
Acts 2 Journey Cohort

Pastor and Spouse Session

Developing People

When asked concerning their greatest challenge, or even frustration, in ministry leadership, more pastors speak of getting people involved in ministry than any of their other leadership tasks. Since this has been the case for many years, it seems evident that this challenge has yet to be solved.

According to A2J research, most churches report that roughly 30% of people are currently serving in their local church's various ministries. That leaves at least two-thirds of the congregation that are yet to get involved, and in most churches there is certainly plenty they could be engaging.

Now most pastors recognize that a certain percentage of the congregation may be at a "consumer" stage in their relationship with Christ and His local church. In truth, we all initially come to Jesus with needs to be met, miracles sought, and hearts to be mended. Recognizing our need of God is the necessary first step in drawing us to Jesus' crowd (Matthew 5:3).

Still, while some degree of consumer behavior is to be expected, any true effort to follow Christ demands that we serve. After all, *you can't be following a Servant if you're not serving!*

A pastor's desire to get people connected to meaningful service isn't driven solely by his need for help or even the demands of the church's ministry programs. People need to be serving because such efforts are essential to their own lives as disciples. Growing in one's relationship with Christ can't occur solely by sitting and listening to Bible teaching or even sincerely engaging expressions of worship. Indeed, there are many steps in the Christian faith that can only come as we serve the needs of others and as we do so among our friends in the body of Christ.

Creating A Culture of People Development

One significant reason why pastors struggle to get people engaged in serving is surely cultural. In just about any setting, as crowds grow, the drift toward spectator-ism and consumerism can grow even faster. With today's attractional model of church growth, such tendencies can be magnified as people view the local church as something they attend rather than something they are.

Given that the challenge of getting people involved in ministry service has remained significant, it is hardly likely that a new recruiting strategy or ministry program can turn the tide. What we need is a shift in our local church culture, one where developing people and truly making disciples replaces current priorities.

In the Acts 2 Journey, we know that a culture of people development is needed for any local church to maximize its capacity for impacting its community and beyond. Such a culture would be comprised of five key components:

- EXPECTATION
- OBSERVATION
- OPPORTUNITY
- EQUIPPING
- ONGOING INVESTMENT

EXPECTATION

Just as there are many parts to our bodies, so it is with Christ's body. We are all parts of it and it takes every one of us to make it complete, for we each have different work to do. So we belong to each other, and each needs all the others (Romans 12:4–5 TLB).

A true culture of people development must start by establishing an ENVIRONMENT of expectation. When people sense that serving is “something everybody does here” rather than something only a few engage, or something “the insiders” do, or even something we pay our pastors to do, involvement becomes more natural. Sadly, many local churches convey a very limited sense of expectation when it comes to serving.

For example, many churches require new people to attend for a period of months before getting involved in any area of ministry. The thinking here is that *we want to get to know you and have you get to know us before getting you involved*. Without question, this is wisdom when we are considering areas of ministry service such as working with children or students where character must be verified appropriately. But, such cautions surely aren't necessary with every possible area of serving. Helping with an outreach effort, assisting with hospitality, and many other serving opportunities shouldn't require one to attend for months before getting involved.

Studies have demonstrated that unless people have an opportunity to get involved or make a MEANINGFUL CONTRIBUTION within their first several weeks among us, many will stop attending at all.

And, if we allow people to develop a habit of sitting and watching others serve for a few months, we likely shouldn't be surprised to see that habit continue and become difficult to overcome.

QUESTION: What are some meaningful ways that we can involve people in serving during their first few weeks among us?

1. Hospitality ministry
2. Outreach events
3. _____
4. _____

Let's also consider areas where people can work together. Churches that ask parents to assist in the nursery or kids ministries areas once-a-month (or similar schedule) help create community among those parents and a feeling of shared responsibility. Certainly proper background verification processes remain essential, but treating areas of ministry to our own families as a "co-op" or partnership impacts our church's culture in many positive ways.

QUESTION: What are some ministry areas in our church where a "co-op" approach could be used to involve people in serving?

1. **Nursery ministries** _____
2. _____
3. _____
4. _____
5. _____

There are many potential strategic steps that help create expectation. The goal is to create an environment where *"serving is something we all do"* and not the arena of the few.

CAUTION: Never use guilt as a motivator for creating a culture of expectation. Always express expectation using positive and affirming terms that underscore the benefits of participation. Jesus made it clear that the best motivation for serving others is to be found in our love for Him. Indeed, our love for Christ is the only truly enduring motive for any of our ministry efforts.

Again Jesus said, "Simon son of John, do you love me?" He answered, "Yes, Lord, you know that I love you." Jesus said, "Take care of my sheep." John 21:16

QUESTION: What steps can we take toward creating Expectation in our local church's ministry culture?

1. **Give greater visibility to our ministry opportunities.** _____
2. **Give greater emphasis to serving as a critical part of discipleship.** _____
3. _____
4. _____
5. _____

OBSERVATION

The next piece of a culture of people development centers on our efforts to assess our people and consider what types of serving opportunities might fit them best. Here, “observation” is our key idea and focuses on observing our people.

To effectively develop people we must observe their _____, _____, and _____.

Too often, local church leaders can be more focused on the **“JOBS TO FILL”** rather than the people we can better disciple through such involvement.

For example, we can easily spot people who seem to be naturally friendly and comfortable engaging others socially. Surely these individuals would fit well in our hospitality efforts. Others demonstrate genuine passion to care for those who are suffering and could find meaningful ministry among our efforts in those settings.

Of course, assessment tools are available to help us learn more about our people too. These tools help reveal passions, interests, and abilities that can aid our efforts to know our people and discover the desires that already reside within them.

In a culture of Observation, current leaders begin to see those they lead through lenses such as their connection to others in our community and their potential for involvement in serving—rather than simply through the rate of their attendance with us. We are watching them to learn who they are and perhaps discover what God has already equipped them to do. Assessment tools can prove helpful, especially in larger settings where people may be coming into our local church faster than our ability to know them, but remember that the Early Church achieved their efforts of “observation” primarily through relationship.

So, what are we watching for? **Our real target is to help people discover what GOD is doing or wanting to do through their lives.** While natural abilities can be useful in serving Him, remember that God usually seeks to grow us “from our hearts to our hands and feet” rather than the other way around. Seek out the passions and values that God is forming in the hearts of those you observe.

Never forget that **SPIRITUAL GIFTS** and **NATURAL ABILITIES** are not the same. For example, just because someone is an elementary school teacher through the week doesn’t necessarily mean that his or her best place of serving is in our children’s ministries. Spiritual gifts are given by the Spirit and frequently aren’t in our possession before He gives them. Of course, to know what God is doing in the lives of our people, we must be observing them through relationship.

QUESTION: What steps can we take toward more effectively engaging Observation in our local church’s ministry culture?

1. **Make a master list of every individual and begin identifying abilities we have seen in them.**
2. **Help team members focus on observing people who may be a fit for various ministries.**
3. _____

OPPORTUNITY

As we observe the passions, values, and abilities of our people, we begin to imagine the places of service that could be best suited to them. Our next step then becomes extending the Opportunity for them to become involved. We sometimes refer to this step as “recruiting,” but this word can put more emphasis on the assignment itself rather than prioritizing the individual and his or her potential development as a disciple through a new step of serving.

Before we consider best practices in connecting people to ministry, we need a few guidelines to help us identify the best opportunities for our people:

1. Remember that God leads us through the _____ He is shaping within us.

The best places for one to serve will be those that connect with the individual’s evident passion or the love that God is forming in them. When people truly care about a need, they are often ideally suited to help meet that need.

2. People must learn to _____ before they should begin to learn to _____.

Each person’s initial point(s) of involvement should be focused on helping others, working in teams, and contributing to the needs of others. Regardless of one’s ministry experience elsewhere, every individual must learn to serve and demonstrate a servant’s heart within our local church context before being asked to lead. As one pastor stated, ***“In our church, no one’s first ministry assignment involves a microphone or podium—no matter who they are or what they might have previously done elsewhere.”***

3. Some ministries require _____ and _____ among us.

Involvement in ministry to our children and students certainly fit this category. Obviously certain leadership roles such as deacon, elder, or classroom teacher call for a proven life as well. Sadly, many churches have created unhealthy situations because they rushed to fill vacancies in such roles with unproven people or those who had yet to demonstrate a heart of servanthood. As a wise leader once said, ***“Remember, you hire all your personnel problems.”*** In other words, good decisions at the beginning are worth whatever extra time it may take to make them.

4. Learn to extend opportunities _____.

Remember that we are observing people and looking for ways that they can become involved in serving. We are not looking at a slate of positions to fill. So, we have no reason to wait until a vacancy occurs before engaging people in the opportunities available. Every day is a day to join our ministry team!

Likely the best way to create such an environment is through developing ministry teams, rather than labeling specific ministry positions. When one joins the nursery team, they might be given specific assignment, but they can always be placed on the serving schedule. Even if every slot on the current serving schedule is full, there’s always room for one more!

Extending opportunities ahead of need will help build a team of volunteers that can remain healthy when other team members step away for awhile. If we wait to look for nursery helpers when such vacancies occur, we are more likely to extend opportunities to the wrong people.

5. The only legitimate and lasting motivation for serving is found in our _____.

We must always keep proper motivation before those who serve. Truth is, people serve for a variety of reasons:

- a. _____ - Somebody's got to do it.
- b. _____ - Everybody needs to be doing something.
- c. _____ - Something must be done.
- d. Love for _____ - "I love kids!" (a good motive, but will lead to exhaustion.)
- e. Love for Christ - "I love _____ by loving _____ (love for Christ is the motive that never runs out.)

Other Mistakes to Avoid

1. _____ expectations to get people involved.
2. Recruiting from the pulpit.
3. Presenting opportunities in a _____ manner.
 - a. Using _____ - pleading with or scolding people from the pulpit.
 - b. Public announcements that ask for _____ rather than making an intentional effort to find the right people for key roles.
 - c. Acting out of _____.
 - d. _____ people to roles of service.
4. Recruiting those who are already _____.
5. Placing people into _____ profile positions than their _____ will support.

Best Practices for Connecting People to Ministry

1. _____ your people.

Everything starts with relationship. When you take the time to observe and get to know your people, you are better prepared to help them find places of ministry that fit their passions, values, and abilities.

2. Place _____, don't fill positions.

Adding someone to a "full" team may seem counterintuitive, especially when more urgent needs may exist, but helping people find the place of serving that best fits what God has been developing within them will produce better and more long-lasting results.

3. _____ and _____ are more important than talent.

Often the most talented people can prove to be the least teachable. While character and values can certainly be reshaped, these are more difficult to change "on-the-job" and deficiencies in these areas will be more costly than deficiencies in talent. Remember that ability tends to grow more easily over time than character.

4. Meet _____ with individuals.

Don't believe the lie that suggests you "don't have time" to meet with people. Time given to individual observation and personal invitation to an area of service will prove to be some of the best minutes you can invest in the health of your culture of people development.

5. Extend opportunity based on what you have _____ in them.

When you can affirm someone's heart ("I see your deep concern for high school students..."), you can more easily explain why you are inviting that person to this particular ministry team (...and believe that you'd be a great addition to our student ministry team.").

6. Always focus the _____ of the opportunity on matters of the heart.

Remember that God leads us through the heart—through what He teaches us to love. By focusing on the heart as the reason an individual is best-suited to this area of ministry, we establish their values as the priority for effectively serving and affirm the importance of seeing such efforts as a way to show our love for Christ.

7. Clearly communicate _____.

Given the limits of their availability, people typically want to do things that matter. Don't understate what is needed, but clearly and fully explain the road to success in such efforts. High expectations convey the importance of such opportunities and can affirm the reason why someone with their heart is needed for this work. Low expectations convey that anyone could probably fill such a role, leaving the individual to doubt whether they are truly needed.

8. Review your church's _____ and core _____.

While we engage people based on the values we see in them, we want to clearly introduce our church's vision and values as these guide all of our ministry efforts. As you present each of these, take time to also explain why they matter so much to us and how they relate to the opportunity before us.

9. Identify _____ and explain available training processes.

Here you will want to identify team leaders (and later introduce them). It's also important that people know the type of support and equipping they'll receive as they engage this opportunity (we'll say more about equipping in our next section).

10. Pledge your _____ support and investment.

Depending on the size and shape of your ministry team structure, your own involvement with each individual will vary, but every individual should be confident of your gratitude and support for their serving efforts. Simply put, if they are joining our team, we should do what we can to help them feel they are a part of the team.

As the leader, you can find creative ways to invest in those who serve. Emailing a meaningful article to the entire team, sending a occasional text or note of encouragement to individuals, sending a birthday greeting on social media, or taking time for a personal conversation in the church hallway can help every team member feel valued for their efforts. After all, if Jesus says "Well done" to His faithful servants, shouldn't we find a way to add our voice to that as well?

EQUIPPING

While equipping people for ministry service can take many forms, the best approaches will typically involve both...

1. _____ - the communication of essential "how-to" information.
2. _____ - the personal and ongoing support needed for enduring success.

This combination of training and relationship can best be described as mentoring. Mentoring primarily focuses on the needs of the one being developed for ministry service, not the specific task(s) that are to be accomplished. Many church leaders fail in their effort to equip because they are solely focused on training workers rather than developing people.

Mentoring Future Leaders

"Then He appointed twelve, that they might be with Him and that He might send them out to preach."
Mark 3:14

Jesus welcomed people to come to Him for mentoring. He was and is the ultimate Mentor. He developed imperfect humans to become effective leaders. Jesus did everything a mentor can do to enable the disciples to flourish in their personal lives and ministry.

In Matthew 11:28-30, He says, "Take my yoke upon you, and learn from Me, for I am gentle and lowly in heart, and you will find rest for your souls. For My yoke fits perfectly, and the burden I give you is light." In those days, a yoke was used for oxen as they labored in the field. The yoke He spoke of was designed to harness two oxen, a strong one and a weak one. The weaker of the two was present to learn what it meant to work in the field through "on---the---job" training from the stronger ox. Most of the weight was carried by the strong one until the development process was complete. What a vivid picture of the mentoring process.

A Definition of Mentoring:

A relational experience where one person empowers another by sharing God-given resources

A Definition of Empowerment:

The act of giving your power to another, so they can serve effectively.

Leadership and Commitment

1. We must be committed to a _____.

Our mentees must sense our commitment to them as people, not as projects. We must love them and have their best interests in mind. Leaders cannot be developed in massive crowds. They are developed individually through life-in-life mentoring.

QUESTION: Who is someone you could mentor or equip for ministry? _____

2. We must be committed to a _____.

There will be ups and downs through the season you meet with your mentee. We must step back and see the process they are in and the steps required for growth, understanding the big picture of their lives. We must be discerning.

QUESTION: What steps should you take to train them? _____

REMEMBER: You can't expect what you haven't taught!

Unfortunately, some pastors become frustrated when their people fail to act according to the pastor's desires or expectations, not realizing that these same people have never been equipped to meet those expectations. People will tend to act according to their own values or ideas unless you provide direction otherwise.

While people can have unrealistic expectations for their pastors, pastors who expect what they haven't taught are doing the same thing to their people.

3. We must be committed to a _____.

Our final commitment must be to the end result. We must determine that we will help them get from where they are to the goal that has been mutually set. Just as God will complete the work He has begun in us (Philippians 1:9), we must see the finished product inside our mentees and fulfill our commitment to them. We must be diligent.

QUESTION: What purposes are you seeking to accomplish? _____

"No longer do I call you servants, for the servant does not know what his master is doing; but I have called you friends, for all that I have heard from my Father I have made known to you." John 15:15

And Jesus came and said to them, "All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age." Matthew 28:18-20

The Process of Mentoring Leaders

STEP 1: Model

The process begins with the mentor doing the tasks while the mentee watches. Be sure to give the mentee the opportunity to see the whole process. Too often the mentor begins in the middle of the task and confuses the mentee. Your effort to help the mentee see the task performed correctly and completely, demonstrates the process to imitate.

STEP 2: Mentor

During this next step, the mentor will continue to perform, the task, but this time the mentee also comes alongside and assists the process. Take time to explain not only the *how* but also the *why* of each step. There should be a lot of communication happening at this stage.

STEP 3: Monitor

At this point, the mentor and mentee exchange places. The mentee performs the task and the mentor will assist and correct. It is especially important during this phase to be positive and encouraging to the mentee. It will help the mentee to keep on trying and wanting to improve rather than give up. Work together to develop consistency. Once the mentee understands the process, have him/her explain it to the mentor. The explanation will reinforce the process in the mentee's memory.

STEP 4: Motivate

At this point, the mentor will step out of the task and relinquish the responsibility to the mentee. The assignment of the mentor is to make sure the mentee has the knowledge to do the task and the encouragement to continue to improve. It is important for the mentor to stay with the mentee until success is realized. This will motivate the mentee to make improvements to the process.

STEP 5: Multiply

Once the mentee does the job well, the next step is for the mentee to become a mentor. As teachers know, the best way to learn something is to teach it. The beauty of the mentoring process is that it allows the mentor to move on to other important developmental tasks while the new leader is now capable of fulfilling various tasks and leading others.

A candle loses nothing when it lights another; instead it doubles its brightness. This is how mentoring works. Leaders invest their time and insight into an emerging leader and begin to multiply their effort. While the work seems slow at first, it grows as an exponential rate!

Gifts that Good Mentors Give Away

1. THEY PAINT PICTURES

The human mind thinks in pictures. We are visual people living in a visual age. Stories, analogies and metaphors help us to retain important information. When mentors paint pictures with their words, it helps those being mentored to grasp the concepts they are being taught. Mentors paint pictures through stories, analogies, word pictures and parables.

2. THEY PROVIDE HANDLES

Everyone possesses some knowledge of truth. Most people, however, are determined to understand it so strongly that they can use it in everyday life. Simply put, “handles” are things we can grab on to. We give people handles when we summarize truths into a “user friendly” fashion. Truth then becomes a principle they can live by. When someone has a “handle” on something, it means they “own it” and can practice it, as well as communicate it to others. A good mentor can distill or crystallize truth so that the complex becomes simple.

3. THEY OFFER ROAD MAPS

Road maps are items that help give us both direction and a “big picture” view. When we give someone a “road map” we are passing on a “life compass” to them. That map helps us travel on roads we’ve never known. These spiritual “road maps” help people not only see the right road, but also see its relation to all other roads. They provide perspective on the whole picture. This generally happens only when we communicate intentionally, not accidentally.

4. THEY SUPPLY LABORATORIES

When we provide “laboratories” for our mentees, we are giving them a place to practice truth we’ve discussed with them. By definition, laboratories are safe places in which to experiment. We all need a “lab” to accompany all the knowledge and teaching we receive. In these labs, we learn the right questions to ask, the appropriate exercises to practice, an understanding of the issues, and experiential knowledge of what our agenda should be in life. Good laboratories are measurable and can be evaluated together.

5. THEY FURNISH ROOTS

One of the most crucial goals a mentor ought to have for their mentee is to give them “roots and wings.” This popular phrase describes everyone’s need for foundations to be laid, as well as the freedom to soar and to broaden their horizons. The foundation we must help to lay in our mentee involves the construction of a “character-based life” versus an “emotion-based life.” At the end of their time together, the mentee should possess strong convictions they can live by, as well as the self-esteem to stand behind those convictions. The deeper the roots, the taller the tree can grow, and the more durable that tree is during the storm.

6. THEY GIVE WINGS

The final word picture that describes what a mentor provides for a mentee is “wings.” We give others wings when we enable them to think big, and expect big things from God and themselves. When people possess wings, they are free to explore and to plumb the depths of their own potential. When mentors give wings, they help mentees to soar to new heights in their lives. Consequently, it’s as important to teach those mentees how to ask the questions as much as how to obtain the answers.

Question: Which of these “gifts” do you give away to others?

Jesus’ Example of Mentoring

Jesus faced the task of changing the lives of people thousands of years after Him—and He succeeded. He did it without writing any book, building any schools, or founding any institutions. So, if Jesus chose to deposit His legacy in people, we should learn His method and practice it as best as we can. In the Bible we find the ideal model of a mentor to follow, Jesus, the Master-teacher. The following is how He did it.

1. _____ in a life-related context. (He taught and instructed them verbally.)

Jesus constantly taught, most often with parables, and discussed hundreds of issues with the twelve. When the disciples would ask Him the meaning of a parable, He explained it, revealing insightful truth wrapped in a story. While his mentoring was so much more than “words,” he always provided them with careful and clear instruction and teaching.

“...Jesus climbed the mountain with His disciples and taught them...” Matthew 5:1

2. _____ in a life-related context. (He modeled truths for the disciples to observe.)

Educational philosophy today relies too heavily on instruction. If Jesus had taught the disciples and had done nothing more, they never would have carried on His legacy. But Jesus shared His life with them. He deliberately gave the disciple His life as an example to watch. He knew they would learn faster if He showed them, not just told them. He taught with His life.

“For I have given you an example, that you should do as I have done to you.” John 13:15

3. _____ in a life-related context. (He let the disciples participate and apply truth themselves.)

After Jesus had modeled good leadership and taught spiritual truths, He didn’t turn His men loose and move on. He gradually worked them into positions of independent leadership by giving them valuable experience. Jesus transferred the responsibility He felt for advancing God’s Kingdom to His mentees (disciples). Jesus gave His followers an opportunity to practice what He had taught and to practice leadership. He gave them all ownership for the ministry through delegation and authority.

“And He called the twelve to Himself, and began to send them out two by two, and gave them power over unclean spirits.” Mark 6:7

4. _____ in a life-related context. (He debriefed their shared experience and assessed their growth.)

Jesus repeatedly evaluated the progress of His disciples. After the return of the seventy, He debriefed them, gave them instruction concerning priorities, and celebrated with them (Luke 10:17-24). He also gave individual assessment to His disciple, included specific feedback concerning their character and their capabilities. Once He trusted them with tasks, He knew they would need accountability on their performance.

“Nevertheless, do not rejoice in this, that the spirits are subject to you, but rather rejoice because your names are written in heaven.” Luke 10:20

The beautiful part about these principles is that every one of us can apply them. They are transferable concepts, that anyone, in any generation, in any location can practice. If you want to leave a legacy, you must look for people to carry it for you. Find the right people, and use the right preparation process for each of them. Only as you pour yourself into them will they be able to pour out themselves for others. No one can give what he does not have.

How To Get Started

1. Pray for God to help you own the vision for mentoring other leaders.
2. Select a potential mentee or group of mentees from your circle of influence.
3. Spend two initial meetings to discuss both of your expectations and goals.
4. Cast vision to them for spiritual reproduction and leadership multiplication.
5. Determine what tool or resource you will study together.
6. Ask for commitment.
7. Determine how long and how often you will meet.
8. Be prepared and set goals.
9. Discuss and apply the truths together.
10. Evaluate their progress regularly.
11. Help them find a potential leader to mentor.
12. Pray for the Holy Spirit's anointing, and launch them to multiply!

Remember, the mentoring process will feel slow at first. It is all about a movement, not a program. Programs usually start very big, then eventually lose momentum and become very small. Movements are just the opposite. They usually start very small, and grow very large.

The Son of God selected twelve men, not twelve hundred men. He said the Kingdom grows like a mustard seed. It is the smallest of seeds in the beginning, but eventually grows so large that birds can build nests in its branches. We are about a movement as we train leaders.

When You Meet, Offer These Resources

Even if you've never really mentored other leaders before, you have the ability to offer some resource to them immediately. The following eight resources are ones that don't require you to learn a single new truth in order to provide them for a potential leader. Why not begin offering them to a small cluster of emerging leaders as you find them?

1. _____ Ask tough questions; help them keep commitments.
2. _____ Offer words of encouragement and support; affirm their strengths.
3. _____ Evaluate their condition objectively; help them gain perspective.
4. _____ Provide unconditional love and grace to them even when they fail.
5. _____ Speak words of wise counsel and give them options for their decisions.
6. _____ Offer words of caution and warning so they can avoid pitfalls.
7. _____ Give them tangible gifts and resources – a book, a personal contact, etc.
8. _____ Direct them to discover how they can practice what they've learned.

ONGOING INVESTMENT

Leadership literature will often speak of delegation when describing the training of people for various responsibilities, but mentoring doesn't lead to pure delegation in the sense that one "turns loose" the mentee to operate fully on his own. Instead, mentoring demands an ongoing relationship for both accountability and investment.

1. _____ – the recognition of responsibility.

In the context of ministry service, accountability acknowledges that I must give an account of my actions and efforts to those that I serve. In the Christian life, every leader is first a follower of Christ. In fact, one's effectiveness as a leader in Christ's kingdom is greatly determined by the quality of his or her "followership."

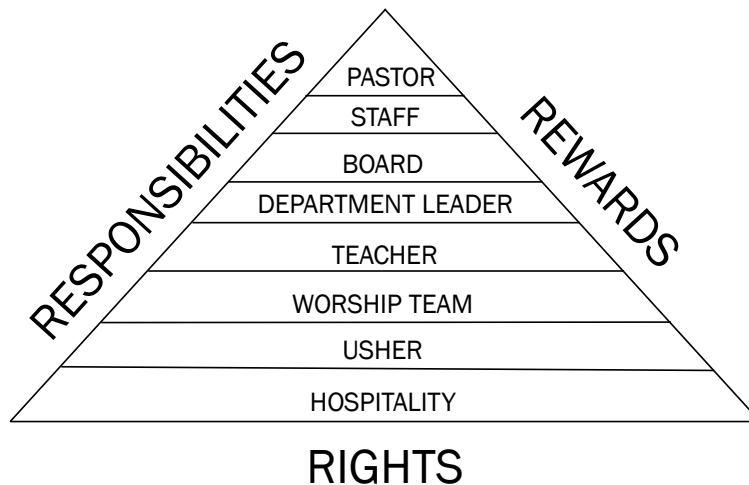
Every assignment of ministry service can reinforce this concept of followership through clear accountability. Just as we are accountable to Christ, we are accountable to those in authority over us. And just as Christ walks with us and invests His love, direction, and authority in us, so we must invest our love, direction, and authority in those who are accountable to us.

Healthy accountability requires:

- a. Clear communication of _____ and _____.
- b. _____ of behavior as relates to those responsibilities and expectations. (Healthy accountability offers necessary information before it is required.)

- c. Positive feedback and _____ toward the goals established.
- d. _____ equipping and needed resources for fulfilling those responsibilities and expectations. Praise in public; Correct in private.
- e. _____: “You should be more loyal to the team you’re on than the team you lead.”
- f. Shared _____ of ministry impact and personal development.

Options decrease as responsibilities increase



- 2. _____ – providing necessary tools and relationship for ongoing success.

By suggesting that a culture of people development never seeks to achieve pure delegation, we emphasize the need for continual investment and encouragement. Mentoring differs from simple training in that the relationship must be ongoing, even after the training may be complete.

Resourcing developed leaders in an ongoing way includes:

- a. **Providing additional and newly-developed _____.** In a culture of people development, the leader continues to “make deposits” into those he has equipped by providing access to resources that will benefit individuals as they serve in their various ministry assignments. Every such “deposit” strengthens the connection between these leaders and grows the mentors influence in the lives of those he or she leads.
- b. _____ **and providing clear evidence of support.** Wise mentors keep lines of communication open and “check-in” on those they have equipped.
- c. _____. Effective people development requires the leader to listen to the needs and challenges of those equipped. Ongoing interactions provide a means for listening, understanding, and addressing the challenges those we have equipped will encounter.
- d. _____. Through regular times of evaluation, those we have equipped can be refocused and their efforts strengthened.

- e. _____ the meaningful developments of our ministry efforts.
 Who better to lead the celebration of victories and moments of success than the leaders who have equipped us?

DEVELOPING PEOPLE		
SHEPHERDING	EQUIPPING	DEVELOPING
Care	Training for ministry	Training for personal growth
Immediate need focus	Task focus	Person focus
Relational	Transactional	Transformational
Focus on nurture	Focus on specific ministry	Focus on specific leader
Need -oriented	Skill Oriented	Character-oriented

GET STARTED

Creating a culture of people development takes time and the leader will need to remain committed to and consistent in such efforts, but the result of those efforts will significantly impact the local church in many ways.

To get started...

1. Identify which of the five areas needs your team’s _____ focus.
 - a. Expectation?
 - b. Observation?
 - c. Opportunity?
 - d. Equipping?
 - e. Ongoing Investment?

2. Identify _____ or _____ steps you can take to establish or strengthen that area.
 - a. _____
 - b. _____
 - c. _____

3. _____.

4. Evaluate your progress in _____ months.

5. Identify the next area that needs your team’s focus and _____ steps 2-5.

Remember, work as a team. The more people who are involved in creating a culture of people development the more effective and firmly established that culture will become. Plus, your effort to involve others in creating this culture will give you an opportunity along the way to develop those you involve.