

LEADERSHIP DEVELOPMENT COURSE BOOKLETS



FOUNDATIONS OF SERVING



This is the first course in the Leadership Development Program (LDP). In this course, you will complete modules on the following:

- Leadership and Spiritual Warfare
- What is High Impact?
- Building God's Living Temple
- Serving is a Privilege
- Transformed Value and Translating the Cause

Leadership and Spiritual Warfare



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- Spiritual warfare we encounter as servants in a Kingdom-building ministry
- Spiritual weapons
- Understanding the enemy
- The strategy—Love
- Engaging the battle
 - a. Know the source of your strength
 - b. Know and proclaim the Truth
 - c. Know you are Holy
 - d. Know your lineage
- Preparing for the fight
- Recognizing signs of spiritual warfare

Introduction and Definition

Fill in the blanks or respond to questions as you complete this course.

1. Scripture clearly tells us that _____ is a reality.
2. Our enemy is very real but, through Christ, we have the power to _____.

Creation: Reflecting a Loving God

Fill in the blanks or respond to questions as you complete this course.

1. The book of _____ teaches us about God, His desires towards us, and about Creation itself.
2. God's goodness is reflected in more than just the _____ we see; he also created the unseen—that which is _____.

Leadership and Spiritual Warfare



Spiritual Weapons

Fill in the blanks or respond to questions as you complete this course.

1. As born again, made-anew creations, we can be fully _____ in the _____.
2. There are spiritual forces that do not want to see God's _____ abound, to see His _____ triumph, or to see His Son _____ among the nations.
3. There are _____ ready to do the Lord's bidding, and often His bidding is to aid our spiritual battles.

Reflection Questions

Describe a time when you faced a spiritual battle and how you handled the situation.

Would you have done anything differently? If so, explain. _____

Leadership and Spiritual Warfare



Spiritual Weapons (continued)

4. More than this mighty host, our God _____ us for the fight—He does not leave us _____. (The Armor of God—Ephesians 6:10-18)
5. We have “_____” to help in the fight.

Understanding the Enemy

Fill in the blanks or respond to questions as you complete this course.

1. You will undoubtedly face _____ in your efforts to expand the Kingdom of God.
2. Some of these obstacles will be related to—
 - a. Limited _____
 - b. Limited resources
 - c. Limited _____ to do certain things
 - d. _____ who seek to stop us, limit us, or challenge us in our service
3. In Ephesians 6:12, Paul reminds us “For our _____ is not against flesh and blood, but against the rulers, against the authorities, against the powers of this dark world and against the _____ of evil in the heavenly realms.”
4. The battle is _____, and we must _____.

The Strategy—Love

Fill in the blanks or respond to questions as you complete this course.

1. Jesus highlighted a very simple yet profound “strategy” to engage the world He calls us to evangelize—_____.
 - a. To love _____ above all else.
 - b. To love our _____ as much as we love ourselves.

Leadership and Spiritual Warfare



Engaging the Battle: Know the Source of Your Strength

Fill in the blanks or respond to questions as you complete this course.

1. The work of OCC seeks, in part, to use the _____ to share the _____.
2. Pray for _____ to strengthen your hands; He'll _____ you for the battle.
3. To engage in spiritual warfare, we not only need our _____ strengthened for the tasks, our _____ need strength, too.
4. _____ Him daily.
5. Get _____ by His mercies.

Engaging the Battle: Know and Proclaim the Truth

Fill in the blanks or respond to questions as you complete this course.

1. Knowing Truth is _____ to victory in spiritual warfare.
2. _____ gives us Truth—believe it and live it!
3. When we _____ the Truth of God, and live it, _____ takes notice.

Engaging the Battle: Know You Are Holy

Fill in the blanks or respond to questions as you complete this course.

1. In Christ, we are _____; the old has no dominion over us.
2. We have the _____ and can respond to the spiritual warfare we face _____.

Leadership and Spiritual Warfare



Engaging the Battle: Know Your Lineage

Fill in the blanks or respond to questions as you complete this course.

1. We are _____ - _____ with Christ, adopted by royalty, and in the service of our great King.
2. In our spiritual battles, remember—
 - a. _____ we are,
 - b. the power of our _____,
 - c. and the _____ of our calling.
3. Engage the battle knowing you are a _____.
4. By His _____ and with His _____, you are fully equipped to anything He has called you to do!

Are you ready for the fight?

Fill in the blanks or respond to questions as you complete this course.

1. The _____ of the battle is not up to us, but to our _____.
2. We need to be _____ in the fight.

Recognizing Spiritual Warfare

Fill in the blanks or respond to questions as you complete this course.

1. We need to be _____ in order to stay focused and serve well.
2. We must be able to recognize signs of spiritual warfare which can come in many forms, like—
 - a. D _____
 - b. D _____
 - c. F _____
 - d. C _____
 - e. D _____

Leadership and Spiritual Warfare



Recognizing Spiritual Warfare (continued)

3. If we fail to take up our position in Christ, we can feel _____ and _____.

Reflection Questions

How do you respond when faced with spiritual warfare? _____

What tools are in your arsenal in this battle? _____

Conclusion

Fill in the blanks or respond to questions as you complete this course.

1. We need to—

- _____ on the strength of God.
- _____ God's promises in Scripture.
- _____ the Lord's past faithfulness.
- _____ and _____ on God's Word.

2. God's purpose will _____ and His Kingdom will _____.

Leadership and Spiritual Warfare



Essential Activities

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Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional two to three to complete.

- If you don't already have one, develop your own personal prayer team. Ask family members, friends, co-workers, or people in your church family who will regularly pray for you to join your prayer team. Be sure to send regular prayer updates to your prayer team.
- Make a list of Bible verses that will equip you in spiritual warfare. Commit some of these verses to memory.
- At a team meeting, teach team members something you have learned from this lesson.
- Identify ways you and your team can include prayer in an active way in all your events, team meetings, and trainings—include prayer leading up to the activity but also work it into the agenda.
- Participate in OCC's Quarterly Day of Prayer and invite others to pray for the ministry.

Continued on next page.

Leadership and Spiritual Warfare



Elective Practical Exercises

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- Make a list of the spiritual weapons God has provided. Keep this list handy as a reminder of the tools you have available to you for engaging in spiritual battle.
- In this lesson, you learned how to recognize signs of spiritual warfare. Based on what you learned, identify any spiritual warfare that is currently going on in your life.
- Be vigilant by identifying areas of vulnerability in your life or ministry that the enemy may use to bring spiritual warfare.
- If you don't already do so, set aside time each day to put on the full armor of God (Ephesians 6:10-18) by spending time in prayer and reading God's Word. Pray Scripture as you put on the armor of God. There is power in speaking God's Word in prayer.
- Keep a journal of how God is at work in your life and of His promises. When you experience difficulties, your journal will serve as a reminder of how God has worked in the past. Remembering how He has been with us before can encourage us in our current difficulties.
- Remember God's faithfulness by sharing with your team members or personal prayer team areas where you have experienced victory over spiritual warfare (as appropriate).

What you will learn:

- ## Reflection Question

[illegible]

What is High Impact?



The five steps of the High Impact Process

The five steps of the High Impact process will provide the framework for your High Impact training. The five steps are:



1. **Recruiting:** Communicating a truthful, compelling ministry message to discover prospects
2. **Selecting:** Discovering those God has called to partner with our ministry that will make a great impact.
3. **Equipping:** Providing our volunteers the resources and transferring the attitudes, competencies, and knowledge necessary for a volunteer to be effective
4. **Leading:** Coaching volunteers toward effectiveness: the **out-there** and **in-here** goals
5. **Developing Volunteer Leaders:** Selecting volunteers that will lead other volunteers; the path to multiplication of our ministry

What is High Impact?



Which step or steps of the process is your team practicing now? _____

Which step needs the most improvement? Why? _____

The Definition of High Impact

Please fill in the blanks in the definition with the words listed below:

High Impact is _____ a _____ model of
_____ ministry and experiencing _____ ministry
_____.

biblical effectiveness powerful
volunteer restoring

What is High Impact?



Motivation begins in the heart

"The mercenaries will always beat the draftees, but the volunteers will crush them both."
- Chuck Noll, former American NFL coach of the Pittsburgh Steelers

A mercenary is someone who takes part in a war solely for private gain or money. A draftee is someone who is forced against their will. A volunteer takes part because of their passion toward the cause.

Here are three key thoughts about motivation:

1. The motivation of a volunteer is directly tied to their heart.
2. The motivation of a volunteer is directly connected to their leader's heart.
3. The motivation of a leader is linked to their heart.

Biblical Principles

High Impact is based on biblical principles. What is your favorite scripture related to leadership? Why is this scripture important to you? How do (can) you personally apply it to your leadership work? _____

What is High Impact?



Volunteer

In High Impact, when we say the word **volunteer** we often mean **servant**.

Three biblical words for volunteer: *nadab* *doulos* *latreuo*

Based upon the training, write the correct biblical word for volunteer above the corresponding description.

Means "to serve" or "to make a sacrifice of offering" Appears in Romans 12:1, where offering our bodies as a living sacrifice is compared to an act of service	Means "Bond Servant" Romans 1:1, as Paul is a bond-servant of Jesus Christ; also in James 1:1, as James is a bond-servant of the living God and the Lord Jesus Christ	Means "spontaneous volunteer response" Appears in the Old Testament in Judges 5 and Exodus 35; often refers to one with a "willing spirit"

Reflection Question

When was the last time you experienced the supernatural power of God? Write a brief description of a time you experienced God's power in your life. _____

What is High Impact?



Reflection Question

How would you know if you or your team was being effective? _____

OCC Mission Statement

State the OCC Mission Statement in your own words.

What is High Impact?



Effectiveness

In High Impact, we define **effectiveness** as reaching both the **in-here** and **out-there** goals. Write a few examples of **in-here** goals for OCC on the inside of the circle. Then write a few examples of **out-there** goals for OCC around the outside of the circle.

Out-There Goals



What is High Impact?



Developing *In-Here* and *Out-There* Goals

In this training module we discussed *in-here* and *out-there* goals. Write out three specific *in-here* goals for your team and three specific *out-there* goals for your team.

In-Here Goals for my Team

1.

2.

3.

Out-There Goals for my Team

1.

2.

3.

What is High Impact?



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- Discuss with your regional point of contact the answers you recorded on your workbook pages to these three questions:
 - Which step or steps of the High Impact process is your team practicing now? Which step needs the most improvement and why?
 - What is your favorite scripture related to leadership and why? How do (can) you personally apply it to your leadership work?
 - Write three specific in-here and out-there goals for your team.
- Find a creative way to communicate a High Impact concept you learned in this course to your team.
- Work with your regional point of contact to develop two small, short term goals to accomplish in each of three areas over the next month. Depending on the time of year these goals could be in the areas of:
 - Prayer
 - Developing your personal prayer team
 - Affirmation of your team members or of your partners in ministry such as churches community groups, media outlets, student groups, or prayer network partners
 - Recruitment
 - Selection
 - Team equipping/training
 - Collection Network growth
 - Shoebox growth/promotion

What is High Impact?



Elective Practical Exercises

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- Write out the leadership scripture you identified in this course on a note card and put it somewhere where you will see it each day.
- Memorize a scripture highlighted in this course and quote it to a friend or family member.

Building God's Living Temple Together



Types

In your own words, what is a "type" as it is described in this session? _____

The Temporary Temple or Tabernacle

Fill in the blanks and answer the questions as you complete the course.

1. God called _____ and the people to build the Tabernacle.
2. The Hebrew word "nadab" means _____.
3. What motivated the people to give and volunteer so much? _____

4. What does the term "heart alignment" mean to you? _____

Building God's Living Temple Together



Solomon's Temple

Answer the questions as you complete this section of the course.

1. Who received the visions and the plans for Solomon's temple from God? _____
2. Read Exodus 30:12, 2 Samuel 24, and I Chronicles 21. Why do you think it was wrong for David to take a census? _____

3. Why was the Lord angry? _____

4. Why was David's heart troubled? _____

5. Where did the Lord command David to build an altar? _____

Zerubbabel's Temple

Fill in the blanks in the statements below, and answer the question as you complete this section of the course.

1. High Impact begins in the _____. Every _____ volunteer ministry and work of God begins in the _____, with a cleansing or _____ of the heart before _____.
2. According to this section of the course, what is the mission of every OCC leader? _____

Building God's Living Temple Together



Living Stones

Fill in the blanks and answer the questions as you complete the course.

1. God's most important building project is built with _____.
2. Ultimately, we are inviting volunteers into God's _____ to live out all that He has for them.
3. As our hearts are aligned with God's _____, we will be powerfully motivated.
4. When you build your _____, you are being _____ to God's plan to build the "living stone" temple.

The Temple Made of Living Stones

In your own words, describe how you would rate your team's heart alignment? _____

What might you do to increase your team's heart alignment? _____

Building God's Living Temple Together



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- Discuss with your regional point of contact your answers to the following two reflection questions found in your workbook:
 - How would you rate your team's heart alignment?
 - What might you do to increase your team's heart alignment? Pick something you discuss in relation to this question and do this with your team.
- Based on your leadership role, work with your regional point of contact to develop two small, short term goals to accomplish in each of three areas over the next month. Depending on the time of year these goals could be in the areas of:
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 - Developing your personal prayer team
 - Affirmation of your team members or of your partners in ministry such as churches, community groups, media outlets, student groups, or prayer network partners
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 - Selection
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Building God's Living Temple Together



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- Teach a concept you learned in this session to your team in a creative way.
- In this session you learned that “High Impact begins in the heart. Every effective volunteer ministry and work of God begins in the heart with a cleansing or restoring of the heart before God.” Set aside a dedicated time to go before the Lord in order to better align your heart with His. Ask Him to show you anything that needs to be cleansed or restored in your heart.
- Memorize a scripture highlighted in this course and quote it to a friend or family member.
- Take a shoebox you have packed and pray for that child and his/her family that they will become a part of the living stone temple.
- Contact one of the people instrumental in your journey of faith (becoming a part of the living stone temple) and thank them for what they did.

Serving is a Privilege and Sacred Keys



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

Serving is a Privilege

- Serving in God's Kingdom and serving with OCC is an incredible privilege.
- With examination of our relationship with God and discipleship at a deeper level, serving with OCC can be less transactional and more transformational.
- Worshiping and serving God is an expression of love with God.

Sacred Keys

- It is loving and responsible to hand over the keys of ministry *only* to those volunteers who are carefully selected, equipped, spiritually mature, and prepared.

Reflection Question

If your church decided to stop having communion together and assigned one person to take communion for everyone, how would you feel and why? _____

Examining Our Relationship

Fill in the blank and respond below as you complete this section of the course.

Examining our relationship with God and discipleship at a deeper level may help us gain insight and enable our serving to be less _____ and more _____ with Operation Christmas Child.

What are some ways you may have been too transactional in your relationship with God? _____

Serving is a Privilege and Sacred Keys



Worship and Serve

Fill in the blanks and answer the questions based upon the information shared in the eLearning course.

1. The path toward seeing and _____ service in a more transformational way begins with examining the essence of our _____ with God.
2. You shall not worship or _____ other gods. Why? Because to God, worshipping and _____ other gods are acts of infidelity or _____. Simply, it makes Him _____.
3. Worshipping God and _____ God are expressions of _____ and intimacy with God.
4. Worshipping and _____ God are spontaneous and _____ expressions of our _____ back to God that come from the heart.
5. What do these words mean?

Shachah _____

Proskuneo _____

Latreuo _____

Reflection Question

In light of the fact that all believers are priests under the new covenant, in what ways do you think we still make offerings to God? _____

Serving is a Privilege and Sacred Keys



Serving is a Privilege and Recruiting

How does the principle that serving is a privilege and an honor to be taken seriously impact your approach to recruiting volunteers? _____

The Sacred Keys

What would you think of a father who gave his car keys to his son without any training on how to drive? List three words you would use to describe what the father had done.

What do the words listed on the keys below, which are discussed in 2 Timothy 2:2, mean as they relate to OCC?





Serving is a Privilege and Sacred Keys



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- Discuss with your regional point of contact your answer to the following reflection question found in your workbook:
 - How does the principle that serving is a privilege and an honor to be taken seriously impact your approach to recruiting volunteers?
- Be prepared to share with your regional point of contact about the concepts of “Serving is a Privilege” and “Sacred Keys”. What is an example or analogy you learned that you can use with others when you share this principle? How can these principles be applied to your team?
- Create and send an email devotional to your team related to the High Impact principle of “Serving is a Privilege”; use Romans 12:1-2 as your text. Review your devotional with your regional point of contact before sending it to your team.
- Work with your regional point of contact to develop two small, short term goals to accomplish in each of three areas over the next month. Depending on the time of year these goals could be in the areas of:
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Serving is a Privilege and Sacred Keys



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- Teach a concept you learned in this session to your team in a creative way.
- In this session you learned that “Examining our relationship with God and discipleship at a deeper level may help us gain insight and enable our serving to be less transactional and more transformational with Operation Christmas Child.” Set aside a dedicated time to do this examination. Ask the Lord to reveal new truths to you about your relationship with Him and your role as a disciple in light of your service as an OCC leader volunteer.
- Memorize a scripture highlighted in this course and quote it to a friend or family member.

Transformed Value and Translating the Cause



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

Transformed Value

- Understand the spiritual and eternal impact of the Kingdom work of OCC inherent in every task

Translating the Cause

- Learn a powerful exercise that demonstrates how to understand and communicate transformed value illuminating the full impact of each OCC ministry position.

Reflection Questions

Do you possess an item that has very little monetary value but is something you treasure? List or describe the item. _____

Think again about the item you listed previously. Does it have value to you because of a powerful memory, a relationship, or an experience? In a brief statement, list the reason it holds value to you. _____

Transformed Value and Translating the Cause



Fill in the blanks in the statements below and answer the questions based on the eLearning course.

Transformed Value

1. The relationship we share with our Heavenly Father and the experience of the Gospel _____ the value of every volunteer task in God's Kingdom.

Reflection Question

In your own words, what does Jesus say in Matthew 25:35-36? _____

Transformed Value (continued)

2. Effective _____ is key in motivating and encouraging our OCC team members, and this often involves helping our team members to see the _____ of their work far beyond the _____ they are doing.
3. Tom Richardson's study showed that when volunteers knew the greater _____ of their task, they were far more motivated and would stay longer.

Translating the Cause

1. A leader's ability to translate the _____ and _____ of a seemingly unimportant task is critical in understanding High Impact motivation.
2. Translating the cause enables us to see our _____ or _____ through the eyes of Jesus in light of our _____ with God and the value of the _____.

Transformed Value and Translating the Cause



Translating the Cause

Complete this exercise as you complete this section of the course.

Step 1: List the title of the Volunteer Position (example: Drop-off Team Leader).

Step 2: List the “basic” or “elemental” task.

What is the basic way or worst way to see the position? _____

Step 3: Unfold the organizational impact.

What are some ways the position has an organizational impact on Operation Christmas Child? _____

Step 4: Look at the spiritual impact.

What kind of spiritual impact does the position make? _____

Please take time to discuss your responses with your Area Coordinator, Regional Area Coordinator, or Field Staff member during your next scheduled call or meeting. This is an exercise you can apply to any ministry position.

Transformed Value and Translating the Cause



Reflection Questions

Translate Jesus' words: Read Mark 9:35-37. In your own words, describe how Jesus might see your ministry position. _____

*Explain below how **translating the cause** impacts your ministry as an OCC leader in the following four areas:*

Recruiting: _____

Selecting: _____

Equipping: _____

Leading: _____

Transformed Value and Translating the Cause



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- (For ACs) Complete the Translating the Cause exercise for every ministry role on your Area Team, beginning with your open positions first.
- (For MCs) Complete the Translating the Cause exercise for the ministry role on your team.
- At a recruitment or celebration meeting, translate the cause as to why those folks should consider serving with OCC.
- Discuss with your regional point of contact your answer to the following reflection question found in your workbook:
 - How does translating the cause impact your ministry as an OCC leader in recruiting, selecting, equipping, and leading?
- Work with your regional point of contact to develop two small, short term goals to accomplish in each of three areas over the next month. Depending on the time of year these goals could be in the areas of:
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- Teach a concept you learned in this session to your team in a creative way.
- Memorize a scripture highlighted in this course and quote it to a friend or family member
- At a team meeting, go around the room and describe how each person's role has transformed value and then tell a spiritual impact story to conclude that portion of the meeting.
- (For ACs) During a Ministry Coordinator one-on-one call/meeting, describe how his/her role has transformed value. Talk through the principle of transformed value with the Ministry Coordinator and have him/her go through the translating the cause exercises for his/her ministry area, so that they can better communicate that to their team members.

VOLUNTEER MANAGEMENT



This is the second course in the Leadership Development Program (LDP). In this course, you will complete modules on the following:

- Volunteer Management Approaches
- Attributes of an Effective Leader
- Volunteer Equity
- Volunteers are Capable Partners
- A Volunteer is a Child of God

Volunteer Management Approaches



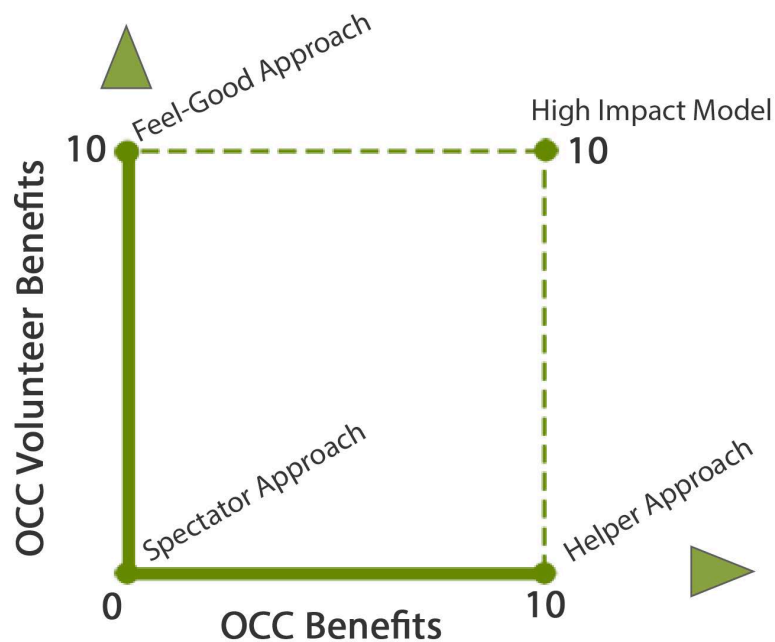
Please print these pages and complete them as you go through the eLearning course.

What you will learn:

The Four Volunteer Management Approaches

1. The Spectator Approach
2. The Helper Approach
3. The Feel Good Approach
4. The High Impact Model

Four Volunteer Management Approaches



The graph above shows the four volunteer management approaches discussed in this lesson. It likewise shows the relationship between these approaches and the level of benefit to Operation Christmas Child (OCC) as a ministry and to the individual volunteer. For example, the Spectator Approach has little benefit to either OCC or the individual volunteer, while the Feel Good Approach has a high level of benefit for the individual volunteer but a low level of benefit for OCC. In contrast, as you will see in this training, the High Impact Model produces a high level of benefit for both the ministry of OCC and for the individual volunteer. For reference, the name of each approach helps to describe its characteristics; therefore, it will be helpful to remember the names of each approach as you proceed through this training.

Volunteer Management Approaches



Reflection Question

Based upon the names (*Spectator, Helper, Feel Good, and High Impact*), which of these approaches resembles your own leadership experience or the leadership that you've observed in ministry? _____

What have you done or seen in ministry that made you indicate this approach? List an example if possible. _____

Spectator Approach

- Focuses on only a few key leaders — or the experts — doing ministry
- Teaches a passive Christianity
- Leaders do not share the joy or burdens of ministry by involving others

Fill in the blanks as you complete this section of the course.

1. Most people _____ and _____ while a few key leaders do the _____.
2. This is called the _____.
3. God's design is that we share the _____ of ministry—that we serve Jesus together as _____ in ministry.

Volunteer Management Approaches



The Spectator Approach *(continued)*

Fill in the blanks and respond to the statement/questions below as you complete this section of the course.

1. The problem in the spectator approach is that it teaches a very _____.
2. The word "workmanship" in Ephesians 2:10 means _____.
3. As an OCC leader it's our job to _____ believers to discover His _____ and His _____.
4. Remember, God's plan, His intention for _____ according to His Word is to _____ the joy and _____ of ministry by _____ others to serve with us.

Briefly describe a situation where you may be tempted to use the Spectator Approach.

How can you better share the joy and burden of ministry with your team? _____

Volunteer Management Approaches



The Helper Approach

- *Uses team member volunteers like tools to get the job done*
- *Calls upon volunteers only when needed*
- *Is a transactional volunteer management approach*
- *Focuses only on out-there goals*
- *Doesn't trust team members to carry out important ministry responsibilities*

Fill in the blanks as you complete this section of the course.

1. In the *Helper Approach*, we only _____ volunteers when we _____ them.
2. In the *Helper Approach*, we focus on the _____ goals, but completely miss the _____ goals.
3. In the *Helper Approach*, we don't _____ our team members to carry important _____.
4. If you don't have _____, ultimately your OCC ministry will not be _____.
5. When we select volunteers in the *Helper Approach*, we try to quickly _____ _____ without much thought to whether it is a _____ _____ for the volunteer or best for the volunteer's _____ with Christ.
6. In the *Helper Approach*, volunteers often don't _____ around very long.

Briefly describe your experience with the Helper Approach. _____

Do you see any characteristics of the Helper Approach in your team? ☐ Yes ☐ No

If yes, what characteristics do you see? _____

Volunteer Management Approaches



The Feel Good Approach

- Often reaches the *in-here* goals but misses the *out-there* goals
- Can lead to great love and unity on the team but not achieve the mission of OCC
- May keep the leader from providing correction when needed in order to keep the peace

Fill in the blanks as you complete this section of the course.

1. In the Feel Good Approach, we allow the volunteer to _____ however they would like, but the _____ of the organization or church is often _____.
2. As we select volunteers in the Feel Good Approach, their _____ is our greatest _____.
3. We focus on identifying the volunteer's area of _____ or _____.
4. We may even _____ a ministry to fit their _____ or _____.
5. Sometimes in the Feel Good Approach, volunteers are like _____. They do what they _____, when they _____.
6. The Feel Good Approach is a relational approach. We reach many of the in-here goals of _____ and _____, but we fail to reach the out-there goals, reaching more _____ for Christ.
7. In the Feel Good Approach, we are not _____.

Briefly describe your experience with the Feel Good Approach. Do you see any characteristics of the Feel Good Approach in your team? Can you think of a time that you were silent to try to keep the peace, rather than providing correction when it was needed? _____

Volunteer Management Approaches



The High Impact Model

- Restores a biblical model of service
- Focuses on effectiveness and reaching both *in-here* and *out-there* goals at the same time
- Allows leader to act as a multiplier of ministry
- Causes every leader and volunteer to work as partners or co-workers in the gospel

Fill in the blanks and answer the questions as you complete the course.

1. High Impact is _____ a _____ model of _____ ministry and experiencing _____ ministry _____.
2. High Impact is not _____.
3. High Impact is a _____ model.
4. Volunteers are not coming to _____ us or the organization out, rather in view of God's forgiveness and mercy, volunteers are fulfilling their _____ in Christ as they walk into the _____ God has for them.
5. In the High Impact model, we see every believer as a _____ of God that has been _____ specifically to have great _____.
6. Worshipping and serving God are seen as _____ and gratitude, offerings back to God.
7. We see every believer as a _____ who can make acceptable _____ to God through Jesus.
8. Serving is a _____ and an _____.
9. In the High Impact model, leaders are _____.
10. In this model, every volunteer is a _____ or _____ in the Gospel with each teach member.
11. In the High Impact model, we define _____ as reaching both the _____ goals and the _____ goals.

Volunteer Management Approaches



The High Impact Model (continued)

Which of the volunteer management approaches best represents your current team? _____

Does your team exhibit characteristics of more than one approach? ☐ Yes ☐ No

If yes, describe which approaches are exhibited. _____

Which characteristics of a High Impact team does your team already display? _____

In which areas could you most improve? How can this be accomplished? _____

Volunteer Management Approaches



Essential Activities

Essential Activities (below) and Elective Practical Exercises (found on the next page) are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional one or two to complete.

- Discuss with your regional point of contact the answers to one or more of the following questions. These are based on the answers you already provided in your workbook as you completed the course.
 - How can you better share the joy and burden of ministry with your team? With your regional point of contact decide on one action step you can take in this area and complete that step before your next one-on-one call.
 - Do you see any characteristics of the Helper Approach in your team? If yes, what is one thing you can do in the next month to reduce that characteristic? Discuss this action step with your regional point of contact.
 - In your ministry with OCC or in other leadership roles can you think of a time that you were silent to try to keep the peace, rather than providing correction when it was needed? Role play with your regional point of contact how you might have handled this situation differently.
 - What characteristics of a High Impact team does your team already display? In which areas could you improve? Pick one of these areas and discuss how this could be accomplished. Take the action step you discuss and complete it before your next one-on-one meeting.
- Work with your regional point of contact to develop two small, short term goals to accomplish in each of three areas over the next month. Depending on the time of year these goals could be in the areas of:
 - Prayer
 - Developing your personal prayer team

Continued on the next page

Volunteer Management Approaches



- Affirmation of your team members or of your partners in ministry such as churches, community groups, media outlets, student groups, or prayer network partners
- Recruitment
- Selection
- Team equipping/training
- Collection Network growth
- Shoebox growth/promotion

Elective Practical Exercises

Review the list of possible Elective Practical Exercises below with your regional point of contact and, **with their guidance**, select one or two exercises to complete as a part of this course based on the time of year, the make-up of your particular Area Team, the goals you have developed for your own ministry and the ministry of your team, etc. You should be prepared to discuss the exercises you complete at your next meeting with your regional point of contact.

- Find a creative way to communicate a High Impact concept you learned in this course to your team.
- Memorize a scripture highlighted in this course and quote it to a friend or family member.

Attributes of Effective Leaders



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- Leadership and dependence on God
- Leadership from the perspective of the Christian Worldview
- Biblical attributes of a leader

Views on Leadership

Fill in the blanks as you complete this section of the course.

1. Most of the views on leadership are rooted in a _____ approach or with a Christian _____.

Biblical Attributes of a Leader

Fill in the blanks as you complete this section of the course.

1. Godly leaders depend on God and for those who do, they will have the following attributes:
 - a. Leaders listen.
 - b. Leaders are _____.
 - c. Leaders are _____ builders.
 - d. Leaders take responsibility.
 - e. Leaders are _____.
 - f. Leaders are flexible.
 - g. Leaders _____ by faith.
 - h. Leaders _____.

Attributes of Effective Leaders



Leaders Listen

Fill in the blanks as you complete this section of the course.

1. _____ is one of the most important attributes a godly leader will possess.
2. Listen to your _____.
3. Seek to listen and learn from a _____.
4. Most of all, listen to _____.

Reflection Question

What direction has God recently given you as you have read Scripture and prayed?

Leaders are Servants

Fill in the blanks as you complete this section of the course.

1. Godly leaders view themselves as _____.
2. Being a servant is putting _____ needs above one's own and this requires _____.
3. A leader who _____ on God understands that he or she is a servant to God, and as a result serves _____.
4. A _____ _____ is someone who meets the needs of those he or she is leading as they are being guided to accomplish a goal or set of goals.

Attributes of Effective Leaders



Leaders are Team Builders

Fill in the blanks as you complete this section of the course.

1. A godly leader is a _____.
2. Always keep in mind the _____ principles that are used for recruiting and selecting volunteers.
3. OCC is looking for those believers who are _____ to serve in this ministry and will have a great _____.

Leaders Take Responsibility

Fill in the blanks as you complete this section of the course.

1. A godly leader will take _____ and encourage others to take responsibility.
2. Be a _____ of the responsibility entrusted to you as you lead your team and equip others.
3. As an OCC volunteer leader, you are going to make _____.
4. When we own up to our mistakes, we gain _____ and the _____ of those we serve.
5. Taking responsibility also means following through on _____ and, as a leader, holding others to their commitments.

Leaders are Humble

Fill in the blanks as you complete this section of the course.

1. Leaders who depend on God understand that _____ was modeled by Christ on the cross.
2. Our work must be tied to our _____ and must be done to bring God _____ and not ourselves.

Attributes of Effective Leaders



Leaders are Humble (continued)

3. Humility is accomplished in a _____ when others naturally see _____ working in and through the leader.

Reflection Question

What is a practical way to remain humble as you serve Jesus? _____

Leaders are Flexible

Fill in the blanks as you complete this section of the course.

1. Leaders who depend on God have the attribute of _____ because they understand that God is in control.

Reflection Question

Describe a time when you were in a place where God's will did not make sense to you. How did you come to an understanding of what God was doing in your life?

Attributes of Effective Leaders



Leaders are Flexible (continued)

Fill in the blanks as you complete this section of the course.

2. This attribute of flexibility is closely tied to the attribute of _____ and it produces _____ in the lives of those who follow Christ.
3. Examples in Scripture: Judges 7:1-8; Exodus 3:7-4:17; Acts 9:1-19
 - a. In Judges 7:1-8, God required _____ to fight the Mideanites with only _____ men.
 - b. In Exodus 3:7-4:17, God chose _____ to lead his people out of bondage.
 - c. In Acts 9:1-19, God chose _____ of Tarsus (who would be known as the Apostle Paul) to spread the Gospel in spite of his aggressive persecution of Christians. And He chose _____ to go to Paul to minister to his needs.
4. Some of the themes all of these passages have in common:
 - a. Unlikely _____ were chosen or unlikely _____ were promised.
 - b. _____ was required in all situations and obedience required a _____ heart.
 - c. God is the _____ of each story and His glory is shown in each story.
 - d. The _____ chosen and the _____ God put His people in just did not make sense.

Leaders Walk by Faith

Fill in the blanks as you complete this section of the course.

1. A godly leader will walk by _____.
2. Seek God's _____ and _____ as you work with your team to establish your area team goals.

Attributes of Effective Leaders



Leaders Pray

Fill in the blanks as you complete this section of the course.

1. A godly leader who depends on God _____.
2. A person who has an attitude of prayer has it because it is an _____ of the Holy Spirit working in his or her life.
3. People who live a life with a prayerful attitude do so because they have a _____ relationship with the Lord.
4. Obtaining a prayerful attitude requires us to _____ our relationship with God by _____ Him daily.

Reflection Question

When you have something that happens to you (good or bad) what do you do? What is your first response? Who or what do you turn to first to give praise or seek comfort?

Attributes of Effective Leaders



Essential Activities

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Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional one to two to complete.

- Rate yourself on a scale of 1-5 (with 1 being “I have a lot of room for improvement in this area” and 5 being “I feel that I do this very well”) in the following areas as discussed in this session and then discuss your thoughts with your regional point of contact.
 - Listening
 - Being a servant leader
 - Teambuilding
 - Taking responsibility
 - Being humble
 - Being flexible
 - Walking by faith
 - Praying
- Set apart a dedicated time each day or each week to pray about your leadership of your team.
- Set a date for a whole team gathering, maybe even including spouses and children, where the only goal of the gathering is team building.
- Build a Prayer Team.
- Determine two practical ways to increase your prayer life.
- Work with your regional point of contact to develop two small, short term goals to accomplish in each of three areas over the next month. Depending on the time of year these goals could be in the areas of:
 - Prayer
 - Developing your personal prayer team

Continued on the next page

Attributes of Effective Leaders



- Affirmation of your team members or of your partners in ministry such as churches, community groups, media outlets, student groups, or prayer network partners
- Recruitment
- Selection
- Team equipping/training
- Collection Network growth
- Shoebox growth/promotion

Elective Practical Exercises

Review the list of possible Elective Practical Exercises below with your regional point of contact and, **with their guidance**, select one to two exercises to complete as a part of this course based on the time of year, the make-up of your particular Area Team, the goals you have developed for your own ministry and the ministry of your team, etc. You should be prepared to discuss the exercises you complete at your next meeting with your regional point of contact.

- Teach a principle you learned in this session to your team in some way.
- In this course you learned that “A servant leader is someone who meets the needs of those he or she is leading as they are being guided to accomplish a goal or set of goals.” Make a list of the needs you currently see on your team. This can include general needs as well as needs specific to individuals on the team.
- In this session you learned that “Paul used the body to provide us with a great example of how we need people with different gifts to help us accomplish tasks.” Make a list of the gifts you already see in the members of your team.

Volunteer Equity



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

How to demonstrate partnership through the following:

- The definition of Volunteer Equity
- Four ways to improve Volunteer Equity

Definition

Fill in the blanks as you complete this section of the course.

1. Volunteer Equity is the _____ an organization possesses based on _____ and _____.
2. Volunteer Capital = _____.

Reflection Question

List some ways you believe your team members could be more effective. _____

Four Specific Ways to Increase Volunteer Equity

Fill in the blanks as you complete the course.

Increase _____.

(Note: The other three ways to increase volunteer equity will be explained later in the course.)

Volunteer Equity



High Impact Alignment

Fill in the blanks as you complete this section of the course.

To increase alignment, an OCC leader must build a _____ with each individual and _____ each team member to see their crucial part.

The Six Steps for Building High Impact Alignment

Fill in the blanks as you complete this section of the course.

1. Alignment to you as a _____.
 - a. _____ are central to transformational volunteer ministry.
2. Alignment to the _____ and _____.
 - a. Make sure each volunteer _____ with the team.
 - b. Make sure that they are connected to other _____.
 - c. Make sure that they are excited about the _____ and _____.
3. Build alignment to the _____.
 - a. Volunteers greatly benefit by seeing their _____ connection.
4. _____ Team
5. _____
6. _____ Values
 - a. Volunteers will be the most _____, the most _____, as they see their work in OCC as fulfilling their _____ and their part in the global work of Jesus Christ.
 - b. If you can encourage each team member to align with the greatest _____ values and encourage them to grow in their _____, this will bring the greatest joy and the most effectiveness.

Volunteer Equity



Reflection Question

In your own words, explain how High Impact alignment increases volunteer equity? _____

Four Ways to Increase Volunteer Equity

Fill in the blanks in the statement below as you complete this section of the course.

1. Increase High Impact alignment.
2. Encourage the _____ of every _____
_____.
 - a. Ways to encourage spiritual growth:
 - _____ together
 - Encourage _____ of God's word
 - Encourage _____
 - Encourage commitment to the _____
3. Increase _____ of each _____.
 - a. Translate the _____
 - b. Encourage volunteers to attend OCC _____.
4. Improve the _____ of each team member.

Volunteer Equity



Improving Competencies

List ways you can improve competencies for each of the following ministry roles:

Church Relations Team Member: _____

Prayer Team Member: _____

Media Support Team Member: _____

Drop-off Team Leader: _____

Volunteer Equity



Essential Activities

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Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises.

- In your workbook, you were asked—
 - To list some ways you believe your team members could be more effective. Share your response with your regional point of contact and talk about ways to increase each of your team members’ effectiveness.
 - To list ways you can improve competencies for the following ministry roles: Church Relations Team Member, Prayer Team Member, Media Support Team Member, and Drop-off Team Leader. Talk with your regional point of contact about the things you listed. (ACs should make a list for each of these ministry roles. MCs should make a list for the ministry role on their ministry team.)
- Encourage team members to attend an OCC Connect Conference.
- Encourage the personal spiritual growth of every team member.
- (For ACs) Teach Ministry Coordinators how to more effectively recruit, select, and equip volunteers.
- (For ACs) At a leadership meeting, talk with Ministry Coordinators about ways team members can be more effective in each of the roles they serve on the Area Team and encourage them to share these ideas with their ministry team members. For example, ask your Church Relations Coordinator to show Church Relations Team Members how to more effectively call or affirm a church.

Volunteer Equity



Elective Practical Exercises

Review the Elective Practical Exercise below with your regional point of contact. You should be prepared to discuss the exercise at your next meeting with your regional point of contact.

- (For ACs) At a team meeting, highlight one way that each Ministry Coordinator has been effective in his/her role.

Volunteers Are Capable Partners



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

How to demonstrate partnership through the following:

- Attitude
- Behavior
- Language

Four key words in High Impact that summarizes partnership and their meaning:

- Respect
- Expect
- Inspect
- Correct

Reflection Questions

As a volunteer, what would you tell the paid staff you need from them if they expect you to act like a real partner in ministry? _____

As paid staff, what do you need from volunteers so that you can confidently trust them as real partners in ministry? _____

Volunteers Are Capable Partners



Real Partnership

Fill in the blanks as you complete this section of the course.

1. _____ goes both ways.
2. Real partnership is revealed in our _____, _____, and _____.

Reflection Question

Make a list of five actions or behaviors that would demonstrate real partnership exists between leaders and team members. For example, you might write, "sharing decision making" or "leaders taking responsibility for a mistake." _____

An Attitude of Partnership

1. Every leader understands without the _____ of each team member, we will not be _____?

Reflection Questions

Review 1 Corinthians 12:14-21, Philippians 2:5-8, and Matthew 20:25-28. In your own words, explain what an attitude of partnership means? _____

Volunteers Are Capable Partners



Reflection Questions (continued)

What actions might demonstrate that we **don't** value a team member as a real partner?

Great Ways to Demonstrate Partnership

Fill in the blanks in the statement below as you complete this section of the course.

_____ our volunteers to make decisions , _____ them to carry significant _____, _____ to our volunteers, seeking their _____, and using their _____ are all great ways to demonstrate partnership.

Partnership Language

Fill in the blanks in the statement below as you complete this section of the course.

1. _____ is greatly revealed in the _____ we use.
2. Another way our language reveals real partnership is when we _____ volunteers.
3. When speaking affirmation to an OCC Volunteer use _____ that _____.

Volunteers Are Capable Partners



Four Words

Fill in the blanks in the statement below as you complete this section of the course.

1. **Respect:** As OCC leaders, respect the _____, _____, and _____ of your volunteers.
2. **Expect:** Where _____ exists, leaders and team members _____ of each other.
3. **Inspect:** It's the _____ and _____ of and OCC leader to _____ of a volunteer team member.
4. **Correct:** In High Impact, the word "Correct" refers to both _____ and _____.

Reflection Questions

Based on the session, write an example of how you would affirm a team member.

Based on the session, write an example of how you would admonish a team member.

Volunteers Are Capable Partners



Essential Activities

Essential Activities (below) and Elective Practical Exercises (found on the next page) are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional two to three to complete.

- In your worksheet for this lesson, you were asked to—
 - Review 1 Corinthians 12:14-21, Philippians 2:5-8, and Matthew 20:25-28 and in your own words to explain what an attitude of partnership means. Share with your regional point of contact your response to this question and talk about ways you can demonstrate an attitude of partnership toward your team members.
 - Write an example of how you would affirm a team member and how you would admonish a team member based on what you learned in this lesson. Share your response with your regional point of contact.
- Make a list of phrases that reflect true partnership that you can use instead of “thank you” to affirm team members or to affirm churches, groups, media, or PNP’s.
- At a leadership meeting, teach or remind Ministry Coordinators of this principle and encourage them to teach it to their ministry teams.
- As you learned in this lesson, it is your responsibility as a leader to “inspect” the work of volunteers serving on your team. Talk with your regional point of contact about ways to inspect the work of team members.

Volunteers Are Capable Partners



Elective Practical Exercises

Review the list of possible Elective Practical Exercises below with your regional point of contact and, **with their guidance**, select two to three exercises to complete as a part of this course based on the time of year, the make-up of your particular Area Team, the goals you have developed for your own ministry and the ministry of your team, etc. You should be prepared to discuss the exercises you complete at your next meeting with your regional point of contact.

- Teach a principle you learned in this lesson to your team in a creative way.
- (For ACs) Invite a trained Ministry Coordinator to lead the interview of an applicant for his or her team.
- Invite a member of the team to lead the devotional portion of a meeting.

A Volunteer is a Child of God



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- Every volunteer is a child of God
- Three types of Operation Christmas Child volunteers
- Important facets of being a child of God that ease and empower our service to Him
- Financial vs. people stewardship

A Volunteer is a Child of God

Fill in the blanks as you complete this section of the course.

As OCC Connect Volunteers, we are _____ of God, going about our Father's _____.

Three Kinds of Volunteers

Fill in the blanks as you complete this section of the course.

In High Impact, we think of three kinds of volunteers:

1. _____ or Informal Volunteers (short-term or seasonal volunteer): Someone who may work at a relay or processing center for a few hours.
2. _____ or Year-Round _____ Volunteers: Identify closely with our organization and share the deepest values of our organization; they carry considerable responsibility and represent a serious risk.
3. High Impact _____ Volunteers: Regional Area Coordinators, Area Coordinators, and Ministry Coordinators; these volunteers are the same as High Impact Volunteers but take on even greater responsibility.

A Volunteer is a Child of God



Every Volunteer is a Child of God

Fill in the blanks as you complete this section of the course.

Important facets of being a child of God that will ease and empower our service to Him:

1. Know your _____.
 - a. No family _____ is greater than our _____ as a child of God.

Reflection Question

What are the benefits of being a child of God? Make a list. _____

Every Volunteer is a Child of God (continued)

Fill in the blanks as you complete this section of the course.

Important facets of being a child of God that will ease and empower our service to Him:

2. _____ on your Dad.
 - a. He delights in our _____ as obedient children.
3. We are part of a new _____.
 - a. Every Connect Area Team volunteer is more than a _____;
they are a brother or sister—a part of our _____.

Reflection Question

Read 1 Timothy 5:1-2 and Ephesians 2:19-22. What does it mean to be a part of the family of God? _____

A Volunteer is a Child of God



Every Volunteer is a Child of God (continued)

Fill in the blanks as you complete this section of the course.

Important facets of being a child of God that will ease and empower our service to Him:

4. An OCC Team should not be a _____ family.
 - a. In High Impact, we talk about the in-here goals of _____ community.
 - i. We share each other's burdens.
 - ii. We encourage one another.
 - iii. We speak the truth in love.
 - b. Real love encourages _____ and self-awareness.
5. A child of God has a God-given _____.
 - a. Every child of God has God-given _____ gifts and has been designed in a special way to accomplish the _____ of the Father.
6. Every child of God has a role to play in advancing God's _____, however that _____ be with OCC.
7. Because we are children of God, it's okay to ask our volunteers to be _____ family members.

Reflection Question

If you heard there was financial impropriety in an organization that you support, how would you react? _____

A Volunteer is a Child of God



Financial Stewardship v. People Stewardship

Fill in the blanks as you complete this section of the course.

1. Good _____ of finances and financial integrity is important; however, the stewardship of God's _____ is far more crucial and central to God's strategy.
2. Making finances too important can _____ leaders and _____ our ministries.
3. A ministry could have all the _____ backing in the world and accomplish little or nothing without _____.
4. The vast majority of OCC's ministry is accomplished by _____.
5. Use your time and your financial resources to invest in _____ and _____ that will extend far beyond your life and reach deep into eternity.
6. The stewardship of _____ is far more important than _____ stewardship.
7. Know that volunteer _____ is an investment that pays incredible _____.
8. Realize that _____ and _____ are temporary resources that can only be used while we're still here on earth.

Continued on the next page.

A Volunteer is a Child of God



Essential Activities

Essential Activities and Elective Practical Exercises are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

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- What are some ways you depend on your Heavenly Father? Are there any areas you need to surrender to the Lord as you serve in your role with OCC? As you spend time in God’s Word and in prayer, ask the Lord to reveal to you any areas where you have not depended on Him and give those areas over to Him.
- What are some ways you can develop authentic community among your team members? Think of ways you can invest in your Ministry Coordinators and/or team members and apply them as you lead and develop your team. Make a list and include these in your “in-here” goals.
- Ask God to reveal to you someone on your team who might need a reminder that their value comes from being a Child of God. Write a note of affirmation to that person.

Elective Practical Exercises

Review the Elective Practical Exercise below with your regional point of contact. You should be prepared to discuss the exercise at your next meeting with your regional point of contact.

- At a team meeting, teach team members something you have learned from this lesson.

RECRUITING AND SELECTING



This is the third course in the Leadership Development Program (LDP). In this course, you will complete modules on the following:

- The Meaning and Message of Recruiting
- Methods and Mistakes of Recruiting
- The Seven Cs of Selecting
- The Selection Process
- Selecting Slip Ups

The Meaning and Message of Recruiting



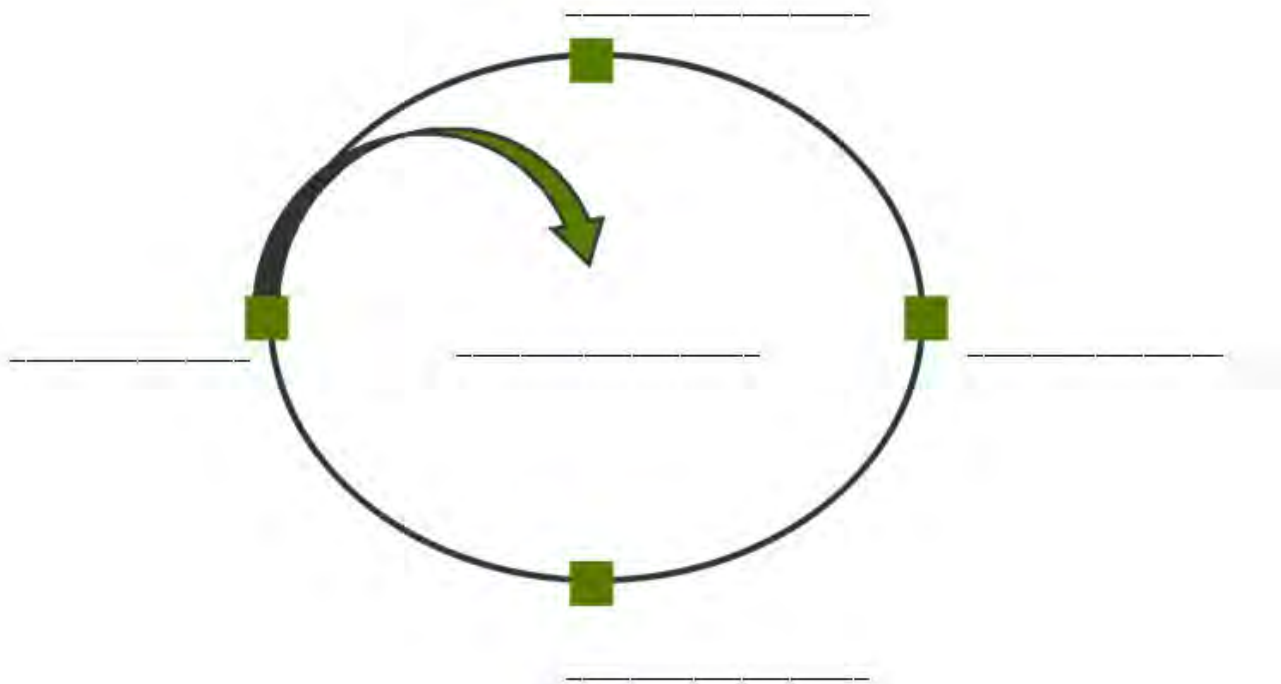
Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- The High Impact definition of recruiting
- How to create a truthful, compelling recruitment message

Reflection Question

*Let's review! Are you able to recall the five steps of the High Impact process?
Label the five steps below.*



The Meaning and Message of Recruiting



High Impact Definition of Recruiting

Fill in the blanks and answer the questions as you complete the course.

1. Communicating a _____, _____ ministry _____ to discover _____.
2. A prospect is a _____ candidate.

An Invitation

Fill in the blanks and answer the questions as you complete the course.

1. It's helpful to think of recruiting as an _____ to prayerfully _____ the Operation Christmas Child _____.
2. Be careful in your _____ with candidates.

Reflection Question

Why should you be careful in your words when speaking with volunteer candidates?

The Meaning and Message of Recruiting



Reflection Questions

1. Why is it important that your recruiting message be truthful? _____

2. What two key High Impact principles should be used to make your recruiting message compelling? _____

Purpose and Vision

Fill in the blanks and respond to the statements below as you complete this section of the course.

1. Always recruit to the _____ or vision of the ministry and not to the _____.
2. Another way to make your message more compelling is to list out the _____, _____, and _____ that a volunteer would experience.

Reflection Question

Make a list of the benefits or values associated with being a Ministry Coordinator or a Church Relations Team Member. *(Please choose one OCC position.)* _____

The Meaning and Message of Recruiting



Essential Activities

Essential Activities (below) and Elective Practical Exercises (found on the next page) are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional two to three to complete.

- In this lesson, you learned that in the High Impact model “recruiting” is separate from “selecting.” Talk with your regional point of contact about the differences between recruiting and selecting.
- Make a list of prospects—potential candidates for recruiting. This list can include individuals who expressed interest during National Collection Week or Project Leaders who you have noticed are passionate about serving children through OCC.
- Make a list of places where you can go to find prospects. Talk with your regional office about resources they can provide.
- Write a brief personal testimony of why you are involved with Operation Christmas Child.
- Develop a truthful, compelling ministry message and deliver your message to at least one current prospect. If you do not have a current prospect, practice with a friend. What went well? What could be improved?
- Call two (2) people who have completed Volunteer Interest Forms (VIFs) and have an initial conversation about what it might look like to serve year-round on your team. Describe the five (5) ministry teams and write down their feedback. If they are interested in pursuing a role, send them a link to the volunteer application. End your call with a spiritual impact story and prayer for God to guide them.
- Call two (2) people who indicated “yes, I am interested in year-round volunteer opportunities” on their short term volunteer form when working at one of your Drop-off locations. The call would look like this:
 - Connect and introduce yourself and affirm them for their ministry at the Drop-off location.
 - Celebrate how many boxes your Area Team collected and affirm that they played a significant role.
 - Ask them about a highlight of their time of serving at the Drop-off location.

The Meaning and Message of Recruiting



- Tell them that you noticed an indication that they'd like to serve year-round and let them know that you'd like to explore that with them.
- VERY briefly describe the 5 ministry roles and ask if one of those interests them.
- If yes, let them know that you'll send them an application and ministry description.
- Offer to answer questions and offer to end with prayer.

Elective Practical Activities

Review the list of possible Elective Practical Exercises below with your regional point of contact and, **with their guidance**, select two to three exercises to complete as a part of this course based on the time of year, the make-up of your particular Area Team, the goals you have developed for your own ministry and the ministry of your team, etc. You should be prepared to discuss the exercises you complete at your next meeting with your regional point of contact.

- Order Recruitment Kits and place them and a set of ministry descriptions in a case. Place the case in the trunk of your car.
- Commit to memory the recruitment website address:
www.samaritanspurse.org/volunteerwithocc
- Work with your regional point of contact to plan and hold a recruitment meeting or a project leader event, speaker tour event, or celebration meeting with a recruitment component to the meeting.

Methods and Mistakes of Recruiting



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- The definition of recruiting method
- The most effective recruiting methods
- Six recruiting mistakes

Definition

Fill in the blanks or respond to questions as you complete this course.

A recruiting method is a way to _____ people to _____ being a part of an Operation Christmas Child _____.

Reflection Questions

What is the most effective recruiting method? _____

Make a list of your recruitment needs and then pray that God will fill these positions.

Methods and Mistakes of Recruiting



Recruiting Methods

Fill in the blanks as you complete this section of the course.

1. Prayer
2. Be _____.
 - a. Persistence in _____.
 - b. Persistence in _____.
 - c. Persistence in _____.

Effective recruiters are _____!

3. _____ people
4. _____ the right people
 - a. _____ contacts are far better than _____ contacts.
 - b. A _____ contact is anyone who has a _____
_____ with us or with OCC and shares some of our same
_____.

Practical Ways to Recruit

Fill in the blanks as you complete this section of the course.

1. Approach _____.
2. Recruit during _____ Week.
3. _____ attract many great prospects.

Methods and Mistakes of Recruiting



Practical Ways to Recruit (continued)

5. Recruitment _____ or _____.
6. Church _____
7. Booths at _____ or _____

Great recruiters are _____!

Six Common Recruitment Mistakes

Fill in the blanks in the statements below.

1. _____ Dash: The problem of spending a lot of time on recruiting and no time on preparing the environment in which volunteers will serve.
 - a. Provide a team environment that _____ and _____ volunteers.
2. _____ Post Problem: Making the post or position easier to attract more volunteers.
 - a. If you ask for a noble commitment, you will get a _____ commitment.
 - b. If you ask for a mediocre commitment, you will get _____ commitment.
 - c. Look for _____ volunteers who will give a _____ commitment.
3. One _____ Predicament: "Under recruiting" by not having an appropriate number of prospects needed to fill each volunteer ministry position.
4. Workers _____: Inviting volunteers to complete a task instead of joining a ministry.

Never recruit to a _____, rather recruit to a _____.

Methods and Mistakes of Recruiting



Reflection Questions

Consider the following messages and respond the questions below.

Message 1: We need three people to call on churches.

Message 2: Have you experienced the joy of leading OCC in your church? Consider multiplying your impact on children across the globe by sharing your experience and encouraging other church leaders. Consider becoming a part of the Operation Christmas Child Area Team!

What are the implied messages? _____

How does the second message transform the first? _____

Six Common Recruitment Mistakes (continued)

5. _____ Dilemma: Relying on the temporary success of desperation ploys, creating long-term recruitment problems.

a. _____ messages empty our _____
_____ and make recruiting more _____.

b. Recruiting is a _____ - _____ ministry activity.

c. Focus your _____ in the _____ parts of the year-long
before _____ season begins.

Methods and Mistakes of Recruiting



Six Common Recruitment Mistakes (continued)

6. _____ Leader: The leader does not demonstrate a passion toward the ministry, making it impossible to recruit or inspire others.

Effective recruiters are _____ about their service!

Reflection Question

Can you think of a leader who inspired commitment in you? Briefly describe your experience and explain how the individual inspired your commitment. _____

Re-visioning

1. Passion and excitement for the ministry are deeply connected to the _____.

2. How can re-visioning re-ignite passion? _____

Methods and Mistakes of Recruiting



Essential Activities

Essential Activities (below) and Elective Practical Exercises (found on the next page) are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional two to three to complete.

- Look back at the list of prospects you created previously. Continue to use this list to pull prospects to contact and have an initial conversation about what it might look like to serve year-round on your team. Describe the five (5) ministry teams. If they are interested in pursuing a role, send them a link to the volunteer application. End your call with a spiritual impact story and prayer for God to guide them.
- In your workbook for this lesson, you were asked to make a list of openings on your team. Work with your regional point of contact to prioritize the list and develop a recruitment plan based on the recruitment methods you learned about in this lesson.
- Follow-up with potential candidates who expressed interest while serving at a Processing Center.
- Ask all team members to be actively involved in recruiting by identifying potential candidates and inviting others they think might have interest in OCC to serve with them at a Processing Center or attend an Area Team event.

Methods and Mistakes of Recruiting



Elective Practical Exercises

Review the list of possible Elective Practical Exercises below with your regional point of contact and, **with their guidance**, select two to three exercises to complete as a part of this course based on your leadership role, the time of year, the make-up of your particular team, the goals you have developed for your own ministry and the ministry of your team, etc. You should be prepared to discuss the exercises you complete at your next meeting with your regional point of contact.

- Pick another group you are associated with that uses volunteers—your church, children's school or sports team. What methods do they use to recruit? In what areas do they make recruiting mistakes?
- If you haven't already, work with your regional point of contact to plan and hold a recruitment meeting or a project leader event, speaker tour event, or celebration meeting with a recruitment component to the meeting.
- Brainstorm ways the Area Team can recruit potential candidates during National Collection Week at local drop-off locations.
- Invite potential volunteers to join you in serving at a Processing Center.
- Teach a principle you learned in this lesson to your team in a creative way.
- Send targeted recruitment mailings or email blasts to Project Leaders, past participating churches, or friends of OCC in your area.
- Share a recruitment message at church speaking engagements in your area.
- Practice recruiting pitches and incorporate them at fairs and festivals.

The 7Cs of Selecting



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- The Seven Cs (or 7Cs) of the High Impact selecting process
- The definition of selecting
- Interview techniques and questions

The 7Cs of Selecting

Fill in the blanks as you complete this section of the course.

1. The High Impact definition of selecting is _____ those who God has _____ to _____ with our ministry who will make a great _____.
2. We must carefully hand over or entrust the _____ of the ministry.
3. The 7Cs of selecting are a set of biblical _____ to _____ us as we _____ consider each _____.

List the 7Cs of Selection:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

The 7Cs of Selecting



Reflection Question

Imagine you are a coach of a team, and you are responsible for choosing players who will give the team the best chance at being successful. How would you evaluate players? What characteristics would you look for? _____

Characteristics

Fill in the blanks as you complete this section of the course.

1. Far more important to God's _____ is our ability to _____ the best Operation Christmas Child _____.
2. The 7Cs are seven biblical _____ to help our _____.
3. The 7Cs will help us to _____ candidates to see if there's a good _____ for both OCC and the _____.
4. You can use the 7Cs throughout the selection process as you _____ candidates, _____ their _____, _____ them, or check _____.
5. It is a leader's responsibility to _____ prospects with _____ criteria.

The 7Cs of Selecting



Calling

Fill in the blanks as you complete this section of the course.

1. In selecting volunteers, look first for God's _____ on their _____.
2. It is a leader's responsibility to _____ that call through _____ and an objective _____ process.
3. The _____ of team members _____ when matched with their God-given _____ or spiritual giftedness.

Here are some questions that may help you get a picture of a candidate's calling.

1. What do you both _____ to do and do really _____?
2. In what ministry activities have you experienced the greatest _____?
3. In what activities or service areas do you experience the most _____?
4. In what activities or service areas are you willing to make the most _____?

Calling is clearly the _____ when it comes to selection.

Character

Read 1 Timothy 3:1-13, Titus 1:5-9, and Exodus 18:17-23. Which of the qualifications listed in those passages are based on character? Make a list. _____

The 7Cs of Selecting



Character (continued)

Fill in the blanks as you complete this section of the course.

1. Our firsthand experience with a candidate as we go through the process may shed a great deal of light on their character. Pay attention to details:
 - a. Do they show up _____?
 - b. Are they _____?
 - c. Do they treat others with _____ and _____?
 - d. Do they _____?
2. Character is often demonstrated when a prospect is put in charge of a _____.
 - a. Are they _____?
 - b. Are they _____?
 - c. Are they _____?

Compatibility

Compatibility in the High Impact model refers to three things:

1. _____
2. _____
3. _____

Organizational Compatibility:

Does the candidate _____ with the Operation Christmas Child _____ statements and _____?

The 7Cs of Selecting



Compatibility (continued)

Fill in the blanks as you complete this section of the course.

Relational Compatibility

1. Relational Compatibility has to do with the volunteer prospect's ability to _____ well with _____.
2. Ask candidates to describe a situation in which they dealt with _____.

Leadership Compatibility

1. Leadership Compatibility: Make sure the candidate has a history which demonstrates they _____ and can _____ to leadership.
 - a. Do they _____ about their former leaders with _____?
 - b. Do they show _____ for the process?

Competency

1. Does the person possess the _____, _____, or _____ to do the ministry for which they are applying?
2. The best way to predict if a candidate will do a good job is to look at their _____.
3. God used David's previous _____ skills in his role as king.
4. God uses our past _____ or competencies to serve His purposes for the _____.
5. The best interview questions focus on a candidate's _____ or _____.
6. If a prospect lacks the necessary direct experience, we might ask— What _____ have you had that would indicate you can _____ this role?

The 7Cs of Selecting



Commitment

Fill in the blanks below as you complete this section of the course.

1. Another word for commitment is _____.
2. _____ is how long a volunteer or team member will _____ with Operation Christmas Child.

Reflection Question

What are the consequences of choosing a candidate who has low commitment to OCC?
Make a list of possible consequences. _____

Commitment (continued)

3. The best predictor of _____ commitment is _____ commitment.
4. First look for a candidate's _____ volunteer commitment.
5. Also look for long-standing commitments in other areas of their life. How long a candidate has—
 - a. _____
 - b. _____ in the same community
 - c. worked at the same _____
 - d. been in the same _____
 - e. _____ their references
7. Choosing volunteers who are likely to stay longer _____
_____ OCC teams.

The 7Cs of Selecting



Condition

Fill in the blanks below as you complete this section of the course.

1. When we select for condition, we look for candidates that possess a healthy _____, _____, and _____ condition.
2. If a prospect has had a recent life crisis, it will be better to _____ until they have a chance to _____ or get _____ the crisis.
3. Love shows its _____ in the selecting process as we patiently _____ for God's timing regarding a volunteer's _____.

Consistency

1. _____ will help us as we gather all the _____ together about a candidate.
2. Consistency is all about identifying _____ throughout the entire _____.
3. Look for patterns or consistency that reveal _____.
4. When you see _____ indicators pointing in the same direction these things are likely _____ of the candidate.
5. Pay attention to patterns or consistencies that might show a _____.
6. Identify _____ or conflicting _____.
7. When you're feeling confused about a candidate, ask more _____, check additional _____, or go over the _____ with another appropriate team member or supervisor.
8. It might also be important to conduct another interview focused on _____ the inconsistencies.

The 7Cs of Selecting



Essential Activities

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- Locate the “Seven Cs Analysis” form on MyOCC. Review the form with your regional point of contact and talk about how you will use the 7Cs during the selection process.
- Talk with your regional point of contact about what each of the 7Cs means, individually, and why each is important as you bring on a new member of the team.
- Complete the “Seven Cs Analysis” for a candidate you are prayerfully considering for a position on your team. As you complete the form, apply the principles you learned in this lesson. Once completed, talk with your regional point of contact about your evaluation of the candidate based on the 7Cs.
- Perform a 7Cs analysis on yourself. What area do you feel you are strongest in for your current role? Which area needs the most improvement? Ask your regional point of contact if he or she agrees with your assessment.
- Talk through the interview questions with your regional point of contact and select the key ones for the person you are interviewing. Discuss what interview questions to ask for different roles that you are selecting for, and discuss which interview questions are mandatory regardless of the role. Discuss the statement of faith and the importance of asking about whether they agree with the statement of faith and the potential hard questions that may come.
- Use the 7Cs throughout the selection process as you meet candidates, review their applications, and interview them or check references.

The 7Cs of Selecting



Elective Practical Exercises

Review the Elective Practical Exercise below with your regional point of contact. You should be prepared to discuss the exercise at your next meeting with your regional point of contact.

- With your regional point of contact, talk through reference questions and what key things to ask references about each role you are selecting for.

The Selection Process



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- How to walk a prospect through each step of the selection process
- How to say “no” if a candidate is not a match

Five Steps of the Selection Process

Fill in the blanks as you complete this section of the course.

1. Once a person comes forward, we now have a _____.
2. Walk each _____ through the steps of the OCC _____.
3. List the five steps of the Operation Christmas Child selection process:
 - a. Initial _____
 - b. _____ Packet
 - c. _____
 - d. _____ Checks
 - e. _____ a _____

The 7Cs

Fill in the blanks as you complete the course.

- A. The 7Cs are seven _____ that _____ our selection at any stage of the selection process.

(7Cs continued on next page)

The Selection Process



The 7Cs (continued)

B. List the 7Cs of the selection process:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C. Listen for _____ of each of the _____ throughout each step of the process.

D. Selecting is discovering those God has _____ to partner with us in ministry who will make a _____.

E. _____ must permeate every step of the process.

Initial Encounter

Fill in the blanks as you go through the course.

1. The initial encounter is the first _____ or _____ with a person who has been _____ or shown interest in _____ with Operation Christmas Child.
2. The initial encounter is not a _____.

The Selection Process



Initial Encounter (continued)

3. The initial encounter is an informal brief meeting to accomplish three things:
 - a. To _____ a little about the _____ with a few pointed questions
 - b. To _____ an overview of Operation Christmas Child and the specific Area Team _____
 - c. To give them or give them access to an _____ packet and to _____ the next steps
4. The initial encounter gives both the _____ and _____
_____ a _____ way to _____ the ministry fit.

Reflection Questions

1. *What did you discover about the candidate in the scenario?* _____

2. Take a quick review of the 7Cs. What did you learn about the candidate's ...
 - Calling _____
 - Character _____
 - Compatibility _____
 - Competency _____
 - Condition _____
 - Commitment _____
 - Consistency _____

The Selection Process



Application Packet

Fill in the blanks in the statement below as you complete this section of the course.

1. If all goes well in the _____ encounter, give the prospect the _____ packet to _____ review.
2. The initial encounter may be by _____ or in _____.
3. The application packet may be sent by _____, handed to the candidate, or accessed _____.
4. The application packet has several important purposes:
 - a. To _____ about the candidate
 - b. To let the candidate safely _____ being a part of the OCC ministry
 - c. To test the _____ of the candidate.
5. Use the list of _____ to review the _____.
6. As you review the application, make a list of _____ to ask the candidate during the _____.

Interviewing the Candidate

1. List below tips regarding the interview:
 - a. Be _____.
 - i. _____ must _____ the interview.
 - ii. Take good _____.
 - iii. Ask questions about the _____.
 - iv. Share the _____, _____, and _____ of the ministry.
 - v. Go over the _____ for the position.

The Selection Process



Reflection Question

Fill in the blanks in the statement below as you complete this section of the course.

- b. Ask _____ - _____ questions.
 - i. The best _____ of _____ behavior is _____ behavior.
 - ii. Avoid asking _____ questions in interviews.
- c. Ask questions you fear may _____ the candidate.
 - i. As a leader, you have the responsibility to “_____ _____.”
 - ii. Asking a difficult question may be the most _____ thing you can do for a candidate.
- d. Share _____ of the ministry.
 - i. Provide an _____ of the _____ of OCC.
 - ii. Review the _____ of the Area and Ministry Team.
 - iii. Go over the Ministry Description in detail—talk about _____ and _____.
 - iv. Talk about meeting _____ and _____ requirements.
- e. At the end of the interview,
 - i. Give the _____ a chance to ask questions.
 - ii. Encourage the candidate to _____.
 - iii. Set a _____ to get back with the candidate about a decision.

The Selection Process



Checking References

Fill in the blanks in the statement below as you complete this section of the course.

1. OCC asks for a minimum of _____ references with one being the candidate's _____ or _____.
2. Keep reference information _____.

Making a Decision

1. A High Impact key principle is select _____, _____ volunteers.
2. Look to see if the _____ possesses enough of the _____ to indicate a likely good match.
3. Weigh _____ and _____ higher than the other 7Cs.
4. _____ is something that comes from _____ and _____ can only be developed over time.
5. When making a decision,
 - a. Earnestly _____.
 - b. Use the _____.
 - c. Take the _____ through each step of the _____.

Official Welcome

1. Call and officially _____ each new team member with _____ and _____.
2. Remind the new volunteer of initial _____ requirements.
3. _____ for the new team member.

The Selection Process



Continued – Official Welcome

Fill in the blanks in the statement below as you complete this section of the course.

4. Have other team members send _____ of _____.
5. Make sure the new volunteer is able to access _____ and _____ through the OCC _____.

Reflection Questions

Make a list of the dangers or risks if we say “no” to a candidate who is not a match. For example, you might say, “They could speak poorly about OCC.” _____

Make a list of the dangers or risks of saying “yes” to a candidate who is not a match.

The Selection Process



Saying “No” or Redirecting a Candidate

Fill in the blanks in the statement below as you complete this section of the course.

1. If you have the wrong person on your team, you will _____ have to say “no” anyway.
2. When we have a person who is not a match, it is essential that we handle this with _____ and _____.
3. If you select _____ who applies or shows interest, you will likely not have a _____ team.
4. You should say “no” or redirect a candidate as soon as you _____ the individual is not a good _____.
5. List ways to deal with someone who is not a match:
 - a. Self-_____.
 - b. _____ a prospect.
 - c. Careful _____.
 - d. Show them how it’s in their _____ not to be involved.
 - e. Use the candidate’s own _____.

The Selection Process



Essential Activities

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- Download and save to your computer in a folder entitled “Operation Christmas Child Selection Paperwork” the following document resources: Volunteer Interview Questions, Seven Cs Analysis, and Volunteer Reference Questions.
- Observe another leader on your team or your regional point of contact conducting an interview.
- Conduct an interview with your regional point of contact on the phone or conduct an interview with a Ministry Coordinator and talk with your regional point of contact about its effectiveness.
- In this lesson, you learned about each of the five (5) steps of the selection process. Complete the selection process for a candidate, applying what you learned.
 - Schedule and conduct an initial encounter with a prospect. Give the prospect the application packet or access to the application packet, if appropriate.
 - Use the list of 7Cs to review an application that was submitted by a candidate. Can you identify signs of Calling, Character, Compatibility, Competency, Commitment, Condition, and Consistency? Did you identify anything that raises a question about any of the 7Cs? Discuss your findings with your regional point of contact.
 - Schedule and conduct an interview with a prospective candidate. Before the interview make a list of specific questions to ask the candidate based on your review of the candidate’s application. These are questions you will want to ask in addition to the list of questions you ask every candidate.
 - Check references for a candidate you have interviewed.
 - Talk with your regional point of contact about the decision you feel you should make about the candidate and why you believe that is the right decision.

Selecting Slip Ups



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- Six common selecting slip ups:
 - The Free Volunteer Fallacy
 - The Subjectivity Soft Spot
 - The Mistake of the Wool Wardrobe
 - The Poisoned Process
 - The Minor League Mess-Up
 - The Double Mistake
- How to avoid the common selecting mistakes

Intro

Fill in the blanks as you complete this section of the eLearning.

The effective _____ and _____ of volunteers is drastically impacted by _____.

Free Volunteer Fallacy

Fill in the blanks as you complete this section of the eLearning.

No contribution to your organization, no volunteer is without some _____.

Reflection Question

Make a list of the dangers or risks of saying “yes” to a candidate who is not the right fit for the position or not a match for the ministry.

Selecting Slip Ups



Avoiding the Fallacy of the Free Volunteer

Fill in the blanks as you complete this section of the eLearning.

1. First, realize no volunteer is “free” who sidetracks you from _____.
2. Calculate the _____ costs associated with a volunteer’s involvement.
 - a. It still takes precious organizational _____ to select, equip, and lead volunteers.
3. Calculate the _____ of volunteer involvement.
 - a. When volunteers are in a position to represent OCC, much more is at stake than _____.
4. Select _____, more _____ volunteers.
5. It’s better for the volunteer and for OCC to _____ only those volunteers who will make a real _____.
6. Using the _____ as criteria, select only those volunteers who are a _____, a fit, and likely to make a strong _____ for OCC.
7. It’s better to have six _____ volunteers on your area team, than fifty who are partially _____.
8. Costly _____ are expended to _____ each volunteer.

The Subjectivity Soft Spot

Fill in the blanks as you complete this section of the eLearning.

1. Leaders carry their own soft spot or vulnerability. It’s called _____.
2. Subjectivity is lacking a proper _____.
3. Liking a candidate involves _____ feelings.
4. Albert Barnes in his commentary suggests—“The meaning of ‘without partiality’ is without any _____ on account of rank, wealth, or personal friendship.”

Selecting Slip Ups



The Subjectivity Soft Spot Continued

5. A.T. Robertson points out that the idea is to apply these principles—without “_____” someone.
6. The best leaders are able to “set aside” personal _____ and objectively analyze a volunteer’s _____ and _____ without bias.

Avoiding the Subjectivity Soft Spot

Fill in the blanks as you complete this section of the eLearning.

1. Recognize the condition of our _____.
2. Like a newborn’s soft spot, the _____ of our heart makes us _____ to poor selections.
3. Develop an objective _____ and stick to it.
4. Paul gave Titus and Timothy a list of objective _____ or qualifications to guide their choices.
5. Involve other _____ people in the process.
6. Getting other opinions gives us a more complete _____.

Reflection Question

Can you think of an example from scripture when God chooses someone to serve him in an important position who does not “look” the part? Make a short list of people you can think of from the Bible. _____

Selecting Slip Ups



Eliab – The Mistake of the Wool Wardrobe

Fill in the blanks as you complete this section of the eLearning.

1. But the Lord said to Samuel, “Do not look at his appearance or at the height of his stature, because I have rejected him; for God sees not as man sees, for man looks at the _____, but the Lord looks at the _____.” —1 Samuel 16:7 (NASB)
2. Outward _____, financial success, or beautifully crafted resumes tell us nothing _____ about a candidate.

Overcoming the Mistake of the Wool Wardrobe

Fill in the blanks as you complete this section of the eLearning.

1. Realize the problem of wolves trying to get through the door is not a _____.
2. Fight off the _____ to form opinions about candidates from _____.
3. If we look at _____ like dress or someone’s ability to communicate, or their title, we may miss God’s _____.
4. The heart is almost always revealed in _____.
5. Look at previous _____. Make sure you verify what’s on the application or resume with more than just the _____.

The Poisoned Process

Fill in the blanks as you complete this section of the eLearning.

1. Forcing an unwanted volunteer or staff on a team of others seriously damages our leadership _____.
2. One way is to _____.

Selecting Slip Ups



The Poisoned Process Continued

Fill in the blanks as you complete this section of the eLearning.

3. We share our _____ of a prospect before others have completed their _____ or before we've completed the _____.
4. A second way to taint the process is to _____ or share only _____.
5. A third way to taint the process is to _____ of the consensus.
6. The leader _____ the process and either starts to cajole others to her point of view or _____ the process completely and simply _____ the person.
7. The fourth way is to inappropriately express your feelings as claims of _____.

Reflection Question

Have you ever experienced a process that was poisoned in one of these ways? Perhaps you unknowingly poisoned a process and didn't realize it until later. Briefly describe your experience.

Overcoming the Poisoned Process

Fill in the blanks as you complete this section of the eLearning.

1. To overcome the problem of poisoning the process, act like an _____.
2. Refrain from sharing your _____ about candidates early in the process.
3. Encourage interviewers to write short summaries of their view and submit it to the team leader.

Selecting Slip Ups



Overcoming the Poisoned Process Continued

Fill in the blanks as you complete this section of the eLearning.

4. Withhold _____ until all the data is in and encourage others involved in the process to do the same.
5. Trust ____ through the process.
6. _____ should permeate the entire selection process.
7. It is often our _____ that wants to circumvent the process and make a quick _____.

Minor League Mess-Up

Fill in the blanks as you complete this section of the eLearning.

1. The Bible also warns us against _____ team members too _____.
2. If you've selected a volunteer and entrusted them with too much _____ before they've developed the necessary character and _____, they won't succeed.
3. Make sure that a new OCC volunteer has developed far enough along in their _____ with Christ before thrusting them into _____.

The Double Mistake

Fill in the blanks as you complete this section of the eLearning.

1. Each day you ignore the reality of your poor choice, you _____ the _____ of your first mistake.
2. Solutions to the Double Mistake
 - a. First, once you're confident you've chosen the wrong volunteer, act _____.
 - b. Second, take as much _____ as you can.
 - c. Third, realize the problem will not _____ until you've dealt with it.
 - d. If you've already made the mistake of saying "yes" too quickly, don't _____ the mistake by saying "____" not soon enough.

Selecting Slip Ups



Essential Activities

Essential Activities (below) and Elective Practical Exercises are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. There are no Elective Practical Exercises for this lesson.

- In this lesson, you learned about six common selecting slip ups. Talk with your regional point of contact about ways to identify and avoid these mistakes.
- In your worksheet, you were asked—
 - To make a list of the dangers or risks of saying “yes” to a candidate who is not the right fit for the position or not a match for the ministry. Talk with your regional point of contact about the things you listed and how to avoid making this mistake.
 - If you have ever experienced a process that was poisoned or if you unknowingly poisoned a process and didn’t realize it until later. Share what you wrote for this reflection question with your regional point of contact and share how the situation should have been handled based on what you have learned in this lesson.

EQUIPPING AND LEADING



This is the fourth course in the Leadership Development Program (LDP). In this course, you will complete modules on the following:

- Equipping Volunteers
- Leading Volunteers
- Developing Leader Volunteers
- Multiplication and Purposeful Growth
- Identifying Leaders

Equipping Volunteers



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- The High Impact definition of equipping
- The meaning of the acronym RACK
- The High Impact principle demonstrating an understanding and proficiency
- Four steps on how to successfully transfer a skill or competency
- How to utilize the Word of God in training volunteers

Equipping

Fill in the blanks or respond to questions as you complete this course.

1. Equipping is _____ to building volunteer equity that will make your team members and your entire team stronger.

Reflection Question

Describe a time when you served as a volunteer and didn't receive adequate training. What was that like? How did you feel? What were the results? _____

Equipping Volunteers



High Impact Definition of Equipping

Fill in the blanks or respond to questions as you complete this course.

1. The High Impact definition of equipping is providing the resources and transferring the necessary attitudes, competencies, and knowledge for a volunteer to be _____.
2. In High Impact, effectiveness is reaching both the _____ - _____ goals and _____ - _____ goals.

The Acronym RACK

Fill in the blanks or respond to questions as you complete this course.

1. List below each word that is represented in the acronym R-A-C-K.
 - a. R _____
 - b. A _____
 - c. C _____
 - d. K _____
2. What *resources* would a Church Relations Team Member need?
 - a. A list of _____
 - b. A sample _____
3. What *resources* would a Prayer Team Member need?
 - c. A prayer _____
 - d. Access to special prayer _____
4. Training is about ensuring that each team member demonstrates the right _____ - _____ *attitudes* as they serve.
5. What *attitudes* do all OCC team members need?
 - a. An attitude of _____ on God
 - b. An attitude of _____ toward other organizations

Equipping Volunteers



The Acronym RACK (continued)

6. What specific *skills* might a church or community relations team member need?
 - a. Know how to _____ project leaders
 - b. Know how to _____ other team members on how to effectively present OCC in a one-to-one situation or to a group
7. Area or Ministry Coordinators must *know* how to recruit, _____, and equip other volunteers.
8. All team members need to *know*:
 - a. The _____ of OCC
 - b. The strategy of OCC
 - c. OCC's Biblical _____
 - d. How an Area Team works
9. A RACK will tell us immediately what areas we are covering well and in what areas we may be _____.

Demonstrating an Understanding and Proficiency

Fill in the blanks or respond to questions as you complete this course.

1. As a leader, it's important to remember that our training is not complete until those we are training have both—
 - a. Demonstrated an _____
 - b. Demonstrated _____ (right behaviors)
2. Effective equipping requires a continual _____ of the basic content.
3. In matters of knowledge and content, ask team members to demonstrate an understanding by _____ the content of what has been taught.
4. When it comes to _____ or skills have team members demonstrate proficiency—that is, the right behaviors.

Equipping Volunteers



Reflection Question

According to this session, how do you know when a person has been equipped effectively? _____

Transferring a Skill or Competency

Fill in the blanks or respond to questions as you complete this course.

1. List the four steps on how to transfer a competency or skill.
 - a. Tell them.
 - b. _____ them.
 - c. Watch them.
 - d. Let them _____ an understanding and proficiency.
2. It's crucial to carefully _____ to the reporting after you've entrusted a volunteer to do the ministry activity on their own.
3. Effective trainers understand that initial training is just the _____ of equipping, not the end.
4. Ongoing equipping is _____ throughout the entire leadership process.

Conclusion

Fill in the blanks or respond to questions as you complete this course.

1. Let the _____ permeate your training.

Equipping Volunteers



Essential Activities

Essential Activities and Elective Practical Exercises are ways for you to apply what you are learning in your Leadership Development program coursework in real time, gaining “on the job experience” as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. There are no Elective Practical Exercises for this lesson.

- Develop a comprehensive RACK for each volunteer position on your Area Team (for ACs) or for the volunteer position on your ministry team (for MCs). Ensure resources are available to team members.
- (For ACs) At a leadership meeting, ask Ministry Coordinators to complete a RACK on their team member position and then review them together. (For example, a Prayer Mobilization Coordinator would complete a RACK for a Prayer Mobilization Team Member.) Based on the completed RACKs, identify areas that are being covered well and any areas that may be deficient. With MCs, develop a plan to work on areas where team members may be deficient.
- Create a chart of each person on your team which lists the following. Check off each item when completed.
 - An updated and signed ministry description for their current role.
 - Completed online training for their role.
 - Completed refresher training for the current year.
 - Completed their MyOCC profile or visited recently.
 - Completed any training requested by the regional office (i.e. Logistics training video for Logistics volunteers, etc.)

Leading Volunteers



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- Four words that describe High Impact leadership
- How to coach team members toward effectiveness

Leadership

Fill in the blanks and answer the questions as you complete the course.

1. Leading is _____ team members toward effectiveness—the *out-there* and *in-here* goals.
2. Leadership, like equipping, is focused on effectiveness or _____.
3. In High Impact, leading can be summed up in four words:
 - a. Reflection
 - b. _____
 - c. Inspection
 - d. _____

High Impact Leadership—Reflection

Fill in the blanks and answer the questions as you complete the course.

1. High Impact is _____ and all transformation begins with our relationship with God.
2. A leader must seek God and soak up the presence of God through—
 - a. Prayer
 - b. _____
 - c. Study of God's _____
3. Leadership is demanding.
 - a. Increased _____ warfare
 - b. Difficult _____

Leading Volunteers



High Impact Leadership—Reflection (continued)

4. We have _____ access to His [God's] power to accomplish all that He has for us.
5. Ultimately, the success of ministry rests on _____ shoulders.
6. A key role for Ministry or Area Coordinators is to provide _____, an in-here goal, to those on our team.
 - a. James 4:8 reveals an incredible promise in the Word of God—"Draw near to God and He will draw near to you."

Reflection Question

Which Scripture in this section encourages you the most and why? _____

High Impact Leadership—Connection

1. Connection is—
 - a. Love
 - b. _____ relationships with volunteers
 - c. Being more _____ about the lives of our team members than what they bring back to OCC
 - d. Loving our volunteers apart from their _____
2. Few skills are more important to a leader than _____.

Leading Volunteers



Reflection Questions

How would you evaluate your relationships with your team members? _____

List some details that you know about each of your team members. _____

What behaviors might demonstrate that your team has authentic relationships/community? _____

What practices might move your team toward stronger authentic relationships? _____

Leading Volunteers



High Impact Leadership—Inspection

Fill in the blanks and answer the questions as you complete the course.

1. In High Impact, we say inspection is developmental _____.
 - a. Inspecting to _____ volunteers; not to punish or discipline them.
 - b. Catch them doing the _____ things.
2. Every Operation Christmas Child leader has the _____ and _____ to inspect the work of team members under their leadership.
3. Explore a volunteer's ministry by—
 - a. Observing
 - b. _____
 - c. Asking _____
 - d. Listen to _____.
 - i. Are they completing their ministry description responsibilities?
 - ii. Are they moving in the right direction?
 - iii. If they have a specific ministry assignment, are they working towards that?
4. Three tips on inspection:
 - a. Make sure new team members know that as a leader it is your responsibility to _____ their ministry.
 - b. Make sure your connection is _____ before inspection. *Connection precedes inspection.*
 - c. When team members are telling you about their ministry, encourage them to be _____.

High Impact Leadership—Correction

Fill in the blanks and answer the questions as you complete the course.

1. Correction is developmental _____.
2. In High Impact, two words define correction—
 - a. _____ (Matthew 25:21a)
 - b. _____

Leading Volunteers



High Impact Leadership—Correction (continued)

3. It's important to communicate affirmation with _____ - _____ language.
 - a. Here are some examples:
 - i. "I thank God for you!"
 - ii. "It's a blessing to serve with you!"
 - b. Try to avoid saying "_____ you!" or "Thanks for _____ us out!"
 - c. Volunteers are capable _____.
4. It's much easier to keep joy in an environment of _____, grace, and _____.
5. Admonish team members in _____. (Acts 20:31)
6. Establish the path of _____ in the early stages of a coaching relationship.
 - a. "What you allow, you teach." -Randy Stoddard, former president of Safeco Insurance
7. Admonition done in love makes relationships with our volunteers much _____ and longer _____.

One-to-One Coaching Meetings

Fill in the blanks and answer the questions as you complete the course.

1. Here's a simple format to follow for a one-to-one coaching meeting:
 - a. _____
 - b. Inspect
 - c. _____
2. **Connect:** Start each meeting showing concern for the _____ and _____ welfare of each team member.
3. **Inspect:** During the inspection stage—
 - a. _____ intently and take notes.
 - b. _____ what they are saying.
4. **Correct:** Seek to _____ those volunteer activities that you've observed or heard that are going well and _____ those items that need re-direction.
(Proverbs 15:2a)

Leading Volunteers



Conducting Team Meetings

Fill in the blanks and answer the questions as you complete the course.

1. A good outline for a team meeting is—
 - a. _____
 - b. Connection
 - c. _____
 - d. Correction
2. **Reflection:** Start the team meeting with _____ or with a devotional.
3. **Connection:** Have each team member _____ personal highlights or struggles.
4. **Inspection:** Have team members come prepared to share a ministry _____ on their area to the group.
5. **Correction:** Have a team member share something that went particularly _____.
6. Save admonishment for _____ meetings.

Continued on next page.

Leading Volunteers



Essential Activities

Essential Activities (below) and Elective Practical Exercises (found on the next page) are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional one to complete.

- In this lesson, you learned about the importance of “Connection” with team members. Think of some ways to strengthen relationships with your team members and ways to show that you care about their spiritual and personal welfare. Make a list and then implement those ideas. Below are a few suggestions. Be sure to talk with your regional point of contact about other ideas.
 - Perhaps there is someone on your team who needs a word of encouragement. Send the team member a hand-written note to let them know how much they are appreciated and how they are advancing God’s kingdom through the work they are doing with the ministry.
 - At a one-on-one meeting, be intentional about finding out how the team member is doing both spiritually and personally. How is the team member doing with their relationship with God? Their family? Their church family? Are they experiencing health issues? What are some joys they are celebrating? Listen and learn about them.
 - Host a team potluck dinner, picnic, BBQ, or game night. Invite the families of your team.
- Through “Inspection,” catch team members doing the right thing and use what you learn from inspection to develop volunteers on your team. Be sure to observe, listen, and ask questions to find out how they are doing in their ministry role. Below are some suggestions.
 - Join a team member as they contact a project leader or potential partner. Verbally affirm something they did well.
 - Ask specific questions to find out how things are going. For example, “How are your affirmation calls going this week? Were you able to contact the five churches we talked about?”
 - As you talk with the team member, be sure to listen to understand. Are they completing their ministry description responsibilities? Are they working toward specific ministry assignments? Then offer encouragement and provide guidance where needed. Be sure to affirm those activities that are going well.

Leading Volunteers



Essential Activities (continued)

- Plan a team meeting that includes the four High Impact elements of leadership:
 - Reflection – Start the meeting with prayer or with a devotional.
 - Connection – Have each team member share personal highlights or struggles.
 - Inspection – Have team members come prepared to share a ministry report on their area with the group.
 - Correction – Have a team member share something that went particularly well. (Remember to save admonishment for one-on-one meetings.)

Elective Practical Exercises

Review the list of possible Elective Practical Exercises below with your regional point of contact and, **with their guidance**, select at least one of the exercises to complete as a part of this course based on the time of year, the make-up of your particular Area Team, the goals you have developed for your own ministry and the ministry of your team, etc. You should be prepared to discuss the exercises you complete at your next meeting with your regional point of contact.

- As you learned in this lesson, a leader must seek God through prayer, meditation, and study of God's Word. Reflection with God comes before Connection with our team members. If you don't already do so, set aside time each day to spend with the Lord in prayer and in studying and meditating upon His Word. There are many daily devotional resources available that provide a guide for Bible study, prayer, and meditation, such as the Billy Graham Evangelistic Association daily devotion (<https://billygraham.org/devotions/>).
- Memorize one or more of the following Scripture verses to remind you of God's faithfulness:
 - Hebrews 4:16
 - 2 Corinthians 9:8
 - 1 Thessalonians 5:24
 - Luke 12:32

Developing Leader Volunteers



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- What it means to develop leader volunteers
- Ways leader volunteers serve in receiving countries
- The various roles for leader volunteers who serve in collection countries
- Why it's important to develop leader volunteers

OCC Leader Volunteers

Fill in the blanks and answer the questions as you complete the course.

1. Developing leader volunteers is _____ volunteers or team members who will lead other volunteers—the path to the _____ of ministry.
2. A _____ volunteer is a volunteer who recruits, selects, equips, and leads a team of volunteers.

Leader Volunteers in Receiving Countries

Fill in the blanks and answer the questions as you complete the course.

1. Thousands of OCC leader volunteers around the _____ oversee the distribution of shoebox gifts.
2. Leader volunteers in receiving countries...
 - a. Organize _____
 - b. Oversee distributions
 - c. Take care of all the _____
 - d. Develop church _____
 - e. Mobilize resources
 - f. Ensure the _____ is presented
 - g. Carry out *The Greatest Journey*
3. Every OCC partner country has _____ and _____ volunteer leadership teams.

Developing Leader Volunteers



Leader Volunteers in Collection Countries

Fill in the blanks and answer the questions as you complete the course.

1. In collection countries, like the U.S. or Canada, OCC has several _____ volunteer ministry positions.
 - a. An _____ recruits, selects, equips, and leads all ministry coordinator positions.
 - b. _____ Coordinators lead ministry specific teams.
 - i. Prayer _____ Coordinator
 - ii. _____ Relations Coordinator
 - iii. Community Relations Coordinator
 - iv. _____ Coordinator
 - c. A _____ Coordinator is an experienced OCC leader volunteer who has been selected to coach several Area Coordinators.

Developing Leader Volunteers

Fill in the blanks and answer the questions as you complete the course.

1. Developing leader volunteers allows the ministry of OCC to—
 - a. _____ further
 - b. Grow _____
 - c. Maintain _____ and cost effectiveness
2. We're not meant to do _____ alone; _____ is God's strategy to reach the world.

Developing Leader Volunteers



Some Things to Keep in Mind

Fill in the blanks and answer the questions as you complete the course.

When developing leader volunteers, it's important to keep two thoughts in mind:

1. Everything _____ or intensifies.
 - a. _____ for the ministry increases; it intensifies.
 - b. _____ must increase because our every decision impacts more and more volunteers and more and more children.
 - c. _____ in the High Impact process intensifies.
 - i. Recruiting leader volunteers is more _____ as there are fewer candidates.
 - ii. _____ intensifies; fewer people _____ to be leader volunteers.
 - iii. Those volunteers who demonstrate faithfulness to little things, are _____, relate well with others, and are deeply _____ about OCC make great candidates no matter how they look on the outside or how we feel about them.
 - iv. _____ intensifies. When equipping leader volunteers, training is focused not just on carrying out the details of OCC, but also on leadership—how to _____ and _____ other volunteers.
 - v. In leading leader volunteers, you have to—
 1. Keep a stronger, closer _____ because much more is at risk.
 2. Observe closely and _____ carefully.
 3. Be strong in _____ and quick to re-direct and _____ if they stray from the path.
2. How to _____ your team
 - a. Lead your team in such a way that if you were to leave the team, it would go on _____.

Developing Leader Volunteers



Reflection Questions

What indicators do you see on your team that would tell you your team would be prepared if you left? _____

List things you have done or can do to ensure your team can continue without interruption to the work of the ministry. _____

Conclusion

Fill in the blanks and answer the questions as you complete the course.

1. Leading with a _____ - _____ - _____ perspective will strengthen the team and ensure long-lasting effectiveness.

Continued on next page.

Developing Leader Volunteers



Essential Activities

Essential Activities (below) and Elective Practical Exercises (found on the next page) are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional one to complete.

- Discuss leadership with your regional point of contact. Discuss the difference between the team member and the team coordinator roles. What are leadership characteristics to look for in a person? What are leadership characteristics to look for on an application?
- Make a list of some ways you can better equip Ministry Coordinators who serve on your Area Team and then develop a plan to implement each one. Below are some examples,
 - Show MCs recruitment pools.
 - Develop a recruitment plan with MCs.
 - Hold a recruitment event with them.
 - Talk through what to look for on an application that shows leadership.
 - Help MCs with planning a good team meeting or leading a meaningful devotion.
 - Talk with MCs about how to Connect-Inspect-Correct with their teams.

If you are a Ministry Coordinator, make a list of some ways you can better equip your team members and develop a plan to implement each.

Continued on the next page.

Developing Leader Volunteers



Elective Practical Exercises

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- Based on what you learned in this lesson, talk with your regional point of contact about things to look for in potential leader volunteers. Then identify team members who possess these characteristics or have previous leadership experience.
- Once you have identified team members who have the potential to become leader volunteers, provide opportunities for them to take the lead in specific areas and turn over more responsibilities to them. For example, ask them to lead a team meeting. Talk with them about leadership roles on the team and explore if it would be a good fit for them to serve in a coordinator role.

Multiplication and Purposeful Growth



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- The High Impact principle of purposeful growth
- The principle of effective multiplication
- Benefits of being a “multiplier” rather than a “doer”
- Ensuring quality through the 5-step High Impact process
- The principle of subtraction leads to multiplication

Introduction

Fill in the blanks or respond to questions as you complete this course.

1. The principle of purposeful _____ begins with the idea of multiplication.

Principle of Multiplication

Fill in the blanks or respond to questions as you complete this course.

1. Multiplication is God's _____ to reach the world.
2. You can't do God's work alone; serving together is His _____.
3. Exodus 18:12-24 demonstrates the principle of _____.
4. Multiply yourself so that you can reach more _____ with the Gospel of Jesus.
5. The word for “wear out” in the Hebrew means to faint, fail, or _____.
6. When we do ministry alone, we'll _____ up, but also all the _____ around us will wither and dry up as well.
7. God's designed us to _____ the burden of ministry with others.

Multiplication and Purposeful Growth



Reflection Questions

Do you carry the burden of an Area Team or ministry team alone or do you share the burden of your ministry with others? _____

Do you lean more toward being a doer or multiplier? Why do you think that? _____

Ensuring Quality through High Impact

Fill in the blanks or respond to questions as you complete this course.

1. The practice of carefully handing over ministry is practiced throughout the _____.
2. We ensure _____ by carefully handing over ministry to volunteers through the 5-step High Impact process.

Reflection Question

List some of the benefits of being a "multiplier" rather than a "doer." _____

Multiplication and Purposeful Growth



Purposeful Growth Through Subtraction

Fill in the blanks or respond to questions as you complete this course.

1. In High Impact, we say “_____ leads to multiplication.”
2. To be effective multipliers, we must make _____ decisions.
3. We must consciously choose to _____ some things from our lives.

Reflection Question

As you hear about the power of subtraction in order to multiply, do you sense there may be areas that you would like to change? If so, which ones? _____

Purposeful Growth is Incremental

Fill in the blanks or respond to questions as you complete this course.

1. Purposeful growth is also incremental.
 - a. Be _____ with yourself—do it right.
 - b. It takes _____ to do it right.
2. It's better to have one or two _____ volunteers than ten who are poorly selected and ineffective.
3. You may realize you need to make some _____ in your team to make it more High Impact.
 - a. Be patient—change takes _____.
 - b. Remember, the longest distance between two points is a _____.

Multiplication and Purposeful Growth



Essential Activities

Essential Activities (below) and Elective Practical Exercises (found on the next page) are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional two to three to complete.

- Do you lean toward being a “doer” or being a “multiplier?” Do you tend to do things alone? What are some things you are doing now that could be entrusted to others? Make a list and identify team members who can be entrusted with each of these. What would these team members need to be successful in those tasks? Talk with each team member about taking on these responsibilities.
- What are some ways you can multiply yourself and your team to reach more children with the Gospel of Jesus? Discuss this with your team and make a list together. Develop a plan to implement these ideas.

Continued on the next page.

Multiplication and Purposeful Growth



Elective Practical Exercises

Review the list of possible Elective Practical Exercises below with your regional point of contact and, **with their guidance**, select two to three exercises to complete as a part of this course based on the time of year, the make-up of your particular Area Team, the goals you have developed for your own ministry and the ministry of your team, etc. You should be prepared to discuss the exercises you complete at your next meeting with your regional point of contact.

- If you haven't already done so, develop a personal prayer team who will not only pray *for* you but *with* you as you serve in your role with Operation Christmas Child. Be sure to send periodic prayer updates to your personal prayer team so that they can actively be in prayer for you and schedule specific times that they will pray with you.
- In this lesson, we learned that subtraction leads to multiplication. What are some things that you need to subtract from your life in order to more fully invest in those things God has called you to? Make a list and pray through it.
- Are there changes you need to make on your team to make it more aligned with High Impact principles? Make a list and discuss these with your regional point of contact.
- Meditate on Philippians 1:6. What does this verse mean to you personally in your calling as a leader with Operation Christmas Child?

Identifying Leaders



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- Some common mistakes to avoid when identifying leaders
- Four core characteristics to look for in a potential volunteer leader

Reflection Question

Did you have any reservations when you were asked to consider and pray about serving in a leadership role with Operation Christmas Child? If so, list them below.

God-called Leaders

Fill in the blanks or respond to questions as you complete this course.

1. God has called you and is equipping you for a role of _____ in this ministry.
2. You have the responsibility of bringing on other leaders who will _____ the ministry so, ultimately, children will be reached with the Good News of the Gospel.

Identifying Leaders



Reflection Questions

As we learned in this section, God has a way of seeing people for more than they see themselves. What has been your experience in your own life? What has the Lord seen in you that you didn't see in yourself? _____

Common Mistakes to Avoid

Fill in the blanks or respond to questions as you complete this course.

1. Some common mistakes to avoid when identifying leaders:

- a. Not taking the _____ to identify anyone at all
 - i. We may wait to see who will “take charge,” but there are several problems with this line of thinking:
 1. We may not have _____ step up to take charge and we end up trying to do everything ourselves.
 2. If we bring on the first person who does step up to take charge, we may not have the _____ person.
 - ii. We have to be _____ in how we identify leaders.
- b. Wanting to identify someone just like _____
 - i. _____ against only identifying leaders who are just like you.
 - ii. _____ on your team can lead to new ideas and new ways of doing things.

Identifying Leaders



Four Core Characteristics of a Leader

Fill in the blanks or respond to questions as you complete this course.

In OCC, we are looking for four qualities or characteristics as we recruit leaders—

1. Strong _____ character
 - a. OCC leaders should—
 - i. Be people of _____
 - ii. Rely heavily on God to lead and direct their lives
 - iii. Be _____ engaged in personal Bible study and in a community of believers
 - b. Questions to ask yourself when evaluating a potential leader's character:
 - i. What do I know about this person's _____ relationship with the Lord?
 - ii. Which of the fruit of the Spirit have I observed in this person? (Galatians 5:22-23)
 - iii. How has this person _____ in a challenging or stressful situation?
2. Desire to see others succeed
 - a. A good leader is a strong _____ and enjoys sharing in the success of others.
 - b. Questions to ask yourself when evaluating a potential leader's desire to see others succeed:
 - i. What experience does this person have in leading a group of people?
 - ii. Do I think people _____ serving alongside this person?
 - iii. In what ways have I seen this person as an encourager?
3. Being _____
 - a. Great leaders know how to stay focused and organized while _____ tasks and achieving goals.

Identifying Leaders



Four Core Characteristics of a Leader (continued)

- b. Questions to ask yourself when evaluating whether or not a person is organized:
 - i. What projects or events have I seen this person be a part of?
 - ii. Does this person have a history of _____ things well?
 - iii. Is this person a good communicator of _____ with other team members?

4. Being _____ about OCC

- a. We not only want leaders who love the mission of Operation Christmas Child, but who are also _____ about sharing our mission and volunteer opportunities with others.
- b. Questions to ask yourself when evaluating a potential leader's passion for Operation Christmas Child:
 - i. How does this person respond when I ask him or her about why he or she is involved with OCC?
 - ii. Does this person demonstrate a desire for _____ to know about OCC?
 - iii. Have I ever heard this person communicate his or her passion for OCC to other people?

Reflection Questions

Do you see these four qualities in yourself? Explain why or why not. _____

Identifying Leaders



Reflection Questions (continued)

How does this build your confidence as a leader with OCC? _____

Does anyone come to mind as a possible leader with OCC? If so, who? _____

Essential Activities

Essential Activities (below) and Elective Practical Exercises (found on the next page) are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should choose, with the guidance of your regional point of contact.

- In addition to the common mistakes mentioned in this lesson about identifying leaders, what are some other mistakes that are commonly made? Do you recognize any mistakes you have made in the past when identifying leaders? What would you have done differently? Discuss these with your regional point of contact and ways that you can avoid making these mistakes in the future.
- Make a list of ways you can be intentional about identifying leaders. Then use the list to determine if there is anyone currently on your team who demonstrates the characteristics of a leader. What next steps can you take that would help prepare this individual to consider stepping into a leadership role?

Identifying Leaders



Elective Practical Exercises

Review the Elective Practical Exercise below with your regional point of contact. You should be prepared to discuss the exercise at your next meeting with your regional point of contact.

- Create opportunities for team members (even ones that you might not initially consider to be potential leaders) to make decisions and lead small projects or parts of larger ones. Watch carefully to see if they demonstrate the four core characteristics in these small leadership roles. If so, affirm and encourage them in their success and look for ways to grow their leadership skills.

VISION CASTING



This is the fifth course in the Leadership Development Program (LDP). In this course, you will complete modules on the following:

- Conflict Resolution and Volunteers
- Vision
- Strategic Planning
- Succession Planning
- Eye on the Prize

Conflict Resolution and Volunteers



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- Why it's so important to resolve conflict
- Sources of conflict
- Who's responsible to resolve conflict
- Models for resolving conflict in a biblical way

Reflection Question

Can you think of any key Bible characters who experienced conflict? Make a list.

Why it's important to resolve conflict

Fill in the blanks and answer the questions as you complete the course.

1. _____ is close to God's heart.
 - a. Unity among believers is a powerful _____ to unbelievers.
2. Unresolved conflict on your team may _____ your OCC ministry.
 - a. If we gain thousands more shoeboxes and yet have deep _____ on our team, ultimately, we're not _____.
3. If we don't resolve it, the conflict will _____.
4. Volunteers _____ or act out when conflict is unresolved.

Conflict Resolution and Volunteers



Reflection Questions

What are some reasons conflict arises? _____

If you are in conflict with someone right now, what would you identify as the source of the conflict? _____

Reasons Conflict Occurs

Fill in the blanks and answer the questions as you complete the course.

1. Some common reasons why conflict occurs:
 - a. Misunderstanding
 - b. Unclear _____
 - c. Projection—We expect that everyone should act or behave like we do.
 - d. Internal conflicts lead to _____ conflicts
 - e. _____ warfare
 - f. Gossip
 - g. Sin and _____
 - h. Miscommunication
 - i. Poor _____
 - j. Leaders don't _____ through

Conflict Resolution and Volunteers



Reflection Question

Do any of the reasons for conflict describe the source or reason for any conflict that you may be experiencing? If so, explain why. _____

Who's responsible for resolving conflict?

Fill in the blanks and answer the questions as you complete the course.

1. It is always the responsibility of a _____ to initiate conflict resolution.

Biblical Approaches to Resolving Conflict

Fill in the blanks and answer the questions as you complete the course.

1. Understand the _____ of conflict resolution.
 - a. The purpose of reconciliation is to _____ or mend relationships.
2. _____ your conflict to God.
 - a. _____ about everything.
 - b. Enter conflict with _____.
3. Go to the person in _____ first; don't go to anyone else.
 - a. If that person doesn't respond, take one or two _____ with you.

Conflict Resolution and Volunteers



Retracing the Process

Fill in the blanks and answer the questions as you complete the course.

1. Another approach to resolving conflict is _____ the loop.
2. When you see a volunteer performing poorly, retrace the _____ of the process.



3. Ask _____ to see where in the process you may have missed something.
4. Retracing the process brings two wonderful results:
 - a. As a leader, it causes me to extend a lot more _____ to those under my leadership.
 - b. It allows me to keep improving my _____, selecting, _____, and leading of others.

Conflict Resolution and Volunteers



Essential Exercises

Essential Activities (below) and Elective Practical Exercises (found on the next page) are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. On the next page you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional two to three to complete.

- If you have any conflict with someone on your OCC team pray about it, try to identify the source of conflict, and follow the Matthew 18 approach to conflict resolution. If you’ve already spoken to this person, discuss next steps with your regional point of contact.
- One of the approaches you learned about in this lesson about resolving conflict was “retracing the loop.” Do you have a volunteer on your team who is not meeting your expectations? If so, retrace the five steps of the High Impact process. Can you identify some place in the process that you may have missed something? For example, should you have done something differently in the recruiting or selecting stages of the process? Has the volunteer been properly equipped? Then discuss your findings with your regional point of contact and next steps that you should take.

Elective Practical Exercises

Review the Elective Practical Exercise below with your regional point of contact. You should be prepared to discuss the exercise at your next meeting with your regional point of contact.

- Below are a list of Scripture verses that remind us of the importance of unity and God’s instructions for resolving conflict with others. Commit to memory one or two of these verses.
 - Matthew 5:9
 - Ephesians 4:3
 - Ephesians 4:26
 - James 3:18
 - Galatians 6:1
 - Romans 12:18
 - Psalm 133:1
 - Philippians 2:1-4
 - Colossians 3:15
 - 1 Thessalonians 5:13
 - Matthew 18:15
 - Psalm 34:14
 - Romans 14:19

Vision



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- The definition of Vision
- Sources of vision
- The difference between vision and OCC's mission statement
- Why vision is needed
- Benefits of vision
- Practical steps for determining the vision the Lord is giving you for your ministry with OCC

Introduction

Fill in the blanks or respond to questions as you complete this course.

1. Vision is—
 - a. A _____ of a preferred future
 - b. _____ you want to go
 - c. What you want things to be like
2. Vision for your team can come from many sources:
 - a. God's Word
 - b. Operation Christmas Child _____ leadership
 - c. Leadership on the regional or Area Team

Vision Changes

Fill in the blanks or respond to questions as you complete this course.

1. While our ministry statement will remain constant; our vision can _____ over time—it's dynamic.

Vision



Why vision?

Fill in the blanks or respond to questions as you complete this course.

1. The goal of a strong ministry vision is for it to _____ every level of leadership within the ministry of Operation Christmas Child so we are all headed in the right direction together.
2. When we have a strong vision for our ministry—
 - a. We can see it as the “_____” that our work progresses towards over time.
 - b. It allows us to see what needs to be changed.
 - c. It allows us to see the optimal, desired future state of what we want to achieve—the “_____.”
 - d. It keeps us from becoming distracted.

Benefits of Vision

Fill in the blanks or respond to questions as you complete this course.

Having a strong vision can do several powerful things—

1. Vision creates and strengthens _____.
 - a. Togetherness is not only the result of working toward a goal, but also of teams taking _____ of vision.
 - b. Your fellow volunteers should be able to give _____ into where they believe their portion of the ministry should be heading.
 - c. Your team’s vision should maintain the High Impact principle of alignment to you, your region, to OCC, and to _____!
2. Vision _____ your team.
 - a. In the Old Testament, Nehemiah utilizes vision to energize in two ways:
 - i. First, through passionate _____ of the vision.
(Nehemiah 2:17)

Vision



Benefits of Vision (continued)

- ii. Second, the story of Nehemiah illustrates an effective and energetic _____ of vision. (Nehemiah 2:18b)
 - b. As a leader, you are called to _____ cast vision to your volunteers.
 - c. When you are intentional in casting vision, your team will remain _____ along the way.
3. Vision inspires _____.
- a. It is our hope that the vision of Operation Christmas Child will inspire you to _____, so long as the Lord calls you, until every child has had a chance to hear the Good News of Jesus Christ!

Power in Writing Down Vision

Fill in the blanks or respond to questions as you complete this course.

- 1. There is power in writing things down, especially vision.
 - a. It creates _____.
 - b. It becomes more than an idea.
 - c. It becomes a real _____ of a preferred future.
 - d. It will help you be able to articulate it to those with whom you are serving.

Reflection Question

What is the vision you feel the Lord has given you for your ministry with Operation Christmas Child? _____

Vision



Preparing Your Heart to Listen

Fill in the blanks or respond to questions as you complete this course.

1. The key is to set your _____ to seek God.
 - a. Ask him to re-ignite your heart, give you a keen insight, keep you sensitive to His moving, and, ultimately, develop a strong vision.
2. We must...
 - a. Seek to _____ our minds and our hearts
 - b. _____ on the Lord so we can receive what He wants to say to us
3. Engage with the _____ found in Matthew 6:9-13.

“Our Father in heaven, hallowed be your name, your kingdom come, your will be done, on earth as it is in heaven. Give us today our daily bread. And forgive us our debts, as we also have forgiven our debtors. And lead us not into temptation, but deliver us from the evil one.”

 - a. Begin with Praise – Read Psalm 46:10
 - i. Be _____ and know that He is God.
 - ii. Begin your time of prayer being still and try to push away all distractions.
 - iii. Start your prayer time by _____ God the Father for who He is, his attributes, and His character.
 - b. His Ways, Not Mine
 - i. Spend time now asking for forgiveness in areas of your life that you have not given the Lord _____ control—areas where your will is coming first.

Continued on the next page.

Vision



Preparing Your Heart to Listen (continued)

- c. Provision – Read 1 Corinthians 4:7
 - i. As you move into this part of your time with the Lord, what is it that you most desperately need from Him?
 - ii. What _____ do you have in your life that may be inhibiting the Lord to work in and through you?
- d. Repentance
 - i. Spend time in _____ before the Lord.
 - ii. Ask Him for the _____ that's already been made possible through Jesus Christ and for the power of the Holy Spirit to overcome.
- e. Temptation – Read 1 Peter 5:8-9
 - i. Spend time asking the Lord for _____ to resist the devil, stand firm in your faith, and for the wisdom to know when he [the devil] is prowling about in your life.
- f. Forgiveness – “For if you forgive other people when they sin against you, your heavenly Father will also forgive you. But if you do not forgive others their sins, your Father will not forgive your sins.” Matthew 6: 14-15 (NIV)
 - i. During this time we want to focus our hearts and minds on any _____ issues we are experiencing.
 - ii. Spend time now asking the Lord’s help in _____ so you can be set free from the bondage of unforgiveness.

Continued on the next page.

Vision



Reflection Questions

Read Joshua 1:1-9 to see the vision the Lord gave Joshua. Then complete the reflection questions listed below.

As you think about your leadership role, what areas do you need to ask the Lord for courage and strength? Take a few minutes to ask the Lord to reveal this to you.

How or where do you feel the Lord may be calling you to step out of your comfort zone? Take a few minutes to ask the Lord to show you areas where He is wanting you to step out in faith, to be strong and courageous. _____

Where do you sense the Lord may be calling the team you lead to step out in faith? Take a few minutes to ask the Lord to show you this. _____

Take time now to write down what you feel the Lord has been saying to you during this time of reflection. _____

Vision



Reflection Questions (continued)

What common themes have you seen throughout this exercise that would lead you to see a vision the Lord has for you? _____

Reviving Vision

Fill in the blanks or respond to questions as you complete this course.

1. Even when we feel the Lord has given us a vision, there can be times when we feel _____.

Reflection Questions

Read Deuteronomy 1:1-8 and then answer the reflection questions provided below.

In verse 4, we read that the people had experienced some victories along their long journey. Can you think back to some of the victories (big and small) the Lord has given you in your leadership? Why is it often hard to remember the victories when we feel stuck? _____

Vision



Reflection Questions (continued)

The people had been at Mount Horeb for a year instead of continuing to move on toward the promised land. That's why He told them they had been there long enough. As you think about your team, could the Lord's words in verse 6 be true for your team as well? Are you at the same place today as you were a year ago? Why or why not? What is keeping you where you are? _____

Spend time now asking the Lord to begin showing you what vision He has for you and your team. What is the "promised land" He is calling you to move toward in order to fulfill His plan of redemption for the children of the world through the ministry of OCC?

Vision



Essential Activities

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Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. In addition, you will find a list of Elective Practical Exercises from which you should, with the guidance of your regional point of contact, choose an additional one to complete.

- Refer back to your responses to the reflection questions you completed for this course. What has the Lord revealed to you as His vision for you and your team? Discuss the vision for your team with your regional point of contact.
- What is the benefit of brainstorming vision ideas with your team and your regional point of contact? Mark the date on your calendar that you will plan to do this with both.

Elective Practical Exercises

Review the list of possible Elective Practical Exercises below with your regional point of contact and, **with their guidance**, select one of these exercises to complete as a part of this course based on the time of year, the make-up of your particular Area Team, the goals you have developed for your own ministry and the ministry of your team, etc. You should be prepared to discuss the exercise you complete at your next meeting with your regional point of contact.

- As you learned in this lesson, we need to prepare our hearts before we can hear from the Lord. Take time to get alone with God to declutter your mind and heart. Focus on the Lord using the Lord’s prayer found in Matthew 6:9-15.
- Read Habakkuk 2:2. Do you see the biblical model for implementing vision? 1. Write the vision. 2. Make it plain. 3. Run with it. Compare this model with Nehemiah’s actions in envisioning his team. After the vision is established, how will you and your team make it “make it plain”? How can your team “run with it” to bring shoebox multiplication?

Strategic Planning



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- What it means to have a strategic ministry plan for your Area Team
- Why a strategic ministry plan is important
- How to develop a strategic ministry plan
- How to make your goals SMART goals
- How to measure right activity to determine which activities to pursue

Introduction

Fill in the blanks or respond to questions as you complete this course.

1. We need to know what our _____ is and then have a _____ for how we will get there.
2. We need to have a _____ plan.
3. Strategic planning is the process of...
 - a. translating a desired vision into defined _____ or objectives,
 - b. determining the action steps necessary to achieve them,
 - c. and _____ energy and resources to accomplish these goals.

Importance of a Strategic Plan

Fill in the blanks or respond to questions as you complete this course.

1. Without a _____, our ministry will only be undirected activity; and without a _____, the vision will eventually perish.

Strategic Planning



Reflection Questions

Can you think of some ways that you could be strategic in your planning? List them.

What do you think should be your first step in strategic planning? _____

The What—Vision

Fill in the blanks or respond to questions as you complete this course.

1. The first step is to _____ for vision—to ask what the Lord wants.
 - a. God provided Moses with very detailed action steps and _____ for building the tabernacle. (Exodus 25; Exodus 26:30)
 - b. Take time to get _____ with God on the “mountain” to pray and ask Him what He would have you accomplish.
 - i. Pray about where the Lord might _____ for your ministry.
 - ii. Pray that He would give you clarity and _____ to see where He is calling you to spend your time and resources.

Strategic Planning



The What—Vision (continued)

2. Next, work closely with your _____ to share what the Lord has given you as a vision.
 - a. Ask what the Lord has been revealing to them in their prayer times.
 - b. Look for common _____ and directions among what you have heard the Lord say and what they have heard.
 - c. Discuss what you see are common goals and objectives to achieve the vision.
 - d. The goals and objectives will form the _____ blocks of your strategic ministry plan.

The How—The Strategic Ministry Plan

Fill in the blanks or respond to questions as you complete this course.

In OCC, we are looking for four qualities or characteristics as we recruit leaders—

1. The “how” is spelled out in specific _____ and the _____ steps to accomplish these goals.
 - a. Set a _____ connected to the vision.
 - b. List a few key action _____ necessary for the goal to be reached.

Reflection Question

What do you think would be the action steps towards the goal of getting 25 new churches to pack shoeboxes? _____

Strategic Planning



The How—The Strategic Ministry Plan (cont.)

2. Having a goal and action steps is _____ to seeing a vision come to fruition.
3. Each _____ on the Area Team (Church Relations, Community Relations, Collection Network, Prayer Team, and Student Relations) is responsible for taking the vision for their ministry area and setting team goals.
4. Team goals should align with Operation Christmas Child goals—



SMART Goals

Fill in the blanks or respond to questions as you complete this course.

1. As you work with your team to set goals, remember to make them _____ goals.
 - a. S _____
 - b. M _____
 - c. A _____
 - d. R _____
 - e. T _____
2. Specific: Set specific goals rather than general goals.
 - a. Easier to break down into _____
 - b. Should be able to answer who, what, where, when, and why questions
3. Measurable: Each goal should be measurable so that your team can track its _____ toward that goal.
 - a. It should be able to answer the question, "How will I know when it is accomplished?"

Strategic Planning



SMART Goals (continued)

4. Attainable: An attainable goal is one your team is both _____ and _____ to accomplish.
 - a. Don't forget to leave "God room" when setting goals.
5. Relevant: They should—
 - a. Be interdependent with the _____ of OCC
 - b. Interconnect with and support the goals of the organization as well as the other ministry teams on the Area Team
 - c. _____ with God's plan and His Word
6. Timely: Good goals will have a specific timeframe.
 - a. Timeframes give a sense of _____ to the goal.
 - b. They are more likely to get done.
 - c. Don't miss the opportunity to _____ anytime the team meets a goal.

Developing Your Strategic Ministry Plan

Fill in the blanks or respond to questions as you complete this course.

1. Your strategic ministry plan should—
 - a. Be grounded and covered in _____
 - b. Include input from your team
 - c. Reflect the priorities and _____ of your team
 - d. Balance in-here and out-there focus
 - e. Contain _____ goals
 - f. Be clearly communicated to team members

Strategic Planning



What's Next

Fill in the blanks or respond to questions as you complete this course.

1. Your Area Team's strategic ministry plan is meant to be a _____ document.
2. View the strategic ministry plan as the _____ your Area Team will follow for the year of ministry ahead.
3. Use your strategic ministry plan to concentrate the team's efforts and provide _____ for decision making.
4. The strategic ministry plan is your _____ to determine the value and potential of new opportunities.

Right Activity Measured

Fill in the blanks or respond to questions as you complete this course.

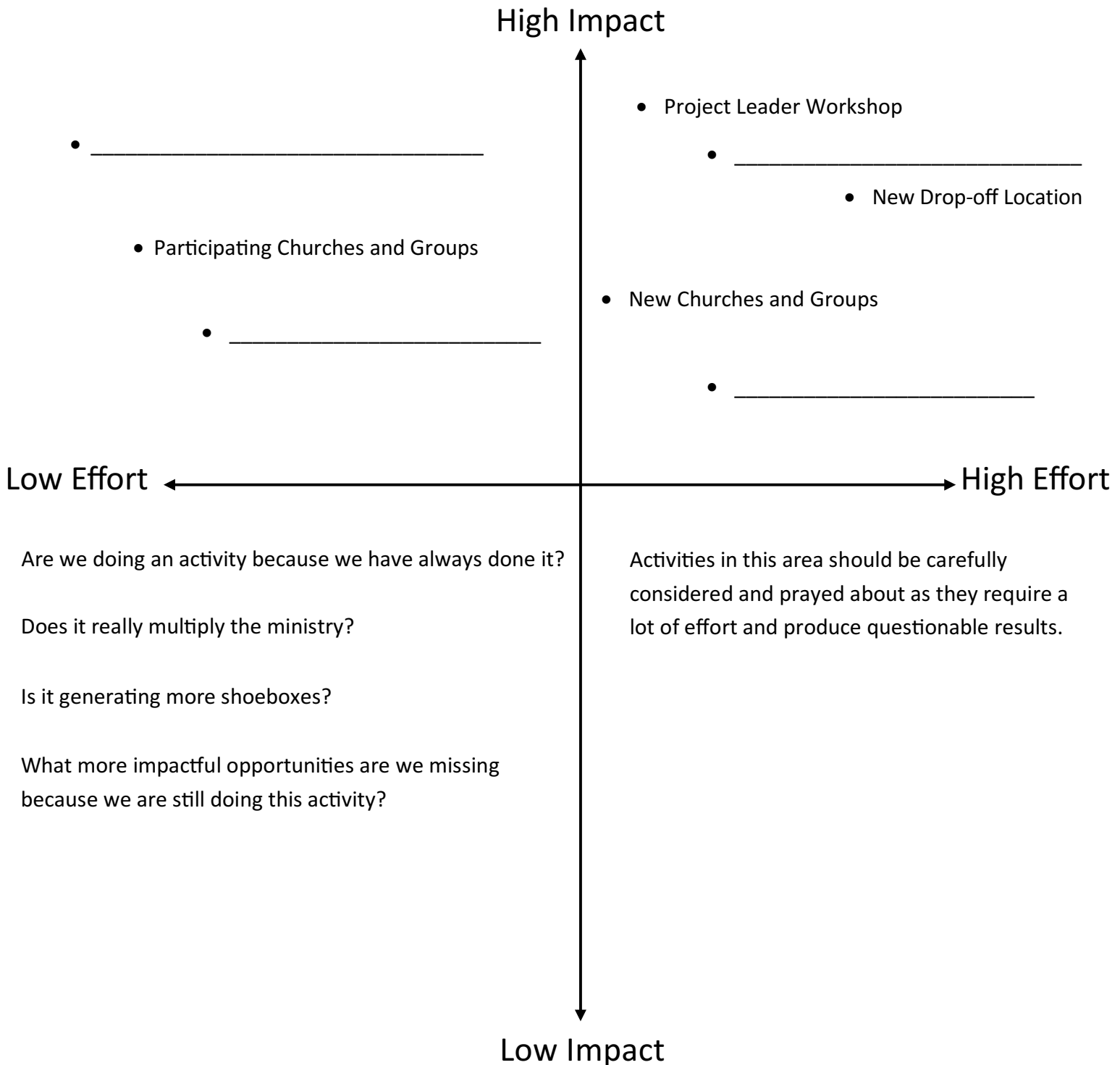
1. As you consider a ministry activity or opportunity for the Area Team, it's important to know—
 - a. Will it have a _____ impact or _____ impact?
 - b. How much _____ will be required?
2. First, consider Dashboard Markers.
 - a. It's important for your team to be _____ on OCC's Dashboard Markers.
 - b. Activities should generate _____ in these areas which leads to the most important dashboard marker: growth in shoebox gifts.
3. Second, focus on the _____ activities.

Strategic Planning



Right Activity Measured (continued)

4. Fill in the blanks in the Impact/Effort Matrix provided below.

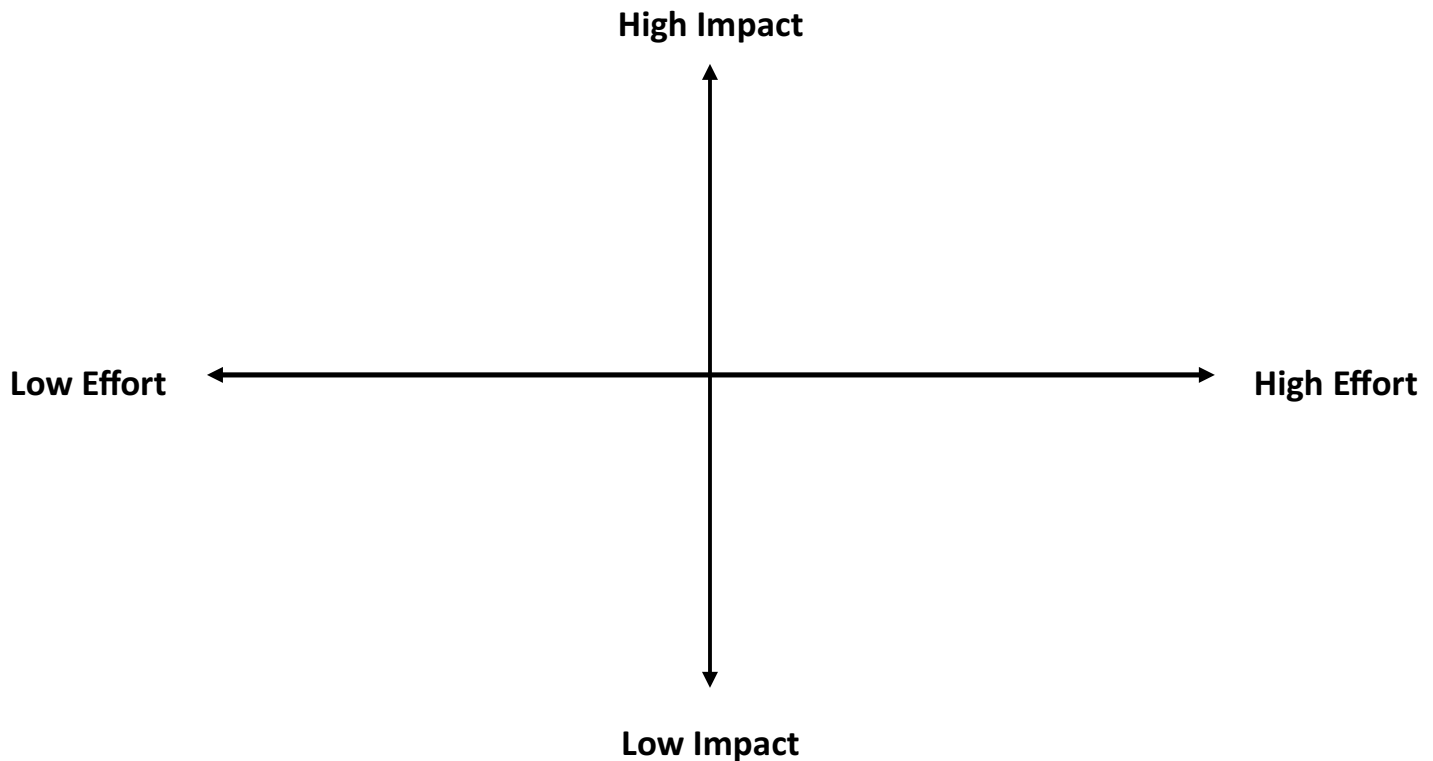


Strategic Planning



Reflection Question

What are five activities that your team does each year? Place each one on the matrix.



Does this change what you plan for this year? In what way? _____

Conclusion

Fill in the blanks or respond to questions as you complete this course.

1. We must be intentional to regularly _____ our plans to God.
2. Effective leaders know that strategic planning is key to _____.

Strategic Planning



Essential Activities

Essential Activities and Elective Practical Exercises are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. There are no Elective Practical Exercises for this course.

- Develop a strategic ministry plan following the steps you learned about in this session:
 - Your first step should be to pray for vision. Refer back to the reflection questions you completed for the course on “Vision.”
 - Next, work closely with your team to share what the Lord has given you as vision. Ask what the Lord has been revealing to them in their prayer times. Then look for common themes and directions. Discuss what you see are common goals and objectives to achieve the vision.
 - Define your goals and objectives. As you work with your team to set goals, remember to make them SMART goals: Specific, Measurable, Attainable, Relevant, and Timely.
 - Determine the action steps necessary to accomplish your goals. List key action steps necessary for each goal to be reached.
 - Focus your energy and resources to accomplish these goals. Use your strategic ministry plan to concentrate the team’s efforts and provide guidance for decision making.
- What actions can your team take that are in alignment with OCC dashboard markers that will multiply shoebox growth this upcoming season?
- Use the Impact/Effort Matrix in your workbook to help determine which activities your team should pursue and which activities you should not pursue. List every activity you and your team is considering on the matrix. Discuss these results with your team as you finalize your goals and objectives for your strategic ministry plan.

Succession Planning



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- The definition of succession planning
- Why succession planning is important
- Steps for developing a succession plan

What is Succession Planning?

Fill in the blanks or respond to questions as you complete this course.

1. There's a big _____ between leading people and developing volunteer leaders.
 - a. Leading is _____ team members toward effectiveness—reaching “in-here” and “out-there” goals.
 - b. Developing is _____ volunteers or team members who will lead other volunteers—the path to multiplication of ministry.
2. An important part of developing volunteer leaders is _____ planning.
3. Succession Planning—
 - a. A process for identifying and developing key people on the Area Team who have the _____ to accept and excel in positions of higher responsibility.
 - b. Increases the availability of experienced and capable volunteers who are _____ to assume these roles when an open leadership position needs to be filled.

Succession Planning



Reflection Question

What would happen to your team should you need to step down from your leadership role unexpectedly? _____

Why Succession Planning is Important

Fill in the blanks or respond to questions as you complete this course.

1. You need to think about what would happen if God _____ you to another role or ministry or, due to life circumstances, you need to step aside.
2. Your area could also be considered for _____ in order to make the area more manageable and increase the number of shoeboxes collected.
3. The key to remember is that change is _____ and, most often times, it's not something we can control.
4. What we can control is whether or not we and our team are _____ for it.
5. Developing a strategy to replace yourself means you are willing to hand someone else significant pieces of what you do _____.

Succession Planning



Reflection Question

Who on your team could potentially step into your role to ensure the ministry continues without interruption? _____

Practical Next Steps

Fill in the blanks or respond to questions as you complete this course.

1. Look for those who _____ others.
 - a. The _____ of a successful leader is one that finds joy in seeing others succeed in the ministry in which God has called them.
 - b. Always be looking for opportunities to _____ and reward a job being well done.
 - c. Always be looking for other leaders who are doing the same.

Reflection Questions

What are some practical ways you can recognize or reward the work of other people on your team? _____

Succession Planning



Reflection Questions (continued)

Who on your team does a great job of encouraging others on their successes?

What can you do to encourage others on your team to recognize or reward the work of their teammates?

Practical Next Steps (continued)

Fill in the blanks or respond to questions as you complete this course.

2. _____ what you know.
 - a. The most effective way to equip others is to model what needs to be done.
 - b. When you _____ and share what you know with others, potential leaders will do the same with others as well.
 - c. Modeling and teaching what you know is the mark of a good leader—this is the kind of leader you want to look for in a possible _____.

Succession Planning



Reflection Questions

What skills could you teach to people on your team? How could you best transfer that competency? _____

Who on your team does a good job of modeling and sharing their knowledge and skills with others? _____

Practical Next Steps (continued)

Fill in the blanks or respond to questions as you complete this course.

3. Provide _____-by-_____ leadership.
 - a. Be _____ about developing those on your team who show leadership potential.
 - b. Slowly let them take the _____ on certain tasks as you walk them through the process.
 - c. Giving away responsibility and authority begins small and grows as faithfulness in those tasks is demonstrated.
 - d. This type of leadership is _____, personal, and effective.
 - e. Start with smaller tasks and, as the team member does them well, give him or her more important and _____ tasks.
 - f. As you walk side by side, the team member not only becomes a possible successor but a more _____ leader!

Succession Planning



Reflection Questions

Why is it sometimes hard to give away our responsibilities? _____

How can we overcome the tendency to keep all of the responsibility of ministry?

What opportunities can you give a potential leader to lead? _____

Succession Planning



A Critical Element for Success

Fill in the blanks or respond to questions as you complete this course.

1. Throughout the _____, we see examples of people who successfully carried on the ministry.
 - a. Moses passed on his leadership to Joshua...Elijah to Elisha...Jesus to the disciples...and Paul to Timothy.
 - b. They...
 - i. sought God's _____ for His choice of leader,
 - ii. recognized the leadership _____ in others,
 - iii. and encouraged and developed potential leaders.
2. Succession planning is one of the most _____ elements of the continued success of an organization.

Steps for Developing a Succession Plan

Fill in the blanks or respond to questions as you complete this course.

1. First, _____ and ask the Lord to reveal someone on your team who has greater leadership potential.
2. Next, look for the answer to your prayer by _____ your team members and coordinators with fresh eyes that are looking for those ready for greater leadership responsibility.
3. Ask yourself: Who really experiences _____ from seeing others achieve? Remember to look for "those who applaud others."
4. Think about and plan practical ways to start giving parts of your responsibilities to people you've _____ as potential leaders to see how they do with increased responsibility.

Succession Planning



Steps for Developing a Succession Plan (cont.)

5. Start giving the ministry away to the people you feel are qualified to handle more. Be sure to walk _____ them as they begin to fulfill the responsibilities you have given them. Remember “teach what you know” and “side-by-side leadership.”
6. Meet with these people and _____ how they are doing with increased responsibility. Discuss leadership opportunities with them, if appropriate.
7. And be sure to continue to ask the Lord for _____ about who He may be calling to a new level of leadership.

Conclusion

Fill in the blanks or respond to questions as you complete this course.

1. The implementation of a succession plan will...
 - a. help ensure the ministry of Operation Christmas Child continues when there is a _____ in leadership,
 - b. strengthen the overall leadership of your Area Team,
 - c. and ensure continued _____ so that more children can be reached for Christ!

Continued on next page.

Succession Planning



Essential Activities

Essential Activities and Elective Practical Exercises are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities.

- Identify someone on your team who has the potential to be your Joshua, someone who could potentially step into your role. What are some steps you can take to prepare this individual? Write down your plan and schedule opportunities for the individual to take on greater responsibility as you walk alongside him or her.

Elective Practical Exercises

Review the Elective Practical Exercise below with your regional point of contact. If you choose to complete this exercise, you should be prepared to discuss it at your next meeting with your regional point of contact.

- Following the steps provided in this lesson, develop a succession plan for your Area Team or Ministry Team. Each Ministry Coordinator and the Area Coordinator should have someone who could potentially step into their role so that the ministry can continue to move forward.

Eye on the Prize



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- What we should be keeping our eyes on as volunteers with OCC
- The importance of balancing in-here and out-there goals

Reflection Question

What is it the Area Team is supposed to be keeping its eye on as “the prize”?

Two “Prizes”

Fill in the blanks as you complete this portion of the course.

1. There are two “prizes” (or goals) the Area Team is supposed to be focused on, which you learned about early on in the Leadership Development Program—
_____ and _____ goals.
2. Remember from High Impact the principles of seeing everyone as a _____ of God and the difference between _____ and _____ stewardship.

Eye on the Prize



Two "Prizes" (continued)

3. The prize of the "in-here" goal is to see these relationships flourish among the team and certainly with the Lord. We want to see _____
_____ experienced in the team!

Reflection Question

What were your Area Team's "in-here" goals this year? What are you as a leader doing to keep your team's eye on the prize of "in-here" goals? _____

The "Out-there" Prize

Fill in the blanks as you complete this portion of the course.

1. The "out-there" prize (or goal) of the Area Team is the number of _____
_____ generated each year by the work of the Area Team.
2. Operation Christmas Child is all about _____,
_____, and _____.
3. Since 1993, Operation Christmas Child has been able to hand deliver the Gospel Message to well over _____ children.

Eye on the Prize



Reflection Question

What is the “out-there” goal for your Area Team this year? What are some of the things you as a leader are doing to keep your team’s eye on the prize of the “out-there” goal?

Keeping a Healthy Balance

Fill in the blanks as you complete this portion of the course.

1. When the _____ have been developed, the members of our Area Team can feel like family.
2. We may have a strong team that is loving each other and God well, but we won’t have a team that is leveraging that for greater _____.
3. Relationships keep people _____ and relationships keep people _____ to serving for Kingdom impact. This is the way the Lord designed ministry to be!

Conclusion

Fill in the blanks as you complete this portion of the course.

1. Use your _____ as your physical guide to keep you on the “right track,” as Paul said.

Eye on the Prize



Essential Activities

Essential Activities and Elective Practical Exercises are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities.

- Evaluate your team’s “in-here” goals for this past year.
 - Did you accomplish your goals?
 - If not, where did you fall short in meeting your goals?
 - What would you do differently?
- Evaluate your team’s “out-there” goals.
 - Did you reach your goals? Why or why not.
 - If not, what do you need to do differently this year?

Elective Practical Exercises

Review the list of possible Elective Practical Exercises below with your regional point of contact and, **with their guidance**, select at least one of the exercises to complete as a part of this course based on the time of year, the make-up of your particular Area Team, the goals you have developed for your own ministry and the ministry of your team, etc. You should be prepared to discuss the exercises you complete at your next meeting with your regional point of contact.

- Make a list of “in-here” goals you want to accomplish this year and the steps you and your team will take to accomplish these goals.
- Meet with your team to talk about the “out-there” goals you want to accomplish this year. Determine the steps you and your team will take to accomplish these goals.

HIGH IMPACT: RESTORING A BIBLICAL MODEL OF VOLUNTEER MINISTRY AND EXPERIENCING POWERFUL MINISTRY EFFECTIVENESS

Heart of High Impact

Priests: 1. Worship 2. Serve

1 Peter 2:5 God's Invitation

...you also, like living stones, are being built into a spiritual house to be a holy priesthood, offering spiritual sacrifices acceptable to God through Jesus Christ. (also Eph 2:19-22)

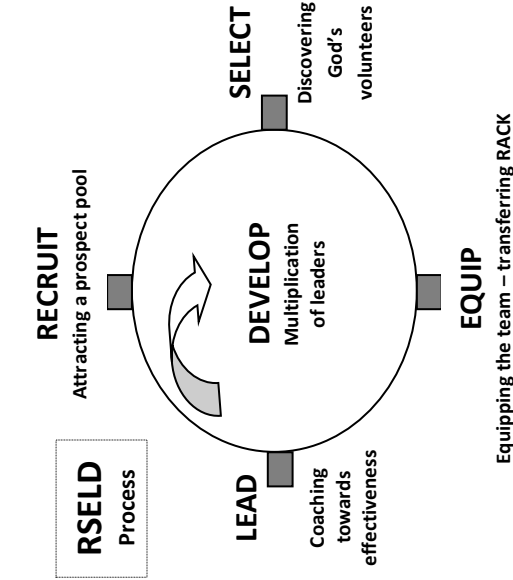
2 Chronicles 19:5-6 Alignment

He appointed judges in the land, in each of the fortified cities of Judah. He told them, "Consider carefully what you do, because you are not judging for man but for the LORD, who is with you whenever you give a verdict.

Kingdom Goals:

Out there: Great Commission (Matt 28:20)

In here: Great Commandment (John 13:35)



Seven C's:

Calling - What we love to do and do really well

Character – Having a strong developed Christian character

Compatibility - What this candidate will bring to the team

Competency - Demonstrated skills best predict future performance

Commitment - Demonstrated commitment in previous positions

Condition - Mental, physical, and spiritual readiness to serve

Consistency - Responses/actions should be consistent in process

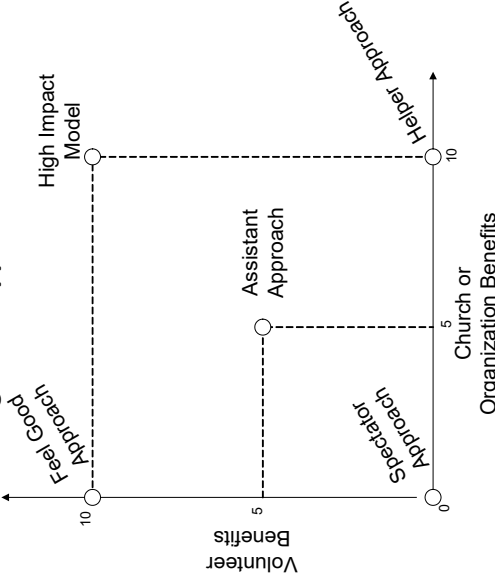
Proverbs 26:10 – ‘Selecting’ a Fool

Exodus 18 – Jethro Principle (Multiplication)

Acts 6 – Choosing the Seven (Multiplication)

Titus 1 – Elder Qualifications

Volunteer Management Approaches



Transferring



Resources

Attitudes

Competencies

Knowledge

High Impact Principles:

1. A volunteer is a Child of God
2. Financial vs Human Stewardship
3. Transformed Value
4. Serving is a Privilege
5. Volunteers are capable Partners
6. The Essential Functions of a Leader
7. Select fewer more productive Volunteers
8. Purposeful Growth

Biblical

Urgent

Gospel

Grace

Simple

Spirit

PRAYER

SACRED KEYS

2 Timothy 2: 2 Handing Over

And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others.

1 Timothy 5: 21 Favoritism

I charge you, in the sight of God and Christ Jesus and the elect angels, to keep these instructions without partiality, and to do nothing out of favoritism.

**Translate
the Cause**

