve. Although he was responsible to lead, he chose not to lead but to allow something that was wrong.

A leader with weak character lets others make a decision because he does not want to insist on what he knows is right. He is willing for wrong to be done, but does not want to be blamed.

An iceberg is mostly concealed under water with only a small percentage showing. The part that shows could be compared to a leader's performance. The part that does not show could be compared to his character. Character is the most important and is the largest part of a person. Ironically, many people try to improve their performance while neglecting character. They may even compromise their character to make their performance look better.

Most leaders have early stages of obscurity. A leader may think that those years are not important because his accomplishments seem small. However, those years shape the future because the leader is becoming the kind of person that he will be. A young leader should use periods of difficulty and frustration to develop his character.

Sometimes a person in a high position has character problems, but ignores them. People who work for him may pretend not to see the character problems.

Character flaws affect leadership two ways. First, if a person has wrong character but strong competence, he will lead and people will follow; but he will lead to the wrong end. Strong, but ruthless leaders, like Joseph Stalin demonstrate this principle.

The second way bad character affects leadership is that it suppresses a leader's competence. If a person is undisciplined, does not keep commitments, is inconsistent, moody, destructively angry, etc., he cannot keep the best followers for long and cannot motivate the best efforts from anyone.

Robert Greenleaf wrote that

Gandhi taught that there are seven things that will destroy us. As we study them slowly and carefully, we see in a powerful way how each represents an end being accomplished through an unprincipled or unworthy means.<sup>11</sup>

These are those seven things:

- Wealth without work
  - Pleasure without conscience
  - Knowledge without character
  - Commerce without morality
  - Science without humanity
  - Worship without sacrifice
  - Politics without principle
- » Discuss the results of each of these failures.

A leader with weak character may become hypocritical in his social interactions (faking friendliness and concern), hypocritical in his spiritual leadership (faking spiritual zeal and emotion), professional in a worldly way (seeking worldly status), manipulative (influencing people to do things they would not do if they knew the facts), and lazy in his ministry role (failing to develop skills).

## REPUTATION

- » Do you care about your reputation? Why?

A person's reputation is what people think he is. A person's character is what he truly is. Sometimes a person's reputation is better or worse than his true character.

Some people say that reputation is unimportant, because only character matters. However, reputation is people's opinion of a leader's character. If people think his character is bad, he cannot lead, even if they are wrong in their opinion.

A leader must be careful about his reputation. He should not give people reasons to doubt his character. He may think that because everyone trusts him, nobody will think bad of him; but that is not true. Many people are quick to believe an accusation because they have already heard of so many leaders who have done wrong.

---

11 Robert Greenleaf, *Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness* (Mahwah, NJ: Paulist Press), 8

Two areas where a leader must be careful are: (1) management of money that is not his own and (2) relationships with the opposite sex. Accusations about these things spread rapidly, are quickly believed, and destroy respect for the leader.

When the Apostle Paul was planning to deliver money from one church to another he required representatives from the giving church to go with him. The reason was to demonstrate honesty. It is not enough for us to know that we are honest before God. We need to have policies that show everyone we are honest.

» What are some practical things you can do to be careful of your reputation?

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## **FIVE SUMMARY STATEMENTS**

1. Conviction is certainty about truth.
2. Strong conviction is necessary for strong leadership.
3. Integrity is conviction consistently applied to actions and attitudes.
4. The leader should embody the beliefs and values he wants his people to follow.
5. Reputation is what people think about your character.

## LESSON 6 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 6. Be prepared to write them from memory at the beginning of the next class session.



# LESSON 7

# PERSONAL PRIORITIES

## INTRODUCTION

Many people are busy but don't think much about what they are doing. They assume that there is no need to think about what they have to do.

- » What happens if a person does not think seriously about priorities?

Consider these statements:

- There are better things to do than the things we are doing.
  - There are better ways to do things than the ways we are doing them.
  - We could get better results than we are getting.
- » If these statements are true, how will we learn to do better?

According to John Maxwell, the common level of thinking is

- Too lazy to master the process of intentional thinking
- Too undisciplined to release the power of strategic thinking
- Too shallow to question the acceptance of popular thinking
- Too proud to encourage the acceptance of shared thinking
- Too self-absorbed to experience the satisfaction of selfless thinking
- Too uncommitted to enjoy the return of bottom-line thinking<sup>12</sup>

When you know your priorities, many decisions become easy. Priorities determine your goals and the way to reach your goals. Priorities enable you to recognize and choose from opportunities. A person who does not have clear priorities will be distracted by opportunities that do not relate to the right goals.

---

**“When your values are clear to you, making decisions becomes easier.”**

**Roy Disney**

---

---

12 John Maxwell, *How Successful People Think* (New York: Center Street, 2009), 82-83.

## FOUNDATIONAL CHRISTIAN PRIORITIES

» What are some priorities that every Christian should have?

For a Christian, certain values should guide personal priorities.

**First, your personal salvation and relationship with God are the absolute priority.** You should never consider anything that would compromise that value. This implies complete obedience to God.

John Wesley taught that we know certain things about the will of God for our lives. We know that God wants us to be good and to do good. Therefore, when considering any decision, we should choose the action that is consistent with being good and doing good. We should not put ourselves into situations where we are unlikely to remain holy in our heart and actions, or unlikely to accomplish good.

This principle applies to such decisions as where we live, where we work, whom we marry, what education we seek, what business we do, what church we join, what entertainment we choose, and what friends we have. For the Christian, the truth of God's Word and his will for us should be the foundation for every institution, not just for ministry organizations. A Christian should not operate a business that is contrary to God's Word.

**Secondly, God's call to a life of ministry has authority over you.** This means that God directs the course of your life. He may divert you from your goals to his goals for you. You must remember that you will find fulfillment only in God's will. You must not try to make God's will the part-time focus of your life, while you give your main focus to your own goals.

A man felt called to be a pastor, but he was not sure how he would support his family. He was offered a good job at the airport, and decided to take it. He was required to work on Sunday and could not attend church, but said, "This [work at the airport] is my church." He knew that he was not following God's call to be a pastor, but he did not have faith that God would provide if he left the job. He worked at the airport for thirty years. Finally, he retired with a monthly pension and decided to do something for God in his old age. Did he have the right priorities?

Jesus said, "My food is to do the will of him that sent me, and to finish his work" (John 4:34). What does it mean if the will of God is your food? Food is what satisfies you. Therefore, your food is what motivates you.

*The priorities described in this section are not necessarily listed in the order of their importance.*

**Another priority for the Christian is family.** The Bible tells us that a person who does not provide for his family is a reproach (1 Timothy 5:8). The leader's responsibility for his family is not only financial support, but also their spiritual nurture, and other needs.

Ministry work should be balanced with family needs. The will of God for you is not in conflict with your family responsibilities, because those responsibilities are part of the will of God for you. Sometimes people who have accomplished great things in ministry have not been good examples in the care of their family. A person who thinks he must neglect his family because of his ministry is wrong.

Joshua was the leader of a migrating nation that had been influenced by various religions. As they came to the land God had promised, it was time for them to make a commitment to God's covenant. Joshua told them to decide whether or not they would serve God, but he did not wait for a vote before making his own commitment. He said that whatever they chose, he and his family would serve the Lord (Joshua 24:15). This was strong leadership based on conviction. If the nation chose to serve a different god, Joshua would no longer be their leader; he was not willing to compromise his faithfulness to God. His courage and conviction influenced the nation to make the right choice.

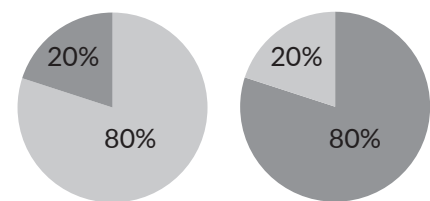
**A fourth priority is the local church.** The local church is the body of Christ and the fullness of God in the world (Ephesians 1:23). God equips the church to accomplish his purposes (Ephesians 4:11-13). By the church God will be eternally glorified (Ephesians 3:21). Therefore, a Christian should not think that his talents and ministry calling are independent of the church. If he is not a committed member of a church, he is not fulfilling God's perfect will for his life.

The above priorities are easy to say, but harder to apply and balance in the demands of life. Sometimes we get busy with the details of family, ministry, and business, hurrying without stopping to think about our priorities. Activity should come out of reflection. If you are too busy to stop and think, you are probably doing the wrong things. You may not be working according to the priorities you profess.

» Why is it difficult to follow your priorities consistently?

## THE PARETO PRINCIPLE

The Pareto Principle was named after Vilfredo Pareto, an Italian economist who noticed that 80% of the land was owned by 20% of the population. He noticed that 80% of the peas produced in his garden came from 20% of the pods. He saw that these percentages match many things. Other people have applied this principle to leadership, time, and business.



*The Pareto Principle*

- 20% of the salesmen in a company make 80% of the sales.
- 20% of the customers make 80% of the purchases.
- 20% of the customers make 80% of the complaints.

- 20% of medical patients use 80% of the medical resources.
- 20% of students take 80% of the teacher's time.
- 20% of church members do 80% of the work of the church.
- 20% of the church members give 80% of the financial support.

For most people, 20% of their efforts produce 80% of their success. Most people need to focus their efforts better. They need to spend more time on the most effective activities and less time on the least effective activities.

*Use a visual illustration to make sure this concept is understood. Draw a large square on a paper. Divide it into 20% and 80%. Do the same on another paper. Now illustrate by pointing from one sheet to another. Eighty percent of the people (pointing at a large section) in a company do 20% (pointing to the small section on the other page) of the work. Twenty percent of the people (pointing to the small section on the first paper) do 80% (pointing to the small section on the second paper) of the work.*

A leader who is too busy probably needs to stop doing some things. What can you eliminate with little loss?

Most pastors spend 20% of their time on 80% of the people, and 80% of their time on 20% of the people. The question is, are they focusing on the right people? Usually, we spend most of our time on the people with the most problems. We give the least time to the people with the most potential, because they are already doing well. We should invest our time in the people who respond the most.

- » Look at the papers with the squares again. 80% of your activities accomplish 20% of the results. 20% of your activities accomplish 80% of the results. List your responsibilities and tasks. Do some of your activities produce few results? What activities should you do more?

## THE BALANCE OF URGENCY AND IMPORTANCE

Some people are very busy and feel that they can never do all of their work. They take on every task that they see, and they feel that all of the tasks are necessary. They worry that they will disappoint people who are depending on them, but they cannot finish everything in time. They are often tired and stressed. They cannot take time for planning, training, and development, because they always have something urgent to do.

We need a balance between urgency and importance. A person's activities could be divided into four categories.<sup>13</sup>

---

13 This concept is adapted from Stephen Covey, *7 Habits of Highly Effective People*, (New York: KMS Publishing, 2011).

**Urgent and important things** take our attention easily. This category includes preparing a sermon, helping someone with a medical emergency, and raising money for immediate needs.

**Tasks that are urgent but not important** usually relate to responsibilities we have taken on that we should not be doing. Sometimes they are personal projects that are not related to ministry. They may be business activities that are not producing much or are taking too much time away from better priorities. These activities may be urgent because they have to be done in time, yet they are not important for what they produce.

URGENT and IMPORTANT	not urgent but IMPORTANT
URGENT but not important	not urgent not important

*Urgency & Importance*

**Activities that are not urgent and not important** meet no significant need. If they were not done, there would be no great loss. Sometimes they relate to programs that no longer accomplish what they used to accomplish.

**Activities that are not urgent but are important** are often neglected. These are things that are not finished quickly but have long-term value. Examples are academic study (as a teacher or student), various forms of training, building construction, and producing written materials. Because they cannot be finished today and will not benefit us today, we tend to focus on the things that are more urgent. A leader should invest time and resources in things that will have value in the future. As much as possible, this investment should happen daily.

Actions needed for the organization can be divided into two categories.

- **Development** takes the organization forward into new opportunities and growth.
- **Management** maintains present operations.

If a leader does not purposely focus on development, he will tend to give all of his time and attention to management. There is a wise saying: “The squeaky wheel gets the grease.” It refers to our tendency to give attention to problems that bother us right now.

Some leaders go from one problem to another, but never invest in the future. Organizations that are successful for a long time are usually ones that invest time and resources into research, development, and training. An organization that does not invest in the future will lose its effectiveness as situations change.

- » Each student should make a list of all of his activities and responsibilities. Then draw four squares like the chart above and divide the activities into the squares. Consider: What things are you neglecting that are important but not urgent? Do you waste time on things that are not important and not urgent?

## DELEGATION

A leader is responsible to make sure everything gets done, but he does not need to do everything himself. He should delegate responsibilities to others. It is still his job to make sure the work is done well. He should be constantly arranging training and development for team members and potential team members so they can do more in the future.

A task is not delegated because it is unimportant. It is delegated because someone else can do it or be trained to do it, and because it is not something that must be reserved to the role of the leader.

Some tasks cannot be delegated, because only the leader can do them. He represents the organization and speaks for it in a way that nobody else can. He also must be concerned about the future. He should see opportunities, dangers, and coming changes better than most other people do.

There may be specific tasks for which the leader has special abilities; therefore, he does not usually delegate those tasks. However, the leader should not keep tasks that can be delegated. Some leaders are never satisfied with the work of others, and want to do all the work so it is done well.

Some leaders try to do everything and do not like to delegate. When they do delegate, they watch the work too closely and make all the decisions. This is not good leadership. A good leader builds a team of people who invest their energy and ideas, set goals, develop methods, and participate in the decisions.

A good leader does not delegate only tasks; he delegates leadership. He allows others to lead activities. If he tells them exactly what to do and how to do it, he is not letting them lead.

As a leader sets his priorities, he should consider some questions:

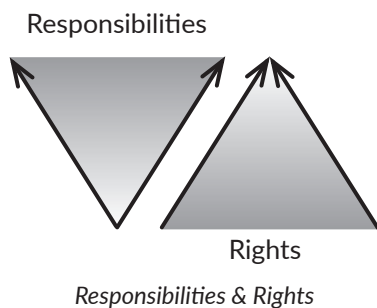
1. **“Who can help me?”** If there are many tasks that others can do but will not, you are not leading sufficiently.
2. **“What are the tasks that cannot be done without me?”** The leader should concentrate on those tasks. Examples are team development, vision forming, and long-term planning. These tasks do not have to be done by the leader alone, but they usually cannot be done without the leader.

## SACRIFICE

Some people think that the leader has many privileges. They think his authority allows him to do whatever he wants. The reality is that the leader sacrifices his rights so that the group can succeed. The leader is not successful unless the group is successful.

As a leader rises in position, his rights decrease and his responsibilities increase. For example, at the lowest level of a business, a person works certain hours, performs certain tasks, and is not blamed for things beyond his responsibility.

At the high levels of an organization, a leader works unlimited hours and must provide whatever is needed. He may have to give up many personal privileges. There are times when he wants to rest, but he sacrifices to serve the organization. Many leaders are called with problems at any time of the day or night.



As a person's responsibilities increase, he can make greater decisions in the organization; but he gives up personal privileges. This process has been illustrated with pyramids. At the bottom a person has a small amount of responsibility but many rights, because he can decide how much to commit. As he increases in responsibility, his personal rights decrease.

Consider the example of an athlete. A highly successful athlete may enjoy fame and wealth. However, he follows a strict diet, exercises, and practices his skill for hours every day. The life of a great musician is similar.

A person who prepares himself for occupations such as medicine or teaching at a high level must spend years in study. He cannot spend his time and money like others. He misses many entertainment and recreation events. He may even deprive himself of basic necessities to pursue his goal.

A person trying to start a business has to devote resources to that purpose. He cannot spend all of the money he earns. He invests for future profit. He does not spend money for things like his friends do. His friends may criticize him for his carefulness, but in the future he will have more than they do.

The person who will be a future leader should be investing in his future now. Sacrifice starts in the development stage. Choose to develop and invest in your future. Give priority to training, ministry practice, and time with leaders.

Your responsibilities may not seem important, but they develop your ability to work with people and give you the opportunity to build a reputation for reliability.

- » Discuss the following paragraphs. What do the statements mean? What are some applications?

---

**“The price of greatness  
is responsibility.”**

**Winston Churchill**

---



Sacrifice affirmation for accomplishment, security for significance, financial gain for future potential, immediate pleasure for personal growth, exploration for focus, and acceptable for excellent.<sup>14</sup>

Practice your priorities purposefully. “Before something can become a habit, it must first be practiced as a discipline.”<sup>15</sup>

The Apostle Paul described the commitment of an athlete. Athletes sacrifice because they are highly motivated to succeed (1 Corinthians 9:25-27). Paul makes the point that they are doing it for an earthly, temporary honor; we should be working for eternal reward. Our motivation is different than theirs, but it should not be less.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## FIVE SUMMARY STATEMENTS

1. Priorities determine your goals and the way you choose to reach your goals.
2. Priorities enable you to recognize opportunities and select from them.
3. You will find fulfillment only in God’s will.
4. A good leader does not delegate only tasks; he delegates leadership.
5. As a leader rises in position, his rights decrease and his responsibilities increase.

---

14 John Maxwell, *For Everything You Gain, You Give Up Something: Lesson #22 from Leadership Gold* (Nashville: Thomas Nelson, 2012)

15 Ken Blanchard and Phil Hodges, *The Servant Leader: Transforming Your Heart, Head, Hands, and Habits* (Nashville: Thomas Nelson, 2003), 85



## LESSON 7 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 7. Be prepared to write them from memory at the beginning of the next class session.
4. Before the next session, read 1 Samuel 13-15. What were the problems with Saul's leadership?



## LESSON 8

# LEVELS OF LEADERSHIP

### INTRODUCTION

This lesson is not about levels of official position. It is about levels of influence.

### THE LIMITED LEADER

Some leaders have limits on their development. These limits may keep a leader from being promoted to higher positions, or may keep him from doing well in his current position.

Below are some examples of imaginary leaders with leadership limitations.

Carl has personal problems (like finances or family relationships) that he cannot resolve. He cannot focus on the organization because of these problems. His work is often interrupted by a crisis at home.

Instead of leading, William blames others for failures in his organization, waits for others to make decisions he should make, and thinks he is not responsible to make the organization succeed. He explains that the failure of his organization is from factors he does not control.

Sally is unwilling to develop herself, denies her faults, and is angry at any question of her competence.

Martin is satisfied with his organization, does not see need for improvement, and will not consider any changes. His organization will become ineffective as the world changes.

Ronald thinks he is the only leader the organization needs. He expects everyone else to simply follow his directions. He does not want a team; he only wants helpers. He does not understand why people do not help him more.

Elvis started the organization as a way to benefit himself and show his personal greatness. He does not plan for the company to be great without him.

---

**“I am not afraid of an army  
of lions led by a sheep;  
I am afraid of an army  
of sheep led by a lion.”**

**Alexander the Great**

---

Paul has weak character. When he is under stress, he makes promises he cannot keep, spends money that was committed to someone else, misses appointments, and lies. His team is sometimes embarrassed by his reputation.

These leaders soon reach the limits of their potential. They cannot lead better until they confront and remove their personal limitations. If they are unwilling to change, their organizations cannot improve until these leaders are removed.

- » Considering each of the imaginary leaders above, ask this question, “How would \_\_\_\_\_ have to change before his organization can improve?”

## **SAUL – A LIMITED LEADER**

Saul started out well as king of Israel. He was humble and considered himself inadequate for the position. Some people even refused to recognize him as king.

After Saul’s first military victory, some people wanted to kill the people who had rejected Saul at first. Saul said that God had given a victory, and it was not a time for vengeance. It is sad that he did not keep this attitude for long.

Saul soon disobeyed God. When the prophet confronted him, Saul blamed the people, rather than taking responsibility as a leader (1 Samuel 15:21). The prophet told Saul that God would give the kingdom to someone who would obey.

Throughout Saul’s reign, he was desperate to hold onto power. He never repented and tried to regain God’s favor. He never accepted the fact that God was going to replace him. If he had repented, his soul would have been saved. He could have served as king until God brought the replacement, and he would have finished with honor. Some old, long-term leaders finish without honor because of the attitude they have in their last years, fighting for their position when they are no longer able to lead well.

In one day of battle, Saul said, “Nobody is allowed to eat until the battle is over, so I can have revenge on my enemies” (1 Samuel 14:24). The command was unwise, because after hours of fighting everyone was exhausted. The command also shows his focus on self. In his mind, the battle was for him personally.

Saul was so insecure that he could not admit a mistake. He almost executed his son Jonathan because he unknowingly disobeyed a command, even though Jonathan’s actions brought a great victory.

In another war, Saul was waiting for Samuel to come and offer a public sacrifice and pray for God’s help. Days passed, and many of Saul’s men were leaving because of fear. Saul decided to do the sacrifice himself, though only a priest was authorized by God. During the

ceremony, Samuel arrived. He rebuked Saul, but Saul urged him to finish the ceremony so that the people would not know anything was wrong (1 Samuel 15:30). Saul was more concerned about the opinion of the crowd than the approval of God.

Saul was jealous of the success of others, especially of David. He spent much of his time and resources hunting David, even though David did him no harm.

He was suspicious and complained about the disloyalty of his people. Because of his suspicion, he believed lies about other people (1 Samuel 24:9). He listened to the wrong advisors. He complained that everyone was against him and that nobody provided him the information he needed (1 Samuel 22:8).

Jonathan, Saul's son, was very different from his father. He realized that David would become the next king and accepted that fact. Saul could not understand why Jonathan did not hate David. Jonathan and David were strong friends. Jonathan had faith in God that gave him confidence to accomplish great victories even after Saul had lost his faith. Sadly, Jonathan was killed in battle because of his father's mistakes.

Saul was at war all of his life. Whenever he saw a man who looked strong, he forced him to join his army (1 Samuel 14:52). This meant that he was constantly imposing his will on everyone without concern about their needs. He never thought that he had enough help. This caused people to avoid Saul.

We see a great contrast between Saul and David. David attracted heroes, but people avoided Saul. David's men had such love for him that some risked their lives to bring him water from a place that he loved. Saul often complained that his people were not loyal enough, but he distrusted David, one who was absolutely loyal.

## JOHN MAXWELL'S DESCRIPTION OF LEADERSHIP LEVELS

John Maxwell described levels of leadership influence.<sup>16</sup> These levels do not refer to levels of position. A person in any position might be at any of these levels of influence. An exceptionally good leader will rise through these levels over time even if he stays in the same position.

### 1. Positional Leadership

A person's leadership may begin with a position. Many people in positions assume they don't need to do anything further to become leaders. They

---

**"Responsibilities are given to him on whom trust rests. Responsibility is always a sign of trust."**

**James Cash Penney**

---

16 The explanations of these levels are not all from Maxwell's writing.

do not realize they need to earn the confidence of their people. Leaders in defined positions tend to depend on authority to get cooperation. They may depend on incentives like payment and punishments rather than persuading people to share their goals. This style of leadership is common but rarely achieves the best possible results.

A leader in a new position should show that he understands the history and culture of the organization. He should not propose ideas and change things without showing that he appreciates what has been done before. He should show that he shares the values of the organization.

The leader should make sure people have what they need to do well in their positions. He should do more than they expect him to do for the responsibilities of his position. He should make some changes that most of his people recognize as good.

## **2. Permission Leadership**

This level refers to “permission” because the people now want to follow the leader. The leader reached this level by developing relationships with his people. He showed personal interest in their lives, instead of just the job. He protects them from mistreatment by the organization. He finds ways to help them succeed personally.

## **3. Production Leadership**

When the leader is at the third level, people follow not just because of relationship, but because of good results. The leader’s actions are helping them achieve goals, so people cooperate because they like what happens through him. Because of the leader, the organization is succeeding, and people are succeeding personally. At this level, the leader is communicating the goals, setting a course, and maintaining accountability for his own actions and the actions of his people.

## **4. People Development**

The fourth level is people development, where some of the people are becoming leaders with a personal connection to the leader. They believe in the results he gets, they have a personal relationship with him, and they are experiencing personal fulfillment. At this level, the leader should be investing in the top 20% of his effective people. He should be building a group of people who help him lead.

## **5. Personhood**

The fifth level Maxwell calls “Personhood,” because the leader has become a known figure that people follow because of who he is. He is known to be a leader by reputation and people follow him even before they have a personal connection with him.

## Conclusion

A leader will not be on the same level with all of his people. For example, some of his people may follow simply because he is in a position of authority (positional leadership), while others cooperate because they see that his leadership gets good results (production leadership).

A leader should evaluate his own level and realize what he needs to do to go to the next level. He should not be satisfied to stay at the level where he first experienced success. For example, some leaders are satisfied to stay at the second level, where they are liked by the people they lead. A leader should always aim for a higher level of leadership.

## LEAVING

Sometimes a developing leader moves from one organization to another. Even a mature leader who has served in a place for a long time may move.

How can a leader know when it is right to leave?

Sometimes a ministry leader knows that God is calling him to another place of ministry. God is able to reveal his will clearly. A person should not rely only on an inner feeling; there should be confirmations of God's direction. Usually if God is directing a change, he will make special changes in the circumstances or provide in a way that confirms his direction.

There are also other things to consider when deciding whether or not to leave.

- Don't leave because you are unwilling to submit to authority.
- Don't go to a new position because the pay is more.
- Don't go to an organization that will require you to compromise your beliefs or ethics.
- Don't violate family priorities for the sake of a promotion opportunity. Provide a good church and school environment for your family if at all possible. The move should be good for your family.

A new position should have expanded potential for leadership development. The new position should match your abilities and potential niche.

Try to keep a good relationship with the people you are leaving. Even if you think they have done wrong to you, don't make harsh statements to them. As time passes, they may remember your qualities and forget your faults. You will probably have contact with them again, and they may be able to help you in the future. Don't make enemies.

### *A bad example...*

Demas traveled in ministry with the Apostle Paul. He was part of a missionary team that carried the gospel into strange new places, seeing miracles and thousands of conversions. New churches were begun, forming a network in every large city.

Sadly, Demas did not realize the wonderful opportunity he had. Paul said, “Demas has left me, because he loves this present world” (2 Timothy 4:10).

## **JIM COLLINS’ DESCRIPTION OF LEADERSHIP LEVELS**

We looked at Jim Collins’ description of the levels of leadership in the lesson on servanthood (Lesson 5). In that lesson, we studied the special characteristic of the Level 5 Leader.

In this lesson we will look at the differences between the levels. Here is Collins’ description of the five levels of leadership. The wording has been revised and explanation has been added.

### **Level 1: A Highly Capable Individual**

This person produces well because of talent, knowledge, skills, and good work habits. This person may not be in a leadership position, but he has influence because his work is good.

### **Level 2: A Contributing Team Member**

This person helps a group accomplish its goals and works well with the group. He may not be the leader of the group, but he influences it by his participation.

### **Level 3: A Competent Manager**

This person organizes people and resources to accomplish the goals. He did not set the goals, but accepts the goals that were set by a leader. He administers the resources that are available and works in his organization.

### **Level 4: An Effective Leader**

The leader helps the people of the organization develop and share a vision. He helps them set goals. He motivates them to commit and put energy into achieving a clear vision. He does not simply manage what is there. He takes responsibility for the success of the organization by recruiting help, finding resources, and revising the purpose.



### **Level 5: A Level 5 Executive**

This person has the characteristics of the Level 4 Leader, but also has one more very important characteristic. Because of his dedication to the organization, he has personal humility and determination. He builds the institution to have long-term greatness.

## **DAVID – A LEADER WHO EXCEEDED THE LIMITS**

David excelled in many roles. He was a shepherd, song writer, singer, harp player, worship leader, prophet, fighter, general, and king.

David was the youngest in a large family. It is rare for the youngest son to become a great leader. His family did not expect leadership from him, but God chose him.

David's first work was as shepherd. This did not seem like an important job, but it prepared him for more important things. His sense of responsibility was so great that he did not run from danger. He depended on God for the power to fulfil his responsibilities and killed a lion and bear with God's help.

Like every potential leader, David was being trained before he knew that he was experiencing training. His victories developed him into a person with confidence in God. He became a leader who would not let fear stop him from doing his job.

Imagine how David's life would have been different if he had been less serious about protecting the sheep. He would have run when the lion or bear came. Later, when he heard Goliath's challenge, he would have had no idea of facing the giant.

God sent Samuel to anoint David. The anointing meant that God had selected him and that God would give special help for him to fulfil the calling. When David's father was surprised that Samuel had not chosen one of the older brothers, Samuel said, "Man looks at the outward appearance, but God looks at the heart" (1 Samuel 16:7). Many times God has surprised people with the person he selected for leadership.

The great challenges that came to David in his early life were opportunities. However, only a person with David's attitude would have recognized the opportunities. Thousands of men heard Goliath's challenge, but only David saw it as an opportunity. He was motivated by the offer of reward, but even more he fought for the glory of God. He said, "How can it be that this Philistine is defying the army of the living God?"

Leadership is influence. On the day David killed Goliath, he was the real leader of the army, because the army moved after his victory. His victory made them believe that they could have victory.

David became a soldier for Saul. He behaved wisely and his influence increased (1 Samuel 18:14). Even though Saul was a failing leader who treated David unjustly, David was loyal. This was a period that further developed David's character. Often a potential leader with strong abilities is treated badly by a failing older leader. The young leader is tempted to be impatient and try to take respect away from the older leader.

When Saul tried to kill David, David hid in the mountains. Many men came to join him, because conditions were so bad under Saul (1 Samuel 22:2). Though Saul considered them outlaws, they did not become robbers. They continued to fight the enemies of Israel, even though Saul considered them enemies and spent much time hunting them.

David helped to protect farmers and ranchers from robbers (1 Samuel 25:14-16). At one time he sent men to ask for food from a ranch they had protected. Naboth the owner was disrespectful, said they were servants who had left their masters, and gave them nothing. David was angry and took men to kill Naboth. On his way there, he met Abigail, Naboth's wife, who came to make peace. She reminded him that until this time he had never done violence for himself. She said, "Someday you will be king. Don't do something that will ruin your reputation as a just man" (1 Samuel 25:30-31). David listened to her advice.

David had already been anointed to be king, yet for a long time it seemed that it would not happen. He was tempted to try to take power by force, but instead he waited and trusted God. Because of his humility and trust in God, David became a great leader.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## LESSON 8 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Learn the five levels of leadership described by Maxwell and the five levels of leadership described by Collins. Be prepared to write them from memory at the beginning of the next class session.
4. Before the next session, read 1 Kings 12. Two leaders are described here. Write about the faults of these two leaders.



## LESSON 9

# CONNECTION AND ENGAGEMENT

### INTRODUCTION

The coaches of sports teams understand that talent is not enough. The team members must be motivated to do their best. It is an important part of a coach's job to talk to the team and inspire them to make their best effort. The crowd of spectators cheers the team because encouragement helps the players do better. If a team member simply learned the skills and did his job to be paid, that would not be enough to achieve victory.

This principle applies not only to sports, but to every organization. The success of an organization depends on the commitment of the people involved. True commitment means that they commit their abilities and minds to make the organization succeed.

Commitment put into action is "engagement." A person who is engaged is connected, involved, and committed.

### ILLUSTRATIONS OF ENGAGEMENT

*Below are several short stories about how a person did more than he was required to do for the organization. After each story is the question "Why?" The group should discuss possible reasons that the person in the story did what he did.*

George worked for a business that sold lumber from a large yard. His job was to help customers load their trucks. He noticed a stack of boards in the yard that had fallen over. After helping a customer, he went and stacked the boards neatly, even though the boss had not told him to do it. Why did George do this?

Michael played basketball for a professional team. During a game he started to make a shot at the basket but was not in a good position. He quickly threw the ball to another player who was in a better position to score. Why did Michael not try to score himself?

Pyotr worked at a gas station, putting gas into cars for customers. When there were many customers, Pyotr literally ran to the next customer to save time. Why did Pyotr run?

On Sunday, Harold noticed that the roof of the church had been damaged by a falling tree. On Monday, Harold bought materials and came with his tools to fix the roof. Harold did not own the church building and did not get paid to do this work. Why did Harold fix the roof?

Elaine worked in a grocery store as a cashier. One afternoon as she was going to take her break, she saw that some cooking oil had been spilled in the floor. Instead of taking her break, she cleaned up the spilled oil. Why did Elaine give up her break to clean up the spill?

Carl was a church deacon and Sunday school teacher. One Sunday morning he arrived at the church early and found that the toilet had not been cleaned. He cleaned the toilet before the rest of the congregation arrived. Why did Carl clean the toilet?

If only the owner of a business cares about its success, the business will not do well. If only the pastor of the church wants the church to succeed, the church will fail. If only the coach wants the team to win, the team will lose.

## UNDERSTANDING ENGAGEMENT

For a person to be engaged means that he will do his best, not just what is required. He will use his abilities and his ideas for the organization. He is not limited to a scheduled amount of time and a specific task. Not only his hands, but his head and heart are involved.

» What do you think the following quotation means?

When the heart, head, hands, and habits are aligned, extraordinary levels of loyalty, trust, and productivity will result.<sup>17</sup>

Sometimes leaders assume that people will work well because they are under authority or because they are being paid. The fact is that people work best when they feel a personal commitment to the organization.

An organization that depends on volunteers can do very little without people who are engaged. People will not commit their time and resources unless they share the goals of the organization.

The people of an organization are not all at the same level of engagement. They may be at many different levels.

The leader appreciates people who are highly engaged and depends on them. The leader may not understand why some people are not engaged, but his job is to raise their engagement level.

---

17 Ken Blanchard and Phil Hodges, *The Servant Leader: Transforming Your Heart, Head, Hands, and Habits* (Nashville: Thomas Nelson, 2003), 15

A leader should spend a significant amount of time raising the engagement level of his people. That is one of the leader's most important jobs, and nobody else can do it as well as he can. The leader is either increasing people's engagement or hindering it.

Churches have people with money that they do not give. Organizations have people with time, but they are not available. Businesses have employees with ideas that they do not share.

Sometimes pastors look for someone outside of the church to help or to support financially. However, they have people in the church who are able to help and do not, and people in the church who are able to give and do not. The problem is a lack of engagement. The people of the church do not feel that the church is their own. Engagement is a demonstration of connection: the people will not engage unless they feel connected/identified with the organization and leader.

Consider the example of a family. Members of a family help each other in many ways without expecting specific rewards for the things they do. Why do they do it? Because they are part of the family; they are connected.

If the people of an organization are not giving and doing what they can, they do not feel connected. If a person feels connected, the organization's goals are his goals, the organization's needs are his needs, and the organization's success is his success.

Leaders sometimes do not recognize a lack of engagement. They think that their people need training, but training is not the solution for someone who is not doing what he could. The problem is that he is not connected.

## **SIGNS OF A LACK OF CONNECTION IN THE ORGANIZATION**

- Leaders have difficulty recruiting members for responsibilities.
- Members feel uninvolved in decisions.
- Members leave easily when there are problems.
- Members criticize their own organization to outsiders.
- Members are not concerned about the organization's success.
- Members distinguish the organization from themselves.

A member who does not feel connected talks about the organization as if it were a distinct entity separate from its members. He talks about what the organization should do. He uses the term *they* instead of the term *we*.

Leaders in an organization that is not well connected put a distance between themselves and the people of the organization. They are difficult for the people to reach, even for communication. The leaders keep their work a mystery that the people cannot understand. They do not want to hear suggestions or complaints.

When an organization is like this, the will of the leader is the only recognized reality; all other facts are ignored as people survive by hiding their mistakes. People fear information and truth when they do not feel connected to the leadership.

Small tribes and cliques may develop in an organization that is not connected. Cliques are formed by people who protect each other from changes and from leadership. When people feel danger within the organization, they focus on their personal problems instead of the challenges of the organization. When dealing with rivalries, they are unable to focus on positive, selfless achievement.

---

**“The spirit of envy  
can destroy; it  
can never build.”**

**Margaret Thatcher**

---

Sometimes the meetings of the organization show that members are not connected. People stay away from meetings if

- They think that the meeting is not important for the operations.
- They don’t think their own participation makes a difference.
- They don’t share the goals of the leaders and don’t want to be involved.

Some organizations lose young people who could become leaders because they see that they cannot become part of the established administration. The leaders hold their positions by keeping connections with influential people and do not give opportunities to people who are not connected. Young people with abilities may go to other organizations that allow them opportunities.

Other churches may copy your methods and programs, but people usually do not leave an organization if they feel connected.

That means that your only real competitive edge is your relationship with your people... The one thing your competition can never steal from you is the relationship you have with your people...<sup>18</sup>

## EXAMPLES FROM SCRIPTURE

When the young Rehoboam became king, the old men advised him to serve the people. “If you serve them, they will serve you” (1 Kings 12:7). They said that he should connect with the people by showing that he cared about their needs. Then, the people would see that the kingdom was for them, and they would be loyal to it. They would share the goals, problems, needs, and work of the kingdom.

---

18 Ken Blanchard, Thad Lacinak, and Chuck Tompkins, *Whale Done: The Power of Positive Relationships* (New York: Free Press, 2002), 58



Rehoboam thought that his position was enough. He thought that his authority meant that he did not have to ask for engagement. He said he would rule strictly without concern for the people.

Most of the people separated from Rehoboam. They said, “We have nothing in this king; we will take care of ourselves and leave him to himself” (1 Kings 12:16). People who do not feel connected in an organization care about their own needs and not the goals of the organization. Even if they do not leave, they work only for their own goals.

Rehoboam’s response was to try to use authority. He did not try to understand their needs. He sent a tax collector, but that did not work. He planned to send the army, but God stopped him. The kingdom was never united again.

Jeroboam was a rebel who tried to get people to be disloyal to Solomon. He did not succeed and went to Egypt to avoid being killed. After Solomon died, Jeroboam came back to Israel to see if there was an opportunity for him to take power. He led a group of representatives from the tribes to talk to the new king, Rehoboam.

Rehoboam foolishly told the people that he would treat them severely, assuming that they had no choice but to obey him (1 Kings 12:13-14). The people were angry, and Jeroboam was able to separate ten tribes. Jeroboam led the people into idolatry so that they would not return to Jerusalem to worship (1 Kings 12:26-28).

In this situation, who was the good leader, and who was the bad one? Both were bad. Rehoboam’s foolishness gave an opportunity to a scheming leader with bad character.

Jeroboam was willing to do anything to get power for himself, including taking people away from the worship of God. Many ministry leaders still use the dissatisfaction of people to build their own influence; they often use dishonesty, encourage gossip and disloyalty, and teach false doctrine.

## HOW TO BUILD CONNECTION

Connection is done with individuals better than with crowds or through programs. A leader who wants to build his personal connection with his people should start with the simple principles of friendliness. He should compliment their qualities. He should make conversation about things not relating to the work. He should show interest in their families and personal situations. He should treat them with respect and show that he values them.

Never write anything to anyone, even in a personal letter, if you would not want it to be published or quoted. You do not know who might see it. Remember when speaking to people in conversation that your words might be quoted to others. Don’t say things that you would be embarrassed to explain to other people later.

Some leaders want to impress their people so that people will want to follow them. But, for building connections, it is more important to be impressed by your people, than for you to impress them. There is an old saying: “They don’t care how much you know until they know how much you care.”

Many leaders are weak in their listening skills because they think they already understand the situation, know what needs to be done, and are ready to convince others. People do not engage if their opinions are not valued. By failing to listen and appreciate input, a leader devalues his people so they don’t give their best.

Sometimes people in an organization have strong feelings. They speak with anger or frustration. A leader might make the mistake of trying to give them directions while they simply feel the need to express their feelings.

Stephen M. R. Covey explains:

- Generally, as long as a person is communicating with high emotion, he or she does not yet feel understood.
- A person will usually not ask for your advice until he or she feels understood. To offer advice too early will usually only stir up more emotion—or cause someone to simply ignore what you say.<sup>19</sup>

Next time you are in that situation, try this: instead of trying to change the mind of the emotional person, listen. Show that you understand by affirming their feelings (“You feel frustrated because...”) even if you disagree with their opinions. You will see them start to calm down and, eventually, start to listen to you because they think you understand them. Until they think you understand, they don’t think your opinion matters.

Lead by asking questions—not to manipulate, but to understand and stimulate thinking. If people who could help are not helping, questions will help them engage. If they share your values, you can get them to help you accomplish the goals. Ask,

- “What do you think we could be doing better?”
- “What do you think we should be trying to do?”
- “How could we do a better job at \_\_\_\_\_?”

As they help you with ideas, they will also want to help with the work. People don’t want to help if their ideas are not appreciated.

If you think a person’s idea is good, he will think you are intelligent. The leader must have a means of welcoming complaints and negative information. People do not communicate

---

19 Stephen Covey, *The Speed of Trust: The One Thing that Changes Everything* (New York: Free Press, 2006), 213

unless they feel that it is safe. If they think they will be punished for disagreeing, they will not give their opinions.

Engagement is helped with the custom of having meetings before a big meeting. Before you have a meeting with everyone to propose a change, talk to individuals and small groups to get their opinions and explain your plan. Ask them what they think, and listen carefully. Answer their objections so that the objections will not come up in the main meeting. People in the main meeting should not be surprised at the leader's decisions. They should know what to expect.

Leaders should not usually surprise people with their decisions. If the people of the organization are often surprised by what their leaders do, the leaders are not explaining well their values and how they plan to support the values. Trust in the organization becomes strong if people feel that decisions will not be made suddenly without their understanding. They will share the vision if they get to discuss it and influence it before it is promoted.

The leader should give people access to the same information that motivates him. They cannot share his goals unless they are motivated by the same information.

## **SERVING CUSTOMERS**

- » Does a church have customers? Does the concept of serving customers apply to ministry?
- » A student should read 1 Peter 5:2-4 for the group.

God gives pastors the job of serving the people of the church. We are to discern their needs and care for them like a shepherd cares for his sheep.

As church leaders, we should study principles of serving customers—not from the priority of making a business succeed, but from the priority of meeting the needs of people. Our priority is to fulfill the task God has given us.

Every organization—whether business, ministry or another kind—exists to meet the needs of people. Therefore, every organization needs a clear service vision. Some principles work the same way for either a business or a ministry.

The service vision and values should be clear so that everyone in the organization is focused on what is important and will know what behaviors are expected.

Great companies realize that their most important customers are their own people: employees and managers. If leaders take care of their people and encourage them to bring their brains to work, the people will go out of their way to take care of the

customers. Customer loyalty is what you get when you create a motivating environment for your people.<sup>20</sup>

Many people accept low-quality service without complaining because they do not expect it to be better. That does not mean that they are satisfied. If a better option comes along, they will quickly switch to it. Therefore, a leader cannot assume that everything is okay just because people are not complaining.

If people are leaving a church or other organization for trivial reasons or even without a reason, there is a lack of satisfaction. The leaders should not wait to hear complaints.

Consistent excellence requires a training program and constant improvement. Consistency is important because if you create high expectations but fail to fulfill the expectations, people are disappointed.

Service begins with ordinary friendliness. To be friendly to someone means to treat him as a person, not just as a business encounter. When you converse with them about something that is not related to the transaction, they feel that they are interacting with you in a friendly way.

Beyond friendliness, give attention to the needs of people. Try to see a need and help in a unique way beyond routine services.

Obviously, an organization cannot provide everything for everyone, but it should meet certain needs in an exceptional way.

Consider:

- What kind of people do you want to attract?
- What do you want to accomplish?
- What needs should you meet?

A leader should imagine what perfect service would be, then develop and correct his understanding by talking to the people he serves.

- » Consider your organization. What kind of people do you want to attract? Whose needs should you meet?
- » Think about the kind of people served by your organization. What are they looking for when they come to you? What could you offer beyond their expectations?

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

---

20 Ken Blanchard, Kathy Cuff, and Vicki Halsey, *Legendary Service: The Key is to Care* (New York: McGraw-Hill, 2014), 5

## **FIVE SUMMARY STATEMENTS**

1. People work best when they feel a personal commitment to the organization.
2. A leader should spend time raising the engagement level of his people.
3. If the people of an organization are not giving and doing what they can, they do not feel connected.
4. The leader must have a means of welcoming complaints and negative information.
5. Leaders should not usually surprise people with their decisions.

## **LESSON 9 ASSIGNMENTS**

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 9. Be prepared to write them from memory at the beginning of the next class session.
4. Before the next session, read 1 Corinthians 12.



# LESSON 10

# TEAM BUILDING

## INTRODUCTION

*Ask the group to discuss the statement below. What does it mean? Is it true? Why is it important?*

Nothing significant was ever achieved by a person acting alone.

» What is a team?

The team is not just a group of followers. A team is a group united by a big goal, common values, cooperation, and accepted leadership.

Start thinking about who your team is. The team is not the whole church. The team is not only people in official positions.

## WHY YOU NEED A TEAM

Teams have more resources, ideas, and energy than an individual. Teams maximize a person's strengths and protect his weaknesses. The leader should make sure that people have the right responsibilities and positions so that their strengths have maximum effectiveness and their weaknesses are minimized.

Teams provide several perspectives on how to respond to a situation. Woodrow Wilson, former President of the United States, said, "We should not only use all the brains we have, but all that we can borrow."

If your goals can be achieved by you alone, your goals are small. Large goals require a good team with good leadership. The larger the goal, the better the team must be.

John Maxwell uses the illustration of mountain climbing to describe the need for a strong team.

---

**"No man will be a great leader who wants to do it all himself or get all of the credit for doing it."**

**Andrew Carnegie**

---

He calls it the principle of Mount Everest.<sup>21</sup> As the challenge gets greater, the need for teamwork becomes greater.

To achieve a great dream, you must have a great team. A dream team is creative, united, flexible, motivated, complementary, determined, and experienced.

The team must be appropriate to the dream. It is unrealistic to say that a team can accomplish something great if it is not a great team. You must develop the team and develop an appropriate dream to achieve. You should work on team development before developing the dream.

## ASPECTS OF A STRONG TEAM

A team is not strong just because it has strong individuals. Individual talent will not make a team great until the members cooperate. A team is a group that is united by a big goal, common values, cooperation, and accepted leadership.

- If the members have their own goals that interfere with the goal of the team, the team will not be strong.
- If the members hold differing values, the team cannot be strong for long term.
- If the team members do not cooperate to compensate for individual weaknesses, the team is not strong.
- If the members conflict because they do not follow the same authority, the team is not strong.

Some styles of leadership will not build a team. If a leader simply wants help with his goals, works alone so well that other people's efforts don't seem needed, or always makes decisions so that discussion is not needed, he will not build a team.

The Apostle Paul used the illustration of the physical body to describe the unity of the church in 1 Corinthians 12. Self-interest is a problem when members do not submit their own interests to the goals of the team. Self-interest causes envy and pursuit of position for the wrong reasons. Self-interest causes unhealthy rivalry between members.

Another problem is when members feel that they can achieve their own goals alone without help from anyone else. There is also the problem of members wanting to be like other members instead of filling their special place.

---

21 Other principles from John Maxwell in this lesson include the "weakest link," "spoiled fruit," and "the bench," though the wording and explanations of the principles are not the same.



## THE PRINCIPLE OF THE WEAKEST LINK

The strength of a chain is only as great as the strength of its weakest link. Likewise, a team's strength is limited by its weakest member.

Each member of the team has a role that affects the work of the other members. If a member is failing in his role, he lowers the effectiveness of every other member by failing to do the work that helps them. The ability of a fast worker has no value if he must wait for a person who is slow.

Some kinds of work can be done by people who do not have specific roles. In those cases, the principle of the weakest link does not apply. For example, if you are trying to push a truck that is stuck in the mud, all the helpers can push together, and the strongest one is not limited by the weakest one.

A similar situation would be harvesting a field. Slow people do not hinder the fast people; and if you need more help, you can add more people.

The principle of the weakest link applies to situations where individuals fill necessary roles. For example: If several brick layers are waiting for a man to mix mortar, no one can work because he is slow.

In most organizations, there are several people in unique positions. Each one does a job that is necessary for the others. If he does not do his job well, everyone is affected. The problem cannot be solved by simply adding more people to help because others cannot do the job for him.

There is an illustration called "the bottleneck." When a bottle or jug full of liquid is turned over, the liquid does not immediately fall out. The flow is limited by the size of the neck. Similarly, in many organizations there are activities and programs that are slowed down because they must wait for a certain person to do his job.

If a person cannot fulfill the responsibilities of his position

- Other team members cannot perform as well.
- Other team members begin to resent the weak link.
- The team loses confidence in the leader because he fails to correct the problem.
- The team lowers its expectations of what it can accomplish.

A person who is a weak link in the team must be moved to a different position so that he does not limit the team.

- » What other kinds of work can you think of that could illustrate the bottleneck?

## THE PRINCIPLE OF THE SPOILED FRUIT

When a piece of spoiled fruit is put into a basket with other pieces of fruit, the other pieces will soon spoil. This phenomenon illustrates the effects of attitude. Good attitudes and bad attitudes affect others, but bad attitudes affect the most.

When recruiting a team member, look for attitude more than ability. A person with the right attitude can be trained and motivated, but a person with a bad attitude cannot. Don't recruit a person with a bad attitude and think that you can change him. A person on the team with a bad attitude must be removed if he does not change.

---

**“We cannot solve our problems with the same thinking we used when we created them.”**

**Albert Einstein**

---

## Recognizing the Habitual Troublemaker

Troublemakers try to get respect and a sense of importance by attacking people in leadership (not just the top leader). They may choose one person to attack repeatedly. They are destructive to individuals and organizations. The leader must learn to recognize them and protect others from them. A troublemaker may cause some of your best helpers to quit.

Characteristics of a troublemaker:

- He has a record of previous destruction.
- He is currently doing damage.
- He refers to anonymous allies when he complains.
- He criticizes the previous leader while praising the new one.
- He seems to befriend the new leader quickly.
- He praises you too much.
- He likes to catch people in errors.
- He has never stayed with a church or institution long.
- He lies.
- He is aggressive and can be vicious.
- He likes to show his money.
- He will do unchristian things for his cause.
- He goes by his own agenda and cannot be accountable.
- He likes to provoke others to anger or frustration.
- He talks about his difficult past that made him strong.
- He resents any disagreement.

## THE PRINCIPLE OF THE BENCH

A sports team has many more players than the number that play in a game. Coaches replace players during a game to bring in different abilities and to let their best players rest. The bench includes players who are available to play. Some of them are young players who are still developing.

An organization must continually work to extend the team. There should be young leaders in development. There should be people with special abilities coming onto the team.

The bench in an organization is like the bench for a sports team. Often, the people on the bench are less experienced and are developing. The organization's bench includes people with additional specializations.

Don't just fill the necessary positions of the team. Keep building the extended team. Look for people who show potential and commitment. Let them help. If they do well, give them responsibilities.

- » What are some ways to extend the team for a local church? Describe a role and a type of person that could be added to the bench.

## HOW TO RECRUIT TEAM MEMBERS

A good team will attract good members. Consider the kind of people who are attracted to your team. Who is joining? Who is leaving? The changes show whether your team is getting stronger or weaker.

Team members help for a variety of reasons—including personal connection with others, good will, fervency for the cause, and the desire to do something important.

Look for passion when recruiting, rather than assuming that you can motivate passion later. Earlier, we studied the Level 5 Leader. This is a person who has ambition for the institution to succeed and is not selfishly motivated. The leader should have this ambition and should look for others who share it.

Ask for the opinions of people who can help the team. Listen to them, invite them to participate, delegate responsibility to them, and then expand their roles.

For everything you do, ask yourself, "Who could help me?" Develop and depend on a small group of people who have abilities and a special relationship with you.

- » How would you describe a conversation between a leader and a potential team member? How can the leader get his interest?

## STEPS TO TEAMWORK

1. Make the decision to build a team—this starts the investment.
2. Gather the best team possible—this raises the potential.
3. Pay the price to develop the team—this ensures growth.
4. Do things together as a team—this makes a community.
5. Empower members with responsibility and authority—this builds leaders.
6. Give credit for success to the team—this lifts morale.
7. Watch to make sure the investment is paying off—this brings accountability.
8. Create new opportunities—this stretches the team’s abilities.
9. Provide what they need to succeed—this gains the best results.

## A LESSON FROM SCRIPTURE

Absalom was a son of King David. He was handsome and popular in the nation. When people came to the capital with problems, he said, “If I were the king, I would help you.” People began to feel that everything would be better if Absalom were king (2 Samuel 15:3-4).

Absalom could have used his abilities to help the king solve problems. Instead, he caused disloyalty. Because the king did not arrange a system for knowing and solving the problems of his people, there was an opportunity for someone to cause disloyalty. Every leader should make sure that people have a good way to communicate their concerns.

Thousands of men joined Absalom’s rebellion, even some of David’s close friends. Absalom was willing for people to die for his ambition. His priority was not the benefit of the people but his own status.

## DEVELOPMENT OF TEAM MEMBERS

The leader should consider what kind of leadership and supervision each team member needs. John Maxwell says:

- The enthusiastic beginner needs direction.
- The disillusioned learner needs coaching.
- The cautious completer needs support.
- The self-reliant achiever needs responsibility.<sup>22</sup>

---

22 John Maxwell, *17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team* (New York: HarperCollins Leadership, 2001), 50

When recruiting for a position, consider what kind of person the position needs. Maxwell described these types of people:

- An up-front or a behind-the-scenes person
- A generalist or a specialist
- A producer or a maintainer
- A people person or a paper person
- A leader or a supporter
- A veteran or a rookie
- A creative thinker or an abstract thinker
- Someone needing constant supervision or someone needing little supervision
- A team player or an individualist
- A person with short-term commitment or long-term commitment<sup>23</sup>

The leader should always share credit for the team's accomplishments. The people who share the success will be motivated to do their best.

When representing the team to outsiders, the leader should not blame team members for failures of the team. The leader should take the blame, recognizing that he could have been a more effective leader. If he protects the team members, they will be loyal to him.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## **FIVE SUMMARY STATEMENTS**

1. Nothing significant was ever achieved by a person acting alone.
2. A team is a group that is united by a big goal, common values, cooperation, and accepted leadership.
3. You should work on team development before developing the dream.
4. Attitude is more important than abilities for a team member.
5. An organization must continually work to extend the team.

---

23 John Maxwell, *Developing the Leader within You* (Nashville: Thomas Nelson, 2005), 188

## LESSON 10 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it.
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 10. Be prepared to write them from memory at the beginning of the next class session.

## LESSON 11

# MINISTRY WITH PURPOSE

### ORGANIZATIONAL IDENTITY AND PURPOSE

Many organizations, including churches, have never gone through a process of thinking about their purpose because it seems that their purpose is obvious. Because they assume their purpose, it seems obvious that they should be doing certain activities. Their goals are merely to succeed at those activities.

Managers try to get the work done well, but leaders should think about what work needs to be done. It is important to do things right, but first we must be doing the right things. A pastor should not be just a manager, but a leader.

There is a process of development that is important to every organization whether it is a ministry, business, or some other kind of organization.

A church may assume that they exist to have good worship services, take care of their members, and evangelize the community. But many churches never make plans to make those things happen purposefully.

An organization should go through a process of development that includes much self-examination.

- What is most important to us?
- Why does this organization exist?
- What would it mean for us to succeed?
- What are some specific successes we can plan to reach?
- What can we do now to reach our goals?

These questions correspond to the first five stages of organizational development. The process of organizational development has these stages:

1. Values
2. Purpose
3. Vision
4. Goals
5. Strategy
6. Action
7. Achievement

The stages are not completely separate. For example, an organization is probably already planning strategy and taking action even while it is discovering its values. Various programs and departments in an organization might be working on different stages of this process.

The order is important because each stage affects the ones that follow. Changes at any stage will make changes in the following stages. For example, if an organization changes its understanding of its purpose, it will change its goals and its definition of achievement.

The process does not occur only once. Values and purpose should not change after they are understood well, but everything else does. Whether goals are achieved or not, new goals must be set. After achievement or failure, the organization must again look at its values and purpose, clarify its vision, set new goals, plan new strategy, etc.

- » Why do many organizations never explain their purpose?

## Stage 1: Discovering Values

*Values* is a term for the things we consider most important. Individuals have values; groups are formed of people who share values. An organization has values. It exists to serve those values.

For a Christian, whether in business or ministry, pleasing God is the ultimate value. The values of an organization designed to please God (and there should be no other kind) will take seriously biblical truth, the church, and the gospel.

Even organizations that do not profess to be Christian are usually based on some good values, because they exist to meet human needs. One business organization listed its values this way: integrity in all things, quality care, relationships, and learning.

For any business, one important value is to make profit, because the business cannot serve its purpose without profit. However, even for a business, profit is not the most important value.

Another large business listed these values: safety, service, fun, and success. Success would mean profit for the business, but it was not to be achieved without the other values. The other values increase the possibility of profit, because people do not want to be customers of a business that does not meet a need for them.

---

**“The use of means ought not to lessen our faith in God, and our faith in God ought not to hinder our using whatever means he has given us for the accomplishment of his own purposes.”**

**J. Hudson Taylor**

---



It is possible for an organization to be based on values that are not good, such as unlimited power of a certain person or hatred of some group of people. Such an organization is rarely strong for long and is always destructive.

Values explain how people of the organization should behave while they work for the goals. It is not enough to achieve goals. A person needs to be satisfied with the way he got there. For example, a person should not be satisfied about winning a game if he won by cheating. A person who wants the enjoyment of real victory does not cheat, because he would cheat himself of real victory.

- » Think about a goal that you have. Why is it important to be satisfied about the way you reached your goal?

Values are listed in the order of priority. For example, one business listed integrity first because integrity should never be sacrificed in order to gain another value. Another business put safety before service, because the safety of people is more important than their convenience.

The order of values is important. For example: if a business values profit and also values honesty, what will an employee do when there is an opportunity to make a profit by being dishonest? What will he do when honesty might cost profit? If honesty is before profit in the list of values, he knows what to do. An organization is shaped by the way it deals with conflicts between values. A church's supreme value is to honor God, and no goal should be achieved in a way that does not honor God.

An organization must find its values by self-examination. It is already following values, and those should be discovered.

An organization cannot simply profess values. Some organizations claim values that they do not really follow, and their employees and customers know that the statement of values means nothing.

The list of core values should be short, simply stated, known by everyone, and applied in every situation. The list of values should be a short list (maybe 4-5), because people cannot focus on many.

The values are not chosen because they create good results. If values are chosen for that reason, they will be changed to get better results. Values are not chosen because they work well, but because they really are the most important.

Sometimes an organization gets started and becomes successful with a certain product or idea. The people of the organization may think that the organization exists to provide that product or follow that idea. However, that product or idea may not always fulfill the values

of the organization. It is better for the organization to establish its values, then be ready to do whatever fulfills those values.

A mission organization was helping many churches with monthly financial support. Most of the budget was spent for routine support. However, the leaders began to realize that their most important value was the development of locally-led, locally-supported churches. Their routine support of churches hindered the achievement of their goal. They began to change their strategy and actions to fit with their value. They realized that their purpose was to help churches in a way that made them stronger instead of keeping them dependent.

“The only truly reliable source of stability is a strong inner core [of values] and the willingness to change and adapt everything except that core.”<sup>24</sup> The organization must demonstrate the values in all that it does, authentically and consistently.

The values of the organization are not held by the leadership team alone. It is necessary that the people of the organization believe in the values and follow them. If people of influence in the organization do not really believe and support the values, the organization cannot be strong. The organization needs to consistently promote people who hold its values. People who do not hold the values should not continue in leadership. The environment should encourage support of the values so strongly that some people choose to leave and others are attracted.

---

**“Success cannot come  
from standstill men.  
Methods change, and men  
must change with them.”**

**James Cash Penney**

---

Strong discipline in an organization does not mean that there is no flexibility and variety. If people have commitment, they can have variety in almost everything except the values. Strong discipline means that the people of the organization must support the values in everything they do.

Values become real only when you demonstrate them in the way you act and the way you require others to behave. If you are willing to act contrary to your professed values in order to get something done, your professed values are not your real values. Something else is more important to you.

---

24 Jim Collins and Jerry Porras, *Built to Last: Successful Habits of Visionary Companies* (New York: HarperBusiness, 2004), XX

## Built to Last

Collins and Porras studied companies that stayed great over a long period of time while similar companies declined. They called the better companies “visionary companies.”<sup>25</sup>

The visionary companies teach employees their core values more thoroughly than the declining companies do. They create cultures that are so strong that they seem religious about their values.

The visionary companies more carefully nurture and select management based on how they fit with the core values than the declining companies.

The visionary companies cause their people to more consistently align with the core values than the declining companies.

An organization must find ways to instill the core values, teach applications of them, and observe practices for feedback and correction. All actions and policies of the company must signal the values.

## Stage 2: Realizing Purpose

The company purpose is based on the core values. The purpose does not have to be unique from other organizations.

The purpose guides and inspires excellence. An organization should be evaluated on the basis of how well it is fulfilling its purpose.

The purpose is also unchanging. It is not the same as goals that are achieved, then replaced. An organization will sometimes change the way it fulfils its purpose. It must adapt to changing needs in order to keep its original purpose.

Before electricity was available, there was no refrigeration in homes. Companies delivered milk to homes daily. In many cities now, most people have refrigerators and can keep milk for several days. If a company existed only to deliver milk, it would no longer be needed. However, if its purpose were to provide products in a convenient way, it might find another way of fulfilling that purpose. Maybe it would provide a center where milk and other dairy products are sold. Maybe it would find a variety of products to deliver to homes instead of milk.

A church building was located in a neighborhood that was changing. Many poor people of various ethnic groups were moving into the neighborhood. The people of the church did not know how to evangelize the new population of the neighborhood. Because the church

---

25 Ibid, 71

did not have a purpose that could give them a vision for the neighborhood, the people sold the building and moved the church to another place.

### Stage 3: Sharing Vision

Vision is a description of the way things should be. Vision is the answer to this question: “What would things be if we succeeded completely?”

Vision is reality as it would be if the organization succeeded completely. The leader should have this picture in his mind and communicate it throughout the organization in a variety of ways. The leader should communicate and behave in such a way that the people of the organization have no doubt about the leader’s passion and commitment to the vision.

People operate out of a basic understanding of reality which controls the way they view individual issues. They have an understanding of how things are and how they ought to be. That understanding controls the way they view individual questions that arise.

“The leader must shape the way followers think about what is real, what is true, what is right, and what is important.... Leaders aim to achieve lasting change and common alignment on these questions.”<sup>26</sup> The leader should constantly be explaining how things are and how they should be.

A group of believers started a church in an impoverished area of a large city. Their values are the gospel, the local church, and family. Their purpose is to demonstrate life together in the church in the impoverished area. Their vision is that the geographical area be changed as people begin to live life in the church as God intended. Their goals are to communicate the life of the church to the community in specific ways.

### Stage 4: Setting Goals

Goals are specific steps toward achieving the vision. They should be measurable and easy to see.

Goals are based on the values because they show how the values should affect the customers, the team, the community, and the world. All goals should express what the impact of the values should be.

Blanchard described the relationship between values and goals this way: “Goals are for the future. Values are now. Goals are set. Values are lived. Goals change. Values are rocks you can count on. Goals get people going. Values sustain the effort.”<sup>27</sup>

---

26 Albert Mohler, *\*The Conviction to Lead\*: 25 Principles for Leadership that Matters\** (Bloomington: Bethany House Publishers, 2012), 47

27 Ken Blanchard, *The Heart of a Leader: Insights on the Art of Influence* (Colorado Springs: David C Cook, 2007), 145.

Goals should not be permanent. They should be changed when situations change. Values do not change, but goals must change so that they can serve the values in changing situations.

A company in the United States made products for driving horses. When automobiles became common, few people bought products for driving horses. Because the company did not have a purpose that could be expressed in goals for new products, the company ceased to exist.

“The key to an outstanding, enthusiastic, flexible, and on-time team is to make sure your people are values-driven rather than goals-driven.”<sup>28</sup>

A good team is motivated by a big goal. The goal should not be so high that the team does not really think it is possible, because then it is not really a goal. However, it should be so high that it would be a great success that requires great effort. People who are not in the organization may think the goal is impossible, but the goal should be something that a motivated team considers possible.

Achievement of goals should be celebrated and commemorated so that they are seen as markers on the road toward the vision.

- » What happens if a group tries to work hard without having specific goals?

## **Stage 5: Planning Strategy**

Strategy is making a plan of action that will achieve the goal. Strategy should be based on a realistic view of circumstances; the resources and abilities available; and reasonable, but challenging, goals.

Strategy also includes setting policies. The people of an organization need patterns to follow that demonstrate the values and achieve the purpose. Otherwise, there is not consistent quality.

A church should train people to know how to greet a visitor, how to pray with someone at the altar, what discipleship to offer to a new convert, how to respond to a material need in the congregation, and many other practices. If a church does not discuss these things and decide on a good plan, they cannot expect them to be done well.

Goal setting comes before strategy, but goals will be adjusted while strategy is being done. Strategy will be adjusted during the action, as you see the effects of your action. It is rare that a strategy is so perfect that it needs no revision. Persisting in a wrong direction is a worse mistake than starting in a wrong direction.

Large changes of strategy can be costly in time, work and resources, so make your strategy as good as you can early in the action. If you can find a way to try something in a small way first, then you know whether or not it will work. It is best to invest to expand something that has been tried and is already working.

The army of a nation is designed to defend the nation in a time of war. Most nations are not at war most of the time. Therefore, thousands of men are trained for a purpose, then spend most of their time doing other things. An army has difficulty finding a purpose for itself when it is not in war. An army often multiplies regulations and policies that keep people busy without a clear purpose.

If a church does not have a clear purpose, it may become preoccupied with developing rules, policies, and procedures.

## **Stage 6: Taking Action**

Action should follow the strategy. Taking action includes recruiting help, getting work done, managing the activities, adjusting methods continually, keeping people motivated, and observing effectiveness.

A mission organization helped support hundreds of churches in several countries. However, thinking about their values, they realized that the organization had originally started by people taking the gospel to people who had not been reached. They realized that spreading the gospel was their primary value, and sending the gospel to new places was their purpose. They decided to set new goals and plan new action. Instead of supporting established churches, they will focus on recruiting and sending missionaries to new places.

## **Stage 7: Experiencing Achievement**

Achievement is not just succeeding at a large goal. Achievement is also the success of many goals on the way. Any obvious progress toward the vision is an achievement.

A mission organization worked to establish churches with training and projects. They had a large number of churches in relationship with them. Most of those churches had not been started by the mission, but were strengthened by the mission's influence. The organization's leaders realized that their value was the development and strengthening of churches. Therefore, their purpose was not primarily to evangelize and start churches, but to increase the ability of churches to do that work. They began to focus on developing training for churches.

A team of Christians shared the gospel with people who were drug or alcohol addicts. Several were converted. They attended various churches, but had difficulty finding a church that understood and accepted them. They formed a new church, led by the team that evange-

lized them. The values of this church are the gospel and transformation of addicts. Their purpose is to facilitate evangelism and special discipleship of addicts. Their strategy is to plan activities and programs that meet the spiritual needs of addicts and former addicts.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## **FIVE SUMMARY STATEMENTS**

1. The process of organizational development has these stages: values, purpose, vision, goals, strategy, action, and achievement.
2. Values explain how people of the organization should behave while they work for the goals.
3. Vision is reality as it would be if the organization succeeded completely.
4. Goals are specific steps toward achieving the vision.
5. Strategy is the work of making a plan of action that will achieve the goal.

## **LESSON 11 ASSIGNMENTS**

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it.
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 11. Be prepared to write them from memory at the beginning of the next class session.
4. We previously looked at the example of Nehemiah. Before the next session, read Nehemiah 1, Nehemiah 2, Nehemiah 4, and Nehemiah 6. Write what you see about Nehemiah's leadership style.





# LESSON 12

# LEADING CHANGE

## INTRODUCTION

The construction of the temple had begun! Only the foundation had been built, but that was a significant accomplishment. A crowd assembled to celebrate. Many were shouting with excitement and praising God. But when the old men saw the foundation, they realized that the new temple would be much less magnificent than the original one. They wept with sorrow that the great temple they remembered was gone forever. The sorrow and the joy were mixed together in the noise of the crowd. It was a time of great change, and people had various feelings about different aspects of the change (Ezra 3:10-13)

## THE REALITY OF CHANGE

The world is changing rapidly. Technology is advancing quickly. New products are offered. Many people are changing their beliefs about life, the world, and religion.

Changes impact organizations. Organizations must change to meet the needs of a changing environment. They should not change their values or their purpose; but they must change their goals, strategy, and actions.

A leader must lead the change in his organization. If he is not prepared for change, he will always be responding to external changes. A leader should not just wish for the world to change in a way that will help his organization. He should not accept the decline of the organization because of changes that are out of his control. Rather than complaining about a changing world, he should change the organization to meet the needs of a changing world.

“It’s been said that seeing the future is one leadership responsibility that cannot be delegated. It can be shared, but it’s the leader’s job to make time today to ensure that there is a tomorrow.”<sup>29</sup> The leader must ensure there is a future for the organization by preparing it to meet the future. If the leader does not do this, no one will. If the leader becomes only a manager of present circumstances, the real job of a leader will not be done.

- » Why is it necessary for a leader to be concerned about the future?

---

29 Ken Blanchard and Mark Miller, *The Secret: What Great Leaders Know and Do* (San Francisco: Berrett-Koehler Publishers, 2014), 51

Change is needed not only because of external change, but because of progress of the organization. It is obvious that a failing organization should change, but even a succeeding organization must change to succeed at a higher level. Not all change is improvement, but without change there is no improvement.

Some people try to avoid problems by avoiding change. To them, every idea is a problem because it is a suggestion for change. A good leader sees problems as inevitable along the road of improvement.

- » How is it possible to see a problem as an opportunity?

---

**“Innovation is the difference between a leader and a follower.”**

**Steve Jobs**

*(founder of Apple Computer)*

---

The prophet told King Hezekiah that judgment would come, but not during his lifetime. Hezekiah was less concerned when he heard that the results of his action would affect the next generation instead of appearing immediately (2 Kings 20:16-19).

A faithful leader thinks of how his actions will affect people in the future. Some results of a decision may not appear for many years, but the leader should remember that he is shaping the future with his decisions.

## GOOD CHANGE

Is change good? Not always. Deterioration, destruction, and decay are all change, but not good change.

Don't change things just to have change. Change must be done carefully to achieve a goal.

When a leader is starting, most people in the organization know they need some change. By making needed changes, the leader increases their confidence. As he gradually makes more difficult changes, their confidence will increase if the changes get good results.

The largest changes happen when the organization clarifies its values and purpose, then makes large changes in its goals and strategy. This is a process. If it is done too quickly, many people will not cooperate. It cannot be done by the leader alone because values and purpose must be shared by most of the people of the organization.

Most organizations need changes in their budgets, so that money is spent for something that is more important and gets better results. Often the spending is not consistent with the organization's priorities. Large changes of the budget will occur if the organization changes because the budget is where the priorities appear.

- » Why does spending show the real priorities?

## UNDERSTANDING CONDITIONS

It is the job of the leader to accurately describe reality for himself and the team. When there is a problem to solve, the situation is often worse than we think, the process of correction takes longer than we plan, and the price is greater than we expect. A leader is tempted to minimize the problem in order to make his followers confident, but that will ultimately hurt his credibility.

A leader may resent those who have negative reactions to his ideas, but he should listen carefully to their doubts and warnings. He must take the facts seriously. If he thinks his idea is so good that it will work even though he has not considered all the circumstances, he will disappoint himself and the people who believe him. “You absolutely cannot make a series of good decisions without first confronting the brutal facts.”<sup>30</sup>

When developing strategy, consider, “How are we outdated in thinking, methods, training, and skills?”

---

**“Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.”**

**Winston Churchill**

---

For developing vision, ask this question, “If you had all the help and money you need, what would you want to accomplish?” If you don’t have an answer, then you don’t have a vision.

- » Discuss the preceding paragraph. Why does that question show if a person has a vision? Why is it important to have an answer to the question?

## RESISTANCE TO CHANGE

What kinds of things do people say when they resist change?

People resisting ministry change may say things like this:

- “This is the method God has blessed in the past; we should not do something else.”
- “Spiritual leaders of the past taught us to do it this way; you can’t say they were wrong.”
- “We don’t need better methods; we need to pray more.”
- “God doesn’t require that we succeed; he requires us to be faithful, so we should continue what we are doing.”

---

30 Jim Collins, *Good to Great: Why Some Companies Make the Leap... and Others Don't* (New York: HarperBusiness, 2001), 70

People who are not fully committed to improvement may say things like this:

- “The way we have been doing it is working fine; why change?”
- “I don’t have time to do any extra work.”

There are different reasons for resisting change, and we should not assume that everyone has the same reason.

People resist change when they

- Don’t understand the purpose
- Disagree with the method
- Value something that is being discarded
- Fear the new problems that may arise
- Enjoy a comfort zone
- Want to stay in a field of competence
- Resist additional commitment or sacrifice
- Have emotional or religious attachment to old practices

## PREPARING PEOPLE FOR CHANGE

A good leader takes people through change with the best results and the least damage possible. Just as if you were taking the group on a journey, do the research so that you can explain to them what to expect. Be prepared.

The primary team of the organization needs to be led through the steps of discovering the organization’s values and purpose. The conclusions should be put into writing.

Shared ownership of the purpose is necessary; otherwise, it’s just an individual wanting help with his goals. Shared goals unify the team.

Remember to maintain connection to the organization’s history. Don’t act as if everything done before was worthless. Show how the future development will build on what has been accomplished.

- » Why is it important to stay connected to the organization’s history?

A young leader must show that he values the accomplishments of the past. He must value the fellowship that the organization has shared. He must not value only progress and efficiency.

Establish a way of “keeping score.” As in a game of sports, the team needs to know what it means to “score” and what it means to “foul.” The scoreboard is essential for evaluating, decision making, adjusting, and winning.

Remember that the leader's personal credibility is the primary factor for the people's acceptance of a vision. People are not convinced of a plan unless they trust the leader. Maintain their trust by always acting with integrity. Never deceive them, and never withhold information that would have influenced their decision.

The leader needs two kinds of trust from his people. He needs them to trust his character. He also needs them to trust his competency. They must believe not only that he has good character, but that he is able to lead well. There are good people who cannot lead, and there are people with strong abilities whose character cannot be trusted.

The people need to know that the leader cares about the things they care about. If they think he doesn't care, they will try to protect themselves by resisting the change and concealing their opinions and actions.

Most permanent changes should not be made in response to an emergency. In an emergency situation, take time to accurately assess the situation. What is the real threat? Consider what is actually endangered and what is not. Consider what immediate response can avert the danger without writing permanent policies. What help is available? Keep the organization calm.

---

**"If the highest aim of a captain were to preserve his ship, he would keep it in port forever."**

**Thomas Aquinas**

---

## Understanding How Change Affects People<sup>31</sup>

HOW CHANGE AFFECTS PEOPLE	HOW TO SUPPORT THEM
People lack confidence when facing change.	Help them feel prepared.
People feel alone even when everyone else is going through the same change. They may tend to guard their own interests and make secret plans.	Help them to work together and share ideas so they do not feel alone.
People think first about what they will lose.	Let them talk about what they think they will lose. Don't pretend that losses are small or not real.
People worry that changes are happening more quickly than they can handle.	Prepare them with training and support. Schedule the changes so they do not happen too suddenly.
People will be at different levels of readiness for change.	Don't be quick to judge people who need different assurances.
People tend to return to their old ways if the changes are not consistently implemented and maintained.	Help them continue in the right direction.

## IMPLEMENTING CHANGE

The leader's task is to define and articulate certain values, and then to work to see them driven throughout the organization. The leader cannot do this without involving himself in the machinery of the organization.<sup>32</sup>

The leader's job is not to administrate every detail of the organization. If he does that, he will (1) prevent the development of leaders who could help him and (2) limit the work of the organization to the amount that he can personally supervise.

However, he cannot change the organization without (1) knowing how everything is being done and (2) explaining how to apply the values in every operation.

31 This table of information is revised from Ken Blanchard and Phil Hodges, *The Servant Leader* (Nashville, TN: Thomas Nelson, 2003), 66-67.

32 Albert Mohler, *The Conviction to Lead: 25 Principles for Leadership that Matters* (Bloomington: Bethany House Publishers, 2012), 118

That means he must become familiar with the work of each department, help make the specific changes needed, and train and promote leaders who will carry out the values in their departments.

...the leader exercises management so that the convictions of the organization are honored, perpetuated, communicated, and put into combined action.<sup>33</sup>

It is not enough for the top leader to continually teach the values. Even demonstrating them in his own actions is not enough. He must make sure they are practiced throughout the organization. He must find the people in the organization who really believe in the values and have the ability to help him implement them.

An organization's spending shows its priorities. The professed purpose is not the real purpose unless their budget is consistent with it. That means that significant change of the organization will always mean change of the budget. "Effective leaders give intensive personal attention to the budget because that's where the real convictions of the organization show up."<sup>34</sup>

» How would you summarize what this section teaches about the job of the leader?

## SETTING THE BIG GOAL

The organization will have small, short-term goals; but after the purpose and vision are clear, the leader should set a large goal that inspires and motivates the organization.

The big goal should be set after the organization has gone through the process of finding values and purpose described in Lesson 11, "Ministry with Purpose."

The large goal may be something that will take several years to achieve. It should be so large and challenging that it will require a high level of teamwork, energy, and strategy.

The big goal should be easy for everyone to understand. It should be written and emphasized. It is not just a dream, but a real expectation.

The big goal should unify the organization. It should not be suddenly imposed by the leaders. It should come after much discussion so that the committed people see it as the appropriate goal.

When the goal is achieved, it no longer serves its purpose. A new goal must be set. Leaders should be prepared to lead in the setting of a new goal.

---

33 Ibid, 121

34 Ibid, 120

## USING MOMENTUM

Momentum is continued forward motion from a previous push. When we speak of momentum for an organization, it means that the people are ready to keep changing and progressing because of a recent success.

As a leader, consider what momentum the organization has from success that occurred before you came. How can you use it and increase it?

Consider how to turn present successes into momentum. How can you use a recent success to encourage people to another effort?

Never assume that momentum sustains itself: guide it and supply it with new successes. Purposely plan and schedule times to guide, encourage, and use momentum. Celebrate and publicize successes, being generous with the credit.

What are your people's motivating factors? What gives them a sense of momentum?

Remove demotivating factors. What limits people's expectations and stifles enthusiasm? What things make people feel they cannot succeed?

*Allow some students to share how they expect to change their goals or actions because of this lesson.*



## FIVE SUMMARY STATEMENTS

1. Organizations must change their goals, strategy, and actions to meet the needs of a changing world.
2. The leader must make sure there is a future for the organization by preparing it to meet the future.
3. People are not convinced of a plan unless they trust the leader.
4. A good leader takes people through change with the best results and the least damage possible.
5. The right large goal inspires, motivates, and unifies the organization.

## LESSON 12 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 12. Be prepared to write them from memory at the beginning of the next class session.



# LESSON 13

## DEVELOPING LEADERS

### LEARNING TO LEAD LEADERS

Many leaders have an influence based on their personal charisma, not reaching far beyond their presence. They personally direct everything that happens in the organization. They do not develop a structure of leadership and seem unable to set up leaders who support a shared vision. Sometimes they seem like strong leaders because they have such control over their organization, but their organization cannot grow beyond a certain point.

An organization does not improve unless its leaders improve. An organization reaches its limits when the leaders reach their limits. The organization cannot extend its limits until the leaders find ways to develop themselves.

A young leader gained power over a nation. He wanted to hold absolute power and make sure that nobody competed with him. To learn how to do this, he went to visit an old leader who had been dictator over a nation for a long time. He asked, “How do you make sure nobody else will ever take your power?” They were walking together through a field where some weeds were growing. The old dictator had a cane, and as they walked through the weeds, the dictator knocked down the tallest ones. After watching for a few minutes, the young leader said, “I understand.”

Some leaders do not want helpers who have ideas and leadership ability. They want only people who follow their directions.

Self-serving leaders who are addicted to power, recognition, and are afraid of loss of position are not likely to spend any time or effort in training their replacements.<sup>35</sup>

These leaders create an environment where new leaders do not develop. There is only one leader and his helpers. The organization does not develop departments and programs that would require additional leaders. Young people with strong leadership abilities usually leave the organization to find a place with opportunities.

New leaders are needed for two purposes: (1) to prepare for future leadership positions and (2) to expand the organization.

---

35 Ken Blanchard and Phil Hodges, *The Servant Leader: Transforming Your Heart, Head, Hands, and Habits* (Nashville: Thomas Nelson, 2003), 18

Herod the Great was the ruler over Judea, appointed by the Romans. He was not a Jew, and most of the people of the country did not want him to be the ruler. He was always suspicious that people were trying to remove him from being king. He killed some of his wives and sons because he suspected them. He did not train anyone to take his place. After he died, his son became king but could not do the job well and was removed by the Romans. The Romans put a governor over Judea, and Judea never had another king.

Short-term success without a successor is long-term failure. If an organization does not continue to do well after a leader is finished, he did not completely fulfill his responsibility.

A person is prepared for a top leadership position not only by helping the top leader, but by serving as a leader. The top leader must be willing to have developing leaders in the organization: leaders who have ideas, take action, and make decisions.

New leaders must be developed also for the growth of the organization. An organization cannot develop new programs or expand without additional leaders.

It is important to have opportunities for potential leaders. If an organization has only certain leadership positions and cannot add more, it cannot expand and cannot keep potential leaders. For example, a healthy church has people who are getting increasingly involved and want to start new ministries. If they are not given the opportunity to lead, the church will not grow as it should.

Failure to develop more leaders will cause all decisions to come to the top leader. Because the leader has limitations, people are waiting for him most of the time.

Moses was in a new position after he led the people of Israel out of Egypt. The people came to him to resolve every conflict between them. There were many conflicts because there were so many people in a new place with no established laws or examples to follow. Jethro visited Moses and saw that he was spending every day resolving the conflicts of the people. Jethro advised him to set up judges at different levels to decide most of the cases. This action established leaders with real authority.

A leader who focuses on attracting followers usually lacks leadership help. An organization can add followers, or it can multiply followers by attracting and developing leaders.

---

**“Let whoever is in charge keep this simple question in her head, not ‘How can I always do this right thing myself,’ but ‘How can I provide for this right thing to always be done?’”**

**Florence Nightingale**

---

Development of leaders is not the responsibility of the top leader alone. Every leader in the organization, at every level, should help to develop the people around him by mentoring and sharing responsibility.

- » Why does a strong, growing organization need many leaders?

## RECOGNIZING POTENTIAL LEADERS

Selection of potential leaders is the most important decision the leader makes. The selection process should be careful and detailed. Some characteristics to look for in potential leaders include: wisdom, optimism, willingness to take responsibility, courage, creativity, flexibility, and selflessness.

According to John Maxwell, potential leaders tend to have certain characteristics. They are catalysts, influencers, relationship builders, gatherers, value adders, opportunists, and finishers.<sup>36</sup> Don't just look for a person who does not have serious weaknesses; look for a person who has special strengths.

Recruit people who are already motivated. Don't assume that you can find a way to change an unmotivated person.

Recruit more for character than for skill. Skill can be developed. You don't know if a person's character can be developed. Character development is a focus of ministry, but don't put a person into a position before he has the right character.

The leader should exemplify the values of the organization and look for potential leaders who share these values.

- » Explain how you would recognize a potential leader.

---

**"My best friend is  
the one who brings  
out the best in me."**

**Henry Ford**

---

## ATTRACTING POTENTIAL LEADERS

Leaders tend to attract leaders like themselves, but a secure leader can attract leaders with complementary abilities. Many leaders complain that they need help, but they do not have an attractive operation and vision, and have no plan for using help.

The quality of the leader and the operation determines the quality of the people he attracts. The competence and success of a leader attracts other leaders who have abilities to add.

Leaders follow a leader who they think will get them where they want to be. Potential leaders are attracted by a large vision and large goals. Potential leaders are attracted by the opportunity to be trained.

## **DIRECTIONS FOR DEVELOPING LEADERS**

### **1. Consider the direction of your organization.**

What are the important needs of the organization? Start developing leaders to meet those needs. What potential areas of growth does your organization have? Start developing leaders to lead that growth.

### **2. Make development of leaders a high priority.**

People are the most valuable asset of an organization. An organization may have buildings and other assets, yet be weak because it has no committed people with leadership ability.

### **3. Create an environment for leaders to grow.**

Give people the freedom to take initiative and make decisions. People will be creative if they have freedom. People who are not empowered either give up their goals or go elsewhere. Clearly defined roles, a description of success, and sufficient resources are necessary for empowerment.

New programs, projects, departments, and organizations are environments where new leaders can develop. Sometimes an organization should start something new in order to give opportunity to a potential leader.

### **4. Help the people you lead go beyond position.**

A person in a position may assume that he is allowed to meet only specific responsibilities and that his influence is limited. A person can lead beyond his position by

- Exceeding expectations in set responsibilities
- Observing and meeting needs beyond what is required of him
- Building relationships with others by encouragement and help
- Understanding and helping with the concerns of those above him

It is not only the top leader who should train leaders. Every leader in the organization should take responsibility to develop leaders.

## 5. Plan growth opportunities for potential leaders.

Training sessions, opportunities to observe the work of successful leaders, and even conversations with leaders are growth opportunities. Don't assume that you can do all the training yourself. Bring in trainers with expertise that you don't have.

*A bad example...*

Diotrephes was a leader in a local church. He wanted to be the only leader to his people. He did not want the apostles to be respected more than he was (3 John 1:9). He told his people not to accept messengers from the apostles and expelled some from the church.

A proud, insecure leader fears for his people to be influenced by anyone else. He deprives them of teachings and influences that would benefit them. Ultimately, he may also rebel against God by rejecting the human authority that God has ordained.

## The Benefit of Training Opportunities

For a new leader with zeal, a training opportunity is a reward and privilege. Some potential leaders can even be recruited by the offer of high-quality training. Growth experiences are most valuable if their leader participates with them and guides them in application of what they learn.

The most common objection a potential leader makes when you try to recruit him for a new responsibility is, "I don't know how to do that," or "I don't know if I can do that." A potential leader is motivated by the offer of training.

John Maxwell gave these steps for getting a new leader started:

1. Find evidence that they want to grow.
2. Identify their strengths.
3. Increase their confidence.
4. Give them a place to practice.
5. Coach them to improvement.
6. Keep increasing their responsibilities.<sup>37</sup>

## 6. Focus on those with the most potential.

Jesus did not give equal time to all of his disciples. This was not because some disciples had more inherent value than others. Every person is in the image of God and therefore has infinite value. However, for leadership training, not every person has equal potential. If we train the ones with the most potential, we will bless more people than if we distribute our

---

<sup>37</sup> John Maxwell, *Good Leaders Ask Great Questions* (New York: Center Street, 2014), 269-273

time among many people while neglecting those who could be trained. We will not train anyone effectively without focusing on selected ones.

Remember the Pareto Principle from Lesson 7. 20% of your people will accomplish 80% of the results. Focus your training on this 20%.

Some leaders feel fulfilled by adding dependent followers. It is better to get fulfillment from mentoring success—similar to parenting. Leaders who gather followers instead of leaders focus on people's weaknesses instead of strengths. They expect little commitment from people. They spend time with the bottom 20% instead of the top 20%.

John Maxwell gives this advice: "Don't send your ducks to eagle school."

- » In the context of this topic, what do you think he meant?

### **7. Help people become finishers.**

You can help a person learn to finish projects if you show them the big picture, give them accountability, help them schedule their time, provide a work partner, and reward only finished work.<sup>38</sup>

### **8. Give people the best chance for success, but don't do it for them.**

There are some common mistakes to avoid with people who are not achieving. Don't fail to provide them an environment where they can succeed. Don't do for them what they could be doing for themselves. Don't keep giving them opportunities after you already know that they will not do what they should.

### **9. Help them set specific goals.**

Responsibility for a general area without specific goals tends to paralyze action. A person without specific goals will simply try to manage things and avoid problems. A job description should have 4-6 specific functions, not a long list.

### **10. Help them commit to the big goal.**

Big goals attract big efforts and commitments. A big goal, led by a capable leader, will attract other leaders.

- » Which of the above development methods were done for you? Which ones do you wish had been done for you? Why?

---

38 John Maxwell, *Good Leaders Ask Great Questions* (New York: Center Street, 2014), 185



Sometimes a potential leader does not know his potential. Gideon lived at a time when Israel was being raided by enemies. The Midianites came in every year at harvest time and took the harvest.

Gideon was harvesting grain and preparing to hide it before the Midianites came. He did not have a plan to solve the problem and did not expect to be a leader. He was simply trying to survive.

An angel appeared to Gideon and said, “Greetings, great soldier” (Judges 6:12). Gideon must have been confused by this greeting. When he heard that he was to lead the people to victory, he thought he was unqualified. His family was not important in the tribe, and he was not even a leader in his family.

The call of God often comes to people who do not expect it. Sometimes leadership ability does not appear until we accept the call of God. God gives the abilities that we need to fulfil his call.

## **MENTORING**

Mentoring is a form of training. Some characteristics of mentoring are as follows.

A person with experience and knowledge trains another person. Usually the trainer is older than the student, but not necessarily.

The mentor gives personal time and attention to the student, rather than giving instruction only to a group.

There is a relationship between the mentor and student beyond professional obligation. The student respects the mentor and wants to follow his example, and the mentor personally desires the student to succeed. The relationship can become a deep friendship that lasts for life. The student may always feel that much of his success is because of the relationship with the mentor.

The student learns not only a skill, but the attitudes and priorities of the mentor. He learns a standard of quality. He learns how the work relates to other aspects of his life.

During the period of training, the mentor and student do not just study the work, but actually do the work together. At first, the student may only observe the mentor. Gradually, the student takes more responsibilities. The time will come when the student does the work while the mentor observes.

The mentor does not simply follow a prepared course of instruction, but adapts his teaching to the needs of the student.

As the student learns and takes more responsibilities, the mentor gives evaluation and direction for improvement. It is important for the mentor to criticize in a helpful way, always showing that he has confidence in the student's ability to learn and perform well. It is important for the student to be humble enough to listen, not thinking that he knows enough and doesn't need to hear any more.

Mentoring requires a period of time. The length of time depends on the amount of knowledge to learn and apply, the variety of situations the student must prepare to face, and the amount of character formation that should occur. For a simple job, mentoring may occur in a few days. For an important position, mentoring may take years.

It is possible for a person to be mentored by several people, learning different skills from each. In that case, the student will be shaped by the attitudes and lifestyles of several people instead of one. The student will have to find his own way to balance the aspects of his life and work.

Mentoring is similar to the discipleship practiced by Jesus and other Jewish rabbis. To be the disciple of a rabbi meant that the student learned not only knowledge, but the character and lifestyle of his teacher.

The Apostle Paul used a form of mentoring when he recruited young men to travel with him in ministry before appointing them to a position. Because of this mentoring relationship, Paul referred to Timothy as his son.

Some form of mentoring is important for a developing leader. He may learn much by personal study, observation of others, and from teachers. However, personal mentoring uniquely prepares a developing leader to succeed.

## QUESTIONS FOR CONTINUOUS DEVELOPMENT OF LEADERS

A leader should use these questions to help the leaders that he directs. They can be used together in one meeting, or selected ones can be used in conversations at various times. They should not be used only once, but occasionally and regularly.

- What are the values of our organization?
- How are you serving your people? What are their needs? What are your plans to help them?
- Who is on the team that you lead? Are hearts and brains engaged?
- What is your 5-year plan? Does your team know it?
- What characteristics do you look for when you select a person for development (or to be added to the team)?

- What are your goals for \_\_\_\_? (a person or program)
- What are you measuring? Is that the most important? How can you measure the most important things? What can you do to improve the thing you are measuring?
- What are you doing to develop yourself? To develop \_\_\_\_? (a person or program)
- How do you want the future to be different from today? Do your people want the same? Have you explained why they should? Do they know how they can make it happen, how to engage?
- Are you too busy? Who can help you? What can you delegate?
- Tell me what \_\_\_\_\_ (person) does for \_\_\_\_\_ (the organization or program). (Get the local leader to praise his team members in their hearing.)

A spectator went to a sports competition and came home with a picture of the athletes. He had a souvenir.

An athlete went to a sports competition and won. He came home with a trophy.

An old man went to a sports competition and watched players that he had trained to win. He had a legacy.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## LESSON 13 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Study the ten “Directions for Developing Leaders” listed in this lesson. Be prepared to write and explain seven of them from memory at the beginning of the next class session.



# LESSON 14

## CROSSING CULTURES

### INTRODUCTION

Ministry leadership is often cross-cultural because of the church's task to evangelize the world, and because the spiritual unity of the church makes cross-cultural ministry possible.

A person who serves in another culture is often considered a leader because of his training and status in the sending organization. Therefore, a person in cross-cultural ministry should study leadership.

- » What examples do you know of a church that involves more than one culture?

### A DEFINITION OF CROSS-CULTURAL LEADERSHIP

Leading cross-culturally is inspiring people who come from two or more cultural traditions to participate with you in building a community of trust, and then to follow you and be empowered by you to achieve a compelling vision of faith.<sup>39</sup>

### Building a Community of Trust

First, build a community that shares life together, and then find the vision of what that community can accomplish. In a church planting effort, the community may be a small team before there is an established congregation. As a congregation develops, it should have all the aspects of the life of a church. For that to happen, the team will have to be purposeful about it, especially if the team is made up mostly of foreigners. They must reject an “us and them” mentality.

How is trust developed? This must be purposeful. It requires risk, some inevitable mistakes, and enough love and honesty to make correc-

---

**“To practice five things  
under all circumstances  
constitutes perfect virtue;  
these five are seriousness,  
generosity of soul,  
sincerity, earnestness,  
and kindness.”**

**Confucius**

---

---

39 Sherwood Lingenfelter, *Leading Cross-Culturally* (Ada: Baker Academic, 2008), 117

tions and build the relationship. If those do not exist in the relationship, the relationship is shallow, and not much trust will be built.

- » What would it mean to trust people like this?

What does “inspiring” mean? It is more than creating positive feelings. It includes shaping attitudes and motivating actions. This requires both the content of beliefs and the morale of the group members.

## **A Compelling Vision of Faith**

For ministry leadership, the compelling vision will include the gospel, holy living, the church, and evangelism. Don’t be too quick to assume how these will look in a new culture.

Why is the word *compelling* used here? The vision described here comes with a biblical mandate that calls for commitment. This vision should inspire the group’s members to deep commitment.

## **Leading the Way**

The leader must model the life—starting with an inner circle of committed people, then expanding. He has to help create a group that demonstrates what the vision looks like in real life.

## **Calling Others to Follow**

He invites others to follow the vision. He does this in personal relationships, by mentoring individuals, by teaching, and by inviting people to take responsibility.

## **Empowering Those Who Follow**

A true leader gives responsibilities to others. He accepts the risks, allows creativity, and creates opportunities for others in the group.

- » What do you see about this approach to leadership? What are the strengths? What are the difficulties?

## **CULTURAL VIEWS OF PROMOTION**

In some cultures, a person is promoted to a position of leadership only after many years of faithful participation. Leaders in one culture said they needed to observe potential leaders for ten years. In these cultures, it is difficult for a newcomer to move into high positions. Missionaries sometimes get frustrated when they are trying to fill a position that requires

a special ability, because the local leaders want to use someone who has proven himself and been faithful for a long time, instead of using a person who excels in the special ability.

Arnold had worked as a missionary for years in a culture where a translator was just a person who did a job. Arnold always tried to get the person who could do the best job, even if he had not known the person very long.

Now, Arnold was working in a culture where the position of translator was a high position in the organization. The leaders would allow only a translator whom they knew to be a faithful church member. Sometimes Arnold had to preach with a translator who could not do the job well, while a better translator was sitting in the congregation.

Some cultures respect age and experience much more than education and talent. Missionaries often train young people because they are ambitious, ready to change, and easier to train than older people. However, in most cultures, churches will resist young leadership because that seems to disrespect the older leaders. Young leaders must be patient, helpful, and sensitive to the concerns of older leaders. Old leaders should try to release responsibility to the younger ones and allow the leadership team to expand.

» How could training be done in a way that respects age and experience?

## **CULTURAL VIEWS OF AUTHORITY POSITIONS**

How is a leader selected? How does a leader keep his position? There are two opposite cultural perspectives on the status of a leader.

In one view, the leader is given his position because of his abilities and character. He may be elected by the people he leads. He continues to serve as leader because he leads well. He does not have absolute authority, but is accountable to some group. If he becomes physically unable to do the job, he is expected to resign. If he does not lead well, he may be replaced by an election. If he commits an immoral or dishonest act, he is not considered qualified to continue as a leader, especially in a Christian organization.

In another kind of culture, the leader is given his position because he has been involved in the organization for a long time and is known to be loyal. He is appointed by a few who have authority. If there is an election, it is not real; people vote for the person they know is approved by the authorities. He eventually has almost total authority. He may listen to advice, but is never overruled in his decisions. After he has been leader for many years, his continued position does not depend on how well he leads. He is beyond most accountability and does not expect to answer questions about his actions. Even immoral or dishonest actions may not cause his removal. Even in old age or bad health when he is unable to do the job, he may continue in the position even if he rarely fulfills any responsibilities. His followers will not remove him except in extreme cases when he is totally discredited.

In this culture, the transfer of power is not done peacefully except when the leader voluntarily passes the position to his chosen heir. If the group decides to remove the leader against his will, it may result in accusations, a refusal to cooperate, legal action, public conflicts, and the risk of dividing the organization. Sadly, ministry organizations have often followed the example of their culture and have badly damaged their Christian testimony.

Francois pastored a church for many years. In his old age his health was bad. He moved to another city, and the church was served by three associate pastors. Francois continued to hold the position of pastor, even though he rarely went to the church.

Annas was high priest in Jerusalem. After he resigned, the new high priest was his son-in-law, Caiaphas. Annas continued to be the highest authority, though he held no official position. When Jesus was arrested, the soldiers first took him not to Caiaphas, but to Annas (John 18:12-13, 24).

Missionaries from another culture sometimes struggle to understand the concept of authority in an organization. They don't understand why a person remains in a position of authority when he cannot do the job. They don't understand why boards and committees only follow the orders of the top leader.

A leader serving in another culture must take time to learn how decisions are made in that culture. It is never enough just to get the majority to vote for something. Voting implies that every person's opinion is of equal value, which nobody really believes. Certain people have great influence throughout the organization, and their concerns must be satisfied before an organization will make a decision.

## **POWER DISTANCE**

In some cultures, leaders try to build relationships with people at all levels of their organization. A factory owner might walk through the factory talking to the workers and trying to remember their names. A leader might help unload a truck or clean a building.

In other cultures, the leader is considered distant from most of the people of the organization. They do not expect to talk to him directly. They would not think it appropriate for him to do any menial task. If he makes conversation with them, they might be pleased at the attention, or they might be uncomfortable.

Duane Elmer was serving as president of a Bible school in a foreign country. One Saturday afternoon, he noticed that the grass had not been cut, so he did it himself. He thought that his action would model humility and impress the observers with his willingness to work. However, when the students and staff found out, they were upset. They said his action made people think that the school's authority structure was so weak that the president could not order anyone to cut the grass. It also implied that the organization was small and insignifi-



cant because the president had to do such a menial task. He tried to make things look better through the next few months by standing outside looking authoritative as people worked.<sup>40</sup>

Visiting American missionaries were eating at a house where two women had been hired to cook. The missionaries insisted that the cooks sit at the table and eat with them. They argued until the women finally sat at the table, but the women were uncomfortable and ate almost nothing.

Christian leaders working in another culture must carefully apply Christian principles in the culture. We know that worldly systems of status are not supposed to be followed in the church (Galatians 3:28). We are not to treat some people better than others because of their wealth or position (James 2:1-4). Jesus said that a leader should be willing to serve, even in the lowest task (John 13:14-16). Jesus often surprised people when he did not follow customs about status (John 4:9, Luke 18:15-16).

Missionaries should set an example of love and respect to all people and willingness to serve. However, they should sympathize with the legitimate concerns of people in a culture. They should show that they respect the established customs and will not cause disorder.

Moses had the opportunity to become ruler of the most powerful nation in the world at the time (Egypt). Instead, he chose to identify with a nation of slaves (Hebrews 11:25). At the time of his decision, he did not know that God would make him one of the greatest leaders of all time. He would lead a nation of slaves to liberty, leading the nation through hostile territory for 40 years, give a system of laws that would influence all civilized nations afterward, and design the form of worship that lasted for centuries and prepared for Christianity.

Moses' first great decision was to identify with the people of God, rejecting the false religions and sinful pleasures of Egypt. If he had made the wrong decision, he would never have been significant in the plan of God.

Moses learned many lessons. He learned to listen to God before expecting people to listen to him. Though he was great, he was humble because of his dependence on God. His desire to know God (Exodus 33:18) qualified him to speak for God. He insisted that Israel could do nothing without the presence of God (Exodus 33:15). He knew that his leadership was not for the purpose of glorifying himself.

Moses loved the people he led. At one time, God threatened to destroy the people for their sin, offering to make Moses a great leader of other people. Moses said that he would rather be judged in Israel's place than to be a great leader without them (Exodus 32:32). If a leader can easily leave his people for a position somewhere else, he does not have the heart of a leader like Moses.

---

40 Duane Elmer, *Cross-Cultural Connections* (Downers Grove: InterVarsity Press, 2009), 167

## INDIVIDUAL GOALS AND REWARDS

Americans tend to assume that individual rewards and honors are the best incentives, so that a person can earn them with his own efforts. However, many cultures believe that the rewards of achievement belong to the group. They may resent and hinder a person who tries to achieve goals alone. They do not want individual achievement to be honored.

The Japanese have a saying: “The nail that sticks up will get pounded down.” It means that a person should not try to get attention for himself instead of working with the group.

A leader working in another culture needs to understand that culture’s view of goals and rewards. Maybe rewards should be offered to groups who can achieve the goals like a team.

## AVOIDING CULTURAL CONQUEST

Often the gospel was not taken to a new culture in a way that showed respect for that culture. The gospel was communicated as a message from a superior culture, with cultural details attached. For many evangelized people, responding to the gospel meant that they also surrendered to the foreign culture.

The term *cultural conquest* is useful. Cultural conquest does not mean merely that a culture has borrowed elements from another. Cultural conquest occurs when many people see a foreign culture as superior to their own and try to follow it. The youth especially try to imitate the foreign culture in dress, speech, and values. Young people aspire to roles that did not exist before, such as the job of translator, so they can work with the new leaders.

In an environment where a culture is being taken over by another, former positions of power and influence are weakened. In rapidly changing environments, youth have an advantage and respect for age declines. Old customs are rejected by the younger generation. The youth have little interest in the history and cultural symbols of their people because they have lost respect for their own culture.

Missionaries do not have the option of preventing cultural conquest unless they are the first foreigners to impact the original culture. In most places, foreign commercial interests have already started cultural conquest.

Unfortunately, many missionaries have participated in cultural conquest, carrying it over into the church. The task of missions is to plant indigenous expressions of the biblical church. An indigenous church is self-supporting, self-governing, and self-propagating.

Indigenous development is hindered by

- Policies laid down from afar
- Introduction and continuation of foreign traditions

- Expatriate leadership
- Alien decision-making processes
- Manipulative use of money<sup>41</sup>

Foreign missionaries often come with resources and equipment that the national leaders do not have. A missionary involved in church planting should not be the pastor of the new church. If a missionary is the first pastor, his spending and giving create a role that a national pastor will not be able to fill.

The missionary should always be seen as a foreigner who is filling a unique, temporary role. He should give extra training to local people who show spiritual growth and commitment, and one of them should pastor the new church.

Local pastors should be supported by the local people, and by their own work if necessary. If they are supported by foreigners, the local congregation will never see its financial responsibility or accountability. They will think the church belongs to the foreign organization and not to them.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## LESSON 14 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the definition of cross-cultural leadership from the beginning of this lesson. Be prepared to write it from memory and explain it at the beginning of the next class session.

---

41 The Willowbank Report: Consultation on Gospel and Culture "Lausanne Occasional Paper 2" (1978). Retrieved from <https://www.lausanne.org/content/lop/lop-2> on March 14, 2020.



## LESSON 15

# PERFORMANCE RESPONSE

### THE SCOREBOARD

During a professional soccer game, a large scoreboard is lighted at the side of the field where everyone can see it. Spectators like to know how the team is doing, but the scoreboard is even more important for the coach and team members.

- » Why is it important for the coach and players to know the score during the game?

The scoreboard is necessary for understanding how the game is going, evaluating the effectiveness of a strategy, making decisions, adjusting, and winning.<sup>42</sup>

A leader must be able to explain the “score” of the organization to the people he leads and the people who are in authority over him.

In many organizations, no system is established for evaluating the performance of the leader. Everyone has an opinion based on their idea of what the leader should be doing. The leader needs to be able to evaluate his own performance and explain it, especially to those who set requirements for him.

The leader must also be able to evaluate and correct the performance of the people he leads. He must do this in a way that does not discourage them or reduce his influence with them.

- » What happens if a leader reprimands his people without concern for their feelings?

### WORKING WITH A BOARD

An organization usually has a board of directors who are the highest authority for the organization. Sometimes they are called the board of trustees. The organization executive may or may not be the chairman of the board. The highest leader of the organization (the executive) is accountable to the board.

The board of trustees has final authority for dealing with conflicts in the institution that are not settled by the administration. It is important that the board share the overall vision and definition of success for the organization. Some organizations have had problems because

---

42 John Maxwell, *17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team* (New York: HarperCollins Leadership, 2001), 153-155

the leader and his staff developed a vision for the organization that was different from the vision of the board.

The executive supervises the other staff of the organization, and the staff should not ordinarily get directions directly from the board members. The executive is responsible to help the staff succeed. He should realize that when he reports to the board that staff members have failed or made mistakes, he is reporting that he failed to lead.

The board sets general policies and goals for the organization. The executive directs the operations of the organization and makes decisions about how to fulfill the general goals of the board.

What decisions can be made by the executive without talking to the board? That depends on the relationship between the executive and the board. If a leader has done well in his position for a long time, the board trusts him to make many decisions. If he makes decisions that have had bad results, the board becomes concerned and wants to be involved in more decisions.

When a leader makes good decisions that have good results, the board's trust for the leader increases. He can also increase their trust by always being completely honest about situations, keeping them informed so they are not surprised by problems and taking time to listen and understand them.

- » Why is it important for the highest leader of the organization to be accountable to a board?

### *A bad example...*

Uzziah was a strong king who made the nation prosperous, expanded its territory, developed the military, and advanced agricultural methods. He ruled for 52 years.

By the time he had ruled for 40 years, his influence was enormous. Most of the people he ruled had never had another king. His decisions had produced good results. He began to feel that he did not need to listen to anyone.

Uzziah began to see himself as the absolute authority. Because the king was from the tribe of Judah and priests were from the tribe of Levi, the same person could not be both king and priest. However, Uzziah decided to take authority over the temple worship and lead the worship (2 Chronicles 26:16-21). God had given rules so that the king could not be a priest because in many nations, the king was worshipped as a god.

Uzziah was struck with leprosy and lived the last 11 years of his life in a separate house, ruling only through representatives. Many great long-term leaders have ended sadly because of arrogant attitudes and actions in the last years of their lives.

## THE NEED FOR PERFORMANCE RESPONSE

How can a person know that his work meets the expectation of those to whom he reports? He needs them to give him an evaluation of his work.

Evaluations may be formal and detailed, or they may be casual and simple. The most effective and useful form of evaluation is when a leader briefly tells someone what he is doing well and what should be improved. This evaluation is not thorough; it does not cover every aspect of the person's performance. Instead, the leader commends certain qualities and corrects fault.

Most people look at themselves in a mirror every day to see how to improve their appearance. Without a mirror, would you know what you look like? You would decide whether you are attractive or not by the responses of other people. Performance response is like a mirror for our work.

I firmly believe that providing feedback is the most cost-effective strategy for improving performance and instilling satisfaction. It can be done quickly, it costs nothing, and it can turn people around fast.<sup>43</sup>

---

**“Nothing else can quite substitute for a few well-chosen, well-timed, sincere words of praise. They’re absolutely free and worth a fortune.”**

**Sam Walton**

---

People desire approval. It is a basic human need. People are motivated by the hope of being approved by others. If a person is deprived of performance response, his motivation tends to decline.

» What happens if a worker never receives any response to his work?

## THE LEADER'S PREPARATION

To be able to give performance response to others, the leader should first view himself humbly. If he thinks he has no faults, he will be intolerant of the faults of others.

The leader should be evaluating himself, developing and improving with humility. He should be aware of his own mistakes. Otherwise, he is not able to correct others.

A leader wants people to be accountable to him for their work, but he should consider to whom he is accountable. Even if he is the highest leader in the organization, he is accountable to someone: perhaps a board of directors, supporters of the organization, and the people

---

43 Ken Blanchard, *The Heart of a Leader: Insights on the Art of Influence* (Colorado Springs: David C Cook, 2007), 11

he serves. He should understand his own accountability, so that he is able to require the right accountability from the people he leads.

A leader is also accountable to the people who work for him, because he is responsible to provide them with the conditions they need for success. Some leaders do not remember this two-way accountability. A leader needs to admit his mistakes and realize when he did not give his people what they needed.

Nebuchadnezzar was a great leader who became proud of his accomplishments and exalted himself rather than worshipping God. God turned him into something like an animal for seven years so that he could realize that he was subject to God's power (Daniel 4:28-37).

During those seven years, Nebuchadnezzar crawled in a field and ate plants. He could not function as king, but he was not removed from his position. He was in an oriental culture where position does not depend on ability.

Herod Agrippa traveled to speak to the people in a region that depended on him financially. Because they wanted his favors, they praised him, saying "This voice is the voice of a god and not a man." When Herod heard the praise, instead of reminding himself that he was human and that the praise was not sincere, he accepted it. He wanted to feel that he really was a god. God struck him immediately with an illness, and he died from internal parasites (Acts 12:20-23). The irony of this event was obvious to everyone—the man praised as a god died soon in a painful and repulsive way.

## **ENCOURAGEMENT AND CONGRATULATION**

Affirming a person's work can be done many ways. To let a person do his job without interference is one way to show confidence. If you constantly tell him what to do and how to do it, you show that you do not trust him to do the job well.

Positive encouragement is far more effective than criticism. Most people are discouraged by criticism. Most people become defensive when they are criticized; instead of trying to correct their behavior, they try to justify it.

Some leadership writers believe that even if a person is doing most things wrong and a few things right, the best way to develop him is to affirm what he is doing right and say almost nothing about what he is doing wrong. His performance does not have to be perfect to deserve praise. Any action that shows good effort and any movement in the right direction can be praised. The result is that he will do more of the right actions and fewer of the wrong actions.

Many leaders make the terrible mistake of noticing only the things people do wrong. They don't notice the good things because those things are not problems. They are watching only



for problems. The follower thinks that his accomplishments are not seen because they are not mentioned.

The Apostle Paul wrote to the Corinthian believers to correct many errors, especially in their use of spiritual gifts. But look how he began his letter (1 Corinthians 1:4-7). He complimented them for having so many spiritual gifts. Now imagine if he had first scolded them for the way they used spiritual gifts without giving this compliment. They would have reacted, “Doesn’t he see that we have many spiritual gifts? Does he not appreciate how strong we are with spiritual gifts?” Paul affirmed their strength before talking about their faults.

- » Look at the letters to the seven churches of Asia in Revelation 2-3. How does each letter begin?

Forms of congratulation can be put into several pairs of categories.<sup>44</sup> According to Blanchard and Bowles, all these forms are good, but the second form of each pair is the most effective.

## **Programmed or Spontaneous**

An example of programmed congratulation would be a certificate. Spontaneous congratulation would be an unexpected reward or compliment.

## **Group or Individual**

A team earns honors for its success. An individual can be praised or rewarded for his specific contribution.

## **General or Specific**

An example of general congratulation is when a person is honored for the length of time he has worked. A specific congratulation could be made when a person does something special for a customer.

## **Traditional or Unique**

A pay bonus, a certificate, or plaque would be a traditional congratulation in some places. A gift that meets someone’s personal need or interest would be unique.

If a person has not performed well but has a desire to do well, you may not be able to sincerely congratulate, but you can encourage. Show appreciation for the person’s commitment and confidence that he can do well in the future.

---

44 Ken Blanchard and Sheldon Bowles, *Gung Ho: Turn on the People in Any Organization* (New York: William Morrow, 1997), 146

- » What forms of performance response would you like to receive? What forms have you used for others?

## CONSIDER JOSEPH

Joseph was sold into slavery by his brothers. He later spent years in prison because of a false accusation.

Joseph refused to be overcome by bitterness. He chose instead to help. He became a leader by serving. He managed the property of the man he served (Genesis 39:4). Later, he became a manager in the prison.

God changed Joseph's situation and put him in a high position in Egypt. When Joseph's brothers came, Joseph forgave them, realizing that God was in control of his life (Genesis 50:20). God used Joseph to save Egypt, other nations, and his family from starving.

Many potential leaders become discouraged and bitter because of injustice that is done to them. They feel that their promotion is impossible because of people who refuse them opportunity. Joseph knew that God was in control of his life.

## CRITICISM AND CORRECTION

Always remember that most people react to criticism with defense. They feel that criticism makes them lose personal value. When they are criticized, they immediately want to justify themselves.

There is an old saying: "When the only tool you have is a hammer, you want to see every problem as a nail." Some leaders use criticism as a hammer, and they try to correct every problem by "hammering" somebody. A leader should develop a relationship of trust with his people so that they know he wants to help them.

Before any criticism and during it, the leader should show appreciation for the person's qualities. Recognize the good work they do. Show expectation that the person can do well. Affirm the value of your relationship with the person.

The person wants to see how you feel about him. When you are correcting him, he watches for indications. What he thinks you feel about him will affect the results of the correction more than the information you discuss.

As much as possible, describe the effects of the wrong action without blaming, even taking blame as leader as much as possible. Express continued trust and good expectations.

---

**"Trust, but verify."**

**Ronald Reagan**

---

- » Give an example of how you could correct someone using the directions above.

In a conversation to correct wrong behavior, try to address only one problem, rather than listing many mistakes. If you tell them many things that are wrong with them, they will conclude that they are of no value.

Don't be sarcastic. Don't use the words "never" or "always" when describing their mistakes. Don't repeat the negative things more than necessary.

When dealing with a person with problems (including a leader who is above you), consider these questions: where has he been in life, what does he feel about his situations, and what does he really want?

A team should purposefully learn from mistakes and failures. Analyze a mistake—not to blame someone, but to learn from it. Afterwards, a mistake should not be used to keep a score against someone.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## **FIVE SUMMARY STATEMENTS**

1. The leader must be able to evaluate and correct the performance of the people he leads.
2. When a leader makes good decisions that have good results, the board's trust for the leader increases.
3. People are motivated by the hope of being approved by others.
4. Positive encouragement is far more effective than criticism.
5. A team should purposefully learn from mistakes and failures.

## LESSON 15 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it?
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 15. Be prepared to write them from memory at the beginning of the next class session.

# LESSON 16

# PUBLIC SPEAKING

## THE POWER OF COMMUNICATION

“A word fitly spoken is like apples of gold in pictures of silver” (Proverbs 25:11). The right thing said at the right time, and said well, is a work of art. To communicate well is a skill that can be developed.

People gain their impression of your intelligence, confidence, and capabilities from your ability to communicate. Your effectiveness in ministry depends on the ability to influence others.

Most ministry consists of communication. Preaching, teaching, counseling, and encouraging are all done by communication. Most ministry leaders are good speakers. It is very unusual for a person who is not a good speaker to be an effective leader.

- » There is an old saying, “The pen is mightier than the sword.” What do you think this means?

Physical power cannot match the power of an idea communicated effectively. A weapon forces people to do something, but an idea gains their minds and hearts. That is why some governments limit freedom of speech.

- » A student should read James 3:1-8 for the group. Discuss what this passage says about the power of communication.

The passage in James talks mostly about the tongue’s potential for harm. The power of communication can be used for good or harm. God has chosen human communication, empowered by the Holy Spirit, as the means of accomplishing his plan of salvation.

Because of the power of communication, a Christian should always use it carefully. As a speaker, you should follow Christian ethics. Always be on the side of truth. Never promote something you do not believe in. Never try to control people by telling them things that are not exactly true, or by withholding information that would be important to them.

## FRIENDLINESS

The way you communicate affects your relationships with people. A leader’s personal interaction with people is important. People want to know that the leader respects and appreciates them. He should show by his manners that he values people.

You should practice interacting with people in a way that they appreciate. Some people think they should never act in a way that is not natural to them, but you should train yourself to have friendly behavior.

Your behavior should show the friendliness and respect that you have for people in a way that they can recognize. If it does not, your behavior is not consistent with your heart.

If you seem uninterested when you greet someone or even look somewhere else while shaking their hand, they know you do not value them. If you are a leader, other people feel privileged to talk to you. Give them a feeling of value by giving them attention and interest. You may think you don't have time to do that for everyone, but even a few seconds of focus on a person is worthwhile.

Unless your culture would direct otherwise, shake hands with a firm grip, look the person in the eye, put friendliness in your voice, and smile. A man should stand if someone comes to greet him while he is seated.

- » Practice these behaviors.

## **OVERCOMING THE FEAR OF PUBLIC SPEAKING**

One of the greatest fears people have is of public speaking.

- » Why do many people fear public speaking?

Many people fear public speaking because

1. They don't know what to say.
2. They do not have their thoughts organized.
3. They are not sure that people will like their performance.

The first cause of fear is removed by passion. The speaker should have a message that he wants to communicate. If you are asked to preach or teach, you should pray and seek God's inspiration until you have something important to communicate.

The second cause of fear is removed by preparation. Take time to think of how you will explain the ideas. List your points and decide what order to present them. Plan how you will finish. Your last sentences should emphasize the most important idea and ask for the response you want.

The third cause of fear is removed by success. After you speak and receive positive responses, you will have confidence for the future.

Some missionary families were attending a large convention. The director asked two of the fathers if they could each prepare one of their children to speak for a few minutes about missionary life. One father prepared his 10-year-old son by helping him think of some interesting things to say about their lives as missionaries. They practiced together and wrote a few words on a card to help him remember what to say. When he stood before the crowd, he spoke with confidence; and the crowd enjoyed his speech.

The other father did no preparation with his son. When the boy was put up to speak, he was frozen with fear, could hardly think of anything to say, and felt humiliated by his poor performance.

## **CHOOSING A SPEECH TOPIC**

The topic must be consistent with the occasion of the meeting. Ask yourself, “What do they expect from this speech?”

The speech topic must be worthwhile. Ask yourself, “Why do they need to hear this? How will this help them?”

You need credibility with the topic. Ask yourself, “Why should they listen to me talk about this?” If it is necessary for you to speak on a topic you know little about, you must research. A quick way to research is to talk to a respected person who is knowledgeable about the topic.

The topic should connect with the interests and experiences of the audience. Ask yourself, “Why should they care? How can I make them understand?”

## **MAKING A SPEECH INTERESTING**

Controversy gets attention, but turns some of the audience against you. Deal with controversy when you have to because of conviction, but never talk about it just to get attention.

Be cautious about presenting controversial material that is new to you. Time helps bring balance to new ideas.

Stories about your own experiences and lessons you have learned are interesting, but don’t talk about yourself so much that the speech seems to be about you.

Often a speaking engagement comes too suddenly for the speaker to prepare thoroughly. The speaker then must draw on his experiences and knowledge. A speaker should be constantly studying to increase the reservoir of material for his speeches.

## HOLDING ATTENTION

A speaker must regain the audience's attention frequently throughout the speech. Do not assume people are listening.

There are many signs that show an audience is listening attentively. The listeners are looking at the speaker, have thoughtful expressions, nod their heads or make vocal responses, lean forward slightly, ignore distractions, and respond to the speaker's humor or other emotions. When you see these signs, you know they are listening.

Throughout your speech you can use a variety of tactics to regain their attention. You can use: current statistics, humor, a biographical or historical illustration, an interesting quotation, a rhetorical question, a life problem, a hypothetical situation, dramatic repetition of a phrase or slogan, a current event or national situation, or a personal experience.

*A possible exercise: Have a student describe a recent speech or sermon he presented. He should describe any of the tactics in the above paragraph that he used. The group should discuss how other tactics could have been used in the speech. If time allows, several speeches or sermons could be examined to teach the students how to use these tactics.*

Before making an important point, make sure the audience is listening. Do something to get their attention.

Do not make any point during a temporary distraction. If something disturbs the setting for a few seconds, review something you said until the interruption is over, then regain attention.

While Oliver was preaching, a small child walked across the front of the church calling for his mother. Most of the people in the church watched the child. Oliver repeated some of what he had already said until the child was picked up, then raised his voice for a few seconds to get the crowd's attention again.

## CONCLUDING THE SPEECH

1. Prepare the last statements verbatim.
2. Summarize memorably what you most want the audience to remember.
3. Have a concise closing.
4. Don't apologize for faults that you think the speech had.
5. Close with a challenge or appeal that stirs their feelings.

## EYE CONTACT

The speaker should look at all sections of the audience, making direct eye contact with as many people as possible.



Speaking notes should be designed to be read with quick glances, so that the speaker does not have to read too much. Be familiar with your notes so that only quick glances are necessary.

## VOICE QUALITY

Common flaws in vocal quality are excessive speed or slowness, mumbling, monotone, artificial tone, or constant emphasis without variety. The quality of your voice affects the impact of your message. To improve your voice quality, consider these factors:

- Speak clearly and precisely.
  - Speak conversationally where appropriate.
  - Vary speed, force, tone, and volume.
- » Discuss examples of ways a person should vary the four elements in the previous sentence (speed, force, tone, volume).

## RELATIONSHIP WITH THE AUDIENCE

A speech is interaction with the audience, even if the audience is not speaking back. They have feelings and opinions about what you say, and those opinions may change during the speech.

A high platform and large podium give dignity to the speaker, but they distance him from the crowd and make interaction more difficult. If the crowd is not large, a speaker should stand on the same level with the listeners and use a small podium.

To earn respectful attention, your speaking must be acceptable. For example, if you stand on the desk to speak, everyone will listen; but because your action is so unusual, they may not take your message seriously. Certain behaviors and dress are expected for the setting. If you go too far from what is expected, they may not consider you a legitimate speaker.

Try to understand the prejudices of your audience and do not offend them without a purpose. If you make them angry about something unrelated to your purpose, you accomplish nothing. Do not try to correct all of their problems and misunderstandings in one speech.

An illustration: If you are pouring milk from a bucket into a bottle, you must pour slowly and carefully, or most of the milk will go on the ground. Likewise, if you try to change your audience too much at one time, they will not receive it.

Avoidance of certain practices will strengthen your relationship with your audience:

- Do not direct sarcasm at the audience.
- Do not seek the audience's pity. They will probably respect you less if they pity you.

- Avoid personal defense of your actions or character unless that is the purpose of the speech. Show principles that are more important than your own cause.
- Avoid boasting about your accomplishments. Be careful about personal stories that might sound like boasting.

## **PERSUASION**

- For persuasion or emotional appeal, aim at the majority of the crowd.
- Lead the audience through the steps to a decision. To change their opinions, you must help them think in a new way. Steps to a decision are:
  - A. Awareness of a difficulty
  - B. Defining the specific problem
  - C. Considering possible solutions and the objections to them
  - D. Describing the best solution
  - E. Planning action to bring about the solution
- Anticipate concerns and satisfy them.
- Build the argument on reason before motivating with emotion.

## **CLARITY AND UNITY**

The purpose of speaking is to be understood. Do not use vocabulary that is intended to impress particular members of the audience while leaving others uninformed. Some of the points below do not apply to a sermon that is a narrative style.

- Make sure every sentence is immediately understood. The listener cannot review or control the speed of the presentation.
- Have a one-sentence theme, memorably stated.
- Discard all material that does not contribute to the purpose.
- Connect each idea to the previous idea or to the theme.
- Keep the theme visible throughout the speech.
- Choose the best order for the points.
- Establish each point thoroughly before proceeding.
- Plan smooth transitions between points.

## THE PRACTICE OF WRITING

A speaker should practice writing speeches and articles. This exercise will develop his ability to communicate clearly. The practice of choosing the best words to use while writing will help him think of the best words while speaking.

Writing helps the speaker practice explaining ideas. If you begin to write something and are not sure how to write it, you are also unprepared to speak about that idea. You need to take the time to consider how to explain something in writing.

---

**“If you can’t explain  
it simply, you  
don’t understand  
it well enough.”**

**Albert Einstein**

---

Writing helps a person realize when he needs more information. If he is not sure that a statement is exactly correct, he can research it. Always remember that your words may be quoted, whether spoken or written. If you say things that are not accurate, people will learn that they cannot depend on what you say.

*Allow some students to share how they expect to change their goals or actions because of this lesson.*

## FIVE SUMMARY STATEMENTS

1. People gain their impression of your intelligence, confidence, and capabilities from your ability to communicate.
2. Show friendliness and respect in a way that people can recognize.
3. A speaker must gain the audience’s attention frequently throughout the speech.
4. For persuasion, lead your audience through the steps to a decision.
5. Writing helps the speaker practice explaining ideas.

## LESSON 16 ASSIGNMENTS

1. Write a paragraph summarizing a life-changing concept from this lesson. Explain why it is important. What good can it do? What harm could result from not knowing it.
2. Explain how you will apply the principles of this lesson to your own life. How does this lesson change your goals? How do you plan to change your actions?
3. Memorize the Five Summary Statements for Lesson 16. Be prepared to write them from memory at the beginning of the next class session.

## LESSON 17

# PERSONAL ISSUES: MONEY, TIME, AND DRESS

## MONEY MANAGEMENT

### The Principle of Accountability

- » A student should read Matthew 25:14-30 for the group. What does this passage tell us about the management of money?

Money is an important resource for ministry. Leaders should manage money to get the best results. We will give account to God for the resources he gives us to manage.

Remember the story of the Samaritan who helped the injured traveler (Luke 10:30-35)? The purpose of the story was to illustrate what it means to love the people you encounter. However, we can make another point by observing certain details, though this point was not necessarily intended by the writer.

The Samaritan had a donkey, and he had money to pay for the man's care. What if he had wasted his resources before he met the injured man? He would have been less able to help him. There are many people who say they sympathize with the suffering of others and the need for evangelism, but they do not manage their resources so they can respond to needs. They are never able to help others.

Money can be spent for things that are consumed and gone, or it can be spent for things of lasting value in this world and in eternity. It is necessary for us to spend money for our needs; but as much as possible, we need to invest in the future.

Many people never invest because they think they do not have enough. But if a person would save and invest small, regular amounts, there would eventually be large results. A farmer, no matter how poor he is, realizes that he must save enough to plant again. We need to find ways to save and invest our resources.

- » What are some ways to save and invest small amounts?

## The Principle of Faith

The Apostle Paul gave a great promise to the church at Philippi. They had sacrificed to support the ministry. He promised them that God would supply their needs (Philippians 4:19).

Jesus told his disciples that they should not live in anxiety, but trust God to provide for them (Matthew 6:25-34). The kingdom of God was to be their priority, even before their basic needs.

Faith does not mean that we do not take responsibility to provide for ourselves and the people who depend on us. We are supposed to work to be able to provide for needs (Ephesians 4:28). If a person does not provide for his family, he is not an example of a believer (1 Timothy 5:8).

A person should never be sitting in idleness waiting for God to provide. God has designed that we profit by work and by producing something of value.

Faith means that we realize we cannot survive without God's blessing. Our strength and opportunity to work come from God, and he also blesses with things that do not come from our work. Because we depend on God, we should pray as Jesus directed, "Give us this day our daily bread."

We should be generous with others because

- We know that God provides for us.
- Our work does not produce all that we have.
- We do not deserve God's blessings.
- We show God's love by giving.

We should not be like a selfish child who takes the largest piece of cake or hides his candy because he knows he cannot get more. God has abundance and does not need us to be greedy or secretive, as if he will never give us more.

A ministry leader manages not only his own money, but ministry resources. God will provide for a ministry that is following his will. However, his will is not always what seems obvious to us. Sometimes people are focused on maintaining an institution, and they neglect to seek clear direction from God. Sometimes people are trying to do a good thing, but they don't do it the way God wants. We will not always have perfect discernment in these things, but a lack of finances for ministry should motivate us to seek a better understanding of God's will.

## The Principle of Honesty

The principle of faith leads to the principle of honesty. We should never do something that displeases God, because we want to please him and we want to be blessed by him.

If you are depending on God and trusting him, you will reject opportunities to gain by doing something dishonest. When an opportunity comes, you should consider this question, “Would God provide this way?” If the opportunity is to gain something by being dishonest, we know it is not the way God would provide. A person who does something wrong for profit is not trusting God for his needs.

A person in ministry usually manages resources that are not his own. It is important for him to distinguish ministry money from his own money. In some cultures, people do not easily understand this rule. However, whether in ministry, government, or business, a person is not given a position of authority unless people think he is able to make this distinction. If a person uses the institution’s money as his own, he is violating trust (1 Corinthians 4:2).

A ministry leader should establish policies that maintain careful accountability with the institution’s money. He should not collect and administrate the money alone. Several people should be involved in keeping records and spending.

## **The Principle of Ministry Support**

God has designed that ministry should be financially supported. However, a ministry leader will often be in circumstances where his ministry is not fully supported.

For a Christian leader, money should never be the reason he accepts a leadership position or the reason he gives his best effort. The motivation for ministry is the obligation to obey God, desire to please God, and love for the people served (1 Peter 5:2, 1 Corinthians 9:16, John 21:15-17).

When Jesus sent his disciples to minister, he said, “You have received freely, so give freely” (Matthew 10:8). It is wrong to put a price on ministry. One of the strongest rebukes in the Bible was given to a man who offered to pay for a spiritual power so that he could make a profit from it (Acts 8:18-23).

Ministry does not produce money like other kinds of work, because it does not provide a product or service to be sold. Ministry is supported only when people who have other occupations decide that it should be supported.

A ministry leader can encourage people to support by communicating the value of the ministry, and his commitment to it. Usually he cannot wait for support before beginning the ministry. Reports of his ministry should be regular, realistic, and completely honest.

---

**“God’s work done in  
God’s way will never  
lack God’s supplies.”**

**J. Hudson Taylor**

---

People most often become supporters because they see the value of the ministry, not because the minister needs support. The ministry leader should not try to raise support by talking about his needs, but by producing ministry results and explaining his ministry vision. It is also important to build relationships with the people he serves so that they see his commitment and appreciate his service to them.

Some people may want to support the leader personally instead of giving to the organization. The leader must be careful not to build his own support instead of building the organization. His job is to build the organization.

The leader should avoid debt. To borrow money is to spend money from the future. Debt takes away freedom to make decisions in the future. Debt means that you are making decisions about the future before you are there. Debt is spending the resources of the future while the needs of the future are still unknown.

The leader should avoid personal debt, because it will limit his ministry decisions in the future. The leader should avoid leading the organization into debt. Use only the money God has provided. Don't borrow, thinking that God will provide the means of paying the debt. If God wants to provide for a specific need, he can do it before you borrow, instead of afterward. Borrowing takes away one of the ways of discerning the will of God, because it means that you do not wait to see what God will provide.

*Allow some students to share how they expect to change their goals or actions because of the principles about money.*

## TIME MANAGEMENT

### The Biblical Value of Time

- » A student should read Psalm 90:9-12 for the group. What are some statements about life from this passage?

The Bible tells us that time is valuable because life is measured in terms of time. This passage tells us that we should put value on our days because life passes quickly. Time is valuable because life is valuable.

The Bible speaks of time as a limited resource. Jesus said that he worked without wasting time, because time for working is limited (John 9:4).

Jesus compared ministry to the work of harvesting (Matthew 9:37-38). Harvesting is always done with a sense of urgency, because it must be done before the harvest is lost. A shortage of workers causes a crisis because there is limited time. Jesus made the point that ministry is urgent, and it is even more urgent because of the shortage of workers.



A farming family would be ashamed of a son who wasted time during the harvest (Proverbs 10:5). Even more, a Christian should be ashamed to waste time instead of doing all that he can to accomplish the mission of the church before time is gone.

The Bible tells us that we should be making the best use of our time (Ephesians 5:16, Colossians 4:5). Most opportunities have time limits. A lazy person lets opportunities pass because he will not work hard.

- » A student should read Proverbs 6:6-11 for the group. What does this passage say about time and opportunity?

The Apostle Paul taught that ministry should be supported financially (1 Corinthians 9:4-14, 1 Timothy 5:17-18). However, he often worked to support himself because he wanted to be able to preach the gospel without asking for anything (1 Corinthians 9:18). In one place, he worked day and night (1 Thessalonians 2:9). Sometimes he supported himself and the rest of the missionary team (Acts 20:33-34).

Even though Paul's ministry deserved support, he did not wait for support before committing to ministry. He was willing to manage his time so that he could do everything that was necessary.

## **The Purposeful Use of Time**

Some people have no long-term goals. They simply do today's tasks without thinking much of the future. After they have finished the necessary tasks for each day, they let the rest of the day pass without doing anything significant.

A person with goals does not waste time, because he is looking to the future. He knows what he wants to accomplish over a period of years. He is not simply doing what has to be done today, but doing things that help achieve the long-term goal. He always has more work to do than he has time for. Whenever he has some extra time after finishing the necessary work, he chooses a way to spend the remaining time to produce value.

A person who wants to work at a high, professional level of quality does not waste time because he continually improves himself. He finds ways to do his work better. He takes time to learn from other people. He reads and studies. He always has something to do.

A strongly-developing leader does not waste time sitting and waiting for orders from someone else. He does not assume there is nothing to do when he has not been told to do something. He knows there are things he can be doing to advance the work—people to talk to, or something to organize, observe, or inspect. He does not waste time just because he has met his job requirements.

Many people spend much time doing nothing because they think there is nothing to do. A person who has much time to sit in idleness is not a person with long-term goals, a person who wants to work at a high professional level, or a strongly-developing leader.

Imagine that someone made you a special offer. For thirty days, you will receive \$1,000 per day. You can spend it for whatever you want. At the end of each day you can keep what you bought, but you have to give back any money that remains.

» How would you spend that money?

If you are wise, you would try to buy things that would be valuable for you when the thirty days ended. You would not spend most of it on entertainment or expensive food. You certainly would make sure that you did not end each day with much money to give back.

Time is like that. You can spend your time for things that will be nothing later, or you can invest it in things that will be valuable. At the end of each day, whatever time was not used is lost. You cannot keep it for later.

You can also apply this illustration to life and eternity. During your life you can invest in eternity. At the end of your life, whatever was not invested in eternity is lost.

## Investment of Time

In the lesson about priorities (Lesson 7) a diagram showed us how activities range from important to unimportant and from urgent to not urgent. An activity may not be urgent, yet be very important for the future. For example, personal study and training of others is usually important but not urgent.

Don't just spend time on what is necessary now. Invest time for the future. Try to invest time daily in things that will have value many years in the future.

---

**“Work, for the night is coming,  
Under the sunset skies;  
While their bright tints are glowing,  
Work, for daylight flies.  
Work as the last beam fadeth,  
Fadeth to shine no more.  
Work, as the night is darkening  
When man's work is o'er.”**

**Annie Coghill**

---

Be like a man who plants trees. He knows that a tree is worth nothing until it has grown for years. He does not do it because of what he needs now. He does it for the future.

## Interruptions and Delays

We must remember that God is sovereign over our plans (James 4:13-17). Sometimes circumstances change so that our plan is delayed.

Sometimes God interrupts our plan to accomplish a different purpose. We must be willing to leave our plan and respond to urgent situations and needs of others. We should not feel like we are wasting time because God knows best and is in control.

Sometimes our work is delayed because we have to wait for someone else to finish something. Don't waste hours or days waiting; find something valuable to work on while you are waiting.

In most countries, much time is spent in travel or waiting in lines. Plan to use that time. You should always have material for reading and writing so that time is not wasted. Most people say they do not study because they lack time, yet they spend many hours on buses or in waiting rooms and do nothing while they sit there.

A boy named Abe had to work very hard to help his family. He built fences from trees that he cut with an axe. He spent long days plowing the ground. He sometimes held a book on the plow handles and read. Sometimes late at night he would read by the light of the fire. When he became an adult, he studied and became a lawyer. He eventually was elected to government positions and finally became president of the United States. (This was Abraham Lincoln.)

## Relationships

Relationships require time, and relationships are important to a Christian. His relationship with God needs time—not only in working for God, but spending time alone in prayer. Everyone is in relationships with family and friends and should take time, not only to meet obligations, but to show value to people.

We should invest time not only in producing measurable results, but also in relationships. We gain help and resources from relationships, but the relationships are valuable because people are valuable.

- » What about hours that are spent in conversation with friends? How can you decide when the time was invested well and when it was wasted?

Time spent in conversation can be valuable in many ways: It may shape opinions and values; it may inform; it may show love; it may encourage or comfort; or it may refresh and build a person spiritually. However, many people let hours go by that do not accomplish any purpose.

*Allow some students to share how they expect to change their goals or actions because of the principles about time.*

## DRESS

Clothing is obviously a significant aspect of human life. Every person makes choices about his dress if he has options beyond the basic necessities.

Dress is a person's first presentation of himself. Therefore, a person's dress shows what he thinks about himself and what he wants others to think about him. Dress is not unrelated to a person's character; it is a purposeful presentation of character.

## Biblical Considerations

The Bible gives several implications about the dress of a Christian.

1 Timothy 5:2 tells us that leaders should interact with the opposite gender in complete purity. Part of pure behavior for a leader, male or female, is to dress in a way that does not purposely cause wrong physical desires.

1 Peter 5:5 tells us to be dressed in humility. The apostle is not referring specifically to physical clothing, but telling us figuratively that humility should be our clothing. However, this also implies that we should not wear something that is contrary to humility.

Some people choose to wear things that will make them seem superior to other people. Things like watches, ornaments, or various items of clothing can be designed to be obviously expensive. Some people want to advertise to others that they are at a high level of success. They want to seem superior to other people. This is not the attitude of a servant. The desire to seem superior to others is a worldly desire that a Christian should reject.

A leader or pastor may dress more formally than the people he leads. That is not to make himself seem superior, but to honor the people he serves. He is dressing well to show that he wants to serve well. For example, in an expensive restaurant, the waiters may be dressed better than the customers. That is not to make them seem superior to the customers, but to honor the customers with their service. A person who refuses to dress well at an event where he should be dressed well shows disrespect to the other people involved.

What would you think of a person who came to a wedding dressed in dirty work clothes? Likewise, what would you think of a leader who led an important activity without preparing his appearance? His appearance would show disrespect.

- » How do you distinguish between things that are designed to make a person look superior, and dress that shows commitment to service? What things might be worn for either purpose, depending on the person's motive?

Romans 12:10 tells us that we are to honor others rather than trying to put ourselves above others. The verse is not speaking of dress specifically, but it implies that we should not try to make ourselves seem superior to other people with our dress.

A Christian's dress should demonstrate that he has the character that God wants him to have. The inner nature of a person is more important than his outward appearance, but his appearance should be a demonstration of his character.

## **Social and Practical Considerations**

A leader should be neat and clean in his appearance. He should never have an appearance that would embarrass his friends and the people he leads.

- » What are some details of personal cleanliness and neat dress?

A leader should dress in a way that is appropriate to the activity he is involved in. For example, while helping in a construction project, he does not need to dress the same as he would at church.

## **Professional Considerations**

Certain occupations have distinctive dress. Some workers, such as soldiers and policemen, wear uniforms. When a policeman is in uniform, he gets cooperation much more quickly because he is immediately recognized as a policeman. If a policeman were not in uniform, his job would be more difficult because he would constantly have to prove his authority before doing his job.

A doctor wears distinctive clothing while working in a hospital. He wants to be easily recognized as a doctor.

Imagine that you go to a hospital. The staff put you in a room to wait for examination. A man walks in wearing a t-shirt with a picture of a rock music group and dirty, ragged pants. His hair is long and tangled, and he has a tattoo on his neck. At first you might think that the staff had sent another patient to the room. Then the man speaks and says, "Hello, I'm the doctor." How would you react?

- » In the story above, why would the patient doubt that the man was really the doctor?

People have expectations about the dress of a professional. If a person is dressed differently from what they expect, it will be harder for him to gain their confidence. This applies to many positions, including those of pastor and teacher.

Dress is a way to show that you are serious about what you are doing. If you dress for leadership the same as you dress for playing sports, relaxing at home, or doing physical labor, people may assume that you do not consider your leadership to be important.

Leadership is influence. If a person doubts your ability because of your appearance, your influence is lessened. It is a very simple principle: A person should look like what he is. You are meeting some people for the first time every day. Many of them decide quickly whether they want to be influenced by you. Because your dress is the first thing they see, you should not dress in a way that reduces your influence.

*Allow some students to share how they expect to change their goals or actions because of the principles about dress.*

## CONCLUSION

*Finish the last lesson with encouragement and challenge for the students to continue to develop and continue to study how to apply the principles they have learned. Remind them they are to work primarily for the extension of the work of God and for the glory of God and eternal reward.*

*The following quotations may be used to encourage students to consistently do their best.*

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.<sup>45</sup>

The following quotation is thought to come from the papers of a pastor in Zimbabwe, found after he was martyred for his faith.

I'm a part of the fellowship of the unashamed. The die has been cast. I have stepped over the line. The decision has been made. I'm a disciple of his and I won't look back, let up, slow down, back away, or be still.

---

45 Theodore Roosevelt "Citizenship in a Republic: The Man in the Arena" (Public Address) (April 23, 1910)

My past is redeemed. My present makes sense. My future is secure. I'm done and finished with low living, sight walking, small planning, smooth knees, colorless dreams, tamed visions, mundane talking, cheap living, and dwarfed goals.

I no longer need preeminence, prosperity, position, promotions, plaudits, or popularity. I don't have to be right, or first, or tops, or recognized, or praised, or rewarded. I live by faith, lean on his presence, walk by patience, lift by prayer, and labor by Holy Spirit power.

My face is set. My gait is fast. My goal is heaven. My road may be narrow, my way rough, my companions few, but my guide is reliable and my mission is clear.

I will not be bought, compromised, detoured, lured away, turned back, deluded or delayed.

I will not flinch in the face of sacrifice or hesitate in the presence of the adversary. I will not negotiate at the table of the enemy, ponder at the pool of popularity, or meander in the maze of mediocrity.

I won't give up, shut up, or let up until I have stayed up, stored up, prayed up, paid up, and preached up for the cause of Christ.

I am a disciple of Jesus. I must give until I drop, preach until all know, and work until he comes. And when he does come for his own, he'll have no problems recognizing me. My colors will be clear!





# VISION CRAFTING: THE PROCESS OF MINISTRY REPRODUCTION

Timothy Keep

## INTRODUCTION

**Growth and expansion of the Church to the glory of Jesus Christ is to be the *norm* in the Kingdom of God.** Whenever “barrenness” was the will of God, it was either discipline or a test preparing the barren for great fruitfulness.

The history of Israel and the church point to this. The Parables of the Kingdom point to this (Matthew 13:31-33). The promises of Jesus encourage this: “Fear not little flock, it is the Father’s good pleasure to give you the Kingdom” (Luke 12:32); “Most assuredly, I say to you, he who believes in me, the works that I do he will do also; and greater works than these he will do, because I go to my Father” (John 14:12).

Not asking is disobedience. Furthermore, when we don’t ask, we get what we “asked” for — nothing!

The shared authority Jesus taught in the Great Commission (and other places) assumes that God wants the growth of the church (Matthew 28:18-20).

The coming of the Holy Spirit assures the growth of the church (Acts 1:8).

The power and progress of the New Testament Church demonstrate how the church should grow.

So what should be our style of ministry as we depend on the power of God and expect growth and expansion of the church? What should we be doing?

**Growth and expansion of the Church *normally* happens through orderly processes,** rather than sensational experiences or miracles. When revivals *do* come, if order is not implemented, the long term results will be small.

The orderly way Jesus went about his ministry, along with the orderliness of the Jerusalem and Antioch churches and the orderly missionary work of Paul, illustrate the necessity of order for lasting growth.

The orderly way in which Nehemiah rebuilt the broken walls of Jerusalem was vital to success.

The following are the progressive stages of vision crafting (developing and finishing a new project) which the Lord has taught me in my ministry experience and through the study of men like Nehemiah.

## **STEP #1 – PERCEIVING**

**Good leaders are first good listeners. Unless you are curious, you will never lead a successful mission for the Lord.**

...Hanani one of my brethren came with men from Judah; and I asked them concerning the Jews who had escaped, who had survived the captivity, and concerning Jerusalem. And they said to me, “The survivors who are left from the captivity in the province are there in great distress and reproach. The wall of Jerusalem is also broken down, and its gates are burned with fire” (Nehemiah 1:2-3).

Nehemiah listened—prayerfully and with an open mind and heart. Listen to what God is saying to you through the words, problems, confessions, and needs of others. Nehemiah listened with his heart!

Nehemiah learned all he could about the problem. Ask questions. Be curious. Gather facts. Too often we make decisions before knowing the facts. Pastors and missionaries have made this mistake often. Too often we have pushed our agenda; we have given people what we think they need.

Nehemiah was moved by love. No ministry will endure which is not motivated by love.

## **STEP #2 – PRAYER**

**Prayer is critical to finding the mind of the Lord.**

So it was, when I heard these words, that I sat down and wept, and mourned for many days; I was fasting and praying before the God of heaven (Nehemiah 1:4ff).

Like Nehemiah, pray God’s Word; pray the promises of God.

Like Nehemiah, pray humbly. Nehemiah confessed his sin and the sin of the nation.

Like Nehemiah, pray for clarity of vision and plan. Even before the king asked, Nehemiah was forming a plan in his mind.

For God is not the author of confusion but of peace... (1 Corinthians 14:33).

Now it came to pass in those days that he went out to the mountain to pray, and continued all night in prayer to God. And when it was day, he called his disciples to himself; and from them he chose twelve whom he also named apostles (Luke 6:12-13).

Seek practical wisdom, the skill and methods to accomplish this thing.

And if any man lacks wisdom, let him ask of God who give to all men liberally and without reproach, and it will be given him (James 1:5).

Seek discernment.

Beloved, do not believe every spirit, but test the spirits, whether they are of God... (1 John 4:1).

Seek unity.

Again I say to you that if two of you agree on earth concerning anything that they ask, it will be done for them by my Father in heaven (Matthew 18:19).

As they [the Antioch church] ministered to the Lord and fasted, the Holy Spirit said, "Now separate to me Barnabas and Saul for the work to which I have called them" (Acts 13:2).

Like Nehemiah, pray expectantly.

But let him ask in faith, with no doubting, for he who doubts is like a wave of the sea driven and tossed by the wind. For let not that man suppose that he will receive anything from the Lord (James 1:6-7).

Like Nehemiah, pray fervently.

And having fasted and prayed, and laid hands on them, they sent them away [to the mission work] (Acts 13:3).

Prayer seasons are sometimes long. If, while praying, the burden for a particular project or ministry persists, then keep moving in that direction. But remember that God's timing is just as important as his will.

## STEP #3 – PLANNING

### Refuse to wait for a miracle!

So I went up in the night by the valley and viewed the wall (Nehemiah 2:15).

“Attempt great things for God; expect great things from God,” said William Carey. Once you believe you have received clarity for a particular ministry or project, begin to take action. But remember to pray in the planning phase, as well. Here are some keys to effective planning:

You may need to take an exploratory trip to “scout out the land.”

Ask practical questions: What? When? Where? Who? Why? How? Assume nothing. Be thorough. “And whatever you do, do it heartily, as to the Lord and not to men” (Colossians 3:23).

- What preparation needs to be made?
- Who will take responsibility?
- Where will this take place?
- How much will it cost? How will it be sustained?
- Who will be responsible for the cost, the ministry, work, etc.?
- When will it start?

Work out a clear step by step process of how this project will be accomplished. Be as specific as possible. Nehemiah succeeded not just because he prayed and fasted, but because he had the wisdom to break a huge project up into small “bite-sized” portions.

Assign tasks. Designate responsibilities. Clarify each person’s assigned duty.

Set specific goals, with specific times, places, duties, etc.

There are many examples in scripture of the necessity of planning—Noah, Moses (especially when he built the tabernacle), Joshua (the war strategist), David (especially when he prepared for building the temple), and Nehemiah when he organized the people to rebuild the broken down walls of Jerusalem.

Don’t think that because a ministry is blessed by God, it doesn’t need planning. The more important the mission, the more important the planning and preparation!

## STEP #4 – ACTION

**Once your plan is in place, act on it!**

Then Eliashib the high priest rose up with his brethren the priests and built... (Nehemiah 3:1).

When you have carefully made the plan, then work the plan! Do not delay unnecessarily. Delay can demoralize and dishearten God's people, and it can quench your zeal. God's grace, power, and providence will come as we act according to his will. And remember this: God's work is 10% inspiration and 90% perspiration.

Like Nehemiah, act decisively. Tentative action in a leader will demoralize God's people.

Like Nehemiah, act in unity. The people worked with one heart on their diverse tasks.

Like Nehemiah, act 7sacrificially. Nehemiah allowed himself no special treatment, but sacrificed along with the builders. True vision will cost the visionary. There is no such thing as a vision that somebody else pays for! God will bless you with support when you make your own life, gifts, time, and resources available.

Like Nehemiah, act in faith. Take the first steps, even when you don't know how the Lord will provide for the next steps.

## STEP #5 – PERSEVERANCE

**Any great work in the Kingdom will require patience, persistence, and perseverance.**

So I sent messengers to them, saying, "I am doing a great work, so that I cannot come down (Nehemiah 6:3).

Nehemiah provides us a perfect illustration of patience. Here are principles to remember:

Like Nehemiah, expect opposition. Stand firm!

Like Nehemiah, evaluate and adjust to new information, challenges, and threats.

Like Nehemiah, encourage the builders. Effective leaders understand the power of authentic optimism—optimism which rises out of confident belief in the vision.

Like Nehemiah, endure to the end and never give up. Follow through is vital. Often this requires years of faithful persistence.

There is no thrill in walking, yet it is the test for all our steady and enduring qualities. To “walk and not faint” is the highest stretch possible as a measure of strength... When we are in an unhealthy condition either physically or emotionally, we always look for thrills in life. In our physical life, this leads to our efforts to counterfeit the work of the Holy Spirit; in our emotional life, it leads to obsessions and to the destruction of our morality; and in our spiritual life, if we insist on mounting up ‘with wings like eagles’ (Isaiah 40:31), it will result in the destruction of our spirituality.<sup>46</sup>

William Carey said, “I can plod. I can persevere in any definite pursuit. To this I owe everything.” He accomplished great goals that took many years of work.

## CONCLUSION

Nehemiah was not the person anyone expected to become the leader. But against impossible odds, through perception, prayer, planning, action, and perseverance, he completed the Jerusalem walls in just 52 days! This became his legacy. What legacy will you leave?

---

46 Oswald Chambers, *My Utmost for His Highest* (July 20 entry). Accessed from <https://utmost.org/dependent-on-god%E2%80%99s-presence/> on March 14, 2020.

# RECOMMENDED RESOURCES

## Books:

Blanchard, Ken and Phil Hodges. *The Servant Leader*. Nashville: Thomas Nelson, 2003.

Blanchard, Ken and Mark Miller. *The Secret: What Great Leaders Know and Do*. San Francisco: Berrett-Koehler Publishers, 2014.

Collins, Jim. *Good to Great: Why Some Companies Make the Leap... and Others Don't*. New York: HarperBusiness, 2001.

Collins, Jim and Morten Hansen. *Great by Choice: Uncertainty, Chaos, and Luck—Why Some Thrive Despite Them All*. New York: HarperBusiness, 2011.

Collins, Jim and Jerry Porras. *Built to Last: Successful Habits of Visionary Companies*. New York: HarperBusiness, 2004.

Covey, Stephen. *7 Habits of Highly Effective People*. New York: KMS Publishing, 2011.

Covey, Stephen. *The Speed of Trust: The One Thing that Changes Everything*. New York: Free Press, 2006.

Maxwell, John. *Developing the Leader Within You*. Nashville: Thomas Nelson, 2005.

Maxwell, John. *17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*. New York: HarperCollins Leadership, 2001.

Maxwell, John. *21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. Nashville: Thomas Nelson, 1998.

Mohler, Albert. *The Conviction to Lead: 25 Principles for Leadership That Matters*. Bloomington: Bethany House Publishers, 2012.

Smith, Mark and Larry Lindsay. *Leading Change in Your World*. Marion: Triangle Publishing, 2008.

**Online Resources:**

[HowWeLead.org](http://HowWeLead.org) and [KenBlanchard.com](http://KenBlanchard.com) are websites with resources from Ken Blanchard.

Videos are available on [YouTube.com](http://YouTube.com) from Ken Blanchard and John Maxwell.

At [JohnMaxwell.com](http://JohnMaxwell.com), you can find video resources, including a free daily video.



# RECORD OF ASSIGNMENTS

**STUDENT NAME** \_\_\_\_\_

Initial when each assignment has been completed. All assignments must be successfully completed to receive a Certificate from Shepherds Global Classroom.

LESSON	CONCEPT SUMMARY	PERSONAL APPLICATION	CONTENT MEMORY	SCRIPTURE ASSIGNMENT
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Application for a Certificate of Completion from Shepherds Global Classroom may be completed on our webpage at [www.shepherdsglobal.org](http://www.shepherdsglobal.org). Certificates will be digitally transmitted from the president of SGC to instructors and facilitators who complete the application on behalf of their student(s).

# SCRIPTURES CITED

Genesis 3, 53  
 Genesis 39, 138  
 Genesis 50, 138

Exodus 32, 52, 129  
 Exodus 33, 129

Joshua 7, 51  
 Joshua 24, 59

Judges 6, 121

1 Samuel 2, 23, 25  
 1 Samuel 8, 9  
 1 Samuel 11, 37  
 1 Samuel 13-15, 65  
 1 Samuel 14, 68, 69  
 1 Samuel 15, 68, 69  
 1 Samuel 16, 73  
 1 Samuel 18, 74  
 1 Samuel 22, 69, 74  
 1 Samuel 24, 69  
 1 Samuel 25, 74

2 Samuel 15, 92

1 Kings 12, 75, 80, 81  
 1 Kings 19, 32, 35

2 Kings 2, 32, 35, 36  
 2 Kings 5, 35, 44  
 2 Kings 20, 106

2 Chronicles 26, 134

Ezra 3, 105

Nehemiah 1, 103, 162  
 Nehemiah 2, 103, 164  
 Nehemiah 3, 165  
 Nehemiah 4, 103  
 Nehemiah 6, 103, 165

Psalms 75, 35  
 Psalm 90, 152

Proverbs 6, 153

Proverbs 10, 153  
 Proverbs 22, 19  
 Proverbs 25, 141

Isaiah 40, 166

Daniel 1, 48, 51  
 Daniel 2, 35  
 Daniel 4, 136

Matthew 6, 150  
 Matthew 9, 152  
 Matthew 10, 151  
 Matthew 13, 161  
 Matthew 18, 163  
 Matthew 20, 8, 41  
 Matthew 25, 45, 149  
 Matthew 28, 161

Luke 6, 163  
 Luke 10, 149  
 Luke 12, 161  
 Luke 18, 129

John 4, 58, 129  
 John 9, 152  
 John 12, 47  
 John 13, 40, 129  
 John 14, 161  
 John 18, 128  
 John 19, 11  
 John 21, 45, 151

Acts 1, 161  
 Acts 6, 13, 19  
 Acts 8, 151  
 Acts 12, 136  
 Acts 13, 163  
 Acts 14, 16  
 Acts 16, 29  
 Acts 20, 153

Romans 12, 15, 157

1 Corinthians 1, 137  
 1 Corinthians 4, 45, 151  
 1 Corinthians 8, 33

1 Corinthians 9, 64, 151, 153  
 1 Corinthians 12, 5, 85, 88  
 1 Corinthians 13, 47  
 1 Corinthians 14, 15, 163

2 Corinthians 5, 44

Galatians 3, 129

Ephesians 1, 59  
 Ephesians 3, 59  
 Ephesians 4, 15, 30, 35, 59, 150  
 Ephesians 5, 153

Philippians 2, 43  
 Philippians 4, 150

Colossians 3, 164  
 Colossians 4, 153

1 Thessalonians 2, 153

1 Timothy 2, 53  
 1 Timothy 3, 13, 16, 20, 44  
 1 Timothy 5, 15, 58, 150, 153, 156

2 Timothy 2, 18, 29  
 2 Timothy 4, 72

Titus 1, 13, 15, 19

Hebrews 11, 129  
 Hebrews 13, 15

James 1, 163  
 James 2, 129  
 James 3, 141  
 James 4, 155

1 Peter 5, 42, 83, 151, 156

1 John 4, 163

3 John, 119

Revelation 2-3, 137

# INDEX

## A

**Accountability**, 11, 45, 133, 135, 149  
**Achievement**, 102, 136  
**Affirmation**, 136  
**Authority**, 8, 127

## B

**Becoming a leader**, *Lesson 4*  
**Bench**, the, 88, 91  
**Board of directors**, 133

## C

**Calling**, 35, 58  
**Change**, leading through, 34, *Lesson 12*  
**Characteristics of a leader**, 8, 117  
**Character of a leader**, 117, *Lesson 6*  
**Commitment**, 77, 120  
**Communication**, *Lesson 16*  
**Connection within organization**, *Lesson 9*  
**Conviction**, 49  
**Cooperation**, 134  
**Correction**, 138  
**Crisis**, 34  
**Criticism**, 138  
**Cross-cultural leadership**, *Lesson 14*  
**Cultural conquest**, 130  
**Customers**, 83

## D

**Delegation**, 62  
**Development of others**, 92, *Lesson 13*

**Devotion**, 43  
**Dress**, 156–158

## E

**Enabling others**, 29, 126  
**Encouraging others**, 136  
**Engaging others**, *Lesson 9*

## F

**Friendliness**, 84, 141

## G

**Goals**, 100, 111, 120, 130, 164

## H

**Heart**, 47, 78  
**Humility**, 42, 44

## I

**Identity (organizational)**, *Lesson 11*  
**Influence**, 7, 30, 73  
**Inspiration**, 126  
**Integrity**, 19, 38, 51, 150, *Lesson 2*

## L

**Leaving leadership position**, 71  
**Level 5 leader**, 46, 73, 91  
**Levels of leadership**, *Lesson 8*  
**Limitations**, 67, 73

## M

**Mentoring**, 39, 121  
**Momentum**, 112  
**Money**, 55, *Lesson 17*  
**Motivation**, 27, 117

## P

**Pareto Principle**, 59, 120

### People

Alexander the Great, 67  
 Aquinas, Thomas, 109  
 Aristotle, 44  
 Blanchard, Ken, 7, 28, 64, 78, 80, 84, 100, 105, 110, 115, 135, 137, 168  
 Bowles, Sheldon, 28, 137  
 Carey, William, 164, 166  
 Carnegie, Andrew, 87  
 Chambers, Oswald, 166  
 Chrysostom, John, 31  
 Churchill, Winston, 27, 50, 63, 107  
 Coghill, Annie, 154  
 Collins, Jim, 46, 47, 72, 98, 107  
 Confucius, 125  
 Covey, Stephen, 60, 82, 167  
 Cuff, Kathy, 84  
 Disney, Roy, 57  
 Edison, Thomas, 28  
 Einstein, Albert, 90, 147  
 Elmer, Duane, 129  
 Ford, Henry, 117  
 Gandhi, Mahatma, 43, 50, 51  
 Greenleaf, Robert, 42, 54  
 Halsey, Vickey, 84  
 Hansen, Morten, 167  
 Herod the Great, 116  
 Hitler, Adolf, 27  
 Hodges, Phil, 7, 64, 78, 110, 115, 167  
 Jobs, Steve, 106

King, Martin Luther, Jr., 52  
 Lacinak, Thad, 80  
 Lincoln, Abraham, 50, 51, 155  
 Lindsay, Larry, 167  
 Lingenfelter, Sherwood, 125  
 Maxwell, John, 25, 51, 57, 64, 69, 87, 88, 92, 93, 117, 119, 120, 133, 168  
 Miller, Mark, 105, 167  
 Mohler, Albert, 45, 50, 100, 110, 167  
 Nightingale, Florence, 116  
 Pareto, Vilfredo, 59  
 Penney, James Cash, 69, 98  
 Porras, Jerry, 98, 167  
 Reagan, Ronald, 9, 138  
 Roosevelt, Theodore, 158  
 Smith, Mark, 167  
 Taylor, J. Hudson, 15, 96, 151  
 Thatcher, Margaret, 80  
 Tompkins, Chuck, 80  
 Walton, Sam, 33, 135  
 Wesley, John, 17, 58  
 Wilberforce, William, 35  
 Wilson, Woodrow, 87

**Perception**, 12, 107, 162

**Performance**, *Lesson 15*

**Perspective**, 12

**Persuasion**, 27, 146

**Position of leadership**, 8, 127

**Potential for leadership**, 38, 119

**Power distance**, 128

**Prayer**, 162

**Priorities**, *Lessons 7 & 17*

**Productivity**, 9

**Promotion**, 30, 126

**Public speaking**, *Lesson 16*

**Purpose**, 111, 153, *Lesson 11*

## Q

**Qualifications for leadership**, 44, *Lesson 2*

**Qualifications of deacons**, 19

**Qualifications of pastors**, 16

**Questions**, 82, 122, 164

## R

**Recruitment**, 91, 93, 117

**Relationships**, 38, 155

**Reliability**, 29, 34

**Reputation**, 19, 54, 90

**Responsibility**, 11, 36, 63

**Rewards**, 130

**Rights**, 63

## S

**Sacrifice**, 62, 165

**Score**, 108, 133

**Selection of leaders**, 16

**Servant leadership**, *Lesson 5*

**Spoiled fruit**, 88, 90

**Stewardship**, 45

**Strategy**, 101

**Success**, 25, 50, 120, 136

## T

**Team building**, 99, 117, *Lesson 10*

**Time management**, *Lesson 17*

**Training**, 33, 84, 119

**Traits of a pastor**, 21

**Traits of a project leader**, 21

**Troublemakers**, 90

**Trust**, 16, 20, 125

## U

**Urgency and importance**, 60

## V

**Values**, *Lesson 11*

**Vision**, 12, 36, 100, 107, 118, 126  
 Sermon, 161

## W

**Weakest link**, 89

**Words**, 27, 81, 139, *Lesson 16*

# **SHEPHERDS GLOBAL CLASSROOM COURSE DESCRIPTIONS**

## **DOCTRINAL FOUNDATIONS COURSES**

### **Christian Beliefs**

This is a systematic theology course, describing the Christian doctrines about the Bible, God, man, sin, Christ, salvation, the Holy Spirit, the Church, and last things.

### **Romans**

This course teaches the theology of salvation and missions as explained in the book of Romans, discussing several issues that have been controversial in the church.

### **Eschatology**

This course teaches the biblical books of Daniel and Revelation along with other sections of prophetic scripture and emphasizes essential doctrines such as the return of Christ, the final judgment, and the eternal kingdom of God.

### **Doctrine and Practice of the Holy Life**

This course gives a biblical description of the holy life that God expects and empowers for a Christian.

### **Doctrine and Practice of the Church**

This course explains God's design and plan for the church and biblical subjects such as church membership, baptism, communion, tithe, and spiritual leadership.

## **BIBLE SURVEY COURSES**

### **Exploring the Old Testament**

This course teaches the essential content and teachings of the 39 books of the Old Testament.

### **Exploring the New Testament**

This course teaches the essential content and teachings of the 27 books of the New Testament.

## **Principles of Biblical Interpretation**

This course teaches the principles and methods of interpreting the Bible properly in order to guide our life and relationship with God.

## **EVANGELISM AND DISCIPLESHIP COURSES**

### **Introduction to Apologetics**

This course teaches the scientific, historical, and philosophical basis for a Christian world-view, and shows how the Christian faith is consistent with reason and reality.

### **Faith Traditions of the World**

This course gives the evangelical believer an understanding of the teachings and proper responses to 17 religious groups.

### **Biblical Evangelism and Discipleship**

This course presents the biblical principles that guide evangelism methods. It describes forms of evangelism and provides lessons to use in discipling new converts.

### **Spiritual Formation**

In this course students learn to have the attitudes of Jesus, to relate to God the way Jesus related to his Father, to humble ourselves as Jesus did, to practice the spiritual and personal disciplines of Jesus, to endure suffering as Jesus did, and to engage in the Christian community (the Church) formed by Jesus.

### **Practical Christian Living**

This course applies scriptural principles to the use of money, relationships, the environment, relations with the government, human rights, and other areas of practical living.

### **Christian Marriage and Family**

This course gives a Christian perspective on human development through the stages of life and applies scriptural principles to family roles and relationships.

## **CHRISTIAN LEADERSHIP COURSES**

### **Ministry Leadership**

This course emphasizes Christian character while teaching leaders to guide organizations through the process of discovering values, realizing purpose, sharing vision, setting goals, planning strategy, taking action, and experiencing achievement.

### **The Life and Ministry of Jesus**

This course studies the life of Jesus as a model for ministry and leadership in the 21st century.

### **Principles of Communication**

This course teaches the theology of communication, methods for effective speaking, and methods for preparing and presenting biblical sermons.

### **Introduction to Christian Worship**

This course explains how worship impacts all aspects of the believer's life and gives principles that should guide individual and congregational practices of worship.

## **CHURCH HISTORY COURSES**

### **Survey of Church History I**

This course describes how the church fulfilled its mission and protected essential doctrine through the period from the early church to the Reformation.

### **Survey of Church History II**

This course describes how the church expanded and faced challenges through the period from the Reformation to modern times.