LeadLike**Jesus**

LEADERSHIP STRATEGY ASSESSMENT

A LEADERSHIP SKILLS ASSESSMENT

FOR BIBLICAL LEADERS

Report For: **Olivia Sample**
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Disclaimer
Please note: *the information in this report is not intended for use in hiring or other employment decisions, including formal performance appraisal. The purpose of this report is solely to promote discussion of a key aspect of leadership performance, and the learning this may facilitate for the individual assessment taker.*

Part I: Introduction to Your Leadership Strategy Report

The Leadership Strategy Assessment is an objective analysis designed as a personalized map of your Leadership knowledge at this moment in time. It tells you where you are. It tells you why you are there, and it tells you how to become more effective.

This is not an assessment of your intelligence. Rather, it provides valuable feedback on your ability to make good leadership choices that help others improve their performance. That's what effective leaders do... they help others produce – and improve – their results. What is also true is that leadership intelligence can be increased through learning. The scores on this Leadership Strategy Assessment will help you identify important tendencies in how you engage with others around performance management. Effective leadership is a function of a wide range of factors and personal characteristics. Your behavioral style, ambition and drive, passions, personal attitudes, interests, values, and judgment all contribute to who you are as a leader. On the other hand, how you choose to impact the day-to-day performance of those you lead is a central component of your role. It deserves your ongoing attention and commitment to learn and improve.

As you recall, this assessment invited you to select from among four common responses to a series of twenty common organizational situations. Each situation was defined by both a unique job or task to be performed and a unique individual or team assigned to undertake it. Your chosen response was rated on the degree to which it matched the requirements of the situation... both the job and the assigned performer. The rating was derived from expert ratings of the four responses. For each situation those four options were rated Excellent, Good, Fair or Poor.

Your Leadership Strategy Assessment Report
Your personal Leadership Strategy Assessment report presents your results in a number of different formats. On the next page you'll find a numeric summary of your response ratings, including:

- Preferred strategies: the number of times you selected each strategy,
- Overall effectiveness: the number of times your selected strategies were rated Excellent, Good, Fair or Poor, and
- Matching success: the number of times your strategy matched the performer's developmental level or did not.

In the next section of the report, you'll explore more deeply what your results mean, how the four common strategies match up with different job and performer requirements, and why your chosen responses were rated as they were on each of the twenty situations.

The remainder of the report provides additional information on how to raise your Leadership Strategy, including an application exercise you can begin to use in your daily leadership efforts. Be sure to take advantage of all of the learning opportunities in this report.

And remember... your "scores" are not important, but your leadership improvement is. We hope this report will strengthen your commitment to become an even better leader.

Leadership Strategy Scoring Summary

Your Leadership Strategy Effectiveness Ratings below summarize your strategy choices in the twenty leadership situations in the assessment, and the effectiveness of your selections. This is the first step in 'benchmarking' your current performance in this important aspect of leadership, and the beginning of a process of performance improvement in this area. Increasing awareness is the best starting point for your learning journey.

Your Leadership Strategy Effectiveness Ratings

The table below captures your assessment responses from several perspectives:

- **Preferred strategies**: the number of times you selected each strategy. This is captured in the totals down the right-hand side of the table, which show how often you selected each strategy listed in the left-hand column.
- **Overall effectiveness**: the number of times your selected strategies were rated Excellent, Good, Fair or Poor. This is captured in the totals across the bottom of the table, which show how often your selections were rated E, G, F or P.
- **Matching success**: the number of times your strategy matched the performer's developmental level or did not. This is captured in the numbers in the internal 'cells' of the table, which show how often your selections were rated E, G, F or P for each strategy. Also note the colored highlights of some of the squares. Green shows the number of Excellent and Good matches among your responses; Yellow highlights the number of Fair matches; Red shows the number of Poor matches.

	Excellent	Good	Fair	Poor	Totals
Instructing/Novices	2	4	0	1	7
Developing/Apprentices	0	1	3	0	4
Supporting/Journeymen	2	1	2	0	5
Commissioning/Masters	3	1	0	0	4
Totals	7	7	5	1	

The next two pages provide a more detailed explanation of these results and of the four strategies.

What Your Results Mean

Let's take a closer look at your results in terms of what you can learn from them. The ratings alone are just a snapshot, but they reveal deeper insights regarding your current capacity to influence the performance of the people and teams you lead. Here are several different perspectives to explore:

Leadership Strategy Flexibility

Some people tend to rely on a single 'favorite' strategy, perfecting it through frequent use. That strategy is their 'go to' response in most situations, regardless of the actual context, the job requirements and/or the performer's capacity. More effective leaders, on the other hand, tend to implement the full range of strategies. Your goal should be to master all four strategies so you can implement whichever is most appropriate to the specific context. What do your ratings indicate about your current level of flexibility? Based on the numbers in the Totals column on the right:

Which strategy is your most frequently chosen? _____ Least frequently chosen? _____

Now consider what the impact of this pattern might have on those you lead. In the case of your least-used strategy, you might want to think about where you might be more effective were you to use it more frequently. What might be the benefits in terms of results and/or relationships?

Overall Effectiveness & Matching Success

Overall effectiveness is a measure of your ability to choose appropriate leadership strategies frequently according to the situation. Overall effectiveness includes all your Excellent and Good choices. Matching success reveals a deeper pattern, your ability to make those top-rated choices across all four common types of situation. What do your ratings indicate about your current level of matching success? Which situational requirements do you match most with Excellent/ Good responses? _____
Which situational requirements do you match least with Excellent/ Good responses? _____

Now consider what impact this pattern might have on those you lead. In the case of your least frequently matched situation, you might want to think about where this might be undermining individual or team performance. What might be the benefits in terms of results and/or relationships?

Why do we overuse or underuse certain strategies?

There are many possible answers to this question. The most important ones are those that are true for you. Often, we overuse strategies simply because they've worked for us in the past. Similarly, we underuse certain strategies because they haven't worked. Both situations are basically ineffective habits. Correcting them begins with an awareness of our tendencies, but that must lead to behavior change, and that will take discipline.

Another common reason for mismatching strategy to situational requirements, however, is that we fail to diagnose the requirements accurately. We misunderstand either the job/task requirements or performer capacity. Again, this requires increased awareness and better information as a starting point. Correcting this mismatch often involves inviting input from others, including the performer but also other experienced leaders. Where might you find it beneficial to seek input from others in relation to your possible mismatched responses? _____

Understanding the Four Strategies

To this point the report has focused mainly on helping you reflect on your ratings. It's now time for a deeper exploration of the model upon which this assessment is based, and then a close examination of your actual responses to each of the twenty situations.

The Leadership Strategy Assessment is based on a practical, proven model for matching leader responses to the contextual requirements of a situation. As you are already aware, those requirements include both the expectations of a particular job/task and the Skill and Dedication level of an individual performer or team.

In this model, there are four strategy types… four core approaches to performance management that address the most common situations leaders encounter. Each type can be effective, depending on the context and how skillfully the strategy is used. When you understand each strategy more fully, you are more likely to use it well. Here is an overview of appropriate ways of using each strategy.

Strategy	Leader's Focus	Ways to Use Strategy
Instructing	Performer's **skill** level (ability to perform the task well)	• Show and tell • Give instructions or orders • Break the task into smaller/simpler tasks • Give informative feedback • Provide information or other needed resources • Arrange for training or instruction • Keep an eye on performance; review the work regularly
Developing*	Performer's **skill** level and **dedication** to performing well	• Adjust the level of challenge to encourage growth • Set performance goals, then offer advice and support to make sure they are achieved • Assign tasks that help the person learn • Alternate between giving hard work and encouragement or breaks • Pair or group people with complementary skills • Share your thinking in an open discussion before making a decision
Supporting	Performer's **dedication** to performing well	• Explain the importance of the task • Give encouragement • Praise, recognize, and reward • Listen well; be sympathetic • Treat people in a considerate manner
Commissioning	Performer's increasing **self-sufficiency**	• Set performance goals for others to achieve as they think best • Create mechanisms for self-tracking of performance • Ask for periodic reports • Give gradually increasing trust and responsibility

*Note: In addition to the examples given for using the Developing strategy, you can also combine elements from the Instructing and Supporting strategies to get a similar effect. Developing often combines elements of these other two strategies.

Part II: Analyzing Your Responses

The next ten pages of this report provide detailed feedback on your responses to each of the twenty situations you were presented in the assessment. For each situation we have included the following:

- The situation as presented in the assessment
- The response you selected to that situation
- The 'best' response, based on expert ratings (rated Excellent)
- The rationale for why that response was rated best

Situation 1: - You have asked a new team member to suggest improvements for one of your key programs. They don't know much about the program and its needs. They are also uncertain about how much time this might require. You would...

You chose the second best response, which is A. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the individual's performance, checking frequently. Make most decisions.

The best response is: C. Provide overall direction to the work. Explain expectations clearly. Solicit suggestions from the individual and incorporate their ideas into the plan. Offer regular feedback, affirming progress and redirecting the individual where necessary. Approve decisions made by the individual.

Rationale: This is the best strategy in this situation. This individual is performing at the Apprentice level. They are able to assess the current situation, identify possible improvements, and make suggestions. They do not need specific instructions or close supervision to do this successfully. They require background information, some guidance, and someone else to make final decisions. Therefore, Developing is the best strategy.

Situation 2: - Your program team is rushing to complete its annual report. An administrative assistant has just been added and asked to add program statistics and financial information. They are unfamiliar with the report requirements but are eager to learn and contribute to the project. You would...

You chose the first best response, which is A. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the individual's performance, checking frequently. Make most decisions.

The best response is: A. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the individual's performance, checking frequently. Make most decisions.

Rationale: This is the best strategy in this situation. This individual is performing at the Novice level. They are required to complete an unfamiliar and complicated task, and to do so under time pressure. They are learning about the task from scratch, and accurately process detailed information. They require close supervision in order to do this successfully and on time. Therefore, Instructing is the best strategy..

Situation 3: - One of your team members is underperforming and requires too much of your supervision time. Their attitude toward an important assignment is indifferent but you wonder if they are discouraged because they aren't clear about how to proceed. You would...

You chose the second best response, which is A. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the individual's performance, checking frequently. Make most decisions.

The best response is: B. Provide overall direction to the work. Explain expectations clearly. Solicit suggestions from the individual and incorporate their ideas into the plan. Offer regular feedback, affirming progress and redirecting the individual where necessary. Approve decisions made by the individual.

Rationale: This is the best strategy in this situation. This individual is performing at the Apprentice level. They understand what is required, but are not motivated to complete the task. They do not require specific instructions or close supervision to do this successfully. They do require planning support, regular feedback regarding the process, and encouragement. Therefore, Developing is the best strategy.

Situation 4: - Your team's composition has changed as part of a recent reorganization. Performance has slipped and has impacted others. Team morale seems fine, but their roles and expectations have changed a lot. You think a fresh start is in order. You would...

You chose the first best response, which is C. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the team's performance, checking frequently. Make most decisions.

The best response is: C. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the team's performance, checking frequently. Make most decisions.

Rationale: This is the best strategy in this situation. This team is performing at the Novice level. As the description suggests, this team is in need of a fresh start. They are individually and collectively learning their way into new roles and expectations. Their focus must be on improved performance. To accomplish that they need clear planning, and consistent strong direction. Therefore, Instructing is the best strategy.

Situation 5: - A funding shortfall has forced staffing cuts, and you have asked an experienced team member to take charge of this. While capable, this person is unhappy about the situation, and worried about the impact of their decisions on coworkers. You would...

You chose the first best response, which is C. Make yourself available to the individual to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the individual of your appreciation and support for their work. Invite them to provide regular updates on their progress.

The best response is: C. Make yourself available to the individual to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the individual of your appreciation and support for their work. Invite them to provide regular updates on their progress.

Rationale: This is the best strategy in this situation. This individual is performing at the Journeyman level. They have been asked to undertake a difficult and unpopular task. They know how to proceed, but the solution will likely be painful to implement, both for them and their colleagues. They need problem-solving assistance and moral support to be successful. Therefore, Supporting is the best strategy.

Situation 6: - One of your team members, always reliable in the past, is now submitting incomplete weekly reports, often late. This is not typical of this person. You have decided it's time to speak with them about the problem. You would...

You chose the fourth best response, which is A. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the individual's performance, checking frequently. Make most decisions.

The best response is: D. Make yourself available to the individual to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the individual of your appreciation and support for their work. Invite them to provide regular updates on their progress.

Rationale: This is the best strategy in this situation. This individual is performing at the Journeyman level. They have been a reliable performer in the past. Lately, however, they are not fulfilling a key responsibility. The reason for this lapse in performance is unclear. What they need is an opportunity to discuss the situation, agree on a solution, and receive appropriate support to get back on track. Therefore, Supporting is the best strategy.

Situation 7: - You have assigned an important new project to a top-performing senior team member. The individual is excited about the opportunity but doesn't understand what's involved. You would...

You chose the third best response, which is A. Make yourself available to the individual to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the individual of your appreciation and support for their work. Invite them to provide regular updates on their progress.

The best response is: B. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the individual's performance, checking frequently. Make most decisions.

Rationale: This is the best strategy in this situation. This individual is performing at the Novice level. Although they have a great track record of performance, they are being asked to take on a new and important task. Their attitude is positive, but there is much to learn about the assignment and how to address it. They need clear direction, and close supervision to ensure success. Therefore, Instructing is the best strategy.

Situation 8: - One of your team members is feeling insecure about the new role you have asked them to take on. They will need to get up to speed quickly but, from experience in similar situations, you know they are up for the challenge. You would...

You chose the first best response, which is A. Make yourself available to the individual to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the individual of your appreciation and support for their work. Invite them to provide regular updates on their progress.

The best response is: A. Make yourself available to the individual to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the individual of your appreciation and support for their work. Invite them to provide regular updates on their progress.

Rationale: This is the best strategy in this situation. This individual is performing at the Journeyman level. They have successfully taken on new challenges in the past. There is some urgency for them to do so again in this situation, and they sense this. They need encouragement and collaborative support to successfully meet this new challenge. Therefore, Supporting is the best strategy.

Situation 9: - Ongoing growth in your programs has led your team to suggest changes to their assigned duties and schedules, and their plan makes sense to you. This is a experienced team that works very well together. You would...

You chose the third best response, which is B. Provide overall direction to the work. Explain expectations clearly. Solicit suggestions from the team and incorporate their ideas into the plan. Offer regular feedback, affirming progress and redirecting the team where necessary. Approve decisions made by the team.

The best response is: C. Empower the team to act independently. Provide the authority, resources and supports they believe are required to get the job done. Authorize the team to make decisions, to seek your input when necessary, and to update you on their progress as appropriate.

Rationale: This is the best strategy in this situation. This team is performing at the Teacher level. This high-performing team has taken the initiative to propose changes in response to an emerging need. They are collectively committed to implementing the proposed changes, with which you agree. They need to be authorized to act and to report back as they see fit. Therefore, Commissioning is the best strategy.

Situation 10: - Increased funding allowed you to expand your team. Sadly, performance and morale have declined since then. Each of the new members brought solid experience, but don't seem to know how to work well in a team. In a group meeting you would...

You chose the second best response, which is D. Make yourself available to the team to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the team of your appreciation and support for their work. Invite them to provide regular updates on their progress.

The best response is: C. Provide overall direction to the work. Explain expectations clearly. Solicit suggestions from the team and incorporate their ideas into the plan. Offer regular feedback, affirming progress and redirecting the team where necessary. Approve decisions made by the team.

Rationale: This is the best strategy in this situation. This team is performing at the Apprentice level. This newly formed team has underperformed since being brought together, and are also discouraged. They are individually competent, but are having trouble learning to work together effectively. They need clear expectations, encouragement, and help with performance improvement planning. Therefore, Developing is the best strategy.

Situation 11: - It is time to update program plans for next year. One of your top-performing team members is excited about building on this year's success, with continued growth and few changes required. In a meeting to update their goals, you would...

You chose the first best response, which is A. Empower the individual to act independently. Provide the authority, resources and supports they believe are required to get the job done. Authorize the individual to make decisions, seek your input when necessary, and to update you on their progress as appropriate.

The best response is: A. Empower the individual to act independently. Provide the authority, resources and supports they believe are required to get the job done. Authorize the individual to make decisions, seek your input when necessary, and to update you on their progress as appropriate.

Rationale: This is the best strategy in this situation. This team member is performing at the Teacher level. This high-performing individual is ready, willing, and able to develop a growth plan for the future. They need your encouragement and the freedom and authority to propose changes to their objectives, and provide updates as appropriate. Therefore, Commissioning is the best strategy.

Situation 12: - Your program team takes pride in their outstanding performance, but recent external challenges have impacted their success. They are discouraged and wondering how to get back on track. In a group meeting you would...

You chose the third best response, which is C. Provide overall direction to the work. Explain expectations clearly. Solicit suggestions from the team and incorporate their ideas into the plan. Offer regular feedback, affirming progress and redirecting the team where necessary. Approve decisions made by the team.

The best response is: B. Make yourself available to the team to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the team of your appreciation and support for their work. Invite them to provide regular updates on their progress.

Rationale: This is the best strategy in this situation. This team is performing at the Journeyman level. They have demonstrated commitment to high performance in the past. They aren't pleased with their recent performance struggles, but want to get back on track. They need encouragement and access to collaborative support, when they see the need for it. Therefore, Supporting is the best strategy.

Situation 13: - A new, and inexperienced, team member was added to take on an important task. This person has lots of self-confidence and is grateful for this opportunity. In a meeting with this individual, you would...

You chose the third best response, which is D. Make yourself available to the individual to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the individual of your appreciation and support for their work. Invite them to provide regular updates on their progress.

The best response is: B. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the individual's performance, checking frequently. Make most decisions.

Rationale: This individual is performing at the Novice level. This new team member is eager to take on an important task, but is unsure about how to proceed. They have much to learn in order to be successful. They need specific direction regarding what to do, along with close monitoring of their activities and decision-making support all along the way. Therefore, Instructing is the best strategy.

Situation 14: - You have been challenged to increase program results. You have to spend more time managing, so you have put an experienced team member in charge of a key project. They worry about leading it on their own. You would...

You chose the second best response, which is C. Empower the individual to act independently. Provide the authority, resources and supports they believe are required to get the job done. Authorize the individual to make decisions, seek your input when necessary, and to update you on their progress as appropriate.

The best response is: A. Make yourself available to the individual to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the individual of your appreciation and support for their work. Invite them to provide regular updates on their progress.

Rationale: This is the best strategy in this situation. This individual is performing at the Journeyman level. They have the experience to take on an important performance improvement project, but lack confidence. What they need is encouragement, plus collaborative support with planning and problem-solving, and regular check-ins. Therefore, Supporting is the best strategy.

Situation 15: - You have recommended one of your top performers to chair a committee that will update organizational policies. She has led similar groups, is trusted by her peers, and wants the assignment. In making the assignment, you would...

You chose the first best response, which is D. Empower the individual to act independently. Provide the authority, resources and supports they believe are required to get the job done. Authorize the individual to make decisions, seek your input when necessary, and to update you on their progress as appropriate.

The best response is: D. Empower the individual to act independently. Provide the authority, resources and supports they believe are required to get the job done. Authorize the individual to make decisions, seek your input when necessary, and to update you on their progress as appropriate.

Rationale: This is the best strategy in this situation. This individual is performing at the Teacher level. This high-performing team member is the perfect choice to lead a group that has been assigned an important project. They have the relevant experience and positive relationships required for the role. What they need is the authority to lead, and access to what they feel they need to succeed. Therefore, Commissioning is the best strategy.

Situation 16: - An external assignment meant that you missed several team meetings. The group seems to have worked well in your absence. You are wondering what this means for your role going forward. In a group meeting you would...

You chose the third best response, which is D. Provide overall direction to the work. Explain expectations clearly. Solicit suggestions from the team and incorporate their ideas into the plan. Offer regular feedback, affirming progress and redirecting the team where necessary. Approve decisions made by the team.

The best response is: A. Empower the team to act independently. Provide the authority, resources and supports they believe are required to get the job done. Authorize the team to make decisions, to seek your input when necessary, and to update you on their progress as appropriate.

Rationale: This is the best strategy in this situation. This team is performing at the Teacher level. They have risen to the challenge of collective self-management, and have excelled at it. This has created an opportunity to redefine both the team and leader roles. What they need is clarification of the new expectations, relationships, and collaborative arrangements. Therefore, Commissioning is the best strategy.

Situation 17: - Your team is accomplished and enthusiastic, as you would expect given their track record of success. You are looking forward to planning for next year. In a group meeting, you would...

You chose the first best response, which is C. Empower the team to act independently. Provide the authority, resources and supports they believe are required to get the job done. Authorize the team to make decisions, to seek your input when necessary, and to update you on their progress as appropriate.

The best response is: C. Empower the team to act independently. Provide the authority, resources and supports they believe are required to get the job done. Authorize the team to make decisions, to seek your input when necessary, and to update you on their progress as appropriate.

Rationale: This is the best strategy in this situation. This team is performing at the Teacher level. They are at the top of their game, and are ready, willing, and able to build on their success. They know where they are going and how to get there. What they need is support to take the lead in planning for the future, with support, input, and feedback as they see fit. Therefore, Commissioning is the best strategy.

Situation 18: - You have built a team of people with unique individual talents, but their collective performance has fallen short. They are open to making changes but lack an overall vision to guide their work. In a group meeting you would...

You chose the second best response, which is A. Provide overall direction to the work. Explain expectations clearly. Solicit suggestions from the team and incorporate their ideas into the plan. Offer regular feedback, affirming progress and redirecting the team where necessary. Approve decisions made by the team.

The best response is: B. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the team's performance, checking frequently. Make most decisions.

Rationale: This is the best strategy in this situation. This team is performing at the Novice level. This promising collection of capable individuals is just starting out, but current performance clearly shows they are not yet a productive team. They lack a shared vision to guide their improvement efforts. What they need is strong, clear direction and ongoing close supervision and decision support. Therefore, Instructing is the best strategy.

Situation 19: - You have been tasked with leading a team that has resisted implementing a new program strategy. Results are poor, but team members seem indifferent to learning the new skills required. In a group meeting, you would...

You chose the second best response, which is D. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the team's performance, checking frequently. Make most decisions.

The best response is: B. Provide overall direction to the work. Explain expectations clearly. Solicit suggestions from the team and incorporate their ideas into the plan. Offer regular feedback, affirming progress and redirecting the team where necessary. Approve decisions made by the team.

Rationale: This is the best strategy in this situation. This team is performing at the Apprentice level. Despite their experience, this team is resisting change, and the skill development required to improve performance. If this continues, the team's results will be disappointing. What they need is ongoing direction, encouragement, and regular feedback on both their capability and results. Therefore, Developing is the best strategy.

Situation 20: - A new team member makes repeated mistakes in their reports but seems not to care. They have told you and others that they do not understand why this is a 'real' problem. You would...

You chose the second best response, which is D. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the individual's performance, checking frequently. Make most decisions.

The best response is: A. Provide overall direction to the work. Explain expectations clearly. Solicit suggestions from the individual and incorporate their ideas into the plan. Offer regular feedback, affirming progress and redirecting the individual where necessary. Approve decisions made by the individual.

Rationale: This is the best strategy in this situation. This individual is performing at the Apprentice level. They are aware of their reporting requirements, but fail to take them seriously. Consequently, they regularly make avoidable errors. What they need is clarification of the importance of the task, corrective support with the process, ongoing encouragement, and regular feedback. Therefore, Developing is the best strategy.

Part III: Selecting the Best Strategy

Your results from the assessment have provided valuable feedback regarding your preference for using the four common strategy types, and your effectiveness in matching your responses to a variety of situations and performers.

This section of the report will help you understand how to consistently select the best strategy based on a person's capacity to perform in a particular situation. This will often require a different strategy than your preferences suggest. Capacity is defined as the combination of the performer's skill and dedication to perform. For example… You learn that a team member quits in the middle of an important project and is replaced by someone who is eager to help but lacks experience. Will they perform well if you:

 A. Give specific instructions about what and how the work should be completed. Provide all required instruction and information. Set dates for key milestones and final completion. Closely supervise the individual's performance, checking frequently. Make most decisions? (**Instructing**)

 B. Provide overall direction to the work. Explain expectations clearly. Solicit suggestions from the individual and incorporate their ideas into the plan. Offer regular feedback, affirming progress and redirecting the individual where necessary. Approve decisions made by the individual? (**Developing**)

 C. Make yourself available to the individual to listen, share feedback, collaborate, and facilitate problem-solving. Reassure the individual of your appreciation and support for their work. Invite them to provide regular updates on their progress? (**Supporting**)

 D. Empower the individual to act independently. Provide the authority, resources and supports they believe are required to get the job done. Authorize the individual to make decisions, seek your input when necessary, and to update you on their progress as appropriate? (**Commissioning**)

Before selecting a leadership strategy in this (or any) case, it is important to ask:

- Does this person have the skill required to do the job? __ Yes, or __ No
- Do they have the dedication to do the job?   __ Yes, or __ No

This example describes a person with a good attitude ("eager"), so the leader does not need to work on increasing their dedication. But the leader does need to work on increasing the person's skill since the case tells us the person "lacks experience." This person's capacity to perform well is at the **Novice** level, so Option A above, **Instructing**, is the best strategy - teaching them how to do the job.

There are a number of ways to implement a strategy. You could teach the person yourself, pair them with an experienced mentor, or have them watch an instructional video. As the leader, you need to focus on helping the person learn the new job. That is what their need is in this situation.

The Impact of a Mismatch

If you implement a mismatched strategy, there can be several performance-damaging consequences. Too little attention to Skill may result in avoidable mistakes. Too little attention to Dedication may result in lackluster effort. On the other hand, too much attention to either Skill or Dedication will send a confusing message to the person. Too much focus on Skill may suggest a lack confidence in their ability to do the job well. Too much focus on Dedication may suggest a lack of trust in their effort to do the job well. As a person's Capacity to perform well on a specific job grows, it's important to not hold them back. Instead, seek ways to challenge them to continue to grow.

## Application Exercise Part 1: Measuring Capacity to Perform

Use the next two pages to conduct a detailed evaluation of a person's (or team's) capacity to perform a specific job well. As you've learned, Capacity to perform is defined by a combination of Skill and Dedication. Use the form below to measure these two dimensions for a specific job and person/team. First, list the job/task that needs to be done; next, enter the person/team you have selected to do it. Then, circle a rating on each of the scales to assess their capacity.

Job/Task: _____   Person/Team: _____

A. Skill   *Circle the most appropriate number in each row. This person…*

Does not know how to do the work				Knows how to do the work
1	2	3	4	5

Lacks needed resources				Has access to all needed resources
1	2	3	4	5

Is lacking in relevant knowledge				Knows a lot about this task
1	2	3	4	5

Lacks the skills needed to do it well				Has all the skills needed to do it well
1	2	3	4	5

Lacks relevant (specific) experience				Has a lot of relevant experience
1	2	3	4	5

May not have enough information				Has all the information needed to do well
1	2	3	4	5

A. Skill Score *(total of circled numbers):* [   ]

B. Dedication *Circle the most appropriate number in each row. This person…*

Does not seem to be interested in the task				Seems highly interested in the task
1	2	3	4	5

Does not believe the task is important				Appears to believe the task is important
1	2	3	4	5

Does not seem to see personal benefits from doing the task well				Is enthusiastic about the personal benefits of doing the task well
1	2	3	4	5

Does not think s/he can succeed				Is reasonably sure s/he can succeed
1	2	3	4	5

Is not motivated to excel				Is highly motivated to excel
1	2	3	4	5

Does not have support from others				Has plenty of support from others
1	2	3	4	5

B. Dedication Score *(total of circled numbers):* [   ]

Next, add up the totals for each group of six scales. Then, transfer those totals to the chart on the next page by circling the appropriate number on the two scales of the graph (Skill at the bottom & Dedication along the left.) Finally, place a dot in the part of the graph where the two scores intersect.

Application Exercise Part 2: Using Capacity Scores to Choose a Strategy
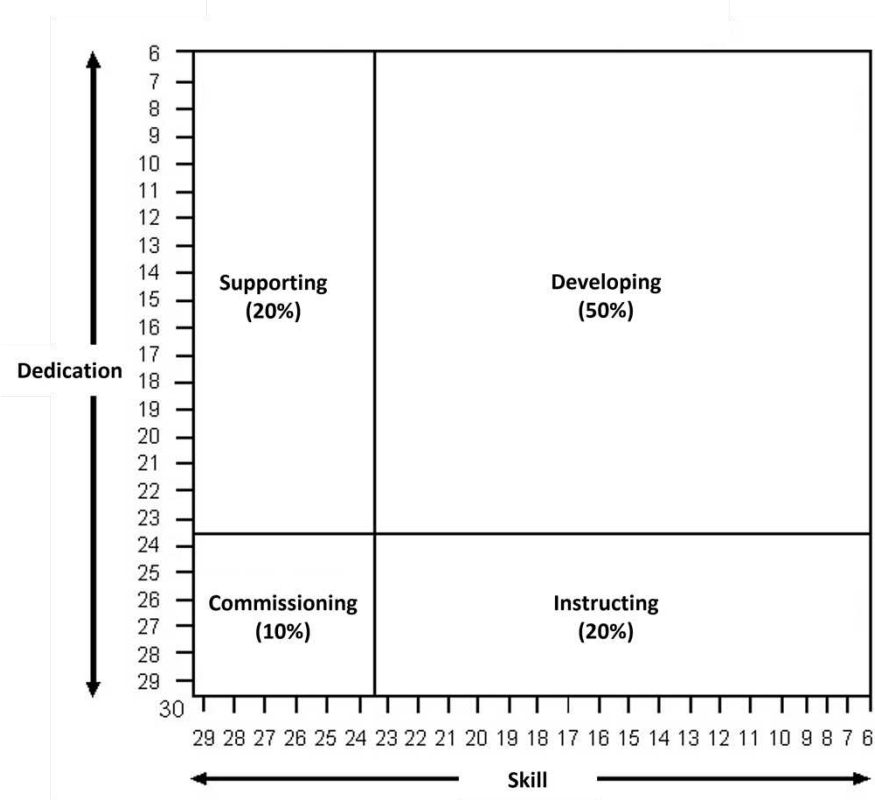
Choosing a leadership strategy:

Plotting your scores from the form on the previous page provides a quick indication of the best strategy to use to help the person perform well. For example, a person needs to average 4 or higher on all of the scales to be ready for Commissioning - a total of 24 or higher on both Skill and Dedication.

In the diagram, the four quadrants are clearly not equal in size. The size of the quadrants reflects the best strategy for each of the possible combinations of situations and performers. The relative sizes also represent the most common contexts in which leaders function. As shown in the diagram, the strategy you will most likely be required to choose – perhaps 50% of the time – is **Developing**. Conversely, the strategy you will least likely choose – perhaps 10% of the time – is **Commissioning**. That leaves two strategies each of which you might typically choose 20% of the time - **Instructing** and **Supporting**.

This makes common sense based on two realities. First, it takes more time for performers to develop the capacity to be fully commissioned to work independently. By that point, their high level of capacity enables them to teach others. Hence the designation **Teacher**. Second, in most settings the smallest number of performers will be the **Novices** and **Journeymen**. Most performers will usually be functioning at the Apprentice level, especially if you are committed to the ongoing development of your people.

Your actual percentages will differ based on the uniqueness of the jobs or tasks and the developmental level of your performers. In the end, the best choice is always the one that best fits the context.
On the next page you'll learn more about how to engage your people in ongoing development.

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Developing Follower Capacity... AND Your Own

The best way to improve results is to ensure that all of your performers and teams are committed to ongoing capacity development, and that includes you. As mentioned in the previous section, when someone can perform at the Teacher level, you should challenge them to help develop others. Doing so not only benefits the people they invest in, but themselves as well. Developing others encourages ongoing personal development. It also benefits you by freeing you to direct your attention to new challenges at your level. You can refocus on developing other performers or investing your energies in new opportunities. New challenges help people develop skill and dedication.

When you introduce someone else to a new challenge, it often means reverting to a different leadership strategy. You may have to go through the entire range of strategies once again, beginning with Instructing. Think of this as a step forward, not backward. Your focus should be on building everyone's capacity. Shift everyone's focus – including your own – from 'me' to 'we.'

The Capacity Development Cycle

The diagram below illustrates the cyclical nature of capacity development. When a performer – or team – is at the Novice level, you need to focus on Instructing them. They are ready and willing - just not able. At some point they will have developed the skill but will also sense that there aren't as many 'quick wins' as in the beginning. As they take on the higher expectations of the Apprentice level, you need to address their need for both ongoing skill development and increased support to sustain their dedication. The next stage, Journeyman, is characterized by increased skill level but decreased dedication. Find ways to keep them engaged. Eventually they reach the /Teacher level of development and, at this point in the cycle, they are least dependent on you to sustain high performance.
Then challenge them – and yourself - to commit to a new cycle of growth.
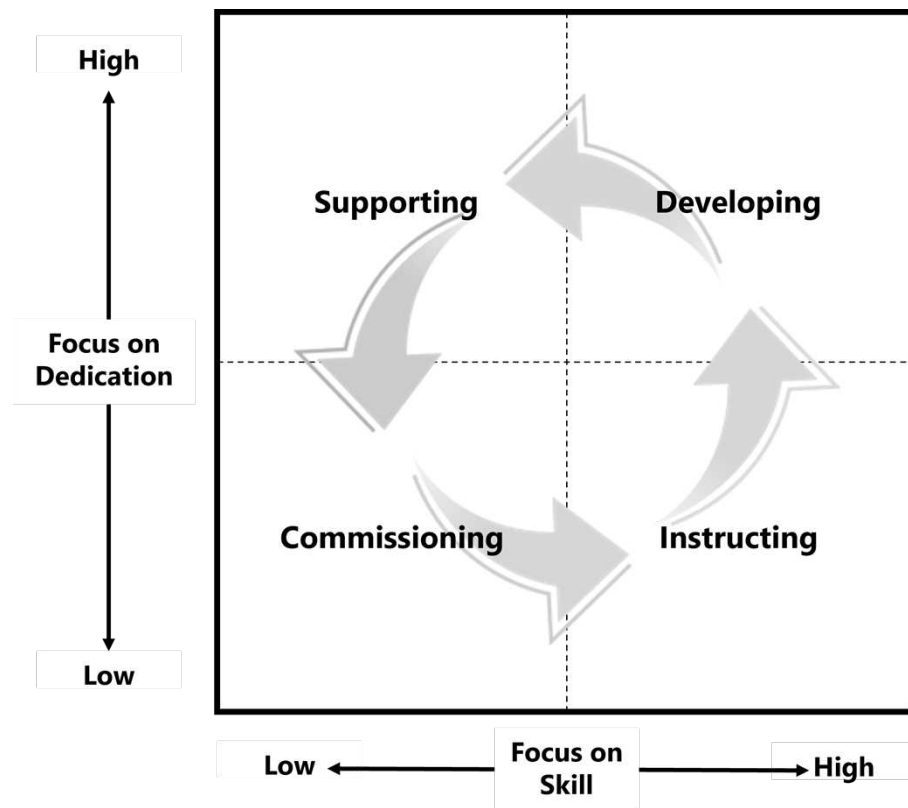
Part IV: A Believer's Guide to Strategic Leadership

For men and women of faith, it is important to consider how to lead from a Biblical point of view.   Jesus' call to leaders was for them to become servants rather than lords, or bosses.   It is interesting to note that some of His harshest words in Scripture were for those in leadership positions who abused their power. In Matthew 20:25-28, Jesus told his disciples:

"You know that the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. 26 **Not so with you.** Instead, whoever wants to become great among you must be your servant, 27 and whoever wants to be first must be your slave— 28 just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many." (Bold text added for emphasis.)

The effective leader's role has shifted dramatically in recent years. Today, leaders must be partners with their people. Leaders must move from the "command-and-control" role of judging and evaluating to a role of ensuring accountability through instructing, developing, supporting and commissioning. Jesus' model of developing people - what we now call "The Way of The Carpenter", is as effective of an approach to managing and motivating people today as it was back when He walked the earth. It fosters a partnership between the leader and the people that leader supports and depends upon.

Test Leadership Theory

For Christians, it is important to test any contemporary theory or approach against established Biblical truth. In the case of Strategic Leadership, there is ample supportive evidence to validate this approach in both the Old and New Testaments. While scripture is not focused on providing detailed 'how to' instruction in management and supervision techniques, we nevertheless can be confident that the principles on which Strategic Leadership is based are clearly endorsed.

Our exploration begins with an understanding of servant leadership, which addresses the fundamental question of why those principles matter. While servant leadership is a timeless concept, the phrase 'servant leadership' was coined by Robert K. Greenleaf in *The Servant as Leader*, an essay that he first published in 1970. In that essay, Greenleaf said:

"The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions…The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature."

Greenleaf asserted that:

"A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong. While traditional leadership generally involves the accumulation and exercise of power by one at the top of the pyramid, servant leadership is different. The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible."

More recently, in his book *Motive,* leadership guru Patrick Lencioni reinforced the distinction between these competing motives that drive individuals to seek leadership roles. Lencioni draws a sharp contrast between those who are motivated by personal recognition and rewards, and those whose motivation is to accept the responsibility for supporting others in service of a higher purpose.

Jesus' Approach to Developing Leaders

Dr. Ken Boa, a thought-leader in Christian leadership, illustrates Jesus' approach to developing leaders – servant leaders – this way: *"Jesus chose 12 men and developed them into the church's first leaders. Within a few short years from this event, he would delegate the continuance of his kingdom to them (Matthew 28:18-20; Acts 1:8). Even a casual study of the manner in which Jesus prepared the 12 apostles shows us how effectively he adapted his leadership activity to the realities of the situation. He instructed them when they were uninformed, directed them when they were confused, prodded them when they were reluctant, encouraged them when they were downhearted. When they were ready, he allotted them limited tasks and responsibilities and then participated with them, guiding them through their assignments. Finally, he empowered and commissioned them as his apostles.*

The Master Teacher shows us that effective leadership is situational. The leader's whim or desire (even when that leader is Jesus) is not what drives intelligent action. Effectiveness in leadership is driven by what followers need. Jesus observed and understood what his followers needed, and he supplied it. He always interacted with them within the situation and responded appropriately to it. And within three years these obscure Galileans began to change the world. As we observe Jesus' training of the 12 in the Gospels, we notice how consistently his actions were exactly appropriate to the situation. Jesus was very intentional about [Strategic Leadership]. Leaders who can analyze a situation and adapt their leadership activity to address it can function as servant leaders and as transformational leaders, and they can profoundly affect the lives of their followers."

New Testament and Old Testament Leadership Examples

We also see examples of this approach to leadership in the ministry of the apostle Paul. In 1 Corinthians 9:19-23 he asserts… "Though I am free and belong to no man, I make myself a slave to everyone, to win as many as possible." That represented a profound shift in Paul's thinking as a result of his encounter with the risen Christ. Dr. Boa describes the change in Paul this way… *"The apostle Paul, however, modeled Jesus' approach to people. He viewed each situation, and each person, independently and sought to do the right thing in that given time and place for that specific person. Paul's training of his co-laborers also revealed his [Strategic Leadership] approach. To Titus he sent instruction. To Timothy he offered encouragement. He prepared and trained workers to continue what he had begun in various cities, adapting that training to the specific needs of each worker. In this way, he equipped a number of co-laborers and delegated increasing levels of responsibility to them.*

Paul also encouraged numerous women leaders in the early church including Aquila, Priscilla, and Mary in their service in support of local communities of believers. While we know little of their leadership activities, it is evident that these women were servant leaders who had the respect of their followers.

We see examples of this approach to leadership in the Old Testament as well. In the stories of Noah, Abraham, Joseph, Moses, Joshua, and David, for example, we see how they 'managed' the unique diversity of talents and motivations of their followers. When their focus was on partnering with God's plans, they were often required to make careful judgments about the capabilities and commitments of the people they were commissioned to lead. Also, we know of a number of women who served effectively as leaders in the Old Testament community of God's people. Deborah, for example, was a respected and influential judge. Another example would be Ruth, and how Naomi's skilled leadership helped her develop into a respected woman who was mentioned in the lineage of Jesus.

Specific Examples of Jesus' Strategic Leadership

In the film series "The Chosen," there is a beautiful scene involving the Samaritan woman from whom Jesus asks for water at the well. He chooses her intentionally as a leader because she is unlikely to be influential in her culture and time. He develops trust with her by revealing that he knows her heart, and then he tells her that he is the Messiah. Once he develops her understanding, he sends her back to her people to share the Good News, and soon many Samaritans are in the crowds following Jesus. Jesus' character in the film episode comments: "That's why I chose her, so she would take the news to the Samaritans." Clearly, Jesus knew just the right strategy to use to develop His followers.

He was also careful to provide the disciples with just what they needed at the time they needed it. In Matthew 10:5-14, He gave the disciples their first set of instructions: go here, do not go there, do this, don't do that, take this, don't take that. The disciples had not yet attempted any tasks of discipleship **(Novice step)**, so he didn't need to provide them with high support, but He gave them specific direction. But later when they tried to cast out a demon (Matthew 17:14-20), couldn't drive it out, and showed their disillusionment in the process **(Apprentice step),** He encouraged them with high support.

Peter initially walked on water, but then lost sight of the goal and quickly failed **(Apprentice step moving to Journeyman step)**. Jesus immediately supported him by reaching out and saving him. He then gave him some direction on the importance of increasing his faith. Later when Peter denied his Lord, he failed in this important test even though he had begun to develop into a devoted disciple **(Journeyman step).** Jesus supported and reassured Peter when he restored him in front of his peers.

And before ascending into Heaven, Jesus commissioned the disciples, and left them with this promise: "And surely I am with you always, to the very end of the age." (Matthew 28:18-20) Although the disciples were becoming **Teachers** in their own right, He wanted to reassure them that he would always be there for them through the power of the Holy Spirit. Likewise, Jesus-like leaders strive to serve their people by adapting their leadership strategy to match the needs of their followers.

Ineffective Leadership Examples, and the Importance of Ongoing Development

We also see examples of the negative impact of ineffective leadership - of strategic mismatches that led to failure. Examples include Moses' choice of Aaron to oversee the people God led out of Egypt, the many Old Testament leaders who failed to live up to the example of those who preceded and nurtured them, and the New Testament leaders who departed from the path on which they started. Have you ever wondered what went wrong for John Mark, the young follower of Jesus, who may have been the man who fled naked from the garden during Jesus' arrest, and also the first missionary to be fired and sent home? The good news is that wasn't the end of his story. John Mark was very likely the follower who was instrumental in producing the first Gospel of the New Testament. Someone apparently helped him grow and mature into a devoted disciple who eventually authored one of the four Gospels.

A key lesson from Scripture is that Jesus' model of growth is not just for followers. Leaders need to learn and grow as well. Effective leaders are always on the lookout for ways to enhance their leadership strategy. Wherever we live or work, whether we are influencing at home, at church or in an organization, our paramount task as leaders is to create a culture that reflects Jesus' core value of love. This love shepherds and strengthens people, treating them as beloved sons or daughters of God.

The Key to Jesus-Like, Servant Leadership

An essential role of servant leaders is to replicate themselves by equipping their followers to reproduce the growth they've achieved through future generations of followers. We see this clearly in Paul's charge to Timothy to extend the impact of his own ministry by equipping others… *"And the things you have heard me say in the presence of many witnesses entrust to reliable people who will also be qualified to teach others."* (2 Timothy 2:2)

Leaders realize their role is to provide team members with whatever it takes—clear goals, direction, support, training, feedback, and recognition—to help the people they work with become more self-motivated – while also pointing them in the direction of leaning on the Master, Jesus, and being guided by the helper He left – the Holy Spirit. By following his example, the frequency and quality of conversations about development and performance increase, the organization develops and retains its most talented people, and, ultimately, God is honored as His Kingdom is advanced.

May God equip you to be the leader team members need to maximize their contribution to the Kingdom. Trust the leading of the Holy Spirit to guide you along the path toward effective Strategic Leadership.

Application: So what, and now what?

Take the time to capture the insights that God is laying on your heart as you've read these pages. How can you apply these principles to your own leadership? Reflect prayerfully on and respond to the following questions:

When you think of your own followers, the people who have been entrusted to you for their growth and service to the building of God's Kingdom, who comes first to mind? What is their developmental level in some of their goals and tasks?

What leadership strategy do these followers most need from you? How will you implement this strategy with them?

Where have you 'mismatched' your leadership strategy to the needs of your followers? What has been the impact of those ineffective choices, and how will you acknowledge – and correct – your leadership approach?

Where do you most need to change and grow in your understanding of leadership and your behavior?

What sources of ongoing learning might be most helpful in supporting your own growth? How will you access and utilize those sources?

"As iron sharpens iron, so one person sharpens another. Proverbs 27:17