CoMission

LEADER BOOK

From Facilitator to Coach

Success is not groups led. It is leaders released.

Print it, write in it, and take it to the group.

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The scorecard changes

REMEMBER

> Success is not groups led. It is leaders released.

THE WHOLE ARC, IN FOUR MOVES

There is no calendar. The moves run on readiness, which means every one of them is a judgment call — so err toward moving sooner than is comfortable.

1. Model	You run the meeting plainly while they watch — and you keep this phase short, because the longer you model, the more the group learns that the group is you.
2. Assist	You hand over pieces small enough to hold: the reading, the retelling, one question, the closing prayer. You are still there to catch what falls.
3. Watch	They run a whole session start to finish. You sit in the circle as one voice among many, and when you must speak, you ask rather than correct.
4. Launch	You say out loud that you are moving from leading them to coaching them. The last word is not "leave" — you step back, and you stay reachable.

FOR THE FACILITATOR

Time 35 minutes

Before the session Know which group you are still holding, and be ready to say so. A coach teaching release while quietly running three groups will be believed on the theory and on nothing else.

Watch for

- The room treating this as a class about other people's groups. Every exercise here names a group the person in the chair is currently leading.
- Release turned into a slogan by the end of the hour. Agreement costs nothing — chapter 9 exists because of exactly this.

Note

1. A behaviour, not a feeling. "They depend on me" is unusable; "they text me before they pick the next passage" can be handed to somebody else on Tuesday.
2. A move and a duration. The duration is the diagnosis — most rooms discover they have been modelling for a year.
3. This is the exercise the class is really about, and it will go quiet. Give your own answer first or nobody will write anything true.

This session sets the scorecard for the other eight, and the room will agree with it in the first ten minutes. Agreement is not the goal. A named group is.

Put the four moves on the wall first

Walk the panel before anything else, all four, quickly.

People need the whole shape before the detail or they hear four disconnected techniques. It also does something the detail cannot: a facilitator who has been running the same group for two years sees, in about fifteen seconds, that they have been repeating move one. That recognition is worth more than any argument you could make about it.

Let the grief be real

Somebody in the room built a good life on being needed, and this hour is taking it.

Do not rush past that with reassurance. Say plainly that it is an honest reaction and not a sinful one, and that a leader who never felt it probably was not carrying much. Then say the harder half: it is also the thing that will supply every good reason to delay, in every chapter after this one. Named out loud on night one, it loses most of its power. Unnamed, it wins quietly for years.

Make the dependence a behaviour

The first exercise fails as a feeling and works as a behaviour.

“They depend on me” cannot be handed to anybody. “They text me before they choose the next passage” can be handed to somebody on Tuesday. Push until each person has written a sentence with a verb in it, and be willing to make two of them read theirs out loud so the rest hear the difference.

Ask how long, not just which

The second exercise is diagnostic, and the diagnosis lives in the duration.

Almost everyone can name which move they are in. Far fewer have noticed that they entered it eighteen months ago. Ask for both, and let the room sit with the arithmetic — a phase that was supposed to run a few weeks and has run a year is not a phase anymore. It is the

Watch this chapter

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arrangement.

Do not answer the fear yet

Somebody will raise the error question tonight: what happens to a group with nobody watching it?

It is a fair question and chapter 7 gives it a real answer, so say that and move on. Answering it here costs the session its subject, because the room will happily spend the rest of the hour on a fear that is easier to discuss than the group they are actually holding.

Close on a name, not a resolution

End by having each person say the name of their group out loud.

Not a commitment — that is chapter 9, and a commitment made in session one gets made again in session nine anyway. Just the name, said in front of others, so the class has a subject for eight more weeks and nobody gets to spend those weeks thinking about groups they do not lead.

What the passage is doing here

Matthew 9:35-38 is bound in after this: he saw the crowds, had compassion on them, and said the harvest is plentiful but the workers are few.

Notice what he counted. Standing in front of a crowd that had come to him, the shortage he named was workers — and the instruction was to pray the Lord of the harvest would send more out. The scorecard changed before the class did.

Reflect and Discuss

1. **Name one group where people still look to you before deciding anything. Write the specific thing they check with you about.**

2. **Which of the four are you actually in with that group right now — and how long have you been in it?**

3. **What did the old scorecard give you that you will miss? Write it plainly, without justifying it.**

— DISCOVERY BIBLE STUDY

CoMission

Compassion sees the harvest

Matthew 9:35-38

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. **What does this passage show me about God?**

   What does Jesus see when he looks at the crowds, and what does he tell his disciples to pray?

2. **What does it show me about people — and about myself?**

   When you look at your town, do you see a burden or a harvest?

3. **What will I obey this week? (a concrete step, with a day)**

   Will you pray daily this week for the Lord of the harvest to send workers — naming the ones you are asking him to raise up from your group?

4. **Who will I tell?**

   Whom in your group will you tell that you believe God could send them into the harvest?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

✦ Pray

> *Lord of the harvest, give me your compassion for the harassed and helpless around me. The harvest is plentiful — send out workers, and start with the people I lead.*

This study online

Model — and keep it short

REMEMBER

> The longer you model, the more the group learns that the group is you.

MODEL AT THE FLOOR, NOT THE CEILING

People reproduce what they have watched somebody ordinary do AND believed they could do themselves — both parts. A model only the gifted can copy is a ceiling with your name on it.

1. Not the teacher	You are not the teacher in this group. You model the format: how the questions work, how the group prays, how everyone gets a turn.
2. Nothing extra	No lecture, no added material. Anchor every answer back with one question — "Where do you see that in the passage?" — and make sure everyone answers.
3. Visibly ordinary	Ask a question and bite your tongue. Say "I don't know — where do you see it in the passage?" Let the silence sit, especially when it is uncomfortable.
4. Then stop	Every week you stay in the centre is a week the group practises depending on you instead of practising the format for itself.

FOR THE FACILITATOR

Time 30 minutes

Before the session Bring the thing you add and have never stopped adding, named specifically. A facilitator who models restraint they do not practise is teaching a technique, not a habit.

Watch for

- Modelling excellence by accident. Competence watched from a chair teaches the watcher that they could never, which is the exact opposite of the point.
- A phase with no end in sight. Ask for the number of weeks, every time, or this chapter becomes permission to keep leading.

Note

1. A number. "A while" is how a modelling phase reaches its second year without anybody noticing.
2. Everybody adds something, and it always feels like helping. The room that cannot name its own addition will not stop making it.
3. Ten, counted. The count is the point — nobody wins this by intending to leave more space.

This chapter is one instruction — model, then stop — and the whole session is about the second half, which nobody resists out loud and almost everybody delays.

Ask for the number

Open with the first exercise and do not accept “a while”.

A modelling phase reaches its second year exactly this way: nobody ever counts. Get a number written down, then ask the room what number would have been right. The gap between those two figures is the session, and it lands harder than any amount of teaching on the same point.

Everybody adds something

The second exercise looks easy and is not.

The addition is always invisible to the person making it, because it always feels like helping — a summary at the end so they do not miss it, a bit of background so it makes sense, a sentence that ties it together. Give yours first and give it specifically, including the fact that you still do it. Then wait. The room will start finding theirs about thirty seconds after somebody admits one.

Practise the ten-count in the room

Do not let the third exercise leave as an intention.

Run it here: ask a real question about a real passage and count ten seconds aloud, or in your head with your hand up. Ten seconds is longer than anybody expects and the room will laugh, which is fine — laughing at how long it feels is the memory that survives the week. A facilitator who has only decided to leave more space will fill it on Thursday.

Modelling excellence is the failure nobody names

Watch for the person doing everything right.

They ask cleanly, they steer gently, they never lecture, and the group watching them concludes that this takes a gift they do not have. Say plainly that competence is not the model — reproducibility is — and that the most useful thing a leader does in week one is something visibly ordinary that a nervous member watches and thinks *I could do that.*

Watch this chapter

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Say the awkward parts out loud

Give the room three specific things to model badly on purpose.

Say “I don’t know” at least once in the first three weeks even when you do know. Ask a question and visibly bite your tongue. Let one silence run past comfortable and do not rescue it. These are not humility exercises; they are the demonstration that the job does not require expertise, which is the only thing that makes the next chapter possible.

Name who is watching

Give them one thing to look for next week that is not about themselves.

Ask who in the circle is watching the meeting rather than joining it — the member who answers when asked and never otherwise. That person is doing the arithmetic this chapter describes, deciding whether leading here needs something they have. What you model in front of them is the whole of their evidence, and it is worth knowing their name before chapter 3 asks you to hand them a piece.

What the passage is doing here

John 13:1-17 is bound in after this — the towel, the basin, and *I have set you an example that you should do as I have done for you.*

He did not describe the example. He did the lowest job in the room, in front of them, and then named it as a pattern to copy. Model at the floor is not a metaphor the class invented.

Reflect and Discuss

1. **How many weeks have you been modelling in this group? Write the number, not "a while".**

2. What do you add to a meeting that is not on the list — a summary, a bit of background, a closing tie-up? Name it.

3. "I will ask one question and count to ten before anyone — including me — answers it, on ____."

— DISCOVERY BIBLE STUDY

CoMission

Jesus takes the lowest place

John 13:1-17

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. **What does this passage show me about God?**

   Knowing the Father had given all things into his hands, what does Jesus do, and why does Peter object so strongly?

2. **What does it show me about people — and about myself?**

   Why is it hard for you to take the low place — or, like Peter, to let someone serve you?

3. **What will I obey this week? (a concrete step, with a day)**

   What foot-washing task — something beneath your position — will you do for someone this week?

4. **Who will I tell?**

   Who would be shocked to see you serve them, and what might that open for a conversation about Jesus?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

✦ Pray

> *Jesus, knowing you had all authority, you took the towel and the basin — the servant's place — and washed feet. Wash me, though like Peter I resist, and teach me to take the low place gladly.*

This study online

Assist — hand over the pieces

REMEMBER

> Make their leadership succeed, not display yours.

REAL RESPONSIBILITY, IN PIECES SMALL ENOUGH TO HOLD

Your job in this phase has quietly flipped. You are no longer the one leading well; you are the one making sure somebody else can.

1. A piece, not the whole	The reading, the retelling, one of the questions, the closing prayer. Not the whole meeting yet — just a piece, with you still there to catch what falls.
2. Affirm every attempt	Not because it was polished; it usually will not be. Attempting it at all is the point, and "thank you for asking that" is what brings them back next week.
3. Steer, do not fix	If a question misses the passage, a gentle follow-up will do. The sharp, satisfying correction that shows how well you would have handled it is exactly what you are putting down.
4. Later, or never	Save the rest for privately, afterwards — or better, let next week's passage do the correcting for you.

FOR THE FACILITATOR

Time 30 minutes

Before the session Have a handover of your own that went badly and what it cost. The room needs to hear that a clumsy first attempt is survivable from somebody it happened to.

Watch for

- Handing over only the safe pieces. A reader who never leads a question has not been assisted; they have been given a chore.
- The correction made in the room "gently". Everybody in a circle hears the difference, and the person corrected hands the piece back for good.

Note

1. Nearly everything gets circled once the list exists, which is why the list comes before the question.
2. All three, or it is a good intention. The date is the one people leave blank.
3. The second half is the exercise. "Privately, on Thursday" and "nowhere" are both real answers; "in the meeting, gently" is the one to push back on.

This is the chapter where the arc stops being an idea and costs something on Tuesday. Everything here is about the size of the piece and the fate of the correction.

Watch this chapter

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The list, then the circling

Have them write out every part of the meeting first: welcome, opening prayer, the look-back, the reading, the retelling, each question, the “I will”, the close.

Written out, it becomes obvious that nearly all of it needs willingness rather than skill, and people circle far more generously than they would have answered in the abstract. Do not shortcut to “what could you hand over?” — the list is what makes the answer honest.

Watch which pieces get handed over

There is a failure mode that looks like obedience: the leader hands over the reading, every week, forever.

Reading aloud is a chore, not a piece of leadership. So is fetching the chairs. Push for one piece that involves running something — a question, the look-back, the retelling — and say why: the point is not to reduce your workload, it is to give somebody a rehearsal for the whole thing.

The correction is the real exercise

Spend the most time on the third one, and insist on the second half.

Everybody can name the correction they wanted to make. What matters is where it goes: privately afterwards, or nowhere at all. “In the meeting, but gently” is the answer to push back on, because a circle hears the difference every time and the person corrected quietly returns the piece.

Give them the honest ranking. Best is that next week’s passage handles it. Second best is a private conversation. Worst is the version that makes you look generous while it teaches the group that pieces come with a review.

Affirm before you notice anything

Set the order explicitly, because it is easy to get backwards.

Thanks first, out loud, in the room, specifically — name the thing they actually did, not “great job”. Anything else waits until later and comes as a question: what did you notice? Most of the time they already saw it, and hearing it from themselves costs them nothing.

A clumsy first attempt is the price

Say plainly that the first handover will be worse than your version. It will be slower and something will get missed.

That is not evidence the person was not ready. It is evidence they are doing it for the first time, which is the only way anybody ever does it a second time. Bring your own bad handover and what it cost — a room that has heard one survivable failure stops treating the first attempt as a risk to be managed.

What the passage is doing here

Matthew 10:1-15 is bound in after this: he gave them authority, gave them instructions, and sent them out.

Notice the shape. Real authority, genuinely handed over, with the instructions specific enough to act on and the sender close by rather than gone. That is the whole of Assist, and it is one verse long.

Reflect and Discuss

1. **List every part of your meeting. Circle the ones somebody else could do next week with no preparation.**

2. **"I will ask ____ to lead ____ at our meeting on ____." A name, a piece, a date.**

3. **Write the correction you would most want to make out loud. Then write where it is going instead.**

— DISCOVERY BIBLE STUDY

CoMission

Leaders send others out

Matthew 10:1-15

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. **What does this passage show me about God?**

   What authority and instructions does Jesus give the twelve when he sends them out?

2. **What does it show me about people — and about myself?**

   What keeps you doing the ministry yourself instead of sending others?

3. **What will I obey this week? (a concrete step, with a day)**

   Whom will you send this week — with a real task, real trust, and prayer?

4. **Who will I tell?**

   With whom will you share this passage — someone who is ready to be sent and doesn't know it yet?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

✦ Pray

> *Jesus, you gave your disciples authority and sent them out. Help me stop doing everything myself, and give me faith to send the people I lead — freely we received, freely we give.*

This study online

Watch — sit down and stay quiet

REMEMBER

When you must speak, ask a question. Don't correct.

THE WHOLE SESSION BELONGS TO THEM

Not everything wrong needs fixing today. Error rarely survives repeated exposure to the text, and what looks like your silence is often the Spirit's patience.

1. Start to finish	They facilitate an entire session. You participate quietly, as one voice among many — not the anchor everyone is checking with.
2. Nothing held in reserve	This goes further than Assist. The whole thing belongs to them now, including the parts they have not learned to do smoothly.
3. Ask, do not correct	"Where do you see that in the passage?" belongs to the whole group, not just to you, and it does more good used rarely than every time you are tempted.
4. Debrief privately	Celebrate their leadership out loud the moment the meeting ends. Anything that needs addressing waits, goes privately, and starts with what they noticed.

FOR THE FACILITATOR

Time 35 minutes

Before the session Have a wrong idea you left alone and what became of it. Without one, this chapter is asking the room to trust a process on your say-so.

Watch for

- Silence used as withdrawal. Sitting there radiating disapproval is louder than speaking, and the group reads it exactly right.
- The debrief that becomes a review. One genuine thanks and one question is the whole of it; a member who gets marked does not volunteer twice.

Note

1. One moment, named. People who know their own gap can watch for it; people who resolve to talk less cannot.
2. This one gets resisted, because every correction felt necessary at the time. Ask what would actually have happened if it had waited a week.
3. Not even the easy ones. The easy ones are how a facilitator stays the anchor without appearing to lead anything.

This chapter is a discipline rather than a technique, and the two ways it fails are opposite: the leader who cannot stay quiet, and the leader who goes quiet in the wrong way.

Find each person's gap

The first exercise is worth real time, because "talk less" is not actionable and a named moment is.

Almost everyone has one specific gap they fill: right after they ask something, right after a wrong answer, or the summary at the end. Push until each person has the moment rather than the habit. Somebody who knows theirs is after a wrong answer can brace for that one moment; somebody who has resolved to talk less has resolved nothing.

Silence is not withdrawal

Name this early, because it is the failure this chapter creates.

A facilitator who sits there visibly holding something back is louder than one who speaks. The group reads the tight jaw, the raised eyebrow, the glance at the floor, and learns that the meeting is being marked. Quiet means genuinely participating — answering when the question comes to you, laughing, agreeing — just not steering.

Bring a wrong idea you left alone

The third section asks the room to trust a process, and trust is not built by assertion.

So bring one: something a member said that was off, that you did not correct, and what happened over the following month. Nearly always it died on its own against the next passage, or another member handled it. One real account is worth twenty minutes of argument about safeguards, and it gives permission to the person in the room who has never let anything go.

Say what the exception is

Do not leave "let it sit" unbounded, or you will teach passivity.

Some things do not wait — teaching that would harm somebody, about suffering, about a spouse, about who God receives. That is handled privately, between sessions, the way Priscilla and Aquila did it, and never by correcting the circle from the front. Say it plainly so nobody concludes

Watch this chapter

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the chapter forbids ever intervening.

The debrief is two sentences

Set the shape hard, because this is where a good Watch phase gets undone.

Thanks, out loud, in the room, specific. Then later, privately, one question: what did you notice? Most of the time they saw it already and will say it better than you would have. A member who runs a whole meeting and then receives a review does not volunteer twice, and you will have proven that the meeting was never really theirs.

What the passage is doing here

John 15:1-11 is bound in after this — the vine, the branches, the Father as gardener, and *apart from me you can do nothing.*

Read from a chair on the outside of the circle, it says something specific: the fruit in that room was never coming from the facilitator. It was not coming from them in the modelling weeks either. The silence is only frightening if you had started to believe otherwise.

Reflect and Discuss

1. **Write the moment in a meeting you are most likely to fill. The specific one — after a question, after a wrong answer, at the end.**

2. **Name one thing you have corrected in the last month that could have been left for the text to handle.**

3. **"I will sit through the whole meeting on ____ without answering a single question — not even the easy ones."**

DISCOVERY BIBLE STUDY

CoMission

Abide in Jesus

John 15:1-11

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. **What does this passage show me about God?**

   Who is the vine, the gardener, and the branches?

   What can you do apart from Jesus (v. 5)?

2. **What does it show me about people — and about myself?**

   What does it look like for you to abide in Jesus?

3. **What will I obey this week? (a concrete step, with a day)**

   What is one way you will stay close to Jesus each day?

4. **Who will I tell?**

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

✦ Pray

> *Jesus, help me stay close to you today. Apart from you I can do nothing; keep me abiding in you.*

This study online

Launch — not leave

REMEMBER

> The handoff is complete not when they can run a meeting, but when they no longer look to you before deciding anything.

THE LAST WORD IS NOT "LEAVE"

Same absence from the meeting, two very different messages received. The difference is entirely in whether you said it.

1. Say it out loud	"I am moving from leading you to coaching you." A leader who quietly stops showing up teaches the group it was dropped; one who names the step teaches it that it was trusted.
2. Not skill — deference	The finish line is not whether they can run a meeting. It is whether anyone's eyes still go to your seat when a hard question comes up.
3. Commend, do not disappear	Paul entrusted them to God and to the word of His grace — not to his own continued presence. Say what you are trusting to carry them.
4. Stay reachable	The group no longer needs to find you before it can move. But when they do reach out you are there, glad to hear from them, praying for the group by name.

FOR THE FACILITATOR

Time 30 minutes

Before the session Bring the sentence you said to your own group, or admit you drifted away instead. Both are useful; only one can be faked.

Watch for

- Launch treated as an event to schedule rather than a message to deliver. The date matters far less than whether anybody heard it.
- "Reachable" left vague. A leader who has to guess how much contact is allowed will guess low, and you will hear from them after it has gone wrong.

Note

1. Out loud, on a date. A step-back that is never announced is indistinguishable from being dropped, and the group gets to decide which one it was.
2. Names, and what they check about. A group can run a smooth meeting in week six and still be checking with you in week twenty.
3. Concrete. "Call me anytime" sets no expectation at all, and the leader who does not want to bother you will simply not call.

The whole session is one distinction, and every leader in the room already believes they are on the right side of it. Most have never said the sentence out loud.

Make them write the sentence

The first exercise is the chapter. Do not let it stay abstract.

Have them write the actual words, then say them aloud to one other person, and listen for the two ways it goes wrong. Some make it an apology — "I'm sorry, I won't be around as much" — which tells the group it did something. Some make it an announcement of a promotion, which tells the group it was a stepping stone. The version that works names what changes, names what does not, and takes about fifteen seconds.

Drifting is the default, not the exception

Nobody plans to disappear. It happens anyway.

A meeting gets missed for a good reason, then another, and eight weeks later the group has quietly concluded something about why. Say it plainly: an unannounced step-back is not a neutral act, because the group will fill the silence with an explanation and the explanation is rarely generous. You do not get to skip the sentence by having good intentions.

Deference, not competence

The second exercise usually needs pushing past the first answer.

People report on skill because skill is visible. Ask instead who texts before choosing a passage, who waits for a nod before moving on, whose eyes move to your seat when something hard comes up. Someone can run a smooth meeting in week six and still be checking in week twenty, and the checking is the thing that has not finished.

Pin down "reachable"

Left vague, this is where a good launch quietly turns into an absence.

"Call me anytime" sets no expectation, and a new leader who does not want to be a burden will read it as *do not call*. Get something concrete written down — once a month, a phone call, the first Tuesday — and have them tell the leader what it is. Chapter 8 is what fills that slot; this is the chapter that puts it in the calendar.

Watch this chapter

NOTES

Say what you are trusting

Close on the commendation rather than the logistics, because the logistics are the easy half.

Paul entrusted the Ephesian elders to God and to the word of His grace. Not to his own continued oversight, and not to their competence either. A launch sentence that names what you are trusting to carry them — the Word, the Spirit, each other — is doing something a schedule cannot: it tells the group where to look when the coach is not the answer.

What the passage is doing here

John 17:9-19 is bound in after this. He prays for them out loud, in front of them, as the one who is about to go: *I am no longer in the world, but they are in the world.*

It is not a farewell speech. It is a handover said upward, where they could hear it, and what he asks for is not that they be spared the room but that they be kept in it. Launching sounds like that when it is done well.

Reflect and Discuss

1. **Write the sentence you will say to the group, in the words you will use. Then write the date you will say it.**

2. **Who still checks with you, and about what? Skill is not the test — deference is.**

3. What does "reachable" actually mean for you — how often, by what means? Write it before they have to guess.

— DISCOVERY BIBLE STUDY

CoMission

Kept, sanctified, and sent

John 17:9-19

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. **What does this passage show me about God?**

   Who does Jesus pray for here, what does he ask the Father to do for them, and what does he say he is doing for their sake?

2. **What does it show me about people — and about myself?**

   Jesus does not ask that his own be taken out of the world, but that they be guarded in it. How does that change the way you see the hard place you have been sent to?

3. **What will I obey this week? (a concrete step, with a day)**

   Jesus says he sends you as the Father sent him. What is one thing you will do this week because you are sent, not because you feel ready?

4. **Who will I tell?**

   Who is one person you will tell this week that Jesus prayed for those he sends — and that his prayer is behind them too?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

✦ Pray

> *Father, thank you that Jesus prayed for me before he ever sent me. Keep me from the evil one, sanctify me in your truth, and send me into the world as you sent him.*

This study online

Move sooner than is comfortable

REMEMBER

> Waiting for ready is usually about the leader, not the learner.

THERE IS NO CALENDAR — ONLY READINESS

A group that stays dependent on you does not stay safe. It just stays small.

1. Nobody hands you a schedule	Model does not end in week six because a chart said so. The phases move on readiness, which makes every move a judgment call rather than a certainty.
2. Err early	The discomfort of releasing somebody a little early is almost always smaller than the damage of staying a little too long.
3. Check your bar against His	Jesus sent seventy-two out with no formal training. Paul appointed elders in churches weeks old, with prayer and fasting, and moved on.
4. Responsibility grows readiness	They will not feel ready before you hand them something. They will feel ready after.

FOR THE FACILITATOR

Time 30 minutes

Before the session Know the move you are currently delaying and be able to say whose comfort it is protecting. This chapter cannot be taught from a position of having finished.

Watch for

- Recklessness read into the chapter. It does not say ignore judgment; it says notice that your default is "not yet" and ask who that default protects.
- A room that agrees warmly and dates nothing. Agreement is the failure mode of this session, not its success.

Note

1. A move and a person. The abstract version of this exercise produces agreement and no movement.
2. The second half is the whole exercise. Most bars, written out, turn out to be higher than the one used on the seventy-two.
3. Inside a month. "When they are ready" is the sentence this chapter exists to remove.

This is the shortest chapter in the class and the one most likely to be agreed with and ignored. Everything in the session is aimed at getting a date out of a room that already believes the point.

Make the delay specific

The first exercise dies as a principle and works as a name.

Almost every leader in the room is currently postponing exactly one move with exactly one person, and can tell you within seconds if you ask directly rather than generally. Ask which move, and who. A room discussing whether people are generally released too slowly has had a pleasant conversation; a room that has each written a name has been handed something to do.

The bar is the argument

The second exercise is where the chapter earns its place, so do not rush it.

Have them write the reason out in full — they get nervous, they miss things, they are not good with the quiet ones — and then read it back against what the seventy-two were sent with. Most bars do not survive being written down and set beside that. The ones that do survive are usually about character rather than competence, and those are worth honouring; say so, or the exercise turns into a blanket dismissal of judgment.

Say the honest thing about your own delay

This chapter is unteachable from a finished position.

Bring the move you are currently putting off and the real reason, including the part where you told yourself you were protecting the group. That admission does more work than the passage, the argument and the exercise together, because every person in the room has the same sentence running and assumes they are the only one who has not acted on it.

Guard against the reckless reading

Somebody will hear “move sooner” as “move regardless”, and one bad handover taken from this session will discredit the whole class in their church.

Watch this chapter

NOTES

Say the limit plainly. This is not an argument against discernment; it is an observation that the default answer is always “not yet”, and an instruction to ask honestly whose comfort that default is serving. A leader with a genuine reason to wait, who has written the reason down and looked at it, is doing exactly what this chapter asks.

Inside a month, or it is not a date

Hold the third exercise to a real day.

“Next quarter” is how a delayed move survives the class that was supposed to end it. If somebody genuinely cannot name a date, have them write the thing that has to happen first and the date they will check it — a dated dependency is still a commitment, and it is a great deal harder to let slide quietly.

What the passage is doing here

Luke 10:1-11 is bound in after this — seventy-two appointed, sent in pairs ahead of him, with instructions and no supervision.

Read it for what is missing. There is no training programme, no probation, no assessment of whether they were ready. The instructions are practical, the sending is immediate, and the readiness the text records arrives afterwards, when they come back.

Reflect and Discuss

1. **Which move have you privately been putting off because "it is not quite time"? Write the move and the person.**

2. Finish this: "They are not ready because ____." Then ask whether Jesus would have waited for it.

3. "I will move ____ into ____ on ____." Inside a month.

— DISCOVERY BIBLE STUDY

CoMission

Sent out two by two: the person of peace

Luke 10:1-11

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. **What does this passage show me about God?**

   How does Jesus send the seventy-two, and what kind of person are they to look for in each town?

2. **What does it show me about people — and about myself?**

   What fears keep you from going out like a lamb among wolves?

3. **What will I obey this week? (a concrete step, with a day)**

   Who will you pair up with this week, and which home or place will you visit together?

4. **Who will I tell?**

   Who might be your person of peace — someone who welcomes you — and how will you find out this week?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

✦ Pray

> *Jesus, you still send workers ahead of you. Send me out, and lead me to the person of peace you have already prepared.*

This study online

The two fears

REMEMBER

One fear is answered by a question. The other is answered by repentance.

TWO FEARS, TWO DIFFERENT ANSWERS

Your presence was never the real protection. Four safeguards scale as fast as the groups multiply — which a leader standing watch over one room never can.

1. Fear one: they will get it wrong	The one you can say out loud in a room of leaders. It is a fair question — Paul warned that wolves would come after he left — and it deserves an answer, not a dismissal.
2. The answer: four safeguards	The Bible at the centre with nothing added; the guardrail question owned by every member; obedience reported back each week; and the Spirit, who teaches ordinary believers.
3. Fear two: I will stop mattering	The quieter one. If they do not need me, what am I for? Being needed had become how I measured whether I mattered at all.
4. The answer: repentance	No technique fixes this, because it is not a technique problem. It is naming to God that you built your worth on being necessary, and letting Him replace the scorecard.

FOR THE FACILITATOR

Time 35 minutes

Before the session Have your own confession of fear two ready and specific. A leader who only ever discusses fear one has told the room which of the two is unspeakable here.

Watch for

- The whole hour spent on error. It is the safe fear, and it will happily eat the session that belongs to the other one.
- Fear two treated as a problem to solve. It is repented of, not managed, and offering a technique for it teaches the room to keep it hidden.

Note

1. One. A room that names both has named neither, and the second is the one that hides behind the first.
2. From memory. Most rooms recite the fourth easily and believe it least about people they have not vetted.
3. A person and a date. Fear two loses most of its power the first time it is said out loud to somebody who knows you.

Two fears, two different answers, and one of them will try to take the whole hour. Budget the time before you start.

Do not let error eat the session

Fear one is the safe fear. It can be discussed at length in front of other leaders with no cost to anybody, which is exactly why it expands to fill whatever room it is given.

Give it a firm slice — say fifteen minutes — answer it properly with the four, and then move. If the room resists moving, name what is happening: the reason this fear is so much more comfortable to discuss is that it is about the group rather than about us.

Concede before you answer

Watch the order when somebody answers fear one.

Agree first that error is a real danger and that Paul warned about wolves, and only then give the four. The same four sentences, delivered after the concession, land as an answer instead of a defence — and the person who asked was almost never looking for reassurance in the first place. They were looking for evidence that you had taken the question seriously.

The fourth safeguard is the hard one

Most rooms recite "the Spirit teaches" and believe it least.

Sit there a while. Those promises were written to ordinary believers surrounded by false teaching, not to the trained. A coach who does not actually believe the Spirit teaches a new leader with no background will find a reason to stay in the room, and no amount of process will settle it. Ask directly whether they believe it about the specific person they named in chapter 6.

Go first on fear two

This is the whole session, and nobody will open it.

Give yours specifically: not "I have struggled with wanting to be needed", but the actual shape of it — that being wanted at that meeting was how you knew you mattered, and that you called staying humility for years. Fear two is unspeakable in most rooms of leaders, and it stays

Watch this chapter

NOTES

unspeakable until somebody with standing speaks it.

Repentance, not a technique

Do not let the room solve this one.

Somebody will offer a practice, a rhythm, a way to feel useful elsewhere, and every one of those is a way of keeping the fear rather than repenting of it. Say plainly that this is a thing you tell God about, not a thing you manage; the scorecard being replaced is the point, and Jesus measured multiplying obedient disciples rather than the size of the crowd that stayed close.

What the passage is doing here

Matthew 16:13-28 is bound in after this. Peter is told he is the rock, and a few verses later is told to get behind — and then the whole group is told that whoever wants to save his life will lose it.

Fear two is that verse in a smaller key. Something has to die for the group to live, and in this class the thing that dies is not the leader's usefulness but his need to be necessary.

Reflect and Discuss

1. **Which of the two is actually louder in you right now? Write the one, not both.**

2. **Say the four safeguards back without looking. Which one do you find hardest to actually believe?**

3. "I will tell ____ which fear I am actually afraid of, on ____." Not to fix it today — to stop carrying it alone.

— DISCOVERY BIBLE STUDY

CoMission

The cost of leading

Matthew 16:13-28

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. **What does this passage show me about God?**

   What does Peter confess about Jesus, and why does Jesus then rebuke him?

2. **What does it show me about people — and about myself?**

   Where, like Peter, do you want the Christ without the cross?

3. **What will I obey this week? (a concrete step, with a day)**

   What will denying yourself concretely look like in your leadership this week?

4. **Who will I tell?**

   With whom will you talk honestly this week about the cost of following Jesus before inviting them to lead?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

✦ Pray

> *Jesus, you are the Christ, the Son of the living God. Keep me from setting my mind on the things of man, and give me courage to take up my cross and lead others to do the same.*

This study online

Coach like Barnabas

> REMEMBER
> Ask questions, don't give answers. Celebrate obedience, not performance.

THREE QUESTIONS, NOT A STATUS REPORT

If something does need correcting, do it the way Priscilla and Aquila corrected Apollos: privately, relationally, never by lecturing a group to fix one person.

1. How is the group going?	A phone call, a cup of coffee, a short visit. You are not auditing them; you are checking on people you love.
2. What challenges are you facing?	Ask questions, do not give answers. When they struggle — especially then — resist taking back control. Struggling is usually a sign the handoff was real.
3. How are you obeying and multiplying?	Celebrate obedience, not performance: praise what they did in response to the text, not how smoothly they ran the meeting.
4. Encourager, not manager	Barnabas arrived at a church that had started without him and was not doing things his way. He saw the grace of God, was glad, and strengthened it.

FOR THE FACILITATOR

Time 30 minutes

Before the session Bring a visit where you took something back, and what it cost the leader. This chapter is mostly about restraint after the handover, and restraint is taught by confession.

Watch for

- Coaching that becomes supervision with a friendlier name. Three questions and no agenda is the whole framework; anything more is an inspection.
- A struggle read as a failed handoff. It is usually the opposite, and the leader who hears otherwise will stop reporting struggles.

Note

1. Everybody arrives with the list. Writing it down is what stops it running the visit from underneath.
2. Most leaders discover they praise smoothness, because smoothness is what they can see from the outside.
3. A person, a means and a date. A coaching relationship with no scheduled contact is a feeling, not a relationship.

This chapter is easy to agree with and quietly hard to do, because the coach's list is real and the visit is short. Most of the session is about the list.

Watch this chapter

Write the list, then decide its fate

Run the first exercise as two steps and do not merge them.

Everybody arrives at a visit with a mental list of what they would fix. Writing it out is not the problem; the list becomes a problem when it runs the conversation from underneath while everybody pretends the visit is pastoral. Get it on paper, then ask what happens to it — most of it dies there, one item goes to a private conversation later, and the visit itself gets to be what it was supposed to be.

NOTES

Three questions means three

Hold the framework tight, because it expands the moment anybody is nervous.

A fourth question about attendance, a fifth about whether they are using the plan properly, and a coaching visit has become an inspection with a friendlier tone. Say plainly that the leader can tell the difference immediately, and that a leader who feels inspected starts preparing for visits — which is the end of hearing anything true.

Celebrating smoothness is the default failure

The second exercise usually surprises people.

Ask what they praised most recently and it is nearly always about how well something ran, because from the outside that is what a coach can see. Obedience takes asking about. Push them to name one specific thing somebody in the group actually did because of a passage, and to say that out loud on the next visit instead of the compliment about the meeting.

Struggle is not evidence of failure

Watch for the coach who hears a hard month and reaches for the chair.

Say it directly: a leader who reports a struggle is doing the thing you most need them to do, and the response to it decides whether they ever do it again. Bring your own visit where you took something back — what it looked like at the time, what it cost the leader, how long before they stopped telling you when things were hard.

When something really does need correcting

Do not leave this unbounded either.

Sometimes a visit turns up something that needs sharpening, and the pattern is Priscilla and Aquila: privately, relationally, in conversation, never by lecturing a whole group to fix one person's misunderstanding. Correction that humiliates a leader in public teaches the group to fear you. Correction offered over coffee teaches the leader to trust you.

What the passage is doing here

Acts 15:36-41 is bound in after this — the sharp disagreement over John Mark, who had deserted them, and Barnabas taking him along anyway.

It is not a tidy story and it is bound here on purpose. The encourager's instinct was to invest again in somebody who had already failed once, and the last word on Mark comes years later from the other side of that argument: *get Mark and bring him, for he is useful to me.*

Reflect and Discuss

1. **Before your next visit, write the list of things you would fix. Then write what you are doing with the list.**

2. **What have you praised in the last month — how well it ran, or what somebody obeyed? Be specific.**

3. **"I will check in with ____ using the three questions on ____." A call, a coffee, a visit.**

— DISCOVERY BIBLE STUDY

CoMission

The one they argued over

Acts 15:36-41

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. **What does this passage show me about God?**

   Across these two passages, what does God do with somebody who quit?

2. **What does it show me about people — and about myself?**

   What does this show you about how people judge failure — and how do you judge your own?

3. **What will I obey this week? (a concrete step, with a day)**

   Who have you written off, and what would giving him another shot look like this week?

4. **Who will I tell?**

   Who do you know who quit something and figures that's the end of it?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

✦ Pray

> *God, thank You that quitting once isn't the end of my story.*
> *Send me a Barnabas — and make me one for somebody else.*

This study online

An exit plan on paper

REMEMBER

> A handoff without a name and a date produces nothing.

WRITE IT HERE, BEFORE YOU CLOSE THE BOOK

Paul trusted this down to individual people: what he had taught, he entrusted to reliable individuals, by name, who would be able to teach others also.

1. Agreement is not a plan	It is entirely possible to agree with every page of this class and keep leading the same group, the same way, for years. Agreement costs nothing.
2. Not a season — a day	Not "moving toward Assist soon". Not "somebody who could probably lead eventually". A date. A name. Written where you will see it again.
3. Three dates	The day you move into or deepen Assist, and who gets the first piece. The day you move into Watch. The day you tell the group you are stepping back into coaching.
4. Then pray it	For most leaders this page is repentance before it is planning — letting go of a scorecard you did not know you were keeping.

FOR THE FACILITATOR

Time 40 minutes — most of it silent

Before the session Have your own plan written, with the dates, and be willing to show it. A closing session where the leader is the only one without a plan teaches the room what the plan was really worth.

Watch for

- A room that discusses the plan instead of writing it. Discussion is the last and most convincing way this class produces nothing.
- Rounded dates. "Sometime in March" is not a date, and everybody in the room knows it while they are writing it.

Note

1. The group first, then the person. Nobody writes three dates for a group they have not named.
2. A day. "Early next month" is how a class ends with nothing having happened.
3. This is the one people leave blank, because it is the move that costs the most. Ask directly whether it is blank because it is unknown or because it is unwanted.
4. Two dates, not one. Launch without a check-in date is the drift chapter 5 warned about, wearing this chapter's clothes.
5. Written, not intended. Give the room real silence for this — five minutes with pens down is not wasted time, it is the session.

This is the last session and it is not a lesson. Your job is to protect the silence long enough for five things to get written, and to resist every attempt to turn writing into discussion.

Say what the hour is for, in the first minute

Announce it plainly: most of this session is quiet, and the class is judged entirely by what is on the page at the end.

Rooms drift toward conversation because conversation is comfortable and feels productive. A class that spends its final hour discussing the value of exit plans has produced a discussion. Say that out loud at the start and it becomes much easier to hold twenty minutes later, when somebody wants to open a question about elders.

Show your own plan first

Put yours on the table, with the actual dates, before you ask anybody for theirs.

If it is blank in a place, say which place and why. A closing session where the leader is the only person in the room without three dates teaches something more durable than the whole class did — and the reverse is true too: a leader who shows a plan with a hard, specific, slightly embarrassing date on it makes it possible for everyone else to write one.

Protect the silence

Give real, uncomfortable amounts of it.

Five silent minutes feels enormous when you are running a session and it is where the work happens. Do not fill it with music, instructions or clarifying comments. Walk the room, answer questions quietly one to one, and let the pens do what eight weeks of teaching could not.

The Watch date is the one left blank

Watch for it specifically, because it is the move that costs the most.

Assist can feel generous and Launch can feel noble; Watch is the week you sit in a circle with no role at all. When somebody has left it empty, ask directly whether it is blank because they do not know the date or because they do not want it. The second answer is the honest one more

Watch this chapter

NOTES

often than not, and it is a much more useful thing to have said out loud than a date written to fill a space.

Two dates for Launch

Do not let the last one be a single day.

The day you tell the group, and the day of the first coaching check-in — both, written. A launch with no check-in on the calendar is exactly the drift chapter 5 described, arriving in this chapter's clothes and with better paperwork.

End in prayer, not in summary

Close the way the last exercise asks rather than with a recap of the class.

A class about releasing should not end with the leader speaking last for ten minutes. Ask them to pray their own written prayer, quietly, where they are — for the humility to want this and the courage to do it — and then stop. The page is the deliverable, and it is already written.

What the passage is doing here

2 Timothy 2:1-7 is the closing sheet: entrust what you have heard to reliable people who will be able to teach others also.

Paul, Timothy, reliable people, others — four generations in one sentence, and not one of them is a category. They are individuals, entrusted with something specific, by somebody who did not stay to supervise the result.

Reflect and Discuss

1. **One real group you lead. Write its name here, and the name of the person who gets the first piece.**

2. ASSIST — the day you hand over the first piece, and which piece it is. An actual day, not a month.

3. WATCH — the day they run a whole session start to finish while you sit in the circle.

4. LAUNCH — the day you tell the group, out loud, that you are stepping back into coaching. And the date of your first coaching check-in.

5. Write your prayer here before you close the book. Ask for the humility to want this and the courage to do it.

— DISCOVERY BIBLE STUDY

CoMission

Four generations

2 Timothy 2:1-7

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. **What does this passage show me about God?**

   Count the generations in verse 2 — who passes the message to whom?

2. **What does it show me about people — and about myself?**

   Which generation are you in right now, and who is your Timothy?

3. **What will I obey this week? (a concrete step, with a day)**

   Which faithful person will you begin entrusting what you have learned to this week?

4. **Who will I tell?**

   How will you train that person not just to learn, but to teach others also?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

✦ Pray

> *Father, let what I have received not stop with me. Help me entrust it to faithful people who will teach others also — four generations in one verse.*

This study online

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