



THE
INNER MAN

WITH
SPIRITUAL LEADERSHIP

BY J. OSWALD SANDERS

The Inner Man
by Frank Hamrick

Copyright © 1980, 2002, 2011 by Positive Action For Christ, Inc., P.O. Box 700, 502 W. Pippen St., Whitakers, NC 27891-0700. All rights reserved. No part may be reproduced in any manner without permission in writing from the publisher.

Text at the end of this student manual taken from *Spiritual Leadership* by J. Oswald Sanders, Moody Press, copyright 1967. Used with permission.

Third edition 2011.

Printed in the United States of America
ISBN: 978-1-59557-147-2

Edited by Dennis Peterson and C.J. Harris
Layout and Design by Shannon Brown
Artwork by Chris Ellison

Published by



CONTENTS

Preface	4
Unit 1—The Foundations of Leadership	7
Lesson 1—The Purpose of a God-Focused School	9
Lesson 2—God’s Plan for My Life	15
Lesson 3—The God I Serve	25
Unit 2—The God of Leadership	35
Lesson 4—The Perseverance of God	37
Lesson 5—How and Why God Disciplines	45
Lesson 6—The Man God Uses	57
Lesson 7—What God Hates	67
Lesson 8—Christ’s Terms of Discipleship	75
Lesson 9—Christ’s Ideal of Character	85
Unit 3—The Attitudes of Leadership	95
Lesson 10—Blessed Are the Poor in Spirit	97
Lesson 11—Blessed Are They That Mourn	107
Lesson 12—Blessed Are the Meek	119
Lesson 13—Blessed Are the Hungry and Thirsty	129
Lesson 14—Blessed are the Merciful	139
Lesson 15—Blessed Are the Pure in Heart	149
Lesson 16—Blessed Are the Peacemakers	159
Lesson 17—Blessed Are They Who Are Persecuted	169
Lesson 18—The Transforming Power of the Spirit	181
Unit 4—The Standards and Qualities of Leadership	189
Lesson 19—An Overview of Leadership	191
Lesson 20—Discovering Your Leadership Potential	199
Lesson 21—Spiritual Standards for Leadership	205
Lesson 22—Qualities Essential to Leadership, Part 1	211
Lesson 23—Qualities Essential to Leadership, Part 2	217
Lesson 24—The Holy Spirit: The Leader’s Power	223
Unit 5—The Price of Leadership	227
Lesson 25—The Leader’s Prayer Life	229
Lesson 26—The Leader and His Time	235
Lesson 27—The Cost and Responsibilities of Leadership	241
Lesson 28—Searching Tests to Leadership	247
Lesson 29—The Peculiar Perils of Leadership	251
Unit 6—Case Studies of Leadership	255
Lesson 30—Nehemiah	257
Lesson 31—Joshua: A Young Man with a Future	263
Lesson 32—Joshua: Lessons on Leadership	273
Lesson 33—Joshua: Beginning the Campaign	281
Lesson 34—Joshua: Continuing the Campaign	293
Lesson 35—Joshua: Possessing the Land	301
<i>Spiritual Leadership by J. Oswald Sanders</i> ..	305
Recommended Reading List	421

PREFACE



The purpose of this study, *The Inner Man*, is to develop character and maturity in “the inner man.” The lessons here will present God’s view of a true leader, challenging you to grow by His grace. This book is more concerned with what you *are* than what you *do*.

Too often, we’re tempted to emphasize Bible facts or life applications without developing our inner being. We become “hollow” Christians, people who perhaps do the right things and avoid most of the wrong things—but only because we’ve been programmed or conditioned by others. As soon as external standards or restraints are removed, our behavior will change to match the new situation.

What you do is important, certainly, but God wants your knowledge of Him to change what kind of person you are. As one of the lessons in the book states, “We must *know* in order to *be* in order to *do*.” Keeping this principle in mind, we must learn what the Bible reveals about the character and person of God, with the goal of better reflecting His image.

This book’s strategy is to allow God’s grace to change who you are. It’s our prayer that the Lord will perform a work in your heart so that you can be strengthened with might by His spirit in the inner man (Eph. 3:16). We want your actions to stem from your inward purity and strong Christian character—not conformity or compulsion.

How to Use This Book

This student textbook includes a number of features that you can use to enhance your Bible study this year.

Introductory Reading Assignments

Every chapter begins with a brief overview that will introduce you to the theme of the lesson. This reading supplements the teacher’s lecture and the accompanying notes that you should take in class. Chapters 19–30 include readings from *Spiritual Leadership*, a

classic Christian book by J. Oswald Sanders. You can find the full text of the work at the back of this book.

Student Work

Most of the lessons include work that you should complete outside of your normal class time. You'll usually want to do this work before your teacher begins the lecture section. That way you'll already have a pretty good understanding of the subject matter, which should make class time more productive.

Notes from the Teacher's Lesson

Each chapter also includes charts, diagrams, and outlines that your teacher will use in the lecture. These visual aids let you focus on the key points of the lesson. You should fill in the appropriate blanks during the lecture and study them for the lesson quiz. Note: the quizzes may include material from both your textbook reading and the teacher's lecture.

Application Activities

At the end of each chapter is a list of topics, projects, and/or activities under the heading "Stepping Toward Effective Leadership." These can help you make practical applications from the lessons you've learned. Your teacher may assign them at her discretion, but feel free to tackle more of them as you are able. They may include practical projects, extra reading, discussion topics, review activities, or writing assignments. The "Recommended Reading List" at the back of the book contains extra reading assignments and relevant bibliographic information.

A Word About Quizzes and Tests

Your teacher may evaluate your work using a number of tools, including chapter quizzes, unit tests, Scripture memory, writing assignments, and more. Quizzes will cover the material in both the student readings and the teacher's lecture notes. Quiz questions can be matching, short answer, true-false, multiple choice, and essay. Unit tests may cover from three to nine lessons, featuring the same kinds of questions found in the quizzes. Your teacher will determine how your final grade will be calculated.

UNIT 1

**THE FOUNDATIONS
OF LEADERSHIP**



LESSON ONE

THE PURPOSE OF A GOD-FOCUSED SCHOOL



Leadership—it’s something almost anyone can recognize, but few can define. What makes a leader? How can a leader be successful? What is the source of greatness?

Across history, the famous leaders seem like a diverse bunch. Moses, a meek shepherd with a speech impediment, stood as a striking contrast to Pharaoh. Alexander the Great was certainly not the same as Darius III. Richard the Lionhearted could hardly be compared to Saladin. Grant was no Lee, and Churchill no Hitler. Margaret Thatcher led very differently than Mikhail Gorbachev.

And don’t forget religious leaders, educators, or businesspeople. No two preachers are the same, and no two teachers teach alike. Businesses are as diverse as the people that lead them. After all, every organization reflects its leadership.

But what do all of these people have in common? Whether they lead in war or in peace, in politics or in faith, each of these succeed to the extent that they are able to lead themselves as well as others. They exercise self-control—some better than others—and pull their followers toward a higher goal, using inspiration, intimidation, or a mixture of the two.

A great leader, therefore, is one who can control himself and motivate others. But a godly leader is one whose goals and methods reflect the goodness of God.

History is filled with leaders whose methods were not as pure as their goals. Franklin Delano Roosevelt wanted to protect the free world during World War II, yet he manipulated the press, suspended *habeas corpus*, and forcibly interned over 100,000 Americans of Japanese descent. Mao Zedong, who hoped to feed millions of rural Chinese in the 1960s, launched a Communistic farm program that resulted in the starvation and death of tens of millions.

So if we are to be Christian leaders, how can we ensure that our goals and methods are pure? Our first step should be to know God—to see His character and stand in awe of His work. We should then grow in the knowledge God, allowing His grace to form us

into the people we should be. Finally, His work in our lives should inspire us to share Him with others, encouraging and leading them to seek God's grace as well.

Anyone who wishes to lead must first learn to follow and serve—Christ first, and earthly authorities second. Anyone can demand others to follow, but if you wish to *command* a following, you must first establish a record of faithful service. Christ told His disciples that the “least” among them would be the greatest (Luke 9:48), and He backed up His teaching with an unmatched commitment to service and sacrifice.

But we should not pursue leadership lightly. Only time and experience can show us the responsibilities and weight of leading others. Tough decisions that balance rights and duties, freedom and security, grace and justice—all of these will weigh heavily on anyone who takes such issues seriously. It's no wonder that Paul commands us to pray for those in positions of authority (1 Tim. 2:1–4).

Unlike the majority of leaders throughout history, however, we need not lead alone. When or if we are ever chosen to assume a position of leadership, we can look to God's grace to control our desires, overcome our failures, and deny sin—to be an example that others would want to follow. Only when we follow God can we ever expect others to follow us (1 Cor. 11:1). When we give ourselves totally over to His leading, sensitive to His correction and filled with His grace, we can trust Him to use us for His glory.

There's no need to fear leadership. We shouldn't avoid responsibility when it is clear that God calls us to lead. But preparation is essential, and that's where your school comes in.

As students in a Christian school, you have a great honor and privilege. Here is an opportunity to receive an above-average education—a *Christian* education—which will prepare you to be a follower and a leader. But with this blessing comes responsibility, because one day you will be called to use the tools you've been given here (Luke 12:48).

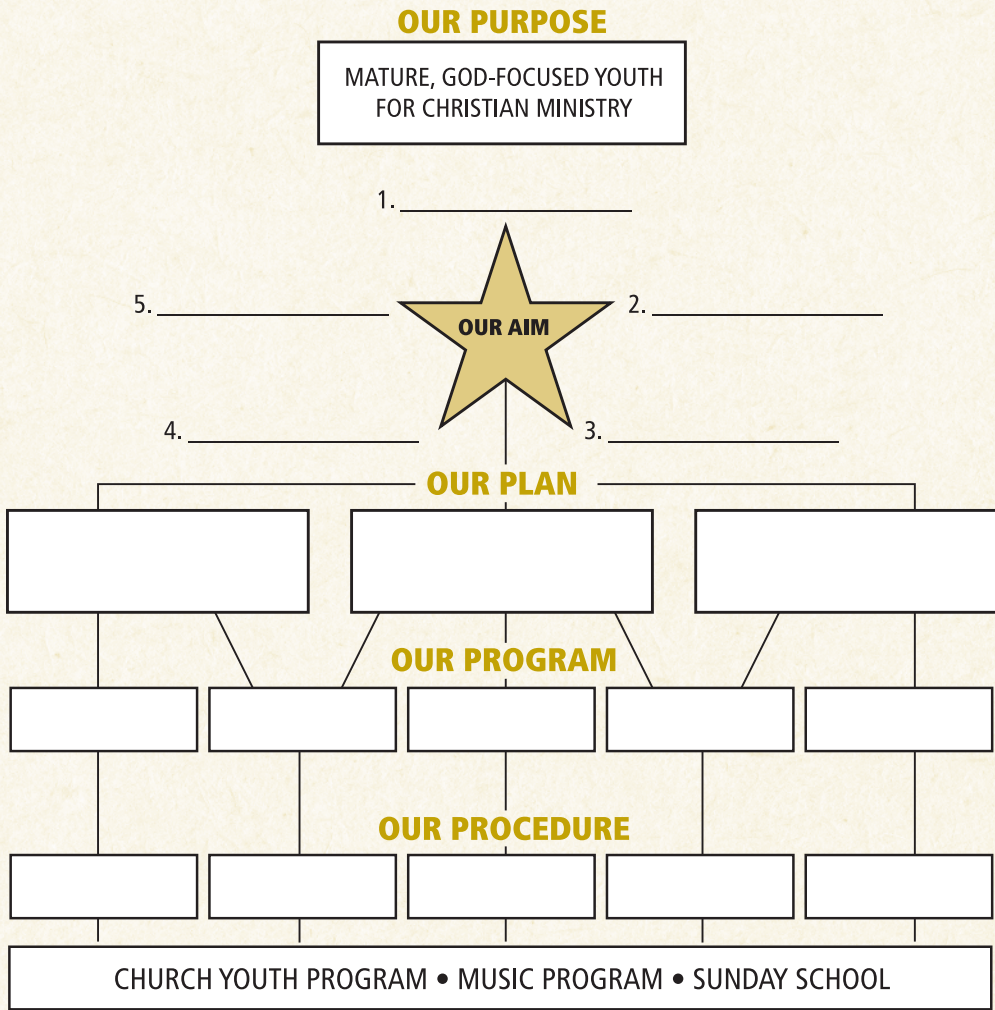
To develop these tools, your Bible studies this year will focus on the principles of godly leadership. The first chapters will establish the foundations of spiritual leadership, as well as the attitudes that must be present in an effective leader. You will then read J. Oswald Sanders' *Spiritual Leadership*, which will define a godly leader's character, qualities, and responsibilities. Finally, you will study two examples of effective spiritual leadership: Nehemiah and Joshua.

A final word to those who do not believe God would ever use them in a position of leadership—this study can profit you too. Even if the principles here do not inspire you to pursue leadership now or in the future, these lessons will apply to every area of per-

sonal or professional responsibility in your life. You will also learn to identify what kind of people are true spiritual leaders—an important skill now more than ever.

As you work through this study, ask God to help you see His example of leadership throughout Scripture, especially in the person of Christ. Only by knowing Him and following His leading can we become the leaders He wants us to be.

Notes from the Teacher's Lesson



Stepping Toward Effective Leadership

- Read a biography of a great leader from the Recommended Reading List—or any other biography that your teacher approves. As you read, list the qualities that made this person an effective leader.
- Explain the following statement as it relates to Christian leadership: “Only those who live under authority are fit to wield authority” (Larry Christenson, *The Christian Family*). How does this statement apply to the family? The Christian school? The church? Your ministry? Your vocation?
- In light of the teacher’s lesson for this chapter, what steps do you need to take to ensure that you are helping your school achieve its goal of preparing spiritually mature young people for Christian service?
- Using the ideals presented in the teacher’s lesson, assess your schools’ effectiveness in preparing spiritually mature Christian servants in each of the following areas: chapel, Bible classes, Scripture memory requirements, sports/extracurricular activities, and academic demands and expectations. Specifically, identify any weaknesses. For every weakness you identify, list steps that can be taken for improvement. Be prepared to defend your assessment and your suggestions for improvement.
- In light of the teacher’s lesson for this chapter, what steps do you need to take to ensure that you are helping your school achieve its goal of preparing spiritually mature young people for Christian service?
- Using the ideals presented in the teacher’s lesson, assess your schools’ effectiveness in achieving the goal of preparing spiritually mature Christian servants in each of the following areas: chapel, Bible classes, Scripture memory requirements, sports/extracurricular activities, and academic demands and expectations. Specifically, identify any weaknesses, but for every weakness you identify list steps that can be taken for improvement. Be prepared to defend every aspect of your assessment, as well as your suggestions for improvement.



LESSON TWO

GOD'S PLAN FOR MY LIFE



What is God's plan for your life?

"For *my* life?" you ask. "Well, I guess I'll go to college after I finish high school. Then, when I finish college—if I don't sign a professional basketball contract—I'll probably get a high-paying executive position with some Fortune 500 company and make a lot of money. I'll buy a big house and a Porsche—or maybe I'll get a Lamborghini! When I can afford it, I might even marry and have a couple of kids. I'll retire when I'm fifty and just sort of enjoy myself the rest of my life. I plan to live the good life!"

Oh, you will, will you? But this sounds more like *your* plan than *God's* plan. Where does God fit into that plan of yours?

"God? Oh, well...I'll go to church most of the time. And I'll read my Bible, and..."

Does this sound like you? Most people have little, if any, room for God in their plans; He's crowded out by their concerns about material wealth, professional advancement, and other selfish interests. God does sometimes enable some Christians to obtain fabulous wealth, but more often He calls His people to lives of sacrifice. God sometimes allows some Christians to attain high levels of professional success and renown, but He calls more of them to lives of relative obscurity and less-than-opulent circumstances. Sometimes He gives some Christians wealth and success only to take it from them, much as Job lost everything he had.

When things don't turn out the way we planned, when we lose a lot of what we've obtained, or when things "go against us," we're tempted to grumble and complain. Instead, we should have the attitude of Job and Paul. We should be more concerned about God's plan for our lives than with our own plans for ourselves.

During the early days of the Civil War, especially after Thomas J. Jackson earned the nickname "Stonewall" at the First Battle of Manassas, his wife, Anna, was impatient for her husband to be promoted and publicly recognized for his critical contribution to

that Southern victory. Sensing her impatience, Jackson wrote to her from his encampment, "...I am thankful to an ever kind Heavenly Father that He makes me content to await His own good time & pleasure for commendation, knowing that 'all things work together for good.' Never distrust our God, who doeth all things well. In due time, He will make manifest all His pleasure, which is all His people should ever desire."

Jackson's advice to his wife is still good advice for each of us today. With it in mind, let's consider God's plan for our lives.

STUDENT WORK

Let's focus on God's plan for the individual. Remember that our purpose as a school is to produce mature, God-focused youth. Our study this year emphasizes the following two major themes:

- Spiritual maturity
- Leadership qualities

This lesson begins our study of the first of these two topics, spiritual maturity. Included in our plan and purpose for this study is an ennobling view of:

- God
- Jesus Christ
- The Holy Spirit

Various lessons, beginning with this one, focus on each of these Persons of the Trinity. Our prayer is that by studying these lessons you will have a fresh appreciation of what God can and will do with your life.

To bridge the gap between the previous lesson and this lesson, state what Ephesians 4:12 says Christians are to be.

- "Perfect" or "equipped" to be able to _____

Thus, God's plan for you includes making you mature, complete, and qualified to serve Him.

The Plan

- According to Romans 8:28, what is God’s plan for every Christian?

- According to this verse, what two things must be true before all things can work together for our good?
 1. _____
 2. _____

Thus, Paul qualifies his statement so that it is equally true that things do *not* work together for *anybody* or *everybody*, but only for those who meet those two qualifications.

- According to this verse, can tragedy be good? _____
Illness? _____ Financial loss? _____
Losing a ball game? _____.

So *everything* that happens in the life of one who loves God and who is in His will is for his “perfecting,” that is, it serves to make him what God wants him to be.

The Analysis

An examination of this verse shows us the following four things about God’s plan for man.

God’s Plan Is Beneficent (Kind and Good)

- All things work together for good. What does that mean—money, popularity, and success or spiritual good? _____
- Job teaches us the proper meaning of this phrase. God allowed Satan to take all of Job’s physical comforts. What was Job’s response to this loss in Job 1:21?

- Paul explains in Romans 8:29 what he means by the word good. What is it?
-

So anything that makes us more like Christ is good, regardless of its effect on our comfort, health, wealth, or fame. Thus, a broken leg can be for our good. A disappointing loss in sports might be God's power seeking to mature us.

God's Plan Is Active

All things *work*.

God is always busy. Just because we don't see great things happening, we shouldn't suppose that God is asleep. The daily happenings of our schoolwork, conflicts, unjust criticism, ridicule, praise, tests, sickness, and deadlines are the threads with which God weaves our maturity.

- Read 2 Corinthians 5:17. The passing away of the old and the coming of the new indicate continuous action. These phrases can be translated literally "are passing" and "are becoming new." So what is God doing every day in your life if you meet the two qualifications of Romans 8:28? _____

Because God is working through all of our circumstances, complaining is unthinkable! Griping is evidence of immaturity and the inability to comprehend the good hand of God in everything. It is sin.

In the apostle Paul's day, people reacted to adverse circumstances according to one of the following four philosophies, and we see many of the same reactions today:

- Epicureans—"Let us eat, drink, and be merry, for tomorrow we die." This is the attitude of indifference.
- Cynics—"I dare you to hurt me, Fate. Nobody can beat me; no circumstance will cause me to curse you or bow my head in defeat." This is the attitude of defiance.

- Stoics—“I can’t avoid it, so why fight it? I’ll just grit my teeth and force myself to accept it.” This is the attitude of resigned acceptance.
- Christians—“I will rejoice, happily embracing bad circumstances or sorrow because God is using it to work out my good and His glory.” This is the attitude of joy in all things.

Which attitude do *you* have?

God’s Plan Is Inclusive

All things work together.

- According to Romans 8:28, is there such a thing as chance or luck? _____
Why? _____

- Read the story of Shadrach, Meshach, and Abednego in Daniel 3:1–30. How did their ordeal in the fiery furnace work for God’s glory?

- How did it work for their good? _____

God’s Plan Is Harmonious

All things work *together* for good.

All of the events of life are interrelated. Like a formula, they combine and intermingle for our good. Taken separately, the individual experiences of life might seem anything but good, but, blended together, the result is always good.

- Joseph is a good example of how numerous tragedies work together for good. Note the tragedies in each of the following passages:

- Genesis 37:4— _____

- Genesis 37:18-28— _____

- Genesis 39:1— _____

- Genesis 39:7-15— _____

- Genesis 39:20— _____

It must have been hard for Joseph to see how all of these experiences could be for his good. Yet, years later, Joseph faced his brothers and maturely summarized all of the events.

- Read Genesis 50:20. What had his brothers meant to accomplish? _____

- Instead, what had God worked through all of their evil? _____
- According to Genesis 50:20, what good came from all of these circumstances?

- Who were these people that had been saved? _____
- From what had they all been saved? _____

The Conclusion

- What is the mature reaction to brothers or sisters who seek to torment you?

- Why should you not gripe when a teacher gives you a heavy homework assignment? _____

- What is wrong with fussing and fretting and griping about school rules?

- How does 1 Thessalonians 5:18 apply to us in this regard? _____
- Thus, everything is working according to God's _____
in Christ Jesus (1 Thess. 5:18).

NOTES FROM THE TEACHER'S LESSON

God's Plan for My Life

God Brings _____ from Every Circumstance

Examples:

- William Carey
- Joseph
- His brothers _____ him.
- They sold him to the _____ .
- They sold him as a _____ .
- Potiphar's wife _____ him.
- He was cast into _____ .
 - The Israelites
 - David

Complaining and _____ are not Christian _____

STEPPING TOWARD EFFECTIVE LEADERSHIP

- Write a two-page paper describing a first-hand experience that at first seemed tragic but later proved that God was working even that incident together for good in your own or your family's life.
- Explain how Paul's own life experiences demonstrated the truth of his statement that all things work together for good.
- Explain the role that the character trait of patience plays in our practical realization that all things work together for good.
- If you're a football fan, read Dennis Byrd's book *Rise & Walk*. Explain briefly what happened to him and how his experience illustrates the truth of the lesson in this chapter.
- If you're a baseball fan, read Dave Dravecky's books *Comeback* and *When You Can't Come Back*. Explain briefly what happened to him and how his experience illustrates the truth of the lesson in this chapter.



LESSON THREE

THE GOD I SERVE



Unbelievers and shallow Christians have a distorted, perverted idea of who God is. Popular references to God as “the Big Guy,” “the Man upstairs,” and “my Heavenly Buddy” are certainly not derived from Scripture. A study of every Bible character who saw God gives a much different impression.

The ancient Jews had such a reverential awe of God and His Word that after they wrote His name as they copied the Scriptures they were not allowed to continue using that quill; they had to get a new quill. Imagine their writing verses that contained multiple uses of God’s name. They kept quill manufacturers busy supplying writing utensils!

For God to use a man or a woman, especially in a leadership role, He first causes that person to see Him for who—and what—He really is, and this revelation revolutionizes the person’s service. An effective Christian leader who experiences such a revelation of God will not be proud or self-seeking; he will seek only to please God. He will be less likely to fall into sin because he knows and recognizes the holiness of God and his personal responsibility to Him.

But neither will he be helpless and inactive. Rather, he will serve the Lord with power, enthusiasm, animation, and confidence regardless of what obstacles or problems might come his way—because he knows that he serves the Almighty God. He knows that he is on the winning side.

As we continue our study of the foundational principles of spiritual leadership, let’s look at the God we serve, see how some major Bible characters reacted to God’s revelation of Himself, and glean from their experiences lessons that will help us become effective leaders for Christ.

STUDENT WORK

The great leaders of the Bible had one thing in common—they had experienced a soul-stirring vision of an infinite, awesome God. They were never the same again.

The purpose of this lesson and the following four lessons is to give you just such a vision of God. Nothing is so important to one's attitude and service as his or her view of God. But beware! Instead of an exalting, exhilarating, ecstatic experience, such a view of God might thrust your face and soul to the ground with feelings of insignificance and unworthiness.

- According to Zechariah 3:3, how did the clothes of Joshua—not Joshua the General, but Joshua the High Priest—appear when he stood before a holy God? _____

The dazzling white of God's holiness made everything else appear faded and yellow. Joshua, dressed in this fashion, would be totally unworthy to serve as the high priest. Therefore, a view of God might cause one to see how sinful and unworthy he or she really is before the holy God.

Job

- How did Job see himself before he saw God (Job 33:9)? _____

- According to Job 1:8, how did God see Job? _____

- Few men have ever been so highly praised by God. But when he got a correct view of God, what was Job's reaction (Job 42:5–6)? _____

Jacob

- Jacob saw God at Peniel. According to Genesis 32:24, 30, what surprised him? _____

- Jacob's view of God forced him to face his own character and admit what he wanted to hide—that he was a deceiver like his name indicated. What did the Lord ask him in Genesis 32:27? _____

- The name Jacob means “deceiver, supplanter, cheat, or swindler.” According to Genesis 27:1–12, how had Jacob cheated and swindled his brother Esau? _____

Jacob did not want to admit that he was what his name said he was. But God would not use him or bless him until he faced his true character and admitted his secret sin. Note that after Jacob wrestled with God, the Lord changed his name from Jacob to *Israel*.

Moses

- Moses grew up in the Egyptian palace and faced kings and queens regularly as the virtual son of pharaoh's daughter. They apparently did not scare him. But in Exodus 3:2, 6, he faced God. What was his reaction? _____

Elijah

- Elijah was undoubtedly one of the greatest and most unusual characters in history. He had such power that he could stop the rain, kill thousands of prophets of Baal, call down fire from heaven, defy a wicked king time after time, and go up to meet God in a chariot of fire. But in what form did God appear to him in 1 Kings 19:11–13? _____

- What was brave Elijah's reaction? _____

This fiery man was subdued by a tiny voice.

Isaiah

- Isaiah was not afraid to thunder forth God's warnings, woes, and judgments on king and people alike. What word did he use repeatedly as he warned the nation of Israel (Isa. 3:9, 11; 5:8, 11, 20)? _____
- But when he was face to face with God in Isaiah 6:1-8, on whom did he pronounce woe? _____
- How did his lips seem to him when he was in the presence of a holy God? _____
- What was he immediately ready to do? _____

Ezekiel

- According to Ezekiel 1:1, what did Ezekiel see? _____

Describe the scene as Ezekiel tells us that he saw it in Ezekiel 1:26-28:

- Above the firmament or sky— _____

- The throne itself— _____

- The color surrounding the throne— _____
- The glory of the Lord as it appeared in verse 28— _____

- How Ezekiel reacted to all this— _____

Daniel

- Daniel seemed to be a faultless man. Even his enemies could find no wrong in him, except perhaps that he prayed too much. An angel was even sent to tell him how much God loved him. But what happened to Daniel when he caught a glimpse of God in Daniel 10:7-9? _____

Paul

- According to Acts 9:3-8, what did Paul—called Saul at the time—do when he heard God and saw His glory? _____

John

No one seemed as close to Jesus as John the Apostle. He leaned on Him at supper and followed Him every day of His ministry. Of all the disciples, only he followed Jesus to the Cross. Years later, as an old man in exile on the Isle of Patmos, John received a supreme view of Christ in all of His glory.

- Read Revelation 1:13-17 and describe John's vision.

- His head— _____
- His eyes— _____
- His voice— _____
- His face— _____
- His feet— _____
- John's reaction to seeing his Lord in His glorified state— _____

The Purpose of the Vision

God's purpose in revealing Himself to these men was not to humiliate them but to prepare them for greater usefulness. Humiliation merely prepared the way for blessing and service.

- Job received double what he had lost
- Jacob's character was changed
- Moses lost his *self*-confidence but gained *God*-confidence
- Elijah was reminded of the source of his real power
- Isaiah's lips were prepared for prophesying for God, and he remained humble
- Daniel was prepared to receive a great prophecy
- Paul was chosen and called to preach the gospel to the Mediterranean world, and that gospel eventually spread around the globe
- John was prepared to write the book of Revelation

Conclusion

God has a job for *you!* But before you can begin to perform that job, you must have a vision of God through the Word of God. He's not going to reveal Himself to you through a dream or miraculous appearance. But do you *want* to see Him? Are you prepared for the consequences? When God grants such a view of Himself, it will shake your soul and sober your mind. You will never be the same again. The pattern in these visions of God was always the same:

- The vision
- Self-abhorrence—a hatred or despising of oneself
- Self-abasement—casting oneself down and humbling oneself
- Worship—deep, soul-stirring worship
- Surrender—a deep sense of obligation and a willingness to serve God
- Service—with no regard for one's own welfare, but only to please God
- A changed life

Are you ready for such a vision of God?

NOTES FROM THE TEACHER'S LESSON

The God I Serve

The _____ for a Vision of God

- We must know God's _____
- We must know God's _____
- We must know God's _____

The _____ of the Vision

In the Old Testament (Heb. 1:1)

- _____
- _____
- _____
- _____
- _____
- _____
- _____

In the New Testament through _____

In the Church Age through His _____

The _____ of the Vision

- Moses _____
- Isaiah cried _____
- Joshua _____

The pattern was the same: vision, self-aborrence self-abasement, worship, surrender, service, and a changed life.

The _____ of the Vision

- Goodness and _____ of God
- _____ of God
- Authority and _____ of God

STEPPING TOWARD EFFECTIVE LEADERSHIP

- Why is humility before God so important in the life of a Christian leader? How does a clear picture of who God is contribute to a humble spirit and attitude?
- Produce three comic strips portraying the following three attitudes: lack of self-confidence, proud egotism, and true godly humility.
- Define a proper Christian self-image. Use Scripture proofs for your definition and the book, *The Biblical View of Self-Esteem, Self-Love, & Self-Image*. Check the Recommended Reading List for bibliographic details.
- Explain how an accurate understanding of who God is can keep a Christian leader from sin and help him continue serving with the proper motives.
- On a sheet of paper make two columns headed with the titles "Truth About God" and "Truth About Myself." Under each heading, list at least 10 verses that help you develop the proper Christian view of both God and yourself.