

Transformative Influence : Part Two

JOHN 15:1-17

'I am the true vine, and my Father is the vine-grower. **2** He removes every branch in me that bears no fruit. Every branch that bears fruit he prunes to make it bear more fruit. **3** You have already been cleansed by the word that I have spoken to you. **4 Abide in me** as I abide in you. Just as the branch cannot bear fruit by itself unless it abides in the vine, neither can you unless you abide in me. **5** I am the vine, you are the branches. Those who abide in me and I in them bear much fruit, because apart from me you can do nothing. **6** Whoever does not abide in me is thrown away like a branch and withers; such branches are gathered, thrown into the fire, and burned. **7** If you **abide in me**, and my words abide in you, ask for whatever you wish, and it will be done for you. **8** My Father is glorified by this, that you bear much fruit and become my disciples. **9** As the Father has loved me, so I have loved you; **abide in my love**. **10** If you keep my commandments, you will **abide in my love**, just as I have kept my Father's commandments and abide in his love. **11** I have said these things to you so that my joy may be in you, and that your joy may be complete. **12** 'This is my commandment, that you love one another as I have loved you. **13** No one has greater love than this, to lay down one's life for one's friends. **14** You are my friends if you do what I command you. **15** I do not call you servants any longer, because the servant does not know what the master is doing; but I have called you friends, because I have made known to you everything that I have heard from my Father. **16** You did not choose me but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name. **17** I am giving you these commands so that you may love one another.

JOHN 21:15-19

15 When they had finished breakfast, Jesus said to Simon Peter, 'Simon son of John, **do you love me** more than these?' He said to him, 'Yes, Lord; you know that I love you.' Jesus said to him, 'Feed my lambs.' **16** A second time he said to him, 'Simon son of John, **do you love me?**' He said to him, 'Yes, Lord; you know that I love you.' Jesus said to him, 'Tend my sheep.' **17** He said to him the third time, 'Simon son of John, do you love me?' Peter felt hurt because he said to him the third time, 'Do you love me?' And he said to him, 'Lord, you know everything; you know that I love you.' Jesus said to him, 'Feed my sheep. **18** Very truly, I tell you, when you were younger, you used to fasten your own belt and to go wherever you wished. But when you grow old, you will stretch out your hands, and someone else will fasten a belt around you and take you where you do not wish to go.' **19** (He said this to indicate the kind of death by which he would glorify God.) After this he said to him, '**Follow me.**'



What is Jesus expecting from the disciples when he tells them to abide?

What is the significance of Jesus calling the disciples friends?

What is the significance of Jesus' interaction with Peter?

What is Jesus calling out in the disciples?

Jesus' Preparatory Empowerment Model

STAGE #3 : DEVELOP	STAGE #4 : SEND
JESUS, THE SUPPORTIVE COACH	JESUS, THE ULTIMATE DELEGATOR
<p>How Jesus Influences :</p> <ul style="list-style-type: none"> ▶ He delegates by _____ ▶ He allows them to _____ ▶ He helps them gain confidence in _____ ▶ He allows them to _____ 	<p>How Jesus Influences :</p> <ul style="list-style-type: none"> ▶ He spends his last hours with the disciples, thinking about their needs, not his own ▶ He models _____ ▶ He communicates both his _____ ▶ He calls them to the _____
MINISTRY TASKS INCLUDE CLARITY ABOUT :	
<ul style="list-style-type: none"> ▶ ▶ ▶ 	

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			
STAGE FOUR	Ultimate Delegator			

Case Studies

- 1 Josh is a rising senior and an incredibly gifted student. He takes a lot of initiative with people and is known for his creative and memorable teaching. In his three years on campus he has led in a variety of ways. He never loses his fervor to lead or have influence but has not entrusted leadership to the students around him. He views many of his peers in the fellowship as "lukewarm" Christians and does not think they are in a place spiritually to lead.
- 2 Stacy and Bill have been trying to build ownership of the small group they lead. Recently John who has been regularly attending the group since the start expressed interest in volunteering in a local soup kitchen. Other students in the group seemed to think this would be a good idea. Stacy and Bill delegate to John the task of contacting the soup kitchen and organizing the details of when the group could serve. John is excited, makes the necessary arrangements and announces to the small group the following week the date and time of when the soup kitchen needs them. He wants to get a count of who is going to come but isn't sure how to do that. Stacy and Bill begin discussing the scripture passage for the night and John assumes that there will be good group going as the other students seemed glad the small group was getting involved in the community through service. On the day the group is scheduled to go to the soup kitchen only one other person in the small group and Bill are at the meeting place. John is obviously disappointed. Stacy and Bill notice that he hasn't been to small group in two weeks.



DISCUSSION GUIDE

- 1 How would you go about influencing Josh?
- 2 What principle of leadership does Josh not understand?
- 3 What feedback would you want to give Stacy and Bill?
- 4 How might they have helped John? What could still be done?

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What is Jesus expecting from the disciples when he tells them to abide?

What is the significance of Jesus calling the disciples friends?

In John 13-17, Jesus is transitioning his ministry to the disciples. Everything he does in his last hours is meant to help the disciples carry on what he started and what they have been involved with already as his followers. Jesus unfolds all his secrets to the disciples so that they understand him more and feel empowered to do the mission he has called them to. Jesus models what he wants the disciples to model when he washes their feet—servant leadership. And Jesus wants them to influence out of their relationship with Jesus—the core of it being his love for them. Love is the primary motivator to any influence. Jesus calls them friends—because he loves them, because he knows their love for Him, because he has called them to a mission and equipped them to do it. They are not his servants in the mission, they are his friends, his partners. He is their Teacher, Lord, and friend. It's out of this that he calls them to obey Him, stay close to Him and love each other and His world.

What is the significance of Jesus' interaction with Peter?

What is Jesus calling out in the disciples?

After Peter has denied Jesus three times before the crucifixion, Jesus is now re-instating Peter. He wants Peter to know that he still has a mission that Jesus is calling him to. Of all the disciples Peter may have felt like he was disqualified from being a part of Jesus and yet Jesus affirms, blesses and sends Peter out.

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Jesus' Preparatory Empowerment Model

STAGE #3 : DEVELOP	STAGE #4 : SEND
JESUS, THE SUPPORTIVE COACH	JESUS, THE ULTIMATE DELEGATOR
<p>How Jesus Influences :</p> <ul style="list-style-type: none"> ● He delegates by sending them out to do ministry w/ clarity (Luke 9) <ul style="list-style-type: none"> a. Clear instructions b. Clear authority c. Clear expectations ● He allows them to develop competence (Luke 9) ● He helps them gain confidence in His authority (ex. the withered fig tree) ● He allows them to face their own short-comings (Mark 9:28-29) 	<p>How Jesus Influences : (John 13-17)</p> <ul style="list-style-type: none"> ● He spends his last hours with the disciples, thinking about their needs, not his own ● He models servant leadership ● He communicates both his love for them and He prays for them <p>He communicates with them what the relationship means to Him</p> <ul style="list-style-type: none"> ● He calls them to the mission and explains how they will be equipped for it

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STAGE TWO	Provocative Teacher	Uncover	Challenge	Wrestle
STAGE THREE	Supportive Coach	<u>Develop</u>	<u>Confidence (in God & Self)</u>	<u>Try</u>
STAGE FOUR	Ultimate Delegator	<u>Send</u>	<u>Mission</u>	<u>Go</u>

Further implications of the Preparatory Empowerment Model:

1. This is not personality driven. If we only work our personality, we will only reach certain types of people. Rather, this is situationally driven.
2. It is tempting to move too quickly into a delegation mode.
This approach is developmental if people are properly prepared to take on the mission, having gone through the other stages.
3. Coaching is key: helping people learn the *influence role* of their own mission and ministry.

Jesus' Preparatory Empowerment Model

Leader's Notes: We are not Jesus but we can learn from him. . 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. The key is figuring out what stage would be helpful with the people we are serving and leading.

Stage #3—As leaders we tend to jump to #4 and skip #3. Once we know people are willing to lead and have some gifts we send them to serve but they tend to need more from us in the beginning as far as hands on help.

Stage #4—Transitional leadership—the effectiveness of one's ministry is measured by how well it flourishes after your departure.

Case Studies

❶ Josh is a rising senior and an incredibly gifted student. He takes a lot of initiative with people and is known for his creative and memorable teaching. In his three years on campus he has led in a variety of ways. He never loses his fervor to lead or have influence but has not entrusted leadership to the students around him. He views many of his peers in the fellowship as "lukewarm" Christians and does not think they are in a place spiritually to lead.

Principle from Jim Collins in *Good to Great*: Clock builders vs time tellers. Time tellers are important because they know what time it is and can tell everyone what time it is but they are a one person show and once they leave there is no one to tell time. A clock builder realizes the important thing is not them but what they leave behind that can be sustained over time. The principle of multiplication is not something Josh cares very much for which will limit the influence he is capable of having because of his strong leadership gifts. Josh needs to see his influencing of students, even students who are "lukewarm" as part of his ministry, part of the legacy he is leaving to the fellowship.

❷ Stacy and Bill have been trying to build ownership of the small group they lead. Recently John who has been regularly attending the group since the start expressed interest in volunteering in a local soup kitchen. Other students in the group seemed to think this would be a good idea. Stacy and Bill delegate to John the task of contacting the soup kitchen and organizing the details of when the group could serve. John is excited, makes the necessary arrangements and announces to the small group the following week the date and time of when the soup kitchen needs them. He wants to get a count of who is going to come but isn't sure how to do that. Stacy and Bill begin discussing the scripture passage for the night and John assumes that there will be good group going as the other students seemed glad the small group was getting involved in the community through service. On the day the group is scheduled to go to the soup kitchen only one other person in the small group and Bill are at the meeting place. John is obviously disappointed. Stacy and Bill notice that he hasn't been to small group in two weeks.

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