THY 521 – Spiritual Leadership Final
MACO Summer 2008 – Peter Keyes

Spiritual Leadership Development 101
Training Course
## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>p. 3</td>
</tr>
<tr>
<td>Description of the context &amp; congregation</td>
<td>p. 3</td>
</tr>
<tr>
<td>Incoming participants</td>
<td>p. 4</td>
</tr>
<tr>
<td>The Training Course - Introduction</td>
<td>p. 5</td>
</tr>
<tr>
<td>Goal</td>
<td>p. 5</td>
</tr>
<tr>
<td>Expected Participants</td>
<td>p. 6</td>
</tr>
<tr>
<td>Objectives</td>
<td>p. 6</td>
</tr>
<tr>
<td>The Training Program</td>
<td>p. 7</td>
</tr>
<tr>
<td>Week One</td>
<td>p. 8</td>
</tr>
<tr>
<td>Week Two</td>
<td>p. 9</td>
</tr>
<tr>
<td>Week Three</td>
<td>p. 9</td>
</tr>
<tr>
<td>Week Four</td>
<td>p. 11</td>
</tr>
<tr>
<td>Week Five</td>
<td>p. 11</td>
</tr>
<tr>
<td>Week Six</td>
<td>p. 12</td>
</tr>
<tr>
<td>Week Seven</td>
<td>p. 14</td>
</tr>
<tr>
<td>Week Eight</td>
<td>p. 15</td>
</tr>
<tr>
<td>Week Nine</td>
<td>p. 16</td>
</tr>
<tr>
<td>Week Ten</td>
<td>p. 17</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>p. 18</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>p. 19</td>
</tr>
<tr>
<td>Holland’s Two-Track Analogy</td>
<td>p. 19</td>
</tr>
<tr>
<td>Evaluation</td>
<td>p. 20</td>
</tr>
<tr>
<td>Conclusion</td>
<td>p. 21</td>
</tr>
<tr>
<td>Bibliography</td>
<td>p.21</td>
</tr>
<tr>
<td>Appendix</td>
<td>p. 22</td>
</tr>
</tbody>
</table>
Introduction

Spiritual leadership is vitally important and has been seriously lacking in the two congregations that I have served since entering church ministry full-time in the fall of 2002. In conversations with others in ministry, I have come to realize that these congregations are not unique, but very close to the norm for the congregations in our district. This has led me to search for a good quality program for spiritual leadership development. The result has been the discovery of many resources that address this issue. However, the challenge has been to process the information and bring it into a context that is both user friendly for the presenter and the volunteers who have been placed in positions of leadership. Out of respect for the time that these volunteers are able to commit to a process or program, this information has to be presented in the simplest way possible and still move them to become more effective spiritual leaders.

An early attempt to develop a training model resulted in a course I titled B.O.L.D. (Biblical Outreach Leadership Development). Feedback from the participants in that course indicated that we were trying to cover too much information in too short of a time frame. As we made adjustments to allow for more reflection on the materials and the development of relational trust among the participants, interest in completing the process was lost and this resulted in an extension of the course that would have taken two years to complete. Changes in the direction of our congregation’s focus and other time restraints of the participants’ caused the class to be cancelled after six months.

The challenge of this paper and project will be to identify or design a program that would be foundational in developing spiritual leadership for newly elected ministry leaders. This program would also be designed as an introductory course to leadership that would be taught in twelve weekly sessions. It would form the basis for a comprehensive spiritual leadership development process. As a follow-up to this course, other more advanced leadership courses could be added to the schedule for the leaders who are interested.

A brief description of the context & congregation

Zion Lutheran Church - LCMS

Zion Lutheran Church is a congregation of made up white blue-collar laborers and their extended families. It currently has 1111 baptized and 859 communicant members on the books. However, the average weekend worship attendance is 220 and the majority of those in attendance are over the age of 60. Zion’s members have several opportunities to get involved in ministry and fellowship groups, but most of these groups appeal to those who are retired.

In the last four years, some of the men and women between the ages of thirty and fifty have become more involved in the functions of the congregation by serving on various boards and committees. However, these men and women are lacking the confidence in their leadership skills to bring about change to the way the congregation has been governed and they have become discouraged by the resistance that they have encountered.

Within the past six months, the congregation and its leadership teams have been shaken by a decision to eliminate two paid staff positions. This has created a void in the functional ministries of the congregation and urgency for the active members to step-up their involvement to fill the void. Several of those in positions of leadership have come to realize their need for personal spiritual leadership and ministry skills development. While personal spiritual development is a lifetime process, the initial understanding of the role of the spiritual leader in
the congregation, would be beneficial to those who are now being called upon to lead the congregation at the present time.

I foresee the development of an introductory course on spiritual leadership to be a good first step in the orientation of newly elected leaders in the congregation. Participation in this course would also be beneficial to everyone who is serving on a board or in a specific ministry. It would help the participants to turn their focus toward their relationship with God and the ministry plans He has for them. It would at this time; also help the leaders of our congregation redevelop relationships of trust with those who are serving in other areas of ministry within the congregation. This has been a problem in the past. Each governing board has operated independently with very little positive communication between the boards. However, if the newly elected leaders were to spend time together in an interactive course on spiritual leadership, and grew in their understanding of the role they have as leaders in the congregation, it may result in greater unity and cooperation amongst the governing boards. This could lead to significant changes to the way ministry is carried out in the future and open the door for more intentional focus on our stated mission as a congregation, which is “To Know Christ and To Make Him Known.”

This course would have to meet certain guidelines and criteria. It would have to be designed to fit within eight to twelve weekly sessions and be presented in a simple, straightforward, and engaging format. It would need to start and end on time. And it should not intentionally create information overload in the minds of overworked and underpaid volunteers, but rather, it should be refreshing and fulfilling for them.

The incoming participants:

EXPECTED PARTICIPANTS: Those who have recently volunteered or agreed to serve on the boards of our congregation including: Board of Education, Board of Elders, Board of Outreach, Board of Trustees, Board of Youth & Family Ministry, and the Board of Directors of the Council. Other participants may include Sunday school teachers, music directors, and the head of the ladies guild, the leaders of auxiliary groups, such as LWML, LLL, Young at Heart, and the small group leaders.

I am going to make some assumptions and generalizations regarding the incoming participants for this training program. To be elected or asked to serve on a board or in a ministry of our congregation, one would be expected to be somewhat actively attending worship on a regular basis. However, in the past history of the congregation, there have been people who have held positions on boards and have even taught Sunday school classes, who have not attended worship outside of Christmas and Easter. (I would encourage that these individuals are ask to attend this training course and afterward, if worship is still not given priority in their lives, they should be asked to resign from their positions of leadership or ministry.)

The majority of those who accept positions in the church are somewhat familiar with the area of ministry that they will be serving. For example: Trustees are usually men or women with experience in building construction, plumbing, wiring, or maintenance. The same holds true for people on the Board of Education, they have some prior knowledge of education. And the men who serve as Elders are chosen because of their strong family values. However, newer members of the congregation have been asked to serve on boards without much prior knowledge of the function or the purpose of the board. An example of this would be people who are elected to serve on the Board of Public Relations and the Board of Evangelism or the Board of Finance. They are given a brief overview of the responsibilities and are then taught the details of their board responsibilities while on the board.
The boards are functional and approach their tasks, as if they were a part of a business operation. My observation is that the mission of the church is secondary to most of the board’s agendas and the tasks at hand are the primary focuses. Past efforts to change this attitude and behavior by introducing a short devotion or reflective question at the beginning of each meeting have not been well received. The primary reason given is “lack of time to cover all the details that are already on the agenda.” One might argue that a clear mission focus might settle the petty discussions that eat up precious minutes in the meetings. Which leads me to believe that there is a need for strong spiritual leadership and a clear understanding by the leaders of what that means.

To date, the congregation has not conducted an orientation for newly elected leaders, with the exception of a one-day workshop held two years ago for the Board of Elders. This proposed training model could be used for an orientation to leadership each year and it would be a positive first step for these leaders to understand the importance of their role.

I would suggest that a leadership orientation party be held to introduce the training course and that all those who are currently serving in leadership positions be invited to the party. Team building exercises or games could be played that would help develop relationships among the leaders present. A second function of the party would be the introduction of the spiritual leadership development course. The incoming leaders and other participants of the course could be asked to share their incoming goals, concerns, needs and expectations, and these items would be noted and later incorporated into the material throughout the course. This information would give valuable insight for the direction of the leadership training and the preparation of the specific course materials. Outgoing expectations would also need to be addressed, as well as, the ground rules for good quality class participation and discussion. The group would be expected to make decisions on the length of time for each class, the best time to meet, the location or classroom setting, the amount of material covered per session, and other variables such as, snacks, coffee, etc. Every effort must be made to provide a way for the maximum number of leaders to participate in the course, but at some point, a day of the week and time would need to be set and placed on the calendar of events.

Earlier I alluded to the background of the congregation as working class. Those who are retired from their positions tend to be very involved in community affairs. And those who are still working typically have children in their homes and have very busy schedules. The presenter of the course will have to exercise adult learning techniques in the way the course is presented. For example: some lecture, reflective feedback, interactive small group discussions, and toys on the table to keep their hands busy and their minds awake. The time frame must be kept tight – 11/2 to 2 hours maximum. The class must begin and end on time! And the schedule would need to be advertised early, so the participant’s work schedules could be adjusted accordingly.

The Training Course

Spiritual Leadership Development 101

GOAL: To develop a process for encouraging and equipping newly elected leaders, who are involved in the ministries of our congregation, to understand their role as spiritual leaders and to help them develop their spiritual leadership skills.
EXPECTED PARTICIPANTS:
Those who have recently volunteered or agreed to serve on the boards of our congregation including: Board of Education, Board of Elders, Board of Outreach, Board of Trustees, Board of Youth & Family Ministry, and the Board of Directors of the Council. Other participants may also include Sunday school teachers, music directors, and the head of the ladies guild, the leaders of auxiliary groups, such as LWML, LLL, Young at Heart, and the small group leaders.

OBJECTIVES:
(Being)
1. For each leader to develop a personal daily habit of spending time in prayer and in God’s Word.
2. For each leader to see how God is working in their life and using them for His glory.
3. For each leader to see how their leadership role fits into the bigger picture of God’s mission to bring salvation to the world.
4. For each leader to be encouraged to fully use the resources that God has given to them to be an effective spiritual leader in their chosen ministry in this congregation.
5. For each leader to grow in their faith, identify their personal values, mission, and vision for ministry.
(Affect)
6. For each leader to trust that God will provide them with the resources necessary to carry out the ministry that He has called them to do.
7. For each leader to develop trusting relationships with other leaders and use these relationships to gather insights and support for the leadership role they have been asked to fulfill.
8. For each leader to have a continual desire to learn from the experiences of others.
(Knowing)
9. For each leader to read, study, and actively learn from the materials offered in this course so that they would be able to:
   a. Lead a group in prayer.
   b. Lead or facilitate a Bible discussion.
   c. Access resources to search the Scriptures for answers to questions.
   d. Publicly share their faith with others.
10. For each leader to recognize and identify the spiritual gifts God has given to them to fulfill their ministry role.
(Doing)
11. For each leader to develop personal mission and vision statements.
12. For each leader to establish personal biblically based leadership goals and objectives for their ministry role and develop strategies to reach these goals.
13. For each leader to establish a personal timeline for achieving these goals and objectives.
14. For each leader to practice using their spiritual gifts to fulfill their ministry role.
15. For each leader to actively use the knowledge and leadership skills gained in this course to assist them in achieving their ministry leadership goals and objectives.
16. For each leader to choose an accountability partner with whom they both would share their personal ministry goals and make a commitment to pray with and for.
17. For each leader to identify an apprentice, whom they would mentor and encourage to become the next generation of leadership in their field of ministry or in the congregation.
18. For each leader to encourage others in the congregation to volunteer for positions and to take this spiritual leadership development course – briefly being able to share with them some of the valuable insights they have learned.

The Training Program:

Course Outline:
Week 1: A Christian Leader – The Leader’s Core (Malphurs)
   * Homework: The Leader’s Challenge (Blackaby)
Week 2: A Servant’s Heart – The Leader’s Heart (Malphurs)
   * Homework: The Leader’s Role (Blackaby)
Week 3: A Credible Leader – The Leader’s Trustworthiness (Malphurs)
   * Homework: The Leader’s Preparation (Blackaby)
Week 4: A Capable Leader – The Leader’s Tools (Malphurs)
   * Homework: The Leader’s Vision (Blackaby)
Week 5: The Leader’s Tools – cont. (Malphurs)
   * Homework: The Leader’s Character (Blackaby)
Week 6: An Influential Leader – The Leader’s Impact (Malphurs)
   * Homework: The Leader’s Goal (Blackaby)
Week 7: The Leader’s Impact – cont. (Malphurs)
   * Homework: The Leader’s Influence (Blackaby)
Week 8: The Leader’s Influence – How Leader’s Lead (Blackaby)
   A Followed Leader – The Leader’s Supporters (Malphurs)
   * Homework: The Leader’s Decision Making (Blackaby)
Week 9: A Situational Leader – The Leader’s Context (Malphurs)
   * Homework: The Leader’s Schedule (Blackaby)
Week 10: A Directional Leader – The Leader’s Task (Malphurs)
   * Homework: The Leader’s Pitfalls (Blackaby)
Week 11: The Leader’s Pitfalls – What Disqualifies Leaders? (Blackaby)
   * Homework: The Leader’s Rewards (Blackaby)
Week 12: Reflection – Review – Set Goals – Celebrate!

Class Structure:
5 minutes – Opening prayer & devotion meditation
15 minutes – Sharing ministry highs and lows
   & reflections from personal daily devotions
50 minutes – Presentation of material
20 minutes – Accountability partners sharing & prayer.
   * Class members will take providing opening devotions and prayer.
WEEK ONE:

้น Begin with brief devotion meditation & prayer.
้น Introduce class members to one another.
้น Briefly present overview of course.
้น Share participant expectations with group.
  ▪ Be in class every week.
  ▪ Set aside time every day for daily devotion & prayer.
  ▪ Complete assigned homework – Bible readings, articles, or ministry assignments, etc.
  ▪ Commit to lead the opening devotions and prayer.
  ▪ Engage in the class activities – physically & mentally.
้น Share what they can expect of the group leader.
  ▪ To be prepared for the class each week.
  ▪ To keep the class on schedule – start and end on time / cover material according to scheduled outline.
  ▪ To involve all class members in the conversation.
  ▪ To value participants wisdom and opinions.
  ▪ To challenge the class to grow.
้น Ask participants to share their definition of Christian or Spiritual Leader.
้น Introduction to Being Leaders (Malphurs, 2003)

Chapter One: A Christian Leader – The Leader’s Core

▪ The Distinctives of Christian Leadership (p. 14ff)
  ▪ A Christian Leader is A Christian 2 Cor. 5:17
  ▪ A Christian Leader is a Committed Christ-Follower
  ▪ A Christian Leader’s Source of Truth is Divine Revelation
    ▪ Special Revelation 2 Tim.3:16
    ▪ General Revelation Ps.19:1-6
  ▪ A Christian Leader Emphasizes Godly Character 1 Tim.3:1-10
  ▪ A Christian Leader Understands the Importance of Motives 1Th2:2-9
  ▪ A Christian Leader Serves through the Power of the Holy Spirit Jn14
  ▪ A Christian Leader May Have the Gift of Leadership Rom12:8

▪ The Christian Leaders of the First-Century Church (p. 22ff)
  ▪ The Early Church Pastors (multiple scripture ref. – see book)
  ▪ The Responsibilities of the Early Church Pastor
    ▪ Protect the Congregation
    ▪ Teach the Congregation
    ▪ Direct or Lead the Congregation
    ▪ Other Functions

▪ Questions for Reflection and Discussion (p. 30)
▪ A Christian Leader Audit – Appendix A (p. 173)

ainen Participants choose accountability partners:
  ▪ Ask them to spend ten minutes sharing ministry goals and prayer requests with each other.
  ▪ Take turns praying for each other.
Have each participant identify one key point from the training session that they will use in their ministry this coming week.

Assign first chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. (*The Leader’s Challenge*)

Close with the Lord’s Prayer.

**WEEK TWO:**

- Begin with devotion meditation & prayer.
- Have participants share personal reflections from study of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006). **Chapter One – The Leader’s Challenge**
  - Have participants answer the following:
    - Based on what we have studied, name one change that you have made in your approach to leadership this week.
  - Ask participants to share their definition of a servant leader.
  - Lead discussion on *Being Leaders* (Malphurs, 2003) **Chapter Two: A Servant Leader – The Leader’s Heart**
    - What is Servant Leadership? (p. 33ff)
      - Humility *Matt*20:25
      - Service *Matt*20:26-28
      - Focus on Others *1Pet*5:2,3
      - Love *Jn*13:1-17
      - The Snapshot of a Servant Leader (handout)(p. 43)
    - What Servant Leadership Isn’t (p. 43ff)
      - Doing Ministry for Others *Eph*4:11ff
      - Being Passive *Matt*25:24,25
      - Focusing on Weaknesses *Acts*1:8
    - Ignoring Own Needs (p. 47)
    - Questions for Reflection and Discussion (p. 48)
    - The Servant Leader Audit – Appendix D (p. 180)
      - Have leaders ask spouse and others in their field of ministry “to take a copy of this audit and rate them as a servant” (p. 180).
  - Have participants get together with their accountability partners:
    - Identify and share two needs that they each have as a servant leader.
    - Share other ministry related prayer requests with each other specifically in areas of weaknesses as a servant leader.
    - Take turns praying for one another.
  - Have each participant identify one key point from the training session that they will use in their ministry this coming week.
  - Assign second chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. (**The Leader’s Role: What Leaders Do**) Close with the Lord’s Prayer.

**WEEK THREE:**

- Begin with devotion meditation & prayer
Have participants share personal reflections from study of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006). **Chapter Two: The Leader’s Role: What Leaders Do**

Have participants answer the following:
- Based on what we have studied, name one change that you have made in your approach to leadership this week.

Ask participants to share their definition of a credible leader. Have the participants site examples of leaders who have high and low credibility and reasons why credibility is important to Christian leadership.

Lead discussion on *Being Leaders* (Malphurs, 2003)

**Chapter Three: A Credible Leader – The Leader’s Trustworthiness**

- The Importance of Credibility (p. 50ff)
  - The Importance of Trust  *Gen41:38ff*
  - Difficulty Trusting

- The Context of Credibility (p. 52ff)
  - Three Pastoral Stages
  - Arrival Time and Age
  - Generation Gap

- Developing Credibility (p. 55ff)
  - Character  *1Tim4:8*
  - Competence  *2Cor3:1-6*
  - Clarity of Direction  *Matt28:19,20*
  - Communication
  - Conviction  *Rom15:20*
  - Courage  *Joshua 1:6-9*
  - Care  *1Pet5:2*
  - Composure

- Regaining Lost Credibility (p. 66)
  - Admit the Mistake
  - Acknowledge Responsibility
  - Apologize
  - Accept the Consequences
  - Act to Correct the Situation

- Questions for Reflection and Discussion (p. 69)
- The Credibility Audit – Appendix E (p. 182)

Have participants get together with their accountability partners:
- Identify and share two needs that they each have as a credible leader.
- Share other ministry related prayer requests with each other specifically in areas of weaknesses as a credible leader.
- Take turns praying for one another.

Have each participant identify one key point from the training session that they will use in their ministry this coming week.

Assign third chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. *(The Leader’s Preparation: How God Develops Leaders)*

Close with the Lord’s Prayer.
WEEK FOUR:

❖ Begin with devotion meditation & prayer
❖ Have participants share personal reflections from study of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006). **Chapter Three: The Leader’s Preparation: How God Develops Leaders**
   ❖ Have participants answer the following:
     ▪ Based on what we have studied, name one change that you have made in your approach to leadership this week.
   ❖ Ask each participant to briefly share his or her story of leadership development.
   ❖ Have each participant identify two spiritual or natural gifts that they use as a leader in their area of ministry.
❖ Lead discussion on *Being Leaders* (Malphurs, 2003)
  **Chapter Four: A Capable Leader – The Leader’s Tools**
  ▪ The Capabilities Question (p. 74ff)
    • Born Leaders
    • Made Leaders
    • Leaders Are Born and Made
  ▪ The Leader’s God-Given Capabilities (p. 76ff)
    • Natural and Spiritual Gifts (*see p.77 for list of verses*)
      o Spiritual Gifts Inventory – Appendix F (p. 184)
      o Natural Gifts and Abilities Indicator – Appendix G (p. 191)
    • Passion
      o Passion Audit – Appendix H (p. 193)
    • Temperament
      ▪ Questions for Reflection and Discussion 1-4 (p. 89)
❖ Have participants get together with their accountability partners:
  ▪ Have partners identify and share two spiritual and natural gifts that they recognize in the other as a spiritual leader.
  ▪ Have each leader write out a specific goal to use these gifts in their ministry.
  ▪ Share other ministry related prayer requests with each other specifically in areas of weaknesses of natural gifts as a spiritual leader.
  ▪ Take turns praying for one another.
❖ Have each participant identify one key point from the training session that they will use in their ministry this coming week.
❖ Assign forth chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. **(The Leader’s Vision: Where Leaders Get It and How They Communicate It)**
❖ Close with the Lord’s Prayer.

WEEK FIVE:

❖ Begin with devotion meditation & prayer
❖ Have participants share personal reflections from study of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006). **Chapter Four: The Leader’s Vision: Where Leaders Get It and How They Communicate It**
❖ Have participants answer the following:
Based on what we have studied, name one change that you have made in your approach to leadership this week.

Ask participants to identify the character qualities that spiritual leaders should possess for effective ministry.

Have participants identify personal leadership needs in the area of knowledge and skills development. Brainstorm with group possibilities for future training that would address these needs.

Lead discussion on *Being Leaders* (Malphurs, 2003)

**Chapter Four: A Capable Leader – The Leader’s Tools**

- The Leader’s Developed Capabilities (p. 80ff)
  - Character (Soul Work) *1Tim3:1-7*
    - Men’s Character Audit for Ministry – Appendix I (p. 195)
    - Women’s Character Audit for Ministry – Appendix J (p. 196)
  - Knowledge (Headwork) *Exodus4:15*
  - Skills (Handwork) *Ps78:72*
    - Relational Skills Inventory – Appendix K (p. 201)
    - Task Skills Inventory – Appendix L (p. 203)
  - Emotions (Heart Work) *Exodus32:19, Jn11:33-35*
  - Being – Knowing – Doing – Feeling (summary)

- The Combination of God-Given and Developed Capabilities (p. 87)
  - Traits of a Good Leader (Table on p. 87 & 88)

- Questions for Reflection and Discussion 6-12 (p. 90)

Have participants get together with their accountability partners:

- Have partners identify and share two strengths and two weaknesses found when taking the character audit.
- Have each leader identify and share two strong skills and two weak skills found when taking the skills inventories.
- Have each leader write out a specific goal to use their skills in their ministry.
- Share other ministry related prayer requests with each other specifically in areas of weaknesses of character, knowledge, skills, and emotional health as a spiritual leader.
- Take turns praying for one another.

Have each participant identify one key point from the training session that they will use in their ministry this coming week.

Assign fifth chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. *(The Leader’s Character: A Life That Moves Others to Follow)*

Close with the Lord’s Prayer.

**WEEK SIX:**

Begin with devotion meditation & prayer

Have participants share personal reflections from study of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006). **Chapter Five: The Leader’s Character: A Life That Moves Others to Follow**

Have participants answer the following:

- Based on what we have studied, name one change that you have made in your approach to leadership this week.
Ask participants to differentiate between “the power of a leader” and “the influence of a leader.” Have them share positive and negative outcomes for each posture. 

Have participants identify personal needs in the area of leadership influence.

Lead discussion on Being Leaders (Malphurs, 2003)

Chapter Five: An Influential Leader – The Leader’s Impact

- What is Influence? (p. 92ff)
  - Persuasion Acts 17:1-4
  - Encouragement 2 Sam 11:25
  - A godly example Heb 13:7

- Influencing Followers (p. 93ff) Acts 20:24, 1 Th 2:7

- Four Primary Styles (p. 94ff)
  - Directors – The Strong Leadership Style
    - Context
    - Strengths
    - Weaknesses
  - Inspirationals – The Personable Leadership Style
    - Context
    - Strengths
    - Weaknesses
  - Diplomats – The Supportive Leadership Style
    - Context
    - Strengths
    - Weaknesses
  - Analyticals – The Conscientious Leadership Style
    - Context
    - Strengths
    - Weaknesses

- What Difference Does All This Make? (p. 101ff)
  - An Ideal Context
  - Your Weaknesses
  - Your Strengths

- Questions for Reflection and Discussion 1-3 (p. 118)

Have each participant share their primary leadership style based on the Leadership Style Inventory – Appendix M (p. 205) 

Have participants get together with their accountability partners: 

- Have partners identify and share two strengths and two weaknesses found when taking the leadership style inventory.
- Have each leader identify the best context for his or her leadership style.
- Have each leader pick a personal weakness and strength that he or she will work to develop as a leader within the context of their current ministry.
- Share other ministry related prayer requests with each other specifically in the area of leadership style.
- Take turns praying for one another.

Have each participant identify one key point from the training session that they will use in their ministry this coming week.
Assign sixth chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. *(The Leader’s Goal: Moving People On to God’s Agenda)*

Close with the Lord’s Prayer.

**WEEK SEVEN:**

- Begin with devotion meditation & prayer
- Have participants share personal reflections from study of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006). **Chapter Six: The Leader’s Goal: Moving People On to God’s Agenda**
- Have participants answer the following:
  - Based on what we have studied, name one change that you have made in your approach to leadership this week.
- Ask participants to reflect on the following question:
  - Does your leadership position grant you positional power? (Q-5, p. 118)
- Lead discussion on *Being Leaders* (Malphurs, 2003)
  - **Chapter Five: An Influential Leader – The Leader’s Impact**
    - The Relationship between Influence and Power (p. 103) *Dan7:13, Matt28:19*
    - The Leader’s Relationship to Power (p. 104ff)
      - Position and Personal Power
        - Position Power  *Exodus3:10-12*
        - Personal Power  *Titus1:5*
        - Knowing if You Have Personal Power
        - The Implications of Position and Personal Power (p. 107) ref.
      - Individual and Corporate Power
        - Individual Power
        - Corporate Power
    - What is the Church’s Relationship to Power? (p. 108ff)
      - Power of Bishops
      - Power of Elders
      - Power of the Congregation
    - Who Should Have the Power? (p. 109ff)
      - Two Guiding Biblical Principles  *Prov11:14, Heb13:17*
      - Two Scenarios for Handling Power
        - Congregational Scenario
        - Presbyterian Scenario
      - One Festering Problem
      - The Effect of the Ministry’s Structure on Power
    - The Goal of the Leader’s Influence (p. 114ff)
      - Transformation of Christ’s Followers  *2Cor5:16-21*
      - The Evidence of Transformation  *Rom12:1,2  Gal5:16-22*
      - The Difference Transformation Makes
    - Questions for Reflection and Discussion 6-9 (p. 118)
- Have participants get together with their accountability partners:
  - Have partners identify areas of spiritual transformation or sanctification that they are struggling with and share these with each other.
 Have each leader develop a strategy to maintain a healthy spiritual balance in his or her ministry. (Being leaders – Affecting leaders – acquiring Knowledge for leadership development – Doing leadership).
 Share other ministry related prayer requests with each other specifically in the area of leadership and ministry transformation.
 Take turns praying for one another.

❖ Have each participant identify one key point from the training session that they will use in their ministry this coming week.
❖ Assign seventh chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. *(The Leader’s Influence: How Leaders Lead)*
❖ Close with the Lord’s Prayer.

WEEK EIGHT:
❖ Begin with devotion meditation & prayer
❖ Have participants answer the following:
   Based on what we have studied, name one change that you have made in your approach to leadership this week.
❖ Have participants share personal reflections from study of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006). **Chapter Seven: The Leader’s Influence: How Leaders Lead**
   Dig deeper into Blackaby study by discussing the following:
    • How important is prayer to your spiritual leadership? (p.120)
    • “What do people see when they watch you work?” (p. 123)
    • “Do you genuinely care about those you are leading? (p. 131)
    • “Do your people know you love them?” (p. 131)
    • “How have you managed the influence God has given you with your family, your church, or your workplace?” (p. 135)
❖ Ask participants to reflect on the following questions:
   “In your current area of ministry, how would you define a follower?
  “How important are followers to your leadership?” (Q-1, Malphurs p. 129)
❖ Lead discussion on *Being Leaders* (Malphurs, 2003)
  **Chapter Six: A Followed Leader – The Leader’s Supporters**
   What Is a Follower? (p. 120)
   Responsive Followers (p. 121ff)
    • Ability and Willingness  *(see scripture ref. p.121)*
    • Follower Readiness  *Matt13:1-9*
      o Four stages of Follower Readiness (p. 123)
      o Factors Affecting Follower Readiness (p. 126)
   Handling Follower Opposition (p. 126ff)  *Matt18:15*
   Questions for Reflection and Discussion 2-5 (p. 129)
❖ Have participants get together with their accountability partners:
   Have partners identify areas of opposition to their leadership that they have experienced in their ministry and share these with each other.
   Work together to develop strategic plans to address this opposition in a God honoring way as spiritual leaders.
• Share other ministry related prayer requests with each other specifically in the area of dealing with conflict in a godly manner.
• Take turns praying for one another.

✓ Have each participant identify one key point from the training session that they will use in their ministry this coming week.
✓ Assign eighth chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. *(The Leader's Decision Making)*
✓ Close with the Lord’s Prayer.

WEEK NINE:
✓ Begin with devotion meditation & prayer
✓ Have participants share personal reflections from study of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006). Chapter Eight: The Leader’s Decision Making
✓ Have participants answer the following:
  • Based on what we have studied, name one change that you have made in your approach to leadership this week.
✓ Have participants answer this question, “How well do you know yourself as a leader?” (Malphurs, p. 132)
✓ Lead discussion on Being Leaders (Malphurs, 2003) Chapter Seven: A Situational Leader – The Leader’s Context
  • Step 1: Know Yourself as a Leader (p. 132ff)
    • The Leader’s Doctrinal Beliefs 2Tim3:16
    • The Leader’s Core Ministry Values
      o Leader’s Core Values Audit – Appendix O (p. 215)
    • The Leader’s Style of Leadership
    • The Leader’s Capabilities
    • The Leader’s Theology and Philosophy of Ministry Matt28:19ff
    • The Leader’s Ideal Ministry Circumstances
      o Ideal Ministry Circumstances Audit – Appendix Q (p. 219)
  • Step 2: Know Your Leadership Context
    • The Church’s Doctrinal Beliefs
    • The Church’s Core Ministry Values
      o Church’s Core Values Audit – Appendix P (p. 217)
    • The Church’s Leadership Style
      o “The church’s leaders could take the Leadership Style Inventory – Appendix M (p. 205) from the church’s perspective and determine the kind of leader it needs.” (p. 139)
    • The Church’s Capabilities
    • The Church’s Theology and Philosophy of Ministry
    • The Church’s Ministry Circumstances
      o Ministry Circumstances Audit – Appendix R (p. 222)
    • The Church’s Level of Trust
    • The Church’s Power Structure
    • The Church’s Demographics and Psychographics
  • Step 3: Compare Yourself as a Leader with the Ministry Context (p. 144)
- Importance of Comparison
- What Is Compared
  - Beliefs
  - Values
  - Leadership Style
  - Capabilities
  - Theology and Philosophy
  - Other Components for Comparison
- Some Placement Questions *Matt20:20-23 Neh.1:5-10*
  - Step 4: Make the Necessary Adjustments (p. 151)
    - Option 1: Adjust Leadership
    - Option 2: Change the Context
    - Option 3: Leave the Ministry Situation
  - Questions for Reflection and Discussion (p. 154)
    ✤ Have participants get together with their accountability partners:
      - Reflect on the scriptural evidence given that God has placed you in your positions of leadership at this time and the responsibilities that you both have to carry out His work.
      - Brainstorm ideas that could be used to develop a strategic plan for mentoring the next generation of leaders in the congregation.
      - Share other ministry related prayer requests with each other specifically concerning doubts you might have as one of God’s chosen leaders.
      - Take turns praying for one another.
    ✤ Have each participant identify one key point from the training session that they will use in their ministry this coming week.
    ✤ Assign ninth chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. *(The Leader’s Schedule: Doing What’s Important)*
    ✤ Close with the Lord’s Prayer.

**WEEK TEN:**
- Begin with devotion meditation & prayer
- Have participants share personal reflections from study of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006). **Chapter Nine: The Leader’s Schedule: Doing What’s Important**
- Have participants answer the following:
  - Based on what we have studied, name one change that you have made in your approach to leadership this week.
- Have participants reflect on this question. As a leader – where are you going?
- Lead discussion on *Being Leaders* (Malphurs, 2003)
  - **Chapter Eight: A Directional Leader – The Leader’s Task**
    - The Follower’s Personal Ministry Mission (p. 158ff)
      - Discovering Personal Mission
      - Developing a Ministry Mission Statement
      - Biblical Examples (see p.161 for ref.)
    - The Church’s Ministry Mission (p. 161ff)
      - The Congregational Ministry Mission Statement
Examples of a Ministry Mission Statement

- The Follower’s Personal Ministry Vision (p. 164ff)
  - Discovering a Personal Ministry Vision
  - Developing a Personal Vision Statement
- The Church’s Ministry Vision (p. 167ff)
  - Developing a Congregational Vision
  - Examples of Congregational Vision
- Questions for Reflection and Discussion (p. 171)

Have participants take a few minutes begin the process of developing a personal ministry mission statement.

Have participants get together with their accountability partners:
- Share ministry related prayer requests with each other specifically in regard to their proposed mission statements.
- Take turns praying for one another.

Have each participant identify one key point from the training session that they will use in their ministry this coming week.

Assign tenth chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. *(The Leader’s Pitfalls: What Disqualifies Leaders?)*

Close with the Lord’s Prayer.

WEEK ELEVEN:

Begin with devotion meditation & prayer

Review and reflect on Mulphurs’ definition of a Christian leader;
- “A Christian leader is a servant with the credibility and capabilities to influence people in a particular context to pursue their God-given direction.” (Malphurs, 2003, p. 157)

Have participants answer the following:
- Based on what we have studied, name one change that you have made in your approach to leadership this week.

Lead discussion on *Spiritual Leadership: The Interactive Study* (Blackaby, 2006).

**Chapter Ten: The Leader’s Pitfalls: What Disqualifies Leaders?**
- Pride (p. 176ff)
- Sexual Sin (p. 180)
- Cynicism (p. 183)
- Greed / Materialism (p. 184)
- Mental Laziness (p. 185)
- Oversensitivity (p. 188)
- Spiritual Lethargy (p. 191)
- Domestic Neglect (p. 193)
- Administrative Negligence (p. 194)
- Prolonged Position Holding (p. 196)
- Conclusion (p. 198)
- Reflection and discussion (p. 199)

Have participants continue to work their personal ministry mission statement.

Have participants begin to work on a personal ministry vision statement.

Have participants get together with their accountability partners:
Share ministry related prayer requests with each other specifically in regard to their proposed mission and vision statements.
- Share requests related to personal pitfalls and temptations.
- Take turns praying for one another.

- Have each participant identify one key point from the training session that they will use in their ministry this coming week.
- Assign eleventh chapter of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006) as homework. *(The Leader’s Rewards)*
- Close with the Lord’s Prayer.

**WEEK TWELVE:**

- Begin with devotion meditation & prayer
- **Review Mulphurs’ definition of a Christian leader:**
  - “A Christian leader is a servant with the credibility and capabilities to influence people in a particular context to pursue their *God-given direction.*” *(Malphurs, 2003, p. 157)*
- Have participants share personal reflections from study of *Spiritual Leadership: The Interactive Study* (Blackaby, 2006). **Chapter Eleven: The Leader’s Rewards**
  - Reflect on the books – strengths or weaknesses.
- Have participants answer the following:
  - Based on what we have studied, name one change that you have made in your approach to leadership this week.
- Have participants identify the most significant point from the training session that has impacted them as a spiritual leader within the context of their ministry.
- Have participants continue to work their personal ministry mission statement.
- Have participants continue to work their personal ministry vision statement.
- Have participants get together with their accountability partners:
  - Share highlights of this time together.
  - Encourage each other to invite others to take this training course.
  - Take turns praying for one another.
- Celebrate the completion of the course! Have a party in God’s honor.
- Close with the Lord’s Prayer.

**Holland’s Two-Track Analogy**

In the design and structure of the weekly class sessions, I attempted to incorporate a number of opportunities for dynamic reflection. These reflections are to take place both in large group conversations and in personal one-on-one conversations with an accountability partner. The desired affect on the participants would lead them into a deeper relationship with Christ and help them to be better prepared as leaders in our congregation. These reflections tie the course materials into the ministry experiences of each leader. They also tie personal ministry experiences with the lifetime learning and shared responses of others in the course.

The inputs into this training course involve the material covered as well as the relationship building and support from others in the positions of leadership. The interaction with the trainer and with the others going through the training will add to the value of the materials.
read and presented. Each participant brings their own life experiences into this interaction and adds further insights into the interpretation of the course materials. As a result the participants may learn as much from the others in the course as they would from the course materials.

Each week the participants are given an opportunity to make changes or improvements to their methods of leadership. These may not always be successful. Reflective feedback by these leaders will be beneficial to their ministry and to their potential growth and development as a strong spiritual leader in the congregation.

The foundational element to the success of this training course is the personal commitment of the participant leaders to embrace and engage in daily devotions and prayer. This element will give these leaders the strength to commit to the process of personal change as God leads them to discover areas of concern and weakness in their leadership. It will also give them the foundation support to be a source of strength for those there are leading. And they can have the confidence that they are not alone when they have to make tough decisions, but can make these decisions because of their relationship with the Lord. This relationship will enable them to build relationships with the other leader participants and bring strength to the program as a whole.

To help the leaders stay on track, each leader is paired up with an accountability partner. These pairings are intended to create long-term relational ties that would continue to be a support network for the leaders. They could be used as a self-help means to encourage the leaders and keep the leaders on task in developing and carrying out their mission and vision statements and ministry goals and objectives. They are intended to be relational and personal, allowing for trust to be developed and corrective criticism to be shared. These partnerships are a key component in this training course. On a side note - they could have the added benefit of helping the congregation’s various boards and ministries with communication.

This training program will need to be scheduled to start within four weeks after the board elections are held. Waiting would allow the newly elected leaders to become entrenched in the old habits of the past. This may present some difficulties here at Zion because our elections take place in the spring and there are many competing activities at that time of the year. However, the benefits of pressing for a commitment and moving forward in ministry outweigh any efforts to hold off the training for a more convenient time schedule.

Evaluation

In the beginning of the paper, I stated that the training would have to be user friendly and ‘be presented in the simplest way possible.’ In outlining the chapters of the books to be studied, I found a wealth of information – too much information to be thoroughly covered in detail. I left the subject subtitles in the lesson plans for informational reasons, however many of those subtitles could be skimmed over or skipped at the discretion of the leader trainer. The ideal method of delivery would be by an outlined power point presentation that would allow for time to be spent on key ideas and supporting scripture verses while bypassing less important ones. The purpose behind this training is to encourage and not overwhelm our leaders. Every effort and precaution must be taken to keep them engaged mentally and spiritually; this may mean that they will also have to be engaged emotionally and physically throughout the training.

If I had thought of a way to shorten the training to eight weeks and still cover the material without overloading the participants, I would have opted for a shorter time frame. However, I
believed that both Blackaby and Malphurs’ books were necessary for the leaders to fully grasp the importance of their ministry position as spiritual/Christian leaders. One reason for this was the tendency of Malphurs to specifically focus on the pastoral leadership in his material, which could leave lay leaders questioning the application to their role as a leader. This was balanced by the reflective personal daily reading assignments in Blackaby. Although it is not immediately obvious, the two books loosely parallel each other and are complementary throughout the course.


Conclusion

This has been a challenging paper to write, in part because there are so many leadership resources available, but few that provide a simple approach to equipping lay leaders. Although I was not completely satisfied with the result of my search and may have missed resources that are available that would have met my challenge, I am satisfied with the knowledge that I have gained from the study of the books that were used as my primary resources. I would like to do a test run of this training program and then make the necessary adjustments so it could become a training model for other congregations to use. In the future, it could become a vital component in the transformational process of some of our rural congregations in the LCMS.

Bibliography

**Sources Cited:**


Sources for further study:


Appendix

Resources needed for program:

- Each leader needs a personal use Bible.
- Each leader needs a copy of (Blackaby, 2006) *Spiritual Leadership: The Interactive Study.* (Available for $10 each at Amazon.com)
- Trainer leader needs copy of (Malphurs, 2003) *Being Leaders.*
- Laptop for powerpoint.
- Projector and screen.
- Reserve room for class two hour block / one night per week / twelve weeks.
- Food & Drinks.
- Play dough, hand massagers, soft plastic/gel toys.
- Pencils, paper, note pads, three-ring binders for course notes.
- Copies of handouts and audits
- Copies of powerpoint presentation.
- Good Attitude!