

Leadership and Communication

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Leadership Resource Supplement

1. Leaders are urgently needed. "As we prepare to enter a new millennium, there is a vacuum of leadership. The need is felt *now* for young men and women who will rise to the challenge -- in the face of great opportunities and great obstacles -- to be obedient to the call of leadership." Paul Borthwick, *Leading The Way*, (Colorado Springs, CO: NavPress, 1989), p. 15.
2. A leadership creed (Ted Engstrom, *The Making of A Christian Leader*, Grand Rapids, MI: Zondervan, 1976, p. 126):

"The world needs leaders ...
who cannot be bought;
whose word is their promise;
who put character above wealth;
who possess opinions and a will;
who are larger than their vocations;
who do not hesitate to take chances;
who will not lose their individuality in a crowd;
who will be honest in small things as well as in great things;
who will make no compromise with wrong;
whose ambitions are not confined to their own selfish desires;
who will not say they do it 'because everybody else does it';
who are true to their friends through good report and evil report,
in adversity as well as in prosperity;
who do not believe that shrewdness, cunning, and hardheadedness
are in the best qualities for winning success;
who are not ashamed or afraid to stand for the truth
when it is unpopular;
who can say 'no' with emphasis,
although the rest of the world says 'yes.'"

3. Leadership Websites:

- www.myersinstitute.com (An excellent resource as well as on-line bookstore for leadership and communication material.)
- www.injoy.com (John C. Maxwell's leadership website. This is a website known worldwide for equipping leaders through products, publications, and programs. This site has unlimited leadership resources.)
- www.growingleaders.com (A great site for connecting with a staff that will help equip you for leadership, and equip others. This site is directed by Tim Elmore who has worked with John C. Maxwell since 1983.)
- www.studentleader.com (Created by Butch Oxendine, Oxendine Publishing's mission is to teach college and high school students to be more effective and ethical leaders of the future.)

4. **Resources on leadership**

- Borthwick, Paul. *Leading the Way: Leadership is Not Just for Super Christians*. Colorado Springs, CO: Navpress, 1989.
- Cole, Edwin Louis. *Courage: A Book for Champions -- A Young Man's Guide to Excellence in Christian Living*. Tulsa, OK: Honor Books, 1985.
- DePree, Max. *Leadership is an Art*. New York: Bantam Doubleday Dell Publishing Group, Inc., 1989.
- Fisher, Roger and Sharp, Alan. *Getting It Done: How to Lead When You're Not in Charge*. New York: Harper. 1999.
- Hyde, Douglas. *Dedication and Leadership*. South Bend, IN: University of Notre Dame Press, 1987.
- Johnston, Ray. *Developing Student Leaders: How to Motivate, Select, Train and Empower Your Kids to Make a Difference*. Grand Rapids, MI: Youth Specialties, a division of Zondervan Publishing House, 1992.
- Mattson, Ralph. *Visions of Grandeur: Leadership that Creates Positive Change*. Chicago: Moody, 1994.
- Stanley, Andy. *The Next Generation Leader*. Multnomah Publishers, Inc., 2003

5. **Resources on great leaders from history**

- Foxe, John. *Foxe's Book of Martyrs*. First published in 1563, this classic volume shares the stories of those who gave their lives in the name of Christ. Available from Fleming H. Revell.
- Castle, Tony. *Lives of Famous Christians*. Ann Arbor, MI: Servant. Contains more than 1,500 entries on famous Christians from the first century to the twentieth.
- Boice, James Montgomery. *Ordinary Men Called by God*. Wheaton, IL: Victor. Shares the examples of ordinary men called by God to become extraordinary men of faith.
- Cowart, John W. *People Whose Faith Got Them into Trouble*. Wheaton, IL: Intervarsity Press. Entirely fearless. Absurdly happy. Always in trouble. This collection of true tales shows how, throughout history, ordinary people have kept the faith in extraordinary ways.
- Bethany House Publishers: Biography and Autobiography Series. 6820 Auto Club Road, Minneapolis, MN 55438. 1-800-328-6109. *Series includes Charles Finney, John and Betty Stam, Jim Elliot, Samuel Morris, William Carey, Harriet Beecher Stowe, Florence Nightingale, Corrie Ten Boom, Charles Spurgeon, Brother Andrew, Eric Liddell, Hudson Taylor, John Wesley, John Hyde, Jonathan Goforth, Mary Slessor, Catharine Booth, C. S. Lewis, George Muller, and others.*
- Fleming H. Revell and Chosen Books, 184 Central Avenue, Old Tappan, NJ 07675. (201) 768-8060. *Publishes biographies and autobiographies of great Christians such as Amy Carmichael, Charles Colson, Jim Elliot, and many others.*
- Mott Media: The Sowers Series. 1000 E. Huron, Milford, MI 48381. 313-685-8773. *Series includes Billy Sunday, Christopher Columbus, Abigail Adams, Susanna Wesley, Florence Nightingale, Teresa of Calcutta, Francis Scott Key, George Frederick Handel, Daniel Webster, George Washington Carver, Isaac Newton, Abraham Lincoln, George Washington, and others.*
- Rare Christian Books. 19275 Highway 28, Dixon, MO 65459. 573-336-7316. *This company has a huge selection of hard to find biographies, in addition to an impressive list of other hard to find Christian books. Call or write for catalogues.*

6. **Resources on Team-Building**

- Rohnke, Karl. *Cowstails and Cobras II: A Guide to Games, Initiatives, Ropes Courses & Adventure Curriculum*. Hamilton, MA: Project Adventure. Order from Project Adventure, Inc., P.O. Box 100, Hamilton, MA 01936 (508-468-7981), \$18.95.
- Rohnke, Karl. *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust ctivities*. Hamilton, MA: Project Adventure. Order from Project Adventure, Inc., P.O. Box 100, Hamilton, MA 01936 (508-468-7981), \$18.95.

7. **Resources on communication skills**

- Davis, Ken. *How to Speak to Youth . . . and Keep Them Awake at the Same Time*. Multimedia Instructional Resource Kit. Loveland, CO: Group Publishing, 1986.
- Griffin, Emory A. *The Mind Changers: The Art of Christian Persuasion*. Wheaton, IL: Tyndale House Publishers, Inc., 1976.
- Hendricks, Howard G. *Teaching to Change Lives: Develop a Passion for Communicating God's Word to Adults or Children in the Church, Home, Bible Study or School*. Portland, OR: Multnomah Press, 1987.
- *How to Lead Small Group Bible Studies: A Navigator Guide*. Colorado Springs, CO: Navpress, 1982.
- Rusher, William A. *How to Win Arguments More Often Than Not*. Lanham, MD: University Press of America, 1981.
- Yaconelli, Mike & Scott Koenigsaecker, editors. *Get 'Em Talking: 104 Great Discussion Starters for Youth Groups* Grand Rapids, MI: Youth Specialties/Zondervan Publishing House, 1989.

100 Leadership Ideas

Dr. Jeff Myers

These ideas have been compiled through fifteen years of working with youth. Each idea has been tested by a youth group or Christian school.

1. Track “the serial killer.” Using the analogy of Satan as a serial killer, have your group “track” Satan’s work in the world by analyzing newspapers, magazines, albums, commercials, programs, etc.
2. Watch movies and discuss worldview implications.
3. Visit a college campus: classes, newspapers, bookstores. See what professors are writing and teaching.
4. Conduct a “habits you would like to break” survey of the general public.
5. Go to a retirement center and ask, “If you had it to do over again, what would you do differently?”
6. Conduct an evangelism workshop and exercise.
7. Write a worldview question survey.
8. Conduct an “If I could affect one group of people” survey.
9. Volunteer at a crisis pregnancy center.
10. Tour a museum exhibit from a biblical standpoint.
11. Zoo tour from a creation standpoint.
12. Host weekly “field trips” in which you and your friends can learn and serve.
13. Attend a debate in the community.
14. Attend “diversity day” at public schools and analyze.
15. Visit a college campus on “club promotion” day. Pick up brochures and dissect from a worldview standpoint.
16. Have an atheist (real or pretend) come to class.
17. Volunteer at homeless shelter.
18. Look for and minister to homeless people in the streets.
19. Have “help the neighbors” day for those living around the school.
20. Collect information from opposing worldviews and analyze.
21. Sponsor a child through Compassion International and study poverty’s causes and effects.
22. Hand out a roster/scorecard at a ball game with testimonies from Christians who play the game.
23. Assist in your community’s Meals on Wheels. Minister to the elderly while serving them.
24. Buy stock in a company, attend the annual meeting, and lobby for a more “family friendly” advertising policy.
25. Visit a retirement center to learn from older people.
26. Host a heroes banquet, inviting people you admire and giving a tribute to them.
27. Go on a missions trip to the inner city.
28. Go on a missions trip to a third world country.
29. Teach Sunday school classes on worldview material.
30. Attend a Bible club in a public school.
31. Volunteer for a political campaign.
32. Produce and distribute a voters guide.
33. Attend a political convention.
34. Meet with your state legislator.
35. Have a newspaper reporter come to class to tell about how they write the news. Ask questions.
36. Sit in on an editorial meeting at the newspaper office.
37. Call in to radio talk shows.
38. Write letters to the editor.
39. Write or e-mail political officials.
40. Buy a billboard space and put up messages against abortion, pornography, etc.
41. Host a debate between prominent opponents.
42. Give a speech to a community organization.
43. Invite community heroes to class.
44. Have a planning retreat for each campus club.
45. Visit houses of worship for other religions and discuss how to defend your Christian faith.
46. Write an encouraging note to someone you look up to.
47. Have an appreciation banquet for local political officials.
48. Learn how to have stimulating conversations.

49. Institute positive peer pressure (ex. Go without TV for a week).
50. Invite college students to tell of their experiences.
51. Play a "servant-a-minute" game. Set a timer for 10 minutes and then serve in every way they can think of.
52. Role play resisting peer pressure.
53. Role play confronting someone who has wronged you.
54. Role play discussing issues with someone of another worldview.
55. Study the character qualities of people in the Bible.
56. Have a character quality emphasis (one per week).
57. Brainstorm leadership qualities and find examples from real life.
58. Give biographical speeches about heroes from Christian history.
59. Give biographical speeches about your personal hero.
60. Have team building challenges to create team unity (get a book such as *Silver Bullets* by Karl Rohnke).
61. Do a word study of wisdom and figure out how to get it.
62. Tape a television media report and analyze it.
63. Boost current events discussions by having debates.
64. Bring in advertisements to analyze their persuasive appeal.
65. Find and collect examples of media bias.
66. Ask questions of atheists, evolutions, etc. in chat rooms and print out responses to analyze.
67. Adopt a chat room and make it interesting!
68. Start a worldview web page.
69. Have impromptu speeches on worldview topics.
70. Attend community events where groups of a diverse nature will be present, and take a stand.
71. Develop and memorize commonplaces (mini-speeches consisting of a verse and quote).
72. Play a compliment game (go around in a circle and tell what you appreciate about each other).
73. Have a devotional for both teams after sports competitions.
74. Make a crop circle (as a gag) and call a newspaper photographer--explain that you are studying design in nature.
75. Have a reading challenge and give prizes.
76. Have older students teach skills to younger students.
77. Put together a puppet team giving a "drug free" message for public schools.
78. Put together a puppet team to minister to churches.
79. Assemble a traveling drama team.
80. Have a debate contest with other schools in the area.
81. Start a city wide council to deal with teen issues.
82. Volunteer to help the youth pastor in ministry.
83. Learn peer counseling techniques and volunteer for a crisis hotline.
84. Make posters and banner reflecting leadership and character qualities for the school.
85. Write "devotionals" to give over the intercom each day.
86. Carry on e-mail conversations with missionaries -- get a global perspective.
87. Host a candlelight vigil for Christians undergoing persecution around the world.
88. Do clowning for children in the hospital.
89. Read books onto tape for the infirmed.
90. Attend a press conference.
91. Visit and participate in the "free speech forum" at a college.
92. Give a worldview survey to the professors at a local college.
93. Start an all-school, student-hosted, prayer meeting.
94. Bring an evolutionist to class (have a debrief later).
95. Design a worldview-oriented or political cartoon strip for the school newspaper.
96. Have a teacher appreciation breakfast.
97. Offer to write an editorial from a "teen view" for the newspaper.
98. Put together a music set for the "open mike hour" at a coffee house.
99. Set up an outdoor "coffee house" at a sporting event or downtown; get friends to sing, read poetry, talk about God.
100. Run for political office to bring attention to a particular cause.

How to Give a Great Speech

Dr. Jeff Myers

Those who manage to overcome their fear of public speaking will have a world of opportunity open before them. They will be more confident in their job, people will look to them for advice, and they will learn to think more clearly and quickly. In short, they will develop a platform for becoming a leader who can make a difference.

Most people believe that becoming a great speaker is very difficult, so they give up before really trying. It is difficult to become a great speaker. But the little known secret is that each individual has an effective communicator inside: by concentrating their efforts in a few key areas, *everyone* can break down the barriers to effective communication.

The secret to effective communication is this: you can be a great speaker if you can 1) overcome fear, 2) consistently practice basic delivery skills, 3) follow a simple speech organization system, and 4) become aware of basic persuasive techniques.

1. **Overcoming fear.** Experts suggest several different ways to overcome fear. Some point out that speakers experience fear because they are intimidated by the audience. These experts suggest that you imagine the audience doing something silly such as sitting there in their *underwear*. But for Christians, there are better ways to overcome fear than to demean the audience.
 - A. Recognize that because fear is natural, everyone experiences it. However, some people deal with it better than others. Speakers who appear calm realize that their body generates adrenalin in response to fear, giving them extra nervous energy. They respond by using wide gestures and even moving around the room. They get that excess energy to work for them in a positive way.
 - B. Remember that the Bible says "perfect love casts out fear" (I John 4:18). Perfect love in this case means having *concern* for the audience. As you speak, envision yourself as a general instructing his troops. A general knows that the information he is imparting is *vital* to his audience; it may be a matter of life or death. When you see your speech as a *mission*, your "love" for the audience will shift your attention away from yourself and onto the audience. Your concern will not be about your own personal appearance, but about whether your message is getting across.
 - C. Remember that in almost all cases, the audience is *on your side*. They are not your enemy. Each member of the audience is glad that *you* are up in front and not *them!* They will tend to treat you like they would want to be treated if they were in your shoes.
2. **Consistently practicing basic delivery skills.** Train yourself to recognize good and bad speech habits when you are in an audience. Ask yourself what the speaker is doing right . . . and wrong. If you feel that the speaker's techniques are not effective, jot down two or three concrete things that *you* will do differently when *you* give a speech. For starters, let's begin with the three most important delivery skills: visual directness, physical energy and vocal enthusiasm.
 - A. *Visual directness.* An effective speaker looks at individual members of the audience long enough to obtain a "visual transaction" (usually 3-7 seconds at a time). This indicates to the audience that the speaker is interested in them, and it allows the speaker to receive feedback from the audience. An effective speaker *avoids* reading their speech (one note card is probably OK), writing their speech word for word (outline only on card), staring over the heads of the audience or looking only at one person, or scanning the audience too quickly.
 - B. *Physical energy release.* An effective speaker "releases excess energy through wide gestures, moving about the room, and working to maintain a relaxed appearance. They stand close to the audience and even lean forward slightly. They may even move around the room occasionally, though they avoid pacing. Effective speakers avoid irritating mannerisms (such as scratching their nose, ears, neck, etc.), rocking back and forth, or using a podium (it erects a barrier between the speaker and the audience).

C. *Vocal enthusiasm.* Effective speakers practice hard to convey excitement with their voice. This tells the audience that they are well-informed and interested in the topic. Excitement is contagious! At the same time, they use a variety of vocal tones, are assertive, and end each sentence decisively and with a strong voice. Effective speakers avoid lazy vocal crutches such as "you know," "okay," and "um." They also avoid poor grammar, letting sentences tail off at the end, and ending sentences with a questioning tone.

3. **Following a simple organizational system.** The simplest and most effective organization method is taught by Dr. Lee Polk and Dr. William English of Baylor University, two of the nation's foremost speech consultants. It is called the "S.T.E.P." system. According to the S.T.E.P. system, you should first *State*, in a simple sentence, what you want to say. Then, *Translate* that sentence to the audience by defining what you mean and explaining it. Next, *Exemplify* your point using personal experience, analogies or simple examples. Finally, *Prove* the point using statistics and expert testimony. For more information, see the worksheet entitled "Four Steps to Effective Thinking and Speaking."

4. **Becoming aware of basic persuasive techniques.** There are two components which ensure audience interest and add to the persuasive power of a speech.

A. First, analyze the audience. What are their characteristics? What motivates them to be who they are (good reputation, desire for holiness, popularity, money, attractiveness, etc)? An effective speaker gears his speech to meet the needs of the audience and to appeal to the values which audience members share. For example, an audience of high school students would be most interested in a speaker which gives them a sense of direction and empowerment.

B. Second, use storytelling techniques. Audiences like speeches which contain an element of suspense. For example, "I am going to share with you the three key elements of true success. I can guarantee you that if you follow these three simple elements, you will be truly successful. Would you like to know what they are?" Audiences also like speakers that help them relate to the speech subject. For example, they enjoy hearing hopeful stories of someone who has overcome difficulties which they themselves have faced. Many speakers will use a key person to illustrate a point. They may even expand on the example as they discuss the main points of the speech. Then at the end, they reveal the name of the person who was the subject of the example (this technique works most effectively if the story is very short). Finally, effective speakers use "dialogue." That is, they create interaction between the characters in a speech. This draws the audience into the mystery of the historical moment. It also livens the speech!

Outline for a Persuasive Speech

Dr. Jeff Myers

The number one complaint of college professors about their students' papers is that they are not well organized and well supported by evidence. You can avoid getting on their bad side (you may even end up on their *good* side) by following a simple, yet flexible system of organization in your speeches and papers.

I. ATTENTION STEP

- A. Attention device. Personal experience, quote, rhetorical question, joke.
- B. Relate to self and audience. Summarize why issue is important, preview the issues you will present.

II. PROBLEM-NEED STEP

- A. "X" is a problem.
- B. Use STEP system to illustrate point-use at least 4 different types of evidence

III. SOLUTION-SATISFACTION STEP

- A. "Y" is the cause of "X"
- B. Use STEP system to illustrate point.
 - 1. Personal level-what caused the problem in the past?
 - 2. Institutional level-what prevents it from being solved now?
- C. "Z" will solve the problem
 - 1. Explain solution-state in one clear sentence
 - 2. Relate solution to the cause
 - 3. Prove viability of the solution
 - a. Similar solution worked in the past
 - b. experts and statistics show it will work
 - 4. Show how solution would solve the examples you give.
- D. Preemptions (overcome objections to the solution)
 - 1. Explain possible objections
 - 2. Answer objections using STEP system

IV. POLICY/ACTION STEP

- A. Visualize the future without your solution.
- B. Call for action.
 - 1. Explain the "vehicle" for the solution
 - 2. Give audience a way to act.

V. CONCLUSION

- A. OPTION-relate back to introduction
- B. OPTION-give success story to reiterate your point

Asking Tough Questions

Dr. Jeff Myers

Francis Scott Key, the man who penned the words to the Star Spangled Banner, was also a great Christian apologist. He once wrote, "I do not believe there are any new objections to be raised to the truth of Christianity. Men may argue ingeniously against our faith, but what can they say in defense of their own?" Accordingly, we ought to ask others to defend what they believe even as they ask us to defend what we believe. Jesus used this technique. Do you recall the Bible story of Jesus visiting the temple as a twelve-year-old boy. The Bible says that his parents found him "sitting among the teachers, listening to them and asking them questions. Everyone who heard him was amazed at this understanding and his answers." (Luke 3:46-47). Apparently, Hebrew students could demonstrate their learning by responding to a question with an equally well-phrased and ponderous question. To this day, those who ask good questions are seen as more intelligent and well-informed.

Here are some tough questions you can begin using right now!

Tough Question #1: *What do you mean by _____?*

Always begin by asking your opponents (meaning the person on the other side of the argument, not necessarily your enemy!) to define their terms. If they say something like, "there is no such thing as a traditional family left in the United States today," then ask "what do you mean by traditional family?"

Tough Question #2: *How do you know that to be true?*

There is no need to ask whether or not they **believe** in truth. Simply ask them to prove that what they are claiming to be true is **in fact** true.

Tough Question #3: *Why do you believe that you are right?*

Christians should always be ready, on any given subject, to give rudimentary reasons why they believe as they do. This can be simply saying, "Here is what I believe, and here is why." But we should in turn be ready to ask others, "Why do you believe as **you** do?" This question forces the opponent to admit that what they claim to be true is merely a belief, and this forces them to present evidence to support it.

Tough Question #4: *Where to you get your information?*

We believe that in most college classes, at least 30% of what is said is actually the **opinion** of the professor, and not based on fact in any way. To see whether this is true, students should be trained to ask, "Excuse me, where do you get the information to prove that what you are saying is true?"

Tough Question #5: *What happens if you are wrong?*

Most people do not like to think that what they believe is wrong. Such a person was Blaise Pascal, a brilliant mathematician. Pascal became a Christian because he thought, "if I become a Christian and live my life in the service of mankind, and then die only to find out that Christianity is not true, I will have lost nothing. But if I do not become a Christian and live my life selfishly, and then die only to discover that Christianity is true, I will have lost everything." This argument has become known as Pascal's wager. It simply asks, "What do you have to lose if you are wrong?"

Tough Question #6: *Would you give me two sources who disagree with you and explain why?"*

Often, college professors hold to one position very strongly over all others. In class, they may assert, either implicitly or explicitly, that what they **believe** to be true is also the objective truth. Therefore, they may give little or no merit to the other side, and may ridicule their opponents. The astute Christian student will ask such professors to defend the other side as a means of proving that they have weighed both sides and made an informed decision. Either way, the student wins. The professor has two options: give the merits

of the other side (thus demonstrating to the class that his is not the only infallible way to think about the issue), **or**, admit that he has not studied both sides, and has thus made an uninformed decision without weighing all of the possible information. This last option is embarrassing, needless to say, because it is a serious logical blunder.

Tough Question #8: *So what? Why is this significant?*

Many professors will fail, unless challenged by students, to provide the connection between their worldview and the point they are making. For example, if they claim that "people are basically good, not sinful, by nature," you might ask "So what?" as a way of getting them to explain that this justifies a socialistic view of the world, and eliminates the need for a savior.

Tough Question #9: *How do I know you are telling me the truth?*

If the opponent has any hidden agenda, it will come out at this moment in time! We should not trust someone simply because he has a "Ph.D." after his name! All people are fallible, and everyone makes mistakes. (Remember the Bereans who were "more noble" because they checked the Apostle Paul on this very issue!) A poor professor will respond by listing his or her qualifications. A good professor will say "Don't take my word for it. Go check it out for yourself!"

Tough Question #10: *Why should I believe you?*

This is another way of restating the above question.

Tough Question #11: *How did you come to this conclusion?*

A propagandist usually makes rash or emotional statements and expects the audience to believe him. Often, he hopes to ridicule or shame others into accepting his position without thinking it through. The pro-abortionist statement, "if men could get pregnant, abortion would be a sacrament," is one such statement. Asking the speaker to demonstrate how she reached that conclusion forces her to move away from emotional, manipulative arguments, into logical reasoning: something that most people are not prepared to do.

Tough Question #12: *Give me an alternate explanation for this phenomenon.*

Again, this is a good way to move a discussion back onto logical ground. Many liberals will emotionally assert things like "Reagan budget cuts" are responsible for all of the economic ills in this nation. This is surely an absurd generalization, something which will come out when this question is asked. Chances are, the one who asserts such a position will be embarrassed to be caught trying to make things appear more simple than they really are.

Tough Question #13: *If you are unwilling to defend a position, how do we know it is defensible?*

Especially in college classes, students are often frustrated by professors who, at least on the surface, refuse to take a position on an issue. They try to appear objective, even when they are not. Students should try to force them to defend what they say they believe, and what they claim is true.

Final Note

Asking questions is a powerful strategy, but it must be done with the correct demeanor. We must **always** question the ideas presented, but must be careful to not challenge the **authority** of the professor. As you present this material to the students, encourage them to use these strategies as a crowbar to pop open the minds of others, rather than as a club to pound shut the minds of others. As Christians, we must always hold to the admonition to "speak the truth in love."