

**Course 105: Leadership Development**  
**Facilitator's Guide**

# Cairn Series® Course 105: Leadership Development Facilitator's Guide

*Note to facilitator: It is important to become well acquainted with the contents of this course and to practice navigating through its various features. Take the time to go through the content by yourself, using this facilitator's guide, before leading a group session. This will help you decide how much material you will be able to schedule for each group session, and will familiarize you with the suggested discussion questions and other content. Feel free to add your own comments and/or discussion questions as appropriate for the needs of your group.*

## Course Home

(Page 1 of 3) Introduce the course, emphasizing that regardless of the nature of your ministry, or its size and scope, you are part of an organization. Much of what we do, as well as the effectiveness of our service, is directly affected by how our organizations operate. Course 105 is about building your leadership knowledge and skills so you can be more effective in whatever position you hold in the organization in which God has placed you. This course builds on the first four courses in the Cairn Series®, *101: Spiritual Foundation, 102: Survey of Christian Camping, 03: Contemporary Culture, and 104: Organizational Development.*

(Page 2 of 3) The benefit of this course to the student is dependent on the time and effort invested. The total estimated time for a single student to complete this course is between six and seven hours. In a group setting, the time required will largely depend on the amount of discussion and interaction.

Leadership is an extremely broad topic to which there are a myriad of approaches. The number of books on the subject is astonishing. This course draws from many of these sources and applies them specifically to Christian camping. However, it is certainly not the last word on the subject. See the various links in the Library for articles and resources that present some alternative views. Use this material as a springboard for further research and study, and then develop your own unique approach.

(Page 3 of 3) A project of this magnitude is dependent on the generous financial support of corporate sponsors. Clicking on the corporate logos will open pop-ups with additional information about the sponsors.

## Course Introduction

(Page 1 of 1) View the video clip, and then discuss some of the following questions:

- What is a leader?
- What are the characteristics of a leader?
- What is leadership?

- Who comes to your mind as being an effective leader?
- Who comes to your mind as being an ineffective leader?
- What does it take to be an effective leader?

## Knowledge Check

(Page 1 of 1) The purpose of the Knowledge Check is simply to assess the participants' familiarity with the material that will be presented in the course, and to whet their appetite to learn more. When facilitating this lesson in a group, have the participants either jot down their answers on a piece of paper or suggest their answers to the rest of the group. For each incorrect response, a brief explanation is provided and the correct answer is indicated. See correct answers and explanations below.

**# 1 – TRUE/FALSE:** Both sociologists and management consultants have plenty of data to prove that certain personality styles are more suited to organizational leadership.  
**Correct answer:** False. Each personality style has produces its share of excellent leaders.

**# 2 – Match each personality characteristic with its corresponding personality style.**

- Expressive -> Energetic
- Amiable -> Good listener
- Analytical -> Problem solver

**# 3 – TRUE/FALSE:** Interpersonal versatility is a measure of the degree to which a person is concerned with helping others manage their stress or tension in any interpersonal situation.  
**Correct answer:** True. Interpersonal versatility is all about the measurement and management of stress and tension in relationships.

**# 4 – Match each task with the skill it addresses.**

- Counseling -> Personal skills
- Coaching -> Job skills

**# 5 – When appraising an employee's performance, which trait should NOT be considered?**

- Knowledge of work
- Quantity of work
- Quality of work
- Intuition
- Initiative

**Correct answer:** Intuition—sensing without the use of rational processes—is not reliable and should not be evaluated.

**# 6 – TRUE/FALSE:** In ministry, it is sometimes necessary to base an employee's pay on his or her family size.

**Correct answer:** False. Basing pay on personal need is not a fair method of determining compensation.

**# 7 – TRUE/FALSE:** Because of the unpredictable nature of Christian camping ministry, a lack of clearly defined roles is perfectly acceptable.

**Correct answer:** False. Having clearly defined roles for all team members is necessary for teams to function effectively.

**# 8 – Which is NOT a component of an effective team?**

- Members compatibility
- Work process
- Collective talent
- External relations
- Behavioral reinforcement

**Correct answer:** Member compatibility. While compatibility is important, it is not a recognized component.

**# 9 – Which is more important for a Christian leader to maintain?**

- Spiritual disciplines
- Physical disciplines
- Both are equally important
- **Correct answer:** Both are equally important. Effective leaders maintain both spiritual and physical disciplines.

**# 10 – Which is the most likely sign that a leader is going through burnout?**

- Striving for excellence
- Losing sense of humor
- Delegating significant work
- Seeking advise from others
- Making organizational changes

**Correct answer:** Losing sense of humor. Emotional changes, such as losing one's sense of humor, are common signs of burnout.

## Lesson 1: Social Styles

*The estimated time needed for a single student to complete Lesson 1 is 80 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.*

### Introduction

(Page 1 of 39) The successful leader will have just the “right” combination of a complex combination of skills, abilities, and characteristics. This includes such things as the appropriate education and experience, and the abilities to inspire and motivate others, to accurately assess data and make decisions, and to understand people and their individual differences. What is also intriguing about leadership is that it seems to be somewhat situational.

(Page 2 of 39) A leader’s social style and how he or she uses it has a significant influence on his or her effectiveness. Lesson 1 will concentrate on this aspect of leadership and apply it to Christian camping.

(Page 3 of 39) Objectives of this lesson:

- Understand the importance of social style and its effect on leadership.
- Identify the four social styles and their inherent strengths and weaknesses.
- Identify and understand your own social style.
- Use interpersonal versatility to adapt your social style to meet the needs of others and the situation for optimum performance.

### Ships in the Night

(Page 4 of 39) What happens when competent people with radically different social styles try to work together? Proceed to the next page for a video clip where you will meet Bill Greene and Janice Williams, two people with radically different social styles.

(Page 5 of 39) Ask participants to make observations about Bill and Janice’s social styles. What are the potential strengths and weaknesses for each of the?

(Page 6 of 39) In this exercise, participants are asked to predict how the committee meeting will go the next morning by clicking on the best answer(s).

Correct answers are:

Bill gives an extensive briefing, including a competitive analysis, market size estimates of potential campers, and excerpts of Oak’s latest strategic plan, particularly the SWOT analysis—all backed up with charts, tables, and diagrams.	✓
Bill lays out a compelling vision for the committee. Janice is engaged and sees the plan as a God-given opportunity. The committee recommends and approves follow-up action on the spot.	
Janice says little during most of the presentation and makes a few	✓

notes on her PDA—or more likely she catches up on e-mail.	
The donuts are tasty.	✓

Given the time Bill invested in preparing his in-depth presentation, he isn't changing his approach with Janice. Janice continues to be bored with the detail, and just wants the meeting to be over.

(Page 7 of 39) Everyone exhibits behavior patterns very common to their “social styles.” A social style is defined as “a predictable pattern of behavior that is observable and describable and can be agreed upon by three or more people.” Each style is made up of three dimensions of behavior. We will discuss the first two now and the third dimension later.

### Assertiveness

(Page 8 of 39) The first and perhaps most obvious dimension of behavior we will work with is assertiveness. *Assertiveness* is the effort a person makes to influence the thinking and actions of others. It is a measure of the amount of control he or she is trying to exert over others. In other words, it is a measure of whether a person tends to *tell* others or *ask* others.

ASK	TELL
Appears reserved, unaggressive, and/or easygoing; avoids appearing dominant and tends to keep thoughts inside	Active, confident, and/or aggressive; makes presence known; tends to tell others his or her thoughts
Supportive; likes to listen and looks for a chance to support the ideas and attitudes of others	Challenging; likes to confront others about their ideas and attitudes

(Page 9 of 39) In this exercise, participants will drag a checkmark to indicate whether a given characteristic is typical of asking or telling behavior.

Ask	Tell	Characteristic
✓		Has moderate opinions
	✓	Is talkative
	✓	Holds strong opinions
✓		Tends to avoid use of power
✓		Asks questions
	✓	Makes quick decisions
	✓	Is often directive
✓		Is often silent
✓		Makes thoughtful decisions
	✓	Tends to use power

(Page 10 of 39) As with all dimensions of human behavior, assertiveness is a matter of degree. A person is not all one way or the other. Rather, assertiveness can be measured on a scale in quartiles. It is very important to note that there is no “best” place to be on the assertiveness scale. Each place has its unique strengths and weaknesses.

(Page 11 of 39) In the following interaction, participants will have the opportunity to score themselves on the assertiveness scale. Instruct participants to reflect on how assertive they see themselves in comparison to other people and to respond accordingly.

(Page 12 of 39) Participants are asked to respond to 20 questions to determine where they are on the assertiveness scale. After responding to the questions, an assertiveness score is given. Have each participant record this score.

Allow participants the opportunity to share their scores and to see if they agree with them. If participants know each other, they could score each other as time permits.

### Responsiveness

(Page 13 of 39) The second dimension of social style is responsiveness.

*Responsiveness* is a measure of the effort an individual appears to make to be self-controlled or emotionally expressive in relationships. Those who make a strong effort to control their expression of feelings and emotions can be labeled as having high Control. Those who make a limited effort to control their expressions of feelings and emotions can be labeled as having high Emote.

CONTROL	EMOTE
Self-sufficient, independent, and indifferent to feelings of others; tends to be concerned with what others think about the reasoning and/or logic behind relationships and actions	Self-indulging and/or attention seeking and/or involved with the feelings of others; tends to be concerned with how others feel about relationships and actions
Precise, specific, and/or critical with a no-nonsense attitude; concerned with getting things done efficiently	Imprecise, general, and/or permissive with a fun-loving attitude; can appear unconcerned about the efficiency of actions

(Page 14 of 39) In this exercise, participants will drag a checkmark to indicate whether a given characteristic is typical of controlling or emoting behavior.

Control	Emote	Characteristic
✓		Is a secretive, cautious communicator
	✓	Is an open, impulsive communicator
	✓	Has dramatic opinions and actions
✓		Has strict, disciplined attitudes
✓		Is expectant of oneself and others
	✓	Has permissive, fluid attitudes

✓		Has measured opinions and actions
✓		Seems difficult to get to know
	✓	Seems easy to get to know
	✓	Easygoing with others and self

(Page 15 of 39) As with assertiveness, others will see your responsiveness (control or emote tendencies) in relationship to themselves and in relationship to others. Again, there is no “best” place to be on the responsiveness scale. Each place has its strengths and weaknesses.

(Page 16 of 39) In the following interaction, participants will have the opportunity to score themselves on the responsiveness scale. Instruct participants to reflect on how responsive they see themselves in comparison to other people and to respond accordingly.

(Page 17 of 39) Participants are asked to respond to 20 questions to determine where they are on the responsiveness scale. After responding to the questions, a responsiveness score is given. Have each participant record this score.

Allow participants the opportunity to share their scores and to see if they agree with them. If participants know each other, they could score each other as time permits.

#### Four Basic Styles

(Page 18 of 39) Combining the assertiveness axis with the responsiveness axis gives us four basic social styles. We'll now combine these to form the four basic styles.

(Page 19 of 39) In this Flash presentation, we present the four basic social styles.

<b>Control</b>		
<b>Ask</b>	<u>Analytical</u> – Ask/control – Personal reserve/emotional control	<u>Driver</u> – Tell/control – Personal power/emotional control
	<u>Amiable</u> – Ask/emote – Personal reserve/emotional expression	<u>Expressive</u> – Tell/emote – Personal power/emotional expression
<b>Emote</b>		<b>Tell</b>

Remind the participants that each type is essential to fulfill the many roles in God's kingdom and not one style is right or wrong.

(Page 20 of 39) Participants will use the letter and number that represented their position on the assertiveness and responsiveness scales to find their social style. Have each participant look at the diagram on this screen to determine which quadrant represents him or her.

(Page 21 of 39) Our behaviors can change depending on the situation. If a participant doesn't see himself/herself in the results, suggest that a close associate do the assessments with him/her in mind.

With this knowledge of social styles, we will now look at how these styles differ in the following areas:

- Characteristics
- Strengths and weaknesses
- Back-up styles
- Working with other styles

### Characteristics

(Page 22 of 39) Click on each of the four quadrants to open a Flash presentation covering the characteristics of each style. In summary, they are:

	<b>Characteristics</b>
<b>Amiable</b>	<p>Amiables are often found wrapped up in causes. They like to work with words and often influence large groups through writing. They work well with others and promote harmony. Sometimes they place unrealistic expectations on themselves and others. They will often romanticize experiences and relationships.</p> <p>Amiables like to have direction. They often observe others and seek deep meaning in relationships and experiences. They sometimes appear to care more for interaction than action. In addition to being very compassionate for those who may be hurting, they are patient, good listeners, and filled with integrity.</p>
<b>Analytical</b>	<p>Analyticals have a strong sense of duty and obligation. They are driven by a forceful work ethic, and play comes harder for them. Natural givers, they often take on the role of parent or guardian for other people and organizations.</p> <p>Analyticals often take on too much responsibility. They see themselves as conservators and tend to worry. They will save and store for the future, believing that they cannot save too much. They are steadfast, reliable, and dependable.</p>
<b>Expressive</b>	<p>Expressives are somewhat impulsive individuals. They like to try the new and different. They enjoy wandering. It is easy for them to break social ties. They like to live for the here and now, and they struggle with commitment and follow-through.</p> <p>Expressives have happy spirits and can endure hardships and trials easier than the other social styles. Discomfort is just a new experience that they know will pass. They like to reminisce and enjoy belonging to social organizations. They are friendly, giving, and easygoing.</p>

<b>Driver</b>	<p>Drivers are obsessed by a strong compulsion to perform. They take pleasure in almost any kind of work because it involves activity. Idleness will destroy drivers. They desire to control and master everything they do. They speak with precision and little redundancy.</p> <p>Drivers like new ideas, challenges, and competition. With a passion for knowledge, they are constantly searching to answer the “whys” of life. They can be overly forceful and may require too much from themselves and others. Many times, drivers are haunted by the possibility of failure. They are self-controlled, persistent, and logical.</p>
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Discuss the characteristics of each style with the participants. Are there characteristics they would add to those given, or to challenge?

### **Strengths and Weaknesses**

(Page 23 of 39) On this page, participants will click on the strength and weakness buttons for each style to open a pop-up. As already stated, social styles are neither good nor bad in and of themselves. Every style has strengths and weaknesses and all of us, regardless of style, share them to some degree. Understanding what they are can help us put our strengths to work in our ministries and mitigate our weaknesses.

	<b>Strengths</b>	<b>Weaknesses</b>
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<p><b>Amiable</b></p>	<p>Emotions:</p> <ul style="list-style-type: none"> <li>- Calm, cool, and collected</li> <li>- Consistent life</li> <li>- Sympathetic and kind</li> <li>- Patient and well-balanced</li> </ul> <p>As a parent:</p> <ul style="list-style-type: none"> <li>- Not in a hurry</li> <li>- Takes time for children</li> <li>- Not easily upset</li> <li>- Can take the good with the bad</li> </ul> <p>At work:</p> <ul style="list-style-type: none"> <li>- Competent and steady; a good administrator</li> <li>- Mediates problems</li> <li>- Finds the easy way</li> <li>- Good under pressure</li> </ul> <p>As a friend:</p> <ul style="list-style-type: none"> <li>- Easy to get along with</li> <li>- Good listener</li> <li>- Concerned and compassionate</li> <li>- Has many friends</li> </ul>	<p>Emotions:</p> <ul style="list-style-type: none"> <li>- Can appear unenthusiastic and reticent</li> <li>- Under certain circumstances can be indecisive and fearful, especially if there is interpersonal conflict involved</li> <li>- May be seen as self-righteous</li> <li>- May tend to avoid clear responsibility</li> </ul> <p>As a parent:</p> <ul style="list-style-type: none"> <li>- Lax on discipline</li> <li>- May appear disorganized</li> <li>- Will avoid or ignore family conflict</li> <li>- May appear to take life too casually</li> </ul> <p>At work:</p> <ul style="list-style-type: none"> <li>- May not be goal-oriented</li> <li>- Lacks self-motivation</li> <li>- Resents being pushed</li> <li>- Tends to resist change</li> </ul> <p>As a friend:</p> <ul style="list-style-type: none"> <li>- May dampen enthusiasm</li> <li>- Uninvolved and indifferent to plans</li> <li>- Judges others</li> <li>- Sarcastic and teasing</li> </ul>
<p><b>Analytical</b></p>	<p>Emotions:</p> <ul style="list-style-type: none"> <li>- Somewhat serious, thoughtful, and philosophical</li> <li>- Sense of irony; can be seen as talented and poetic</li> <li>- Idealistic</li> <li>- Self-sacrificing</li> </ul> <p>As a parent:</p> <ul style="list-style-type: none"> <li>- Sets high standards</li> <li>- Keeps home in good order</li> <li>- Encourages scholarship and talent</li> <li>- Sacrifices own will for family</li> </ul> <p>At work:</p> <ul style="list-style-type: none"> <li>- Schedule and detail-oriented</li> <li>- Persistent, thorough, and organized</li> <li>- Finds creative solutions</li> <li>- Economical</li> </ul> <p>As a friend:</p> <ul style="list-style-type: none"> <li>- Content to stay in the background</li> <li>- Faithful, devoted</li> <li>- Can solve other's problems</li> <li>- Deep concern for others, but may not show it</li> </ul>	<p>Emotions:</p> <ul style="list-style-type: none"> <li>- Moody, may have low self-esteem</li> <li>- May express humility while actually feeling unrecognized</li> <li>- May focus on the negative</li> <li>- Can be a perfectionist</li> </ul> <p>As a parent:</p> <ul style="list-style-type: none"> <li>- May put goals beyond reach</li> <li>- May place guilt on children</li> <li>- May behave like a martyr</li> <li>- Sometimes sulks over disagreement</li> </ul> <p>At work:</p> <ul style="list-style-type: none"> <li>- Comes across as not people-oriented</li> <li>- May spend too much time planning</li> <li>- May become depressed over imperfections</li> <li>- May prefer analysis to actual work</li> </ul> <p>As a friend:</p> <ul style="list-style-type: none"> <li>- Holds back expressions of affection</li> <li>- May be withdrawn and socially insecure</li> <li>- Comes across as critical and unforgiving</li> </ul>

	<b>Strengths</b>	<b>Weaknesses</b>
<b>Expressive</b>	<p>Emotions:</p> <ul style="list-style-type: none"> <li>- Appealing, enthusiastic motivator</li> <li>- Storyteller with a good sense of humor</li> <li>- Lives in the present</li> <li>- Sincere heart</li> </ul> <p>As a parent:</p> <ul style="list-style-type: none"> <li>- Cheerful, makes home fun</li> <li>- Turns disaster into humor</li> <li>- Liked by children's friends</li> <li>- Thinks up new activities</li> </ul> <p>At work:</p> <ul style="list-style-type: none"> <li>- Volunteers for jobs</li> <li>- Energetic</li> <li>- Inspires others to join in the work</li> <li>- Creative</li> </ul> <p>As a friend:</p> <ul style="list-style-type: none"> <li>- Loves people</li> <li>- Makes friends easily</li> <li>- Doesn't hold grudges; apologizes quickly</li> <li>- Prevents dull moments</li> </ul>	<p>Emotions:</p> <ul style="list-style-type: none"> <li>- May come across as egotistical, phony</li> <li>- Sometimes demonstrates overpowering or loud behavior, scaring others off</li> <li>- Tends to be controlled by circumstances</li> <li>- Blusters and complains when things go wrong</li> </ul> <p>As a parent:</p> <ul style="list-style-type: none"> <li>- Keeps home in a frenzy</li> <li>- Somewhat disorganized</li> <li>- May forget children's appointments</li> <li>- Doesn't listen carefully</li> </ul> <p>At work:</p> <ul style="list-style-type: none"> <li>- Would rather talk than listen</li> <li>- May be undisciplined, easily distracted, doesn't follow through</li> <li>- Decides based on feelings or intuition</li> <li>- Confidence fades quickly if success is not immediate</li> </ul> <p>As a friend:</p> <ul style="list-style-type: none"> <li>- Hates to be alone</li> <li>- Needs to be center stage</li> <li>- Looks for credit</li> <li>- May be perceived as fickle</li> </ul>
<b>Driver</b>	<p>Emotions:</p> <ul style="list-style-type: none"> <li>- Not easily discouraged</li> <li>- Dynamic and active</li> <li>- Independent and self-sufficient</li> <li>- Confident</li> </ul> <p>As parent:</p> <ul style="list-style-type: none"> <li>- Motivates family to action</li> <li>- Establishes goals</li> <li>- Organizes household</li> <li>- Tends to know the right answers</li> </ul> <p>At work:</p> <ul style="list-style-type: none"> <li>- Insists on production, achievement of concrete goals</li> <li>- Sees the whole picture</li> <li>- Delegates work</li> <li>- Makes plans</li> </ul> <p>As a friend:</p> <ul style="list-style-type: none"> <li>- Leads and organizes</li> <li>- Will work for group activities</li> <li>- Energizes others</li> <li>- Decisive in emergencies</li> </ul>	<p>Emotions:</p> <ul style="list-style-type: none"> <li>- Quick-tempered</li> <li>- Impatient</li> <li>- May come across as unsympathetic to others</li> <li>- Impetuous</li> </ul> <p>As a parent:</p> <ul style="list-style-type: none"> <li>- May be too busy for family</li> <li>- Won't let children relax; wants constant activity</li> <li>- Gives answers too quickly without probing deeply enough</li> <li>- Overly critical of others' performance</li> </ul> <p>At work:</p> <ul style="list-style-type: none"> <li>- Demands loyalty</li> <li>- May make rash decisions</li> <li>- Tends not to analyze details</li> <li>- Manipulates people</li> </ul> <p>As a friend:</p> <ul style="list-style-type: none"> <li>- Sometimes uses, possesses, or dominates people</li> <li>- Finds it difficult to apologize</li> <li>- Overly independent</li> <li>- May talk and act as if he or she can do everything better</li> </ul>

Discuss the strengths and weaknesses of each style with the participants. Are there strengths and weaknesses they would add to those given. Are there any given that they would challenge?

(Page 24 of 39) In this drag and drop exercise, participants will try to match given strengths with the appropriate social style. The correct answers are:

	<b>Amiable</b>	<b>Analytical</b>	<b>Expressive</b>	<b>Driver</b>
<b>Strength</b>	Easygoing	Detail-oriented	Loves people	Decisive
<b>Strength</b>	Consistent	Conscientious	Enthusiastic	Goal-oriented

(Page 25 of 39) In this drag and drop exercise, participants will try to match given strengths with the appropriate social style. The correct answers are:

	<b>Amiable</b>	<b>Analytical</b>	<b>Expressive</b>	<b>Driver</b>
<b>Weakness</b>	Undisciplined	Withdrawn	Egotistical	Impatient
<b>Weakness</b>	Uninvolved	Rigid	Fickle	Unsympathetic

### Back-up Styles

(Page 26 of 39) Just as we have a tendency to behave in a habitual fashion under normal circumstances, we tend to respond in habitual ways to interpersonal stress or conflict. In fact, in some cases, these under-stress or “back-up” styles reveal more about who we really are than the styles we exhibit in more normal situations.

(Page 27 of 39) Participants click on each of the four quadrants to open a Flash presentation covering the back-up response of each style. In summary, they are:

	<b>Back-up Response</b>
<b>Amiable</b>	<p>When the amiable individual is put under stress, he or she becomes less assertive and more emotional, and tends to avoid anxiety by outwardly going along with others. The person may appear to agree but will not demonstrate any commitment.</p> <p>To deal constructively with this behavior, the amiable should be encouraged to give input about relationships, give constructive criticism, and stay involved.</p>
<b>Analytical</b>	<p>Under stress, the analytical person becomes less assertive, more controlled, withdraws from conflict, wants to think it over, and doesn't offer any ideas.</p> <p>To deal constructively with this behavior, the analytical should be asked for help in setting up a plan, gathering information, and the like.</p>

<b>Expressive</b>	<p>When stressed, the expressive individual becomes more assertive and more emotional, and will even make personal attacks or try to discredit the other person.</p> <p>To deal constructively with this behavior, use active listening and do not evaluate or take what he or she says in the heat of the moment too seriously.</p>
<b>Driver</b>	<p>The driver becomes more assertive and more controlling when stressed. He or she will take charge of the situation and the people in it and will force the desired outcomes regardless of the effect on relationships.</p> <p>To deal constructively with this behavior, avoid competing with a driver. Rather, work toward progress in areas where you can be of assistance.</p>

(Page 28 of 39) The characteristics of our social styles aren't always that positive. When we receive Christ into our lives, we receive a new nature. This new nature empowers the positive traits and behaviors of our social styles. God gives us the wisdom and strength to curb our own weaknesses and back-against-the-wall behaviors. In His grace, He will help us respond properly to others' negative traits so that our relationships and ministries will bear good fruit.

Discuss with participants how understanding your own or another person's back-up response could help to avoid the unnecessary escalation of conflict. Allow participants to share examples they have seen that possibly could have been avoided by understanding social and back-up styles.

### Responding in Love

(Page 29 of 39) Participants are offered suggestions for responding positively to others who are expressing negative back-against-the-wall behaviors. Click on the various social styles to open a pop-up exploring each one.

<b>Positive Response to Negative Behaviors</b>	
<b>Amiable</b>	<p>Don't try to press amiables for responses. Expressing anger, arguing with them, or insisting on your way will only push them deeper into their pattern of acquiescence as they struggle to save the relationship. Rather, encourage them to share their feelings. Ask them for constructive criticism regarding the conflict. Tell them that you would like to work on the situation, but that you need some concrete suggestions from them to help you. Amiables like to feel needed and to help. Work side by side with them through the problem-solving steps they suggest. Make it safe for them to disagree.</p> <p>Establish some kind of evaluation process. They will respond cautiously, so move slowly and be patient. Help them solve their conflict while they maintain their cherished relationships.</p>

<p><b>Analytical</b></p>	<p>Analytical people tend to withdraw from conflict to save face. They want to deal with the problem alone, with a minimum of interaction with others. They need time to think about the problem situation or relationship. They need as much information as possible in order to deal effectively with their distress. Don't keep pushing analyticals for a response or insist on their increased participation before they have time to think.</p> <p>Since analyticals are by nature systematic, make sure you approach their problem with a step-by-step solution. Help them set up a plan to gather more problem-solving data to consider. Ask them to discuss the matter after they have had time to think about it. Slow down and be patient, loving them by cooperating with their method for dealing with problems and conflicts. They need time and space; give it to them.</p>
<p><b>Expressive</b></p>	<p>Expressives become very selfish, emotional, and assertive when their backs are up against the wall. They will vent their feelings by attacking the situation and the people involved. They will not hesitate to chew you out and tell you what they don't like, and they will do so with gusto.</p> <p>Don't try to evaluate expressives' emotional outbursts or defend yourself intellectually. Neither will help, because their behavior is emotionally based. Expressives draw you into their tantrums. Don't shout back, because they likely have stronger lungs and they will shout you down. Try to listen sympathetically and accept their emotions without getting emotionally involved. Let them get their emotions out of their systems, as blocking their venting may provoke an even greater explosion. Once they get their emotions off their chests, help them focus on creative alternatives for handling their problems in the future. Say something like, "Now that you have shared your feelings, how are we going to handle this problem the next time?"</p>
<p><b>Driver</b></p>	<p>Drivers feel like they have lost control in conflict situations, leaving them with no personal choices. The tension they feel drives them to get something accomplished, and they may attempt to regain control by being over-controlling and autocratic.</p> <p>Don't try to compete with drivers or match force with force, because competition is their specialty. Don't argue or debate with them. They can verbally cut you to pieces in a hurry. But don't back down from them either, even when they come on strong. Drivers respect people who hold their ground, even if those people don't agree with the driver's position. Try to redirect their strong energies toward positive goals, achievements, or actions that you can support. Drivers appreciate goals and the freedom to choose their own methods of reaching their goals. Help them decide on a goal and a path for reaching the goal. Don't give in. Speak the truth in love and firmness. They will respond.</p>

## Interpersonal Versatility

(Page 30 of 39) The third dimension to social styles is interpersonal versatility. Versatility is a measure of the degree to which a person makes an effort to meet the needs of others. People with limited versatility show little concern for helping others deal with their tensions and only express concern for their own tension—their own agenda. On the other hand, people with a higher degree of versatility are more willing and able to adjust their social style to the needs of others. In this topic, participants will have an opportunity to rate their own interpersonal versatility.

(Page 31 of 39) In this versatility assessment, participants are to respond to 10 statements. Remind participants to answer according to how they think others perceive them. Also, keep in mind that there are not right or wrong answers.

Ask participants to record their scores for later use.

(Page 32 of 39) The critical part of this system is learning to become more versatile. Although a person is not likely to change his/her social style, he/she can readily change in the area of interpersonal versatility. In order to improve versatility, you must:

- Have an interest in developing effectiveness in interpersonal relationships.
- Provide a realistic picture of the other person's style.
- Work at developing the behavior and competence that are relevant to the circumstances.
- Develop a social style consistent with the job you need to perform and the people you hope to influence.

(Page 33 of 39) Using pop-up windows, we describe how versatility can be improved based on where a person falls on the assertiveness scale. Those tending toward the "Tell" side will need to become less assertive in their interactions—situationally. Those tending toward the "Ask" side will need to be more situationally assertive.

	<b>Improve Versatility</b>
<b>Ask</b>	<ul style="list-style-type: none"><li>• Be candid and frank in expressing opinions.</li><li>• Practice being first to express an idea.</li><li>• Express ideas frequently.</li><li>• Don't wait to be asked or wait until the situation requires you to react.</li><li>• Disagree when appropriate; conflict is healthy!</li><li>• Learn that disagreement with your ideas doesn't mean rejection of you personally. It is a sign of interest in the subject.</li><li>• Simplify and clarify the reasons for your disagreement without being overly technical. Ambiguity raises tension, as does overly technical detail.</li></ul>
<b>Tell</b>	<ul style="list-style-type: none"><li>• Ask questions.</li><li>• Admit you're not always right. Adopt a positive, open, problem-solving attitude.</li><li>• Be patient; wait for others to come to your conclusion.</li><li>• Listen actively; restate the issues, problems, and/or concerns.</li></ul>

	<ul style="list-style-type: none"> <li>• Emphasize problem solving and communication.</li> <li>• Talk less, more slowly, and more quietly.</li> </ul>
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(Page 34 of 39) Using pop-up windows, we describe how versatility can be improved on the responsiveness axis. Those whose social style falls more on the “Control” side will need to become more situationally responsive, while those more on the “Emote” side will need to be situationally less responsive.

<b>Improve Versatility</b>	
<b>Control</b>	<ul style="list-style-type: none"> <li>• Learn to express some sentiment.</li> <li>• Learn to admit to and recognize your feelings. Don’t hold feelings in. Express enthusiasm and delight. Avoid appearing too serious or stiff.</li> <li>• Talk personally with people about their ideas. Go for emotional commitment rather than intellectual assent.</li> <li>• Visit with others. Learn the art of small talk. Mix social conversation with job-oriented or technical talk.</li> <li>• Acknowledge personal feelings others might have about ideas.</li> <li>• Learn not to look down on the feeling side of human nature.</li> </ul>
<b>Emote</b>	<ul style="list-style-type: none"> <li>• Limit the extent to which you take others into your confidence on personal matters.</li> <li>• Focus attention on the needs and requirements of others rather than only on yourself.</li> <li>• Learn to make demands on others. Don’t be too soft-hearted.</li> <li>• Stick to requirements for performance. By doing so, you will be able to help others grow on the job.</li> <li>• Learn to control your feelings in social/business situations; focus on task requirements.</li> <li>• Display mature self-control. Don’t show too much emotion all the time.</li> </ul>

(Page 35 of 39) If you are overly versatile, you can improve your interpersonal effectiveness by ensuring that the other person knows what your nonnegotiable values and principles are and knows what you stand for.

**Reflection**

(Page 36 of 39) Re-examine the interaction between Bill and Janice. Applying the principles learned in this lesson, invite participants to discuss what Bill and Janice might have done differently.

(Page 37 of 39) Participants are asked to identify what Bill and Janice might have done differently. The correct answers are:

Bill should have:

- ✓ Researched Janice's vision for the ministry, and then concentrated his presentation on how his proposal would help Janice meet that vision.  
Discussed his plan briefly and more assertively so that Janice would have respected him and his position. By being more assertive, Bill could have commanded Janice's attention.

Janice should have:

- ✓ Respected Bill's thorough preparation and reduced her assertiveness by patiently asking questions that would direct the presentation toward her interests and goals.

During their dinner, told Bill what her interests were, asked him to keep his data relevant, and given him a strict time limit for the next day's presentation.

(Page 38 of 39) How does knowing your social style affect you, as a leader?

- You can take solace in the fact that about 25 percent of the people with whom you come in contact have a style similar to yours, and you're likely to feel very comfortable with that style. However, 75 percent will have a different style.
- In order to be an effective leader, you have to be able to relate comfortably to people in all styles.
- There is no one best style! There are high-performing pastors, teachers, business executives, police officers, politicians, and camp directors in all four styles.
- There is no correlation between social style and job performance.
- It is vital to learn how to adapt to a variety of styles in a variety of situations. That concept is called interpersonal versatility. Versatility is the "payoff" that comes from knowledge of social styles.

## **Resources**

(Page 39 of 39) Direct the attention of participants to materials available in the Library.

**This concludes Lesson 1.**

## Lesson 2: Leadership Practices

*The estimated time needed for a single student to complete Lesson 2 is 75 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.*

### Introduction

(Page 1 of 23) One of the most important components of leading and managing people is what can be described as leadership practices. We are defining leadership practices as a series of discreet, observable, describable behaviors, and/or attitudes.

In this lesson, participants will review the practices and then have the opportunity to assess their own leadership and management practices.

(Page 2 of 23) Objectives in this lesson are to:

- Identify three qualities that make a manager a leader.
- Identify five functional areas of leadership.
- Identify specific management and leadership practices for each functional area.
- Rate yourself on the degree to which you apply these leadership practices.
- Build a personal improvement plan.

### Manager or Leader?

(Page 3 of 23) Regardless of the organization or ministry, managers are hired to get something done. How they get it done is what differentiates the leader from the manager.

Three core qualities are examined using pop-up windows. These core qualities are:

1. Implementation - Leaders act through others, influencing others to accomplish necessary tasks through social persuasion. To lead, you must motivate people so that they actually want to do what you want them to do. Among other things, this requires influencing by emotions rather than by pure reason, and leading by example.
2. Problem solving - Leaders-managers must make difficult decisions, calculate probabilities, and work out optimal solutions to complicated problems. They must then move others along in the direction of that solution. It is those managers who can set authority aside and engage in emotional and social persuasion who become the most effective leaders.
3. Pathfinding - Pathfinding has to do with values, vision, imagination, and determination—what you believe is worth doing. You must choose the direction in which you lead and imagine a future you wish to create. Pathfinding gives you a purpose to believe in—one that you're motivated to communicate to others. pathfinding without the other two skills—problem solving and implementing—is nothing more than dreaming. Dreamers don't get things done. As a leader-manager, you don't have that option.

(Page 4 of 23) We are in the “loving people” business. We invest not only campers and guests, but in every person involved in the organization. We invest in staff through our management practices. Central to management practices is the managerial cycle. The five functions of managerial cycle are:

1. **Getting commitment** to goals, objectives and performance standards for the entire year
2. Quarterly **coaching and counseling** of each staff member
3. Formal, annual **performance appraisal** session, appraising performance against standards
4. **Compensating and rewarding** staff
5. **Team building** (on-going, year-long function)

We will now take a look at the first four of these functions separately. The function of team building will be addressed in the next lesson.

### **Getting Commitment**

(Page 5 of 23) Leader-managers must help formulate organizational goals, objectives, and performance standards, and then work to get commitment from staff.

What is the distinction between goals and objectives?

- Goals are broad and objectives are narrow.
- Goals are general intentions; objectives are precise.
- Goals are intangible; objectives are tangible.
- See course 104 of the Cairn Series® for more on goals and objectives, also referred to as Key Result Areas (KRAs) and Key Indicators (KIs).

Invite participants to offer examples of goals and objectives.

(Page 6 of 23) In this video, Don German emphasizes that getting commitment to goals, objectives and performance standards is a very critical set of management practices. If leader-managers get this leading set of managerial practices right, it tends to bring the other clusters of management practices along with them.

(Page 7 of 23) Using pop-up windows with embedded video by Don German, we explore the steps to getting commitment to goals, objectives and performance standards. The five practices that make up this cluster are:

1. Informally communicate high personal standards – This has the highest degree of correlation with high-performing managers of any of the five practices in this cluster. This is the “walk the talk” practice. This is modeling behavior.
2. Demonstrate personal commitment to group goals and objectives – This practice is another example of modeling behavior. If the leader is not committed to a unit’s goals and objectives, it is exceedingly difficult to persuade subordinates that they should be committed.
3. Establish clear duties and specific performance goals and standards for staff – Letting staff members know exactly what is expected of them gives you and them a clear track to run on and a means of measuring progress. This is an

- excellent way to delegate tasks and authority to others. This management practice implies that the manager makes it his or her business to make sure that job duties are clear through the use of complete job descriptions.
4. Provide staff with the opportunity to influence the performance goals, standards, and timeframes – The best way to build commitment to goals, objectives, and performance standards is to ask people to participate in their crafting. This builds a sense of ownership of the goals, objectives, or standards. As the sense of ownership grows, commitment tends to emerge.
  5. Help staff understand how their jobs contribute to the whole – Helping people to understand how their jobs and the tasks within those jobs fit into the overall effectiveness of the work group is a vital people-management practice.

It may be good at this point to ask participants for examples of how their own commitment to goals, objectives and performance standards have been effected, either positively or negatively, by one of five practices in this cluster.

### **Coaching and Counseling**

(Page 8 of 23) The second category of high-performance management practices is coaching and counseling. Coaching is related to job skills; counseling has to do with more personal skills, such as attitudes, personal habits, career concerns, and so on.

(Page 9 of 23) Don German introduces the practice of coaching and counseling by stating that great managers are great coaches. Managers work together closely with the work group.

(Page 10 of 23) Using pop-up windows with embedded video by Don German, we explore eight aspects of successful coaching and counseling. The eight aspects are:

1. Build warm, friendly relationships – This is the opposite of indifference. It says that the manager makes it his or her business to know something about the subordinates' personal backgrounds, lives, and ambitions. It implies that the manager cares about what happens to the staff.
2. Make the best use of staff members' skills and abilities – Make sure you know what talents and abilities your staff members have and make every effort to give them the opportunity to use them.
3. Go to bat for your staff with your superiors – In order to feel closely connected to the work unit and the work group, subordinates have a need to feel that their managers will work to defend their interests and to advocate their positions with upper management.
4. Provide help, training, and guidance – The high-performing manager knows his or her employees well, makes sure that subordinates are coached on required job skills and counseled on improving personal habits, and directs them to training that can continually help them improve their performance.
5. Pay attention to what staff members are saying – This practice says the manager drops what he or she is doing and gives staff members his or her undivided attention when talking to them.

6. Enable staff to be open about their mistakes – The key requirement to be able to create the conditions for this to happen is that the staff member must trust the manager. It is important that the manager remains very calm when a subordinate is reporting his or her mistake. The key is to be descriptive and not pejorative or judging. First focus on what happened to get the facts and then, as quickly as possible, focus on what to do to remedy the situation.
7. Give a clear decision when staff needs one – Make sure that your decisions are clear, crisp, and clearly communicated. If you can't make the decision on the spot, tell the subordinate when you expect to be able to make the decision and what other data or authority you might need to do so.
8. Prepare staff members to fill in for each other – This practice says that the manager consistently ensures that subordinates are “cross-trained” in each other's jobs. This provides flexibility for each staff member and protection for the organization, and builds the team.

It may be good at this point to ask participants for examples of how they have been effected, either positively or negatively, by coaching and counseling.

### **Appraising Performance**

(Page 11 of 23) Performance appraisal is a very important responsibility of high-performing managers. Conducting an effective, face-to-face meeting with subordinates to factually discuss their performance—compared to agreed upon goals, objectives, and performance standards—is very critical. This evaluation represents a year of the subordinates' lives and warrants detailed, factual, and systematic reviews of their performance.

(Page 12 of 23) Don German introduces the practice of appraising performance. Having given attention to the previous two sets of practices, leader-managers need to appraise people's performance in a formal, factual and candid way.

(Page 13 of 23) Using pop-up windows with embedded video by Don German, we explore the eight practices that help leader-managers successfully appraise performance.

1. Communicate your views honestly and directly – The effective manager discusses both positive and negative data with the subordinate during a discussion of performance appraisal.
2. Consider all relevant information – The high-performing manager makes sure that he or she does not allow himself or herself to be influenced by the last three or four weeks prior to the annual performance appraisal. The manager must have data on the entire performance cycle.
3. Reach mutual agreement – It may not always be possible to reach mutual agreement, but the effective manager works hard during the discussion to do so. If a subordinate genuinely accepts the conclusions in a performance appraisal, he or she is much more likely to make the necessary changes to improve performance.

4. Develop specific plans to improve – It is hard enough to hear data critical of one's performance. If dealing with those performance problems is not coupled with a proactive, specific plan to improve the staff member's performance, it can leave the subordinate with a feeling of helplessness.
5. Determine realistic short-term career objectives – The high-performing manager who is in close contact with his or her subordinates on a continual basis works hard to identify the aptitudes and interests of staff members and to help them identify realistic career objectives.
6. Provide feedback – This practice implies that the manager is *continually* giving subordinates feedback on how they are doing with their jobs, not just during the annual performance appraisal session.
7. Ensure written appraisals are consistent with informal feedback – If the manager has been giving the staff member continual performance feedback during the year, there should be no surprises on the annual performance appraisal.
8. Explain the factors used in judging performance – This practice is related to having negotiated a clearly established set of goals, objectives, and performance standards at the beginning of the year. If that was done properly, then the staff member will have a full knowledge of how he or she will be evaluated during the performance appraisal session.

Invite participants to give examples from their own experience of how they have been effected, either positively or negatively, by these practices given for performance appraisals.

### **Compensating and Rewarding**

(Page 14 of 23) The biblical principle that “the worker is worth his keep” (Matt. 10:10) is well established in management practices research. Three of the six practices in this cluster relate directly to wages. The others relate more to the effort to be positive, fair, and equitable in motivating and rewarding people.

(Page 15 of 23) Don German introduces the practice of compensating and rewarding. This doesn't mean only money, but also includes non-monetary reward as people are doing their jobs.

(Page 16 of 23) Using pop-up windows with embedded video by Don German, we explore six principles of fairly compensating and effectively rewarding. They are:

1. Use recognition and praise – This practice involves the use of “psychic” reward. The effective manager works hard to find numerous ways of rewarding staff members with things that go far beyond pay.
2. Recognize more than criticize – This is accentuating the positive. The positive manager creates a positive work climate. A positive work climate tends to create high performance.
3. Provide needed information regarding compensation – The effective manager makes it his or her business to fully understand the organization's pay and

- benefits policies and to make sure that subordinates also understand those policies and how to use the system.
4. Be fair regarding pay – People can live with almost any kind of compensation system as long as they feel it is being fairly administered.
  5. Show appreciation for extra time and effort – The high-performing manager is alert to those occasions when someone has put in extra hours to make a deadline or gone the extra mile to do an exceptional job. He or she makes a strong effort to recognize the subordinate and show appreciation for the work done above and beyond the call of duty.
  6. Relate rewards entirely to excellence in performance – The effective manager works hard to maintain a perception that the work unit is a “meritocracy,” and that he or she fairly evaluates performance and rewards people accordingly.

Invite participants to give examples from their own experience of how they have been effected, either positively or negatively, by compensation and reward.

### **Leadership/Management Practices Assessment**

(Page 17 of 23) Simply knowing these leadership/management practices will not result in improvement unless they are applied. In this topic, participants will have the opportunity to rate themselves on each practice using a printed assessment.

**NOTE: If using in a classroom setting, the facilitator should print out the assessment and make a copy for each of the participants. This will need to be done from a computer that is connected to a printer. Simply click on the graphic on the right side of the screen to open the document in Adobe Acrobat Reader , then select “Print”.**

Instruct participants to use the five possible responses; “Almost never,” “Occasionally,” “Some of the time,” “Most of the time,” or “Almost always,” to rank themselves on each of the 27 characteristics by putting a checkmark in the appropriate column.

(Page 18 of 23) Don German, in video form, encourages us to assess our own leadership/management practices with the goal of identifying patterns.

(Page 19 of 23) While each leader-manager should do a self-assessment, Don strongly recommends that the leader-manager also get feedback from subordinates. Doing this accomplishes several valuable things:

- It demonstrates your commitment to your staff.
- It fosters openness and trust.
- It gives you more accurate understanding of where you might need to improve.

### **Reflection**

(Page 20 of 23) Go to the next page for a video clip of several camp and conference leaders discussing management practices.

(Page 21 of 23) After viewing the video, ask participants the following questions:

1. Should secular corporate management practices be applied to ministry? Why or why not?
2. What important principles must be kept in mind when applying secular corporate management practices to ministry?

(Page 22 of 23) In this lesson, we have covered the “managerial cycle,” and looked at a long list of practices that are essential skills for a camp or conference leader.

Participants also had the opportunity to assess their own adherence to these practices.

To apply this material further, encourage participants to do the following:

- Use the assessment and ask their subordinates to rate them.
- Discuss the results with each of their employees.
- Develop their own improvement plan, including asking a superior or peer to keep them on track with that plan.
- Reflect on the following discussion question with coworkers: Share examples of work or team environments from your personal experience in which leadership/management practices were applied and in which they were not. Is there a positive correlation between well-applied practices and the quality of the environment?

### **Resources**

(Page 23 of 23) Direct the attention of participants to materials available in the Library.

**This concludes Lesson 2.**

## Lesson 3: Building the Team

*The estimated time needed for a single student to complete Lesson 3 is 75 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.*

### Introduction

(Page 1 of 24) Every leader must work effectively with a wide variety of people who have different backgrounds, specialties, educational levels, and ethnic groups. If a disparate group of people can be melded together into a cohesive, smoothly functioning team, their productivity and accomplishment can be astounding. If not, a chaotic, uncoordinated group of people will work with competing purposes. The leader/manager can make all the difference if he or she is a persistent team builder.

(Page 2 of 24) A team is a group of two or more people who work together to achieve a common goal. To be a team, the members of a work group must:

- Use a common process to complete their work.
- Participate in activities that are coordinated and interdependent.
- Share responsibility for results.

You could say that camps and conferences function as a continuous series of interconnected teams; some are relatively permanent, and some are temporary. As a leader in this field, you must be an **effective team builder!**

In this lesson, we will cover specific components that are typical of effective teams and give you an opportunity to assess your team.

(Page 3 of 24) Our objectives in this lesson are to:

- Identify the eight components of an effective team.
- Rate your team on the degree to which the team exhibits these components.
- Apply specific skills and techniques to improve team performance.
- Build a team performance improvement plan.

### Team Components

(Page 4 of 24) If we want to have an effective team, we must work at and build the team. Eight components common to effective teams are:

1. Members must have a clear sense of **direction** based on an equally clear purpose
2. Identify appropriate **talent** to accomplish team mission
3. Establish a **work process** that defines and coordinates team's work
4. Members contribute to the team through clearly defined **roles**
5. Establish a **team process** that defines how members relate to one another
6. Establish **teams norms** that set the ground rules for the team
7. **Reinforcement** and encouragement of team members
8. Tend to the **external relations** of the team

Throughout this lesson, we will examine each of these components individually.

Direction

### **Direction**

(Page 5 of 24) In this video presentation, Don German discusses the importance of team direction. He points out that every effective team has a clear sense of direction. The characteristics of a team that has a clear sense of direction are:

- Each team member knows the purpose of the team.
- The team has clear goals and performance objectives.
- All members share a clear and common vision for the future.
- The team has a set of common operating principles.
- Critical success factors are understood.
- Potential obstacles and threats to success have been identified.

### **Talent**

(Page 6 of 24) Don German continues by discussing the component of team talent. Team talent means that:

- Each team member has the skills and knowledge to do the job.
- Team member skills are well known to all coworkers.
- Team member skills are being shared with each other.
- Talents are continually being developed

A talent inventory of the both the team manager and the team members is important to discover the talent strengths and weaknesses of the team and to make sure that talent requirements are being met by the team.

### **Work Process**

(Page 7 of 24) , Don German discusses the third component of team building—work process. All work processes can be mapped and improved. A clear understanding of work processes requires that the team:

- Understand how the work of the group is achieved.
- Understand the inputs to the group's work.
- Understand the needs of both suppliers and customers.
- Have mapped the major work processes of the team.

### **Roles**

(Page 8 of 24) The fourth component of team building that Don German addresses is roles. Characteristics of a high performing team are that team members:

- Have clearly defined roles
- Can describe their individual roles accurately
- Have a clear understanding of other member's roles and how they interrelate.
- Have high performance expectations of each other.

If you are facilitating a team, consider Don's suggestion of inviting each team member to write down their roles and the corresponding responsibilities. Each member can then share that with other members of the team for discussion or clarification.

## **Team Process**

(Page 9 of 24) Team process is the fifth component that team building that Don talks about. Team process has to do with the interpersonal communication. The four components of team process relates to how the team:

1. Communicates within itself
2. Solves problems when they arise
3. Makes decisions
4. Resolves conflict between members

Teams without a healthy team process tend to respond to problems and conflicts by acting as if problems and conflicts don't exist. This exacerbates the problem.

Effective teams find, in team process, safe methods for surfacing and successfully resolving team conflict.

## **Team Norms**

(Page 10 of 24) The sixth component of team building is team norms. Don states that all organizations have norms. Most, however, are not written. Effective teams articulate what their norms are.

You may want to follow Don's suggestion of asking participants to write down what they would like their norms to be. Then have each participant share their ideas amongst the team. Together, then, members will negotiate what the team's norms will be. Post the team norms for the entire team.

## **Reinforcement**

(Page 11 of 24) Don discusses reinforcement, the seventh component of team building. A team is good at reinforcement when:

- Team members notice and comment on positive behavior
- Team members openly express appreciation for jobs well done
- Praise and credit are openly shared.

Often we will fail to reinforce one another when we ourselves are tired. Fatigue is the enemy of good human relations.

## **External Relations**

(Page 12 of 24) The final component of team building covered by Don is external relations. External relations means that:

- The team understands its role in the larger organization.
- Each team member accepts responsibility for external relations.
- The team and its members seek to build good external relations.

Don suggests that teams meet together to ask the following questions:

- Who are the external groups with whom the team must relate?
- Who is in charge of managing those relationships?

If you are facilitating a team, consider taking time to work through these two questions.

### Evaluating a Team

(Page 13 of 24) By using the eight components we have just covered, we can evaluate a team and actually make improvements. We will now look at a couple of teams and evaluate them using the eight components of effective teams.

(Page 14 of 24) **Example 1:** The kitchen crew was a great bunch. They understood what it meant to serve Christ through hospitality and did everything they could to make guests feel welcome and well-fed. Neil was new to the crew, but quickly caught on to the culture of the kitchen. One of his responsibilities was to stock the cereal counter during breakfast. This he did with great gusto, keeping everything brimming—so much so it actually resulted in a significant amount of waste.

This became a regular point of conflict with the foodservice director, who was appalled by the rate the camp was going through stock. She had spoken to Neil many times about it, but the problem persisted. Neil was completely confused: “Weren’t we supposed to provide that ‘abundant’ hospitality? Aren’t we being stingy?”

Proceed to the next screen to identify the missing team component on the team.

(Page 15 of 24) What one team building component was missing in the kitchen?

- Talent
- Work Process
- Direction
- Team Norms

The correct answer is “Direction”. If the team had a formalized set of goals and objectives that were part of Neil’s orientation, Neil would have had a better understanding of the balance required.

(Page 16 of 24) **Example 2:** Excel spreadsheets can be a real headache when you’re trying to make sense out of a sea of numbers. Marcy was at her wits’ end. She had spent hours trying to get a report ready for the board meeting. Now, at 1:30 a.m., she realized it just wasn’t going to get done. The meeting was in seven hours and she couldn’t even focus on the page. Maybe she’d give it another try after a few hours of sleep.

By 6:30 a.m. Marcy was back at it, but she was still no closer to getting it done. After an hour of frustration, Katy walked into the office, planning to get the room ready for the meeting. She noticed that Marcy was a bit disheveled and not in her usual good mood. “Hey Marcy, do you need some help with that spreadsheet?” It turned out Katy was an Excel wizard, having done many similar analyses in her previous job. The report wasn’t finished before the meeting started, but it was done before the doughnuts were gone.

(Page 17 of 24) What one team building component was missing here?

- Direction
- Talent
- External Relations
- Team Process

The correct answer is “Talent”. A team has the right talent when each team member’s skills are known and available.

### **Evaluating Your Team**

(Page 18 of 24) In this topic, you will have the opportunity to examine your camp or conference teams by working through a set of teambuilding components evaluation worksheets to see how your teams stacks up against the eight components in this lesson.

(Page 19 of 24) In this video clip, Don suggests that participants evaluate their team as a first step toward developing a high performing team.

(Page 20 of 24) To begin evaluating your team, print the worksheets on this page by clicking the graphic on the right. Then individually or as a group, work through each worksheet. When finished, continue with this lesson.

**NOTE: If you are going through this material in a classroom setting, the facilitator should print out the worksheets and make copies for each of the participants. This will need to be done from a computer that is connected to a printer. Simply click on the graphic on the right side of the screen to open the document in Adobe Acrobat Reader , then select “Print”.**

(Page 21 of 24) Don encourages those who have gone through the process of evaluating their team to persevere. Team building is a very difficult and long-term proposition. Even high performance teams sometimes experience problems and conflicts. Work on your weaknesses; capitalize on your strengths.

### **Reflection**

(Page 22 of 24) In this video clip, several camp and conference leaders discuss the importance of paying attention to the components of team building.

(Page 23 of 24) In this lesson, we have covered the eight components of an effective team and worked through an evaluation of our own teams.

To apply this material further, encourage participants to do the following:

- Use the printed worksheets as a group in their team and build an action plan for improvement.
- Reflect on the following discussion questions with coworkers:
  - How well does your team perform?
  - What are the key weaknesses that you see through the evaluation?

- How can a team take the time to improve when there are so many other demands?
- Given that many camps and conferences bring in seasonal staff, how can teams still become more productive?
- What impact does our faith have on our ability to work as a team?

**Resources**

(Page 24 of 24) Direct the attention of participants to materials available in the Library.

**This concludes Lesson 3.**

## Lesson 4: Leadership Challenge

*The estimated time needed for a single student to complete Lesson 4 is 50 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.*

### Introduction

(Page 1 of 29) Thus far in this course, we have observed social styles, discussed essential leadership and management practices, and explored the components of teambuilding. In this lesson you will have the opportunity to apply each of these areas in a fictitious camp setting.

(Page 2 of 29) The objective of this lesson is to explore and apply the following to a camp and conference environment:

- Social styles
- Leadership/management practices
- Teambuilding

Give the following instructions to the participants: “You are the consultant, and, as such, you will observe various aspects of the camp’s operation. As you watch, see how well the organization’s leaders are using social styles, practicing good leadership/management, or building their team. You will be asked questions along the way about your observations.”

### Welcome to Oak Valley Center!

(Page 3 of 29) Oak Valley Center is one awesome place! Since its founding almost 30 years ago, there have constantly been new things happening, and this last year was probably the most remarkable of all. Last year, Oak Valley nearly doubled in size through a merger with a neighboring camp. It was an idea that the leadership had been dreaming and praying about for some time. You’ll remember this was Bill Greene’s vision in Lesson 1. It looks like he finally convinced the committee to move on his idea!

(Page 4 of 29)

#### Best of Both Worlds

Across the narrow valley from the original Camp Oak Forest was Valley Christian Center, a conference that had built a reputation for gracious hospitality and impressive accommodations. Oak Forest was more oriented to rustic adventure and was known for innovative and extreme programs. The plan was to combine the best of both worlds into a comprehensive conference center that would make better use of the respective resources. The plan worked, and now it was a reality.

#### Post-Merger Reality

Actually, *reality*—as in *reality check*—is a good description, since not all of the anticipated benefits of the merger came to pass. Not that it was a bad idea—it was actually a providential event—but it was tough and some of the shine had come off the

dream. Even though the two ministries shared a common faith and were focused on ministry, bringing together two separate organizations was a huge challenge.

We will now look at the merger from two different perspectives.

(Page 5 of 29) In this video clip, two perspectives of what took place are given, one from Bill Greene, executive director of Oak Forest, the other from Melissa, the guest services director of Oak Forest.

Ask participants to describe each of the two perspectives.

### **Situation A: Extremely Locked**

(Page 6 of 29) Let's go back a few months and observe one of those white-knuckle moments that Melissa was talking about.

It seems that a large guest group was attracted by the combination of extreme sports activities and comfortable accommodations. They assumed it all came as part of the package. However, when it came time to enjoy some of those extreme sports, the program area wasn't available.

How is our leadership team going to deal with the situation?

(Page 7 of 29) Before viewing the video clip, you may want to review with the participants the four basic social styles and eight components of effective teams. Then ask participants to be sensitive to social styles and to be looking for any missing components in the video that may have led to this difficult situation.

(Page 8 of 29) On this page, participants match each person with the style that fits him or her best by dragging and dropping the pictures onto the social style matrix.

Correct answers are:

- Bill – Analytical
- Melissa – Expressive
- Jason – Amiable

(Page 9 of 29) Here we ask the question: "How are staff members reacting to the situation?" Participants select the observations that best fit what they've seen. The correct options are checked below:

- Melissa is in her attack mode. She sees the situation as a personal disaster and reacts emotionally.
- Bill is in autocrat mode. He is being direct and controlling the situation by referring to the way things should be done.
- Jason is in his acquiesce mode. He feels miserable and just wants to make everyone happy by opening the park, regardless of the rules.

Rationale: Melissa is expressive and needs to vent, and Jason is an amiable and needs to be reassured and drawn back into giving realistic suggestions. Bill, an analytical, will need to control his desire to withdraw and get involved in solving the immediate problem.

(Page 10 of 29) Like it or not, Bill's the director and the problem just got dumped on his desk. How should he deal with Melissa and Jason? Select the two best choices. Bill should (correct answers are checked):

- Ask Melissa for more self-control and then focus on finding an alternative activity for the guests.
- Reassure Jason that he's ready to help with the situation and that he needs some concrete suggestions.
- Schedule a meeting to review the policy and procedures manual, making sure new provisions are included for prevent future problems.
- Take command of the situation by stopping the unproductive dispute, and then go explain the problem to the leaders of Grace Church.
- Respect Jason's authority over the skate park and press him for a more acceptable solution than what he has proposed.
- Listen sympathetically to Melissa and allow her to vent her emotions, and then help her focus on creative alternatives.

Rationale: Melissa is an expressive and needs to vent, while Jason is an amiable and needs to be reassured and drawn back into giving helpful suggestions.

(Page 11 of 29) In this video clip, Don German helps to analyze the interaction between Bill, Melissa and Jason. He points out that each of them was responding in a way consistent with their own style rather than demonstrating interpersonal versatility.

To be versatile requires that each person do three things, in this order of priority:

1. Analyze the needs of the immediate situation and put those needs ahead of their own personal needs
2. Think of the needs of the other people in the situation
3. Think of their own personal needs

Don German also describes how Bill, Melissa and Jason could have demonstrated more interpersonal versatility.

### **Situation B: Targets, Schmargets**

(Page 12 of 29) Now we move on to Situation B. In Situation B, it's already after 10 in the morning and Melissa has been wondering where Bill is. She's not particularly happy since she is anxious to go over the latest guest numbers. It doesn't look like they are going to be on target. Bill is usually a stickler for promptness and numbers, so how's he going to react to this unpleasant news? Go to the next page to view the video.

(Page 13 of 29) View the video clip, again keeping social styles and the eight components of effective teams in mind.

(Page 14 of 29) Melissa is clearly frustrated. Aside from being held up by Bill's tardiness, she can't understand why Bill is willing to go easy on such an important issue. At the planning retreat, Bill was emphatic about setting goals and objectives. Are they still important or not? What do you think is the likely outcome? Participants are to select the best answer (best answer is checked):

- Nothing significant happened, so nothing will change. Melissa knows Bill had something else on his mind, anyway.
- Melissa will redouble her efforts to reach the objective. She knows how important it is for Oak Valley.
- Bill just planted an unfortunate doubt about the criticality of goals and objectives. The target could very well slip.

Rationale: Bill blew it. He allowed his distraction over being late to make it appear that he was not concerned about a very important objective. Even though Melissa is conscientious, she may begin to lose her focus.

(Page 15 of 29) Bill was not demonstrating strong, personal commitment to achieving the organization's goals and objectives. Which leadership/management function was he undermining?

- Getting commitment
- Coaching and counseling
- Appraising performance
- Compensating and rewarding
- Teambuilding

(Page 16 of 29) Don German analyzes the interaction between Bill and Melissa. Bill's management practices were subject to his style and, therefore, he unintentionally communicated to Melissa that objectives were not important.

Melissa's style also influenced the way she interpreted Bill's response to falling short of the target. Rather than seeing that Bill was not prepared to respond to the information, she concluded that Bill didn't care.

Don describes what might have been a more appropriate approach by both Bill and Melissa, keeping the other's style in mind.

### **Situation C: Pool Attack**

(Page 17 of 29) In Situation C, there was an accident at the pool, and a camper ended up with a broken wrist. Megan, one of the lead aquatic staff supervising the area, has just finished going over the details of the accident with Jason, the program director. She feels terrible about it and is understandably concerned about the repercussions.

(Page 18 of 29) View this video to see if you can identify both the strengths and weaknesses of Jason's style as expressed by how he dealt with this stressful situation.

(Page 19 of 29) It sounds like Megan and the aquatics staff handled the emergency by the book and deserved credit. Fortunately, they got some. What do you think was the most powerful message Megan will take away from the experience? Select the best choice.

- Following safety procedures correctly is essential.
- Jason will go to bat for his staff.
- Megan should be proud of keeping her cool in an emergency.
- The aquatic staff rules!

Rationale: Few things build respect and loyalty like knowing the boss will stand up for the staff when things get tough—an important part of counseling and coaching.

(Page 20 of 29) Jason did a good job of defending his staff, but he also compromised his effectiveness as a leader. Where did he stumble? Select the best choice.

- Jason was acting too much like “one of the guys.”
- He took a potentially litigious situation far too lightly.
- Jason wasn't making a timely decision on something that was important to one of his staff.
- He did not show adequate respect for Bill in front of Megan.

Rationale: Jason missed a key management practice that is also part of counseling and coaching: giving a clear decision when needed.

(Page 21 of 29) Don German shows that management/leadership is a very complex, and demonstrating a good management/leadership practice in one area does not guarantee doing so in another area.

Ask participants to discuss Don's comment that management is more art than science.

### **Situation D: Culture Clash**

(Page 22 of 29) In Situation D, we see that when Valley Christian Center and Camp Oak Forest merged their operations, the management did a good job of working through new values, mission, and vision statements. However, it takes time and a consistent teambuilding effort to meld people into an effective team.

Meet Kristi and Danny

Kristi and Danny work in housekeeping. Kristi originally worked for Valley Christian Center and Danny came from the original Camp Oak Forest.

Let's see what each of them have to say about how things are at the new Oak Valley Center.

(Page 23 of 29) After participants watch this video clip, have them name some of the differences Danny points out between the cultures of Valley Christian Center and Camp Oak Forest.

(Page 24 of 29) After participants watch this video clip, have them name some of the differences Kristi points out between the cultures of Valley Christian Center and Camp Oak Forest.

(Page 25 of 29) Sometimes you get some very interesting perspectives if you just listen. From the partial list below, select all of the most relevant issues that management will have to deal with in this situation.

- The staff does not know who the customer is.
- The organization functions better as two separate facilities.
- Regardless of the planning effort, two separate visions persist.
- The staff members don't see themselves as being on the same team.
- Goals, objectives, and standards of performance are not clear.
- There is a lack of mutual respect among staff members.

Rationale: There is a ton of work to be done. However, even though staff can't see it, the merger won't fulfill its purpose if it remains two facilities.

(Page 26 of 29) In this drag and drop exercise, participants are to match each observation with a corrective leadership/management practice. The correct answers are:

- **Work process** – Staff does not know who their customer is.
- **Direction** – Two separate visions persist.
- **Team norms** – Staff prefers to be separate.
- **External relations** – Staff does not agree on team's role.
- **Roles** – There are unclear goals and standards.
- **Reinforcement** – Staff members are critical of one another.

(Page 27 of 29) In this video clip, Don German comments on how team building was ignored in the merger. The importance of a team building plan, involving all team members is important to put together an effective team.

## Reflection

(Page 28 of 29) Can you apply it? In this lesson, participants have had a chance to apply Lessons 1, 2, and 3.

Encourage participants to apply this material further by doing the following:

- Review the situations with their team.
- Reflect on the following discussion questions with coworkers:
  - Relate a personal experience you have had similar to one of the four situations.
  - What leadership/management practices or teambuilding components apply to your experience?

## Resources

(Page 29 of 29) Direct the attention of participants to materials available in the Library.

**This concludes Lesson 4.**

## Lesson 5: Career Cycles

*The estimated time needed for a single student to complete Lesson 5 is 80 minutes. In a group setting, the time required will largely depend on the amount of discussion and interaction.*

### Introduction

(Page 1 of 39) Up to this point, we have been looking at the leader largely from a technical perspective. But leadership is as much about who a leader is as it is about what a leader does. In this lesson, we will examine the development of a leader as a person, and discuss some of the critical issues that leaders face in the career cycle.

(Page 2 of 39) In his book, *The Making of a Leader*, Dr. J. Robert Clinton explores the lives of A.W. Tozer, Dawson Trotman, and Watchman Nee to demonstrate how each of these great Christian men went through common stages on their way to becoming leaders who were used mightily by God. We can break up the career cycle of a leader into four stages:

- Stage 1 – Stepping up
- Stage 2 – Staying in
- Stage 3 – Pressing on
- Stage 4 – Moving out

(Page 3 of 39) The objectives of this lesson are to:

- Understand the prerequisites of and personal challenges inherent in leadership.
- Identify the critical elements that facilitate a successful and long-term leadership tenure.
- Identify personal growth areas critical to leadership excellence and techniques for improvement.
- Understand the importance of career planning in both preparing for and responding to changing career opportunities.

### Stepping Up

(Page 4 of 39) The primary task in this stage of leadership development is to understand the prerequisites and personal challenges inherent in leadership.

For anyone stepping up into a leadership career a good question to ask is, “What attracts me to leadership?” We are often motivated by and maybe even a bit enamored of leaders who share of successes in turning an organization around, or of leaders who seem to have all the answers. But between the successes and solutions, leaders, more often than not, face the more common experience of failures and challenges. What to do then? If you have stepped up without this expectation, you may be caught by surprise and wonder what you’ve gotten yourself into.

(Page 5 of 39) In this video clip, several veteran leaders in Christian camping talk about what attracted them to leadership.

(Page 6 of 39) Not everyone has the personality or is willing to pay the price necessary to effectively lead. The stepping up stage is the time to evaluate yourself and your call to leadership, for only a clear call to leadership will get you through the periods of doubt and frustration that are an inevitable part of this key role.

(Page 7 of 39) In this exercise, participants are encouraged to ask themselves some tough questions about their call to leadership. For some, this can be an unsettling time of reflection. From the list below, participants are to select those questions that are most relevant. The correct answers are:

- Do I feel called to leadership?
- Am I willing to accept the personal sacrifices and challenges of leadership?
- Do I have the correct social style for leadership?
- Am I willing to accept responsibility for organizational failures?
- Am I worthy of leadership?
- Am I willing to be the one who people look to for answers when things aren't going well?

(Page 8 of 39) In this video clip, several veteran leaders in Christian camping talk about the importance and essence of a call to leadership.

Invite participants to discuss their own call to leadership in Christian camping. Then ask them to evaluate whether or not they believe that call is sufficient to pull them through the tough times.

### **Character**

(Page 9 of 39) The stepping up stage is also a time to examine yourself in terms of your character. Do you have the character of a godly leader? The increased responsibility that comes with leadership tends to prove character rather than build it.

(Page 10 of 39) It would seem that the foundations of leadership are laid long before a person ever assumes the position. It is laid brick by brick from the small choices that we make every day.

In Romans 5:3–4, Paul writes that “suffering produces perseverance; perseverance, **character**; and character, hope.” Perhaps building character is as simple—and as difficult—as making good choices as we persevere through adversity.

(Page 11 of 39) In this video clip, several veteran leaders in Christian camping talk about the development of character. According to these leaders, character is the result of relying upon God as we respond to difficult times and circumstances.

You may want to look at the passage that was referred to (James 1:2-4) with the participants. Invite them to share from their own experience how character was built through difficult times.

(Page 12 of 39) Jesus put loving God and your neighbor at the top of all of our good character lists (Matt. 22:36–40). With such an emphasis, it's a fair assumption that character begins and ends with love.

### **Giftedness**

(Page 13 of 39) God has given to some people the gift of leadership, but He has also given to many other people gifts that are not as prominent. The key is to discover what your particular gift is. You needn't be disappointed if it is not leadership. There are many other significant ways that God can use you.

If you have determined that you have the gift of leadership, by all means aspire to lead with diligence (Rom. 12:8). Believe that God is able to equip you with everything good for doing His will (Heb. 13:21).

(Page 14 of 39) In this video clip, Christian camping leaders warn against placing too great a focus on the gift of leadership itself. Rather, the focus should be upon faithfully serving God, submitting to Him and relying upon His power to influence others for His glory.

### **Staying In**

(Page 15 of 39) Leading with diligence requires that you not only give attention to the organization or staff over which you have been placed, but also that you give attention to your own life. Paul instructed the young leader Timothy to watch his life closely (1 Tim. 4:16).

This brings us to the next stage in the leadership development process: staying in. The primary task involved in this stage is to identify the critical elements that facilitate a successful and long-term tenure.

(Page 16 of 39) Continuing to give attention to character is certainly one important element for staying in a position of leadership. But there are several other important elements in a leader's life that will determine whether or not his or her tenure is a long and successful one. We'll address four categories of them here.

- Accountability
- Boundaries
- Balance
- Personal discipline

### **Accountability**

(Page 17 of 39) If you are a leader, you are being watched closely, whether you like it or not. The key is being accountable—on a regular basis—to those you serve.

Regardless of how high in the organizational chart you are, you are accountable to someone such as:

- Board of directors
- Camp director

- Supervisor

To provide a context for the topic of accountability, ask participants to identify to whom they are accountable.

(Page 18 of 39) In this video clip, Christian camping leaders discuss the importance of accountability for leaders. Accountability is not intended to limit a leader, but rather to develop and protect a leader.

After viewing the video, ask participants to name some of the benefits of accountability.

### **Boundaries**

(Page 19 of 39) The concept of boundaries has to do with maintaining clear and proper distinctions in roles and relationships. What boundaries are appropriate? Click on each of the following boundaries to open a pop-up window explaining the boundary in more detail:

- Subordinates – When a leader makes himself or herself to be no different than those he or she is leading, there is a loss of respect and credibility. Along with that loss comes a loss of the ability to influence others. It is only that ability to influence others that sets a leader apart from followers.

Another instance where clear leader/subordinate boundaries must be maintained is when there is a close working relationship between a leader and a subordinate of the opposite sex. Familiarity sometimes causes a leader to grow lax so that emotional, spiritual, physical, and moral boundaries are violated.

- Ownership – It's all too common, especially when working within smaller organizations, for the lines to be blurred between personal and organizational property.

Corporate America is full of instances of individuals who felt entitled to company resources for their personal benefit. When practiced in a Christian organization, this can create not only organizational problems, but also bring disrepute to the name of Christ.

- Expectations – Leading by example is one of the most effective ways of gaining the respect and loyalty of your staff. We shouldn't expect our staff to do what we would be unwilling to do.

But the leader needs to be careful that in setting an example, he or she is not unwittingly creating an expectation. Once an expectation is created that you will be working the dish line, you will find yourself so tied up in the operations of the organization that you may find it difficult to find the time to lead the organization.

Ask participants if they can think of other boundaries that need to be maintained in leadership.

(Page 20 of 39) Christian camping leaders talk about the importance of boundaries. The relationship of core values, accountability and communication to boundaries are discussed.

### **Balance**

(Page 21 of 39) It's very easy for leaders to become engrossed in their work. For many leaders, the satisfaction and significance gained from leading a staff or an organization is the fuel that keeps them going. It is no wonder, then, that many leaders become unbalanced in their professional lives. *Balance* is related to maintaining a proper perspective on priorities

(Page 22 of 39) In this video clip, several Christian camping leaders talk about the challenge leaders face in maintaining balance in the Christian camping setting. For many, the first area to suffer in an unbalanced is the family. If a leader is to have balance, margin will be necessary.

Now would be a good time to ask participants to survey their own lives, asking the question, "Is my life at this time balanced?"

### **Personal Discipline**

(Page 23 of 39) When things become busy or difficult, the first thing sacrificed in the life of most people is the time spent in personal disciplines, both spiritual and physical. This is true also for a leader.

### **Pressing On**

(Page 24 of 39) The challenges of simply being in leadership seem to leave little time for leaders to be constantly growing towards excellence. And yet, unless a deliberate choice is made at some point, most leaders will fail to take the steps necessary to reach their God-given capacities.

Paul wrote, "Not that I have already obtained all this, or have already been made perfect, but I press on..." (Phil. 3:12). The apostle was not content to sit where he was. Neither should a leader be.

The primary task in this stage is to identify personal growth areas critical to leadership excellence and techniques for achieving full leadership potential.

### **Lifelong Learning**

(Page 25 of 39) It's easy for a competent and confident leader to feel little need for growth. Yet it can be said that you can either have twenty years of experience or one year of experience twenty times!

How does one become a lifelong learner—one who is continually taking steps to achieve excellence and maximize potential? Click on each of the stages of the plant to open up a pop-up window that explores each of the steps below:

- Plan – This may involve articulating personal vision and mission statements and developing a personal strategic plan, much like what was discussed for organizations in Cairn® Course 104. The idea here is to envision yourself as a leader of excellence, to define a mission for yourself that is attainable only through God’s power, and to begin to set short-term, intermediate, and long-term goals for yourself.

As you develop a personal growth plan, seek to identify specific growth areas. Ask those who know you best to suggest areas where you may need growth.

- Exposure – Expose yourself to new ideas, experiences, and knowledge. Only as you are brought into contact with those things that challenge your way of thinking, perceiving, or interpreting will you grow. Some good ways of doing this are: reading books, going to conferences, seminars and workshops, and taking formal classes.
- Mentor – Seek a coach or mentor. This will normally, although not always, be someone who has walked the road you are walking or who is still on that road, but somewhere further down it.

An effective coach or mentor is able to do several things:

- See your potential
- Suggest next steps to help you realize your potential
- Tolerate your mistakes and failures and help you back up again
- Understand that achieving potential is a process and be willing to be patient in that process
- Speak to you the sometimes difficult words of exhortation or admonishment
- Draw from other resources when needed to further your development
- Know his or her limitations and be willing to step back if necessary to allow another coach to step up

(Page 26 of 39) In this video clip, Christian camping leaders share their experiences in lifelong learning, focusing especially on the roles that mentors have played in their development as leaders. These leaders challenge the stereotypical view of who a mentor is.

Can participants identify mentors in their lives, past or present? If so, what role have these mentors played in where participants are today?

### **Avoiding Obstacles**

(Page 27 of 39) As we “press on” in our leadership careers, we must not only be intentional in our personal growth, but we must also be mindful of those things that can stop that growth and compromise our effectiveness. Explore two major obstacles by clicking on the graphics to the right.

- Expectations – As a leader, you will have expectations for yourself, and others will have expectations for you. While many of these expectations are reasonable, there are some that will go beyond what you are able to meet.

Examples of some of these unreasonable expectations are that you will:

- Always be right.
- Never make mistakes.
- Always get people to agree with you.
- Be able to meet everyone's needs.
- Always say the right words.
- Always do the right things.
- Always have the answer.

As a leader who is pressing on toward excellence, be willing to accept your limitations without allowing those limitations to stop you.

- Burnout

#### **Signs of Burnout:**

- Loss of a sense of humor
- Negative attitudes toward work and staff (cynicism, negativity, irritability)
- Loss of efficiency
- Passive-aggressive behavior
- Tunnel vision
- Diminished problem-solving abilities
- A sense of being overwhelmed
- Health problems (frequent headaches, gastrointestinal disturbances, weight loss or gain, sleeplessness and depression, shortness of breath, chronic fatigue)
- Feelings of helplessness or hopelessness

#### **If you're burning out:**

- Limit your job description to what is actually required in the organization's mission.
- Take on those tasks you can do most effectively.
- Learn to delegate and say "no."
- Before taking on a new task, ask, "What's the worst thing that could happen if the task doesn't get done?"
- Pursue tasks that excite and energize you.
- Balance work with personal and/or family fun.
- Create silent space to pray, meditate, and think.
- Strive for excellence, not perfection.
- Keep perspective by focusing on what's important.
- Recharge with a personal retreat day, a vacation, or a sabbatical.
- Seek help from others.

Ask participant to share from their own experience, if possible, how expectations and burnout can stop growth and compromise effectiveness.

### **Moving Out**

(Page 28 of 39) Whether we like to admit it or not, it's a fact that none of us are indispensable. Sooner or later, the Lord will move you from the organization you're involved in and both it and you will discover that things continue to happen without you.

A danger you must be aware of, especially if you have a long tenure in one organization, is that of over-identifying with the organization so that you cannot separate who you are from what it is. It's not about you, and you're not about it. A refusal to see this distinction will make it very difficult for you to be prepared and open to God's leading when He says it's time to move on.

(Page 29 of 39) The moving out stage refers to the fact that at any time God can remove a leader from an organization. This can be planned or unplanned, voluntary or involuntary, anticipated or abrupt. Whatever the case may be, the leader can and should take steps that will prepare him or her for God's timing and means when he or she is called to "move out."

The primary task in this stage is to understand the importance of career planning in both preparing for and responding to changing career opportunities.

There are three primary circumstances that bring about a change in a leader's relationship to an organization. These are:

- New opportunities
- Termination
- Retirement

There are definite ways that a leader should be prepared to meet each of these.

### **New Opportunities**

(Page 30 of 39) An opportunity may come in the form of a promotion within an organization or from an offer from another organization. While some of the issues are the same in both cases, moving from one organization to another is normally the result of more deliberate career planning. How do you make yourself more likely to be offered a new opportunity?

- Expand your base of skills, experience, and knowledge whenever possible. The wider this base is, the more attractive you become.
- Document major accomplishments. Don't exaggerate, but also don't minimize what you have done.
- Join and be actively involved in one or more professional associations. Many very valuable contacts can be made through your interaction with other members.

- Offer your own expertise to others. This may take the form of presenting at a conference, writing for a professional journal, or being involved in leadership at a local or regional level.
- Continue to grow personally. Always strengthen yourself spiritually, intellectually, and morally.

(Page 31 of 39) In this video clip, Christian camping leaders share from their own experience how they have recognized and responded to new opportunities.

### **Termination**

(Page 32 of 39) While termination is never a pleasant experience, there are ways to prepare for it and lessons to be learned from it. Here are some of the suggestions we offer:

1. Maintain your résumé even when you feel secure in your position. Always be looking for ways to strengthen it. You might look at examples of other résumés of people in comparable positions to see what types of skills, experience, and knowledge they have. Or you could look at the qualifications other organizations expect to be met by candidates for leadership positions.
2. Learn from the termination experience. What brought on the firing? Was it caused by some deficiency in you? Are there opportunities for personal growth? How could this experience be used to better equip you for the future?
3. Insofar as it depends on you, leave on a positive note. Don't allow the hurt of a termination turn to bitterness. You could even affirm God's clear sense of directing you to other things.
4. Trust God's leading. That "in all things God works for the good of those who love Him" (Rom. 8:28) is not God's trite response to our difficult times. It is His promise that He is in control.

(Page 33 of 39) In this video clip, Christian camping leaders talk about their experience with termination. The main point that is made is that God is always in control, however difficult it may be for us.

If there are participants who have experienced termination, ask if they would be willing to share what they learned through it.

### **Retirement**

(Page 34 of 39) Retirement is perhaps the sweetest way for a leader to part company with an organization. It often comes as the culmination of a long career and many years of faithful service. But even here a little career planning can make the transition go more smoothly. The following considerations should be made in advance of retirement:

- Succession – Have a plan for leadership succession. Depending on your organization, you may or may not play a significant role in identifying and preparing your successor to assume your leadership position. Clearly defined procedures should be spelled out so that both you and the organization know what the expectations are.

- Income – Have a plan for retirement income. It's a grievous thing when someone has given themselves sacrificially to Christian service only to discover that they are financially unprepared for retirement. If your organization does not address these issues, you must see that you have accepted personal responsibility for your own retirement.

(Page 35 of 39) Additionally, these considerations should be made following retirement:

- Transition – After the retirement, move on. Let the new leadership begin to establish itself without your interference. While things may be rough for a while, the transference of loyalties can only take place when the “old guard” is off the scene. In any further communication with staff or constituency, you should always affirm the new leadership.
- Keep Serving – Look for opportunities to serve as a coach or mentor to an up-and-coming leader. There is no greater compliment or confidence booster for a young leader than to have someone acknowledge his or her potential and offer to help develop it.

(Page 36 of 39) In this video clip, a Christian camping leader talks about the reality of his own retirement.

### **Reflection**

(Page 37 of 39) As you move out from an organization, whether by new opportunity, by termination, or by retirement, one other thing to keep in mind is that you will leave a legacy. Following your leaving, remaining staff will talk about you around the lunch table. Years later at some anniversary celebration, your name will come up. What will be said about you? Determine now what kind of a legacy you want to leave. It may be that it will help you become more of the kind of leader you want to be today.

(Page of 38 of 39) We close this lesson with a video clip of several camping leaders talking about the issue of leaving a legacy.

Ask participants to spend just a few moments thinking about the kind of legacy they would like to leave. What is it that they would like said about themselves when they leave the organization, whether by new opportunity, termination or retirement? In what ways would they like the organization to look differently as a result of their having been there?

### **Resources**

(Page 39 of 39) Direct the attention of participants to materials available in the Library.

**This concludes Lesson 5.**

## Conclusion

(Page 1 of 3) Watch the concluding video clip of Curt John Ashmen. Following the video, interact with the participants on the following comments made by John:

- Leadership is all about two things—what you do and who you are
- Managers do things right; leaders do the right things.

(Page 2 of 4) Read through the overview of the topics covered in this course. Spend some time in discussion and prayer as you reflect on the lessons learned from this course. Additionally, list some action items to be pursued in the future.

(Page 3 of 4) This course is the last of five CD courses in the Cairn Series®. There is one more course on the foundational level in the Cairn Series® called *Ministry Expression*. For more information on *Ministry Expression*, or for course locations, go to Cairn Series® website at [www.cairnseries.org](http://www.cairnseries.org). You may also visit the Cairn Series® website for information on the second level of courses in the Cairn Series®, the disciplinal level.

(Page 4 of 4) Encourage participants to take the Learning Check that follows. It will help them retain more of this course and prepare them for continuing in the Cairn Series®. Also invite participants to check out the Cairn Series® information included on this CD-ROM. Just click on the *Cairn Series* button at the top of this screen.

Don't forget to examine the resources contained in the Library as well as the online links.

## Learning Check

(Page 1 of 1) Although the Learning Check was designed for a single user, the facilitator may lead the group through this exercise by asking for a consensus answer to each of the questions.

Correct answers:

#1 – Match each definition of behavior with its corresponding definition.

Assertiveness -- The effort made to influence the thinking and actions of others.

Responsiveness – The effort made to be controlled or expressive in relationships.

Versatility – The degree to which an effort is made to meet the needs of others.

#2 – TRUE/FALSE: Certain social styles are obviously better than others.

**Correct answer:** False

#3 – Match each social style with its corresponding measure of assertiveness and responsiveness.

Amiable – Low assertiveness, high responsiveness

Analytical – Low assertiveness, low responsiveness

Driver – High assertiveness, low responsiveness

Expressive -- High assertiveness, high responsiveness

#4 – Which one of the following was NOT presented as a core quality for a leader?

- Implementer
- Problem solver
- Administrator
- Pathfinder

**Correct answer:** Administrator

#5 – Match each social style with its most typical back-up style

Amiable – Acquiesce

Analytical – Avoid

Driver – Dominate

Expressive -- Attack

#6 – Which of the following was NOT presented as a distinction between a goal and an objective?

- Goals are broad; objectives are narrow.
- Goals are general; objectives are precise.
- Goals are tangible; objectives are intangible.

**Correct answer:** Goals are tangible; objectives are intangible.

#7 – TRUE/FALSE: Coaching is related to job skills, while counseling has more to do with personal skills.

**Correct answer:** True

#8 – TRUE/FALSE: Performance feedback should only be given to a staff member during the annual appraisal so that a more complete performance “profile” can be established.

**Correct answer:** False

#9 – Which of the following are characteristics of a team?

- Use a common process to complete work
- Have coordinated and interdependent activities
- Share responsibilities for results
- All of the above
- None of the above

**Correct answer:** All of the above

#10 – TRUE/FALSE: Teams most often come together spontaneously.

**Correct answer:** False

#11 – The primary purpose of a team’s work process is to:

- Define how members relate to one another
- Make the team’s work more efficient
- Reinforce and encourage one another
- Define each members contribution

**Correct answer:** Make the team’s work more efficient

#12 – TRUE/FALSE: One of the characteristics of an effective team as it relates to roles is that its members have high performance expectations of one another.

**Correct answer:** True

#13 – Which TWO teambuilding components address the issue of staff members being unclear about their customers' needs?

- Direction
- Roles
- Work process
- External relations

**Correct answers:** Direction and Work process

#14 – Which leadership/management practice addresses the issue of staff members being unclear about goals and standards?

- Getting commitment
- Coaching and counseling
- Appraising performance
- Compensating and rewarding

**Correct answer:** Getting commitment

#15 – Which TWO teambuilding components address the issue of staff members preferring to work independently?

- External relations
- Roles
- Reinforcement
- Team norms

**Correct answers:** Roles and Team norms

#16 – Which teambuilding component addresses the issue of staff members being critical of one another?

- Direction
- Work process
- Reinforcement
- Team norms

**Correct answer:** Reinforcement

#17 – TRUE/FALSE: The increased responsibility that comes with leadership tend to prove character rather than build it.

**Correct answer:** True

#18 – Match each category in a leader's life with its primary purpose.

Boundaries – Maintain clear and proper distinctions in roles and relationships

Balance – Maintain a proper perspective in regard to priorities

Personal discipline – Maintain personal spiritual and physical health

#19 – TRUE/FALSE: The personal spiritual discipline of a leader does not have a significant impact on the organization.

**Correct answer:** False

#20 – TRUE/FALSE: A leader should always be taking steps that will prepare him or her and the organization to function when he or she leaves.

**Correct answer:** True

**END OF COURSE**