

THE  
**INNER MAN**

WITH  
SPIRITUAL LEADERSHIP

BY J. OSWALD SANDERS

## **THE INNER MAN**

Written by Frank Hamrick

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# 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).

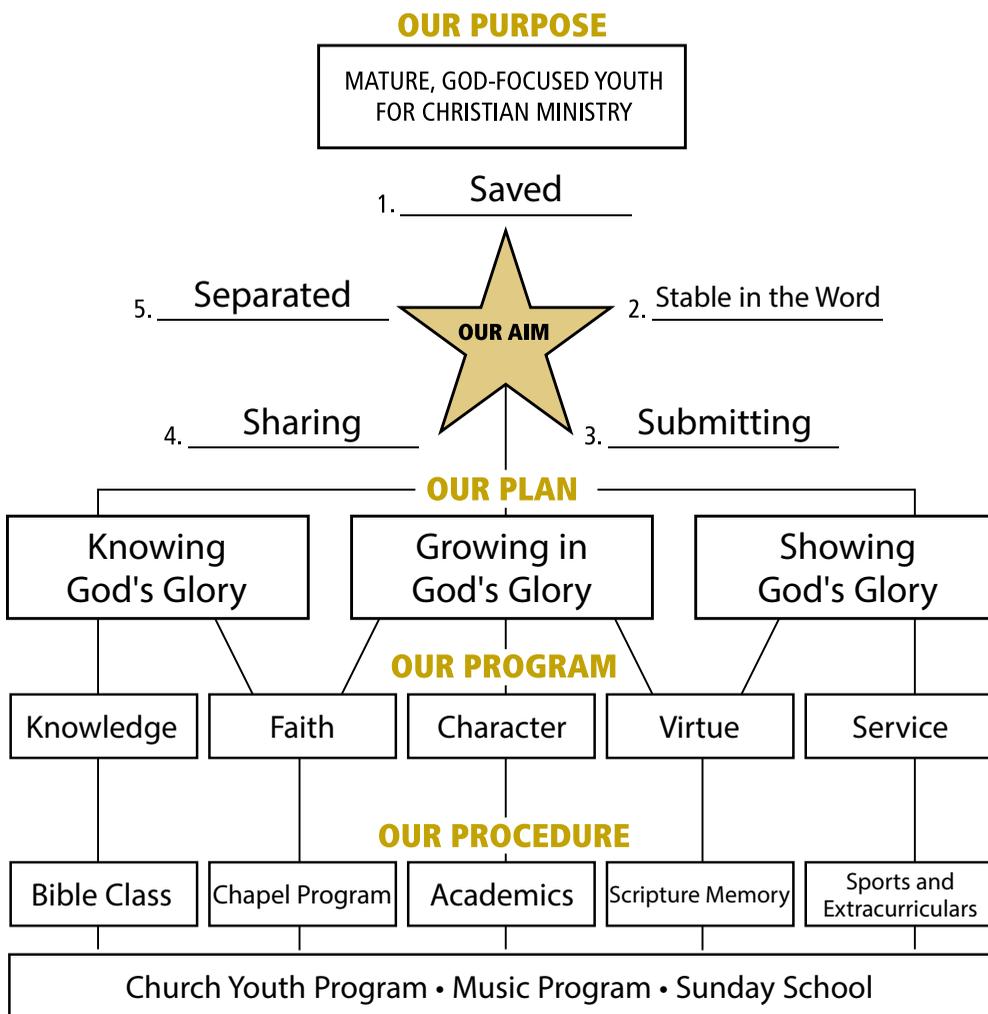
To develop these tools, your Bible studies this year will focus on the principles of godly leadership. The first chapters will establish the foundations of spiritual leadership, as well as the attitudes that must be present in an effective leader. You will then read J. Oswald Sanders' *Spiritual Leadership*, 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.

