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| An explanation of the basics of <i>Learn2Lead</i> – the what, why and how. | |

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| The first part of this manual is a toolbox of ideas that will help you as a tutor to run <i>Learn2Lead</i> . You do not have to do everything suggested but you will certainly find a number of useful ideas which will help you as a tutor. | |

| | |
|---|--|
| Part 2 | |
| The second part includes comprehensive notes that will help you run the group sessions. The pages from the student manuals are reprinted opposite presentation notes for the tutor. These include suggested answers to many of the questions in the student workbook and additional areas of discussion for your group. | |

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INTRODUCTION

What is *Learn2Lead*?

It is a training course based in local churches to prepare people for leadership in the church. It is an alliance between students (from the local church), tutors (from the local church) and the Fellowship of Independent Evangelical Churches (FIEC – providing training and materials) and can take up to two years to run.

Why *Learn2Lead*?

There are scriptural reasons for this kind of training.

Ephesians 4:11-16 with its emphasis on preparing God's people for works of service...

- the development of gifts
- growth in the whole body of Christ

John 15 with its emphasis upon fruitfulness...

- the need to grow fruitful leadership for the future
- training, guiding and stimulating growth

2 Timothy 2:2 with its emphasis on the gospel passing it on to others proactively developing others for future gospel leadership

And there are common sense reasons.

- leadership is an important issue in the unfolding story of the Bible
- the body of Christ needs good leaders of understanding and experience
- we should prepare people to take on leadership responsibilities rather than just letting them get on with it without instruction or help

Learn2Lead is not just a course; it's the beginning of a lifelong learning process for leadership.

Who it is for?

Any leader or potential leader, perhaps someone who will become a leader in the next five years.

Examples could include:

- home group leader
- youth leader
- Sunday School leader
- elder
- deacon
- specialist group leader – e.g. women's group, old folks, students

But as each track stands alone, there is no reason why you couldn't do the **Understanding the Bible** track, for example, with a wider cross section of the congregation.

What resources will be required?

Many of the resources needed to make *Learn2Lead* work are not tangible. They include a lot of time and effort, suitable students, a committed tutor, the encouragement of others in the church, preparedness to take a risk and leaders looking to the future.

Plus the more tangible:

- Student workbooks
- Notebooks
- Bibles
- Tutors Manual
- Somewhere to meet

What do students get at the end of the course?

The key thing that students will come away with is a deeper understanding of Scripture and the way in which the Bible undergirds all local church ministry.

There are no exams associated with the course but as some students may find the discipline of submitting assignments for comment a useful one, there is the option to submit the exercises set in the course books for marking.

The Open Bible Institute has agreed to mark folders of work from *Learn2Lead* students for a small fee. Any students interested in submitting work for assessment and certification should refer to the guidance on the Open Bible Institute website (www.open-bible-institute.org) or call the Open Bible Institute offices on 0845 225 0885.

How *Learn2Lead* fits with Other Training Initiatives

Learn2Lead is a "stand alone" course for potential leaders in the local church and so does not have to be followed-up with further study. But for those who need or wish to develop their understanding further, there are a number of options.

Prepared for Service

The FIEC runs a two-year leadership course called Prepared for Service (PFS), operating from centres in Reading and Sheffield. *Learn2Lead* is an ideal preparation for PFS.

Open Bible Institute

The Open Bible Institute offers a number of distance-learning courses for those looking to delve into various aspects of biblical studies, theology and ministry.

Details of both these further training opportunities can be found at the end of this manual.

The Tutor

Who? Perhaps the pastor or a member of the leadership team but primarily someone who can fulfil the training responsibility. Someone who has time not just for the group sessions (including the preparation for each meeting) but also to meet with individual students and possibly act as a mentor for each of the students.

The Role. Primarily the role of the Tutor is...

- **to facilitate** – helping students to learn and not to just tell them what to do or what they should know, and helping them earth what they have learnt into ministry opportunities.
- **to evaluate** – helping the students identify their strengths and weaknesses, helping them review their progress and ensuring that all leadership issues are dealt with biblically.
- **to stimulate** – encouraging and motivating the students to learn, helping them to look at further study or activities they can get involved in.

The Material**Subjects covered**

Within *Learn2Lead* there are five distinct but interwoven tracks...

| | |
|-------------|--------------------------|
| Track One | Understanding the Bible |
| Track Two | Understanding Doctrine |
| Track Three | Understanding Leadership |
| Track Four | Leadership in Practice 1 |
| Track Five | Leadership in Practice 2 |

The five tracks are listed opposite

TRACK 1: UNDERSTANDING THE BIBLE

Setting the Scene – Introduction to the Bible
Overview

- Unit 1.1 Origins – Genesis
- Unit 1.2 The Law – Exodus to Deuteronomy
- Unit 1.3 History – Joshua to Esther
- Unit 1.4 The Psalms
- Unit 1.5 Wisdom – Proverbs, Job and Ecclesiastes
- Unit 1.6 The Prophets – Isaiah to Malachi
- Unit 1.7 The Gospels – Matthew to John
- Unit 1.8 The Acts of the Apostles
- Unit 1.9 The Epistles – Romans to Jude
- Unit 1.10 The Revelation of John

TRACK 2: UNDERSTANDING DOCTRINE

- Unit 2.1 God – his being
- Unit 2.2 God – his character
- Unit 2.3 The Bible
- Unit 2.4 The Lord Jesus Christ – his person
- Unit 2.5 The Lord Jesus Christ – his death
- Unit 2.6 The Lord Jesus Christ – his resurrection and reign
- Unit 2.7 The Holy Spirit
- Unit 2.8 The Human race
- Unit 2.9 The Church
- Unit 2.10 The Future

TRACK 3: UNDERSTANDING LEADERSHIP

- Unit 3.1 Facing the challenge
- Unit 3.2 Meeting the mark
- Unit 3.3 Living the life
- Unit 3.4 Keeping the balance
- Unit 3.5 Leading the flock
- Unit 3.6 Working with teams
- Unit 3.7 Dealing with people
- Unit 3.8 Mobilising the members
- Unit 3.9 Coping with pressure
- Unit 3.10 Growing more leaders

TRACK 4: LEADERSHIP IN PRACTICE 1

Core Units: Introducing leadership in practice

- Unit 4.1 Using the Bible
- Unit 4.2 Hitting the target
- Unit 4.3 Caring for Individuals
- Unit 4.4 Building the team

Leading Meetings

- Unit 4.5 Leading a home group
- Unit 4.6 Leading God's people in worship
- Unit 4.7 Leading God's people in prayer

Evangelism in the local church

- Unit 4.8 Planning and preparing
- Unit 4.9 Developing a strategy
- Unit 4.10 Implementing the strategy

TRACK 5: LEADERSHIP IN PRACTICE 2

Children's and youth work

- Unit 5.1 Setting a vision
- Unit 5.2 Turning the vision into reality
- Unit 5.3 Doing the talk

Church leadership

- Unit 5.4 Developing an eldership
- Unit 5.5 Developing relationships
- Unit 5.6 Developing vision

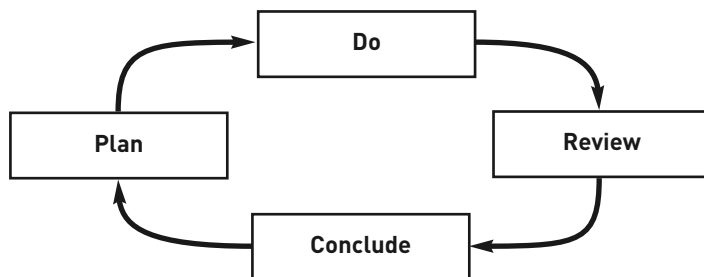
Preaching a sermon

- Unit 5.7 Defining the big idea
- Unit 5.8 Refining the big idea
- Unit 5.9 Presenting the big idea

RUNNING THE PROGRAMME

Understanding learning

Telling isn't training which means that *Learn2Lead* may be different from much of the teaching that goes on in your church. As a tutor you will want to ensure that *learning* takes place, that all types of learning styles are included in the training and that the learning comes to life in the lives of the students. This means following this learning cycle:



The Tutor's responsibility is to take the students through this learning cycle many times during *Learn2Lead* as they do things, review them, reach conclusions and plan ministry opportunities.

| | |
|-----------------------------|---|
| Do includes... | <ul style="list-style-type: none"> practical action ministry opportunities activities in the church individual exercises |
| Review includes... | <ul style="list-style-type: none"> reflection on past actions feedback asking questions like <ul style="list-style-type: none"> <i>What went well?</i> <i>What went wrong? Why?</i> <i>How can we do it better next time?</i> |
| Conclude includes... | <ul style="list-style-type: none"> developing ideas from the Review process seeking models from Scripture seeking models from life |
| Plan includes... | <ul style="list-style-type: none"> making an action plan trying new ideas putting the conclusions into practice |

Learning is not just completing one lap of the learning cycle; it is a continuous development through a learning spiral where one learning experience leads to another.

Here's an example of how the learning spiral works...

| Training to Lead a Prayer Meeting | | |
|---------------------------------------|----------|---|
| Lap One of the learning spiral | Conclude | <ul style="list-style-type: none"> study the Bible to see what guidelines there may be on how to handle a prayer meeting |
| | Plan | <ul style="list-style-type: none"> write down a list of guidelines based on the Bible plan an outline programme for the meeting |
| | Do | <ul style="list-style-type: none"> lead the prayer meeting |
| | Review | <ul style="list-style-type: none"> ask – what went well and why? What wasn't so good and why? |
| Lap Two of the learning spiral | Conclude | <ul style="list-style-type: none"> given what we've just learned, how might we do it better next time? discuss ways of involving more people in open prayer discuss ways of dealing with unusual prayer requests |
| | Plan | <ul style="list-style-type: none"> write a new outline programme for the meeting based on your conclusions |
| | Do | <ul style="list-style-type: none"> lead the next prayer meeting |
| | Review | <ul style="list-style-type: none"> go through the process again |

The learning spiral is illustrated in picture form on the opposite page.

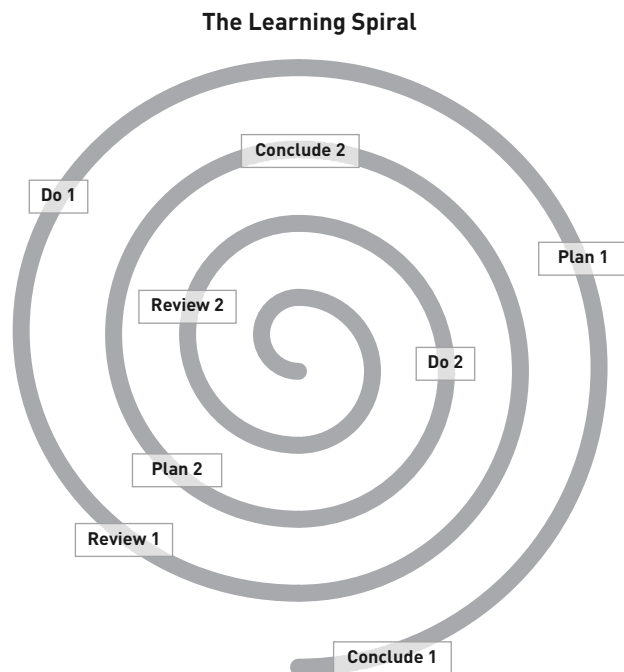
STUDENTS

Finding students

Church leaders have great responsibility in selecting suitable candidates for this course. *Learn2Lead* has been developed with the expectation that the students participating in the course will be of mixed ability but will all have some embryonic gifting in leadership.

The development of the next generation of leaders is important as it ensures the continuing growth of the church and the extension of the kingdom of God. Paul wrote both to Timothy and to Titus about the selection of elders. He gave a list of qualifications that can be related to everyone in leadership which act as a benchmark for those of us who should be looking for the next generation of leaders today.

It is not about finding people who will maintain the history of the church but people who will



lead God's people into the future. It is not about finding replicas of the present leadership but people who will bring their own God-given style of leadership.

Volunteers or conscripts?

Perhaps the emphasis should be more on students being identified by the church rather than on volunteering themselves. It is the responsibility of the present leaders to grow more leaders (see Unit 10 of the *Understanding Leadership* Track).

Sabbatical opportunity?

Completing *Learn2Lead* is quite a commitment in terms of time. Depending on how the course is run, there may be two hours a week in individual study, a three hour monthly meeting, and perhaps much more time in putting what has been learnt into practice through new ministry opportunities. Would it be possible to give each of the students a sabbatical from their normal church responsibilities – for some of the time at least?

Are they the right students?

Some issues that might help you recognise the right kind of students are:

- does this person show signs of the spiritual qualifications that will make them a leader?
- do they have a heart for others?
- what abilities do they possess which will be useful as a leader?

- will their personality strengthen their role as leader?
- what experiences have they had which would make them good leaders?
- do they show commitment to the ministry of the church now?

PLANNING THE PROGRAMME

Programme timetable

There are a variety of ways in which the programme can be offered. You can offer one track at a time or combine tracks into a fuller study programme. You can meet in the evenings, during the day or at weekends.

One tried and tested method is to establish a study group on one Saturday morning a month. Each morning session offering two main teaching sessions. In this way, tracks 1 and 3 can be completed within one year with one unit from each track being covered each month. Some churches have started the course in September thereby finishing before the summer in June.

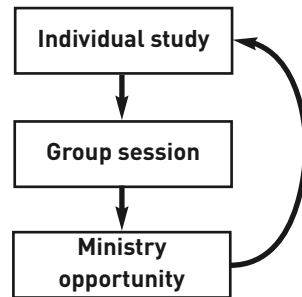
Timetabling the programme is your choice, but here is an example you could use...

| Month | Track One: Understanding the Bible | Track Three: Understanding Leadership |
|-----------|---------------------------------------|--|
| September | Origins – Genesis | Facing the challenge |
| October | The Law | Meeting the mark |
| November | History – Joshua to Esther | Living the life |
| December | The Psalms | Keeping the balance |
| January | Wisdom | Feeding the flock |
| February | The Prophets | Working with teams |
| March | The Gospels | Dealing with people |
| April | The Acts of the Apostles | Mobilising the members |
| May | The Epistles | Coping with pressure |
| June | The Revelation of John | Growing more leaders |

Others have found it beneficial to teach the *Understanding the Bible* and *Understanding Doctrine* material to the whole church – perhaps in home groups – and to complete the three leadership tracks with a smaller group over two years. The course is designed to be as flexible as possible.

Three element process

There are three parts to the training included in *Learn2Lead*. You are responsible for all these stages of learning and helping the students to complete all parts of the learning cycle.



Session plans

In the context of a monthly meeting, it is envisaged that the group session could last for three hours and look something like this:

1. Review ministry opportunities since the last group session
2. Understanding the Bible (Track 1)
 - review of individual study
 - discussion of selected questions
 - identify any ministry opportunities
 - preview of next study

Refreshment break

3. The Principles of Leadership
 - review of individual study
 - discussion of selected questions
 - identify any ministry opportunities
 - preview of next study
- Plan ministry opportunities for the coming weeks

If the same routine is followed every month it may become a little repetitive so think about ways of making each session slightly different. There are lots of ideas in the next section.

Introductory session

A meeting before the course starts is essential and should include some of the following elements:

- discussing course expectations
- getting to know each other
- engaging in a few ice breakers
- describing the objectives of the course
- explaining what needs to be done before the first session

- explaining what each student can bring to the course
- discovering what everyone hopes to get out of the course
- answering any concerns people may have about the course
- and all over a meal!

DELIVERY OF LEARN2LEAD

Ice-breakers

The purpose of ice-breakers is to stimulate people to talk and listen to each other, to relieve tension at the beginning of a session, to create the right kind of atmosphere for learning and to help develop open and honest relationships within the group. The ice-breakers should always include everybody. That means you as the tutor as well! Here are some examples although you can make your own up.

- Ask everyone in the group to describe themselves with an adjective that starts with the same letter as their name i.e. Rational Richard, Belligerent Barbara, Peculiar Paul, Maternal Maria.
- In pairs ask the group to share memories about warmth...
 - How was your house heated when you were seven?
 - What was the centre of warmth for you at that age? (i.e. a person, pet, place, toy, the item you needed for security)
 - When did God first become warm to you? (ie: when were you first aware of his reality?)
 - Share back memories to the whole group, perhaps with pairs reporting back for each other.
- Have a number of magazines or pictures available and ask each person to find a picture that best describes how they feel at the moment. Each member of the group then reports back to the group.
- Ask everyone in the group to tell the rest of the group one thing they love and one thing they hate.
- In pairs ask the group to find three things they have in common (not the obvious ones like the same church or the same neighbourhood). Ask each pair to report back to the group. See if there is one thing that the whole group has in common.
- Ask everyone in the group to tell the rest of the group about the most important year in their life. Try to keep the group from the obvious of when they became a Christian.
- Ask everyone in the group to tell the rest of the group something about themselves that nobody else knows. (This could be included later in the course as the group get to know each other better).

Helping others to learn

Learning is a natural process and you cannot expect people to change overnight. Different people learn in different ways and at different speeds, so it is not appropriate to compare one person's learning with another. If you look at your own life and see how long it has taken you to learn certain lessons you will understand this. Learning cannot be rushed.

Creating the right atmosphere

Training a group of people together is as much an act of fellowship as a prayer meeting and so it is important to create an environment where people feel comfortable and able to be themselves – a

place where they can say when things are difficult and admit when they don't understand. Try to create this atmosphere right at the beginning of the course.

Colossians 3:12-17 describes what this atmosphere should be like:

Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful. Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom, and as you sing psalms, hymns and spiritual songs with gratitude in your hearts to God. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.

Basically you need to model this by:

- **developing honesty.** Sometimes you may have to say you don't know
- **being open about your own failures** and successes, doubts and fears
- **maintaining confidentiality.** There are some things that should not be repeated outside the group
- **encouraging students at all times** by affirming and congratulating within the group
- **if there is a need to rebuke an individual,** doing it in private.

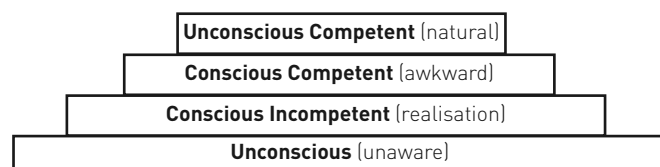
Emphasis upon the needs of students

As a tutor you are not involved in training for your own benefit, although we believe that the Lord will bless you and encourage you in this vital work. You are involved in *Learn2Lead* for the benefit of the students. Remember...

- the strong should help the weak
- each student is different
- accept different ways of doing things
- the Bible is your yardstick – it determines whether something is wrong or right
- don't be swift to make judgements of others

Recognising where the students are at

In the following model, an experienced leader is at the top of the steps and the students are near the bottom. They are not aware of the mistakes they might make but they need to learn through them. You may have already learnt by your mistakes and much of your leadership now comes naturally. You are responsible for helping your students climb these steps...



Explain this concept to the students in terms of driving a car:

- the unconsciously incompetent has never sat in the driver's seat and no idea what's involved in driving a car;
- the consciously incompetent has just completed his/her first driving lesson – they are now fully aware that they haven't got a clue how to drive
- the consciously competent has just passed his/her driving test – they know how to drive but it isn't coming naturally – yet!
- The unconsciously competent – that's you after all these years!

Coping with different types of learners

Learn2Lead has been designed with the aim of making it accessible to everyone and written with all types of learners in mind. Generally there are four types of learners. Some learn best...

- **by doing** – Luke 10:1-17
- **by reviewing** – Mark 6:30-31
- **through discussing concepts** – Matthew 5 to 7
- **by experimenting** – Mark 9:14-32

It is important to know what type of learner you are so that you don't just train others the way that you learn best. You will also need to think of these four types of learners when you plan your training. Revisit "Understanding Learning" earlier in this section.

What to do with under- and over-performers

Each of the students you will be working with is different. Some will over or under perform against the average of the group. This may be because, given their learning style, they may find some aspects of *Learn2Lead* easier or harder than others. To cope with this you should...

- deal with each student as an individual
- have individual tutorials with each member of the group perhaps once a quarter
- avoid comparing one person with another in terms of performance

If you are really having difficulty with one of the students then give them some feedback but be careful how you do this. Follow the guidelines in "Giving Feedback". If there is one student who wants to do more than the course requires encourage them to do further study.

Leading discussion

Much of the group session work will involve discussion and there are lots of questions included in the student's workbook which lend themselves to discussion in the group(s). When leading discussion remember to...

- provide a clear definition of what is being discussed
- provide the initial stimulus for discussion
- encourage a free flow of discussion
- allow silences
- help people to listen and reply

- encourage understanding
- refrain from imposing your own ideas
- summarise group findings.

Discussions are best when the leader uses open questions that invite longer interpretative answers, rather than just 'yes' and 'no'. These usually begin with What? Where? When? Who? Why? How?

Here are some ideas you may be able to incorporate into your programme...

Discussion

Discussion can include...

- pairs/small groups moving into a plenary session for feedback
- student-led discussion
- two groups exploring pros and cons to sharpen the 'argument'
- going round the group to canvass opinions
- issuing students with five tokens – to speak, they have to hand their token in.
- use of a speaking stick – you can only talk when you've got the stick; if you haven't got the stick you have to listen
- appoint an agent provocateur
- guillotine debate where you've got one minute to speak.

Role Play

Role play can include...

- re-enacting a scene
- asking how the characters felt
- rehearsing what you'd say when...

Case Studies

Case studies can include situations which are either real or imaginary...

- how would you deal with this situation
- what would be your advice here?
- how would that change if...

Here's an example – You're walking along a beach in California with your digital camera when you see someone who looks remarkably like David Beckham drowning in the surf. What would you do?

Dive in to rescue him? Or take the photograph that would make you a millionaire? Now add a touch of extra spice. Would the situation be any different if your name was Victoria Beckham?

- Trawl news programmes, magazines and your own personal life for case studies but just watch any confidentiality angles in using local material. Can you use video clips or music lyrics?
- Look out for Moral maze-type scenarios. You will find good talking points in most daily newspapers, and there is normally a good discussion issue in *The Week*.
- You can also ask students to bring along material which they think illustrates particular issues.

Use of Visitors

You could...

- 'grill an expert'
- invite a visitor to make a presentation or share some testimony
- invite the group to make the presentation and ask the visiting expert to respond to it
- use the visitor as a consultant on some particular project
- invite two visitors to express divergent views
- Why not invite a visitor you trust from another type of church or denomination... or a non-Christian?
- Encourage the students to be visitors – attend another church... visit someone at their place of work. Find out what it's like.

Brainstorming

Brainstorming can include...

- taking all answers
- inviting the group to work in small groups
- brainstorming the pros/cons of an issue... or the worst case scenario and how to avoid it
- filtering the answers – vote on priorities – pick the best idea from the bunch
- asking big questions – where do we want to be in five years? What steps do we need to take to get there?
- inviting the group to conduct a SWOT analysis – strengths... weaknesses... opportunities... threats.
- asking for synonyms... definitions... word associations

Exercises

Exercises can include...

- re-branding – invite the group to 're-brand' their church. What issues would we wish to emphasise? How do other people perceive us?
- making presentations on the basis of questionnaires, surveys, statistical information available from local councils etc
- taking a Bible passage – how would you convey the information in the text using different media?
- the use of mind-mapping

Games and Ice-breakers

These can be useful in the right situations – at the start of a course... when you have sufficient time etc

- build a paper tower
- use a game like *Taboo* to communicate a message clearly without slipping into jargon. Get the students to invent some rounds themselves
- You'll find lots of ideas on the 'net.

The key point here is to work hard at drawing out the lessons. Avoid competitiveness... encourage cooperation.

Korma or Vindalu?

Variety is the spice of life but... make sure the sessions are not so different each time that there is no sense of familiarity as this may stop the students from feeling relaxed and could hamper the discussions.

Include prayer as an essential part of the session – not just a momentary acknowledgement of God at the beginning or the end. Encourage the students to pray about each other's needs and rejoice together as they see God at work in each other's lives. Parts of the course will touch the personal lives of the students and this also provides opportunities for ministry in prayer.

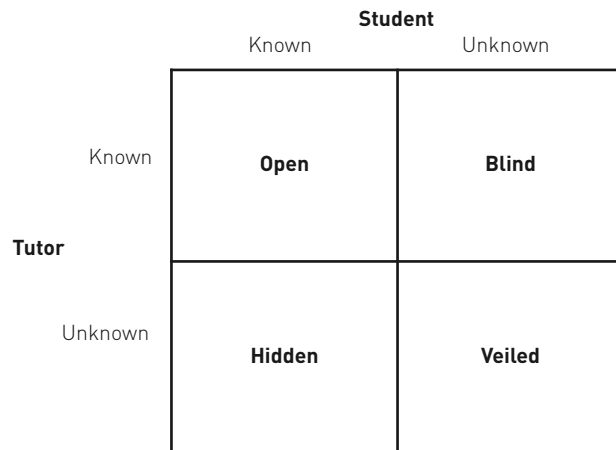
Reviewing activities and progress

Part of the learning process is to review past activities. This can be done by simply asking questions like...

- what happened?
- what went well? Why?
- what didn't go so well? Why?
- what will you do next time?

Giving feedback

There will be times when students will expect you to give feedback. This can be difficult as there may be some tough things to say and some issues that you are not even aware of that will be discussed. Giving and receiving feedback can be described by this diagram.



The diagram concentrates on the development of the student as a person and contains four quadrants.

- **Open** – these are things that are known by both the student and the tutor. The size of this quadrant expands as the levels of openness increase within the relationship.

- **Blind** – this quadrant contains aspects of the student known by the tutor but not yet to the student – a series of “blind spots”. If feedback is sought by the student then it is in this area that you can give some insight. Deal with this sensitively as the student is unaware of what is in this quadrant and may be in for some surprises (and shocks). You need to consider issues like...

- should this be dealt with in private?
- don't exaggerate
- describe, don't condemn
- don't use labels
- focus on behaviour not personality
- be specific
- let the student have their say
- be constructive
- always pray together.

- **Hidden** – there are many things that you do not know about your student and part of your role is to get to know and understand them better. The student will only open up to you if they feel confident in you and your integrity.

- **Veiled** – there is much in the life of the student that neither you nor they know about. This is the quadrant of which only God is aware. However, it will become smaller during *Learn2Lead* as the student finds out new things about themselves and you are able to guide them into new areas of ministry.

External feedback

Before beginning their studies, students should be informed of the fact that they are able to submit work for marking to the Open Bible Institute. If students are interested in this option, please encourage them to keep their answers to all the coursework exercises neatly in a folder. This folder can be sent to the Open Bible Institute offices at the end of the track with the appropriate marking fee.

Receiving feedback

It is important that during the course you receive feedback about how things are going. This may be a way of evaluating the course but will also enable you to explore some of your own blind spots (those things known to your students but not known to you). We suggest that you regularly review the course and that you do this by asking questions like these....

- What have you found most useful?
- What have you found least useful?
- What changes would you make to the course?
- How do you feel you are progressing?
- What problems do you foresee?
- How can I as the tutor help you more?
- What specific things have you learnt about the current Track(s)?
- What other feedback would you like to give?

This review could be done in various ways...

- at individual tutorials
- as a group discussion
- on paper as individuals
- on paper as a group (having the questions on flipcharts around the room which are completed by the group)
- as a small group discussion followed by feedback to the whole group
- as a discussion led by one of the students
- as the group create their own review questions and answer them.

When receiving this feedback

- be open and not defensive
- listen and clarify if need be
- seek specific suggestions
- put valid suggestions into practice as soon as you can.

The *Learn2Lead* team would value receiving any feedback about the programme, so please forward any information that we would find useful as we develop the course to:

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PRACTICALITIES**Finance**

With all training there is inevitably a financial cost and for *Learn2Lead* this includes the student workbook, this manual, the tutor's seminar and other costs of individual study and the group sessions. Here is an opportunity for the church to sponsor individuals going through the course. This would show a commitment towards the next generation of leaders not just financially but in terms of personal care for the students as they undergo this important and demanding work.

Meeting place

The group sessions need to take place in a warm, relaxed, friendly and welcoming environment with enough room for movement as there may be some tasks to complete in smaller groups. There will also be a need for some written work to be done during the session, so ideally you will need that unique combination of a classroom and lounge!

Encouragement from the church

The students will need the support and encouragement of the whole church. For this the church will need to know what *Learn2Lead* is all about. Your responsibility is to do this as far as you can through the normal channels of communications – e.g. magazines, services, church meetings, home groups.

During the course, many of the students will be trying spheres of ministry which are new to them and will require the encouragement of the church. Mistakes are inevitable and positive feedback rather than criticism is essential. *Learn2Lead* could be an opportunity for teaching on 'encouraging one another' for the whole church through Sunday preaching or home group studies.

Managing expectations

Taking a group of students through *Learn2Lead* will create a number of expectations for groups within the church. These need to be managed...

- **Students are being prepared for leadership but will not automatically become leaders at the end of the course.** This should be made clear at the beginning but please review this as the course progresses and as the students learn new things about themselves. This should be an item discussed at individual tutorials.
- **Existing leaders may feel threatened by *Learn2Lead* as they fear that they may be pushed out of their jobs.** The course is part of the preparation for the future leadership of the church and succession planning (finding people to take on leadership in the future) plays an important part of this. You might find it useful to invite leaders to the group sessions so that they feel that they are being involved in the course and sharing their own experience and wisdom. If you do this make sure that they have a role to play, like leading a discussion on a particular point, rather than just coming to the group to observe.
- **The church will need to allow things to be done differently as the students stretch their wings.** They will also see one of their leaders (you, the tutor) being more involved in the *Learn2Lead* group and so you may need to be released from other responsibilities. These tasks must be taken up by others. Try to include as many members of the church as possible in *Learn2Lead*, so that developing leadership becomes an integral part of church life.

Prayer

A good way of including as many members of the church in *Learn2Lead* is by asking for two or three prayer supporters for each student. They could meet occasionally to pray together but the prayer supporters would commit themselves to regular individual prayer for the students during the two years of the course. The students would need to keep their prayer supporters up-to-date about the course, how things are going, ministry opportunities etc.

SUPPORT**For individual students**

Including church leaders in the course and ensuring that the students are well supported can be achieved by each student having a sponsor (from the current leadership) who could:

- pray for the student
- offer feedback
- help think through issues raised during the sessions
- provide help and assistance
- act as a sounding board.
- This is a relationship that will be as rewarding for the leader as for the student.

For the tutor

You will not be on your own. First of all you should seek support from the leadership team of your own church. In addition both the *Learn2Lead* team at FIEC and the Open Bible Institute team are here to help you as much as possible.

INTRODUCING LEARN2LEAD INTO YOUR CHURCH

Benefits of *Learn2Lead*

Before launching *Learn2Lead* in your church it would be helpful to think through the following questions with the leadership and the church as a whole. This would be a good preparation for the introduction of the course. Before asking the questions you will need to give an explanation of the course to the church. The notes in the Introduction will give you some help with this.

- how will the student benefit from *Learn2Lead*?
- how could the church leaders benefit from *Learn2Lead*?
- how can the kingdom of God benefit from *Learn2Lead*?
- what concerns will your church have?

Next Steps

To create an action plan you need to consider questions like...

Finding students

- how will you get the right students onto *Learn2Lead*?
- do you need to create an application form?

Preparing the church

- does the church membership know what *Learn2Lead* involves and what their role is?
- how can you prepare the church to know what to expect?

Developing support

- who will sponsor each student?
- who will be supporting you?
- are the financial issues dealt with?

Liaison with the leaders

- how will you liaise with the church leaders during the course?
- how will you get them involved in some of the group sessions?

Dealing with other issues

- can you anticipate any concerns that the church might have?
- how will you deal with them?

Introductory session

- when and where will this happen?
- what are your plans for this first meeting of the students?

In a different context, Jesus said, 'Now that you know these things, you will be blessed if you do them' (John 13:17). What *Learn2Lead* offers is the opportunity to raise up the next generation of Christian leaders. It demands an enormous investment of time, energy, love and prayer; it will generate rich dividends that may far surpass your wildest expectations.