

the campus leadership model

Fulfilling our vision and accomplishing our organizational objectives calls for spiritual leaders who lead well. Increasingly, everything we want to accomplish is leadership dependent. Our ability to open new campus ministries, metro teams, fill regional, national and international positions, to reach every student on every campus is impossible without godly leaders.

If the movement expands only as rapidly as leadership is developed then we must be very intentional about attracting, developing, utilizing and retaining leaders.

Leadership development must move from "optional" to "essential"...from "incidental" to "intentional." Within Campus Crusade for Christ we want to define three types of leaders:

- "leaders"--those who lead individuals and small groups. Any student leader or staff member.
- "Leaders"--those who lead from an organizational position in Campus Crusade (CD, ACD, RD, Stint leader, etc.).
- LEADERS--those like Bill Bright, Billy Graham, etc. who play a unique role in history.

Of these three types of leaders, we want to focus on intentionally developing "Leaders" -- those who hold or will hold a leadership position in a complex and changing ministry.

Assumptions about leadership

- All of us are in process. None of us has arrived in any area of leadership. We are in need of grace.
- No one's leadership will rise above one's spiritual life.
- No one's spiritual life, as a single factor, will compensate for personal deficiencies (social, intellectual or emotional).
- A healthy and growing spiritual life is necessary, mandatory and foundational but it is not sufficient. Its absence will always ensure failure. Its presence is necessary but will not ensure success. All spiritual leaders have a strong spiritual life, but not all with a strong spiritual life are spiritual leaders.

Observations regarding our Leadership Model

- We believe that with proper motivation, training and opportunity, the overwhelming majority of staff can become effective "Leaders."
- Our Leadership Model is descriptive as well as it is prescriptive. That is, it is derived and discovered more than invented. The model we use comes from observing the lives and practices of effective leaders. Though some aspects are unique to the Campus Ministry (i.e. "Relationship with God" and "Results") we find that effective leaders (apart from pure dictators) have operated in these same arenas of relationships, roles, responsibilities and results.
- We want to remove much of the mystery of leadership. We want to give definition to the things effective leaders do and take responsibility for. As we begin doing the things that effective leaders do, we will find ourselves improving in our ability to lead.
- We are asking our staff to lead not simply manage, supervise or administrate. In fact, the team leader job is designed so that if you do not lead you will fail.

Our Leadership Model comprises Relationships, Roles, Responsibilities and Results.

Relationships

Relationship with God. An effective spiritual leader will have a matrix of healthy relationships. The most important relationship to be cultivated is one's relationship with God.

Relationship with self. We measure the health of this relationship with the acronym DICE.

- Dynamic determination--getting the job done, no matter what it takes. Determination is seen in one's passion--the heart-felt belief that what you are pursuing is worth expending your best hours, talents and resources to achieve. Passion comes from the heart and will ultimately be more determinative in your ability to lead than position or personality. Be careful of the amount of things you are passionate about. Paul wrote, "...this one thing I do (then, of course he mentioned three things)..." If we are passionate about everything, we will be seen as fanatical and people really don't want to be led by a fanatic.

- Intellectual (or possibly “rectal”) flexibility. The type of leaders we will need are those who possess the intellectual tools to be able to conceptualize, assimilate and synthesize ideas and information. This skill is more than basic IQ. It is a learned process of relating the parts to the whole... learning to see the big picture.

A leader in a changing, complex environment of the student culture must be able to deal with ambiguity and seemingly conflicting information and still make sense of all of it. We are not looking for leaders who ask for programs to plug into their campus. We are looking for those who can exegete (observe, interpret and creatively apply) the culture as well as the Scriptures in order to determine what will work best in their given situation.

- Character. Character is the earned right to be trusted, believed and followed. Ben Franklin defined character as “the ability to carry out a worthy decision long after the emotion of making that decision has passed.” Character for the believer is always related to Christ-likeness.

- Emotional well-being. Emotional well-being includes a strong, healthy, secure self-concept--being at peace with self, God and the world. If a leader does not have a strong sense of selfworth, he or she will always be threatened by the ideas and suggestions of those on the team.

Such a team is doomed to failure. Emotional well-being is also seen in healthy relationships. People enjoy being around healthy, growing believers at any stage of development. Healthy people go through life as “givers” rather than “takers.” Regardless of the leadership gifts and abilities, a basis for evaluating all interpersonal relationships over time is this: “Does this person contribute to the lives and purposes of the group or is he or she a drain on them?”

Relationship with others. The third relationship is that with others. Here are several indicators of healthy relationship.

- Involves others appropriately
- Treats others with respect
- Allows others to make decisions
- Creates an atmosphere of trust
- Gets others to own the work
- Relates well with peers, supervisors and with those whom they supervise.

Roles

- Direction Setter--the one who bears responsibility for the organizations future. As the Direction Setter, you are the one who is responsible for saying “This is where we purpose to go as a group. Here are our values, vision and mission.”

The first question that is asked of a leader is “Do you know where you are going?” If you fail to set direction it will be almost impossible to ask anyone to join with you. The blind cannot lead the blind.

Leadership implies that you know where you are going before you ask others to commit themselves to going with you.

- Spokesperson--the one who communicates the vision to those outside the organization--to the campus, the community, campus supporters, churches, faculty, etc.

- Coach--the one who prepares the team to claim their future. A coach is the one responsible for building a team. A coach is one who not only maximizes the potential of each player but one who also molds these individuals into a team so they will maximize their chances of winning. As a Direction Setter you are responsible for the future direction of the movement.

As a Coach, you are responsible for developing and utilizing the future leaders of that movement (this includes students). Coaching, like discipleship is helping people want the right things then helping them achieve them. Your job is to convey through your words and aspirations that the best years of Crusade are still ahead of us. This is the essence of hope. Wouldn't it be tragic to think that the best years of our lives and ministries were in the past?

- Change Agent--the one who pursues useful and adaptive change in light of the organization's future. The quality that distinguishes leaders from non-leaders is that a leader is always a change-agent.

We need leaders who will shape the future, not just manage the present. Change agents have a healthy dissatisfaction with the status quo. To them, the gap between the way things are and the way things ought to be calls for action. Change is not done simply for change sake. We change, adapt and innovate to bring us closer to accomplishing our mission. Recognize that in a changing culture, staying with the status quo is more risky than adaptive change.

Responsibilities

- Vision casting--communicating a picture of the future that motivates people to act. Vision casting is helping people see through the mundane to the goal at the end. It is helping them see that the goal is worthy and satisfying. Vision is the starting point for leading the journey. Vision inspires and keeps us focused. Vision paints the picture of what things could be in the future. Vision touches the heart.

Effective vision is phrased in a way that draws others to willingly sacrifice time, effort and resources to bring it about. Effective leaders need to build, communicate and lead from a shared vision.

Margaret Thatcher has said, "I cannot manage the past. There are other people in my government who manage the present. It is my unique responsibility as the leader to shine a spotlight on the future, and marshal the support of my countrymen to create that future." Godly vision casting comes from the heart of a leader who is in a right relationship with God. For a vision to be on target it must be:

Appropriate--it must fit in with who we are.

Bold--it calls for sacrifice and emotional investment--it breaks new ground.

Clear--It must clarify purpose and direction.

Desirable--It's something that people want done. People find themselves saying, "Yes, that's what I want to be a part of." It's worthy of our best..

Energizing--It challenges and motivates us because it appeals to the best within us. It's not draining, repetitive or boring.

Feasible--It must be consistent with reality.

Godly--It must be an extension of what is on the heart of God.

- Strategy Formulation--coming up with intelligent, reality-sensitive ways to accomplish the vision. Strategy answers the question, "How can we do this?" It implies the ability to transform dreams into a plan of action. Being a visionary leader is about solving day-to-day problems with the vision in mind. A strategy is only as useful as the vision that gives it life. A vision is only as successful as the strategies that give it legs in the real world.

- Aligning--is the ability to bring all of your human resources and structures together in order to carry out your strategies and accomplish your vision. Aligning has to do with people working together, sharing a vision, owning the responsibility and cooperating in order to fulfill the vision. People who are aligned have satisfactorily answered the questions, "Do you know where you are going?" and "Can you take me there?"

- Motivating--is about tapping into a person's core values so that they want to work together to fulfill the mission--sustaining the "me too" response. John Kotter, in *A Force for Change* (Free Press, 1990), writes, "...being able to generate highly energized behavior is as centrally important here as are direction setting and alignment. In a sense, direction setting identifies an appropriate path for movement, effective alignment gets people moving down that path, and a successful motivational effort assures that those people will have the energy to overcome obstacles in their way."

Results

We want to be very specific about what we are trying to measure. After much thought, prayer and readjustment, there are four results that we want to measure at the local level--all which relate to our mission statement--"To turn lost students into Christ-centered laborers." These form our "success criteria."

- Exposures. To how many students are we giving the opportunity to hear and respond to the gospel? What kind of attractive opportunities are we giving them? If God were working in a student's life today, are we throwing out the net wide enough and frequently enough to reach that lost student?

The scope of our mission is the entire campus. If the Great Commission encompasses the entire world, can our portion of that commission be anything less than the entire campus? To give up on the scope of the campus is to give up on the Great Commission. Matthew 28:18-20 is still our North Star.

The Great Commission has not been fulfilled in 2,000 years and yet the faithful have always been working toward it. Having a huge goal of the entire campus causes us to pray, trust and ask God for his strategies to accomplish what he wants done more than we do.

As you embrace the goal of reaching your campus you will be on the lookout for strategies that will help you accomplish your vision. If our ministry leaders had reduced their vision to their communities rather than the world, the JESUS film would probably have been dismissed as an expensive, irrelevant idea. Let's not limit ourselves to what we can humanly achieve with human and financial resources. Remember, our vision determines our resources. Our resources don't determine our vision. Do you have a plan in place, that if given sufficient human and financial resources, you could reach the campus? Is your shortage resources or vision?

- Decisions. The test of the effectiveness (one of our core values) of our exposure strategies is students actually coming to Christ. If after we do our best to expose students to the gospel and no one is coming to Christ, then we need to evaluate why.

It may be spiritual factors, social factors, timing or a myriad of other reasons. But if we are on campus "to turn lost students into Christ-centered laborers." and no one is "turning" then we need to discern why.

- Assimilated Converts. The test of the efficacy of a decision is whether or not he or she assimilates into the movement after basic follow-up.

Assimilation is really the bridge between "turning a lost student" into a "Christ-centered laborer." Without assimilation, we as a movement cannot train, develop or track those who come to Christ.

This is not to say that assimilating believers isn't important or even important to the future of our movements but remember our mission--"To turn lost students into Christ-centered laborers." As we seek to win the lost, the believers will follow. If we focus on reaching the believers, the non-believers probably will not follow.

- Laborers sent--students joining with us on staff and those who are sent internationally on STINTs. This is how we are measuring "Christcentered laborers." Are godly, trained lay people, pastors and missionaries important? Of course! But the future of our movement is dependent on students joining with us. If we do not have this as a key objective, we may rationalize ourselves into extinction.

We could measure a lot of different things but we want to keep things simple. Each of these four results is a "hinge-point" in that they are key indicators of other aspects of health in the movement.

If you are exposing large numbers of students to the gospel, are seeing students come to faith who are integrating into Crusade, are seeing students join our staff or go on STINTs, the other aspects of the movement are most likely healthy. By measuring these things, we are saying that in view of our objective, these are the areas that indicate if we are getting there or not.