

Living the 21 Laws of Leadership

The Law of Reproduction It Takes a Leader to Raise Up a Leader

“Look in the leader’s eyes to see who you are, what you can be, and what you should be. Look in the mirror to comb your hair.”

— Unknown

Application Guide

Leaders raising up other leaders is the core of the *Law of Reproduction*. This law of leadership is applicable in any field of endeavor.

The former NFL head coaches Bill Walsh and Tom Landry raised up 15 NFL head coaches, nearly half of the head coaches in the NFL (as of the 1997 season)! Nine of the current NFL head coaches spent a year or longer working for three-time Super Bowl champion Bill Walsh or for one of the top assistants he trained. Five of the NFL coaches have a direct or indirect mentoring connection with two-time Super Bowl winner Tom Landry or one of the men he trained.

Another example of the *Law of Reproduction* is Jack Welch, chairman of General Electric, who is a tremendous example of a leader who raises up leaders among the corporate arena. In the chapter on the *Law of Reproduction* in my book, I list 20 leaders of major companies who once worked at GE. From General Dynamics to American Express Co.— the field does not matter, leaders are leaders.

Developing leaders in the church has been my focus for more than 20 years. Though I also develop leaders in various business arenas, my intentional area of concentration are local church leaders, both paid pastoral staff and volunteers. I have been privileged to mentor thousands of church leaders through books and conference settings. Let me briefly tell you a story of just two such leaders — Tim Elmore and Dan Reiland. Tim and Dan have both been friends and colleagues of mine for many years.

Tim has been with me since 1983, except for a 3 year span when he teamed up with Kingdom Building Ministries to develop leaders for the local church. He is back with me now on the INJOY team in the EQUIP Group. (I tease him today saying that he was “lost in the wilderness for those 3 years, but he is now returned to the promise land.” To which he quickly replies, “Yeah, but when did God move the promised land from San Diego to Atlanta?!) Tim was very young and inexperienced when I met him, even a little “leadership naive”, but he possessed a high-spirited passion for God and the church. He was also a gifted communicator, even at a young age. Tim quickly took to my mentoring and grew one of the largest College and Careers department in any church in the country, as well as developing young short-term missionaries for foreign work. Since then, Tim has developed leadership qualities in hundreds of college interns, volunteers, and pastors across the country. Today he continues to do the same by developing leaders in the Inner City, Foreign fields, and Academic environments with EQUIP. Tim has developed hundreds, and I believe the day will come when he develops thousands.

Dan has been with me for 16 consecutive years. He began as a pastoral intern in 1982. The good news is that he was smart and possessed a depth in which I knew there was potential. When we met I quickly saw that he was a great student and learner, and had a passion to grow. The bad news is, well lets just say he had room to improve — we are talking the *wide open plains* — room to improve! Dan was not a “natural” leader, but positionally had found himself in leadership roles

through his college and seminary years. He had to “un-learn” some things to get back on track with his potential. With 5-6 years of mentoring Dan grew from a “manager” to a “leader” to the point where I gave him the oversight of my entire pastoral staff for the remaining years I was the Senior Pastor at Skyline Wesleyan Church. Dan provided the day to day leadership for 13 pastors in a church of 3000 people. Since then, he has personally developed more than 100 leaders in the local church through his Joshua’s Men program, and more than 2000 churches are using this material to develop leaders in their church. He is known at INJOY as the “Pastor’s Coach” in his church consulting role.

How did this happen? How did two young guys, “green” in leadership turn out to be so productive? Mentoring. In both Tim and Dan’s story, it was my delight to intentionally invest into their lives, on a long term basis, to help them reach their maximum leadership potential. This is the *Law of Reproduction*.

I. Assessment

The following questions will give you insight as to how well you are living the *Law of Reproduction*.

- A. Do you lean toward developing others or doing things yourself?
- B. If you do not mentor well or consistently, what are some of the reasons?
- C. Have you been personally mentored by someone?
- D. Do you have a mentor now? If so, what have you learned from your mentor in the last 6 months that you are applying to your life today?
- E. Does mentoring others bring fulfillment or frustration to you?
- F. Would others in your company or church consider you a good mentor?
- G. Can you list the names of those who would consider you their primary mentor, and who have gone on to mentor others?

II. Application

Apple trees produce apples! Medical teaching hospitals produce doctors, music conservatories produce musicians, and leaders produce leaders — but none of these processes are automatic. Without intentional mentoring, the baton of leadership cannot be passed. In this chapter, I will

focus more on the leader or mentor. In the chapter on the *Law of Explosive Growth*, I will focus more on the actual process of developing a leader.

You can be a great leader and still not raise up other leaders. Vince Lombardi is a good example of this. He is a great coach and leader, but has not raised up other great coaches and leaders to follow in his footsteps. The following principles will help you grow as a mentor so you can raise up other leaders around you.

A. Qualities, characteristics and skills of a good mentor.

1. Good mentors are genuinely _____ in their students.

Good mentors "walk into the lives of their students." Mentoring is not a long distance proposition, (unless long term mentoring has taken place before the distance is introduced). Dr. Howard Hendricks, professor at Dallas Theological Seminary, says: "You can impress people from a distance, but you impact them only close up."

This kind of closeness and commitment can only come from a mentor who is sincerely interested in the personal welfare and benefit of their students. If the relationship is largely transactional, that is, some form of exchange, ("you scratch my back — I will scratch yours,") the student will reach his or her maximum potential.

2. Good mentors maintain a consistent pattern of _____.

"We will get together sometime soon" may be an acceptable social statement, but is unacceptable in the process of mentoring someone. As a mentor, you must first demonstrate your availability to your students, regardless of the number. This also gives good insight on the necessity to limit the number of those you actively mentor at any one time. If, for example, you actively mentor so many people at one time that you are available to no one, you have lost the ability to impact anyone's life.

★ **My "student" Dan Reiland says that: "Active mentoring is an intentional, two way relationship in which the mentor and student have committed to a learning / growth process in a specific and agreed upon area, usually for a pre-determined length of time." Inactive mentoring is informal, occasional, and on an as need basis, that takes place after active mentoring has ended.**

Mentoring, usually more effective over a long term relationship, can be effective over a wide range of time-spans from an intensive weekend to a decade. In rare cases where the mentor sustains significant personal growth, even longer.

Secondly, in addition to availability, a good mentor initiates contact with the student(s). If your student(s) are not coming to you, then you go to them.

3. Good mentors always begin with _____.

To avoid the pitfall of random or generic mentoring, an experienced mentor will begin with assessment. It is important to know the strengths, weaknesses, commitment level, previous training, personal background, and expectation of the student. Wise mentors start at the level their students are at, not above or below.

The next step is to determine, from the assessment, a short list of objectives, and the length of time you will pursue those objectives. This is not a black and white, or rigid process. Often times, discoveries are made throughout a mentoring relationship that call for interesting and productive "side trips" along the way, which also creates a need to change the timing of the mentoring process.

4. Good mentors are more _____ than others.

Being an active student of human behavior is essential for the effective mentor. Your students say more by their actions than their words by a country mile. They also send you important messages by what they do not do. Make mental notes, jot them down on a napkin or business card, whatever is handy. Do not delay in discussing what you observed. If you wait, 8 out of 10 times the learning value is greatly diminished. (The other 2 out of 10 are the more sensitive issues, or more information needed issues, that benefit from a brief delay.)

Note: to observe, you must be close by!

5. Good mentors are excellent _____.

This is straightforward and to the point. Listen more than you talk. The number one error made by most inexperienced mentors is to play the "great wise teacher" and do all the talking. The best mentors listen, ask questions, and teach only at the right moment.

6. Good mentors are _____ and _____ toward their students.

My wife Margaret is patient with me at the movies. When we watch those complicated multi-plot, multi-time frame, with 37 Russian characters type story line, I rarely know what is going on. She has to whisper what is happening through the whole movie so I can keep up. This of course thrills the people sitting around us! She could just give up on me, but she cares enough to keep going to the movies!

Mentors have usually traveled farther in life than their students. The mentor could easily become bored, impatient and even frustrated. In that moment the mentoring relationship has just deteriorated to a non-effective level. The very nature of the description, mentor — student, suggests that the student will need time. If you are not in the “caring about people” business, mentoring is not for you. It takes time and people are “messy.”

7. Good mentors demonstrate a personal _____ worthy of following.

Integrity, ethics and high moral standards are vital to an effective mentoring process. You can be the best at what you do, but you greatly lessen your ability to transfer what you know, as well as your life experience, if your students do not buy into who you are as a person. *Your life is more important than your lesson — it is your lesson.*

B. A good mentor sets out to . . .

1. Be an agent of significant _____.

As the mentor, you cannot literally cause change within another individual. You can not take responsibility for that change either. Your primary role is that of an outside agent, but with wisdom and experience you can influence your students greatly. Yours is a guiding and shaping role.

It is important to set your objectives of change as clearly and succinctly as possible. The objectives may change a little during the process, but you always know what they are. You may have a strong “program” but without specifically targeting the changes you want to see take place, you may end up with no change or growth at all.

2. Act as a _____ not a leaning post.

Some mentors are “needy” and invest in their students in such a way that they keep the students tied to them. This is stifling and unhealthy. Remember it this way, needy people — need people. Not in the normal, healthy sense in which we all need each other, but in a way that keeps people dependent upon you. This unhealthy dependency may be emotional, it may be connected to authority, or financial etc. Like a wise parent, mentor people with the goal in mind of one day setting them free to fly on their own.

3. Make the student think _____ and _____.

Good mentors make their students think, reflect, self-examine, and then integrate the new thoughts, lessons and ideas into practical daily experience. One of the best ways to make your students think is through the use of strategic questions. Bob Biehl, says in his

book *Asking To Win*; "Questions are like intricate brass keys which unlock the lock boxes of people's minds and hearts, hopes and dreams." Ask probing questions that cause the student to seek creative options and think in directions they are not accustomed to. Do not ask questions that are right or wrong answers, but thought-provoking questions that lead the student to a greater self-awareness (different than self-focused), greater personal growth and productivity. Ask many questions. Knowing how to *get there* is as important as the right answer.

4. Coach the development of essential _____.

Your greatest contribution to someone's personal or professional (or both) life may be wrapped up in one or two essential habits. The wise mentor will not waste time attempting to help the student break bad habits, unless they are destructive or life threatening. The wise mentor focuses the vast majority of time on developing good habits.

★ ***Important habits come in two categories, first are the habits specific to a certain field. For example, a pastor must develop the habit of advance preparation for his/her sermons; or a businessman must develop the habit of preparing accurate financial forecasts. Secondly, there are some essential habits that are healthy for everyone, such as study and reflection, exercise, cultivating a positive thought life, a solid work ethic, compassion for people etc. A good mentor creates a "mentor menu," that combines just the right combination of both habit categories.***

C. Requirements for an effective mentoring relationship

1. An understanding of _____ desired results.

This is the key to effectiveness. Each of you must communicate your desires and expectations of the mentoring process.

2. Mutual _____.

The student respecting the mentor is not enough, the mentor must also respect the student.

3. _____ connection.

It is not necessary that the mentor and student be "best friends" by any means, but the relationship must be natural and enjoyable. If you do not enjoy being around your students, you will not migrate toward them, and if you do not migrate toward them you can not mentor them!

4. _____ from the mentor.

Competency is expected from you in your field of expertise, and in the basics of mentoring as outlined in this application guide.

5. _____ from the student.

Without desire from your students, you are wasting your time. Their desire is easily measured by their commitment to the mentoring process. ***The secret to development is desire.***

III. Action Assignment

Choose either or both of the following options to complete this month.

Interview your mentor, or someone you respect as a mentor and ask questions to gain insights into mentoring.

Interview three people you would consider to be your best students and ask about your strengths as a mentor and where you could improve as a mentor.