Spiritual Visionary Leadership

5

CBMC Nederland - Putten, The Netherlands

The quoted scriptures are from the New International Version unless stated otherwise.

Contents

Day 5 – Insight & Skills

1 Insight in leadership

Why does a group need a leader?

1. Obviously, people need someone who directs them and who takes care of them.

> *When he saw the crowds, he had compassion on them, because they were harassed and helpless, like sheep without a shepherd.*
> *Then he said to his disciples, "The harvest is plentiful but the workers are few.*
> *Ask the Lord of the harvest, therefore, to send out workers into his harvest field."*
>
> **Matthew 9:36-38**

2. Responsibility has to be clearly apparent.

> ### *The responsibility of the group is no responsibility.*

If 'the group' is responsible, the group members have the tendency to think that 'someone else will take charge of the leadership'. If nobody steps forward to assume the responsibility then nothing will happen.

Responsibility is something that only an individual can assume. If a group is given a responsibility then this can only happen on the basis that every group member assumes a partial responsibility. But even with delegated partial responsibilities it is necessary that someone assumes the responsibility for the coordination.

When this does not happen, the group members will easily blame someone else in case of problems. Examples of this may be read in the newspaper every day, such as raging fires and other calamities with many victims. Various governments, individuals and services often do not regard themselves as the primary responsible party.

1.1 Characteristics of a spiritual leader

A spiritual leader needs:
- A strong relationship with God   (Chapter 1.1)
- Being driven by faith and love for people   (Chapter 1.2)
- Being to handle and delegate responsibility   (Chapter 1.4)
- Being able to serve, care and organise (material of Course Day 3 and 4, Chapter 2.4)
- Being able to lead a discussion (Chapter 2.5)
- . . . .

1 *Can you imagine that a group of Christians would manage without a leader or shepherd?*

2 *If you can, which conditions must be met?*

1.2 The leader's relationship with God

Jesus says in the gospel of John:

> *No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me.*
>
> *I am the vine; you are the branches. If a man remains in me and I in him, he will bear much fruit; apart from me you can do nothing. If anyone does not remain in me, he is like a branch that is thrown away and withers; such branches are picked up, thrown into the fire and burned.*
>
> *If you remain in me and my words remain in you, ask whatever you wish, and it will be given you.*
>
> **John 15:4-7**

Without the relationship with Jesus and God, the Father, a spiritual leader can do nothing. So this relationship is our first priority. Jesus withdrew to pray, even though many people were waiting for Him. Moses communicated with God at the 'tent of meeting' and near the pillar of cloud. David presented everything to God (Psalm 5:4).

On our own, we cannot do much. With God, the possibilities are unlimited.

> *You, O LORD, keep my lamp burning; my God turns my darkness into light. With your help I can advance against a troop; with my God I can scale a wall. As for God, his way is perfect; the word of the LORD is flawless. He is a shield for all who take refuge in him.*
>
> **Psalm 18:28-30**

> *But Moses said to God, "Who am I, that I should go to Pharaoh and bring the Israelites out of Egypt?" And God said, "I will be with you. And this will be the sign to you that it is I who have sent you: When you have brought the people out of Egypt, you will worship God on this mountain."*
>
> **Exodus 3:11-12**

> *A song of ascents. Of Solomon. Unless the LORD builds the house, its builders labour in vain.*
> *Unless the LORD watches over the city, the watchmen stand guard in vain. In vain you rise early and stay up late, toiling for food to eat—for he grants sleep to those he loves.*
>
> **Psalm 127:1-2**

3 | *What do the above-mentioned verses mean to you as a (future) spiritual leader?*

1.3	**Well motivated**

Motives

People may have various motives to be a leader:

- ❑ Leadership comes natural to them, it is a gift.
- ❑ They feel that someone has to do it. If nobody volunteers, they will.
- ❑ They want to gain prestige (see core strategy).
- ❑ They want to exercise power (see core emotion).
- ❑ They want to distinguish themselves, receive appreciation, recognition, respect (see core strategy).
- ❑ They are looking for something with which to identify themselves. Clarity about their spot in a greater organisation (see core strategy).
- ❑ They see it as an assignment or calling.
- ❑ They want to develop themselves, need a challenge or do it out of curiosity
- ❑ They want to affect the situation (develops over a longer period of time).
- ❑ They are interested in the subject and/or in people.
- ❑ . . . . .

Core values

Core values are the basis of your goals, choices and actions. They provide your inspiration and motivation. Core values determine what you want to achieve, affect your elementary needs and have a broad area that they affect, namely all areas of your life.

The main business is the business of your own life. So start at the beginning and ask yourself:

4	*What is my major source of energy? What are my core values?*

5	*Am I acting out of my own strength or our of God's power, out of faith?*

6	*What are my motives?*

7	*Where are they coming from, what are they based on?*

1.4	Leadership Styles

Leadership has various styles. They will be described below. Not as a profile by means of which you can measure someone's leadership, but more as a characterisation since they usually occur in mixed form. Everyone's leadership style is a combination of:

Laissez-faire (Let everything take its course)

This style represents a kind of weakened leadership.

The leader has no pronounced vision. He is passive. He only gives his vision when asked. He lets everything take its course. He has no attention for people, plans and objectives. He does not solve any conflicts.

8 *If a leader had this characteristic for 100% should such a person be a leader? Why?*

Task-driven leadership / Vision for result of the task.

He makes certain that every group member knows his / her task. He determines what must be done to achieve the desired results or situation. He checks how the activities are progressing and whether the objectives are reached. The objective is reached but it hurts the employees' motivation. Yet, in this case, the focus is on the activities. There is not much attention for people and the way they function.

Individual-driven leadership / Vision for the development of people

The leader puts an interest, both in the team as well as in the activities that are done for the target group. For it is all about them. The leader stimulates team members, consults with them, gives them recognition. Respect and trust are very important to him. The leader regularly talks to his team members about their needs. He considers their opinions, investigates what they need and is interested in their development.

You leadership style determines how you approach things. Example: You want to approach something new with the group.

Method A

On the first meeting you drop your plan in the group. You say: "This is what we will do", and you hold an inspiring speech on the topic.

Method B
   ❑ First, you share your plan with everyone personally (e.g. by phone) and you invite them for their opinion. You motivate, stimulate and challenge them.
   ❑ You invite someone from the group to tell something about the topic. You advise them to read books, watch a video, etc.
   ❑ You hold a special meeting where you discuss your plan, establish clear goals, delegate the duties.

Possible responses
   ❑ People reluctantly go along (nobody dares to confront you, or wants to look inferior to someone else) or they say 'yes' out of laziness.
   ❑ Everyone agrees immediately (you are in a group of likeminded people).

- ❑ A combination of 1 and 2.*
- ❑ There is some tough discussion about the usefulness of your plan (people are a good match for you).

*) Even though everyone agrees to your plan, it is still interesting to know why so you may know how much commitment you may expect to the plan.

9   *Which responses may you expect with both methods? (A/B)*

10   *Which responses may result from your approach and which are related to the character of your group members?*

11   *Which leadership styles or aspects thereof do you find in both approaches?*

12   *Which leadership styles do you recognize in yourself?*

1.5   Bearing responsibility

There are various levels in providing leadership. They are mainly determined by the measure of responsibility borne by the leader. A different level does not mean that the one leader is better than the other. Only their role and goal are different.

Description	Possible position or role	Increase of responsibility
Delegating tasks that were conceived by another person in relation to his objective.	Foreman, controller	
Delegating tasks that you have conceived yourself in relation to your objective or the objective of the one who leads you.	Department head, coordinator	
Delegating tasks together that were conceived by yourself and your team by means of an agreed goal, based on your vision (see material of course day 6).	Owner, director, Leader with vision.	

Bearing responsibility is expressed in taking initiative, in caring, in bringing to a good end what was started once, thinking one step ahead.

Responsibility for what?

In relation to a team it concerns responsibility for people and matters:

- To see how the team members are doing.
- To see what they need.
- To provide assistance with problems.
- To provide clear objectives.
- To make certain that people communicate clearly.
- To make certain that people are feeling at ease.
- To make certain that agreements are made and observed.
- To take the initiative to discuss something.
- To provide an example.
- To offer the correct information.
- To protect.
- To challenge and motivate.
- To put a team together.

. . . . .

13 *Do you find it easy, or do you think it would be easy, to bear responsibility?*

14 *What helps you to bear responsibility?*

1.6   Team start

The following paragraphs (through 1.8) relate to a team in which the cooperation is the primary element. For other teams or groups these may be less important.

Objective	Paragraph 1.5 – 1.7
Fellowship	-
Prayer	-
Organisation of an event	Quite useful
Study/Edification	Not or somewhat useful
Training	Somewhat useful (selection of assistants)
Evangelism	Useful

It is usually the team leader's task to put together* the team and to make certain that the team functions well:

a.- Start out with one faithful Christian and pray together for the formation of a team.

Involve him in everything so he will learn how to create a team (Timothy).

And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others.

2 Timothy 2:2

b.- Make a preliminary definition of your team's objective.

c.- Formulate which gifts are minimally required in your team.

d.- Attract others, globally with the correct gifts, invite them.

e.- Share your vision, global plans, objective.

f.- Check for existing conflicting visions the team (essential for participation).

g.- Make agreements, propose an approach (word, prayer, etc.), ask for commitment.

h.- Make plans (possibly for a number of years) with an accent (per year/period) that fits with the team:
Evangelism, structure, leadership development, formation of new teams, etc.

*)Sometimes you may be invited to take over an existing team.

The power of a team in action is that the result of their efforts is greater than the sum of their individual efforts. It may be possible to achieve objectives that would not be feasible for each individual team member by themselves since God grants power to unanimous prayer.

Together Everyone Achieves More.

The result is greater per person since the fruit also consists of mutual edification. The result is more, particularly when each team member is able to optimally function and to maximize his or her gifts. This is stimulated by a careful composition of the team. Your

team will be different, depending on your own objective, or on an objective aimed at multiplication, edification, organisation of CBMC activities, etc.

a) Faithfulness

A number of indications for faithfulness are:

- ❑ Being careful with confidential information.
- ❑ Commitment to God and His Kingdom. Thinking along.
- ❑ Keeping appointments.

But also:

- ❑ Taking initiative and helping to shape the vision (proof of loyalty).

Experience has shown that the following team characteristics are essential to achieving success in meeting the team objectives.

c) – Gifts of the individual team members

Preferably, the team leader*) should put together the team since he is the one with a clear plan or a clearly formulated vision. So he knows which type of people he needs. Also he guards against creating a team with insufficient variation among the members (e.g. not all of them should be full of initiative).

> *Just as each of us has one body with many members, and these members do not all have the same function, in Christ we who are many form one body, and each member belongs to all the others.*
>
> *We have different gifts, according to the grace given us.*
>
> **Romans 12:4-6 (see also Ephesians 4:16)**

*) When substantial interests and responsibilities are at stake it is advisable to obtain expert advice (organisation consultancy, recruitment & selection specialist, etc.)

b), e), g), h) - (Early) involvement of team members in planning and execution

The team members must be aware of the leader's plans from the start. They have to be able to ask themselves whether they are willing to commit to it.

The preparation of the objectives and plans has to happen in consultation with the team, in order to stimulate people's involvement. The leader must not lose sight of his own personal objectives but he should stick to the main line. It would be best for him to develop the plans and the fine details together with the team.

> *A leader should not become involved in details but keep the overview and trust his people for the details. In this point he will provide leadership to the decision-making process.*

e), f), g) - Acceptance of, and commitment to the team objective, by the team members

> *Some time later Paul said to Barnabas, "Let us go back and visit the brothers in all the towns where we preached the word of the Lord and see how they are doing."*
>
> *Barnabas wanted to take John, also called Mark, with them, but Paul did not think it wise to take him, because he had deserted them in Pamphylia and had not*

continued with them in the work. They had such a sharp disagreement that they parted company. Barnabas took Mark and sailed for Cyprus,

Acts 15:36-39

Objectives and plans must be defined as early as possible. They have to be discussed and accepted by the whole team. Even if not everyone immediately accepts the vision, the approval, (loyalty), is a requirement.

Do not go on with people who cannot or will not support the team objectives or who maintain different opinions. It is worse to keep on going the same road with different visions than to split up. The first situation will certainly result in trouble. The second is neutral. The issue is not to be in the same group. The main thing is to be focused on God and his work with what you have been given and who you are.

"Teacher," said John, "we saw a man driving out demons in your name and we told him to stop, because he was not one of us." "Do not stop him," Jesus said. "No one who does a miracle in my name can in the next moment say anything bad about me, for whoever is not against us is for us.

Mark 9:38-40

1.6.1   Conditions for continued team formation

Team formation occurs continuously. Yet, the process may be slowed down or stimulated depending on the fact of whether some conditions are met:

<u>Insight in the process</u>

It is necessary that every participant has a good insight in the process. That he understands the proper order as well as the current phase.

Order: 1. Brainstorming, 2. Discussion, 3. Decision phase.

<u>Insight in one's own role</u>

It is essential that everyone knows his or her role.

"Must I: negotiate, warn or lead?"

<u>Insight in one's own position in the process</u>

"Must I be acting as the chairman, reporter or should I think along?"

Team formation passes through cycles (spiral) of the following phases:

<u>Acceptance</u>
- Do I belong?
- What may I contribute?
- Do they like me?

<u>Integration of objective</u>
- What should the result be?
- What do they want to achieve?
- What are the main and side issues?
- Must be clear.

<u>Exchange</u>
- What may or may not be said?

<u>Process control</u>
- Who is in charge?
- What are the rules of the game?
- What is the division of roles?

Team formation spiral
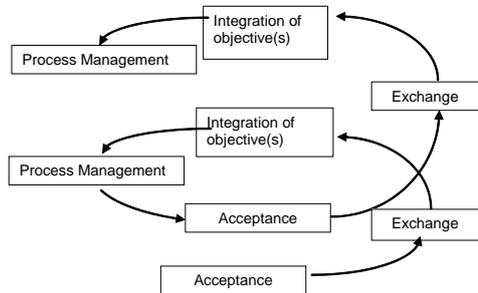
1.7	Team roles

Description of the team role concept:

A way to make your own characteristics and talents useful in a team.

Success/failure of teams

Hereby it is important that it is clear what the qualities are of the various participants, both where education, knowledge, experience and personality traits are concerned. Nobody has all qualities. How can everyone maximally participate in the team? Insight in strong and weak points is necessary. It is also necessary to regularly evaluate the functioning of the team.

> *I feel that the fun of life is to receive what the other person shares with you and to share what you have yourself.*
>
> *Godfried Bomans*

Working in a team is based on complementing one another. Solo operations are often less effective. So team work is a must. However, in practice the team's success and failure is not always sufficiently taken into consideration. People encounter failure and success but do not always understand why. Working in a team is as old as humanity.

Team Dynamics

We see points of tension with team members:

Individually

- ❑ What is asked of me?
- ❑ Can I fulfil people's expectations?
- ❑ How much time will I have?
- ❑ Does it affect my position, future within the organisation?
- ❑ How much influence do I have?
- ❑ Will I be accepted?

Then there are further points of tension in the group:

- What is the objective; is it clear?
- What is everyone's contribution; efficiently delegated?
- Mutual relationships (even personal).
- Method of approach as team.
- Leadership style.
- Conflict management; how will you deal with conflicts?
- Freedom to discuss the functioning of the team.

The following avoidance tactics exist for this:

- 'Vague stuff going on here' response.
- We did not come here to do that!
- I am merely a simple . . .(mechanic e.g.).
- It will not work anyway!
- Avoid.
- What are you interfering with?!

There are more insights in the area of the functioning of a team. Some models were developed with the intention to provide insight. We will mention a few of them below.

1.7.1   Insight in team roles – R.M. Belbin

A team, as defined by Dr. Meredith Belbin, Cambridge (UK) is:

"A tendency to behave, contribute and interrelate with others in a particular way."

Team roles of Dr. Belbin describe a pattern that characterises someone's behaviour in relation to others in supporting the progress of a team.

The value of this team role theory lies in enabling an individual or team to profit of self-knowledge and to adapt to the demands imposed by the external situation.

A detailed description is given in Appendix D.

According to Belbin there are 8 characteristic team roles, i.e. the ones of:

<u>Action-oriented roles</u>

- Shaper
- Implementer (has immediate responsibility)
- Completer/Finisher (must be put into action by the chairman).

<u>People-oriented roles</u>

- Coordinator
- Team Worker
- Resource/investigator (submits ideas to the Monitor)

<u>Thinking-oriented roles</u>

- Monitor/Evaluator (evaluating matters)
- Plant/Generator(may indicate problems

Duplication of implementer or team worker in a team has its advantages! It may be desirable to agree upon what your second role might be within certain situations in the team.

| **15** | *Which role fits you best? (See test on Course Day)* |

| **16** | *Which other role might you possibly fulfil as well?* |

1.7.2 Insight into team roles – other people

Depending on the nature of the team, i.e. the objective, it may be important to give extra attention to the team's composition and to the role played by everyone in it.

The way in which we naturally behave within a team we refer to as the 'role' that we fulfil. Aside from a selection of team members based on the gifts, it is important to look at every team member's role within the team.

An optimally functioning team consists of a mix of various types of individuals. The following roles may be distinguished:

Functional, action-oriented

Pioneer	Initiator, motor of the team, sees more opportunities than problems.
Problem solver	The brains of the team. Knows why things must be done.
Generator of ideas	Has many new ideas but does not carry them out himself.

Functional, relation-oriented

Stimulator	Stimulates others to come up with new ideas.
Negotiator	Recognizes conflicts and provides a solution of the difficulties in a controlled manner.
Implementer	Doer, controller, is always busy to influence, change and motivate.
Process Controller	Brings the process (meta communication) under the attention aside from the discussion of the content.

Dysfunctional,

Cynic	Only sees problems, undermines the team's self-confidence, destroys faith.
Clown	Provides entertainment but is not 100% committed to the team and the objectives.
Bureaucrat	Hinders flexibility and hides behind rules and procedures.

The three bold faced roles may not be lacking for a proper functioning team!

Moreover, a balanced age distribution in the group is important so the participants are not forced in a father-son, teacher-student role (e.g.: four 50+ members and one of twenty years of age).

Sources: Prof. P.J. Idenburg – inaugural lecture for his appointment as Professor in Strategic Management, Twenthe University of Technology(The Netherlands), and various other management literature.

1.8	Team Formation

Various matters contribute to a well-functioning and properly developing team:

   a) Regular meetings

   b) Open communication

   c) Recognition and appreciation

   d) Continuous development

   e) Evaluation moments (Course Day 4 – material)

   f) Trusting atmosphere (see Course Day 4 - material)

The points that have not been dealt with (Course Day 4) will be worked out in greater detail:

A. Regular team meetings

Team members need contact with one another. Together they achieve more. Much creativity and energy are released when people commit to the same objective, expecting much of God (faith) and stimulate one another.

> *Two are better than one, because they have a good return for their work: If one falls down, his friend can help him up. But pity the man who falls and has no one to help him up! Also, if two lie down together, they will keep warm. But how can one keep warm alone?*
> *Though one may be overpowered, two can defend themselves.*
> *A cord of three strands is not quickly broken.*
>
> **Ecclesiastes 4:9-12**

An optimum frequency for team meetings may be obtained by fine tuning this to both the opportunities as well as to the envisaged objective. For building strong relationships (perhaps temporarily) a higher frequency may be needed than for other objectives. With the frequency a balance can be realised between education/processing and planning/actions.

B) Open communication

Poor communication is the major problem in groups and organisations. Problems are caused due to lack of sufficient information. Obstacles for proper communication are:

   Assumptions – Do not assume that others want or think what you want or think. This is definitely not the case! There is always yet another way to view things. Stimulate communication. Asks others for their ideas and opinions.

   Impatience and poor listening

   My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry,

   James 1:19

   Pride

   Pride only breeds quarrels, but wisdom is found in those who take advice.

   Proverbs 13:10

C. Recognition and appreciation

Appreciate commitment and efforts

Appreciate commitment and a good attitude. It happens sometimes that people commit themselves and are dedicated to their task and, yet, the result is poor. It is easy to make the mistake to first focus on the result and then to forget to pay attention to the effort and commitment.

Recognize the commitment of the team members. It will motivate and inspire them (to deliver a greater effort and better quality). Be honest in your appreciation and express it openly.

Do not withhold good from those who deserve it, when it is in your power to act.
Proverbs 3:27

Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in brotherly love. Honour one another above yourselves.
Romans 12:9,10

Literature: "Encouraging: The Key to Caring", Larry Crabb & Dan Allender, ISBN 90.70.65.66.55

Recognize Problems

Recognize problems but do not attempt to solve them all.

Often people first need recognition of their difficulties, their difficult situation, and only later do they need solutions. Uninvited solutions are usually not welcome anyway! The reason for this is that people want to take their own responsibility in seeking a solution. They ask for help when they are unable to handle it. People want to be recognized as a mature person.

D. Continuous development as a team

Provide in opportunities to learn and to improve for the team members. Keep on learning yourself. Learn from one another. If someone is able to do something, or if he knows something, and another person wants to learn about the same thing . . . . , let them work together.

Therefore encourage one another and build each other up, just as in fact you are doing.
1 Thessalonians 5:11

The team leader has to be aware of the fact that the development of the team is a continuous process. So he will have to regularly pay attention to this and fulfil a stimulating role. A strong team spirit is stimulated by:

- A serving attitude:
    - Willing to help.
    - Actively listening; lets other people fully express themselves.
    - Clarity, good agreements.
    - Being accountable, respond on time when you are unable to keep your appointment.
- Openness and honesty
- Involvement of everyone, constantly involving the team members in all matters related to the team.

1.8.1   Help in evaluation:

Symptoms of

	a developing team	**a stagnating team**
Acceptance	❑ Trust, mutual acceptance ❑ Acceptance of (extremely) different feelings ❑ Conflicts are brought out in the open to be discussed	❑ Fear and mistrust ❑ Resistance to personal initiatives ❑ Cynicism
Communication	❑ Opinions are expressed ❑ Curiosity ❑ Spontaneity ❑ Feedback is given	❑ Information is distorted, people operate too cautiously, they are too hesitant, too careful. ❑ Defensive behaviour ❑ Polite role play, polite mask
Contribution to objectives	❑ Creativity ❑ Contribution of own desires and ideas ❑ Not following slavishly (conformism) ❑ Great involvement	❑ Mechanical functioning, apathy ❑ Hidden ambitions, gossip ❑ Jealousy, manipulation
Team Functioning	❑ Incidental need for leadership ❑ Varying formal / informal decision making atmosphere ❑ Flexible varying distribution of roles	❑ Need of a strong leader ❑ Formal decision-making process, formalism ❑ Limited fixed distribution of roles ❑ Power struggle

17 *In the above-mentioned list, do you recognize the concepts 'core emotion, core motive and core strategy' from the first course day?*

18 *Indicate which ones you recognize where:*

1. Core emotion

2. Core motive

3. Core strategy   **Symptoms**

1.8.2   Effect on the functioning of the team

A spiritual leader has influence by:

- Prayer and the work of the Holy Spirit in the team members.
- Insight in team roles.
- Lover for the team members (see Course Day 3).
- Good and deliberate communication (see Course Day 4).
- By: Motivating, challenging or frustrating, inspiration and delegation.
- Teaching and evaluation.

1.8.3   Prayer and the Holy Spirit

God works in people through his Spirit. We can ask God's Spirit to be involved in people through prayer. So for a spiritual leader the main points of attention are: Prayer (team leader) and openness for God's leading (team members) and the avoidance of obstacles for the Holy Spirit (team members).

Brothers, choose seven men from among you who are known to be full of the Spirit and wisdom. We will turn this responsibility over to them.

Acts 6:3

Praying for your team members is the best thing you can do for them. Paul provides several examples of this in his epistles to the churches.

God, whom I serve with my whole heart in preaching the gospel of his Son, is my witness how constantly I remember you in my prayers at all times...

Romans 1:9-10

I thank God, whom I serve, as my forefathers did, with a clear conscience, as night and day I constantly remember you in my prayers.

2 Timothy 1:3

I always thank God for you because of his grace given you in Christ Jesus.

1 Corinthians 1:4

In all my prayers for all of you, I always pray with joy...

Philippians 1:4

Next, God will work in people's lives. . .

Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us,

Ephesians 3:20

1.8.4   Observation

Insight in team members is obtained through good, deliberate observation and communication. These two go together. The whole process starts with observation of an event or by receiving information upon which communication may be used to verify the observation and to obtain further details.
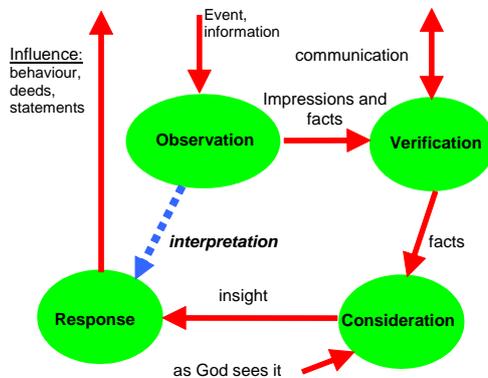
In this process, you may also 'take a shortcut' (interrupted arrow), by immediately interpreting the facts in your own (possibly unfounded) way. This approach without verification of the facts and without consideration is careless and involves the risk that relationships are exposed to unnecessary harm. (See also Chapter 2.7).

1.8.5   Motivation, challenging or frustrating

Exercising influence on people requires carefulness. Base your opinion on facts and knowledge of God (obtained through relationship). Do not respond to people's behaviour before you have obtained insight into the other person and his or her situation. Prior to

exercising influence you may try to understand more of a person's behaviour by asking questions.

You may exercise influence by motivating, admonishing, comforting, teaching, and counselling.

> *All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.*
>
> **2 Timothy 3:16-17**

> *My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry,*
>
> **James 1:19**

For motivation it is important to discover what is truly meaningful to the other person, what is his/her focus in life, what sets him/her in motion. You will then partially understand the possibilities/impossibilities to motivate someone to do something. The motives that you mention have to appeal to him in any way for him to start moving.

Motivation cannot be done at once, very quickly. Sometimes, someone has to grow in insight and commitment. See also the material of Course Day 4: material in Chapters 3.5.2 and 5.2.1.

19	*What is your motive to take this course?*

Even when you are challenging people it is important to consider who the other person is and where he is in his development. You do not let a newly born Christian immediately teach a bible study on the end times. If you do that, it will frustrate him. However, if you invite him to discover new things by reading the gospel of John together you will probably challenge him.

> *The distance between the communicated expectation and the point where the other is, determines whether you are challenging people or whether you frustrate them.*

Moreover, there are a number of ways to influence individuals or groups in the sense of convincing them:

- Convincing   - Inspiring

- Providing clarity   - Involving them and asking them for their cooperation

<u>Convincing</u>

You convince people by providing information and insight in the structure of the information by:

- ❑ Making proposals, submitting ideas and plans, asking people to come up with proposals or ideas and by presenting plans (making proposals).
- ❑ By giving reasons, arguments, facts and opinions pro or contra, the arguments of yourself of others (arguments for or against).

On the one hand it is good to respect your team members, regarding their existing opinions, by leaving room, on the other hand you want to steer them since you want to reach the objective within the framework of your vision. If you want to achieve something with your team you will have to find a balance here. If you exclusively give attention to the ideas of your team members then you run the risk that your objective will not be achieved. Yet, if you force your own objective then you may not be able to reach it either since your team will not be persuaded or you may stir up controversy.

As always, the balance lies somewhere in the middle. You have to explain your objective, motivate people, invite them to think along about reaching the goal, you must challenge them. This may increase your chances of success.

Inspiring

You inspire people by:

- Showing enthusiasm through gestures, intonation, using metaphors, emotional language;
- Showing enthusiasm for opportunities that we do not have yet but which we may be able to achieve. This enthusiasm must be real and not feigned.
- Appealing to the values, desires or interests that the group members have in common;
- Demonstrating faith in the force of doing things together and by indicating what turns us into a unity.
- Placing emphasis on points of agreement; pointing at common goals, interests and capacities.

Providing Clarity

You provide clarity by:

- Indicating exactly what must happen or which standards have to be met (objectives, expectations, norms).
- Using authority: I am responsible for this, so... . . .(objectives, expectations, norms). However, this strongly depends on the situation and the team's starting points.
- Approving the other person's behaviour (positive feedback).
- Disapproving of the other person's behaviour (negative feedback). Be careful not to 'destroy' people.

Involving them and asking them for their cooperation

Involvement is stimulated by:

- Asking for the opinion and feelings of the other person (encouraging them).
- Indicating which strong and useful aspects you see in the other person (encouragement).
- Explore by asking questions, whether you have properly understood the other person (communication).
- Letting them notice that you have understood the emotions and thoughts of the other person (feedback).
- Showing the other person that he has your attention (respond, feedback), that he is treated with respect.

1.8.6   If it does not work . .

If it does not work to motivate someone there are yet a few possibilities:

Prayer: First submit it to God and let Him handle it. He even leads kings . . .

> *The king's heart is in the hand of the LORD; he directs it like a watercourse wherever he pleases.*

Proverbs 21:1

You have done what you were able to do. Perhaps you might spend some time on:

Self-analysis   Am I too ambitious? Did I come at the wrong moment? Am I showing insufficient respect? Am I threatening people?

Investigate   Try to find out why another person does not accept what you are suggesting. Keep on asking, but be careful not to be nagging.

Take a distance   Postpone or plan again; change to a different subject; stay calm.
Help people relax by humour; reduce tension but keep on striving for the objectives.

Avoid   Withdraw; drop your point of view; cover up the differences; revert to procedures.

Negotiate   Determine your margins and the minimum of what you want to achieve. Seek for options in the other person's point of view which you may exchange for things within your margin.

Whichever of the above-mentioned possibilities you choose is different for everyone.

20   *Which options do you prefer?*

1.8.7 Delegate

There are two possible ways to delegate: You can delegate tasks or responsibilities. Generally, it is better to delegate a responsibility then a task.

When delegating a task, you ask someone to do something and you tell him exactly how to do it. It more like assigning a chore than delegating. You give people little room for individual contributions and a sense of responsibility.

When your 'victim' performs the task he may be doing it with little pleasure. You may end up giving someone the 'slave' feeling. Dutch people are sensitive to that.

Delegating a responsibility to someone is much more challenging. It involves recognition of his or her capacities and is much more fun to do. So there is room for individual contributions!

So the issue in delegation is to what extent you pass the control on to someone else.

How should you delegate responsibilities?

What must be done, when, where, why, with whom, how?

What are the criteria for a successful operation?

Clear assignment.

Clear agreements.

Clear frameworks, responsibilities and competencies.

Taking into consideration the possibilities and wishes of the delegates.

Delegating responsibility to whom?

To people who can handle the task, who happen to have the proper gifts and talents.

To people who have time.

To people who are willing, who are motivated, who are committed to their task.

<u>Advice to delegate from Jethro to his son-in-law Moses</u>

13   *The next day Moses took his seat to serve as judge for the people, and they stood around him from morning till evening.*

14   *When his father-in-law saw all that Moses was doing for the people, he said, "What is this you are doing for the people? Why do you alone sit as judge, while all these people stand around you from morning till evening?"*

15   *Moses answered him, "Because the people come to me to seek God's will.*

16   *Whenever they have a dispute, it is brought to me, and I decide between the parties and inform them of God's decrees and laws."*

17   *Moses' father-in-law replied, "What you are doing is not good.*

18   *You and these people who come to you will only wear yourselves out. The work is too heavy for you; you cannot handle it alone.*

19   *Listen now to me and I will give you some advice, and may God be with you. You must be the people's representative before God and bring their disputes to him.*

20   *Teach them the decrees and laws, and show them the way to live and the duties they are to perform.*

21   *But select capable men from all the people—men who fear God, trustworthy men who hate dishonest gain—and appoint them as officials over thousands, hundreds, fifties and tens.*

22   *Have them serve as judges for the people at all times, but have them bring every difficult case to you; the simple cases they can decide themselves. That will make your load lighter, because they will share it with you.*

23   *If you do this and God so commands, you will be able to stand the strain, and all these people will go home satisfied."*

24   *Moses listened to his father-in-law and did everything he said.*

Exodus 18:13-24

1.8.8   Educate and evaluate

<u>Educate</u>

I planted the seed, Apollos watered it, but God made it grow.

So neither he who plants nor he who waters is anything, but only God, who makes things grow. The man who plants and the man who waters have one purpose, and each will be rewarded according to his own labour.

1 Corinthians 3:6-8

Educating people is supplying them with materials to aid education and to assist in their growth. It is praying and providing education. God will work out people's growth.

<u>What</u>

1. Pass on what you are learning yourself or what you have learnt:

We proclaim to you what we have seen and heard, so that you also may have fellowship with us. And our fellowship is with the Father and with his Son, Jesus Christ.

1 John 1:3

Be careful not to merely pass on theory. Do not teach on matters that you have not experienced first hand. Pass on your convictions. Always use fresh examples. Preferably, all teaching must be based on 'first-hand experience'. Particularly when it relates to behaviour. Facts may always be taught. You must have mastered behaviour first before teaching it.

21	*Why do you have to master a certain behaviour first before you can teach it?*

2. Provide instruction according to the topics of the material for Course Day 2 and 3.

3. Take the various gifts into account. Adjust your teaching to someone's specific gifts. Teach on subjects that result from your objectives or from what the group needs at the moment.

Evaluation

Here, it concerns the verification or, and to what extent, the teaching activities have had an effect.

Allow the team members to express what they have learnt. Discuss the questions or points that are difficult to them.

2 Skills

Which skills enable a leader to perform his task?

a	Communication	See Course Day 4
b.	Setting objectives	(Chapter 2.1)
c.	Setting priorities	(Chapter 0)
d.	Leading group discussions	(Chapter 2.5)
e.	Conflict resolution	(Chapter 2.6)
f.	Judgment and Decision-Making	(Chapter 2.7)
g.	Bearing Responsibility	(Chapter 1.5)

2.1 Setting objectives

Some Christians have an approach of: "We pray about it and do something. Then it is good." Is that true? Jesus demonstrates something of his view on this in Luke's gospel.

> *The master commended the dishonest manager because he had acted shrewdly. For the people of this world are more shrewd in dealing with their own kind than are the people of the light.*
>
> **Luke 16:8**

> *"God made human beings, not human doings!"*

Paul even says:

> *Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.*
>
> **1 Corinthians 9:24-27**

Objectives are expressions of faith. They are a way to think further than what you are used to.

> *Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us,*
>
> **Ephesians 3:20**

A properly formulated objective helps you to thank God when it is achieved.

> *Objectives help you to make clear what you want, so you may say no to things that keep you from doing what you truly want to achieve.*

> *Not that which is much is good, but that which is good is much!*

22 | *Do you have vague desires or clear expectations?*

An objective contributes to the latter. It is a prop to help you consider things, to live consciously.

> *If you do not know where you are going you will never arrive and your efforts are in vain.*

Setting clear objectives for yourself supports living consciously. Setting objectives for your team provides clarity and contributes to the stability and unity. Having a clear purpose in mind, knowing what the core of the matter is, determines the quality of all that you do!

> *Small things that you carry out are better than major things that you intend to do.*

When you set an objective for something, it means that you actually want to tackle something and that it is not something you want to ever achieve when you have the time for it.

> *What you decide on will be done, and light will shine on your ways.*
>
> **Job 22:28**

Common objectives stimulate cooperation!

2.1.1 Definition of an objective

An objective is a description of the situation that you want to achieve within a certain time.
- ❑ For yourself.
- ❑ For the business.
- ❑ For others.

An objective is never on its own. It always fits within a greater whole, a long term objective, a life objective, God's objective for your life.

Final objective = objective 1 + objective 2 + objective 3 ……..

Setting objectives that are too 'great', achieving situations that are too far from where you are now, reduces the chance that you will ever reach them. The result is often discouragement.

Smaller, attainable objectives have a higher chance of success. The result aside from reaching the objective is also enthusiasm.

> *Better 10 minor steps than 1 major step.*

2.1.2 Defining an objective

We do not have to achieve an objective out of nothing. God has a purpose and a plan with this world and with every individual. So the question is: "What does He want?" and "How can match our objectives to it?".

I will instruct you and teach you in the way you should go; I will counsel you and watch over you. Do not be like the horse or the mule, which have no understanding but must be controlled by bit and bridle or they will not come to you.

Psalm 32:8-9

Step 1   Allow God to determine your subject or objective:
- ❑ Get to know Him through the Bible.
- ❑ Ask God for insight, what He wants.
- ❑ Ask God for His guidance. How He wants it and when.

Step 2   Formulate what you want. For what do I want to set an objective?

Step 3   Pick a clever approach (SMART, see section 2.1.3).

2.1.3   A clever approach for setting objectives

A good objective is SMART with the following objectives:

Specific

What exactly do I want to achieve?

Measurable

Describe the desired situation so it may be checked that the objective has been reached. Mention quantity and/or quality.

Acceptable

It should match the main line (e.g. team's objective or long-term objective).

Realistic

Not frustrating but challenging; feasible; not too far away; within your measure of faith. Better 10 minor steps than 1 major step.

Time-related

Determine the time at which you expect to reach your objective. A check point, an agreement with yourself.

A simple objective offers more of a chance of success!

2.1.4   Making plans

Having an objective is not sufficient. In itself it does not bring you where you want to be. Aside from a formulated objective you also need a plan, for . . .

People who fail to plan, plan to fail…..

Once your objective is set and you start to make a plan it is worth the effort to check your starting points. Analyze on which facts you have based yourself, which assumptions you have deliberately or unconsciously made (based on what). The more realistic your assumptions are, the greater is your plan's chance of success.

A plan has four main ingredients…

PRAYER → Activities → Times → Check

Prayer

Unless the LORD builds the house, its builders labour in vain.

Psalm 127:1

Not in our own strength, but by God's power we can achieve much.

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Activities

Suitable activities should make it possible to reach the objective. Every activity should bring you a step closer to your objective. Otherwise it is not the appropriate activity.

Activities that are not in tune with the objective do not contribute to what you wish to achieve. They may even be counterproductive since they divert your attention and energy from what you are truly aiming to achieve.

All activities must meet one important condition:

> They have to contribute to reaching the objective.

Whether the activities are carried out may be recorded in a 'check list' so you keep an overview.

Times

In order to actually realise your plans, it is helpful to determine what you will do, when and how long you will do it.

Two aspects have to be dealt with:

> 1. When will you do it (start).
>
> 2. How much time will you spend on it (duration).

To support this point you will need a calendar or agenda with dates, times and activities (when/what). A self-made list is good as well.

Do not forget to include sufficient margins when planning the duration. In practice some things may take more time than you thought. Sometimes it is easy but you should anticipate that there may be some trouble.

Check

In order to keep an overview of the course and the development of your plan and to be able to make timely adjustments it is necessary to regularly check:

- ❑ Whether progress was made by checking of the activities that were/were not completed
- ❑ Whether the objective has been reached by making an inventory of your situation.

When you are in a learning situation (e.g. with the team) and your objective is that people learn something in particular then you may subdivide the activities in categories as follows:

- ❑ Teaching
- ❑ Conveying
- ❑ Exercise

An example of the objectives is included in Appendix B.

2.2 Team Objectives

Team objectives may be internally or externally oriented, depending on the need and the desires of the moment and on the team leader's vision. Even internally and externally oriented objectives may be applied side by side. Possible objectives or areas of attention for objectives of and for a team are represented in the following diagram. More and greater team objectives are possible as the team members grow spiritually, in insight as well as in experience.

Development trajectory
of the team members

	Internal – (self-) oriented	External – oriented to others	
worker	skills, deepening, encourage-ment, boost	training/instruction evangelism prayer	pastorate, organisation administration prayer
disciple	discipleship workership encouragement, boost	evangelisatism service prayer	
young disciple	discipleship gospel encouragement, stimulus	evangelism prayer	
young Christian	After care church	witnessing	

Objective: Internal – (self-) oriented External – oriented to others

Choose per year/season for and with the team one objective. Tell your team members to set personal objectives as well.

You may discuss everyone's objective with the person himself. You may also set an objective for someone (without consultation) since a discussion would be fruitless because he does not understand what you are talking about, or if it is more valuable if someone discovers his learning objectives by himself. This will prevent you, as a team leader, from being tempted to lord it over someone else.

Not that we lord it over your faith, but we work with you for your joy, because it is by faith you stand firm.

2 Corinthians 1:24

2.3 Setting priorities

Whoever has much vision or much faith will make many plans. Yet, there are only 24 hours in a day. And there are more important things in life. So there will be moment where we face a decision since we cannot do everything at once. In order to simplify the decision it is advisable to sit down and to list, together with God, all the major things in your life and to order them according to their importance.

So setting priorities has to do with ordering the objectives as well as with prioritizing the activities.

Particularly when you have to deal with several objectives at a time it may happen that you end up in a situation in which two objectives or their related activities conflict with one another. Then you will have to choose. Quite often, at that particular moment, there is no time or rest to take a well considered decision. By previously setting priorities, you prevent making a random choice that later on may turn out to be a poor one.

2.4 Organising

Organising is making certain that tangible matters are available on the pre-determined times and that people are willing and ready to fulfil a certain task. Organising concerns people, things, events and time.

WHAT

Organising starts with the determination of what should happen. 'Who' must do 'what' 'when'? This means that you must make a list of people, their role, their task.

If you are faced with a major thing that needs to be organised, it may be advisable to first divide it into smaller items. You will start by organising the cohesion between the composing elements and then you will proceed to bit by bit study the parts to check the details.

In order to have a good overview of what must happen, you may imagine what it will be like. You imagine each of the different roles that you have written and ask yourself "What must happen now?".

It will also be helpful to ask yourself a number of questions. As a guideline you may use:

- ❑ What?
- ❑ Who?
- ❑ Where?
- ❑ Why?
- ❑ How?
- ❑ When?
- ❑ How many?

A good organisation requires a proper planning of the time needed for every event. Make use of the experience of others if you do not have sufficient experience yourself.

You should record the results of all of your brainstorming activities in a planning and in task descriptions. Introduce check points in the planning to be able to evaluate how the organisation is going and consider, possibly beforehand, alternative measures that you might take if something goes wrong somewhere.

> *To rule is to anticipate!*

HOW

Many hands make light work. Yet if everyone is doing the same thing, we interfere with each other. So it may be better to delegate the tasks. In this context it is important to know everyone's gifts and talents. The best way to properly delegate the tasks is to consult everyone involved.

2.5   Leading discussions

Avoid the meetings at which much is said but little is decided. I.e. the conversation covers many things but at the end of the meeting you wonder: "What did it accomplish?". That is why a group discussion needs to be led from beginning to end.

The chair person keeps the discussion going but ends the meeting on time. So he/she does not allow the discussion to wander. Instead, he/she will steer it in a certain direction: Making a conclusion, increased insight, motivation to do something, desire to learn more, etc. So, when leading a conversation, it does not mean that people should only go down the trodden paths. It should also be sufficiently flexible. In this context, one might think of providing room to everyone's need to formulate their thoughts, while the discussion leader does not lose sight of the main line.

2.5.1   General

There are types of discussions, depending on the objective they serve:

Work progress discussion.
- ❑ Objective: Agreement, decision, delegation of tasks.

Study discussion of a passage in the bible or a chosen subject.
- ❑ Objective: Insight and practical digestion of a passage.

A combination is also possible if the meeting is split into parts: A study part and a work part. The essence for both parts is:
- ❑ To properly lead the discussion by letting everyone have an equal say in matters, by asking questions and by giving summaries
- ❑ Encourage people to participate.
- ❑ Write down commentaries and present them to the group.
- ❑ Involve everyone in setting priorities.
- ❑ Formulate a conclusion.
- ❑ Make agreements.
- ❑ Summarise the whole discussion.

2.5.2   Work Progress Meeting

Typical parts of a work progress meeting are:

Introduction
- ❑ Drawing up the agenda and agreeing to it.
- ❑ Generate people's interest for something special (video, quotation, personal experience, news paper).
- ❑ Determining the link to the main topic.

The discussion
- ❑ Give an explanation of the problem, topic or occurring event.
- ❑ Determine why it is important.
- ❑ Communicate the work progress meeting's objective or determine the objective by consultation.
- ❑ Discuss the topic point by point.

Determining the plan

Describe the following. (Delegate the responsibility to whoever logically qualifies for it and indicate when further information is required).
- ❑ Steps to be taken.

- ❑ Required materials.
- ❑ Required training.
- ❑ Time planning details.
- ❑ Costs.

Conclusion
- ❑ Make certain that everyone understood.
- ❑ Describe the first steps.
- ❑ Invite people to commit.

2.5.3 Study Discussion

For an optimal course of affairs during the meeting and to serve the participants it is important to serve the group by providing clarity.

- ❑ Choose materials and make certain everyone has them.
- ❑ Allow everyone to sufficiently participate.
- ❑ Set an objective for yourself for the study discussion, e.g.:

    "That at least three aspects of prayer are discussed"

- ❑ Discuss how many times you will meet, where, at what time and how long.

Typical parts of a study meeting are:
- ❑ Determining the main line of the discussion (objective of the meeting).
- ❑ Asking questions, listening, controlling by further questions.
- ❑ Providing a summary.

2.5.4 Leading the discussion by asking questions

It is quite useful to ask questions to the group, because:
- ❑ This enables you to properly make use of everyone's contribution.
- ❑ Good questions stimulate people to share their knowledge and experience.
- ❑ Good questions stimulate them to reach a better understanding.

If you study a part of scripture together, asking questions will assist people to gain a better insight in the discovered truths and help them to apply these. The following suggestions are intended to help guide the discussion in the proper direction ant to assist the participants to actively take part in the discussion.

Good questions will stimulate people to express their knowledge and talk about their experiences as well as helping them to have a better understanding of the parts of the bible that they read.

In the gospels we can read more than 100 questions that Jesus asked the people. In this way, He made them think and he confronted them with himself. For the same reason we have included a number of suggestions for questions in the group.

Both for work progress meetings as well as for study meetings common and specific types of questions can be asked.

Questions may be categorized according to their nature: According to type, addressee and content.

2.5.5 General Questions

Type (How):

Closed questions

A closed question hinders the discussion. Such a question has only three answers:

Yes, no, I don't know.

- ❑ Do you agree?
- ❑ Is it possible?
- ❑ Do you also believe that?

If you, as a team leader, notice that you have asked a closed question you can help the discussion on the way by asking open questions, such as: "Why?", "How?", "When", "Could you explain that?".

Open questions

An open question stimulates the discussion. The team members are asked for their opinion or for their insight in a topic:

- ❑ What do you think Jesus says about this?
- ❑ Why do you think Jesus says this?
- ❑ What did He intend with it?
- ❑ How may it be achieved?

Addressee (who):

Indirect questions

An indirect question is addressed to the group in general. It is not aimed at a particular person. It is better to start out with indirect questions so everyone can say something:

- ❑ According to you all, what does the Bible teach about…?
- ❑ What have you all discovered about….?
- ❑ Jesus: "Who do people say I am?"

Direct questions

You may better directly address people who are more quiet than the rest:

- ❑ Do you agree, John?
- ❑ Charlie, what do you think about it?
- ❑ Esther, did you notice something in particular?
- ❑ Jesus: "But what about you?" he asked. "Who do you say I am?".

It is good to be careful with this type of question since they may be perceived as confrontational.

Content (What):

Ask for facts, opinions and feelings

- ❑ How would you feel if Jesus asked you who He is?
- ❑ What must Thomas have felt when Jesus asked him to place his finger in his pierced hand?

It is easier to reply to questions about facts. The answers may often be found in the studied passage.

It is more personal – and therefore harder – to reply to questions about feelings.

2.5.6 Special questions for a study discussion

- 'Discover' questions
- 'Understanding' questions
- 'Context' questions
- 'Application' questions

(The given order is not a random order.)

First, you must find out (**Discover**) what the Bible says. Then you may consider what it all means (**Understand**) and how it fits in with other biblical truths (**Context**). Only then you will be able to apply it and the Word may bear fruit in your life (**Application**).

It is wise to remember these questions (or to keep them available on paper) when you meet as a team.

'Discover' questions

- What is it about?
- What does the Bible really say?
- What is the essence of this part?
- What did we discover in this passage about the fatherhood of God?

'Understanding' questions

- What is the writer's, or speaker's, intention?
- How did the original audience understand this?
- What is the meaning of this word, this statement? (In view of the time, culture in which it is set.)

Analogous to Jesus' question in John 13:12:

- Do you understand what Jesus did here to Peter?

'Context' questions

Context questions try to find links or make connections with previous discoveries or other information.

- Which relationship is there between this verse and other verses or parts of the Bible?
- Which scriptural references are mentioned?
- Where are the same words or expressions used?
- Explain the Bible by means of the Bible.

'Application' questions

The objective of these questions is to stimulate people to apply God's Word in practice.

After washing his disciples' feet, Jesus concluded (John 13:17): "Now that you know these things, you will be blessed if you do them". Knowing is not sufficient. God's Word has to <u>change</u> our life.

- What does it mean for our own life?
- How may this truth affect your life and mine?
- In which effective and practical way can we do something with it in the coming two weeks?
- How did the discoveries of last time affect the past two weeks of our lives?

2.5.7 Who may speak?

If necessary, ask someone to say something who has not said so much. Or give other people a chance if a person has talked for a long time.

□ "Your opinion is clear now". "Shall we listen to the opinions of others?"
□ "I believe that we are getting sidetracked." "Does anyone remember where we were?"
□ "How should we proceed now?" How may we best solve this issue?"
□ "According to me, we have talked long enough about this. Shall we continue?"

2.5.8 What should your attitude be?

Have a serving attitude. Do not give all answers. Stay in charge, stimulate or block. Counter questions with questions.

A discussion leader may easily be stuck in a situation in which he or she is regarded as the person who has all the answers. If you have the answers it does not immediately lead to problems. Yet, the group participants may listen more to you than attempting to find things out for themselves or even contribute by talking. And is that the intention? That is why it is better to counter questions with questions.

□ That is an excellent question. Who would like to say something about it?
□ What do you think about it?
□ What is your intention with this question?

General tips

> Our manner of speaking may strongly affect the other person's attitude. Before we know it, we have forced someone to be on the defence by means of aggressive, or overly direct, questions.

A few guidelines who may assist the team leader, as well as every team member, to avoid such situations, are:

□ Always speak in the 'I' form (not 'people' or 'you') so that your involvement becomes clear.
□ Speak from your own experience. You cannot make someone excited with the successes of another person. Perhaps you can make them excited about your own successes.
□ Be specific. Do not communicate in generalities.
□ First explain your own position regarding a certain topic prior to asking a question about it.
□ Bring up non-verbal communication: "Are you not interested in my story, you appear to be looking away!" "Do you find it difficult?" "Why do you look like that?", "What makes you say that?".

Observation, verbal, non-verbal

> Proper observation may help you to ask the proper questions, to more effectively lead the discussion. It is not always easy to combine this with the formulation and expression of questions. Therefore, it may be useful to have an assistant (male/female) who focuses on observation and who comes to the rescue at times.

> The art of observation demands great attentiveness. Do not miss the secondary signals: Gestures, tone of voice, hesitation, choice of words, body language. Pick out one, two aspects at most, with the highest relevance to provide feedback. Otherwise you may perhaps discourage or frustrate someone.

2.5.9 What do you do when the discussion stops?

This may happen with any type of question. Special types of questions might be helpful, such as:

□ Elaborating questions
□ 'Responsibility' question

❑ 'Explanation' question

'Elaborating' question

In order to elaborate on a given answer or to supplement to it, you may ask:

❑ What can you ad to this?
❑ Can you tell us some more about this?

'Explanation' question

❑ What did you intend with it?
❑ Maybe can you explain it again in a different way?

'Responsibility' question

Some answers or comments can be explained in several ways. That is why it may be useful to provide more clarity before it triggers a senseless heated argument.

❑ Can you explain what you mean by it?
❑ What are your reasons for this?

2.5.10 What do you do if someone appears to be unstoppable?

Invite someone to contribute to the discussion who has not said much yet:

❑ What do you think, John?
❑ Your opinion is clear now. Shall we listen to the opinions of the others?

2.5.11 How can you make use of all of these questions?

❑ Keep the various types of questions in mind.
❑ Read them once every two weeks.
❑ Leave this material at home. Do not take it with you to the discussion.

2.6 Handling conflicts

If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.

Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness.

Philippians 2:1-7

> **A conflict is a situation in which two or more team members follow objectives or adhere to values that are incompatible and which may be expressed in a confrontation.**

This does not automatically mean that it results in a quarrel. For if the one person experiences a conflict, the other does not necessarily experience it as such. Conflicts may arise between the leader and the team members but also among the team members themselves.

Characteristics of a conflict are:

- There is a situation in which incompatible objectives and/or values are at stake.
- The persons concerned are aware of the situation.
- There is an emotional involvement.
- There is a certain behaviour due to this situation.

It is important that every person concerned recognizes the conflict irrespective of the fact whether it is really problematic for him/her. Otherwise, it will be complicated to work on a solution. For certain conflicts there is no solution. People have to learn to live it as well as possible. It depends on the situation and the nature of the conflict in which way it may best be handled.

Two basic motives affect our choice of the style for conflict management:

Placing the emphasis on your own interest and/or on the interest of maintaining a good relationship with others.

(Please note: In this section on conflict management, the concept of 'self-interest' is used. The self-interest of a Christian may also be that whatever God wants you to do becomes your self-interest, if you commit to that, or it may be the well being and the development of the other individual. Here, self-interest has the special, (neutral) meaning of 'the interest of the one' and it must not be confused with selfishness or self-centredness.

The basic motive determines which of the five following approaches is chosen:

Giving in	**Avoidance**
Seeking a compromise	**Forcing a solution**
Solving or confronting	

Giving in

By giving in, you mainly try to maintain the relationship with the other person. Possibly, you do this even at the expense of your self-interest. Giving in, often happens in vulnerable relationships in which people are afraid to lose the confrontation with the other individual. At any cost, an open confrontation is avoided. They do anything not to be rejected by the other person or to be left alone.

For their own well being, people who always give in, depend on how the other person wishes to behave. The fact that they give in often results from a low self-esteem. The same cause often makes that they have a great sense of empathy due to which they are able to feel for the other person's point of view. There is nothing against a sense of empathy if the person's own desires are taken into consideration. Then it is simply a fine characteristic (see also Course Day 4 material: Core qualities).

Avoidance

Avoidance is a way of conflict management whereby the interest of neither of the two parties is really defended. By avoidance, people do not choose nor do they take responsibility. It is an attitude that is often based on the fear to be hurt and on a negative self-image. Or it may result from a *subassertive* attitude that often is the result of a feeling of powerlessness. The powerlessness may be the result of the pressure of not being able to conform to the norms that people impose on themselves. Other people are unable to conform as well, but you cannot mention it, for if you did, your own shortcomings would be exposed as well.

Of course, you may deliberately decide to avoid since, e.g. the situation is too heavy or too insignificant to spend your energy on it.

If avoidance is your basic way of conflict management then this should be an indication for you to examine yourself and see if you have a subassertive attitude. Perhaps you need professional help to assist you in developing a positive self-image and a healthy sense of self-appreciation.

Seeking a compromise

Seeking for a compromise may be employed when there is a stalemate. Both motives, the person's own interest and the interest of the relationship are defended in this approach. All parties compromise in one way or another, so there is some profit and some loss for everyone. This approach is selected out of a sense of fairness and possibly even out of necessity.

Solving or confronting

For this approach it is necessary that people enter into the confrontation. It is a manner of conflict management that consists of collaboration. For both parties an advantage may be obtained. So this approach serves either motive; the self-interest as well as the interest of the other.

Handling the conflict is regarded as a challenge. Together we seek for the best solution yet at the same time there is the advantage of learning how to cope with conflicts.

The positive attitude which this approach entails is fine and it will often yield good results. Yet, you will be disappointed if you expect that this will solve any conflict since there are conflicts that cannot be solved (e.g. due to contrary norms and values). So this is an issue which must be taken into consideration when you form a team.

Forcing a solution

Forcing the solution is an approach by which you attempt to force your own objectives and interests, usually at the expense of someone else. It is a win or lose situation. The interest of maintaining a good relationship is no longer important. Forcing the solution may occur in various ways. It may be done openly with a great show of power, or it may be done in a more subtle way. Forcing does not always have to be negative. There are conflict

situations in which quick action is necessary or in which a tough decision must be made. It may be a good thing when someone has a position enabling him/her to force the solution.

Someone who often forces a solution may develop a destructive manner regarding maintaining his relationships. Consequently, he may end up being lonely.

Negotiators

Third parties may play a negotiating or stimulating role in conflicts. They may be team members as well as team leaders.

Sources: 'Functionele Samenwerking', H. Hendrix, J. Konings, J. Doesburg en M. de Groot, Uigeverij H. Nelissen, Baarn, ISBN 90 244 1264 1

Met opmerkingen [jp1]: Het zou misschien goed zijn om hier een geschikte Engelse uitgave te vermelden.

## 2.7 Selecting and judging: Judging the value of people and situations

When you make choices, it is necessary to be able to weigh all the pros and cons. For this purpose, we need the facts. Preferably, we should not base ourselves on opinions or impressions. In fact, it is a true art to gather facts and to make a proper estimate concerning the reliability of such facts. Yet, it does not mean that this is a difficult art. You will be able to achieve much with common sense, clear goals and insight into God's will.

Commit to the LORD whatever you do, and your plans will succeed.

Proverbs 16:3

Pray during the course of the selection process. Bring everything before the Lord. He will provide insight and wisdom.

The more possibilities there are, the harder the decision. In order to solve this, you make use of a 'staggered choice' approach: First, you delete the options that are without prospect. When the list of remaining options has been reduced to 5 you do it once again. Use the shortened list to examine the consequences of each choice.
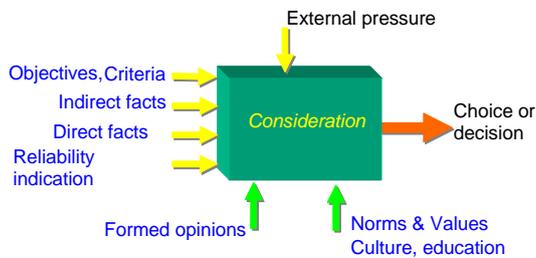
The selection process

Starting points

Criteria

What are the requirements when you make a decision?

❑ Selecting someone for a posting	Level of education
❑ Selecting a partner for life	Character, convictions
❑ Selecting a business partner	Financial assets, reputation, vision
❑ Selecting a car investment	Type of use, desired maximum
❑ Planning a vacation	Active, relaxing, short/long, cheap, more expensive, etc.
❑	

Direct facts

- ❑ Someone claims to have sufficient experience. . .
- ❑ The neighbour lady seems to be a nice person!
- ❑ Charles V. is a good businessman since he owns a Bentley.
- ❑ In the newspaper: Mercedes, 2 years old, 50,000 km or at the dealer: Ford of six months old, 9,400 km.
- ❑ An unknown travel agency has a special offer. . . .
- ❑ . . . . .

Reliability indication

- ❑ Which experience, proof?
- ❑ Who is she really? Character, interests, convictions.
- ❑ . . . . .

Basic data

Objectives

What is your main objective?

How does your choice affect the reaching of your goal(s)?

Norms and values

Which guidelines are you using?

What is the minimum standard?

What is absolutely unacceptable?

Influences

Indirect facts

Choices of third parties.

Circumstances.

External pressure

Public opinion, social control.

Others who appear to know what you should do.

Visible need.

> *It is not the need that calls me, but my calling*
> *(from God) that directs me to the need.*
>
> *Tom Meij*

Formed opinions

Opinions that you formed about things.

Opinions that you formed about people.

It may be necessary to judge situations or persons. We know three words that are interrelated: Judging, condemning and assessing. In the Bible 'judging' sometimes means 'assessing' and sometimes 'condemning'.

Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven.
Luke 6:37 – do not judge

*Stop judging by mere **appearance**s, and make a right judgment.*
John 7:24 – verify impressions

There is only one Lawgiver and Judge, the one who is able to save and destroy. But you— who are you to judge your neighbour?
James 4:12 – do not condemn
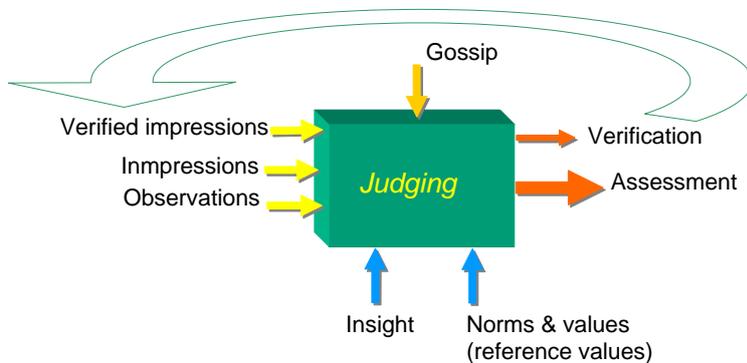
The process of forming an opinion

Verified impressions

Verified impressions and observations achieved by convincing yourself about something by means of repeatedly asking questions and through your own observation.

Insight

Understanding the relationship between the observations.

Norms and values

Everything you find important on which you want to base your life.

Verification

The action to check whether you are correct in drawing a certain conclusion from your impressions and observations.

Advice for making choices (summary):

- What do you really want? What are your demands, objectives? (See Ch. 2.1: Setting Objectives)
- List all your motives. (See Course Day 4: Motivation)
- Prioritize your motives according to their importance. (See also Ch. 2.3: Priorities)
- Make sure you have all information.
- Determine the degree of certainty (reliability) of the information.
- What does God want in such a situation? (See Course Day 3: Seeking God's will). Base your opinion on facts, not on impressions.

Appendix A - **An exercise**

Take a maximum of 3 minutes to read the following part. Then turn the page.

Case: You are looking for a preacher/pastor for your church

The candidate pastors Deadwood and Wetblanket both aspire to be appointed as the pastor in a mid-sized church that has had a vacancy for some time now. A specially appointed committee talks to them and receives the following information:

Wetblanket

Rev. Harry Wetblanket was born again at age 24 after which he immediately went to seminary. He has a solid understanding of God's Word, good pastoral skills and his sermons are biblical and clear. In his personal life he exhibits great faith and a serious commitment to doing God's will. He has a few hobbies: reading and golfing. After living together for two years he married his girl-friend.

 The marriage was of a short duration since his wife took off with the local civil-law notary. So he was left behind at age 23. Last year, at age 31 he remarried with someone he met in the casino.

Deadwood

The second candidate, Rev. Oliver Deadwood (31 years of age) is a fairly driven Christian. He enrolled in seminary at age 20, after having fulfilled his military service for which he was drafted. Having served as a pastor for two years in another church, he is now looking for an opportunity for ministry in the region where he was born. His strengths are in the field of group discussions and teaching. His knowledge of the Bible could be considered excellent. He grew up in a healthy Christian family and was properly trained in Christian norms and values. Rev. Deadwood is fairly closed about himself and his own spiritual life, yet his references are good. He spends his spare time as a fervent amateur photographer. For five years he has been married to his first love, the daughter of a church member of some means.

General

The church council has urged the committee to make a quick decision since the vacancy has been open for quite some time, causing some families to leave the congregation.

Bible passages:

Matthew 19:3-9	Some Pharisees came to him to test him. They asked, Is it lawful for a man to divorce his wife for any and every reason? Haven't you read, he replied, that at the beginning the Creator 'made them male and female', and said, 'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh'? So they are no longer two, but one. Therefore what God has joined together, let man not separate. Why then, they asked, did Moses command that a man give his wife a certificate of divorce and send her away? Jesus replied, Moses permitted you to divorce your wives because your hearts were hard. But it was not this way from the beginning. I tell you that anyone who divorces his wife, except for marital unfaith-fulness, and marries another woman commits adultery.
1 Corinthians 13:13	And now these three remain: faith, hope and love. But the greatest of these is love.
1 Corinthians 7:27	Are you married? Do not seek a divorce. Are you unmarried? Do not look for a wife.
1Samuel 16:7	But the LORD said to Samuel, "Do not consider his appearance or his height, for I have rejected him. The LORD does not look at the things man looks at. Man looks at the outward appearance, but the LORD looks at the heart."
1 Timothy 3:4-7	He must manage his own family well and see that his children obey him with proper respect. (If anyone does not know how to manager his own family, how can he take care of God's church?) He must not be a recent convert, or he may become conceited and fall under the same judgment as the devil. He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devil's trap.
John 8:3-11	When they kept on questioning him, he straightened up and said to them, If any one of you is without sin, let him be the first to throw a stone at her.

Assignment

- Discuss the topic by means of the questions.
- Determine the selection criteria.
- Make a choice and formulate the motivation.
- You may use the following diagram as a bit of support.
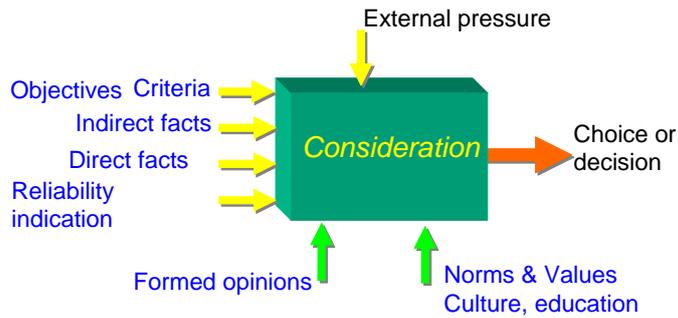
Sample Questions for the Discussion Leader

- What are your decision-making criteria?
- What right do people have to judge other people in this situation?
- Is Rev. Wetblanket properly able to lead by example in the church?
- Is Rev. Deadwood properly able to lead by example in the church?
- Provide a motivation for your answer.
- Can Rev. Wetblanket be a pastor in view of the fact that he has been divorced?
- Is Rev. Wetblanket a good candidate in view of the fact that he and his wife both appear to be visiting the casino?
- Do you think Rev. Deadwood will be able to attract new church members?
- Do you have sufficient information to make a choice?
- Which candidate would you vote in?
- On the basis of what?

Debriefing: 'Just suppose you are looking for a pastor'

Read the exercise once again and check your answers now.

Please take the following into consideration:

After further inquiry it turned out that Rev. Wetblanket was in the casino to make a telephone call since he had a flat tire. His future wife was there in a special evangelistic ministry specifically designed to reach gamblers.

During the divorce Rev. Wetblanket had not yet been saved. If this should be a reason for rejection then the redemption through Christ's atoning death loses its meaning.

Appendix B – **Examples of objectives and plans**

1. A business objective

2. A ministry objective: CBMC

3. A personal business objective and plan:

4. A personal spiritual objective and plan:

5. New Objectives – Work Sheet

1. A business objective

Fact: My current turnover is 12,000.00 Euro, measured on 20 December.

Assumption: If I visit 50 customers, leave samples behind, probably 20 customers will order the special introductory package. Moreover, I am assuming that 14 of them will put in an additional order.

20 x introductory package of 150 Euro = 3,000.00 Euro

14 x additional order of 642.85 Euro = <u>9,000.00</u> Euro

Total: 12,000.00 Euro additional turnover.

	Check	
Final evaluation : 1.-..12..-.200x	Specific	
Interim-evaluations : .....-.......-...... and .....-.......-......	Measurable	
	Acceptable	
	Realistic	
	Times incl.	
Objective		
That per 1 December next year my turnover will have doubled.		

	Activities		When
General	Prayer		
Teaching	Instruct two of your employees concerning selling your product.		23 May
	Take a marketing & sales course yourself.		20-22 May
Conveying	With one employee visit customers and do the sales talk yourself.	The first 2 times. The first time. The first 2 times.	24 May: 9.30- 16.30 26 May : 9.30- 16.30 25 May: 9.30- 16.30
	With another employee visit customers and do the sales talk yourself.	The first time.	27 May : 9.30- 16.30
Exercise	Let the one employee hold the sales talk.	The 2nd time.	26 May: 9.30- 16.30
	Let the other employee hold the sales talk.	The 2nd time.	27 May: 9.30- 16.30
Further activities	Send out both employees to sell your product.		1st Tuesday of June 1st Tuesday of July 1st Tuesday of Aug. 1st Tuesday of Sept. 1st Tuesday of Oct. 1st Tuesday of Nov.

2. An objective for spiritual work: CBMC

	Check	
Final evaluation : .....-.......-......	Specific	
Interim-evaluations : .....-.......-...... and .....-.......-......	Measurable	
	Acceptable	
	Realistic	
	Times incl.	
Objective That there will be two out of five participants in our group who have a friendly relationship with a non-Christian by the 15th of September.		

	Activities	**When**
General	Prayer	Daily, before you go to sleep.
Teaching	Jesus and Levi the tax collector	2/2
	Jesus and a prostitute	And 2/3
Conveying	Invite the whole group at my home for a cosy activity, together with some of mine and/or some of their non-Christian friends.	13/3
Exercise	Go jogging with the group members and a number of their non-Christian colleagues.	27/3
	Go golfing with the group members and a number of their non-Christian colleagues.	11/4

3. Yet another objective for spiritual work:

	Check
Final evaluation : 28.-..2..-.2004 **Interim-evaluations** : .17.-.6..-.2003 en .7.-..12.-.2003	Specific
	Measurable
	Acceptable
	Realistic
	Times incl.
Objective: That per 1 March next year my prayer group will have doubled and split.	

	Activities	**When**
General	Prayer	
Teaching	Invite someone to be the assistant. Instruct him in leading a group.	23 March 25 and 29 March
	Motivate the group members to bring along someone.	1, 15, 29 April, and 3,17,30 Juni
Conveying	Give him a number of points to look for as you lead the group.	24 March
Exercise	Prepare the group meeting together	26 May: 9.30- 16.30
	Let him lead the group.	27 May: 9.30- 16.30
Further activities	Organise a special 'open' morning to receive new members for the first time.	25 May: 9.30- 16.30 27 Sept. :
	Pray in the group for new people and for the boldness to invite them.	8, 22 April, 11 May, 10, 24 June, 6 and 20 Sept.

4. A personal objective:

	Check	
Final evaluation : .....-.......-......	Specific	
Interim-evaluations : .....-.......-...... and .....-.......-......	Measurable	
	Acceptable	
	Realistic	
	Times incl.	

<u>Objective</u>

That in a year time I will have learned how to lead a biblestudy group.

	Activities	**When**
General	Prayer	My weekly special hour with God on Saturday morning.
Teaching	- Read a book on leading a group/discussion	In weeks 22 and 23, in the evenings from 8 – 10 uur
	- Ask for assistance from an experience biblestudy leader.	Peter, 25 June
Conveying	- Lead a discussion group together with Peter (who is experienced), with myself as the assistant.	See 'Exercise'
	- Preparing the meeting together.	All year round.
Exercise	1st time: Only observation	3 September
	2nd and 3rd time: Leading a part of the discussion.	17 Sept. and 1 Oct.
	Then leading the whole talk on your own.	15 Oct. etc.

5. A personal business objective and plan:

	Check	
Final evaluation : .....-.......-......	Specific	
Interim-evaluations : .....-.......-...... and .....-.......-......	Measurable	
	Acceptable	
	Realistic	
	Times incl.	

Objective

That I have learnt to use my time better per 1 April, by weekly making a plan for the next week.

	Activities	**When**
General	Prayer	Daily, before breakfast
	Buy an agenda	9/1
Teaching	Reading a book on 'time management'	-12/11, 19/1, 26/1
	Memorize Ephesians 5:15-17	-daily, while I brush my teeth
Conveying	Ask colleagues how they do it	-13/1
	(seek at least 2 good time managers).	
Exercise	Make a plan every Sunday night.	-12/11, 19/1, 26/1, etc. at 20:00 hrs.
	Read plan every morning after quiet time.	-daily

6. New objectives

	Check	
Final evaluation : .....-.......-......	Specific	
Interim-evaluations : .....-.......-...... and .....-.......-......	Measurable	
	Acceptable	
	Realistic	
	Times incl.	
<u>**Objective**</u>		

Activities	When
General	
Teaching	
Conveying	
Exercise	

Appendix C – **Checking the quality of an objective**

In order to check whether the quality of an objective and plan are sufficient, you may ask yourself the following questions:

<u>Is my objective in line with God's will?</u>

- ❑ Did I quietly take the time to seek God for insight and guidance?
- ❑ Did I seriously seek his Will? (See Course Day 3: Study Material).

<u>Is the objective **S**pecific?</u>

- ❑ What exactly do I want to achieve?
- ❑ Where? In which area? How?
- ❑ Is my objective described as: 'more', 'growing', 'better' or other terms causing that the objective is too vague, too general?

<u>Is the objective **M**easurable?</u>

- ❑ How many?
- ❑ How do I know when the objective is reached?
- ❑ What do I expect to have changed?
- ❑ What is the difference with now?

<u>Is the objective **A**cceptable?</u>

- ❑ Does the objective match the other things that I want and do?
- ❑ Does it fit in the greater whole? Which?
- ❑ Why?

<u>Is the objective **R**ealistic?</u>

- ❑ In order to reach the objective, is there (too) much that has to happen?
- ❑ Might I be able to do it in smaller steps?
- ❑ Does it match who I am? Does it match my character or gifts?
- ❑ Perhaps, do I want to achieve too much? (at once).

<u>Does the objective contain a **T**ime indication?</u>

- ❑ When can I check whether I have reached it?
  (per 1 April, every Friday morning at 10:00 hrs.)

<u>Is it a good plan?</u>

- ❑ Am I carrying out this plan in my own strength or in faith?
- ❑ Are all activities suitable enough?
- ❑ For each activity, has a time and a duration been planned?
- ❑ Are the activities feasible within the planned durations?
- ❑ Are the activities independent of external factors?
- ❑ Does each activity bring me closer to my objective?

Appendix D **– Team Roles of R.M. Belbin**

The Coordinator

Characteristics

Mature, confident about his job, a good coordinator. Clarifies the objectives, stimulates taking decisions, delegates.

Objective:

Organises and manages the team's activities. Makes the best possible use of the opportunities available within the team.

Approaches to be developed:

- ❑ Carry out all preparations needed to let the meeting run its course in a well-organized and structured manner, so all tasks are efficiently dealt with and within the available time.
- ❑ Stimulating each team member to assume his role in striving for the team objectives, both in the operation's objective as well as by identifying each team member's contribution.
- ❑ Being continuously alert regarding possible weaknesses in the team composition and finding a remedy for these either by making changes or by waking up certain team roles and developing these among the team members present.
- ❑ Coordinating the available possibilities both inside as well as outside the team. Keeping all efforts focused on reaching the team's objectives.
- ❑ Maintaining self-discipline and endurance in functioning as the hub for the group, particularly when matters become more difficult.

Behaviour to be avoided:

- ❑ Abuse of the formal role by taking control of the whole game, manipulation.
- ❑ To be inflexible and headstrong instead of determined and bold.
- ❑ Not recognizing the individual possibilities and achievements of the team so that the team opportunities are poorly employed.
- ❑ Competing with the major forces in the team, particularly with the Plant and the Monitor, and refusing to accept another team member's superior ability.
- ❑ Being willing to abandon his leading role when confronted with opposition and unwillingness.

Supplementary notes:

In his role as a chairman, the *Coordinator* is in a position to fully demonstrate all of his talents. In another position he should encourage the harmony, coordination and structure within the team by stimulating these matters without his contribution in whichever way forming a threat to the other team members. The *Coordinator* must always bear in mind that, although he possesses many qualities that are reflected in other team roles, he should be willing to fulfil the role or roles contributing to the most effective team performance. It may happen that he must switch between picking up his leading role and masking his talents, depending on the opportunity and the situation. In spite of his strong ego, he must know which role he should play and when.

The Shaper

Characteristics

Challenging, dynamic, thrives under pressure. Has the calling and the courage to overcome obstacles.

Objective:

Providing form and content to the team activities.

Approaches to be developed:

- Focusing the team's attention on the priorities and helping the team to get a clear picture of what this is about.
- Putting the team's objectives in a wider perspective; helping the members in recognizing their own role and contribution in the overall plan.
- Exercising a direct influence in the group discussion and summarising the results in terms of the envisaged objective.
- Shaping the team activities so that they match the objective and the team through the coordination of the various contributions.
- Maintaining an objective view on the team's progress and performance and intervening when the group deviates from the straight or relevant paths.
- Intervening when the group deviates too far from the actual task or when a team member becomes engrossed in a non-essential idea or proposal.

Behaviour to be avoided:

- Dominating team members if he possesses an authoritative position.
- Hurting the feelings of others.
- Provocative behaviour.
- Attracting more authority than what is justified by his status in the group.
- Competing with other team members, particularly with the Plant and the Monitor.
- Intolerance and restlessness regarding those who more want to orient themselves to the group's social climate, particularly towards the group workers.

Supplementary notes:

The *Shaper* may develop a certain feeling for direction within a group without leadership. Yet, he will do well if he does this in a subtle and gentle manner. When he is in a position of formal leadership, he will have to properly examine the chairman's role in order to take upon himself a more positively controlling and coordinating task. Such a role, with his emphasis on routine activities and obligations will demand extra self-discipline.

When the *Shaper* has a less prominent status within the group, he will need to properly time his contributions and be tactful with his contributions, for instance, by asking steering questions. The *Shaper's* character is such, that he achieves his top performance under circumstances of conflict and tension. Such circumstances may particularly reduce the productivity of the *Implementers, Coordinators, Team Workers* and *Monitors*. So *Shapers* must watch closely when they can employ their strengths in the group and when not.

The Plant (or generator)

Characteristics

Creative, imaginative, unorthodox. Solves difficult problems.

Objective:

Being the principal source of innovation and ideas within the team.

Approaches to be developed:

- ❑ Focusing his attention on basic strategies and on the primary issues.
- ❑ Lateral thinking: The formulation of new ideas that are relevant concerning the team's objectives.
- ❑ Seeking for openings of problems that the group has faced for quite some time.
- ❑ Timing his contribution. He should contribute his proposals at precisely the right moment so they can be welcomed.

Behaviour to be avoided:

- ❑ Demonstrating his capacity in too many areas.
- ❑ Directing his efforts and creative ability towards his personal interests instead of towards the team's needs.
- ❑ Becoming irritated if his ideas are received with criticism, if they are assessed and possibly rejected. Withdrawing and no longer contributing to the team's efforts.
- ❑ Feeling hindered to express his ideas, particularly in a dominant, extrovert, or overly critical group.

Supplementary notes:

The *Plant* in a leadership position must exercise considerable self-discipline and be willing to listen to the team's comments to his proposals, particularly those of the *Monitors*.

On the other hand, controlling a team causes tension. Yet, he should not allow this tension to suppress his creative contributions. He will need all of his resourcefulness to successfully combine the two roles.

In a less prominent role, the *Plant* may hope to be employed as a source of ideas. Yet if it fails to have an effect, he should use his energy and talents to present himself as someone people turn to for ideas, solutions and surprising new perspectives.

The Monitor/Evaluator

Characteristics

Sober, strategic and discerning. Sees all options. Judges meticulously.

Objective:

Analyses ideas and proposals, in the team as well as outside of team, and evaluates their usefulness and practical meaning in terms of the team's objectives.

Approaches to be developed:

- Using his critical ability in a constructive manner for the team.
- Finding a proper balance between an experimental approach as well as a critical/analytical view.
- Elaborating on his colleague's proposals; assisting with the relevant and practical realisation of their ideas.
- Having a powerful, but tactful approach due to which the team risks to take a wrong turn; choosing the appropriate moment for this.
- Developing a close working relationship with the *Plant* in the team, if there is one.

Behaviour to be avoided:

- Using his critical ability for his own benefit and to the detriment of the team's objectives.
- Tactlessly criticising his colleague's proposals.
- Thinking negatively: Being dismissive only and suppressing his receptiveness to new ideas.
- Competition, particularly with the *Coordinator* of *Plant*.
- Having a depressing effect on the team by being too critical, too objective, or too judgemental at the wrong moments.

Supplementary notes:

A successful *Monitor* pairs solid analytical ability to personal character traits such as honesty, practical sense and flexibility.

This role often occurs in combination with another team role. If the *Monitor* happens to be the team leader then he must particularly make certain that he does not dominate the other team members and silences their contributions. What it is about, is the art of stimulating his qualities in other members and to delegate his qualities to others. In a non-leadership position, the *Monitor* is faced with the problem that he must clearly present his opinion without appearing to be a threat to his colleagues. If he avoids being too critical then his experiences may serve him well as he climbs further within the hierarchy.

The Implementer

Characteristics

Disciplined, reliable, conservative and efficient. Transforms ideas into practical actions.

Objective:

Translate general concepts and plans into practical tasks and activities. Implement these plans in a systematic way.

Approaches to be developed:

- ❑ Making certain that the tasks of the team are structured and the objectives clearly described.
- ❑ Pick the practical details from the general instructions and oversee their implementation.
- ❑ Holding on to a regular and ordered approach, irrespective of possible pressures.
- ❑ Endure in the sight of difficulties and continuously trying to achieve the objectives.

Behaviour to be avoided:

- ❑ Destructive criticism: Being scornful of ideas and suggestions of other team members.
- ❑ Lack of flexibility. The contribution of the *Implementer* is the greatest when it strikes a balance between tenacity and flexibility.
- ❑ Competing for status in the team due to his strong sense of personal identity.
- ❑ Responding slowly to new opportunities.

Supplementary notes:

As a manager in a leadership position, the *Implementer's* strength lies in his commitment to having the objectives clarified in practical terms. As a team member his characteristics of conscientiousness and endurance help to make certain that projects are finished according to plan and schedule.

His conscientiousness prevents him from letting his striving for personal status interfere with his attempts to help others achieve their objectives.

The Team Worker

Characteristics

Cooperative, mild, susceptible and diplomatic. Listens, encourages, avoids friction.

Objective:

Helping the individual team members to build and maintain their effectiveness in the team.

Approaches to be developed:

- Observing and discovering the strengths and weaknesses with others.
- Supporting team members in their strengths, e.g. by elaborating on their proposals.
- Helping out with shortages with the team members, by personal support or by finding other, better or more suitable sources.
- Improving the communication, e.g. by voicing emotions that are unexpressed within the group.
- Promoting the team spirit by setting an example by one's own team behaviour.

Behaviour to be avoided:

- Compete for status or dominance within the group.
- Teaming up with one group member against another.
- Peevish and other behaviour that may give the group a negative image, both with the members themselves as well as with the outsiders.
- Any form of striking or extraordinary behaviour as long as he fulfils the role of *Team Worker*.
- May be indecisive at difficult moments.

Supplementary notes:

The role of the *Team Worker* may be carried out at various status levels within the group. As a management in a leadership position, the *Team Worker* must see his role as the one who helps develop the roles of the others and as a delegating team member. At a non-leadership/less eye-catching level, he may function as a man behind the scenes. His status should never affect his basic objective in the serving of the team.

The Resource Investigator

Characteristics

Extrovert, enthusiastic, communicative. Explores new opportunities Develops contacts.

Objective:

The analysis of external opportunities and making contacts that may be useful to the team.

Approaches to be developed:

- Making a good use of his ability to properly and easily deal with people so that the number of contacts and useful relations of a team is expanded.
- Utilize an interest in new ideas and approaches to investigate opportunities that are beyond the immediate work sphere; introducing these ideas to the team.
- Develop his role as a contact person with outsiders. Staying abreast of developments that may be important for the work of a team.
- Assist in maintaining group moral and encouraging of his team members to make use of their talents, particularly in times of crisis and pressure.

Behaviour to be avoided:

- Being too focused on his findings at the expense of investigating others.
- The rejection of ideas or information before these have been submitted to the team for assessment.
- Losing too much interest when the pressure at work reduces; nonchalance regarding matters that do not immediately have his heart.
- Cause his preference for discussion to become a hindrance for using his time productively: Becoming talkative.
- Unrealistic optimism.

Supplementary notes:

The *Resource Investigator* as a manager in a leadership position, must exercise a great measure of self-discipline. His attention tends to quickly deviate from what is happening in the group. Otherwise, *Resource Investigators* have the natural gift of discovery, so also in humans, and to make a good and expedient use of the qualities they find. They have a strong and natural urge to experiment and innovate. Therefore, they sometimes need to be strongly resisted in order to be able to remain committed to the team objectives.

The Completer/Finisher

Characteristics

Meticulous, diligent, conscientious, concerned, worries about things. Looks for faults and defects. Delivers on time.

Objective:

Making certain that the efforts of the team are perfected as much as possible and that nothing is overlooked.

Approaches to be developed:

- Staying alert concerning faults, omissions or transgressions, particularly those which may occur between the areas of responsibility of two members.
- Choosing a work area in which the ultimate controlling activities are important.
- Seeking for defects in matters that might spoil the final product.
- Searching actively for parts of the work demanding a more than normal attention.
- Permanent striving for improvement of the quality of all activities of the team by means of a great, attentive involvement and –when necessary– help.

Behaviour to be avoided:

- Unnecessary emphasis on details at the expense of the general overview and the general direction.
- Negative thoughts or destructive criticism. Demoralising the team by his extraordinary concern and worries.

Supplementary notes:

The *Completer/Finisher* as a manager in a leadership position distinguishes himself by his holding on to a feeling of agitation for the team members.

Not all team members will feel good about it and the *Completer/Finisher* as a leader must, therefore, develop a style that can switch between leaving everything to the natural course of affairs and intervention if things must be rounded off and finished.