



INTENTIONAL RELATIONAL LEADERSHIP

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By Pastor Bruce Zachary

Introduction

“And the things that you have heard from me among many witnesses, commit these to faithful people who will be able to teach others also” (2Tim. 2:2).

I am a pastor with over 30 years of gathered wisdom, insights, experience, and perhaps some expertise. I arrived at a season of life with some margin and wanted to try to help some less experienced leaders to develop as healthy spiritual leaders.

I identified a group of six to ten people, some from within the local church where I serve and some leaders from beyond the borders of my city, state, country, and continent. I met with them in-person or via Zoom once a month for about an hour. The meetings were primarily relational. We would chat about personal and ministry matters they were challenged with at that time, and I would offer my best counsel. Although I suspect that would all say that our meetings were helpful, they lacked an intentionality in regard to the development of these less experienced leaders.

I spoke with many of my friends who had been pastoring for decades about their approach to developing less experienced leaders in their churches. To my surprise, many were not doing anything to develop leaders, and those who were simply used the same approach I described. So, I **purposed to create an intentional relational leadership development process.**

To my pleasant surprise, my previously relational meetings easily transitioned into intentional relational leadership development meetings. These gatherings have been life-giving to me as I have watched friends develop as leaders, life-giving to them as they have experienced tangible development as leaders, and now life-giving to the emerging leaders they are developing.

You can read this resource in about one hour. If you adopt the process described, it could change your life and the life of countless others for eternity. Here’s why:

The gospel is the hope of the world, and the world needs more effective gospel-centered leaders! There are many good and noble targets for the Church to focus upon when assessing mission; however, The Great Commandments and Great Commission are presumably the bullseye. Imagine the impact and influence of Jesus’ Church when leaders are more effective at making disciples who love God supremely, love neighbors as themselves, *and* make other disciples who do likewise. The multiplying influence is not merely exponential, but creates leverage by tapping into *“expotential.”*

The Greek philosopher Archimedes is attributed with the principle, “Give me a lever long enough and a fulcrum on which to place it, and I shall move the world.” The underutilized lever, in this instance, is the influence of accumulated knowledge, wisdom, and experience of mature effective pastors and leaders; and the fulcrum is the church. The transmission of that knowledge, wisdom, and experience from seasoned leaders to less experienced kingdom leaders creates leverage to multiply disciples and leaders to move the world.

The **goal of this resource** is to describe an **intentional relational process** to effectively develop leaders who will develop other disciples to be leaders:

1. **Experienced leaders will experience greater contentment, fulfillment, and kingdom influence.**
2. **Experienced** effective pastors and leaders will help **equip, enable, encourage, and empower** less experienced kingdom leaders **within and outside** of their local church or para-church context.
3. The **less experienced** leaders will be developed and **commit to developing** other disciples and leaders.
4. **Relationships between the participants** are forged, strengthened, and continue beyond the duration of training.

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A Successful Leadership Development Experience:

1. The disciple (less experienced leader) reports being “satisfied” or “very satisfied” with the experience.
2. The disciple reports improved skill(s).
3. The disciple would strongly agree with the statement, “I developed as a leader in an intentional relational process.”
4. The disciple would strongly agree with the statement, “I feel equipped, empowered, and inspired to replicate the process with less experienced leaders.”

1. Coaching, Mentoring and Hybrid Models

The mission is transmission of the storehouse of experience, knowledge, and wisdom; but the method of imparting and illuminating can be more effective depending on the model. What is the difference, and which model is best?

What is the difference?

Coaching is frequently associated with the process of asking questions to facilitate self-discovery or self-revelation. The coach attempts to generally avoid giving the answers, and resists telling those they are coaching what to do.

Mentoring, on the other hand, is often characterized by the mentor sharing their wisdom, experience, and knowledge such that they in effect frequently tell those they are mentoring what to do.

Hybrid models tend to lean more towards either coaching or mentoring but adopt the other approach to varying degrees.

Note: The more experience leader will often be referred to as mentor in this resource. The less experienced leader will be often referred to as disciple.

What relationships are better suited for each style?

As a general principle, the more experience the person being developed has acquired, the more likely they can benefit from coaching. They've accumulated enough lessons to figure out, many of the next steps with some helpful questions to assist in self-discovery. Similarly, the less experience they have, the more likely that mentoring will be the preferred approach.

Another relevant factor, beyond experience, is the projected duration of the development relationship. The longer the relationship, and the more time devoted to the process, the more likely that a coaching model can work.

The caveat: coaching tends to be more time and labor intensive, because rather than telling someone the connection between the dots, you are helping them to discover how to connect the dots, or how the dots are connected without you telling them. Yet, because coaching involves empowering people to discover the epiphany themselves, the long-term benefits are often greater.

When might a hybrid model work best?

Most of the time, a hybrid is going to be best. Nevertheless, as you grow in your understanding of these models, their relative benefits and burdens, you can nuance the nature of the hybrid. Thus, you intentionally begin to employ a 90/10, 75/25, or 50/50 hybrid, and then can shift during the process as dynamics progress.

How can the experienced leader help someone on their journey of self-revelation?

To paraphrase James, be quick to listen, slow to speak, and slow to give answers. People who are good at quickly connecting the dots tend to want to show people the connections, but God has called them to help others learn to connect the dots themselves. Resist the temptation to cut to the chase and tell them what to do.

Ask questions. Questions are an extremely effective tool in coaching leaders to experience God-inspired self-revelation. Questions do not need to be amazing, brilliant, or perfect (although if you have those types of Qs, kudos). Thought provoking questions can be very simple and highly effective and here are five examples:

1. What do you think that you should do next?
2. What have you done in the past, and describe the results?
3. Who do you know who has common passions and complementary gifts who may be interested in collaborating?
4. What do you think might happen if you try your next step(s)?
5. Why are you planning to do this course of action?

The more information the coach has about the situation, the better the questions tend to be, and thus better outcomes. As the relationship progress between the mentor and disciple the questions are often refined.

Be careful not to let the experienced leader's paradigm limit or control the less experienced leader's approach. The more successful the experienced leader, the more likely they are to assume that their model or approach is the best or better approach. Thus, there is a bias towards the mentor's model and prejudice against alternatives that are deemed less likely to produce similar success. Keep in mind success in God's kingdom is often determined by faithfulness to one's calling (1Cor. 4:2) rather than secular metrics.

Similarly, the mentor's ecclesiological model is *not* the sum of the universe. For example, the experienced leader of an institutional church organization, may view an aspiring house church leader as settling for something less than ideal.

So, to help someone on their journey of self-revelation try to avoid frequently saying, "Well I would not do that." Instead, ask questions: Why are you planning to do that? What are some of the perceived benefits? What are some potential pitfalls?

Finally, be inspired by Jesus in the sense that He asked 307 questions, was asked 183 questions, and He directly answered less than 5.

Action Items

Note: The term "Action Items" appears throughout this resource. Feel free to adopt the phrase "Progress Plan" or any other alternate you prefer.

- 1. Contemplate efforts to develop others. Is your default method more likely towards coaching or mentoring?**
- 2. What might be some advantages of other models?**
- 3. Who do you know who may be ready for a coaching relationship?**
- 4. Who do you know who may be ready for a mentoring relationship?**
- 5. Who do you know who may be ready for a hybrid relationship?**

2. Determining Margin and Rhythms

Determine your margin:

Prior to engaging disciples, you need to determine your margin. How much time is available on a weekly or monthly basis to devote to helping to develop others? Keep in mind that the goal is not simply starting well, but finishing well. Your availability will need to be maintained for at least six months, and likely a year or longer.

In effect, your engaging in time leadership rather than time management. Time management often relates to concepts such as starting and ending appointments on time. Time leadership is related, but distinct, in that you are carving out an amount of time in your calendar that is designated for developing less experienced leaders. You will lead the use of that time to protect it from encroachment from all but true emergencies.

You will likely need to be flexible regarding the allocation of your margin. For example, it may seem like a good idea to designate two to four p.m. on the second and fourth Thursdays as your available time, however you will soon discover that those you are seeking to help develop may not be available during those times. You could be like the dentist managing a calendar who tells her patients, "If it hurts bad enough, you'll figure out a way to get here during those hours." Nevertheless, if the aim is to serve developing leaders, it is wise for mentors to recognize they often have greater liberties and flexibility (control over their schedules) than those they are trying to help. Yet, the experienced leader's time, schedule, family, and Sabbath are also to be honored.

Avoid trying to do too much too soon. Many very experienced leaders have arrived at a season of life and ministry where their roles and responsibilities have transitioned so that they have more margin than they did at an earlier season. There will be a temptation to assume that all of that margin will be available to help develop leaders. You are likely to discover that the process takes more time than expected. For example, you might assume one hour a month for training meetings. Then you discover that it makes more sense to meet twice a month, or for 1.5 hours, because of the needs of the person you are developing. In addition, you are going to need some time before meetings to prepare and after meetings to review. Finally, you need to realize that meeting time will focus on cultivating relationship and task proficiency. Thus progress, and arriving at the desired destination, will take longer than expected.

So, it is better to start with a smaller load, make progress, and then determine the scope of available margin.

Determine rhythms:

The mentor needs to determine the frequency, duration, and nature of meetings (rhythms) with those they are seeking to help develop.

In regard to **frequency**, there is no prescribed formula. Some will find that an hour every two weeks (i.e., twice a month), is just right. Other situations will be ripe for a 1.5-hour meeting once a month. And some may find the ideal is once a week for an hour. Some of the considerations include the amount of assigned work (Action Items) that are given at the conclusion of a meeting, and the reasonable amount of time for someone to complete the project(s). Also, consider the exigency of the needs of the person you are developing. Certainly, if the person you are training is in a crisis, you may need to meet more often than when there is no emergency dynamic.

So, be flexible regarding frequency and try to discern the rhythm that is likely to work best for the person that you are seeking to develop. For example, imagine most of your meetings are an hour, and you generally spend fifteen minutes chatting about personal life, but one of your disciples needs thirty minutes to process his personal stuff. You might simply shift the rhythm to 75 minutes to help.

In regard to **duration**, it is uncommon to accomplish meaningful progress and reach a significant goal in less than six months. As noted, arriving at the desired destination will generally take longer than expected. Part of that dynamic is created by the mentor projecting their own level of proficiency upon the disciple. Although *you* may be able to reach the desired destination in three to four months, does not mean the less experienced leader can.

As a rule-of-thumb, it may be helpful to contemplate a year-long commitment. Yet, at the end of six months, each participant evaluates the process and whether they would like to continue. This is a good time to consider: what is working, what needs to stop, and what might need to start? Each participant can contemplate whether they would like to continue the process, and for how long.

The **nature** of the meetings can relate to in-person, online or a hybrid. In-person, when feasible is generally more conducive to fostering relationship. So, if reasonable try to include in-person whenever you can. Generally, when you are developing leaders in the context of your local church or para-church organization, the meetings will tend to be in-person; but when you go beyond the local, it will be more challenging.

The nature can also relate to formal or informal. Some meetings may occur in the context of a walk together or a bike ride. There are meaningful conversations and progress, but note-taking is not part of those meetings. Other meetings will have formal structure that includes an agenda, a plan to navigate the agenda in the allotted time and Action Items assigned at the conclusion of meetings. Meetings over a meal can be more or

less formal depending on the need. The nature of meetings is intended to ensure that the person you are developing is making progress, but in a way that works best for them.

So, in determining margin and rhythms, it is probably wise to limit the number of people you are helping to no more than six during your first year. At the six-month mark, you should evaluate how things are going. At the end of the first year, you can determine adjustments.

Action Items

- 1. Contemplate your present calendar. How much margin would you estimate is available on a weekly or monthly basis?**
- 2. Contemplate your calendar and consider how flexible your schedule is. How much control do you have over the margin?**
- 3. Consider the frequency of meetings with various people you might be able to help. Next to their name(s), indicate what you think might be an ideal frequency for them and for you.**
- 4. Imagine meeting with those people, at your proposed frequency, for the course of a full year in an intentional leadership development process. How does it make you feel? Is it energizing, overwhelming, neutral, etc.**
- 5. How have you approached leadership development meetings in the past? What worked well? What would you want to stop doing? What would you like to start doing or do differently?**

3. Determining Whom to Help Develop

Getting started within:

A natural place to begin to cultivate leadership development relationships with less experienced kingdom leaders is within the context of your present church or para-church environment. With whom can you invest some of your time to help them grow; and help you to be more effective at making disciples who are making disciples and cultivating leaders? This a great learning opportunity for you and your team too.

Identify some people that you believe are most likely to benefit from meeting with you and engaging in an intentional leadership development process. Consider some of the qualities and characteristics of the people you listed that caused you to identify them. Consider some of the people who did not make your list. What are some of their qualities and characteristics that cause you to *not* include them?

We are often drawn to work with people who are like us in their approach, values, communication, and methods. It is often easier because the mentor does not have to adapt to the disciple, or adopt the disciple's way of thinking. Nevertheless, in order to learn to help a broader range of leaders, you should consider developing some differing types of people.

Starting within your organization is a natural place to create kingdom leverage, discover some strengths and weaknesses, discern your general methodology, cultivate your chops, and begin to see the fruit of leadership development.

Getting moving beyond:

Once you have refined, not perfected, your approach within your organization, it is time to stretch your wings and move beyond. Who are the people, outside of your organization, that you are likely to be most effective at helping?

Consider existing pastors and leaders who feel stuck. You know some pastor friends in your community, association, network, denomination, tribe, or contacts who are struggling to move forward. They are likely to welcome some help (especially if it is approached as a peer-to-peer relationship).

Consider newer pastors and leaders who are needing direction, guidance, and foresight. Offer to help a newer pastor in your community, or in your sphere of influence. Newer, less experienced pastors and leaders are likely to welcome a helpful more experienced leader who can be a sounding board, offer direction, guidance, and a glimpse of what's around the corner.

Consider those wanting to develop other leaders. Who do you know that wants to develop disciples and leaders, but likely needs some help identifying a methodology? Offer to support them like a trellis so they can cultivate a culture of disciple-making and leadership development in their context.

Consider church planters. Generally, church planters have been encouraged and empowered, but more often than not, poorly equipped for the dynamics of leading an organization (church). Many would welcome an experienced leader's help in shaping a healthy disciple-making culture, and relational support, as they navigate new challenges.

Consider developing Bible teachers. Bible teaching is an incredibly important aspect of the Church's mission. If you have a gift for proclaiming biblical truth, and/or expository teaching, there are countless pastors and leaders who could benefit from your help.

Consider those who are struggling to discern, communicate, or implement vision. For some leaders discerning a more attractive God-inspired future (vision) comes naturally, albeit supernaturally. Those who can discern, communicate, and implement the vision God has given are undoubtedly a minority; and the majority would welcome help in knowing "how to."

Getting focused:

Determine your ideal niche. As you glean experience helping to develop others, you are likely to discover a target group that you are especially effective in helping to develop. It may be most beneficial to hone the core skill(s) that allows you to thrive in this specialized area, and become a recognized leader in this space. In effect, you move from a generalist to a specialist. Ultimately, people are being referred to you for assistance in your area of specialization.

Action Items

- 1. Create a list of potential disciples within your organization. Rank them in order of priority. Why did you order them the way that you did?**
- 2. Consider the list you just created. Why do you think you will be more effective with some more than others?**
- 3. What do your answers to #2 possibly reveal about who you may be effective at training outside of your organization?**

4. Whom might you help develop outside of your organization. Who are the top candidates and why?

5. Whom do you suspect may become your niche (i.e., target group to help develop) and why?

4. Engage, Equip, Empower + Evaluate

In this section, we will consider the essence of the process of developing leaders. These elements are replicable in any context.

A. Engage:

Generally, when you begin to develop other leaders, you will engage them. As you continue to develop leaders, you may discover that you are being engaged by others to share your wisdom, insights, experience, and expertise. Nevertheless, the considerations related to engagement are consistent regardless of who initiates the relationship. Each of the considerations below will be addressed more fully in subsequent sections related to these topics.

Here is an overview of considerations that you will likely need to address in the engagement phase:

1. *How to create a group to develop,*
2. *Clarifying goals and desired outcomes,*
3. *The frequency and length of meetings,*
4. *The duration of the proposed engagement,*
5. *The use of Action Items, and*
6. *Cultivating a relationship and making progress related to tasks.*

B. Equip:

It is critical to remember that a mentor-coach relationship is intended to equip a developing leader to be more proficient. You want to prepare them to ultimately reach a desired destination. This might be accomplished through providing helpful resources and tools, and imparting perspectives. Here are some considerations:

1. Character is foundational. Be sure to model Christlike character (1Cor. 11:1, 1 Tim. 3). Be an example of character worth following. As you work with developing leaders, there will undoubtedly be multiple occasions where a character issue arises. Do not neglect to address character issues simply because you are focused on developing task proficiency. Christlike character will always be the foundation for healthy, effective ministry. So, when issues arise, speak the truth in love to ensure Christ-honoring development (Eph. 4:15).

2. Communicate care, compassion, and commitment to the developing leader. The most effective mentors understand that the relational component of development is likely more significant than training for task proficiency. This topic will be discussed more fully in a subsequent section; however, if character is the foundation for developing a leader, then empathy is the next layer in the proverbial pyramid. Mentors who effectively communicate care, compassion, and commitment to help develop disciples are modeling the likely most important characteristic for healthy long-term leaders. If you model this well, your relationship with the disciple will continue past the planned time of engagement; and they will likely reproduce healthy disciples and leaders.

3. Determine strengths. Help developing leaders to determine their strengths or God-given gifting (Rom. 12:6). Where does this leader get A or A+ results without extraordinary efforts? What gifting or abilities do those who work regularly and closely with the leader recognize? What are they passionate about? What are they highly motivated to do? How does/can this leader leverage their strengths to get to the desired destination?

Focus on developing strengths and areas approaching proficiency rather than trying to improve areas of weakness.

4. Help leaders to create roadmaps. Avoid the temptation to tell them every step of the map, and instead help them to map out a course that they believe will get them to the desired destination. Asking questions and cultivating self-discovery will generally be better in the long run.

5. Assign Action Items. Assign tasks for the developing leader to complete. These “Action Items” will be discussed in greater length in a subsequent section. Action Items are completed outside of your meeting time, and then discussed, evaluated, and contemplated to equip developing leaders.

6. Model task proficiency when mentoring. When mentoring, rather than coaching, you are likely to be modeling as a means to equip. An effective model to equip can be described as follows:

I do you watch

I do you help

You do I help

You do I watch

You do someone else watches.

This is a model that Jesus utilized with the disciples. The end result is that the disciple will often replicate their mentor’s approach. For example, we see Peter being used to restore life to Tabitha (Ac. 9:36-41) and adopting a methodology that he had seen demonstrated by Jesus related to the restoration of Jairus’ daughter (Mark 5:21-24, 35-43). When mentoring for task proficiency, help people to see what you do, and help them to learn why you do it.

7. Let them fail. The antidote for fear of failure is small doses of failing and discovering that it is not life or death. Let those that you develop learn from mistakes. Mistakes are great opportunities to learn, and ideally they avoid making the same mistakes. Seek to avoid the temptation to rescue those you are equipping from the pain of failing, but encourage them to persevere and learn.

C. Empower:

Here the experienced leader is contemplating how to strengthen the developing leader to take the needed steps of faith to grow as a leader who will develop other leaders.

1. Clearly communicate the mission (responsibility). When Jesus sent out the twelve for the first time, He clearly communicated their mission to proclaim the kingdom, heal the sick, cleanse lepers, raise the dead, and cast out demons. There was a clear understanding of their responsibility. Jesus gave instruction and guidance about how to do what He called them to do, and some warnings about some of the challenges they would encounter (Matt. 10). Thus, we discover some general principles:

- a. Help people discover what God has called them to do.
- b. Help them to appreciate the responsibility to God.
- c. Provide some guidance and instruction re how to do.
- d. Advise about some known challenges.

2. Confirm authority. When Jesus sent out the twelve, He conferred power and authority to do what he called them to do (Matt. 10:1). Responsibility without authority is a hindrance and obstacle to developing leaders. Experienced leaders encourage developing leaders to discover experiential knowledge of the theological truth that whatever God commands, He empowers.

Creating leadership cultures where people move from micro- to macro-management as quickly as reasonable involves conferring authority commensurate with responsibility, and track record. Development will require releasing authority beyond proven ability, but with an awareness of projected capacity (present and future).

For example, imagine I have 100 eggs that I want to get to the farmers' market on a particular day, and specific time, and most important, without cracking. You offer to deliver the eggs. If you and I have never worked together, I am very unlikely to trust you with all 100 eggs. On the other hand, if you have some good references confirming your work, I am likely to trust you with more eggs, yet perhaps not all 100. If we begin our relationship without a reference, and I put some eggs in your basket and you get the job done on time, without breaking the eggs, I am likely to put more eggs in your basket. Through our interactions, I am trying to assess: Are you a 25, 50, 75, or 100 egg person? If I have concluded, relatively early, that you have 100 egg capacity, then I want to empower you to move from 10 towards 100 level responsibility and authority as quickly as reasonable.

As an aside, when Jesus sent out the twelve, He gave authority to proclaim the kingdom, heal the sick, cure diseases, and exercise authority over demons (Lu. 9:1-2). That is some significant authority for a group that was not fully proven. Matthew's account notes authority conferred to cleanse lepers *and raise the dead* (Matt.10:8-9, emphasis mine).

3. Encourage. The people that you are helping to develop are likely to struggle with their insecurities, feelings of inadequacy, fears, and doubts. Sincere words of affirmation are life-giving and empowering to developing leaders.

The Father affirms the Son as "well-pleasing" at the beginning of His earthly ministry and as He transitioned towards Jerusalem and the cross (Matt. 3:17, 17:5). These significant rite of passage moments were showered in affirmation, approval, and acceptance.

Similarly, when Jesus gave His "commencement address" in the Upper Room, He assured His disciples that they would do greater works than He (Jn. 14:12). This was not hyperbolic fluff to make them feel good about themselves, but prophetic. Presumably, at the time these words were declared their significance could not be apprehended, but undoubtedly those words encouraged, affirmed, and helped empower them for the work their Master had ordained.

D. Evaluate:

1. What progress has been made? It is necessary to evaluate progress to ensure accountability; however, progress is not perfection. In a healthy discipling relationship there are agreed upon reasonable expectations. The expectations are not etched in granite and can be adjusted. Nevertheless, they are not to be ignored.

Luke records Jesus sending out the seventy, and them rejoicing when they returned and reported the results. Yet, in the midst of a very successful performance of the tasks, Jesus reminded them of spiritual truths that were more important than their performance of the tasks (Lu. 10:1-12, 17-20). So, as you evaluate tasks do not neglect spiritual growth.

Action items that are to be performed between meetings provide a means to measure progress. Whether there is one task that was 75% completed, or three of four tasks that were accomplished, there is meaningful progress. On the other hand, a neglect of tasks, or failure to perform Action Items, *without a reasonable justification* may reveal issues. For example, the tasks may be too complex or too burdensome for the disciple during this season of their life; or the disciple did not manage their time as well as they hoped, or did not appreciate the amount of work required. Similarly, repeated neglect, or failure to make meaningful progress, may reveal a lack of motivation or passion to develop as a leader. There may come a time when a repeated lack

of effort, and lack of progress justifies withdrawing from the process, but there should be ample opportunity given to demonstrate progress.

Frequently, there is a reasonable justification for hindered progress. Life is complex, and the leaders that you are developing are navigating their expanding responsibilities as growing kingdom leaders in addition to all of the other competing claims to their time, attention, and affections. Seek to be sensitive and compassionate as you discover and evaluate.

As an experienced leader, especially those who are more task-oriented and adroit at accomplishing tasks, there is likely to be a greater focus on tasks and development of proficiency as opposed to cultivating relationship between the disciple and mentor. Celebrate progress, encourage development, and continue to create accountability without abandoning the process.

2. Where is continued development a priority? During the process of development, targeted areas of growth will shift. The disciple may have gained proficiency in certain areas and no longer need to focus upon those areas. Similarly, their ministry context may have changed, and new contexts create new priorities to target for development. Evaluating progress, needs, and contexts will help to determine priorities for development. Thus, assessment should influence where energies and efforts are allocated moving forward.

3. Desired new destinations? As you evaluate, you may discover that at the end of the proposed term (e.g., one year) that you actually arrived at the desired destination. As an aside and a reminder, it generally takes longer than expected. So, when you arrive at the proverbial mountaintop, consider if there is another summit that the disciple wants to scale with your assistance.

Action Items

1. How did a mentor engage you to help you be a more effective leader? What did you like about the process? What did you dislike? What would you want to do differently when you engage other developing leaders?

2. How were you equipped for various leadership roles? What did you like about the process? What did you dislike? What would you want to do differently when you equip other developing leaders?

3. How were you empowered for various leadership roles? What did you like about the process? What did you dislike? What would you want to do differently when you empower other developing leaders?

4. How were you evaluated for various leadership roles? What did you like about the process? What did you dislike? What would you want to do differently when you evaluate other developing leaders?

5. How to Create a Group to Develop

Leverage contacts:

Begin by reaching out to a few **people whom you are most interested in working with**. Whom do you have a relationship with that you recognize their leadership potential? Starting in your current organization is often a great place to start because the context provides some framework. Experienced leaders in an organization often have an awareness of organization needs, and some of the abilities, strengths and weaknesses, and spiritual gifting of less developed leaders they would like to help to develop.

You are likely to be drawn to people who seem to think like you, or share similar gifting, or whom you see as able to perform roles that you are presently performing, or previously performed. You discern that with some help from you, they will be able to develop for those roles faster than they might without your influence.

When you start a discipling relationship in the context of your current organization, you will need to be sensitive to some general organization dynamics. For example, clarify whether the relationship is *informal* and intended to further their growth and development as a spiritual leader. In that case, the mentor's evaluation is independent of the disciple's job performance evaluation and status in the organization. On the other hand, the relationship may be more *formal*. For example, an immediate supervisor who is training a developing leader should help the disciple to understand that forging a culture of trust, known and agreed upon expectations, and accountability is also part of the culture of the organization and will be part of their formal work evaluation.

An experienced leader might want to help develop someone in the organization who is formally overseen by someone else in the organization. This would likely be an informal relationship in the sense that the evaluation of progress is not part of the disciple's formal work performance evaluation. It is wise to communicate with the immediate supervisor in regard to general goals that you are working on to ensure that there are no conflicts being created. Also, as you cultivate the relationship with disciples, you need to maintain their confidences (absent a communication that you are compelled to divulge as a mandated reporter).

Reach out to **people you know who may be interested in working with you**. For example, a seasoned children's ministry director, administrator, youth director, music director, teacher, or organizational leader can offer to support a novice to develop, or offer to assist, the less experienced leader as they navigate a new challenge.

As you start to invest time and gain experience training leaders, reach out to **people you know who may know someone who may benefit from working with you**. As you work with developing leaders, you are likely to discover areas where you excel as a coach or mentor. For example, you might discover a knack for assessing organizational health, assessing team health, developing healthier communication, or teaching leaders how to be better at developing outward focused skills (e.g., love, empathy, listening, encouraging). As you discover and develop these areas where you excel let other leaders know. In essence, you are describing the niche areas, and letting the people you know tell the people they know about your availability to help them develop.

Becoming a recognized leader at developing leaders in your niche:

As you develop an area(s) where you are a recognized leader, more people will approach you for help. For example, if you have created a dynamic small groups ministry that excels in your community, your reputation may expand beyond your community. As you assist other leaders within or beyond your community, more people looking for help in organizing a small groups ministry will seek your input. The experienced leader who develops a dynamic small groups ministry has discovered insights about recruiting leaders, mobilizing participants, curriculum resources, training leaders, elevating the importance of small groups to the whole church, coaching leaders, and maintaining health among group leaders and participants. The insights, wisdom, and experience of the mature leader are an invaluable asset to a newer small groups' director. Simply stated, there are lessons imparted and discovered in the relational dynamic that simply are not available through reading an article or consuming a podcast or book.

Action Items

1. Make a list of a few people whom you are most interested in developing presently.

2. Who do you know that may be interested in working with you presently?

3. What are some areas (skills, giftedness, experience) where you feel most qualified to mentor others?

4. Are any of the people in the answers to the first two questions likely in need of a mentor in the areas described in question three?

6. How to Clarify Goals and Desired Outcomes

Goals and desired outcomes should be addressed and agreed upon as soon as possible. Ideally, they are addressed during the first meeting between the mentor and the disciple, and agreed upon by the conclusion of your second meeting. Here are some questions that might be helpful to discuss.

Why do they want to participate?

Find out the reason **why** they are interested in participating in an intentional, relational development process. The why question helps everyone involved to better understand the inner motives. The responses might be focused on relationship(s), especially between the disciple and a mentor/coach. This may relate to wanting to develop a stronger relationship with a leader they respect, and in some or many ways want to emulate. Or perhaps it is a more personal matter such as they want to talk about marriage or family matters. Or the response to the why might be, "I don't have anyone at my church that I can talk to about this." It would be wise to clarify that in addition to creating, developing, or forging the relationship(s) you are also going to be working on specific goals.

On the other hand, the disciple may be more focused on developing proficiencies or equipping. For example, the person who responds, "I want to be a better ..." has a sense of their desired outcome and that is their focus. Here, it is equally important to encourage the disciple of the importance of relationship(s) to the process. In essence, through the time that you are working together you are going to get to know one another, encourage one another, and ensure the disciple that they are genuinely cared for.

Where does the person you are trying to help want to go?

Find out the **known desired goals** and outcomes in regard to developing proficiencies or equipping. The disciple might want to receive your help to: organize their staff team, make disciples more effectively, train an assistant, transition an existing church as a new pastor, plant a new church, teach the Bible more effectively, create a compelling vision, be an effective executive pastor, learn to communicate, plan, and develop others better. Try to identify at least one known goal or outcome and generally no more than four.

How can you help, when they do not know where they want to go?

Sometimes people will approach for help because they feel stuck and are unsure how to be unstuck. They do not really have a sense of what they want to accomplish or where they want to be, but they want to move forward. Perhaps encourage them to prayerfully consider a short list of ways they would like to grow or develop in the coming season of their life. Another approach would be to encourage them to create a list of areas where they feel like they score a 6 or 7 on a scale of 1-10, but they would like to become an 8 or 9. You can ask, "What areas of your personal development would likely have the greatest impact in your organization in the coming season?" "What are the most exciting opportunities that you are contemplating but do not feel equipped to begin or accomplish?"

Coaching questions will help the disciple identify at least one area that can become a known desired goal.

Discerning multiple outcomes and priorities:

Desired goals and outcomes are generally going to be limited to four or less. At the conclusion of the scheduled mentor/coach relationship you can decide to extend and focus on new goals. So, what do you do with a list of four goals? What are some approaches to determine how to order the goals or priorities?

One approach is to determine which objectives create the greatest kingdom leverage for the leader or the organization. Rank the objectives by their perceived impact and then prioritize them according to rank.

An alternative approach is to order the objectives by expected complexity. For example, training how to plan a general event is presumably less complex than training how to plant a new church. You could consider ranking by addressing the simpler matters first in order to gain traction, create a positive experience from successful outcomes, and cultivate confidence. On the other hand, addressing more complex matters without delay can create greater end results of the coaching experience when there is a limited duration of the discipling relationship.

In the context of a primarily mentoring relationship where the mentor is providing their insights, wisdom, experience, or expertise on the subject to a disciple it may make sense to order the priorities based on the mentor's perceived strengths.

Again, ideally by your second meeting the mentor and the disciple should have an agreement in regard to the order they will address the desired goals and outcomes.

Agreeing to duration, frequency, and reasonable expectations re action items:

During the first meeting you need to discuss these matters, and ideally, they will be agreed upon by the conclusion of the second meeting. It makes sense generally to know the desired outcomes before finalizing these matters because some goals simply will take longer to accomplish.

Duration will likely be six to twelve months, but may be longer, and is rarely going to be less than six months. For example, if training a new church planter is likely to take 18-24, months you can plan for that duration. And you can agree to evaluate every six months.

Frequency will be impacted by schedules, necessary time to complete action items, and the projected time that the mentor/coach is likely to need to train. You can agree to meet weekly, twice a month, or monthly and then reevaluate the effectiveness.

How to use Action Items will be discussed further in the next section. The mentor will assign work to be completed between meetings, and ideally have an estimate of the amount of time it will likely take the disciple to complete. All participants need to understand the involvement of Action Items, and agree to what is a reasonable workload.

Exit offramps:

During the initial meeting discuss the exit strategy. Communicate an evaluation at six month intervals. The mentor will initiate a conversation to determine effectiveness of the process and whether there is an interest in continuing the intentional relational development process. In addition, if either the mentor or disciple wants to pause or end the process at any time, they are free to do so.

Action Items

1. Contemplate people that you are meeting with informally. Have you considered why they are meeting with you? How might you determine from them their desired outcome(s)?
2. How can you introduce known desired goals into your informal meetings to make them more intentional?
3. What has helped you to gain clarity when you were uncertain of desired outcomes or goals?
4. What are some ways you seek to determine your priorities when there are multiple goals or desired outcomes?

7. How to Use Action Items

The purpose of Action Items:

As soon as you have clarified goals you will use action items to help the disciple experience the desired outcomes.

Action items are the work that is assigned at the end of a meeting that is to be completed by the next meeting. The general purposes for action items include, but are not limited to: education, equipping, encouragement, and empowerment to put into practice lessons learned in the earlier meeting(s), and to provide tangible work to evaluate.

Action Items are necessary for the mentor and disciple to assess progress, evaluate motivation, faithfulness, and leadership development.

Who determines what is reasonable?

Both the mentor and the disciple agree on the reasonableness of action items. In general, a mentor will propose Action Items. Sometimes a coach will ask the disciple to propose action items. Everyone in the process is trying to contemplate their best estimate of how much time it is likely to take *for the disciple* to complete the action. For example, the mentor may be thinking that she can accomplish the Action Item(s) in an hour, but it might take the less experienced disciple closer to three hours. A mentor who loves to read assigns a 200-page book assuming the disciple will finish in the same time window as the mentor. So, be aware of the disciple's likely time requirements.

In your earliest meetings you will try to create a list of Action Items that is not too heavy, nor too light, but just right. You will evaluate during your next meeting and will start to refine the appropriate capacity for Action Items.

Margin matters:

The frequency or interval between meetings will likely impact the extent of Action Items. If you are meeting weekly the amount of action between meetings will likely be lighter than if you are meeting monthly.

Determine the disciple's margin for action items. The disciple should provide a reasonable estimate of the amount of time they have available to work on action items between meetings. Ideally you create action items that will neatly fit in that space with some margin for the unexpected.

Action Items seem to create a lighter or heavier burden depending on who is responsible (i.e., mentor or disciple). For example, someone seeking to improve communication among their team might be given Action Items such as: respond to emails within two days, seek to respond to requests for information as soon as

reasonable and ideally two days before the deadline, send the team two emails a week to encourage and/or provide substantive information, and memorialize important conversations with a brief email summary. This might appear to a savvy mentor to not take any time at all; however, to a disciple who is challenged in this area, they might see these Action Items as a heavier time task. So, again ensure the assigned Action Items in totality are deemed reasonable to the disciple and mentor.

Tangibles and Intangibles:

Tangibles are generally measurable. For example, an Action Item to read a 200-page book at the rate of 50 pages a week is tangible and measurable.

On the other hand, helping a leader to grow in the areas of demonstrating love, listening, empathy, empowerment, or encouragement are somewhat intangible. So, an Action Item could be formed around any one of these intangibles by creating tangibles. Ask the disciple, "How can you show your team that you are listening better between now and our next meeting?" If necessary, offer some additional ideas or ask additional questions. Once you have a tangible Action Item(s) regarding an intangible, you have something to evaluate at your next meeting.

Use the acronym SMART to formulate Action Items:

Specific:

Measurable

Achievable

Relevant

Time-bound

For example, a leader who wants to grow in the area of listening better could develop the following Action Item:

1. Tell your team on Tuesday morning that you are seeking to listen better (time bound), that you plan to speak last during the team meetings to ensure others speak, and that you plan to avoid interrupting when others speak (specific and measurable). In addition, tell your team that at the end of the month you will be asking them whether you improved, stayed the same or got worse (time bound). The goal is achievable and also relevant to the leader's desired outcome of growing in outward focused intangibles.

Keep in mind that the person that you are trying to help might be better served by relational intangibles or structured tangibles. The mentor/coach is likely to project their own preferences, but it is best to try to discern the disciple's preferences. If the disciple needs some occasional meeting time for a coffee, meal, walk or some other unstructured relational intangible time, accommodate. Similarly, if the mentor tends to be oriented towards relational intangibles, but the disciple needs structured tangibles to develop, then the mentor should adapt and adopt tangibles.

How does the person you are helping learn best?

It is wise to discover how the disciple learns best. If the disciple learns best by reading, listening, viewing, processing, experiencing, working alone, or in a group setting, then seek to create Action Items geared towards their preferences.

Making a record of the Action Items:

Towards the end of the meeting, both the mentor and disciple should make a list of the assigned Action Items. The experienced leader should request the disciple send the list to the mentor by the end of the day. The mentor should review to ensure that the disciple is accurately recording the Action Items. The mentor should

affirm the work, but also clarify any confusion regarding the Action Items. This process helps to train the disciple and mentor towards responsible and clear communication.

Maintain a digital record of the Action Items. Share the list of Action Items throughout the process. The list of Action Items is thus known at the end of the meeting and are also known for the next meeting as part of the agenda.

What to do when you are struggling to determine an Action Item(s):

A mentor/coach should develop a network of peer or more experienced mentors/coaches who they can discuss the situation with. A mentor/coach who feels stuck and unsure of the next step (Action Item) should simply tell the disciple, "I am not sure what Action Item to prescribe. So, I am going to discuss this with some of my mentors. I will follow up with you ASAP, and no later than (e.g., a few days, or a week) and we will agree to Action Items then."

As a word of encouragement, crafting Action Items, like most skills, gets easier with experience.

Action Items

- 1. Make a list of some of the informal meetings that you have with less experienced leaders. Consider and describe a few possible Action Items for each of them.**
- 2. Consider each of the disciples on your list and their margin for action items. Do the proposed Action Items described above seem reasonable?**
- 3. Examine the list to see if they are focused on relational intangibles, tangibles, or both. Do the proposed Action Items seem to be a good fit for the different types of people you are trying to help?**
- 4. How can you introduce Action Items into your informal meetings to make them more intentional?**

8. Cultivating Relationship and Making Progress

A desired outcome of this intentional development process is relationships between the participants are forged, strengthened, and continue beyond the duration of training. The participants need to find a balance between creating a meaningful relationship and making progress toward desired outcomes.

Leaders who are highly relational tend to neglect desired intentional outcomes, and task-oriented leaders neglect the relational. Remember, an intentional relational development process is both and not either or. Just as Jesus is full of grace *and* truth, the experienced leader should advance relationship and task proficiency.

The mentor and disciple do not need to become best friends, nor very good friends per se. The mentor should be friendly and genuinely care about the disciple. The disciple should feel that the mentor would seek to be available at the end of the training period because they have a relationship.

Be flexible but plan to make progress:

In your initial meeting, try to identify a meeting rhythm that is agreeable. For example, explain that meetings will start and end in prayer. The you will spend time catching-up and discovering what is going on in the disciple's personal life. In a one-hour meeting, that time might be 10-15 minutes (or longer if preferred), and perhaps more time in a lengthier meeting. Also explain that the balance of the time will focus on equipping, encouraging, empowering, and evaluating. After agreeing on some rhythms, you can always adjust them later.

It is in the personal time that relationships are created, strengthened, and forged. As the disciple shares about their personal challenges and learns their mentor is trustworthy, the disclosures are likely to become more vulnerable. A wise mentor will demonstrate care, compassion, and empathy. Perhaps it would be wise to ask the disciple if they simply want to be heard, are looking for advice, or would like to spend more time discussing.

In that dynamic, intangible relational support is likely more important than development for task. So, it is likely wise to make time and space in the agenda for that meeting to care for the person and strengthen the relationship.

Nevertheless, deadlines and progress are important as well to an intentional development process. So, be flexible and also ensure progress is being made.

Consider opportunities to create meeting agendas that are relational in focus. Perhaps meeting around coffee or a meal, or taking a walk and just encouraging one another and sharing your lives, is attractive and feasible.

TEA Culture:

The nature of a healthy process is characterized by a TEA culture. The acronym represents trust, expectations, and accountability.

Trust is an underlying foundation for healthy relationships. The disciple needs to be able to trust that the mentor genuinely cares for their well-being. The disciple is a person not a project. The disciple has to know that what is confided to the mentor will not be published to others (absent legally mandated reporting), nor will it be used against the disciple. The mentor needs to be trustworthy. Trust will be developed as the process progresses.

Expectations are created by clarifying goals, outcomes, and agreed upon reasonable Action Items. Everyone should know what is expected from them through the process.

Accountability is created by responsible communication. Accountability is not punishment, guilt, shame, or demeaning. If someone is unable to do what they were supposed to do when they were supposed to, they should communicate and explain why, and what they intend to do moving forward. Any correction should be gentle and with respect. "Speak the truth in love, growing in every way more and more like Christ, who is the head of His body, the Church" (Eph. 4:15).

Consider whether sufficient progress is being made and effort manifest. Everyone involved is investing resources of time and energy (and perhaps financial investment). If any participant does not feel they are getting an adequate return they are free to end the intentional development process, but as an ideal the relationship continues in a healthy manner.

Action Items

- 1. Make a list of some of the informal meetings that you have had with less experienced leaders. How have you used that time to cultivate relationship?**
- 2. How much of the time in your informal meetings is focused on relationship vs. task? How might the rhythms need to be adjusted to cultivate relationships and make progress?**

3. How might you introduce more relational elements to your meetings, or more intentional development elements?

4. Knowing what you know now, how would you like to structure future intentional relational development meetings?

9. Ensuring Developing Leaders Develop Others

A Disciple Development Plan (DDP):

Disciple and leadership development is an essential function for those called to church leadership. Preliminarily, *leadership* is simply influence. God gives varying measures of influence according to His good and perfect will (Ex. 18:24, Ps. 75:5-7). Developing leaders is an essential aspect of making disciples and thus the responsibility of every follower of Jesus (Matt. 28:18-20, Eph. 4:11-16).

Imagine a three-legged stool. One leg is personal spiritual development (e.g., growing in Bible learning, prayer, contemplation, etc.). This is the foundational development of Christlike character. Another leg is training for task (e.g., learning to serve in Children’s Ministry, proficiency in tech, etc.). A final leg is growing as a leader to develop other leaders, like Paul mentoring Timothy and charging him to mentor others who will do likewise (2Tim. 2:2). If any leg of the stool is absent, the function is compromised. In many church settings, the leadership development function – growing as leaders to develop other leaders – is neglected to the detriment of the function of the whole.

The **following set of six questions provides a framework for a DDP** to help ensure the process of disciple development is being replicated. In effect, the process helps believers grow as disciples of Jesus, who make disciples of others.

1. What content are you consuming that is helping you grow in Christ?

The term “grow in Christ” relates to personal spiritual development, and also includes acquiring knowledge and wisdom for a particular ministry role(s). Articles, books, Bible learning, podcasts, conference materials, and any other resources that help you grow in Christ should be listed. Do the resources seem light, right, or heavy? Is the content related to specific desired goals. What changes do you want to make?

2. Who is discipling you, and what are some of the matters that you are working on?

In this context, “discipling” is a coaching or mentoring relationship where training is taking place to make more mature disciples of Jesus, apprentice for task, and engage in leadership development. Ideally, the relationship is characterized by healthy communication with clear goals, standards, and desired outcomes.

These discipling relationships often move from generalists to specialists. Younger leaders may have one person who is their source for wisdom and insight in all areas of life and ministry. As leaders glean more experience, and a wider network of other respected leaders, they may focus on specific areas of development needed for a particular season.

3. Who are you discipling and what are some of the matters that you are working on?

List not only the people that your helping, but some specific matters that you are focused upon. Consider how they are being helped to be better leaders, and specifically whether they are also discipling others.

4. What are your best gifts (Rom. 12, 1Cor. 12, 1Pet.5:1-4), and how are you using them in ministry?

Contemplate what you believe are your best ministry gifts. Ask people who know you well, especially those who have served with you, their opinions regarding your primary gift(s). Try to leverage effectiveness by focusing ministry efforts towards the areas of gifting.

5. What are you seeking to delegate to others (Ac. 6)?

What are ministry tasks that you are presently engaged in that do not correlate with your primary gifting? Who can you engage, equip, empower, and evaluate to oversee that area of ministry?

6. Reflection + Action Items: Review your answers above and develop some Action Items to help you grow in the coming season(s). *Action Items should relate to developing you and others as leaders.*

Review of the proposed Action Items between a mentor and disciple:

When starting to create a Disciple Development Plan (DDP), it will likely be helpful for a disciple to discuss the DDP with their mentor, receive feedback, and consider any changes prior to implementing. The disciple can then replicate this process with those the disciple subsequently mentors.

Reviewing your Action Items:

Determine a rhythm that works for you. You will likely want to review the action items that you have created more frequently. Consider weekly, monthly, or twice a month as a rule-of-thumb and find a rhythm that helps to make meaningful progress.

Amending your Action Items:

Here the frequency will likely be less often, because the Action Items are likely to take time to accomplish. Updating the DDP on a quarterly basis may be a good place to start. Ensure the process of disciple development is being replicated by others. In effect, the process helps believers grow as disciples of Jesus, who make disciples of others. Archive DDP, documents so that you can see the progress that you are making.

Action Items

- 1. Review the six questions described in the Disciple Development Plan (DDP). Record answers to each of the questions.**
- 2. How often would you like to review your answers?**
- 3. How often would you like to amend your answers?**
- 4. Who can you share the DDP with and encourage them to create their own DDP?**

10. Recommended Resources + Tools

1. Assessment Tools:

- APEST - <https://5qcentral.com/tests/>
- Big Five Personality Assessment
<https://www.understandmyself.com/personality-assessment>

2. Strengths-Based Development:

- “Living Your Strengths” by Winseman, Clifton, Liesveld

3. Free eBook resources from Bruce Zachary to develop people and culture:

Developing a Culture of **Prayer**: prayer-book-brucezachary.calvarynexus.org

Developing a **Worship** Culture: worship-book-brucezachary.calvarynexus.org

Developing Fruitful **Marriage**: marriage-book-brucezachary.calvarynexus.org

Developing a **Discipleship** Culture: discipleship-book-brucezachary.calvarynexus.org

Developing a **Church Planting** Culture: church-planting-manual-brucezachary.calvarynexus.org

Developing a **Family Discipleship** Culture: gospelofjohn-brucezachary.calvarynexus.org

70-bible-studies-brucezachary.calvarynexus.org

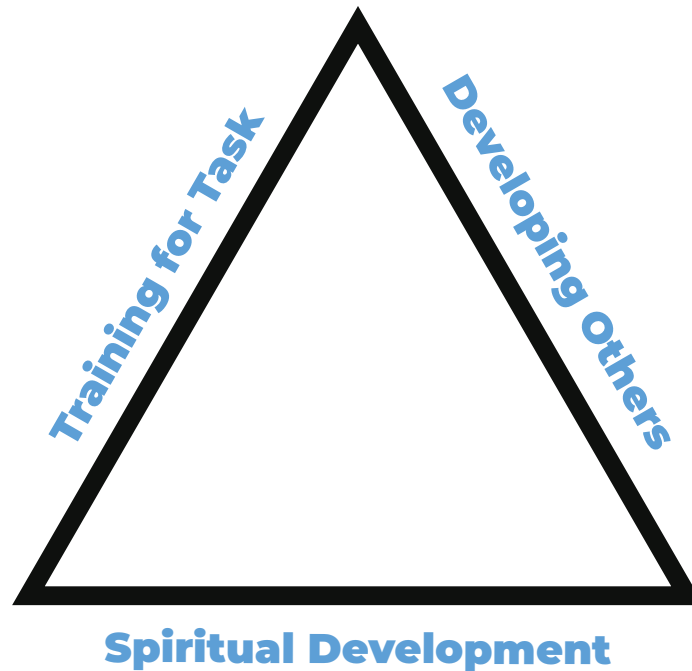
Developing a **Coaching** Culture: coaching-manual-brucezachary.calvarynexus.org

Developing a Culture of **Engaging Public Schools**: churcheslovingschools-book-brucezachary.calvarynexus.org

Additional eBook resources are available here: calvarynexus.org/free-ebook-library

Ensuring Developing Leaders Develop Others

Discipleship Development Plan (DDP)



1. Training for Task

- 1. Who is discipling you and what are some of the matters you are working on?*

2. Developing Others

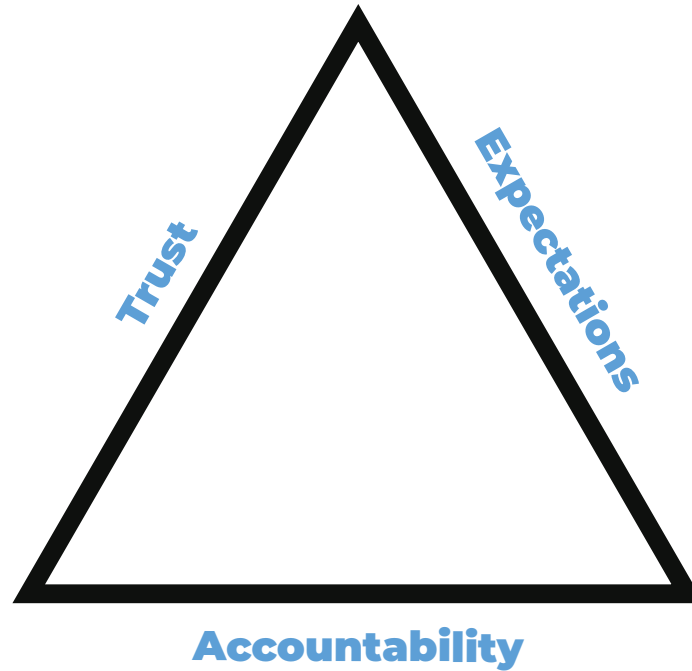
- 1. Who are you discipling and what are some of the matters you are working on?*
- 2. What are you seeking to delegate to others?*

3. Spiritual Development

- 1. What content are you consuming that is helping you grow in Christ?*
- 2. What are your best gifts?*
- 3. Reflection + Action:*
Review your answers above and develop a progress plan of 1-4 steps to develop you + other leaders.

-
-
-
-

TEA Culture



1. Trust

- *Communicate and demonstrate care + compassion*
- *Maintain confidence*
- *Be trustworthy*

2. Expectations

- *Clarify goals + outcomes*
- *Agree upon proposed progress plans*

3. Accountability

- *Communicate status of unfinished progress plans*
- *Plans to make progress*
- *Evaluate progress*

Engage

- Clarify goals + desired outcomes
- Determine frequency + length of meetings
- Decide the duration
- Address Action Items
- Plan to cultivate relationship + make progress related to tasks

Equip

- Character is foundational
- Communicate care, compassion, and commitment
- Determine strengths
- Create progress plans
- Assign action items
- Model when mentoring

Empower + Encourage

- Communicate responsibility
- Confirm authority
- Encourage

Evaluate

- What progress has been made?
- Where is continued development a priority?
- Desired new destinations?

Disciple Development Plan (DDP)

1. What are you reading or listening to that is helping you grow in Christ?

2. Who is mentoring you, and what are some of the matters that you are working on?

3. Who are you mentoring and what are some of the matters that you are working on? How are they being helped to lead better [2Tim. 2:2, Eph. 4:11-16]? Are the people that you are mentoring also mentoring others?

4. What do you believe are your best gifts (Rom. 12, 1Cor. 12, 1Pet. 5:1-4)? How are you using those gifts in ministry?

5. What are you seeking to delegate to others (Ac. 6)?

6. Reflection + development steps:

a.

b.

c.

d.

“Intentional Relational Leadership”

“How to Develop Leaders In Real Life”

Synthesis

A Successful Leadership Development Experience:

1. The disciple (less experienced leader) reports being “satisfied” or “very satisfied” with the experience.
2. The disciple reports improved skill(s).
3. The disciple would strongly agree with the statement, “I developed as a leader in an intentional relational process.”
4. The disciple would strongly agree with the statement, “I feel equipped, empowered, and inspired to replicate the process with less experienced leaders.”

1. Coaching, Mentoring and Hybrid Models

What is the difference?

What relationships are better suited for each style?

When might a hybrid model work best?

How can the experienced leader help someone on their journey of self-revelation?

2. Determining Margin and Rhythms

Determine your margin.

Determine rhythms of frequency and duration.

Determine nature of meetings.

3. Determining Whom to Help Develop

Getting started within.

Getting moving beyond.

Getting focused.

4. Engage, Equip, Empower + Evaluate

Engage:

Equip:

1. Character is foundational.

2. Communicate care, compassion, and commitment to the developing leader.

3. Determine strengths.

4. Help leaders to create roadmaps.

5. Assign Action Items.

6. Model task proficiency when mentoring.

C. Empower:

1. Clearly communicate the mission (responsibility).

2. Confirm authority.

3. Encourage.

D. Evaluate:

1. What progress has been made?

2. Where is continued development a priority?

3. Desired new destinations?

5. How to Create a Group to Develop

Leverage contacts:

People whom you are most interested in working with.

People you know who may be interested in working with you.

People you know who may know someone who may benefit from working with you.

6. How to Clarify Goals and Desired Outcomes

Why do they want to participate?

Where does the person you are trying to help want to go?

How can you help, when they do not know where they want to go?

Discerning multiple outcomes and priorities.

Agreeing to duration, frequency, and reasonable expectations re Action Items.

Exit offramps.

7. How to Use Action Items

The purpose of Action Items.

Who determines what is reasonable?

Margin matters.

Tangibles and Intangibles.

How does the person you are helping learn best?

Making a record of the Action Items.

What to do when you are struggling to determine an Action Item(s).

8. Cultivating Relationship and Making Progress

Be flexible but plan to make progress.

TEA Culture.

9. Ensuring Developing Leaders Develop Others

Disciple Development Plan (DDP):

1. What content are you consuming that is helping you grow in Christ?
2. Who is discipling you, and what are some of the matters that you are working on?
3. Who are you discipling and what are some of the matters that you are working on?
4. What are your best gifts and how are you using them in ministry?
5. What are you seeking to delegate to others?
6. Reflection + Action Items.