

# ***Reformed University Fellowship***

## **Leadership Development**

### **Part 1: Leadership Development Basics**

- I. Training.
  - A. The process of equipping someone with the knowledge, skills, and experiences necessary to fulfil a specific responsibility.
    - 1. Knowledge is not enough. Giving knowledge is not training.
    - 2. Skill is not enough. Developing skills is not training.
    - 3. Experience is not enough. Providing experience is not training.
    - 4. Time is necessary. Training is a process that happens over a significant period of time.
    - 5. All three – knowledge, skills, and experiences – must be developed together over time for training to be accomplished.
    - 6. Simply going through a training process does not mean someone is trained.
    - 7. Training is accomplished when someone is able to perform the responsibility for which he was trained.
  - B. Jesus is the trainer who develops leaders for the church.
    - 1. Jesus trained His disciples.
      - a. He taught them.
      - b. He showed them how to minister.
      - c. He watched them try it themselves.
      - d. He evaluated their performance.
      - e. He encouraged them.
      - f. Jesus and His disciples lived and worked in the same environment – this is how training occurs.
    - 2. Jesus is still training leaders.
      - a. Through the word and Spirit
      - b. In the church.
      - c. In the context of ministry in the world.
    - 3. God uses us in His training process.
    - 4. God is at work!
    - 5. Our task is to understand how Jesus develops leaders and join Him in His work.
  - C. TDOEE summarizes the training process.
    - 1. Teach: give knowledge of the responsibility.
    - 2. Demonstrate: show the responsibility being performed satisfactorily.
    - 3. Observe: watch the trainee attempt to perform the responsibility.
    - 4. Evaluate: criticize his performance.
      - a. Both positive and negative.
      - b. Tell him how to build on his strengths and correct his weaknesses.
    - 5. Encourage: cultivate the conviction that success is possible and progress is occurring.
  - D. TDOEE assumes a context in which the trainer and trainee are involved in *doing* ministry together.
    - 1. Teaching is not training. Teaching is only one part of training. Lecturing to your core group is not training, and will not develop leaders.
    - 2. Training must intentionally make use of all aspects of ministry. E.g. there must be opportunities for students to watch you minister, and for you to watch them minister.

3. The Core Group is the primary arena for developing leaders – as long as you do not use Core Group to lecture on the Philosophy of Ministry, etc. (see V.)
4. RUF has overemphasized teaching and neglected DOEE.
5. TDOEE grows out of the Learning Process, which is God’s plan for human development.

## II. The Learning Process.

- A. Maturity is not infused, nor does it come through special experiences alone, but by a series of related events called the learning process.
  1. “Learning is a divinely ordained process by which a person comes to understand and commit himself to the truth in a unique and personal way.” Paul Kooistra.
  2. Learning was not added as an accommodation to the fall.
  3. God made man so that he grows from infancy to maturity, and this involves a specific process called learning.
  4. Jesus matured through the learning process (Luke 2:52; Heb. 5:8-9).
- B. Elements of learning.
  1. **Knowledge**: facts, information.
  2. **Interaction** with knowledge: discussion, thought.
  3. **Use** of knowledge: incorporating into life events.
  4. Most efforts at teaching emphasize knowledge to the neglect of interaction and use.
- D. Process of Learning.
  1. **Receiving**: lecture, reading.
  2. **Interacting**: discussing, workshop, role play, worksheets, assignments.
  3. **Doing**: implementing the new knowledge in everyday life.
  4. Learning occurs when we interact with knowledge and join it to experience.
- E. Goal of Learning.
  1. Not merely knowledge.
  2. Not merely enthusiasm.
  3. Not merely different behavior.
  4. But completely transformed lives (Romans 12:2).
- F. Defective Learning.
  1. Overemphasis on knowledge (too much teaching) creates people who know a lot of information, don’t know how it should affect their lives, and don’t use it profitably.
  2. Overemphasis on interaction (too much discussion) creates people who think they know something when they don’t, and are accomplishing something when they aren’t.
  3. Overemphasis on doing (too much application) creates people who don’t know much, and are busy doing things which may not really serve God.

## III. Understanding People.

- A. Individuals are different.
  1. Personality (ref. Performax, Myers-Briggs).
  2. Gifts.
  3. Experience.
  4. Values.
  5. Beliefs.
  6. Etc.

- B. Individuals will lead differently.
1. “D” personalities will tend to lead by command.
  2. “I” personalities will tend to lead by friendship.
  3. “S” personalities will tend to lead by consensus.
  4. “C” personalities will tend to lead by rules.
  5. “NT” personalities will tend to lead with expertise.
  6. “NF” personalities will tend to lead with friendship.
  7. “SJ” personalities will tend to lead with organization.
  8. “SP” personalities will tend to lead with fun activity.
  9. How does your personality affect your leadership?
  10. Those gifted in preaching will tend to lead by preaching.
  11. Those gifted in service will tend to lead by serving.
  12. Those gifted in administration will tend to lead by organizing.
  13. How do your gifts affect the way you lead?
  14. If you experienced a campus ministry focused on preaching, you will tend to lead by preaching.
  15. If you experienced a campus ministry focused on counseling, you will tend to lead by counseling.
  16. If you experienced a campus ministry focused on missions, you will tend to lead by promoting missions.
  17. How does your experience affect your leadership tendencies?
  18. If you value beauty, you will tend to lead by appealing to esthetics.
  19. If you value sports, you will tend to lead by involving people in physical activity.
  20. If you value ideas, you will tend to lead by motivating with ideas.
  21. If you believe people are in the image of God, you will tend to lead by trusting people.
  22. If you believe people are sinners, you will tend to lead by maintaining control.
  23. How do your personality, gifts, experiences, values, and beliefs interact to shape the way you lead?
- C. Leaders must be trained with these differences in mind.
1. The trainer must thoroughly know the person he is training.
    - a. This will help him to know how the student best learns.
    - b. It will help him to know the student’s strengths – so he doesn’t overuse those.
    - c. It will help him to know the student’s weaknesses – what will need extra work.
    - d. This process takes considerable effort, and is a long-term investment; leaders are not developed quickly.
  2. The trainer must thoroughly know himself.
    - a. So he doesn’t miscommunicate to the student.
    - b. So he doesn’t unconsciously make the student into an image of himself.
  3. The trainer must help the student understand himself.
    - a. So he can lead with his strengths.
    - b. So he can compensate for his weaknesses.
    - c. This also is a long-term process.

## Part 2: Leadership Development Environment

- I. The Leadership Development Environment.
  - A. Leaders are *not* trained by lectures or in conferences.
    1. Remember the Learning Process!
    2. Lectures, conferences, and other programs may assist in training leaders, but they do not do the training for you.
  - B. Leaders are trained by *people* who are competent for this task.
  - C. Leaders are trained in an environment where both the trainer and trainee are involved in *doing* ministry *together*.
  - D. The whole ministry must build the foundation for developing leaders.
    1. Is your Large Group teaching (among other things) preparing people for leadership?
    2. In particular, is your Large Group teaching imparting the convictions and values necessary for Christian leadership?
    3. In Large Group do students see leadership in action? Do they see the campus minister and other students relating to other individuals and drawing them into the group?
    4. Do the small groups impart the convictions and values necessary for Christian leadership, or are they directionless?
    5. In small groups are students actively caring for other students?
    6. Are students steadily being grounded in knowledge of the Bible, theology, and philosophy of ministry?
    7. Are students steadily being called to biblical purpose and goals?
    8. Is it obvious that serving God in leadership is rewarding, or do leaders in your group burn out?
    9. Is the focus of your ministry Jesus, or RUF?
  - E. The Ministry Team (Core Group) is the primary arena for developing leaders.
  - F. Special small groups and conferences can play a big role.
    1. Leadership study group.
    2. Year-end and winter planning retreats.
  - G. One-to-ones provide the individual focus.
- II. Ministry Team (Core Group).
  - A. Purpose of the Ministry Team.
    1. Most emphatically *not* to lecture on theology, ministry, the Philosophy of Ministry, or any other topic.
    2. The Ministry Team exists to minister to students. Its members are junior partners with the campus minister in ministering to the group.
    3. The Ministry Team and its members are to be involved in ministry: leading Bible studies, serving on the worship team, doing publicity, organizing the missions trip, etc.
    4. It *is* necessary to lecture on the Philosophy of Ministry at some point, but the Ministry Team is the wrong place for it because it distorts the purpose of the Ministry Team, which is to minister to other students.
    5. Some places where the Philosophy of Ministry can be explained are pre- and post-semester retreats, Saturday seminars, a special POM small group, etc.
    6. Ministry Team is the environment where the campus ministry can do TDOEE with greatest effectiveness.

B. The Ministry Team Meeting.

1. The focus of the meeting is on ministry to people.
2. Thus the bulk of the time will be devoted to discussing ministry to people.
  - a. Who came out to large group/small group for the first time this week?
  - b. Has anyone gone missing for several weeks?
  - c. Is anyone experiencing serious problems?
  - d. How are people responding to the teaching in large group/small group/etc.?
  - e. How are you (Ministry Team members) doing?
  - f. What problems are you facing in your small groups or other responsibilities?
  - g. How can we minister more effectively?
  - h. Etc.
3. Learning occurs as students attempt to minister, report their efforts, and discuss their work with each other and the campus minister – TDOEE!
4. The time should be spent in a manner similar to this (1½ hour meeting):
  - a. 15 min. Bible study.
  - b. 40 min. discussion of people.
  - c. 20 min. discussion of “business” items.
  - d. 15 min. prayer for the ministry.
5. Some students will think the purpose of the meeting is to discuss the mechanics of the ministry. Most of these must be handled outside the meeting.
  - a. The campus minister can discuss ministry mechanics with students one to one.
  - b. If desirable in a large fellowship, a separate meeting could be organized to deal with administrative matters. Only those students involved in such things would need to attend.
6. TDOEE should be the guideline for Ministry Team meetings.
  - a. Do some teaching.
  - b. You model how to minister as you report on your interactions with people in the past week.
  - c. You observe the students as they report on their interactions with people in the past week.
  - d. You evaluate by giving a critique of their work.
  - e. You encourage them by pointing out how God is using them.
  - f. As your group moves into stage 5, other students will also play your role in these meetings.

### Part 3: Leadership Development Process

- I. Leaders develop the same way groups develop.
- II. The Stages of Group Development describe the basic pattern of leadership development.
  - A. Students relating to each other as individuals
  - B. Students relating to each other in small groups.
  - C. Small groups relating to each other and connecting to large groups.
  - D. Student leaders involved in stages 1-3 and beginning to understand the Philosophy of Ministry.
  - E. Student leaders embracing the Philosophy of Ministry and helping other students through stages 1-4.
- III. Training a leader consists of taking him through the Stages of Group Development.
  - A. Train him to relate to other students as individuals.
    1. Love and care for his friends.
    2. Serve his friends in specific ways.
    3. Minister Christ to his friends through prayer, introducing them to scripture, etc.
  - B. Train him to relate to other students in a small group.
    1. Love and care for the people in his small group.
    2. Serve the small group members in specific ways.
    3. Minister Christ to the small group members through prayer, introducing them to scripture, etc.
  - C. Train him to relate to other students in the large groups.
    1. Love and care for the people beyond his small group – in the fellowship at large.
    2. Serve people in the fellowship at large in specific ways.
    3. Get involved in fellowship activities, helping as needed – e.g. worship team, lead prayer meeting, organize social events.
    4. Minister Christ to people in the fellowship at large through prayer, introducing them to scripture, etc.
  - D. When he is showing progress on stages 1-3, begin showing him how the Philosophy of Ministry undergirds the ministry.
    1. One on one with him, POM conference, etc.
    2. Consistent, active involvement in ministry activities.
  - E. As he begins to embrace the Philosophy of Ministry, train him to help other students through stages 1-4.
    1. Begin leading a Bible study.
    2. Begin leading the worship team.
    3. Etc.
- IV. Any student involved in RUF should be moving through this process to some degree.
  - A. Those students on the Ministry Team should be clearly developing in these ways.
  - B. This process involves students learning about...
    1. Themselves.
    2. Other people.
    3. How to minister to people.
    4. The Philosophy of Ministry.
  - C. Little of this learning is done in a lecture form; most is on-the-job experience and reflective discussion.

- V. Styles of Leadership.
  - A. Each person has a preferred style of leadership.
  
  - B. Each situation calls for a specific style of leadership.
  
  - C. Styles.
    - 1. Commanding. "Go take that hill!"
    - 2. Persuasive. "Here is why we must take that hill."
    - 3. Consulting. "Do you agree that we must take that hill?"
    - 4. Democratic. "What should we do about that hill?"
    - 5. Laissez-faire. "Do whatever you want about that hill."
  
  - D. Mature leadership matches the style with the situation.
  
  - E. Train your students...
    - 1. To understand their preferred leadership style.
    - 2. To lead in the other styles.
    - 3. To recognize the style required by different situations.
    - 4. To use the style required by the situation.

## Appendix A: General Plan for Developing a Student Leader

- I. If you don't plan for a student's growth, you will either...
  - A. Allow him to grow in a deformed manner.
  - B. Make him into your own image, with your weaknesses and without his strengths.
  
- II. Plan.
  - A. Train him to relate to other students as individuals.
    1. What he will do.
      - a. Make friends with dormmates, classmates, RUF students, etc.
      - b. Love and care for his friends.
      - c. Serve his friends in specific ways.
      - d. Minister Christ to his friends through prayer, introducing them to scripture, etc.
    2. Teach him what godly friendship is and how to cultivate such relationships.
      - a. In large group application.
      - b. In small group application.
      - c. One to one, by campus minister or small group leader.
    3. Demonstrate godly friendship.
      - a. His small group leader include him in activities with the leader's friends.
      - b. By the campus minister's interaction with him.
    4. Observe his friendships.
      - a. Have lunch with him in the dining hall.
      - b. Visit him in his dorm.
    5. Evaluate his friendships.
      - a. Compare his friendships to biblical standard.
      - b. Identify strengths and weaknesses in his friendships, noting specific examples.
      - c. Discuss your observations with him.
      - d. Agree on specific steps of improvement.
    6. Encourage him as a godly friend.
      - a. Keep reminding him that God is at work making him a godly friend.
      - b. Point out progress you see.
  
  - B. Train him to relate to other students in a small group.
    1. What he will do.
      - a. Join a Bible study.
      - b. Grow in knowledge of God and scripture.
      - c. Learn how to study the Bible.
      - d. Learn from the Bible study leader.
      - e. Make friends of the small group members.
      - f. Love and care for the people in his small group.
      - g. Serve the small group members in specific ways.
      - h. Minister Christ to the small group members through prayer, introducing them to scripture, etc.
      - i. Do the same in other small groups of which he may be a member (worship team, publicity team, etc.).
    2. Follow TDOEE as in 1. above, but for his friendships with other small group members.

- C. Train him to relate to other students in the large groups.
  - 1. What he will do.
    - a. Attend the Large Group Meeting and interact with people there.
    - b. Attend the fall conference and interact with people there.
    - c. Grow in knowledge of God and scripture.
    - d. Learn sound theology.
    - e. Attend other large groups (social events, etc.) and interact with those who come.
  - 2. Follow TDOEE as in 1. above, but for his friendships with those who come to these large group events.
  
- D. When he is showing progress on stages 1-3, begin showing him how the Philosophy of Ministry undergirds the ministry.
  - 1. What he will do.
    - a. Join the Ministry Team.
    - b. Take a particular responsibility in RUF, e.g. setting up the Large Group room.
    - c. Learn Biblical servanthood.
    - d. Grow deeper biblically and theologically.
    - e. Attend the winter/summer retreat or wherever the Philosophy of Ministry is taught.
  - 2. Teach him the Philosophy of Ministry and how it works on campus.
    - a. Teach the presuppositions, principle, and goals.
    - b. Explain how the presuppositions, principles, and goals affect the large group ministry.
    - c. Explain how the presuppositions, principles, and goals affect the small group ministry.
    - d. Explain how the presuppositions, principles, and goals affect the one to one ministry.
  - 3. Demonstrate the Philosophy of Ministry.
    - a. Give examples of how the presuppositions, principles, and goals affect your large group ministry.
    - b. Give examples of how the presuppositions, principles, and goals affect your small group ministry.
    - c. Give examples of how the presuppositions, principles, and goals affect your one to one ministry.
  - 4. Observe him using the Philosophy of Ministry.
    - a. Observe him interacting in large groups, small groups, and one on one.
    - b. Does he rely on the Bible as his sufficient authority in faith and practice?
    - c. Is he taking his friends to church?
    - d. Can you tell that he expects God to be at work?
    - e. Does he treat people as individuals?
    - f. Does he expect people to grow through the learning process?
    - g. Does he recognize and accommodate the uniquenesses of his campus?
    - h. Does he point others to the Bible for the foundation of knowledge?
    - i. Does he encourage others to rest in Christ's finished work for them?
    - j. Does he encourage others to grow in sanctification?
    - k. Is he helping others grow in grace?
    - l. Is he helping others share the gospel?
    - m. Is he helping others to serve?
    - n. Is he helping others to develop a biblical worldview?
  - 5. Evaluate his grasp of the Philosophy of Ministry.
    - a. Identify strengths and weaknesses in his use of the POM, noting specific examples.
    - b. Discuss your observations with him.
    - c. Agree on specific steps of improvement.

6. Encourage him in understanding the Philosophy of Ministry.
  - a. Keep reminding him that God is at work making him a godly minister.
  - b. Point out progress you see.
  
- E. As he begins to embrace the Philosophy of Ministry, train him to help other students through stages 1-4.
  1. Help him to identify the place God would have him serve in RUF (e.g. Bible study leader, worship leader, etc.)
  2. Teach him how to take other students through stages 1-3.
  3. Make sure he is seeing you do this in various places.
  4. Visit his group and watch him lead.
    - a. Carefully observe and evaluate his performance.
    - b. Does he know what to do?
    - c. Does he have the skills to do it?
    - d. How experienced is he at this point?
    - e. How well is he implementing the POM? (see VII.B.4.d. above)
  5. Meet with him later and discuss your observations.
    - a. Ask him for his own self-evaluation.
    - b. Ask him why he did what he did.
    - c. Share your conclusions.
    - d. Recommend improvements.
    - e. Teach him how to improve.
  6. Encourage him.
  
- III. To train students you must do ministry *with* them.
  - A. They must see you teaching, leading, counseling.
  - B. You must discuss with them what you do, and why.
  - C. You must see them teaching, leading, counseling. That means you need to visit the small groups they lead, and be with them when they are with those they are influencing.
  - D. You must carefully observe and evaluate what they are doing.
  - E. You need to meet with them later to discuss their performance.
  - F. Summary: they watch you and imitate, you watch them and encourage and correct.
  
- IV. Multi-year plan for the group. See “Group Development” VII and VIII.

## **Appendix B: Four-Year Plan for Developing a Bible Study Leader**

### *Year 1 – Fall*

1. Meet others in RUF.
2. Join a Bible study.
3. Attend the large group meeting.
4. Participate in Friday night social events.
5. Occasional one to one with Bible study leader and/or campus minister.
6. Attend the fall conference.
7. Join the Ministry Team.
8. Attend the training conference.

### *Year 1 – Spring*

9. Attend the Ministry Team winter retreat.
10. Weekly one to one with Bible study leader or campus minister.
11. Attend the training conference How to Study the Bible track.
12. Become a Bible study leader assistant.
13. Attend summer conference.
14. Do the summer reading program.

### *Year 2 – Fall*

15. Participate in freshmen outreach activities.
16. Befriend freshmen, especially in his dorm area.
17. Take contacts to Bible study and Large Group.
18. Participate in Ministry Team.
19. Meet weekly with Bible study leader; discuss B.S. preparation and ministry.
20. Attend fall conference.
21. Attend the training conference Leading Bible Studies track.
22. Prepare and lead one or two Bible studies.

### *Year 2 – Spring*

23. Attend the Ministry Team winter retreat.
24. Prepare and lead several Bible studies.
25. Attend the training conference.
26. Begin theological reading.
27. Begin forming his Bible study team for the fall.
28. Attend summer conference.
29. Do the summer reading program.
30. Keep in touch with his Bible study team.

*Year 3 – Fall*

31. Lead his Bible study team in freshmen outreach activities.
32. Befriend freshmen, especially in his dorm area.
33. Launch a Bible study in his dorm area.
34. Take his Bible study to Large Group.
35. Participate in Ministry Team.
36. Meet weekly with Bible study assistants; discuss B.S. preparation and ministry.
37. One on one with campus minister every 2 to 4 weeks.
38. Attend fall conference.
39. Attend the training conference.
40. Continue theological reading.

*Year 3 – Spring*

41. Attend the Ministry Team winter retreat.
42. Prepare and lead several Bible studies.
43. Attend the training conference Foundations of Ministry track.
44. Attend summer conference.
45. Do the summer reading program.
46. Keep in touch with his Bible study team.

*Year 4 – Continue similar pattern.*

## **Appendix C: Four-Year Plan for Developing an Activity Leader**

### *Year 1 – Fall*

1. Meet others in RUF.
2. Join a Bible study.
3. Attend the large group meeting.
4. Participate in Friday night social events.
5. Occasional one to one with Bible study leader and/or campus minister.
6. Attend the fall conference.
7. Join the Ministry Team.
8. Attend the training conference.

### *Year 1 – Spring*

9. Attend the Ministry Team winter retreat.
10. Occasional one to one with Bible study leader or campus minister.
11. Attend the training conference.
12. Join the publicity team.
13. Attend summer conference.
14. Do the summer reading program.

### *Year 2 – Fall*

15. Participate in freshmen outreach activities.
16. Help publicize RUF.
17. Befriend freshmen.
18. Take freshmen and other contacts to Bible study and Large Group.
19. Participate in Ministry Team.
20. Meet biweekly with the publicity team.
21. Attend fall conference.
22. Attend the training conference.

### *Year 2 – Spring*

23. Attend the Ministry Team winter retreat.
24. Continue work in the publicity team.
25. Attend the training conference.
26. Begin theological reading.
27. Begin leading the publicity team.
28. Attend summer conference.
29. Do the summer reading program.
30. Keep in touch with the publicity team.

*Year 3 – Fall*

31. Lead the publicity team in freshmen outreach activities.
32. Befriend freshmen.
33. Take freshmen and other contacts to Bible study and Large Group.
34. Participate in Ministry Team.
35. Meet weekly with the publicity team.
36. One on one with campus minister every 2 to 4 weeks.
37. Attend fall conference.
38. Attend the training conference.
39. Continue theological reading.

*Year 3 – Spring*

40. Attend the Ministry Team winter retreat.
41. Continue leading the publicity team.
42. One on one with campus minister every 2 to 4 weeks.
43. Attend the training conference Foundations of Ministry track.
44. Begin serving as an officer.
45. Attend summer conference.
46. Do the summer reading program.

*Year 4 – Fall*

47. Participate in freshmen outreach activities.
48. Befriend freshmen.
49. Take freshmen and other contacts to Bible study and Large Group.
50. Participate in Ministry Team.
51. Meet weekly with the officers.
52. One on one with campus minister every 1 to 2 weeks.
53. Attend fall conference.
54. Attend the training conference.
55. Continue theological reading.

*Year 4 – Spring*

56. Attend the Ministry Team winter retreat.
57. Continue meeting weekly with the officers.
58. One on one with campus minister every 1 to 2 weeks.
59. Attend the training conference.
60. Graduate!