

a manual for building discipling leaders

## Eight Principles for Life on Life Leadership

A Manual for Building Discipling Leaders

First Edition August 2007

Written by: Cheryl Baker and Tony Stoltzfus

Contributions from: Randy Pope, Terry Jones, Jay McDevitt, Cathy Burwell, and John

Purcell

Cover Design: Scott Logan

No part of this manual may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior written permission of Perimeter Church.



### **Credits and Copyright**

#### **Credits**

Permission has been granted by Robert E. Coleman to base this leadership manual upon the 8 Principles from his classic book on discipleship, <u>The Master Plan of Evangelism</u> (published by Revell). In order to fully utilize this manual, we highly recommend that you have a copy of Coleman's book.

The scripture quotations in this manual are from the New American Standard Bible (NASB) by Lockman Foundation.

#### **The Authors**

Cheryl Baker is the Director of Women's Ministries and Leadership Development at Perimeter Church in Duluth, Georgia. She is also a Leadership Coach and author of several women's Bible Studies. Her life mission is to invest in the lives of those who go and do likewise.

Tony Stoltzfus is an author, leadership trainer, professional coach and co-founder of a large Christian Coach Training School. He is the author of <u>Leadership Coaching</u>, <u>The Disciplines</u>, <u>Skills and Heart of a Coach</u>, as well as numerous training CDs and DVDs. Tony's resources are available through Coach22.com

#### Copyright

The text of this manual is the property of Perimeter Church. Any duplication, reprinting or resale of this manual other than specified under Fair Use below, in whole or in part, without express written permission of Perimeter Church is prohibited.

#### **Fair Use**

If you have purchased this manual, fair use of these materials includes:

- You may copy pages from the manual for your own personal use.
- Coaches may periodically make individual copies of exercises or assessments for use in one-on-one coaching.

Fair use does not include:

- Copying pages for use as handouts for large groups. (Everyone in a group should purchase a manual.)
- Any posting or distribution of manual content on the internet.
- Duplicating materials in whole or in part for resale.
- Reusing these materials in other publications.

Credits and Copyright

> For more information or to purchase additional manuals, contact: Perimeter Church, 9500 Medlock Bridge Road, Duluth Georgia 678.405.2000 www.perimeter.org

## Life on Life Leadership

## Introduction

## **Table of Contents**

$Introduction \ to \ the \ Manual \ \ldots \ 3$
Exercise List
The Master's Plan—Life on Life Leadership
Principle 1: Selection
Principle 2: Association
Principle 3: Consecration
Principle 4: Impartation
Principle 5: Demonstration
Principle 6: Delegation
Principle 7: Supervision
Principle 8: Reproduction
Leadership Resources
Celebrating Progress, Assessing Needs
Discipleship Group Assessment Tool
Sample Meeting Structure
T.E.A.M.SBased Meeting Preparation
Discipleship Meeting Tips
Discipleship Group Member Covenant
T.E.A.M.S. Wheel Assessment
Conflict Management
Making Time
Suggested Reading and Resources

Table of Contents

## **Exercise List**

Introduction	0.2	Using the Life on Life Manual	6
	0.3	What is Life on Life Discipleship?	7
	0.4	The Plan: T.E.A.M.S.	8
	0.5	What Makes Effective Discipleship?	9
	0.6	Discipling Leader Job Description	10
1. Selection	1.1	Selection Review and Reflection	13
	1.2	Selection Outcomes	14
	1.3	Undergirding Selection with Prayer	15
	1.4	Targeting People for Selection	16
	1.5	Making an Invitation	17
	1.6	Selecting Leaders	18
	1.7	Defining a Vision	19
	1.8	Coaching Encounter: Selection	20
2. Association	2.1	Association Review & Reflection	25
	2.2	Association Outcomes	26
	2.3	Association Conversation Starters	27
	2.4	Ideas-How Can I Associate?	28
	2.5	Strategy for Doing Life Together	29
	2.6	Strategy for Doing Ministry Together	30
	2.7	Teachable Moments	31
	2.8	Coaching Encounter: Association	
3. Consecration	3.1	Consecration Review and Reflection	37
	3.2	Consecration Outcomes	38
	3.3	Devotional Life Realignment	
	3.3b	Prayer Partners	40
	3.4	Energizing Your Personal Worship	
	3.5	Walk the Talk	42
	3.6	Telling Authentic Stories	
	3.7	Where Your Treasure Is	
	3.8	Coaching Encounter: Consecration	
4. Impartation		Impartation Review and Reflection	
	4.2	Impartation Outcomes	
	4.3	The Impact of Impartation	
	4.4	Creating Gift-Based Ministry	
	4.5	Heart Affirmation	
	4.6	What Do I Have to Impart?	
	4.7	Healthy Accountability	
VOII	4.8	Coaching Encounter: Impartation	56

### Purpose:

A quick way to find the exercise you need.

5. Demonstration			
	5.2	Demonstration Outcomes	
	5.3	Leading Group Prayer	
	5.4	The P.R.A.I.S.E Model	
	5.5	Becoming a Disciple Maker	
	5.6	Planning to Demonstrate	
		Modeling a Skill	
	5.7	Creating S.M.A.R.T. Growth Goals	
	5.8	Coaching Encounter: Demonstration	
6. Delegation	6.1	Delegation Review & Reflection	
	6.2	Delegation Outcomes	
	6.3	Opportunities to Delegate	
	6.4	Planning to Delegate	
	6.5	The O.R.I.E.N.T. Checklist	
	6.6	Tips for Delegation	
	6.7	Delegation Obstacles Checklist	
	6.8	Coaching Encounter: Delegation	
7. Supervision	7.1	Supervision Review & Reflection	
	7.2	Supervision Outcomes	
	7.3	Envisioning	
	7.4	Leadership Growth Plan	
	7.5	Turning Tasks into Training 89	
	7.6	The G.R.O.W. Model90	
	7.7	Evaluating the Experience	
	7.8	Coaching Encounter: Supervision	
8. Reproduction	8.1	Reproduction Review & Reflection	
	8.2	Reproduction Outcomes	
	8.3	Hearing the Call	
	8.4	Passing the Baton	
	8.5	Measuring Leadership Maturity	
	8.6	Preparing New Life on Life Leaders 102	
	8.7	Coaching Encounter: Reproduction103	
Resources	A.1	Celebrating Progress, Assessing Needs	
	A.1b	Discipleship Group Assessment Tool 108	
	A.2	Sample Meeting Structure	
	A.3	T.E.A.M.SBased Meeting Preparation	
	A.4	Discipleship Meeting Tips	
	A.5	Discipleship Group Member Covenant 113	
	A.6	T.E.A.M.S. Wheel Assessment	
	<b>A.</b> 7	Conflict Management	
	A.8	Making Time	
	A.9	Suggested Reading and Resources	

### Purpose:

A quick way to find the exercise you need.

## **Using the Life on Life Leadership Manual**

#### **Introduction to the Manual**

<u>**Eight Principles of Life on Life Leadership**</u> has been prepared for ministry and discipleship leaders, which we call Discipling Leaders throughout this book. It is based on the eight principles that are a proven, effective, biblical approach to Life on Life discipleship. The principles are found in the book <u>The Master Plan of Evangelism</u> by Robert Coleman (published by Revell). To fully utilize this manual you will need a copy of this book.

This is a resource manual for leaders in ministry. It is not designed to be read through from front to back. It is intended to be used by a Discipling Leader together with a coach, mentor or peer. It can also be used in a classroom setting or on your own. Instead of just reading about what you should be doing, you will be putting these principles to action as you learn them.

The manual is laid out with an **Introduction**, a **Section** for each of the eight principles, and an **Appendix**. It is a reference book and a workbook. Each section for a principle contains the following.

- 1. A **Review and Reflection** page to help deepen your understanding of each principle as you read the assigned chapter of <u>The Master Plan of Evangelism</u>.
- 2. An **Outcomes** page to help you evaluate how you are doing with that principle and select exercises for improvement.
- 3. Five Exercise pages to provide you with practical things to do in order to implement that principle in your ministry. Each exercise provides a step-by-step practical guide for working on a particular outcome. A suggested time for each exercise is given in the margin as a guideline for the amount of time you should spend on each.
- 4. A Coaching Encounter worksheet to help you and your coach, peer, or mentor develop goals, options, and actions in order to apply that principle to your ministry. This page will help you decide on how to improve your skills and effectiveness as you decide on a plan for improvement.

If you are familiar with the 8 principles, there is an assessment tool on page 107 to help you quickly evaluate all eight areas at once and choose the principle you would like to focus on improving.

A note of caution, if you are in a classroom setting, you will not be able to master these principles in eight weeks. Mastery of these principles comes through a lifetime commitment of discipling and ministering to others. If you are working through this on your own or with another, do not expect to implement all of the exercises in a short time. We recommend that you work on only one or two goals at a time. Take your time incorporating these skills into your ministry. Set realistic goals.

**Purpose:** 

A quick overview of what this manual is for and how to best use it. We hope that you will find this manual beneficial to your leadership development. As you learn to do these things you will become a reproducing leader, having the privilege and honor of fulfilling Jesus' commission, "Go therefore and make disciples of all nations..."

## **What is Life-on-Life Discipleship?**

0.3

Suggested Time:

5 min

Life on Life discipleship is a process for transferring spiritual life from one person (a *Discipling Leader*) to another in the context of small groups of five to ten people (a *Discipleship Group*). Randy Pope, creator of *The Journey Discipleship Curriculum*, describes the dynamics of Life on Life discipleship as:

- Having a life product
- Being intentional about imparting that product to others
- Spending enough time doing the right things to impart that product so that the recipient will learn to impart it as well

The life product that is valued in Life on Life discipleship is becoming a mature and equipped follower of Christ for the lost world.

#### **Mature and Equipped Followers**

Our goal is creating mature and equipped followers of Christ, who:

- Live consistently under the control of the Holy Spirit and the direction of the Word of God
- Have discovered, developed, and are using their spiritual gifts
- Have learned to effectively share their faith
- Give evidence of being faithful members of God's church
- Give evidence of being effective managers of life, relationships, and resources
- Give evidence of being willing ministers to God's people
- Give evidence of being available messengers to non-kingdom people

#### The Principles of Discipleship

Life on Life discipleship is the most effective means of progressing toward spiritual maturity. This is the model Jesus used with his disciples. He spent time with them. He interacted with them in one-on-one situations, in small groups, and out in the field serving together. He took them as they were, with no pre-qualification except that they wanted to follow Him. Through Life on Life discipleship you can come as you are wherever you are in your spiritual journey and become what God has designed you to be, with nothing required more than your simple desire to follow Christ.

The eight principles from the classic book on discipleship <u>The Master Plan of Evangelism</u> by Robert E. Coleman that underlie our approach are laid out in eight sections of this manual:

- 1. Association
- 2. Selection
- 3. Consecration
- 4. Impartation
- 5. Demonstration
- 6. Delegation
- 7. Supervision
- 8. Reproduction

#### **Purpose:**

To grasp what is meant by the term "Life-on-Life Discipleship."

Suggested Time: 5 min

### The Plan: T.E.A.M.S.

#### **The Plan**

Our plan to make mature and equipped followers of Christ is to provide the five essential ingredients for life change: *Truth, Equipping, Accountability, Mission,* and *Supplication*.

- Truth is what God has revealed for His people to know, understand, and obey. Truth is critical. However, finding, learning, and knowing truth alone does not change lives. A person must also be shown how to implement what s/he knows.
- **Equipping** is massaging God's truth into life so that it becomes understandable and usable. A person must be able to use and apply the truth, and not merely hear and learn it.
- Accountability is being asked the hard questions in order to promote godly behavior. Even
  though a person is equipped to apply truth, that doesn't mean s/he will do it. Accountability
  questions are used to support and encourage group members on their spiritual journeys.
- Mission is engaging with the lost world with the intention of imparting the gospel. Mission provides the motivation to put truth and equipping into use. Each week you will be asked mission questions to get you thinking about and relating to those without Christ and the privilege of sharing the Gospel with them.
- **Supplication** is engaging in conversation with God. Prayer must support all truth, equipping, accountability, and mission. Ultimately, spiritual maturity and equipping is a result of God's work. We must not presume that any material or process is the secret to spiritual growth.

#### **Two Types of Discipleship**

Program Based	T.E.A.M.S. Based
People ask, "What is the church doing?"	People ask, "What are the believers doing?"
Views the professional staff as Pastors.	Views small group leaders as the pastors.
Members are consumers.	Members are ministers.
Small groups meet the needs of God's people.	Small groups meet the needs of God's people <b>and</b> reach the unchurched community.
Strategy for making mature & equipped believers is singularly focused on the delivery of truth.	Strategy for making mature & equipped believers is multi-focused on the requirements of truth, equipping, accountability, missions, and supplication.
Emphasizes the importance of teachers.	Emphasizes the importance of teachers, pastors, disciple makers, and disciple trainers.
Sunday school is more important than small group ministry.	Small group ministry is more important than Sunday school.
Encourages staff and elders to be disciplers.	Requires staff and elders to be disciplers.

#### **Purpose:**

To learn the T.E.A.M.S. approach and compare it to program-based church.

#### **Organic vs. Engineered**

*Organic discipleship* describes the *Life on Life* side of discipleship. It is Jesus saying to His disciples, "Follow Me." This is the "caught" part of discipleship in comparison with the "taught" part. It is being together, learning with the world's circumstances as the classroom and the discipler's life and experiences as the textbook (all based on the foundation of the Word of God). Such discipleship may take place on the basketball court or going together on an evangelistic appointment. This is relationship over a period of time long enough to involve significant life challenges for both the disciple and the discipler.

*Engineered discipleship* is a term used to describe the structural and planned side of discipleship. This is the intentional teaching side of discipleship. God's Word also provides the basis for content. In organic discipleship, God's Word provides answers, responses, and guidance in immediate situations; in engineered discipleship, God's Word provides preparation, instruction, and equipping for yet-to-be-faced challenges in life. Decisions must be wisely made as to what truths will be taught and how equipping will take place.

My logic is as follows. If I can only spend one time a week for two or three years meeting with a small group of guys in discipleship, I want to make sure every minute counts. I can either randomly choose what I will teach, let the guys in my group determine what I will teach, or be thoughtful and selective in what I teach. All three possibilities end up becoming a curriculum. However, I have found the latter approach to have the highest likelihood of being the best.

I began designing a curriculum for my use in discipleship by writing down everything that came to my mind which I thought my guys needed to know in order to live for Christ as mature and equipped followers of Christ. I then eliminated what was least important in order to have a reasonable amount of information to digest in the allotted time we would be together.

#### **A Balanced Curriculum**

A well-thought-through curriculum has proven to be an invaluable addition to my discipleship efforts. However, it can be abused and thus become a disadvantage. A typical signal that a leader is "engineer bound" is the statement, "I can't get through the materials."

In my opinion, a healthy curriculum for discipleship is well-balanced between systematic theology, practical theology, and biblical theology (defined previously in chapter 16). Systematic theology gives the believer a skeletal framework upon which to hang all of his biblical learning for the rest of his or her life. The vast majority of biblical theology should be learned daily in personal devotions and Bible study. I acknowledge that some lobby for making the discipleship gathering primarily a Bible study. Though Bible study is extremely important, the goal of discipling should focus far more on equipping believers with how to study on their own than on studying a few books of the Bible as a group. Don't misunderstand me! Bible study groups are extremely valuable. But discipleship groups are designed for a totally different purpose.

If you are committed to Life on Life, laboring in the lives of few, be diligent to keep a healthy balance between organic and engineered functions of discipleship. When Mark described Jesus' choosing of the original twelve disciples, he included a brief statement of purpose: "And He appointed twelve, so that they would be with Him" (Mark 3:14). Yes, He would eventually send them out to preach and give them authority over demons, but first He wanted them to "be with Him." Jesus' commission to His followers at the end of Matthew specifically mentioned disciples as the product of their ministry throughout the world. The prevailing church is made up of mature and equipped disciples of Jesus Christ.

From The Intentional Church: An Alternative Approach to Ministry, by Randy Pope, page 217

## 5 min

Suggested Time:

#### **Purpose:**

To examine the principles that balance organic discipleship with a systematic approach.

## **Discipling Leader Job Description**

#### **Objective**

To disciple a small group of men or women by developing relationships and using curricula as a tool in the process of making mature and equipped followers of Christ. The end goal is that the "disciples" are mature and prepared to go do one of three things:

- 1. Disciple others by leading a small group
- 2. Disciple others by leading a ministry team
- 3. Disciple others in any area of ministry to which God calls them.

#### Responsibilities

• Lead the group through a T.E.A.M.S.-based process of discipleship:

**Truth**: Create an environment for learning Biblical truth

**Equipping**: Equip group members for ministry and life

**Accountability**: Ask hard questions

**Mission**: Encourage sharing of faith and serving in the church or community

**Supplication**: Pray for and with group members

- Help group members discover and use spiritual gifts in their area of calling
- Engage with group members in Life on Life discipleship outside regular meetings
- Mentor an apprentice for leadership
- Be diligent to balance organic (Life on Life) vs. engineered functions of small group discipleship
- Regularly evaluate progress and effectiveness
- Promote discussion of spiritual goals, progress, and struggles through regular, intentional "Life on Life encounters" with the people in their groups

#### **Time Required**

- Weekly group meetings
- One-on-one appointments with group members
- Attend training opportunities
- Monthly coaching sessions

#### **Length of Commitment**

Three one-year commitments

#### **Purpose:**

To provide a succint definition of a discipling leader's job responsibilities.

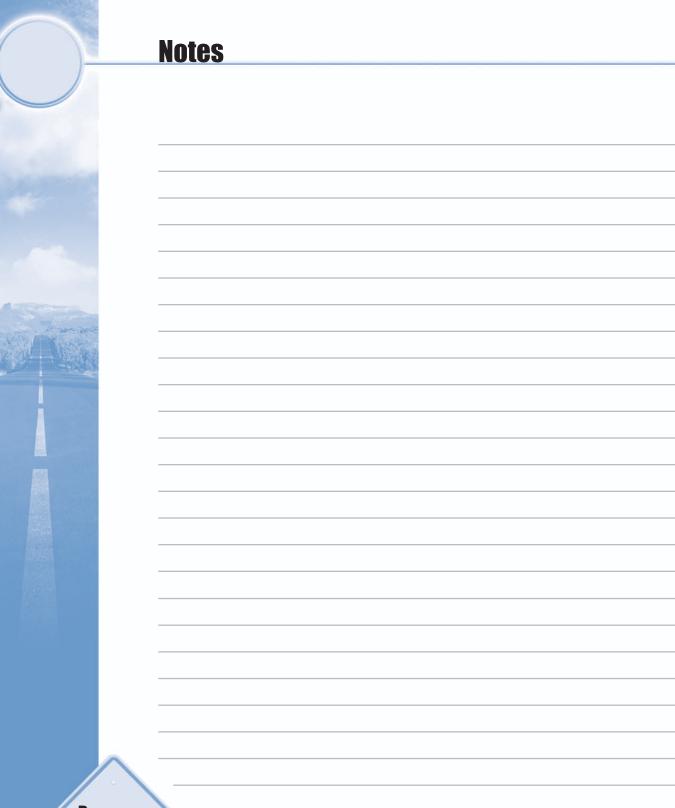
#### **Skills and Character Traits Needed**

- Has received a call to Life on Life discipleship
  - Practices spiritual disciplines and models personal holiness and prayer
  - Relates to the lost world with the intent of sharing the gospel story
- Is a member of the church, attends worship, and partakes of the sacraments
- Has completed required leadership training

## **Notes**

_
-
_
_
-
-
_
_
_
_
_
_
-
_
-
_
_
-
_
-
_
/=
Durmoo
Purpos
A page to
down extra 1

jot otes.



### Purpose:

A page to jot down extra notes.

## Life on Life Leadership

# Principle 1 Selection

#### Reading

Read chapter one of <u>The Master Plan of Evangelism</u> and answer the questions under *Reflection* below.

#### Jesus' Strategy: Men Were His Method

"His concern was not with programs to reach the multitudes, but with men whom the multitudes would follow."

- He Chose the Willing Unlearned, ignorant, but... "they were teachable."
- He Selected a Few

"One cannot transform the world except as individuals in the world are transformed, and individuals cannot be changed except as they are molded in the hands of the Master."

- He Focused on Them
  - "...there was a rapidly diminishing priority given to those outside the Twelve."

Observation: "...other things being equal, the more concentrated the size of the group being taught, the greater the opportunity for effective instruction."

#### The Principle Applied

"We must decide where we want our ministry to count—in the momentary applause of popular recognition, or in the reproduction of our lives in a few chosen people who will carry on our work after we have gone."

#### Reflection

- 1. How would you state the principle of selection in your own words? Why is it important?
- 2. How were you selected for leadership? What can you learn from the way you were invited to lead?
- 3. Name three people in your sphere of influence that you are attracted to and you could select. What could you say to each of these people that would speak to their inmost heart and motivate them to join?

#### Purpose:

A review
exercise to help you
thoroughly grasp the
principle of Selection.

Suggested Time: 20 min

30 min

### **Selection Outcomes**

Below are five key *outcomes* for the area of *Selection*. When applied habitually, these practices tend to produce healthy, multiplying groups. The two coaching questions with each outcome provide a measurable, objective way to <u>evaluate</u> your progress in that area and help you develop practical <u>strategies</u> to move forward from wherever you are. Use the questions either for personal reflection or for a coaching encounter with your coach or peer.

- **1. Praying Strategically** (see 1.3 *Undergirding Selection with Prayer*) Pray daily for God to send you those He wants to give to you to lead.

  - <u>Evaluate</u>: This week, how have you prayed for those God wants to send to you?
  - Strategize: What practical step could you take to remind yourself to pray regularly for those God wants to send to you?
- **2.** Targeting a Few (1.4 Targeting People for Selection)

Have a target list of those you want to bring into the group *and* the select few you want to train as leaders, whom you are praying for regularly.

- <u>Evaluate</u>: Who has God spoken to you to target? How are you praying for them?
- <u>Strategize</u>: How can you make targeted prayer a bigger part of your selection strategy?
- **3. Making Invitations** (1.5 Making an Invitation)

Inviting those whom you have targeted to join the discipleship group or provide leadership in it.

- <u>Evaluate</u>: Who have you made an invitation to in the last 60 days? How did you help them count the cost of discipleship before saying, "Yes."
- <u>Strategize</u>: What can you learn from the last few invitations you have given about how to more effectively invite people into the group or into leadership in the future?
- **4.** Looking at the Heart (1.6 Selecting Leaders)

Know the qualifications you are looking for in potential leaders (available, teachable, hungry for God), and be able to show how those you target for leadership fit those criteria.

- Evaluate: List those you are targeting for future leadership. Give recent examples of how each person does or does not fit the criteria of hunger, availability, and teachability.
- <u>Strategize</u>: If you rewrote your target list for future leadership around these criteria instead of around talent or charisma or gifting, who would be on it?
- **5.** Casting Vision  $(1.7 Defining \ a \ Vision)$

Regularly articulate a clear, compelling vision (ideal future) for your group and call people to it.

- **Evaluate:** State the vision of your group in one sentence. (Can you do it?) How often in the last month have you shared that vision statement with your members?
- Strategize: What action steps would most help you clarify your vision and begin to communicate it in a more compelling way?

### **Purpose:**

To introduce five key practices that will help you succeed in the area of Selection.

Suggested Time:

varies

#### **Pray for God to Bring People to You**

God's power is fully unleashed in the process of *Selection* when your activities are bathed in prayer. The first step in selection is to allow the Holy Spirit to bring to your attention the people God is giving you to select. Begin by praying for sensitivity: that God would open your eyes to the people, the needs, and the potential all around you. Repeated prayer in this area will sensitize you to the Spirit's leading. You will begin to see people in your world you have never seen before, and see familiar faces in new ways. As you become more aware of those around you, ask God to direct you to the people He has called you to reach and let you see them with His eyes.

What does it look like when God points out those He has called you to? Often you'll experience a special drawing to a certain person, or find that you see leadership potential where others do not. You may receive special insight into their needs, a strong desire to pray for them, unusual opportunities to serve, or you just keep running into them over and over in unusual ways.

#### **Pray for Those You Want to Select**

As God shows you the people He has called you to influence, add them to a prayer list (exercise 1.4 walks you through how to create a target list for selection). Make the people on your list a regular part of your prayer time. It is amazing how much impact short, persistent prayer for a person or need can have! Here are some creative ways to create space in your life to pray daily for these people:

- Pray in your car—have a prayer card with your list on it for praying on your way to work.
- Pray around the dinner table each night and model this for your kids.
- Pray during your normal devotional time.
- Put your prayer list somewhere you will see it regularly—in your wallet or purse, on the bathroom mirror, on your computer monitor—and let it remind you to offer short prayers for each person during the day.

Here are several approaches to praying for those God has put on your heart:

- Pray for points of contact: opportunities to associate with them and get into their lives.
- Pray for favor and influence in an individual's life.
- Ask God for sensitivity to this person's needs and for opportunities to serve by meeting those needs.
- Ask the Holy Spirit to open a person's heart and increase his or her hunger for Christ.
- Pray for this individual's future as a leader in the Kingdom of God. Ask God to give you a
  vision for this person's potential and what he or she is capable of accomplishing for God.
- Ask God to send the circumstances this person needs to come to a total commitment to Christ.
- Pray for opportunities for significant conversations.
- Choose a scripture for each person on your list and pray that verse for that person.

#### **Purpose:**

To provide a structure for intentionally bringing prayer into the Selection process.

Suggested Time: 25 min

## **Exercise: Targeting People for Selection**

Creating a target list is a great way to increase your awareness and effectiveness in selection. Look for people you relate to in your sphere of influence, which includes:

- Unchurched friends
- Community, neighborhood, or workplace acquaintances
- Affinity group (points of common interest)
- Those in your season of life (young adults, parents of teens, etc.)
- Those you have common cause with (neighborhood association, children's ministry, etc.)
- Seekers or church visitors
- Church members who have expressed an interest in joining a discipleship group

#### **Step 1: Brainstorm Ten**

Begin by identifying at least ten people in your sphere of influence that you could invite or reach out to. At this point, do not try to sort out which are the "right" people: just make a list of ten.

#### **Step 2: Target Five**

From your list above, prayerfully pick out five people you feel God is most calling you to influence. Ask yourself, "Where are my most significant relational connections with potential group members? Who is Christ drawing me to (or drawing to me) that I could share Him with and/or disciple?"

1	
5	

#### **Step 3: Pray for Opportunities**

Make these people a regular part of your prayer time (see exercise 1.3). Pray that God would give you the people He has appointed for you to influence.

#### **Purpose:**

How to create a target list of specific people you want to select.

#### **Step 4: Work Your List**

When a person on your list joins your group or leaves your sphere of influence (for instance, they move away or you lose your point of contact), remove them from your list and add a new person. Keep your list fresh with five people you are actively targeting.

Selection is a process. Once you have targeted people for selection (exercise 1.4) and stepped out in faith to ask God for those He has given you (exercise 1.3), your next step is to lay the groundwork for making an invitation to them. Use the steps below for the invitation process. It won't always work out this way, so feel free to experiment and develop an approach that works for you.

#### Step 1: Build Relationship

Find a way to spend some quality time with the people you are targeting. Go out to lunch, share in a common interest, or just spend some time having a significant conversation (see exercise 2.4 - How Can I Associate? or 2.5 - Strategy for Doing Life Together for more ideas). For people to want to be influenced deeply by you, they must know you and trust you.

In one of your get-togethers, talk a little about your discipleship group and see what kind of response you get. You might share what friendships in the group have meant to you, or describe something significant that has changed in your life through being a part of the group. Try to stay focused on the *impact* of the group rather than trying to explain what it is or the theology behind it. If the individual shows genuine interest, move on to step two.

#### **Step 2: The Hunger Test**

A simple way to test someone's true interest level is to give him or her a small step to take and see if the person follows up. E-mail the orientation for the person to read, invite him or her to visit your group, or ask the individual to read several pertinent chapters of the book, <u>The Intentional Church</u> by Randy Pope. The person who follows through and wants more is a potential disciple! A discipleship group is a big commitment, and people need to be highly self-motivated to want to join.

#### **Step 3: Give People a Vision**

The next step is to help people envision what they could gain by being in a discipleship group—that is the motivation for making the commitment. What do they want to change in their lives? What would it be like to have a close community of friends they meet with each week? What have they always wanted in their relationship with Christ? The idea is to help them create a visual picture of what discipleship could do for them. Sharing your own experiences of the value of the group can be a big help in this.

#### **Step 4: Raise the Bar**

Now is the time to explain what being in a discipleship group really means and to ask for a serious commitment. Do not soft-pedal it! Fully explain the work and commitment required. You may want to review the orientation to make sure the person understands the expectations. Finally, ask each person what *their* decision is on whether to join your group—if you pressure someone into this you will both struggle with it later!

#### **Step 5: Make a Covenant**

If they have decided to join, seal your decision by reading and signing the A.5-Group *Member Covenant* (see page 95). Signing on the dotted line firms up the decision and helps with accountability later.

#### **Purpose:**

To provide a simple process for inviting a person you've targeted into your group.

Suggested Time: Varies

Suggested Time: 25 min

## **Exercise: Selecting Leaders**

Selecting leaders is similar to selecting group members. Here is a simple exercise for evaluating potential leaders. In the space below, jot down several names of those you might target for leadership (a great way to put together a list is given in exercise 1.4). Then go through the statements under each character quality, and evaluate how ready each person is to begin moving into leadership.

#### **Quality 1: Availability**

Availability means, is this person actively on call to serve God? Some members of your group may be faithful believers but too busy in other things to serve in your group. And some may be in the midst of difficulties that divert all their energy. Is the person you are targeting for leadership:

Committed to the Group? Faithful attender, does the work, participates in the group
Not Overcommitted? Has time and energy to give to the group
Seeking Involvement? This is a person who wants (and even asks) to do more
<b>Living Under Control?</b> Not overwhelmed by life circumstances or poor choices that
consume all their attention

#### **Quality 2: Teachability**

A person is teachable if they are open to learning from God and others. Someone who is a know-it-all, or does not listen when challenged, will make a poor leader no matter how talented s/he is. As you think back over the last few months, is the person you are targeting:

<b>Open to Feedback?</b> When this person blows it, you can tell them without a blow up
A Learner? Someone who is really engaging in the lesson material and being shaped by i
Able to Follow? This person does not always have to be in control
A Listener? Someone who hears and applies things God and others are saying to them

#### **Quality 3: Hunger**

Hunger for God is a vital qualification for leadership. Some seek for approval, or the chances to be up front, or for others to tell them how wonderful they are. A potential leader who hungers to please and know God is a real diamond. Does the person you are targeting for leadership:

#### **Purpose:**

To let you
evaluate potential
leaders against a list of
key leadership
qualities.

☐ <b>Want More?</b> The average Christian life is not enough—this person wants more		
	Sei	ze Opportunities? When there is a chance to grow, this person is in on it
		<b>Live Sacrificially?</b> You have seen this individual repeatedly sacrifice comfort or convenience to follow Christ
		Serve in Secret? Someone who will come early to set up the chairs, stay after to clean up, or go pray with the least attractive person in the group can be a great leadership prospect

Suggested Time:

varies

An important role you fill as a discipling leader is having a vision, both for your group and your people. A vision is a visual picture of an ideal future: in other words, what it will look like when you get there. Here is a set of steps that you can use to develop a vision (the acronym is **A. V.I.S.**ion) for either your group or individual group members.

#### Step 1: Ask

It is a great asset in the envisioning process to be talking to someone who knows the future! Spend some time with God, and ask Him for a unique picture of the ideal future. For groups, ask:

- Who is your group uniquely called to reach and disciple?
- When you are really functioning well together, what will you be doing?
- What will your meetings be like?
- How will you be relating to each other, and how will you be making a difference in each other's lives?

#### For individuals, ask:

- What is this person capable of accomplishing if his/her gifts and abilities are maximized?
- What did God make him/her for?
- Where could s/he be in three years if s/he diligently works at it?

#### **Step 2: Visualize**

Since a vision is a visual picture of an ideal future, the next step is to capture what you heard from God in pictorial language. The reason it is vital to make a vision visual is that you want others to be able to catch sight of the future you are seeing. The motivation to rise up and pursue the dream comes when we are able to actually see ourselves living that ideal and taste the reality of it. Casting a vision is helping others visualize themselves within God's ideal future.

So dream a little: what will look different in how we relate or act when we have reached this ideal? What will an encounter or relationship or meeting look like? Try to put yourself into that future, and imagine the sights and sounds and activities that are going on.

#### **Step 3: Individualize**

A common mistake in creating ministry visions is making them too generic. A vision is compelling when it calls people beyond the norm to something unique. Don't just say, "Our group will have great times in the Word"—that's too bland. How will those times be great? How will they stand out from what others are doing? With an individual, do not stop at saying something like, "I see you leading a discipleship group in three years." How would that group uniquely reflect the potential leader's gifts, passions, and sphere of influence? Look through what you have written so far, and make anything generic more unique.

#### **Step 4: Synthesize (for group vision only)**

An important vision casting tool is creating a memorable, compact, one-sentence vision statement that captures where you want to go. Make each phrase one you can unpack to present the vision. Repeat this statement often, and your group members will remember and understand what the group's vision is.

## Purpose:

To provide a process for creating a vision both for your group and the people in

it.

Suggested Time: 40 min

## **Coaching Encounter: Selection**

Use these coaching questions along with the worksheet on the next page to develop an action plan to build the principle of *Selection* into your leadership.

#### **Step 1: Assess**

Take a few moments and assess the area of *Selection* for your leadership. You can do a *subjective assessment* (just use your gut instinct to rate how things are going on the scale below), or answer the evaluation question under each of the five outcomes on exercise 1.2 to arrive at a more objective assessment. To assess all eight areas together, use the assessment in exercise A.1.

Subjective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!Objective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!

#### Step 2: Agenda

Respond to these coaching questions to determine what to work on:

- What did you learn from assessing the area of *Selection* in your leadership?
- What is going well that we can celebrate in your selection efforts?
- How do you want to build this area? What outcomes do you most need/want to work at?

#### Step 3: S.M.A.R.T.Goal

Create a one-sentence goal statement you can use to focus your efforts in the area of *Selection*. The questions below will help you develop a S.M.A.R.T. goal (see 5.7 for more on S.M.A.R.T. goals).

- What specifically do you want to accomplish? What do you want to be tangibly different about the way you pray for people, target people, and invite them to the group or to group leadership?
- How will you tell if you have accomplished that? How can we measure your progress?
- How can we state your goal in a way that it depends on you and not on others' responses?
- What is your time frame for this goal? By when do you want to reach this objective?
- Sum up your answers from the questions above in a one-sentence S.M.A.R.T. goal statement, and write it in on the *Action Steps Worksheet* on the next page.

#### **Step 4: Options**

Brainstorm at least five options for how you could reach your goal of more effectively practicing the selection principle. Use the *Strategize* questions in exercise 1.2 to spur creative thinking. Record your options on the next page.

### **Purpose:**

A coaching process for setting goals for Selection and walking them out.

#### **Step 5: Action Plan**

Which of the options that you developed do you want to pursue? Choose at least one; then use it to come up with a concrete action plan. Record it on the *Action Steps Worksheet* (next page).

- Which option(s) will you pursue?
- What step(s) will you take in the next two weeks to move toward your goal?
- What step(s) will you take in the following two weeks?
- Who will you be accountable to for these steps, and how?

## **Action Steps Worksheet**

**1.8b** 

Suggested Time: 40 min

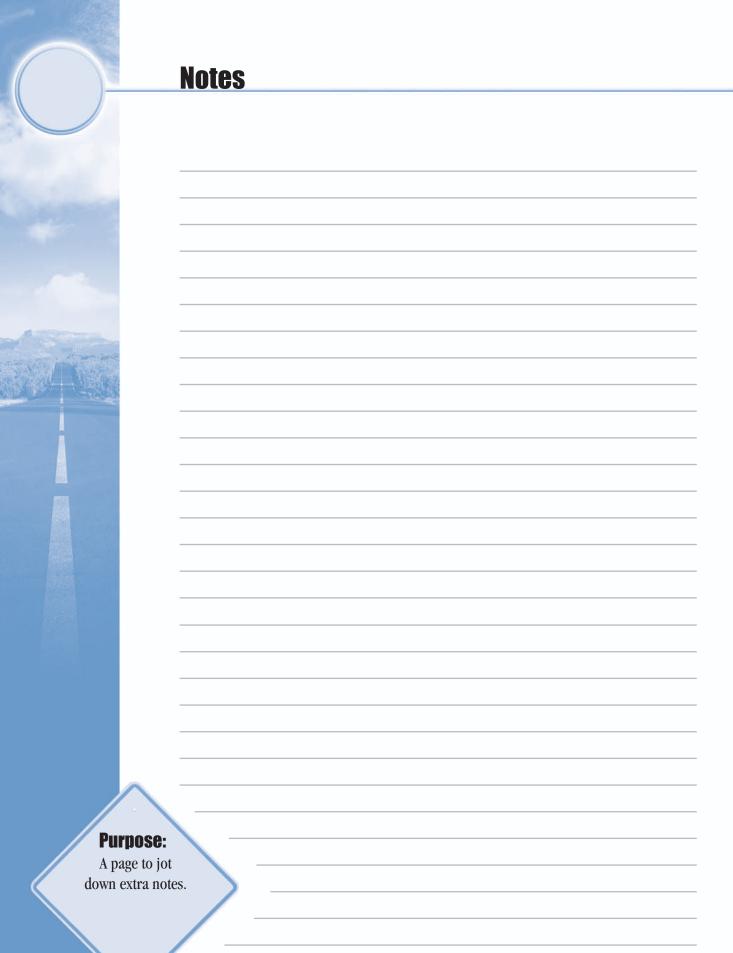
My S.M.A.R.T. Goal: (See 5.7 for more on S.M.A.R.T. goals)		
Mv Oı	ptions:	
	1	
	2	
	3	
	4	
	5	
Ny Ac	ction Plan	
What 1	I will do in the next two weeks:	
What 1	I will do in the following two weeks:	

#### **Confirmation**

On a scale of one to ten—how likely are you to actually get these steps done? If your answer is seven or below, figure out what you would need to change about your goal or steps to raise your answer to an "eight" or a "nine".

#### **Purpose:**

An action step worksheet for the coaching encounter in exercise 1.8.

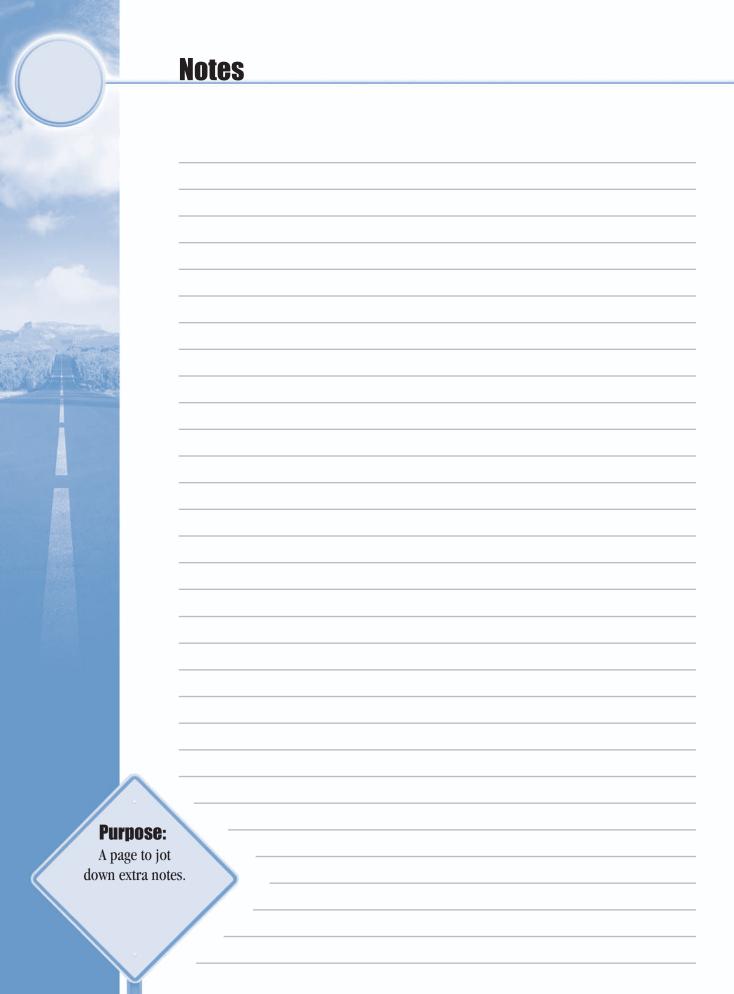


## **Notes**

Pu
A p
down

### Purpose:

A page to jot down extra notes.



## Life on Life Leadership

# Principle 2 Association

## **#2 Association: Review and Reflection**

2.1

Read chapter two of <u>The Master Plan of Evangelism</u> and answer the questions under *Reflection* below.

#### Jesus' Leadership Strategy: He Was With Them

"Amazing as it may seem, all Jesus did to teach these men His way was to draw them close to himself. He was His own school and curriculum... Having called His men, Jesus made a practice of being with them. This was the essence of His training program—just letting His disciples follow Him."

- We must live it if our disciples are to learn it.
- "Knowledge was gained by association before it was understood by explanation."
- "He gave increasingly more time to the chosen disciples, not less."
- "He actually spent more time with His disciples than with everybody else in the world put together."

Observation: "Preaching to the masses, although necessary, will never suffice in the work of preparing leaders for evangelism."

#### The Principle Applied

"There is simply no substitute for getting with people, and it is ridiculous to imagine that anything less, short of a miracle, can develop strong Christian leadership. After all, if Jesus, the Son of God, found it necessary to stay almost constantly with his few disciples for three years, and even one of them was lost, how can a church expect to do this job on an assembly line basis a few days out of the year?"

#### Reflection

1. How would you state the principle of association in your own words?

2. When you were being discipled, what did other leaders do to associate with you? What difference did it make in your life?

3. What do you have to offer people in your group by practicing the principle of association?

#### **Purpose:**

A review exercise to help you thoroughly grasp the principle of Association.

Suggested Time: 20 min

Suggested Time: 30 min

### **Association Outcomes**

Below are five key *Outcomes* for the area of association. When applied habitually, these practices tend to produce healthy, multiplying groups. The two coaching questions with each outcome provide a measurable, objective way to <u>evaluate</u> your progress in that area and help you develop practical <u>strategies</u> to move forward from wherever you are. Use the questions either for personal reflection or for a coaching encounter with your coach or peer.

#### **1. Talk About What Matters** (See 2.3 – Association Conversation Starters)

Have frequent, significant conversations about hopes, dreams, emotions, and needs instead of just talking about sports, the kids, or the weather.

- <u>Evaluate</u>: Think of each member of your group in turn. When was the last time you had a significant, transparent conversation with that person?
- <u>Strategize</u>: Pick one person in your group you want to go deeper with, and develop an action step that would help take you there.

#### **2. Increase Your Touches** (2.4 – *Ideas: How Can I Associate?*)

Make a habit of calling, getting together, or praying with members outside your weekly meetings.

- <u>Evaluate</u>: How often in the last two weeks did you call, meet with, or pray with a group member outside your discipleship group meeting?
- <u>Strategize</u>: Develop a plan for making contacts with group members outside your meetings that fits with your schedule and your life.

#### **3. Do Life Together** (2.5 - Strategy for Doing Life Together)

Spend time sharing normal life activities (meals, chores, exercise, etc. ) with group members.

- Evaluate: What social contact have you had with group members in the last 30 days?
- <u>Strategize</u>: Brainstorm five options for how you can spend more time with people in your group without making your life busier.

#### **4. Do Ministry Together** (2.6 - Strategy for Doing Ministry Together)

Making a habit of taking a group member along with you when you do ministry or service.

- <u>Evaluate</u>: In the last month, how have you taken members with you on visitation, acts of service, when praying with others, preparing for the meeting, sharing your faith, etc?
- Strategize: Look ahead to the next month and come up with at least five opportunities when you will be doing ministry where you could take some one along. What could you do this week to line up someone to come with you on three of them?

#### **5. Leverage Teachable Moments** (2.7 – *Teachable Moments*)

Cultivate an awareness of teachable moments and the habit of learning from them.

- <u>Evaluate</u>: What were the teachable moments in your last discipleship group meeting? Your last one-on-one? How did you turn them into learning opportunities?
  - <u>Strategize</u>: List at least three teachable moments you missed over the last month or so. What could you do to be prepared if those moments happened again?

#### **Purpose:**

To introduce five key practices that will help you succeed in the area of Association.

### **Exercise: Association Conversation Starters**

Suggested Time:

varies

The essence of Jesus' training program was just being with His disciples. Eating together, traveling together, walking and talking along the road or around a fire were a daily priority throughout His ministry. The significant conversations He had with the disciples along the way make up a good part of what is recorded in the gospels.

Here are a few significant questions to get your group started toward a deeper level of intimacy. Choose easy questions at first, and as you get more comfortable move to ones that call for deeper thinking and more transparency.

#### **Lite and Easy**

- 1. What is your favorite movie? What do you like best about it?
- 2. How did you meet your best friend or your spouse?
- 3. If you had three wishes, what would you wish for?
- 4. Tell us about your first car or your first apartment.
- 5. What is your favorite summer activity?
- 6. What is the longest time you went without sleep? What is the story?
- 7. What was the best prank you ever pulled?
- What have you accomplished in life that you are most proud of?

#### **A Little Deener**

- 9. What do you miss about childhood?
- 10. If you could meet any historical figure (other than Jesus), who would you choose, and why?
- 11. I am most like my mom or dad in that I ...
- 12. If you could start another career, what would you choose to do, and why?
- 13. What was the nicest thing anybody ever said about you?
- 14. If you suddenly lost your eyesight, what would you miss the most?
- 15. What is the most daring thing you have ever done?
- 16. What do you think heaven looks like?

#### Challenging

- 17. Who was your hero growing up? Who do you most admire now?
- 18. What is the worst thing your siblings did to you as a child?
- 19. What is your biggest fear about the future?
- 20. What dream would you most like to accomplish in life?
- 21. What are two things you are exceptionally good at, and two things you are not good at?
- 22. How do you feel when you think about dying?
- 23. What do you look forward to as you grow older?
- 24. Share about a time God challenged you to make a major change.

## **Purpose:**

A set of icebreaker questions to use in your group or in one-on-one conversation

Suggested Time: varies

### **Exercise: Ideas-How Can I Associate?**

This idea list will help you brainstorm ways you can increase the amount of association you are doing. Take ideas right off the list, or use it to spur your own creative thinking.

#### **Associating at Meetings**

Here are some ways to increase interaction and build relational depth during group times:

- 1. Use an icebreaker
- 2. Share your life stories with each other
- 3. Add some social time at the end of the meeting
- 4 Food
- 5. Break into twos or threes for prayer or personal ministry to create a more intimate setting

#### **Increase Your Touches**

Find ways to briefly make contact during the week without eating up a lot of time:

- 1. Sit together at church
- 2. Drive to church together on Sunday, and discuss what happened on the way home
- 3. Use E-mail or instant messaging to touch base quickly during the day
- 4. Call at lunchtime or on non-work hours to leave an encouraging voice-mail
- 5. In your e-mail program, make your discipleship group into an e-mail group and send everyone a quick note all at once
- 6. Call someone and pray for each of your top needs over the phone

#### **Replace Non-Interactive Activities**

Some types of social activity produce little in the way of shared life or memory-making—in other words, you and a friend are together but little is happening in the way of association. Here are some ways to replace these passive activities with things that provide the kind of interaction you want:

Non-Interactive Activity	Replace With
Watching sports on TV	Playing sports or going to a sporting event
Going to a movie	Watch a thought-provoking movie and discuss it afterwards. Even better, take along an unsaved friend and then discuss the movie over coffee!
Playing video games	Playing cards or a board game
Watching a video	Find a way to experience real life in creation: take a walk in the woods, watch a sunset or visit a park
Sit at home watching TV	Go out to a party, visit a museum, or go shopping with a friend.

#### **Purpose:**

To find ways to increase the amount of Association in your life.

For more ideas, see the list in exercise 2.5.

## **Exercise: Strategy for Doing Life Together**

2.5

Suggested Time:

15 min

Association is letting people draw from you just by being around you. The activity you do together does not have to be "spiritual"—it's about letting your character, attitude and approach to life rub off on someone else. And in the process of being together, opportunities will develop naturally to share at a deeper level. Think of this as friendship with a purpose, where you take normal activities you are already involved in and do them together with others. Here are some ideas:

- 1. Take your kids to the park, a game, or an activity, and talk
- 2. Carpool to some activity you both do
- 3. Share a meal
- 4. Cook a meal together
- 5. Do weeding, yard work, or clean out the garage together
- 6. Help someone in your group with a project: building a deck, making a scrapbook, etc.
- 7. Go to or watch a sporting event together
- 8. Exercise, take a walk, or go to the gym together
- 9. Worship together
- 10. Build relationships with unchurched people together
- 11. Do spiritual disciplines together: prayer, Bible study, etc.
- 12. Go to hear a speaker or to a training event together
- 13. Plan a party
- 14. Just hang out

#### **Exercise: Doing More Life Together Without Burning Out**

1. List at least ten times in the past month when you did one of the activities above (or something else like it) where it could have worked to share that activity with someone else.

2. Look ahead to the next month. Which of these opportunities (or ones that are similar) will probably come again? Choose at least two ideas and make definite plans to include a group member over the coming month.

#### **Purpose:**

To explore options and create a plan for doing more life together with your group.

Suggested Time: 20 min

### **Exercise: Strategy for Doing Ministry Together**

Here is a simple exercise to help you make better use of the ministry times you already have to train leaders. Instead of doing ministry alone, make it an opportunity to train a potential leader.

#### **How to Do Ministry Together: Ideas**

- 1. Do your meeting prep with someone to show how you get ready for discipleship group
- 2. Visit another group member together
- 3. Use three-way calling to share or pray with several group members together
- 4. Take someone along when you are sharing your faith
- 5. Take someone with you when you go to pray for someone or do outreach
- 6. Take someone with you to hospital visits

#### When to Do Ministry Together: Reflection

- 1. List on a separate sheet of paper at least five times in the past month when you ministered to others outside of your group meeting times. Which ones could have been leveraged as training events by bringing a group member along?
- 2. Look ahead to the next month. Which of these opportunities (or ones that are similar) will probably come again? What could you do to be prepared to leverage them?

#### **Planning Ministry Together (Three D's)**

Use this simple framework to plan and execute your times of ministering together:

#### 1. Design the Experience

What are one or two things you want to model or teach to the person through this experience? Then (this is the important part) ask the individual to watch for these things, so he or she sees what you are doing and you can debrief on it afterward.

#### 2. Do the Ministry

Use one of the four steps listed under "Strategy for Handing off Ministry" below.

#### 3. Debrief Afterward

Take the areas you planned to focus on, and debrief on them:

- What happened?
- How did it happen?
- What did you learn? What ministry principles can we glean from this experience?

#### Strategy For Handing off Ministry

Here are four steps for taking something you do and raising up a leader to take it over:

- 1: I do it, you watch, we debrief
- 2: I do it, you help, we debrief
- 3: You do it, I watch, we debrief
- 4: You do it, someone else watches (start raising up the next generation!)

#### **Purpose:**

A planning guide for designing opportunities to do ministry together.

#### **The Principle**

Teachable moments arise all the time, usually in unplanned ways, and disciplers must develop the skill of taking advantage of them. A teachable moment is *a circumstance that motivates us to learn and makes learning experiential and lasting.* Luke 13:1-5 records an example of Jesus leveraging a teachable moment:

"Now on the same occasion there were some present who reported to Him about the Galileans whose blood Pilate had mixed with their sacrifices. And Jesus said to them, "Do you suppose that these Galileans were greater sinners than all other Galileans because they suffered this fate? I tell you, no, but unless you repent, you will all likewise perish. Or do you suppose that those eighteen on whom the tower in Siloam fell and killed them were worse culprits than all the men who live in Jerusalem? I tell you, no, but unless you repent, you will all likewise perish."

Jesus took a pair of current events that came up naturally in a conversation, and used them to illustrate a spiritual principle: Bad things can happen to anyone; but sinners who do not repent are guaranteed to perish.

#### **Teachable Moments Exercise**

Here's how to leverage a teachable moment to illustrate a ministry principle:

#### 1. Stop and Take Note

First, you have to recognize the event as a teachable moment. A good way to do that is to get others thinking by asking, "What can we learn from this situation?"

#### 2. Focus on **How** it Happened

How something happened is often where the learning is. If someone accepts Christ, that is a wonderful outcome. However, often our leadership learnings will tend to center not on the "what?" (the person came to Christ) but the "how?" (how did God get this person's attention? What did we do that helped the process along? What can we learn from this about how to lead people to Christ?)

#### 3. Codify Learnings as Principles

Ask others to think instead of telling them the moral of the story. "What ministry principle do you think is being displayed here?" As people gain insights from what happened, push them to codify their learnings in a *catch phrase*: a short, catchy, memorable line that encapsulates the learning. Jesus did this all the time, and as a result many of his phrases are embedded as aphorisms in our culture. For example, "Do unto others" or, "Whoever is not for me is against me" or, "Render to Caesar that which is Caesar's."

#### **Make It Memorable**

Make your catch phrases memorable by using;

- Rhyme: "A stitch in time saves nine."
- Repetition: "A penny saved is a penny earned."
- Contrast: "You can't teach an <u>old</u> dog <u>new</u> tricks."

# varies

Suggested Time:

#### **Purpose:**

A reflection exercise to help you turn a key learning into a ministry tool.

Suggested Time: 40 min

# **Coaching Encounter: Association**

Use these coaching questions along with the worksheet on the next page to develop an action plan to build the principle of *Association* into your leadership.

#### **Step 1: Assess**

Take a few moments and assess the area of *Association* for your leadership. You can do a *subjective assessment* (just use your gut instinct to rate how things are going on the scale below), or answer the evaluation question under each of the five *Association* outcomes on exercise 2.2 to arrive at a more objective assessment. To assess all eight areas together, use the assessment in exercise A.1.

Subjective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!Objective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!

#### Step 2: Agenda

Respond to these coaching questions:

- What did you learn from assessing the area of Association in your leadership?
- What is going well that we can celebrate about how your group does life together?
- How do you want to build this area? What outcomes do you most need/want to work at?

#### Step 3: Goal

Create a one-sentence goal statement to focus your efforts in the area of *Association*. The questions below will help you develop a S.M.A.R.T. goal statement (see ex. 5.7 for more on S.M.A.R.T. goals).

- What specifically do you want to accomplish? When you have reached this goal, what will be tangibly different about the way you spend time with people in your group?
- How will you tell if you have accomplished that? How can we measure your progress?
- How can we state your goal so that it depends on what you do and not on others' responses?
- What's your time frame for this goal? By when do you want to have this accomplished?
- Sum up your answers from the questions above in a one-sentence S.M.A.R.T. goal statement, and write it in on the Action Steps Worksheet on the next page.

#### **Step 4: Options**

Brainstorm at least five options for how you could reach your goal of more effectively practicing the association principle. Use the *Strategize* questions in exercise 2.2 to spur creative thinking. Record your options on the next page.

#### **Purpose:**

A coaching process for setting goals for Association and walking them out.

#### **Step 5: Action Plan**

Which of the options that you developed do you want to pursue? Choose one; then use it to come up with a concrete action plan and record it on the *Action Steps Worksheet* (next page).

- Which option(s) will you pursue?
- What step(s) will you take in the next two weeks to move toward your goal?
- What step(s) will you take in the following two weeks?
- Who will you be accountable to for these steps, and how?

# **Action Steps Worksheet**

**2.8**b

Suggested Time: 40 min

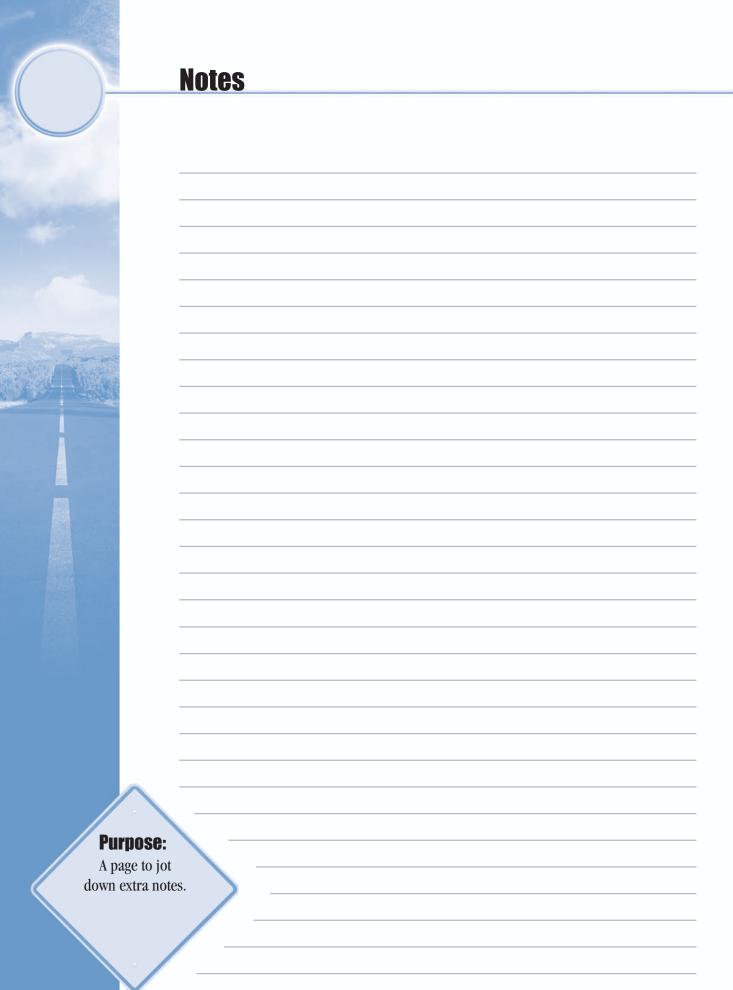
<b>S</b> .	.M.A.R.T. Goal: (See 5.7 for more on S.M.A.R.T. goals)
0	ptions:
	1
	2
	3
	4
	5
	ction Plan
at i	I will do in the next two weeks:
ıt :	I will do in the following two weeks:

#### **Confirmation**

On a scale of one to ten—how likely are you to actually get these steps done? If your answer is seven or below, figure out what you would need to change about your goal or steps to raise your answer to an "eight" or a "nine".

#### **Purpose:**

An action step worksheet for the coaching encounter in exercise 2.8.

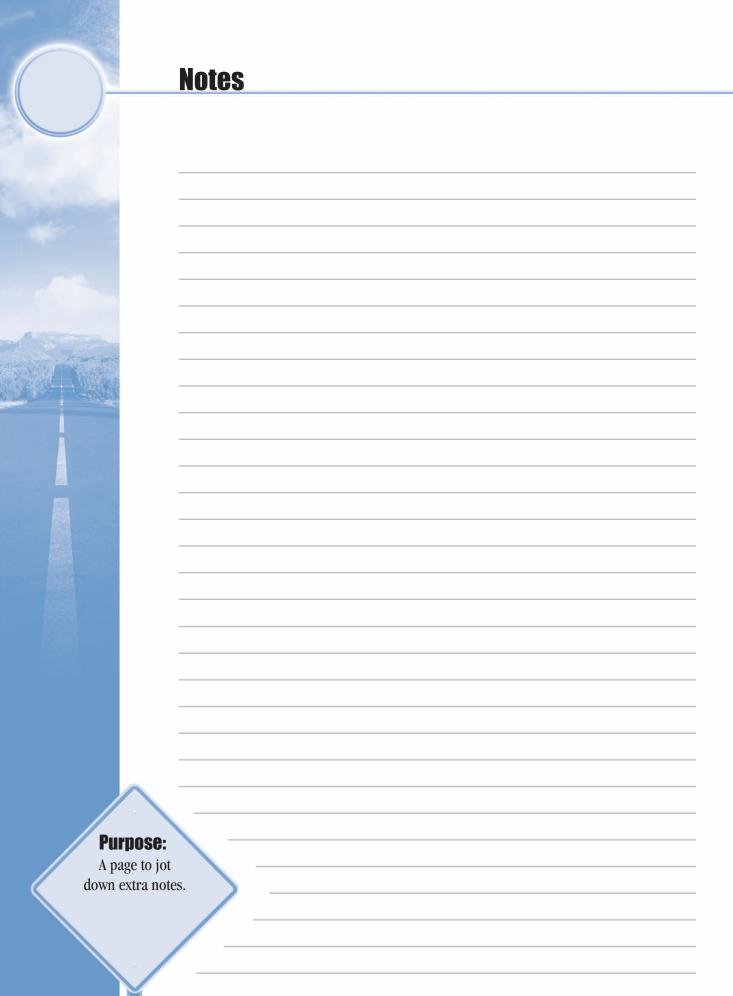


# **Notes**

Pt
A p
down

### pose:

ge to jot tra notes.



# Life on Life Leadership

# Principle 3 Consecration

# **#3 Consecration: Review and Reflection**

3.1

Read chapter three of **The Master Plan of Evangelism** and answer the questions under **Reflection** below.

#### Jesus' Strategy: He Required Obedience

"Jesus expected the men he was with to obey..." "Jesus patiently endured these human failings of His chosen disciples because in spite of all their shortcomings they were willing to follow Him."

#### Build Trust

"No one will follow a person in whom he or she has no trust, nor sincerely take the step of faith unless he or she is willing to obey what the leader says."

#### Practice Obedience

"Absolute obedience to the will of God, of course, was the controlling principle of the Master's own life."

#### Invest in Obedient Followers

"Jesus did not have the time nor the desire to scatter Himself on those who wanted to make their own terms of discipleship."

Observation: "If this task seems to be too great, then we will have to start like Jesus did by getting with a few chosen ones and instilling into them the meaning of obedience."

#### The Principle Applied

"We are engaged in warfare, the issues of which are life and death, and every day that we are indifferent to our responsibilities is a day lost to the cause of Christ."

#### Reflection

- 1. How would you state the principle of consecration in your own words?
- 2. How are you doing at obeying God? How about your employer (i.e. taking home office supplies, putting in a full day's work)? Our country's laws (i.e. speed limit, honesty on your taxes)? What is one place in each of these three areas where you could raise your standard of obedience or integrity?
- 3. "You don't catch disciples, you challenge them." What does that statement mean?

#### Purpose:

A review exercise to help you thoroughly grasp the principle of Consecration.

Suggested Time: 20 min

Suggested Time: 30 min

### **Consecration Outcomes**

Below are five key *Outcomes* for the area of consecration. When applied habitually, these practices tend to produce healthy, multiplying groups. The two coaching questions with each outcome provide a measurable, objective way to <u>evaluate</u> your progress in that area and help you develop practical <u>strategies</u> to move forward from wherever you are. Use the questions either for personal reflection or for a coaching encounter with your coach or peer.

- **1. Daily Prayer** (see 3.3 *Devotional Life Realignment* and 3.3b *Prayer Partners*) Maintaining a daily devotional habit of prayer, worship, and study.
  - Evaluate: How often did you set aside time to meet with God for devotions in the last week?
  - Strategize: What creative step could you take to deepen or revitalize your daily prayer times?
- **2.** The Fruit of the Spirit (3.4 Energizing Your Personal Worship)

Exhibiting the fruit of a changed life because of the Holy Spirit's work in your life.

- <u>Evaluate</u>: Give an example of how you have made major progress at living out one of the seven fruits of the Spirit in the last year.
- <u>Strategize</u>: Which of the seven fruits is God dealing with you on in this season of your life? What do you need to do to make the most of this growth opportunity?
- **3. Personal Application** (3.5 Walk The Talk)

Modeling consecration by applying in one's own life the things being taught in your group.

- <u>Evaluate</u>: In the last two weeks, what have you applied from your discipleship group study?
- Strategize: What one step could you take this month to more effectively apply what you are learning in discipleship group to your own life, and model life-application for the group?
- **4. Authentic Sharing** (3.6 *Telling Authentic Stories*)

Being transparent with the group; honestly sharing struggles and needs as well as victories.

- Evaluate: What difficult struggles or personal needs have you shared with your group in the last two months? How are your group members helping you face those challenges?
- Strategize: What is going on in your life right now that you could share to model transparency? What relational risk could you take to help others open up as well?
- **5. Sacrificial Living** (3.7 Where Your Treasure Is)

Making a sacrificial commitment of your time and energy toward advancing the Kingdom.

- <u>Evaluate</u>: How does the way you use your time and energy show that Jesus is Lord of your life?
  - <u>Strategize</u>: What practical step or strategy could you implement to become a better steward of the time and energy God has given to you?

#### **Purpose:**

To introduce five key practices that will help you succeed in the area of Consecration.

# **Exercise: Devotional Life Realignment**

3.3

Your devotional life is meant to be a journey and a love relationship, not a list of do-goods that you check off every morning. The purpose of daily devotions is to build intimacy with God, align your life with His, and receive life from Him daily. This meditation will help you move forward in love and not in legalism, reconnecting you with what is going on in your heart in your devotional life.

Suggested Time: 25 min

#### Step 1: Hear the "Well Done!"

What have you gained from your devotional life in the last few months? Think back to some of your best times of connection with the Lord: what are thankful for? Where does your Master want to say, "Well done!" to you about your devotional life?

#### **Step 2: Confess and Receive**

Confess any areas where you have a sense of lack or falling short in your devotional life. Make a decisive choice now not to allow yourself to linger in shame or condemnation over what you have or have not done—instead, receive grace from the lover of your soul, and meet God in your place of weakness. What does He want to show you about yourself and Himself through this? What does He want to do in you that you can't do for yourself?

#### **Step 3: Reconnect with Your Passion**

What do you really, deeply yearn for more of in your relationship with God? Take some time to meditate on this question and really get in touch with your deepest desires. What kind of relationship do you want with Him as your lover, as your master, as your creator, as your King, as your friend? Take each of these facets of God and meditate on them in turn.

#### **Step 4: Chart a Course**

Write down one practical step you want to take from this meditation to make your devotional times more meaningful. Consult exercise 3.4 for ideas.

#### **Purpose:**

A simple checkup to help you reconnect with your passion in your devotional life.



Suggested Time: 10 min

## **Exercise: Prayer Partners**

The words, "I will pray for you," are some of the most powerful and comforting words in the language of man. Here is a simple framework for becoming prayer partners and beginning to pray for and with another person in a structured way.

#### **Prayer Partner Guidelines**

- A prayer partner is a same-sex person you believe in and covenant with to pray for one another.
- The length of the covenant should be determined when you enter into the prayer agreement.
- The covenant is between two or more people who are seeking a special release of God's power in and on their lives.
- One enters a prayer agreement in a feeling of mutual need, not with an air of superiority ("I don't need anything, thank you, but you do...").
- Prayer partners are supportive and helpful in true Christian honesty, not judgmental or condemning (James 5:16).
- If you do not have an accountability partner, pray about it! Who could you ask?

#### **Prayer Partner Covenant**

I covenant to pray for you regularly (as defined below), believing that our God wishes His children to pray for one another and ask Him for the blessings they need. I will:

:		least minutes weekly to pray together one, e-mail, or otherwise times per week for
•	11	(date), when we will choose together whether to
_	r Requests vill pray for you in this way:	
_	Name	

#### **Purpose:**

A simple structure for setting up prayer partners in your discipleship group.

# **Exercise: Energizing Your Personal Worship**

3.4

Here are some options for creative ways to pray or different spiritual practices that can energize your devotional life. To add variety and interest to your devotional life, choose one of these practices periodically and implement it in your personal worship times.

Suggested Time: varies

#### **Spiritual Practices**

There are a variety of disciplines you can practice to cultivate your relationship with God. Most of us are familiar with or practice prayer, Bible study, and worship. Adding one of these less-familiar disciplines to your devotional life can bring new meaning to your times with God. A book like Celebration of Discipline by Richard Foster will give you more information on many of these practices:

- Fasting: Refrain from food for a time to increase your spiritual sensitivity
- Silence/Solitude/Retreat: Get away from the noise and get quiet so you can really hear God
- Sabbath Keeping: The ability to stop producing and rest helps us understand that God's love is not based on what we do for Him
- Scripture Memorization: Get the Word inside you
- Simplicity: What can you let go of or get rid of in life to make more room for God?
- Confession: Confessing your sins to a brother or sister brings freedom and healing
- Intercession: Come to God regularly on behalf of the needs of others
- Thanksgiving: Express your joy and gratitude for what God has done for you
- Journaling: Regularly reflect in writing on what is going on in your life

#### **Shaking up the Ruts**

All of us have times where some aspect of our prayer life gets in a rut. Here are some creative ways to pray, study, and worship that can help you get out of a rut.

- Pray Scripture: Choose a passage pertinent to a challenge you face and regularly pray it
- Meet God in Nature: Experience God's presence in your favorite beautiful spots
- Pray with Others: Mix things up by having devotions together with your spouse or a friend
- Devotional Guides: Use a book to provide structure for your devotions
- Change the Time: Pray in the evening instead of or in addition to the morning
- Change Study Methods: Switch to a character, topic, word, book, or verse-by-verse study
- Prayer Journal: Start recording what you ask for and what answers you are getting
- Pray the Creeds: Use the Lord's Prayer, Ten Commandments, Apostles Creed, or hymns as prayers
- Read a Book: Find a book on prayer and see what you can apply to your devotions
- Ask a Friend: Find out what works for others in your discipleship group during their devotions

#### **Purpose:**

To provide a list of options for spicing up your personal worship times.

Suggested Time: 20 min

### **Exercise: Walk the Talk**

Here is a quick check-up for ways you as a discipling leader can apply the principles and practices you are teaching in your discipleship group.

#### **Personal Spiritual Walk**

- 1. Do you spend time in the Word daily?
- 2. Are you spending quality time in prayer and personal worship?
- 3. Are you growing in your faith and intimacy with God?
- 4. Are you praying regularly for the members of your discipleship group?

#### **Leading by Example**

- 1. Are you completing all of the assignments each week?
- 2. Have you personally applied something you are learning/teaching in your group this week?
- 3. Are you personally involved in and cultivating evangelistic relationships?
- 4. Are you open and honest with your group, transparently sharing personal struggles and needs?
- 5. Do you maintain your priorities in a way that honors God and sets an appropriate example for the members of your group?

#### **Weekly Preparation**

- 1. Are you allowing ample time to prepare for your group meetings?
- 2. Do you "go the extra mile" to make the material helpful and relevant for the unique needs of your group?
- 3. Are you praying on your own for the time that you will share together?
- 4. Do you consciously work at ways to effectively communicate each week's subject matter?

#### **Life on Life Discipleship**

- Do you pray weekly for each group member and encourage them to pray for one another?
- 2. Do you prayerfully think about each person in your group, considering where each is spiritually and what you can do personally to help them along their course?
- 3. Are you meeting with the members of your group at times other than your weekly meeting for the purpose of getting to know them better and ministering to them?
- 4. Do you communicate with the members of your group during the week by phone or e-mail in order to keep in touch and to be involved in their lives on a weekly basis?
- 5. Do you have personal vision for what God can do in your group members' lives through you?
- 6. Are you considering how to teach them to teach others also?

#### **Purpose:**

A check-up for four key areas of discipling leadership.

#### Take a Step, Make a Change

Take one of these areas that you are motivated to change, and create an action step that will move you forward in that area. Who can support you and hold you accountable to make this change?

# **Exercise: Telling Authentic Stories**

3.6

Suggested Time:

20 min

There is an art to telling the kinds of stories that create an authentic atmosphere in your group. While you may share real needs with others, this kind of sharing is not about being needy. Being authentic is having the freedom to share as openly as the situation requires, without worrying about how you look. True authenticity is catalytic: your ability to risk going deep first opens the door for others to share transparently about their own lives. Here are four characteristics of authentic stories:

#### 1. Significant

A story must be about something you really care about for others to experience it as deeply authentic. What difference does it make if you are totally honest about losing a paperclip? Share something that's really important to you: your hopes, dreams, fears, or struggles.

#### 2. Honest

Authentic sharing is about letting people know you as you really are, not as you want them to see you. Turn off the charm and do not try to spin things to make yourself look good.

#### 3. Specific

It is easy to share that, "I struggled and God met me"—but it is not very meaningful. Authentic stories include details: like how you struggled, what specifically you struggled with, how God got your attention, etc. If you are not being specific you are not really being authentic.

#### 4. Not Needy

The idea of catalyzing authenticity is that you are giving the gift of authentic relationship, not looking for sympathy or attention. Share authentically to open the doors for others to share instead of to try to get something back.

#### **Story Practice**

So let's practice creating this kind of story! Work through these four steps:

#### 1. Choose a Subject

Pick something to share about that you really care about. Make sure the story is about you and your own struggles. For instance, instead of sharing about how someone has "done you wrong", share how you have struggled with feeling hurt or betrayed.

#### 2. Commit to Honesty

We all want to be liked, and that makes it tempting to spin our story to make ourselves look good. Instead, challenge yourself to be totally honest about your actions (especially about what went wrong). To get beyond trying to make yourself look good, intentionally include a part where you blew it. Try practicing your story out loud in this totally honest way.

#### 3. Be Specific

When you first practice your story, you will probably find yourself glossing over the details. Here's where you will probably have to really push yourself. It is only when you get specific about what happened and how you responded to it that your story has the power to change the lives of others. Practice telling your story again, this time with more specific details.

#### 4. Open Your Heart

One last step: take your story beyond what happened and reveal what is going on inside of you. Talk about how it affected you, why it hurt, and how you are responding. Give people a window into your heart, not just into your circumstances.

#### **Purpose:**

To learn the ins and outs of telling stories to catalyze authenticity.

Suggested Time: 30 min

### **Exercise: Where Your Treasure Is**

Where is the treasure in your life? What's important to us is often revealed by the time and energy we give to it. As Jesus put it, "...where your treasure is, there will your heart be also." Use this exercise to tune in to where your treasure is and create an action step to realign around your real treasure.

#### **Step 1: Identify Your Discretionary Time**

Discretionary time is the time where you get to choose what you do. Work, commuting, sleeping, taking a shower in the morning, changing diapers, regular chores around the house—these are examples of things in life that must be done. What's left after the must-dos is discretionary time (step two has a list of examples). How many hours of discretionary time do you have in an average week?

<b>Before work</b> (weekday mornings, total for all five days)		
After work (evenings on weekdays, total for five days)		
<b>Daytime</b> (when not working, all five days)		
Weekends (Saturday and Sunday)		
,	<b>Fotal</b>	

#### **Step 2: Where Does the Time Go?**

Wondering where all that time goes? Let's try to figure it out! For each item below, add up an estimate for the number of hours you spend on that activity in an average week. Be honest with yourself: we are not doing this to impress anyone, and everyone needs down time. Just take an honest inventory and then allow God to speak however he wants about it.

Family Activities: stuff you do together as a family	
<b>Couple Time</b> (if married)—date nights and other time alone together	
<b>Personal Devotions:</b> prayer and study times in the morning or elsewhere	
Service: time you spend meeting others' practical and spiritual needs	
<b>Personal Time:</b> time alone to unwind and recharge	
Friends: time you spend with friends or at social events	
Active Recreation: sports, eating out, events, trips, etc.	
Passive Recreation: TV, movies, and computer games	
<b>Exercise:</b> walking, going to the gym, etc.	
<b>Other:</b> The amount of time that does not fit in any of these categories	

#### Reflect

1. Reflect prayerfully on your inventory. Where do you hear His approval, His, "Well done!" for how you spend your time? Make sure you jot down at least one thing you are doing well!

#### Purpose:

An insightful
way to help you evaluate and reprioritize
where your time
is going.

- 2. Where are you feeling a nudge from God to realign your priorities? Where have you invested more of your heart than you really want to? Identify a category you would like to work at.
  - 3. Develop at least one simple action step you can begin to take to realign your time and energy around your true treasure, and jot it down here

# **Coaching Encounter: Consecration**

3.8

Suggested Time:

40 min

Use these coaching questions along with the worksheet on the next page to develop an action plan to build the principle of *Consecration* into your leadership.

Step 1: Assess

Take a few moments and assess the area of *Consecration* for your leadership. You can do a *subjective assessment* (just use your gut instinct to rate how things are going on the scale below), or answer the evaluation question under each of the five *Consecration* outcomes on exercise 3.2 to arrive at a more objective assessment. To assess all eight areas together, use the assessment in exercise A.1.

Subjective Assessment: Celebrate Very Good On Course Needs Work Help!

Objective Assessment: Celebrate Very Good On Course Needs Work Help!

#### Step 2: Agenda

Respond to these coaching questions to determine what to work on:

- What did you learn from assessing the area of *Consecration* in your leadership?
- What is going well that we can celebrate in your *Consecration* efforts?
- How do you want to build this area? On what outcomes do you most need/want to work?

#### Step 3: Goal

Create a one-sentence goal statement to focus your efforts in the area of *Consecration*. The questions below will help you develop a S.M.A.R.T. goal statement (see ex. 5.7 for more on S.M.A.R.T. goals).

- What specifically do you want to accomplish? What do you want to be tangibly different about the way you live a disciplined, set-apart life, and how you model that to others?
- How will you tell if you have accomplished that? How can we measure your progress?
- How can we state your goal in a way that it depends on you and not on others' responses?
- What is your time frame for this goal? By when do you want to reach this objective?
- Sum up your answers from the questions above in a one-sentence S.M.A.R.T. goal statement, and write it in on the *Action Steps Worksheet* on the next page.

#### **Step 4: Options**

Develop five options for how you could more effectively practice the Consecration principle. Use the *Strategize* questions in exercise 3.2 to spur creative thinking. Record your options on the next page.

#### **Step 5: Action Plan**

Which of the options that you developed do you want to pursue? Choose one; use it to come up with a concrete action plan and record it on the *Action Steps Worksheet* (next page).

- Which option(s) will you pursue?
- What step(s) will you take in the next two weeks to move toward your goal?
- What step(s) will you take in the following two weeks?
- Who will you be accountable to for these steps, and how?

Purpose:
A coaching
process for setting
goals for Consecration
and walking
them out.



# Suggested Time: 40 min

# **Action Steps Worksheet**

<b>my 5.m.A.n.1. GUd1:</b> (See 5. / for more on 5.m.A.K.1. goz	ils)
My Options:	
1	
2	
3	
4	
5	
My Action Plan	
What I will do in the next two weeks:	
What I will do in the following two weeks:	

#### Confirmation

#### **Purpose:**

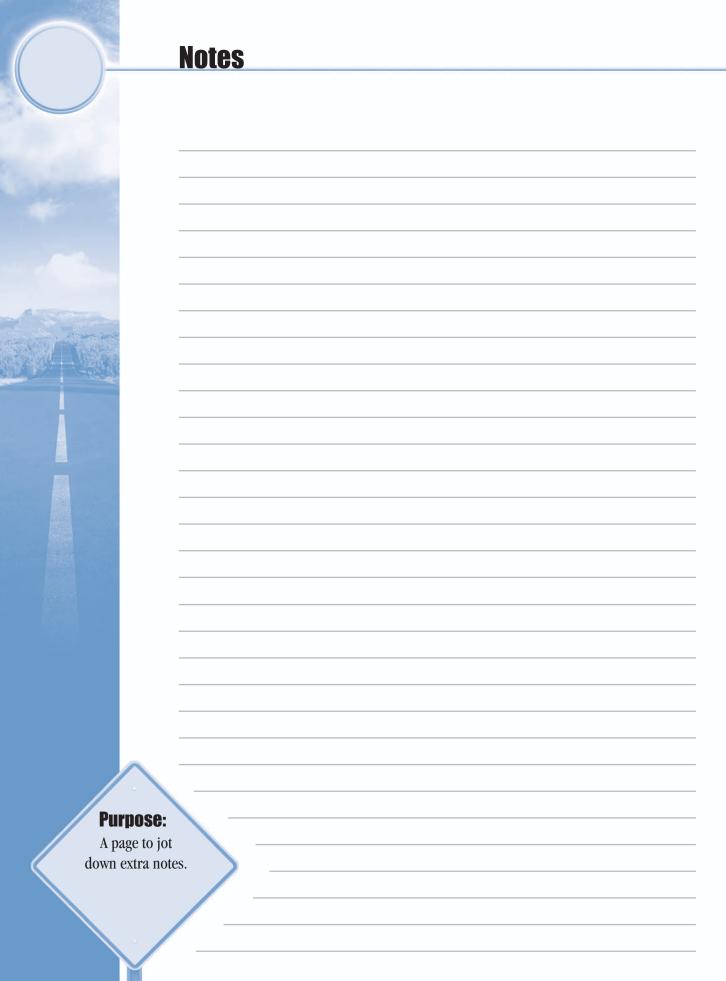
An action step worksheet for the coaching encounter in exercise 3.8. On a scale of one to ten—how likely are you to actually get these steps done? If your answer is seven or below, figure out what you would need to change about your goal or steps to raise your answer to an "eight" or a "nine".

# **Notes**

<u>/</u>
/ P
A

### Purpose:

A page to jot down extra notes.



# Life on Life Leadership

# Principle 4 Impartation

# **#4 Impartation: Review and Reflection**

4.1

Read chapter four of <u>The Master Plan of Evangelism</u> and answer the questions under *Reflection* below.

#### Jesus' Strategy: He Gave Himself Away

"His was a life of giving—giving away what the Father had given Him... He gave all He had—nothing was withheld, not even His own life."

- The Compulsion to Evangelize
  - "....he lost no opportunity to impress on His followers the deep compulsion of His own soul aflame with the love of God for a lost world."
- Freely You Have Received; Freely Give

  "Just as they had seen for three years, the disciples were to give themselves in selfless devotion to those whom the Father loved and for whom their Master died."
- The Work of the Holy Spirit
  - "..Evangelism was not interpreted as a human undertaking, but as a divine project which had been going on from the beginning and would continue until God's purpose was fulfilled. It was altogether the Spirit's work."

Observation: "... We cannot give something away which we do not possess ourselves."

#### The Principle Applied

"We must have his life in us by the Spirit if we are to do his work and practice his teaching. Any evangelistic work without this is as lifeless as it is meaningless. Only as the Spirit of Christ in us exalts the Son are people drawn unto the Father."

#### Reflection

- 1. How would you state the principle of impartation in your own words?
- 2. What things in your character or experience are the gold God has given you for others? Where has God so shaped your life that you would not be afraid to ask people to follow your example?
- 3. What is the single most important choice you could make right now to become more like Christ?

#### **Purpose:**

A review exercise to help you thoroughly grasp the principle of Impartation.

20 min

Suggested Time:

Suggested Time: 30 min

### **Impartation Outcomes**

Below are five key *Outcomes* for the area of impartation. When applied habitually, these practices tend to produce healthy, multiplying groups. The two coaching questions with each outcome provide a measurable, objective way to <u>evaluate</u> your progress in that area and help you develop practical <u>strategies</u> to move forward from wherever you are. Use the questions either for personal reflection or for a coaching encounter with your coach or peer.

**1. Give Yourself Away** (see 4.3 – *The Impact of Impartation*)

Cultivate the habit of sharing your faith with others in your circle of influence

- **Evaluate:** How often have you shared your faith in the last 60 days?
- <u>Strategize</u>: Who are three unbelievers you want to reach out to? Brainstorm three ways you could touch each person's life this month.
- **2. Using Your Gifts** (4.4 Creating Gift-Based Ministry)

Know your own gifts and model regularly using the gifts and power of the spirit to impact others.

- <u>Evaluate</u>: What are your spiritual gifts? How have you used them recently in your group?
- <u>Strategize</u>: How could you raise the level of awareness of spiritual gifts in your group and find ways to help others grow in functioning in their gifts?
- **3.** Support, Encouragement and Accountability (4.5 Heart Affirmation and 4.7)

- Accountability)

Provide support, encouragement and accountability to help members grow and make life changes.

- <u>Evaluate</u>: How has your group supported, followed up with, and held accountable those members who verbalized a desire to make life changes in the last month?
- Strategize: How could you systematize the process of support and accountability in your group so things do not fall through the cracks?
- **4. Personal Ministry** (4.6 What Do I Have To Impart?)

Regularly pray for, encourage, mentor, serve, and invest in others in your group.

- Evaluate: In the last two weeks, how have you taken time out to minister to those in your charge?
- Strategize: Who is God putting on your heart this month to serve or minister to, and how could you follow up with that leading?
- **5.** The Power of the Spirit (4.6 What Do I Have To Impart?)

Living a life of daily dependence on the Holy Spirit for power, growth and direction.

- <u>Evaluate</u>: How have you touched base with God or intentionally leaned on His power and direction during your day today?
  - <u>Strategize</u>: How could you become more intimate and more aware of God's presence throughout your day?

#### **Purpose:**

To introduce five key practices that will help you succeed in the area of Impartation.

# **Exercise: The Impact of Impartation**

4.3

One way to learn more about impartation is to reflect on those who imparted something to you. This exercise will help you examine the contributions of significant people in your life, what it was about, who they were, and what they did that made a difference in you.

Suggested Time: 30 min

#### **Step 1: Choose a Significant Person**

Pick one person who shaped your life in a significant way to examine. It can be a teacher who took interest in you, a ministry leader, a parent or other family member, a mentor at work, etc. Think of someone you respect and wanted to draw from.

#### **Step 2: What Impacted You?**

List three to five ways that person impacted you deeply. How are you a different person because you knew this individual? What did they impart that has always stuck with you? Where did you take on their values and attitudes as your own?

#### **Step 3: Why Were You Drawn?**

This question will help you examine what attracts disciples. *Why* did you want this person to influence you? What attracted you—what did you respect and want to draw from that you saw in this person's life? You may have seen that they could give you opportunities, or felt this person believed in you, or felt special and singled out.

#### **Step 4: How Did They Do That?**

This question will help you tune into the techniques of how to impart life to others. Let's look at how this person impacted you. Was it spending time with you, encouraging or affirming something in you, offering you opportunities, mentoring or coaching, or just being someone to whom you looked up? What avenues were used to impart something to you? And once you have identified it, make an application: how could you utilize this approach in your discipleship group?

#### **Purpose:**

To build desire to impart by examining the impact of others' investment in your life.



Suggested Time: varies

## **Exercise: Creating Gift-Based Ministry**

There are two ways to use gifting in ministry. The most common is to start with the roles to be filled or tasks to be done, think about what gifts might fit in those slots, and then look for a volunteer to fill the hole. This is an example of *program-based ministry*: the program is created first, and the people fit into it. The difficulty with this approach is that it tends to value programs over people, and jams people into one-size-fits-all roles that do not fit too well in reality.

An alternate way of thinking is to find out what gifts and abilities your people have, and then craft roles that fit the way God made them. This more organic approach is called *Gift-Based Ministry*. Its advantage is that it makes gifted people and not roles or tasks the centerpiece of how you minister. Here are some steps for integrating gift-based ministry principles into your discipleship group.

#### **Step 1: Assess**

First, make sure everyone in your group has taken a gift assessment and understands what their own gifts are. A great option for confirming a person's gifts is a validation session. While these are best done by someone trained in gifting, a simple way to do validation is to sit down with a book that describes each gift in detail, and read through the sections on their gifts together. Have the person comment on how well each sentence of their profile does or does not fit. Based on their comments, you can usually determine fairly accurately if this is actually a gift the person has.

#### **Step 2: Inventory**

Collect gift profiles for each person so you know their gifts. You may want to refresh your understanding of gifting by reading (or scanning) a book like <u>Discover Your God-Given Gifts</u> by Don and Katie Fortune to refresh your memory on what each gift is and how it functions.

#### **Step 3: Envisioning**

Here's the fun part. Take each person's gifting profile and try to envision a unique role for them in your discipleship group. You can do this prayerfully by yourself; but, it may be more effective to do it one-on-one with your group members—letting them help craft their own role is a great way to get them to buy-in to being more involved. Try ruminating on the following questions:

- What things can this person uniquely contribute? It could be anything: hosting the meeting in their home (service gift), organizing activities (leader, administrator), being the life of the party when you invite potential members (exhorter), or preparing a discussion (teacher).
- What needs to be done where this person could excel?
- What kinds of assignments would cause this person's abilities to blossom? In other words, what would help this person develop gifts in which they are not used to functioning?

#### **Step 4: Application**

To get started, choose one aspect of the unique role you have designed (let's not swallow a whole elephant at once!) and help the group member begin to step into it.

#### **Purpose:**

To begin creating a strategy for placing your people in roles that fit their gifts.

Suggested Time: 30-60 min

Not all affirmation is created equal! This exercise (best done after your group has been together for six months or so) will help you and your group members learn to impart the kind of affirmation we long to hear into each other's hearts. It will draw you closer, build a sense of authentic community in your group and spur everyone on as followers of Christ. This exercise is designed for a group session, but you can easily use the same principles in a one-on-one encounter. The exercise will usually take most of a meeting.

#### **Step 1: Introduction**

Begin by describing what you are going to do (learn the principles of how to offer significant affirmation and to use it as an opportunity to affirm and encourage each other). Challenge people to take the risk of being really authentic and speaking to each other's hearts, instead of just trotting out old platitudes. You'll affirm each other based on these three questions.

- **Appreciate Deeds:** What is one thing this person has *done* or one way they have *grown* in your discipleship group that you really *appreciate*?
- Respect Character: What is one inner character quality you have seen in this person that you really respect?
- Confirm Identity: Who is this person in your eyes? If you were going to describe what makes him or her great, what would you say? Where was this person born to excel?

#### **Step 2: Demonstration**

It will really help people grasp this exercise if you first take one group member and demonstrate what this kind of affirmation actually looks like. Here's an example (create your own to share):

"John, one thing I've really <u>appreciated that you did</u> this year is seeing how you've applied yourself to becoming a great father. You've carved out extra time for them and cut out some things you used to enjoy to do it. I'm impressed with your commitment.

And that's a good word for you: commitment. Whether it is doing the assignments or showing up every week or reaching out to your neighbors; when you decide to do something, you are committed and you follow through. I really respect your character and dedication to keep your word.

If I were going to describe who you are in one word, it would be that you're a man of integrity. That's your <u>identity</u>. There is no faking it with you—its so refreshing to relate to someone who is what he says he is and does what he says he will do. That's a place where I really see Jesus in you."

#### **Step 3: Preparation**

Hand each member a set of three by five cards, so that each person has one card for every other member of the group. Allow 10 to 20 minutes of quiet time for members to prepare to affirm by jotting out answers to the three questions for each person. Hand out copies of this exercise so your group members have the three questions in front of them.

#### **Step 4: Affirmation**

Start with one person, and have each group member impart their affirmation to that person in turn. You may wish to set aside a little time for the person being affirmed to respond or be prayed for before you move on to the next individual.

#### **Purpose:**

To train your group to affirm and encourage each other at the heart level.

Suggested Time: 15 min

### **Exercise: What Do I Have to Impart?**

What qualifies you to impart something to others? Most of us would answer that we would need training or education, or be "good at it", or have our own life together in that area. So, for instance, we believe that the parent who is qualified to impart to other parents is the one who has perfect, obedient kids all in a row, with no conflict at home and a spouse who is involved right alongside them. Single parents, divorcees, or those whose kids have gotten in trouble need not apply.

#### **Impartation and Incarnation**

Actually, that's a completely wrong answer. Impartation does not come from a life where everything works out or comes easily. That's because we are not trying to impart our human ability to do things right: we are trying to impart the life of Christ. It's where Christ's life has most fully *replaced* our own that we have the greatest power to impart his life to others.

So where has Christ's life most impacted you? Is it in the places where you are naturally talented and successful, or is it the areas where you have suffered or had to cry out for Him to save you? God answered this question for Paul when he told him, "My grace is sufficient for you, for my power is made perfect in weakness." Paul then concludes, "I am content with weaknesses... for when I am weak, I am strong." (II Cor. 12:9-10) What this means is that your place of power in ministry is the place where Christ has come into your weakness, dealt with you most deeply, and reshaped you most completely. Impartation comes from incarnation. And incarnation is the fruit of meeting God at our point of weakness.

Chuck Colson is a good example of what this looks like in real life. He rose to the heights of power in the Nixon administration, abused his position, and went to prison for it. He met God at his point of failure and weakness, and was transformed. Chuck Colson's place of impartation is not helping people become successful political leaders (his human strength), but became ministering to prisoners (where God met him at his point of weakness).

Martin Luther is another example of impartation. As a young man Luther experienced such guilt and condemnation over his sin that he tried everything to feel right with God. The story is that when the priests saw Luther coming for confession, they would literally run from the confession booth—because if they got trapped in there with Luther, they would have to listen to him confess every sin he had ever committed since he was a child, for four or five hours at a time! God met Luther with the message of grace, and the impartation in this area of Luther's life was so powerful that it birthed the Protestant reformation and reshaped western civilization. Luther did not speak about grace with power because he had always been good at it and understood it—his power came from meeting God in an area where he was totally messed up.

#### **Finding Your Place of Power**

So let's talk about you: what is your place of power? Do not look for the areas where you have always had it all together, but where Christ has met you and deeply shaped you. Journal on these questions to find what you have to impart:

#### **Purpose:**

To help you find your most effective places of impartation.

- In what areas of your life has Christ most deeply worked you over? Where have you experienced the most change, not the most success?
  - Name some places where you failed in the past but Christ has redeemed you. Where did Christ have to do the most to save you from yourself? (That's where you are walking in His life and not just your human abilities).
  - Where are the places you have had an unusually deep encounter with God? Where have you really wrestled with God and He has met you?

Suggested Time: 15 min

For most people starting out in a discipleship group, accountability is a bad word. If the person has been a Christian for any length of time, they have probably had at least one negative experience with accountability. So what does healthy accountability really look like? Here are some fundamental qualities, along with some tips and examples for working out these characteristics in your group. Healthy accountability is:

#### **Voluntary**

You decide what you want to be held accountable to: someone else does not decide it for you. People will always resist (and rightly so!) being held to something they did not choose.

**Tip**: This means that it is vital that a person fully understands what they are getting into when they join a discipleship group, and that as a potential leader they buy into the growth plan you develop together.

**Check-up:** Did you get buy-in before assigning this task or this responsibility? Do they really want to do this, or is it all your idea?

#### **Energizing**

When people are held accountable, they should come away energized to follow through on their commitments, not feeling shamed, discouraged, or punished. A key purpose of accountability is to supply additional energy to make the change process easier.

**Tip:** Pair accountability with support and affirmation so it does not become a downer. **Check-up:** How do our check-ins affect this person's expression? Are they more "up" or do they look "down" after we meet?

#### **Honest**

For accountability to be effective, you have to ask the tough questions and tell the truth, and not just slide around what's really going on.

**Tip:** Great accountability questions are often closed (answered with a "yes" or a "no") and direct. For example, "Did you stick to your diet this week?" A question like, "How is the diet going?" is less effective, because it is easy to weasel out of and not be totally honest.

**Check-up:** When holding you accountable, do I know clearly whether or not you accomplished exactly what you set out to do?

#### **Consistent**

Accountability works best when you know you are going to be asked every week how you are doing. If you often forget or have no structure for regular check-ins, it loses much of its impact.

**Tip:** Increase the impact of accountability with structure: when will we check in each week, how will we do it (At group? By e-mail?), and what direct question do we want to ask each other?

**Check-up:** How many times in the last month have we checked in? Are we being consistent?

#### **Purpose:**

To define
healthy accountability
and let you check how
you function
against it.

Suggested Time: 40 min

## **Coaching Encounter: Impartation**

Use these coaching questions along with the worksheet on the next page to develop an action plan to build the principle of *Impartation* into your leadership.

#### **Step 1: Assess**

Take a few moments and assess the area of *Impartation* for your leadership. You can do a *subjective assessment* (just use your gut instinct to rate how things are going on the scale below), or answer the evaluation question under each of the five *Impartation* outcomes on exercise 4.2 to arrive at a more objective assessment. To assess all eight areas together, use the assessment in exercise A.1.

Subjective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!Objective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!

#### Step 2: Agenda

Respond to these coaching questions to determine what to work on:

- What did you learn from assessing the area of *Impartation* in your leadership?
- What can you celebrate about how you are imparting Christ's life to your group?
- How do you want to build this area? On what outcomes do you most need/want to work?

#### Step 3: Goal

Create a one-sentence goal statement to focus your efforts in the area of *Impartation*. The questions below will help you develop a S.M.A.R.T. goal statement (see ex. 5.7 for more on S.M.A.R.T. goals).

- What specifically do you want to impart, and how do you want to impart it? What do you want to be tangibly different about the way you are leading in this area?
- How will you tell if you have accomplished that? How can we measure your progress?
- How can we state your goal in a way that it depends on you and not on others' responses?
- What's your time frame for this goal? By when do you want to reach this goal?
- Sum up your answers from the questions above in a one-sentence S.M.A.R.T. goal statement, and write it in on the Action Steps Worksheet on the next page.

#### **Step 4: Options**

Develop five options for how you could more effectively practice the impartation principle. Use the *Strategize* questions in exercise 4.2 to spur creative thinking. Record your options on the next page.

#### **Step 5: Action Plan**

Which of the options that you developed do you want to pursue? Choose at least one, then use it to come up with a concrete action plan and record it on the *Action Steps Worksheet* (next page).

- Which option(s) will you pursue?
- What step(s) will you take in the next two weeks to move toward your goal?
- What step(s) will you take in the following two weeks?
- Who will you be accountable to for these steps, and how?

#### **Purpose:**

A coaching process for setting goals for Impartation and walking them out.

# **Action Steps Worksheet**

**4.8**b

Suggested Time: 40 min

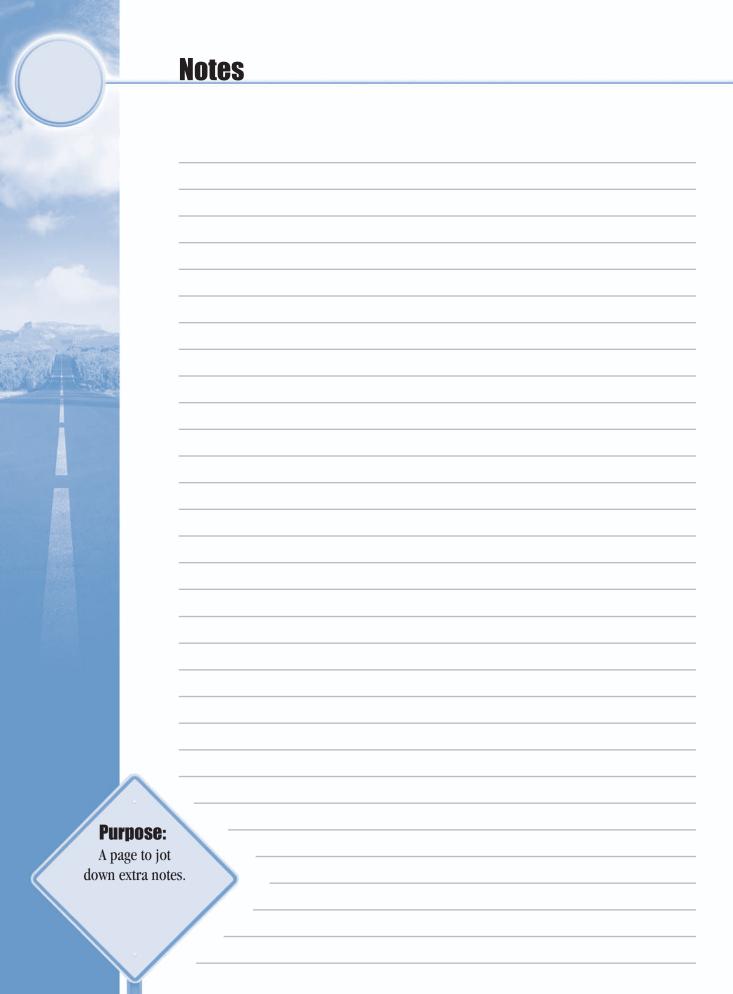
<b>S</b> .	.M.A.R.T. Goal: (See 5.7 for more on S.M.A.R.T. goals)
0	ptions:
	1
	2
	3
	4
	5
	ction Plan
at i	I will do in the next two weeks:
ıt :	I will do in the following two weeks:

#### **Confirmation**

On a scale of one to ten—how likely are you to actually get these steps done? If your answer is seven or below, figure out what you would need to change about your goal or steps to raise your answer to an "eight" or a "nine".

### Purpose:

An action step worksheet for the coaching encounter in exercise 4.8.

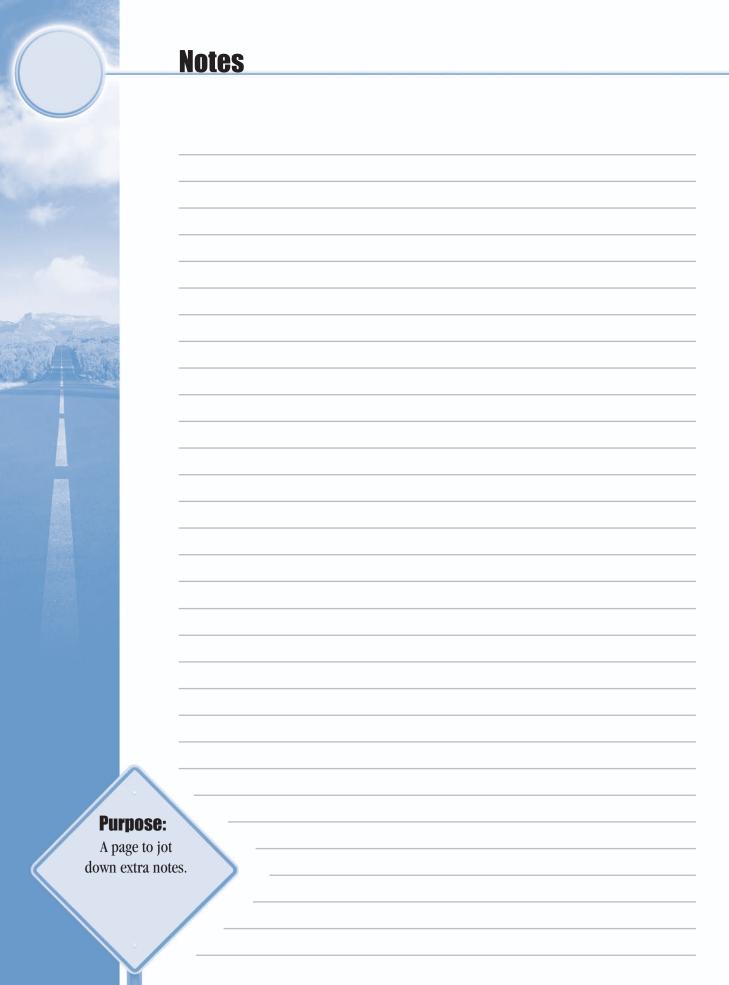


# **Notes**

/	P
	A

### Purpose:

A page to jot down extra notes.



# Life on Life Leadership

# Principle 5 Demonstration

# **#5 Demonstration: Review and Reflection**

**5.1** 

Read chapter five of <u>The Master Plan of Evangelism</u> and answer the questions under *Reflection* below.

# Jesus' Strategy: He Showed Them How to Live

"He did not have to work up teaching situations, but merely took advantage of those about Him, and thus His teaching seemed perfectly realistic."

## Prayer

"It was no accident that Jesus often let His disciples see Him conversing with the Father... Unless they (and we) grasped the meaning of prayer, and learned how to practice it with consistency, not much would ever come from their lives."

# Evangelism

"Practically everything that Jesus did had some relevance to their work of evangelism..."

# Teaching

"All the disciples had to teach them was a teacher who practiced with them what He expected them to learn."

Observation: "His training classes were never dismissed."

# The Principle Applied

"...Those of us who are seeking to train men must be prepared to have them follow us, even as we follow Christ... There can be no shirking or evading our personal responsibility to show the way to those we are training, and this revelation must include the practical outworking in life of the deeper realities of the Spirit."

# Reflection

- 1. What difference does it make to demonstrate something instead of just telling people to do it?
- 2. What was the last "teachable moment" you have shared with your disciples? How did you make use of it to communicate a principle or two?
- 3. How would it affect your teaching if you could only talk about the things you were doing in real life?

# **Purpose:**

A review exercise to help you fully grasp the principle of Demonstration.

Suggested Time: 20 min

Suggested Time: 30 min

# **Demonstration Outcomes**

Below are five key *Outcomes* for the area of demonstration. When applied habitually, these practices tend to produce healthy, multiplying groups. The two coaching questions with each outcome provide a measurable, objective way to <u>evaluate</u> your progress in that area and help you develop practical <u>strategies</u> to move forward from wherever you are. Use the questions either for personal reflection or for a coaching encounter with your coach or peer.

**1. Demonstrating Prayer** (see 5.3 – Leading Group Prayer)

Model passionate prayer and worship in your meetings and by praying with individual members.

- <u>Evaluate</u>: How have you recently demonstrated supplication, confession, thanksgiving, intercession, and praise to your group?
- Strategize: What are three creative ways you could share something you have found of great value in your devotional life with your group?
- **2. Unlocking the Word** (5.4 *The P.R.A.I.S.E. Personal Daily Worship Model*) Know how to study the scriptures effectively, do it regularly, and demonstrate it to your group.
  - <u>Evaluate</u>: How would you explain to a new believer the basics of studying the Word?
  - <u>Strategize</u>: What would it take for every member of your group to be able to demonstrate and explain how to study the Bible within 30 days?
- **3. Modeling Evangelism** (5.5 Becoming a Disciple Maker)

Show your disciples basic evangelistic techniques and help them practice to become proficient.

- Evaluate: What would you say to a group member who wanted an example of how to share his or her testimony, or an example of how to engage in spiritual dialog with an unbeliever?
- Strategize: Of those in your group, who would benefit most from your demonstration of evangelism with them? How will you do this?
- **4. Exemplifying Leadership** (5.6 *Planning To Demonstrate* and 5.6b *Modeling a Skill*) Demonstrate to your group how to be an effective group leader.
  - Evaluate: How did you prepare for your last meeting, both organizationally and spiritually? How satisfied are you with your preparation?
  - <u>Strategize</u>: What one step could you take this week to not just exercise leadership, but to demonstrate a leadership principle and help your group learn it?
- **5. Growth Goals** (5.7 Creating S.M.A.R.T. Growth Goals)

Work with potential leaders to develop SMART growth goals for their development.

- <u>Evaluate</u>: What growth goals have you developed with each of your potential leaders?
  - Strategize: What is your biggest obstacle to creating and meeting your potential leaders' growth goals? How could you overcome it?

# **Purpose:**

To introduce five key practices that will help you succeed in the area of Demonstration.

# **Exercise: Leading Group Prayer**

**5.3** 

Group prayer can be a life-changing experience. Here are some creative ways to make personal ministry times in your group more effective:

# **General Hints**

- Use a Conversational Style. Model the kind of everyday language you would use in addressing a someone you are close to, instead of getting caught up in "Thee's and Thou's".
- **Be Succinct.** God does not hear longer prayers any better than short ones!
- One Thing at a Time. Let one person pray for one need, then stop and give others a chance to pray for that request also before you move on to the next thing. When one person prays for five different needs in a row, group prayer tends to become a spectator sport.
- Pray Specifically. God often waits for us to tell Him exactly what we need before granting our requests.
- Allow for Silence. Silence is not an uncomfortable space that needs to be filled with unnecessary words. Waiting quietly for the voice of God can be the most powerful part of group prayer.
- Draw out Everyone. Do not call on someone to pray unless you have asked them ahead of time or know they are comfortable with praying out loud. Go slow with those unaccustomed to praying in groups.
- Limit "Prayer Request" Time. Often more time is spent in making requests than praying. Increase time for prayer by asking for one-sentence requests, eliminating requests, and simply praying as the Spirit leads, or splitting into breakouts to pray more personally.
- Go in a Circle. One way to conduct group prayer is to have each person ask for a prayer
  request from the person on his right, then pray for that request as the prayer moves around
  the circle.
- **Divide into Breakouts.** Using groups of two or three when praying for each other gets everyone involved and offers more time to minister to each person.
- Cultivate Awareness of God's Presence. All prayers should be directed toward Him.
   Kneeling or holding hands can enhance an attitude of prayer.

### **Getting Creative**

- **Ask for Guidance.** Ask what He wants you to pray for, then be prepared to confess your sins, uphold someone, rejoice in a victory, forgive others, intercede, or just listen.
- Use Different Types of Prayer. Adoration, praise, thanksgiving, confession, supplication, and intercession are all different ways to pray. Or choose a topic to focus on: families, the church, our nation, children, or those on your target lists.
- Vary When You Pray. Do it at the beginning, middle, or end of the meeting.
- **Pray in the Spirit.** Try asking the Holy Spirit to speak to you about what to pray, listen for a while, then pray what you feel the Spirit is speaking about.
- **Report Back.** Designate someone to keep track of what you as a group prayed for, and get a report on what happened the next week.
- Make a Faith Challenge. Take a need one of your members has, and
  make it a faith challenge to pray about it each week until you get an answer or a
  breakthrough.

# Suggested Time: varies

# Purpose:

A list of ideas for spicing up your group prayer times.

Suggested Time: varies

# **Exercise: The P.R.A.I.S.E. Model**

PRAISE is a simple model for reading the Bible devotionally. Demonstrate it several weeks in a row and your group will quickly catch on. We have included the basic steps plus hints for demonstration.

# **Pray First**

Begin by asking the Holy Spirit to bring the Word to life and speak to you through it.

Pray a scripture passage like Psalm 119:18, John 14:26 or Eph. 1:17-18. For next week, ask a group member to come prepared to pray a scripture inviting God to open His Word to you.

# **Read the Text**

Examine a paragraph, story or chapter at a time, rather than focusing only on a verse or two.

When you introduce the passage you are studying or memorizing, tell your group why you are focusing on a longer passage.

# **Ask Questions**

Use interpretation questions ("What does that mean?") or application questions ("What does that mean for my life?") to help you understand what is going on in the passage.

Use this opportunity to demonstrate what great Bible study discussion questions look like:

- They are open questions. Closed (yes or no) questions shut down a discussion.
- They make you think. Great questions put you in the shoes of the people in the situation, or make you think about how to apply what you are reading.
- They ask for insight and interpretation, not regurgitating back what was just said.

# **I**nterpret in Context

Check your conclusions against the larger passage to ensure they fit what the author is trying to say.

A good way to experience first-hand how context can change meaning is to pick an enigmatic verse, discuss it by itself, then go back and see how the surrounding passage influences the meaning. Or, try to come up with examples of verses that would be misunderstood if taken out of context.

# Summarize

Sum up the main point(s) and most important personal application(s) from the passage in a few sentences in your journal, to force yourself to be clear on its meaning and application.

Have individuals do this on their own, then compare notes for several weeks to get in the habit.

# **Purpose:**

An overview of how to demonstrate the P.R.A.I.S.E. Personal Daily Worship model.

# **E**ngage with God

Talk with God about what you have been reading, and ask Him to work in you to will and work to apply it.

Share how God is touching your heart through this passage, and what he is saying to you about how to apply it. Then invite others to share what God is saying to them.

# **Exercise: Becoming a Disciple Maker**

**5.5** 

Christianity was all started by Jesus calling a few men to follow Him. Part of being a disciple maker is being intentional about relating to those who do not know Him with the intent of eventually sharing the gospel with them. After a person receives Christ, it is important that you get them into disciple training through a discipleship group and the life of the church.

Suggested Time: 20 min

"I **PRESS** on toward the goal for the prize of the upward call of God in Christ Jesus." Philippians 3:14.

The **P.R.E.S.s.** acronym describes a simple process for becoming a disciple maker. Use the following exercise to reflect on how you are applying these principles in your Christian walk:

Pray for your seeker friends

Relate intentionally with them

**Expose** them to God's people

**Share** the Gospel with them

**Sponsor** them into God's Kingdom and His church

# Reflection

1. What opportunities have you had in the last 30 days to share your faith? (Come up with at least five.) How did/didn't you make use of those opportunities?

2. Do you believe your own "conversion story" is worth telling? Why or Why not? What would help you tell it more effectively?

- 3. Write the names of three people that you will begin praying for to come to Christ.
- 4. Identify one person you will intentionally relate to over the next year. What action step could you do in the next two weeks to start making that happen?

# **Purpose:**

To help you find ways to become more intentional about sharing your faith.

Suggested Time: 30 min

# **Exercise: Planning to Demonstrate**

Teaching and training are two different things. Teaching is communicating truth to produce understanding. Training is learning to do something and practicing it as a habit. For instance, if I am teaching you to do Bible study, I will present to you what the basic study principles are. My focus is for you to *understand* what to do. If I am training you to do Bible study, I will start with the basic principles. But then I will discuss them with you, demonstrate how to do it, give you feedback as you try it out yourself, and then follow up to make sure you are applying what you have learned. The focus is on actually *practicing* Bible study skills until they become a habit, not just learning *about* Bible study.

As a discipling leader, your job is to train people to actually follow Christ. Here is an exercise to help you turn teaching into training by using the demonstration principle.

# **Step 1: Focus on Principles**

What two or three ideas do you most want people to get? A key difference between teaching and training is that you present much less content much more thoroughly. Try to center in on a few principles you want to get across. It is a big help to sum up each principle in a memorable sentence. For example, if you are demonstrating Bible study, instead of having three major points with subpoints like you would in a teaching, center in on one area: personal application. State what you want to get across as a principle: "Presentation without application produces stagnation."

# Step 2: Show, Don't Tell

Ask yourself, "How can I *show* people this instead of *telling* them about it?" The power of demonstration is to make learning interactive and experiential. A great question to ask yourself when preparing is, how did I learn this? Some options for showing instead of telling are:

- Find a way to train the skill in a real world situation (like taking someone along with you when you share your faith) instead of communicating it as a teaching in a meeting.
- Do the skill and *then* explain what you did, instead of just telling people about it.
- Arrange with another group member to role play what you are demonstrating.
- Add time to discuss the principle and how to apply it to make things more interactive.
- Use personal stories or have group members think of stories from their own lives that illustrate the principle to make it come to life.
- Give group members a chance to practice the skill or try it out themselves after you have shown it to them.

# **Step: 3 Debrief on the Experience**

An important part of demonstration is debriefing afterward. Prepare several questions to help bring out the principle you were trying to highlight so that people see it without being told. For instance, if you are trying to highlight the "Presentation without application produces stagnation" principle, ask your group, "Where in your life are you taught things without any structure for applying what you learn?" Once they have identified with that kind of experience, ask,

"Is that approach producing growth and change in you? How effective is it?" In other words, use your debriefing questions to help people see the principle within their own experiences.

# **Purpose:**

A process for turning one-way teaching into training using demonstration.

# **Exercise: Modeling a Skill**

**5.6b** 

Suggested Time:

15 min

Modeling, or demonstrating the behavior you want to teach and having the learners imitate you, is particularly helpful in skill development. Modeling helps us over the difficult barrier of conceiving something we have never seen. Modeling follows a specific five-stage sequence:

# 1. I do it whether or not anybody knows it.

One test of a disciple is what he does when alone. Whether anyone else ever sees or knows, the mature disciple will do what is right and holy in the sight of God and do those things that strengthen the relationship with the Father, Son, and Holy Spirit.

# 2. I do it, and you observe.

Jesus did this often. Initially, the disciples simply tagged along and observed Him in action. Letting people into your life and taking them with you as you minister is essential to discipling.

# 3. You do it, and I observe you.

Jesus let the disciples begin to minister while He was still with them. It may be only a small task or portion of a task, but the disciple begins to take part of the responsibility in the assignment. The disciple maker observes and gives feedback.

# 4. You do it, and report to me.

Jesus did not accompany the twelve or seventy believers when He sent them out. They came back and told Him what happened (see Luke 10). Trust disciples with responsibility and ask them to report what occurred.

# 5. You begin doing it even if no one else knows it.

That behavior has become ingrained. The disciple does it on his/her own without supervision.

# **Exercise**

Think of a specific task that you would like to delegate to one of your group members that you are training as a leader. Sketch out a plan for how you could do the first four steps above with that task over the next month or two:

- 1. How are you doing this task now?
- 2. How could you activate this person so they are observing you doing this task and learning from it, so they will be ready to try it?
- 3. How will you turn the task over to this person? How will you set up the situation so that they receive some constructive feedback from you after they have done it?

# 4. What will you need to do to really let go of this task so the other leader becomes responsible for it?

# **Purpose:**

To develop
a plan to model a
specific skill, then turn
the task over to
another.

Suggested Time: 30 min

# **Exercise: Creating S.M.A.R.T. Goals**

Once you have a vision for one of your prospective leaders, and you recruited them into leadership, your next step is to sit down and develop growth goals with them for where they want to go in the next three years as a leader. It is important to include the person in the goal-setting process: we want people to take responsibility for their own growth in Christ instead of taking control of their lives! Here's how to do it.

# **Step 1: Define the Objective**

Discuss together where this person can be as a leader in one to three years. Listen for what their own vision is for themselves as a leader. You may also want to share some of what you came up with in the exercise 7.3 - Envisioning. See if you can come together on an objective to work on: where you both want this person to be as a leader within a certain time frame.

- Objective Example One: "I want to learn to teach."
- Objective Example Two: "I want to be a discipling leader."

# Step 2: Create a S.M.A.R.T. Goal

Using the SMART format is a great way to consistently create effective goal statements. Simply run your statement through these five characteristics, and when it fits all five you have a SMART goal.

**S**pecific: You can state clearly where you are going.

**M**easurable: The goal includes a measurable way to check your progress.

Attainable: It is within your control (it does not depend on someone else's choices).

**R**elevant: You care enough about this to get it done.

**T**ime-Specific: It has a definite deadline.

### Goal Example One

"By this time next year I want to be an accomplished teacher who is able to take responsibility for bringing the lesson on a regular basis."

# Goal Example Two

"In 2-1/2 years I want to be fully qualified to lead my own group by having successfully filled each of the different roles and responsibilities of a group leader in this group."

# **Step 3: Create An Action Plan**

It is hard to plan action steps very far in the future—life always tends to rearrange your plans. So begin by laying out the steps you will take in the next 30 days to move toward the goal (see exercise 7.4).

# **Purpose:**

An exercise for turning a vague objective into a S.M.A.R.T. goal statement.

# Action Plan Example One

"I'll demonstrate teaching skills for the next two weeks and we'll debrief; for the following two weeks we'll work on the teachings together."

### Action Plan Example Two

"We'll start with association. This month, lets get together to hang out twice, and I'll take you with me at least twice when I go to pray with someone or do outreach."

# **Coaching Encounter: Demonstration**

Suggested Time:

40 min

Use these coaching questions along with the worksheet on the next page to develop an action plan to build the principle of *Demonstration* into your leadership

# Step 1: Assessment

Take a few moments and assess the area of *Demonstration* for your leadership. You can do a subjective assessment (just use your gut instinct to rate how things are going on the scale below), or answer the evaluation question under each of the five *Demonstration* outcomes on exercise 5.2 to arrive at a more objective assessment. To assess all eight areas together, use the assessment in exercise A.1.

**Subjective Assessment:** Celebrate Needs Work Very Good On Course Help! Celebrate Very Good On Course Needs Work Help! **Objective Assessment:** 

# Step 2: Agenda

Respond to these coaching questions to determine what to work on:

- What did you learn from assessing the area of *Demonstration* in your leadership?
- What have you demonstrated well that you can celebrate?
- How do you want to build this area? On what outcomes do you most need/want to work?

# Step 3: Goal

Create a one-sentence goal statement to focus your efforts in the area of *Demonstration*. The questions below will help you develop a S.M.A.R.T. goal statement (see ex. 5.7 for more on S.M.A.R.T. goals).

- What do you most need to demonstrate to pave the way for delegation? How do you want to change the way you lead in order to demonstrate more effectively?
- How will you tell if you have accomplished that? How can we measure your progress?
- How can we state your goal in a way that it depends on you and not on others' responses?
- What is your time frame for this goal? By when do you want to reach this goal?
- Sum up your answers from the questions above in a one-sentence S.M.A.R.T. goal statement, and write it in on the Action Steps Worksheet on the next page.

### **Step 4: Options**

Brainstorm at least five options for how you could more effectively practice demonstration. Use the *Strategize* questions in exercise 5.2 to spur creative thinking. Record your options on the next page.

### **Step 5: Action Plan**

Which of these options do you want to pursue? Choose at least one; then use it to come up with a concrete action plan and record it on the Action Steps Worksbeet (next page).

- Which option(s) will you pursue?
- What step(s) will you take in the next two weeks to move toward your goal?
- What step(s) will you take in the following two weeks?
- Who will you be accountable to for these steps, and how?

A coaching process for setting goals for Demonstation and walking them out.

Purpose:



# Suggested Time: 40 min

# **Action Steps Worksheet**

My 5.M.	<b>A.K.I. Goal:</b> (See 5.7 for more on S.M.A.R.T. goals)
My Opti	ons:
1.	
2.	
<b>).</b>	
My Acti	on Plan
What I w	rill do in the next two weeks:
_	
What I w	rill do in the following two weeks:

# **Confirmation**

# **Purpose:**

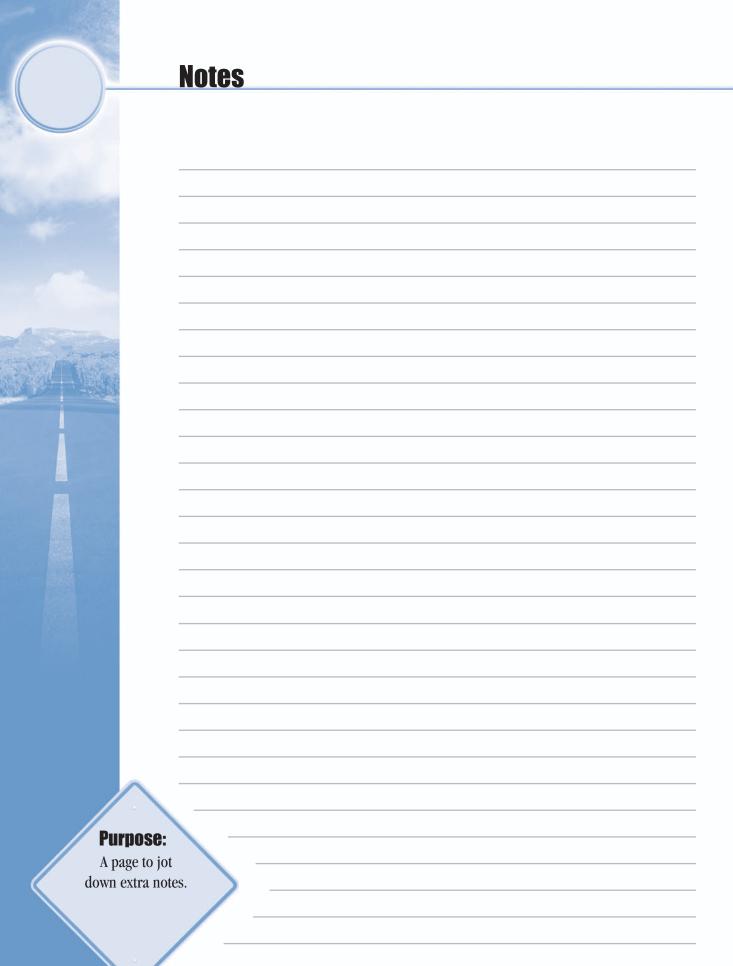
An action step worksheet for the coaching encounter in exercise 5.8. On a scale of one to ten—how likely are you to actually get these steps done? If your answer is seven or below, figure out what you would need to change about your goal or steps to raise your answer to an "eight" or a "nine".

# **Notes**

	/
	— / A

# Purpose:

A page to jot down extra notes.



# Life on Life Leadership

# Principle 6 Delegation

# **#6 Delegation: Review and Reflection**

6.1

Suggested Time:

20 min

Read chapter six of <u>The Master Plan of Evangelism</u> and answer the questions under *Reflection* below.

# Jesus' Strategy: He Assigned Them Work

"Jesus was always building His ministry for the time when His disciples would have to take over His work."

# Doing What He'd Demonstrated

"His method was to get the disciples into a vital experience with God, and to show them how He worked, before telling them they had to do it."

# Working in a Team

"But before they went out, He teamed them up in pairs... Together they could help one another, and when adverse circumstances greeted them as surely often would be the case, they could still find solace among themselves."

# Giving Instructions

"... Jesus gave them some briefing instructions regarding their mission... in a sense, He outlined for them explicitly what He had been teaching implicitly all the time."

Observation: "When the church takes this lesson [delegation] to heart, and gets down to business with evangelism, then those in the pews will soon start moving out for God."

# The Principle Applied

"The best way to be sure that this [mission] is done is to give practical work assignments and expect them to be carried out. This gets people started, and where they have already seen their work demonstrated in the life of their teacher there is no reason why the assignment cannot be completed."

# Reflection

1. Why would you delegate a task if you can do it faster and better yourself?

2. What areas of your ministry have you assigned to group members? What else could be delegated?

# 3. What would happen to your group if you had to move away in 30 days? Think through whether people are ready to take over your responsibilities. How would you prepare them if you knew you only had 60 days to live?

# **Purpose:**

A review
exercise to help you
thoroughly grasp the
principle of Delegation.

Suggested Time: 30 min

# **Delegation Outcomes**

Below are five key *Outcomes* for the area of delegation. When applied habitually, these practices tend to produce healthy, multiplying groups. The two coaching questions with each outcome provide a measurable, objective way to <u>evaluate</u> your progress in that area and help you develop practical <u>strategies</u> to move forward from wherever you are. Use the questions either for personal reflection or for a coaching encounter with your coach or peer.

# **1. I Must Decrease** (see 6.3 – Opportunities to Delegate)

Constantly looking for opportunities to delegate tasks and responsibilities so others can grow.

- Evaluate: What have you stopped doing this month to give someone else a chance to grow?
- Strategize: What are five things you are doing now that you do not have to do, that you could groom someone else for? Which one will you commit to give away this month?

# **2. Starting Small** (6.4 – *Planning To Delegate*)

Start by assigning small tasks with expectation of growing into greater responsibility.

- Evaluate: Give an example of someone in your group who started by doing small tasks and now is carrying responsibility for a big chunk of the load.
- <u>Strategize</u>: Who in your group is most ready for a step up from small responsibilities to bigger ones? How could you help them get excited about making that leap?

# **3. Clear Expectations** (6.5 – The O.R.I.E.N.T. Checklist)

Provide clear expectations and gain buy-in for assignments, instead of just dumping work on others.

- Evaluate: Think through a recent instance when you delegated a responsibility. How did you communicate your expectations? What did you do to gain buy-in?
- Strategize: Think of five ways you could be more effective at communicating expectations or gaining buy-in? Which of those options do you want to pursue?

# **4.** Planning for Success (6.6 - Tips for Delegation)

Provides support, clear communication and feedback when delegating to help others succeed.

- <u>Evaluate</u>: Pick one person who is fulfilling an important responsibility in your group. What are you doing to help that person experience great success in his or her role?
- <u>Strategize</u>: Think of a time you had things delegated to you and had a good experience. What made it work? What can you learn from that about effective delegation?

# **5. Releasing Others** (6.7 – Delegation Obstacles Checklist)

Delegates both authority and responsibility; lets others do it so they grow, even if I can do it better.

- <u>Evaluate</u>: How do you feel about what you have delegated? Are you able to let go freely, or do you find yourself worrying, taking it back or stepping in to save the person from mistakes?
  - Strategize: What's one thing that you have delegated that you could more fully release?

# **Purpose:**

To introduce five key practices that will help you succeed in the area of Delegation.

# **Exercise: Opportunities to Delegate**

6.3

This exercise will help you identify things you can delegate, who you can give them to, and how you could prepare group members to take them on. In the *left hand column* below, make a list of the tasks and responsibilities you have as a discipling leader (you may want to consult the *Discipling Leader Job Description* on page 10). While you can't delegate *everything* you do as a leader, you should be able to delegate much of your list at some point.

Now start entering the names of group members who might take on that responsibility in the *center column*. Instead of thinking of who might be willing to do it, think in terms of your vision for each person (see exercise 7.3) and what would best help each person grow and reach their leadership potential. Finally, use the right hand column to brainstorm about what you would need to do to equip the person to take on this task (you can use exercise 6.5 to help flesh this out).

The Tasks	The People	The Preparation	
			/ P
			Tidon
			ident

Suggested Time:

20 min

# Purpose:

To help you identify chances to delegate and use them to develop your leaders.

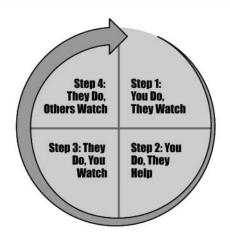
Suggested Time: varies

# **Exercise: Planning to Delegate**

Effective delegation starts long before you ever assign the first task, and does not end until the people you have delegated to are functioning effectively on their own. Here's a model that spans the whole process of delegation. We will use the example of developing a leader to start a new discipleship group to flesh out the steps in the process.

# Step 1: Demonstrate (You Do, They Watch)

You show them how it is done. They are observing, knowing that they will soon be doing this on their own (that knowledge motivates people to observe much more closely!). Demonstration is most effective when you debrief afterward about what happened and bring out the leadership principles involved.



Example:

The prospective leader watches while you lead the meetings and interact with members. You both stick around an extra 15 minutes to debrief after the meeting (see exercise 7.5).

# Step 2: Delegate (You Do, They Help)

You do the task together, or delegate some parts of a larger task while doing others yourself and keeping the overall responsibility. This helps the person get used to larger tasks or responsibilities without having to do it all themselves.

Example:

They co-lead the group or apprentice under you, taking responsibility for specific aspects of the meeting, like prayer, refreshments, the discussion, or scripture memory. Continue the pattern of debriefing afterward.

# **Step 3: Supervise (They Do, You watch)**

They take over the responsibility for the task, while you provide supervision to help them succeed. Walking with a leader while they shoulder a new responsibility builds confidence and keeps them on track, and debriefing afterward helps them celebrate their victories and learn from mistakes.

Example:

This time, they lead the entire meeting and debrief with you immediately afterwards.

# Step 4: Reproduce (They Do, Others Watch)

They fully take over the responsibility and are able to perform it on their own. In some cases, they begin preparing others to take over the responsibility by repeating step one.

Example:

They launch a new discipleship group, and begin the process of developing their own set of leaders (who watch them in action!).

# **Purpose:**

An overview of the four steps of effective delegation.

# **Exercise: The O.R.I.E.N.T. Checklist**

6.5

Suggested Time:

15 min

To effectively delegate a task or responsibility, the leader must provide the six things listed in the O.R.I.E.N.T. model. Use this checklist as a planning worksheet when you are preparing to delegate a task to a potential leader.

<b>Objective</b> I have clearly stated what needs to be accomplished, by when.  What's the objective here?
<b>Reason</b> We have discussed why this task is important and the difference it makes to have it done.  What's the reason for doing this task? Why were you chosen for it?
<b>Instructions</b> I have provided the information and guidelines needed for this task, without micromanaging (the more mature the leader, the less instruction I give), and I have allowed room for questions.  What instructions are needed?
<b>Equipping</b> In addition to demonstration and training, I have given blessing (authority) in the eyes of the group: the group knows to look to this person for leadership in this area.  How do I need to equip this person for success?
<b>eNcouragement</b> I've given affirmation and told this person that I believe s/he can do this well.  What encouragement can I offer?
Thanks

Purpose:

A checklist for preparing to effectively delegate a task.

I have shown appreciation for this person's willingness to serve, and affirmation of

How can I encourage and thank this person for their sacrificial service?

his/her abilities. (See 7.7 - Evaluating the Experience)

Suggested Time: 30 min

# **Exercise: Tips for Delegation**

The primary purpose of delegation is to develop people, not to get tasks done that you do not have time to do. Delegation is a form of discipleship. As Paul puts it, "And His gifts were that some should be apostles, some prophets, some evangelists, some pastors and teachers, to equip the saints for the work of the ministry, for building up the body of Christ..." (Eph. 4:11-12). Delegation is about equipping the saints for ministry.

# **Reading**

Let's take a quick look at the process of delegation that Jesus used. Read Luke 9:1-6 to hear some of what He said when He sent His disciples out on their own for the first time.

# Reflection

1. What principles of delegation do you see in this passage? (Hint: if you get stuck, review the *O.R.I.E.N.T. Checklist* from exercise 6.5 and see which of these six items are included in this short passage.)

2. How did it further Jesus' long-term plan for His movement to delegate some of the work (which He could have done much better Himself)? How might the book of Acts be different if Jesus had not given His disciples this opportunity to practice on their own?

3. Verse 10 talks about what happened when the disciples returned after their ministry trip. Why do you think the disciples reported back? Why did Jesus plan time apart just with them after the task was over? (If you need a hint, begin reading the *Supervision* chapter of <u>The Master Plan of Evangelism</u>.)

# **Purpose:**

To understand the true purpose of delegation by studying Jesus' tactics.

4. What is one practical way you can apply some of Jesus' methods of delegation to your discipleship group?

# **Exercise: Delegation Obstacles Checklist**

**6.7** 

The primary purpose of delegation is developing people, not getting tasks done. In other words, delegation done right is a method of discipleship. When making the transition to this new way of thinking (developing people over getting things done), leaders often bump into personal needs or internal obstacles that affect their ability to freely delegate. Listed below are some common internal obstacles to effective delegation. If you are having a hard time delegating, or your coach is pressing you to delegate more, this is a good place to start thinking through what's going on inside you.

Suggested Time: 15 min

# **Nine Obstacles to Delegation**

I Can Do It Better Myself I am focused on getting the task done and done right instead of on using the task to develop effective workers.
I Can Do It Faster Myself By the time I do all the steps in the <i>O.R.I.E.N.T. Checklist</i> (exercise 6.3), I have spent more time delegating than it would have taken to do it myself. (However, the payoff of delegation is that you eventually replicate yourself, <i>doubling</i> your ability to get tasks done. That's efficiency!)
I'll End Up Looking Bad I do not want to let go because I am afraid that this person will fail and make me look bad—or that they'll do it better than me and make me look bad!
They Won't Do It Right I believe the most important thing is doing it "right" —and I define what right is! This belief sets up anyone you delegate to for failure, because they can't meet your standards.
Lack of Planning I have not planned to delegate, so when push comes to shove I end up just doing it myself. (What could you do to change that pattern?)
I Don't Think They Can Do It I have not developed a vision for the potential of my group members, so I do not believe they are capable of shouldering the responsibility. (Try doing exercise 7.3.)
I Love the Limelight I do not want to delegate because I do not want to lose the sense of accomplishment or the strokes I get from being up front.
I'm Afraid of Burdening Others I see what I have to delegate as onerous tasks instead of opportunities for leadership growth, so I don't want to put them on others.
I Need to Be Needed I find it tough to delegate because my sense of worth is wrapped up in being needed by others. I must do it all myself because it meets my own approval needs.

# **Purpose:**

To identify internal obstacles that keep you from delegating to others.

Suggested Time: 40 min

# **Coaching Encounter: Delegation**

Use these coaching questions along with the worksheet on the next page to develop an action plan to build the principle of *Delegation* into your leadership.

# **Step 1: Assess**

Take a few moments and assess the area of *Delegation* for your leadership. You can do a *subjective assessment* (just use your gut instinct to rate how things are going on the scale below), or answer the evaluation question under each of the five *Delegation* outcomes on exercise 6.2 to arrive at a more objective assessment. To assess all eight areas together, use the assessment in exercise A.1.

Subjective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!Objective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!

# Step 2: Agenda

Respond to these coaching questions to determine what to work on:

- What did you learn from assessing the area of *Delegation* in your leadership?
- What can you celebrate about how you are developing leaders in your group?
- How do you want to improve in this area? On what outcomes do you most need/want to work?

# Step 3: Goal

Create a one-sentence goal statement to focus your efforts in the area of *Delegation*. The questions below will help you develop a S.M.A.R.T. goal statement (see ex. 5.7 for more on S.M.A.R.T. goals).

- Who do you want to develop as a leader, and how will you develop them?
- How will you tell if you have accomplished that? How can we measure your progress?
- What is your time frame for this goal? By when do you want to reach it?
- How can you bring those you want to develop into the goal-setting process?
- Sum up your answers from the questions above in a one-sentence S.M.A.R.T. goal statement, and write it in on the *Action Steps Worksheet* on the next page.

# Step 4: Options

Develop five options for how you could more effectively practice the delegation principle. Use the *Strategize* questions in exercise 6.2 to spur creative thinking. Record your options on the next page.

# **Step 5: Action Plan**

Which of the options that you developed do you want to pursue? Choose at least one; then use it to come up with a concrete action plan and record it on the *Action Steps Worksheet* (next page).

Purpose:

A coaching process for setting goals for Delegation and walking them out.

- Which option(s) will you pursue?
- What step(s) will you take in the next two weeks to move toward your goal?
- What step(s) will you take in the following two weeks?
- Who will you be accountable to for these steps, and how?

# **Action Steps Worksheet**

6.8b

Suggested Time: 40 min

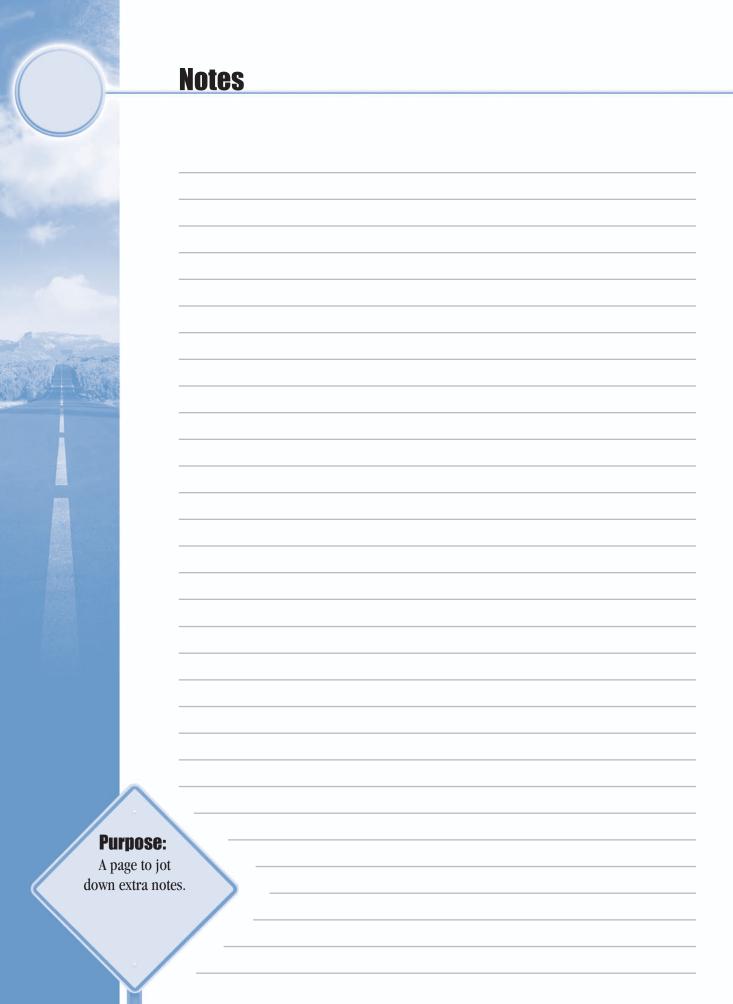
My S.I	M.A.R.T. Goal: (See 5.7 for more on S.M.A.R.T. goals)
_	
My Op	otions:
1	1
2	2
á	3
	4
<u>.</u>	5
My Ac	ction Plan
What I	will do in the next two weeks:
_	
_	
What I	will do in the following two weeks:
-	
-	

# **Confirmation**

On a scale of one to ten—how likely are you to actually get these steps done? If your answer is seven or below, figure out what you would need to change about your goal or steps to raise your answer to an "eight" or a "nine".

# Purpose:

An action step worksheet for the coaching encounter in exercise 6.8.

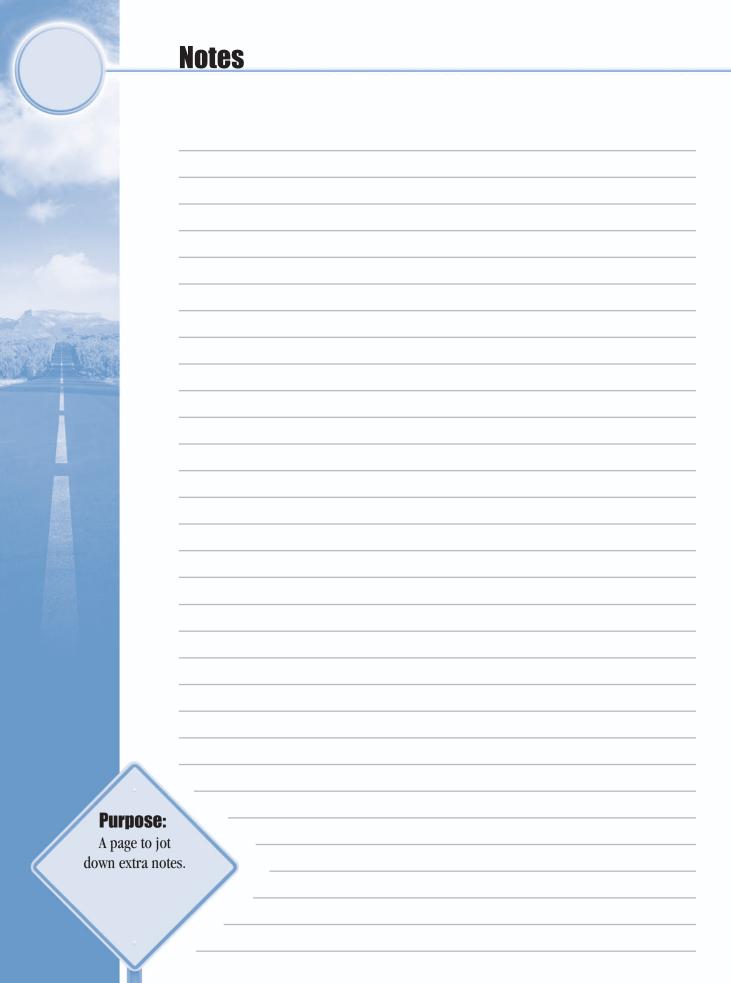


# **Notes**

- /
A

# Purpose:

A page to jot down extra notes.



# Life on Life Leadership

# Principle 7 Supervision

Read chapter seven of The Master Plan of Evangelism and answer the questions under Reflection below.

# Jesus' Strategy: He Followed Up with Them

"The important thing about the supervisory work of Jesus was that He kept the disciples going on toward the goal He had set for them... His plan of teaching by example, assignment, and constant checkup was calculated to bring out the best that was in them."

### Real Life Training

"...Their encounter with life situations enabled Jesus to pinpoint His teaching on specific needs and spell it out in the concrete terms of practical experience."

### Debriefing

"...after the disciples were sent out to work, they were expected to share their experiences, later, with the group."

# Walking With

"Many illustrations could be cited of how Jesus checked up on the actions and reactions of His disciples as they faced various difficult situations."

Observation: "Here was on-the-job training at its best."

# The Principle Applied

"All too many times one has been brought to a place of service only to be discharged with no further training or inspiration... The potential ability resident in the worker is not developed, and before long a promising leader is spoiled for want of supervision."

# Reflection

- 1. Describe what a healthy supervision process would look like in your own words.
- 2. Describe what you would do to debrief after one of your group members led a meeting for the first time.
- 3. How have you celebrated your group members' leadership accomplishments this quarter? What could you do to celebrate and affirm them more?

# **Purpose:**

A review exercise to help you fully grasp the principle of Supervision.

Suggested Time: 20 min

# **Supervision Outcomes**

Below are five key *Outcomes* for the area of supervision. When applied habitually, these practices tend to produce healthy, multiplying groups. The two coaching questions with each outcome provide a measurable, objective way to <u>evaluate</u> your progress in that area and help you develop practical <u>strategies</u> to move forward from wherever you are. Use the questions either for personal reflection or for a coaching encounter with your coach or peer.

- **1. Envisioning** (7.3 *Envisioning* and 1.6 *Defining A Vision*) Having a vision for each member's potential as a mature and equipped follower of Christ.
  - Evaluate: Share your vision of what you see each group member growing into.
  - <u>Strategize</u>: For each member, write out a one paragraph visual picture of what you think that person is capable of becoming and doing in three years.
- **2. Planning for Growth** (see 7.4 *Leadership Growth Plan*)

To provide effective supervision, you need to develop a growth plan with the leader in question that moves this person toward their leadership potential.

- Evaluate: What is my plan to develop each emerging leader in my group?
- Strategize: For each leader in your group, what are the current growth objectives? How are you planning with this person to develop their leadership potential?
- **3. On The Job Training** (7.5 *Turning Tasks into Training*)

Create supervision structures that make the tasks you delegate into learning opportunities.

- Evaluate: Take a task you recently delegated and examine it with exercise 7.5.
  Which of these supervision principles do you use regularly, and which are missing?
- <u>Strategize</u>: Choose one facet of supervision from this exercise and create a strategy to implement it across the board in the tasks and responsibilities you delegate.
- **4. Coaching** (7.6 Discipling and Coaching With G.R.O.W.)

Use a coaching model instead of "telling" to foster responsibility and initiative in your leaders.

- Evaluate: Give some recent examples of where you used the coaching paradigm in supervision instead of just telling them what to do.
- <u>Strategize</u>: Give two examples of upcoming situations where you could switch from a telling approach to using the GROW coaching model in your supervision.
- **5. Feedback and Debriefing** (7.7 Evaluating the Experience)

Provide regular opportunities for feedback and debriefing. Follow up with support and accountability for delegated tasks and responsibilities.

- Evaluate: List the tasks and responsibilities you have delegated. What support and accountability structures do you have in place to supervise each task?
- <u>Strategize</u>: Take each area from the question above where you do not have a support and accountability structure in place, and brainstorm how you could do it.

# **Purpose:**

To introduce five key practices that will help you succeed in the area of Supervision.

Suggested Time: 40 min

An important role you fill in developing leaders is having a vision for your group members. A vision is a visual picture of what people are capable of becoming if they maximize their potential. Here is a set of steps that you can use to develop a vision for individual group members.

# Step 1: Ask God

If you want to get a picture of what a person was born to do, it helps to talk to the One who created them! Spend some time with God, and ask what he Has in store for your members:

- What is this person capable of accomplishing if his/her gifts and abilities are maximized?
- What did God make him/her for? What is this person's destiny?
- Where could s/he be in three years if s/he diligently works at it?

# Step 2: Ask the Person

The second key place to go is to ask the person. Here are some of the kinds of questions you can use to help draw out a person's sense of destiny:

- What could you see yourself doing in this discipleship group in a year or two?
- What do you think you would like to do, even if you are not sure you could do it?
- Where do you want to be in three years in your Christian walk? As a leader?
- What do you do best? What kinds of things give you the greatest sense of accomplishment and satisfaction when you do them?
- For what do you believe God has made you?

# Step 3: Visualize a Future of Destiny

Since a vision is a picture, a visualization of an ideal future, the next step is to capture what you heard from God and from the person in visual language. It is important to make your vision visual so that people can actually see themselves living out that ideal and taste the reality of it. Giving people a picture of themselves living a world-changing life for God is an important motivator in getting them involved in leadership in your group. Here are some questions to help you visualize:

- What will look different in how this person relates to others or acts in three years?
- What will change in how the person sees him or herself?
- What will s/he be doing in the group?
- What fruit will that involvement bear, and how will it be borne?
- Whose life will change as a result of their leadership? How do you see that happening?

Vision casting is helping people visualize that ideal future by immersing them in the sights, sounds and activities pictured in it!

# **Purpose:**

A step-by-step way to develop a vision for the potential of your group members.

# **Exercise: Leadership Growth Plan**

Once you have a vision for an emerging leader's potential (exercise 7.3), the next step is to sit down with that person and develop a growth plan together that moves the individual toward his or her potential. This exercise assumes that you have already selected and invited the person (see exercises 1.4 and 1.5 on how to select and invite a leader). You may want to do exercise 6.3 before you sit down with the leader to have an inventory in hand of what tasks are available to be delegated.

# **Step 1: Confirm the Vision**

Ask the emerging leader to share his/her own view of his/her potential as a leader. Once you have drawn some things out of the person using the questions below, share your own vision (from exercise 7.3) of what you see in this leader and what you feel s/he is capable of.

- What are you capable of accomplishing for God if your gifts and abilities are maximized?
- What did God make you for? What do you think you are (or could become) really good at as a leader?
- Where would you like to be in your leadership development in a year? How about in three?

# **Step 2: Identify Objectives**

The next step is to distill that vision down into some measurable growth objectives. Choose a time frame (i.e. six months, a year, two years, etc.) together and come up with two or three areas where this leader is motivated to grow toward his or her potential. You may choose to offer some ideas or suggestions, but **make sure** that the person really buys into the objectives and sees them as his or her own. If most of the ideas and the plan come from you, the leader will have little ownership in it and it is highly unlikely to work. Use exercise 5.7 to turn that objective into a SMART growth goal.

- What could you see yourself doing as a discipling leader in a year or two?
- Where do you need to grow to be ready to lead in that way?
- What are you most motivated to work on in your leadership development?
- What else would you like to work on?
- What are the three most important objectives we should work on during this time frame?

# **Step 3: Design Tasks to Match Objectives**

The next step is to identify specific tasks that will help the emerging leader grow, and begin the process of delegation, supervision, and reproduction. Exercise 6.3 will help you identify what tasks are available to delegate, while exercises 7.5 and 6.5 will help you turn the tasks you delegate into training opportunities. The key to this step is not to delegate the tasks that you most want to get out of, but those that fit best with this leader's growth goals. Ponder the following questions together:

- What would be a great first step for each of these growth objectives?
  - What kind of tasks will provide the practice and skill development you need to grow?
    - What kind of equipping, training, or reading is needed to prepare you for these tasks?
      - What fruit will that involvement bear, and how will it be borne?

# **Purpose:**

To create an on-the-job training plan to bring out an emerging leader's potential.

# **Exercise: Turning Tasks into Training**

7.5

Suggested Time:

15 min

As a discipling leader you probably have plenty of responsibilities on your plate. With all that needs to be done, it is easy to fall into the trap of using delegation simply to lighten your own load, instead of as a vital component of making disciples and developing leaders. A key symptom of this task mentality is when we find ourselves assigning tasks without the support, feedback, and accountability others need to learn from those tasks. In other words, it's delegation not accompanied by supervision.

So how can you make sure the tasks you delegate are on-the-job training instead of just busy work? Here are some practical supervision strategies that turn simple tasks into learning opportunities:

### 1. Fit the Task to the Person

Use the *Envisioning* exercise (7.3) to think about this person's potential, and try to assign tasks and responsibilities that activate that potential. If the individual tasks you assign are part of a longer-term growth strategy for this person, that's all the better!

# 2. Provide Measurable Objectives

Use the ORIENT checklist (exercise 6.5) to clearly define exactly what needs to be done. Make sure you provide a reason (step two), not just for why this task needs to be done, but for why this person will benefit from taking on this task and learning from doing it. When the objectives are clear, feedback is more effective and more welcome.

### 3. Plan for Feedback

Use exercise 7.7 – *Evaluating the Experience* to strategize with the person beforehand about what they want to learn. This exercise also provides hints on how to design a debriefing time afterward where you talk about how the task went and what was learned.

### 4. Check in

Checking in with the person along the way provides valuable support and feedback—a key opportunity for growth along the way. Do not be a "fire-and-forget" delegator who gives a task and never follows up: be intentional about checking back with those to whom you have delegated.

## 5. Affirm

A little-understood principle of leadership is that usually the biggest obstacle potential leaders face is not a lack of skills: it is lacking confidence. Plan to help this person grow in confidence by including regular affirmation and encouragement along the way (a great time is during your check-ins). Recognition is a great tool as well: highlighting a potential leader's successes in front of the whole group can be a huge win for that person.

### 6. Celebrate!

What can you do to show gratitude, thank this person, or celebrate their accomplishments? On the seventh day, God stood back and looked at creation and celebrated the goodness of what He had done. How can you imitate that practice in the way you supervise?

### **Exercise**

Pick a task or responsibility you have delegated, and answer the following questions:

- 1. Which of the above principles would most improve your supervision of that task?
- 2. What action could you take this week to apply those principles to your supervision?

To apply delgation principles to develop leaders instead of just to get things done.

**Purpose:** 

Suggested Time: varies

# **Exercise: The G.R.O.W. Model**

The G.R.O.W. model ( $\underline{G}$ oal,  $\underline{R}$ eality,  $\underline{O}$ ptions,  $\underline{W}$ ill) is a simple procedure for structuring a coaching conversation. Here's how to use GROW for a coaching encounter. We've also included some sample questions for each step.

# Step 1: Goal

In this first step, set a goal *for your coaching encounter*. Instead of trying to figure out where you want to be in three months, determine what you want to accomplish during this one conversation. It may be to come up with options for a problem, set at least one action step, or get clarity on a decision you face. For a coaching encounter, the goal is set for this one conversation only.

- What do you want to accomplish in the next 20 minutes?
- Can you tell me in one sentence what you want to take from this conversation?
- What realistic outcome would make this a very worthwhile conversation?

# **Step 2: Reality Check**

This is where you establish the starting point for change. When you are taking a trip, it is hard to get directions if you do not know where you are starting. It's the same with problem solving. If your goal is to develop an exercise plan, what are you already doing? If you are trying to figure out what to do in a conflict situation, talk through what has happened so far. Get some background info out on the table, and it will help you come up with better options for solving the problem.

- What have you done so far?
- Give me some background on this: how did this situation come about?
- What is the current reality you are starting from in this area?

# **Step 3: Options**

Try to develop multiple ways the problem could be solved. Instead of making suggestions or giving advice, draw solutions out of the person by listening intently and asking them to come up with ideas. Four or five options will usually provide enough ideas to start developing some action steps.

- What could you do to solve this problem? What are your options?
- What else could you do?
- If you got really radical or creative, what would you try?

# Step 4: Will

This step is where you decide what you are going to do to solve the problem. Coach the person toward making a firm decision to take a certain step. Steps are more likely to get done if you let the person develop their own ideas and make sure they are fully committed to carrying those steps out.

# Purpose:

To learn to apply the G.R.O.W. structure to your coaching conversations.

- Which option do you want to pursue?
  - Make that into an action step: what will you do by when?
- Are there any obstacles we need to address to make sure this step gets done?

Here is a basic feedback and debriefing process that will increase the learning impact of demonstrating or delegating a task.

# **Step 1: Plan What to Evaluate**

Instead of debriefing on whatever happens, take initiative beforehand to plan some specific skills on which you will be working. For example, if a group member is learning to teach, s/he might choose to work on coming up with better discussion questions. Or, if you are demonstrating leading a group prayer time, you might ask observers to watch how you take prayer requests, or how you deal with people who go off on rabbit trails. Planning what you will evaluate ahead of time lets everyone know what to watch for, so they will pay closer attention.

**Tip:** When you are debriefing on a delegated task that happened in your meeting, include a third person who is still just watching in the debrief—s/he will learn a lot, too!

# **Step 2: Observation**

The more specific details that are observed during the task, the better your debriefing will be. If you or your leaders can jot down some notes during the meeting on what happened, that's very helpful. Have them look for the things you have planned to work on, as well as:

- What happened that is significant or caught your attention?
- What leadership principles did you see demonstrated?
- What do you want to ask about or discuss?

# **Step 3: Debriefing**

Here are several basic debriefing questions. Honor the person who was performing the task by giving them the first chance to comment on what happened. If they know they did something wrong, it goes over much easier if they saw it and acknowledge it instead of having to have it pointed out! If you offer feedback first, everyone will tend to just agree with you, so draw out what others have to say first.

- What is one thing you did well, and one thing you would do differently next time?
- What happened that was significant or caught your attention? What was going on there?
- What leadership principles did you see in action?
- What do you want to ask about or discuss?

# Step 4: Feedback—the Oreo Model

When you give feedback on a person's performance, use the Oreo model: sandwich any corrective feedback (limit yourself to one or two things) between two sets of affirmation. A spoon full of sugar helps the medicine go down! This also ensures that you give twice as much affirmation as correction.

**Example**: "Tina, I really appreciated how well prepared you were. It showed that you'd put in the time when it was so easy for you to handle the questions. You also did a great job making the lesson applicable: I think everyone got something out of it. One hint for next time: shoot to leave maybe 10 minutes for discussion so people can chew over what they heard. Overall, though, I got a lot out of it, and in just the last month you've really gone up several notches in what you are capable of. Good job!"

# varies

Suggested Time:

# **Purpose:**

A feedback model for transforming delegated tasks into training opportunities.

## 7.8

Suggested Time: 40 min

### **Coaching Encounter: Supervision**

Use these coaching questions along with the worksheet on the next page to develop an action plan to build the principle of *Supervision* into your leadership.

### **Step 1: Assess**

Take a few moments and assess the area of *Supervision* for your leadership. You can do a *subjective assessment* (just use your gut instinct to rate how things are going on the scale below), or answer the evaluation question under each of the five *Supervision* outcomes on exercise 7.2 to arrive at a more objective assessment. To assess all eight areas together, use the assessment in exercise A.1.

Subjective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!Objective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!

### Step 2: Agenda

Respond to these coaching questions to determine what to work on:

- What did you learn from assessing the area of *Supervision* in your leadership?
- What can we celebrate about how you are developing leaders in your group?
- How do you want to improve this area? On what outcomes do you most need/want to work?

### Step 3: Goal

Create a one-sentence goal statement you can use to focus your efforts in the area of *Supervision*. Use the questions to create a SMART goal statement (see ex. 5.7 for more on SMART goals).

- What do you want to begin providing in the way of supervision for your leaders?
- How will you tell if you have developed that habit? How can we measure your progress?
- How can we state your goal in a way that it depends on you and not on others' responses?
- What is your time frame for this goal? By when do you want to reach it?
- Sum up your answers from the questions above in a one-sentence SMART goal statement, and write it in on the *Action Steps Worksheet* on the next page.

#### **Step 4: Options**

Develop five options for how you could more effectively practice the supervision principle. Use the *Strategize* questions in exercise 7.2 to spur creative thinking. Record your options on the next page.

#### **Step 5: Action Plan**

Which of the options that you developed do you want to pursue? Choose at least one; then use it to come up with a concrete action plan and record it on the *Action Steps Worksheet* (next page).

### **Purpose:**

A coaching process for setting goals for Supervision and walking them out.

- Which option(s) will you pursue?
  - What step(s) will you take in the next two weeks to move toward your goal?
  - What step(s) will you take in the following two weeks?
  - Who will you be accountable to for these steps, and how?

### **Action Steps Worksheet**

**7.8b** 

Suggested Time: 40 min

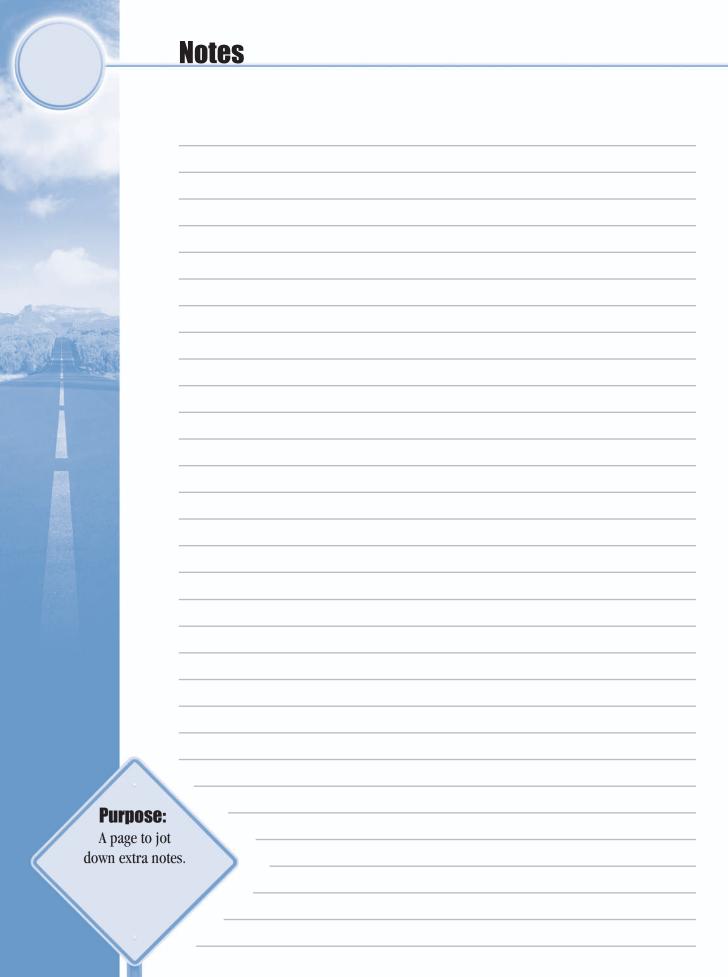
ptions	İ		
1		 	
<b>J.</b>			
ction P	lan		
I will do	in the next two weeks:		
I will do	in the following two weeks:		

### **Confirmation**

On a scale of one to ten—how likely are you to actually get these steps done? If your answer is seven or below, figure out what you would need to change about your goal or steps to raise your answer to an "eight" or a "nine".

### **Purpose:**

An action step worksheet for the coaching encounter in exercise 7.8.

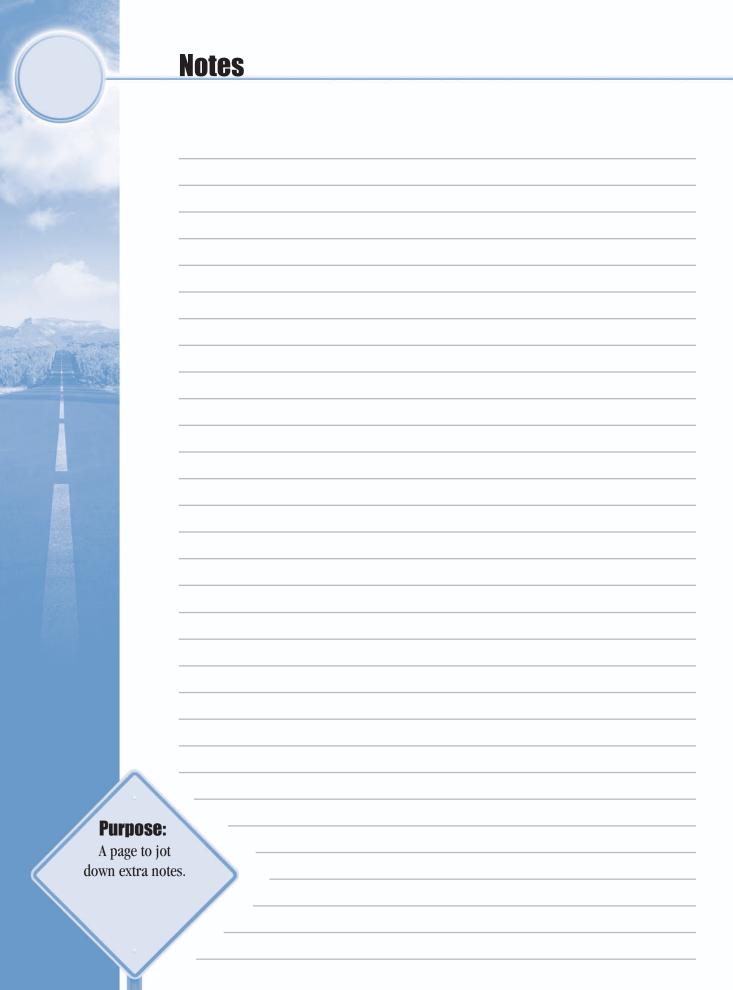


### **Notes**

- /
A

### Purpose:

A page to jot down extra notes.



## Life on Life Leadership

# Principle 8 Reproduction

### **#8 Reproduction: Review and Reflection**

8.1

Suggested Time:

20 min

Read chapter eight of The Master Plan of Evangelism and answer the questions under Reflection below.

### Jesus' Strategy: He Expected Them to Reproduce

"Jesus intended for the disciples to produce His likeness in and through the church being gathered out of the world. Thus His ministry in the Spirit would be duplicated many fold... By this strategy the conquest of the world was only a matter of time and their faithfulness to His plan."

#### Reproduction is Central

"His whole evangelistic strategy—indeed, the fulfillment of His very purpose in coming into the world, dying on the cross, and rising from the grave—depended on the faithfulness of His chosen disciples to this task."

#### There is No Other Plan

"If His disciples failed to impart His Spirit and method to others who would keep this work going, then His ministry with them all these years would soon come to naught."

#### It Must Be Personal

...God is a person. [So] His nature, being personal, is only expressed through personality... Committees may help organize and direct it, and to that end they certainly are needed, but the work itself is done by people reaching other people for Christ."

Observation: "...evangelism is not done by something, but by someone."

#### The Principle Applied

"...The criteria on which a church should measure its success is not how many new names are added to the roll nor how much the budget is increased, but rather how many Christians are actively winning souls and training them to win the multitudes."

#### Reflection

- 1. When was the last time you shared your faith with a non-Christian?
- 2. Who are your spiritual children (make a list)?
- 3. Are your spiritual children reproducing? What one change could you make that would increase your effectiveness in producing spiritual grandchildren (producing others who also reproduce)?

### Purpose:

A review exercise to help you fully grasp the principle of Reproduction.

## 8.2

Suggested Time: 30 min

### **Reproduction Outcomes**

Below are five key *Outcomes* for the area of reproduction. When applied habitually, these practices tend to produce healthy, multiplying groups. The two coaching questions with each outcome provide a measurable, objective way to <u>evaluate</u> your progress in that area and help you develop practical <u>strategies</u> to move forward from wherever you are. Use the questions either for personal reflection or for a coaching encounter with your coach or peer.

### **1. Confirming Your Calling** (see 8.3 – Hearing the Call)

Assuring that new leaders have a clear sense of a call from God to discipling leadership.

- <u>Evaluate</u>: How do your potential leaders express their sense of call to this role?
- <u>Strategize</u>: What could you do this month to help your leaders identify and clarify their own sense of call?

### **2.** Preparing Leaders (8.4 - Passing the Baton)

Taking strategic steps to make sure future leaders are fully equipped to succeed.

- Evaluate: How would you evaluate your apprentice or assistant's ability to lead a new group?
- <u>Strategize</u>: What still needs to be done in terms of on-the-job training for this person to be fully equipped?

### **3. Producing Fruit** (8.5 – *Measuring Leadership Maturity*)

The fruit we aim to produce in the disciple-making process is developing disciples into leaders.

- Evaluate: In the past year, how many in your group have reached a place where they are ready to enter into leadership?
- Strategize: What one step could you take that would produce even more fruit in developing leaders over the next year?

### **4. Multiplying Discipleship Groups** (8.6 – *Preparing New Life on Life Leaders*) Identifying and raising up leaders who leave your group to start new discipleship groups.

- <u>Evaluate</u>: Do you have an apprentice or co-leader who could replace you? Is this person on track to launch another group?
- Strategize: Who else do I see in my group that could lead a new group? How can I encourage those individuals as leaders this month?

### **5. Self-Evaluating** (A.1 - Celebrating Progress, Assessing Needs)

Regularly evaluating our efforts in applying these principles and outcomes keeps us focused.

- Evaluate: When was the last time you sat down and assessed your progress in implementing these principles (for instance, by using exercise 8.5 or A.1)?
- <u>Strategize</u>: Develop an action plan with your coach based on the results of your assessment.

### **Purpose:**

To introduce five key practices that will help you succeed in the area of Reproduction.

### **Exercise: Hearing the Call**

8.3

A leader must operate from a clear sense of call to take on a particular role and steward it effectively. Prayerfully reflect and journal on the following questions to help clarify your own sense of calling to this role.

Suggested Time: 30 min

### **My Personal Sense of Call**

What events, words from God, or inner knowings led you to feel a sense of call to this ministry?

- What has God spoken to your heart about this role (through prayer, scripture, etc)?
- How is this a stepping stone to your ultimate purpose as a servant of Christ?
- Do you want to do this? Is it a desire of your heart? Or are you doing it because you feel you "ought to?"
- Have these kinds of responsibilities brought joy and fulfillment in the past?
- How has your life to this point prepared you for this role?
- What "good" opportunities or current roles are you laying aside to take this on as God's "best?"

### **External Confirmation**

What outside confirmation have you received that affirms your sense of call to this role?

- Did others seek you out or encourage you to take on this role? What did they say?
- What significant affirmation have you received for your abilities or calling in this area?
- Is there evidence of God's providential hand in placing you in this calling?
- How does this role employ or develop your primary spiritual gifts?
- Have you been functioning in this area informally already? What fruit have you produced that indicates you are ready for this role?

### **Purpose:**

To clarify a potential leader's sense of call before they take on the responsibility.

## 8.4

Suggested Time: 30-45 min

### **Exercise: Passing the Baton**

How do you know when a potential leader is ready to take on his or her own group? This interview questionnaire can help you discern a leader's readiness. The questions in each area probe three facets of preparation. First, a fully-prepared leader should have a track record of functioning informally (as your apprentice) in many of the group's leadership responsibilities. Use the "Track Record" questions to evaluate this area of preparation. Second, a prepared leader will have a clear picture of what the role entails. The "Expectation" questions check this understanding. Third, the leader should be prepared to make a commitment to the kind of lifestyle this role entails. The "Commitment" questions challenge a potential leader to respond out of a sense of call to this role.

### 1. Pray

- Track Record: In the last week, how have you been praying for our group members?
- **Expectation:** What would you expect your prayer life to look like as a discipling leader?
- **Commitment:** Are you ready to commit to praying regularly for your group members?

### 2. Prepare

- Track Record: When you last led our group meetings or teaching time, how did you prepare?
- Expectation: What would you expect of yourself each week in terms of meeting preparation as a discipling leader?
- **Commitment:** Are you ready to commit to this level of preparation as a discipling leader?

#### 3. Guide

- **Track Record:** Evaluate together: how was this leader as a facilitator (of a process of discussion and discovery) instead of a teacher (talking head) the last time s/he led?
- **Expectation:** What do you expect your group discussion times to look like? How much of the time will you be talking?
- **Commitment:** Are you ready to facilitate discovery instead of just teaching?

#### 4. Care

- Track Record: How have you cared for and developed the members under your charge as an apprentice leader?
- **Expectation:** What will it require of you to care for your members as a discipling leader?
- **Commitment:** Are you willing to make the commitment to care well for your people?

#### 5. Meet

- Track Record: In the last month, who from our group have you met with one-on-one?
- Expectation: How often will you expect to meet with your people one-on-one for fellowship, prayer, or accountability as a discipling leader?
- **Commitment:** Are you willing to commit to this level of relationship with your members?

### **Purpose:**

An interview process to check the preparedness of a potential leader.

### 6. Role Model and Reproduce

- **Track Record:** Offer feedback: how have you and other group members observed this person as a role model over the past months?
- Expectation: What specifically do you need to work on as a model leader for your group?
- **Commitment:** Are you willing to make an accountable commitment to model this trait?

### **Exercise: Measuring Leadership Maturity**

**8.5** 

Suggested Time: 20 minutes

How do you know if you are being fruitful and effective as a discipling leader? The true measure of fruitfulness is not how many tasks you have accomplished, how many meetings you've had, but whether you have reproduced yourself as a leader.

"These things which you have heard from me in the presence of many witnesses, entrust to faithful men who will be able to teach others also." II Tim. 2:2

Below are some things to look for to see if you have truly reproduced yourself as a leader in the way you have invested in a person. For a quick check-up, evaluate each question on a scale of one to five (where one is "not at all", three is "sometimes" and five is "all the time") for one of your leaders. Few if any leaders will be perfect on this scale, but the higher the score, the more ready they are.

If you would like to evaluate the progress this person has made over time, think back to a specific time (three months, six months or a year ago), rank that leader in each area for that time as well, and look at how the numbers have changed between then and now.

I have a deep, transparent relationship with this person.
This person sees basic needs in the group and meets them without being prompted.
This person invites others into the fellowship.
This person is active in discipling others to maturity.
This person has begun to seek out and intentionally develop others as leaders.
The last time you were gone, the group ran smoothly without you.
This person displays a high level of ownership for the way the group functions.
This person has the courage to challenge you in a healthy way when needed.
You and this individual are able to give and receive healthy feedback with each other.
This individual agrees with the vision of the church and fully supports it.
This person has a desire to grow, and has consistently been growing.
This person has a passionate desire to build the Kingdom.
This person feels a personal sense of call as a leader and a discipler.
I personally can confirm that this person has a call to leadership and discipling.
You would be comfortable delegating nearly any leadership task in the group to this person.
Other group members respect this person's leadership and readily follow him/her.
When this person leads, fruit is borne.
This person has a solid relationship with God & regularly practices spiritual disciplines.
This person has healthy relationships with group members and church leadership.
TOTAL

#### **Evaluation**

Celebrate the areas that are going well—you are reproducing yourself! If you identify some areas that need work, sit down with your coach (use exercise 8.7) or with that leader (use exercise 7.3) and make a plan for growth.

### Purpose:

A checklist you and your coach can use to evaluate leadership readiness.

## 8.6

Suggested Time: 10 min

### **Exercise: Preparing New Life-on-Life Leaders**

Jesus devoted most of His life to just a few disciples. You are doing the same with those you are training. A key focus of your leadership is preparing at least one new leader to start another discipleship group. Here are four important steps you can take to help new discipling leaders you are training get off to a great start:

### 1. Recruit an Apprentice

Recruit your replacement as soon as possible, even before you have your first meeting (see exercise 1.6 for qualifications for a new leader). Your replacement can be either an apprentice or a co-leader or both. Commit yourself to becoming a leader who produces leaders as Paul exhorts us to do in II Tim. 2:22 . When an apprentice or co-leader is ready to start another group, encourage the new leader to take the same step to find an apprentice for his or her new group right from the start.

### 2. Cultivate Spirituality Together

Cultivate your own spiritual growth, and share the experience as much as possible with your apprentice. Effectiveness as a discipling leader is all about being connected to the vine: it's God who gives the growth. Find ways to pray often with your apprentice and encourage him or her to develop a close dependence on God.

### 3. Promote Leadership Development

The church provides a wide array of resources and staff to give you the training and support you need for an effective discipling ministry. Your skills will improve as you attend these leadership development opportunities and receive the training provided. Take your apprentice along whenever possible, and find ways to encourage him or her to find other ways to draw from the church's resources. You do not have to do all the equipping yourself!

#### 4. Receive Coaching and Care

Your own coach will listen to you, encourage you, and help you develop your leadership abilities. As your apprentice moves closer to being ready to launch a new group, bring this person along to your meetings with your coach so s/he becomes familiar with the coaching process. Remember: you are modeling how to draw support from the coaching structure. Your ministry and your apprentice's will be enhanced greatly as you invest in the relationship with your coach.

### **Purpose:**

A review of four key ways you can equip an apprentice leader for success.

Use these coaching questions along with the worksheet on the next page to develop an action plan to build the principle of *Reproduction* into your leadership.

### Step 1: Assess

Take a few moments and assess the area of *Reproduction* for your leadership. You can do a *subjective assessment* (just use your gut instinct to rate how things are going on the scale below), or answer the evaluation question under each of the five *Reproduction* outcomes on exercise 8.2 to arrive at a more objective assessment. To assess all eight areas together, use exercise A.1.

Subjective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!Objective Assessment:CelebrateVery GoodOn CourseNeeds WorkHelp!

### Step 2: Agenda

Respond to these coaching questions to determine what to work on:

- What did you learn from assessing the area of *Reproduction* in your leadership?
- What can you celebrate about how you are reproducing leaders through your group?
- How do you want to improve this area? On what outcomes do you most need/want to work?

### Step 3: Goal

Create a one-sentence goal statement to focus your efforts in the area of *Reproduction*. The questions below will help you develop a S.M.A.R.T. goal statement (see ex. 5.7 for more on S.M.A.R.T. goals).

- What kind of reproduction do you want to experience in your group over the next year? What specific outcomes do you want to see?
- How will you tell if you have developed that pattern? How can we measure your progress?
- How can we state the goal in a way that it depends on you and not on the responses of others?
- What is your time frame for this goal? By when do you want to reach it?
- Sum up your answers from the questions above in a one-sentence S.M.A.R.T. goal statement, and write it in on the *Action Steps Worksheet* on the next page.

#### **Step 4: Options**

Develop five options for how you could more effectively practice the reproduction principle. Use the *Strategize* questions in exercise 8.2 to spur creative thinking. Record your options on the next page.

### **Step 5: Action Plan**

Which of the options that you developed do you want to pursue? Choose one, then use it to come up with a concrete action plan and record it on the *Action Steps Worksheet* (next page).

- Which option(s) will you pursue?
- What step(s) will you take in the next two weeks to move toward your goal?
- What step(s) will you take in the following two weeks?
- Who will you be accountable to for these steps, and how?

### Suggested Time: 30-45 min

### Purpose:

A coaching process for setting goals for Reproduction and walking them out.



### Suggested Time: 30-45 min

### **Action Steps Worksheet**

My 3.N	I.A.K.I. Guai: (See 5. / for more on S.M.A.K.I. goals)
_	
My Op	tions:
1	•
2	
	•
4	•
5	·
My Act	tion Plan
What I	will do in the next two weeks:
_	
What I	will do in the following two weeks:

### **Confirmation**

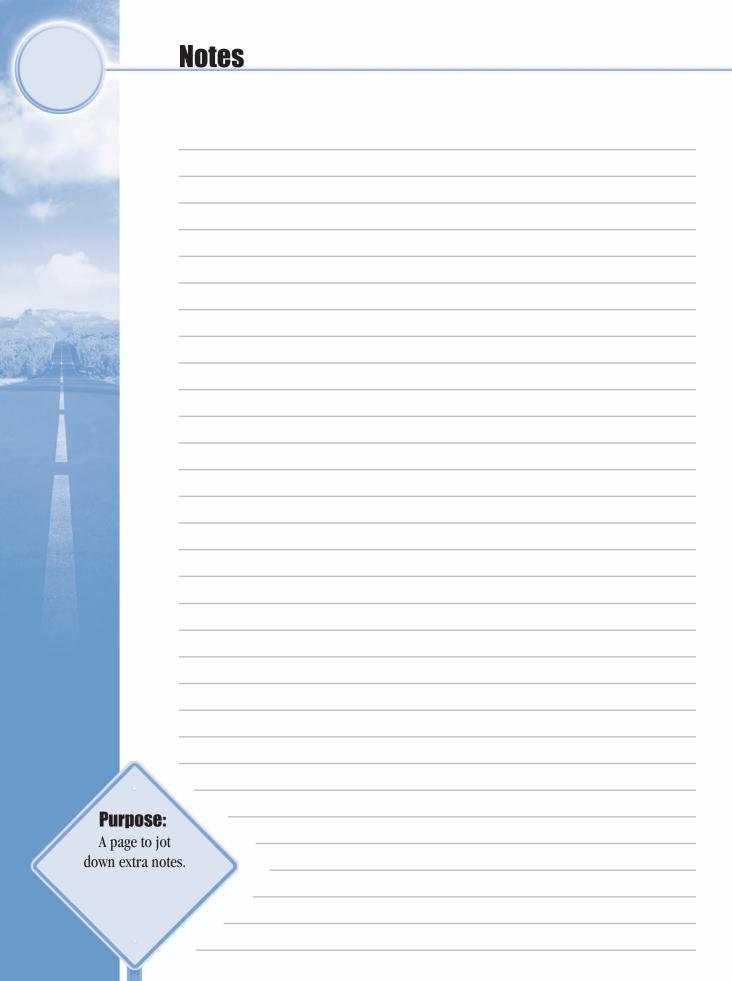
### **Purpose:**

An action step worksheet for the coaching encounter in exercise 8.8. On a scale of one to ten—how likely are you to actually get these steps done? If your answer is seven or below, figure out what you would need to change about your goal or steps to raise your answer to an "eight" or a "nine".

### **Notes**

	-
	-
	-
	-
	-
	-
	-
	-
	-
	-
	_
	22.
	Purpos
	A page to
	down extra 1

ot otes.



## Life on Life Leadership

## Leadership Resources

### **Celebrating Progress, Assessing Needs**

**A.1** 

Suggested Time:

45 min

Dealing with human lives is a messy process. As leaders, it's easy to get discouraged when we look to our members' progress (or lack thereof!) to validate our leadership abilities. We need an objective way to evaluate our own growth—one that helps us celebrate what we are doing well and pinpoint what needs improvement. It's hard to move forward when you do not know where you're starting from!

Assessing how you are doing on each of the eight key principles from <u>The Master Plan of Evangelism</u> will help you and your coach decide what to focus on. This assessment gives you a practical way to celebrate where things are going well and hone in on the areas that most need improvement. A filled-out sample evaluation with some interpretive comments is shown below:

Subjective Assessment
What is my sense of how effectively
I'm leading out of this principle?"

Objective Assessment
Rank each outcome from 1 to 5
and add all five scores up.

lebrate! Very Good On Course Needs Work Help!	_	5 pts	10 pts	15 pts	20 pts	25 pt
	Selection					
	Association					
	Consecration					
	Impartation					
	emonstration					
	Delegation					
	Supervision					
	Reproduction					

### **Interpreting the Assessment**

This leader is being very successful in Association, Selection and Delegation—make sure you celebrate this victory! Next, try to sort out which area to work on: pick one of your low scores, go to the Outcomes page for that area and use the Outcomes questions along with the exercises in that section to develop an action plan for improvement. Because this example shows low scores on both sides of the assessment for Consecration, that principle may be a great place to develop a growth goal.

The first two principles (Selection and Association) show higher subjective than objective scores, while the last two principles are higher on the objective side. If one side of the assessment is consistently higher than the other, what does that say? The Impartation and Delegation scores are also interesting, because the objective and subjective scores are pretty far apart. What's going on there? Lower subjective scores can indicate the leader is discouraged or lacks confidence, and could use some extra affirmation.

### **Purpose:**

A comprehensive self assessment of leadership effectiveness and group health.



Suggested Time: 45 min

### **Discipleship Group Assessment Tool**

To use the assessment, first review the example on the previous page to get a feel for how to fill it out. Next, go through each of the eight principles and rank yourself *subjectively* in the left-hand column, by answering the question, "*What is my sense of how effectively I am leading out of this principle?*" Color in the bar from the center over (as seen on the example) to indicate your score. The subjective assessment is fast, but may not completely reflect reality.

So for a more in-depth look at your leadership, use the Outcomes exercises (1.2, 2.2, 3.2, etc.) to rank yourself *objectively* for each principle. To do so, flip to the Outcomes pages and score yourself from one to five (where 1="Help!", 2="Needs Work", 3="On Course", etc.) for each of the five outcomes for that principle. Then add up your total for all five Outcomes and enter it in the right hand column by coloring in the bar from the center out.

#### **Subjective Assessment**

#### What is my sense of how effectively I'm leading out of this principle?"

#### **Objective Assessment**

Rank each outcome from 1 to 5 and add all five scores up.

Celebrate!	Very Good	On Course	Needs Work	Help!		5 pts	10 pts	15 pts	20 pts	25 pts
					Selection					
					Association					
					Consecration					
					Impartation					
					Demonstration					
					Delegation					
					Supervision					
					Reproduction					

#### **Applying the Results**

Once you have completed the assessment, choose an Outcomes to work on: either one of your lowest scores, the area where you can make the most change with the least effort, or the area you are most motivated to work on. When you have chosen the area to work on, this manual provides three options for developing an action plan in that area:

### **Purpose:**

A comprehensive self assessment of leadership effectiveness and group health.

- 1. Use the *Strategize* questions on the Outcomes page to develop an action step or two to move you forward.
  - 2. Make it an action step to do one or more of the exercises listed after that Outcome to increase your leadership effectiveness.
  - 3. Sit down with your coach and work through the *Coaching Encounter* exercise for that section (number x.8) to develop a long-term strategy for improvement.

Below is a sample outline of what might be included in a meeting and how long each section might take. Exercise A.3 - T.E.A.M.S.-Based Meeting Preparation is a handy worksheet for designing your own meetings along these lines. This is only a sample format: be creative in leading your discipleship group and trust the direction of the Holy Spirit.

Welcome 15 minutes

Allow 15 minutes for a social time (drinks, snacks, sharing, catching up with one another, etc.)

**Opening Prayer** 5 minutes

Always begin with prayer. Pray over your objectives for the team meeting. This is a great chance to get someone else involved in leadership by leading the prayer.

Memory Verse 10 minutes

Go over the memory verse. Reading the verse from the Bible in context helps people to understand the verse. Recite the verse one at a time, in twos and threes, or everyone together. Discuss the verse in its context.

**Discussion** 35 minutes

Lead a structured time of sharing and discussion of the discipleship material. Always ask what was significant to them in their time with the Lord and devotional reading of the Bible each week.

Prayer 20 minutes

Ask the group for needs and concerns that the other members should know about and be praying for. Share good news, struggles, and victories. Make sure you take time to actually pray and don't fill the entire time with taking requests. Lead in conversational prayer to model it for others.

#### **Assignments and Announcements**

5 minutes

Go over next week's assignments and share any announcements you have pertaining to the discipleship group or church events.

**Total Meeting Time:** 90 minutes

#### Schedule for a 7:00 p.m. Start Time

7:00-7:15 Welcome, catch up, follow up, and have refreshments

7:15 - 7:20 Gather and open in prayer

7:20-7:30 Memory verse and discussion of application

7:30 – 8:05 Curriculum discussion

8:05 - 8:25 Closing prayer time

8:25 – 8:30 Assignments and Announcements

### **Purpose:**

A suggested schedule for a 90 minute discipleship group meeting.



Suggested Time: 30-45 min

### **T.E.A.M.S.-Based Meeting Preparation**

This worksheet provides a basic meeting outline. In the blanks after each section title, indicate who will lead that section (i.e. the leader, co-leader, or a group member) and the time allowed for that segment. Remember: leadership is being *intentional!* 

Leader		Associate	
1. Lesson	l:		
2. Object	<b>ives</b> (Three things to pray ove	er and accomplish during the meeting t	this week)
1.			
2.			
3.			
3. Openir	ng Prayer (Time:	Leader:	)
4. Memoi	ry Verse (Time:	Leader:	)
1. I	Discussion of the memory verse.		
5. <u>T</u> ruth	Section (Time:	Leader:	)
1. P	Primary truth from section to dis	scuss:	
2. Г	Discussion question:		
3. (	Other resources to share:		

### Purpose:

A handy meeting preparation worksheet that includes all the T.E.A.M.S. elements.

- **6. EQUIPPING Section** (Time: \_\_\_\_\_\_ Leader: \_\_\_\_\_)
  - 1. Primary equipping exercise to discuss:
  - 2. Additional discussion question:

### T.E.A.M.S.-Based Meeting Preparation

**A.3** 

3. Other resources to share: 7. ACCOUNTABILITY Section (Time: \_\_\_\_\_ Leader: \_\_\_\_ 1. Primary accountability question to ask: 2. Additional discussion question: 3. Other resources to share: **8. <u>M</u>ISSION Section** (Time: \_\_\_\_\_\_ Leader: \_\_\_\_\_\_) 1. Primary mission assignment to discuss: 2. Additional assignment to discuss: 3. Other resources to share: 9. SUPPLICATION Section (Time: \_\_\_\_\_ Leader: \_\_\_\_ 1. Other resources to share: **10. Next Week** (Time: \_\_\_\_\_\_\_ Leader: \_\_\_\_\_\_) 1. Assignments:

Suggested Time: 30-45 min

### **Purpose:**

A handy meeting preparation worksheet that includes all the T.E.A.M.S. elements.

2. Announcements:



Suggested Time: varies

### **Discipleship Meeting Tips**

Here is a collection of tips on how to lead productive discipleship meetings that run smoothly.

### For Your First Meeting...

- Make sure everyone feels welcome. Be friendly, and be yourself. Some people may be nervous, others cautious or just "checking it out." A casual, relaxed atmosphere will put them at ease.
- Gather comfortably in previously set up chairs and introduce yourself to establish yourself as the leader. The group is interested in knowing all about you. Be genuinely enthusiastic about being in and leading a discipleship group. Hearing you talk and seeing your confidence will make them feel safe. Set the pattern for their own introductions.
- Go around the room and let everyone fully introduce themselves. A self-introduction could include name, occupation, family, and a hobby or something unique about the individual.
- Ask each person to share their expectations for joining a discipleship group. Make notes on their comments. This takes time, but is time well spent.
- Explain the purpose and goal of discipleship. Explain the curriculum and what they can expect from it and from you.
- Go over each point of the A.5 *Discipleship Group Member Covenant* and give everyone two weeks to sign it.
- Emphasize that confidentiality will be required in this group!
- Allow plenty of time to answer their questions.

### **For Meetings in General**

- Read the objectives of each lesson together at the beginning of your meeting and again at the end. This will keep you focused.
- Work on the memory verse together, then discuss it! How is it "user friendly"? How could God use it once it is in my memory?
- Get them in the Bible as often as possible. Make sure that a large percentage of the meeting time is spent with Bibles open in front of the team members.
- Encourage the group to read the scripture passages in the articles. If they do not have much to say about the articles and you have time, give them five minutes to prove one of the points made with scripture. Go around the room and have them share what they have discovered.

### **Meeting Logistics**

- Have a consistent meeting place and day.
- Begin and end on time.
- Have refreshments and take turns providing refreshments.
- Place chairs in a circle; make sure everyone can see each other.
- Involve all members as much as possible in the discussion. Do not allow one person to dominate or others to be ignored.
  - Keep the group on the topic and away from tangents and unprofitable discussions or opinions.
    - Have a class roster and encourage members to be in contact with one another during the week.
  - Help the group develop relationships with one another immediately by assigning prayer partners (exercise 3.3b).

### **Purpose:**

A list of tips: consult them periodically to improve your meeting leading skills.

### **Discipleship Group Member Covenant**

**A.5** 

In order to glorify God through a life of growing obedience to Christ, I join this group and, with God's help, commit to the following:

Suggested Time: 10 min

### 1. Attendance

Regular attendance, unless providentially hindered. I will call the leader if unable to be present, and will take the responsibility to find out what was missed in my absence.

### 2. Promptness

The group will meet each \_\_\_\_\_\_ beginning at \_\_\_\_\_ and lasting until \_\_\_\_\_.

### 3. Study

Completion of all homework assignments to the best of my ability.

### 4. Participation

Participation in group discussions and activities. I promise to give an accurate account of my spiritual progress on a weekly basis.

### 5. Prayer

Regular prayer for all group members.

#### 6. Confidentiality

I promise to keep whatever is shared in this group confidential so as to encourage openness and honesty.

#### 7. Outreach

Praying for unchurched friends or acquaintances and seeking to expose them to the gospel with the help of our group and outreach events.

I understand that the term of this group is for one year (excluding the months of July and August unless otherwise agreed upon).

Signature:	Date:
oignature.	Date

### **Purpose:**

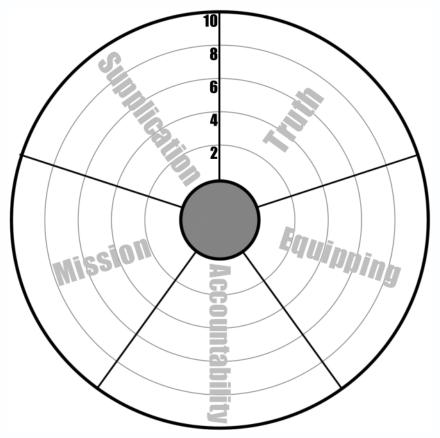
To clarify expectations and solidify commitment when joining a discipleship group.

## **A.6**

Suggested Time:

### T.E.A.M.S. Wheel Assessment

To evaluate how well you are applying the T.E.A.M.S. model to your leadership, answer this question: "How satisfied am I with the way our group functions in these areas?" For each section of the T.E.A.M.S. wheel (definitions are below), rate your satisfaction level on a scale of one to ten (ten being the highest and one the lowest). Shade in the chart below to reflect your answers, and note which are your highest and lowest scores. Then discuss plans for growth in your weakest area with your coach.



#### **TEAMS Definition**

- TRUTH: I create an environment for my group to learn and memorize biblical truth.
- **EQUIPPING:** I create an environment for my group to be equipped for ministry and life.
- ACCOUNTABILITY: I hold my group accountable and ask them to hold me accountable for spiritual growth on a weekly basis.
  - MISSION: I encourage my group to share their faith and serve in the church and community where they live, work and play.
    - **SUPPLICATION:** I pray for and with my group and encourage prayer for one another and those without a relationship with Christ.

### **Purpose:**

A tool for evaluating how successfully you are applying the T.E.A.M.S. model.

### **Conflict Management**

**A.7** 

Suggested Time: varies

As unique human beings made in the image of God, we each bring something different to the table: different backgrounds and training, gifts and abilities, races and economic situations. We are married and single, young and old, introvert and extrovert, imperfect and yet redeemed, strengthened, loved and uniquely valuable to the God who saved us. This is a great thing: God made us different to more fully display different facets of His own personality through us. However, with all these variables, conflict is also likely to happen.

### **Conflicts are Growth Opportunities**

Your discipleship group members each bring their own questions, struggles, hopes, fears, and hurts to the discipleship group. Do not think of your group as a place where everything should run smoothly because we are all Christians: on the contrary, it is a place where God will bring our issues out in the open, because it is the healthiest place for them to be dealt with. As Jesus put it, the healthy have no need for a doctor!

God has honored us by inviting us to participate in the process of healing and redemption as disciple makers. So conflicts are great opportunities for growth and change. When helping others work through a conflict, hurt feelings or disagreement, use the following questions to help yourself and others engage the situation as a growth opportunity (and pray, pray, pray!).

### **Reflection Questions**

- 1. What is God doing in this situation?
- 2. If God had custom-designed this situation for the growth of those involved, what would He be doing?
- 3. What could God be telling us about our own hearts through this experience?
- 4. Whose interest is being served in what is happening now?
- 5. Who is suffering or being hurt?
- 6. What are some of the reasons for this conflict?
- 7. What are my own attitudes toward this situation? What do I need to take responsibility for?
- 8. What are the likely consequences if this situation plays out as it is now?
- 9. What is God's best outcome for this situation?
- 10. What changes can be made that will benefit all?

### **Purpose:**

These reflection questions help you view conflicts as growth opportunities.



Suggested Time: 35 min

### **Making Time**

A major obstacle to adding a new commitment to your life is making room for it in your schedule. At Perimeter, we want our leaders and coaches to model healthy, balanced lifestyles that leave room for family, friendship, and reaching out to the community. So just adding more and more commitments won't work: at some point you have to leave behind some good things to make room for the best. Here is a process that leaders with already-full lives can use to make room for new commitments.

### **Step 1: Estimate the Time Required**

First, you have to figure out what you are adding. How much time and energy will this new role take? Some people think in terms of evenings: "This will take two evenings a week." Others evaluate a commitment by the number of hours it would take. Whichever way works best for you, make a quick list on the *Making Time Worksheet* (see top of next page) of your duties in this role: the meetings and preparation time it would entail, the training you need, and anything else that will take time. Once you have made a list, use the Time/Week column to put in an amount of time you think that task might take in an average week. When you are done, add up the amounts to get a total amount of time your new commitment will take each week. (If you do not know what to put, check with someone who has been in this role before.)

Hint: Most people tend to underestimate the time a task will take, often by as much as half.

### **Step 2: Inventory Your Commitments**

What are you doing now that fills your time? Use the second section of the worksheet to make an inventory of your main responsibilities: your job, the commute, time with family, chores, volunteer roles you fill. Put down any regular commitments or responsibilities you have that you could possibly give up or change (obviously, you are not going to stop sleeping or eating!). Then fill in the amount of time each takes. You can list them in terms of blocks of time like evenings, or in terms of actual hours you give to each task.

#### **Step 3: Prioritize**

Now, take each item in your inventory and give it a priority, where a "1" is a low priority, a "2" is fairly important, and a "3" is a must have. If everything you have done is a "3", you may need to rethink or go back to pray to make sure this new commitment is something the Lord has for you.

#### **Step 4: Match Additions and Subtractions**

Here is the key to this being a healthy process: we're going to assume that a leader of your stature is already doing enough. Therefore, if you are going to add a commitment, you have to cut an equal amount of time somewhere else. Just saying, "I'll take this out of my down-time" is a no-no. So is cutting out sleep, or your Sabbath rest. This is not about getting busier: it is about being strategic with the limited time you have.

### **Purpose:**

A process for helping leaders evaluate if they have time for new responsibilities. So, take your list and prayerfully ask the Lord what you should cut. If you are married, get your spouse involved in this decision as well! The object is, in order to take on this new responsibility, you need to find an equal amount of time that you can cut out of your life to make room for it.

### **Making Time Worksheet**

Suggested Time: 35 min

### **Step 1: Estimate the Time Required**

What tasks are required by this new role, and how much time will they take?

Time/Week	Task

### **Step 2: Commitment Inventory**

What roles and responsibilities do I have now? Priorities: 1 = Low, 2 = Fairly Important, 3 = Must Do

Priority	Time Req'd	Role or Responsibility
		h
		au

Purpose:
A process for
helping leaders evaluate if they have time for
new responsibilities.

## **A.9**

Suggested Time:

### **Suggested Reading and Resources**

### **Discipleship and Evangelism**

The Master Plan of Evangelism, by Robert E. Coleman
The Intentional Church, An Alternative Approach to Ministry, by Randy Pope
The Lost Art of Disciplemaking, by LeRoy Eims
Transforming Discipleship: Making Disciples a Few at a Time, by Greg Ogden
Discipleship Journal's 101 Best Small Group Ideas
Organic Disciplemaking, by Dennis McCallum
The Adventure of Discipling Others, by Ron Bennett and John Purvis.
Becoming a Contagious Christian, by Bill Hybels

### **Small Group Ministry**

Real Small Groups Don't Just Happen, by Neal F. McBride How to Have Great Small-Group Meetings, by Neal F. McBride Nine Keys to Effective Small Group Leadership, by Carl George Leading Life Changing Small Groups, by Bill Donohue Your Home a Lighthouse, by Bob and Betty Jacks

### **Mentoring**

Mentoring: Confidence in Finding a Mentor and Becoming One, by Bobb Biehl
Spiritual Mentoring: A Guide for Seeking and Giving Direction, by K. Anderson & R. Reese
Spiritual Mothering: The Titus Two Model for Women Mentoring Women, by Susan Hunt
Connecting: The Mentoring Relationships You Need to Succeed in Life, by Stanley and Clinton

#### Coaching

Leadership Coaching: The Disciplines, Skills and Heart of a Coach, by Tony Stoltzfus Coaching Life-Changing Small Group Leaders, by Bill Donahue and Greg Bowman A Pocket Guide to Coaching Small Groups, by Randall Neighbour Christ-Centered Coaching: Seven Benefits for Ministry Leaders, by Jane Creswell How to Ask Great Questions, by Karen Lee-Thorp Peer Coach Training Independent Study, by Tony Stoltzfus

### General

Spiritual Leadership, by J. Oswald Sanders, Understanding the Bible, by John R. W. Stott

### **Purpose:**

Recommended resources for different areas of discipleship group life.

## What attendees have said about Life on Life Leadership Training:

"I can't wait to sit down with this manual and really dig in."

"It is a great tool to use with my coach."

"Very clear, practical and broken into manageable sections."

Comments from members of Life on Life Leadership Community at Perimeter Church, Duluth Georgia



**Eight Principles for Life on Life Leadership, a Manual for Building Discipling Leaders,** will help you strengthen your leadership and become a more effective discipler. The practical, down to earth exercises are designed to be worked through on your own or with a coach. This is a reference manual meant to be flipped through, dog—eared, talked over, and prayed about for a lifetime of discipling others. This manual contains exercises and outcomes based on the eight principles found in the classic book on discipleship by Robert Coleman, "The Master Plan of Evangelism."



