

The background of the cover features a classical architectural scene with several tall, fluted columns and a pediment decorated with sculptures. The image has a warm, golden-brown color palette and a slightly aged, textured appearance.

FOUNDATIONS *of* ADVENTIST LEADERSHIP

Workbook

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INTRODUCTION

Leadership in the 21st Century Adventist Church presents many challenges. Since 1995, our church has grown at an average annual rate of 5.23 percent. Most of this growth has taken place in Sub-Saharan Africa, Latin America, and Southeast Asia. This growth has significantly changed the ethnic and racial complexion of the church.

More than ten years ago, *Adventist Review* editor William G. Johnsson wrote a book entitled *The Fragmenting of Adventism*. That book described ten issues that were facing the church in 1995, some of which threatened to split the church. Under the blessing of God, the church has not split and is still strong. However, many of the issues that threatened the church then continue to impact significant segments of the church today.

In addition to these internal stresses, external forces also threaten to invade the church. Increasing secularism and secular humanism in many parts of the world influence our thought processes and make it easier for our institutions and organizations to edge ever closer to the world. Materialism, rampant in the secular world, is an ever threatening danger to the church and to its members.

In view of these and other challenges faced by church leaders, time was set aside at the 58th General Conference Session in July, 2005, to consider the characteristics needed by leaders in the 21st Century Adventist Church. Five presentations focused on the character and personality of Adventist leaders, with special emphasis on responsibility, integrity, the role and scope of ecclesiastical authority, and responsiveness to diversity. These presentations have been printed and bound into a booklet called “Profiling Adventist Leadership.”

This workshop, prepared for church leaders around the world, is based on those presentations. It addresses such important questions as

1

How church leaders can act with responsibility, and how they should deal with irresponsible behavior.

2

Why integrity is important for leaders and church organizations in the 21st Century, and how leaders and church entities can ensure that they act with integrity.

3

The nature and scope of ecclesiastical authority, and how church leaders should respond to it.

4

Why responsiveness to diversity is an essential quality for leaders in our global church, and how leaders can develop this quality.

Some of the issues the workshop addresses are very sensitive and may reveal changes that we need to make in our leadership practices. These issues are not meant to offend; rather they are addressed in order that we may become more effective leaders as we grow and work together to hasten the coming of our Lord.

This workshop is intended for church leaders at every leadership level from the local church on up. It has been prepared with the prayer that each leader who attends may be blessed and strengthened to meet the challenges the Adventist Church faces in this Century.

IMPORTANT INFORMATION ABOUT THESE WORKSHEETS

There is a worksheet for each one of the PowerPoint sessions in this booklet. The worksheets are divided into two sections.

You should fill out the first section of each worksheet during the PowerPoint presentation. Each question on the sheet is matched with the slide number where you can find the answer. The slide numbers are in the upper right-hand corner of each slide as they are shown on the screen.

Try not to spend too much time reading the questions on the worksheets. Focus instead on the material that is being presented on the screen. You will miss important information if you spend too much time reading the questions.

The second section of each worksheet consists of Questions for Further Study for that session. You should answer these questions after the PowerPoint session. If you do not have time to answer these during the workshop, you can fill in the answers later when you return home. At the end of each question, you will find the slide number(s) where you can locate the answer(s) for that question. These questions are the same as those that are shown on the screen near the beginning of each PowerPoint session.

Once again, we wish you God's rich blessing as you participate in the Leadership Workshop for the leaders in your area. As you look to Jesus, the Model Leader, and as you strive to become more like Him, your leadership experience will draw those who follow you to know Him, Whom to know is life eternal. May the hymn below be the prayer of every Adventist leader.

Not I, but Christ, be honored, loved, exalted;
Not I, but Christ, be seen, be known, be heard;
Not I, but Christ, in every look and action,
Not I, but Christ, in every thought and word.

Not I, but Christ, to gently soothe in sorrow,
Not I, but Christ, to wipe the falling tear;
Not I, but Christ; to lift the weary burden,
Not I, but Christ, to hush away all fear.

Christ, only Christ! No idle words e'er falling,
Christ, only Christ; no needless bustling sound;
Christ, only Christ; no self important bearing;
Christ, only Christ; no trace of "I" be found.

Not I, but Christ, my every need supplying,
Not I, but Christ, my strength and health to be;
Christ, only Christ, for body, soul, and spirit,
Christ, only Christ, here and eternally.

(SDAH 570)



WORKSHEET *for* SESSION 1

Instructions: Please fill in the blanks during the PowerPoint presentation.

1. (SLIDE 6) _____ in the Adventist Church is different from leadership in business or politics.
2. (SLIDE 7) _____ is critical in church leadership.
3. (SLIDE 9) The first reality that compels us to consider the matter of church leadership is the _____ church.
4. (SLIDE 10) It is projected that by the year 2020, there will be about _____ million baptized Adventist members.
5. (SLIDE 11) By the year 2020, _____ % of church members will have been members for 20 years or less.
6. (SLIDE 12) Because the church will be a “young” church, we must consider how we pass on our identity and _____ to the next generation of believers.
7. (SLIDE 13) These values transcend time and _____ .
8. (SLIDE 14) The second reality that compels us to consider church leadership is the inevitability of _____ ; this cannot be resisted and should not be feared.
9. (SLIDE 15) Leadership must retain, treasure, nurture, and pass on our spiritual _____ to the next generation of Adventist believers.
10. (SLIDE 16) Leaders must guide the church in living creatively with both _____ and _____ .
11. (SLIDE 17) Because the church is a global community with constant interaction among cultures, we must learn to live creatively with _____ .
12. (SLIDE 18) We want to celebrate diversity while maintaining our _____ .

13. (SLIDE 19) Leaders must place _____ above culture.
14. (SLIDE 20) Leadership must _____ proactively to bring out the richness in our diverse global family.
15. (SLIDE 22) Our _____ as a global church is based on the strong foundation of God's word.
16. (SLIDE 23) The church is _____ with one Lord, one faith, one hope, and one baptism.
17. (SLIDE 24) Our model constitution, common church policies and manual, 28 fundamental beliefs, and integrated financial resource system demonstrate our commitment to _____.
18. (SLIDE 25) Jesus wants His church to be _____.
19. (SLIDE 26) Jesus' prayer in John 17 was that His followers might be "_____" (John 17:21)
20. (SLIDE 27) The _____ is God's preferred instrument of mission.
21. (SLIDE 28) The _____ "is the one object upon which God bestows in a special sense His supreme regard."
22. (SLIDE 29) Leadership must tenderly _____ for the needs of the church.
23. (SLIDE 30) _____ is Christ's favorite word to describe the bonding relationship among members of His church.
24. (SLIDE 31) Church leaders must love the church enough to _____ for it.
25. (SLIDE 32) Leaders will not be _____-serving.
26. (SLIDE 33) _____ is the model for Adventist leaders.
27. (SLIDE 34) True leaders will remember that they are _____ as Christ was.
28. (SLIDE 35) Adventist leadership agrees as a global _____ on how we should act and what we should do.
29. (SLIDE 35) We work on the basis of consultation and _____ in our decision- making processes.
30. (SLIDE 36) Adventist leadership will be sensitive to what the church can accept at any given time and will not show a spirit of _____.
31. (SLIDE 37) A church leader should "highly esteem the judgment of his _____."
32. (SLIDES 38, 39) A leader who feels that he is in a position of supreme authority is in a _____ position.
33. (SLIDE 40) Church leaders will function in the interest of the _____.

34. (SLIDE 41) The local conference or mission is as bonded to the whole church _____ as it is to its local _____.
35. (SLIDE 42) Church leaders serve at the pleasure of the _____ and should not become bitter if they are not reelected.
36. (SLIDE 43) “If you cannot accept being elected _____” of church office, “you should not accept being elected _____.”
37. (SLIDE 44) The first important quality needed for election to church leadership is _____.
38. (SLIDE 45) After spirituality _____ and _____ are the highest qualities needed in Adventist leadership.
39. (SLIDE 46) _____ is not being proud or arrogant.
40. (SLIDE 47) A leader who does not sell his soul or get caught in a conflict of interest has _____.
41. (SLIDE 48) _____ and self-seeking do not belong in any leadership assignment in our church.
42. (SLIDE 49) _____ is the capacity to see opportunities and to define their values.
43. (SLIDE 50) The Adventist community wants to see where their leaders are _____, not just what they hold in their hands.
44. (SLIDE 51) A church leadership position should be accepted only after _____ consideration by the individual and his family.
45. (SLIDE 52) When leadership ceases to be an experience of joy and fulfillment, the leader should _____.
46. (SLIDE 53) Adventist Church leaders always operate with an awareness of certain fundamental _____.
47. (SLIDE 54) Leaders always live in anticipation of our _____.
48. (SLIDE 55) They are conscious that we live with the unfinished assignment of being Christ’s _____.
49. (SLIDE 56) Leaders must focus the church on _____; _____ is the primary reason for our being as a church.
50. (SLIDE 57) Our mission is to make _____ of all nations.



WORKSHEET *for* SESSION 2

Instructions: Please fill in the blanks during the PowerPoint presentation.

1. (SLIDE 6) The Adventist Church operates in _____ countries of the world.
2. (SLIDE 8) “Acting with responsibility” involves _____, _____, and _____ in new ways.
3. (SLIDE 9) These three flow in a cycle of actions: _____, _____, and _____.
4. (SLIDE 12) We and our church organizations are called to be living _____.
5. (SLIDE 13) In heaven our position descriptions will be to _____ and _____ God.
6. (SLIDE 14) Right _____ produce right thoughts and actions.
7. (SLIDE 15) _____ represents the fundamental issue in the Great Controversy.
8. (SLIDE 16) Our church owes its entire _____ and allegiance to God.
9. (SLIDE 17) The distinguishing marks of God’s disciples are _____ for one another, obedience to God’s commandments, and faithfulness to Jesus.
10. (SLIDE 18) Love and faithfulness show us what we are to _____ and to _____ as we act responsibly.
11. (SLIDE 19) Biblical responsibility includes _____ and accountability.
12. (SLIDE 20) Responsibility involves the _____ an organization grants its members and leaders.
13. (SLIDE 22) Examining the questions “to whom and what” and “for whom and what” we are responsible may reveal responsible _____ that convey Christ’s love.

14. (SLIDE 24) Sometimes acting with responsibility can include disagreeing with others; failing to disagree can even be _____.
15. (SLIDE 25) Even though we may disagree, we continue to work together to share the _____ ever told.
16. (SLIDE 27) The goats, to whom Jesus said, “I never knew you,” thought that they _____ to get into heaven because of their good deeds.
17. (SLIDE 28) The sheep in Matthew 25 could not _____ their good deeds.
18. (SLIDE 29) The goats in Matthew 25 performed their good deeds as _____ in order to earn salvation; the sheep performed their good deeds in the context of _____.
19. (SLIDE 30) In the context of our relationship with Jesus, acting with responsibility emphasizes _____ over accomplishments.
20. (SLIDE 31) Our church holds responsibilities in the global mission of _____.
21. (SLIDE 32) Uniting with heavenly agencies in the redemption of the human family will energize our _____.
22. (SLIDE 33) Despite differing viewpoints, mistakes, and disappointments, responsible leaders function in the _____.
23. (SLIDES 34,35) Responsibility balances _____ with persistence and _____ - _____ commitment with short-term recognition of the urgent needs before us.
24. (SLIDE 36) God does not want us to squander the opportunities He gives us while we bicker over roadmaps and _____.
25. (SLIDE 37) Effective managers have “a _____ for _____.”
26. (SLIDE 38) Elijah’s experience shows the full range of _____ to _____ in the leadership process.
27. (SLIDE 41) When Elijah fled from Jezebel, he had forgotten that the battle he was fighting was between _____ and _____.
28. (SLIDE 42) Two things that may cause our leadership problems are _____ and _____.
29. (SLIDE 43) When our pastors, teachers, or leaders break down under their leadership loads, we should react with _____.
30. (SLIDE 44) The process of seizing opportunities and rising above human limitations may be resolved through _____ or through encouraging _____ with fellow workers.

31. (SLIDE 46) We are _____ of reconciliation to reveal who God is and how God acts.
32. (SLIDE 48) Unless we act with responsibility, we will fail to _____ and to _____ the people and opportunities God brings us each day.
33. (SLIDE 49) Sometimes we have buried the true gospel under _____ gospels.
34. (SLIDE 50) Five deceptions that leaders should avoid are _____, _____, influence, dignity, and self-preservation.
35. (SLIDE 52) As descendants of the Adventist pioneers, we will risk who we are, as we pursue our _____ in the plan of redemption.
36. (SLIDE 53) As the Great Controversy rages, God's cause needs _____ from us.
37. (SLIDE 54) We are Christ's _____ in the ministry of reconciliation.
38. (SLIDE 55) As leaders in the Adventist Church, we are to worship _____, not some element, tradition, or asset of the church.

SESSION 2: QUESTIONS FOR FURTHER STUDY

Instructions: Please fill in the answers to these questions after the PowerPoint presentation.
You can find the answers on the Session handouts.

1. What does “acting with responsibility” involve? (slide 8)
2. How can we do this effectively? (slide 9)

3. How does “acting with responsibility” relate to church governance? (slide 15)
4. Why do we need to examine the questions
 - a. To whom are we responsible?
 - b. For whom are we responsible? (slide 22)
5. Why may failure to disagree in certain situations be acting irresponsibly? (slide 24)
6. What is the difference between transactional and relational service? (slides 27–30)
7. Why should we be energized in our service for God? (slide 32)

8. What factors will “acting with responsibility” lead us to balance? (slides 34, 35)
9. Why did Elijah flee when he had every reason to stand his ground? How are we like him? (slides 41, 42)
10. How should we relate to our fellow workers in God’s cause? (slides 43, 47)
11. What are some of the negative governance practices that students in our global classrooms have learned? (slides 49, 51, 52)



WORKSHEET *for* SESSION 3

Instructions: Please fill in the blanks during the PowerPoint presentation.

1. (SLIDE 6) Reviewing governance principles will help us revisit, _____, and _____ our capacity to serve.
2. (SLIDE 7) Responsible governors will test and confirm their organization's governance system; _____ recommended practices to understand their ethical, legal, and operational reasons; and _____ the potential impact of the proposed practice upon their organization and its people.
3. (SLIDE 8) _____ and _____ are parts of an inseparable continuum of church leadership and governance.
4. (SLIDE 9) We refer to the day-to-day operation of an organization as _____, and to the general oversight of an organization as _____.
5. (SLIDE 10) Continued contributions of money, loyalty, and personal time from our _____ require that we develop an organizational culture that honors discussion of governance issues.
6. (SLIDE 11) Ensuring _____ and ethical _____ of an organization are among the most critical tasks of governors.
7. (SLIDE 12) Governors are _____.
8. (SLIDE 13) _____ of _____ are complex challenges for boards and committees.
9. (SLIDE 14) Responsible governors will not vote on decisions and will recuse themselves from discussions of issues in which they have a _____ of _____.
10. (SLIDE 15) Leaders must not _____ a conflict of interest.

11. (SLIDE 19) The focus of governance should be renewing and improving effectiveness in accomplishing the _____ of an organization.
12. (SLIDE 20) This slide lists 21 building blocks to help develop effective _____ in church organizations.
13. (SLIDE 23) Areas of tension among the essential, necessary, good, and useful include competing _____, principles, _____, and standards.
14. (SLIDE 26) Resolving disagreement among governors over competing values, standards, principles, and goals requires _____, _____, and extended discussions.
15. (SLIDE 27) Resources that are needed to develop and bring to life the dreams we have for our organizations include _____, _____, people and skills, opportunity, and training.
16. (SLIDE 27) Resources we need to keep our organizations on track include credibility and understanding, _____, and _____.
17. (SLIDE 28) _____ curves require time, training, and discussion to resolve.
18. (SLIDE 31) Governance _____ and dysfunctions frustrate leadership, slow down constructive decision making, and disrupt unity, communication, and action.
19. (SLIDE 34) _____ are most dangerous and inflict the most damage between meetings.
20. (SLIDE 35) Acting with responsibility requires resolving to “_____ together” in unity.
21. (SLIDE 37) In spite of unresolved issues, God is able to instruct, _____, and unify His leaders for mission.
22. (SLIDE 38) “Press together; in unity there is _____.”
23. (SLIDE 41) Change in improving the effectiveness of our organizations, boards, and committees begins with _____.
24. (SLIDE 42) Our job descriptions in heaven will be to _____ and _____ God.
25. (SLIDE 44) We need to develop a culture of informed _____ in our committee discussions.
26. (SLIDE 45) We need to _____, nurture, and challenge our leaders and officers.
27. (SLIDE 46) The best governing bodies will develop and display timely _____, effective use of _____, and a balanced understanding of _____.
28. (SLIDE 48) _____; don’t give up on your church, your fellow workers, or yourself.
29. (SLIDE 48) Avoid _____ yourself into entrenched positions on complex issues.

3. How can governors minimize conflicts of interest? (slides 14, 15)
4. How can church leaders improve the quality of governance for their organizations? (slides 17, 18)
5. What are some of the basic building blocks governors should consider? (slide 20)
6. What are some unresolved issues that keep us from reaching our governance aspirations? (slides 23, 27, 28, 31)

7. How can we resolve tensions among competing values, standards, and goals? (slide 26)

8. How can we resolve the issue of learning curves in governance? (slides 28–30)

9. How can we deal with governance disabilities and dysfunctions? (slide 34)

10. What are the imperatives for responsible governance? (slides 43–45)

11. Describe governing bodies that act with responsibility. (slide 46)

12. How can we as individuals improve our governance practices? (slides 47-49)



WORKSHEET *for* SESSION 4

Instructions: Please fill in the blanks during the PowerPoint presentation.

1. (SLIDE 4) The Lord “delights in those who have _____.”
2. (SLIDES 6-8) At Loma Linda University, Christ is the Master _____, the Great _____, and the Servant _____.
3. (SLIDE 9) Christ is the _____ for daily work and the _____ for us to accomplish all He calls us to be and to do.
4. (SLIDE 10) At Loma Linda, _____ is the foundation of faith, hope, and love.
5. (SLIDE 13) _____ is firm adherence to a code of moral values.
6. (SLIDE 15) Two synonyms for integrity are _____ and _____.
7. (SLIDE 16) Two words we use to show a lack of integrity are _____ and _____.
8. (SLIDE 17) Integrity is the foundation of our _____ and a universal and timeless principle for living.
9. (SLIDE 18) Integrity manifests itself as _____ keeping.
10. (SLIDE 19) According to Dwight D. Eisenhower, integrity is the supreme quality for _____.
11. (SLIDE 19) Integrity is essential for corporate _____.
12. (SLIDES 21-32) Six Bible heroes that demonstrated integrity were _____, _____, _____, _____, _____, and _____.
13. (SLIDES 38-42) Three examples of integrity in recent history were _____, _____, and _____.

3. How can we identify integrity in our institutions and church entities? (slides 44-47)

4. How can we handle with integrity errors that occur? (slide 48)

5. How can we ensure corporate integrity in dealing with errors? (slide 49)



WORKSHEET *for* SESSION 5

Instructions: Please fill in the blanks during the PowerPoint presentation.

1. (SLIDE 5) Breaches in integrity always hurt _____ , _____ , _____ , and the reputation of our God.
2. (SLIDE 7) _____ is the infrastructure that supports characters, families, institutions, communities, and the church.
3. (SLIDES 8-10) WorldCom, Enron, and Arthur Andersen are three examples of _____ and _____ conduct.
4. (SLIDE 14) Corporate leaders who have put their own self-interest ahead of organizational responsibilities have put the _____ at risk, _____ shareholders of their rightful returns, and _____ employment of staff and their long-term financial stability.
5. (SLIDE 15) _____ conduct has even invaded the church.
6. (SLIDE 16) The fallout from _____ on the part of church leaders is always devastating.
7. (SLIDE 17) A _____ work environment because of discrimination should never occur.
8. (SLIDES 18, 19) _____ is unacceptable behavior on the part of leaders and is illegal in many countries.
9. (SLIDE 20) _____ is perceived favoritism shown to the employed relative of a leader or manager.
10. (SLIDE 21) The _____ never justifies the _____ when a leader has shown a breach of integrity.

11. (SLIDE 22) It is not appropriate to hide confirmed _____ misconduct of a church leader.
12. (SLIDE 23) In employee evaluations, “loving kindness” should never blunt _____.
13. (SLIDE 24) Failure to be forthright in our performance _____ robs colleagues of growth opportunities.
14. (SLIDE 25) It is never appropriate to hide the outcome of an employment interview behind _____.
15. (SLIDE 26) We must protect the _____ line between advancing the gospel with integrity while coping with restrictive civil laws.
16. (SLIDE 27) When civil law and Christ’s commands come into conflict, _____, prayerful thought and God’s _____ are needed.
17. (SLIDE 28) _____ wrote, “Everyone must submit to the governing authorities.”
18. (SLIDES 29, 30) Manipulating or exaggerating facts and backbiting _____ integrity.
19. (SLIDE 31) Leaders and managers should _____ in public and _____ in private.
20. (SLIDE 32) “The _____ of the upright guides them, but the unfaithful are destroyed by their _____.”
21. (SLIDE 35) _____ % of leadership failures are the result of character failures.
22. (SLIDE 36) Our _____ are built from the accumulation of our day-by-day choices and actions.
23. (SLIDE 37) When we are convicted of lapses in integrity we can either make _____ until the conviction fades or accept the conviction and be _____.
24. (SLIDE 42) _____ for living a life of integrity comes from a living connection with the God of the Universe.
25. (SLIDE 43) As leaders, we should stop _____ times a day to refocus on God and seek His wisdom to deal with the dilemmas we face.
26. (SLIDE 45) Having our minds informed and enriched by _____ will help us to live lives of integrity.
27. (SLIDE 46) The power of God makes it possible for the servant of God to maintain his _____ under all circumstances.



WORKSHEET *for* SESSION 6

Instructions: Please fill in the blanks during the PowerPoint presentation.

1. (SLIDE 6) _____ authority is the authority of the church.
2. (SLIDE 7) _____ is the ability to produce change; _____ is the right to exercise power.
3. (SLIDE 8) God has _____ authority; man has _____ authority.
4. (SLIDES 9, 10) God has supreme authority because He is both _____ and _____.
5. (SLIDE 11) The will of _____ stands above that of the will of civil government; the will of civil government stands above the will of _____ leaders.
6. (SLIDES 12, 13) The authority and power of God are exercised in _____.
7. (SLIDE 15) God uses His power and authority to sustain and preserve His _____.
8. (SLIDE 16) God's power is _____ and _____.
9. (SLIDE 17) Christ has _____ those powers that have enslaved humans.
10. (SLIDE 18) Because of the goodness of God's authority, we should submit to Him in _____ and _____.
11. (SLIDE 19) The authority of God opposes powers that _____ the development of the potential God gave us and that _____ His character.

12. (SLIDES 21-23) Christ revealed the power of God over _____, _____, and _____.
13. (SLIDE 24) When Christ used His power over these forces, he was acting in behalf of _____.
14. (SLIDE 28) Christ's authority was shown in a special way in His freedom to _____ His _____ as a sacrifice for us and His power to take it up again.
15. (SLIDE 29) Our understanding of divine _____ in the life of Christ helps us understand how that _____ should be used in the church.
16. (SLIDE 30) The question of _____ authority is one of the most challenging issues the Adventist Church faces.
17. (SLIDE 31) Christ endowed His church with _____; a key text of Scripture in this regard is _____.
18. (SLIDE 32) The authority He gave to the church is "_____ " authority.
19. (SLIDE 34) The _____ is the source to understand ecclesiastical authority.
20. (SLIDE 36) The _____, the _____ and the world community of believers work together in exercising ecclesiastical authority.
21. (SLIDE 39) Church members are to submit to _____ another and to _____ leaders.
22. (SLIDE 40) _____ authority is dependent on the authority of Christ in the church.
23. (SLIDE 41) _____ is indispensable for the church to effectively use the authority with which the Lord entrusted it.
24. (SLIDE 43) Based on the example of the early church, as described in _____, the Adventist Church exercises church authority through _____.
25. (SLIDE 44) The world church gives _____ authority to its appointed leaders, and it may withdraw this authority from them.
26. (SLIDE 45) Adventists see ecclesiastical authority as _____ throughout the world church.
27. (SLIDE 46) The proper tendency among leaders is to work through _____.

5. Where does the authority of the church come from? (slide 31)
6. What is implied by the “entrusted” dimension of ecclesiastical authority? (slide 32)
7. What three entities cooperate in exercising ecclesiastical authority? (slide 36)
8. What is the role of Ellen White regarding church authority? (slides 37, 38)
9. What functions does ecclesiastical authority server in the church? (slide 40)
10. What do we mean by “delegated authority”? How does it work in the Adventist Church? (slides 43-45)



WORKSHEET *for* SESSION 7

Instructions: Please fill in the blanks during the PowerPoint presentation.

1. (SLIDE 5) Leaders should use their _____ to preserve the integrity of the biblical message, the mission, and the unity of the church.
2. (SLIDE 7) The integrity of the _____, realization of the _____, and the global _____ of the church are of fundamental importance in defining the role of ecclesiastical authority.
3. (SLIDE 12) Message, mission, and unity are the _____ through which plans, decisions, and appointments can be evaluated.
4. (SLIDE 13) In the Adventist Church _____ authority does not rest on a person, group of clergy, or theologians.
5. (SLIDE 14) Final authority in the Adventist Church is exercised through the _____ Session; however, ultimate authority should always be _____ to _____.
6. (SLIDE 15) Ellen White wrote that the _____, when assembled, should have authority.
7. (SLIDE 16) "The General Conference is the _____ organization in the administration of the worldwide work of the church."
8. (SLIDE 17) The GC Session is the authoritative channel through which the world church reaffirms its _____, _____, and _____.

9. (SLIDE 18) Preserving the _____ of the church requires global thinking from church members and leaders.
10. (SLIDES 19, 20) When decisions have been made in a GC Session, _____ around the world should willingly abide by them, and leaders are _____ with the authority to implement them.
11. (SLIDE 21) _____ is the central factor that judges and defines the limits of diversity within the church.
12. (SLIDE 22) When diversity is involved in sensitive issues, the main interest of church leaders should be to _____ the integrity of the message, fulfill the mission, and preserve the unity of the church.
13. (SLIDE 23) Because of the global nature of our church, _____ concerning the use of ecclesiastical authority can be expected.
14. (SLIDES 25, 27, 29, 31, 33) Five challenges in the exercise of ecclesiastical authority are _____, balancing _____ needs with _____ needs, achieving a _____, attempts to _____ leaders' power, and the _____ nature of the global church.
15. (SLIDE 32) A clear understanding of the _____, _____, and _____ of the church can help leaders avoid power vacuums.
16. (SLIDE 34) Because the Adventist movement is made up of people from most nations of the world, leaders need to _____ to the many voices of this global community.
17. (SLIDE 35) Ethnic, gender, or racial _____ will have a negative impact on a leader's use of authority.
18. (SLIDE 36) Any definition of ecclesiastical authority must begin with an understanding of God's _____ and authority as revealed in Christ.
19. (SLIDE 37) A _____ understanding of authority forms the basis for ecclesiastical authority.
20. (SLIDE 38) Ecclesiastical authority resides in the _____ church.
21. (SLIDE 40) In a GC Session, delegates speak with final authority with one final _____.
22. (SLIDE 41) The use of ecclesiastical authority by church leaders is _____ to the extent that their understanding and use of it are Christologically determined.
23. (SLIDE 42) _____ is a gift entrusted to church leaders for them to serve the church.

24. (SLIDE 43) Ecclesiastical authority focuses on the _____ of God's people.
25. (SLIDE 44) The apostles accepted persecution and martyrdom because their compelling _____ was building up the church.
26. (SLIDE 45) Any use of ecclesiastical authority for personal _____ is a misuse of this authority.

SESSION 7: QUESTIONS FOR FURTHER STUDY

**Instructions: Please fill in the answers to these questions after the PowerPoint presentation.
You can find the answers on the Session handouts.**

1. For what three purposes should leaders use their ecclesiastical authority? (slide 5)
2. How do these three elements function within the church? (slides 11, 12)
3. Within the Adventist Church, where does final authority reside? Why has the church chosen this model? (slide 14)

4. What challenges do we face in exercising ecclesiastical authority? How can each of these challenges be met? (slides 25–35)
5. As a church, we follow the consensus model of decision making. What criteria should consensus follow? What should be avoided in achieving consensus? (slide 30)
6. How can we evaluate a leader's use of ecclesiastical authority? (slide 39)
7. What does the proper use of ecclesiastical authority require of a leader? (slide 45)

FOUNDATIONS *of* ADVENTIST LEADERSHIP

WORKSHEET *for* SESSION 8

Instructions: Please fill in the blanks during the PowerPoint presentation.

1. (SLIDE 8) In a multinational, global church, no leadership skill is more important than competency in the area of _____.
2. (SLIDE 9) One reason this skill is so important is that Adventists have work in _____ countries of the world.
3. (SLIDE 12) Jesus' ministry shows a _____ - _____ trajectory.
4. (SLIDE 13) The gospel was to spread from Jerusalem to Judea to Samaria, then to the "_____."
5. (SLIDE 14) Jesus' ministry showed a _____ trajectory, including all classes of people.
6. (SLIDE 15) His ministry moved from ethnocentric exclusivity to _____ inclusivity.
7. (SLIDES 18, 19) The mission of the Adventist Church is _____ in scope, including every nation, tribe, language, and people.
8. (SLIDE 19) This global mission requires leadership that functions locally in its own service arena, but that is _____ in its outlook.
9. (SLIDE 21) _____ consists of the biophysical, social, cultural, national, and historical markers that groups use to identify themselves as a group and to distinguish themselves from other groups.
10. (SLIDES 22-26) We have the following kinds of diversity in our church: _____, _____, _____, _____ and _____.

11. (SLIDE 28) _____ is the knowledge, attitude, and skill used by a leader to effectively serve his/her diverse constituency.
12. (SLIDE 30) According to Galatians 3: 27,28, leaders are to promote oneness in mission, _____, service, and _____.
13. (SLIDE 32) Paul shows by word and example the proper response to racial, national, cultural, gender, and ethnic _____.
14. (SLIDE 33) The key passage showing Paul's thinking about diversity is _____.
15. (SLIDES 35, 36) _____ and _____ freedom released Paul from his old identity anchors.
16. (SLIDE 37) After his conversion, Paul was no longer Judeo-centric in terms of primary _____, commitment, or allegiance.
17. (SLIDE 38) When Paul said that he became "AS" a Jew, he declared his independence from limiting _____, preconceptions, and presuppositions of his ethnocentric past.
18. (SLIDE 40) A transformation of one's primary identity is the _____ to effective leadership in diversity.
19. (SLIDE 45) _____ changed Paul's response to diversity.
20. (SLIDE 46) When Paul became a new creature in Christ, he had _____ perceptions of the world, of society, priorities, ambitions, and criteria of perception.

SESSION 8: QUESTIONS FOR FURTHER STUDY

**Instructions: Please fill in the answers to these questions after the PowerPoint presentation.
You can find the answers on the Session handouts.**

1. Why do Adventist leaders need to be competent in the area of diversity? (slides 9, 12, 18)

2. Define the terms “diversity,” “diversity competency,” “cultural competence.” (slides 21, 28)
3. What types of diversity do we have in the Adventist Church? (slides 22-26)
4. How are leaders to promote unity in the church? (slide 30)
5. How could Paul say, “to the Jews I became AS a Jew,” when he actually was a Jew? (slides 35-38)
6. How did conversion change Paul’s value system in reference to diversity? (slides 45, 46)
7. When Paul states that he “became AS a Jew,” what is he emphasizing? (slide 40)



WORKSHEET *for* SESSION 9

Instructions: Please fill in the blanks during the PowerPoint presentation.

1. (SLIDE 6) Cross-cultural leaders must affirm their _____.
2. (SLIDE 8) After his conversion, Paul's new primary identity centered in the _____.
3. (SLIDE 9) For Christian leaders, personal diversity characteristics are temporal distinctions that have no value as far as _____ is concerned.
4. (SLIDE 10) For Paul, any former or present _____ that is not surrendered to Christ becomes idolatry.
5. (SLIDE 11) Believers must center their perspectives around _____.
6. (SLIDE 13) Cross-cultural leaders must understand their own _____ identity.
7. (SLIDE 14) Paul used his intimate knowledge of his own national history and _____ culture to work with his own people.
8. (SLIDE 15) Leaders are called to be Christ-centered and _____-sensitive.
9. (SLIDE 16) For the Christian, every endowment, including _____, is a gift to be stewarded, not a possession to be worshipped or protected.
10. (SLIDE 21) Paul's example as a cross-cultural leader tells us that cross-cultural service, ministry, and _____ are possible.
11. (SLIDE 22) Our motivation for ministry must be a _____ for _____.

12. (SLIDE 23) _____ love intensifies the bonds between diverse brothers and sisters.
13. (SLIDE 24) Cultural competence supercedes _____.
14. (SLIDE 25) The “Reject-the-Idea of Difference” approach is _____.
15. (SLIDE 26) Rejecting the idea of difference is alien to diversity _____ and leadership.
16. (SLIDE 27) The “Being Difference-Blind” approach is _____.
17. (SLIDE 28) Failure to explore the significance of difference leads to cross-cultural _____.
18. (SLIDE 29) Leaders set the _____ temperature of their organizations.
19. (SLIDE 32) To ensure accountability in the area of diversity responsiveness, leaders need to _____ their followers and employees on their responsiveness to diversity.
20. (SLIDES 33, 34) We need to _____ our leadership committees.
21. (SLIDE 35) Leaders need to _____ across racial, gender, and cultural lines.
22. (SLIDES 38, 39) “He drew a circle that shut me out—Heretic, rebel, a thing to flout. But _____ and I had the wit to win; We drew a circle that took him in.”

SESSION 9: QUESTIONS FOR FURTHER STUDY

Instructions: Please fill in the answers to these questions after the PowerPoint presentation.
You can find the answers on the Session handouts.

1. What changes marked the new Paul? (Slides 7, 8)
2. How does a Christian leader regard his personal diversity characteristics? (slide 9)
3. What understanding is absolutely essential for a cross-cultural leader? (slide 13)
4. What three changes marked the new Paul that should mark us as Christian leaders? (slides 6, 13, 22)

