

Table of Contents

Version 5.0

Key Facilitator Differences: Face-to-Face vs. Online Workshop	2
Key Differences for Participants	2
Module I: Welcome, and The Heart of a Serving Leader	3
Module II: Way of the Carpenter (WOTC) Model – Learning/Goal Setting and Evaluating	6
Extra notes on becoming a Master/Teacher Carpenter	13
Module III: WOTC Model - Adapting Leadership Strategy	14
Module IV: WOTC Model - Developing Self, Practice Coaching, and Partnering	. 18
Timing Guide for the Way of the Carpenter Workshop	25
Facilitator Introduction and Guidelines	30

Color Key in the Guide Abbreviation Key in the Guide

Breakout Groups in Green FM# = Face-to Face Facilitator Manual Page #

Videos in Blue WB# = Encounter Workbook Page #

Polls in Purple PPT # = The Related Powerpoint # to Be Shown

Text Chat in Red

Total Time for Module in Yellow

Key Facilitator Differences: Face-to-Face vs. Online Workshop

Parameter	Face-to-Face	Online
Duration	6.5 hours (not including breaks)	7 hours
Suggested Session Flow	1 eight-hour day with breaks and lunch, or two half days	Two 3.5-hour sessions (w/ a 15 minute break), or four 90 minute sessions (no breaks)
Recommended Facilitator #	1 to 2	2
Administrator (Producer) (This person handles technical d	Optional etails – polls, breakout rooms, vide	1-2 strongly recommended eo challenges, etc.)
Facilitation Differences	More group and partner exercises (less large group)	Less group and partner exercises (more large group)
Creativity Required	All exercises and activities carefully scripted	Some creativity required for "unique" exercises
Practice/Prep Time	2 hours per class hour	3 hours per class hour

Key Differences for Participants

Parameter	Face-to-Face	Online
Pre-Encounter Call/Meeting	Not required	30-minute orientation suggested
Participant Requirements	No equipment required	Laptop, good internet connectivity, quiet environment (home or office)
Technology Familiarity	Use of PPT	Basic understanding of computer usage and Zoom (or similar platform)

Module I: Welcome, and The Heart of a Serving Leader

#	Topic/Activity/Instructions:	FM#	WB#	PPT#	Time
1	Welcome participants – thank them for joining			1	7
	Introduce facilitator(s) for training				
	Give brief LLJ background, and how the Way of the				
	Carpenter content fits into the LLJ curricula				
	Confirm all have workbooks and coaching guides.			2	
	Share workshop guidelines; Pray and commit the workshop to God. Introduce online tools –			2	
	breakout rooms, polling, text chatting, and video.				
	Let's watch the first video right now. Play the			3	5
	Intro Video: The Way of the Carpenter (4:20)			3	3
2	Outline of the Workshop		1		3
	Cover the Outcomes and four modules. Encourage				
	participants to pick out 2 important ideas from this				
	page for them to focus on during the day.				
	Ask participants to write these four things on a blank page in the front of their notebook:				
	1) Your organization,				
	2) your role in the organization,				
	3) how long you've been a leader/mgr. of people				
	and 4) your two goals for the workshop				
3	Get acquainted w/ participants in breakout groups.			4	
	- 3-4 participants in each breakout room. I will				1
	suggest a group leader for each discussion –				
	leaders, work the group through the exercise or questions, watch the time, and be prepared				
	to give a brief synopsis to the whole group.				
	- "Leaders, you will get a 60 second warning				
	when you'll be pulled back to the whole group.				
	- For this first discussion, each person share in				
	about 90 seconds the information you've just				
	written in the front of your workbooks:				
	name, location and organization, role in the				
	org., how long you've been a leader, and several goals you have for this class. Group				
	leader is the person whose first name is				
	closest to the beginning of the alphabet.				
	Leaders note that there'll be NO group leader				
	reports this time. You will have 8 minutes"				8
	(Press "Join" to move to the breakout room.)				

	What God's Word Says	4		3
4	Say: Let's begin by thinking about "What God's	_		J
•	Word Says" about this subject. Please turn to page			
	4 in your workbooks. Let's have a volunteer come			
	off mute and read this page aloud to the group?			
	Who would do that?" (Reading)			
	So in summary, our purpose in learning the Way of			
	the Carpenter is to "serve and love one another" –			
	as Jesus' commands.			
5	Leadership Matters Video (2:10)	5	5	5
	In a moment we'll see a video on why leadership			
	matters. If your last name begins with A-M, as you			
	watch listen for the outcomes and characteristics of			
	misguided leadership; those whose last name			
	begins with N-Z listen for the outcomes and			
	characteristics of Jesus-like leadership.			
	(Play the video). First group text chat some of your			
	findings, (read them to the group). Second group			
	text chat some of your answers. "A major purpose			
	of this session is to develop Jesus-like leaders."			
6	Leadership Matters: LLJ Principles	5	6-10	8
	After watching and debriefing the video, explain the			
	LLJ definition of leadership, the two outcomes of			
	"Edging God Out" (pride and fear) and the two			
	outcomes of "Exalting God Only" (humility and God-			
	grounded confidence). Have participants fill in			
	blanks in their notebooks as they follow along.			
	Note: If you have Leadership Encounter graduates,			
	ask for some feedback on the importance of this			
	topic (pride/fear vs. humility/God-grounded conf.)			
	and what it meant to them in the workshop.			
7	Leading from a Heart of Service video (5:25)	6		8
	Encourage participants to take notes on page 6.			
	Play the video. Ask for their insights.		11	

8	Leading Like Jesus In Your Organization Allow several minutes for participants to answer the 3 questions, and get several responses. Give participants 90 seconds to capture some ideas they'd be willing to implement to strengthen their team, organization, ministry – even their family. Read Ken Blanchard's quote at the bottom.	6	6
9	Leadership Effectiveness Analysis Read the instructions for completing the Effectiveness Analysis, and allow participants 3 minutes to complete it. Tell them to be honest in responding. Upon completion, tell them that this workshop will address all of these areas. They should be sure to find ways to fully utilize their strengths. Also, during this session, they should pay special attention to those areas in which they can grow.	7	3
10	Discussion Questions breakout group: Appoint a new group leader (person with the most years of experience in their current organization.) In the group discussion, allow each person 90 seconds to answer question 1, and then spend the balance of the time on questions 2 and 3. Debrief the exercise by getting several responses to questions 2 and 3.	8	2
	Closing Let participants know that this first module was designed to set up the introduction of the people development model we call The Way of the Carpenter. Module Two will explain this model of people development and help us learn the first two tools of a Jesus-like leader. Remember one of the key points of this first session as we move forward - that it is critical for any leader to have a transformed heart, operating out of humility and God-grounded confidence, in order to develop the best relationships and get the best results.		1
	67 minutes total time for Module I Take a 13-minute break here.	12	13

Module II: Way of the Carpenter – Learning/Goal Setting, Evaluating

#	Topic/Activity/Instructions:	FM#	WB#	PPT#	Time
1	Welcome participants back and introduce the session. Ask participants to text chat one important idea they learned or had re-affirmed from Module 1. Read and comment on their responses. Introduce Module Two.		9		3
2	The Way of the Carpenter Model video (3:25) Now we will introduce the model we'll be working with. Take notes on page 10 as you watch the video. Play the video. Ask a volunteer to share an experience they have – either their own or someone they know – in becoming a craftsperson – a potter, woodworker, sculptor, plumber or seamstress. What was the training like in going from a novice to a teacher? Be prepared to share an example if none are given - See the Carpenter example in this guide on p. 11.		10	13	8
3	The Way of the Carpenter Model Reinforce the video message by sharing the four developmental steps, and the corresponding strategy the leader provides for each step. Share how Jesus was the master leader in developing His disciples, and that we'll be learning from Him today.		10	14	3
4	Four Tools of a Jesus-Like Leader Introduce the four tools we'll be exploring in the Way of the Carpenter process: Learning and goal setting, evaluating developmental step, adapting leadership strategy to the step, and developing leader performance. Read through and highlight key points		11	15	3
5	Determining Key Job Tasks Before we begin examining the first tool of a Jesus- like leader, let's think about the people we lead and the jobs that they perform. An important first step to implementing this model is understanding some of the goals and tasks that make up each job function. Explain the exercise on page 12: Choose an important job in your organization, and list five of the key tasks of that job. Write the name of a team member who does that job. Give participants four minutes to complete.		12		4

6	Tool # 1: Learning and Goal Setting	13-14	7
	Share that the first tool we'll be exploring is		-
	learning about team members and helping them		
	set goals. Refer to the SMART goal model and		
	share that we'll be examining the characteristics of		
	each part of the model, along with some examples.		
	Read the two bullet points under specific and the		
	example (or have a volunteer read), and then say:		
	"Notice how the goal is Specific (# of pages) and		
	dated. Use the same process for moving through		
	SMART – read a section and then comment:		
	Measurable - "Make sure the goal has concrete		
	targets such as \$, weight, %'s, distance, time, etc."		
	Attainable - "Notice that the example contains		
	items the participant can control – 'I will complete'		
	rather than saying 'I will get the job by (date).'		
	Getting the job may not be totally under the control		
	of the individual him/herself."		
	Relevant – "Too often goals are set for the benefit of		
	someone else or the organization. Assure that the		
	goal is meaningful/motivating for the team member."		
	Time-Bound – Good goals contain a date for		
	completion, to keep the process moving forward."		
	(Note to Facilitator) Two important points to be		
	made about SMART goals include these:		
	1) The most critical elements of writing a good goal		
	include S and T. IF the goal is both (S)pecific and		
	(T)ime-bound, it will most likely be measurable.		
	2) While (A)ttainable and (R)elevant are important,		
	they don't necessarily have to be written – but they		
	should be considered or discussed.		
	Poll: Whose responsibility is it to determine and		
	write goals? Leader, team member, or both? After		
	reading the responses, reveal the answer - BOTH.		
	The exception is when the team member is new.		
7	Remember	14	3
	Ask a volunteer to read the three paragraphs at		
	the bottom of page 14. Tie together the importance		
	of a leader balancing team member's goals with		
	organizational goals, and the importance of		
	understanding team member's behavioral style in		
	reaching their goals. Point out how Biblical DISC		
	can help team members understand each other		
	better and work together more effectively.		

8	Writing SMADT Cools	15		3
0	Writing SMART Goals	15		3
	Allow participants 3 minutes to write down a goal on			
	page 15. Initially they should write the goal without			
	concern for the SMART formula – just write an			
	important goal for the job of their team member from			
	the previous page. In a minute they'll be given the			
	chance to make their goal SMART.			
9	Goal Setting refinement in breakout groups	15		12
	Have each person share the goal he/she wrote.			
	Have the other participants give feedback on how to			
	refine the goal by applying the key elements of the			
	SMART goal process.			
	Encourage group leaders to manage the time so			
	1			
	each participant has a chance to share and refine			3
	one goal (about 3 mins. per person.)			3
	Back in the large group, ask several volunteers to			
	share a SMART goal with the group, and encourage			
	any further suggested refinements to their goal.			
	Emphasize that Tool # 1 is critical to the entire			
	WOTC process – having specific goals for the team			
	member creates focus and motivation!			
10	Tool # 2: Evaluating Developmental Step	16	16-18	7
	Share that the second tool of an adaptive leader is			
	evaluating the developmental step of the team			
	member. Explain the terms skill level and dedication			
	as shown on the PPTs. Ask them to text chat their			
	answer to this question: "Who is responsible for			
	evaluating skill level and dedication. After reading			
	responses, reveal the answer - both. (The exception			
	is when danger or high cost is involved.)			
	Walk participants through the diagram at bottom of		19	
	, ,		13	
	the page, showing the amount of skill and dedication			
	that is present in each of the developmental steps.			
	Based on this concept, tell participants you are			
	going to mention several tasks and have them rate			
	their developmental step. The rating scale is as			
	follows: N=Novice, A = Apprentice, J = Journeyman,			
	Your step of development on the following:			2
	 Changing a flat tire 			
	 Cooking and serving a dinner for 6 			
	 Teaching another to download and do a simple 			
	application on a phone app			
	T = Master/Teacher. Poll or text chat: Your step of development on the following: - Changing a flat tire - Cooking and serving a dinner for 6 - Teaching another to download and do a simple			2

11	Workshop's SMART Goal		20	2
	Share the SMART goal for the workshop: to teach			_
	another person to download and use a phone app,			
	advancing one level. This will be used only as a			
	metaphor – what is it like for someone to go through			
	the various steps of development as they learn a			
	new task? Because some people struggle with			
	technology in general and phone apps in particular,			
	this metaphor provides participants with many of the			
	thoughts/feelings of someone learning a new skill.			
12	Posters Overview: 4 Developmental Steps	17		5
	Tell participants that they will be determining their			
	own developmental step as it relates to the skill of			
	teaching someone to download and use a phone		21	
	app. Encourage them to turn to pages 18-21 in			
	their workbook.			
	There they'll find four posters that correspond to the			
	four steps of development: novice, apprentice,		22	
	journeyman and master/teacher. Show slide 25 –			
	what step is this paratrooper on? (Wrong gear, but			
	excited and ready to go = Novice!) Explain briefly		23	
	the content on the Novice poster on page 18:	18		
	1) The skill level and dedication level of the			
	performer, based on his/her own reflection and/or			
	the observation of the leader			
	2) The words someone at this step might use to			
	describe themselves, their performance and/or their			
	interest in and excitement about doing the task			
	 The feelings and thoughts the performer may have at this point in their development 			
	4) The general characteristics of someone at this			
	step in their development.			
	Give participants 3 minutes to examine the next 3			3
	posters – Apprentice, Journeyman and	19-		
	Master/Teacher. Their task is to now examine the	21		
	four posters and choose which one best represents			
	their skill level and dedication in teaching another			
	to download an app – novice, apprentice,			
	journeyman or master/teacher?			
	Have them write their answer on page 17.			
	- By a show of hands, how many are at the novice			
	step when it comes to teaching another to download			
	an app? (Pause) Apprentice? Journeyman?			
	Master/Teacher?			

13	Five Key Questions when Evaluating	22		2
	Briefly cover the five key questions a leader should			
	consider when evaluating developmental step.			
	Read the reminder at the bottom of the page.			
14	The Developmental Step of the Disciples	23		1
	"Throughout this workshop, we'll be watching			
	videos from the Visual Bible that illustrate Jesus			
	interacting with the disciples. These videos were			
	chosen because they are scripturally accurate,			
	using the language of the NIV Bible. Although the			
	video quality is outdated, the message and			
	modeling of Jesus is as relevant today as it was			
	2,000 year ago. Let's watch			
	as Jesus models the Way of the Carpenter."			
15	Matthew 4:18-22 Video (2:07)	23		
	In this first video, Jesus is calling the disciples to			6
	follow Him. Use page 18 for clues as to why the			
	disciples were at the Novice step.			
	Play the video.		24	
	Ask the first question about how novices behave			
	and get several responses: (disciples were eager,			
	optimistic, and willing to risk trying something new.			
	They were also clueless about the difficulty of			
	becoming fishers of men!) Ask participants to			
	respond to #2 by text chatting: "What are some of			
	the tasks the disciples needed to learn to become			
	fishers of men?" (Healing the sick, casting out			
	demons, preaching the word, etc.) Get several			
	responses to their skill level (#2) and dedication			
	(#3). Reinforce the point at the bottom of the page			
	Note: Occasionally participants object to how Jesus			
	looks or how He's portrayed in the film. To counter			
	any potential arguments, say something like this:			
	"Please look beyond the Hollywood portrayal of			
	Jesus and the disciples. Instead, pay close attention			
	to how you can learn and apply the techniques from			
	the workshop based on these Visual Bible clips.			

16	Workshop Task Metaphor	24	25	2
	Explain again the goal we'll be using as a			
	metaphor in this workshop – teaching another			
	person to download and use a phone app. Share			
	that the purpose of this is for them to experience			
	what it's like learning a new task. Their first			
	assignment: to determine the developmental step at			
	app teaching for each of their group members.			
	(Note to facilitator: If it doesn't work to use this as			
	a metaphor here, choose another task that could be			
	used as a metaphor in the session. It might be a			
	common day-to-day task (cooking, repairing, etc.) or			
	a specific job-related task. (Another task that we			
	often use in face-to-face classes here is that of			
	juggling three scarves.)			
17	Determining Developmental Step of Team	24	25	1
	Members			
	Teaching in breakout groups – Part I			
	In a moment you'll be going into your small groups,			
	typically in groups of three. Each participant should			
	work with one other person to teach them how to			
	download a new app on their phone as follows:			
	-Find an app you use on your phone that your			
	partner does not know about or use – for example a			
	Bible app, a calendar app, foreign language app,			
	hotel reservation app, etc.			
	-Teach your partner how to download that app and perform a simple application on their phone			
	-The other(s) in the small group will serve as			
	observers in this process			
	Observers, use pages 18-21 to identify the			
	developmental step of the participant			
	performing this task of teaching their partner			
	to download/use the app - – a novice,			
	apprentice, journeyman or Master/Teacher			
	If time permits, each person should take a turn at			
	teaching, learning and observing – taking 2.5 to			
	three minutes per round for teaching and identifying			
	their developmental step. The goal is for you to			
	agree on the developmental step for each			
	participant.			
	Answer any questions, and send them to their			
	rooms for 9 minutes.			9
	When they return, debrief with the large group:			9

 What worked well in teaching/learning? 	24		2
 What was more difficult in the teaching part? 			
(Look for answers such as: instructions were clear and			
easy to follow, there were too many steps at first, I wasn't			
sure what the purpose of the app was, I got to practice			
multiple times while being coached, he/she was very			
affirming, etc.)			
Most importantly, did they agree on the Developmental			
Step of the teacher?			
Poll: What Developmental Step are you in teaching			
another to download an app – N, A, J, T?			

18	Disagreement on Developmental Step	24	26	2
	Share the answers and fill-ins from the PPT on what to do			
	when the team member and leader disagree on			
	developmental step.			
19	Write Your Own Story of Development	25		2
	Show them page 25 and share your story of development			
	with a skill you've developed. Ask them to begin writing			
	out their own story as a takeaway assignment.			
20	Way of the Carpenter Action Plan	51	27	3
	Ask participants to turn to page 51. Read the verse and			
	the prayer - then give them 3 minutes to write 1- 2 action			
	items that they'll commit to implementing.			
21	Closing for Module II		28	3
	Share announcements and information for the			
	next session. Pray and conclude.			
	100 minutes total time for Module			
	l II			
	3 hours total for Modules I and II,			
	including a 13-minute break between modules			

*Extra notes on becoming a Master/Teacher Carpenter:

If you want to become a professional [carpenter] who has earned the nickname "master," you need to become a certified journey worker by entering an apprenticeship. The length and journey will vary, but carpenters generally follow a similar path toward certification.

- 1) **Start as a helper (novice).** Use this opportunity to learn what you can by observing journey workers in action while completing other tasks on-site. (Note: Journey worker is the term now officially used to describe a journeyman.)
- 2) **Commit to a two-to-four-year program (apprenticeship).** You will receive both technical training in class settings and on-the-job training from a journey worker.
- 3) **Complete your technical training.** Expect to attend roughly 144 hours of instruction each year that your program lasts.
- 4) **Finish your on-the-job training.** Anticipate having to complete approximately 2000 hours of paid training per year while working on site with one or more journey workers.
- 5) **Complete your final exams.** Expect most if not all programs to finish with one or more exams that you must pass in order to **become certified as a journey worker.**
- Build your reputation. A good rule of thumb to follow is to gain roughly 10 to 15 years of experience before billing yourself as a "master".
 (Note: While there is no formal designation as "master" in the carpentry field, many practitioners do use this term to describe themselves and/or their colleagues.)

^{*}Taken from WikiHow Staff, February 6, 2020

Module III: WOTC Model – Adapting Leadership Strategy, and Jesus' Model

#	Topic/Activity/Instructions:	FM #	# WE	3 # PPT	# Tim	e
1	Introduction Welcome back. Open in prayer. In our last module, we looked at the first and second tools of a Jesus-like leader – learning & goal setting and evaluating the developmental step of a team member. Today we will explore the third and fourth tools – adapting leadership strategy and developing leadership effectiveness.		27	29	5	
2	Tool # 3: Adapting Leadership Strategy Cover the 3 rd tool of a Jesus-like leader – that of adapting, by reading through page 28 and giving participants the fill-ins from the PPTs. As an example, mention that the Instructing strategy should be used when working with a novice – which would include high direction but low support. Say: "Let's look at Jesus example from Matthew 10 and see how his instructions to this group of Novice disciples were right on target."		28	30-32	5	
3	Jesus Adapting to Novices Ask a volunteer to look up Matthew 10:5-14 and read that passage aloud to the group. After reading, say: "Notice how Jesus' instructions to this novice group of disciples were very specific: Don't go here, do go there Do this, but don't do that Take this, but don't take that Say this, but don't say that Jesus was modeling perfectly the leadership strategy to use with novices - direction was high, and support was low. Because the disciples had not yet begun working on their tasks, they didn't need lots of support – they needed direction." Stress the note at the bottom of the page – that "low" support doesn't mean "no" support.		28		2	
4	Jesus Adapting to the Needs of Apprentices Matthew 17:14-20 video (2:50) Tell participants that they'll now be watching		29		6	

	another video of Jesus with the disciples – a scene shortly after the previous reading. Ask them to analyze the developmental step of the disciples, using the poster pages 18-21 for clues. Also have them focus on Jesus' response. Play the video. Ask participants to text chat their responses to the following questions: 1) How would you describe the disciples' attitude and demeanor? (Uncertain, downcast, discouraged, perplexed, maybe even confused.) 2) What was Jesus' response to the disciples in this situation? (He was truthful – "because you have so little faith", but also highly supportive – a pat on the head, a smile, and an indication of future power.) We can be sure that Jesus gave the disciples further direction, as they would later on be quite skilled in casting out demons. Have a volunteer read the last four paragraphs on the bottom of the page to the group.	18-21	33	
5	Matthew 14:25-31 video (2:07) Before playing the video, ask participants to be ready to share their observations of two things: 1) What characteristics and behaviors show that Peter is a journeyman here, and 2) What did Jesus provide for Peter by way of direction and support in the situation? Play the video. Debrief their responses to the two questions. (1. Peter is actually a journeyman here – he was successfully doing the task initially by walking on water, and his motivation and confidence was high in the beginning. But then he became fearful and took his eyes off the goal (Jesus). 2. Jesus coaches Peter, providing no "walking on water" pointers (low direction), but keeping him from failing. He immediately reaches out to save Peter. He lovingly embraces him (high support), while telling him he has so little faith. Jesus gives low direction but very high affirmation and support. (Note: We like to believe that Jesus was laughing with Peter, not at him.)	30	34	2

6	Jesus Adapting to Master/Teachers Let's now watch Jesus' final commandment to his disciples as He was about to ascend into heaven. Here is Jesus' last command! Play the Matthew 28:18-20 video (:45) Ask for feedback on the first question — what makes this step of commissioning challenging for both leader and team member. Ideas include: For the leader: In humility, giving up control; letting go. Knowing how to delegate, and avoiding over-managing For the team member: Taking charge; accepting responsibility. Having the God-grounded confidence to move forward boldly. Seeing and seizing opportunities to move things forward. Then have participants text chat their responses to question # 2. Make sure to point out His assurance in the last sentence — "I will be with you always." Even in commissioning, great leaders are always there for their people.	31	35	3
7	Elements of Directive/Supportive Behaviors Have a volunteer read through the six key elements of Directive leadership behaviors. Then follow the same process for the Supportive leadership behaviors.	32		3
8	Coaching & App Teaching in B.O. Groups Part II: Tell participants that in their groups of three, they will again be teaching another how to download and use an app, but that now they'll be receiving coaching from another participant. One of the observers should be the coach, and practice giving proper direction and support, based on the step of the teacher. As time permits, they should take turns being the teacher, the coach, and the observer. As the coach, they should use the ideas for what to say and do on the posters on pages 34-37 to give proper direction and support.	33 34-37		1

As an example, review the Developing strategy as		35	36		
--	--	----	----	--	--

	shown on page 35 and slide # 36. Then give them five minutes to prepare (they can write notes on page 33) and then answer any questions they might have. Send them to their groups. After, debrief the exercise: — What was easy and what was difficult in coaching? - Was there a match between the developmental step and the leadership strategy — giving proper direction and support? - How helpful was the coaching? (Give specific praise for any successes they share from their coaching practice.)			5 12 1
9	What is a Mismatch? Read aloud the first paragraph, and then have participants guess the % that goes in each blank.	38	37	3
10	Use the PPTs to supply the correct answers: 54% of leaders use only one leadership strategy. 34% of leaders use two leadership strategies. 11% of leaders use three leadership strategies. And only 1% use all four leadership strategies. Point out that this shows the amount of work we need to do as leaders to become proficient at using the Way of the Carpenter model. One way for us to improve is to continually practice the model. Let's conclude this module by examining some common leadership case studies.			
11	Jesus-Like Leadership Case Studies Optional Exercise: (Facilitator may choose to continue sharpening their skills of analyzing and matching by working together on the case studies.) Ask a volunteer reader to read aloud Situation # 1. Have participants text chat their response: Is Juanita a novice, apprentice, journeyman or master/teacher? (She is a novice – new, inexperienced, and eager). Then give them a minute to read the four different strategies that could be used with Juanita and ask for a show of hands – how many chose A, B, C, D? Share the best answer and why. (Choice A – As a novice, Juanita needs high direction, and low support. Note that the leader is giving specific instructions with milestones and timelines for completion.	56-57		11

	She is also doing a lot of supervising, monitoring and making the key decisions). Follow a similar pattern in working through situations 2-4. (Note: An alternative process is to do this exercise in breakout groups. By assigning one case study (#'s 2, 3 and 4) per group, you can then minimize the time to process the exercise. Have a group leader in each breakout record and then share the answers as you come back to the main room. Debrief with the large group, giving reasons why the correct answer is the best choice.			
	Answer Key:			
	1. Juanita is a novice, so choice A.			
	2. Team member is an apprentice, choice C			
	3. Julia is a journeyman, choice D4. This team is at the master/teacher step,			
	so choice B is the most appropriate.			
12	65 minutes total time for Module III		38	
	(Take a 15 minute break here)			

Module IV: Model - Developing Self, Coaching, and Partnering to Serve

#	Topic/Activity/Instructions:	FM#	WB#	PPT#	Time
1	Welcome participants back to the final module. Recap the three key tools of a Jesus-like leader already covered – setting SMART goals, evaluating the developmental step of team members, and then adapting their leadership strategy to that step. In this module we'll look at the fourth tool – developing our effectiveness as a leader. We will also practice coaching with a partner. And we'll conclude by emphasizing that this is a partnering model – designed to help us fulfill Jesus' command to "love one another as I have loved you".		39		3
2	Tool # 4: Developing Read aloud the first two paragraphs on the top of page 40. Ask a volunteer to read the next three paragraphs of non-bolded copy in the middle of p. 40. Reinforce the Way of the Carpenter model by referring to the diagram at the bottom of the page. The goal for effective leadership is to match the leadership strategy of the leader to the developmental step of the team member.		40		7

Thank participants for completing their Leadership Strategy Assessment (LSA) and ask them to access their assessment report and open it to page 4. Make these points as shown on workbook p. 41: - Your responses to the LSA questionnaire are shown in bold in the table on page 4. Each of the 20 situations on the questionnaire has four possible	41	39	
answers – A, B, C, or D – which represent the four leadership strategies in the WOTC Model			
(instructing, developing, mentoring, commissioning).			
-Your scores at the bottom of the page show how often your answers were excellent or good			
(highlighted in green), fair (yellow) or poor (red).			
-The totals on the right-hand side of the table			
indicate your preferred and secondary strategies			
and your least-used strategy. The numbers indicate			
how often you selected instructing, developing, mentoring and commissioning. If you scored the			
assessment perfectly, you would have all 5's in the			
Totals column to the right on the table. On my			
sample slide, this person selected the Developing			
Strategy 8 times and the Commissioning Strategy			
only 3 times. This is an indication that they tend to			
overuse developing – their primary strategy, and			
underuse commissioning – their least used strategy.			
Say: As you can see from the middle of page 41 in			
your workbook, there are generally three			
approaches to leadership and supervision: 1. under-supervision – too little direction/support,			
2.over-supervision – too much direction/support,		40	
3. Strategic Leadership – just the right amount.			
Do: Give them a minute to complete the answers to			
the three questions on workbook page 41 – their			
just-right, overused and underused leadership			
strategies based on their Totals column score.			_
Put them into breakout rooms with just one other			5
partner. Have them discuss the three questions at			
the bottom of page 41 and be prepared to report. Debrief with the large group – especially question #			3
3: What would be some ways to move toward "just			
right" leadership strategies? (Possible answers:			
being more self-aware, setting a goal to use that			
particular leadership strategy more often, having			
another manager or leader observe them in a			

	coaching situation, or asking a team member for feedback after a coaching session – "what could I do differently or better"? Most importantly, encourage them to PRAY and ask God for help.			
3	Further Processing the LSA Report Say: This next set of instructions will help you continue your self-development as a strategic leader by working through the additional pages of the LSA – either on your own, or with a certified coach. You should feel good about your strategy choices in your 'green zones' on page four of your report, but the key to short-term improvement is to focus on your 'yellow and red zones.' Here are several follow-up exercises we recommend to help you continue developing in your leadership strategy – to become more of a Jesus-like leader: First: take some time to review all of your 'yellow' or 'red' responses in your report, and note any insights that can help you make better choices in the future. As you know, your LSA report includes a review of all the 20 situations, including your chosen responses and how your response rated (Best, Second best, etc.). It also includes the actual best response, and why it is best. This review will help you target areas for improvement. Second: Now turn to page 18 in your assessment report. Here you'll find an application exercise you can use repeatedly. Page 18 shows the four choices that were used on each page of the assessment – shown as choices, A, B, C or D. This design repetition was included to provide a teaching tool in your implementation of this model – giving participants specific behaviors to use when instructing, developing, mentoring and commissioning. Study these four answers for a blueprint on how best to lead. For example, let's read letter A, the Instructing strategy, which defines	LSA report pages shown here in ()	41	12
	the best approach to use with a novice. (Read) Notice the specific behaviors given. Likewise, each of the additional strategies is given further definition with specific behaviors. Page 19 includes a tool to identify the best strategy to use when supervising an individual or team in a specific task, providing rating scales to assess	(19)	42	

	different aspects of skill and dedication. We call this their "capacity" to perform. Leaders can rate team members on the six statements under both skill and dedication and get a total for each. (This tool could also be given to the	(20)	42	
	team member to rate him/herself.) Then transfer these totals to the diagram on page		43	
	20. Simply circle the total for Skill on the bottom scale and for Dedication on the scale on the left.			
	Draw a vertical line up from the circled number on			
	the bottom scale and a horizontal line across from			
	the number on the side scale. Place a dot where			
	they intersect. This dot will show you which strategy quadrant best matches the need.			
	Note that the largest quadrant is Developing. In			
	practical application to real life, developing is the			
	most frequently identified need. It's where you			
	balance the amount of directive and supportive			
	behavior you use as a leader or supervisor. Third: Page 21 shows the cyclical nature of the	(21)		
	Strategic Leadership approach. Effective leaders	(= .)	44	
	will recognize the importance of implementing			
	different approaches based on the need of team			
	members – providing the right amount of directive			
	and supportive behaviors in the process. Note that this cycle would reverse if a team			
	member is regressing – simply go back one level			
	at a time in your leadership strategy to match the			
	need of the new developmental step of the team			
	member you are leading.	100		
	Finally: Pages 22-25 introduce "A Believer's Guide to Strategic Leadership." It includes the	(22-		
	basis for utilizing this approach as a Christ-	25)		
	follower, plus examples from Scripture of those			
	who were and were not successful in their			
	leadership approach. (Answer any questions			
4	participants have about their assessment results.) How to Implement the Way of the Carpenter	42		2
4	Read p. 42 together, or summarize the information.	42		
5	SMART Goal Worksheet	43		
	This is an extra sheet to be used in the upcoming			
	coaching practice, if needed.			

	0 1: 0:11 10 :	1			
6	Coaching Guidebook Overview			4-	_
	Distribute the Coaching Guidebook at this time			45	5
	or have them pull it out of their materials.				
	Explain that this guidebook will be useful for				
	both the leaders and their team members -				
	each should have a copy in their meetings.				
	Mention that extra guidebooks can be ordered				
	from the LLJ website. Take time to review the				
	key pages of the Guidebook. Cover these				
	pages:				
	- The WOTC Model (p. 2)				
	- Coaching Conversations— The One-on-One				
	Meeting Approach (p. 3)				
	- Covenant and 5 Commitments (p. 4)				
	- Setting SMART goals (p. 5)				
	- Evaluating Developmental Step (p. 6)				
	- Matching Strategy to Developmental Step (p 7)				
	- Word track sheets for team member and				
	leaders to use in their meetings (pp. 8-15)				
	- Verifying Skill and Dedication (p. 16)				
7	Coaching Skill Practice Preparation				2
'	Now participants will have a chance to implement				2
	what they've been learning through an actual skill				
			44		
	practice. Ask them to turn to page 44 in their		44		
	participant workbook. Read through the first three				
	instructions for how their skill practice will work. Ask				
	each participant to assume the role of their team				
	member – using one of the SMART goals they wrote		4.5		
	for that person from page 15. (They may choose to		15		
	write a new goal on page 43 if that would work better				
	for purposes of this practice session). Using that				
	goal/task, they are next to complete one of the four		45 40		
	Coaching Worksheets on pages 45-48 they believe		45-48		
	represents their developmental step on that goal or				
	task. Point out that they are going to be coached as				
	if they are their team member, so they will be taking				F
	on that role. Allow five minutes for this exercise.				5
8	Coaching Skill Practice		4.4		•
	Cover points 4-7 on page 44. Tell them in a		44		3
	moment they'll be going into breakout rooms with				
	their previous participant partner. One person will				
	start by being the coach (leader), and the other the				
	team member. The team member will begin the				
1	meeting by sharing the goal he/she is working on,				

	and their developmental step. Leaders should then turn to that coaching worksheet on pages 45-48 and fill it in as they go through the meeting. Leaders, your job is to use your Coaching Guidebook to ask questions, give direction, show support, and plan a strategy going forward to help the team member accomplish his or her goal. You will have 10 minutes to go through the items at the bottom of the coaching worksheet: word tracks and questions, and next steps, focusing especially on what the team member needs from the leader. (Pause and smile). Let's review again: Here are the steps to follow with your partner in the next 35 minutes: 1) Team member, read through the top part of your coaching worksheet while your partner fills out the corresponding sheet in his or her workbook. 2) Leader, find the appropriate page in your Coaching Guidebook for some ideas on what to ask and say in your conversation. 3) Team member, find the appropriate page in your Coaching Guidebook for ideas on what to ask and say as well. 4) Spend ten minutes in the meeting – again focusing on what the team member needs from the leader in terms of direction and support. 5) Conclude the meeting after 10 mins. and spend a few minutes debriefing how that first meeting went. 6) Then, switch roles and repeat the process. Ask what you can clarify, and put them into groups.	45-48	35
9	Debrief the Practice		5
	Ask what went well, what were some challenges, what did they learn? Answer questions about the process, and encourage them to put it into practice.		
10	Implementing the WOTC Process	49	3
	Read the three paragraphs on page 49, reminding		
	participants that both team member and leader		
	need to serve each other to make the WOTC process work. Emphasize the importance of the		
	leader leading the way on the process.		
11	The EGO Factor and Its Impact	50	5
	Remind participants of our initial premise from		
	Module one that leadership begins on the inside -		

	the heart. And we all know the problem with the heart, as Jeremiah says "it is desperately wicked." (Jer. 17:9 KJV) Point out the danger of Edging God Out when using the Way of the Carpenter model. Read the two paragraphs to the left of the diagram. When both the leader and follower come from a heart of serving, the outcome is good results and good relationships. These are the words to add to the sentence at the bottom of the diagram. This is the desired outcome - both the leader and the follower coming from a heart of service.	50	46	
12	Way of the Carpenter Action Plan Ask participants to turn to page 51. To get results from this workshop, it will be important to write down some goals to work on. Give them 3 minutes to write down additional action items that they'll commit to completing in implementing this leadership model.	51	47	4
13	Matthew 28:18-20 video (:45) As we close, let's watch Jesus' final commandment to his disciples one more time. Notice His assurance in the last sentence – "I will be with you always." Even in commissioning, great leaders are always there for their people. Here is Jesus' last command to all of us. Play the video.		48	3
14	Closing and Prayer Ask participants to share some insights they've gained by participating in the workshop and/or what ideas they will begin to implement as they go back to their workplaces. Depending on time and group size, you can get a 20-30 second comment from a few group members or from each member. Close in a prayer of commitment, asking the Lord's help in following His commission to make us all "fishers of men" as we go and make disciples! Then thank the participants for helping LLJ accomplish our vision that "someday, everyone everywhere will be impacted by someone leading like Jesus.		49	3
	108 minutes total time for Module IV 3 hours 5 minutes for Modules III and IV, including the 12 minute break between modules			

Timing Guide for the Way of the Carpenter Workshop
Use this guide as a tool to keep your timing on track. Put your start time under the column Estimated Time (EST. Time), and then add the additional minutes to time plan your session.

	Module I –	Introduction, and Leading from a Heart of Service
Est. Time	Minutes	Content/Activity Title
	7	Welcome, and Introduction of the workshop
	5	Intro Video
	3	Outline of Day: Read, and select top two goals
	9	Get acquainted assignment, and breakout group session
	3	What God's Word Says
	5	Leadership Matters video, and debrief
	8	LLJ Principles – Leadership Definition and Characteristics
	8	Leading from a Heart of Service video, and debrief
	6	Leading Like Jesus in Your Organization
	3	Leadership Effectiveness Analysis
	9	Discussion on Being a Serving Leader and Debrief
	1	Closing
Total time	67 mins.	Total time for Module I
	Module II	Model – Goal Setting and Analyzing Developmental Step
	3	Welcome back: One key takeaway
	8	The Way of the Carpenter Model video
	3	The Way of the Carpenter Model overview
	3	Four Tools of a Jesus-like leader
	5	Determining Key Tasks and team member Skill/Dedication
	10	Tool # 1: Learning and Goal Setting, plus a Poll
	3	Writing SMART goals
	15	Goal Setting breakout groups to refine goals, and debrief
	7	Tool # 2: Evaluating Developmental Step
	2	Text chat their Step on several common tasks
	2	Workshop SMART goal for teaching a phone app
	8	Developmental Step poster overview and review
	2	Five Questions to Ask When Evaluating Steps
	7	Developmental Step of Disciples, Matthew 4:18-22 Video
	2	Workshop Task Metaphor
	10	Determining Developmental Step of Team Members
	2	Disagreement on Developmental Step
	2	Write Your Own Story of Development
	3	The Way of the Carpenter Action Plan
	3	Closing and Prayer
Total Time	100 mins.	Total time for Module II
		Total time for Modules I and II,
	3 hours,	including a 13-minute break between modules

	Module III	Model: Matching Leadership Strategy, and Jesus' Example
	5	Welcome back, prayer and overview
	5	Tool # 3: Adapting Leadership Strategy
	2	Matt. 10:5-14 reading – Jesus Adapting to the Novices Step
	6	Matt. 17:14-20 video – Jesus Adapting Strategy to Apprentices
	6	Matt. 14:25-31 – Jesus Adapting to a Journeyman
	3	Matt. 28:18-20 – Jesus Adapting to Master/Teachers
	3	Specific Elements of Directive and Supportive Behaviors
	19	Coaching and Teaching an App in Breakout Groups
	3	What is a mismatch
	12	Jesus-Like Leadership Case Studies
	1	Module closing
Total Time	65 mins.	Total time for Module III
	Module IV	Model: Evaluating, Practicing Coaching, Serving Others
	3	Welcome back, and overview
	15	Tool # 4: Developing Self with Ldrship Strategy Assessment
	12	Further Processing the LSA Report
	2	How to Implement the Way of the Carpenter
	5	Coaching Guidebook overview
	7	Coaching skill practice preparation
	38	Coaching skill practice breakout dyads
	5	Debrief key lessons from the Coaching practice
	3	Implementing the WOTC Process
	5	The EGO Factor and its impact on serving others
	4	Way of the Carpenter Action Plan
	3	Matt. 28:18-20 video
	3	Closing and prayer
Total Time	105 mins.	Total time for Module IV
	3 hours	Total time for Modules III and IV,
		including a 10-minute break between modules.



© Lead Like Jesus, 2022

All Rights Reserved. www.LeadLikeJesus.com

Dear friend of Lead Like Jesus,

We are delighted that you have chosen to use the Way of the Carpenter workshop as a tool to help other leaders lead like Jesus. As Christian leaders, an important aspect of most of our jobs is to disciple team members, volunteers, and even family members – to help them make their best contribution to the organization while becoming the best person they can be. God calls us to "be conformed to the image of his Son", Jesus – the greatest leader of all time. (Romans 8:29).

To be that kind of leader requires prayer, study, application, and growth!

The Way of the Carpenter workshop was designed to help leaders discover and practice four skills of a strategic leader that Jesus used to develop His disciples. In his training to become a skilled carpenter, Jesus learned from his earthly father how to move through the learning stages of novice, apprentice, journeyman and teacher. And from his heavenly Father, he learned how to develop people through this same apprenticeship process. In less than three years, Jesus transformed ordinary fishermen and tax collectors/accountants into masterful fishers of men. Watch, listen, learn and apply these principles to utilize these same skills of transforming and discipling your people.

In this one-day face-to-face or online workshop, participants engage in a learning experience that is introspective, discussion- based, visual, and interactive. The focus is on how to accomplish goals and develop team members more effectively and efficiently through increased communication and partnering skills. The workshop helps learners evaluate the needs of an individual team member and then use the appropriate leadership strategy and tools to coach and respond effectively. It is designed to help you become the kind of leader people want to follow.

The purpose of this Facilitator Guide is to help you introduce others to this model of Strategic Leadership, apply participant-centered learning activities, appropriate the teaching role of the Holy Spirit, and embark on a journey of helping others gain new insights in the way they lead.

While the Facilitator Guide has been designed to give you the tools and information you need to lead your group effectively, it is just as important that as a leader of people, you commit to God that you will model the concepts of leading like Jesus in all areas of your life. God's Spirit in you has empowered you to lead and to share this message with others.

Are you ready? Let's begin! Blessings,

The Lead Like Jesus Team

Note to Facilitator: This Facilitator Guide is designed for teaching the online Way of the Carpenter workshop. A more comprehensive Facilitator Manual is in development for teaching this experience face-to-face, although you can use this manual for preparation.

A complimentary copy of the Facilitator Manual will be sent to you from Lead Like Jesus when it is completed.

Preparing to Facilitate the Workshop

Here are some guidelines that will aid you in your personal preparation:

- 1. Pray ... for yourself and for those you will lead in the workshop
- Review facilitator qualifications
 - Be a growing Christian a person of personal prayer and Scripture reading
 - Be willing to give time and energy to preparation, practice and follow through
 - Have a teachable spirit
 - Be sensitive to the leadership of the Holy Spirit
 - Love God and love people
- 3. Consider the skills for leading a group
 - Be a good communicator asking good questions, listening well, and giving proper instructions
 - Be an encourager
 - Know how to handle difficult participant behavior
 - Know how to involve all the members in the discussion
 - Lead by serving

Preparation Guidelines for Facilitator

- Ask the Holy Spirit for guidance
- Make site arrangements for face-to-face workshops, or set up the video conference for online training through Zoom, Microsoft Teams, Webex, or another online platform.
 - Location
 - Room setup
 - i. Tables are preferred, with clusters of 4-6 per table. Five-foot round tables are ideal. For virtual workshops, 3-4 participants per breakout group is recommended.
 - ii. Break/meals
 - iii. Equipment: Computer, projector, speakers

- If you're in the United States or Canada, order materials from Lead Like Jesus.

 Outside of North America, order materials from your LLJ National Representative.
 - Participant Workbooks
 - Coaching Guidebooks
- 4. Check your supply of:
 - Posters
 - Name tags
 - Markers
 - Post it notes
- 5. Identify foundational concepts for the group
 - A safe environment will permeate all sessions
 - Everyone has a valuable contribution to make
 - Group members will maintain confidentiality with each other
 - All sessions will begin and end on time
 - Group members will agree to pray for one another
 - Group members will faithfully be engaged in and participate in each session
- 6. Don't be overly concerned about how the sessions will go. Remember, your sessions are not "about you;" they are about helping others learn to lead like Jesus. DO however, prepare, plan and pray fervently so that you do your best to represent Jesus and facilitate His way of leading!
- 7. Remember what Jesus said, Remain in Me, and I will remain in you. No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in Me. John 15:4
- 8. Provide an atmosphere for comfortable discussions
 - Create an environment where everyone is free to ask questions
 - Create an atmosphere of respect
 - Work to draw questions from the responses of the group
 - i. Do they understand the concepts being discussed?
 - ii. Are they seeing it for the first time?
 - iii. Are they sensing conviction?
 - iv. The ways in which you respond will facilitate or hinder the Spirit's work
 - Create an atmosphere that is focused and comfortable with ...
 - i. ... adequate lighting, comfortable seating, appropriate temperature

- ii. ... cell phones and electronic devices silenced
- iii. ... a room that is neat and clean

9. Be sensitive to the Holy Spirit

- Pray for and expect the Holy Spirit's leading in each session
- Take time for preparation don't underestimate the value of being prepared
- Be open to His leadership as you meet and discuss the key issues surrounding leading like Jesus
- Ask God to help you model leading like Jesus in all areas of your life. During each experience jot down some notes about what was most meaningful to you, how it impacted your thinking and what your next steps might be.

Additional Facilitator Instructions

- For face-to-face classes, cluster participants in groups of 4-6 around tables. Use round tables, if possible, and ensure that no participant has his/her back to the front of the room. For online classes, use breakout rooms of 3-4 participants.
- Although you may choose to keep the groups together throughout the workshop, we recommend rotating the groups several times. This decision is based on the dynamics of the group you are teaching.
- In face-to-face classes, find a way to have participants pair up with someone they don't know well or don't work with/live with on a day-to-day basis early in the workshop. This arrangement allows for more personal sharing time and some time-saving opportunities during the workshop. A number of opportunities are given for partner discussions throughout the live workshop, but this practice is usually not recommended for virtual classes.
- 4. Listening Activities for Video Segments:
 - Some of the videos include instructions for listening activities before playing the video. Participants are assigned a question prior to the beginning of the video segment and then asked to report their answers following the video. The Listening Activity Questions are located in the Facilitator Guide or are shown on the PPT slides.
- 5. Small Group Discussions/Activities:

Throughout the workshop there will be a variety of group activities and discussions for participants. In order to facilitate discussion and keep one person from controlling the conversation, assign a group leader for each discussion or activity. Suggestions for determining the group leader include:

- the person who got up earliest this morning
- the person who went to bed the latest last night
- the person whose birthday is closest to today
- the person who was the last group leader chooses the next group leader
- The most "living legs" at their house (people and pets)
- the largest/smallest high school graduating class
- the largest shoe size
- The person who lives closest to (the workshop site, office, etc.)
- The person with the most siblings
- The person who ate pizza most recently

NOTE: Use your creative imagination for additional ideas on how to choose group leaders.

Things to Remember

- Start and end on time. Waiting for late comers rewards those that are late and punishes those that are on time.
- 2. Maintain the Facilitator role as much as possible. After leading the program several times, you'll have a wealth of anecdotes, insights, etc. from other participants. Avoid injecting them into subsequent programs. Let the participants learn from their own insights, which they own.
- Learn people's names, mix with them, and use their names.
- 4. Maintain the Facilitator's role. Do not boss, embarrass, or make fun of any participant. You are there to be a guide, not a grader or a judge.
- 5. Mix the participants. People tend to congregate in cliques built of those they know best. Rotate them into new groups several times to help them build new connections.
- 6. Start and end on time!
- Be at your session first. Either set up the night before or be there early enough that all problems are solved 30 minutes before the first participant arrives. This will allow the last 15-30 minutes of pre-class time to be focused on greeting and meeting participants, not solving logistical problems.
- 8. Be aware that you are a model. Practice the program principles yourself daily. Be enthusiastic, approachable, warm and friendly.
- 9. Keep group reports to a minute.
- 10. Start and end on time!

*Used by permission – The Bob Pike Group, Copyright 2002, www. bobpikegroup.com