

Exponential: The Multiplication Challenge

Pastors Leadership Guide

TREM: Leadership Month



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KEY THOUGHT:

“Present problem: *if we don’t train leaders, our growth will either plateau or it will crush our current leaders. Healthy discipleship growth will always threaten to overwhelm current leaders and leadership structures. The only way to solve this problem is to either stop growing or train and empower new leaders. Doing something to deliberately stop God-given growth is not an option. So really, there’s only one viable solution to this multiplication challenge: accelerate the equipping and empowering of new leaders.*

Future problem: *if we don’t constantly train new leaders, we won’t experience multi-generational growth. Being one-generation wonders is not a viable option.”*

-Steve Murrell.

Topic One: The Big Idea: The Why?

Matt 28: 18-20 (AMPC)

¹⁸ Jesus approached and, breaking the silence, said to them, All authority (all power of rule) in heaven and on earth has been given to Me.

¹⁹ Go then and make disciples of all the nations, baptizing them into the name of the Father and of the Son and of the Holy Spirit,

²⁰ Teaching them to observe everything that I have commanded you, and behold, I am with you all the days (perpetually, uniformly, and on every occasion), to the [very] close *and* consummation of the age. *Amen (so let it be).*

Introduction:

“If you want one year of prosperity, grow grain, if you want ten years of prosperity, grow trees, if you want a hundred years of prosperity, grow people.
-Chinese proverb”

- Growth, multiplication and influence are systems of action that have to be both intentional and deliberate in its application (as well execution). As a system of action, clarity of its purpose must be spelt out and must speak to the big picture of the organization (or individual). And for that to happen you would need people that understand how to work the system.
- The above scripture captures this reality by citing that influence (v18) begins with “making disciples”- which is a simple way of saying raising leaders through a process of complete immersion (Baptize) – training, coaching, mentoring, and apprenticeship.
- A central point to the Matt 28: 19 narrative is that leadership development – discipleship- is not an organic process (a fallacy that has impacted our leadership development process) but it is intentional and deliberate
- Also, this scripture underscores a pertinent question: As a ministry, how do you ensure we have the needed leaders to fuel our future

growth/success ?

- Answering this question would require that we build a leadership culture that will capture our short to long term strategic aspirations
- What is a Leadership Culture?
“A leadership culture exists when leaders are routinely and systematically developed, and you have a surplus of leaders ready for the next opportunity or challenge.” – Mark Miller

Our Why?

- What is our Mission?
“This is a place where we gather together in quality praise and worship of the true and living God, equipped with the Word of God for growth and fellowship with one another in covenant relationship and released to make a formidable impact in our world for the Kingdom. TREM is big enough to contain you, small enough to reach you, and powerful enough to deal with anything the devil brings against you. Here we do not look at the bigness of your problem but the bigness of our God.”
- Question: What does this mean to you? Having a clear understanding of what this means is essential in meeting how big picture- Developing the right leadership culture is required in driving the ministry in actualizing our mission
- OUR MISSION= Exponential Growth= Leadership Development (Multiplication and Succession)
- Our Why: We must move from CONSUMPTION PARADIGM (which is dieting on service days, programmes which in most cases is a focus on the leader) to a DISCIPLESHIP PARADIGM (which is a focus leadership development)
“Consumption is focused on the masses and for the short-term payoff. Discipleship is focused on the person for the long run, for fruit that will last.

Churches will drift without a consistent and constant conviction for discipleship, to disciple people and develop leaders. We must not settle for consumption. Though much more challenging and difficult, we must insist on discipleship. And we must view leadership development as part of discipleship, not as distinct or divorced from it”- Eric Geiger.
- What is Multiplication: This is the system of action that elicits growth through active participation of an identified set of people with the purpose of expanding influence and impact
- Succession- This is a system of action that engages talent with a set of leadership attributes through a series of focused activities in ensuring continuity or *It is Leaders raising Leaders intentionally*

Why discipleship?

- **Discipleship is the only means.** God has designed the end and the means. The end is people from every tribe, tongue, and nation gathered

around the throne worshipping Him because they were purchased with the blood of Christ (Rev. 5:9–10). Regardless of what happens this week, what unfolds in the news, the ending has already been made clear: God is redeeming for Himself a people from all peoples.”

- **Discipleship impacts all of life.** As Christ is more fully formed in people, the totality of their lives is impacted. Those who are overwhelmed with how Christ has served them will serve others. Those in awe of God’s generosity will be generous. Those who are captivated by God’s mission to rescue and redeem join Him in pursuing people who are far from God. Their serving, generosity, and sense of mission impact their relationships, their approach to their careers, and their view of life. Their growth as a disciple shapes how they lead at home, in their profession, and through all of life. Discipleship is the only way to produce leaders that serve and bless the world.
- **Leadership development apart from discipleship becomes overly skill-based.** If leaders are developed apart from Jesus, the emphasis is inevitably on skills and not the heart transformed through Christ. Divorcing leadership development from discipleship can leave people more skilled and less sanctified. And when competency and skill outpace character, leaders are set up for a fall. We don’t serve people well if we teach them how to lead without teaching them how to follow Him. We don’t serve leaders well if we develop their skills without shepherding their character. Leadership development apart from being a disciple of Jesus always results in skills apart from character, in performance apart from transformation.

The TREM Leader must raise other leaders essentially reproducing leaders

Consider the 6 Growth Levels:

1. Growth that makes you capable of doing your job well
2. Growth that enables you to grow others in your job
3. Growth that allows you to reproduce yourself in your job
4. Growth that provides opportunities for higher-level leadership
5. Growth that prepares you to take others to higher levels
- 6. Growth that stretches you enough to have a mentoring relationship with growing leaders- Very Important**

“It takes a degree of skill and dedication to actually reproduce yourself and help another person grow into your job. However, if you do that and keep doing that, then you will be invited into a higher level of leadership responsibility. At that point, if you keep growing as a leader, you can take the next step. You can start the reproduction process again, only this time you’re developing leaders, not workers. The highest level of growth comes when you develop generations of leaders. When you can develop a leader, who in turn develops other leaders without your direct involvement, it can have a multiplying effect for generations.” - John Maxwell

The Six C's of a Reproducing Culture:

"A leadership development culture is modeled from the top, but it's grown from the bottom up. What does that mean? It looks like this:

- Everyone has someone mentoring him or her.
- Everyone has someone to share mentoring experiences with.
- Everyone has someone to mentor."

-Maxwell, John C.

1. **CHARACTER—BE IT:** Everything starts with strong character. That's not something you can just talk about; it's something that has to be at the core of who you are. You have to live it every day. You must maintain integrity, treat others with respect, desire the best for people, and go out of your way to help them.
2. **CLARITY—SHOW IT:** You have to spend time developing leaders yourself. You need to be personally involved, and your team needs to see you doing it so that they understand how it's done and how important it is.
3. **COMMUNICATION—SAY IT:** You have to constantly talk about leadership development, so it becomes part of the common language and everyday conversation.
4. **CONTRIBUTION—OWN IT:** If you're the leader, the buck stops with you. You need to own your responsibility for developing leaders, and others will too. And when others step up and say, "I'll own this," the entire team gets stronger.
5. **CONSISTENCY—DO IT:** The development of leaders is never one and done. It's something that needs cultivating every day. Why? Because the need for more and better leaders never ends.
6. **CELEBRATION—EMBRACE IT:** When the development of leaders is recognized, rewarded, and celebrated continually, it becomes elevated in the organization and woven into the culture. Every leader aspires to become part of it and join in.

Ten Commitments of a Leader

1. Clarify values by finding your voice and affirming shared ideals.

Leaders must ask themselves, "What do I stand for? What are the principles that guide me in my day-to-day work and keep me here in this job, doing this work, and supporting these people?" Once affirmed, leaders must act out their values, demonstrating what they mean. One of their favorite actions is to engage people in a dialogue about shared values.

2. Set the example by aligning actions with shared values.

Leaders continue to demonstrate their ideas by aligning their actions in everything they do or say. Then they take actions to ensure that their team members understand what is expected of them and how to implement this commitment. When this is achieved the team's unity leads to shared values. A leader can encourage this by reinforcing behaviors that are consistent with his or her espoused values.

3. Envision the future by imagining exciting and ennobling possibilities.

Developing the capacity to envision the preferred future is a skill that must be both modeled and taught to team members. The leader can reflect on the past, attend to the present, and consider the future, but the leader must also identify the burning passion that will carry the team into the future. Leaders must ask their team members what is motivating them to work toward the vision and to identify their aspirations.

4. Enlist others in a common vision by appealing to shared aspirations.

Leaders listen deeply for how to help team members find a spot for themselves in the future vision. They show team members how they have a role in achieving the exciting shared vision. Leaders create a vision that people can see when they use passionate, visual words that create a clear picture. Leaders must describe their vision and inquire about team members' clarity and desire to take part.

5. Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve.

Leaders keep their eyes and ears open to predict what's on the horizon. This entails looking outside the department and outside the organization. It requires that leaders establish relationships and connect with many sources of information. It also means that leaders must bring their people along by helping them to identify the opportunities that may strengthen the team and the organization. Leaders challenge their team members to find new approaches to old problems.

6. Experiment and take risks by constantly generating small wins and learning from experience.

Experimenting and taking risks is the only path to making innovative improvement. This means that there may be false starts or errors along the way. Even so, leaders cannot give up the opportunities that come with innovation. Leaders can do two things to temper this dilemma. First, they can look to small wins as stepping stones to the ultimate goals. Second, they can celebrate the errors by identifying what the team learned.

7. Foster collaboration by building trust and facilitating relationships.

Leaders create a climate of trust and build relationships by making the first move. Leaders must trust their team if they want the team to trust; they must take steps to build personal interactions if they want the team to do the same. This means that the leader must get out and walk around, talking to team members, finding out about them, and genuinely being interested in them as people, not just as employees. Leaders need to find creative ways to get people to interact on both a personal and professional basis.

8. Strengthen others by increasing self-determination and developing competence.

Leaders develop self-confidence and competence. The two traits are self-perpetuating. The more competent team members are, the higher their self-confidence will be. The higher the team members' self-confidence, the greater the likelihood that they will take a chance at increasing their skill sets. This is a win for everyone involved: individuals become better at what they do, the team becomes stronger, and the leader can increasingly rely on the team to achieve success.

9. Recognize contributions by showing appreciation for individual excellence.

Leaders have a winner's attitude, that is, they believe that people are interested in doing their best in all they do. Thanking people for a job well done, sending a note of appreciation, recognizing someone for living the values— are all easy to do. However, building employees' belief that they can achieve more tomorrow than they are achieving today is the big win for leaders and team members. Leaders find opportunities to sincerely show appreciation for team members' accomplishments.

10. Celebrate the values and victories by creating a spirit of community.

Leaders bring people together to celebrate big and little wins. Celebrations perpetuate a corporate spirit of belonging to something greater than one's own being. Leaders find opportunities for celebratory events. Celebrations that link rewards with performance are a powerful way to reinforce achieving the vision. Leaders are successful at this commitment when they find ways to have fun together as a team and make celebrations a part of the team's atmosphere.

Topic 2: The Big Idea: The What

Introduction

- Exponential –means growth derived through synergy (where leaders raise leaders), engagement (Where there is deepened interactions at a micro level- especially through our G12, Groups and Departments), Alignment (There is congruence between our individual ideals and that of the ministry; Where leaders model the culture of the kingdom and exemplify their belief's of the commission)
- Exponential – this is tangible growth as this is not just numerical growth (which is a consequence) but growth experienced through the lives of the members of the ministry
- Exponential- is qualitative as witnessed in the pool of talent – this is essentially the Matt 28:19 narrative – Making disciples
- As discussed in the last session on our Why, the what will be focusing on:
 1. What are the attributes that make a TREM leader?
 2. What type of church experiences Exponential ?

What attributes make a TREM Leader?

- Models of Character
- Enablers of Opportunities
- Guardians of Doctrine
- Shepherds of Care
- Champions for Mission
- Disciplers (Developers) of Men
- **Models of Character:** Foremost in a leader's development, in any venue, is the stringent testing of his or her character. Leadership for the Kingdom of God requires leaders who live like sons and daughters of the King. This is even more critical in leading in a church than leading anywhere else. The Scripture defines the church's leaders not chiefly in terms of skill but rather in terms of quality of character (1 Tim. 3:1–15; Titus 1:6–9).
- **Enablers of Opportunities:** An essential attribute for any potential leader is the shift from deriving security from the title or being title conscious to the focus of creating access for others. Consider the sending-out of the 70 (Luke 10-AMPC)- note v 20
Luke 10: 20 Nevertheless, do not rejoice at this, that the spirits are subject to you, but rejoice that your names are enrolled in heaven.

In other words, focus on the main things and don't get distracted. A leader who's an enabler is a servant leader whose heart is more consumed on lifting people than on who get's the credit.

John 13:3 [That] Jesus, knowing (fully aware) that the Father had put everything into His hands, and that He had come from God and was [now] returning to God,

⁴ Got up from supper, took off His garments, and taking a [servant's] towel, He fastened it around His waist.

⁵ Then He poured water into the washbasin and began to wash the disciples' feet and to wipe them with the [servant's] towel with which He was girded.

The enabling leader “eats last” that really is the summary of the actions of Jesus in the narrative above.

- **Guardians of Doctrine:** A local church will not be led for the Kingdom of God unless her leaders are consumed by a passion for the Word of God. The leaders of God's Church are men and women submitted to God's Word and lovers of God's Word. We have no more precious entrustment than the doctrines of God. Without the Word of God, we have nothing to offer those who follow. Leaders who do not see themselves as people of the Book will falsely offer life in their own opinions and practices. As we look to equip saints to lead in the local church, we cannot overemphasize the need to ensure that they are able to protect and teach sound doctrine. “Every leader we entrust with a title is also entrusted with the health of the church. When we call someone a leader in the church, we are calling the church to trust his or her words. Recognizing that there are varying degrees of knowledge between leaders, we must still take seriously the call to train our leaders in sound doctrine. What good is it to collect masses of people if our leaders have nothing but empty, powerless words to offer? (Rom 1:16; 10:17; John 17:17; Titus 1:9; 2 Tim. 2:15; 1 Cor 4:12-13)
- **Shepherds of Care:** Godly ambition is a good thing. We want leaders in our church who want to lead God's Church. We are training men and women to have a passionate desire and accompanying skills to make much of Jesus through excellent leadership. Still, we must be careful. There is so much temptation amidst all the leadership books pushed into our hands to produce excellent, but wrongly motivated, leaders for the Church. Therefore, when we develop leaders of God's Church, we are looking for the right motivations, not just the right profiles. Among all the metaphors God could have used, He chose “shepherd” to describe Himself as a leader and to describe the leaders of His Church. When training leaders for the Church, we must seek to produce shepherds, not just executives. We need to be forming men and women into loving caretakers of the flock, not just effective directors. (Jer 23: 1-4)
- **Champions for Mission:** Every leader in a local church needs to be a champion for mission. We will never build churches that live with abandon for the Kingdom of God without leaders who are tethered to God's desire to save for Himself a people for His own possession. Every leader in the Church must be a follower of Jesus. “If the leaders of God's Church are content to only enjoy the Kingdom, rather than build it, the Church will likely follow them to apathy. God's missionary Church needs missionary leaders.
- **Discipler (Developers) of Men:**

“Jesus’ concern was not with programs to reach the multitudes, but
with men whom the multitudes would follow.
—Robert Coleman”

Developing others is much more than an item on a list of five essential things one must do. It is a conviction that is deeply connected to what it means to be a Christ-follower. We are Christians because others have shared the gospel with us. We have matured because others have helped develop us. We are a part of a long and beautiful lineage, a long and beautiful history, of Christ-followers multiplying.

We have great biblical examples of leaders developing others. Joshua is first mentioned in Scripture when Moses chose him to lead the Israelite army (Exod. 17:9). Moses developed Joshua into the leader who would lead God’s people into the land He gave them. The Lord commanded Elijah to train Elisha (1 Kings 19:16), and Elijah invested in Elisha before Elisha succeeded him. Paul invited Timothy to join him on the mission of spreading the gospel and challenged him to entrust the message to others the same way Paul entrusted the message to Timothy (2 Tim. 2:2).

What type of church experiences Exponential?

- The church that experiences this is a Discipleship-Centred Church, a transformational church - which means external impact and influence in a community or numerical growth are just a consequence of “transformation of the heart” of the individual
 “A Transformational Church is not simply a “good church” or a church that does good things. Neither is it necessarily a big church that offers excellent programming, preaching, and worship. A TC focuses stubbornly on the gospel’s ability to change people. It sees results appropriate for its context and holds the right values that support transforming mission. A TC has figured out that transformation is much more than a better church strategy.” Rainer, Thom S.
- The Discipleship Centered Church (Transformational Church) focuses on: Leaders (God uses disciples to make disciples- which really is about leadership development- coaching , apprenticeship, discipleship); Posture(God puts us in a teachable and moldable posture to receive His truth- essentially ,using experiences in facilitating personal maturity); Truth (The Lord transforms through His truth, and His Word is truth (John 17:17). The truth of the gospel and the truth of God’s Word have the power to change us and mold us into the image of His Son)
- The Discipleship Centered Church (Transformational Church): Focuses on five key paradigms:

- I. From reaching to making – Discipleship is at its core and the bible is the foundation of raising disciples
- II. From informing to equipping – Intentional leadership using all platforms, ie, G12 to equip
- III. From activity to relationship- Creating an environment where “covenant” relationships can be formed
- IV. From accumulating to deploying – TREM is not a “Sitting” church but primarily a “sending” church. At the heart of who we are is missions that is why we are “released to make a formidable impact in our world for the kingdom”
- V. From programme to purpose – We are not activity centered, all programmes are designed to equip and aligns with our mission

As you can observe these paradigms speak our TREM’s mission statement.

Topic Three: The Leader as a Multiplier – Session 1

Introduction: Developing a Multiplication Mindset

Addition is good, but multiplication is better. Addition produces incremental growth, but multiplication produces exponential growth. Paul gets to the heart of multiplication in his second letter to Timothy when he says, “The things which you have heard from me in the presence of many witnesses, entrust these to faithful men who will be able to teach others also” (2 Tim. 2:2).

Acts 1: 8 (AMPC)

⁸ But you shall receive power (ability, efficiency, and might) when the Holy Spirit has come upon you, and you shall be My witnesses in Jerusalem and all Judea and Samaria and to the ends (the very bounds) of the earth.

Mark 1: 16-18 (NIV)

¹⁶ As Jesus walked beside the Sea of Galilee, he saw Simon and his brother Andrew casting a net into the lake, for they were fishermen. ¹⁷ “Come, follow me,” Jesus said, “and I will send you out to fish for people.” ¹⁸ At once they left their nets and followed him.

What is a Multiplication Mindset?

- Jesus emphasized having a multiplication mindset Note Mark 1: 17, which means developing a big picture of the Kingdom of God
- So what does it take to develop a Multiplication mindset:
 - I. Having a Kingdom perspective – that is having the understanding that you have a role in the kingdom of God in expanding its influence on the earth (remember you are SALT)
 - II. Having a vision for your community (job/market) – wherever God plants you is a potential mission field and an opportunity for impact
 - III. Genuinely loving people – to go the extra mile to see them become disciples /leaders and live to their full potential
 - IV. Utilizing your gift in making a difference

The Leader as Multiplier understands who a disciple is and what is discipleship:

Who is a disciple? Matt 4: 19 MSG- provides a picture :

“

¹⁹ Jesus said to them, "Come with me. I'll make a new kind of fisherman out of

you. I'll show you how to catch men and women instead of perch and bass."

Matthew 4:18-22; 28:16-20

"Follow Me, and I will make you fishers of men."

- "A Disciple is one who grows in Christ and in so doing models and teaches Christians the precepts of the Bible, prayer, doctrine, relationship, Christian living, service, and worship, to name the main ones."
- Jesus ended His time on earth with an imperative command for them to make more disciples (Matt. 28:19-20), which is also our call! John the Baptist did the same with his disciples (Matt. 9:14). And having disciples was a normal way for Rabbis to train and develop the people who would follow them in leadership. Even the Pharisees had disciples (Matt. 22:15-16).

What is a disciple?

- Jesus said, Follow Me (Matt. 4:19; 9:9). Jesus did not mean that they should just physically follow Him on the road. They were set a- part, challenged, and taught their call and mission. Just as they had worked at catching fish, now they would be catching men (Luke 6:39-40)!
- The word "disciple" literally means someone who pledges to be a "learner." Moreover, it is someone who follows another's teaching, and adheres to it. It is a commitment and a process. It involves commitment, and time to undertake the learning, and, as a Christian, a yearning to imitate Jesus!
- Discipleship is also reciprocal, that is, when one learns, he/she makes the commitment to train someone else. That is what Jesus meant by, "I will make you fishers of men." It is not just catching them and then storing them (fish were processed and sold for the battement and use of the community), it is training, and placing, so they, too, can catch, train, and place!
- Discipleship is the primary earthly goal of the Church as a whole, and the Christian as an individual. It is our duty, and the one thing Christ directly commands us to do (Matt. 28:19-20). In so doing, we will become like Him in character and share His outlook and concerns (Luke 6:39-40). We are never to make disciples in our image, like whom we are, how we think, feel, and act, but like Christ!
 - We are to become His disciple!
 - We are to be discipled!
 - We are to disciple others so they can in turn disciple others...

- The 12 disciples spent three years of their lives following, learning, listening, observing, and experiencing life directly with Jesus. Then they carried that leaning and experience to the world (Matt. 10:1-15; the Book of Acts).

John Piper:

“The standard definition of “disciple” (noun) is someone who adheres to the teachings of another. It is a follower or a learner. It refers to someone who takes up the ways of someone else. Applied to Jesus, a disciple is someone who learns from him to live like him — someone who, because of God’s awakening grace, conforms his or her words and ways to the words and ways of Jesus. Or, you might say, as others have put it in the past, disciples of Jesus are themselves “little Christs” (Acts 26:28; 2 Corinthians 1:21).”

Consider further thoughts from John Piper :

The four Gospels give us the definitive portrait of Jesus in his life on earth, and if we really want to know what it means to be his disciple, the Gospels are likely where we start. In particular, John’s Gospel shows us three complementary perspectives on what it means to follow Jesus, each patterned after Jesus himself. Building off of John’s profile, we could say that a disciple of Jesus is a worshiper, a servant, and a witness.

Disciple Means Worshiper

- Most fundamentally, to follow Jesus means to worship him exclusively. This is at the heart of Jesus’s ministry on earth. As he told the woman at the well, the Father is seeking true worshipers — not faux worshipers, but true worshipers — those who worship him in spirit and truth (John 4:23–24). Which means, as it did in her case, we shouldn’t be so quick to change the subject. If we will follow Jesus, we must worship God — through Jesus, because he is our Mediator (John 14:6; 1 Timothy 2:5), and Jesus himself, because he is God (John 10:30; 20:28–29).
- This is the fundamental perspective of a disciple because it is more ultimate than anything else we are or do, and most distinctive in our context. As far as ultimate, worshiping Jesus — gladly reflecting back to him the radiance of his worth — is the greatest act for any creature. As far as context, nothing will irritate our pluralistic society more than being an exclusive worshiper of Jesus. Lots of people are cool with Jesus (at least their notion of him), and even following the “ways” of Jesus, when it leaves out the exclusivity part. Jesus the Moral Teacher, the Nice Guy, the Judge-Not-Lest-You-Be-Judged Motivational Speaker — that Jesus is everybody’s homeboy. But that is not the real Jesus. That’s a manmade figure — a far cry from the portrait Jesus gives of himself.
- To follow Jesus, to be his disciple, doesn’t mean community involvement and the veneer of tolerance. It means, mainly, first and central, to worship

him — with joy at the heart. Making disciples of Jesus means gathering his worshipers.

Disciple Means Servant

- John shows another picture of the Jesus we're to worship, and this time he is kneeling before his disciples to wash their feet (John 13:5). I know, it doesn't sound right, especially when we think of him as the object of our exclusive praise. It didn't sound right to Peter either, until Jesus said, "If I do not wash you, you have no share with me" (John 13:8). But Jesus is a servant. He came to earth not to be served, but to serve, and to give his life as the rescue for sinners (Mark 10:45).
- And as a servant, Jesus says of his disciples, to his disciples, "If I then, your Lord and Teacher, have washed your feet, you also ought to wash one another's feet. For I have given you an example, that you also should do just as I have done to you" (John 13:14–15). In one sense, the posture of servant should characterize Jesus's disciples on all fronts. But in another sense, being a servant like Jesus has a particular focus on disciples serving disciples. It's a family thing. "Let us do good to everyone," Paul said, "and especially to those who are of the household of faith" (Galatians 6:10).
- This one-another angle is where Jesus takes us in giving "a new commandment," just after he washed the Twelve's feet: "A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another" (John 13:34; see also 1 John 3:23). In fact, it is this love that disciples have for one another that identifies us as disciples of Jesus to a watching world (John 13:35), and even assures us of saving faith (1 John 3:14).
- To be a disciple of Jesus means to serve like him. It means to serve, primarily, by looking at your brothers and sisters and going low in acts of love, even when it's an inconvenience to yourself, even when it flip-flops the world's social order and expectations. Making disciples of Jesus means making servants who love one another.

Disciple Means Witness

- John gives us another helpful picture of what it means to be a disciple of Jesus. This time it comes in the commission of Jesus, when he says of his disciples, to his disciples, "As the Father has sent me, even so I am sending you" (John 20:21; see also John 17:18). This means that Jesus's disciples are on a mission. It means, in the broadest sense, that they are missionaries, that they are envisioned and empowered to step into this world (not of it, but sent into it) as his witnesses (Acts 1:8).
- Jesus was sent for a purpose — to reveal God and redeem sinners (John 1:14, 12) — and he set his face like flint to see it accomplished (Luke 9:51; Isaiah 50:7). We too, as his disciples, filled by his Spirit, are sent for a purpose — to tell his good news (Romans 10:14–17).

- To be a disciple of Jesus means to point people to him. It means to tell the old, old story of Jesus and his love so that others would know him and worship him. It means, in other words, that we gladly seek more worshippers-servants-missionaries. Which is to say, a disciple of Jesus makes disciples of Jesus, as Jesus tells us to (Matthew 28:18–20).

Topic Four: The Leader as a Multiplier – Session 2

Introduction:

- The leader as a multiplier is an individual that has a long term perspective to growth and leadership development
- It is good to note that multiplication is not additive but exponential and would require both a system and structure in discovering to deploying potential leaders
- We will be considering four multipliers:
 - I. **Identification (God)**—identify potential leaders and help potential leaders identify their God-given gifts, calling, and opportunities to lead
 - II. **Instruction (formal training)**—transfer essential information to the potential leader and give him or her the tools to think like a leader
 - III. **Impartation (relationships)**—shape and strengthen the character of the leader and mentor and encourage him or her in the early stages of leadership
 - IV. **Internship (empowering culture)**—give the young leader opportunities to watch, learn, and lead along with more experienced leaders!

Identification

- This phase begins with identifying people with FAITH (“Faithful, Available, Involved, Teachable, and Hungry”)
 1. Faithful. Our starting point for a potential leader is a person who is faithful. (Luke 16 :10-12–AMPC)

¹⁰ He who is faithful in a very little [thing] is faithful also in much, and he who is dishonest and unjust in a very little [thing] is dishonest and unjust also in much.

¹¹ Therefore if you have not been faithful in the [case of] unrighteous mammon (deceitful riches, money, possessions), who will entrust to you the true riches?

¹² And if you have not proved faithful in that which belongs to another [whether God or man], who will give you that which is your own [that is, the true riches]?

1 Cor 4:2 (AMPC)

² Moreover, it is [essentially] required of stewards that a man should be found faithful [proving himself worthy of trust].

“In this passage, Jesus mentioned three areas of faithfulness that can cause promotion or stagnation for potential leaders. First, Jesus expects potential leaders to be faithful in “very little” things. Everyone gets serious when a big task is given, but Jesus expects our best even in the “very little” things. Second, Jesus wants His potential leaders to be faithful in “unrighteous wealth” before they can expect “true riches” to be entrusted to them. How potential leaders handle money says a lot about whether or not they are ready for the next level of leadership. And finally, Jesus expects potential leaders to be faithful with “that which is another’s” before He is willing to give them something of their own. When we find someone who is faithful with little things, money, and things that are not their own, we’ve identified a potential leader.”

2. Available: Some people are extremely faithful, but never rise to the next level of leadership because they’re also extremely busy. Many are way too busy to be available for God. Modern, driven Christians seem to think that busyness is the tenth fruit of the Spirit. It doesn’t matter how much potential a person has, if that person is too busy to be used by God, then we cannot help him maximize his leadership potential. If you want to find potential leaders, look for people who are willing to make themselves available to God, to His church, and to you. Look for people with a “Here I am! Send me!” mentality (Isaiah 6:8).
3. Involved: Look for people who are already involved with doing the work of ministry
4. Teachable: We mean people who are humble and willing to learn, grow, and receive correction. People who aren’t willing to learn, grow, and receive correction apparently already know more than their leaders, and therefore, have already maximized their leadership potential. (2 Tim3:16; Proverb 12: 1 –NIV)
5. Hungry: What we mean by hungry people, we mean people who want to grow. Being teachable and being hungry are closely related because they’re both rooted in humility. Humble people are teachable and willing to embrace correction. Humble people are hungry to grow and learn. When we find someone who’s hungry for more knowledge, training, and responsibility, we know we’ve found a potential leader. But the main hunger we are looking for is a hunger for God’s Word. Job said: “I have treasured the words of his mouth more than my portion of food” (Job 23:12). Notice how Jeremiah described his hunger for God’s Word: “Your words were found, and I ate them, and your words became to me a joy and the delight of my heart, for I am called by your name, O Lord, God of hosts” (Jeremiah 15:16). When you identify someone with an insatiable hunger for God’s Word, you’ve identified a potential leader.”

After you have found “FAITH” people then we proceed to following stages

“Leaders aren’t born, they are made. And they are made just like anything else,
through hard work.”

—Vince Lombardi

- **Identifying Potential:** Identifying potential may seem like an obvious principle in leadership development, but it’s easy to overlook because potential is rather elusive and invisible. Undeveloped and underdeveloped potential is almost impossible for the untrained eye to detect. But for those who are intentionally, prayerfully, and desperately searching for future leaders, God will give small hints of the potential that’s buried under multiple layers of insecurity, pride, fear, and ambition. Consider 1 Samuel 16: 7:
Whether it’s Samuel identifying David, Moses identifying Joshua (Numbers 27), Jesus identifying Peter (Matthew 16), Barnabas identifying Paul (Acts 9), or Paul identifying Timothy (Acts 16), the Bible is full of examples of established leaders identifying future leaders—sometimes with the explicit prompting of the Holy Spirit (Moses and Joshua), other times with an implicit leading (Paul and Timothy).
- **Identifying Calling:** Calling is a difficult thing to discern for anyone, but the call to vocational ministry and church leadership is particularly difficult. People often confuse the call to make disciples (which is for everyone) with the call to vocational ministry (which is for some). Calling to vocational ministry isn’t an easy thing to discern. However, we believe that God will guide gifted and humble men and women into their ministry calling. He can use whatever means He wants, but in my experience, He usually uses established leaders to help emerging leaders identify and understand their calling.”
- **Identifying Spiritual Gifts:** God not only calls leaders, He also graciously provides the spiritual gifts necessary for success. Established leaders must help potential leaders identify their spiritual gifts. Why? Because even though gifts and talents are God-given, they’re often undiscovered and undeveloped. Furthermore, many of us are so insecure in who God has made us to be, we need someone else to help us recognize the gifts and talents that He has put inside of us.
- **Identifying Opportunities and Open Doors:** After identifying divine calling and spiritual gifts in a person, the next step is to help potential leaders discern open doors and leadership opportunities.
‘Behold, I have set before you an open door, which no one is able to shut’” (Revelation 3:8). This verse teaches us that God creates doors. He opens doors. He puts doors before us. And He makes sure no one can shut His doors. But it’s our responsibility to find the open doors and walk through them. Paul’s comment to the Corinthians about his open door reveals one reason some open doors are ignored: “. . . a wide door for effective work

has opened to me, and there are many adversaries” (1 Corinthians 16:9). Established leaders need to help new leaders identify their open doors. They also need to teach future leaders that life won’t necessarily be easy just because God opens a door for them. The more open doors we have, the more adversaries we will have.

Topic Five: The Leader as a Multiplier – Session 3

Introduction:

Proverbs 9: 9 (AMPC)

⁹ Give instruction to a wise man and he will be yet wiser; teach a righteous man (one upright and in right standing with God) and he will increase in learning.

- The next session will be focusing on the 2nd and 3rd Multiplier
- Instruction and Impartation

Multiplier 2: Instruction

- Instruction= Equipping and Training
- Jesus identified His twelve, then He gave them instructions. Likewise, once we identify our potential leaders, we need to provide the instruction they will need to become the leaders God has called them to be. Instruction is not something that we start and finish, and then we proceed to the next principle. For the serious leader, instruction is a lifelong endeavor. A leader might finish an academic degree, but learning is never finished.”

Essentials for Equipping

“The function of leadership isn’t to gather more followers. It’s to produce more leaders.”-Maxwell, John C.

- **Be an example others want to follow:** 1 Tim 4: 12 (AMPC)- ¹² Let no one despise *or* think less of you because of your youth, **but be an example (pattern) for the believers** in speech, in conduct, in love, in faith, and in purity.
For us to be examples we need to LEAD:
Learning: “What am I learning?”
Experiencing: “What am I experiencing?”
Applying: “What am I applying?”
Developing: “Who am I developing?”
Developing yourself comes first because you cannot give what you do not have. Telling others to do what you haven’t done yourself isn’t equipping. It’s bossing. When you learn, experience, apply, and then develop others, that’s not bossing; it’s leading.

- **Gather Your Potential Leaders Around You:** No matter how busy you are or how demanding your leadership situation, you will only be able to equip potential leaders effectively if you take the time to gather them close to you and invest time in them. There is no substitute for intentional proximity. You need to ask yourself some questions. Are you willing to pour your life into others? It will require time, commitment, and sacrifice. Often, it's quicker and easier to do a job yourself than to train someone else to do it. But that's short-term thinking. The time you invest now will compound when well-equipped leaders are working for and with you in the organization.
- **Ask the Right Questions:** Speaking of questions, effective equipping begins with asking the potential leader you intend to equip the right questions. How else will you know what direction your equipping efforts need to take with people? If you don't ask questions, you may find yourself teaching the wrong people the wrong things at the wrong time for the wrong reason. What kinds of challenging questions are you asking your potential leaders? Are you challenging them to think and solve problems? Their answers reveal a lot about them. Usually the people who can think, problem-solve, and communicate under pressure have good leadership potential—not all, but most.
- **Encourage Potential Leaders to Learn by Doing:** Getting people to engage with the process is essential- just like a famous saying : *“Watch one, do one, teach one.”* In other words-the moment people get involved, their abilities rise quickly. Robert Eichinger, along with Michael Lombardo and Morgan McCall, developed what they called the 70/20/10 learning and development model , which means: 70 percent of the time, learning and development occur in the context of real-life and on-the-job experiences, tasks, and problem-solving; 20 percent of the time, they come from informal or formal feedback, mentoring, or coaching from other people; and 10 percent of the time, they result from formal training.
6 If you want to develop people, stay close to them and coach them while allowing them to gain hands-on experience doing things that will expand them and prompt them to grow.
- **Set Equipping Goals With Them:** At some point in the equipping process, you need to set goals for potential leaders. You can do it as you invite them into the development process, or you can start them in the development process to get a better understanding of them and pause to set objectives. But you need to do it, because those goals become a road map for them to follow. As you do, use the following guidelines to help you.
Step One: Make Sure the Goals Are Tailored to Each Person
Step Two: Make Sure the Goals Are Attainable
Step Three: Make Sure the Goals Require Them to Stretch
Step Four: Make Sure the Goals Are Measurable
Step Five: Make Sure the Goals Are Clear and in Writing
- **Remove Barriers to Growth:** The final piece of the equipping puzzle is

making ways for people to grow and move forward. Sometimes that means giving them tools or providing the resources they need. Other times it means introducing them to people who can help them—inside and outside the organization. And it always means creating an environment that allows people to flourish.

Multiplier 3: Impartation

- Romans 1: 11-12- (AMPC)- ¹¹ For I am yearning to see you, that I may impart *and* share with you some spiritual gift to strengthen *and* establish you; ¹² That is, that we may be mutually strengthened *and* encouraged *and* comforted by each other's faith, both yours and mine.
- The Greek word for "impartation" is "*metadidomi*" meaning:
 "to give over, i.e. share: give, impart" (Strong's);
 "to give a share of" (Young's);
 "to share in association with anyone, i.e. to impart, communicate" (Bullinger's);
- *to communicate (information, etc.); relate.*
- *to give or bestow (something)" (Collins).*
- Other words we can use to help bring a clearer meaning are: "transmit, pass on, confer, transfer."
- Impartation can also mean to EMPOWER

IMPARTATION IN THE BIBLE

Depending on your preferred translation, the actual words "impartation" or "impart" only appear about a dozen times in the Bible, but stories and examples of impartation appear in both the Old Testament and the New Testament. Here are three well-known examples of impartation in the Bible.

- Moses and the Seventy Elders. The word "impartation" isn't mentioned in this story, but it is nevertheless a good example of impartation in a next-generation leadership context.
 Numbers 11:16-17; 24-25 (NASB):
¹⁶ And the Lord said to Moses, Gather for Me seventy men of the elders of Israel whom you know to be the elders of the people and officers over them; and bring them to the Tent of Meeting and let them stand there with you.
¹⁷ And I will come down and talk with you there; and ***I will take of the Spirit which is upon you and will put It upon them;*** and they shall bear the burden of the people with you, so that you may not have to bear it yourself alone.
²⁴ So Moses went out and told the people the words of the Lord, and he gathered seventy men of the elders of the people and set them round about the Tent.
²⁵ And the Lord came down in the cloud and spoke to him, and ***took of the Spirit that was upon him and put It upon the seventy elders; and when***

the Spirit rested upon them, they prophesied [sounding forth the praises of God and declaring His will]. Then they did so no more.

- Impartation is when God takes some of the Spirit that is on one leader and puts it on another. Notice the immediate result of impartation: they prophesied. Also, notice that they didn't continue in this prophetic anointing. In other words, impartation without ongoing discipleship results in a temporary prophetic anointing.
- **Paul and Timothy:** Paul instructed his young protégé, Timothy, "Do not neglect the gift you have, which was given you by prophecy when the council of elders laid their hands on you" (1 Timothy 4:14). Timothy had a gift that was imparted to him by God, through the prophetic ministry of the elders when they laid hands on him, probably during his ordination ceremony. In his second letter to Timothy, Paul reminded him to "fan into flame the gift of God, which is in you through the laying on of my hands . . ." (2 Timothy 1:6). Again, we see that Timothy had a spiritual gift inside of him. Spiritual gifts are ultimately from God, but they're sometimes imparted to leaders through the laying on of hands."
- **Paul and the Church in Rome:** Paul had never visited the church in Rome when he wrote, "For I long to see you, that I may impart to you some spiritual gift to strengthen you . . ." (Romans "1:11). Though he hadn't personally met them, Paul instructed them from a distance via the sixteen chapters of the book of Romans. Instruction doesn't require a personal relationship or close proximity to be effective. It can happen through a letter. Impartation requires both a relationship and face-to-face time together. Paul needed to meet them, see them, and talk to them in order for impartation to have its full impact. What did Paul expect impartation to do for the Romans? First, he said he would impart "some spiritual gift" to them. Then Paul said that impartation would make them strong.
- **In summary, impartation requires close proximity because it transfers spiritual gifts and it makes us strong. It's common to meet leaders who have had plenty of excellent instruction but are still spiritually and emotionally weak. Weak leaders need biblical instruction and impartation. Instruction was never designed to be a stand-alone leadership-development strategy. Instruction and impartation work together to produce leaders who have sharp minds and strong hearts.**

Impartation= Empowering

- Where does the ability to empower others come from? It is based primarily on earning respect, building relationships, and providing an environment of empowerment. Respect is the fruit of being competent and having good character. Relationships are formed based on care and trust. Then if you provide an environment where empowerment is encouraged and facilitated, leaders will rise up to their potential.
- Jesus Modeled these three cardinal points : RESPECT *
RELATIONSHIPS*ENVIRONMENT

- I. **Respect:** Earn the Power of Credibility by Achieving Success: What is empowerment? It's giving power or authority to another person. When you empower your leaders, you increase their power to plan, think, grow, problem-solve, and act. You give them the power to be more successful. There's an implication to this concept if you really think about it. You cannot give away something you don't possess yourself. You must have power to give power away. That power comes from credibility. Only after you have achieved success and earned influence do you have credibility. Posner and Kouzes define Credibility as *"...the foundation on which leaders and constituents will build grand dreams of the future. Without credibility, dreams will die and relationships will rot."*
- The process of building and sustaining credibility requires you to take the following steps:
- a) **Discover your self:** To be credible as a leader you must first clarify your own values, the principles that guide your decisions and actions and the standards by which you choose to live your life. Values guide how you feel, what you say, what you think, how you make choices, and how you act. Once clear about your own values, you can translate them into a set of guiding principles, a credo that you can communicate to the people you aspire to lead.
 - b) **Appreciate constituents:** Understanding your own leadership philosophy and capacity is only the beginning. Leaders can't assume, just because they have a clearly articulated set of personal values, that those values are necessarily aligned with the values of their constituents. Leadership is a dialogue, not a monologue. It is a relationship, and strong relationships are built on mutual understanding. To be a leader, you must develop a deep understanding of the collective values and desires of your constituents. Constituents come to believe in their leaders—to see them as worthy of their trust—when they believe that the leaders have the constituents' best interests at heart.
 - c) **Affirm shared values:** Credible leaders honor the diversity of their many constituencies. They also find a common ground of agreement on which everyone can stand. They bring people together and unite them into a common cause. They know that shared values make a difference and give everyone a common language for collaboration. Leaders show others how everyone's individual values and interests can be served by coming to consensus on a set of common values.
 - d) **Develop capacity:** People cannot contribute to the aims and aspirations

of an organization if they do not know what to do, and they cannot contribute if they do not know how to do it. Strategic initiatives to build a “transformational church” or deliver “community –impact” can actually make people feel weak and incompetent if they do not have the skills and abilities to perform. Therefore, it is essential for leaders to continuously develop the capacity of their constituents to keep their commitments.

- e) **Serve a purpose:** Leadership is a service. Leaders exist to serve a purpose for the people who have made it possible for them to lead—their constituents. They are servant leaders. Not self-serving leaders but other-serving leaders. The relationship of leader and constituent has been turned upside down. Credible leaders know that it is through their visible actions that their true commitment is demonstrated. When leaders affirm the shared values of an organization they are also vowing that the promises will be kept consistently.
- f) **Sustain hope:** Credible leaders keep hope alive. Remember that people want leaders who are inspiring, uplifting, and energetic. An upbeat attitude is always essential, and it’s even more important in troubling times. During times of uncertainty people need more energy and enthusiasm, more inspiration and optimism from their leaders than in times of stability and growth. Optimists are proactive and behave in ways that promote health and combat illness. People with high hope have higher aspirations and higher levels of performance. Leaders foster the optimistic attitudes that lead to more challenging goals and achievements.

II. **Relationships: Be Secure Enough to Give Your Power Away:** If you want to maintain a long-term professional relationship with people and be able to empower them, you must be respected and liked. If the people who work with you respect you but don’t like you, they will stay with you only until they find a leader they respect and like. On the other hand, if they like you but don’t respect you, they will be your friends, but they won’t follow you. Developing both gives you the authority to empower. To do that, you need to be secure enough to give others power.

III. **Environment: Create a Place Where Empowered Leaders Can Rise Up:** If you have achieved the power, authority, and credibility that come from success, and you are secure enough to give that power away, you have put yourself in a great position to empower and release leaders. Understand, however, that does not guarantee they will rise up to your expectations and pursue their leadership potential. So, what else can you do? Create an environment that empowers leaders. As a leader, you can help people rise up, grow, and reach for their potential. If you function in an organization that values and promotes empowerment, you may find creating this kind of environment relatively easy, because it’s already part of the culture.

Seven characteristics of an empowering environment

- i. Empowering Environments Embrace People’s Potential

- ii. Empowering Environments Give People Freedom
- iii. Empowering Environments Encourage Collaboration
- iv. Empowering Environments Welcome Accountability
- v. Empowering Environments Give People Ownership
- vi. Empowering Environments Value People Serving One Another
(“As Britain’s former Prime Minister Winston Churchill said, *“It’s not enough that we do our best; sometimes we have to do what’s required.”* When rewards are given to productive people, they feel empowered.)

Topic Six: The Leader as a Multiplier – Session 4

Introduction

- We would be continuing our conversion on the last two Multipliers
- Internship and Integration

Multiplier Four: Internship

- The word internship can mean a lot of things it could mean Apprenticeship or mentorship . During the course of this presentation we shall be using them interchangeably to drive home the point
- **John 3:22---(NIV)- ²² After this, Jesus and his disciples went out into the Judean countryside, *where he spent some time with them*, and baptized.**
- Internship is about engagement and as noted with the scripture above , Jesus spent time . Note: Engagement means proximity
- The word “Spent time” or in the KJV used “Tarried”- which is the Greek word “*Diatribo*”: Dia means “against,” and tribo means “to rub.” So diatribo literally means “to rub against” or “to rub off.” It literally means “to spend time together rubbing off on each other.”
- What Jesus did was not just about hours and minutes. It was diatribo: some of him was rubbing off on them. One of the main ways Jesus transformed his followers into people who would impact the world was through apprenticeship, by simply spending time with them. It was through diatribo, the Bible says, that Jesus’ followers “turned the world upside down” (Acts 17:6 ESV).
Acts 17:6(ESV) And when they could not find them, they dragged Jason and some of the brothers before the city authorities, shouting, “These men who have turned the world upside down have come here also,
- To truly have exponential impact, all of us need to be mentoring, developing, and multiplying leaders. Let’s take some lessons on how Jesus –“Diatribo” from Mark 3

Mark 3: 13-15(AMPC)

¹³ And He went up on the hillside and called to Him [for Himself] those whom He wanted *and* chose, and they came to Him.

¹⁴ And He appointed twelve to continue to be with Him, and that He might send them out to preach [as apostles or special messengers]

¹⁵ And to have authority *and* power to *heal the sick and* to drive out demons:

- a) Disciple multipliers start with the few, not the many (Mark 3:13–14). In the verses that immediately precede this section of Scripture, we see that the crowds swelled to large numbers. They all wanted a piece of Jesus. They wanted to hear him talk; they wanted to get close to him. *Mark 3:13 And He went up on the hillside and called to Him [for Himself] those whom He wanted and chose, and they came to Him.*

Application: Select a few people, maybe just two or three, or maybe as many as twelve, whom you will focus on. Invest in them and do everything you can to be their mentor.

- b) **Disciple multipliers prioritize relationships, not curriculum** (Mark 3:14). A phrase in verse 14 reveals the first reason why Jesus selected the Twelve; it was so that -¹⁴ And He appointed twelve to continue to be with Him, and that He might send them out to preach [as apostles or special messengers]-It is clear that Jesus was prioritizing the relationship with the Twelve. This was truly an apprenticeship that prioritized spending time together, in which the Twelve could observe, learn, and do what Jesus was doing. Apprenticeship is true to the intent and expression of how Jesus did discipleship. Much of our discipleship efforts today focus on content and curriculum, but our hero maker, Jesus, prioritized the relationship.”

Application: Now that you have selected a few people to whom you will be a hero maker, determine your relational rhythms. How often will you meet, and what will the format be? Will you meet weekly or monthly? Will you meet face-to-face or through cell phones or the internet? To “be with” someone, you need to schedule your relational rhythms.”

- c) **Disciple multipliers focus on sending capacity over seating capacity (Mark 3:14–15).** The goal of this apprenticeship with Jesus was not for the Twelve to go through a set of curriculum, and then double that number to twenty-four who would go through the class, and then eventually have forty-eight, and then ninety-six, and keep growing the crowd who sat at Jesus’ feet. No!The goal of the apprenticeship was that “he might send them out” and they would do with others what he had done with them. Jesus wanted his apprentices to get to the place where they could do what he was doing. Once they could “preach and . . . have authority to drive out demons,” the apprenticeship was complete.”

Application: Once you have selected your few people and established a set of relational rhythms, it’s important to be clear about your expectations. You don’t want the people you are mentoring to continue to serve as an assistant or even as a coleader. You want them to grow to

their full capacity. If you are developing them to lead a group or lead a band or start a church, vocalize that expectation. Make it very clear, and get their agreement.

- d) **Disciple multipliers hand off authority rather than hold on to it (Mark 3:15).** Not only did Jesus send out his apprentices; he also gave them authority, often substantial enough to “drive out demons.” Don’t overlook or underestimate spelling out the authority you’re giving people. With authority, they’ll feel fully empowered, commissioned to minister, and blessed to go even farther than you did.

Application: Ask those you’re mentoring to state back to you the authority you’ve given them: “Please tell me what you think I’ve authorized you to do.” You will then know how they interpreted your words of empowerment and commissioning. You’ll know whether they’re still acting as merely your assistant or ready to lead.

Multiplier Five: Integration

- Integration is the convergence of KNOWLEDGE- EXPEREINCES- COACHING
- **Knowledge** alone will not develop a leader. Knowledge alone results in consumption and produces fat Christians with heads filled with information but hearts hardened and hands never dirty in serving others. If knowledge equated development, our churches would be filled with developed leaders as knowledge is frequently dispensed in many churches every week.
- **Experiences** alone will not develop a leader. Experiences apart from knowledge and coaching can actually produce ineffective and unhealthy leaders who are shaped by poor experiences and unhealthy ministry environments. Without truth applied to hearts, experiences are not wisely evaluated and interpreted.
- **Coaching** alone will not develop a leader. Without knowledge and experiences, the coach or leader has nothing to say, nothing to apply, and no feedback to give. Coaching without knowledge and experiences isn’t really coaching”

Topic Seven: The Trans-generational – Leader – Session One

Introduction:

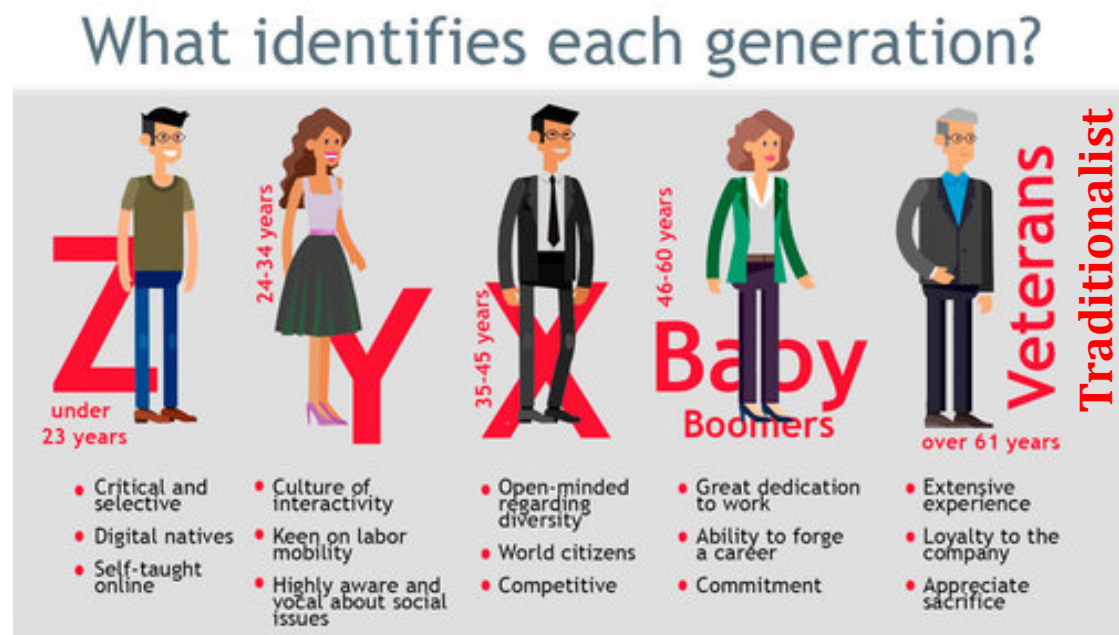
- Today's church is multi-generational and as such we need to develop leaders that are trans-generational, which means they understand and work with the different generations that constitutes today's church.
- A trans-generational leader has developed what is referred to as a Generational Intelligence (GQ)
- *Generational Intelligence (GQ) is defined "...as the capability required to leverage an age-diverse workforce (or church congregation) - one that truly appreciates the contributions of each generation while respecting the differences in behaviours that each generation and micro-generation displays."* **Poornima Luthra**, World Economic Forum, Feb, 2019
 - *Generational Intelligence is also, "...raising your awareness of cross-generational interactions. By doing so, you can develop a skill we all very much need today: the awareness and social savvy it takes to lead, influence and work with people who are not like you. And that can help you succeed."* - **Amy Lynch**, 2020
- There is a generational shift occurring and this could be a source of Generational conflict (we are witnessing a multi-generational congregation) hence the need to improve our GQ in ensuring we fulfill the mandate of this commission.
- One of the biggest reasons for generational conflict is that older and younger generation misinterprets each other's behaviour. Understanding why someone from another generation behaves the way they do is crucial to better generational harmony; this begins with identifying to which generation your member belong, and understanding their values and behaviours.
- For the sake of this session we shall define a **GENERATION** as : "...a generation as a group of people born in the same era, shaped by the same times and influenced by the same social markers – in other words, a cohort united by age and life stage, conditions and technology, events and experiences." - Mark McCrindle, 2011

The Different Generation Classes

- i. Traditionalist (Veterans)

- ii. Baby Boomers
- iii. Gen-X
- iv. Gen- Y
- v. Gen-Z
- vi. (Now we have what is referred to as the Alpha Generation)

Diagram



Describing Each Generation

1.Traditonalist

Attributes	<ul style="list-style-type: none"> Loyal, Command and Control style, Self-sacrifice
Do	<ul style="list-style-type: none"> Respect them, Be accountable, Honour chain of command, Be courteous
Don't	<ul style="list-style-type: none"> Use slang or be vulgar, Be late, Change appointments
Likes	<ul style="list-style-type: none"> Community involvement, Family togetherness, Proper dress, respect for authority
Dislikes	<ul style="list-style-type: none"> Waste, Technology

2. Baby-Boomer

Attributes	<ul style="list-style-type: none"> Optimistic, Collegial style, Workaholic, Social, Reformers, The “Me Generation”
Do	<ul style="list-style-type: none"> Value their experience, Give them credit, Give them perks, bonuses are good too!
Don't	<ul style="list-style-type: none"> Ignore their contributions, Disrespect them, Tell them-ask them!
Likes	<ul style="list-style-type: none"> Responsibility, Serious work ethic, “Can do” attitude, Competitiveness
Dislikes	<ul style="list-style-type: none"> Laziness, Improper business etiquette, Turning 50

3.GEN-X

Attributes	<ul style="list-style-type: none"> Independent, Self-command style, Suspicious of authority, Sceptical
Do	<ul style="list-style-type: none"> Give feedback when asked, Groom for management, Allow to multi-task
Don't	<ul style="list-style-type: none"> Micromanage, Talk too much, Treat them like slackers
Likes	<ul style="list-style-type: none"> Freedom, Up-to-date technology, Multi-tasking ,Work/Life balance
Dislikes	<ul style="list-style-type: none"> Too much collaboration, Political red tape, Hype

4. GEN-Y

Attributes	• Hopeful, Participative style, Determined, The Internet Generation
Do	• Provide orientation training, Give feedback, Allow to multi-task, Assign mentors, Provide career pathing
Don't	• Ignore their security, Treat them like children, Forget to explain "why"
Likes	• The latest technology, To ask questions, Social Impact Initiatives
Dislikes	• Negativity, Anything slow, Boredom

5 GEN-Z

Attributes	• Digital natives, Diversity blind , Extremely Competitive, Risk Takers
Do	• Provide an environment to thrive, Model Excellence (match words with actions), Challenge them to explore and think outside the box
Don't	• Stereotype or label them, Limit Access, Cage their Creativity, Be Passive to their Comments or Opinions
Likes	• The latest technology, Face-to-Face interaction through Social Enabling Tools, Social Inclusion & Participation
Dislikes	• Negativity & Close Mindedness, Risk Averseness

Leadership Preferences

	Baby Boomers	Gen X	Gen Y	Gen Z
By the Numbers	<p>Born between 1946 and 1964</p> <p>Still account for roughly one-third (31%) of the workforce</p> <p>By 2030, all Baby Boomers will be over the age of 65</p>	<p>Born between 1965 and 1979</p> <p>Account for 32% of the workforce</p>	<p>Account for 34% of the workforce</p> <p>By 2025, they will represent 75% of the global workforce</p>	<p>Born between 1996 and 2010</p> <p>Generation is just entering the workforce</p>

Leadership Preference	Leaders that model right behaviours and can be trusted as well as loyal to them- that has their back	Leaders who are straight-forward, genuine and “hands-off” in their leadership approach.	Leaders who are enablers and create opportunities for growth and meaningful work Also, who give developmental feedback	Leaders who are connected and who’s digital footprint is aspirational. They seek inspirational leaders

Understanding the Alpha-Generation

- “By 2020, most of the Boomers will have retired, the X-ers, in their 40s and 50s, will be the business leaders and Gen Y, in their 20s and 30s, will dominate employment, comprising 35 per cent of the workforce (they comprise just 18 per cent today).The Gen-Zs, now barely in their teens, will be beginning to enter the workforce.”- Mark McCrindle , 2011
- Generations Y and Z are often referred to as 21st-century generations. However, this upcoming generation is truly the first millennial generation because they are the first to be born into the 21st century (while some Gen-Z have been born into the 2000s, its oldest members were born at the tale end of the 20th century).

CATEGORY	BUILDERS	BABY BOOMERS	GENERATION X	GENERATION Y	GENERATION Z	GEN ALPHA
Slang terms	 We prefer proper English if you please Born: < 1946 Age: 74+	 Be cool Peace Groovy Way out Born: 1946-1964 Age: 55-73	 Dude Ace Rad As if Wicked Born: 1965-1979 Age: 40-54	 Bling Funky Doh Fashizz Whassup? Born: 1980-1994 Age: 25-39	 Fam GOAT Slay Yass queen Born: 1995-2009 Age: 10-24	 lit yeet hundo oaf m idrc Born: 2010-2024 Age: under 10
Social markers	World War II 1939-1945	Moon landing 1969	Stock market crash 1987	September 11 2001	GFC 2008	Trump / Brexit 2016
Iconic cars	 Model T Ford Final, 1927	 Ford Mustang 1964	 Holden Commodore 1978	 Toyota Prius 1997	 Tesla Model S 2012	 Autonomous vehicles 2020s
Iconic toys	 Roller skates	 Frisbee	 Rubix cube	 BMX bike	 Folding scooter	 Fidget spinner
Music devices	 Record player LP, 1948	 Audio cassette 1962	 Walkman 1979	 iPod 2001	 Spotify 2008	 Smart speakers Now
Leadership style L - Leader I - New leaders	 Controlling	 Directing	 Coordinating	 Guiding	 Empowering	 Inspiring
Ideal leader	Commander	Thinker	Doer	Supporter	Collaborator	Co-creator
Learning style	Formal	Structured	Participative	Interactive	Multi-modal	Virtual
Influence/advice	Officials	Experts	Practitioners	Peers	Forums	Chatbots
Marketing	Print (traditional)	Broadcast (mass)	Direct (targeted)	Online (linked)	Digital (social)	In situ (real-time)
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Characteristics of Gen-Alpha you need to consider

1. There will be the most educated Generation in history	<ul style="list-style-type: none"> Disrupt current curricula Access to information Deep personalization – They will learn at their own pace with personalised learning experiences targeted to keep up with them. Along with the classrooms, online learning modules and tutorials will facilitate their approach to education
2. They are tech-savvy	<ul style="list-style-type: none"> Digital natives Access to latest technology
3. AI (Artificial Intelligence) is their reality	<ul style="list-style-type: none"> The likes of SIRI, Alexa, and Google's Assistant will have a great impact on their interaction
4. Social media will be their dominant mode of interaction	<ul style="list-style-type: none"> But this will make them susceptible to cyber bullying

	<p>and other privacy issues</p> <ul style="list-style-type: none"> Interaction will be through the “glass”- they will have to learn person-to-person engagement
5. They don’t play by the rules	<ul style="list-style-type: none"> They are Disruptors New ways of engagement
6. They are constantly changing	<ul style="list-style-type: none"> They tend to be more individualistic and, hence, do not fall into dominant categories of people. So by the time you come up with a way to predict them, they are already exhibiting new behaviors.
7. They live at the moment	<ul style="list-style-type: none"> So the trend of living in the moment for the moment is popular with Gen Z and also the Gen Alpha. There are ideas like YOLO (you live only once), FOMO (fear of missing out), and even NOTOMO (no tomorrow).
8. They are trendy	<ul style="list-style-type: none"> Non- conventional Fashion most likely will represent their cultural preference and individual taste

How To Engage the different Generations

1. **Educate:** The leader must become an effective facilitator, which means you must bridge the generation gap by setting informal mentoring/ coaching opportunities with your potential leaders, as well as have reverse mentoring sessions with other generations to learn how to effectively lead them.
2. **Empathize:** The leader must mind the gap and possess an acute sensitivity to context (behaviours that are associated with that generation) and avoid labels- stop saying words like “you young people”, while shifting the focus away from the obvious gaps towards the goal of the church
3. **Engage:** Modeling right behaviours cannot be overemphasized, which really is about the tone at the top- leaders must be seen as being authentic and genuine in trying to connect.
4. **Encourage:** Teach potential leaders how to be situational and develop generational intelligence to avoid generational conflict within your team or department in church

5. **Enable:** Be an excellent communicator. Teach leaders how to listen more and ask questions – seeking first to understand than being understood-enables synergy and creativity.

Tips to being an effective listener

- Set aside your own agenda
- Be available and receptive emotionally as well as through body language
- Try to appreciate the other person's point of view
- Listen without being in a hurry to take over
- Try to imagine yourself in the other's place; feel what the speaker feels
- Help draw out thought and feeling by asking questions
- Have the speaker elaborate for further understanding
- Say, "let me make sure I understand." and then restate the issue
- Be sensitive to the speaker's feelings

Topic Eight: The Trans-generational – Leader – Session Two

Trans-generational Leader

- "We are working for the long haul. We aim not for the apparent triumph of the moment, but for the ultimate success of our cause. The question is not what influence we have now, but what power we will exercise in half century; not how few we have now, but how many of the young generation will take a stand for our cause."- Abraham Kuyper, 1894

The Trans-Generational Leader:

1. Is **Influential** in a niche area, which is cultivated through practice and visibility
2. Has evidential **Integrity** which is known, guarded and built over a life of service

3. Is **Infinite-Minded**, which means they are long-term focused
4. Is **Interested** in what happens in their community and the people around them and **Invest** in making a difference
5. Is **Internally Directed**, which means they are value driven and principle centered
6. **Intentional** about their life's journey and the communication of their Christian worldview /Faith
7. **Impacts** the narrative in their environment by being a voice

The Trans-Generational Leader is:

- Transactional
- Transformational

Transactional

- They are leaders who co-create and collaborate
- They are leaders who can sell an idea, essential create change that people can believe in
- They lead tribes (Homogenous groups of individuals) in leading movements – *"A movement is thrilling. It's the work of any people, all connected, all seeking something better. The new highly leveraged tools of the Net make it easier than ever to create a movement, to make things happen, to get things done. All that's missing is Leadership"- Seth Godin*
- They think grass-root which means they connect with people at a deep and personalize way

Transformational

- *"The transformational leader understands the systemic structure of their context, thereby addressing inherent needs in an intentional and deliberate way. They embody their values and proffer long-term solutions with measurable short-term gains."- David Dembu, 2018*
- The leader creates value- utilizing capital – they see what they have as what it could be rather than what it is presently
- The leader understand how things work (systems and structures)
- The leader connects the dots by making association
- The leader inspires their tribe and get people to talk and live out their beliefs
- The leader challenges the status-quo by asking the hard questions
- The leader curates possibilities by turning patterns to pathways
- The leader is a role model

The Trans-Generational Leader:

- Sees the Future
- Acts-out the Future

- Connects others to the Future
- Builds (together) the Future Today
- Inspires (Next Gen Leaders) to look towards the Future

The Trans-Generational Leader Builds a Leadership Pipeline

- A leadership pipeline provides both a vision for development and a process for the journey
- A typical leadership pipeline in the church should look like this :
 1. Lead Yourself (be in a group)
 2. Lead Others (lead a group or team)
 3. Lead Leaders (shepherd or coach a group of leaders)
 4. Lead Ministries (direct a ministry area)
 5. Lead Church (Church planter)

There are benefits to developing a leadership Pipeline

- **Development Clarity:** A pipeline provides clarity of how an organization builds its own leaders, instead of just attempting to buy them. For a ministry, a leadership pipeline is a visible picture of how leaders can be developed and what their next step in the pipeline is. The pipeline helps provide actionable understanding to the team. If you do not have a leadership pipeline, most likely people in the church are unclear about what their next step in development is.
- **Succession Planning:** “Succession planning is perpetuating the enterprise by filling the pipeline with high-performing people to ensure that every leadership level has an abundance of these performers to draw from, both now and in the future.”- Ram Charan.

A pipeline helps with succession in all roles, as leaders are being developed at all levels. When a role is open, whether staff or volunteer, a leadership pipeline helps ensure there are others ready to move into that role. Instead of reactively scrambling to “fill a spot,” a leadership pipeline helps leaders think proactively about the future”

- **Effective Coaching:** A pipeline helps the coaching conversations focus on development for the future and not only the role someone is currently serving in. As levels of leadership are identified, so are the character and skill-based competencies associated with those roles. Thus coaching can be directed around the necessary competencies for future roles.
- **Ministry expansion:** As more leaders are developed, the influence of the ministry is exponentially expanded. Ministry is greatly multiplied when leaders are developed and deployed. As the scope of leadership broadens, so does the scope of ministry. The book of Acts recounts the glorious story of God birthing and multiplying His Church. At first the growth of the Church was by addition:

Acts 2: 47(AMPC)- 47 Constantly praising God and being in favor and

goodwill with all the people; and the Lord kept adding [to their number] daily those who were being saved [from spiritual death].

But as the Church continued her faithful witness, the growth moved from addition to multiplication:

Acts 6:1 (NLT)- 6 But as the believers rapidly multiplied, there were rumblings of discontent. The Greek-speaking believers complained about the Hebrew-speaking believers, saying that their widows were being discriminated against in the daily distribution of food.

At this point, the growth of the Church presented new sets of challenges. The growth of a church always does. To solve the problem of some widows being underserved while also remaining focused on preaching the Word and prayer, the apostles asked the Church to select seven men, men of character and filled with the Spirit, who would serve the body. The proposal pleased the gathering of believers, they chose seven, and notice the results:

Acts 6: 7 (AMPC) And the message of God kept on spreading, and the number of disciples multiplied greatly in Jerusalem; and [besides] a large number of the priests were obedient to the faith [in Jesus as the Messiah, through Whom is obtained eternal salvation in the kingdom of God].

The early Church moved from addition to multiplication to rapid multiplication as ministry responsibilities were expanded from the apostles to others. To multiply ministry and develop leaders—leaders who are “of good reputation, full of the Spirit “and wisdom” (Acts 6:3)—a leadership pipeline helps people in the congregation see how the leadership base of the church may be expanded. Moreover, a leadership pipeline that develops leaders for the Kingdom can reinforce the vision that believers can lead and minister for God’s glory in every context God has placed them.