

THE MINISTRY OF THE TEACHER



By: Apostle Jerry Dortch

Outline of Lessons

- 1) The Ministry of a Teacher Introduction
- 2) The Ministry of the Teacher in the New Testament
- 3) The Teacher As a Leader
- 4) The Teacher's Attitude and Network of Relationships
- 5) The Teacher As a Communicator
- 6) Handling Difficult People and Situations
- 7) The Five Levels of Leadership
- 8) Developing the Qualities of a Servant Leader/Teacher
- 9) Discovering Your God-given Ministry in Life
- 10) The Prayer Life of a Teacher
- 11) Discovering Your Spiritual Gifts
- 12) Mentoring Other Teacher/Leaders in Ministry

PREFACE

James Smart writes, “The voice of the Scriptures is falling silent in the preaching and teaching of the church and in the consciousness of Christian people, a silence that is perceptible even among those who are most insistent upon their devotion to the Scriptures.” Richard Osmer raises the same concern: “What is missing from mainline Protestantism today is a vital teaching office by which the foundation of Bible and Christian doctrine are taught to members of most congregations. In the absence of such a teaching office, individuals are left to sort out their own understanding of God and the moral life or turn to groups offering absolutes to fill the void they are experiencing.”

Recent research shows that only two out of ten born-again Christians read their Bible in a week. Out of those who attend the weekly worship service, only thirty-five percent read their Bible. There are only twenty percent who read their Bible every day. A statistic that is more distressing is that six out of ten Christians believe that “God helps those who help themselves,” is a Scripture verse. It is because of things such as these that teachers are in great need in the Christian community.

LESSON ONE

“THE MINISTRY OF THE TEACHER”

Introduction:

“And He gave some . . . teachers” (Ephesians 4:11).

“God hath set some in the Church . . . Thirdly, teachers . . .” (I Corinthians 12:28, 29)

“He that teacheth . . .” (Romans 12:7)

God had the ministry of the teacher mentioned in all three of the lists of gifts and ministries and functions in the Church by the apostle Paul.

Jesus the Lord mentioned “apostles, prophets, and scribes” and in Matthew 23:34 as ministries which He would send to His people.

We have less trouble understanding the ministry of the Teacher than the ministries of the apostle and prophet.

Teachers, pastors, and evangelist have generally been recognized by the Church through the centuries.

We must, however, recognize that the ministry of the Teacher is a distinctive ministry within the fivefold ascension-gift ministries of (Ephesians 4:11). One could say that all fruit trees are trees but each bears a distinct kind of fruit for eating. The orange, apple, grape, fig, plum, and so forth are all TREES but each have their various fruit. The ministries are just like the TREES. Each ministry is one of the ascension-gifts of Christ. However, each brings forth THE WORD-MINISTRY in their unique style to mature the Body of Christ. All of the gift ministries are WORD MINISTRIES, and each presents the Word in its special presentation which sets them apart and sets them forth as Teachers. The prophet Isaiah said, “Thine eyes shall see thy teachers” (Isaiah 30:20).

1. Definition of the word *Teacher*:

1. Old Testament Hebrew

- a. **Yarah** (SC 3384) = “to flow as water (i.e., to rain); fig. to point out (as if by aiming the finger), to teach. Some of the ways this word is translated are: “direct, inform, instruct, lay shoot, shew, teach through, and rain”. Exodus 4:12, 15; 18:20; 35:34; Deuteronomy 24:8; Psalms 45:4; II Kings 12:2; Genesis 46:28; Leviticus 10:11; Deuteronomy 17:10; Hosea 6:3; 10:11; Psalms 64:4; and Isaiah 30:20.
- b. **Lamad** (SC 3925) = “to goad, i.e., (by implication) to teach (the rod being an Oriental incentive). Some of the ways this word is translated are: “diligently instruct, learn, skilful, teach, teacher, teaching”. Deuteronomy 5:1; 31:13; Psalms 119:7; Jeremiah 12:16; I Chronicles 5:18; Deuteronomy 11:19; II Chronicles 17:17; Ezra 7:10; Psalms 25:4, 5; 119:12, 26, 64, 66, 68, 108; 143:10; I Chronicles 25:7; Jeremiah 32:33. These words show that a Teacher is one who points out by the finger, directs, informs, instructs, and shoots as an archer, and shows, by teaching the ways of the Lord. His teaching will flow like water, and comes down like rain. A teacher is skilful in teaching and causes others to learn. Their teaching is like a goad, a rod, that cause God’s people to walk in the ways of the Lord. (Deuteronomy 32:1-2; Isaiah 55:10, 11; Hosea 6:2; 10:11; Ecclesiastes 12:11).

2. New Testament Greek words:

- a. **Didasko** (SC 1321) = “to learn; to teach”. Translated – teach.
- b. **Didaktikos** (SC 1317) = “instructive (‘didactic’)”. Translated – apt to teach.
- c. **Didaktos** (SC 1318) = “instructed or convicted by teaching”. Translated -taught which teacheth.
- d. **Didaskalia** (SC 1319) = “instruction, the function or the information”. Translated – Doctrine, teaching, learning.
- e. **Didaskolos** (SC 1320) = “an instructor”. Translated – Doctor 14 times; Master, 47 times; and Teacher, 10 times; and Scribe 67 times, teacher of the Law.
- f. **Didache** (SC 1322) = “instruction (the act or the matter)”. Translated – Doctrine hath been taught.

A teacher is one who instructs, and by their teaching causes others to learn. It involves three things concerning doctrine:

**Exposition
Explanation
Instruction**

B. Christ THE Teacher

1. The Lord Jesus Christ is indeed THE Master Teacher and Teacher of Teachers.

Nicodemus recognized Jesus as a Teacher come from God (John 3:2; 13:13).

Jesus spent much time in both “preaching and teaching” as well as healing the people (Matthew 4:25; 5:2; 9:35, 36; 11:1; 13:54; 21:23; 22:16; Mark 10:1; Luke 13:10; 20:21).

He fulfilled in measure the prophetic word of Isaiah, “All thy children shall be taught of the LORD” (Isaiah 54:13 with I Thessalonians 4:9; John 6:45).

- a. Jesus taught everywhere He went, both in the homes and Synagogues (Luke 13:26; 19:4; 21:37; Mark 14:49).**
- b. He taught everywhere (Mark 6:2; John 8:2).**
- c. He especially taught His disciples (John 13-14-15-16).**
- d. He balanced both preaching and teaching in His ministry (Matthew 4:25; 9:35, 36).**
- e. He taught with the anointing of the Spirit (Luke 4:18, 19).**
- f. He taught with divine authority, as a voice from God, not an echo like the Scribes and Pharisees (John 7:29; Matthew 7:28, 29; Mark 1:22).**
- g. He taught what His Father gave Him to teach (John 7:16; 8:28; 12:48-50).**

Jesus’ final commission to the Church involved “teaching (discipling)” all nations by “teaching them to observe all things” which He commanded (Matthew 28:18-20). Matthew’s Gospel is especially the “Didactic Gospel” – The Teacher of Divine Law. Christ becomes the pattern teacher to follow, even as He is for all other ministries and believers to follow. We need to note the basic laws of Christ’s teaching.

“THE OLD TESTAMENT MINISTRY OF THE TEACHER”

C. Old Testament Teaching Ministry

Teaching has been one of the major ministries right from Old Testament times until today. Most people spend a number of years under teachers and instructors, whether receiving Secular or Religious education. It is this that basically shapes peoples lives and builds good or bad character and effects:

- a. All that a person thinks**
- b. All that a person says**
- c. All that a person does**
- d. All that a person is**

Thinking, saying, doing and being are primarily the result of teaching given, believed, received, and obeyed. In the Old Testament times, the instruction of people fell under two major areas.

1. Teaching in the Home

a. Patriarchal

The Scriptures make it clear that the Patriarchs--Adam, Abraham, Isaac, and Jacob taught their families the ways of God (Genesis 18:18, 19; Hebrews 11:10-16).

b. Parental

God's word to Israel was that the parents were to instruct their children in the ways of God (Deuteronomy 6:7). The parents were to talk of them in their home, whether walking, sitting, or standing. God's word was to be everywhere as frontlets between their eyes. The Books of Proverbs and Ecclesiastes are the instructions of the father and the mother to the sons, and they apply to the sons and daughters of the family.

The father and mother are first responsible to their own children and are accountable to the Lord for teaching their own. This was a top priority—parental instruction in the Word of God.

2. Teaching in the Nation

a. Levitical

The Levitical Priesthood was given the ministry of teaching the tribes of Israel the Law of God (Deuteronomy 33:8-11;

Malachi 1:1-9; II Chronicles 35:1-6; Deuteronomy 24:8; Ezekiel 44:22; 22:26; Romans 2:20).

b. Ministerial

Princes, Priest, and Prophets were to instruct God's people in the Laws of the Lord (Ezekiel 22:23-31).

Prophets were gifted teachers and preachers as well as interpreters of the Law of Moses (Isaiah 43:27; 42:19; Hosea 12:10).

From time to time there were Teaching Seminars by the Princes and Priests in the cities of Judah (II Chronicles 17:7-9). Ezra was a Scribe and Hermeneutician in the Law (Ezra 7:25).

c. Synagogical

Elders and Scribes, as a rule, taught the Scriptures in the local Synagogues. Scribes were considered the official interpreters of the Law, but they were the worst enemies of Christ's ministry because of wrong hermeneutics combined with sins of pride and unbelief (Matthew 5:20; 7:29; 12:38; 15:1; 16:21; 23:1-34; 26:3, 57; Luke 11:44, 53; Acts 4:5).

The people called them "Doctors" in Luke 2:46; "Masters" in John 3:10; and "Teachers," also in Christ's times.

The Scribes took away "the key knowledge" from the people and brought woes on themselves (Luke 11:46-49).

One of the main ways of teaching in Jewry was by "Catechism" classes. The word "instructed" in Luke 1:4; Acts 18:25; Romans 2:18 means "orally instructed."

The Greek word "Katecheo" means "to instruct by asking questions and correcting answers." It is the word from which we get our word Catechism. This is about the best method of teaching. With this method, they set forth in order "a declaration of the things which were most surely believed among them" and set them forth in order, following the instruction through.

LESSON TWO

“THE NEW TESTAMENT MINISTRY OF THE TEACHER”

The teaching ministry continues in the New Testament. This ministry is the ministry of Christ THE Teacher. It continues in and through members of His Body, the Church (Acts 1:1-2).

After Jesus ascended on high, He gave gifts to men, and He gave some, TEACHERS (Ephesians 4:11). (I Corinthians 12:28, 29) Paul says, “God set some in the Church, THIRDLY TEACHERS. . .” Greek—Tritos third in time, place, order, rank and importance.

(Acts 13:1-4; 15:35) Scripture states, “. . . there were certain Prophets and Teachers at the Church in Antioch.”

(Romans 12:7) says, “The Teacher is to wait on their teaching.”

(Matthew 28:18-20) is the Great Commission of Christ that involves a teaching ministry.

(II Timothy 2:2) Paul says, the “Teacher is to teach faithful men who can teach others.”

(James 3:1) James states that “Teachers come under greater judgment if he does not teach rightly.”

(Galatians 6:6) Paul says, “He that is taught in the word must minister to the teacher.”

(Acts 18:1; I Timothy 2:7; II Timothy 1:11; Colossians 1:28) Paul was a Teacher-Apostle.

(Acts 18:24) Apollos also was a teacher in the Church.

There are times that God will combine one of the other fivefold ascension-gift ministries with the Teacher. The ministry of a Teacher is one of the important continuing ministries in the Body of Christ and touches all ages.

We must remember that, as with all ministries, so in the teaching ministry, there is “the cluster” of teaching abilities. These would include the teaching of

women, children, young men, old men, and teaching classes to all ages. This is a distinct ministry of the five-fold-ascension-gift Teacher to the Church.

1. Calling, Qualifications, Ministry and Recognition of the Teacher

1) Calling

As with other ministries, so it is with the Teacher. They must know this is their distinct calling and that this is their place in the Church.

Their calling must be confirmed by the Spirit in their own heart and by the leadership of their local Church.

2) Qualifications

The Teacher is also an Elder in the Body of Christ. The qualifications of Eldership are laid on them as with the other five-fold ascension-gift ministries (I Timothy 3:1-7; Titus 1:5-9).

3) Ministry

- a. Teachers must have an anointing (unction) on their teaching. Remember, it is the anointing that teaches (I John 2:20, 27). Churches have often rejected or ignored the teacher's ministry because teachers have been conceived as dull, dry and uninteresting in their material, approach and presentation.
- b. Teachers must learn to depend on the INNER TEACHER, the Holy Spirit, as well as THE TEACHER, the Lord Jesus Christ (John 14:26).
- c. Teachers must know that the Letter kills but it is the Spirit that gives life (II Corinthians 3).
- d. Authority must be found in the teaching of the Teacher, knowing from whom they receive their words (Matthew 7:28, 29; John 7:46; Mark 1:22). Teachers must be a voice and not an echo as the Pharisees and Scribes were in their teaching.
- e. Teachers must follow the Laws of Communication and bridge the gap between themselves and their listeners.
- f. A Teacher has to be a sound theologian and be apt to teach sound doctrine (I Timothy 6:3; Acts 2:42).
- g. The Teacher must be a sound Hermeneutician and understand both the art and science of rightly dividing the Word of Truth as well as interpreting the Scriptures.

(Note—there are excellent textbooks available on “Principles of Hermeneutics” for any Teacher who wants to excel in this area such as *How to Prepare Sermons* by—Evans.

- h. A Teacher must be able to take the Divine seeds of the truth given to the Apostle and Prophets and as well as the writers of both Old and New Testament Scriptures and water them by the Spirit to bring forth fruit upon which God’s people can feast. They should receive illumination on the revelation that was given by inspiration (Kevin J. Conner).**
- i. The Teacher appeals more to the logic of people, they must depend more on the Holy Spirit’s unction and illumination (Ephesians 1:17, 18).**

They will be a ministry of the Spirit and the Word (I John 5:7, 8).

They will compare “spiritual things with spiritual” (I Corinthians 2:6-14).

They must depend on the Spirit to take the Word they teach and witness in the heart of their listeners (John 12:12; 14:26; I John 2:20, 27).

There will be times they will “teach/preach” to balance their word (Acts 13:1; I Corinthians 4:17; Acts 15:35; 18:11; II Timothy 1:11; Acts 15:22; II Timothy 4:2, 3; I Timothy 3:2; Titus 1:9; Acts 20:28).

- j. An excellent Teacher will be a diligent student of the Word of God. He must have a Divine passion for the Word (I Timothy 4:13; Job 23:12; Psalms 119:47; Jeremiah 15:16; Ezekiel 13:1-3; Mathew 4:4; Revelation 10:8-10).**
- k. They must be a person given to medication in the Word (Psalms 1:2; Joshua 1:8; Psalms 119:48, 78, 148). This will bring spiritual illumination.**
- l. Teachers must always be teachable. How can they teach others if they are not teachable? (Romans 2:21; I Corinthians 2:13).**
- m. Teachers must be able to reproduce other teachers within the Body (II timothy 2:2). They should teach others who can teach others.**
- n. Teachers should be living examples of what they teach others. People learn more by example than precept. A Teacher must teach:**

1. **By Precept**—what they say (II Timothy 3:10)
2. **By Example**—what they are (II Timothy 3:10).
3. **By Conduct**—what they do (John 13:12-15; Matthew 5:19; Acts 1:1; Isaiah 2:1-4).

The danger of Phariseeism is “they say and do not” (Matthew 23:1-3).

The main purpose of the Teacher in teaching is the application of the Word to the life-style and not just information of the Word. He is to bring about obedience to the Word (Deuteronomy 4:5; 31:12, 13; II John 4; III John 3, 4; Isaiah 2:1-5). The teaching of His ways is to be followed by walking in His paths.

- o. The Teacher should be prepared with the rules of Homiletics (the art of preaching) in order to get the message across.
- p. The Spirit of knowledge, understanding, and wisdom must characterize the Teacher.
 1. **Knowledge**—the possession of facts of truth.
 2. **Understanding**—the interpretation of truth.
 3. **Wisdom**—the application of truth.

Proverbs 1:1-6; Ecclesiastes 1:18; I Corinthians 2:13; Colossians 2:3.

Meaning they have to be intellectually honest when handling the Word, or they can make the Word mean what they want it to mean, which will lead them to deceptive teaching (Luke 8:15; II Corinthians 4:2; II Peter 3:15, 16).

Teachers must possess wisdom to be able to handle knowledge.

Moses as an *Apostle*, Aaron as the *Prophet*, and Bezaleel and Aholiab as *Teacher* were filled by the “spirit of wisdom, knowledge, and understanding” to teach folks in the building of the Tabernacle in the wilderness (Exodus 35:34).

- q. Teachers must maintain balance in their teachings to avoid the listeners from taking any areas of the teaching to extremes (Isaiah 30:20, 21).
- r. Teachers must be well informed Scribes in things pertaining to God's Kingdom and take both the Old and New and bring forth treasure from them (Matthew 13:52; Leviticus 26:10).
- s. The teacher must wait on his teaching (Romans 12:7 teachers must be aware of pride of intellect, for "knowledge puffs up" (I Corinthians 8:1).
- t. Teachers must keep on guard from "flattering titles" (Matthew 23:8-10; Job 32:21, 22).
- u. A Teacher is given for the perfecting of the saints, to bring them into the work of their ministry, and to build up the Body of Christ (Ephesians 4:9-16). Read also Psalms 144:1.
- v. Teachers speak as the oracles of God according to the ability God gives to them (I Peter 4:10, 11).
- w. A teacher will be judged by the infallible Word of God in all matters of faith and practice (I Timothy 6:3).
- x. Those that are teachers will have a greater judgment upon them (James 3:1). The teacher must guard her tongue in all she teaches. The chapter on tongues especially relates to the teacher (James 3:1-12).
- y. A teacher must maintain a sound mind and sound judgment (II Timothy 1:7). A sound mind has many distinct qualities:
 1. Well-balanced
 - a. Not highly fanciful
 - b. Not hasty in judgment
 - c. Not given to extremes or vain and foolish notions
 2. Quick and clear perception
 3. Acute in intellect
 4. Good judgment and reasoning ability
 5. Able to communicate clearly
 6. Always studies the Word from whole to part and part to whole.

The Teachers must be able to build on the foundation of the Apostles and Prophets and learn to work along side other ministries in the church. They should not isolate themselves but check their teachings with the other

ministries especially Apostles, Prophets and other Teachers. This will give them checks and balances and a safeguard from false teaching.

4) Recognition

As with the other ministries in the Body, believers need to receive the Teacher in order to receive the reward of their labours in the Word (Matthew 10:41, 42).

a. The Teacher (Ephesians 4:11; I Corinthians 12:28, 29).

This is the Teacher of the fivefold ascension-gift ministry.

b. The elder

All elders must be “apt to teach,” which means they are able to teach (I Timothy 3:2; I Peter 5:2).

c. Levels of Teachers

Christians are not always to be babies but are to grow up and be able to teach others (Hebrews 5:12). There are many levels of teaching abilities in the church besides the Teacher of the fivefold ascension-gift ministry.

1) Parents are to teach their children

2) Older women are to teach younger women

3) Saints can teach and admonish one another in Psalms, Hymns, Spiritual Songs (Colossians 3:16; Ephesians 5:18).

4) Teaching one another on a personal level (Hebrews 8:11).

5) Teachers for all ages in the Church.

Everyone should be able to take what the Teacher gives and break it down to the various levels and needs of the believers in the Church.

5) Warnings and Judgments on False Teachers

Just as we have false apostles (II Corinthians 11:13); false prophets (Matthew 24:11); false evangelist and false shepherds, so there are false teachers. The Scriptures tell us to beware of them (II Peter 2:1; II Timothy 4:3; Revelation 2:20; Jude 3, 4; Titus 1:11; I John 4:1).

To whom much is given much is required. Because of the power of the teaching ministry used by false cults, humanistic philosophies, and religions of the world, there is greater judgment when the teaching is false (James 3:1-2).

Here is a list of teachers God’s people need to guard against:

1. Teachers of the Law-Legalizers

Acts 13:27; John 18:28; 5:39, 40; Galatians 3:1-2; 4:1-21; Acts 15:1-29; I Timothy 1:3-7. The Priests, Scribes, and Pharisees became legalizers. They were the Judaizers who by letterism and legalism corrupted the Gospel of Christ. Paul resisted them and their teaching because they brought bondage to the Church. Today, we have the same conditions from certain religions.

2. Teachers of Men's Traditions

Mark 7:1-13. The Pharisees and Scribes taught the traditions of men and made the Word of God of none effect by their traditions. These traditions were resisted by Jesus. The Church must do the same today. If any teaching nullifies the Word of God it is the traditions of men.

3. Teachers of False Doctrine-Heretics

Some have handled the Word of God deceitfully (II Corinthians 4:2), and twisted the Word in their trickery of error (Ephesians 4:14; Amplified New Testament). There were those that wrested, misconstrued, distorted and misinterpreted the Word of God (II Peter 3:16). This kind of teaching will bring destruction and division to the Church.

Jezebel was a woman Teacher/Prophetess who taught false doctrine in the Church at Thyatira (Revelation 2:20), usurping authority over the apostles doctrine (Acts 2:42; I Timothy 2:12). Study the spirit of Jezebel.

Examples of false doctrines can be seen in:

- a) Those who denied the bodily resurrection (II Timothy 2:16-18).**
- b) Those who turned the grace of God into lasciviousness (Jude 3, 4; Revelation 2:20).**
- c) Those who caused division contrary to sound doctrine (Romans 16:17).**
- d) Those who taught material prosperity for gain (I Timothy 6:6-19; II Peter 2:3; Titus 1:10, 11).**
- e) Those who taught the Doctrine of Balaam (Revelation 2:14).**
- f) Those who taught the Doctrine of the Nicolaitans (Revelation 2:6, 15).**
- g) Those who teach fables as truth (II Timothy 4:3).**
- h) Those who teach Doctrines of Devils, as forbidding marriage and eating of meats (I Timothy 4:1-5).**

The teaching one receives will determine their character (what they are), lifestyle (what they do) and destiny (where they go).

True Teachers must ground folks in the pure Word of God in order for them not to be carried about by every wind of doctrine and trickery of men (Ephesians 4:9-16).

LESSON THREE

“THE TEACHER AS A LEADER”

Leaders Think and Perceive the World Differently Than Followers Do

Proverbs 23:7 “*For as a man thinks in his heart, so is he.*” NKJV

We assume that leadership is all about skills and techniques. However, our leadership starts when we possess the correct attitude about ourselves and our circumstances. This is where important change will take place. William James, the father of modern psychology, wrote: “The greatest discovery of my generation is that humans can alter their lives by altering their attitude of mind.” A teacher’s attitude determines his actions. A teacher’s action will determine his accomplishments. Jesus taught this principle by teaching that we must get our *heart* in order before we can get our *life* in order. Jesus taught that when there are evil treasures in a man’s heart, evil emerges. When good treasures are in a man’s heart, good emerges. It’s all about what we have on the inside. True change happens from the inside out.

“BIBLICAL PRINCIPLES ABOUT ATTITUDE”

The Attitude must be Apostolic

- A Teacher’s attitude as they begin a teaching will affect its **OUTCOME** more than anything else.

In most situations, the battle is won before the battle has begun. It begins with the frame of mind in which the teacher enters the battle. The teacher must be full of faith, hope and optimism. Is the teacher negative and doubtful of getting results? The attitude of negativism was illustrated when Moses sent the twelve spies into the Promised Land. Joshua and Caleb came back with a positive report. The rest came back with a negative report. The negative attitude prevailed, and that generation of people never got to enter the Promised Land.

Joshua and Caleb

a) Saw the fruit in

The other Ten Spies

Saw the problems

the land
b) Saw themselves
in God's hand
c) Were optimistic
about the future
d) Encouraged stepping
out in faith

in the land
Saw themselves
as small and weak
Were pessimistic
about the future
Prevented the people
from progress

Attitude Check:

- What is your usual attitude at the start of a teaching?
- Are there teachings that make you act negative?
- Do these areas help determine your attitude as you teach?
- A Teacher's attitude toward OTHERS determines their attitude toward themselves.

Luke 6:38 *"Give, and it will be given to you. A good measure, pressed down, shaken together and running over, will be poured into your lap. For with the measure you use, it will be measures to you."* NIV

Generally Speaking, people are mirrors of ones' teaching. They will eventually reflect the attitude of their teacher. Teachers must understand this to get proper results. Jesus said, *"And just as you want men to do to you, you also do to them likewise."* Luke 6:31 NKJV

Researchers at a major university reported that a person's success on the job is:

- 13 percent due to understanding the product
- 87 percent due to understanding the people

If this is applied to a teacher teaching students, it implies that the teachers understanding of the students they teach is more important than what they teach.

FOUR IMPORTANT LEADERSHIP STEPS WITH PEOPLE

- **REMEMBER THEIR NAME.** Nothing makes a person feel more important.
- **RECOGNIZE THEIR POTENTIAL.** Nothing makes a person feel more unique.
- **REQUEST THEIR HELP.** Nothing makes a person feel more useful.
- **REWARD THEIR EFFORTS.** Nothing makes a person feel more valuable.
- ❖ **The Teachers attitude is the major difference between SUCCESS and FAILURE.**

Proverbs 4:23 *“Watch over your heart with all diligence, for from it flow the springs of life.”* NASB

A Teacher, in order to fulfill God’s purpose and bring God’s people to their destiny, must have an apostolic attitude or mind-set (Ephesians 4:1-16).

Proverbs reminds us how important our attitude toward life is. From the heart flows the springs of one’s life. Think of it—you are only an attitude from victory. An Olympic gold metal winner once said, “I believe the only difference between gold and silver metal winners is their attitude, not their ability.”

Proverbs also list some things that are an abomination to the Lord. Consider them for a moment; these are teacher killers: (Proverbs 6:16-19 NASB)

- 1. Pride**
- 2. Coveting**
- 3. Lust**
- 4. Envy**
- 5. Anger**
- 6. Gluttony**
- 7. Slothfulness**

All of these that are listed are nothing more than a matter of our attitudes. A right attitude can make up for what you may lack in resources. Many leaders in the past have accomplished great things without any resources other than a positive attitude of faith (Hebrews 11).

3. The Teacher's attitude can turn their PROBLEMS into BLESSINGS

Philippians 2:5-9 *“Have this attitude in yourselves which was also in Christ Jesus, who, although He existed in the form of God, did not regard equality with God a thing to be grasped, but emptied Himself, taking the form of a bond-servant, and being made in the likeness of men. Being found in appearance as a man, He humbled Himself by becoming obedient to the point of death, even death on the cross. For this reason also, God highly exalted Him, and bestowed on Him the name which is above every name.”* NASB

THREE PHASES OF A PROBLEM

- 1. Awareness: We have a problem.**
- 2. Evaluation: What went wrong?**
- 3. Choice: This is where attitude steps in!**

Teachers have the ability to build or tear down. They can help folks conquer or quit. They can either pour gas on the problem or water. Whether the problem becomes a blessing depends on the Teacher more than God. God wants to turn everything into blessings (Romans 8:28). Keep in mind that much of the Bible was written by prisoners, oppressed minorities, and those in captivity. The Teachers holds within their hands the ability to create a larger problem or create growth and purpose in the hearts of God's people.

- 4. The Teachers attitude can give them an uncommon PERSPECTIVE on life.**

Mark 9:23b *“All things are possible to him who believes.”* NASB

There was a political leader that once remarked, “Some people see things as they are and say, ‘why?’ I look at things that are not and say, ‘why not?’”

Dr. J. Robert Clinton once remarked, “The primary difference between a follower and a leader is perspective. The primary difference between a leader and an effective leader is better perspective.”

A Teacher must maintain a proper perspective in order to teach God’s people how to move forward in their ministry and calling. Teachers are to take the government and direction given by the Apostle and Prophet and make it clear to the Body of Christ. They must dot every “I” and cross every “T” to make perfectly clear the will of God through the foundational ministries of the Apostles and Prophets. “. . . Write the vision and make it plain on tablets, That he may run who reads it . . .” (Habakkuk 2:2). NKJV

5. A Teacher’s attitude is either their best FRIENDS or their WORST ENEMY.

Like 6:45 “The good man out of the good treasure of his heart brings forth what is good; and the evil man out of the evil treasure brings forth what is evil; for his mouth speaks from that which fills his heart.” NASB

Teacher’s attitudes create momentum—positive or negative—for their ministry. Leaders know this. John Maxwell say, “the most important elements for potential are:

- **5 percent availability**
- **5 percent adaptability**
- **10 percent ability**
- **1- percent appearance**
- **70 percent attitude**

Note the importance of attitude in both teacher and student. Practicing psychologists list five rules for evaluating people considered for advancement:

- 1. Ambition**
- 2. Attitude toward policy (the Word of God for the believer)**
- 3. Attitude toward colleagues (other believers)**

- 4. Leadership skills**
- 5. Attitude toward pressure (Christian burden)**

A survey was taken among customers to discover why they quit buying goods from certain stores. Here are the reasons listed:

- 1. 1 percent die**
- 2. 3 percent move away**
- 3. 5 percent find other friendships**
- 4. 9 percent cite competitive reasons**
- 5. 14 percent list product dissatisfaction**
- 6. 68 percent make this change because of an attitude of difference shown to them by an employee.**

These reasons can be applied to the Church in today's world. Attitudes in the Church drive more away than any other reason. Folks don't want to be dumped on by any of the fivefold ascension-gift ministries. Teachers must be especially careful that they don't teach through intimidation. The teachers must always allow LOVE to be the primary fruit shown in their teachings. They must not come to the congregation with a superior attitude but with one of humility.

- 7. The Teachers' attitude, not their ACHIEVEMENTS, will give them happiness.**

Ecclesiastes 2:11; 3:11-13 "Thus I consider all my activities which my hands had done and the labor which I had exerted, and behold all was vanity and striving after wind and there was no profit under the sun. . . . I know that there is nothing better for them than to rejoice and to do good in one's lifetime; moreover, that every man who eats and drinks sees good in all his labor—it is gift of God."

The thoughts in your mind (heart) are more important than the things in your life (Matthew 15:11-20). Too many Teachers think if they could move to a new place or have different circumstances, they would be happy. This is called “destination disease.” Teachers must be cured of this disease.

Personal Evaluation: Have you ever had these thoughts?

- 1. If I could just serve in a different place, I’d be happier.**
- 2. If I just knew that person, I’d be satisfied.**
- 3. If things were different here, I would be okay.**
- 4. If I would not have done that, I’d feel better about myself.**

A person will only find happiness by being where God appoints them and by making a commitment to those God has placed them among.

- 8. A Teacher’s attitude will change when they CHOOSE to change it.**

Deuteronomy 30:19 “I call heaven and earth to witness against you today, that I have set before you life and death, the blessing and the curse. So choose life in order that you may live . . .” NASB

We cannot tailor-make the situations of our life and leadership, but we can tailor our attitudes to fit them before they arrive.

Here’s how:

- ✚ Believe it is not what happens to you but what happens in you that matters most.**
- ✚ Stop blaming something or someone else for your attitude.**
- ✚ Evaluate your present attitude.**
- ✚ Recognize that faith is stronger than fear.**

- ✚ Ask God to fill you with His Holy Spirit.
- ✚ Uncover and put in writing a statement of purpose.
- ✚ Enlist the help of an accountability partner.
- ✚ Spend time with the right people.
- ✚ Select a model to follow.
- ✚ Consume the truth. Soak yourself in the Scriptures!

As you mature, life is governed more by your choices than by your conditions or circumstances.

9. Attitudes in Teachers need continual ADJUSTMENT.

Philippians 4:8 “Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, dwell on these things.” NASB

Although Paul wrote to mature believers, he still exhorted them to work on their attitudes and watch what filled their minds. A Teacher’s life is like sailing a boat or flying a plane. They have a plan for their destination, but there is a need for constant adjustment along the way.

Indicators for Attitude Adjustments

- I have had enough time with God or myself.
- My family notices and tells me about my attitude.
- My relationship with coworkers becomes strained.
- My view of people begins to lower.
- My perspective on life becomes cynical.

LESSON FOUR

“A TEACHERS ATTITUDE is CONTAGIOUS. GUARD YOURS!”

“THE TEACHER’S INNER CIRCLE”

Building a Healthy Network of Relationship

Ecclesiastes 4:9-10 “Two are better than one because they have a good return for their labor. For if either of them falls, the one will lift up his companion. But woe to the one who falls when there is not another to lift him up.” NASB

Every Teacher needs relationship in their lives that provide necessary support and accountability. No man is an island. Building a network of relationships with God and people is a wise step to take toward sustaining your ministry over a lifetime.

Teachers Who Failed

A survey was taken among Christian leaders who had failed morally. Several hundred leaders were interviewed who had compromised their integrity, fallen into sin, and ultimately lost their ministry. Three consistent observations were made about these fallen leaders:

- 1. They had stopped spending time alone with GOD each day.**
- 2. They had no accountability to PEOPLE in their life.**
- 3. They never thought this kind of FAILURE could happen to them.**

What All Teachers Need

Teachers can avoid pitfalls by establishing and enjoying close relationships with:

- God (your heavenly Father)**
- Family (Your spouse and children)**

- **Having a mentor (a Paul)**
- **An accountability partner (a Barnabas)**
- **An apprentice or disciple who follows you (a Timothy)**

Why are these relationships especially crucial for a teacher?

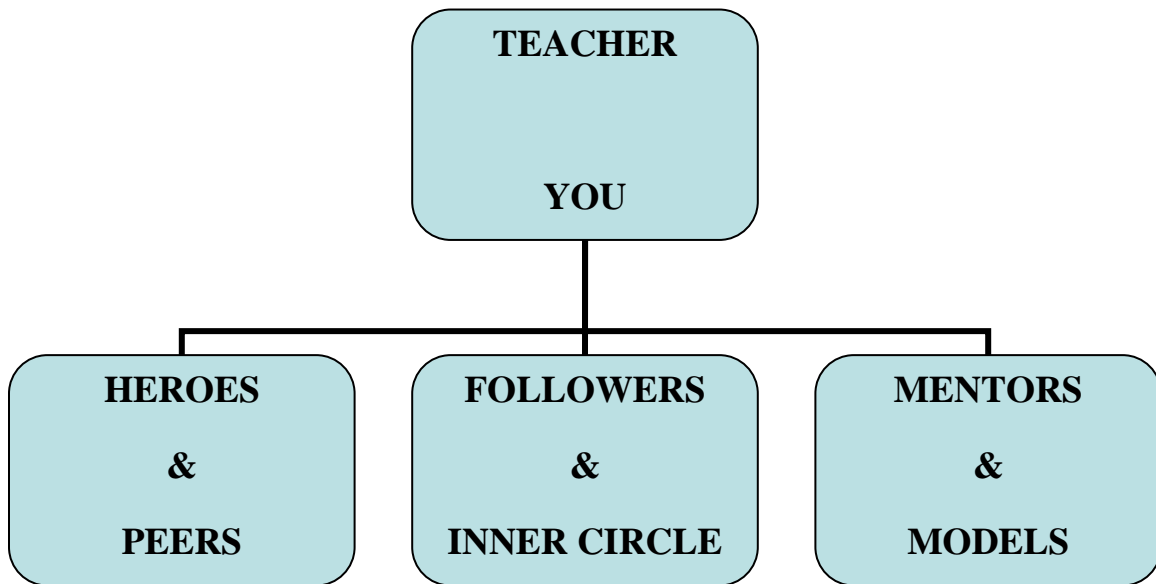
There are several reasons:

- **Every teacher has WEAKNESSES.**
- **Teachers are on the front line of the spiritual battle and are vulnerable to ATTACK.**
- **Teachers are to set a higher STANDARD for themselves than their followers.**
- **Teachers can be “starving bakers” who are busy SERVING bread to others but never eating for themselves.**
- **Teachers can be BLINDED to the temptations of power and popularity.**
- **Teachers can get so BUSY that their spiritual lives suffer more than anything else.**
- **Teachers often merely REACT to needs and forget to train others for the future.**

It is very important that a chosen, called and anointed teacher guard against the above mentioned dangers.

Your Personal Network

How about you? Do you experience close, accountable relationships in your life? Study the following diagram. Do you have people who fill each role? Take time and write down the names who fill each one, then think about whom you might approach for the roles that are empty.



Your Heavenly Father

Although you are a leader, you do not cease being a child of God. The most common term used in the New Testament to describe God is not Creator, King, Ruler, or Savior. It is Father.

Characteristics of Strong Families:

- They express **APPRECIATION** for each other on a regular basis.
- They structure their lives so they can spend **TIME** together.
- They deal with problems in a **POSITIVE** way.
- They demonstrate a strong **COMMITMENT** to each other.

- They continually **COMMUNICATE** with one another. They share the same **VALUE** system.
- The parents **MODEL** what it means to bless other members.

It is the apostolic Teacher to instill all of these family attributes into those they teach.

Finding a Paul

“Paul” is a mentor. All teachers ought to have a mentor, regardless of how successful they are. Mentors are those who have traveled farther than the students in their leadership journey, and they can pass on what they have learned.

Proverbs 20:5 *“Counsel in the heart of man is like deep water, but a man of understanding will draw it out.”* NASB

I recommend that you write down four or five areas in which you would like to grow. Instead of looking for one perfect mentor to meet all those needs, find a specialist for each one. Mentors are not hard to find. They are everywhere. If you can’t seem to find one, here are some steps to follow:

- **Pray that God will open your eyes to mentors you may not realize are nearby.**
- **Set a realistic standard. Don’t expect a perfect mentor. They are human.**
- **Look for strengths in a potential mentor that you want to develop in yourself.**
- **Be open to multiple mentors who could effectively invest in you.**
- **Recognize that mentors may be distant. Be willing to do it by phone or email.**

What to Look for in a Mentor:

In addition to possessing a specific strength, be sure your mentor is:

Godly: They should demonstrate godly character worth imitating.

Objective: They must be able to see your strengths and weaknesses.

Authentic: They must be real. You can see their genuine, transparent heart.

Loyal: They must be loyal to relationships and be able to keep confidentiality.

Serving: They should be willing to give generously of their time and resources.

Finding a Barnabas

“Barnabas” is a peer and a friend. They are accountability partners for us. They are important because they motivate us to keep our commitments to God and others. They ask us hard questions about our spiritual lives, our motives in ministry, our goals, our character, and our relationships. Finding a Barnabas is like receiving a gift from God. They know us well, and they love us anyway. We don’t need to hide anything from them. They motivate us to reach our potential. When you meet with your Barnabas, exchange a list of questions you wish to discuss.

Some questions you might exchange:

- ❖ Have you spent time with God on a daily basis?**
- ❖ How have you been tempted this week?**
- ❖ Do you have any un-confessed sin in your life? How is your thought life?**
- ❖ Are your priorities in the right order? Are you reaching your goals?**
- ❖ Have you been completely honest with me in your answers to these questions?**

What to Look for in an Accountability Partner:

You need for accountability partners to make a pact with you. Look for these qualities in them:

Probing: They ask probing questions to help you see needs in your life.

Authentic: They are honest and genuine about their own weaknesses.

Challenging: They help you press on to a new level of leadership and obedience.

Trustworthy: They value honesty and can handle anything you share with them. (Honesty is not the best policy but the only policy God accepts).

Hebrews 10:24-25 *“And let us consider how to stimulate one another to love and good deeds, not forsaking our own assembling together, as is the habit of some, but encouraging one another; and all the more as you see the day drawing near.”* NASB

Proverbs 18:24 *“A man of too many friends comes to ruin, but there is a friend who sticks closer than a brother.”* NASB

Finding one’s Timothy is Important:

The Scriptures are clear leaders are to select and train people for a life of ministry. Jesus chose and trained twelve. Paul selected young men like Timothy and Titus. Timothy is a young man who is following you in their leadership journey but is hungry to grow as a leader. Every leader should find students who learn as they serve alongside the leader. When they learn, they are to pass on what they have received.

II Timothy 2:2 *“The things which you have learned from me in the presence of many witnesses, entrust these to faithful men who will be able to teach others.”* NASB

Ministry should never be done alone by leaders. Leaders must always be training others as they do the work God has called them to accomplish. A Leader’s ministry should add to the Kingdom, but when he trains a disciple,

he multiplies for the Kingdom. Teachers should always be training other teachers for Kingdom work.

What to See in a Mentee:

The qualities to look for as you select people to train or disciple are these:

Faithful: Are they faithful to commitments they have already made?

Available: Do they have the time to commit to learning from you?

Initiative: Do they show initiative in their obedience to God and desire to serve?

Hungry: Do they have a passion and eagerness to grow as a leader?

There are Alarm Bells for leaders

The goal of any network is to help you become a leader of integrity. Leaders need for God and people to send them signals when they are failing to live or lead effectively.

Here are some questions that should ring as alarm bells for leaders:

IS MY PERSONAL WALK WITH GOD UP TO DATE?

Are you living out what you teach is most important to you? Do you set priorities?

AM I ASKING MYSELF THE HARD QUESTIONS?

Why do we do what we do (motive)? How do we pursue our goals (presumption)?

AM I ACCOUNTABLE TO SOMEONE IN AUTHORITY?

Who is your God-given leader to whom you are accountable?

AM I LISTENING TO WHAT GOD IS SAYING TO THE WHOLE BODY OF CHRIST?

Is your view of God based only on your own little world?

AM I OVER-CONCERNED WITH BUILDING IMAGE?

Are you preoccupied with how you look and what others think concerning you?

AM I OVERLY IMPRESSED BY EITHER CRITICISM OR FLATTERY?

Are you controlled by what folks say about you? Do you believe everything people say?

AM I A “LONER” IN MY MINISTRY?

Are you independent, or have you built a network or community around you?

AM I AWARE OF MY WEAKNESSES?

Can you recognize your weaknesses? Do you address them or ignore them?

IS YOUR CALLING CONSTANTLY BEFORE YOU?

Does your divine calling give you passion each week to serve God?

LESSON FIVE

“CHRIST, THE GREAT COMMUNICATOR”

Improving Your Communication Skills by Imitating Christ

Proverbs 18:21 *“Death and life are in the power of the tongue, and those who love it will eat its fruit.”* NASB

The success of your teaching, your marriage, and your relationships with others depends a great deal on your ability to communicate. Many of the best thinkers are not teachers. Why? They cannot communicate. As a teacher, your teaching rests on your ability to connect with people, share your ideas and vision, and motivate them to partner with you. One former world leader said, “If I could start all over again, I would go back to school and learn to communicate.” As a teacher, your ability to communicate will determine your influence over those you minister among.

Matthew 13

Jesus Christ our Lord was the greatest communicator who ever lived on the earth. In John 1, He is called *“the Word.”* Matthew in chapter 13 gives us an example of His effective style. Christ, the Great Communicator, teaches us how to teach truth to people today.

1. SIMPLIFY THE MESSAGE (Matthew 13:3, 10-13)

The lesson: It’s not just what you say but how you say it.

Jesus did most of His teaching by telling stories. He told seven stories in this chapter alone. He used the power of simple, familiar stories. An educator takes something simple and makes it complicated. The teacher (communicator) takes something complicated and makes it simple. Jesus always gave His listeners a point for their minds and a picture for their hearts.

Jesus’ rules of communication:

a. Strong beginning

d. Familiar pictures

b. One theme

e. Clear objectives

c. Simple language

f. Heart responses

2. KNOW THE PEOPLE

(Matthew 13:1, 2, 9)

The lesson: It's not just what you say but how they hear it.

Christ saw the people and understood their needs. In order to communicate properly to an audience, we need to know something about them. Jesus identified with the people. For us to become more like Him, we'll have to become more "people-oriented" and less "lesson-oriented." Public speakers teach lessons; communicators teach people. Apostolic teachers must realize this truth and make sure they make it part of their vision.

Public Speaker

- Puts the message before the people
- Asks: "What do I have?"
- The key is techniques
- Content-oriented
- Goal is to complete the message

Communicator

- Puts the people before the message
- Asks: "What do they need?"
- The key is atmosphere
- Change-oriented
- Goal is to complete the people

Jesus used what was cultural to say what is timeless. Jesus connected with His disciples where they were in order to lead them where they needed to be. Paul taught the same things in Acts 17 when he spoke at Mars Hill. Peter did the same when he spoke at Pentecost in Acts 2. Both men communicated truth but did so from the perspective of their listeners.

3. SEIZE THE MOMENT (Matthew 13:2, 14-17, 57-58)

Our lesson: It's not just what you say but when you say it.

Timing is important. At times Jesus was conspicuously silent when it was tempting to speak out. Other times, He spoke when it was in His selfish interest to stay quiet. Jesus understood timing.

The Word says when the people came Jesus spoke (v. 2).

The Scriptures also says when the people rejected the message, He did not perform any more miracles (v. 57-58).

Effective teachers know when to relay the message for the most effective results.

There is a “Kairos” time: this speaks of an “opportune time” not just a time. God is a master at timing.

Galatians 4:4a *“When the fullness of the time came, God sent forth His Son. . .”*
NASB

Questions to ask about Timing:

- **Who is my audience?**
- **What are their questions and needs right now?**
- **What needs to be accomplished most?**
- **Are they ready to receive?**
- **How can I build a bridge of relationship that will bear the weight of truth?**

4. SHOW THE TRUTH (Matthew 13:54)

The lesson: It's not just what you say, but how you show it.

Matthew 13:54 *“He came to His hometown and began teaching them in their synagogue, so that they were astonished, and said, “Where did this man get this wisdom and these miraculous powers?”* NASB

Jesus' credibility came both from His words and His life. He modeled His teaching. He used show and tell. He said “follow Me,” not just “listen to Me” (Matthew 4:19).

Every time a teacher speaks, his listeners are quietly asking:

- **Why should I listen to you?**
- **Can I trust you?**
- **Do you care for me?**
- **Do you know your subject?**

Author Charles Allen describes Jesus this way:

He might have preached lengthy sermons on the dignity of labor, temptation, how to enjoy life, the immortality of the soul, the worth of children, and the fact that God answers prayer. Instead, He worked in a carpenter's shop; He met and conquered temptation in the wilderness; He went to parties and laughed with other happy people; He raised the dead; He stopped to love children; and after He prayed, the power of the Lord was present.

He might have talked long and loud about the need of man for human sympathy; the worth of womanhood; the blessing of humility; and the equal worth of all men. Instead, He wept at the grave of a friend; He treated all women with deep respect; He took a towel and washed His disciples' feet; He gave His time to the poor and outcasts.

Instead of talking about how He could transform lives, He took a harlot and made her the first herald of the resurrection. Instead of preaching that people need bread, He fed the multitude.

Instead of arguing the spirit is stronger than matter, He walked on water. Instead of telling people how bad it is to be crippled, He said, *“Arise, take up your bed and walk.”* Instead of merely telling people they should forgive, while He was dying and being spit on, He prayed, *“Father, forgive them.”*

This is the way an “Apostolic Teacher” should conduct himself in the administration of their ministry within the Body of Christ. An Apostolic Teacher will recognize the importance of being able to relate to those he is responsible for bringing to maturity and the destiny God has set for them. They will begin to discern different callings within the group and train accordingly. They will especially train those called to the ministry of a teacher for the fivefold ascension-gift ministry.

5. SHARE THE PASSION (Matthew 13:53-57)

The lesson: It’s not just what you say but why you say it. Jesus always spoke from His convictions. Those convictions allowed Him to conclude *that a prophet is not without honor except in his own country* (v.57). He always spoke with compassion from the heart and demonstrated obedience to His Father. Jesus Christ had nothing to prove, nothing to lose, and nothing to hide. His speech was not from routine or obligation. He always spoke with great meaning.

Remember, there are no boring subjects, only boring speakers. There are no small audiences, only small speakers. If you show interest in your audience, they will listen to you.

Tips on speaking with passion:

- **Speak on subject you own for yourself.**
- **Be impact-conscious not image-conscious.**
- **Be authentic: lock into a pair of eyes with each point.**
- **Paint a picture in the minds of the listeners.**

- **Know what your goal is when you speak.**
- **Prepare with prayer and let God build passion within you.**

6. SEEK A RESPONSE **(Matthew 13:51)**

Our lesson: It's not just what you say but how they respond.

When Jesus finished teaching, He asked, “*Have you understood these things?*” He was asking to make sure His listeners could apply the truth. When He spoke He always had a goal in mind. The teachings of Jesus had something for the audience to know, something for them to feel, and something for them to do. Good messages always include these three ingredients. This should cause us to research our audience and message.

The fact is:

- ❖ **20 percent of most audiences will act on their own.**
- ❖ **80 percent of most audiences will not act on their own.**

Tips on helping folks respond to truth:

- ✚ **Give them a clear objective to act on.**
- ✚ **Keep it simple and write it down**
- ✚ **Use a “hook” your listener can understand and remember.**
- ✚ **Give them a point for knowledge and a picture for their heart.**
- ✚ **Provide a way for them to respond.**

A Teacher must:

- **Believe in your God.**
- **Believe in your message.**
- **Believe in yourself.**

- **Believe in your listeners.**

You as the teacher must know what you expect your listeners to do when you have finished teaching them.

There are Steps a Teacher can take to “Reduce Anxiety” as a Communicator:

- 1. Prepare properly. (The more ready you are, the more relaxed you’ll be).**
- 2. Know your first remarks. (Know your opening story).**
- 3. Seek out friendly eyes. (Focus on faces that are interested).**
- 4. Relax before you begin. (This will help you from nervously rushing).**
- 5. Dress comfortably for the audience. (Don’t over or under dress).**
- 6. See yourself being effective. (See God using you to teach your audience).**
- 7. Know your goals before you start. (Be clear on what you are aiming at).**
- 8. Use visual aids. (This can help make the message memorable).**
- 9. Arrive at the meeting early. (Early bird gets the worm).**
- 10. Pray! Pray! Pray! (Trust God to communicate His vision through you).**

Philippians 4:6-7 “Be anxious for nothing, but in everything by prayer and supplication with thanksgiving let your request be made known to God. And the peace of God, which surpasses all comprehension, will guard your hearts and your minds in Christ Jesus.” NASB

LESSON SIX

“TEACHING WHEN TIMES ARE TOUGH”

Handling Difficult People and Situations

Matthew 5:43-48 *“You have heard that it was said, “You shall love your neighbor and hate your enemy.” But I say to you, love your enemies and pray for those who persecute you, so that you may be sons of your Father who is in heaven . . . For if you love those who love you, what reward do you have? Do not even the tax collectors do the same? If you greet only your brothers, what more are you doing than others? Do not even the Gentiles do the same? Therefore you are to be perfect, as your heavenly Father is perfect.” NASB*

As a teacher there will be times of difficulty and draining moments as you attempt to teach others. Teaching can be a thankless, lonely, and even discouraging task, simply because you are the target for their criticism. There is a good chance you will feel both affirmed and attached as you teach.

Remember that both you and your students remain “human” even though you are Christians. Keep in mind conflict will come before the journey is complete. People possess different perspectives, personalities and struggles that cause them to act the way they do. This is the reason for God’s grace. Some have said that the church is a lot like Noah’s ark. The stench on the inside would be intolerable if it were not for the storm on the outside!

Teachers must know how to deal with difficult people effectively. Here are some difficult situations:

Here are some situations you have possibly faced in the past:

- **Personality and relationship problems**
- **Unspoken and unmet expectations**
- **Insecurity and identity issues**
- **Unresolved conflict from the past wounds**
- **Independent attitudes and inflexible perspectives**

Foundational Principles Teachers Must Understand

- In relationships, teachers often must practice the **101 Percent Principle**: find the *1 percent* you can agree with and give it *100 percent* of your attention.
- In relationships, it is better to build a **FENCE** at the top of the cliff, than a **HOSPITAL** at the bottom. (Take steps to prevent potential problems).
- When a person's **EMOTIONAL** needs outweigh their intelligence, they won't be logical.
- Hurting people actually **HURT** people.
- As leaders, you must never place **EMOTIONAL** health in the hands of someone else.
- It is possible for leaders to sabotage themselves. They might win an argument, but ultimately they **LOSE** more than they gain.
- Leaders must practice the **Law of Connection**: leaders touch a **HEART** before they ask for a **HAND**.

Remember . . .

- ❖ Conflict is **NORMAL**. (It is going to happen because we are different).
- ❖ Conflict is **NEUTRAL**. (It is neither destructive nor constructive in itself).
- ❖ Conflict is **NATURAL**. (It is universal; you're not alone in your humanity).

Five Options When Faced with Conflict

1. I'll get **THEM!** (retaliation)
2. I'll get **OUT!** (escape and avoidance)

3. I'll give IN! (surrender)
4. I'll go HALF! (compromise)
5. I'll DEAL with it! (address the issue)

Handling Criticism in a Proper Manner

- **Understand the difference between constructive and destructive criticism.**
- **Take God seriously but don't take yourself too seriously; laugh at yourself.**
- **Look beyond the criticism and see the critic. What's behind their criticism?**
- **Recognize that good people get criticized. Even Jesus was criticized.**
- **Keep physically and spiritually fit. Stay strong for such attacks.**
- **Don't just see the critic; see the crowd. Don't let one person bring you down.**
- **Wait for time to demonstrate what is right. Allow God to bring things to light.**
- **Concentrate on your teachings. Change your mistakes, not your teachings.**

Five Stages: How Paul Faced Conflict

Paul faced conflict with a man named Philemon. He foresaw the fact that they didn't share the same perspective on Onesimus, a runaway slave belonging to Philemon. The following steps are the Apostle Paul's course on conflict management. He communicates masterfully with Philemon in his letter and gives five stages to walk through in the process. You as an Apostolic Teacher must know how to handle conflicts correctly and in a godly manner.

1. COMPLIMENT STAGE (v. 4-7)

Just as Paul by affirming Philemon, you must begin by focusing on positive qualities. Practice the 101 Percent Principle previously mentioned. Always open by focusing on the positive and what you have in common. If you start the conflict out on a negative statement you will always end up with negative results. “Therefore, be wise as serpents and harmless as doves” (Matthew 10:16b)

2. COMPROMISE STAGE (v. 8-13)

Paul chose to compromise and appeals to Philemon rather than make demands. We must be willing to assume some responsibility for the conflict, if involved. As you bring up the conflict, consider the difference in motive and temperament; meet halfway.

3. CHOICE STAGE (v. 14)

Then, Paul communicates the decision before Philemon. In the way, you must lay out the choice before the parties involved as you understand it. Keep their dignity, if possible. Make steps to protect friendships.

4. CHALLENGE STAGE (v. 15-20)

Paul then challenged Philemon to do what was right. A teacher must commit himself to the steps they will take; then extend a clear challenge and await a conclusion. Set good boundaries and parameters to keep the relationship healthy. Don’t let enemies accumulate.

5. CONFIDENCE STAGE (v. 21-22)

Finally, Paul closed by expressing confidence that Philemon would take the high road. End by expressing sincere confidence in your adversary as a person. Let them know you trust them to do what’s right and nothing will prevent you from loving them. Remember, it is more important to win a “soul” than to win an argument.

Biblical Confrontation

When someone under your leadership has clearly done wrong, the Bible calls us to confront them on the issues regarding sin, failure to keep a public commitment, a destructive attitude, harmful conversation, etc. if you waver on whether the Bible addresses this subject, study the following Scriptures:

- **Colossians 3:16—Teachers are to admonish one another with wisdom.**
- **I Thessalonians 5:14—Teachers are to remind, warn and admonish the fainthearted.**
- **II Timothy 4:2-4—Teachers must teach, preach, reprove, rebuke and exhort with patience.**
- **Colossians 1:28—Teachers must admonish (warn by reminding) people.**
- **Titus 1:13—Teachers are instructed to reprove that others may be sound in faith.**

Remember, a teacher's goal is to see folks transformed by the power of God. Their objective is not condemnation but restoration. People must know you love and care for them, but you love truth more than anything else in the world. An unexamined life is not worth living.

Steps Toward Effective Confrontation

- 1. Pray through your own anger.**

Don't let emotion lead you. Wait until you're objective but deal with the problem before it gets to big.

- 2. You initiate the contact.**

You can't wait for them to initiate. Scripture teaches you to make things right whether you are the offender or the offended person.

- 3. Begin with affirmation.**

Speak words of love, care and encouragement first. Then, receive fresh permission to challenge them and to be honest about what you see.

4. Tell them that you have a problem or a struggle.

Protect against saying it's their problem but yours; own the fact that you have fought through dealing with the issue, if you're involved.

5. Bring up the issue and explain you don't understand what's happened.

This first meeting may be more of a "clarification" than a confrontation. Give them the benefit of the doubt and allow them to explain themselves. Determine to clarify.

6. Listen and allow them to respond.

Here is where you must stop to let them respond. They may present a new outlook that will help you both.

7. Establish forgiveness and repentance, if necessary.

Connect the issue you are correcting with who they are in Christ. Don't conclude the meeting until forgiveness is extended and issues are clear and resolved.

8. Compromise on opinions but not on biblical conviction or principles.

Determine where you must take a stand. Be flexible with your own opinions or preferences but not on issues where the Bible has clearly spoken.

9. Pray and affirm your love as you close your time together.

Always close these times with prayer. Give your brethren hope and remind them of their places in God's heart and yours; help them to never question that they are loved.

Pass the Blessing, Please!

While confronting conflict is important, it may be only a symptom of the real problem. The real problem is always an issue of the heart. Often, the main reason people experience unresolved conflict is that they are hungry for "the blessing." In the Old Testament, men would give a "blessing" to their

children; rabbis would “bless” their students; and craftsmen would “bless” their apprentices. The “blessing” consists of these elements:

- **MEANINGFUL TOUCH:** Patriarchs laid their hands on their shoulders or embraced them.
- **AFFIRMING WORDS:** Patriarchs spoke words of encouragement to them.
- **THE EXPRESSION OF HIGH VALUE:** Patriarchs shared the value they added to others.
- **THE DESCRIPTION OF A SPECIAL FUTURE:** Patriarchs used word pictures to share their potential.
- **GENUINE COMMITMENT:** Patriarchs committed themselves to see it come to pass.

Often we cannot put words to it, but we are like Jacob as we fight all our lives to get the “blessing.” We seek the approval of those in authority, from our parents to our supervisors on the job. As fallen people, we have lost our security and sense of significance. In a very real sense, this may explain why so many seem to have lost their sense of identity. Therefore, we tend to struggle to meet personal needs in an unhealthy way. Teachers must begin to teach God’s people how to get healthy and stay healthy.

Components for Inward Health

- 1. Maintain a sense of WORTH.**
If this is missing, we will feel inferior.
- 2. Keep a sense of BELONGING.**
If this is missing, we feel insecure.
- 3. Protect your sense of COMPETENCE.**
If this is missing, we feel inadequate.
- 4. Realize your sense of PURPOSE.**
If this is missing, we feel insignificant.

As an apostolic teacher, you must teach the Body of Christ how to handle conflict in their lives. This is one of the teachings that are missing in the Church. The four above ingredients must be built into the life of Christians in

order for them to accomplish the purpose, plan, will and destiny of God for their lives. Evaluate your ministry. How much conflict do you experience? Is it a place where the blessing is offered?

LESSON SEVEN

“THE FIVE LEVELS OF LEADERSHIP”

A Look at Why People Follow Their Teachers

Mark 3:14 *“Then He appointed twelve, that they might be with Him and that He might send them out to preach.” NKJV*

Folks follow teachers for a variety of reasons. As teachers increase their influence with people, they expand the reasons for others to follow them. The teachers’ effectiveness must increase with time if they are going to attract new people as well as retain present followers. The goal of this lesson is to help you understand what level you’re on with the people and understand how to deepen your influence.

There are five levels of leadership. The level of influence you have as a teacher is directly related to the relationship you have with the people you teach. As you move from one level to the other, your effectiveness will increasingly grow.

Five Levels of Leadership

1. POSITION

Here is where people follow you because they **HAVE** to.

This is the lowest level of leadership. Leaders must rely on their title to get people to follow them. There is nothing wrong with titles, but if you must have a title for people to follow you, something is wrong. Jesus never had a position or title, and yet He had great influence through building relationships, meeting needs, and offering hope. His authority came from God and the life He lived, not from an assigned position or title. At this level, authority comes only from your title.

Biblical Example: REHOBOAM

I Kings 12:7-8 *“If you will be a servant to this people today . . . then they will be your servants forever.” But he forsook the counsel of the elders . . .* NASB
Solomon died and Rehoboam took over as king of Israel. Rehoboam became power hungry and acted foolishly. He listened to the counsel of his peers rather than the elders, and instead of lightening the burden, he increased it. The people followed him only because he was king; there was no relationship. Therefore, Rehoboam was responsible for dividing the nation into two kingdoms, the Northern and the Southern. Rehoboam never moved past leading strictly from a title and position. The teacher’s ability determines his effectiveness.

2. PERMISSION

This is where people follow you because they WANT to.

Your influence at this level extends beyond your stated authority because you have connected with the people relationally. You have communicated trust and credibility, and they now choose to follow you out of devotion rather than duty. This level is an improvement from level one because you are influencing from your person, not your position. However, teachers must recognize there is a difference between being liked as a friend and being followed as a teacher. Experiencing a mere relationship without producing any results for the church will eventually fail to motivate people to make sacrifices, take risk and follow you.

Biblical Example: NEHEMIAH

Nehemiah 2:17-18, 20 *“You see the distress that we are in, how Jerusalem lies waste, and its gates are burned with fire. Come and let us build the wall of Jerusalem, that we may no longer be a reproach.” . . . so they said, “Let us rise up and build.” Then they set their hands to this good work. . . . So I answered them, and said to them, “The God of heaven Himself will prosper us.”* NKJV

Nehemiah challenged the people to face the reality that the broken wall of Jerusalem was not only an embarrassment to their nation but, more importantly, to God. With the hammer in one hand and a weapon in the other, the people moved to action because Nehemiah connected with them on many levels relationally. As an apostolic teacher you must learn to connect

with the people on many different levels especially the five we will cover in this material.

Think on what Nehemiah did:

- | | |
|---|---|
| • He Challenged their national Pride | Motivated them to have ownership |
| • Enlarged their vision Spiritually | Mobilized them to action |
| • Identified God’s presence | Set the goal |
| • Encouraged their Participation | Divided the responsibility |

There is a Law of Connection: Where the teacher touches a heart before they ask for the hand.

3. PRODUCTION

Here people will follow you because of what you’ve DONE for the Body of Christ.

They like and trust what they have seen. At this level, they not only enjoy relationship with the teacher, but they enjoy the results they have produced. There is fruit in the church and fulfillment in the people who have participated in their teachings. People love to follow a teacher who gets results. They want to be part of a team that wins. This describes teachers at this level.

Biblical Example: DAVID

II Samuel 5:1-2 “Then all the tribes of Israel came to David at Hebron and spoke, saying, “Indeed we are your bone and your flesh. Also, in time past, when Saul was king over us, you were the one who led Israel out and brought them in; and the Lord said to you, ‘You shall shepherd My people Israel, and be ruler over Israel.” NKJV

David was called a man after God's own heart. He had passion for God that was first shown when he fought Goliath as a young teenager. As David matured, he gained respect as the nation saw his responses to Saul's repeated attempts to kill him. By the time David became king, he had progressed well beyond the first two levels of leadership. Remember, David led even before he had the title. David built strong relationships with key people. More than once he proved himself in battle. David learned the importance of team-building skills, he made decisions intuitively, and his vision energized the people. The results were great military victories. Each time David won he gained more influence and respect.

David followed these principles:

- **Good teachers offer clear vision that unites the people.**
- **Good teachers put God's agenda first and seek to please Him.**
- **Good teachers solve problems and produce results.**
- **Good teachers build teams who share responsibility and credit.**

The Law of Respect: People naturally follow a teacher stronger than themselves.

4. PEOPLE DEVELOPMENT

People follow you because of what you've done for THEM.

When a teacher reaches this next level of development they reach a new level of authority. They have personally impacted the lives of their team members. The teacher has poured their life into others. They have not only been a minister but mentor to others. They have developed the potential of key people. At this level, the teacher begins to reproduce himself.

Multiplication begins to occur.

Biblical Example: PAUL

ii Timothy 2:2 *“And the things that you have heard from me among many witnesses, commit these to faithful men who will be able to teach others also.”* NKJV

Paul had taught Timothy and considered him as, *“a true son in the faith”* (I Timothy 1:2). Timothy was feeling inadequate for the task of leading the church in Ephesus. Paul mentored him face to face as well as through letters to encourage him as an emerging Apostle. Titus was another potential minister in whom Paul saw potential. Paul gave him tough church assignments to build him. Priscilla and Aquila were also mentored by Paul as they established a church in Asia. There were others: Luke, Silas, Onesimus and Philemon. Paul multiplied the church because he led leaders, not merely followers. Paul operated at level four with many people.

But it didn't stop there. Paul exhorted his young disciples to be leaders who multiplied.

Paul had a strategy to promote growth:

1. Attract and select sharp potential teachers.
2. Mentor and develop them as emerging teachers.
3. Give them assignment to prove their potential.
4. Release them to serve and reproduce other teachers.

The Law of Explosive Growth: to add growth, lead followers; to multiply, lead teachers.

5. PERSONHOOD

People will follow you because of **WHO YOU ARE** or what you represent.

Teachers at this level have spent years growing people and churches.

I Samuel 3:19-20 *“So Samuel grew, and the Lord was with him and let none of his words fall to the ground. And all Israel from Dan to Beersheba knew that Samuel had been established as a prophet of the Lord.”* NKJV

While a young child, Samuel learned to recognize the voice of the Lord. Samuel's first prophecy was against Eli and his family. He had the courage to speak the truth in love. This was the first of many times God would use Samuel to speak a hard truth while leading God's people. Samuel identified with the people of Israel and they respected his walk with God. The people listened to his counsel, whether it was for strategy to use against their enemies or direction for the future. He gained so much influence within the nation, and he had the authority to depose Saul as king and anoint David as his replacement. Samuel manifested the heart of a servant leader. The impact of Samuel's life was so great that when he died, all Israel gathered to mourn his loss (I Samuel 25:1).

In his final step on the ladder to leadership, Samuel manifested these qualities:

- 1. A faithful servant of the Lord**
- 2. An example of a life lived with integrity**
- 3. A consistent producer of leaders over the years**

Moses' Steps to Leadership

Moses'/teacher's journey is summarized in Hebrews 11:24-29. His life of teaching encompassed all five levels.

1. POSITION

As you know, Moses grew up in Pharaoh's house as a prince of Egypt (Exodus 2:10). Moses had the best education, knew the "who's who" of Egypt, and basically had access to all that the world had to offer.

2. PERMISSION

Moses felt compelled to help his fellow Hebrews long before God met him in the burning bush. Although he grew up in the Egyptian culture, he identified with his true heritage.

MOSES:

Hebrews 11:25 *“Choosing rather to suffer affliction with the people of God than to enjoy the pleasures of sin for a season.”* NKJV

3. PRODUCTION

The faithfulness in Moses’ life of faith swung from one extreme to another. In Exodus 3-4 Moses gave God multiple excuses, *“I am slow of speech . . . please send someone else.”* In Exodus 7-11 he freed Israel from bondage in Egypt, with each plague, the people saw God’s hand of deliverance, and they became willing to follow Moses anywhere.

4. PEOPLE DEVELOPMENT

Moses delegated authority and equipped seventy elders, following the advice of Jethro his father-in-law (Exodus 18). His time spent with Joshua gave him a successor and a mentor who would lead the people into the Promise Land (Numbers 27:20-23).

5. PERSONHOOD

Moses was an undisputed teacher/leader when it came to endurance. No other teacher/leader in Scripture endured the wilderness with two million people. With all their winning and complaining, Moses repeatedly interceded for them. Often Moses reminded God that in spite of their disobedience, they were His chosen people (Exodus 32:1-35).

Deuteronomy 34:8a *“And the children of Israel wept for Moses in the plains of Moab thirty days”* KJV

Climbing the Steps of Leadership/Teacher

The following truths will enable you to interpret the “Five Levels of Leadership/Teacher.”

- The higher you go, **THE LONGER IT TAKES.**
- The higher you go, **THE HIGHER YOUR LEVEL OF COMMITMENT.**
- The higher you go, **THE EASIER IT IS TO TEACH.**

- **The higher you go, THE GREATER THE GROWTH.**
- **You never leave the BASE LEVEL, or the level below where you are.**
- **As a teacher, you won't be on the same LEVEL with all of the people.**
- **You must work to carry other LEADER/TEACHERS with you up the steps.**

How Do We Climb the Teachers Steps?

- ❖ **Consistently ask God to BUILD you into a more EFFECTIVE teacher.**
- ❖ **Develop confidence in your PEOPLE SKILLS.**
- ❖ **See every relationship you have as a chance to DEVELOP that person.**
- ❖ **Walk slowly through the CROWDS.**
- ❖ **Constantly keep a list of potential LEADER/TEACHERS in whom you can invest.**
- ❖ **Prioritize discipleship; find systematic ways (catechism) to TRAIN people.**
- ❖ **Select and MENTOR key leader/teachers.**
- ❖ **Live a model life that others would want to IMITATE.**
- ❖ **Recognize that PEOPLE are the most valuable asset.**

As you consider these principles, think about what level you are on with the people you lead.

What do you struggle with most in climbing the leadership steps? How can you begin to implement these steps?

LESSON EIGHT

“THE ART OF THE BASIN AND THE TOWEL”

Developing the Qualities of a Servant Leader/Teacher

The issue of servant-leadership is the single greatest contrast between spiritual and secular leadership. In His three-and-half year ministry, Jesus consistently taught His disciples that leadership means servanthood—as opposed to the “top down” attitude the Gentiles demonstrated during that time (Matthew 20:25).

Henri Nouwen, in his book *In the Name of Jesus*, mentions three very real, yet subtle, temptations that any servant of Christ faces. They correlate with the temptations the Lord faced before He began His earthly ministry (Matthew 4).

First Temptation: TO BE SELF-SUFFICIENT (SELF-RELIANT)

The devil said to Jesus, “If you are the son of God, turn these stone into bread,” implying, He should take charge. He should be self-reliant. This attitude is in opposition to everything we understand about the Kingdom. As teacher/leaders, one must foster a dependence on the Lord. Instead of being self-assured, we need to be open and vulnerable.

Second Temptation: TO BE SPECTACULAR (CELEBRITY MENTALITY)

Then Satan tempted Jesus to throw Himself down and let God provide Him with angels to protect Him, to put on a show. Paul says this type action is to be deliberately renounced, as Jesus renounced it. In Nouwen’s words, “Jesus refused to be a stunt man . . . He did not come to impress anyone.” The goal of a teacher/leader is not to become a celebrity or to maintain an image, but to obey God.

Third Temptation: TO BE POWERFUL

(IN CHARGE)

The final temptation of Jesus was to bow down and worship Satan. If Jesus would, the devil was going to give Him all the kingdoms of this world. This temptation was to give Jesus power now. Although Satan knew that eventually Jesus would inherit all of the kingdoms from His heavenly Father.

Paul said in:

II Corinthians 4:5 *“We do not preach ourselves but Christ Jesus as Lord, and ourselves as your bondservant for Jesus’ sake.”* NASB

Paul came to the Corinthians in weakness, not in strength, that their faith should not rest in the power of men but in the power of God. To lead is appropriate and much needed. However, to push, manipulate and control is never right. Keep in mind, God is sufficient! Teacher/leaders must always remember to make sure the listener knows that God is their source.

Horizontal Thinking vs. Vertical Thinking

As a rule Jesus always guided His disciples away from “horizontal thinking” and guided them toward “vertical thinking.” Too often, they started looking at each other, comparing what they had done with what others had done. Much of the time they were worried if they were receiving enough credit or getting enough prestige. As a teacher/leader don’t worry about credit/prestige.

Example the Lord’s Supper:

Luke 22:24-26 *“Within minutes they were bickering over who of them would end up the greatest. But Jesus intervened: “Kings like to throw their weight around and people in authority like to give themselves fancy titles. It’s not going to be that way with you. Let the senior among you become like the junior; let the leader act the part of the servant.”* MSG

Practicing the Art of the Basin and Towel

John 13:1-20

In John 13, Jesus demonstrated servant leadership in a most vivid fashion: He washed the disciples’ feet.

Christ-like Servant Leaders . . . (Teacher/leaders must imitate Him)

1. Are motivated by LOVE to serve others.

John 13:1 *“Just before the Passover Feast, Jesus knew that the time had come to leave this world to go to the Father. Having loved his dear companions, he continued to love them right to the end.”* MSG

Jesus’ Love Was:

- **POSSESSIVE** (He loved His own)
- **CONTINUOUS** (He continued to love them to the end)
- **UNCONDITIONAL** (He even washed Judas’s feet)
- **UNSELFISH** (He was serving in His most difficult hour)

Dr Martin Luther King Jr. said, “Everybody can be great . . . because everybody can serve. You don’t have to have a college degree to serve. You don’t have to make your subject and verb agree to serve. You only need a heart full of grace, a soul generated by love.”

Does love from God motivate you to teach/lead? What is your primary motivation?

2. Possess a SECURITY that allows them to minister to others.

John 13:3 *Jesus knew that the Father had put him in complete charge of everything, that he came from God and was on his way back to God.”* MSG

The Lord Jesus Christ knew:

- **His POSITION** and was willing not to **FLAUNT** it.
- **His CALLING** and was willing to be **FAITHFUL** to it.
- **His FUTURE** and was willing to **SUBMIT** to it.

As a teacher/leader you must be willing to accept your POSITION and receive your CALLING and WALK into your future.

The Lord demonstrated that He could serve others because He knew who He was apart from titles. He was conscious of folks, not positions. He was there to give, not receive.

- ❖ **Security is the prerequisite to great undertakings. Only the secure will STRETCH.**
- ❖ **Security is the prerequisite to small undertakings. Only the secure will STOOP.**

Are you as a teacher secure enough to serve people without regard to your position?

3. INITIATE servant ministry to others

John 13:4-5 “So He got up from the supper table, set aside his robe, and put on an apron. Then he poured water into a basin and began to wash the feet of the disciples, drying them with his apron.” MSG

At these events there always was a servant appointed to serve by washing the feet of the guest, but that night they had forgotten to schedule one, and Jesus volunteered for the job! We see that Jesus initiated servant-leadership because no one else would. The day after, Pontius Pilate would use a basin of water to avoid responsibility. However, on this night Jesus picked up the basin of water and accepted responsibility. He didn't wait for a “foot washing” rally to begin.

Do you as a teacher/leader initiate acts of service to those under you?

Look at Jesus' Attitude:

- **He had nothing to PROVE. (Jesus didn't have to play games, project His self worth, or prove Himself to anyone).**
- **He had nothing to LOSE. (Jesus didn't have to guard His reputation or fear He'd lose popularity. He took risk).**

- He had nothing to HIDE. (Jesus didn't keep up a façade or image for anyone. He was vulnerable, transparent).

4. RECEIVE servant ministry from others.

John 13:6-8 *“When He got to Simon Peter, Peter said, “Master, you wash my feet?” Jesus answered, “You don’t understand now what I’m doing, but will be clear enough to you later.” Peter persisted, “You’re not going to wash my feet ever!”* MSG

Peter was still position-conscious at this time. This is why he couldn't receive from Jesus. Real servants can receive ministry as well as give it, because they understand God's grace is what improves all service. They never wish to stand in the way of grace-giving.

Do you have too much pride to receive servant ministry for others?

5. Want nothing to interfere with their RELATIONSHIP with Jesus.

John 13:8b-9 *“Jesus said, “If I don’t wash you, you can’t be part of what I’m doing.” “Master,” said Peter. “Not only my feet, then. Wash my hands! Wash my head!”* MSG

Peter is a man that moves from one extreme to another. Why? He hungered to make the connection with Jesus. After he realized it was fine for Jesus to wash him, he wanted a complete bath! Peter did everything with a reckless exuberance. Love for God and for people is behind a servant-teacher/leader's heart. They respond quickly to God's connection in their lives.

Do you have a hunger for intimacy with God so much that you will try anything to get it?

6. Teach servanthood by their EXAMPLE.

John 13:12-15 *“After he had finished washing their feet, he took his robe, put it back on, and went back to his place at the table. You address me as ‘Teacher’ and ‘Master,’ and rightly so. That is what I am. So if I, the Master and Teacher, washed your feet, you must now wash each other’s feet. I’ve laid down a pattern for you.”* MSG

MOTIVATIONAL PRINCIPLE: PEOPLE DO WHAT PEOPLE SEE.

- **Servant teachers don't gain rights as they reach the top they surrender them. Teachers are to give more than receive.**
- **There is a saying everyone wants to be thought of as a SERVANT, but no one wants to act as on.**
- **As a Christian we are free in Christ; as teacher/leaders you must give up your freedom for the sake of others.**

I Corinthians 9:19-22 “¹⁹For though I am free from all men, I have made myself a servant to all, that I might win the more; ²⁰and to the Jews I became as a Jew, that I might win Jews; to those who are under the law, as under the law, that I might win those who are under the law; ²¹to those who are without law, as without law (not being without law toward God, but under law toward Christ), that I might win those who are without law; ²²to the weak I became as weak, that I might win the weak. I have become all things to all men, that I might by all means save some.” NKJV

Are you surrendering your rights as a teacher/leader for the sake of others?

7. Live a BLESSED life.

John 13:15b-17 “What I've done, you do, I'm only pointing out the obvious. A servant is not ranked above his master; an employee doesn't give orders to the employer. If you understand what I'm telling you, act like it—and live a blessed life.” MSG

Dr. Albert Schweitzer said, “I don't know what your destiny will be, but one thing I know the only one among you who will be really happy are those who will have sought and found out how to serve.”

How Does One Live a Blessed Life?

Jesus saw His ministry drawing a large crowd and climbed a hillside. All of His disciples and those committed to Him climbed with Him. Coming to a quiet place, He sat down and began to teach His climbing comrades.

This is what he said:

Matthew 5:3-10 *“You’re blessed when you’re at the end of your rope. With less of you there is more of God and his rule.*

You’re blessed when you feel you’ve lost what is most dear to you. Only then can you be embraced by the One most dear to you.

You’re blessed when you’re content with just who you are—no more, no less. That’s the moment you find yourself proud owners of everything that can’t be bought.

You’re blessed when you’ve worked up a good appetite for God. He’s food and drink in the best meal you’ll ever eat.

You’re blessed when you care. At the moment of being “care-full,” you find yourselves cared for.





You’re blessed when you get your inside world—your mind and heart—put right. Then you can see God in the outside world.

You’re blessed when you can show people how to cooperate instead of compete or fight. That’s when you discover who you really are, and your place in God’s family.

You’re blessed when your commitment to God provokes persecution. The persecution drives you even deeper into God’s kingdom.” MSG

The Beatitudes are the principle of God’s Kingdom and the things an Apostolic Teacher should be teaching those under their tutorage.

The Beatitudes in the Form of Personal Disciples:

-  **Intentionally admit your need for God (Matthew 5:3).**
-  **Be a person of brokenness before the Lord (Matthew 5:4).**
-  **Give up your quest for personal rights (Matthew 5:5).**
-  **Maintain a hunger and thirst for God (Matthew 5:6).**

✚ Practice an identity with people in need (Matthew 5:7).

✚ Maintain a pure heart (Matthew 5:8)

✚ Cultivate peace in all relationships (Matthew 5:9).

✚ Take a positive view of criticism (Matthew 5:10).

Think of the blessing you enjoy because of your decision to be a servant teacher/leader!

8. Live their lives in OPPOSITE the philosophy of the world.

John 13:18 “I’m not including all of you in this. I know precisely whom I’ve selected, so as not to interfere with the fulfillment of this Scripture: The one who ate bread at my table turned his heel against me.” MSG

Philippians 2:3-4 “Don’t push your way to the front; don’t sweet-talk your way to the top. Put yourself aside, and help others get ahead. Don’t be obsessed with getting your own advantage. Forget yourselves long enough to lend a helping hand.” MSG

Biblical Paradoxes

If I want:	I Must:	Scriptures
Save my life	lose my life	Luke 9:24-25
Be lifted up	humble myself	James 4:10
Be the greatest	be a servant	Matthew 20:26-28
Be first	be last	Matthew 19:30
Rule	serve	Luke 22:26-27
Live	put to death the flesh	Romans 8:13
Be strong	be weak	II Corinthians 11:30
Inherit the Kingdom	be poor in spirit	Matthew 5:3
Reproduce	die	John 12:24

There are Seven Avenues to Power:

- ✓ **Force (People have a choice).**
- ✓ **Intimidation (People are pushed).**
- ✓ **Manipulation (People are coerced).**
- ✓ **Exchange (People trade for something).**
- ✓ **Persuasion (People are convinced).**
- ✓ **Motivation (People act willingly).**
- ✓ **Honor (People are honored by their teacher and respond accordingly).**

How are Jesus' teaching/leadership style different from Christian teacher/leaders today?

LESSON NINE

“THE LIFE YOU WERE MEANT TO LIVE”

Discovering Your God-given Ministry in Life

Philippians 3:13-14 *“Brethren, I do not regard myself as having laid hold of [the prize] yet; but one thing I do: forgetting what lies behind and reaching forward to what lies ahead, I press on toward the goal for the prize of the upward call of God in Christ Jesus.”* NASB

Is it really possible for teachers to live their life on purpose? Is ministry only about reacting to needs around us, or is it about something more? Can we play offense and not just defense with our lives? Does God have a special ministry for each of us to fulfill? The answer to each of these questions is a resounding yes, and in this lesson, you will receive the tools to live the life you were meant to live.

There are Five Biblical Foundations: A Teacher must teach them.

1. Each one has been given a **PURPOSE** for our lives.
2. All are **FULFILLED** when we are fulfilling our purpose.
3. Not all **UNCOVER** their God-given purpose.
4. God **BUILDS** our purpose from our personal inward design.
5. We will be **JUDGED** on our obedience to our God-given calling in life.

Romans 11:29 *“For the gifts and the calling of God are irrevocable.”* NASB

Ephesians 4:1 *Walk in a manner worthy of the calling with which you have been called.”* NASB

This is How God Called Leaders in Scripture:

There are at least four ways that God revealed someone’s purpose in life. A calling unfolded just like it does for ordinary people like us today.

- 1. THUNDERBOLT:** (Example: The Apostle Paul) God reveals your purpose in a moment or an event, and it becomes instantly clear.
- 2. WALKING THROUGH OPEN DOORS:** (Example Esther) God reveals your purpose over many years, step by step, as you capitalize on opportunities.
- 3. THE CALL FROM BIRTH:** (Example Jeremiah) God reveals your purpose early in life; you always remember being called.
- 4. GROWING AWARENESS:** (Example Joseph) God reveals your purpose in a general sense. As you move toward it, He provides the details.

Following in the Footsteps of Jesus’:

Jesus was very aware of His calling in life. He was given a purpose. We also, have been given a purpose. Jesus at the end of His life prayed this prayer:

John 17:4 “*I glorified You on the earth, having accomplished the work which You have given Me to do.*” NASB

John 20:21b “. . . *As the Father has sent Me, I also send you.*” NASB

Understanding Your Ministry:

- NATURAL TALENTS:** What abilities do you naturally have?
- SPIRITUAL GIFTS:** What are your primary motivational gifts?
- INWARD DESIRES:** what do you really want to do?
- RESULTS and FRUIT:** What produces the most when you do it?
- AFFIRMATION and RECOGNITION:** What do friends affirm about you?
- PASSION and CONVICTIONS:** what are you compelled to pursue?

- **FULFILLMENT and SATISFACTION: What do you enjoy doing?**
- **CIRCUMSTANCES and OPPORTUNITY: What's in front of you now, as an opportunity?**

Uncover Your Life's Purpose:

Another step toward discovering your life's purpose is to align yourself with God's purposes. The purpose you have in life is not something you create but uncover. Your purpose is God-given and lives within every believer.

Here are some boundaries to make sure your purpose is God's idea, not merely your own.

The Purpose You Have Should:

- 1. Start with God's priorities.**

It starts with God's agenda, not yours: The Great Commandment and the Great Commission. Ask: "God, what are you doing in the world, and how can I join You?"

- 2. Revolve around your identity**

Then, your purpose should reflect your answers to the list above, "Understanding Your Purpose." It will be unique to your gifts, passion and desires.

- 3. Include others.**

You can't fulfill God's purpose in isolation. You must always include people, and it will involve serving others. You can't do it alone.

- 4. Be bigger than yourself.**

Filling your purpose will usually take a life-time to complete; it is God-sized. Richard Bach was asked how to know if our purpose is fulfilled. He stated, "If you're alive, it isn't."

- 5. Contain life-changing convictions.**

It is true only if you have something worth living for; do you have something worth dying for? One's purpose must be about something you would give your life for.

6. Have eternal value.

The fulfilling of your purpose should effect eternity in some way. Don't limit it to only moving things around on earth. Make it mean something for eternity.

As an Ascension-gift Teacher, take time to write Your Purpose Statement:

Here is a list for life planning. Take a day alone with God and respond to the ten items below. Use a separate sheet of paper and take your time. From this list, begin to write a statement of purpose for your life.

- **BURDENS**

What needs pull at your heart the most? What are the things that make you cry or make you angry or cause you to become passionate?

- **EVENTS**

What are the major events that have made up your life? Think about and list some significant people, events, books, mentors, and accomplishments that have shaped your life thus far.

- **THEMES**

What themes or issues keep coming up in your sermons, conversations or Bible studies-- your ministry? Are these subjects you speak of often?

- **TOOLS and RESOURCES**

What kind of resources do you possess that can help you complete your mission? These could be skills, possessions, or people to help you.

- **STYLE**

What is your style of teaching, your personality, and your spiritual gifts? What kind of influence do you use when you try to accomplish a task?

- **DREAMS**

What are some of your dreams or ideas that could be a God-given, clarified vision for the future? What do you want to do before you die?

- **MISSION**

Begin now to write out your purpose statement that answers the questions why am I here? And, why did God give me to the world? Write out the main mission for your life in one to three sentences.

- **VISION**

From your mission statement, describe in detail what you see as the ultimate results of your life, as if you could see your contribution from the other end of it. Start each vision with the words: “I see . . .”

- **CORE VALUES**

Take time now to list words that describe your deepest values. These should be principles that drive you. These values guide you in making decisions for your life and keep you on course. They should be simple, descriptive words. You should list no more than six.

GOALS and OBJECTIVES

Finally, list the areas in your life (spiritual, family, professional, social) that are important to your mission. List specific goals that will enable you to turn a lofty purpose statement into a practical “to do” list that you can begin to implement:

- ❖ **Lifetime Goals: What do you want to do over your lifetime?**
- ❖ **Five-Year Goals: What do you want to see happen in three to five years?**

- ❖ **One-Year Goals: What do you want to do in the next year?**
- ❖ **90-Day Goals: What will you do in the next three months?**
- ❖ **Next Steps: What steps will you take now in order to get started?**

As an Ascension-gift Teacher it is important for you to set goals for the future and follow through. Set yourself a plan by writing it down so you can refer to it from time to time to see how you are progressing. Many goals, plans, purposes, missions and visions are never fulfilled because they have never been written down and monitored.

Find a Christian teacher/leader you believe is living their life on purpose. Locate someone you believe has a mature statement of purpose for their life. Ask, “How did you arrive at your purpose?”

It is important to find someone committed to the purpose of the Lord to help bring proper perspective to your life. Different people you meet will help develop different core values into your life as a teacher.

LESSON TEN

“HOW TEACHERS PRAY”

Praying Effectively in Crucial Times

Prayer must be an important part in the life of a teacher ministering in the fivefold ascension-gift ministry. A teacher must be willing to constantly give themselves to the Word of God and prayer. They are required in order for a teacher to be effective ministering to the Body of Christ.

Luke 11:1 “Now it came to pass, as He was praying in a certain place, when He ceased, that one of His disciples said to Him, “Lord teach us to pray, as John also taught his disciples.” NKJV

Prayer is not a gift; it take time and commitment too learn to pray according to the will, purpose and destiny God has set for each of His people. A teacher must be committed to teaching others how to pray effectively and with total commitment to God without losing heart.

Luke 18:1 “Now He was telling them a parable to show that at all times they ought to pray and not to lose heart.” NASB

Crucial prayers come at crucial times. They help produce crucial decisions and results in crucial moments.

Many people around the world pray. They do so because they want God’s help in rough times. They almost never consider how to pray about what God has on His heart, especially in times of trouble. Teacher/leaders understand the crucial role of prayer and pray specifically at key times. Leaders don’t panic or simply react in fear. They will seek and find God in times of stress and settle issues in prayer that lead to an important breakthrough in their lives and leadership.

It’s easy to miss opportunities to pray a strategic prayer.

How Do Teacher/leaders Seize Pivotal Moments in Prayer?

God tells us in the Scriptures to *“pray without ceasing”* (I Thessalonians 5:17 NASB). Although, there are times when **WHAT** we pray and **HOW** we pray are more important because of **WHEN** we pray. The moment can introduce an opportunity for important change. Teacher/leaders notice and seize such times in a teacher’s life.

Observations on How Teachers Pray

1. Effective teacher/leaders learn to **THINK** like God thinks and pray those thoughts.

Jesus demonstrated this is a pivotal moment. John 12 reveals how Jesus confronted the final hours in His earthly life. He was being confronted with the painful, brutal cross. He was in anguish. Scriptures teach us his emotions were so intense that He sweats *“great drops of blood.”*

How did Jesus pray? Consider the crucial moment when He prayed:

John 12:27-28a *“Now My soul has become troubled; and what shall I say, “Father, save Me from this hour”? But for this purpose I came to this hour. Father glorify Your name.”* NASB

As a teacher, you must realize that Jesus contemplated what kind of prayer to pray. Teachers must be able to teach folks how to pray in different situations. Jesus could have prayed a survival prayer: *“Father, get Me out of this mess!”* A survival prayer would have been natural. It is probably what would have been prayed in the natural. Instead, Jesus adjusted His prayer to His Father’s ultimate purpose. There are times folks need to be taught how to adjust their prayers to the purpose of God in their lives. People need to be taught how to recognize the proper moment, for the proper prayer, for the proper decision, and to get the proper results.

2. Effective teacher/leaders pray for **RELATIONSHIP**, not just routine.

Crucial prayers move past clichés and unthinking phrases to meaningful exchanges with God. This implies we pray from the heart, not just the head. Teachers can’t be concerned with image but substance. It’s the kind of prayer experience one says they want but seldom practice. How often is our prayer lives reduced to meaningless,

routine words, or to time, or to be seen in public prayer? Most of the time we go through the motions, speaking a few meaningless phrases to make sure God is on our side before we head into our day. Prayer is a learned art, not a gift from God. Knowing how to pray will only come as we practice the art of prayer. Teachers must take the fore-front and become the Vanguard to teach the Body of Christ how to pray effectively.

3. Effective teacher/leaders learn crucial prayer as they MATURE spiritually.

As we learn to pray, over time, crucial praying increases as we MATURE spiritually. Teachers often get caught up in fulfilling their agenda. Mature teachers trade their plans for God's. Teachers will move from simple praying what THEY want to praying with God's greater vision in mind.

This was illustrated in the life of Jesus in the Garden. He resolved His will to the will of the Father.

Luke 22:42 saying, "Father, if it is Your will, take this cup away from Me; nevertheless not My will, but Yours, be done." NKJV

Learning to pray this way isn't a cop-out. It doesn't mean we stop trusting God to do miracles and leave it to fate. This means trust is being shown to Him and His purposes regardless of our understanding.

4. Effective teacher/leaders recognize CRITICAL moments and pray strategically.

Teachers understand special moments in their lives and pray wisely in those times. Teachers see beyond their personal needs to the purposes of God. Understand, there is nothing with making your personal needs known to God for current circumstances. However, as you pray, forgetting the ULTIMATE, we become slaves to the present.

THERE ARE THREE LEVELS OF PRAYER

- **“LOGISTICAL”—Maintenance in times of war**
THIS FOCUS IS ON THE NEEDS OF OTHERS
- **“TACTICAL”—Administering in times of war**
THIS FOCUS IS ON OUR PERSONAL NEEDS
- **“STRATEGIC”—Conducting the war**
THIS FOCUS IS ON GOD’S ULTIMATE GOAL

Although these terms describe three levels of military operations, they also describe three levels of prayer. In prayer, there is need of logic, tact, and strategy.

Second Kings 3:5-18 relates the story of the army of Israel right before they confronted the Moabites in battle. This is another illustration of God’s people missing a crucial time because they were caught up in themselves. Israel and two other allies took their armies through the wilderness to confront the Moabite army. A week passed and they faced a crisis—they ran out of water.

They made the decision to go to the prophet Elisha to seek God’s assistance. They begged for water. As the prophet sought the Lord, He responded through Elisha and said in essence, *“I will give you water, but this is a small thing for Me. I will also give the Moabites into your hands!”*

Sound familiar? In this crucial time Israel asked the wrong thing. They were looking at the small picture. They were seeking an answer to their immediate needs. They prayed a logistical prayer. Israel prayed for water, not the war! Pivotal praying means we understand crucial times and how the future depends on them.

5. Effective teacher/leaders learn to pray UNSELFISHLY.

We realize most people pray, but they pray selfishly. In 1993, a survey was conducted among two thousand church attendees asking questions about their prayer lives. If the answers they gave are any indication of the general church population, it is evident there is room to grow.

Seeing the top three prayer subjects of those surveyed were meals, personal and family safety and personal blessings. They say the average person spends less than seven minutes a day in prayer.

I don't believe this is evil, only that it is limiting potential. God desires to do much more through our prayer (Ephesians 3:20). God can do much more than we can imagine or think, so don't limit Him in your prayer life. Teachers must learn to get on the same page as God. According to your present condition today, how would you do if you faced a trying time?

6. Effective teacher/leaders don't pursue eloquence but simply CONNECT with God.

Crucial prayer has more to do with the attitude of heart when praying than the words chosen. Those that pray must learn to align their heart with God's heart to complete His purposes in any circumstances. This could be the difference in connecting or not connecting with God. Take time to read the story in (Luke 18:10-14) about the publican and Pharisee; one connected with God; the other did not, even though his prayer was beautiful.

7. Effective teacher/leaders learn to pray from MISSION not maintenance.

This probably is the main reason teacher/leaders need to understand pivotal praying. In this type praying, one must stay focused on the mission even in crisis. We should stay in close relationship with God when it would be easier to pray out of familiar routines. We should be playing offense, not merely defense in prayer time.

For one moment think with me about Jesus in the Garden of Gethsemane. If there ever was a time He was tempted to change into (a state of idleness and pray... and pray a LOGISTICAL prayer, this was the moment. Not far away from torture and death, Jesus considered the temptation: *"My Father, if it is possible, may this cup pass from Me."* I think this would be a normal reaction in this situation. Although, He then added a STRATEGIC phrase: *"yet not as I will, but as You will"* (Matthew 26:39 NASB). This was a crucial time. Jesus stayed with the MISSION in His prayer.

Teachers must begin to teach others about prayer and how to pray. It is mandatory that God's people become the "*House of prayer*" today.

"ROAR OUT OF ZION"

Amos 1:2

This roar out of Zion is that great collective voice of united prayer, praise, purpose, and faith that collectively is much like the sound of many waters.

(Ezekiel 43:1-6; Revelation 1:15; 14:2)

**"The restored apostolic church will usher in the last great move of God. This move will come out of this great roar of Zion. The roar of Zion is the forerunner to the most astonishing manifestation of the Holy Ghost since the book of Acts. This will be the gateway to a great awakening toward God and this will surpass anything we have seen in church history."
*Jonas Clark, "Governing Churches & Antioch Apostles," p. 15***

You would ask what this great roar out of Zion is. The roar out of Zion is that great collective voice of unity in:

- **Prayer**
- **Praise**
- **Purpose**
- **Faith**

This collective voice will be like the sound of many waters. This will be the working together of the five ministry gifts.

Ephesians 4:11 "*And He Himself gave some to be apostles, some prophets, some evangelists, and some pastors and teachers.*"

Scriptures declares that we need to prepare for a mighty roar.

Joel 3:16 "*The LORD also will roar from Zion, And utter His voice from Jerusalem; The heavens and earth will shake; But the LORD will be a shelter for His people, And the strength of the children of Israel.*"

APOSTOLIC CHURCHES MUST DEVELOP FERVENT, EVEN MILITANT SOUNDING PRAYER LIVES BECAUSE THEY BELIEVE THAT FERVENT PRAYER RELEASES MUCH OF THE POWER OF GOD.

One of the greatest evidences of the restoration of the apostolic reforming church is the sound of prayer and praise when we enter their presence.

“SOUND OF APOSTOLIC PRAYER”

You can always tell that there is a difference about an apostolic reforming church when you hear the sound of their prayer. What is it?

They lift up their voices not only in volume, but also in the fervor of apostolic and spiritual authority.

STRONG PRAYER AND PRAISE IS AN INDICATION OF THE PRESENCE OF APOSTOLIC STRENGTH AND AUTHORITY.

- 1. What we are beginning to hear today is strength in prayer and praise.**
- 2. This spiritual climate results in a spiritual liberty that the Spirit of God loves to flow in.**
- 3. There is a militant aggression that is a high level in effectiveness.**

The Scripture declares:

James 5:16 “Confess your trespasses to one another, and pray for one another, that you may be healed. The effective, fervent prayer of a righteous man avails much.”

The Scripture says God will present to Himself a glorious church.

Ephesians 5:27 “That He might present her to Himself a glorious church, not having spot or wrinkle or any such thing, but that she should be holy and without blemish.”

- Let me ask, “Can there be a glorious church without prayer?”**

- “Can there be a glorious church without prayer, praise, and liberty?”

PRAYER, PRAISE, & LIBERTY

The foundational sound missing in the church today that will be heard is this great roar out of Zion which is the spirit of prayer, praise, and liberty.

This will be the main thrust of the apostolic church that will eventually free God’s people and release them into ministry.

Prayer is the main thing that Jesus said would identify his house.

Matthew 21:13 “*And He said to them, “It is written, ‘My house shall be called a house of prayer,’ but you have made it a ‘den of thieves.’ ”*”

Charles Finney speaking about prayer said, “*The Spirit in the hearts of saints is preeminently a spirit of prayer, and of course to restrain prayer always quenches the Spirit.*”

Why is this type prayer missing?

1. It is because one must hunger and thirst after it.
2. Strong apostolic prayer won’t come to us; we must go after it.

Jeremiah 29:12-13 “*Then you will call upon Me and go and pray to Me, and I will listen to you. ¹³And you will seek Me and find Me, when you search for Me with all your heart.*”

A Christian liberty must be fought for with diligent fervor.

Galatians 5:1 “*Stand fast therefore in the liberty by which Christ has made us free, and do not be entangled again with a yoke of bondage.*”

It is the spirit of prayer that will bring the new reforming songs that have been prophesied. These songs:

❖ Will have a different sound

- ❖ **Are filled with life**
- ❖ **Carry the presence of God**
- ❖ **Prepare the way for greater spiritual capacity**

We are entering into a different realm, and from these songs will come a higher level of apostolic anointing into the saints. This will bring a roar out of Zion that will sweep the whole earth with the glory of God. This spirit of prayer and praise will equip, release, and manifest the sons of God.

LESSON ELEVEN

ARE WE READY TO DISCOVER THE NEW APOSTOLIC ANOINTING?

“DISCOVER YOUR SPIRITUAL GIFTS”

Identifying Your Primary Gift and Role in the Body of Christ

1 Peter 4:10 *“As each one has received a special gift, employ it in serving one another as good stewards of the manifold grace of God.” NASB*

One of the most important discoveries you will make as a Christian teacher is the discovery of the gifts that God has put within you as a believer.

The gifts given by God are spiritual abilities and are given to every saint. The gifts are to be discovered, developed, and distributed for the edification of others. This lesson will focus on these gifts of God.

The foundational truth of God’s Word that He has placed within every believer is a primary gift. This gift will play a primary role in how one approaches his leadership role. Prior to examining the details of the Scripture, let’s establish a foundation for spiritual gifts.

- A Foundation for Spiritual Gifts: The New Testament list a wide VARIETY of spiritual gifts.

Romans 12:3-8 *“For I say, through the grace given to me, to everyone who is among you, not to think of himself more highly than he ought to think, but to think soberly, as God has dealt to each one a measure of faith. ⁴For as we have many members in one body, but all the members do not have the same function, ⁵so we, being many, are one body in Christ, and individually members of one another. ⁶Having then gifts differing according to the grace that is given to us, let us use them: if prophecy, let us prophesy in proportion to our faith; ⁷or ministry, let us use it in our ministering; he who teaches, in teaching; ⁸he who exhorts, in exhortation; he who gives, with liberality; he who leads, with diligence; he who shows mercy, with cheerfulness.” NKJV*

I Corinthians 12:4-12 *“There are diversities of gifts, but the same Spirit. ⁵There are differences of ministries, but the same Lord. ⁶And there are diversities of activities, but it is the same God who works all in all. ⁷But the manifestation of*

the Spirit is given to each one for the profit of all: ⁸for to one is given the word of wisdom through the Spirit, to another the word of knowledge through the same Spirit, ⁹to another faith by the same Spirit, to another gifts of healings by the same Spirit, ¹⁰to another the working of miracles, to another prophecy, to another discerning of spirits, to another different kinds of tongues, to another the interpretation of tongues. ¹¹But one and the same Spirit works all these things, distributing to each one individually as He wills. ¹²For as the body is one and has many members, but all the members of that one body, being many, are one body, so also is Christ. ¹³For by one Spirit we were all baptized into one body—whether Jews or Greeks, whether slaves or free—and have all been made to drink into one Spirit.” NKJV

Ephesians 4:11-12 “And He Himself gave some to be apostles, some prophets, some evangelists, and some pastors and teachers, ¹²for the equipping of the saints for the work of ministry, for the edifying of the body of Christ.” NKJV

I Peter 4:10-11 “As each one has received a gift, minister it to one another, as good stewards of the manifold grace of God. ¹¹If anyone speaks, let him speak as the oracles of God. If anyone ministers, let him do it as with the ability which God supplies, that in all things God may be glorified through Jesus Christ, to whom belong the glory and the dominion forever and ever. Amen.” NKJV

- Each Christian has a PRIMARY GIFT on which he should focus his time.

Romans 12:6-8 “Having then gifts differing according to the grace that is given to us, let us use them: if prophecy, let us prophesy in proportion to our faith; ⁷or ministry, let us use it in our ministering; he who teaches, in teaching; ⁸he who exhorts, in exhortation; he who gives, with liberality; he who leads, with diligence; he who shows mercy, with cheerfulness.” NKJV

- The Holy Spirit wants to supernaturally reveal JESUS through these gifts.

Saint John 16:13-15 “However, when He, the Spirit of truth, has come, He will guide you into all truth; for He will not speak on His own authority, but whatever He hears He will speak; and He will tell you things to come. ¹⁴“He will glorify Me, for He will take of what is Mine and declare it to you. ¹⁵“All things

that the Father has are Mine. Therefore I said that He will take of Mine and declare it to you.” NKJV

The Body of Christ is to operate in a supernatural realm. This is a realm that most of times is beyond the natural understand of the finite mind of man.

- Like muscles in our natural bodies, gifts can be present but UNDEVELOPED.

I Corinthians 12:12-16 *“For as the body is one and has many members, but all the members of that one body, being many, are one body, so also is Christ. ¹³For by one Spirit we were all baptized into one body—whether Jews or Greeks, whether slaves or free—and have all been made to drink into one Spirit. ¹⁴For in fact the body is not one member but many. ¹⁵If the foot should say, “Because I am not a hand, I am not of the body,” is it therefore not of the body? ¹⁶And if the ear should say, “Because I am not an eye, I am not of the body,” is it therefore not of the body?” NKJV*

- Every one of the gifts is important and has a FUNCTION. Each works like a position on a team or a muscle in the body.

I Corinthians 12:18-25 *“But now God has set the members, each one of them, in the body just as He pleased. ¹⁹And if they were all one member, where would the body be? ²⁰But now indeed there are many members, yet one body. ²¹And the eye cannot say to the hand, “I have no need of you”; nor again the head to the feet, “I have no need of you.” ²²No, much rather, those members of the body which seem to be weaker are necessary. ²³And those members of the body which we think to be less honorable, on these we bestow greater honor; and our unpresentable parts have greater modesty, ²⁴but our presentable parts have no need. But God composed the body, having given greater honor to that part which lacks it, ²⁵that there should be no schism in the body, but that the members should have the same care for one another.” NKJV*

- The primary PURPOSE of God is to advance His kingdom.

Ephesians 4:11-16 *“And He Himself gave some to be apostles, some prophets, some evangelists, and some pastors and teachers, ¹²for the equipping of the saints for the work of ministry, for the edifying of the body of Christ, ¹³till we all come to the unity of the faith and of the knowledge of the Son of God, to a*

perfect man, to the measure of the stature of the fullness of Christ; ¹⁴that we should no longer be children, tossed to and fro and carried about with every wind of doctrine, by the trickery of men, in the cunning craftiness of deceitful plotting, ¹⁵but, speaking the truth in love, may grow up in all things into Him who is the head—Christ—¹⁶from whom the whole body, joined and knit together by what every joint supplies, according to the effective working by which every part does its share, causes growth of the body for the edifying of itself in love.”
NKJV

These are areas the ASCENSION-GIFT-TEACHER should be teaching in the Church. This has been a neglected area in most churches within the continental United States. We are in the time when God has given us to correct this neglected MINISTRY within the Body of Christ. Teachers, arise to the challenge set before you and begin to bring stability, grounding, and maturity to the members of God’s body.

Whom you study after will determine the number of gifts one thinks are in the Church. C. Peter Wagner counts 32 such gifts in the Bible. However, for this study, we will only consider those referred to as gifts in the New Testament (Romans 12; I Corinthians 12; Ephesians 4).

In Romans 12 they are referred to by some as the MOTIVATIONAL gifts.

- **Prophecy: declaring God’s truth concerning present and future direction.**
- **Gift of Service: Ministering to others by meeting whatever needs they have.**
- **Gift of Teaching: Equipping the Church to know and obey God.**
- **Gift of Exhortation: Sharing words of encouragement; challenging others to act (some refer to this as Sunday school Teachers, etc.).**
- **Gift of Giving: Generously sharing resources so that God’s work can advance.**

- **Gift of Leadership:** Providing vision, direction and empowerment to others.
- **Gift of Mercy:** Demonstrating God's grace to those who struggle or suffer.

Most leaders have a cluster of spiritual gifts; I believe each leader has one main gift that brings the most value to the Church. The cluster of gifts can be referred to as a gift-set. However, the primary gift becomes the axis of the wheel around which the other gifts rotate.

For example, one leader might have the gift of teaching. Also, she might possess the gift of administration and the gift of helps (I Corinthians 12:28). These gifts will determine the way the minister does her teaching, but the teaching will likely be the primary gift in her life. This means, regardless of the ministry position they may possess in the future, somewhere in their work will be the act of teaching. The idea is to discover one's primary gift.

In I Corinthians 12, they are referred to as **SPIRITUAL** gifts.

- ❖ **The Word of Wisdom:** This is only a portion of the Wisdom of God and is given to meet the immediate situation and works with the Word of Knowledge.
- ❖ **The Word of Knowledge:** This is the gift that aids us in the use of the Word of Wisdom properly.
- ❖ **Faith:** This is the ability given by God to believe beyond the natural into the supernatural.
- ❖ **Gifts of Healings:** These are the gifts God gave to bring healing in every need of a Christian's life spirit, soul and body.
- ❖ **Working of Miracles:** This gift goes beyond the natural into the supernatural realms.
- ❖ **Prophecy:** Here the word is used in the Greek to refer to the office of the prophet (Strong's 4394). In other places, it means that which is prophesied.

- ❖ **Discerning of spirits:** This gift is given to distinguish between the invisible, immaterial, and powerful.
- ❖ **Different kind of Tongues:** This is a foreign or strange language one has not learned.
- ❖ **The interpretation of Tongues:** This is a translation of the strange, foreign and unknown into a known language.

These are just simple definitions of the gifts, and you should get a concordance to help with more understanding of these gifts.

In Ephesians 4, these gifts are referred to as gifts from Christ after His resurrection. We refer to them as ascension-gifts.

- **Apostles:** This ministry is given to aid the Church in establishing the foundation laid in New Testament teachings (they govern).
- **Prophets:** This ministry is to be used in establishing the foundation laid by the teachings of the New Testament (they guide). This ministry is given to give guidance to the Church. God does nothing unless He first talks to His servants the prophets.
- **Evangelists:** This ministry is used to gather the lost and instruct others in the Church how to evangelize the lost (they gather).
- **Pastors:** This ministry has the function of giving care to the Body of Christ (they guard).
- **Teachers:** This ministry is given to establish the saints in the things of God through systematic (catechism) teaching of the ways of God (they ground).

All five of these ascension-gift ministries are given to bring the Church to maturity and to help each one find his place in the Church and to operate in that ministry to create growth and stability.

It is easy to become confused about spiritual gifts. There are counterfeits that appear to be gifts, but they are not. Be careful and don't confuse gifts with:

NATURAL TALENTS

Most everyone possesses natural talents as well as spiritual gifts. Natural talents are given to us at our first birth. Spiritual gifts are given to us at our second birth, our spiritual birth. Unbelievers have natural talents, but they don't have spiritual gifts. Each are gifts given by God, but the only purpose for spiritual gifts is not to make money or entertain people but to advance God's rule and reign on earth.

FRUIT OF THE SPIRIT

There is a difference between the fruit of the Spirit and the gifts of the Spirit.

- 1. God determines what gifts we possess.**
- 2. We determine what fruit we will bear based on obedience and faithfulness.**
- 3. We will be judged by the fruit we bear, not the volume of our gifts.**
- 4. Gifts are temporal, but fruit is eternal.**
- 5. Don't compare or judge others' gifts; that are up to God.**
- 6. We should focus on bearing fruit and glorifying our Father in heaven.**

CHRISTIAN ROLES

- 1. Every believer has a primary gift, and are is called to fulfill the roles of evangelism, prayer, and giving.**
- 2. Some Christians may not do more evangelism than others because they are gifted in that area, but all of us are called to witness.**

3. One cannot say: “I cannot do that, it is not my gift.” We must all give and pray for others, even when we don’t have the gifts of giving and praying.

COUNTERFEIT GIFTS

Stay alert; our enemies are working, and they will counterfeit God’s gifts. That is how we know the gifts are real, important, and necessary for the work today. In the natural, a criminal only counterfeits money that is real.

Beware of what Jesus spoke of in:

Matthew 7:22-23 *“Many will say to Me in that day, ‘Lord, Lord, have we not prophesied in Your name, cast out demons in Your name, and done many wonders in Your name?’²³“And then I will declare to them, ‘I never knew you; depart from Me, you who practice lawlessness!”* NKJV

He said many will come to Him on judgment day boasting about their ministry, but they are counterfeits. He will say, *“I never knew you.”* All of our gifts should operate out of a loving relationship with Jesus Christ.

HAVE YOU DISCOVERED YOUR GIFT YET?

You will not discover or develop your gift if.

- ... There remains and an unresolved difference between you and God.
- ... You never step out and do something in obedience to God.
- ... You are attempting to imitate someone else’s gift.
- ... You are constantly living in the flesh.

Romans 8:12-17 *“Therefore, brethren, we are debtors—not to the flesh, to live according to the flesh.¹³ For if you live according to the flesh you will die; but if by the Spirit you put to death the deeds of the body, you will live.¹⁴ For as many as are led by the Spirit of God, these are sons of God.¹⁵ For you did not receive the spirit of bondage again to fear, but you received the Spirit of adoption by whom we cry out, “Abba, Father.”¹⁶ The Spirit Himself bears witness with our*

spirit that we are children of God, ¹⁷and if children, then heirs—heirs of God and joint heirs with Christ, if indeed we suffer with Him, that we may also be glorified together.” NKJV

Are we a Thief?

I Peter 4:7-11 *“But the end of all things is at hand; therefore be serious and watchful in your prayers. ⁸And above all things have fervent love for one another, for “love will cover a multitude of sins.” ⁹Be hospitable to one another without grumbling. ¹⁰As each one has received a gift, minister it to one another, as good stewards of the manifold grace of God. ¹¹If anyone speaks, let him speak as the oracles of God. If anyone ministers, let him do it as with the ability which God supplies, that in all things God may be glorified through Jesus Christ, to whom belong the glory and the dominion forever and ever. Amen.” NKJV*

Each Christian must take the risk of using his gifts in ministry. If he don’t, he will fail to obey God. In the above passage, it is recommended to employ our gifts to serve people. If one fails to move out and do so, there are three results:

- 1. They rob THEMSELVES of being in God’s will (v. 10).**
- 2. They rob the BODY OF CHRIST of the benefit of their gift (v. 10).**
- 3. They rob GOD of the glory He deserves.**

Steps to Discover and Develop Your Gifts

1. EXPLORE THE POSSIBILITIES.

Get familiar with what the Scriptures teach on spiritual gifts and recognize that one’s gift may be the way God allows one to impact the world in the most profound way.

Ask yourself, “Do I understand the New Testament gifts and opportunities that are available?”

2. EXPERIMENT AS MUCH AS POSSIBLE.

Create a safe place for people to try out ministry opportunities.

Ask yourself, “Am I doing something to discover my calling and gifts?”

3. EXAMINE HOW YOU FEEL.

If you try a new ministry, do you feel fulfilled in doing it? Can you sense that the ministry fits your abilities and skills? Are you satisfied down deep in your soul?

Ask yourself, “Am I fulfilled in what I am doing?”

4. EVALUATE YOUR EFFECTIVENESS.

As you reflect on your use of the gifts, how did you do? Were you good at it? Did you see any fruit borne? Did you get results and see God’s Kingdom move forward?

Ask yourself, “Am I good at the ministry I am doing? Are there results?”

5. EXPECT CONFIRMATION FROM THE BODY OF CHRIST.

AS YOU SERVE, do other Christians confirm that you are gifted in that area? What do the mature members of the body of Christ say as they watch you serve? Listen for the response of others.

Ask yourself, “Do the Christians around me recognize this strength in me?”

Think—God would not place a gift in you and expect it to sit dormant. If He gives you any resources (time, ability, money), He expects you to use them (Matthew 25:14-30). If you are serving now in some ministry and do not feel fulfillment, or don’t see fruit, or do not hear any confirmation from others that your ministry fits you well—stay alert. It could be possible you may have to yet find where your gifts lie. When you find your gifts, you will see fruit for God’s Kingdom, and inside your heart you will sense, THIS IS WHAT I WAS BUILT TO DO!

This has been a long part of the ministry of the teacher, but it is a necessary portion of the ministry. Teachers must begin to find their places within the Body of Christ in order for the Church to get grounded in PRESENT TRUTH

- John 10:1-18
- I Timothy 3:1-7
- Ephesians 4:11-14
- I Peter 5:1-3

14. Apostleship: The ability to pioneer ministries and to provide spiritual leadership over a number of churches that result in fruitful ministry.

- Acts 15:22-35
- Ephesians 4:11-16
- Galatians 2:7-10
- I Corinthians 12:28
- II Corinthians 12:12

15. Missions: The ability to minister effectively in cultures beyond their own.

- Acts 8:4
- Acts 22:21
- Acts 13:2-3
- Romans 10:15

16. Prophecy: The ability to boldly declare the truth of God, regardless of the consequences, calling people to righteous living.

- Acts 2:37-40
- I Thessalonians 1:5
- I Corinthians 14:1-4
- Acts 7:51-53
- Acts 26:24-29

17. Evangelism: The ability to share the good news of Jesus Christ with others in such a way that many non-Christians believes in Christ and is converted to Christianity.

- Acts 8:5-6
- Ephesians 4:11-14
- Acts 21:8
- Acts 8:26-40
- Acts 14:21

18. Intercession: The ability to pray for significant lengths of time on a regular basis, often observing specific answers to those prayers.

- Colossians 1:9-12
- James 5:14-16
- Colossians 4:12-13

Adapted from “Spiritual Gifts, A Tool to Discover Your Place in Ministry” by Dan Reiland, Copyright INJOY, Inc., 1998, Atlanta, GA

LESSON TWELVE

“HOW TO GROW A TEACHER/LEADER”

What It Takes to Develop Other Teacher/Leaders in Ministry

I Peter 5:2-3 “Shepherd the flock of God among you, exercising oversight not under compulsion, but voluntarily, according to the will of God; and not for sordid gain, but with eagerness; nor yet as lording it over those allotted to your charge, but proving to be examples to the flock.” NKJV

The teacher/leader who develops followers ADDS.

The teacher/leader who develops teachers/leaders MULTIPLIES.

HOW TO GROW A TEACHER/LEADER

- 1. DISCERN:** It takes one to **KNOW** one. True teachers can identify other teachers.
- 2. DEMONSTRATE:** It takes one to **SHOW** one. True teachers are models.
- 3. DEVELOP:** It takes one to **GROW** one. True teachers equip other teachers.

“The Law of Reproduction”

It takes a teacher/leader to develop a teacher/leader

❖ **BE DRIVEN BY A VISION**

This teacher can get others excited about their dreams. A person with a vision talks little but does a lot. He has fire inside of him to fulfill his vision.

❖ **RELATE WELL TO FOLKS**

Teachers will not experience long-term success unless a lot of people support them. Potential teachers have learned the value of people and can connect with them.

❖ WORK WELL UNDER PRESSURE

Their value lies in what they can do and what they can endure. You will notice that potential teacher/leaders have the ability to thrive under pressure.

❖ SOLVE PROBLEMS WELL

One can judge a teacher/leader by the size problem they can handle. People almost always pick problems their own size.

❖ COMMUNICATE EFFECTIVELY

When good teacher/leaders communicate, they get folks to think, feel, and act differently.

❖ BE CONFIDENT

Potential teacher/leaders know they can make a difference and want to prove it.

❖ POSSESS A POSITIVE ATTITUDE

Teacher/leadership has more to do with attitude than position. Potential teachers have a positive attitude, a servant's attitude, and a persistent attitude.

❖ WANT TO BE EVALUATED BY RESULTS

Teacher/leaders want to be respected for their production, not their position.

Questions to Ask Yourself before You Grow a Teacher/leader

- Is my life an example for others to follow?**

- **Am I willing to pour my life into another?**
- **How will I pass on my strengths to another?**
- **What are the potentials of the one I choose?**
- **Are we compatible in personality and mission?**
- **What type of person does this potential teacher/leader influence now?**

Seven Steps to Developing Teacher/leaders

1. CHOOSE THEM WISELY.

When selecting potential teachers to develop, choose people with great:

- **Desire to make a difference. (They must be hungry to grow).**
- **Potential to make a difference. (A “5” will not lead a “10”).**

Who are some potential teachers you could offer to develop in your ministry?

2. CHALLENGE THEM APPROPRIATELY.

Potential teacher/ leaders need to be challenged, not just taught. Give them a problem to solve. The challenge should be:

- **Personal**
- **Attainable**
- **Measurable**
- **Important**

Unless a person is constantly stretched and challenged, it’s not possible to assess their potential.

3. INVEST RESOURCES INTO THEM GENEROUSLY.

The way to make a great statement to potential teachers is by placing resources in their hands. This could be:

 **Books**

 **Ideas**

 **Mentors**

 **CD's**

 **Training**

A great resource can enhance the understanding of the one being mentored.

4. ALLOW THEM TO ACCOMPANY YOU AND WATCH YOU LEAD.

People copy what they see. Allow them to see you model what you want them to learn. Always be an example of people skills, decision making, good planning and vision casting.

5. IDENTIFY THEIR STRENGTHS AND ENCOURAGE THEM OFTEN.

Discover their God-given gifts and encourage them to lead out of those gifts. Confirm what you see. This will breathe oxygen into the soul.

6. GIVE THEM RESPONSIBILITY AND AUTHORITY FOR SOME TASK.

Potential teacher/leaders eventually must be given responsibility and authority for the task. They must be taught to do more than follow. Allow them to take ownership of a task and the authority to do it.

7. EVALUATE THEM ON A REGULAR BASIS.

Keep a balance between your expectations and inspections. Those being evaluated must hear an assessment of their growth and their progress on the ministry. Try this checklist:

- **Are they doing what is expected?**
- **Are they learning while they are doing?**
- **Are they effective with people?**
- **Are they ready for new challenges?**

“CHARACTERISTICS OF A GIANT KILLER”

How to Handle Your Greatest Teacher/leadership Challenge

Teaching folks to kill their giants is one of the purposes of an apostolic teacher in this day. The Church is starved for the ministry of a true God-called ordained ministry of a teacher. Teachers will give heart to the Body of Christ to study the Word of God. Each member of the Church is to be taught to study the Word of God.

I Samuel 17:45-46 “Then David said to the Philistine, “You come to me with a sword, a spear, and a javelin, but I come to you in the name of the Lord of host . . . This day the Lord will deliver you up into my hands, and . . . all the earth may know that there is a God in Israel.” NKJV

Giant Truths and Giants in Life

- **Every “giant” introduces you to YOURSELF.**

A crisis doesn’t make us; it only reveals what we already are. A negative situation only uncovers what is inside a person.

- **People who reach “giant positions” have DEFEATED giants.**

No teacher has ever obtained greatness without facing a giant challenge. In a 1962 study entitled “Cradles of Eminence,” researchers found one common thread running through all the

outstanding lives they studied. Most all of them had to overcome very hard situations in order to become who they were.

- **Giants are often TOOLS God uses to shape us for bigger opportunities.**

After David killed Goliath, most folks could see he was being prepared for national leadership.

Ten Characteristics of a Giant Killer (I Samuel 17)

- 1. Giant killers don't START as giant killers (vv. 14-24).**

David was a young man when war started with the Philistines. David was a musician and he was a shepherd. His brothers had been serving as soldiers, and he became an errand-boy for his dad, delivering food and checking on his brothers. David noticed that the soldiers were dressed for battle but never engaged the enemy. Goliath had been there for forty days and would not go away; he just kept coming back day after day.

Observations on David and the soldiers:

- **David was faithful in every one of his small tasks.**
 - **The army of God was unfaithful in their very large task.**
- 2. Giant killers see the potential REWARD if they defeat the giant (vv. 25-27).**

Most all the majority sees the situation; only a few see the objective. This is what separates the fruitful teacher from the unfruitful one: fruitful teachers see the impact and reward for taking a risk, and they take it. To the unfruitful one, the risk seems too high. The day David faced Goliath, everyone had the same opportunity:

- **The army saw Goliath.**

- **David saw God.**
- **The army saw the problem.**
- **David saw the potential.**

One cannot evaluate a problem by what is seen. The things that are seen are not real according to the word of God. The unseen are the things that are real. Don't look through natural eyes but through spiritual ones (II Corinthians 4:18). An apostolic teacher must teach the members of Christ to look farther than they can see. It is important to look beyond where one is to where God would have you go.

3. Giant killers don't listen to doubting CRITICS (VV. 28-33, 41-44).

It is simple to determine the caliber of a person by the amount of opposition it takes to discourage them. As David did, we must do three things to handle criticism:

- ❖ **We must get past our Eliab. (They intimidate us emotionally).**
- ❖ **We must move past our Saul. (They intimidate us with their position).**
- ❖ **We must get past Goliath. (They intimidate us with their ability).**

David's critics said things like: "You don't belong here." "You're too young." "You are full of pride." "You are inexperienced." For David it was tough because the criticism was constant. This criticism came from well respected people in his life. These people questioned his motives and his ability. Understand, everyone who has never killed a giant will tell you it is impossible.

4. Giant killers are not overwhelmed by the CHALLENGE (v. 32).

The army of Israel hid in fear. They possibly had a legitimate reason for their fear in the natural. Goliath was the most feared and powerful opponent of that day. However, David wanted to know who was defying the armies of the living God. Saul's army saw Goliath

too big to hit. David saw him too big to miss. If we get in David's situation, it is possible to get overwhelmed:

- ✚ Our giants have a reputation.**
- ✚ Our giants continually confront us.**
- ✚ Our giants keep defeating us psychologically.**
- ✚ Others on our side are afraid.**
- ✚ We come together and never deal with the giant.**

- ✚ Our leader is afraid of the giant.**

Why was David not overwhelmed?

- ✓ His passion was for God to be honored.**
- ✓ His desire was for the reward.**
- ✓ His confidence was in God to be his strength.**

5. Giant killers build upon past SUCCESSES (VV. 34-37).

David based his confidence in God's protection in successful encounters with a lion and a bear. David challenged the people to remember the faithfulness of God.

6. Giant killers CONVINCED others they will be successful (v. 37).

That which one believes means much more than anything else in a tough challenge:

- More than what you earn.**
- More than where you live.**
- More than your social position.**

- **More than what anyone else thinks about you.**

**Jesus said, “According to your faith let it be to you” (Matthew 9:29).
NKJV**

Your self-confidence will help others believe in you. God-confidence causes others to believe in God. Saul finally said to David, “Go and may the Lord be with you.”

GIANT KILLERS I Samuel 17:38-52

7. Giant killers don’t try to be SOMEONE ELSE (vv. 38-40).

Saul offered David his armor and weapons. David gave them a try out of courtesy but realized they didn’t fit who he was. Many times we find ourselves in a similar situation:

- **In times of a crisis, people will try and make you like them.**
- **The giants in your life will never be defeated with fleshly weapons.**
- **We are expected by God to use what we have in overcoming our giants.**

8. Giant killers face the challenge with higher PURPOSE (vv. 45-47).

David saw this challenge as more than a nine-foot tall man. He faced it with a much higher purpose. David charged the battle so the world would understand the Lord of hosts. He looked at the giant as an enemy without a covenant with the living God; whereas, he saw himself as a man who did have a covenant and who respected God.

“The real test of a man is not when he plays the role that he wants for himself, but when he plays the role destiny has for him.”—Bob Munford

The Power of a Higher Purpose

- **Noah could overcome the scoffing of people because he had a purpose.**
- **Abraham could leave his home for a new land because he had a purpose.**
- **Joseph had strength to endure a dark prison because he had a dream.**
- **Daniel could sleep in a lion's den because he clung to a higher purpose.**
- **The three Hebrew children could enter a furnace because they had a purpose.**
- **John the Baptist could decrease in popularity because he had a purpose.**
- **Stephen preached and died for an unpopular gospel because of a purpose.**
- **Paul endured torture, slander and shipwreck because he had a purpose.**
- **Jesus, our example, endured the cross because He had a higher purpose: to seek and to save the lost!**

9. Giant killers are eager to WIN (v. 48).

The way to solve any problem is to begin. Those who overcome are truly inspired by a good challenge and are passionate to win the victory. Remember, David did not walk toward Goliath. He ran! It is true that you can judge the size of a person by the size of the problem he is willing to confront.

10. Giant killers take those around them to a HIGHER level (vv. 49-52).

The very first sign of crisis is when you have a major problem and no one tries to help you solve it. Once David solved the problem with Goliath, the armies were eager to follow him to chase down the balance of the Philistine army. They won the battle that day but were only able to win because David led the way for them.

This is the end of the material on the ministry of an Apostolic Teacher or the Ascension-gift ministry of the Teacher. My prayer is that you will be able to glean from this material and understand what God is wanting from the teaching ministry. As a teacher in the body, one has to assume responsibility to teach and impart the things of God as God would have it disseminated.

We have attempted to give a broad overview of things important to the teaching ministry such as: building an inner circle, communication, teaching during tough times, the levels of leadership, basin and towel, the life we are meant to live, prayer, spiritual gifts, growing teacher/leaders, and giant killers. Study hard and add to your life wisdom, knowledge, and understanding.

Bibliography

I can't possibly list all the books I have read during my Christian life that have helped compile this teaching. Therefore, I am going to list the authors I can remember which would have made this material possible. By no means is this an exhaustive list. I will no doubt forget to list some, but for the many that have added to my understanding, I truly am grateful. May the grace, mercy, and blessings of God always cover the lives of those herein mentioned! There are those listed who are deceased.

- 1. Dick Iverson, Oregon**
- 2. Frank Damazio, Oregon**
- 3. Kevin J. Conner, Australia**
- 4. C Peter Wagner, Colorado**
- 5. James Beal, Michigan**
- 6. Edmond James, Alabama**
- 7. Jonas Clark, Florida**
- 8. Bill Hamon, Florida**
- 9. John Eckhardt, Illinois**
- 10. Watchman Nee, China**
- 11. Barney Combs, Canada**

- 12. Dr. Jonathan David, Malaysia**
- 13. John C. Maxwell, Atlanta**
- 14. Dr Myles Munroe, Bahamas**
- 15. Dr Kenneth Meadors, Georgia**
- 16. Louise Copeland, Missouri (deceased)**
- 17. Leonard Coote, Texas (deceased)**
- 18. James Nohta, Arkansas (deceased)**
- 19. Derek Prince, Israel (deceased)**
- 20. Graham Cooke, England**