

DEVELOPING SERVANT LEADERS THROUGH FORMAL EDUCATION

INTRODUCTION

2 Timothy 4:6 disclosed the departure of a faithful servant who is leaving behind a faithful successor. When Moses' time expired, Joshua was available and ready to take over the baton. Jesus ascended to heaven He left eleven (11) men to carry out the work after three years of training.

The main purpose of Seminaries is to train fellow labourers and successors for their churches.

The Seminary should advance learning and perpetuate it to the next generation with great fear that ministries may be filled with illiterate ministers when the present minister dies (quote).

Modern society is suffering from a severe shortage of true servant leaders (MacArthur, 2004: 161). Churches, Seminaries, ministries no longer value character, integrity, decency, honour, loyalty, truthfulness, purity, and other virtues as significant in leadership development.

Lack of formal leadership training is a problem in our churches, in our seminaries and in our ministries.

Hans Finzel did a good observation on mistakes leadership make. He alluded these points:

- Today's leaders lack good models and mentoring.
- Today's leaders lack formal training in leadership.
- Servant leadership is very rare in our contemporary age.

How many of you had a course in college or seminary on how to lead effectively as a servant? Almost half never had any formal leadership training. Taking theological courses does not mean that one is a servant leader. One might be a good or bad theologian.

Lacking any formal training, leaders lead as they were led. They may be trained on how to do ministry, but not in how to lead others in ministry and also those who minister. Seminaries and Bible colleges rarely offer such training. And churches on the other hand do not do a good job of it either. The training is left to books, seminars, tapes, and other informal sources of training to build a leader's knowledge and skill in leadership (Hans, 2007:18).

How do you develop servant leadership through formal education?

KEYWORDS EXPLAINED

Developing:

Grow, become mature, build-up, improve gradually over time, create more, etc.

CS is not producing pastors. It equips pastors and those with pastoral and teaching gifts and helps them to grow in order to do the work of the ministry better.

2 Peter 3:18, *“But **grow** in the grace and the knowledge of our Lord and Saviour Jesus Christ.*

Servant:

New Testament words translated servant are “δουλος” (slave), διακονος” (servant), “υπηρετης” (servant, minister), “οικονομος” (steward, manger, administrator).

A fitting meaning is a steward. They render any kind of service required by the master.

- A steward is someone who manages and leads what is not his own, and leads knowing that he will give an account to the Lord as the owner and ruler of all (Mohler, 2012:135).
- Stewards are entrusted with a responsibility and a delegated authority not an absolute authority.

1 Corinthians 4:1-2, *“Let a man regard us in this manner, as **servants** of Christ and **stewards** of the mysteries of God. In this case, moreover, it is required of **stewards** that one be found trustworthy.”*

Leaders:

Leadership is influence (Hans, 2007:17).

A leader takes people where they would never go on their own.

A leader is one who sees more than other see, who sees farther than others see and who sees before others do (Hans, 2007:18)

Formal:

Informal learning is based on practical and lifelong learning. Jesus’ method of training was informal.

That which is done in accordance with the convention or etiquette, suitable for or constituting an official or important occasion.

- Formal training is a training program with a start (entrance or enrolment) and the end (graduation or offering of qualification). You need a particular person to train and there must be a particular product afterwards.
- There are standards to be met for a Diploma or degree to be offered.
- It is a type of learning program in which the goals and objectives are defined by the training department, instructional designer and instructor.

- It is structured learning or synchronous learning.
- It is best done in a classroom setting, work place, online over internet or e-learning, part-time or full-time.
- Formal training is aimed at something to be finished, once a particular material is completed. It has a curriculum with clearly defined start and end (13 weeks or 2 years or 3 years).
- It is a package of clear content and skills to be taught in a defined sequence (Hardy, 2016:92)

Accreditation is needed. But not all formal training are accredited.

Accreditation is the independent, third party evaluation of a conformity assessment body against recognized standard, conveying formal demonstration of its impartiality and competence to carry out specific conformity assessment task (Wikipedia)
Accreditation is the external recognition of your adherence to a set of standards to perform an activity or hold a certain status.

It is the action or process of officially recognising someone as having a particular status or being qualified to perform a particular activity.

Education:

There is a need for a body of material aimed at developing a student to be something.

This is structured for a particular time: two years or three years, etc.

It covers a subject in depth either, Theology, Pastoral ministry, Counselling, etc.

The program registered for usually results in a candidate receiving a qualification or certificate.

Servant leadership is a type of leadership style whereby individuals interact with others and devote themselves to the service of others as you serve Jesus Christ. The desire of the present day leaders is no longer for the work but mainly for the office and title (1 Timothy 3:1). They love to be called Bishop, Man of God, Apostles, Prophet, not Pastor or not Evangelist. The titles may not be the problem, but the heart attitude and the spiritual qualifications are definitely the main problem. Peter, John, Paul, James, Jude were bondservants of Christ. Jesus Himself was the Servant leader (Isaiah 42-53:12, Philippians 2:5-8).

KEY COMPONENTS

SIX QUESTIONS I WANT TO ANSWER AS WE DEVELOP SERVANT LEADERS THROUGH FORMAL EDUCATION

1. WHAT SHOULD WE TEACH A SERVANT LEADER?

CURRICULUM

Monash University defines curriculum:

The race course in the Roman coliseum, much like the race track in a modern stadium.

The Latin *curriculum* refers to a racing chariot; “*currere*” was to run.

The word curriculum means a race to run, a course or career (www.monash.edu).

2 Timothy 4:8, “*I have finished the **course**.*” He is now waiting for graduation and a crown.

Hebrews 12:1, “*And let us run with endurance the **race** that is set before us.*”

The modern definitions include:

- A course or programme; a set of courses or modules
- A fixed series of studies required at an institution leading to graduation, obtaining a qualification in a major field of study.
- All of the courses, collectively, offered in a school, college, seminary, etc.

This should be viewed from three vantage points:

What is **intended or planned**; what is **delivered** (how); and what is **experienced** (result).

Hardy pointed out that for theological education training programs, curriculum can be understood in several different ways:

- A list of subjects offered
- As an instructional plan for any one of those subjects, using a variety of learning experiences to lead a person towards achieving a certain outcomes.
- As programmed piece of instruction for a specific course (teaching computer)
- As the overall effects of an entire educational package (Hardy, 2016:87).

Curriculum vitae (CV) describes important things in our lives (birth, marriage, education, children, work experience, honours received, etc.).

The curriculum should put much emphasis on spiritual and intellectual disciplines for the glory of God. It should impart practical and pastoral leadership skills needed in ministry.

Of utmost importance it should aim at character development and teaching spiritual disciplines.

- Sound doctrine: Training institutions should hold on to strong biblical doctrines and strong biblical convictions (Confessions of faith, statement of beliefs, or doctrinal statements). (**CS**. Systematic Theology, pastoral ministry, pastoral theology, biblical counselling, practical preaching, etc.)

2 Timothy 4:3 -4, “*The time will come when they will not endure sound doctrine.*”

- Spiritual formation / character: Devotion, Prayer, Bible intake, Reading, evangelism and mission, etc. (**CS surveys** – read the Bible three times).

There are limited courses that can be included in a three or four year program. There is a need for wisdom in designing the curriculum. The courses should complement each other in order to accomplish the intended goal of equipping the students for life and service to Christ.

ASSESSMENT (PASS MARK)

All students must be assessed regularly in class (**Diligence**) and outside class (**Devotions**)

Tests and Exams

Supervisory ministry

Mentoring: Faculty and local pastor

2. WHAT TO LOOK FOR IN A SERVANT LEADER?

Finding the right people for formal training is a challenge. Training the wrong person is another challenge. Therefore, it is important to have a control mechanism of who should enter into a program and who should not. And stick to that mechanism.

Opening the door too wide or casting the net too wide has a negative effect on training. It brings whoever and from wherever. And this is not going to develop a servant leader.

People are considered because they are glib, funny, highly organized, multi-tasking, type A personalities, or older than everyone (Wragg, 2010:126).

The key is finding the right person.

SCREENING PROCESS (Requirements)

Salvation testimony

- Gospel – A candidate must understand the gospel. And demonstrate his relationship with the Lord Jesus. He must be a converted disciple of Jesus. A disciple is a learner, a student or a pupil of the Word of God under Christ.

There are many disciples: disciples of John the Baptist, disciples of the Pharisees, disciples of Lekganyane, disciples of Shembe, disciples of TB Joshua, etc.

Training an unregenerate and unbaptized person is a serious compromise today.

People with no profession of faith and changed lives are enrolled into the program because we are looking for student and financial support from outside.

- Church connection – A candidate must be a member of a particular church and involved in that church. A lone ranger who belongs to no church or ministry should not be enrolled into the training of church leaders.

CS requires a pastor's recommendation without which it dismisses the application.

- Submission to Scripture – a candidate must acknowledge the sufficiency of Scripture.
Admitting students who believe the Bible with reservations is a compromise.
- Submission to Christ – A candidate must love Jesus and His Word.

Entrance requirements must be clearly set and adhered to.

- Academic: Grade 12 NSC certificate or the higher qualification
Medium of Instruction – English (or vernacular)
- Spiritual: You want to develop servant leaders. There are qualifications. There are qualifications in leadership positions as in other fields.
1 Timothy 3:1-7 qualifications of an elder
1 Timothy 3:8-13 qualifications of a deacon

Exodus 18:20- 21

Able men (1 Timothy 3:2)
God fearing (1 Timothy 4:6-7)
Trustworthy (1 Cor. 4:2)
Hate bribe (integrity)

3. WHO SHOULD TRAIN OR TEACH SERVANT LEADER? TEACHERS

SPIRITUAL GIFTED AND MATURE TEACHERS

1 Peter 4:10-11
1 Corinthians 12:4-11
Romans 12:6-8
Galatians 5:22-23

Formal training titles are professors, lecturers, instructors, tutors, or teachers. The title teacher or instructor carries much weight in training. It is one thing to dump information to students and it is another to teach them. Training institutions should look for teachers. A professor with a PhD but who cannot teach is useless. History of PhD was a qualification for teachers.

TRAINED OR QUALIFIED TEACHERS OR INSTRUCTORS

Ref. Meet the Puritans – MA in Theology
Qualifications: BTh, MA, ThM, D Min. PhD

A teacher should have sat on a chair and received instruction and finished the course.

Faculty or teachers are servants training servants. They should model servant leadership.

They should be examples of godliness, faithfulness, and diligent service.

1 Peter 5:3, *“Proving to be an example to the flock.”*

1 Corinthians 11:1, *“Be imitators of me, just as I also am of Christ.”*

Extreme: Matthew 23:1-12

- Experience in ministry and expertise in the field of study.
Guard against overloading faculty whereby they teach courses not their expertise.
- Local church connection versus newly graduated students.
Guard against employing more academics rather than shepherds.
- Competence: Teachers are to grow continually in the skills of teaching.
- Time for teaching: Availability and utilizing the time efficiently.
We need more full-time teachers than part-time teachers.
- Spiritual growth of the teacher by hearing other special conference speakers.
- Shepherd- pastors should contact, meet their students, care and visit, and learn the names of students.

4. HOW SHOULD WE TEACH OR TRAIN A SERVANT LEADER? STRATEGY OR METHODOLOGY

We need ways to accomplish and achieve our goals as teachers in formal education. In other words we have strategies or methodologies that work.

Richard Seed addressed creative teaching for effective learning in a university of seminary, “Learning is not one thing so therefore teaching is not one thing. Teaching is about student learning but it is also about ourselves as individuals who through our attitudes, approaches and personalities shape that learning experience” (Seed, 2019:5).

Seed continues, “The goal of teaching strategies is to facilitate learning, to motivate learners, to engage them in learning, and to help them focus. In a strategy a teacher puts into action various teaching techniques or uses various teaching tools in order to bring about a desired learning outcome.”

(Traditional classroom, lecturer based, problem based, open distant learning, etc.)

MENTORING

Mentoring is a non-negotiable function of successful leadership development in formal training.

CS example: Two mentors (Faculty member and the local pastor or church leader).

Faculty members are allocated students for mentoring.

Deal with personal issues, family, ministry, finance, use of time, studies, struggles, etc.

Local pastors or church leaders provide quarterly reports of student performance in ministry.

Mentors model various aspects of leadership and challenge mentees to move toward them.

Mentor direct mentee to needed resources that will further develop them.

Mentors in some instances co-minister with the mentee in order to increase confidence, status, and credibility. We (CS) used to have a supervisory ministry.

The example of Moses and Joshua (Deut. 34:4); Paul and Timothy (2 Timothy 2:2); Jesus and the twelve (John 13:34; 20:21).

5. WHAT DOES A FULLY TRAINED SERVANT LEADER LOOK LIKE? PRODUCT

Is qualification enough?

A qualification (Diploma or Bachelor) does not prove that a person is fully trained. It is a token that you have run the course and acquired the necessary marks required. Hierarchical structure and position of recognition are also not a mark of being fully equipped or trained (Archbishop, Bishop, Apostle, Prophet, Founder and vision bearer, the man of God, etc.).

Today qualifications are awarded to students who reject major doctrines of the faith (Trinity, Deity of Christ, and virgin birth – liberal colleges).

Qualifications are awarded to students who are lazy, ungodly, unfaithful, and proud.

The Holy Spirit is the equipper, the resident teacher, the transformer, and the giver of gifts. God alone can change the heart of a man. And maturity and growth in life and ministry is brought about by the work of the Holy Spirit. We (Teacher) have a role to play but God is responsible for the spiritual change of a servant leader.

CONTENT

- Knowledge of the Bible: OT and NT overview, introduction, and content
- The servant leader recognizes the Bible as the Word of God through which God speaks without extra biblical revelations.

COMPETENCE

- Ministry skills: He must preach the Bible (expository in edification and evangelistically), devote to biblical counselling, Administration, Shepherding, leading the worship service, etc.
- Again, he must be able to use the Bible in answering spiritual questions as well as dealing with all human problems and difficulties.

A fully trained servant must be able to apply, live and practice the Word of God daily.

CHARACTER OF A SERVANT LEADER

The attitude of a servant leader.

John 3:30, *“He must increase and I must decrease”*

- A lowly slave of impeccable character is more suitable for spiritual leadership than a business magnate whose integrity is questionable. A man is qualified to spiritual leadership because of what he is not merely because of what he does (MacArthur, 2004:175).

Godly character: **HUMILITY**

The greatest enemy in formal education of leaders is intellectual pride

(1 Corinthians 8:1(b)), *“Knowledge makes you arrogant, but love edifies.”*

The students boast about the qualifications, skills they acquire, name of the institution they studied from, names of teachers who taught them, the titles they assume, resources they used, publications they wrote, etc. It is all about greatness and who is the greatest, status, honour, prestige, position, power, authority, and competitiveness. The question is, “Who has the largest church?”

Matthew 23:1-12 (pride, selfishness, legalism, self-exaltation, limelight, titles, honour status, authority is outlined by Jesus in this text)

Quite a number of students after graduation find it hard to fulfil **1 Peter 5:5**, *“You younger men, likewise be subject to your elders; and all of you clothe yourself with humility towards one another, for God is opposed to the proud, but gives grace to the humble.”*

Humble servant leadership is the call Jesus extended to all His disciples (students). He knows that our human hearts and attitudes are ruled by pride and selfishness. Even in our attempt to show humility, pride pops out. Our churches and ministries are marked by divisions, power struggles, jealousy, fighting, false accusations, etc.

What we need is Christ-like humility.

Mark 9:33-35

Mark 10:35-45

Luke 22:24-27

John 13:3-17

Servant leaders should be marked by humility, faithfulness, and godliness.

Humility

Philippians 2:5-8, *“Have this attitude in yourself which was also in Christ Jesus.”*

Faithfulness

Matthew 25:21, 25 *“Well done, good and faithful slave ...”*

Godliness

1 Timothy 4:8, *“Bodily discipline is of little profit, but godliness is profitable for all things, since it holds promise for the present life and also for the life to come.”*

1 Timothy 6:6, *“But godliness actually is a great gain when accompanied by contentment.”*

Accountability, Stewardship, Self-control, Discipline, Listening

Team player (Titus 1:5; Philippians 1:1; Acts 14:23), Teachable.

6. WHY TRAIN SERVANT LEADERS THROUGH FORMAL EDUCATION?

PURPOSE

- To know God and to be like Christ – the servant leader.
- We need successors after we die. “A success without a successor is a failure” (Hans).
- We need pastor-scholars in Africa.
- We need servants who can also teach and equip in Private or Public Higher Education institutions.
- We need to eliminate the mushrooming and illiterate leaders (Apostles, prophets, man of God who use divine spirits, etc.).

CONCLUSION

A servant leader is Christ-like (2 Corinthians 2:16).

Jesus is the perfect standard and model of servant leadership. He is worthy to be imitated. In fact our training should strive to develop men who are like Him. And also train other servants until Christ is formed in them (Galatians 3:19).

The best servant leader

Mark 10:45

Luke 22:24-27

John 13:1-13

Strauch described a servant leaders in light of 1 Corinthians 13:4-7

RESOURCES

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INTRODUCTION

Purpose of Seminaries or training institutions

Modern society

Lack of formal leadership training

KEYWORDS EXPLAINED

Developing

Servant

Leader

Formal Education

Servant leadership

QUESTION

1. What should we teach a servant leader? **CURRICULUM**
2. What to look for in a servant leader? **SCREENING**
3. Who should teach the servant leader? **TEACHERS**
4. How should we teach the servant leader? **STRATEGY**
5. What does a fully trained servant leader look like? **PRODUCT**
6. Why should we develop servant leaders? **PURPOSE**

CONCLUSION

Qualities of a servant leader

The servant leader