



# CODE BLUE

TRAINING FOR LOCAL LEADERS

## MODULE FIVE

### PERSONAL MISSION STATEMENT

- Session 1- Biblical purpose statement
- Session 2- Life Ministry values
- Session 3- Personal vision and compiling the mission statement
- Session 4- Activating the personal vision



## LEADER'S MANUAL

The Salvation Army

Australia Territory



## PERSONAL MISSION STATEMENT Session 2: Life-Ministry Values

### AIM:

This session is designed to provide some teaching on values so that participants can articulate their own life ministry values. This is the second part of formulating a personal mission statement.

### TIME NEEDED:

90 minutes – 120 minutes

### MATERIALS NEEDED:

Participants' manual, multi-media, whiteboard, Appendix 2: Values Inventory forms and, Appendix 3: Life-Ministry Value Statements Sheets for each participant.


Participants will require their bible, their personality profile from Module 1, their personal spiritual journey timeline and their completed spiritual gifts questionnaire from Module 3.

### NAVIGATING THE SESSION:

Text in **blue** is for your information. It's also directing you to do something.

Text in **red** is for you to "read out" or "answers" for participants to fill in.

Text in **black** also appears in the participants' notes and can be followed as you read aloud.

This symbol  indicates a slide is available to display via multimedia.

## **INTRODUCTION (15 minutes)**

In this session, we are going to answer the second question; "How has God shaped you?" by defining our life and ministry values.

Encourage participants to discuss in pairs the following scenario. Each person has to decide what his or her response will be. Allow 10 minutes for the discussion between pairs.



### **SCENARIO:**

You complete some shopping and hand over a \$50.00 note to pay for your goods worth \$18.00. The customer service person hands you your change and you walk away. As you put your change back in your wallet, you notice that you have received \$42.00 change and should have only received \$32.00. Decide what your response to this is, (what you would do, not what you think you should do!) before you share your answer with the person next to you.

Discuss the following questions with the person next to you. Make sure each of you participate.

What do you do?

What is the underlying reason for your action?

What other options are open to you?

Why would you or why wouldn't you take these options? Give your reasons.

### **FEEDBACK**

Have a few people in the group feed back to you their reasons for responding to this scenario in particular ways. Tie their responses in to the existence of specific values – honesty/doing the right thing by others.

We all believe in something. Our beliefs guide us and determine our behaviour. We live by the values we adopt.



## **PART ONE: Core values** (30 minutes)

Core values are **the result of a thought process**. They are put into place through both **deliberate and ingrained** decisions.

The test of a true value is whether or not it is **freely chosen** and **acted** on and if the individual is **happy** with this choice (**being happy with a choice does not exclude the presence of pain in the making of that choice**) and **willing** to **affirm** it publicly.

For something to be a value then, the following must be involved:

CHOICE

ACT

CELEBRATION



There must be a **commitment** in **action** which **changes** our **behaviour** and makes the presence of the value evident to others. If something is really a value, then it will be **repeatedly** acted on.

Our values reflect our **key beliefs**. Our values help us to decide what is worthy of our time and effort. They guide our **behaviour**, our **choices** and the way we use our **time**.

### **EXAMPLE:**

Hand out and have individuals complete the Values Inventory Questionnaire.

Have the group form into groups of four. In those groups of four, have each person state what they ticked in the boxes but no discussion is to occur. Allow 5 minutes for this exercise.

Ask the large group if there were different answers to these questions within the smaller groups. Ask how people felt when others ticked a different box to someone else in the group? Did anyone feel that someone else's value was wrong? Just ask for raised hands here, no naming of which value people disagreed with. Explain why this might be, as outlined below.

It is important to recognise that values are personally owned and are determined by the following factors:

Biblical beliefs

Demographic and socio-economic circumstances

Cultural circumstances

Individual's life-experiences and aims.

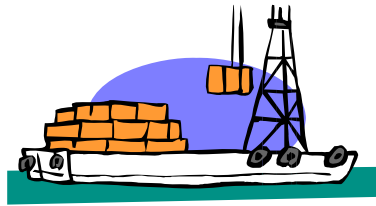
It is when our personal values clash that we experience **conflict**.



## **PART TWO: Negotiable versus non-negotiable values** **(15 Minutes)**

### THE PLIMSOLL LINE

It is helpful to understand what we value, but more importantly to know what can be negotiable and what is absolutely non-negotiable in our own lives. The distinction between **non-negotiable** and **negotiable** values is illustrated by the “Plimsoll line”.




A ship or barge will float at different levels depending on the warmth and/or consistency of the water. If a ship were loaded to capacity in, say, Greenland, at a salt-water port and sailed to a fresh water port in the tropics there would be a danger of it riding too low in the water at its destination and the risk of it sinking.

The Plimsoll line was introduced in 1876 in England due mainly to the work of the M.P. Samuel Plimsoll, as part of the package that became the 'Merchant Shipping Act' of that time. The mark is painted onto the side of cargo vessels to indicate the limit to which they can be legally loaded.

### **DISCUSS:**

What will happen if too much is placed below our Plimsoll line? What will happen if too much is placed above it?

Only when we know what we cannot change are we truly free to change everything else. 

We must **firmly** and **passionately** hold onto everything **below** the water-line – **Nothing is negotiable**

We must hold **loosely** onto everything **above** the waterline – **everything is negotiable.**



### **PART THREE: Stated Values versus Real Values** **(20 Minutes)**

#### **ACTIVITY:**

Have participants write down the answer to this question:

“What do you consider to be vitally important, of essential value in your life?”

Brainstorm with the group and write on the whiteboard, all the things that each participant wrote down and any others that come to mind.

Not all will agree with every value, but the point of the exercise is to have every person contribute at least one thing that they consider important in their lives.

Have individuals then look at their particular contribution to the list and write down by themselves, the last time they acted on that value and what that action involved.

#### Questions to ask:

When did you last act on that value you have listed as being important to your life?

What did that action involve? 

This exercise highlights that there is a distinction between a belief, a feeling or an attitude. The **difference** between a stated value and an actual value is whether or not we **act** on it.

Therefore, our behaviour gives credibility to our values. If our behaviour does not validate our stated values, then we need to consider if this value is actually a real value or a stated value.

A stated value is one that we want/expect to be evident in our lives, but may not necessarily be validated by our behaviour.





**EXAMPLE:**

We could say that we believe children are an important part of our church. However, when they make a noise in the service, we shoosh them, or glare at their parents.

What is the real value here?

Have people give their opinions of the real value being stated here.

Some suggestions are found below.

The real value is that children should be seen and not heard.

The real value is that children are an important part of our church as long as they don't interrupt our worship or routine.

Stated values become real when they match up with our behaviours.

How could we express a real value that said children are an important part of our church in the above situation? What could we do that will match our stated value with behaviour and actions.

Have people offer suggestions.

They might include the following:

Ensure that relevant activities are provided for children in the worship service, ensure that parents have easy access to a parent's room where they can still hear the service, yet care for their child without fear of distraction, the provision of parenting classes in the church programme, the development of a mentoring programme for parents, using appropriate people in the church.



## **PART FOUR: Our personal values (40 minutes)**

We should now have a basic understanding of what it means to have personal values.

- They are developed from choices,
- They are acted upon repeatedly
- We will publicly affirm them.

We are going to look at what our own specific values are in relation to

- Our own personal journey with Christ
- Family, relationships and accountability
- Insights concerning ministry
- Insights related to leadership
- Character formation
- Unique calling and contribution

Think back to your spiritual time-line. Consider what values may have been revealed as you worked through that time line or what values you may have developed as you experienced the circumstances of your life.

Encourage participants to share with another person four important values they discovered as a result of completing their personal spiritual journey timeline. (Module 3- Session One). It would be helpful for participants to have their timeline with them.

Allow ten minutes for this exercise

**Write your 4 values in this table as you share them**

Value	Have they developed franchises?	Do you act on these values?	Do you publicly affirm these values?	Biblical Foundation
1				
2				
3				
4				





Think about these values

- Have they arisen from choices?
- Do you act on these values?
- Do you publicly affirm them?

For each value you nominated tick in the appropriate box only if you can answer yes to each of these 3 questions.

If you cannot answer yes to each of these questions for each value you nominated, they may be stated values. They may be things you want to have value and priority in your life, but they may not yet be real/actual values. If they are important to you and you want these things to be consistent values in your life, then in a moment you may write them on the sheet entitled “Life Ministry Value Statements” as a life-ministry value. Later we will look at ways in which you can work on them so they become real/actual values in your life.

Before we complete the “Life Ministry Value Statements”, another question we must ask as followers of Jesus is:

- Does this value agree with a biblical foundation or is it in opposition to what the bible teaches. Tick the box above (Biblical Foundation) for each value which is not in conflict with biblical values.

You may find an appropriate example yourself or you can use or adapt the example below.

Example:

We might want to purchase a car and desperately want to buy a top of the range car of our choice. In order to do so, we would go into debt, with repayments requiring the use of money we had previously committed to the Lord. However, purchasing a car with not quite so many extras would fall within our current financial means even if it meant we wouldn't get the car of our dreams.

Question to ask of participants:

In what ways would our purchase of the car of our dreams in these circumstances cut across biblical teaching.

Some suggested answers:

The concept of self-denial, the teaching on giving and tithing.

Hand out the “Life Ministry Value Statements Sheet” to participants.



Spend the next fifteen minutes writing down your life-ministry value statements on the provided sheet.

If participants need help articulating their values, ask some appropriate questions like:

Where do you love to minister or serve in the church?

What relationships are important to you? What do you do to nurture those relationships? What do you want to invest in those relationships?

What about your relationship with God? How do you nurture that or how do you want to nurture that?

What characteristics do you want to see develop in your life? Are you prepared to invest time and energy in seeing these come to fruition?

What is your spiritual gift? How do you use that in ministry? How do you develop that?

Have participants share three of their life-ministry values with the person next to them.

Conclude by praying with the group