

Transformative Influence : Part One

JOHN 1:35-51

The next day John again was standing with two of his disciples, **36** and as he watched Jesus walk by, he exclaimed, 'Look, here is the Lamb of God!' **37** The two disciples heard him say this, and they followed Jesus. **38** When Jesus turned and saw them following, he said to them, 'What are you looking for?' They said to him, 'Rabbi' (which translated means Teacher), 'where are you staying?' **39** He said to them, '**Come and see.**' They came and saw where he was staying, and they remained with him that day. It was about four o'clock in the afternoon. **40** One of the two who heard John speak and followed him was Andrew, Simon Peter's brother. **41** He first found his brother Simon and said to him, 'We have found the Messiah' (which is translated Anointed). **42** He brought Simon to Jesus, who looked at him and said, 'You are Simon son of John. You are to be called Cephas' (which is translated Peter). **43** The next day Jesus decided to go to Galilee. He found Philip and said to him, '**Follow me.**' **44** Now Philip was from Bethsaida, the city of Andrew and Peter. **45** Philip found Nathanael and said to him, 'We have found him about whom Moses in the law and also the prophets wrote, Jesus son of Joseph from Nazareth.' **46** Nathanael said to him, 'Can anything good come out of Nazareth?' Philip said to him, '**Come and see.**' **47** When Jesus saw Nathanael coming towards him, he said of him, 'Here is truly an Israelite in whom there is no deceit!' **48** Nathanael asked him, 'Where did you come to know me?' Jesus answered, 'I saw you under the fig tree before Philip called you.' **49** Nathanael replied, 'Rabbi, you are the Son of God! You are the King of Israel!' **50** Jesus answered, 'Do you believe because I told you that I saw you under the fig tree? **You will see** greater things than these.' **51** And he said to him, 'Very truly, I tell you, **you will see** heaven opened and the angels of God ascending and descending upon the Son of Man.'

JOHN 4:27-37

Just then his disciples came. They were astonished that he was speaking with a woman, but no one said, 'What do you want?' or, 'Why are you speaking with her?' **28** Then the woman left her water-jar and went back to the city. She said to the people, **29** '**Come and see** a man who told me everything I have ever done! He cannot be the Messiah, can he?' **30** They left the city and were on their way to him. **31** Meanwhile the disciples were urging him, 'Rabbi, eat something.' **32** But he said to them, 'I have food to eat that you do not know about.' **33** So the disciples said to one another, 'Surely no one has brought him something to eat?' **34** Jesus said to them, 'My food is to do the will of him who sent me and to complete his work. **35** Do you not say, "Four months more, then comes the harvest"? But I tell you, **look around you, and see** how the fields are ripe for harvesting. **36** The reaper is already receiving wages and is gathering fruit for eternal life, so that sower and reaper may rejoice together. **37** For here the saying holds true, "One sows and another reaps." **38** I sent you to reap that for which you did not labour. Others have laboured, and you have entered into their labour.'



How does each person introduced respond to Jesus?

What kind of relationship does Jesus initiate with these future disciples?

What are the disciples confused about? How is Jesus expanding the disciples' understanding of who Jesus is?

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Jesus' Preparatory Empowerment Model

STAGE #1 : INVITE	STAGE #2 : UNCOVER
JESUS, THE LIVING EXAMPLE	JESUS, THE PROVOCATIVE TEACHER
<p>How Jesus Influences :</p> <ul style="list-style-type: none"> ▶ He Invites the disciples to Come and See (v. 38) ▶ He allows them to be _____ ▶ He allows them to make _____ ▶ He wants them and allows them to _____ 	<p>How Jesus Influences :</p> <ul style="list-style-type: none"> ▶ He turns to the disciples to _____ ▶ He allows his disciples to _____ ▶ He challenges their _____ ▶ He allows them to be _____
THE GOAL OF THE DISCIPLE'S APPRENTICESHIP	
<ul style="list-style-type: none"> ▶ ▶ ▶ 	

STAGES	JESUS' ROLE	KEY ACTION	GOAL	DISCIPLES' RESPONSE
STAGE ONE	Living Example			
STAGE TWO	Provocative Teacher			
STAGE THREE	Supportive Coach			
STAGE FOUR	Ultimate Delegator			

Case Studies

- 1 Susan is a freshman from a Christian home. She came on campus searching for a Christian group to be a part of. She quickly adapted into fellowship life and IV has become her hobby. You can tell she is wrestling with the secular campus culture. You have tried to be supportive of what she is feeling, as well as offering her suggestions for how to manage some of the tension she is feeling. Last week in small group it was obvious that she was upset about being on campus and feeling isolated and alone in her classes and dorms. She also mentioned a conversation she had with her roommate about spiritual things and you cringed at some of the things she said.
- 2 The leadership team at your campus has traditionally done a great job at sustaining the ministry. You have a great small group ministry and the quality of large group increases each year. Christian students feel well cared for and leaders see their role as managing the ministry. Next year four new sophomore leaders will join the team. They all have big dreams for the fellowship to be a place where they can invite their friends and are asking questions like "What is the fellowship for on campus?" At the first gathering of the new leadership team the new leaders are vocal about what they hope to contribute as new leaders. Most of the old leaders looked either scared or confused. The few that spoke seemed a bit defensive.



DISCUSSION GUIDE

- 1 How would you go about influencing Susan?
- 2 What challenges is this new leadership team facing?
- 3 How can you help this team?
- 4 What is the purpose of the fellowship on campus?

Transformative Influence : Part One

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How does each person introduced respond to Jesus?

What kind of relationship does Jesus initiate with these future disciples?

Jesus' approach is first "Come and see," before "Follow me." These future disciples have impressions of Jesus from the things they have heard and Jesus gives them a chance to test those out and decide for themselves what they think. Nathaniel is skeptical and sarcastic about Jesus before he meets him. Jesus seems to affirm his authenticity and Nathaniel's need to make his own decision. Jesus tells him a simple statement about where he has been and Nathaniel is convinced. Jesus' response is "You have seen nothing yet!" Jesus invites people to get to know him. Once they are convinced that Jesus is intriguing or a Rabbi worth listening to or maybe even the Messiah, then Jesus says "Follow Me."

What are the disciples confused about? How is Jesus expanding the disciples' understanding of who Jesus is?

This passage is an example of how Jesus uses situations that the disciples are part of to expand their view of him. The disciples are shocked to see Jesus talk with a Samaritan, let alone a woman. They also don't "get" what Jesus is about. Jesus' Kingdom was open to far more people than the disciples realize and expanding and building the Kingdom is Jesus' priority.

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<p>How Jesus Influences :</p> <ul style="list-style-type: none"> ▶ He Invites the disciples to Come and See (v. 38) ▶ He allows them to be <u>quiet observers (ex. leper, paralytic, sinful woman, bleeding woman, Jairus' daughter, demoniac)</u> ▶ He allows them to make <u>the decision to follow (Mark 1; Luke 5)</u> ▶ He wants them and allows them to <u>ask questions. (John 1)</u> 	<p>How Jesus Influences :</p> <ul style="list-style-type: none"> ▶ He turns to the disciples to <u>ask questions or offer explanations... (Mark 4: 10 ff; John 6:30 ff. Parable of the weeds)</u> ▶ He allows his disciples to live with mental conundrums, He intentionally sets up mental train wrecks to challenge their cherished assumptions. (John 4; <u>Calming the Storm, Matt 16:13-20, Demoniac)</u> ▶ He challenges their <u>cherished assumptions</u> ▶ He allows them to be <u>his assistants (Feeding of 5000, Jairus' daughter)</u>
THE GOAL OF THE DISCIPLE'S APPRENTICESHIP	
<ul style="list-style-type: none"> ▶ Esteem: Gain a sense of their value to the one who has included them ▶ Identification: Public Identification with the leader to deepen their ownership of the mission ▶ Learning: Heighten the learning curve 	

STAGES	JESUS' ROLE	KEY ACTION	GOAL	DISCIPLES' RESPONSE
STAGE ONE	Living Example	Invite	Interest	Choose
STAGE TWO	Provocative Teacher	Uncover	Challenge	Wrestle
STAGE THREE	Supportive Coach			

Leaders Notes: We are not Jesus so it doesn't quite work the same. We have students for 4 years usually and therefore rarely walk with students through each of the 4 phases. Jesus took disciples through each phase during three years, we end up doing all four stages with different students all at the same time. We tend to gravitate toward one phase or are just naturally bent to do one or two phases over the other. One of our tasks as tasks is to figure out what each of our student leaders or potential leaders needs from as according to what God is doing in them. One challenge leaders may have with Phase 1 is that that the fascination is with Jesus, not with us. One challenge staff may have with Phase 2 is allowing the mental conundrums without feeling like we need to have all the answers for people in this phase. As leaders we don't force people into the perplexity of Phase 2. We merely need to respond appropriately when life and circumstances are raising the conundrums for people. Our role is not to help people fail to experience this tension more quickly or cause them to go into unnecessary cycles of doubt and confusion. Jesus was not manipulating the disciples into having these train wreck experiences—being with Him brought them on all by themselves. The same will be true for the people we are trying to lead and influence—following Jesus is confusing enough!

Jesus' Preparatory Empowerment Model

Case Studies

❶ Susan is a freshman from a Christian home. She came on campus searching for a Christian group to be a part of. She quickly adapted into fellowship life and IV has become her hobby. You can tell she is wrestling with the secular campus culture. You have tried to be supportive of what she is feeling, as well as offering her suggestions for how to manage some of the tension she is feeling. Last week in small group it was obvious that she was upset about being on campus and feeling isolated and alone in her classes and dorms. She also mentioned a conversation she had with her roommate about spiritual things and you cringed at some of the things she said.

Susan seems to believe that the world is evil and she needs to protect herself. She can't figure out how to live out her faith in college without judging the people around her. One way to influence Susan is to ask her to consider "What is the invitation God may be extending to you here?" Could God have more for her than just hiding out with Christians? Susan needs help in seeing herself as on a mission from God. She may also need some help in thinking through how to think about the secularism of the campus from God's perspective.

❷ The leadership team at your campus has traditionally done a great job at sustaining the ministry. You have a great small group ministry and the quality of large group increases each year. Christian students feel well cared for and leaders see their role as managing the ministry. Next year four new sophomore leaders will join the team. They all have big dreams for the fellowship to be a place where they can invite their friends and are asking questions like "What is the fellowship for on campus?" At the first gathering of the new leadership team the new leaders are vocal about what they hope to contribute as new leaders. Most of the old leaders looked either scared or confused. The few that spoke seemed a bit defensive.

This is a classic example of some leaders wanting to maintain or sustain the ministry and new leaders having vision for what the fellowship could be and perhaps dissatisfied with a maintenance mentality. Older leaders may have some "sacred cows" they are tied to; new leaders may be insensitive to these things. A good leadership conversation may be to ask "Who is this fellowship for?" "How does what we do currently serve the audience of the fellowship?"

DISCUSSION GUIDE

❶ How would you go about influencing Susan?

❷ What challenges is this new leadership team facing?

❸ How can you help this team?

❹ What is the purpose of the fellowship on campus?