



THE
— WAY —
OF THE
CARPENTER

Online Facilitator Guide

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Version 4.1

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Color Key in the Guide

Breakout Groups in Green

Videos in Blue

Polls in Purple

Text Chat in Red

Total Time for Module in Yellow

Abbreviation Key in the Guide

FM# = Face-to Face Facilitator Manual Page #

WB# = Encounter Workbook Page #

PPT # = The Related Powerpoint # to Be Shown

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 details – polls, breakout rooms, video challenges, etc.)	Optional	1-2 strongly recommended
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	<p>Welcome participants – thank them for joining 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. Share workshop guidelines; Pray, and commit the workshop to God. Introduce online tools – breakout rooms, polling, text chatting, and video. Let's watch the first video right now. Play the Intro Video: The Way of the Carpenter (4:20)</p>			1 2 3	7 5
2	<p>Outline of the Workshop 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</p>		1		2
3	<p>Get acquainted w/ participants in breakout groups.</p> <ul style="list-style-type: none"> - 3-4 participants in each breakout room. I will 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” (Press “Join” to move to the breakout room.) 			4	1 8

4	<p style="text-align: center;">What God’s Word Says</p> <p>Say: Let’s begin by thinking about “What God’s Word Says” about this subject. Please turn to page 4 in your workbooks. Let’s have two volunteers come off mute and alternate reading the verses aloud to the group? Who would do that?” (Read verses.) Our purpose in learning the Way of the Carpenter is to “serve and love one another” – as Jesus’ commands.</p>		4		3
5	<p style="text-align: center;">Leadership Matters Video (2:10)</p> <p>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.</p> <p>(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.”</p>		5	5	5
6	<p style="text-align: center;">Leadership Matters: LLJ Principles</p> <p>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.</p> <p>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.</p>		5	6-10	8
7	<p style="text-align: center;">Leading from a Heart of Service video (5:25)</p> <p>Encourage participants to take notes on page 6.</p> <p>Play the video. Ask for their insights.</p>		6	11	8
8	<p style="text-align: center;">Two Parts of Jesus-Like Leadership</p> <p>Review the two parts of leadership. Ask them to text chat: What were some of the ways a leader fills the serving role? (Empowering, giving direction and support, coaching). Read the quote at the bottom of the page from the LLJ book. Emphasize Jesus’ command to “serve and not be served.”</p>		6	12-13	3

9	<p>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.</p>		7		6
10	<p>Good Carpenters and Good Leaders Read the first paragraph, and then ask several volunteers to read aloud the 8 characteristics common to good carpenters and good leaders. Have participants put an asterisk by one characteristic that is a strength for them, and to circle one or two items they could improve on. Then give them 90 seconds to write their response to the reflection questions on the bottom of the page. Explain that they'll be sharing this in their groups.</p>		8-9		7
11	<p>Being a Serving Leader Read the first paragraph, and then explain the two roles leaders have – their own job responsibilities, and the day-to-day development of others. Read the next two paragraphs.</p>		10	14	2
12	<p>Being a Serving Leader breakout groups: Choose a new group leader (person with most years in current organization). In your groups, give each participant two minutes to share his/her answers to questions 1 and 2, and discuss question 3 as a group. Debrief the discussions by getting several responses to question # 3 – their response to being a serving vs. a self-serving leader.</p>		10		8 2
13	<p>Leadership Effectiveness Grid Read the instructions for completing the Effectiveness Grid, and allow participants 3 minutes to complete their grid. 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 exploit their strengths – share the Clifton quote (from the Gallup organization) at the bottom. Also, during this session, they should pay special attention to those areas in which they can grow. Wrap up the first session and take a short break.</p>		11		7 3
	<p>85 minutes total time for Module I Take a 15-minute break here.</p>			15	

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.		13		3
2	<p>The Way of the Carpenter Model video (3:25)</p> <p>Now we will introduce the model we'll be working with. Take notes on page 12 as you watch the video. Play the video.</p> <p>Ask a volunteer to share an experience they have – either their own or someone they know – in becoming a craftsman – 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.</p>		14	16	8
3	<p>The Way of the Carpenter Model</p> <p>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.</p>		14	17	3
4	<p>Four Tools of a Jesus-Like Leader</p> <p>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</p>		15	18	3
5	<p>Determining Key Job Tasks</p> <p>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 14: Choose an important job in your org., and list five of the key tasks of that job. Write a team member who does that job, and evaluate the team member at two levels, skill level and dedication (1-5 scale). Share that you'll further explain skill level and dedication at a later time. Give participants four minutes to complete.</p>		16		1 4

6	<p>Tool # 1: Learning and Goal Setting</p> <p>Ask a volunteer to read the first three paragraphs. Tie together the idea of the importance of a leader balancing team member’s goals with organizational goals, and the importance of understanding team member’s behavioral style and emotional intelligence in reaching their goals. Point out the two LLJ resources that are designed to help team members understand each other and how to work together effectively – the Biblical DISC assessment and the Emotional Intelligence Quotient assessment. Ask if anyone has used either of the assessments, and how they see the application of that information applying to the Way of the Carpenter.</p>		17		5
7	<p>Characteristics and Examples of SMART Goals</p> <p>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:</p> <p>Measurable - “Make sure the goal has concrete targets such as \$, weight, %’s, distance, time, etc.”</p> <p>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.”</p> <p>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.”</p> <p>Time-Bound – Good goals contain a date for completion, to keep the process moving forward.”</p> <p>(Note to Facilitator) Two important points to be made about SMART goals include these:</p> <p>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.</p> <p>2) While (A)ttainable and (R)elevant are important, they don’t necessarily have to be written – but they should be considered or discussed.</p> <p>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.</p>		17-18		7

8	<p>Writing a SMART Goal</p> <p>Allow participants 3 minutes to write down a goal on page 19. 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.</p>		19		3
9	<p>Goal Setting refinement in breakout groups</p> <p>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.</p> <p>Encourage group leaders to manage the time so each participant has a chance to share and refine one goal (about 3 mins. per person.)</p> <p>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!</p>		19		12 3
10	<p>Tool # 2: Evaluating Developmental Step</p> <p>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.)"</p> <p>Walk participants through the diagram at bottom of 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, T = Teacher. Poll or text chat:</p> <p>Your step of development on the following:</p> <ul style="list-style-type: none"> - Changing a flat tire - Cooking and serving a dinner for 6 - Teaching another to download and do a simple application on a phone app 		20	19-21 22	7 2

13	Five Questions ... when Evaluating Briefly cover the five key questions a leader should consider when evaluating developmental step.		22		2
14	Write Your Own Story of Development Show them page 24, and share your story of development with a skill you've developed. Give them 5 minutes to begin writing out their own story.		24		2 5
15	Way of the Carpenter Action Plan Ask participants to turn to page 50. Read the verse and the prayer - then give them 5 minutes to write 1-2 action items that they'll commit to implementing. Share announcements and information for the next session. Pray and conclude. (Encourage them to practice teaching a family member or friend to download a phone app before the next session.)		50	27 28	5 5
	90 minutes total time for Module II				
	3 hours 10 minutes total for Modules I and II, including a 15-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.**
- 6) **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 #	WB #	PPT #	Time
1	<p style="text-align: center;">Introduction</p> <p>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. Before moving to this 3rd tool, however, let’s revisit the tool of evaluating the developmental step of others.</p>		25	29	5
2	<p style="text-align: center;">The Developmental Step of the Disciples</p> <p>“In this next section, we’ll be watching a number of videos from the Visual Bible that illustrate Jesus working 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 and learn as Jesus models the Way of the Carpenter.”</p>		26		1
3	<p style="text-align: center;">Matthew 4:18-22 Video (2:07)</p> <p>In this first video, Jesus is calling the disciples to follow Him. Use page 52 for clues as to why the disciples were at the Novice step.</p> <p style="text-align: center;">Play the video.</p> <p>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</p> <p>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.</p>		52	30	6

	Instead, pay close attention to how you can learn and apply the techniques in the Way of the Carpenter based on these Visual Bible clips.”				
4	<p>Workshop Task Metaphor</p> <p>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.)</p>		27	31	2
5	<p>Developmental Step of Team Members</p> <p>Teaching in breakout groups – Part I</p> <p>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:</p> <ul style="list-style-type: none"> -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 <p>Observers, use pages 52-55 to identify the developmental step of the teacher – a novice, apprentice, journeyman or teacher in the task of teaching their partner to download/use the app.</p> <p>If time, each person should take a turn at teaching, learning and observing – taking 2.5 to three minutes per round for teaching/identifying. 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. When they return, debrief with the large group:</p>		27	32	1
					9

	<ul style="list-style-type: none"> • What worked well in teaching/learning? • 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.) <p>Most importantly, did they agree on the Developmental Step of the teacher?</p> <p>Poll: What Developmental Step are you in teaching another to download an app – N, A, J, T?</p>					2
6	<p>Disagreement on Developmental Step</p> <p>Share the answers and fill-ins from the PPT on what to do when the team member and leader disagree on developmental step.</p>		27	33		2
7	<p>Tool # 3: Adapting Leadership Strategy</p> <p>Cover the 3rd 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.”</p>		28	34-36		5
8	<p>Matthew 10:5-14 Reading</p> <p>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:</p> <ul style="list-style-type: none"> - Don’t go here, do go there <ul style="list-style-type: none"> - Do this, but don’t do that - Take this, but don’t take that - Say this, but don’t say that <p>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.”</p> <p>Stress the note at the bottom of the page – that “low” support doesn’t mean “no” support.</p>		28			2
9	<p>Jesus Adapting to the Needs of Apprentices</p> <p>Matthew 17:14-20 video (2:50)</p> <p>Tell participants that they’ll now be watching</p>		29			6

	<p>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 52-55 for clues. Also have them focus on Jesus’ response.</p> <p style="text-align: center;">Play the video.</p> <p>Ask participants to text chat their responses to the following questions:</p> <p>1) How would you describe the disciples’ attitude and demeanor? (Uncertain, downcast, discouraged, perplexed, maybe even confused.)</p> <p>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 three paragraphs on the bottom of the page to the group.</p>		52-55	37	
10	<p>Poster Overview: The Tool of Adapting</p> <p>Direct participants to the Leader Posters on pages 56-59. Note that these pages give leaders specific ideas on what direction and support to give, plus word tracks to use. Do an overview of the Developing Poster on page 57. Note the things that an instructor might ask or say in giving direction, and some things he/she would say and do in giving support. Then give participants another 3 minutes to examine the other posters. They will use these pages for their next exercise.</p>		30		5
			57	38	
11	<p>Coaching & App Teaching in B.O. Groups – Part II</p> <p>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. 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 56-59 to give proper direction and support.</p>		56-59		1

	<p>Give them five minutes to prepare (they can write down some notes on page 31) and then answer any questions they might have.</p> <p>Send them to their groups.</p> <p>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.)</p>				5 9 1
12	<p>Elements of Directive/Supportive Behaviors</p> <p>Have a volunteer read through the six key elements of Directive leadership behaviors. Ask for examples of this they observed in the practice. Then follow the same process for the Supportive leadership behaviors.</p>		32		3
13	<p>Jesus Adapting Strategy to A Journeyman Matthew 14:25-31 video (2:07)</p> <p>Before playing the video, ask participants to be ready to share their observations of two things:</p> <ol style="list-style-type: none"> 1) At what step of development is Peter in this video, and what characteristics inform your guess, 2) What did Jesus provide for Peter by way of direction and support in the situation? <p>Play the video.</p> <p>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.)</p>		33	39	4 2
14	<p>What is a Mismatch?</p> <p>Read aloud the first paragraph, and then have participants guess the % that goes in each blank.</p>		33	40	3

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 first have practice at identifying the correct developmental step that our team member is on, and then matching our leadership strategy to that step. To help in that effort, let's conclude this module by examining some common leadership case studies.

15	<p>Jesus-Like Leadership Case Studies</p> <p>Explain that you want them 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, and is 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.</p> <p style="text-align: center;">Answer Key: 1. Juanita is a novice, so choice A.</p>		34-35		12
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	<p>2. Team member is an apprentice, choice C</p> <p>3. Julia is a journeyman, choice D</p> <p>4. This team is at the teacher step, so choice B is the most appropriate.</p>				
16	<p>How to Manage ... Regression</p> <p>Summarize or read through this page with the group, focusing on the three key steps to take when a team member is in regression. Point out the importance of only moving back one step at a time, as shown by the diagram at the bottom.</p>		36		3
17	<p>Module III Closing</p> <p>Recap the importance of matching leadership strategy to developmental step, as Jesus did!</p>			41	1
	<p>90 minutes total time for Module III (Take a 10 minute break here)</p>				

	<p>little direction when a team member needs either Instructing or Developing. I could benefit by learning from those of you who are good at directing others.”)</p> <p>Give participants a few minutes to consider their own leadership approach and ask them to fill in their projected Primary Leadership Strategy and their Least Used Strategy on page 39.</p> <p>Put them into a breakout group with just one other partner. Have them discuss the two questions at the bottom of page 39 and be prepared to report. Debrief with the large group – especially question # 2: What would be some ways to strengthen your least-used leadership strategy? (Possible answers: just 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 even asking a team member for feedback after a coaching session – what could I do differently or better?. And most importantly, ask the Lord God for help through PRAYER!)</p> <p>Note to Facilitator: Using Option 2A will take about 15 minutes to complete. Since you’ll be skipping the next set of Option B instructions you will complete the session about 15 minutes earlier than the total timeframe suggested on page 26.</p> <p>Suggest that participants may choose to take the Leadership Strategy Assessment as a follow-up to the workshop. The advantage is that they will then have an objective view of their leadership strategies, how appropriate those strategies are, and which strategies they tend to use and overuse. Their completed 25-page assessment report will also give them a survey to assess their team member’s developmental level, plus an objective way to choose the correct strategy to use in that situation. The report concludes with “A Believer’s Guide to Strategic Leadership” – four pages of information on how Biblical leaders from Scripture were successful or not in their application of these ideas.</p>		39	(Hide slide #’s 43-48 here if using option 2A)	5 3
2B	<p>Option B: This set of instructions is for those who HAVE completed the LSA pre-class.</p> <p>Read aloud the first two paragraphs on the top of page 38. Ask a volunteer to read the next three paragraphs of non-bolded copy in the middle of</p>		38		7

	<p>page 38, through the three bullet points.</p> <p>Say: There are generally three approaches to leadership and supervision:</p> <p>under-supervision – too little direction and support, over-supervision – too much direction and support, and Strategic Leadership – just the right amount. (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. 39:)</p> <ul style="list-style-type: none"> - Your responses to the LSA questionnaire are shown in bold on the grid on page 4. Each of the 20 situations on the questionnaire has four possible answers – A, B, C, or D – which represent the four leadership strategies in the WOTC Model (instructing, developing, supporting, 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, supporting 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. <p>Do: Give them a minute to complete the answers to the three questions on workbook page 39 – their primary, secondary and least used leadership strategies based on their Totals column score.</p> <p>Put them into breakout rooms with just one other partner. Have them discuss the two questions at the bottom of page 39 and be prepared to report.</p> <p>Debrief with the large group – especially question # 2: What would be some ways to strengthen your least-used leadership strategy? (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</p>		<p>38</p> <p>39</p>	<p>42</p> <p>43</p>	<p>5</p> <p>3</p>
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	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	<p>Further Processing the LSA Report</p> <p>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:</p> <p>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 assessment 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.</p> <p>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, supporting 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 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.</p> <p>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</p>		<p>LSA report pages in ()</p> <p>(7-17)</p> <p>(18)</p> <p>(19)</p>	<p>15</p> <p>44</p> <p>45</p>	

	<p>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 team member to rate him/herself.) Then transfer these totals to the diagram on page 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.</p> <p>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.</p> <p>Third: Page 21 shows the cyclical nature of the Strategic Leadership approach. Effective leaders 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.</p> <p>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.</p> <p>Finally: Pages 22-25 introduce “A Believer’s Guide to Strategic Leadership.” It includes the basis for utilizing this approach as a Christ-follower, plus examples from Scripture of those who were and were not successful in their leadership approach. (Answer any questions participants have about their assessment results.)</p>		(20)	45	
			(21)	46	
			(22-25)	47	
4	How to Implement the Way of the Carpenter Read p. 40 together, or summarize the information.		40		2
5	SMART Goal Worksheet This is an extra sheet to be used in the upcoming coaching practice, if needed.		41		

6	<p align="center">Coaching Guidebook Overview</p> <p>Distribute the Coaching Guidebook at this time 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:</p> <ul style="list-style-type: none"> - 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) 			48	5
7	<p align="center">Coaching Skill Practice Preparation</p> <p>Now participants will have a chance to implement what they've been learning through an actual skill practice. Ask them to turn to page 42 in their 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 for that person from page 19. (They may choose to write a new goal on page 41 if that would work better for purposes of this practice session). Using that goal/task, they are next to complete one of the four Coaching Worksheets on pages 43-46 they believe 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 on that role. Allow five minutes for this exercise.</p>		42	19 41	2 5
8	<p align="center">Coaching Skill Practice</p> <p>Cover points 4-7 on page 42. Tell them in a 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 meeting by sharing the goal he/she is working on,</p>		42		3

	<p>and their developmental step. Leaders should then turn to that coaching worksheet on pages 43-46 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.</p> <p>(Pause and smile).</p> <p>Let's review again: Here are the steps to follow with your partner in the next 35 minutes:</p> <ol style="list-style-type: none"> 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. <p>Ask what you can clarify, and put them into groups.</p>		43-46		35
9	<p style="text-align: center;">Debrief the Practice</p> <p>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.</p>				5
10	<p style="text-align: center;">Serving by Partnering</p> <p>Read the two paragraphs at the top of page 49, reminding participants that both team member and leader need to serve each other to make the WOTC process work. Then cover the key points again on how to implement the Way of the Carpenter process with team members. Emphasize the importance of the leader leading the way on the process.</p>		49		3
11	<p style="text-align: center;">The EGO Factor and Its Impact</p> <p>Remind participants of our initial premise from Mod.</p>		48	49	5

	<p>I 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 under the diagram (p. 48). When both the leader and follower come from a heart of serving, the outcome is <u>good results</u> and <u>good relationships</u>. 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.</p>		48		
12	<p>Way of the Carpenter Action Plan Ask participants to turn to page 50. 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.</p>		50	50	4
13	<p>Matthew 28:18-20 video (:45) As we close, let’s watch Jesus’ final commandment to his disciples – and to all of us – as He was about to ascend into heaven. 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! Play the video.</p>		49	51	3
14	<p>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.</p>			52	3
	<p>108 minutes total time for Module IV (if using Option 2B)</p>				
	<p>3 hours 28 minutes for Modules III and IV, including the 10 minute break between modules</p>				

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
	2	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
	3	Two Parts of Being a Jesus-Like Leader
	6	Leading Like Jesus in Your Organization
	7	Good Carpenters and Good Leaders – read and reflect
	2	Being a Serving Leader
	10	Being a Serving Leader discussion in breakout groups
	7	Leadership Effectiveness Grid – Complete and debrief
	3	Closing
Total time	85 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
	5	Tool # 1: Learning and Goal Setting, plus a Poll
	7	Characteristics and Examples of SMART Goals
	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	Write Your Own Story of Development
	5	The Way of the Carpenter Action Plan
	5	Closing and Prayer
Total Time	90 mins.	Total time for Module II
	3 hours, 10 mins.	Total time for Modules I and II, including a 15-minute break between modules

	Module III	Model: Matching Leadership Strategy, and Jesus' Example
	5	Welcome back, prayer and overview
	1	The Developmental Step of the Disciples
	6	Matt. 4:18-22 video and debrief – Jesus calling the disciples
	2	Workshop Task Metaphor: Teaching a phone app
	12	Developmental Step of Team Members
	2	Disagreement on Developmental Step
	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
	5	Poster overview of tool of Adapting
	16	Coaching how to teach a phone app – direction and support
	3	Specific Elements of Directive and Supportive Behaviors
	6	Matt. 14:25-31 video/debrief– Jesus Adapting to a Journeyman
	3	What is a mismatch
	12	Jesus-like leadership Case Studies
	3	How to Manage a Team Member's Regression
	1	Module closing
Total Time	90 mins.	Total time for Module III
	Module IV	Model: Evaluating, Practicing Coaching, Serving Others
	2	Welcome back, and overview
	15	Tool # 4: Developing Self with Ldrship Strategy Assessment
	10	Further Processing the LSA Report
	8	Your preferred strategy breakout dyads, and debrief
	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	Serving by Partnering
	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	108 mins.	Total time for Module IV
	3 hours 28 mins.	Total time for Modules III and IV, including a 10-minute break between modules.



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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
2. 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

1. Ask the Holy Spirit for guidance
2. 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

3. 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

1. 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.
2. 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.
3. 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

1. 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.
3. 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!
7. 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!

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