PUTTING THE PIECES TOGETHER

TEAM ASSESSMENT AND DEVELOPMENT
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Section 1
Team Basics and Issues
Teamwork means that we share a common ideal and embrace a common goal. Regardless of our differences, we strive shoulder to shoulder, confident in one another’s faith, trust and commitment. In the end, teamwork can be summed up in five short words… “we believe in each other.”

Coming Together Is A Beginning.
Keeping Together Is Progress.
Working Together Is Success.
TEAM BASICS

“The words of the wise are like goads, their collected sayings like firmly embedded nails – given by one Shepherd. Be warned, my son, of anything in addition to them. Of making many books there is no end, and much study wearies the body.”

Ecclesiastes 12:11-12

A BASIC DEFINITION OF TEAMWORK

An organic, functional team is a small group of people who are:
- Committed to a common purpose.
- Mutually accountable.
- Exercising individual initiative.
- Contributing through complimentary gifting.
- Assuming shared responsibility for the mission.
- Assuming shared responsibility for team relationships.
- Addressing issues that affect teamwork.

BUILDING BLOCKS OF EFFECTIVE TEAMWORK

The definition and basic elements of teamwork are somewhat obvious. The disciplines they imply are not.
Well-functioning teams focus both on building mutually satisfying relationships and developing their own potential for productivity.

**POTENTIAL BENEFITS OF TEAMWORK**

- **Impact on performance potential**

  "In any situation requiring the real-time combination of multiple skills, experiences, and judgments, a team inevitably gets better results than a collection of individuals operating within confined job roles and responsibilities."

  Jon R. Katzenbach and Douglas K. Smith  
  *The Wisdom of Teams*

- **Rewards of a team experience**
  - What is accomplished and learned
  - What I experienced and became
  - What we experienced together and became – team performance and fun become their own reward.

- **Management of change**
  - Not as threatened as individuals – collective commitment
  - Teams motivate, support, and reward change suggestions
RESISTANCE TO TEAMWORK

1. **Personal values**
   Most people value individual responsibility, individual performance, and self-preservation over any form of group.

2. **Personal convictions**
   “Teams don’t really perform better than individuals.”
   “Teams cause more trouble than they are worth.”
   “Teams cannot make decisions.”

3. **Personal work ethics**
   Poor work ethics, on either an individual or team level, undermine the mutual trust and openness upon which teams depend.

4. **Personal experiences**
   Negative team experiences can produce a fear of trusting others and of submitting one’s fate to the performance of a team.

   “Real teams don’t emerge unless individuals on them take risks involving conflict, trust, interdependence and hard work.”
   
   Jon R. Katzenbach and Douglas K. Smith
THE UNIQUE CHALLENGE OF SPIRITUAL TEAMING

Context for Spiritual Team Building

Building a strong and effective team for ministry involves much more than a casual gathering of people into the same location with suitable skill sets and a shared goal. It is a significant spiritual effort affecting the contribution of a precious resource. Because “the laborers are few,” we must not mismanage, marginalize, or lose any of them.

While many practical principles for team building from the world of business may be applicable for our situation, we must be wise and discerning in the implementation of them within spiritual ministry. We work for more than material productivity and with significantly different dynamics. According to Romans 14:17, the kingdom of God has a priority focus on intangible qualities such as “righteousness, peace, and joy in the Holy Spirit.”

A Vision for “the Fellowship of the Gospel”

“You were all called to travel on the same road and in the same direction, so stay together, both outwardly and inwardly. You have one Master, one faith, one baptism, one God and Father of all, who rules over all, works through all, and is present in all. Everything you are and think and do is permeated with Oneness.

“But that doesn’t mean you should all look and speak and act the same. Out of the generosity of Christ, each of us is given his own gift...He handed out gifts above and below, filled heaven with his gifts, filled earth with his gifts. He handed out gifts of apostle, prophet, evangelist, and pastor-teacher to train Christians in skilled servant work, working within Christ’s body, the church, until we’re all moving rhythmically and easily with each other, efficient and graceful in response to God’s Son, fully mature adults, fully developed within and without, fully alive like Christ.”

Ephesians 4:4-7 (The Message)
The Fellowship of the Gospel/
Environment of Grace and Truth

Team Member Skills
• Technical
• Managerial
• Organizational
• Support/PR
• Academic
• Spiritual formation

Teamwork Basics
• Common Purpose
• Division of Labor
• Plans and Processes
• Accepted Leadership
• Membership Criteria
• Resourcing

Concerns of Effective Ministry
Mission Focus
• Understanding Mission
• Role Fit
• Functionalizing
• Communication
• Decision Making
• Problem Solving
• Team Leadership

Concerns of Spiritual Community
Soul Care Needs
• Emotional Healing
• Margin/Sabbatical
• Capacity Concerns
  • Physical
  • Emotional
  • Financial
  • Life Stages/Issues
  • Marriage and Family

Dealing with Conflict
• Relational Healing
• Conflict Resolution
• Unexpressed and Unmet Expectations

Relational Growth
• Relationships of trust
• Community/Friendship
• Christ-like Dialogue
• Intimate Life
• Sharpening Your Interpersonal Skills

Missional Effectiveness
Focus on: Relational Quality
Release the supernatural power of grace and Move beyond ministries of self-effort
SCRIPTURAL EXAMPLES OF TEAMS

• The Consummate Team – Father, Son, and Spirit
  Genesis 1:26, John 20:21-22, 2 Corinthians 13:14

• The First Earthly “Team” – Adam and Eve
  Genesis 2:18

• Moses’ Teams:
  o Moses and Aaron – Exodus 4:10-17
  o Moses, Aaron, and Miriam – (Exodus 15:20) Numbers 12:1-2, Micah 6:4
  o Moses, Joshua, and “some men” – Exodus 17:8-14
  o Moses, Aaron, Nadab, Abihu, and Seventy Elders – Exodus 24:1-11

• The Artisans Team for the Tabernacle – Bezalel, Aholiab, and other gifted artisans
  Exodus 31:1-11

• Jonathan and his armor bearer
  1 Samuel 14:1-14

• The Exile Team – Daniel, Hananiah (Shadrach), Mishael (Meshach), Azariah (Abed-Nego)
  Daniel 1:1-21, 2:17-18, 2:46-49

• Zerubbabel’s Temple Restoration Team

• Jesus’ Teams:
  o The Inner Core – Peter, James, and John – Mark 9:1-8, Matthew 26:36-38
  o The Twelve – Luke 6:12-16
  o The Seventy – Luke 10:1

• Paul’s Teams:
  o Barnabas, Paul, and John Mark – Acts 12:25-13:3
  o Paul, Barnabas, Judas, and Silas – Acts 15:22, 30-33
  o Paul and Silas – Acts 15:40
  o Paul, Silas, and Timothy – Acts 16:1-5
  o Paul, Silas, Timothy, and Luke – Acts 16:10 (Note that “they” becomes “we.”)
  o Paul, Timothy, Erastus, Gaius, and Aristarchus – Acts 19:21-22,29
SECTION 2
THE INDIVIDUAL TEAM MEMBER
The first, and possibly most important, consideration in strengthening a team is to recognize and honor the value, dignity, and individuality of each team member. Because we are each created in the image of God, we have responsibilities both to live and work in vital community and to manage well the unique resources God has invested in us.

What do you want most from your team experience and relationships? More...

- Dependability
- Commitment
- Integrity
- Vision
- Ingenuity
- Sensitivity
- Idealism
- Logic
- Energy
- Enthusiasm
- Imagination
- Initiative
- Decisiveness
- Affiliation
- Responsiveness
- Drive

Most of these expectations are indicative of personal preferences and values. In general, what do people want from their mutual commitment to and participation on a working team? Some have expressed it simply as...

- We want to relate well together as friends.
- We want to work well together on meaningful tasks.
- We want to know that we will be individually developed and supported.

On the individual level we want to know that...

- My Identity and contribution focus are converging.
- I have a sense of competence and success in what I am doing.
- I have a sense of significance in what I am doing.
SCRIPTURAL EXAMPLES OF DESIGN AND CONTRIBUTION

“Make a careful exploration of who you are and the work you have been given, and then sink yourself into that. Don’t be impressed with yourself. Don’t compare yourself with others. Each of you must take responsibility for doing the creative best you can with your own life.”

Galatians 6:4-5 (The Message)

- Moses – Exodus 3-4
  “The L ORD said to him, “Who gave man his mouth? Who makes him deaf or dumb? Who give him sight or makes him blind? Is it not I, the L ORD? Now go; I will help you speak and will teach you what to say.”

- David – Psalm 78:70-72
  “He chose David his servant and took him from the sheep pens; from tending the sheep he brought him to be the shepherd of his people Jacob, of Israel his inheritance. And David shepherded them with integrity of heart; with skillful hands he led them.”

- Jeremiah – Jeremiah 1:4-10
  “The word of the LORD came to me, saying, ‘Before I formed you in the womb I knew you, before you were born I set you apart; I appointed you as a prophet to the nations.’”

PERSPECTIVES

1. Your design is God’s idea.
2. Your design is unique.
3. Your design was determined before birth.
4. Your design indicates a unique purpose.
5. Your design includes God-appointed boundaries and limits in ministry.
6. Your design is for God’s glory.
7. Your response... PRAISE!
BASIC NEEDS ADDRESSED IN THE PROCESS

There are at least four driving needs inherent in the process of discovering, developing, and living in your God-given design and desires. Each of these needs is experienced in varying degrees by everyone, and left unaddressed can lead to disillusionment, confusion, regret, and resentment.

The Need to Address the Question, “Who Am I?”

We all live with an incomplete and inaccurate view of who we are. We need freedom to discover our true God-given design, to appreciate His work in us, to nurture that identity, and to live and minister out of that uniqueness. We must answer the question “Who am I?”

“Men go abroad to wonder at the height of mountains, at the huge waves of the sea, at the long courses of the rivers, at the vast compass of the ocean, at the circular motion of the stars; and they pass by themselves without wondering.”

Augustine

The Need for a Contribution Consistent with Our Identity

Your design and desires are no mistake! God loves diversity and uniqueness. His image is reflected through us in unique and specific ways as we live and minister in the world. In addition, the Gospel needs a complete representation from the Body of Christ to express it more fully and accurately, as He desires.

“True self, when violated, will always resist us, sometimes at great cost, holding our lives in check until we honor its truth.”

Parker Palmer, *Let Your Life Speak*
The Need to Experience A Sense of Fulfillment

In every human heart beats the desire to not only live and work consistently with their God-given design but also to do work that is meaningful and significant. This inclination is founded in our longing to live for eternal, enduring, transcendent purposes, and is inherent in the imagio dei, being created in God’s image.

Then God said, "Let us make man in our image, in our likeness… So God created man in his own image, in the image of God he created him; male and female he created them.

Gen 1:26-27

The Need to Navigate Life Stages with Wisdom and Intentionality

Everyone goes through life stages, but it seems that no one really enjoys the process. Rather, we stumble through them getting bumped and bruised, and ending in a place we had not planned or even imagine. So we refer to life stages with terms like “mid-life crisis” and “over the hill”. We must learn to

- Foresee coming change
- Engage deliberately in the process of change
- Make use of mentors and coaches
- Keep a firm grip on our values and goals in the midst of unpredictable circumstances
- Continually surrender to God’s sovereignty and grace

“...The journey of faith is our personal journey, and movement on the journey is the place of mystery, holy ground. Moving from one stage to another reverences timing. It involves bringing our response in sync with God’s grace in our lives.

Janet Hagberg and Robert Guelich, The Critical Journey
TENSION INHERENT IN THE PROCESS

Servanthood

- Scripture teaches that together we are the Church, a holy temple and dwelling place for God in the Spirit (Ephesians 2:21-22), a household or family (Ephesians 2:19), and the Body of Christ (Romans 12:4-5, 1 Corinthians 12:27). Collectively, our God-given designs and desires operating effectively and in harmony display the glory of Christ (Ephesians 4:16).

- As is true of all that God gives us, these gifts, too, are to be discovered and developed within the context of a spiritual community and exercised in love and humility to serve and edify one another. They are not “rights” that we impose on one another, but a privilege and an honor from God for the advancement of His kingdom.

> “Each of you should look out not only to your own interests, but also to the interests of others.”
> Philippians 2:3-4

Stewardship

New Testament references to stewardship (οἰκονομία) indicate the notion of management, use, or care, and are translated “stewardship,” “steward,” and “dispensation.” A steward is one who knows well and manages well the valuable substance of a household or estate.

Matthew 25:14-30 – Jesus addresses the issue of responsible stewardship of His kingdom.

1 Peter 4:10-11 – Peter speaks on the stewardship of God’s gifts of grace to each of us.

> Stewardship implies a responsibility for personal development. Therefore, each person should seek to discover and develop their God-given design.
As life and ministry experiences broaden and deepen, movement toward convergence on ministering more out of “who you are” is needed in order to maximize ministry contributions over a lifetime.

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**PHASE 1**
**SOVEREIGN FOUNDATIONS**
God works providentially through family, environment and historical events. Character traits are embedded. Phase over which you have little or no control.

**PHASE 2**
**INNER LIFE GROWTH**
Seeking to know God intimately. Early testing to develop character occurs.

**PHASE 3**
**MINISTRY MATURING**
When you learn to reach out. Ministry becomes a rising focus and gifts emerge.

**PHASE 4**
**LIFE MATURING**
Experiencing satisfaction in use of gifts. Ministry grows from being.

**PHASE 5**
**CONVERGENCE**
God moves you into a role fit that matches gift mix and experience so that ministry is maximized.

**PHASE 6**
**AFTERGLOW**
The fruit of a lifetime of ministry and personal growth culminates in an era of recognition and influence at broad levels.

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Primary focus is DEVELOPMENT (God at work in you)

Primary focus is CONTRIBUTION (God at work through you)

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Note: Phases adapted from Bobby Clinton, *The Making Of A Leader*
“The word *vocation*...is rooted in the Latin for ‘voice.’ Vocation does not mean a goal that I pursue. It means a calling that I hear. Before I can tell my life what I want to do with it, I must listen to my life telling me who I am...The soul speaks its truth only under quiet, inviting, and trustworthy conditions.”

Parker J. Palmer, *Let Your Life Speak*

### Three Learning Tools for Processing Assessments

#### (1) Repetition
Each of the following sections contains information related to the results of the assessment instruments: Personal Preferences (Myers-Briggs Type), Spiritual Gifts, and Personal Mission Statement. The workbook provides a place to bring all the information forward into one place – the Personal Contribution Summary – to personally clarify each piece of the profile.

#### (2) Personalization
The information presented in the workbook concerning your preferences, your spiritual gifts, etc., will apply to you personally in various ways and to varying degrees. With hi-liter in hand, mark those words or phrases that you feel describe your personal expression or experience of that type/value/gift/role most clearly. Carry these forward to the pages where you attempt to synthesize your conclusions into summary statements or lists.

#### (3) Synthesis
At the end of the following sections there are pages leading you to a synthesized description of your God-given design and desires. This is as much an art form as a definitive process. Take time to state well what you mean by the “titles” of your gifts, etc. These are your “talking points” in describing your type/values/gifts/roles. Don’t leave yourself open to a misinterpretation or misapplication of your very personal God-given design!
POTENTIAL IMPACT OF DESIGN ASSESSMENTS

Making a lifelong commitment to study *yourself* can help you:
- Grow spiritually and fully develop yourself
- Maximize your contribution to God’s Kingdom
- Experience the fulfillment of God’s will

Making a lifelong commitment to study *others* can help you:
- Defer to others’ preferences in love
- Grow in servanthood - in life, ministry, and leadership
- Experience the fulfillment of fellowship and spiritual unity

CAUTIONS FOR THE ASSESSMENT PROCESS

1. This process is primarily an interaction between you and God, not just you and the material.
2. Focus on the collective nature of your design and desires.
   - They will point you in a general life and ministry direction.
   - All assessment instruments are supplemental to other influences and experiences in your life.
   - Avoid making decisions and forming conclusions on the basis of any single instrument.
3. You are the final authority in interpreting and applying the information gained from assessment instruments.
4. The development of Christ-like character is essential to maximizing your contribution to God’s Kingdom.
5. 

“Men go abroad to wonder at the height of mountains, at the huge waves of the sea, at the long courses of the rivers, at the vast compass of the ocean, at the circular motion of the stars; and they pass by themselves without wondering.”

Augustine
“Whatever the circumstances of your life, the understanding of type can make your perceptions clearer, your judgments sounder, and your life closer to your heart’s desire.”

Isabel Briggs Myers
WHAT DOES MYERS-BRIGGS TYPE MEASURE?

Type assessment is useful in identifying your mental and behavioral preferences for gathering information, processing information, decision making, and relating to the world. Type theory is based on the hypothesis that behavioral preferences are like right- and left-handedness. While you are able to use both hands, you most likely have a preference for using your right or left. Similarly, psychological type helps to identify a range of preferences that appear to be your favorites.

MYERS-BRIGGS TYPE SCALES

The behavioral preferences are organized into four bipolar scales. When you take an indicator, the four preferences that you identify as most like you (one from each scale) are combined into what is called a “type.” The four pairs ask and answer four questions:

1. Extraversion / Introversion
   Where do you prefer to focus your attention for inner energy?

2. Sensing / Intuition
   How do you prefer to gather information or perceive your environment?

3. Thinking / Feeling
   How do you prefer to draw conclusions and make decisions?

4. Judging / Perceiving
   How do you prefer to orient yourself and relate to the outer world and live out your life?
CHARACTERISTICS OF TYPE ASSESSMENTS

1. They measure preferences, not talents, abilities, or acquired skills.
2. They are descriptive, not prescriptive.
3. They are based on lifelong orientations, not temporary emphasis.

THEORY OF PREFERENCES

1. Preferences are innate or part of our design.
2. Preferences are affected by environment.
3. Everyone uses all preferences to some degree.
4. There are no right or wrong preferences.
5. Preferences can be discovered and observed.
6. Low scores indicate little or no preference, not maturity or balance.

Population Breakdown

<table>
<thead>
<tr>
<th></th>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.16%</td>
<td>11.6%</td>
<td>13.8%</td>
<td>1.5%</td>
<td>2.1%</td>
</tr>
<tr>
<td>5.4%</td>
<td></td>
<td>8.8%</td>
<td>4.4%</td>
<td>3.3%</td>
</tr>
<tr>
<td>4.3%</td>
<td></td>
<td>8.5%</td>
<td>8.1%</td>
<td>3.2%</td>
</tr>
<tr>
<td>8.7%</td>
<td></td>
<td>12.3%</td>
<td>2.4%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

(inferential statistics of US population by Wikipedia)
UNDERSTANDING “MENTAL FUNCTIONS” AND “ATTITUDES”

When our minds are active, we are constantly taking in information and drawing conclusions. We all take in information by experiencing what is real and tangible around us (sensing), and by connecting facts with other known facts, patterns, and possibilities (intuiting). Then we organize the information, draw conclusions, and make decisions, using both impersonal and structured logic (thinking) and consideration of personal values and the values of others (feeling). These are called “mental functions.”

At the same time everyone adopts “attitudes” in how they exercise and express their mental functions, some inwardly (introversion) and some outwardly (extraversion), some with an inclination toward orderly decisiveness (judging), and some with an adaptation to continuing perceptions (perceiving).
## IDENTIFICATION OF PREFERENCES

<table>
<thead>
<tr>
<th>EXTRAVERTS (E)</th>
<th>INTROVERTS (I)</th>
</tr>
</thead>
</table>

Where do you prefer to focus your attention for inner energy?

**The outer world of people and things**
- Prefer to be in the midst of things
- Engage with others to think
- Talkative
- Initiate introductions
- Expressive body language
- Socially open
- Breadth of interests
- Expend energy
- Focus outwardly and live
- Understandable and accessible
- Think out loud
- Enjoy social groups

**The inner world of thoughts and ideas**
- Prefer to limit intrusions
- Disengage to think
- Reflective
- Respond to introductions
- Reserved body language
- Prefer privacy
- Depth of understanding
- Conserve energy
- Focus inwardly and examine
- Subtle and unknown
- Think to oneself
- Enjoy intimate one-to-one

I prefer: ______________________________ (Extraversion/Introversion)

I am energized and stimulated by ______________________________

Some of my characteristics are:
## IDENTIFICATION OF PREFERENCES

How do you prefer to gather information or perceive your environment?

<table>
<thead>
<tr>
<th>Use of five senses</th>
<th>Use of insights (sixth sense)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Current tangible realities</td>
<td>❑ Abstract connections/projections</td>
</tr>
<tr>
<td>❑ “What is”</td>
<td>❑ “What could be”</td>
</tr>
<tr>
<td>❑ Focus on the physical and the parts</td>
<td>❑ Focus on themes and the whole</td>
</tr>
<tr>
<td>❑ Attentive to the past or present</td>
<td>❑ Visualize the future</td>
</tr>
<tr>
<td>❑ Literal, concrete</td>
<td>❑ Conceptual, imaginative</td>
</tr>
<tr>
<td>❑ Collect information sequentially</td>
<td>❑ Collect information randomly</td>
</tr>
<tr>
<td>❑ Pay attention to specifics</td>
<td>❑ Focus on the big picture</td>
</tr>
<tr>
<td>❑ Protective, refining what exists</td>
<td>❑ Innovative, learning new things</td>
</tr>
<tr>
<td>❑ Pragmatic and helpful</td>
<td>❑ Speculative and inspiring</td>
</tr>
<tr>
<td>❑ Often contented</td>
<td>❑ Often restless</td>
</tr>
<tr>
<td>❑ Want things as they are</td>
<td>❑ Want to change things</td>
</tr>
<tr>
<td>❑ Trust past experience</td>
<td>❑ Trust imagination and hunches</td>
</tr>
</tbody>
</table>

I prefer: ______________________________ (Sensing/iNtuition)

I gather information by ______________________________

Some of my characteristics are:
# IDENTIFICATION OF PREFERENCES

<table>
<thead>
<tr>
<th>THINKERS (T)</th>
<th>FEELERS (F)</th>
</tr>
</thead>
</table>

## How do you prefer to draw conclusions and make decisions?

<table>
<thead>
<tr>
<th>Logic</th>
<th>Values and Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Reasonableness and precision</td>
<td>☐ Harmony of relationships or values</td>
</tr>
<tr>
<td>☐ Truth over tact</td>
<td>☐ Tact over truth</td>
</tr>
<tr>
<td>☐ Logical and deliberative</td>
<td>☐ Personally considerate</td>
</tr>
<tr>
<td>☐ Cause and effect orientation</td>
<td>☐ Empathetic and sentimental</td>
</tr>
<tr>
<td>☐ Questioning things</td>
<td>☐ Accommodating people</td>
</tr>
<tr>
<td>☐ Identifying inconsistencies</td>
<td>☐ Identifying commonalities</td>
</tr>
<tr>
<td>☐ Analyzing and critiquing</td>
<td>☐ Understanding and appreciating</td>
</tr>
<tr>
<td>☐ Focus on consequences</td>
<td>☐ Focus on people impact</td>
</tr>
<tr>
<td>☐ Impersonal evaluation</td>
<td>☐ Must feel right about a situation</td>
</tr>
<tr>
<td>☐ Brief and direct, businesslike</td>
<td>☐ Holistic “heart” appeal</td>
</tr>
<tr>
<td>☐ Seek competence and achievement</td>
<td>☐ Seek mutual appreciation</td>
</tr>
<tr>
<td>☐ Explain, compare, clarify</td>
<td>☐ Care, understand, include</td>
</tr>
</tbody>
</table>

I prefer: __________________________ (Thinking/Feeling)

I decide on the basis of __________________________

Some of my characteristics are: 
## IDENTIFICATION OF PREFERENCES

<table>
<thead>
<tr>
<th>JUDGERS (J)</th>
<th>PERCEIVERS (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you prefer to orient yourself and relate to the outer world and live out your life?</td>
<td></td>
</tr>
</tbody>
</table>

### Decisive, Planned, Orderly
- Organize outer world toward goals
- Prefer plans and decisions
- Move to order and closure
- Definitive, structured, “final”
- Goal-oriented
- Work from plans
- Systematic and exacting
- Share definitive opinions
- Start early and complete projects
- Steady, sustained effort
- Do the right thing
- Accused of being rigid

### Flexible, Adaptable, Spontaneous
- Respond to emerging outer world
- Prefer curiosity and spontaneity
- Entertain enjoyable options
- Flexible, adaptable, tentative
- Process-oriented
- Respond to the moment
- Casual and tolerant
- Share provisional information
- Begin many new projects
- On-and-off effort
- Experience everything
- Accused of being irresponsible

I prefer: ______________________________ (Judging/Perceiving)

I prefer a lifestyle that is ________________________________

Some of my characteristics are:
### TYPE DESCRIPTIONS CHART

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ISTJ</strong> (STFN)</td>
<td><strong>“DOING WHAT SHOULD BE DONE”</strong> organizer, compulsive, private, trustworthy, rules ‘n regs, practical</td>
</tr>
<tr>
<td></td>
<td><strong>MOST HARD CHARGING</strong></td>
</tr>
<tr>
<td><strong>ISTP</strong> (TSNF)</td>
<td><strong>“READY TO TRY ANYTHING ONCE”</strong> very observant, cool and aloof, hands-on practicality, unpretentious, ready for what happens</td>
</tr>
<tr>
<td></td>
<td><strong>MOST PRAGMATIC</strong></td>
</tr>
<tr>
<td><strong>ESTJ</strong> (TSFN)</td>
<td><strong>“LIFE’S ADMINISTRATORS”</strong> order and structure, sociable, opinionated, results driven, producer, traditional</td>
</tr>
<tr>
<td></td>
<td><strong>MOST HARD CHARGING</strong></td>
</tr>
<tr>
<td><strong>ESTP</strong> (TSFN)</td>
<td><strong>“THE ULTIMATE REALIST”</strong> unconventional approach, fun, gregarious, lives for here and now, good at problem solving</td>
</tr>
<tr>
<td></td>
<td><strong>MOST SPONTANEOUS</strong></td>
</tr>
<tr>
<td><strong>ESFJ</strong> (SFTN)</td>
<td><strong>“HOSTS AND HOSTESSES OF THE WORLD”</strong> gracious, good interpersonal skills, thoughtful, appropriate, eager to please</td>
</tr>
<tr>
<td></td>
<td><strong>MOST HARMONIZING</strong></td>
</tr>
<tr>
<td><strong>ESFP</strong> (STNF)</td>
<td><strong>“YOU ONLY GO AROUND ONCE IN LIFE”</strong> sociable, spontaneous, loves surprises, cuts red tape, juggles multiple tasks, quip master</td>
</tr>
<tr>
<td></td>
<td><strong>MOST GENEROUS</strong></td>
</tr>
<tr>
<td><strong>ENFJ</strong> (FNST)</td>
<td><strong>“SMOOTH TALKING PERSUADER”</strong> charismatic, compassionate, possibilities for people, ignores the unpleasant, idealistic</td>
</tr>
<tr>
<td></td>
<td><strong>MOST PERSUASIVE</strong></td>
</tr>
<tr>
<td><strong>ENFP</strong> (NFTS)</td>
<td><strong>“GIVING LIFE AN EXTRA SQUEEZE”</strong> people-oriented, creative, seeks harmony, life of the party, more starts than finishes</td>
</tr>
<tr>
<td></td>
<td><strong>MOST OPTIMISTIC</strong></td>
</tr>
<tr>
<td><strong>INTJ</strong> (NTFS)</td>
<td><strong>“ALWAYS ROOM FOR IMPROVEMENT”</strong> theory-based, skeptical, “my way,” high need for competency, sees world as a chessboard</td>
</tr>
<tr>
<td></td>
<td><strong>MOST INDEPENDENT</strong></td>
</tr>
<tr>
<td><strong>INTP</strong> (TSNF)</td>
<td><strong>“A LOVE OF PROBLEM SOLVING”</strong> challenges others to think, absent-minded professor, competency needs, socially cautious</td>
</tr>
<tr>
<td></td>
<td><strong>MOST CONCEPTUAL</strong></td>
</tr>
<tr>
<td><strong>ISFJ</strong> (STFN)</td>
<td><strong>“A HIGH SENSE OF DUTY”</strong> amiable, works behind the scenes, ready to sacrifice, accountable, prefers doing</td>
</tr>
<tr>
<td></td>
<td><strong>MOST LOYAL</strong></td>
</tr>
<tr>
<td><strong>ISFP</strong> (FSNT)</td>
<td><strong>“SEES MUCH BUT SHARES LITTLE”</strong> warm, sensitive, unassuming, short-range planner, team player, in touch with self and nature</td>
</tr>
<tr>
<td></td>
<td><strong>MOST ARTISTIC</strong></td>
</tr>
<tr>
<td><strong>INFP</strong> (FNST)</td>
<td><strong>“PERFORMING NOBLE SERVICE FOR SOCIETY”</strong> strict personal values, seeks inner order/peace, creative, non-directive, reserved</td>
</tr>
<tr>
<td></td>
<td><strong>MOST IDEALISTIC</strong></td>
</tr>
<tr>
<td><strong>INTP</strong> (TSNF)</td>
<td><strong>“ONE EXCITING CHALLENGE AFTER ANOTHER”</strong> argues both sides of a point to learn brinkmanship, tests the limits, enthusiastic, new ideas</td>
</tr>
<tr>
<td></td>
<td><strong>MOST INVENTIVE</strong></td>
</tr>
<tr>
<td><strong>INFJ</strong> (NFTS)</td>
<td><strong>“AN INSPIRATION TO OTHERS”</strong> reflective/introspective, quietly caring, creative, linguistically gifted, psychic</td>
</tr>
<tr>
<td></td>
<td><strong>MOST CONTEMPLATIVE</strong></td>
</tr>
<tr>
<td><strong>ENFJ</strong> (NSFN)</td>
<td><strong>“PERFORMING NOBLE SERVICE FOR SOCIETY”</strong> strict personal values, seeks inner order/peace, creative, non-directive, reserved</td>
</tr>
<tr>
<td></td>
<td><strong>MOST IDEALISTIC</strong></td>
</tr>
<tr>
<td><strong>ENTJ</strong> (TSNF)</td>
<td><strong>“LIFE’S NATURAL LEADERS”</strong> visionary, gregarious, argumentative systems planners, takes charge, low tolerance for incompetence</td>
</tr>
<tr>
<td></td>
<td><strong>MOST COMMANDING</strong></td>
</tr>
</tbody>
</table>
CHARACTERISTICS OF THE DOMINANT MENTAL FUNCTIONS

S_e – Extroverted Sensing (ESFP, ESTP)
“What’s happening now”
Objective reality
Aware and responsive in the moment
Attentive to external details
Deals with the concrete and practical
Identifies the “quick fix”
Takes short range, immediate action
Seeks strong sensory experiences

S_i – Introverted Sensing (ISTJ, ISFJ)
“This is different from before”
Highly sensitive photographic plate
Views the present in terms of the past
Relives past/similar experiences
Visualizes in time sequence
Impressions triggered from real world
Appears indifferent to influences of reality
Tends to be slow moving

N_e – Extroverted Intuition (ENTP, ENFP)
“Look at the available possibilities”
Not restricted to concrete data, projects
Identifies patterns and possibilities
Thinks in global, abstract terms
Constantly seeks new opportunities
Creates new/different ways to do things
Easily bored by what is
Senses what goes on behind the scenes

N_i – Introverted Intuition (INTJ, INFJ)
“Here’s the central theme”
Connects the unconnected
Recognizes the meaning behind something
Visualizes without tangible support
Unconscious images given dignity of reality
Inexhaustible supply of creative energy
Convinces others of what should be done
Sees behind the scenes

T_e – Extroverted Thinking (ESTJ, ENTJ)
“Let’s crunch the numbers”
Asks “Why?”
Evaluates using analytical tools
Takes a logical, objective approach
Reflections fixed on external criteria
Works from a defendable position
Assumes cause and effect
Explains the logic to others

T_i – Introverted Thinking (ISTP, INTP)
“That’s better defined this way”
Continually clarifies and redefines
Brings order using internal framework
Envisions the total process
Challenges what doesn’t fit the framework
Requires a feeling of completeness
Needs everything precisely defined
Indifferent to the opinions of others

F_e – Extroverted Feeling (ESFJ, ENFJ)
“You really did a great job”
Appreciates others’ involvement
Wants recognition for contributions
Wants external harmony
Focuses on people over tasks
Recognizes important relationships
Seeks to determine worth and value
Sacrifices self for others

F_i – Introverted Feeling (ISFP, INFP)
“This is the only acceptable way”
Must feel right about a situation
Asks what is right or wrong about things
Bases answers on self-contained truth
Exerts consistency in values over time
Exerts a secret influence on surroundings
Sharing values = being vulnerable
Easily misunderstood as cold or indifferent
# The Impact of Mental Functions on Learning Styles

<table>
<thead>
<tr>
<th>Mental Functions</th>
<th>ST – Sensing &amp; Thinking</th>
<th>SF – Sensing &amp; Feeling</th>
<th>NF – Intuition &amp; Feeling</th>
<th>NT – Intuition &amp; Thinking</th>
<th>ST learning – Knowledge and Skills</th>
<th>SF learning – Self Concept and Socialization</th>
<th>NF learning – Creative Expression and Moral Development</th>
<th>NT learning – Critical Thinking and Concept Formation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Likes:</strong></td>
<td>Practical illustrations</td>
<td>Personal examples</td>
<td>Variety, change</td>
<td>Context and connections</td>
<td>• Learn about facts</td>
<td>• Learn about things that directly affect people</td>
<td>• Learn about anything they value</td>
<td>• Learn about theoretical models</td>
</tr>
<tr>
<td></td>
<td>Facts, details</td>
<td>Demonstrations</td>
<td>Big picture</td>
<td>Big picture, the main thing</td>
<td>• Need clear step-by-step directions</td>
<td>• Need reassurance and approval</td>
<td>• Need to share inspirations</td>
<td>• Need an intellectually stimulating atmosphere</td>
</tr>
<tr>
<td></td>
<td>Hands-on experience</td>
<td>Pictures</td>
<td>Theory</td>
<td>Reliability, validity</td>
<td>• Need immediate feedback</td>
<td>• Need a warm and supportive environment</td>
<td>• Need a flexible and innovative environment</td>
<td>• Need diversity of thought</td>
</tr>
<tr>
<td></td>
<td>Moving, active</td>
<td>Relevance to now</td>
<td>Where did it come from?</td>
<td>Only necessary details</td>
<td>• Seek opportunities to do and see tangible results</td>
<td>• Seek opportunities for interaction</td>
<td>• Seek opportunities to synthesize</td>
<td>• Seek opportunities to analyze and critique</td>
</tr>
<tr>
<td></td>
<td>Immediate application</td>
<td>Relevance to relationships</td>
<td>What impact will it have?</td>
<td>Visual diagram, symbols</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tried and true</td>
<td>Sequential</td>
<td></td>
<td>Theory, concept</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dislikes:</strong></td>
<td>Philosophy</td>
<td>Fast theory</td>
<td>Monotone lectures</td>
<td>Unconnected facts</td>
<td>• Learn about facts</td>
<td>• Learn about things that directly affect people</td>
<td>• Learn about anything they value</td>
<td>• Learn about theoretical models</td>
</tr>
<tr>
<td></td>
<td>Concepts, theories</td>
<td>Abstractions</td>
<td>Details</td>
<td>Values without logic</td>
<td>• Need clear step-by-step directions</td>
<td>• Need reassurance and approval</td>
<td>• Need to share inspirations</td>
<td>• Need an intellectually stimulating atmosphere</td>
</tr>
<tr>
<td></td>
<td>Rambling, chasing rabbits</td>
<td>Brainstorming</td>
<td>No Creativity</td>
<td>Unconnected stories</td>
<td>• Need immediate feedback</td>
<td>• Need a warm and supportive environment</td>
<td>• Need a flexible and innovative environment</td>
<td>• Need diversity of thought</td>
</tr>
<tr>
<td></td>
<td>Randomness</td>
<td>Pure lecture</td>
<td>No real life stories</td>
<td>Too many ideas</td>
<td>• Seek opportunities to do and see tangible results</td>
<td>• Seek opportunities for interaction</td>
<td>• Seek opportunities to synthesize</td>
<td>• Seek opportunities to analyze and critique</td>
</tr>
<tr>
<td></td>
<td>Illogical or unclear path</td>
<td>hings not obviously relevant</td>
<td>Closed to new ideas</td>
<td>Pointlessness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No visible application</td>
<td></td>
<td>No respect for people</td>
<td>Incompetence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## The Impact of Mental Functions on Spirituality

<table>
<thead>
<tr>
<th></th>
<th>Sensing</th>
<th>Intuition</th>
<th>Thinking</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary area of focus</td>
<td>Body</td>
<td>Spirit</td>
<td>Mind</td>
<td>Heart</td>
</tr>
<tr>
<td>Preference for</td>
<td>Sensory reality Details Status quo</td>
<td>Possibility Patterns Change</td>
<td>Objectivity Logic</td>
<td>Subjectivity Values</td>
</tr>
<tr>
<td>Receive God’s revelation through</td>
<td>Society Institutions The “seen”</td>
<td>Insight Imagination The “unseen”</td>
<td>Reason Speculation</td>
<td>Relationships Sentiment</td>
</tr>
<tr>
<td>Significant aspects of God</td>
<td>Incarnation</td>
<td>Mystery Holy Spirit</td>
<td>The Absolute Principle First Cause</td>
<td>Relational Familial</td>
</tr>
<tr>
<td>Approach to the Bible</td>
<td>Practical Literal</td>
<td>Symbolic Metaphorical</td>
<td>Analytical Abstract</td>
<td>Personal Immediate</td>
</tr>
<tr>
<td>Prayer</td>
<td>Sensory focus</td>
<td>Intuitive connection</td>
<td>Cognitive</td>
<td>Affective</td>
</tr>
<tr>
<td>Approach to spirituality</td>
<td>Service</td>
<td>Awareness</td>
<td>Knowledge</td>
<td>Devotion</td>
</tr>
</tbody>
</table>
Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms.

1 Peter 4:10
A recent (2009) study by The Barna Group indicates that the percentage of self-identified Christians in America who have heard of “spiritual gifts” is declining – 71% in 1995, 72% in 2000, 68% in 2009. Among those who indicated that they were aware of spiritual gifts, 13% said they had no idea what their own gifts were. 21% claimed to have gifts that do not fit any of the biblical lists of gifts, such as “humor, singing, happiness, a job, creativity, and clairvoyance.” The gifts most commonly claimed were teaching (28%), serving, encouragement/exhortation, and administration. Those claiming to have the gift of evangelism has dropped sharply since 1995, from 4% to 1%.

A high percentage of Christians reported being in roles without the relevant gift, such as leadership or administration, which indicates a reliance on natural abilities over supernatural capacities.

In light of the world’s growing need and the increasing challenges to the Christian world mission, we cannot expect mere human effort to accomplish the work of God’s Kingdom. Therefore we cannot afford to be uninformed about the person and work of the Holy Spirit.

Now about spiritual gifts, brothers, I do not want you to be ignorant...There are different kinds of gifts, but the same Spirit. There are different kinds of service, but the same Lord. There are different kinds of working, but the same God works all of them in all men.

1 Corinthians 12:1-6
BIBLICAL FOUNDATIONS

1. The purpose of spiritual gifts is to help build up the Body of Christ to a full expression of Christ. (Ephesians 4:12)

2. All believers have one or more spiritual gifts. (Ephesians 4:7; 1 Corinthians 12:7,11)

3. All spiritual gifts are essential to the Body of Christ. (1 Corinthians 12:21-26)

4. Spiritual gifts cannot be discovered in isolation. They belong to the Body and are confirmed in the context of the Body. (Romans 12:4,5)

MISUSES OF SPIRITUAL GIFTS

1. Projection - Expecting others to do naturally what God has gifted you to do supernaturally.

2. Exaltation/Devaluation - Feeling certain gifts are more important than others.

3. Isolation - Using your gifts or roles without the support of other gifts.
MISREPRESENTATIONS OF SPIRITUAL GIFTS

1. **Natural abilities** - These are given at birth or acquired through development.
2. **Fruit of the Spirit** - These are expected character traits of the Christian life.
3. **Positions** - These are offices you hold or tasks you perform.

DISCOVERING AND DEVELOPING GIFTS

1. It is important to receive confirmation and feedback from others. *Public recognition.* (Romans 12:3-5)
2. Unusual fruitfulness and effectiveness are indicators. * Providential blessing *
3. Enjoyment is an indicator. * Personal inclination *
4. Your particular ministry burden or passion is often an indicator. (Romans 15:15-20)
5. It is important to know which gifts you don’t have.
6. Determine whether you have a primary gift.
7. Consider your gift mix and cluster.
8. Differentiate between spiritual gifts and biblical imperatives.

Exercising and developing gifts is a matter of stewardship and faithfulness. You are obligated to discover, develop and deploy your gifts.

(1 Peter 4:10)
<table>
<thead>
<tr>
<th>GIFT</th>
<th>CHARACTERISTICS</th>
<th>DEFINITION*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>organizing, systematizing, efficiency oriented, coordinating</td>
<td>Ability to organize information and things for efficiency and effectiveness</td>
</tr>
<tr>
<td>Apostle</td>
<td>envisioning, building, decisive, practical and conceptual, pioneering</td>
<td>Ability to see the overall picture of how the purposes of God can be best furthered</td>
</tr>
<tr>
<td>Discerning Spirits</td>
<td>spiritually perceptive, morally sensitive, personally steadfast, rightly evaluating, differentiating</td>
<td>Ability to sense and make distinctions in spiritual forces and/or motives at work in people and situations</td>
</tr>
<tr>
<td>Evangelism</td>
<td>bold communicator, secure, eternity focus, eternal concerns for others, persuading, recruiting</td>
<td>Ability to communicate the Gospel with a compelling concern for the eternal destiny of those who are not believers</td>
</tr>
<tr>
<td>Exhortation</td>
<td>relationally perceptive, motivating, process oriented, growth oriented, advising, encouraging, warning</td>
<td>Ability to comfort, encourage, confront, instruct and inspire practical application</td>
</tr>
<tr>
<td>Faith</td>
<td>future oriented, biblical values, change oriented, confidence, trusting, giving focus</td>
<td>Ability to confidently believe God for changes and spiritual growth that enhances the purposes of God</td>
</tr>
<tr>
<td>Giving</td>
<td>resourceful, considerate, generous, materially unsparing, observing needs, visualizing</td>
<td>Ability to determine the physical needs of people and provide physical resources to help meet those needs</td>
</tr>
<tr>
<td>Healing</td>
<td>trust God’s ability, compassionate, supports the infirm, prayerful, restoring, demonstrating</td>
<td>Ability to call upon God to heal the sick by supernatural means</td>
</tr>
<tr>
<td>Helps</td>
<td>supportive, loyal, detail oriented, responsive to initiatives, implementing</td>
<td>Ability to work alongside another and help that person complete the tasks God gave them</td>
</tr>
<tr>
<td>GIFT</td>
<td>CHARACTERISTICS</td>
<td>DEFINITION*</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interpretation of Tongues</td>
<td>perceptive of meanings, linguistically proficient, careful with interpretation, seeks edification of all</td>
<td>Ability to understand and communicate the meaning of an unknown language spoken by someone with the gift of tongues</td>
</tr>
<tr>
<td>Knowledge</td>
<td>analytical, objective, accumulates information, researching, understanding, retaining, correlating</td>
<td>Ability to seek out, remember and make effective use of a variety of information on a number of diverse subjects</td>
</tr>
<tr>
<td>Mercy</td>
<td>perceptive of feelings, consoling, not condemning, accommodating, showing compassion</td>
<td>Ability to perceive the hurts of others and consoling them without condemnation</td>
</tr>
<tr>
<td>Miracles</td>
<td>substantiates God’s claims, supernatural focus, daring, perceptive of God’s will, praying, risking</td>
<td>Ability to trust and validate God’s ability by calling on Him to act supernaturally</td>
</tr>
<tr>
<td>Pastor/Shepherd</td>
<td>sensitive to group needs, caring for people, guiding others, people gatherer, protecting</td>
<td>Ability to care for the spiritual needs of people and oversee their growth in Christ</td>
</tr>
<tr>
<td>Prophecy</td>
<td>sensitive to sin, determined, value on biblical behavior, quality control, perceiving consequences, correcting</td>
<td>Ability to recognize sinful behavior and a driving compulsion to confront it</td>
</tr>
<tr>
<td>Ruling/Leadership</td>
<td>purposeful, destiny driven, comfortable with power, views leading as service, overseeing, directing, supervising</td>
<td>Ability to motivate others, coordinate efforts, and oversee the big picture</td>
</tr>
<tr>
<td>Serving</td>
<td>perceives physical needs, eager to serve, empathetic toward needy, eases burdens</td>
<td>Ability to identify and initiate to meet the physical needs of others</td>
</tr>
<tr>
<td>Teaching</td>
<td>cause-effect focus, brings clarity, concern for relevance, illustrating truth, communicating, clarifying</td>
<td>Ability to understand and communicate the truth of God in a clear and relevant manner</td>
</tr>
<tr>
<td>Tongues</td>
<td>contextualizes the gospel, uncomplicated speech, open to the uncommon, inspires toward conversion, edifying, simplifying</td>
<td>Ability to speak a language, known or unknown, without prior knowledge of that language</td>
</tr>
<tr>
<td>Wisdom</td>
<td>synthesizing, intuiting meaning, designing, observing and concluding, correlating, applying</td>
<td>Ability to discern applicable principles from God’s Word for complex situations</td>
</tr>
</tbody>
</table>

Adapted from Ralph Ennis, LEAD Consulting.
<table>
<thead>
<tr>
<th>GIFTING</th>
<th>CORRESPONDING FUNCTIONS SELECTED FROM GIFT DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composites</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>High Traits Score but No corresponding high experience score</td>
<td>Consider developing this as part of your contribution</td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>High Experience Score but No corresponding high traits score</td>
<td>Seek partnership in responsibilities that primarily call for this function</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Make several copies of this page and give them to 2-3 friends who know you well, who love you, and who will speak honestly into your life. Ask them to circle the 10 words or phrases that best describe you. The key to interpreting these is in the workbook section on *Descriptions and Suggestions* under “Common traits and functions.”

| Organizing | Systematizing | Efficiency oriented | Coordinating |
| Envisioning | Building | Decisive | Practical and conceptual |
| Spiritually perceptive | Morally sensitive | Personally steadfast | Rightly evaluating |
| Bold communicator | Secure | Eternity focus | Eternal concerns for others |
| Relationally perceptive | Motivating | Process oriented | Growth oriented |
| Future oriented | Biblical values | Change oriented | Confident |
| Resourceful | Considerate | Generous | Materially unsparring |
| Trusts God’s ability | Compassionate | Supports the infirm | Prayerful |
| Supportive | Loyal | Detail oriented | Responsive to initiatives |
| Perceptive of meanings | Linguistically proficient | Careful with interpretations | Seeks edification of all |
| Analytical | Objective | Accumulates information | Researching |
| Perceptive of feelings | Consoling | Not condemning | Accommodating |
| Substantiates God’s claims | Supernatural focus | Daring | Perceptive of God’s will |
| Sensitive to group needs | Caring for people | Guiding others | People gatherer |
| Sensitive to sin | Determined | Value on biblical behavior | Quality control |
| Purposeful | Destiny driven | Comfortable with power | Views leading as service |
| Perceives physical needs | Eager to serve | Empathetic toward needy | Eases burdens |
| Cause-effect focus | Brings clarity | Concern for relevance | Illustrating truth |
| Contextualizes the gospel | Uncomplicated speech | Open to the uncommon | Inspires toward conversion |
| Synthesizing | Intuiting meaning | Designing | Observing and concluding |
"The place God calls you to is the place where your deep gladness and the world’s deep hunger meet.”
Frederick Buechner
Jesus lived His life committed to a mission, and that mission set His priorities. Our dilemma is often the multitude of opportunities, or a schedule controlled by the demands of others.

People who work well together in ministry share ownership and concern for one another’s sense of mission, calling, and passion. A shared sense of mission bonds hearts and efforts.

People who finish well become increasingly more deliberate and focused in what they do and how they do it. A focused life is a result of a compelling sense of mission.

**BENEFITS OF A PERSONAL MISSION STATEMENT**

1. Provides a compelling vision and motivation for ministry
2. Provides common grounds for teamwork
3. Helps you focus your resources and finish well
4. Clarifies a shared sense of mission, calling, and passion

**THE 3 PARTS OF A PERSONAL MISSION STATEMENT**

1. **Action** – what you will do to create specific outcomes
2. **Audience** – those who will receive the benefit of your action
3. **Outcome** – the effect your action will have on the audience

“Calling is the truth that God calls us to Himself so decisively that everything we are, everything we do, and everything we have is invested with a special devotion, dynamic and direction lived out as a response to His summons and service.”

Os Guinness
DRAFTING YOUR PERSONAL MISSION STATEMENT

1. Brainstorm on the 3 parts of a mission statement (ideas, words and phrases, Scripture).

<table>
<thead>
<tr>
<th>ACTION</th>
<th>AUDIENCE</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Synthesize your thoughts into a statement.

PERSONAL MISSION STATEMENT

3. Discuss with others for clarification and confirmation…
   - “Is it consistent with my God-given design?”
   - “Is it inspiring to others?”
   - “Is it compelling and significant to me?”
<table>
<thead>
<tr>
<th>Energizing Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve, Acquire, Act, Adapt, Administrative, Advance, Advertise, Advise, Affect, Affirm, Alleviate, Amplify, Analyze, Appraise, Appreciate, Arbitrate, Arrange, Ascertain, Assess, Associate, Attain, Attend, Audit, Believe, Bestow, Bookkeeping, Broadcast, Build, Budget, Build, Calculate, Call, Categorize, Cause, Choose, Claim, Classify, Coach, Collect, Color, Combine, Communicate, Compel, Compete, Complement, Compose, Compute, Conceive, Conceptualize, Conduct, Connect, Consider, Consider, Construct, Compose, Complement, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compose, Compo...</td>
</tr>
</tbody>
</table>
Concentric circles of concern represent spheres of relationships in which you sense a need and desire to spend a certain portion of your time and energy. Each circle represents a different sphere of concern unique to you and your life situation.

UNDERSTANDING YOUR CIRCLES OF CONCERN CAN HELP YOU...

- Assess your time and values more holistically.
- Concentrate your creative energies.
- Open up cooperation with others of like heart and mind.
- Relieve a false notion of guilt.

**Invest** – desire to give of self above and beyond expectations (1 Thess. 2:8)

**Impact** – ready to take advantage of available opportunities (Acts 17:16-17)

**Influence** – contributing from a distance (the epistles)

**Ignore** – must say “no” (Acts 16:6-8)

As you consider the characteristics of the people in your circles of concern (e.g. age, location, ethnicity, life stage, other affinity group), are there shared attributes among them that might provide you with clues as to the general nature of the audience(s) most on your heart?
Outcome. Effect. Influence. What do you really want God to do in and through your life? As we move through life increasingly engaged in our calling, God continues to unveil the impact of our lives a step at a time. Use the following exercises to consider your understanding of the desired outcome of your life at this stage of your life.

1. Consider a memorial stone standing as the one remaining testimony to the effect of your life. How would you like for it to read?

2. Thinking about your life and ministry up to this point, describe the contribution that makes you feel most alive when you are engaged in it.

3. As specifically as you can, state what impact you hope your life has on the world and on succeeding generations?
**PERSONAL DESIGN SUMMARY**

NAME: ______________________________________

DATE: __________________

MISSION/ORGANIZATION: ____________________________

1. Myers-Briggs Type _____ _____ _____ _____ (page 31)

2. Spiritual Gifts
   - High Gifts
   - Low Gifts
   
   (pages 62,65)

3. Personal Mission Statement
   
   Actions:
   
   ____________________________________________________________
   
   Audience:
   
   ____________________________________________________________
   
   Outcome:
   
   ____________________________________________________________
PERSONAL CONTRIBUTION SUMMARY

VISION FOR CONTRIBUTION (from Personal Vision – P. 112)
I am trusting God to use my life to...

ENVIRONMENT FOR CONTRIBUTION (from Preferences and Values – P. 86-88)
I work best in an environment that includes...

FUNCTIONS FOR CONTRIBUTION (from Gifts and Roles – P. 86-88)
I am motivated and able to...
Examples of Personal Mission Statements

I am trusting God to use my life to...

- influence and inspire emerging leaders to live and lead like Jesus.
- support, believe for, and assist others in the accomplishment of their God-given vision.
- teach, lead, and inspire people to fulfill their purpose.
- shepherd and serve people so that they feel God’s embrace.
- create a safe refuge for others through compassionate listening and joyful intercession.
- encourage and empower people in need to realize their potential and self-worth.
- influence others through authenticity and honesty to pursue excellence in every area of their lives.
- help others feel valued and loved through compassionate acts of service.
- instill and inspire self-worth in young people so they know they are valued and loved.
- mentor and shepherd people by leading them into experiences and relationships that transform their lives.
- bring beauty and joy into the world by designing images and surroundings that reflect God’s creativity.
- connect with people to encourage them to grow, heal, and love.
- encourage others to find hope and fulfillment in life.
- encourage and motivate others to reach their God-given potential.
- lead others to develop authentic and intimate relationships.
- promote peace and unity in the people’s lives through friendship and kindness.
- show the love of God to people in need through basic acts of service.
- equip leaders to be effective in ministry.
- influence, motivate, and guide young believers toward personal growth and commitment.
- equip laborers and teams to maximize their contributions to God’s Kingdom.
SECTION 3

THE TEAM AS A RELATIONAL ORGANISM
INTRODUCTION TO TEAM DYNAMICS

In addition to applying basic, general principles and designs in the formation and strengthening of a team, there exists with each specific gathering of people into a “team” the need to understand certain dynamics that make it unique. Every team reflects the interaction of personalities, preferences, values, strengths, weaknesses, gifts, talents, fears, hopes, and issues of sinfulness and woundedness in each individual. We cannot be a team that reflects the Kingdom of Jesus and ignore or suppress these dynamics. They can hurt or help our shared purpose, depending on how we deal with them.

Interestingly, many biblical passages related to the subject of teamwork deal not with concerns for efficiency and productivity. Rather, they reflect a concern for the relational dynamics that allow God’s people to accurately reflect His Kingdom and calling, and so “bear much fruit” for His glory.

> “Those of us who are strong and able in the faith need to step in and lend a hand to those who falter, and not just do what is most convenient for us. Strength is for service, not status. Each one of us needs to look after the good of the people around us, asking ourselves, ‘How can I help?’
> “That’s exactly what Jesus did. He didn’t make it easy for himself by avoiding people’s troubles, but waded right in and helped out…May our dependably steady and warmly personal God develop maturity in you so that you get along with each other as well as Jesus gets along with us all.
> Romans 15:1-7 (The Message)

In this section we will look at four characteristics of team dynamics:

1. Team Ethos
2. Team Membership
3. Team Communication and Decision Making Styles
4. Team Profile
ethos (noun) [ ē´-thäs ]
shared fundamental traits; the fundamental and distinctive character of a group, social context, or period of time, typically expressed in attitudes, habits, and beliefs.

Every gathering of individuals into a team is in itself a unique organism reflecting the combined traits and efforts of each member. Mark each continuum to describe your current team experience with regards to how you relate together?

Independent ↔ Interdependent
Relationship Oriented ↔ Task Oriented
Active ↔ Reflective
Spontaneous ↔ Structured
Critiquing ↔ Affirming
Cautious ↔ Risk Taking
Expressive ↔ Reserved
Traditional ↔ Innovative
Considerate ↔ Inattentive
Past Oriented ↔ Present Oriented ↔ Future Oriented

To which traits of your team’s ethos and collective personality do you relate well?

To which traits of your team’s ethos and collective personality do you relate poorly?
Effectively working with others does not just happen, it takes effort. There are many elements that affect our ability to work with others. Here are five key building blocks:

1. **Commitment** – being dedicated to a common purpose and to each other. Suspending the priority of personal agendas.

2. **Character** – exhibiting the fruit of the Spirit in personal actions and in relationships.

3. **Contribution** – effective input from the unique design of each person; allowing others to contribute from their design.

4. **Chemistry** – ability of individuals to blend into a cohesive unit (the intangible qualities of friendship, love, respect, laughter, and mutual trust).

5. **Collaboration** – desire to invest time and energies in working together towards a common goal by sharing responsibility, authority, and accountability for achieving results. The result is a shared vision and joint strategy that addresses concerns that go beyond the interests of any one person.
“The person who is truly effective has the humility and reverence to recognize his own perceptual limitations and to appreciate the rich resources available through interaction with the hearts and minds of other people.”

Stephen R. Covey,
The 7 Habits of Highly Effective People

Assess your team or work group by using the following evaluation. In front of each statement below put a 1-5. (1 indicates low and 5 indicates high.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Our team or group has a clear sense of the shared mission and direction.</td>
<td></td>
</tr>
<tr>
<td>____ Each member has a clear understanding of his or her role.</td>
<td></td>
</tr>
<tr>
<td>____ Members are allowed to freely contribute from their design.</td>
<td></td>
</tr>
<tr>
<td>____ One member does not have the opportunity to dominate.</td>
<td></td>
</tr>
<tr>
<td>____ We have a means to resolve conflicts and differences.</td>
<td></td>
</tr>
<tr>
<td>____ Members are more interested in forming a decision for the good of the group rather than their own interests.</td>
<td></td>
</tr>
<tr>
<td>____ The group regularly takes time to communicate with one another and build relationships.</td>
<td></td>
</tr>
<tr>
<td>____ Members are connected and have the communication skills necessary to help the group progress.</td>
<td></td>
</tr>
</tbody>
</table>

What observations can you make about your team or work-group from this assessment?

What unique contribution from your design do you bring to this group?

In what areas could you contribute that you are not now doing?

What types of people do you need around you in order to be more effective?
Fill in the chart below with your mental function priorities from the MBTI Type Table and note the amount of priority time you prefer to give to each mental function’s concerns.

**MENTAL FUNCTION PRIORITY OF CONSIDERATION**

<table>
<thead>
<tr>
<th>Dominant</th>
<th>Auxiliary</th>
<th>Tertiary</th>
<th>Least Prefer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14 min</td>
<td>9 min</td>
<td>5 min</td>
<td>2 min</td>
</tr>
</tbody>
</table>

MBTI Type: **ENTJ** (example)

**PREOCCUPATIONS OF THE MENTAL FUNCTIONS**

<table>
<thead>
<tr>
<th>Sensing</th>
<th>Intuition</th>
<th>Thinking</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>- List all relevant details</td>
<td>- Consider all possibilities</td>
<td>- Consider the cause-effect implications of each alternative</td>
<td>- Involve all parties</td>
</tr>
<tr>
<td>- Clearly define the problem</td>
<td>- Brainstorm alternatives</td>
<td>- Analyze all input</td>
<td>- Get “buy in” from stakeholders</td>
</tr>
<tr>
<td>- Determine realistic constraints</td>
<td>- Consider the future</td>
<td>- Resist radical new approaches</td>
<td>- Weigh the alternatives looking at the impact on people</td>
</tr>
<tr>
<td>- Resist radical new approaches</td>
<td>- Look at trends and patterns</td>
<td>- Devise incremental solutions</td>
<td>- Work to keep harmony on the team</td>
</tr>
<tr>
<td>- Implement ideas</td>
<td>- Solve multiple problems at the same time</td>
<td>- Consider all alternatives</td>
<td>- Create or apply a model</td>
</tr>
</tbody>
</table>
TEAM COMMUNICATION
Group Problem Solving Model

SENSING
Facts & Details

- List all relevant details
- Clearly define the problem
- Determine realistic constraints
- Resist radical new approaches
- Devise incremental solutions
- Implement ideas

INTUITION
Possibilities & Options

- Consider all possibilities
- Brainstorm alternatives
- Consider the future
- Look at trends and patterns
- Solve multiple problems at the same time

THINKING
Logical
Consequences

- Consider the consequences of each alternative
- Analyze all input
- Dissect
- Debate
- Question fundamental assumptions
- Create or apply a model

FEELING
Impact on People

- Involve all parties
- Get “buy in” from stakeholders
- Weigh the alternatives looking at the impact on people
- Work to keep harmony on the team
Where is your team on the following continuum of decision-making styles? What are the implications for you personally?

- **Autocratic**: an organization in which one person has absolute, unlimited power or authority over others.
- **Consultative**: a situation in which someone seeks the opinion or advice of others while acting or deciding.
- **Democratic**: government in which the majority holds the ruling power either directly or through representatives.
- **Consensus**: giving permission, approval, or assent to something proposed by agreement of opinion or sentiment.
- **Unanimous**: in complete agreement.
Advantages of Consensus Decision Making

• Members are more likely to support the decision.
• Provides for a win-win solution.
• Facilitates open communication.
• Requires members to listen and understand all sides of the issue.
• Sets the stage for an action - Who, What, Where, When.

Disadvantages of Consensus Decision Making

1. Takes more time in a group; the larger the group, the more time needed.
2. Trust is needed among members to encourage sharing.
3. Group leaders must use facilitation rather than control.

Consensus Guidelines (75% comfortable, 100% committed)

• Establish some guidelines on how the team will operate.
• Distinguish between decisions and discussions.
• Appoint a moderator.
• Remember the “consensus killers”:
  o Domination (Proverbs 18:2)
  o Persuasion versus participation (Proverbs 18:17)
  o Not contributing (Proverbs 15:22)
  o Competition
  o Contention (unresolved conflict) (Proverbs 18:19)
  o Not listening (Proverbs 18:13)
  o Arguing (Proverbs 17:14,19)
### TEAM BUILDING
#### Team Profile

<table>
<thead>
<tr>
<th>Team Type:</th>
<th>______________________</th>
<th>Team Leader:</th>
<th>______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraverts:</td>
<td></td>
<td></td>
<td>Introverts:</td>
</tr>
<tr>
<td>Sensors:</td>
<td></td>
<td></td>
<td>Intuitives:</td>
</tr>
<tr>
<td>Thinkers:</td>
<td></td>
<td></td>
<td>Feelers:</td>
</tr>
<tr>
<td>Judgers:</td>
<td></td>
<td></td>
<td>Perceivers:</td>
</tr>
</tbody>
</table>

**Core Functions:**

<table>
<thead>
<tr>
<th>ST:</th>
<th>SF:</th>
<th>NT:</th>
<th>NF:</th>
</tr>
</thead>
</table>

**Dominant Functions:**

<table>
<thead>
<tr>
<th>S:</th>
<th>N:</th>
<th>T:</th>
<th>F:</th>
</tr>
</thead>
</table>

**Temperaments:**

<table>
<thead>
<tr>
<th>NT:</th>
<th>NF:</th>
<th>SJ:</th>
<th>SP:</th>
</tr>
</thead>
</table>

**Spiritual Gifts:**

- *gifts strongly represented*
- *gifts not represented*

**Sense of Mission:**

- *broadly shared aspects*
- *Aspects in not shared or in opposition*
IMPLICATIONS FROM THE TEAM PROFILE

Discuss the implications of the Team Profile on…

1. Team’s sense of identity

2. Group communication, problem solving, and decision making

3. Strengths and weaknesses

4. Inherent opportunities

5. Approaches

6. Expectations
Illustrated here are four possible implications of your team’s combined spiritual gifts on its general “personality” and its related view and style of ministry. If there is a shared strength in the distribution of gifts, it could indicate the Holy Spirit’s desired emphasis for your team’s approach to its mission.

<table>
<thead>
<tr>
<th><strong>Overseeing and Managing</strong></th>
<th><strong>Leading and Directing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Apostle</td>
</tr>
<tr>
<td>Teaching</td>
<td>Leadership</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Faith</td>
</tr>
<tr>
<td>Prophecy</td>
<td>Administration</td>
</tr>
<tr>
<td>Exhortation</td>
<td>Evangelism</td>
</tr>
<tr>
<td>Leadership</td>
<td>Prophecy</td>
</tr>
<tr>
<td>• Focused on detail work</td>
<td>• Always charging ahead</td>
</tr>
<tr>
<td>• Leads alongside or in front</td>
<td>• Leads in front</td>
</tr>
<tr>
<td>• May be rigid and critical</td>
<td>• May not listen well</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Helping and Supporting</strong></th>
<th><strong>Unifying and Guiding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps</td>
<td>Pastor/Shepherd</td>
</tr>
<tr>
<td>Serving</td>
<td>Mercy</td>
</tr>
<tr>
<td>Mercy</td>
<td>Exhortation</td>
</tr>
<tr>
<td>Healing</td>
<td>Wisdom</td>
</tr>
<tr>
<td>Miracles</td>
<td>Tongues/Interpretation</td>
</tr>
<tr>
<td>Giving</td>
<td>• Team-oriented</td>
</tr>
<tr>
<td>Discernment</td>
<td>• Leads alongside or in front</td>
</tr>
<tr>
<td>• Responsive, non-directive</td>
<td>• May be too careful</td>
</tr>
<tr>
<td>• Leads alongside</td>
<td></td>
</tr>
<tr>
<td>• May be kind but unclear</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 4
THE TEAM AS A FUNCTIONAL STRUCTURE
WHAT TYPE OF TEAM ARE YOU?

Which of the following best describes your current team experience with regards to how you function together?

- Independent Effort
- Individual Effort in a Group Context
- Group Effort Blending Individual Contributions
- Ambiguous Goals, Processes, and Roles
- General Expectations and Feedback
- Clear Goals, Processes, and Roles
- Hierarchical, Autocratic Leadership
- Laissez Faire, Delegating Leadership
- Consultative, Facilitative Leadership

How do these functional realities affect your contribution to your team positively or negatively?
**PROJECT FUNCTIONS CHART**

Highlight your Gifts to indicate your best contributions to a project.

<table>
<thead>
<tr>
<th>Gifts</th>
<th>Project Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apostle&lt;br&gt;Faith</td>
<td>Originators</td>
</tr>
<tr>
<td>Giving&lt;br&gt;Evangelism&lt;br&gt;Exhortation</td>
<td>Resourcers</td>
</tr>
<tr>
<td>Administration&lt;br&gt;Leadership&lt;br&gt;Pastor/Shepherd</td>
<td>Managers</td>
</tr>
<tr>
<td>Serving&lt;br&gt;Knowledge&lt;br&gt;Administration&lt;br&gt;Miracles</td>
<td>Producers</td>
</tr>
<tr>
<td>Helps&lt;br&gt;Teaching&lt;br&gt;Healing&lt;br&gt;Tongues/Interpretation&lt;br&gt;Mercy&lt;br&gt;Exhortation</td>
<td>Improvers</td>
</tr>
<tr>
<td>Discerning Spirits&lt;br&gt;Prophecy&lt;br&gt;Wisdom</td>
<td>Evaluators</td>
</tr>
</tbody>
</table>
## ROLES AND CONTRIBUTIONS BASED ON DOMINANT MENTAL FUNCTIONS

<table>
<thead>
<tr>
<th>MBTI type</th>
<th>Team Role</th>
<th>Role Contribution</th>
<th>Product of Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESFP,ESTP</td>
<td>Sculptor</td>
<td>Bringing things to fruition by getting things done through action <em>now</em></td>
<td><em>(outer world products)</em> Known techniques Taking action on urgent matters Making something recognizable</td>
</tr>
<tr>
<td>ISTJ,ISFJ</td>
<td>Curator</td>
<td>Bringing clarity to the inner world of information, ideas, and understanding</td>
<td><em>(inner world products)</em> Clear information Clarified in terms of what is known Related to experience</td>
</tr>
<tr>
<td>ENTP,ENFP</td>
<td>Explorer</td>
<td>Exploring new/better approaches that uncover potential in people, things, and situations</td>
<td><em>(outer world products)</em> Trying new things Changing things to be better Doing things differently</td>
</tr>
<tr>
<td>INTJ,INFJ</td>
<td>Innovator</td>
<td>Using imagination to create new and different ideas and perspectives</td>
<td><em>(inner world products)</em> Innovative ideas Alternatives to what is known Generates new perspectives</td>
</tr>
<tr>
<td>ESTJ,ENTJ</td>
<td>Conductor</td>
<td>Introducing organization and a logical structure into the way things are done</td>
<td><em>(outer world products)</em> Organization of situations Use of correct processes Standardization</td>
</tr>
<tr>
<td>ISTP,INTP</td>
<td>Scientist</td>
<td>Forming explanation and structure for how and why things happen or work</td>
<td><em>(inner world products)</em> Analysis of what is true/consistent Logical explanation Mental models that explain things</td>
</tr>
<tr>
<td>ESFJ,ENFJ</td>
<td>Coach</td>
<td>Creating harmony by building rapport with people and a positive team atmosphere</td>
<td><em>(outer world products)</em> Team spirit and motivation Agreement and harmony Concern for others</td>
</tr>
<tr>
<td>ISFP,INFP</td>
<td>Crusader</td>
<td>Bringing importance and a sense of priority to particular thoughts, ideas, and beliefs</td>
<td><em>(inner world products)</em> Sense of priority Focus on what is important Adherence to convictions</td>
</tr>
<tr>
<td>Team Roles</td>
<td>At Their Worst</td>
<td>In Their Absence</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Sculptor ESFP, ESTP S&lt;sub&gt;e&lt;/sub&gt;</td>
<td>Might sacrifice the long-term for expediency’s sake; act too quickly without thinking things through; only do the same things again, and fail to improve; be unclear in their approach</td>
<td>The team might fail to take action; not take into account present realities; respond too slowly to urgent matters; spend too much time talking around a topic.</td>
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<tr>
<td>Curator ISTJ, ISFJ S&lt;sub&gt;i&lt;/sub&gt;</td>
<td>Collect and keep too much information; create a burden of bureaucracy; over-focus on detail (miss the woods for the trees); reject reasonable assumptions in search of certainty</td>
<td>The team might misunderstand each other without realizing; communicate inconsistent messages; miss or lose important information; fail to capitalize on previous experience.</td>
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<tr>
<td>Explorer ENTP, ENFP N&lt;sub&gt;e&lt;/sub&gt;</td>
<td>Not leave things alone that already work well; lack follow through to fully complete projects; start too many new initiatives; keep losing focus during discussions</td>
<td>The team might get stuck in a rut; miss out on new opportunities; fail to keep improving; reject good ideas with hidden potential.</td>
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<tr>
<td>Innovator INTJ, INFJ N&lt;sub&gt;i&lt;/sub&gt;</td>
<td>Generate ideas that are too radical; seem, to others, to be ‘on a different planet’; fail to make their vision relevant to others; want to pursue unrealistic or impractical ideas</td>
<td>The team might fail to see alternative perspectives; be unable to find a way around hard problems; lack a long-term strategy or vision; be devoid of new ideas.</td>
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<tr>
<td>Conductor ESTJ, ENTJ T&lt;sub&gt;e&lt;/sub&gt;</td>
<td>Make processes too rigid and inflexible; stifle spontaneous creativity by trying to structure it; achieve success at the expense of people’s welfare; adhere too closely to procedures (letter of the law)</td>
<td>The team might meander (lose focus and structure); be disorganized and do work haphazardly; fail to coordinate effort (‘reinvent the wheel’); descend into chaos.</td>
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</tr>
<tr>
<td>Scientist ISTP, INTP T&lt;sub&gt;i&lt;/sub&gt;</td>
<td>Over-analyze things, causing ‘paralysis by analysis’; have too many competing theories about things; nit-pick others’ arguments; get locked into an irreconcilable debate</td>
<td>The team might be unable to solve difficult problems; fail to understand complex situations; not realize the consequences of actions; adopt solutions that could fail to succeed.</td>
<td></td>
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<tr>
<td>Coach ESFJ, ENFJ F&lt;sub&gt;e&lt;/sub&gt;</td>
<td>Fail to identify and discuss differences of opinion; compromise too much and jeopardize achievement; build team spirit at the expense of creative conflict; fail to make enough demands of others</td>
<td>The team might fail to reach consensus; provide inadequate support to each other; discourage and demotivate people; work independently at the team’s expense.</td>
<td></td>
</tr>
<tr>
<td>Crusader ISFP, INFP F&lt;sub&gt;i&lt;/sub&gt;</td>
<td>Fail to look critically at their own beliefs; take an uncompromising stance on certain issues; alienate others through taking too strong a stand; fail to engage in objective debate</td>
<td>The team might lose sight of important priorities; invest effort in things that are unimportant; achieve the wrong things; lack team identity and cohesion.</td>
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</table>

Adapted from MTR-I Team Dynamics.
TEAM FUNCTION CHART

“Aligning interests and abilities to roles and functions”  1 = yes  2 = maybe  3 = no

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</tbody>
</table>


### SAMPLE TEAM FUNCTION CHART

"Aligning interests and abilities to roles and functions"  1 = yes  2 = maybe  3 = no

<table>
<thead>
<tr>
<th>Team leader</th>
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<tbody>
<tr>
<td>University relations</td>
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<tr>
<td>Prayer coordinator</td>
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<tr>
<td>Maintain statistics and reports</td>
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<tr>
<td>Activities coordinator</td>
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<tr>
<td>Facilitate meetings</td>
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<tr>
<td>Public relations</td>
<td></td>
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<tr>
<td>(maintain visibility on campus)</td>
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<tr>
<td>Worship leader</td>
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### Conference Responsibilities

<table>
<thead>
<tr>
<th>Director</th>
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<tbody>
<tr>
<td>Registration</td>
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<td>Operations</td>
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<tr>
<td>Program</td>
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### Other Responsibilities:

|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
How is leadership viewed and practiced in your team? Is it a function for service or a position for control or …?

Organizational, Hierarchical, Positional

Organic, Integrated, Functional

Note the differences between these two types of leadership:

**FUNCTIONAL**
- limited
- accepted
- influence
- team-oriented
- gifts-based

**POSITIONAL**
- permanent
- assigned
- control
- individual-oriented
- authority-based
Good leadership provides certain essential functions for an effective team. On a scale of 1 (poor) to 10 (excellent), indicate below your opinion of your current team leadership.

<table>
<thead>
<tr>
<th>Essential Team Leader Functions</th>
<th>Leader’s Score</th>
<th>Total Team Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inspire a shared vision</td>
<td>______</td>
<td>______</td>
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<tr>
<td>• Model the way</td>
<td>______</td>
<td>______</td>
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<tr>
<td>• Foresee and influence change</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Promote and facilitate teamwork</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Clarify and communicate values and distinctives</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Establish and build trust and confidence</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Encourage the heart</td>
<td>______</td>
<td>______</td>
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<tr>
<td>• Empower others to act</td>
<td>______</td>
<td>______</td>
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<tr>
<td>• Maintain direction and focus</td>
<td>______</td>
<td>______</td>
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Notes
SECTION 5
THE TEAM AS A SPIRITUAL COMMUNITY
The goal of this section is to emphasize the importance of spiritual community and to encourage the experience of it more fully. The concept of community grows out of the shared life of the Body (1 Corinthians 12:12) and is founded on the principles of unity and love (Ephesians 4:1-6, John 13:34-35). Apart from others, we can never fully understand and experience who we are created to be.

Community is a foundational characteristic of God’s people. We are bound by a common faith in Jesus and are charged to make every effort to develop and maintain this unity.

**ASPECTS OF COMMUNITY**
- **Care giving** – experiencing the “one anothers” of the scriptures
- **Transparency** – being open and honest about our lives
- **Vulnerability** – trusting others as they speak into our lives
- **Safety** – an environment of grace where we are free to express the realities of our lives
- **Affirmation** – affirming and promoting strengths
- **Acceptance** – accepting and protecting weaknesses
- **Mission** – sharing a desire to impact others outside the group

**HINDRANCES TO EXPERIENCING COMMUNITY**
- **Independence** – an attitude of self-sufficiency that functions apart from the support and contribution of others.
- **Performance orientation** – a focus on goal accomplishment at the expense of people and relationships.
- **Unreconciled relationships** – harboring of hurt and anger, and withholding forgiveness.
### ASSESSING YOUR OPPORTUNITIES FOR EXPERIENCING COMMUNITY

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>LEVEL 1 = poor, 5 = excellent</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care giving</td>
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<tr>
<td>Transparency</td>
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<tr>
<td>Mission</td>
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What observations, conclusions, and applications can you make concerning your opportunities and experience of biblical community?

---

“The formation of community is the intricate, patient, painful work of the Holy Spirit. We cannot buy or make community; we can only offer ourselves to become community.”

Eugene Peterson
BUILDING COMMUNITY

ESSENTIAL INTERPERSONAL SKILLS

1. **Listening** – Team members listen to each other’s ideas. You will observe them "piggy-backing" (or building) off each other’s ideas.

2. **Questioning** – Team members question each other. You will observe them interacting, discussing, and posing questions to all members of the team.

3. **Persuading** – Team members use persuasion. You will observe them exchanging, defending, and rethinking ideas.

4. **Respecting** – Team members respect the opinions of others. You will observe them encouraging and supporting the ideas and efforts of others.

5. **Helping** – Team members help each other. You will observe them offering assistance to each other.

6. **Sharing** – Team members share. You will observe them offering ideas and reporting their findings to each other.

7. **Participating** – Team members participate. You will observe each person contributing to the project.

DANGERS OF MINISTRY WITHOUT COMMUNITY

- It is a ministry where no one knows you well.
- It is a ministry that lacks encouragement in the time of trouble (which eventually comes to all of us).
- It is a ministry without accountability. (No one knows the exact questions to ask and so only ask general ones if at all.)
- It is a ministry that lacks the power of a corporate witness.
DEALING WITH CONFLICT CONSTRUCTIVELY

PRINCIPLES OF RELATIONAL HEALING

The Problem – The bulls-eye
• Harboring hurt and anger and withholding forgiveness
• Allowing demonic interference (Eph 4:26-27)
• Believing lies and developing wrong strategies

The Principles – How to solve the problem
1. Reconciliation should precede resolution (if the relationship is unreconciled)
2. Conflict is an issue of stewardship
3. Forgiveness is the only solution for hurt and anger
4. Unreconciled relationships give opportunity for demonic interference
5. Deliberate effort is required to keep relationships reconciled

The Process – How to apply the principles
• Identify hurts, offenses and lies
• Confession and apology
• Give and receive forgiveness
• Warfare Prayer – renounce spiritual strongholds

The Product – The results of following the process
• Clean slate and new beginning
• Hope
• Possibility of resolving the issues

Notes