



GROWING LEADERS



- **Introductory Video**
- **Leaders' Guide**
- **Handouts 1-4**
- **PowerPoint**
- **Additional Handouts 1-3**

7
LEADING TOGETHER

SESSION 7: LEADING TOGETHER

'In the New Testament perspective the community is still the primary reality, and the individual finds identity and meaning as part of the community.'

GORDON FEE

Session Overview

- Aim (10 mins).
- Way in (10 mins).
- Bible overview (20 mins).
- Reflection (20 mins).
- Refreshments (10 mins).
- Input and activity: five dysfunctions of a team (25 mins).
- Input and activity: team, task, individual (20 mins).
- And finally (5 mins).

Session Aims

- To understand the biblical model for leading with others.
- To explore five common problems of leading with others.
- To identify leadership responsibilities.

B Bible Base

Throughout the Bible we see people leading with others to further the purposes of God. Moses invites others to help him lead God's people (Deuteronomy 1:9-15). Nehemiah invites others to take on particular roles to enable the great building project to progress (Nehemiah 4). Jesus invites 12 to be his apostles and sends a wider group out in pairs to further his work (Mark 6; Luke 10). And in Acts and the epistles we see a clear pattern of leadership within the Church being exercised by a group of people rather than a single individual.

As Gilbert Bilezikian comments: 'Throughout the NT church leadership is presented as a collective ministry. Even when the indefinite term "leader" is used in the context of Christian community, it receives a plural reference.' Working together in leadership is not only biblically sound it is also practically wise, for no one leader has all the gifts necessary for leadership.

Background

Consider the members of your Growing Leaders group. Those who already have leadership responsibilities will be leading in a variety of circumstances. For those leading in their Monday-to-Saturday lives, these situations will be very varied. For those leading in church, some may be part of a committee that has leadership responsibility (for example a parish council or eldership), others will be leading a group (for example home group or youth group leader, hopefully with at least one other person), and still others might be part of a leadership team (for example the team overseeing the children's work or leading a work among the elderly, who come together for mutual support, learning new skills and sharing ideas on how best to achieve the purpose of the work they lead). Yet in all spheres there will be some similarities.

Groups, committees and teams: all of these function best when people work well together in leadership. Indeed the biblical pattern of leadership is that whenever possible we should lead with others and not on our own, reflecting the life of the body where mutual interdependence is the norm (see 1 Corinthians 12-14). Sadly, much church leadership is exercised on its own, often modelled by solo ministers who are seen (sometimes by others, sometimes by themselves) as 'the' leader who must do everything. And things aren't always better in other spheres.

We want to encourage 'leading well with others', whether that is two people leading a home group, a committee with a leadership responsibility for an area of the life of a church, a leadership team with oversight of the whole church or leading in other contexts.

The session builds on session 6: developing leaders. The intended outcome of



SESSION 5: DEVELOPING LEADERS

such development is not solo leaders going off to do their own thing, but rather leaders who will join with others to work well together in leadership, be it in informal 'teams' of two or formal teams of many people. The session offers two 'models' to help us reflect on how to do this.

- Patrick Lencioni's five dysfunctions of a team highlights why teams often go wrong and offers insights into ways of working well together.
- John Adair's well-known action-centred leadership model offers a simple way of understanding what those in leadership need to give attention to: task, team, individual.

You may decide to focus on just one of these rather than try to do both in the time allocated.

TERMINOLOGY

A quick note on terminology. The words 'team' and 'group' are often used interchangeably. Strictly speaking 'group' is the generic word, and 'team' is a type of group (as is a committee or a rota). Be consistent in the way you use them.

EXPERIENCE

Sometimes leading and working with others brings frustration and disappointment. Some on your course may be feeling disillusioned or even cynical. We don't want to ignore the pain that is often attached to such experiences.

We recognise that the Bible's picture of community, shared leadership and a church that functions as a body is hugely challenging. We are called to respond to it: our world needs churches that work together well. That's the big picture – and our intention to explore it doesn't mean that we don't acknowledge the fact that individual situations can be difficult and demanding. Grace and forgiveness are two of the qualities that should mark the life of a local church. There may be a need for both to be explored and exercised if there is past baggage to be dealt with.

Your Own Preparation

- **Reflect** Take time to consider your best and worst experiences of leading in teams. How do these influence you as a leader today?
- **Prepare** Take time to 'get your head around' the material – some of it is complex.
- **Model** With teamwork as its theme, the session might seem a bit strange if you lead it all by yourself. So, how are you going to set a good example of teamwork as you lead this session?
- **Pray** Ask God that participants will be open to seeing things in a new way. Pray, too, for pastoral sensitivity.

'It is hard to avoid the conclusion that both the itinerant mission and the local congregational work were team operations.'

COLIN MARSHALL AND
TONY PAYNE

Materials

- Refreshments.
- A3 paper.
- Pens.

HANDOUTS

- Handout 1 Biblical overview and reflection.
- Handout 2 Five dysfunctions of a team.
- Handout 3 Group needs.
- Handout 4 Feedback form.

ADDITIONAL MATERIALS

- Introductory video.
- Additional handout 1 Team talk.
- Additional handout 2 Five dysfunctions questionnaire.
- Additional handout 3 Five dysfunctions briefing.
- Session 7 PowerPoint.



SESSION 7: LEADING TOGETHER

Outline



Aim
0-10 MINS

Slide 1

ARRIVAL

Depending on when you are running the course, Easter may be near. If so, it must be time for chocolate eggs. How about one on each seat as people arrive? Don't forget some appropriate music and refreshments at the start.

Slides 2-3

INTRODUCTION

Thank people for coming. Offer a brief overview of Growing Leaders Part 2. Review session 6 and give some space for questions or comments.

Slides 4-5

Introduce this session's topic of leading together. Depending on your group it might be helpful to point out that some of this session may be aspirational in nature i.e. inviting people to consider a way of leading that doesn't reflect their current reality.

Slide 6

Using the core model at the heart of the programme, explain that the session focuses on the community aspect of leadership – that leadership is best developed in community and best exercised in community.

Pray for the session.



Way In
10-25 MINS

OPTION 1

Get people into groups of four. Ask them to consider what are the positive things that happen when people lead 'well' together and the negatives when they lead 'poorly' together. On an A3 piece of paper invite them to see if they can come up with a word or phrase that captures some of their thoughts for each letter of 'well' and 'poorly' to present as a summary of their thinking to the rest of the group. For example:

Wholesome model for others
Encourage one another
Lots of different gifts used
Leadership the Bible way

OPTION 2

In groups of four invite them to think about people in public life who have led well together (for example in political life, sports, business world). Once they have identified an example they can address the following questions:

- What were the characteristics of their working well together that meant it was successful?
- What was its impact?
- What can we learn from it?

If they struggle to think of an example they can explore:

- Why do you think that might be?
- What can we learn from this?

As a whole group, feed back on the discussions. Try to highlight core insights and issues that will lead well into the next part of the session.



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Outline



Bible
25-40 MINS

Slide 7
Handout 1a

Offer an overview of the Bible's teaching on leadership. It is important to recognise that the Bible says very little about teams per se as it wasn't written as a manual for team-life. However, it is very clear in the model of leadership it offers. Theologically the plurality in leadership at the heart of the New Testament reflects the nature of the Church (primary image in the New Testament is body), which reflects the nature of God (Trinity, Father Son and Holy Spirit in relationship with one another).

You may like to plot the path like this.

In the Old Testament we see God anointing individuals for leadership, but even they recognise that leading on their own is practically very restrictive:

- **Deuteronomy 1:9-15** Moses was desperate for help as the people increased in number and more and more complaints came his way (see Exodus 18:13-27 for a longer account of this episode). So he invites others to share leadership with him.
- **Nehemiah 4:16** This is another example of a leader who shared leadership responsibility with others in order to achieve the task God had given him.

The transition that occurs from OT to NT is that in the NT the Spirit no longer falls on select individuals but on the whole Church. All are given the Spirit and all are expected to be involved in ministry. Some are involved as leaders, and the pattern is clearly one of people leading together. As Marshall and Payne describe it:

Slide 8

'It is hard to avoid the conclusion that both the itinerant mission and the local congregational work were team operations. Yet somehow this vision has been lost in many churches, even within those whose history and tradition emphasises a plurality of elders. Over time, the model of a single ordained minister working alone to pastor a church has become the norm, even though it is strikingly different from the normal pattern in the New Testament.'

The Trellis and the Vine, Colin Marshall and Tony Payne

- **Mark 3:13** As discussed in the previous session, here we see Jesus inviting 12 to join him as apostles, to be trained by him to share leadership of the early Church together. Within the 12 there are clearly those who constitute an inner circle, but all are invited to be with him and to be sent out for him (verse 14).
- **Mark 6:7 and Luke 10:1** Jesus sends the wider group of disciples out in twos, in a partnership, working together in a mutually supportive way.
- **Acts 13:2** The Holy Spirit leads God's people to set apart Paul and Barnabas for the work, and they duly send them off. The New Testament identifies approximately 100 people (names) who are identified with Paul's work, around 36 of which were close partnerships. Far from being the lone ranger as some have suggested, Paul worked in partnership with many people.
- **1 Corinthians 12** Captures the image of the body and expresses the driving reason why Paul took such a collegial view of leadership. He knew that the diverse gifts of the Spirit were given to build the body so the body may be a blessing to the world. He also knew pragmatically that no one person had all the gifts, and in leadership no one person would have all that was necessary for leading. Alongside this, sharing leadership provides support (fun,



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encouragement), a sharing of the burden, synergy that increases effectiveness, and mutual accountability.

Slide 9

You may like to summarise this section using the diagram on slide 9. It offers two possible models of leadership in the gathered life of church. The one on the left suggests that leaders are somehow separate from the church, overseeing its life. The one on the right reminds us that leaders aren't the head of a church, but Jesus is. Leaders aren't separate from a congregation, but rather a part of it. Those who are gifted as leaders are distributed throughout the body, and ideally when given leadership responsibilities should be grouped together in everything from an informal pair to a formal leadership team, exercising leadership together.



Reflection 40-60 MINS

Handout 1b

Following this biblical overview of leadership, invite participants to spend ten minutes reflecting on their own leadership responsibilities using the questions on the handout. The idea is to encourage them not only to understand what the Bible says but to explore how to put it into practice.

After ten minutes you may want to ask a few people to share their thoughts and insights with the whole group. If you do this, be sure to affirm those who speak out, and perhaps offer some helpful comments that will guide them in their next steps.

At the end of your time get people into pairs to pray for one another, giving them a few minutes to share their personal next steps.



Refresh 60-70 MINS

Time for something delicious.



Activity 75-95 MINS

INTRODUCTION

Acknowledge that 'leading well with others' isn't always easy, enabling people to own their negative experiences if they have them. Introduce the work of Patrick Lencioni who has written a leadership fable which explores what goes wrong when groups of people try to do something together. Whilst focusing on perhaps more formal teams, Lencioni's insights are helpful for anyone who wants to lead well with others, formally or informally.

Slide 10

FIVE DYSFUNCTIONS OF A TEAM

We can understand how teams work by considering the ways in which they don't work.

Ask participants to form pairs to identify what they dislike when a team isn't functioning well. Allow two or three minutes for brainstorming and then a further three or four minutes for brief feedback. Then introduce Lencioni's analysis of what goes wrong.

Slide 11
Handout 2

- **Absence of trust** Teams work well when the members feel confident enough to be open and vulnerable towards one another. A lack of trust, often based on the fear that information will be used against them, leads to defensiveness. The role of the leader is to combat this through personal vulnerability.
- **Fear of conflict** Healthy teams cope with conflict connected to ideas. Ignored



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disagreements can fester with long-term negative consequences. Sometimes we try to avoid conflict for fear of hurting one another's feelings – this can often make matters worse. Leaders should 'face up' to conflict, keep calm and try to prevent discussion from becoming too 'personally loaded.'

- **Lack of commitment** Teams flourish when a leader and members share a strong sense of commitment to the team: team spirit. Two factors can undermine team commitment: the desire for consensus and the need for certainty. Consensus isn't always possible; constantly seeking it can cause unnecessary division. The same can be said about need for certainty. Good teams often make uncertain decisions. The decision may even turn out to be a bad one. But the crucial thing is that they make the decision rather than waiting for that elusive 'certainty'. The leader needs to be comfortable making decisions, even when they turn out to be poor decisions.
- **Avoidance of accountability** Interdependence is healthy. Mutual accountability helps teams keep one another 'up to the mark'. When there is a strong sense of accountability, we feel motivated to practise 'what we preach'. The team leader should be accountable to the team, thus demonstrating how other members of the team are to operate.
- **Inattention to results** In the business world there are particular ways of measuring results. Profit may be the bottom line. So should we care about whether or not a church-based team produces results? Surely we should rely on God rather than on human efforts? Jesus himself speaks about results in terms of fruitfulness and faithfulness. Thinking about results keeps us in touch with our purpose – and helps prevent us from slipping into complacency, or focusing on other issues like status or competition. Too often members of church teams are obsessed with issues of power, influence and hierarchy. A concern for results is part of the leader's responsibility to keep any team focused.

Be sure participants have understood each of the dysfunctions. You could ask them to get into pairs for a quick discussion on which dysfunction most resonated with their experience. They could also identify any questions of clarification.

Slide 12

Ask participants to form small groups to reflect on the list of 'dysfunctions':

- Have any of these affected my leadership? If so, how?
- Which do I find hardest to deal with? Why?
- What can I do about this over the coming months?

You may like to give the whole of the time to these small groups. Alternatively you could draw them back together as a single group and take a straw poll to identify the group's most worrisome 'dysfunction'. Then shape the remainder of the time around this issue, drawing out why it is a struggle, and positive ways to address it over the coming months.



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Activity
95-115 MINS

Slide 13
Handout 3a,
3b

TASK, GROUP, INDIVIDUAL

The second useful model that helps inform what leaders are responsible for when they lead others was developed by John Adair, Professor of Leadership. He identifies three essential leadership responsibilities. Understanding them should help us as leaders of any group.

Good leadership focuses on:

- **Achieving the task** All groups exist for a reason. What is it? Is the group achieving it?
- **Developing the individuals** The group is made up of individuals, each one with their own particular needs and development opportunities. How are these being met?
- **Building the team or group** The group has its own identity and a need for coherence, maintenance and development. How are the people growing as a group or team?

Meeting all of these aspects will greatly enhance the effectiveness of a group. Slide 13 shows this as three interlocking circles. It is crucial to emphasise that these three areas of need are not separate or static – they are interactive and dynamic.

Each of these areas can be summarised as follows.

THE NEEDS OF THE TASK

- To be clearly defined.
- To identify responsibilities for fulfilling the task.
- To set standards of behaviour by which the task is fulfilled.
- To achieve set targets and standards.
- To ensure all members' contributions are complementary.

THE NEEDS OF INDIVIDUALS

- To be accepted and valued by the leader.
- To be able to contribute to the task.
- To know the expectations of both leader and group.
- To be part of the group.

THE NEEDS OF THE GROUP

- To know the leader's style and vision.
- To feel a common sense of purpose.
- To be supported.
- To grow and develop as a united group.
- To have a sense of corporate achievement.
- To have a common identity.

After introducing the above, invite participants into groups of three or four, preferably working with those in similar leadership roles. Ask them to spend ten minutes considering the following:

- According to your personal leadership style (session 1), which of these three needs are you likely to focus on?
- Think about a group you lead. How are you doing on meeting these three areas of need? Where are your strengths and weaknesses?



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- What can you do to address the group's 'weaknesses', already identified?
- What are the expectations of your group members regarding these three areas? Are these appropriate? Too high? Too low?

Allow between five and ten minutes for feedback and discussion.

Encourage participants to continue these reflections with their mentors and fellow leaders in the coming weeks.



Finally
118-120 MINS

Thank everyone for coming. Don't forget to hand out the feedback forms and collect them when completed. Explain that the next part of the course considers faithfulness in Christian leadership.

Mention that chapter 12 of Growing Leaders is about teams. Encourage participants to meet their mentors.

Before Next Time

Preparation

There are several things you will need to do before Session 8.

- You've come to the end of Part 2 so it would be good to meet the mentors again and find out how things are going.
- Session 8 includes some exercises that will take a while to prepare, especially if you have a larger group. Give yourself enough time to prepare them. One of them includes a letter-writing exercise, and we suggest one way of doing this is by using tablets or laptops. You will need to decide if this is appropriate/feasible for your context in order to arrange a tablet or laptop for each group.
- In the additional material we suggest you could interview an older leader who has experienced something of the cost of leadership. Brief your interviewee well.
- Do encourage the church to keep praying for the course and its participants.
- Pray and prepare for session 8. Don't forget to watch the video introducing the session.



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Additional Material

Influences, Structures and Teamwork

Slide 21

Additional Handout 1

Knowing what we mean when we talk about groups or teams is SO important. People need a common understanding of 'This is what my group/team is all about'. Without such basic agreement, members may bring a variety of expectations to the group/team, some of which may be inappropriate or unrealistic. This can quickly lead to frustration and disillusionment, even suspicion and division.

Slide 22

Let's try and work out what we mean by 'group' and 'teams'. Invite participants to work with a partner. Discuss the question: 'What factors influence the way a team works and organises itself?' Use slide 22 to show some common influences. Invite feedback.

Slide 23

Comment on the complexity of people working together. Being aware that 'groups are complicated' is an important aspect of leadership. Slide 23 identifies three types of group that are found in many churches and organisations. Discuss them.

SMALL GROUP: 3-12 PEOPLE

Church examples include 'support' groups such as home groups, bereavement groups, Alcoholics Anonymous and 'ministry groups' such as music, flower arranging, prayer ministry.

- Participation may be on the basis of specific skills (e.g. musical ability) or perceived need (e.g. home group)
- 'Group commitment' is linked to the task in hand and to the individual growth of the members
- Key words: support, growth, encouragement, learning, ministry, service
- Leadership focus is on facilitating the group.

COMMITTEE: 6-12 PEOPLE

Church examples include church council sub-committee, standing committee, church hall committee, fabric committee, finance committee, mission committee.

- Focus is usually on responsibility for a particular area of church life
- Participation is often based on election and sometimes has a legal dimension to it
- Primary commitment is to the task
- Key words: decision-making, strategy, business, agenda, minutes, chair
- Leadership is normally through a formally elected chair person.

COUNCIL: 6-24 (OR MORE) PEOPLE

Church examples include church council or PCC, board of a Christian organisation.

- Focus on oversight, policy and 'the big picture'
- Participation is usually through election or representation
- Primary commitment is to the task (often with a varied level of commitment from the participants)
- Key words: consultative, boundary keeping, mission/values/vision, representative
- Leadership is elected.

Ask participants to comment on their experience of these types of groups in any area of their life.

Now explain that each of these types, and the many variations and cross-overs that exist, all have the potential to incorporate good teamwork into what they do, although each will be limited by its purpose and particular remit (some are restrained by legal issues, others by size or structure).

Slide 24

Use slide 24 to show some of the key developments that facilitate good teamwork. Note the importance of commitment to individuals and relationships, as well as to task. Note, too, the importance of commitment to the group as a whole. Participants may want to make further comments.



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Additional Material

Slide 25

Invite participants to form groups of three. Look at slide 25. Pay particular attention to the needs of 'solo' leaders or those who work in very small teams.

Finally, discuss the importance of members having common expectations of the group's purpose.

