

The Effect of Mentoring, Modeling, Training, and Application on Leadership Replication Rates

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Abstract

Increasing leadership replication rates hinges on providing careful and intentional mentoring, modeling, training, and application opportunities more than on identifying “natural leaders.”

Leadership replication depends on effective leadership development processes. Mentoring develops character and vision in new leaders. Modeling demonstrates leadership skills. Training enhances leadership skills in formal and informal settings when methods and philosophies are transferred to new leaders. Application allows new leaders to exercise their skills in a safe environment. The quality of mentoring received, modeling observed, training received, and application opportunities, determine whether a leader raises up a new leader or not. Identifying and training “natural leaders” is not as effective as recruiting a broader base of potential leaders including middle achievers and introverts. The principles of raising replicating leaders apply to all organizations, secular and religious. Without replication, organizations fail at their mission.

Keywords: leadership replication, mentoring, modeling, training, application

The Effect of Mentoring, Modeling, Training and Application on Leadership Replication

Businesses or organizations who fail to raise up successors face extinction. Elmore states this organizational truth: “Success without a successor is a failure” (Elmore, 2009, p. 93). Maxwell and Dornan (1997) said, “In some ways, teaching others to become leaders is like handing off the baton in a relay race. If you run well but are unable to pass the baton to another runner, you lose the race” (Maxwell & Dornan, 1997, pp. 195-196). Increasing leadership replication rates hinges on providing careful and intentional mentoring, modeling, training, and application opportunities more than on identifying “natural leaders.” Leadership replication rises and falls on effective leadership development processes. Mentoring develops character and vision in new leaders. Modeling demonstrates the “how” of leadership skills. The old saying, “More is caught than taught,” applies to effective modeling. Training enhances leadership skills in formal and informal settings when methods and philosophies are transferred to new leaders. Application allows a fledgling leader to exercise their newfound skills in a safe environment. The quality of mentoring received, modeling observed, training received, and application opportunities, determine whether a leader raises up a new leader or not. Identifying and training “natural leaders” is not as effective as recruiting a broader base of potential leaders. The principles of raising replicating leaders apply to all organizations, secular and religious. Principles that work for a secular business work for a religious organization because God’s laws are universal. This research will help address leadership replication deficiencies in campus ministries on secular universities. Mentoring is the first building block to producing replicating leaders.

Mentoring

Effective leaders are raised up through intentional processes. Imparting DNA from a seasoned leader to a new leader requires mentoring, modeling, teaching, and training. Mentoring is a process of spending time building a personal relationship with a new leader, imparting resources to influence the leader in God's direction. Mentoring creates a trusting relationship where wisdom and knowledge can be transferred. Dedicated mentoring relationships build trust and impart character through time spent in conversation about real life. Mentoring is a powerful influence in raising up leaders who will replicate themselves. Maxwell and Dornan (1997) describe the process: "Mentoring is pouring your life into other people and helping them reach their potential. The power of mentoring is so strong that you can actually see the lives of the persons you are influencing change before your eyes" (p. 7). Intentional mentoring is powerful for producing transformation in leaders.

Intentionality Impacts

Good mentoring does not happen by accident. Veteran leaders may be tempted to let the mentoring relationship develop organically, with no clearly defined goals or objectives. Sanders (1967/2007) disagreed. Writing about developing new leaders, he said, "This task requires careful thought, wise planning, endless patience, and genuine Christian love. It cannot be haphazard, hurried or ill conceived. Our Lord devoted...three years of ministry to molding the characters and spirits of His disciples" (Sanders, 1967/2007, p. 150). Raising leaders with character requires mentors who demonstrate character first. In a study on leadership based on virtues, Newstead et al (2020) found a direct correlation between a virtuous leader and a virtuous follower. They reported:

Hackett and Wang (2012) propose three primary effects virtues have on leaders; behaving ethically, experiencing happiness, and enhancing performance. Further, Fehr et al. (2015) suggest that perceptions of leader morality and virtue foster values-consistent behavior among followers. These theories of good leadership acknowledge that our ability to live and work together towards common goals is reliant upon the cultivation and practice of virtues (Cameron 2011; Peterson and Seligman 2004). Without virtues such as justice, temperance, humanity, and wisdom human organizations cannot survive” (pp. 605-606). (Newstead et al., 2020)

Intentionally modeling virtues gives birth to virtuous leaders. Interestingly, Newstead’s study (2020) reveals biblical ethics create positive work environments, regardless of the type of organization or beliefs of the employees. God’s eternal principles work in any human context, whether He receives credit or not.

Mentoring influences another through conversation and time spent together. Vulnerability and honesty from a mentee happen at the same level the seasoned leader is vulnerable and honest. To Americans with more money than time, time invested in mentoring young leaders carries higher value than in previous generations. Only through intentional and significant time together will character impartation from mentor to mentee occur. There are no shortcuts. In-depth mentoring builds character and reveals motivations.

Motivations Revealed

People rise as leaders for various reasons. Some desire power and influence for unhealthy reasons, others for sound reasons. Mentoring effectively reveals motivations for upcoming leaders. Candidates for leadership may present many positive motivations for leading, but only time spent in conversation will reveal true motivations. Sanders (1967/2007) observed:

Paul urges us to the work of leading within the church, the most important work in the world. When our motives are right, this work pays eternal dividends. In Paul's day, only a deep love for Christ and genuine concern for the church could motivate people to lead. But in many cultures today where Christian leadership carries prestige and privilege, people aspire to leadership for reasons quite unworthy and self-seeking. Holy ambition has always been surrounded by distortions (Sanders, 1967/2007, p. 12).

As mentors regularly invest in mentees, character and motivations surface. Virtue deficiencies and ignoble motivations can be hidden for a time, but an effective mentor can draw out the truth. Only then can a mentor begin walking a mentee through character development. Effective mentoring is intentional and revealing and opens receptive mentees to a process of emotional and spiritual health. Healthy leaders become replicating leaders when vision is imparted to them.

Vision Imparted

Young leaders need veteran leaders to guide them in vision development. A healthy leader needs vision for themselves and the organization they serve. Pierro et al (2013) examined the effects of leadership styles versus positional power in influencing organizational commitment. Applying the idea of a transformational leader to mentoring reveals the power of a visionary mentor to produce a mentee with vision for the organization. The power of a biblical mentor lies in vision impartation rather than in title and position, as Pierro et al observed:

Thus, with transformational leadership, the followers' compliance is the result of internalization of the leader's vision and of self-efficacy beliefs, rather than a consequence of a position power base (e.g., public acceptance; Bass, 1985). These processes appear to be quite effective and relevant for organizations. Indeed, research by

Bass and Avolio (1994) suggests that transformational leadership is particularly effective in increasing organizational commitment (Pierro et al., 2013).

A healthy spiritual leader imparts healthy vision to mentees, increasing commitment to the organization. Careful and intentional mentoring raises healthy leaders who will reproduce themselves. Without effective mentors walking alongside new leaders and imparting vision, young leaders do not reproduce themselves. The longevity of an organization rests on a foundation of good mentors. Lewis (2014) said, “Mentoring makes your spiritual ceiling become someone else’s spiritual floor. Your goal is to produce better small group leaders than you. Not everyone in your group will lead a group someday, but pray someone will! Identify new leaders. Cast vision and replicate yourself. If you don’t, no one else will” (Lewis, 2014, p. 71). When vision is imparted, rising leaders lead with replication in mind. Good mentors are also good role models for upcoming leaders. Modeling is the second foundation for raising leaders.

Modeling

Modeling is working side by side new leaders to demonstrate how to lead. Modeling demonstrates the “what” of the organization through hands on, side by side work. Modeling develops credibility with new leaders through the demonstration of effective skills and techniques. An unfortunate old saying about teachers proclaims: “Those who can’t do, teach.” Ineffective leaders cannot raise up effective leaders. Scripture echoes the thought: “Neither can a salt spring produce fresh water.” (James 3:12, NIV, 1973/2002). As a model, a mentor becomes a “prototype, a model of what it truly means to believe in Jesus Christ” (Stowell, 1997, p. 129). Modeling has immense influence on mentees. Maxwell and Dornan (1997) assert “modeling can be a powerful influence—either positively or negatively. ...if you want to make a really

significant impact on the lives of other people, you have to do it up close” (Maxwell & Dornan, 1997, p. 7). Modeling is powerful when faith is lived out within arm’s reach of a mentee.

Faith Demonstrated

Healthy leaders must provide planned and spontaneous opportunities for students to observe their leadership. Working side by side accomplishes this. Planned events like an evangelistic contact table in the student union provides an excellent venue to model strong Christian leadership. Spontaneous moments like playing soccer provide honest glimpses into a leader’s character and leadership. In a study on developing missions leaders in poor urban communities, Kabongo (2019) discovered the same notion.

The sustainability of such involvement depends on the ability of the church to continuously nurture the following qualities in people: “commitment, lifelong learning, mentoring and empowering young leaders, as well as caring and compassion” (Ngaruiya 2017:44). These qualities could be “used as criteria in discerning or appointing leaders to serve others” (Ngaruiya 2017:44). Clinton (1988:39) stresses that “the church worldwide is in need of a committed group of disciples ... who can lead the way by demonstrating through their lives a faith worth imitating” (Kabongo, 2019, p. 3).

Mentors who model faith and character are modeling virtue to upcoming leaders.

Virtue Demonstrated

Modeling demonstrates imitation-worthy faith to the leader-in-training. Observation of good behaviors up close begets learning those good behaviors. Positive leadership behavior includes virtuous behavior. Virtue, according to Merriam-Webster (n.d.) is “morally good behavior or character” (Merriam-Webster. (n.d.). Newstead (2020) analyzed virtue-based leadership and found,

Virtue offers an ethic of individual excellence, continual moral development, and striving towards a common good (Solomon 1993). Numerous theories of ethical and virtuous leadership testify to the resonance between virtue and leadership. For example, Pearce et al. (2006) argue that virtuous vertical leadership leads to virtuous shared leadership which, in turn, fosters organizational learning, while Riggio et al. (2010) posit that virtuous leaders inspire greater moral identity, empowerment, and organizational identification among followers. Similarly, Cameron (2011) claims virtuous leaders act as rudders to effectively navigate change and encourage instrumental outcomes related to performance. Lang et al. (2012) explain how virtuous leadership creates harmony and stability within organizations. (Newstead et al., 2020)

Modeling virtuous behavior generates virtuous behavior in an organization. Upcoming leaders must have virtuous models to learn virtuous behaviors. Organizational health requires mentors with depth of character who can model virtue to new leaders. Mentoring instills character.

Modeling illustrates virtue. Training enhances skills and is the third foundation of developing leaders who will replicate themselves.

Training

Teaching and training involve taking time to dissect methods and philosophies specifically and intentionally for thorough understanding of how to accomplish the organization's mission. Teaching must be done with replication in view, not just informing the student. Training curriculum demands careful vetting to ensure the highest level of training available because methods are taught.

Methods Taught

When an organization determines an effectual process for raising up leaders, care must be taken to adhere to the process. Campus ministries with demonstrated success in leadership replication should be used as templates for non-replicating ministries searching for solutions. A fascinating study by Winter et al (2017) on franchise failures revealed the cruciality of abiding by a proven template:

By definition, replication is maximally effective when only the necessary value-creating facets of a template are identified and replicated, and no time or effort is devoted to the replication of deleterious or superfluous features (Winter and Szulanski 2001). Yet attempting to modify a successful working template increases the risk that the modifications turn out to be deleterious to performance, even when such attempts are deemed ex ante as sensible, promising, or desirable. Evidence that modifications could be hazardous in practice exists in a variety of domains. Work in population ecology has found negative survival effects of adapting core features of organizations (in essence, adapting the original template itself) in a variety of contexts, including voluntary social service organizations... Finally, strict replication of an inferior template might also result in poor unit performance. Strict replication is expected to be beneficial if the template being replicated obtains superior result (Winter et al., 2017, p. 12.)

Modifying the proven template proved fatal to the franchises in the study. As campus ministries like Chi Alpha adopt a more “franchise-like” model of ministry, attention should be paid to research on franchise replication. Replicating healthy leaders requires adhering to a template of proven success from ministries demonstrating good leadership replication. A good template for leadership development will improve consistency in raising leaders.

Consistency Achieved

Leaders sporadically rise despite ineffective systems. Combinations of innate skills, drive, and personality occasionally overcome poor leadership development systems. In those cases, leaders are formed by accident, rather than intention. Instead of settling for inconsistent successes, veteran leaders ought to strive for effective training and development systems that would likely achieve more consistent results. A study done by Hartzell et al (2017) revealed the U.S. Army bemoaning just such a deficiency in their training for doctors:

Despite these calls for leadership training, most graduate medical education (GME) programs place minimal emphasis on developing leadership skills. Additionally, few well described examples of leadership training programs for physicians exist in general, or as part of GME programs. The U.S. Army published a document on physician leadership and described how all physicians must lead in 2013. This document highlighted the fact that leading is a “critical professional skill,” yet “there is almost no formal education regarding teaching or leading.” Most leadership is learned through what the authors’ called “accidental leadership.” (Hartzell et al., 2017, p. 1)

Ministries and organizations without intentional leadership development systems are at the mercy of accidental leadership as was observed by the Hartzell et al study (2017). Why not fix the system and create consistent leaders? Good training teaches effective methods and creates consistency in replicating leaders.

Since quality training teaches effective methods and consistently creates good leaders, training should be highlighted and encouraged. Leaders more readily attend training when they are encouraged by their leadership. Johannessen (2018) completed a study of how the attitudes of management affected the desire for staff to develop their skills.

When library staff are encouraged by library leadership to participate in professional development, they are more likely to do so. Library staff who perceive that their library's leaders recognize and value their professional skills and competencies have a higher sense of professional self-esteem. ...This recognition can result in employees who are happier and more motivated to learn" (Johannessen, 2018, abstract).

Engendering excitement in leaders regarding participating in training opportunities may be as simple as an encouraging word from their mentor. A visionary mentor encouraging a budding leader to receive training could be the difference between a mediocre leader and a highly effective one. Campus pastors must actively encourage new leaders to participate in training rather than hoping someone else will. Well planned and executed training enhances leadership development. Training builds on the experience a rising leader receives through mentoring and modeling. The next step is application of concepts learned through mentoring, modeling, and training. Application is the final foundation layer for developing leaders who replicate.

Application

Growing leaders need safe opportunities to practice what they are learning. Only through repeated application can skills be developed and honed. Effective mentors must provide sufficient opportunities to mentees to improve their performance. Herman (1991/2008) wrote: "They need to experience leadership opportunities and the skills necessary to be a leader and to grow in leadership. They should be taught how to study the Bible and think for themselves and how to hear God's voice and obey him" (Herman, 1991/2008, p. 127). Growing leaders need repetitions to address both fear of failure and lack of skills.

Failure Disarmed

Apprentice leaders need a safe environment to fail. A generation that received trophies for every sport regardless of performance must learn to fail and recover. Leading small group bible studies provides a safe place to fail, surrounded by caring brothers or sisters. Lipovetsky (2005) identified the source of the fragility of new leaders – increasing autonomy:

Hence the individual appears more and more opened up and mobile, fluid and socially independent. But this volatility signifies much more a destabilization of the self than a triumphant affirmation of a subject endowed with self-mastery—witness the rising tide of psychosomatic symptoms and obsessive-compulsive behavior, depression, anxiety and suicide attempts, not to mention the growing sense of inadequacy and self-deprecation. ...The more socially mobile the individual is, the more we witness signs of exhaustion and subjective “breakdowns”; the more freely and intensely people wish to live, the more we hear them saying how difficult life can be (Lipovetsky, 2005, p. 55).

These fragile leaders need to develop what Sayers (2016) describes as “gospel resilience” (p. 76). Chi Alpha campus missionary Johnny Hauck from the University of Texas, San Antonio calls it, “the grit of God” (personal communication, October 23, 2021). They develop resilience as they try, fail, and recover. As leaders experience failure and recover, they realize it is not fatal. Fear of failure is disarmed and demystified when veteran leaders walk with new leaders through the recovery process. Leaders with no fear of failure will take greater risks. Sanders (1967/2007) said:

Leaders must multiply themselves by growing younger leaders, giving them full play and adequate outlet for their abilities. Younger leaders should feel the weight of heavy burdens, opportunity for initiative, and power of final decision. The younger leader

should receive generous credit for achievements. Foremost they must be trusted.

Blunders are the inevitable price of training leaders” (Sanders, 1967/2007, p. 149).

Failure is not fatal. Blunders are inevitable. Veteran leaders must accommodate rising leaders with plentiful opportunities to fail and recover. New leaders will mature as they learn to move past failure to growth and success. When they grow, they replicate themselves in a new generation of leaders. Rising leaders need practice to grow.

Practice Makes Perfect.

Leaders need repetitions to develop skills. Effective mentoring processes include many opportunities to practice the mechanics of leadership. In the case of Chi Alpha, leaders need regular opportunities to practice leading small groups. Rising leaders are empowered when trusted with meaningful work for the organization. Handing essential tasks to new leaders seems risky, but the added responsibility causes rapid growth. Bradford, writing about empowering leaders, talks about the insecurity some veteran leaders have in sharing leadership. He states, “But what if we actually worked to increase the leadership capacity of those around us, and hence the leadership capacity of the whole ministry? Our influence would multiply far beyond us. We wouldn’t just be surrounded with helpers but with people who are truly ‘ministers’” (Bradford, 2015, p. 63). So, giving new leaders practical application develops them as leaders, increasing their capacity and concurrently increases the capacity of the entire organization. When failure is disarmed and numerous application opportunities are provided, growth happens.

Coleman (1963/2010) wrote about this process:

The best way to be sure that this is done is to give practical work assignments and expect them to be carried out. This gets people started, and where they already have seen their

work demonstrated in the life of their teacher there is no reason why the assignment cannot be completed (Coleman, 1963/2010, p. 90).

Budding leaders need opportunities to overcome fears and practice skills. When given the chance, they rise and become replicating leaders. Is leadership a result of nature or nurture?

Natural Leaders Versus Trained Leaders

Looking for leaders among the less qualified masses may seem counterintuitive compared to identifying and training the more obvious “natural leaders.” Two problems arise when recruiting based on natural leadership ability. First, the pool of potential new leaders is severely limited. Natural leaders are the minority of people. Second, natural leaders are sometimes perceived as leaders for negative reasons and arrive with a cartload of baggage in tow. Stowell (1997) stated, “In fact, leaders who lead from instinctive leadership gifts and capabilities need to recognize the downside of their gifts—that people tend to be attracted to, bond with, and glorify them. Transitioning people to Christ is a major challenge to the gifted leader” (p. 131). Focusing solely on natural leaders is a minefield because some seemingly natural leaders are emotionally unhealthy narcissists.

Narcissists Start Well

A challenge to veteran leaders is distinguishing truly promising leaders from narcissist leaders who only appear to be influencers. The long-term endeavor of careful mentoring reveals the character and motivations of a leader. Mentors digging deep with mentees will reveal unhealthy character traits like narcissism or co-dependency. Unless these weaknesses are revealed they cannot be addressed. Ong et al (2016) completed a captivating study on narcissistic leaders and how they manifest in organizations:

Relationships with narcissistic leaders can be a paradoxical experience, much like eating chocolate cake (Campbell, 2005; Campbell, Hoffman, Campbell, & Marchisio, 2011).

The first bite of chocolate cake is usually rich in flavor and texture, and extremely gratifying. After a while, however, the richness of this flavor makes one feel increasingly nauseous. Being led by a narcissist could be a similar experience: Narcissists might initially be perceived as effective leaders, but these positive perceptions may decrease over time. Originally developed to explain romantic relationships with narcissistic individuals, the chocolate cake model (Campbell, 2005) has since been applied to describe the relationships between narcissistic leaders and their followers (Ong et al., 2016, p. 1)

Narcissistic leaders quickly rise to the top of a group. Their natural charisma draws people and gives the aura of strong leadership qualities. The weaknesses of narcissistic leaders take longer to manifest. Followers assume natural leaders will lead effectively, only to be disappointed later. As Ong et al (2016) observed,

From the perspective of the follower, narcissists seem to possess some of the requisite traits for effective leadership. For example, narcissists' extraverted disposition (Bradlee & Emmons, 1992) allows them to be socially skilled (Oltmanns, Friedman, Fiedler, & Turkheimer, 2004) and appear likable (Paulhus, 1998). Beyond extraversion, narcissists are also charismatic (Khoo & Burch, 2008), perform well in public tasks and difficult situations (Roberts, Callow, Hardy, Woodman, & Thomas, 2010; Roberts, Woodman, Hardy, Davis, & Wallace, 2013; Wallace & Baumeister, 2002; Woodman, Roberts, Hardy, Callow, & Rogers, 2011), and exude an aura of confidence and dominance (Bradlee & Emmons, 1992; Hogan, Curphy, & Hogan, 1994). Furthermore, many

illustrious positions of leadership (e.g., the U.S. presidency) have been occupied by individuals rated higher in narcissism (e.g., Deluga, 1997; Rosenthal & Pittinsky, 2006; Watts et al., 2013). In summary, individuals higher in narcissism seem to possess traits that predispose followers to perceive them as effective leaders (Ong et al., 2016, p. 2) Because many high-profile leaders turn out to be narcissists, leaders are perceived as needing a high level of charisma and narcissism. People who lack charisma and a desire for the spotlight might assume they are not cut out to be leaders. An old truism states, “Charisma attracts but character retains.” Ong et al. (2016) explained that narcissistic leaders appear from the onset to be transformational leaders, but over time the effect wears off. “Given narcissists’ continual striving for self-enhancement and personal glory to the extent of exploiting others for personal gain,” Ong et al concludes “their transformational leadership behaviors are likely to fade over time” (Ong et al., 2016, p. 3). Since narcissistic leaders initially present as strong leaders, identifying them is a challenge. Their lack of follow through eventually reveals their narcissism. Extensive and careful mentoring could screen out narcissistic leaders by revealing their motives early on. An intentional follow-up process of training and accountability could bring maturity to a narcissistic leader, salvaging them as leaders and increasing their effectiveness and longevity. Ong et al. (2016) stated,

Organizations can encourage narcissists to be more effective leaders over time by structuring more self-enhancing short-term leadership goals that are highly interdependent. For example, traditional annual work reviews can be restructured into regular monthly reviews where narcissists’ leadership performance is judged by team feedback and performance (Ong et al., 2016, p. 8)

Hope remains for narcissist leaders but requires discernment and careful follow through from veteran leaders. Instead of focusing solely on natural leaders, many of whom are narcissistic, veteran leaders should wisely look at less obvious members as potentials.

The “Forgotten Middle” Untapped

Successful leaders need not always possess obvious leadership ability. Good systems and training can produce effective leaders out of mediocre people. Since most members of any organization will be solidly middle performing, this opens a potentially rich source of leaders. In a study on inclusive mentoring, Predoi-Cross (2020) delved into exploring the ranks of the average workers to find potential leaders.

Social activist and former educator Dr. D.R. Moss encourages those in decision-making positions to “tap into the forgotten middle”, where individuals may be overlooked because they do not excel or create problems. “I think there are some unclaimed winning lottery tickets in the middle. I think the cure for cancer and the path to world peace might very well reside there”, says Ms. Moss. She spent most of her career trying to create environments where members of the “forgotten middle” can thrive. She focused on Black and Latinx students from impoverished areas of New York City communities that she believed to have a high potential for success (Predoi-Cross, 2020, p. 9).

Campus leaders would do well to tap into middle achieving students as potential leaders. Middle-performing students comprise most of any organization but are often overlooked. Once identified, character can be developed through careful mentoring, and skills can be developed and sharpened through modeling and training. Middle achievers, mentored well and trained effectively, could provide a much-needed pool of leaders who will replicate themselves into another generation of leaders. Many of those solid middle achievers are introverts.

Introverts Finish Well

Natural leaders tend to be extroverts. They function well in the spotlight and seem to be natural and inspirational leaders. Introverts, however, appear less adept at leading, but with mentoring, modeling, training, and application, can lead effectively. Predoi-Cross (2020) emphasized mentoring as a road to success in leadership for introverts.

Intuitively, we would say that more introverts than extroverts need mentoring at different stages in their lives. Psychology studies have shown that most creative people have very good communication skills, are proficient at promoting ideas, and that most of them are introverted. This is an interesting point that indicates that developing professional skills also increases a person's creativity. Dr. S. Cain recommends that those in leadership positions in their organization be sensitive and develop good practices where the skills and talents of both introverts and extroverts are used in balanced teams or working individually. Dr. Cain has created *The Quiet Leadership Institute* that helps companies harness the power of introvert employees. (Predoi-Cross, 2020)

The pool of potential healthy leaders is far broader than the obvious "natural leaders." Veteran leaders must look beyond the few obvious natural leaders and search the ranks of the average and the introverts for potential leaders. With proper mentoring, modeling, training, and application, any personality can lead and reproduce themselves in a new generation of leaders.

Replication

Leaders reproduce when mentoring, modeling, training, and application are intentional and effective. They intentionally identify and raise up another generation of leaders. Enabling people to look beyond themselves is a key to replication. Parents imagine grandchildren when they see their children in intimate relationships. They begin planting the vision for replication in

their children, often to the children's chagrin. A glance at a household garden reveals that healthy things grow. Healthy plants grow and produce fruit. The next generation of the plant is held inside the fruit. Herman (1991/2008) said, "We must remember our focus. Not haphazard patches on a sick world – a frantic blur of activity for the sake of the kingdom, but a carefully considered life that takes a younger believer and passes on everything necessary for life and godliness" (Herman, 1991/2008, pp. 102-103). Healthy leadership development systems produce healthy leaders who replicate themselves.

Good Systems Foster Replication

Healthy leaders grow and produce fruit. Veteran leaders need good systems to identify and develop leaders who replicate. If a current system does not consistently reproduce leaders, ineffective processes are to blame. Systemic weaknesses that contribute to non-replication are identified through careful critique of the process. Kelloway et al (2012) found that upcoming leaders could be transformed to looking beyond themselves by strong leadership.

Transformational leadership has been defined as superior leadership performance that occurs when leaders "broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group.

(Kelloway et al., 2012, p. 1)

Looking beyond oneself is the first step to catching a vision for the next generation of leaders. Leaders consumed by self-interest fail to see beyond themselves to the potential leaders they could influence. Leadership development processes must include imparting vision for the next generation of leaders from the onset. Every element of developing leaders – mentoring, modeling, training, and application, must include intentional vision impartation for the budding

leaders. Good leadership development processes produce healthy people and healthy organizations by imparting vision for replication.

Visionary Mentors Foster Replication

We tend to look to our own interests rather than those of others. Strong leadership can expand new leaders past self-interest to looking to improve the organization. Replication only occurs when new vision is intentionally imparted to budding leaders. When mentors impart vision for replication, multiplication is eminent. Elmore (2009) wrote,

At this stage, the mentee has so bought into the mentor that they not only love the mentor, but their cause as well. Profound steps of action can be expected from the mentee because the maturity level is deep. ...They are ready to go full circle. All of them. At this point, the mentee is ready to become a mentor. If they are to continue stretching and growing, they must be “pushed out of the nest” and made to fly (Elmore, 2009, pp. 72-73).

Young leaders who internalize the vision for replication from veteran leaders will reproduce. They become mentors for the next generation, and the ministry continues.

No leader stands on their own. Forsyth (1907/1980) said, “We enter into the labours and deaths of others; and we see clearly only from the shoulders of greater men than ourselves, who had to keep their eyes on the paths for our sakes, and did not see the land” (Forsyth, 1907/1980, p. 130). Veteran leaders humbly provide shoulders for a new generation of leaders to stand on. The veteran campus leaders may not see the organization fully actualized but ensuing generations of leaders will.

Conclusion

Healthy things grow. Healthy leaders reproduce. A healthy garden requires soil preparation, fertilizer, weeding, watering, and protection. Healthy leaders require intentional mentors, skilled models, effective training, and plentiful application. Vision for replication must permeate the leadership development process. Leaders developed through these careful processes will replicate themselves into another generation of leaders, ensuring organizational longevity and health. Leadership must not be reserved for the natural leaders, nor should it be relegated to the occasional accidental leader. Organizations who demonstrate poor leadership replication rates must identify the systemic weaknesses causing the low rates. Once identified, deficiencies must be addressed, and changes made to shore up the leadership development process. Taking the gospel to the ends of the earth demands better. Those who fail to raise replicating leaders are doomed to extinction. Organizations that effectively reproduce leaders thrive through generations.

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