



CHURCH OF  THE NAZARENE
MESOAMERICA



LEADERSHIP SUCCESSION

Equipping Session

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GENERAL SUPERINTENDENT

Facilitator manual



TEAMWORK AND LEADERSHIP SUCCESSION:

Effectively Passing on the Mantle.

General Objective of the Training:

To help existing and emerging leaders develop a “Team Mindset” in order to maximize the effectiveness of their ministry and to prepare the church for seamless leadership transitions.

Specific Objectives. At the end of the training, leaders will be able to:

1. Recognize the importance of teams in the work of ministry.
2. Recognize the difference between team leadership and team membership.
3. Identify the stages of team formation.
4. Identify the key success factors in a highly effective team.
5. Identify the main types of team leadership.
6. Identify the main stages of leadership succession.
7. Apply the main principles of team leadership for effective succession.

SESSION I: TEAM LEADERSHIP.

Scriptural Foundation: Nehemiah 1-12.

1. Why Teams? The Leadership of Nehemiah in rebuilding the walls of Jerusalem (Neh. 1-12).

a. The Role of Teamwork in Kingdom-building.

- i. For the instructor: Focus on the steps that Nehemiah took to mobilize the people for the rebuilding of the walls of Jerusalem. Special emphasis must be given to the stages of team formation and vision-casting.
- ii. For the student: The student will learn, through a biblical illustration, the process in which passion leads to vision and how vision is accomplished through the work of a properly motivated team.

- Fixed his focus (1:4-11).
- Verified the situation (2:11-16).
- Formed a team (2:12).
- Cast the vision (2:17-18)
- Developed ownership (2:18)
- Faced opposition together (4, 5)
- Turned the work over (7:1-3)*
- Celebrated God (8, 9, 10).

*Team leadership doesn't always translate into Executive Performance.

b. The Role of Teamwork in Leadership Succession.

- i. For the instructor: Focus on the processes of Preparation, Vision-Casting, and Delegation as key components in an effective team effort.
- ii. For the student: The student will identify the key points in the kingdom-building journey that result in multiplication of effort and delegation. They will see themselves as either team leaders or team members.

- Team building is not the same as team leading.
- It is not the same to be a team leader than to be a team member.
- Good team membership does not necessarily result in good team leadership.
- Not all good team leaders are good team members.

What lessons have you learned in your journey as a leader?

2. Team Leadership or Team Membership?

- a. Lessons of Leadership in the context of teamwork.
- i. For the instructor: Draw the lessons that you have learned while being a member of effective teams. Draw also lessons of ineffective teams.
- ii. For the student: The students should be able to a) draw early lessons on team leadership and b) learn how to observe the differences.
- Generally, a team accomplishes far more than even the sum of all individuals (synergy). Ecl. 4:12.
 - Working as a team can help common people achieve uncommon results. Acts 4:13.
 - The sense of PURPOSE is essential in teamwork. Matt. 4:19.
 - A leader is known by the team s/he assembles .
 - Weak leaders “clone” themselves.
 - Strong leaders build the teams around their weaknesses.

3. The stages of Team Development

- i. For the instructor: Focus on the role that the leader plays in each of the stages of team development:
- Coordinating behaviors.
 - Coaching behaviors.
 - Empowering behaviors.
 - Supporting behaviors.
- ii. For the student: The student should be able to identify the role that his/her own behaviors, gifts, and temperaments likely play in the formation of a team.
- The stages of a Team (And the role of the leader).
- Forming.
 - Setting the stage.
 - (Coordinating behaviors).
 - Storming.
 - Resolving conflict and tension.
 - (Coaching behaviors).
 - Norming.
 - planning together.
 - (Empowering behaviors).
 - Performing.
 - Implementing the mission.
 - (Supporting behaviors).

4. The Five “C” Essentials in Teamwork.

- i. For the instructor: Focus on these five essentials from a biblical and practical perspective. Key scriptures to emphasize are:
 - Communication: Proverbs 13:7.
 - Cooperation: Ecclesiastes 4:10.
 - Contribution: 1 Corinthians 12:12.
 - Commitment: Acts 2:42.
 - Christ: Colossians 3:17.

- ii. For the student: The student should be able to identify if his/her team displays all five essential areas of teamwork and what to do to improve on each or any of them.

The “5C” Essentials of Teamwork.*

- Communication.
- Cooperation.
- Contribution.
- Commitment.
- Christ.

*Steckel, L., (2009) “The Five Cs,” in, Teamwork.

5. Models of Team Leadership.

- i. For the instructor: Focus on these three models in your context.
 - The Starfish Model is typical of the Strong, Heroic Leader who does everything.
 - The Doughnut Model is typical of the “Absent Father” whereby the family or the team lead by themselves.
 - The Spiderweb Model is the ideal model displayed by the example that Jesus gave us in working with his disciples.
 - Find a biblical story in the Gospels where Jesus illustrates the multi-faceted relationships that happen in a healthy team.

- ii. For the student: The student should be able to identify situations where one or three of the team leadership models have taken place in his/her ministry and life.

Approaches to team leadership.

- a. The Starfish Model.
- b. The Doughnut Model.
- c. The Spiderweb Model.



6. Practical Applications.

- i. For the instructor: The presentation will include tools for evaluating a team, determining whether or not it is a team or a group, and how to develop 360* schemes to evaluate team leaders.
- ii. For the student: The student will participate in group dynamics to evaluate his/her team in light of the various models to evaluate the effectiveness of a team.

LEADERSHIP IN THE CONTEXT OF A TEAM

- When was your team organized?
- How many members are on the team?
- If your team has a name, what is it?
- What is the purpose of your team?
- On the average, how much face-to-face interaction do you have with team members?
- How many of your current team members were on this team a year ago?
- What tasks do you do within your team?
- What do you like best about your team?
- What do you dislike about your team?

EVALUATING YOUR TEAM

Trust each other	All	Some	Few	None
Pitch in whatever way to get the job done.				
Share the same sense of mission and purpose.				
Address a problem when it arises.				
Are legitimately concerned about the lost around you?				
Really listen to each other.				
Feel comfortable voicing an opinion.				
Give compliments and encouragement to each other.				
Are committed to the kingdom of God?				
Value other team member's contributions.				
Understand our team priorities and objectives.				

SESSION II: LEADERSHIP SUCCESSION

Scriptural Foundation: The Transition from Moses to Joshua as narrated in the Pentateuch.

Contents:

1. Selection and Companionship.

i. For the instructor: Study the biblical narrative that illustrates these three principles:

- Numbers 27:18—Selection.
- Deuteronomy 3:28—Encouragement.
- Deuteronomy 31:7—Companionship.

- a. Divine Revelation.
- b. Companionship, not appointment.
- c. Encouragement.

ii. For the student: Internalize these three principles and learn these three biblical portions.

2. Leadership Development through Mentorship and Example.

i. For the instructor: Study the biblical narrative that illustrates these three principles:

- Exodus 24:13-14—Mentorship.
- Exodus 33:11—Example.
- Exodus 32:17-18—Protection.

- a. The Leader as a Mentor.
- b. The Leader as an Example.
- c. The Leader as a Protector.

ii. For the student: Internalize these three principles and learn these three biblical portions.

3. Delegation through Empowerment and Teaching.

- i. For the instructor: Study the biblical narrative that illustrates these principles:
 - Exodus 17:9,11—Delegation.
 - Exodus 17: 11 -Delegation vs. Intromission
 - Numbers 11:28-29—Teaching in the Delegation Process.
- ii. For the student: Internalize these three principles and learn these biblical portions
 - a. Delegation as Succession.
 - b. Delegation vs. Intromission.
 - c. Teaching in the Delegation Process.

4. A Case Study on Leadership Succession.

- a. For the instructor: Research an effective story of leadership succession in your context and which has used most or all of the steps and principles outlined in this training.
- b. For the student: The student should be able to identify a good leadership transition and succession from a faulty one.

5. Practical Applications.

- a. Succession in the context of ecclesial Polity.
 - i. Explore together the implications of leadership succession in environments that are limited by ecclesial polity.
 - Is there an effective way?
 - What are the roles of the leaders in the process?
- b. Succession in the context of cultural restrictions
 - i. Explore together the influence that culture plays in facilitating leadership succession.
 - Is there an effective way?
 - What is the role of leadership in the culture of restrictive cultures?