Bible Insights for Business Leader Effectiveness
(BIBLE)

A learning and networking opportunity
for experienced and aspiring business leaders
who desire to apply Bible wisdom at work

Contents

Section 1: OVERVIEW

Purpose

Bible Insights for Business Leader Effectiveness (BIBLE) is a 12-week course designed to help business leaders live their faith at work. The Bible contains the ultimate wisdom needed for "good success" (Joshua 1:8), and it is the purpose of this course to help business leaders find the specific wisdom they need to meet the requirements and challenges of everyday business.

The course is also structured to actively promote networking among the participants. In addition to helping each other with current business challenges, similar courses have resulted in new businesses, joint ventures and partnerships, and book projects—just to name a few. Especially in challenging environments, business professionals often seek and need such opportunities to connect with others. The churches that provide these opportunities will benefit by being relevant and supportive of their congregations and communities.

The course uses the book *Lead and Succeed* as a text (see Section 3 for additional information). *Lead and Succeed* was written by a business leader who has spent more than 20 years documenting Bible answers to business leadership challenges. The book is structured as a ready reference and contains:

- Scriptures, along with context to aid the reader
- Discussion of the principles for a business context
- Steps to apply the principles
- Current business stories to show the principles applied well or poorly, and the associated impact

The short sections in *Lead and Succeed* make it suitable for daily devotional, and provide an easy way for busy leaders to get through the materials assigned for the following week's session.

Course Requirements

Instructor

The instructor does not need to be a professional teacher. Rather he or she needs to be a business person who is good at guiding group discussions. This technique is known as "facilitation" in business, and most churches are likely to have members with the skill.

Weekly preparation for the instructor:

- Read the assigned chapter(s)
- Review this curriculum to prepare questions or points to prompt in the group discussions
    - Note: The curriculum suggests three sections from the assigned chapter(s) and provides questions for discussion. The instructor may choose different sections, and/or develop additional or alternate questions to discuss.

The instructor may also want to shorten the course or rearrange the content. The following guidance can help select the materials that best fit the participant, church and instructor priorities.

- Spiritually focused content
    - Weeks 1, 12
- Most insightful content
    - Weeks 3, 6, 10, 11
- Generally relevant content
    - Weeks 2, 4, 5, 7, 8, 9

Participants

Although leadership is pervasive, the course discussions focus on business. Also, the course structure and approach "feel" like many meetings held in business. For these reasons, the course is best attended by current or aspiring leaders in business (including the "back office" of the church or other ministries). College students may greatly benefit from participating. Also, it can be helpful to specifically "recruit" senior business leaders from the congregation to participate or instruct. This will enable these senior leaders to mentor others in a group context (an efficient use of their time).

Logistics

Each participant needs access to a copy of **Lead and Succeed** throughout the course. One way to provide access without obligation is to lend the books, like a library, from the church's own supply.

If possible, the meeting room should be set up to enable participants to easily discuss the content and questions in small groups, and then come together to discuss what they have learned in the large group. The small group discussions are often more effective for getting full participation and enabling people to feel more comfortable in discussing their own situations. The large group discussions help to promote learning from what others have experienced, and can be valuable in reinforcing key points. Both small and large group discussions are useful techniques and suggested approaches for the course, particularly if there are more than 10 participants.

One especially effective way to accomplish the suggested alternating use of small and large group discussion is through a set-up of small tables arranged in the layout below.

Facilitator

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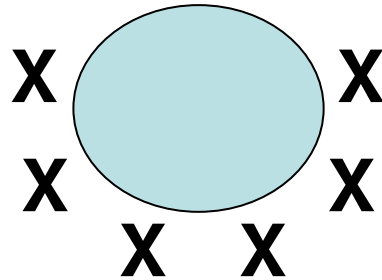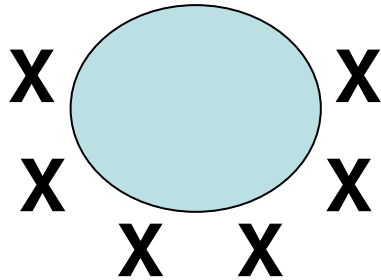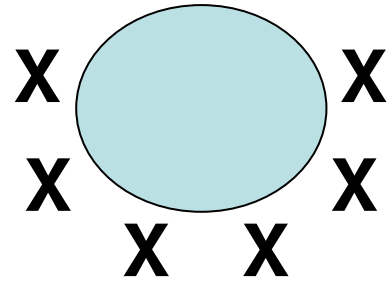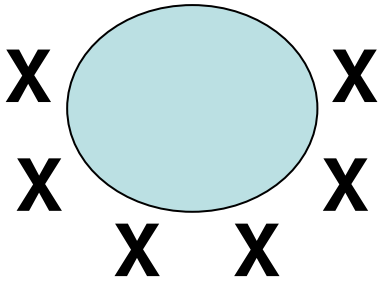
Questions

Instructors and participants may reach out to the author of **Lead and Succeed** through the website www.SaraMoultonReger.com.

Section 2: CURRICULUM

Week 1: Be Leader-Ready

Instructor Preparation

The first week is different from other weeks because the participants will not have read the assigned chapter to prepare for the discussions. For this reason, the preparation is somewhat more involved for the Instructor.

1) Read chapter 1 and select specific sections to cover. Recommended sections:
    a) Page 1: Acknowledge that leaders are chosen by God
    b) Page 2: Lead by your principles
    c) Page 4: Pass the leadership test
2) Ensure enough copies of *Lead and Succeed* are available for participants to use during the class
    a) Determine whether books will be made available for purchase and/or to borrow
3) Set up the room to facilitate small and/or large group discussion

Agenda

1) Review Course Objectives, specifically to:
    a) Demonstrate how the Bible is applicable to business
    b) Provide Bible principles for business leadership and show how to apply them for "good success" (Joshua 1:8)
    c) Network and develop relationships

2) Facilitate introductions
    a) Name
    b) Company and role
    c) Expectations from the course

3) Introduce text and how it will be used throughout the course
    a) *Lead and Succeed* focuses on applying Bible wisdom to lead successfully in business. Each chapter has a series of modules that include:
        i) Title: a leadership principle
        ii) Context: information to explain the Bible passage
        iii) Bible passage: one or more verses Scriptures that apply to the leadership principle
        iv) Discussion: paragraph that highlights the key points
        v) "Live it": set of steps to put the principle into action
        vi) "See it": current business story that demonstrates the principle (either done well or poorly)

    b) At the end of each session, one or two chapters will be identified for the next session. Participants are encouraged to read the chapter(s) and come prepared to discuss what they learned, stories of their own, and issues they want to resolve.

4) Introduce principle #1: Acknowledge that leaders are chosen by God
    a) Ask participants to read pages 1-2
    b) Discuss the following questions (as small groups and/or large group):
        i) What does this Scripture mean to you?
        ii) Have you seen instances of this principle applied well at work? Applied poorly?
        iii) How can you apply this principle at work and what will you gain by doing it?
    c) Key points to emphasize:
        i) There is no authority except what God has established
        ii) It is important to understand that leadership positions are a significant responsibility—not a privilege
        iii) It is important to seek to recognize your own purpose as well as the purpose of others, and to model what you want by being a good follower

5) Introduce principle #2: Lead by your principles
    a) Ask participants to read pages 2-4
    b) Discuss:
        i) What were some of David's leadership principles, and how does this passage demonstrate them?
        ii) What are your leadership principles?
        iii) What can you do to put your leadership principles into action?
    c) Key points:
        i) Your words and actions will demonstrate what your real principles are
        ii) Explain your reasons: it will help people to understand your priorities
        iii) Document your principles; it will help you put them into action

6) Introduce principle #3: Pass the leadership test
    a) As participants to read pages 4-6
    b) Discuss:
        i) What are the differences between business leaders and church leaders, and are these expectations applicable in business?
        ii) How are roles and responsibilities especially complex in today's business environment?
        iii) What can you do to be more of an example and role model in the workplace?
    c) Key points:
        i) Effective leaders carefully discern between their responsibilities and the responsibilities of others
        ii) Focusing too much on "what's in it for me" (WIIFM) is a trap that will reduce your effectiveness as a leader
        iii) Your goal should be to please God in how you fulfill your role

7) Closing

a) Encourage participants to finish chapter 1
b) Summarize key points from the discussions
c) Ask participants to read chapters 2 and 3 for next session

Week 2: Establish Responsibilities and Select Leaders

Instructor Preparation

1) Read chapters 2 and 3 and select specific sections to cover. Recommended sections:
    a) Page 17: Share the leadership load
    b) Page 27: Accept God's chosen leader
    c) Page 30: Prioritize character in selecting leaders
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
    a) What sections were especially helpful and why?
    b) Did you see some new perspective on familiar passages, and if so, how will it help you in your Bible reading in the future?
    c) Were you able to apply any of the lessons this week?

2) Principle #1: Share the leadership load
    a) Pages 17-20
    b) Discuss:
        i) What factors led Moses to try to "do it all"?
        ii) How can "sharing the load" help both the leader and others?
        iii) What is necessary to make this strategy successful?
    c) Key points:
        i) No one can do it all; God doesn't expect even His strongest leaders to do it so we should all share the leadership load
        ii) Sharing the load is one of the key ways to develop others
        iii) Boundaries, responsibilities, coaching, and willingness to accept some mistakes are necessary for success

3) Principle #2: Accept God's chosen leader
    a) Pages 27-29
    b) Discuss:
        i) How does this Bible passage relate to Romans 13:1 and how God appoints authorities?
        ii) Has anyone ever "lost" a leadership role or opportunity? Did you have different perspective on it later (for instance, after you knew more facts)?
        iii) What actions will demonstrate that you accept God's chosen leader?
    c) Key points:
        i) Different leadership styles are better in different situations; there is no "one size fits all"

      ii) God will recognize and reward what we do to promote His purposes, even when they are difficult for us

      iii) God knows things we don't know; often it takes perspective to realize that He has other plans for us

4) Principle #3: Prioritize character in selecting leaders
   a) Pages 30-33
   b) Discuss:
      i) How important is character to a leader's success? Why?
      ii) How can you assess character?
      iii) Have you experienced a situation when a leader seemed "perfect" but later failed—or seemed destined for failure but succeeded? What factors impacted the success or failure?
   c) Key points:
      i) Successful leaders concentrate on achieving results through others, do not focus on personal gain, and are known for integrity
      ii) The context and nature of the work is important to know which leadership style and other characteristics will be most successful
      iii) Open ended questions can be a useful technique to understand a candidate's character and his/her leadership style

5) Closing
   a) Summarize key points from the discussions
   b) Ask participants to read chapter 4 for next session

Week 3: Clarify Authority

Instructor Preparation

1) Read chapter 4 and select specific sections to cover. Recommended sections:
   a) Page 41: Discern the authority
   b) Page 46: Consider the need for special authority
   c) Page 50: Rest in God's authority selections
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
   a) How do you perceive the principle of authority in the workplace?
   b) How did the readings impact your point of view about authority?
   c) Were you able to apply any of the lessons this week?

2) Principle #1: Discern the authority
   a) Pages 41-43
   b) Discuss:
      i) Is the boss always the boss? If not, why not and how can you tell when this is the case?
      ii) What can you do to better understand where your authority starts and stops?
      iii) What are some signs that authority needs to be better clarified, and what can you do to clarify it?
   c) Key points:
      i) Authority can be difficult to discern in today's business environment due to matrix structures, and differences between positions/jobs and roles (such as on projects)
      ii) Being a good follower is just as important as being a good leader
      iii) Strife and resistance may indicate that authority is not clarified; establishing roles and responsibilities is a first step to help clarify the authority

3) Principle #2: Consider the need for special authority
   a) Pages 46-48
   b) Discuss:
      i) What types of work situations often require special authority?
      ii) Have there been times when you needed special authority to perform your assignment and didn't get it? What was the result?
      iii) What steps you can take to convey special authority, or get special authority when you need it?
   c) Key points:

   i) Projects, programs, and special assignments often require people to get special authority because their assignments go beyond their regular work duties
   ii) When people need, but don't get special authority, others are likely to resist or reject the work they are trying to do
   iii) Communication is the key way to convey special authority—both to the person who needs it and to others who need to work with him/her

4) Principle #3: Rest in God's authority selections
   a) Pages 50-53
   b) Discuss:
      i) Have you experienced a challenge to your authority? What happened?
      ii) What are some appropriate responses to challenges?
      iii) What can you do to "rest" in God's selection?
   c) Key points:
      i) Challenges to authority are common—no matter the type of leadership position you hold
      ii) Prayer is a key to knowing type of situation you face and being able to "rest" in it
      iii) Challenges can indicate you need to clarify your authority (perhaps with the help of others above you), make some adjustments, or move into another position—but in all cases, they require a response that is best taken from a position of "rest"

5) Closing
   a) Summarize key points from the discussions
   b) Ask participants to read chapter 5 for next session

Week 4: Decision Making

Instructor Preparation

1) Read chapter 5 and select specific sections to cover. Recommended sections:
    a) Page 57: Consider the input of others
    b) Page 61: Let peace be your primary criterion
    c) Page 65: Be open to changing your mind
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
    a) How are your business decisions, and how you make them, impacted by your faith?
    b) What actions did you discover that can enhance your decision making?
    c) Were you able to apply any of the lessons this week?

2) Principle #1: Consider the input of others
    a) Pages 57-59
    b) Discuss:
        i)   What are good times to seek advice and counsel from others?
        ii) What are the risks when gathering input from others?
        iii) How can you know when you have gathered "enough" input?
    c) Key points:
        i)   Consulting others before making decisions shows respect for them, and humility (i.e., it is not possible for you to know everything)
        ii) It is important to demonstrate—and explain—how the input has impacted your decision (or why it has not)
        iii) At times, it may be difficult for people to speak candidly; seeking input on a regular basis can help promote an environment conducive to candor

3) Principle #2: Let peace be your primary criterion
    a) Pages 61-63
    b) Discuss:
        i)   How often do you need to make decisions without any "perfect" options?
        ii) How important is prayer in your decision making process?
        iii) How can you know which decision is best?
    c) Key points:
        i)   God's peace does not always line up with the facts of a situation
        ii) Prayer, research, and patience are keys to making an effective decision based on God's wisdom and peace

        iii) It is better to wait rather than make a decision without peace; often a little more time may reveal additional options or different facts to be considered

4) Principle #3: Be open to changing your mind
   a) Pages 65-67
   b) Discuss:
      i)   What benefits can come when you appropriately change your mind?
      ii) What are the risks to changing your mind, and how can you address them?
      iii) What can you do to prepare yourself for the times when you need to change your mind?
   c) Key points:
      i)   Being open to changing your mind demonstrates an appropriate degree of humility
      ii) Often new information, or a lack of inner peace, can signal that a decision may need to be revisited
      iii) Communicating your revised decision with important details is an important way to handle these moments effectively and avoid appearing fickle

5) Closing
   a) Summarize key points from the discussions
   b) Ask participants to read chapter 6 for next session

Week 5: Accept Counsel and Correcting

Instructor Preparation

1) Read chapter 6 and select specific sections to cover. Recommended sections:
    a) Page 69: Remember the importance of counsel
    b) Page 72: Be a willing protégé
    c) Page 79: Readily receive correction from trusted sources
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
    a) How has mentoring, coaching, counseling helped you in business?
    b) What are the risks to receiving counsel from others, and how can you mitigate them?
    c) What actions can you take to benefit most from the counsel of others?

2) Principle #1: Remember the importance of counsel
    a) Pages 69-71
    b) Discuss:
        i)   How important is counsel to you? What value has it provided?
        ii) How have your counselors changed over time, and why?
        iii) Have you ever received conflicting advice from counselors? If so, what did you do?
    c) Key points:
        i)   A key to getting the most from mentors/counselors is to maintain a teachable attitude throughout your career
        ii) It is often necessary to have different mentors at different times in your career, and multiple counselors in complex situations
        iii) It is important to pray about the advice you receive before acting on it

3) Principle #2: Be a willing protégé
    a) Pages 72-73
    b) Discuss:
        i)   What actions can help you get the most out of a mentoring relationship?
        ii) What kinds of situations can cause mentoring to be uncomfortable, and what can you do about it?
        iii) What signs can help you know that it may be time to get another, or an additional, mentor?
    c) Key points:
        i)   Mentors can be valuable to your effectiveness as a leader no matter your level

        ii) Mentoring relationships must be active to be most effective; develop a "contract" for the relationship and prepare before your meetings

        iii) If you don't feel challenged by your mentor, it may be time to seek a new one

4) Principle #3: Readily receive correction from trusted sources
   a) Pages 79-82
   b) Discuss:
       i) Have you ever gotten unexpected input or correction from someone you trusted (i.e., not a boss)? How did you handle it?
       ii) How can you evaluate that input/correction and be sure you need to act on it?
       iii) What can you do to stay prepared to constructively handle correction?
   c) Key points:
       i) It is important to be open to correction coming from a trusted source; remembering that it was likely difficult to tell may help you be more open to hearing it
       ii) Maintaining open relationships with people makes it easier for them to tell you what you need to know, and for you to receive it constructively
       iii) Prayer will help you respond in the right way—both emotionally and with appropriate actions

5) Closing
   a) Summarize key points from the discussions
   b) Ask participants to read chapters 7-8 for next session

Week 6: Commitment and Motivation

Instructor Preparation

1) Read chapters 7-8 and select specific sections to cover. Recommended sections:
    a) Page 83: Get the "will" in front of the "do"
    b) Page 89: Determine whether a push or pull strategy is best
    c) Page 99: Seek opportunities for others to participate
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
    a) What are the keys to building commitment and motivation?
    b) How can you understand the nature and degree of commitment and motivation that will be necessary for success?
    c) Were you able to apply any of the lessons this week?

2) Principle #1: Get the "will" in front of the "do"
    a) Pages 83-86
    b) Discuss:
        i) How important is willingness in a business context? Isn't it enough just for people to do what you want for them to do?
        ii) When have you have seen people doing their very best work? What were the dynamics that led to it?
        iii) How can you leverage this knowledge and build a work environment that will attract the "right" people to your company or group?
    c) Key points:
        i) Willingness is a key to people acting without the need for constant supervision, and doing so with a good attitude
        ii) People have different preferences and work has different requirements; for these reasons, building the "right" environment is not a "one size fits all" endeavor
        iii) The motivators and ways to build commitment vary, and include factors such as the work itself, colleagues, career opportunities, and life-work balance

3) Principle #2: Determine whether a push or pull strategy is best
    a) Pages 89-93
    b) Discuss:
        i) What are the differences between "push" and "pull" strategies?
        ii) Is one inherently better than the other? Why or why not?
        iii) How can you tell whether "push" or "pull" is more appropriate for the outcome you are trying to achieve?

c) Key points:
    i) Both "push" and "pull" strategies are viable when used in the right context; neither is inherently more effective as long as they are appropriately applied
    ii) The key to knowing whether a "push" or "pull" strategy is more appropriate is determining the reason people will perform the work you want them to do
    iii) "Push" is appropriate when it is okay to simply perform the expectations; "pull" is needed when people need to believe in what they are doing and take action because they think it is the right thing to do

4) Principle #3: Seek opportunities for others to participate
    a) Pages 99-101
    b) Discuss:
        i) How can participation enhance commitment and motivation?
        ii) What approaches to participation have you used, and what benefits did they provide?
        iii) What can you do to enhance the learning opportunity provided by participation?
    c) Key points:
        i) Participation allows people to engage in all aspects of important work: researching and proposing solutions, making decisions, and sharing the results
        ii) Participation builds a sense of ownership; it gets "fingerprints" on designs and the details of how they are carried out, which naturally builds commitment
        iii) It can be easy to miss opportunities for participation; guard against acting when people bring problems to you because it may be best for them to solve it

5) Closing
    a) Summarize key points from the discussions
    b) Ask participants to read chapters 9-10 for next session

Week 7: Communications

Instructor Preparation

1) Read chapters 9-10 and select specific sections to cover. Recommended sections:
    a) Page 117: Remember the other part of communication
    b) Page 122: Align the full message
    c) Page 131: Use stories to convey complicated topics
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
    a) Is communication simply telling people information they need to know, or is it more than that?
    b) What are the ways, other than words, that you communicate as a leader?
    c) How can you leverage this knowledge and understanding about communication to become a more effective leader?

2) Principle #1: Remember the other part of communication
    a) Pages 117-119
    b) Discuss:
        i) How important is listening to the process of communication?
        ii) How can questions be a help in the communication process?
        iii) What actions can you take to help people be more comfortable in sharing their views?
    c) Key points:
        i) A leader that fails to listen is failing in the communication process
        ii) Planning for, and seeking opportunities to enable, two-way communications will enhance your communication effectiveness
        iii) Proactively seeking input from people can help ensure that your message was received accurately, as well as discover additional information you may need to know

3) Principle #2: Align the full message
    a) Pages 122-124
    b) Discuss:
        i) How do you convey messages to others?
        ii) What actions can you take to ensure that you have aligned your full message (including body language, tone of voice, etc.)?
        iii) How can you tell is there is a misalignment—that something unintended has been conveyed that you need to address?
    c) Key points:

  i) Your words are only a small part of the message you convey; people look at what you do and your body language, listen to the tone of your voice, and even compare how much time you spend talking about and working on topics

  ii) Recognize that what you do, and don't do, are the most important indicators of what you really want, so aligning your actions and your words is vital

  iii) If people are not doing what you want, first examine whether you may have promoted the problem by failing to align the full message: your words, actions, and everything in between (e.g., tone of voice, enacted priorities)

4) Principle #3: Use stories to convey complicated topics

 a) Pages 131-134

 b) Discuss:

  i) What makes stories so valuable in a business context?

  ii) How have you seen people effectively use stories in business? Have you ever seen stories used ineffectively? If so, what happened?

  iii) What can you do to use more stories in your communications?

 c) Key points:

  i) Great communicators are often great storytellers

  ii) Stories create visual images in people's minds, which makes them memorable and communicates rich meaning

  iii) Effective stories take planning; use vivid language, ask questions (even if rhetorically), and keep it brief—then practice on others and sure that your meaning has been conveyed

5) Closing

 a) Summarize key points from the discussions

 b) Ask participants to read chapter 11 for next session

Week 8: Role Modeling

Instructor Preparation

1) Read chapter 11 and select specific sections to cover. Recommended sections:
    a) Page 147: Don't assume the answer
    b) Page 150: Lead people to their own answers
    c) Page 156: Demonstrate a balanced work life
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
    a) What impacts does a leader's role modeling have on others?
    b) How have you seen leaders actively promote an effective organizational environment through coaching, mentoring and/or modeling?
    c) Were you able to apply any of the lessons this week?

2) Principle #1: Don't assume the answer
    a) Pages 147-149
    b) Discuss:
        i) Have you ever assumed something and acted on it, only to later wish you had known more? What happened?
        ii) What are some situations and circumstances that can lead leaders to assume and act rather than research and respond?
        iii) What are some habits you can adopt to help you to avoid assumptions?
    c) Key points:
        i) Leaders need confidence and experience, but those positive traits can compel leaders to act on assumptions
        ii) Problems, and urgent or important circumstances, can be ripe for assumptions
        iii) Asking questions—even in seemingly obvious situations—is a key technique to overcome the natural tendency to assume

3) Principle #2: Lead people to their own answers
    a) Pages 150-151
    b) Discuss:
        i) Why do you think Jesus chose to respond with a story and a question of His own, rather than simply answer the question, "Who is my neighbor?"
        ii) In what kind of circumstances is it helpful to lead people to their own answers?
        iii) What techniques can be useful in leading people to their own answers?
    c) Key points:

        i) Lead people to their own answers when you are seeking to promote appropriate actions

        ii) Leading people to their own answers will promote learning, and perhaps even to an acknowledgement that what they are doing or planning is not appropriate

        iii) Techniques include questions, stories, analogies, and exploring examples together

4) Principle #3: Demonstrate a balanced work life
   a) Pages 156-158
   b) Discuss:
      i) What example do the leaders at your company demonstrate on living a balanced life? What example do you demonstrate?
      ii) What circumstances and mind-sets drive you away from an appropriate balance?
      iii) What actions can you take to get your life—and your example to others—into better balance?
   c) Key points:
      i) People look at the hours we put in, and often believe they need to do something similar to be acceptable or to advance in their careers
      ii) Adequate rest and relaxation are keys to business productivity and quality, as well as good health, family life and spiritual wellbeing
      iii) Work will never be "done" so it is essential to prioritize

5) Closing
   a) Summarize key points from the discussions
   b) Ask participants to read chapter 12 for next session

Week 9: Team Building

Instructor Preparation

1) Read chapter 12 and select specific sections to cover. Recommended sections:
    a) Page 159: Ensure teams have needed leadership
    b) Page 162: Guide teams by establishing the basics of their mission
    c) Page 170: When the team is ready, get out of the way
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
    a) How important is the ability to build teams for business effectiveness?
    b) What types of situations require effective teaming?
    c) What kinds of issues have you seen with teams in the past, and what were the impacts on business results and the people involved?

2) Principle #1: Ensure teams have needed leadership
    a) Pages 159-162
    b) Discuss:
        i) Have you ever been a member of a team without adequate leadership? What was the result?
        ii) What is an effective balance between directing and letting the team have freedom to decide and act? Is it the same for every team? If not, how do you decide the right balance?
        iii) How can you stay close enough to know when the team needs help, but keep from being "too involved" with their work?
    c) Key points:
        i) Leadership is necessary for effective teams, even teams with a successful track record
        ii) Effective teams focus on both tasks and relationships—on what they do and how they do it
        iii) Leadership requirements depend on a team's capability, and its stage of development; more direction is often needed in the beginning, and more autonomy later

3) Principle #2: Guide teams by establishing the basics of their mission
    a) Pages 162-165
    b) Discuss:
        i) Have you been a member of a team that lacked a thorough understanding of what they were to accomplish or how? What was the result?

       ii) As the leader, how can you ensure that the basics of your expectations, and how they are to be accomplished, are clear to the team?

       iii) As a team member, how can you ensure that you have the needed information before you start your work?

   c) Key points:

       i) The "basics" that need to be clarified for a team's success are the expectations, team members and roles, authority, scope, and resources

       ii) It is common for efforts to start with inadequate clarity on the basics; teams should seek this information if it has not been provided to them

       iii) Don't assume that once is enough; periodically reinforce the basics of the team's mission

4) Principle #3: When the team is ready, get out of the way

   a) Pages 170-171

   b) Discuss:

       i) How does a micro-manager impact team effectiveness?

       ii) How does an absentee manager impact team effectiveness?

       iii) How can you determine the right amount of oversight and involvement needed for success?

   c) Key points:

       i) Too much, and too little, oversight will lead to issues of team effectiveness and morale

       ii) Giving the team some "space" to see what they are able to accomplish can be an effective technique to know where the issues might be and where the leader needs to engage

       iii) Leadership is often best gauged when the leader is not present

5) Closing

   a) Summarize key points from the discussions

   b) Ask participants to read chapter 13 for next session

Week 10: Correcting People

Instructor Preparation

1) Read chapter 13 and select specific sections to cover. Recommended sections:
   a) Page 176: Surface confessions about failures and mistakes
   b) Page 182: Be alert for incorrect mind-sets
   c) Page 185: Ensure negative consequences are firm
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
   a) What new perspectives on some familiar Bible stories did you discover in the reading?
   b) How important is a leader's ability to effectively correct people?
   c) Were you able to apply any of the lessons this week?

2) Principle #1: Surface confessions about failures and mistakes
   a) Pages 176-179
   b) Discuss:
      i) What front-end actions can you take to help reduce the chances you'll need to correct people?
      ii) What advantages come from asking questions rather than telling the offender what he/she has done wrong?
      iii) What risks do you run in correcting people in today's business settings?
   c) Key points:
      i) A key goal in correction is to promote accountability; it will lead to acceptance of the consequences and to improvement in the future
      ii) Questions can lead you to better understand the noncompliance or problem, and what each person has done, which is help in deciding the right consequences
      iii) In today's business, it may be necessary to engage Human Resources, Legal and/or other support groups before taking action

3) Principle #2: Be alert for incorrect mind-sets
   a) Pages 182-183
   b) Discuss:
      i) How do mind-sets and thinking impact action?
      ii) Is it as important to address incorrect mind-sets and thinking as incorrect action? Why or why not?
      iii) How does level of experience impact the way you should address incorrect mind-sets?

    c) Key points:
        i) How we think directly impacts our actions so it is important to address incorrect mind-sets to avoid incorrect future actions
        ii) Questions are a great technique for correcting mind-sets
        iii) Open ended questions may be appropriate for people who are still learning; pointed questions are important when people should know better

4) Principle #3: Ensure negative consequences are firm
    a) Pages 185-187
    b) Discuss:
        i) What can happen when a leader removes a negative consequence?
        ii) What is the difference between removing/changing a negative consequence and mitigating some of the negative implications of the consequence?
        iii) What can you do to promote open communications during these difficult situations?
    c) Key points:
        i) Carefully plan the consequences when you correct people; it will help you avoid later being tempted to change them (because they were too harsh, etc.)
        ii) Mitigating negative implications of a consequence can be appropriate; if you have done this appropriately, the core consequence should still be intact, but the person should have some of the "sting" removed
        iii) Allowing the person to speak candidly about their concerns and feelings can help keep communications open; however, entertaining appeals can result in false hope

5) Closing
    a) Summarize key points from the discussions
    b) Ask participants to read chapter 14 for next session

Week 11: Strife and Resistance

Instructor Preparation

1) Read chapter 14 and select specific sections to cover. Recommended sections:
   a) Page 195: Select times to intervene
   b) Page 197: Squelch complaints through delegation
   c) Page 201: Deal carefully with willingness issues
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
   a) What are the business situations ripe for strife and resistance?
   b) How can you prepare yourself to be an effective leader in situations with strife and resistance?
   c) What are some techniques to address strife and resistance?

2) Principle #1: Select times to intervene
   a) Pages 195-197
   b) Discuss:
      i) How can a leader cause additional problems by intervening too quickly? Too slowly?
      ii) How can you tell if an issue is likely to resolve on its own? Fester if you don't intervene?
      iii) What are some techniques to intervene effectively?
   c) Key points:
      i) Some issues will resolve over time while others require a leader to intervene to resolve or avoid/prevent them in the future; knowing which situation you face requires a knowledge of the people involved and the history, and an evaluation of the nature of the circumstances
      ii) Some indications that an issue is likely to fester include when people lack needed information, knowledge, skill or motivation, or when they have inappropriate perceptions
      iii) In addition to directly confronting those involved, the leader may choose to communicate information, use probing questions, provide education or training, or even use positive and negative consequences

3) Principle #2: Squelch complaints through delegation
   a) Pages 197-199
   b) Discuss:
      i) What are a leader's natural responses to complaints?
      ii) How can these natural responses help or hinder an effective resolution?

      iii) What are the requirements for effective delegation of a complaint?
- c) Key points:
  - i) It is natural for leaders to become defensive, or to immediately jump into solving the complaint themselves
  - ii) An effective first step to handling a complaint is to ask questions to further understand the issues
  - iii) Before delegating the resolution to others, it is vital that boundaries be established—and for the leader to resolve to accept designs that fit within those boundaries

4) Principle #3: Deal carefully with willingness issues
   - a) Pages 201-206
   - b) Discuss:
     - i) What kinds of situations are ripe for willingness issues
     - ii) What are the necessary steps to dealing with willingness issues?
     - iii) How important are open communications, and a focus on restoring the relationship?
   - c) Key points:
     - i) It is vital that the leader ensure expectations are clear, and that the person has the needed capabilities to perform to those expectations, before applying negative consequences
     - ii) It is vital to "stay the course" through applying negative consequences—to keep them intact, and apply increasing ones if appropriate; otherwise, people will learn that resistance can be successful
     - iii) Make sure you maintain a focus on the person and not simply the performance; open communications, and working to restore the relationships, demonstrate that the person is important

5) Closing
   - a) Summarize key points from the discussions
   - b) Ask participants to read chapter 15 for next session

Week 12: Guard Your Heart

Instructor Preparation

1) Read chapter 15 and select specific sections to cover. Recommended sections:
    a) Page 207: Remember leadership is lonely at difficult times
    b) Page 212: Pray for others
    c) Page 215: Remember the glory is God's
2) Bring extra copies of *Lead and Succeed*
3) Set up room

Agenda

1) Ask participants for input on the reading:
    a) How does your heart impact your ability and impact as a leader?
    b) What advantages do you have as a person of faith as a leader in business?
    c) What can you do to guard your heart?

2) Principle #1:   Remember leadership is lonely at difficult times
    a) Pages 207-209
    b) Discuss:
        i)   How is a leader's job impacted when times are tough?
        ii) How can you be ready for, and respond constructively during, difficult times?
        iii) What are some actions you need to take to help others through difficult times?
    c) Key points:
        i)   Others expect more from leaders during difficult times—and this can be an extra burden because the leaders are often going through emotional issues themselves
        ii) Maintaining your spiritual life through daily time in the Bible and prayer are keys to be ready for difficult times
        iii) Communications that are quickly initiated, frequent, visible, and open are typically essential during difficult times

3) Principle #2: Pray for others
    a) Pages 212-213
    b) Discuss:
        i)   How have you seen prayer impact people and business results?
        ii) How open can, and should, you be about praying for others in today's business world?
        iii) What are some actions you can take to bring God's power through prayer into the work world?
    c) Key points:
        i)   Prayer is the key for getting God involved in your work situation
        ii) There are other Christians who are looking to pray with you—go find them!

         iii) People you encounter in business often need, and appreciate prayer; offer to pray for them, and follow up and find out how God has answered

4) Principle #3: Remember the glory is God's
   a) Pages 215-217
   b) Discuss:
      i) What are some indications that your leadership is effective?
      ii) How can you focus on giving glory to God?
      iii) What are the benefits of giving glory to God for the good in your life?
   c) Key points:
      i) People who are effective, blessed and happy indicate effective leadership; business results typically follow effective teams who have such traits
      ii) Asking for candid feedback and making needed adjustments is one way we can give glory to God
      iii) Constantly remembering that God is the source of the good in our lives will help keep us from pride and all the negative issues that follow it

5) Closing
   a) Summarize key points from the discussions
   b) Encourage participants to maintain the relationships they have developed during the course
   c) Collect any books that have been borrowed

Section 3: TEXT

Description: Lead and Succeed

Grounded in the Bible's wisdom, *Lead and Succeed* provides insightful nuggets, compelling stories, and practical steps for today's business leaders. *Lead and Succeed* helps leaders to be ready: to know what to do to positively impact both business results and the lives of others.

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About the author

Sara Moulton Reger is a management consultant who specializes in organizational change management, culture transformation, governance, and leadership. Sara has been a management consultant since 1988 and has worked for IBM since 1995. Currently, Sara

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