



*By Galen Thompson*

**Facilitator's Guide  
5 Basic Steps to Successful**

**Human  
Relations**

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## INTRODUCTION

Today's world of global communications and advanced technology solves problems and disseminates information far more quickly and efficiently than ever before. However, interpersonal relationships lessen as society becomes more virtual. The human, relational, or "personal touch" element is increasingly missing from our communication processes. Human relation skills tend to be forgotten or ignored. Simply attaining efficiency in communication does not guarantee or equate to effectiveness in communication. (Efficiency + Effectiveness = Excellency.) Though most everyone is globally "connected," never have people felt more isolated and "disconnected." God created humankind as social/relational beings. Today's leaders need to exercise excellent interpersonal skills in a virtual world. One needs to use high-tech skills to become a high-touch leader. A vacuum of effective relational leaders exists. Never has the skills of human relations been more valuable!

Research by the Carnegie Foundation for the Advancement of Teaching and confirmation by the Carnegie Institute of Technology reveals that, regardless of profession, about 15% of one's success is attributable to skill in technical knowledge of their field while 85% of one's success is due to skill in human relations: the ability to express ideas, assume leadership, and arouse enthusiasm in other people. The minister destined for the greatest success must excel in both technical (biblical) and human skills.

It is obviously understood that no amount of interpersonal skills can substitute for spiritual preparation (prayer and biblical study) and anointing. Yet, neither can one underestimate the necessity of people skills. A balance of all is needful. One will never be so learned, talented or anointed so as to lastingly impact people on that merit alone. Abrasive, insensitive, crude or incompetent relational skills outside the pulpit (or in the pulpit, for that matter) will damper, if not totally invalidate the anointing in the pulpit. Simply preaching a great sermon does not equate to excellent leadership. It is just a small contribution to the equation.

People are more important than personal talent or technical knowledge. In light of this fact, it would do one well to make a balanced investment between field technological skills (exegesis, hermeneutics, oratory) and essential interpersonal relationship skills!

The goal of this module is to equip ministry with basic, essential human relationship skills. One must:

1. Build trust through credibility
2. Communicate effectively
3. Be flexible – understand and appreciate the blessings of diversity
4. Resolve conflict and solve problems efficiently and effectively
5. Use influence for positive impact through coaching

# BUILDING TRUST THROUGH CREDIBILITY

## UNIT ONE

The purpose of this entire series is to equip the Minister for his service. In order to accomplish this task, one must first identify or define who/what a “Minister” is. Holding to a wrong concept of what it means to be a minister will certainly undermine and frustrate one’s attempt towards effective, credible ministry. Simply put, one cannot effectively “minister” without credibility established upon the true definition of “ministry.” Begin by defining minister:

Minister can be defined as:

How did Christ define “minister?”

*But Jesus called them to Himself and said, “You know that the rulers of the Gentiles lord it over them, and their great men exercise authority over them. It is not this way among you, but whoever wishes to become great among you shall be your servant [minister, KJV], and whoever wishes to be first among you shall be your slave [servant, KJV]; just as the Son of Man did not come to be served [ministered unto, KJV], but to serve [minister, KJV], and to give His life a ransom for many.”*

Matthew 20:25-28<sup>1</sup>

Christ taught that a “minister” is a **servant**. He came to **serve**, not to be **served**.

Lofty thoughts are often conjured up in one’s mind when defining a “minister.” However, by definition, a minister is one who holds the **secondary position** as an attendant or servant to the one(s) who hold(s) the **primary position**. Ministry is not about being number one, but about serving that which is number one and greater: **the Body of Christ**. Consistent practice of servanthood behavior with Christ-like character is what makes one a credible “minister.” There is no other way! If one does not serve, but expects to be served, one then makes himself or herself above the Master.

Thus we conclude that the purpose of this entire series is to equip the Servant for his service. Ministry is **servant-leadership**: leading by serving and serving by leading.

Servant-Leadership is a reciprocal process. It occurs **between** people. It is not done by one person to another. One cannot truly lead without willing followers; others will not truly follow without a willing leader.

“Leadership” is a compound word made up of two parts: “leader” and “ship.”

**Leader: one who leads, guides, and directs by influence.**

**Ship: to shape (by *ability or skill*).**

You are not leadership until your influence has positively *shaped* something or someone (discussed further in Unit Five). Thus, the end result of your leading is what qualifies you for leadership.

James M. Kouzes and Barry Z. Posner in their best-selling book *The Leadership Challenge* make an appropriate statement concerning what constituents expect of leaders:

If there's a clear and distinguishing feature about the process of leading, it's in the distinction between mobilizing others to do and mobilizing others to *want* to do. People in positions of authority can get other people to do something because of the power they wield, but leaders mobilize others to *want* to act because of the credibility they have. There are monumental differences between enlisting support and giving orders, between gaining commitment and commanding obedience. Leaders sustain the requisite credibility by their actions—by challenging, inspiring, enabling, modeling, and encouraging.<sup>2</sup>

### Behavior + Character = Credibility

Biblical leadership is determined and awarded by constituents based upon credibility. One must first show oneself a servant-leader before constituents will bestow the title and authority of leadership.

God qualified whom Moses was to select as elders for Israel:

*The LORD said therefore unto Moses, Gather for Me seventy men...whom you know to be elders of the people...and I will take of the Spirit who is upon you, and will put Him upon them, and they shall bear the burden of the people with you, so that you will not bear it all alone.*

*Numbers 11:16, 17, emphasis added.*

An elder could not be an elder unless he was already displaying **behaviors** and **characteristics** of an elder. Moses was simply certifying or endorsing that which was already on display. One did not assume the title, Elder, and then demonstrate qualities fitting of the new position. The authority for the appointment and fulfillment of the position was borne out of established credibility.

Note the leadership/ministry criteria set forth by the Apostles when it came time to expand the leadership team in the newly developing Jerusalem Church:

*So the twelve summoned the congregation of disciples and said, "It is not desirable for us to neglect the word of God in order to serve tables. Therefore, brethren, select*

*from among you seven men of good reputation, full of the Spirit and of wisdom, whom we may put in charge of this task. But we will devote ourselves to prayer and to the ministry of the word.” The statement found approval with the whole congregation; and they chose...*

Acts 6:2-5

The combined qualities sought after by the Apostles and the congregation provide us with a simple Leadership Qualities Model:

- ⇒ **Be of good reputation**
- ⇒ **Be full of the Holy Ghost**
- ⇒ **Be full of wisdom**
- ⇒ **Be full of faith**

The combination of these four qualities certainly spells credibility! (For additional qualities of church leadership, see I Timothy 3, Titus, and I Peter 5.)

Let’s examine these four.

### Honest Report (KJV)

Wuest interprets “honest report” as “accredited.” Though honesty is certainly a foremost and necessary trait in a leader, here the word means much more than “being honest.” It was also necessary that others attest to a person’s **spirituality**. Thayer defines it, “to be borne (good) witness to, to be well reported of, to have (good) testimony borne to one, accredited, attested, of good report, approved.” The New American Standard Bible simply interprets it, “of good reputation.” Reputations and reports are earned not granted with a title or position. One must be worthy of belief or trust; reliable. M. D. Treece notes, “The reasons for this prerequisite may not have been to insure the man’s honesty, but to be certain that they were compatible with reference to priorities.”<sup>3</sup> Authentic testimony to a person’s character develops over time. Great leaders do what it takes to have such a testimony; they *build trust relationships*.

Whether right or wrong, successful leadership depends far more on the follower’s perspective of the leader’s abilities. **Followers**, not the leader, determine when someone possesses the qualities of leadership. In other words, leadership is in the eye of the follower. One knows when their life has been positively shaped by another’s and they have no problem awarding that person (reporting) leadership in their lives. Credibility earned it!

Be honest and be of honest report!

### Full of the Holy Ghost

J. B. Phillips, in *The New Testament in Modern English*, translates “full of the Holy Ghost” as “**spiritually minded**”—spiritually sensitive, discerning, and controlled. Barnes states that it means “people who are eminently under the influence of the Holy Spirit.” The ones the early church would choose must not just *have* the Spirit (Acts 2:4, 38) but

be *filled* with the Spirit, as they themselves were — “And when they had prayed, the place was shaken where they were assembled together; and they were all *filled with the Holy Ghost, and they spake the word of God with boldness* [anointing]” (Acts 4:31, emphasis added). One cannot adequately or effectively fulfill a ministry without the unction and *inspiration* of the Holy Ghost. Don’t step to a podium without it! It is essential to credibility. Don’t shortchange yourself or your constituents. If the New Testament congregation and leadership would accept nothing less, neither should we. It would do us well to hear what Paul shared with the Corinthians about his own ministry:

*As for me, brothers, when I came to you, it was not with any show of oratory or philosophy, but simply to tell you what God has guaranteed....Far from relying on any power of my own, I came among you in great “fear and trembling” and in my speeches and the sermons I gave, there were none of the arguments that belong to philosophy; only a demonstration of the power of the Spirit. And I did this so that your faith should not depend on human philosophy but on the power of God.”*

I Corinthians 2:1-4, Jerusalem Bible

God, grant each minister a fresh anointing to teach, preach and lead with a demonstration of Your power. Pay the price. PRAY! Be anointed! Be full of the Holy Ghost!

### Full of Wisdom

Thayer defines and Wuest translates “full of wisdom” as “filled with broad and full intelligence.” Adam Clarke comments, “Prudence, discretion, and economy; for mere piety and uprightness could not be sufficient.” Phillips translates it “**practical minded.**” It is evident that one must be both spiritually minded and practically minded; a balance must exist between “spirit and truth” (Jn. 4:24), heart and head! One must be *competent!* One must be **well read**, *broad-minded*, prepared, and wise and *intelligent* in approach and delivery, varying teaching/preaching and communication styles to match the varied needs of the constituents. Jamieson, Fausset, and Brown define wisdom as “aptitude for practical affairs.” Paul admonished Timothy to “study.” The best teachers are also the best students Learners read: current events, history, a variety of Biblical translations and helps (commentary, lexicon, dictionary, exposition), and broadly on principles and topics to enhance pastoring and leading. Pay the price. Study. Be full of wisdom!

*Therefore be careful how you walk, not as unwise men but as wise, **making the most of your time**, because the days are evil. So then do not be foolish, but understand what the will of the Lord is.*

Ephesians 5:15-17

According to Paul, being full of wisdom also entails understanding what the will of the Lord is for your life and orchestrating your life so as to focus and maximize your time for the fulfillment of God’s directive purpose. Don’t let the routines of life steal one’s focus!

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The Contemporary English Version puts it this way: *“Don’t waste your time on useless work, mere busy work, the barren pursuits of darkness...use your head. Make the most of every chance you get: These are desperate times!”* “Each of us will have to answer for himself” (Rom. 14:12 NEB) on that day of accounting. How well have you been doing?  
Complete the Self-Management Analysis below.

## SELF-MANAGEMENT ANALYSIS<sup>4</sup>

**Instructions:** Enter the number (1-5) that best represents to what extent you do the following: Assess yourself according to the present, not according to what you desire to be.

- 1 = Not at all
- 2 = Seldom
- 3 = Sometimes
- 4 = Frequently
- 5 = Most all the time

- \_\_\_ 1. Set in writing specific short-term (weekly/monthly) and long-term (yearly) goals.
- \_\_\_ 2. Handle paperwork only once.
- \_\_\_ 3. Schedule daily prayer/meditation: God plans and prioritizes goals, tasks and time.
- \_\_\_ 4. Set in writing specific daily “to do” lists.
- \_\_\_ 5. Organize and schedule with a Planner (written or electronic).
- \_\_\_ 6. Control incoming phone calls.
- \_\_\_ 7. Practice effective follow-up on tasks, projects and problems.
- \_\_\_ 8. Utilize a prioritizing system, e.g. 1-2-3 or A-B-C.
- \_\_\_ 9. Take on difficult/high priority tasks first instead of easy/unimportant tasks.
- \_\_\_ 10. Schedule a block of time weekly for completing important long-term projects.
- \_\_\_ 11. Prioritize tasks based upon the important, unimportant, urgent, not urgent process.
- \_\_\_ 12. Keep low priority conversations and phone calls to a minimum.
- \_\_\_ 13. Have an efficient filing system.
- \_\_\_ 14. Communicate goals and priorities to others.
- \_\_\_ 15. Know which tasks to do, delegate, delay, or dump.
- \_\_\_ 16. Consolidate similar tasks, e.g. phone work, paperwork, filing.
- \_\_\_ 17. Find a hideaway for uninterrupted chunks of time.
- \_\_\_ 18. Say “no” to requests unable to be accomplish in a timely, diplomatic fashion.
- \_\_\_ 19. I am punctual (on time or early).
- \_\_\_ 20. Know my low and high energy cycles.
- \_\_\_ 21. Facilitate effective meetings that start on time and end on time.
- \_\_\_ 22. Have a God-given vision/destination (3-5 yrs.) mapped with progress references.
- \_\_\_ 23. Set deadlines and disciplines for self and others, assuring quality preparedness.
- \_\_\_ 24. Feel in control of my general stress level.

\_\_\_\_ 25. Set goals that are specific, attainable, measurable, relevant, and trackable.

\_\_\_\_ Total Score

Look at your highest scores (4-5) and ask, “Is this important? Does this help me get things done?” If so, place an “+” to the left of 3-4 of these time management qualities. Continue to exercise these qualities! Look at your lowest scores (1-2) and ask, “If I could change this, I would?!” Place an “O” to the left of 2-3 of these time management qualities you have opportunity to improve on. Now, set goals for improvement in these qualities!

### Full of Faith

W. E. Vine defines faith as “a firm persuasion or conviction, producing a full acknowledgement of God’s revelation or truth.” The writer to the Hebrews teaches:

*Now faith is the substance of things hoped for, **the evidence of things not seen**. For by it the elders **obtained a good report**. Through faith we understand that the worlds were framed by the word of God, so that **things which are seen were not made of things which do appear**...But without faith it is impossible to please him: for he that cometh to God must believe that he is, and that he is a rewarder of them that diligently seek him....Noah...Abraham...Sarah...all died in faith, not having received the promises, but **having seen them afar off**, and were **persuaded of them, and embraced them, and confessed**....*

Heb. 11:1-3, 6-13, KJV, emphasis added

One full of faith is a **visionary**—forward-looking—seeing, being persuaded of, embracing, and confessing what God wants to do. Such active faith brings one a “good report” (credibility). “While the world has always placed a premium upon visible things, the effort of the Spirit within man forever prompts him to reconsider the value of things that are not seen. This appreciation should not be discounted as minimal.”<sup>5</sup> An appreciation and persuasion of the unseen purpose causes one to act; not only to the embracing of the vision, but to the casting or “confessing” of the vision. “*Where there is no vision, the people perish*” (Proverbs 29:18, KJV).

Be full of faith!

### Nobody’s Perfect!

Famed consultant Peter Drucker said, “Don’t worry about doing everything right, just do the right things.” God’s not looking for **perfection**, but **progression**: not genius or natural ability, but availability. Do the right things! One might ask, “But what are the right things?” Certainly, having an honest report and being full of the Holy Ghost, wisdom, and faith are “right things” that foster credibility.



Thankfully, the right things for excellence in leadership involve basic **behaviors** that can be **learned** and immediately put into practice and basic **character traits** that can be **developed** over time. Neither behaviors nor character traits have anything to do with genetics or genius. Anybody with desire and the Holy Ghost can have them.

Servant-Leadership/Ministry is not hereditary, neither is it exclusive to those “born into it.” Leonard Ravenhill in “The Last Days Newsletter” tells about a group of tourists who were visiting a picturesque village. As they walked by an old man sitting by a fence, one tourist asked in a patronizing way, “Were any great men born in this village?” The old man replied, “Nope, only babies.”<sup>6</sup> Servant-Leadership is developed, not discovered or born. It is not what you know; it is what you **do** with what you know that counts.

### Build Trust Relationships

Building trust relationships is the “human” element of credible leadership. Dave Ulrich, in his chapter, “Credibility x Capability,” of the Drucker Foundation Series, *Leader of the Future*, aptly states, “Credible leaders have the personal habits, values, traits, and competencies to engender trust and commitment from those who take their directions.”

First, to build trust relationships one must **love and accept him/herself**—just the way he or she was designed. (See Mt. 12:29-32; Rom. 12:1-8). If one cannot love him/herself, one cannot love others, build trust relationships, or make a lasting positive impact.

Next, one must be a lover of **people**. Building trust and rapport is about getting along with other people. That’s something all credible leaders work at constantly. Be genuine. Be caring. Smile. Be friendly (Prov. 18:24). Learn some people skills, and pick up a burden for the lost and the perfection of the saints. According to Dale Carnegie, one should learn a lesson from a beloved puppy: “Have sincere interest in others and show it! You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.”<sup>7</sup> Remember, Dale Carnegie also stated that eighty-five percent of success is attributable to people skills. Genius and talent cannot overcome the lack of people skills. On the other hand, if one can master people skills, he/she positively will influence lives regardless of genius and talent. In fact, abrasive, insensitive, and crude people skills destroy trust (thus relationships) and even invalidate anointing.

Trust is **built**. Something built takes assembly. The problem is that too many don’t have the Instructions for Assembly. They maintain a concept that trust comes pre-assembled with “position” or “title.” As we’ve already seen, that’s not the case! One must earn their right to be trusted and heard. What behaviors and character traits earn one the right to be heard?

What must one do to build trust? To self-discover the answers to these questions break into teams of four to six participants and do the following activity as a team.

**Activity**

Think of the best servant leader you ever worked for or have known. What made him/her credible? List below the character traits and behaviors that made this leader extraordinary. What did they do to gain your trust? Next, think of the worst Minister/boss you ever worked for or have known. What made him/her the worst? List below the character traits and behaviors that made this leader deplorable.

BEST	WORST

**EXCELLENCE IN LEADERSHIP INVENTORY<sup>8</sup>**

*Directions:* Below are fifty items that represent critical leadership performance competencies. Please write the appropriate number from the following scale in front of each item to indicate how you would rate yourself in each area. Rate yourself as you really are instead of what you would like to be. Note: The term “people” equals *staff and constituents* in the inventory.

**Scale:**

- 1 = Strongly disagree—definitely not me!
- 2 = Somewhat disagree—unlike this person.
- 3 = Neither agree nor disagree—neither unlike nor like this person.
- 4 = Somewhat agree—like this person.
- 5 = Strongly agree—definitely me!

- \_\_\_ 1. I am matched for my ministry and have a burning passion for it.
- \_\_\_ 2. I train or coach to help people improve performance.
- \_\_\_ 3. I build rapport with my people.
- \_\_\_ 4. I keep in touch with key issues concerning my organization (feedback sessions, student/staff/parent surveys, etc.).
- \_\_\_ 5. I give positive feedback regularly.

- \_\_\_ 6. I manage my time and resources well.
- \_\_\_ 7. I am accountable to my people and other leaders.
- \_\_\_ 8. I handle people in a consistent manner, yet adjust my approach based upon the need.
- \_\_\_ 9. I communicate with my people and pastoral/ministerial team about my goals.
- \_\_\_ 10. I conduct effective meetings and lessons.
- \_\_\_ 11. I express my feelings appropriately.
- \_\_\_ 12. I listen attentively even though I am able to anticipate what others are going to say.
- \_\_\_ 13. I provide clear communications on job tasks and expectations.
- \_\_\_ 14. I adjust my communication approach to match people's different communication styles.
- \_\_\_ 15. I restate or paraphrase what people say, and I ask if I got it right.
- \_\_\_ 16. I take responsible risks—act on faith.
- \_\_\_ 17. I communicate a clear long-term strategy to my people.
- \_\_\_ 18. I inspire others toward a common goal and communicate positively about the future.
- \_\_\_ 19. I try new ideas and approaches to improve my organization.
- \_\_\_ 20. I set and review specific and measurable goals consistently with my team.
- \_\_\_ 21. I find innovative ways to overcome barriers to goal attainment.
- \_\_\_ 22. As a team, we consistently pray over goals and plans effectually.
- \_\_\_ 23. I inspire people regardless of their experience or skill.
- \_\_\_ 24. I involve others appropriately in decisions that affect them.
- \_\_\_ 25. I delegate tasks effectively.
- \_\_\_ 26. I encourage, support, and empower people to make important decisions.
- \_\_\_ 27. I know when to direct, participate, facilitate, and delegate when leading teams.

- \_\_\_ 28. I create commitment to projects in others.
- \_\_\_ 29. I foster collaboration and openly share ideas with others.
- \_\_\_ 30. I celebrate and reward individual and team achievements.
- \_\_\_ 31. I say thank you for a job well done.
- \_\_\_ 32. I motivate through positive comments.
- \_\_\_ 33. I reward superior effort appropriately.
- \_\_\_ 34. I tell others about my people's accomplishments.
- \_\_\_ 35. I give others courtesy and respect.
- \_\_\_ 36. I recognize my people formally and informally (e.g. plaques, certificates, notes, or verbally).
- \_\_\_ 37. I maintain staff and classroom/service discipline.
- \_\_\_ 38. I consult effectively with individuals on problems to help people improve their results.
- \_\_\_ 39. I "carefront" poor performance effectively and appropriately. (See Unit 3)
- \_\_\_ 40. I handle complaints and criticisms professionally and in a timely manner.
- \_\_\_ 41. I develop written plans to improve guest satisfaction issues.
- \_\_\_ 42. I create an environment where bad news or correction does not obscure the good.
- \_\_\_ 43. I act based upon principles and values rather than react upon emotion or circumstances.
- \_\_\_ 44. I set an example by doing what I say. I practice what I preach.
- \_\_\_ 45. I have defined leadership principles based upon Christian values.
- \_\_\_ 46. I am honest, sincere, and genuine.
- \_\_\_ 47. I am committed to personal spiritual growth (prayer, Bible reading, meditation, and

faithfulness in church attendance and giving) and learning (reading and attending seminars/conferences).

\_\_\_ 48. I strengthen my people by providing choice, developing competence, giving power away, and offering visible support.

\_\_\_ 49. I am balanced—predictable, dependable, responsible, punctual, and prepared.

\_\_\_ 50. I project the image of Christ, a positive image of the Church, and sincerity with all.

<b>Strengths</b>	<b>Improvement Areas</b>
List five to seven strengths from the Inventory.	Identify three to four areas to improve from the Inventory.
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	
6. _____	
7. _____	

**Excellence In Leadership Inventory Results  
and Corresponding Seven Leadership Principles**

**Be Credible—Build Trust Relationships** (Add scores on statements 2-8)

Total \_\_\_\_\_

**Communicate, Communicate, Communicate** (Add scores on statements 9-15)

Total \_\_\_\_\_

**Be A Visionary—Set Clear Expectations and Goals** (Add scores on statements 16-22)

Total \_\_\_\_\_

**Involve Others** (Add scores on statements 23-29)

Total \_\_\_\_\_

**Give Positive Recognition** (Add scores on statements 30-36)

Total \_\_\_\_\_

**Handle Problems Proactively** (Add scores on statements 37-43)

Total \_\_\_\_\_

**Be A Role Model** (Add score on statements 44-50)

Total \_\_\_\_\_

### Review

Trust is built and credibility established through:

- ⇒ Developed character traits: honesty, integrity, respect, temperance, self-control, balance, discipline, fairness, caring, and loyalty (see Gal. 5:22; I Pet. 3; Titus 1).
- ⇒ Learned behaviors: effective communication and listening, setting clear goals and expectations, involving others, giving recognition, and being a role model.

## COMMUNICATE EFFECTIVELY

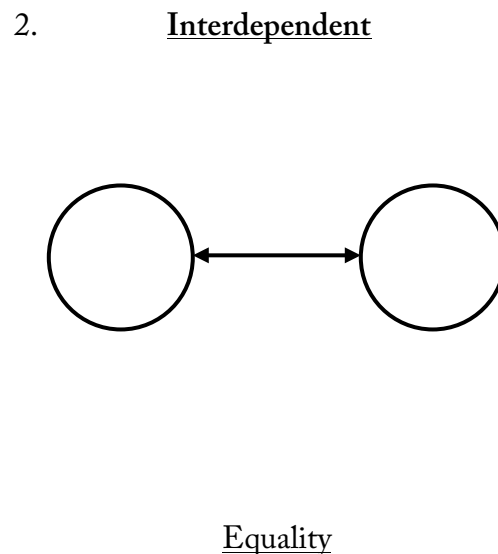
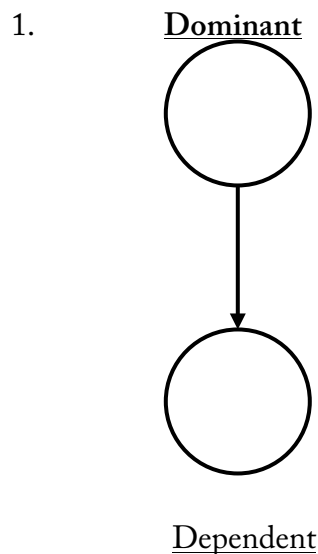
### UNIT TWO

Ministry is people business (influence and persuasion), and communication is the avenue to accomplish it! Seeing so, it becomes essential to learn and practice skills to communicate effectively.

In 1991, as the World Games approached, Leroy Burrell, who held the world’s record in the 100 meter dash (9.90 seconds) told the media he felt he was going to set another world record—he felt that good, plus he said that he had the best competition in the world. These games were being held in Japan in the summer of 1991. So Leroy ran the race and, in fact, succeeded in achieving what he had told everyone that he would do. He beat his existing record by .02 seconds, running the race in 9.88 seconds. However, most people don’t remember Leroy because he came in second! Carl Lewis, who most people remember (and made the front of the Wheaties box), ran the same race in 9.86 seconds and set a new world record. Another gentleman ran the race in 9.91; he ran the race only one one-hundredth of a second slower than the previous world record (good enough to ordinarily win a race), yet he came in third. I don’t remember his name do you? The point of all this is that little things make a big difference. The difference between mediocrity and excellence is often small, and it’s what counts in terms of effective communication! Successful leaders do the little things that unsuccessful leaders are not willing to do.

Communication is a broad term. It can mean many things to many people. Holding a staff meeting once in a while and only speaking to constituents via the pulpit doesn’t cut it. The best servant-leaders communicate, influence, and persuade well. Most often, it’s a priority worked at daily and involves one-on-one contact with people, team, and organizational communication.

**Two Kinds of Relationships:**



1. In a dominant/dependent relationship, all power and influence rests in one person. That individual speaks and the other jumps. This is helpful and even needful when it relates to safety issues— “Hit the power switch!” – and emergency gospel situations – “Do not harm yourself, for we are all here!” However, in everyday life this kind of relationship just

doesn't work. It is often accompanied by a "fear" factor: "I'm the Pastor, you do what I tell you to do and don't question me!"

2. In an interdependent relationship, power and influence are shared. Questions and clarifications are welcomed and encouraged.

Which of these approaches is preferred? Why?

Most will answer, "Interdependent." Why? Because it builds trust, credibility and rapport. This approach is not always easy. It takes concerted effort and hard work. Besides, it might mean that one will have to change his or her approach to communication.

Let's look at a biblical example where both dominant/dependent and interdependent/equality communication approaches were used appropriately in one setting:

**Dominant/  
Dependent**

*When the jailer awoke and saw the prison doors opened, he drew his sword and was about to kill himself, supposing that the prisoners had escaped. Paul cried with a loud voice, saying, "Do not harm yourself, for we are all here!" And he called for lights and rushed in, and trembling with fear he fell down before Paul and Silas,*

**Transition**

*And after he brought them out, he said, "Sirs, what must I do to be saved?" They said, "Believe in the Lord Jesus, and you will be saved, you and your household."*

**Interdependent/  
Equality**

*And they spoke the word of the Lord to him together with all who were in his house. And he took them that very hour of the night and washed their wounds, and immediately he was baptized, he and all his household. And he brought them into his house and set food before them, and rejoiced greatly, having believed in God with his whole household.*

Acts 16:27-33

There is a place and a time for dominant/dependent communication, however it should be the exception, not the norm. Only when dealing with the hypocrites and taking authority over spirits did Jesus use dominant/dependent communication. Make it a habit to practice interdependent style communication and watch your interpersonal relationships flourish.



Communication is a difficult ongoing task. Many factors affect the success of communication. What are these factors? List below factors that affect communication positively and negatively.

Positive Factors	Negative Factors
<p>Examples of answers:</p>	
<p><b>Positive</b></p>	<p>16. Eliminated barriers and distractions</p>
<p>1. Listened (restated problem)</p>	<p>17. Did something extra</p>
<p>2. Good eye contact</p>	<p>18. Stayed positive</p>
<p>3. Talked on the same level as an equal</p>	<p>19. Used first name</p>
<p>4. Allowed no interruptions</p>	<p>20. Showed interest</p>
<p>5. Gave full and prompt attention</p>	<p><b>Negative</b></p>
<p>6. Asked questions</p>	<p>1. Lacked eye contact/preoccupied</p>
<p>7. Smiled (used positive nonverbal clues)</p>	<p>2. Acted hostile</p>
<p>8. Used firm handshake</p>	<p>3. Allowed interruptions and distractions</p>
<p>9. Gave compliments</p>	<p>4. Had physical barriers such as a desk</p>
<p>10. Was courteous</p>	<p>5. Answered questions with a question</p>
<p>11. Stood and sat straight</p>	<p>6. Looked at watch or clock</p>
<p>12. Was enthusiastic</p>	<p>7. Acted defensive</p>
<p>13. Made a decision</p>	<p>8. Didn't smile</p>
<p>14. Stayed on the subject</p>	<p>9. Slouched body or closed posture</p>
<p>15. Used positive verbal clues</p>	<p>10. Used monotone/uninterested voice</p>

11. Showed no sincerity

16. Rushed the problem/person

12. Didn't follow through

17. Told personal problems

13. Used bad or abusive language

18. Criticized others

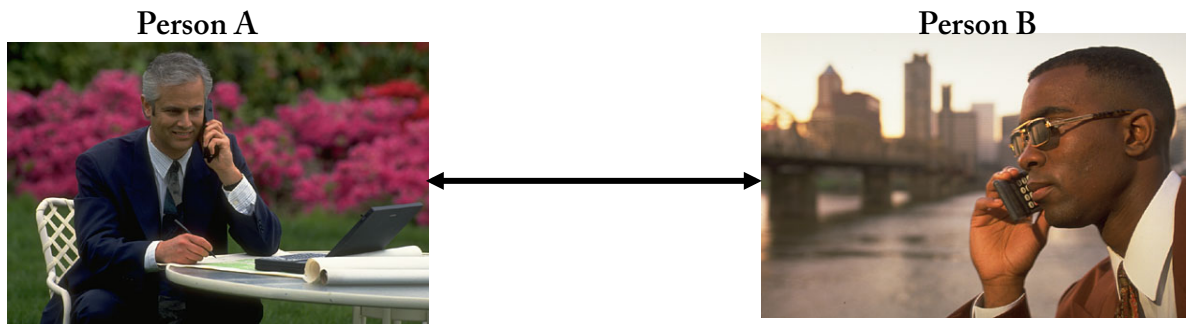
14. Was sarcastic

19. Used negative gestures

15. Had poor appearance

20. Talked condescending

### Communication Defined



Communication is defined as the giving and receiving of information through written, verbal or nonverbal means. “Commune,” the root word of communication, means to make common. The task of communication is to assure that the information given by person “A” and the information received by person “B” is truly in “common.” The question: Is person “A” communicating in a clear and concise way so that person “B” fully comprehends person “A’s” exact intension?

Four important factors contribute to assuring effective commonness (communication):

Factors	Effect
1. <u>Words</u>	<u>7%</u>
2. <u>Voice tone and pitch</u>	<u>38%</u>
3. <u>Body language</u>	<u>55%</u>
4. <u>Perception</u>	<u>Odds are 2 to 1</u>

The actual words one speaks only account for a small portion of communication. “Words account for seven percent of your communication impact. Voice tone equals thirty-eight percent. Body language influences the outcome fifty-five percent. What you say is one thing. How you say it is more significant. What you do about what you say is most powerful.” Solomon said, “A word fitly spoken is like apples of gold in pictures of silver” (Prov. 25:11 KJV).

One must question:

- Did I select the appropriate words to convey my message in a manner easily and clearly understood by my listener?
- Were my tone, pitch and body language congruent with my intended purpose or did they alter the intent of my message in any way?

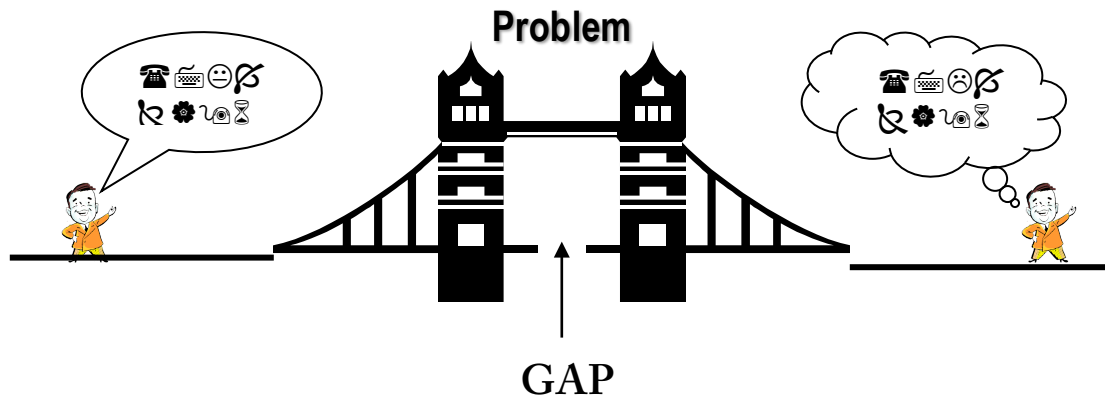
To complicate matters, one must further ask, “How did my listener perceive all of the above? What did it mean to them? Did they interpret it differently than I intended?”

CREW International studied thousands of people in their relationships and found that the odds are two to one at any given point in time that one’s perception or view of what is being communicated is focused inwardly, selectively or self-centered, not outwardly, reality-centered or with the other’s real intent in mind.<sup>10</sup> In other words, the chances that you are understanding exactly what I’m intending for you to understand (in common) is not very good! Again, the “odd are factor” is 2 to 1 at any given point in time that the listener is filtering what you’ve said through their selective (versus objective) perceptions. That’s a problem! Communication is complex! It doesn’t just happen naturally. As a matter of fact, unless one works at it, the odds are that he/she is not in common (communication) with one’s listener as often as that person thinks he/she is!

What factors influence one’s perception?

Define “problem” when it comes to communication:

In communication, a problem is the difference between where one is and where one wants to be. It is a gap. The communication bridge is out! This applies to both the listener and the speaker.



Is what's being said on one side of the bridge (the intended message) and what's being heard on the other side of the bridge (the interpreted message) common or is there a communication GAP? Can you spot any differences? The odds are 2 to 1 that there is a gap.

A servant-leader's job is to close Gaps and to empower one's staff and constituents to do the same. It takes creativity to close the communication gap. Creativity is nothing more than a culmination of a person's experience, education and intuition applied toward a particular issue. The most effective tool for closing Gaps is active listening.

There are three main components to active listening:

1. **Attentive** (Giving attention to the speaker):
  - Body posture - open
  - Body movement communicates welcoming (i.e. gesturing towards a chair.)
  - Eye contact
  - Non-distracting environment
  - Eliminate barriers: get out from behind the desk.
  - Invite to talk ("Tell me what's going on.")

2. **Responsive:** Everything one does, verbally and non-verbally, to encourage the speaker to continue to relate the information that is relevant to the situation.
- Listen selectively: listen carefully so that out of all the information one receives, one will be able to select the relevant information.
  - Give encouragers/reinforcers—to keep them going.
    - Verbal:
      - “Uh-huh, I see...”
      - “Tell me more about that”
      - “Could you give me an example”
      - “Before, you said...”
    - Nonverbal:
      - Nod
      - Smile
      - Make eye contact
      - Take notes
      - Lean forward
  - Ask open-ended questions that cannot be answered with a yes or no—allow them to talk!
  - Attentive Silence
3. **Empathic:** Communicates that one understands by....
- Parroting—Listen for and repeat key words in the form of a question.
  - Paraphrasing—Listen for and rephrase key ideas (facts) in my own words.
  - Summarizing—Listen for and sum up facts and feelings.
    - “In summary, you want...(facts). What I’m sensing is that you are very satisfied/disappointed (feelings) about...”
  - Gain Agreement
    - “Am I right?”
    - “Are you OK with what I’m saying?”
    - “Am I understanding you correctly?”
    - “Do you agree that I’m interpreting you right?”

## LISTENING CHECKLIST<sup>11</sup>

Directions: Rate yourself on a scale of 1-5 for each item. 1 = poor; 5 = excellent.

- \_\_\_\_\_ 1. Do you want to listen?
- \_\_\_\_\_ 2. Do you put what you are doing out of sight and out of mind?
- \_\_\_\_\_ 3. Do you make eye contact?

- \_\_\_\_\_ 4. Do you ignore or eliminate distractions?
- \_\_\_\_\_ 5. Do you smile, nod your head, and otherwise encourage the other person to talk?
- \_\_\_\_\_ 6. Do you think about what you will say?
- \_\_\_\_\_ 7. Do you try to figure out what the other person means through clarification?
- \_\_\_\_\_ 8. Do you let the other person finish what they are saying without interruption?
- \_\_\_\_\_ 9. Do you try to figure out why the person is saying what they are saying?
- \_\_\_\_\_ 10. If the person hesitates, do you encourage him or her to go on?
- \_\_\_\_\_ 11. Do you restate or paraphrase what the person says and ask if you got it right?
- \_\_\_\_\_ 12. Do you withhold judgment about the idea or problem until the person is finished?
- \_\_\_\_\_ 13. Do you listen regardless of the person's manner of speaking and choice of words?
- \_\_\_\_\_ 14. Do you listen even though you anticipate what the person is going to say?
- \_\_\_\_\_ 15. Do you ask questions in order to get the person to explain the idea more fully?
- \_\_\_\_\_ 16. Do you ask what is meant by some word to clarify meaning and eliminate misunderstanding later? (Definition of terms varies with gender.)

### How Well Do You Listen?

- 80 - 70    Excellent! . . . You are an effective listener!
- 69 - 59    Your efforts are positive and done well.
- 58 - 48    Some areas are fine and above average. Pick a few to work on.
- 47 or less    Listening is a skill that can be learned. Practice to improve. It will make a difference in your communication with others.

## COMMUNICATION CLIMATE

Whenever two people meet, there is a communication climate that exists between them. Sometimes it is **positive** and other times it is **negative**. It directly affects how people communicate.

The communication climate can be like the weather. There are distinct signs that give you clues to what's happening. For example, if it's a cloudless day, about 80 degrees with a five to ten mile per hour breeze you know it's going to be a pleasant day.



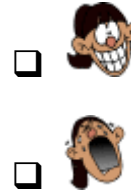
On the other hand, if the day has high humidity with rapidly falling temperatures, the sky is dark and ominous, and there is fast rotating clouds filling the sky, do you know what is happening? A storm is coming!

Some people are pleasant to talk to and be around; they bring warmth, lightness, joy, sincerity and a pleasant atmosphere.

Conversely, there are others you do everything you can to avoid.

They are rumbling thunderheads; everything is dark and negative, and their "air" is so heavy that one finds it hard to breathe around them.

What kind of climate do you exude?



The good news is that unlike the weather, you can change the communication climate. You can make changes to be more effective by becoming aware of **behaviors and attitudes** that contribute to a positive or a negative climate. You can't control what the other person does. You can control what you do! As a servant-leader, you must be the **thermostat** that sets the climate rather than a **thermometer** that reacts to climate.

For example, let's say a couple comes to talk to you about a personal problem. While they are talking you never make eye contact. When you do respond, you talk while reading a report or working on a computer. What do you think the couple will feel? \_\_\_\_\_

Now consider this example: A couple comes to talk to you about a personal problem. Smiling, you greet them by name and welcome them, while gesturing for them to have a

seat. You take a notepad, come from behind the desk, sit nearby and ask, “How can I help you, today?” What do you think the couple will feel? \_\_\_\_\_

### COMMUNICATION CLIMATE CHECKLIST<sup>12</sup>

**Directions:** In the exercise below, read and visualize how each action can influence communication. add other items from your experiences in the blank spaces. Then circle five items in the positive column you must always do. Circle three items in the negative column that you must avoid doing. How can you use your strengths more effectively?

Positive	Negative
21. Listened (restated problem)	21. Lacked eye contact
22. Good eye contact	22. Acted hostile
23. Talked on the same level as an equal	23. Allowed interruptions
24. Allowed no interruptions	24. Had physical barriers such as a desk
25. Gave full and prompt attention	25. Answered questions with a question
26. Asked questions	26. Looked at watch or clock
27. Smiled	27. Acted defensive
28. Used firm handshake	28. Didn't smile
29. Gave compliments	29. Slouched body or closed posture
30. Was courteous	30. Used monotone/uninterested voice
31. Stood and sat straight	31. Showed no sincerity
32. Was enthusiastic	32. Didn't follow through
33. Made a decision	33. Used bad or abusive language
34. Stayed on the subject	34. Was sarcastic
35. Used positive verbal clues	35. Had poor appearance
36. Eliminated barriers	36. Rushed the problem/person
37. Did something extra	37. Told personal problems
38. Stayed positive	38. Criticized others
39. Used first name	39. Used negative gestures
40. Showed interest	40. Talked condescending
41. Eliminated distractions	41. Allowed distractions
42. Used positive nonverbal clues	42. Preoccupied
43. _____	43. _____
44. _____	44. _____
45. _____	45. _____



## BE FLEXIBLE UNIT THREE

A principle of human relations is to understand the uniqueness of each human and relate to and build upon the strengths found within that uniqueness. One must understand and appreciate the blessings and colorfulness of diversity. One’s job is to bring out the best in individuals, not conform individuals to a preset mold. As the human body must have diversity to work effectively as a whole, so the members of the body of Christ have diverse gifts, talents, personalities, styles and likes, the use of which can help the accomplishment of Christ’s united purpose. God’s method utilizes diversity to create unity. A simple look at creation discloses this!

Cite examples of how God uses diversity to create unity:

Nature	Body of Christ
(Examples of answers: Colors of the rainbow; animals need oxygen and give off carbon-dioxide, while plants need carbon-dioxide and give off oxygen; the need of both positive and negative electrical fields; balance of the seasons; etc.)	(Examples of answers: Diversity of spiritual gifts for the common good; the distribution of talents or giftings; the Spirit, water and blood agree as one; the five-fold ministry; etc.)

*Now there are varieties [diversity, KJV] of gifts, but the same Spirit. There are varieties of ministries, and the same Lord. There are varieties of effects, but the same God who works all things in all persons. But to each one is given the manifestation of the Spirit for the common good...But one and the same Spirit works all things, distributing to each one individually just as He wills. For even as the body is one and yet many members, and all the members of the body, though they are many, are one body, so also is Christ. For by one Spirit we were all baptized into one body, whether Jews or Greeks, whether slaves or free, and we were all made to drink of one Spirit. For the body is not one member, but many...Now you are Christ’s body, and individually members of it.*

1 Corinthians 12:4-7, 11-14, 27

Whereas the gospel – one’s approach to Christ – never changes and is **inflexible** (“by one Spirit we were all baptized into one body...and were all made to drink of one Spirit”), one’s approach and relationship to others **demands flexibility**.

*For through the grace given to me I say to everyone among you not to think more highly of himself than he ought to think; but to think so as to have sound judgment, as God has allotted to each a measure of faith. For just as we have many members in one body and all the members do not have the same function, so we, who are many, are one body in Christ, and individually members one of another, Since we have gifts that differ according to the grace given us...Be devoted to one another in brotherly love; give preference to one another in honor.*

Romans 12:3-6

In order to accept, appreciate, and work with the diversity of functions within the body of Christ, and for the creation of unity, one must not only be flexible but also **humble**.

*As He gave some apostles, and some as prophets, and some as evangelists, and some as pastors and teachers, for the equipping of the saints for the work of service, to the building up of the body of Christ; until we all attain the unity of the faith, and of the knowledge of the Son of God, to a mature man, to the measure of the stature which belongs to the fullness of Christ. As a result, we are no longer to be children, tossed here and there by waves and carried about by every wind of doctrine, and by the trickery of men, by craftiness in deceitful scheming; but speaking the truth in love, we are to grow up in all aspects into Him who is the head, even Christ, from whom the whole body, being fitted and held together by what every joint supplies, according to the proper working of each individual part, causes the growth of the body for the building up of itself in love.*

Ephesians 4:11-16

Know this, it takes **diverse leadership** (several folds—apostles, prophets, evangelists, and pastor-teachers) to equip the **diverse** (manifold) **body of Christ**. Don’t be fooled into thinking you alone can meet all the needs of the local body of Christ. First of all, that’s not your role; Christ is the head of the body! Secondly, according to Paul, God purposed the “Equipping Gifts” (whom today we typically call “The Ministry”) to **“suit” the saints** for the proper working of their individual ministry, to the building up of the body of Christ. The saints need diverse equippers to suit them for their diverse body-building roles. Again, one man alone cannot achieve this broad undertaking, as no single person has all the “goods” it takes!

At the outset, a servant-leader needs to see, accept and embrace the need for flexibility and diversity in leadership. Surround yourself with leaders that compliment your giftings and fill in at the edge of your limitations. Swallow your ego. Accept that it’s okay that you cannot meet everyone’s need; you’re not God! Let others fill in your areas of weakness and gifting-gaps. Pray and let God put your equipping team together. Work towards this end.

Now that you have accepted that you need others and that you need for them to work with you according to your need, gifting, talent and situation, it becomes easier to exercise servant-leading, with flexibility, in working with others (leaders and saints) according to their need, gifting, talent and situation. For example, an up-and-coming leader may need more training and direction from you than an experienced leader. Some saints need more handshakes and pats on the back than others. One volunteer may need far more recognition than another. People cannot be treated equal. They are all at different levels of his or her:

Area of Diversity	Response
<b>Christian walk</b> (new convert vs. seasoned saint, disciples vs. undisciplined prayer life, holiness, attendance, giving of time and money)	<b>Disciple accordingly.</b> Can be taught. Appropriate motivation and recognition facilitates growth. The practice and self-discipline is learner’s responsibility.
<b>Knowledge</b> (spiritual and practical—depends upon spiritual and natural age, maturity, background, education)	Can be taught. Teach one how to read and study the Bible. Encourage to read biblical and practical helps, be well read on contemporary issues, and attend study groups and seminars.
<b>Skills</b> (applied knowledge—limited to and divergent as knowledge level)	Give appropriate and sufficient <b>training</b> . Provide protected/coached opportunities for practice of skills and application of knowledge. Give <b>feedback and recognition</b> .
<b>Motivation</b> (Dr. Ken Blanchard calls it, “Different strokes for different folks”—recognition, challenging work, being “in” on things, promotion, tools and training)	Discover what motivates each person and use it for growth trajectory and fulfillment in all other areas of diversity.
<b>Spiritual Gifts</b> – Given diversely by God as He wills (acknowledged vs. unacknowledged, practiced vs. unpracticed),	Cannot be taught. Can be made aware of and encouraged to practice, progress and perfect. Match with mentor of like gifts.
<b>Styles</b> (It is one’s make-up; one’s personal soul-print, uniquely who they are by Divine creation—It consists of <b>personality, communication and learning styles</b> , which is intricately connected to likes and dislikes, strength and weaknesses)	Cannot be taught. Excellent leaders take into account these individualities and flex/adapt their communication, recognition and leadership practices so as to <b>serve and bring out the best</b> in each. They build upon their strengths and diminish their weaknesses.
<b>Talent</b> (innate abilities—musical/rhythmic	Cannot be taught. <b>Discover one’s talents.</b>

<p>inclination; comprehensive, decisive, or analytical thinking; conversationalism; intuitiveness; tradesman or craftsmanship; athletic or physical ability)</p>	<p>Match with mentor of like talents. Do not try to put in what is not there, but draw out and build upon what is already there –their God-given strengths/talents!</p>
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Flexibility is in order due to inherent diversity. Understand and appreciate the blessings of diversity! Unguided or self-seeking diversity leads to disunity and distress.

## RESOLVE CONFLICT AND SOLVE PROBLEMS EFFICIENTLY AND EFFECTIVELY UNIT FOUR

*One who has no problems is already six feet under.*  
Dr. Norman Vincent Peale

### Introduction

Servant-Leaders will face a variety of conflicts and problems in their service: everything from plugged toilets and church mice to Sunday School kids in an all-out fist fight and two board members in an all-out silent treatment (or visa versa). For the sake of this Module, Human Relations, I will focus on people problems/conflicts. Incidentally, everyone faces them at some point. After all, we are dealing with humankind!

Problems aren't bad. They are inevitable. They just need to be handled and solved. Having to solve problems is not a sign of weakness or failure in leadership skills. Without problems one is doomed to fail because he or she is probably not taking risks as he or she strives to improve efforts and kingdom results. They can provide opportunities for growth and change. Remember Dr. Norman Vincent Peale's quote: "One who has no problems is already six feet under." However, as inevitable as problems/conflict are, one does not want to spend the majority of his/her time putting out fires! Effective leadership skills efficiently resolve and significantly reduce conflicts.

### Conflict Resolution

In maintaining human relations, it is important for one as servant-leader to keep one's people informed of how well or poorly they are doing without damaging trust. It is difficult to balance the support one's people need with the level of candor necessary to improve performance. The key is to create an environment where bad news, problems and/or correction or confrontation does not obscure the good.

We have misconceptions:

1. “**Confrontation**” is a bad word.
2. Confrontation causes hurt and must be avoided; that one doesn’t hurt the people he/she care for.
3. To genuinely care, candor and confrontation must, at least for the moment, be forgotten.

What is wrong with these misconceptions?

They just aren’t true. If he/she truly loves, he/she will proactively and appropriately confront and deal with problems. The Bible speaks clearly to this issue:

*We were meant to speak the truth in love, and to grow up in every way into Christ, the head. For it is from the head that the whole body, as a harmonious structure knit together by the joints with which it is provided, grows by the proper functioning of individual parts, and builds itself up in love.*

Ephesians 4:15, 16, Phillips Modern English

Observe: to avoid *speaking the truth in love* is to avoid opportunity to allow someone to grow up in every way into Christ. True love then motivates one to **confront with truth in love**.

*Do not hate your brother in your heart. Rebuke your neighbor frankly so you will not share in his guilt.*

Leviticus 19:17, NIV

Observe: in God’s eyes, **negligence** in confronting is equal to **hating one’s brother**. If one really loved him, he or she would do something about it. When one lovingly does, he or she “will not share [incur] his guilt.” Negligence brings **guiltiness**.

Jesus gave us a problem solving process:

*If your brother sins, go and reprove him in private; if he listen to you, you have won your brother. But if he does not listen to you, take one or two more with you, so that by the mouth of two or three witnesses every fact may be confirmed. And if he refuses to listen to them, tell it to the church; and if he refuses to listen even to the church, let him be to you as a Gentile and a tax-collector.*

Matthew 18:15-17

Paul likewise commissions confrontation for restoration:

*Brethren, if any man be overtaken in a fault [misbehaves or is detected in some sin], ye which are spiritual, restore such a one in meekness [without a sense of superiority and with all gentleness]; considering thyself, lest thou also be tempted. Bear ye one another's burdens, and so fulfill ye the law.*

Galatians 6:1, 2, KJV, brackets added.

Confront defined: **To come or bring to the front; cause to meet; come face to face.**

Confrontation is **Natural**; neither avoided nor short-circuited.

Confrontation is **Normal**; it's part of life.

Confrontation is **Neutral**; neither good nor bad.

Confronting for restoration is clearly a spiritual leader's responsibility and truly what any God-fearing, soul-loving Christian wants to do. So then, why is it so difficult? In spite of the potentially positive benefits of conflict resolution, it is viewed as one of the most difficult aspects of the ministry and is commonly procrastinated (hoping the problem will go away) or altogether avoided. Why?

Do Christians have problems? Why or why not?

Do problems go away or self-solve? Why or why not?

David Augsburg, in his book *Caring Enough To Confront*, sums up the proper approach to confrontation positively:

A good word: **Caring**

A bad word: **Confronting**

A third word: **Care-fronting**

*Care-fronting is offering genuine caring that bids another grow. Care-fronting is offering real confrontation that calls out new insights and understanding. Care-fronting unites love and power. Care-fronting unites concern for relationship with concern for*

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*goals. One can have something to stand for (goals) as well as someone to stand with (relationship) without sacrificing one for the other or collapsing one into the other. Thus one can love powerfully and be powerfully loving. These are not contradictory. They are complementary.<sup>13</sup>*

*I love you.  
If I love you, I must tell you the truth.  
I want your love.  
I want your truth.  
Love me enough to tell me the truth.<sup>14</sup>*

Viewing confronting as “care-fronting” eases the difficulty of the task. One CAN speak the truth in love because they genuinely care! Speaking the truth in love **matures** right relationships!

“The two arms of genuine relationships are:

- 1) Confrontation with truth; and
- 2) Affirmation with love.

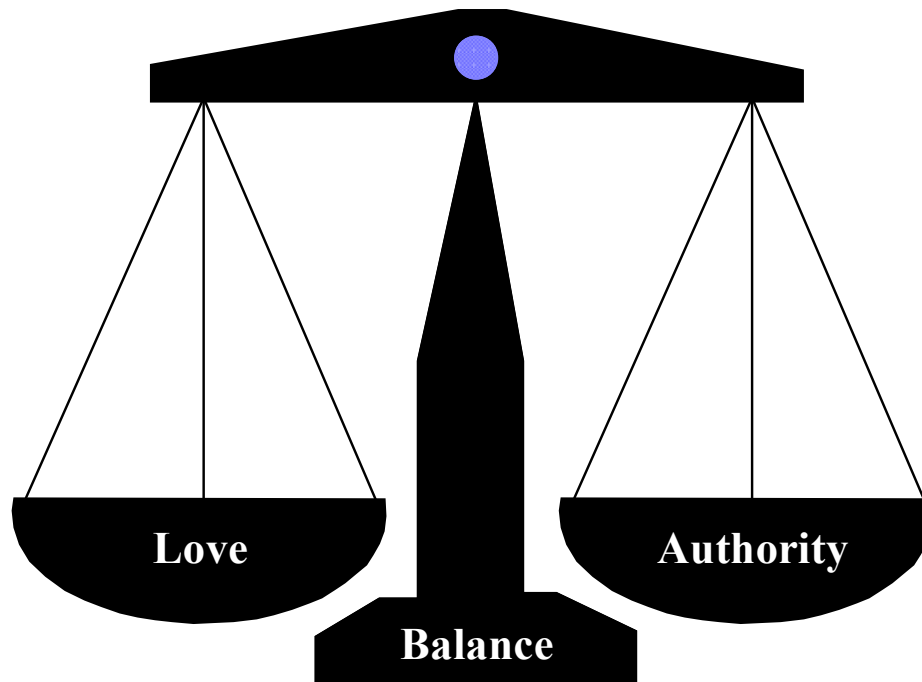
Together they stimulate growth and security.”<sup>15</sup>

**Scriptural Witness:**

No one has ever cared and confronted with greater effectiveness or simple clarity than **Jesus**.

1. Read John 8:1-11 – Jesus with the accused adulteress.
  1. To the “would-be-executioner’ scribes and Pharisees, Jesus **cared** enough to listen to their detailed accusations. Then He **confronted**: “He that is without sin among you, let him be the first to throw a stone at her” (Jn. 8:7). Care and confrontation are in balanced tension.
  2. To the guilty adulteress, Jesus said, “Woman, where are they? Did no one condemn you?” He **cared**. After she replied, “No one, Lord.” Jesus said, “I do not condemn you, either.” He gave her **affirmation with love**. Finally, Jesus said, “Go, from now on sin no more.” He **confronted her with truth**. Care and confrontation are in balanced tension.
2. Read Mark 4:35-41. How did Jesus show a balance of care and confrontation in these Scriptures?
3. Read Mark 10:17-21. How did Jesus show a balance of care and confrontation (love and power) in these Scriptures?

4. Read John 4:7-26. How did Jesus show a balance of care and confrontation in these Scriptures?



The authority to speak into one's life is earned (balanced) when one first loves and truly cares.

Life without confrontation is directionless, aimless, and passive. When unchallenged, humankind tend to drift, to wander, or to stagnate. Stink (problems) follows stagnation. Confrontation is a necessary stimulation to jog one out of mediocrity or to prod one back from extremes. Confrontation is an art to be learned. To affront is easy.<sup>16</sup> Examples of being caustic, critical, or cutting are available in abundance, even in the church. To confront is hard. Models for being candid, clear, and confrontive without being uncaring are unusual if not rare. It is what separates a “good” leader from an “excellent” leader. It is an expected element in servant-leadership. **Servant-Leaders Care-front!**

More words from David Augsburger's book, *Caring Enough to Confront*:

*Confrontation is not a matter of tact, diplomacy, and smoothness of tongue. It is basically simplicity of speech, empathy in attitude, and honesty in response.*

*I differ from you.*

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*(To differ is not to reject.)*

*I disagree with you.  
(To disagree is not to attack.)*

*I will confront you.  
(To confront is to compliment.)*

*I will invite change.  
(To change is to grow.)<sup>17</sup>*

Servant-Leaders respond to problems in two ways:

1. **Proactively:** Foresee potential problem areas and act before they become problems. To handle problems proactively is to welcome, invite, and support growth in others. To handle problems effectively is to offer the maximum of useful information with the minimum of threat and stress. With God's help, one can handle problems effectively and proactively!
2. **Reactively:** Can all problems be foreseen? Absolutely not! When an unforeseen problem does arise, handle it immediately and be specific about the problem. A sign of a reactive leader is that it seems like all one does is crisis manage and put out fires.

Here are some principles in handling problems:

- ⇒ Be sure that one's purpose is to be helpful.
- ⇒ Make sure the person is ready to receive feedback.
- ⇒ Deal with behavior that can be changed.
- ⇒ Deal only with specific, observed behaviors and keep one's judgments to one's self.
- ⇒ Describe the behavior; don't evaluate it.
- ⇒ Use "I" statements.
- ⇒ Offer feedback in a sandwich.



### Trust Revisited

In order to keep people informed of how well or poorly they are doing without damaging trust (an issue discussed in Unit One), one must create a “Trust Account” with each staff member and constituent. All people have what is called an emotional bank account. Author Steven Covey describes this in his *Seven Habits of Highly Effective People*. It is either positive or negative. If it is positive, trust is present and results and performance are good. If it is negative, trust is absent and performance is poorer and attitudes are down.

An emotional bank account requires deposits before one can make withdrawals. For example, at a real bank one has to put money in before one can take it out unless one takes a loan with interest. So what does one do to make the emotional bank account positive and increase trust?

### Establishing a Trust Account



- Praising, recognition, positive feedback, creating a positive communication climate and standing behind him/her will deposit money into the account one penny at a time.



- Negative communication climate, complaining, negative feedback, confronting, and reprimanding will result in withdrawals from and damage to the trust account:  
 ⇒ 10 cents (minimum) for a complaint, negative feedback or care-fronting, depending upon how it was handled.

⇒ 25 to 50 cents for a reprimand, correction or derogatory comment, depending upon the severity and how it was handled.

- Note it takes a minimum of ten positive acts to balance one negative act. In keeping with the above, research from the Target Corporation states it takes twenty positive shopping experiences to negate one negative experience.

**Balance:** The object is to maintain an active balance (fill up one’s trust account and keep it from getting too low or overdrawn by making regular deposits) in each staff member and constituents’ account. As a leader, intentionally or unintentionally, one will inevitably be making withdrawals. However, proper coaching and feedback can minimize the extent of a withdrawal. One will know a withdrawal was made, but be happy it was only a dime. Remember, it takes ten positive acts to balance one negative act, and people keep score! Are you “in the black” with your staff and constituents or overdrawn? If you are overdrawn, you may have problem to solve

### Review

To build trust one must maintain credibility (honesty and integrity), preserve open, two-way communication, and provide immediate constructive feedback after performance both good and bad. Conducting coaching sessions on a regular basis will allow one to realize these three trust-building objectives. Coaching, an informal feedback process intended to develop other’s skills, gifts and talents, is what we will look at next.

## POSITIVE IMPACT THROUGH COACHING

### UNIT FIVE

### Coaching for Excellence Inventory<sup>18</sup>

The behaviors of the best coaches translate into the practices below. Rate yourself in these areas in terms of how often you engage in the following behaviors: Use a scale of 1 – 5.

5 = All the time      4 = Often      3 = Sometimes      2 = Seldom      1 = Not at all

Be honest with yourself and answer as you think you really are, not what you should be.

- \_\_\_\_\_ 1. I discuss agreed upon goals/expectations with my staff.
- \_\_\_\_\_ 2. I set aside uninterrupted and private time to meet with my staff.
- \_\_\_\_\_ 3. I review my staffs’ goals/expectations at the start of each of my coaching sessions.
- \_\_\_\_\_ 4. I encourage open discussion when I hold coaching meetings.
- \_\_\_\_\_ 5. I ask my staff for their input when reviewing their performance.

- \_\_\_\_\_ 6. I listen and paraphrase what my staff is trying to say.
- \_\_\_\_\_ 7. I carefully assess all factors that affect my staffs' ability to perform.
- \_\_\_\_\_ 8. I regularly observe my staff in action with saints and guests.
- \_\_\_\_\_ 9. I recognize and reward high performance.
- \_\_\_\_\_ 10. I give regular and immediate feedback to my staff in a constructive manner.
- \_\_\_\_\_ 11. I am specific about behaviors and tasks when I give advice or guidance.
- \_\_\_\_\_ 12. I listen to my staffs' feedback and concerns before giving my own.
- \_\_\_\_\_ 13. I provide feedback that is appropriate to my staffs' situations, performance levels and goals.
- \_\_\_\_\_ 14. I teach my staff new skills clearly and systematically.
- \_\_\_\_\_ 15. I develop specific action plans to improve my staffs' skills and results.
- \_\_\_\_\_ 16. I gradually give more responsibility to my staff so they can grow.
- \_\_\_\_\_ 17. I negotiate project tasks and deadlines with my experienced staff.
- \_\_\_\_\_ 18. I ensure that my staff understands and agrees to their action plans.
- \_\_\_\_\_ 19. I set follow-up meetings at the conclusion of my coaching sessions.
- \_\_\_\_\_ 20. I make sure that my follow-up coaching meetings take place.

## Coaching for Excellence Inventory Scoring

*Directions:* Write the score for each number in the space below. Put a plus sign (+) by the top five numbers and a check sign (✓) sign by the lowest two. Then answer the questions.

### Step 1: Review Goals and Expectations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Total \_\_\_\_\_

How can you make sure you take the time to coach?

Total \_\_\_\_\_

### Step 2: Assess Level of Performance

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Total \_\_\_\_\_

What are your strengths? (List 3-5)

### Step 3: Provide Feedback/Guidance

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

Total \_\_\_\_\_

### Step 4: Develop Action Plans

15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_

How can you coach even more effectively?  
(List 2-3)

Total \_\_\_\_\_

For serious feedback on one's coaching abilities, make copies of the "Coaching for Excellence Inventory," on page 34, distribute it to your staff/volunteers, and ask them for them to complete the inventory on you. Thank them for their participation.

### Step 5: Establish Follow-up

19. \_\_\_\_\_
20. \_\_\_\_\_

## Coaching for Excellence Inventory

The behaviors of the best coaches translate into the practices below. Rate your leader in these areas in terms of how often they engage in the following behaviors. Use a scale of 1 – 5.

5 = All the time      4 = Often      3 = Sometimes      2 = Seldom      1 = Not at all

Be honest and answer as you think they really are, not what you think they should be.

- \_\_\_\_\_ 1. He/she discusses agreed upon goals/expectations with me.
- \_\_\_\_\_ 2. He/she sets aside uninterrupted and time to meet with me.
- \_\_\_\_\_ 3. He/she reviews my goals/expectations at the start of each of my coaching sessions.
- \_\_\_\_\_ 4. He/she encourages open discussion when holding coaching meetings.
- \_\_\_\_\_ 5. He/she asks for my input when reviewing my performance.
- \_\_\_\_\_ 6. He/she listens and paraphrases what I am trying to say.
- \_\_\_\_\_ 7. He/she carefully assesses all factors that affect my ability to perform.
- \_\_\_\_\_ 8. He/she regularly observes me while I'm in "live action" on the job.
- \_\_\_\_\_ 9. He/she recognizes and rewards me for high performance.
- \_\_\_\_\_ 10. He/she gives me regular and immediate feedback in a constructive manner.
- \_\_\_\_\_ 11. He/she is specific about my behaviors and tasks when giving me advice or guidance.
- \_\_\_\_\_ 12. He/she listens to my feedback and concerns before he/she gives theirs.
- \_\_\_\_\_ 13. He/she provides feedback that is appropriate to my situation, performance level and goals.
- \_\_\_\_\_ 14. He/she teaches me new skills clearly and systematically.
- \_\_\_\_\_ 15. He/she discusses specific action plans to help further develop my skills and results.
- \_\_\_\_\_ 16. He/she gradually gives me more responsibility so I can grow.
- \_\_\_\_\_ 17. He/she negotiates project tasks and deadlines with me.
- \_\_\_\_\_ 18. He/she ensures that I understand and agree to my action plans.
- \_\_\_\_\_ 19. He/she sets follow-up meetings at the conclusion of my coaching sessions.
- \_\_\_\_\_ 20. He/she makes sure that my follow-up coaching meetings take place.

Comments or feedback:

## THE COACHING PROCESS

### Informal Coaching

#### *The Purpose is to:*

- Engage oneself in day-to-day relationships with staff members and/or potential leaders.
- Establish trust. Trust is not attained with a title or position but is earned by actions and behaviors. Who you are speaks louder than what you say. If you want people to put in extra time, you have to. If you need more teamwork, you be a team player. If communication problems exist, be a good listener. If more training is needed, you attend also. If respect is an issue, give others respect. If a decision is to be made, make it.

If one's coaching practices are consistent and characterized by trust-building traits, his or her staff and constituents will still render respect and get the job done even if they do not like some of the coach's decisions.

Informal coaching takes only a **few minutes of time** and can be done **daily**.

#### *The Process*

### Positive Practices for Informal Coaching<sup>xix</sup>

Put a check (✓) next to the items below that make sense to you. Notice all these actions can be done in a few minutes of time every day or over time.

- Greet the employee daily
- Talk about non-business matters of interest to the employee
- Have lunch with staff/volunteers
- Demonstrate courtesy and respect
- Learn and use people's names
- Be a good listener
- Have a sense of humor
- Carry out discipline privately
- Do what you say you will do
- Treat people fairly
- Be considerate and understanding when dealing with personal matters
- Be positive
- Work side-by-side with staff/volunteers on an important project
- Encourage and pray with staff/volunteers regularly
- Give recognition for progress and results

- Have some fun at work
- Buy someone a soft drink or coffee
- Write thank-you notes.

Other: \_\_\_\_\_

## Formal Coaching

### *The Purpose*

- Formal coaching means talking one-on-one with staff and/or potential leaders to help them **improve performance**.
- Another goal of formal coaching is to develop staff and/or potential leaders' skills at **thinking through problems and identifying solutions**.

Formal coaching usually takes **30-60** minutes and is done under the following circumstances:

- To help poor or marginal performers do better.
- To help good performers excel or handle a delegated project.
- To give guidance, direction or information in times of change
- As a follow-up to the above.

### *The Process*

#### **Preparation:**

1. **Prayerfully, set clear goals and expectations**. Develop and use ongoing Position Descriptions. Identify the staff and/or potential leader's skill, motivation, and performance level.
2. Do your homework and review the staff and/or potential leader's current performance.
3. **Provide regular performance feedback**. Use informal coaching strategies regularly.
4. **Schedule and set aside time** for the coaching meeting (30-60 minutes).
5. Prepare Coaching Worksheet (see pages 38-39).
6. Create a positive, friendly atmosphere..

#### **The Coaching Session:**

From the score sheet for the Coaching for Excellence Inventory (page 33), you'll notice there are five steps to the formal coaching process:



1. **Review the goal/expectation** (Start the coaching session by clarifying the goal. Ask the staff member and/or potential leader to describe it.)
2. Assess the current level of performance from the staff member's input. Gain this input by asking the four key questions below:
  - a. Four key review questions:
    - i. **Overall, how are you doing?**
    - ii. **What do you do well?**
    - iii. **What can you improve?**
    - iv. **What can you do better or differently?**
  - b. Compare the member's responses to your observations and knowledge of their results.
3. Provide feedback and guidance. Comment on what the member says.
4. **Develop action plans with member's input.**
  - a. Put the ideas for improvement in writing.
  - b. Add your recommendations.
  - c. Gain agreement.
5. **Establish follow-up steps**  
Summarize the discussion and set a specific date and time for the next meeting.

### **Assignment**

A "Coaching Worksheet Sample" is provided on page 38 as a guide to help one in their formal coaching process. A blank worksheet is provided on page 39. Now, set aside time to pray and prepare for your first coaching session. Conduct a coaching session with a department head or use the Coaching Worksheet to mentor and develop a potential leader's skills, gifts and talents.

Make personal notes in advance. Complete the "Coaching Worksheet" during the coaching session as you follow the coaching process points on the worksheet. When the session is complete, a copy of the worksheet can be made for the staff member/volunteer so that both parties have a clear understanding of what has been discussed.

Do not lose site of the positive objective of coaching: to develop other's skills, gifts and talents.

This element of human relations may seem daunting, too time consuming, and non-applicable to church settings. I challenge such thought. Countless numbers of staff and saints long to enter into such growth relationships!

## COACHING WORKSHEET: SAMPLE

Name: **Bill Jones, Sunday School Superintendent** Date: **10/6**

1. **Performance Goals:** What is the key goal we are working on?

- **Increasing attendance by 15 % over last year during the Summer quarter.**

2. **Assess Performance:**

**Staff Input:** Supervisor, ask four key questions – take notes on comments.

- Overall, how are you doing?
- What's working well?
- What isn't working?
- What will you do better or differently?

**Observations/Results:** Supervisor, note your observations of performance and

any available data, such as attendance records.

- **Trend to date: 7% increase in attendance over first two quarters.**
- **First 4 wks. of Summer Qtr. results: up 19.7% . Can we keep momentum?**
- **Evidence that staff member is following through on action plan**

3. **Provide Feedback/Guidance:**

- **How about follow-up calls after guests attend?**
- **No thank-you notes**

4. **Develop Action Plans:**

Staff Member's ideas:

1. **Greet guests promptly (at welcome station) and acclimate to facilities**
2. **Set up letter writing and follow-up visitation schedule**

Supervisor's ideas:

1. **Send thank-you notes – within two days**
2. **Do follow-up calls/visitation – within six days**

5. **Establish follow-Up Steps:** **Next meeting 10/13 at 3:00 p.m.**

## COACHING WORKSHEET: SAMPLE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. **Performance Goals:** What is the key goal we are working on?

2. **Assess Performance:**

**Staff Input:** Supervisor, ask four key questions – take notes on comments.

- Overall, how are you doing?
- What's working well?
- What isn't working?
- What will you do better or differently?

**Observations/Results:** Supervisor, note your observations of performance and any available data, such as attendance records.

3. **Provide Feedback/Guidance:**

4. **Develop Action Plans:**

Staff Member's ideas:

Supervisor's ideas:

5. **Establish follow-Up Steps:**

## CONCLUSION

Let's look to Jesus' example:

*And He went up on the mountain and summoned those whom He Himself wanted, and they came to Him. And He appointed twelve, so that they would be with Him and that He could send them out to preach, and to have authority to cast out demons.*

Mark 3: 13-15

Jesus, during His three years of ministry, made an incredible investment in the lives of those He was preparing to lead His forthcoming Church. Much of His ministry was focused on the **discipling** and **mentoring** of twelve men. Rarely do we find Jesus apart from the Twelve. **Together** they ministered, walked, ate, and slept. Consider how much of those three years was spent on the road walking. It is likely that the equipping of the future leadership team took place during these times. It was these trained twelve apostles that did provide the cooperative leadership of the First Apostolic Church of Jerusalem (Acts 2:14; 4:32-35; 5:12-18, 29; 15:2).

Of the Twelve, Jesus more intensely focused upon the inner circle of three: Peter, James and John. The result of the intense closeness that developed with the "Master" became evident later in their leadership: Peter, given the keys of the kingdom, opened the gospel to the Samaritans and Gentiles, and left us a couple of Epistles; James, the first Apostle to give up his life for Christ, came to an untimely death at the hands of Herod Agrippa; John, "the beloved," gave us the Gospel of John, three Epistles and the great Revelation of Jesus Christ. Who are you equipping?

*Good equippers do it like Jesus did:*

*Recruit twelve,  
Graduate eleven,  
and focus on three.*

Dr. Lynn Anderson, They Smell Like Sheep

In addition to the equipping of the Twelve, Jesus enlarged His leadership pool by establishing, equipping and sending seventy more men into the ministry (Luke 10). Jesus **planned** and **prepared** for a Church birthed with immediate unique needs. What are you planning for?

Jesus, in equipping His followers, left them and us a pattern. We must replicate Christ's leadership development pattern if we are going to effectively reap and meet the diverse needs of today's harvest. Although duplicating Jesus' time commitment to the twelve may be impossible (one may have a family to raise), a pattern, nonetheless, for developing leadership was established.

Take and apply a few of the helps from this module and you will be well on your way to an effective and efficient ministry!

God Bless!

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<sup>1</sup> Unless otherwise noted, all Scripture is quoted from the *New American Standard Bible* (Zondervan Publishing House: Grand Rapids, 1960).

<sup>2</sup> James M. Kouzes and Barry Z. Posner, *The Leadership Challenge* (San Francisco: Jossey-Bass Publishers, 1995), p. 31.

<sup>3</sup> M.D. Treece, *The Literal Word, Acts I* (Shippensburg, PA: Treasure House, 1993), p. 208.

<sup>4</sup> Rick Conlow, *Excellence in Management* (Menlo Park, CA: Crisp Publications, Inc., 2000), adapted and used with permission.

<sup>5</sup> Ibid, p.287.

<sup>6</sup> John C. Maxwell, *Developing the Leader Within You* (Nashville: Thomas Nelson Publishers, 1992), Introduction.

<sup>7</sup> Carnegie, Dale and Associate, *The Dale Carnegie Leadership Mastery Course* (Simon and Schuster Audio, 2000).

<sup>8</sup> Conlow, pp. 15-16.

<sup>9</sup> Ibid, p. 87. Adapted and used with permission.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid, p. 85. Used with permission.

<sup>12</sup> Ibid, p. 82. Adapted and used with permission.

<sup>13</sup> David Augsburger, *Caring Enough to Confront*, Rev. Ed. (Ventura, California: Regal Books, 1983), p. 10.

<sup>14</sup> Ibid, 8.

<sup>15</sup> Ibid.

<sup>16</sup> Ibid, 51.

<sup>17</sup> Ibid, 50.

<sup>18</sup> Rick Conlow, *Excellence in Supervision* (Menlo Park, CA: Crisp Publications, Inc., 2000), pp. 65-67. Adapted and used with permission.

<sup>xix</sup> Ibid, p. 87. Adapted and used with permission.