

**Impact of Team Building on Transforming Young Adults
into
Committed Kingdom Leaders.**

Joseph W. Powers

Liberty Theological Seminary, Liberty University

Author Note

Joseph W. Powers

I have no known conflict of interest to disclose.

Correspondence concerning this article should be addressed to Joseph W. Powers

Email: jwpowers@liberty.edu

Abstract

This paper sought to identify the impact of team building on transforming young adults into committed kingdom leaders. To identify this impact, I conducted research using multiple resources. These resources included scholarly journals, books, and biblical commentaries. I gathered information from studies conducted by authors of various backgrounds and locations. I sought to understand the characteristics required of a leader to reshape the behavior of young adults from oppressive, disruptive environments. My thesis research was driven by the continuous encounters of signage in yards seeking parents to foster children. So, I researched writings to better understand the behavior and environmental influences on the lives of young adults from foster care environments. Then, I researched writings on leader character, values, behavior, environments, and intervention methods used to successfully transform oppressed young adults into committed leaders on cohesive teams. My leadership research included biblical leadership models. The research obtained and reviewed assisted me in better understanding the requirements for developing cohesive, ethical teams of committed members aspiring to be leaders. At the end of the research, I concluded that a positive, inclusive leader emulating a respected, biblical model and overseeing an empowering, trusted environment with an ethical foundation can transform young adults into committed kingdom leaders.

Keywords: ethic triangle, foster care, Jesus, Christian leadership, character, reasoning, Kotter change model, capacity building, spiritual formation

Table of Contents

Introduction 4

Young Adults 4

 Generational Factors 4

 Values 6

 Intervention 6

Leaders 9

 Required Actions 9

 Character and Virtues 10

 Shaping and Developing Actions 12

Team Building 13

 Support 13

 Relationships 15

 Enablers 16

Conclusion 18

References 20

**Impact of Team Building on Transforming Young Adults
into
Committed Kingdom Leaders.**

The purpose of a Christian leader is to create cohesive teams of ethical members with Christ-like values and character. Shaping team members and building teams requires leaders with patience and available time. A large amount of research has been conducted on the transformation of individuals into ethical leaders using biblical models. This paper discusses young adults' environments, behaviors, and their desires. Also, the paper addresses the required character and behaviors of leaders. An inclusive, empowering environment with a trusting relationship must exist to build cohesive teams. Multiple authors using a variety of resources have addressed multiple areas through research affecting the receptivity of young adults to become committed Christian leaders. The type of research topics considered were the intervention and ethical models, capacity-building relationships, and spiritual-forming environments. The research supported team building incorporating Christlike values increased the receptivity of young adults to become future leaders. The following research confirms the impact team building with an ethical foundation has on transforming young adults into committed Kingdom leaders.

Young Adults

Generational Factors

The study considered young adults removed from their biological families, communities, and peer groups and moved into an intimate unknown world requiring new relationships such as young adults coming from foster homes. In 2021, United States data indicated 391,098 children and young people in foster care. A commonality between these young adults was a desire for

belonging while overcoming a traumatic environment. Another desire was the need to be heard and valued. Though these young adults come from disruptive environments, they still have an innate desire for relationships, freedom to communicate, and to voice their opinions like all humans trying to make sense of their daily existence (Hayes et al., 2024).

These complexities experienced are vastly different than even a generation ago. Also, emerging adults' priorities have changed. These maturing adults seek more freedom and opportunities while postponing marrying, having children, and pursuing education. Their choices in priorities are accompanied by more disjointed difficulties with a confusing transition to adulthood comprised of many contributing factors (capitalism, moral relativism, ongoing failures in education). These difficulties affect not only each person as an individual but also society. These difficulties include confused moral reasoning, materialistic life goals, and disengagement from civic and political life. (Smith et al., 2011).

Young adults seek normalcy in life, especially in abnormal situations. Abnormal situations can prompt feelings of anger, frustration, and confusion (Hayes et al., 2024) of their environment as they transition through a social period acquiring the responsibilities of adulthood with a staggering number of young adults (perpetrators and victims). Multiple factors (poverty, limited healthcare and educational opportunities, substance abuse, family dysfunction, social media) contribute to these feelings resulting in a rise in violence with the 21st century being the worst generation. This violence further contributes to the associated stress and trauma of violence with the decline of a youth's well-being especially for youth in disadvantaged communities (Rice et al., 2015).

Values

A study investigated the correlation between young adult values, entrepreneurial aspirations, and leadership aspirations. The study further divided the results by gender to identify gaps in these aspirations. The study revealed that 21-year-old young adults placed more emphasis on intrinsic rewards rather than security. And, young adults, 27 and older, began placing more emphasis on entrepreneurial and leadership aspirations. Also, the study revealed lower aspirations for entrepreneurial roles and higher aspirations for leadership roles when importance was placed on social and interpersonal rewards. And, high entrepreneurial leadership aspirations when importance was placed on autonomy. Additionally, the study noted men as being a higher endorser of extrinsic rewards over security and placed high importance on work values supporting entrepreneurial and leadership aspirations (Lechner et al. 2018).

Values are an integral part of young adults affecting their choices and behaviors. A direct correlation exists between young adult values and the shaping of their aspirations with many associated factors. Factors affecting and introducing gaps in aspirations of young adults include established personality, motivation, and sociodemographics. However, these gaps can be reduced and aspirations increased through proper intervention methods such as role assignments and developing programs promoting and fostering young adult interests and values (Lechner et al. 2018) reshaping young adults. Reshaping can occur through intervention models such as using an intervention model similar to Jesus' life and shaping his disciple's values (Covrig, 2010).

Intervention

Young adults, whom desire to develop into a future leader, must support a desire to develop their leadership skills and learn their true mission by being open to listening and the teaching of a leader. Young adults must realize that even leaders were shaped by somebody

before entering a leader's role such as the example in the scripture passage from Luke. This initial passage of Luke represents an essential example by Jesus of the requirement for finding balance in caring for one's community and one's calling. Jesus was receptive to the teaching as the first step of mature character development of a leader and embracing one's calling. (Covrig, 2010).

This initial passage assists a person in understanding the relationship required between leaders and young adults. In this passage, Jesus demonstrated his desire by sitting in the temple with an intense, uninterrupted focus listening and asking questions amazing the teachers while his parents searched for him after they had already traveled a day before realizing he was not in the caravan with them (Luke 2:42-52, New International Version, 2011). The commitment of Jesus' parents to travel a long arduous journey demonstrates the requirement to encourage young adults to become a part of one's community to obtain a sense of their identity and purpose (Covrig, 2010).

The balancing portion of the passage was shown by Jesus determining on his own that he needed to stay behind. Thus, he had to break away from following the routine traditions of the crowd and change his course to seek a deeper engagement in his learning. Jesus sought this engagement with teachers when he was only 12 or 13 years old while his character was being shaped by his environment. This age is significant because it correlates to the age when young adults began seeking out their identity (Covrig, 2010).

The listening and discussions mentioned in the Luke passage represented a framework for developing young adult leaders. Additionally, this passage represents the need for the openness and willingness of leaders to learn with young adults. A leader must maintain an attitude of openness and humility because the actions of young adults are not always going to make sense

and possibly frighten leaders at the same time (Covrig, 2010) because of the environments that shaped the young adults.

Young adults define normal environments depicted by the environmental norms of the majority. Leaders can reshape and assist young adults in fulfilling these desires establishing an inclusive, meaningful environment promoting social connections and a sense of belonging by allowing participation in policy development shaping them for future leadership roles. Leaders in a young adult's life play a significant role in the direction of their life consisting of accountability. Without accountable direction, young adults will take their confusion and troubles into full adulthood. Without a leader in their life, young adults will move forward in life with wounds of the body and soul filled with disorientation, hurt, frustration, grief, and anxiety (Smith et al., 2011).

To reduce these difficulties, young adults need older adults, and leaders, to reduce their confusion and pain (Smith et al., 2011). Young adults without the proper intervention risk exposure to large quantities of negative social experiences. This exposure threatens the growth capacity of young adults into strong, healthy, and productive adults. Leaders have an opportunity to free young adults from their oppressing environment integrating them into a restrictive social culture thus increasing employment opportunities and decreasing incarceration rates for the well-being of society. Leaders have the opportunity to lead and grow young adults into mature, well-adjusted, well-educated, and responsible young people ready to step forward upon the passing of the older generation (Rice et al., 2015).

Leaders

Leader Actions

A leader can engage young adults of diverse backgrounds and skills as agents of change through embracement of some specific elements of capacity building such as genuinely and actively listening, creating creative ways to develop relationships, improving problem-solving skills, promoting equitable relationships and participatory practices, and nurturing skills). Though the building capacity process can be complex and messy, leaders can empower youth through group participation and action as the youth explore issues impacting their communities with increased communication and creative thinking skills. Also, young adults will grow in committed relationships as they share power and engage with their peers in dialogue challenging assumptions (Luguetti et al., 2023).

Young adults become committed when they believe their knowledge is valued and they are genuinely being heard. With this commitment, young adults can make informed decisions and take decisive actions in their communities (Luguetti et al., 2023). Leaders through full engagement have an opportunity to turn the spark of young adults into a flame assisting the young adults in discovering joy, their calling, and strivings saturated with Christlike values (Covrig's, 2010).

Additionally, a leader is responsible for developing young adults and supplying their needs determined by their competency and shared goals while avoiding interference by their ideas and ego (Blanchard et al., 2008) and allowing participation in decision-making with authority and boundaries like Jesus. Jesus used participation extensively among his disciples to gain commitment. However, Jesus knew his disciples and limited participation even by his closest twelve (Moulton, 2009) during their journey together.

Therefore, leaders seek a journey filled with challenges rather than a final destination setting an example for young adults. Through personal development, modeling, and building relationships, leaders can develop trust between themselves and young adults. This trust will continue to grow just as it did between Jesus and his disciples who became empowered to accomplish their work as trained and carry on his work. A leader has an opportunity to reshape and develop committed young adults with Christ-like love live a life with God in charge of leading their lives with God-given confidence. (Blanchard et al., 2008).

Character and Virtues

Leaders are called to lead with love and humility while demonstrating concern for the welfare of those they serve on an ongoing basis (Afaradi, 2024). Also, a great leader must demonstrate a character with virtues (i.e. loyalty, duty, respect, selfless service, honor, integrity) (Kem, 2006). With the correct leadership style, leadership behaviors, and encouragement of initiatives, young adults prove vital to accomplishing a goal when allowed to utilize their competencies, creativity, and situational understanding by sharing leadership responsibilities. thus increasing positive psychological effects in young adults (Knevelsrud et al., 2024).

Through shared leadership and empowerment, young adults learn to cope with constant, complex changes with increased motivation, work attitude, performance, and psychological well-being replicating a positive effect across an organization (Knevelsrud et al., 2024). And, with open communication and commitment supplemented by understanding and learning between a servant leader and young adults, a leader can effectively build cohesive teams connecting the diverse gifts provided by God for each young adult (DePree, 2004) and supporting the essential Christ-like characteristics of openness, inclusivity, humility, and servant leadership to implement the most effective decision in a team environment (Afaradi, 2024).

A servant leader with these Christ-like characteristics inspired to lead others can influence a group of people to work towards a shared goal learning to listen, clarifying their will, and understanding the behavior and thinking of others without judgment. Through biblical modeling of servant leadership from the Old Testament and New Testament, young adults are empowered to follow in the footsteps of the biblical examples, especially those of Jesus Christ. Jesus Christ is known for setting a very high bar, sometimes hard to obtain (du Plessis et al., 2020).

With the right character and virtues, a leader will have the courage to do what is right despite the circumstances or consequences assisting them in making ethical decisions. To assist in the decision-making process, many leaders will use an ethical-decision making model such as the Army ethical decision-making model (define the problem, know the rules, develop courses of action, choose a course of action). Or, a leader may choose an alternative ethical model such as the 6-step ethical decision-making model (define the problem, consider alternative courses of action, test the alternatives against the ethical triangle, consider additional alternatives, choose the best alternative action in alignment with the Army virtues, put the selection into action) (Kem, 2006).

By using an ethical decision-making model, leaders as well as young adults can process dilemmas through an established decision-making model providing a shared structure. Additionally, leaders can assist young adults in learning that the decision-making process is not automatic but requires understanding, learning, and testing the application of the model against various dilemmas to master the application of their knowledge in the real world. When a decision-making model is selected and applied appropriately, ethical dilemmas can be resolved regardless of their location on any one of the three philosophical and ethical triangle sides

(principle or rule-based, consequences or utilitarian-based, and virtue-based ethics). Using a common model with a shared structure alleviates conflicts during team-building discussions and assists a leader in developing relationships while selecting a supportable course of action to reinforce a shared vision (Kem, 2006).

Shaping and Developing Actions

The establishment of these relationships requires two-way interaction promoting commitment, openness, and participation as well as embracing radical hospitality and receiving others with openness, warmth, and authenticity. With this type of hospitality and reception, young adults can be reshaped as leaders within their communities through the manifestation of Christ-like love (Afaradi, 2024) because every young adult's life sponsors a leader aspect in some part of their life like Jesus who wanted to make a difference in the world as a servant leader. This part of a young adult begins an initial entry point of leadership and progresses through transformational stages moving from personal leadership to one-on-one leadership to team leadership to organizational leadership (Moulton, 2009).

To be successful in navigating through these transformational leadership stages, a person must align the heart, head, hands, and habits beginning on the inside with the heart. And, a leader must create a compelling future vision with purpose, values, and direction (Blanchard et al., 2008); give opportunities to research problems; and provide recommendations. For this reason, a leader must be selective in role assignments; communicate the requirements of those roles for building motivation; and identify the required actions with expected positive outcomes upon successful completion and the negative outcomes from failing to take action (Moulton, 2009).

The life of Jesus was an example of leading, reshaping, and developing others with love. The Christian story of Zacchaeus, a wealthy tax collector, demonstrates the power of love and

hospitality to reshape a person's character through the mission of Jesus to reach the lost (Luke 19:1-9, New International Version, 2011). Additionally, Jesus demonstrated acceptable actions of leaders. Great leaders are to be identified as servants of others (Matthew 20:26-28, New International Version, 2011). And, like Jesus, leaders are required to demonstrate tangible acts such as feeding others, clothing the naked, inviting in strangers, and visiting the imprisoned (Matthew 25:35-36, New International Version, 2011). Through a motivation to serve others rather than obtaining the position of higher authority, young adults can become members of a cohesive team with a shared vision and purpose (du Plessis et al., 2020).

Teams

Support

However, in building these teams, both, the young adults and leaders must be enablers of one another because working in today's capitalist system excludes others thus breeding selfishness (DePree, 2004). Also, team building requires team cohesion and reciprocal relationships over time with shared leadership among team members along with other factors (role clarification, celebration of wins, encouragement) affecting team cohesion with one of the critical factors being supporting leadership. Together all members exert influence on each other to achieve a desired outcome; find a sense of purpose; increase socialization; and share leadership responsibility (Mathieu et al., 2015).

However, young adults must be reminded that no person will have all the necessary skills, abilities, and knowledge, another leadership factor. And, by sharing leadership, pressure on young adults decreases while social interaction increases creating a trusting, collegial, comfortable, and free-expression environment. Also, young adults should not expect team cohesion to occur instantly. The appropriate time allotment is critical to building long-lasting,

reciprocal relationships including the bonding times resulting from failures as long as a team does not surpass the tipping point caused by repetitive failures and lack of intervention leading to scapegoating, resignation, and frustration (Mathieu et al., 2015).

For this reason, leaders must project a belief in the competency of young adults to successfully build a team and implement change with the involvement of young adults. Young adults influencing decision-making with an understanding of the results develop an intimate relationship with their organization and work. They become empowered when given an opportunity and responsibility to have a voice in managing job resources (DePree, 2004).

This type of leadership allows them to reach their full potential growing up not having all the answers but rather the questions. Therefore, leaders must identify starting points in building teams including respecting people and agreeing on the rights of work (DePree, 2004). These rights include the rights to be needed, to be involved, to covenantal relationships, to understand the mission, to grow personally, to affect one's destiny, to be accountable, to appeal, and to make a commitment (DePree, 2004).

Upholding these rights while building teams and leading a well-run organization of committed young adults has proved difficult for leaders to obtain creative results while implementing change. The requirement for change is usually not handled well by most organizations and individuals. Therefore, leaders play a critical role in providing continuity and momentum for young adults and an organization while bearing pain rather than inflicting pain (DePree, 2004).

To lessen the pain, leaders must have the ability to shift their focus from balancing the conventional relationships between caring, administration, and economics to relationships between human caring and authentic healing. Caring relationships should focus on the value of

human resources and purpose with inner meaning for not only the patient but also the provider. These relationships entail a close, intimate, and direct correlation between the ethical triangle; various outcomes associated with ethical behavior and followers (Keselman, 2012), and an indirect relationship between leaders and autonomous motivation by satisfying a need for autonomy (Knevelsrud et al., 2024).

Relationships

Authentic, ethical leadership results in committed relationships with trust among young adults positively impacting the team environment as a whole. Ethical leadership incorporates an ethical model supporting a multidimensional journey containing elements of character, attributes, and behavior. These ethical elements promoted positive outcomes influencing young adults to emulate ethical leadership conduct (Keselman, 2012), and indirect relationships resulted in a positive relationship between motivation and job satisfaction with reduced intentional turnover (Knevelsrud et al., 2024).

Additionally, ethical, committed young adults positively impact others and organizational outcomes, safety, and quality and were more likely to become committed, ethical followers of leaders. These committed, followers, who behave with moral consistency, will possibly become leaders themselves impacting stakeholders to include other team members and the organization. These transformed leaders will continue to follow and grow looking beyond their interests and treating others with dignity and respect while advocating for safety and quality in all their activities (Keselman, 2012) and establishing a relationship between leaders and young adults.

With strong relationships and using an appropriate team leadership model as seen in the gospel of Mark, chapter 6, verses 7 through 13 (Legg, 2020), Christian team leaders can lead committed, young adults to progressive sanctification. In Mark 6:7-13, Jesus sent his team of 12

disciples out two by two for support, protection, and fellowship and with his authority. He gave them clear, detailed instructions on what they could and could not take on their journey and how to interact with others while sharing their message. The disciples were to humbly accept the hospitality of others and be active listeners (Strauss, 2014).

In the same manner, by embracing this type of guidance, young adults would be more apt to commit to their work. They would have the needed communication to be successful. Also, through empowerment and participation, young adults take ownership of the organizational mission. And, by requiring young adults to work together, leaders promote the development of relationships allowing for the completion of tasks as a well-functioning, cohesive team in the absence of a leader. Moulton's (2009).

Enablers

Team member relationships require leadership with the need for a trusting partner to keep one accountable using leader directives such as the model provided by Jesus. Through Jesus' leadership model, Jesus transforms routinely confused disciples into a team with integration of faith into their actions and trusting the guidance of their leader, Jesus, to become future church leaders. They are sent out in teams of two as Christian leaders to apply their training which not only strengthens and tests them but teaches them to trust each other and hold each other accountable (Legg, 2020).

In this same manner, young adults need to submit to the highest ethical authority, Jesus Christ. Through submission and modeling Christ-like behaviors, young adults can become more like Christ, sanctified Christian leaders. However, their actions must be supplemented by teamwork which requires young adults to learn and put aside their selfish needs along with their physical and relational matters including giving up earthly possessions so they can humbly

submit to their leader, Jesus. By setting aside their selfish needs, young adults can build the social identity and ethics of a community using a prototype, Jesus Christ, looking after the weak, abstaining from idol feasts, and doing everything for the Glory of God (Legg, 2020).

Paul used Jesus as a prototype to realign the behavior of the Corinthians. Paul influenced the Corinthians to divert from looking upon people by categorical placement (i.e. strong, wise, rich) but as a unified mind and body, one in Christ, the source of life. The thinking of the Corinthians was to be dominated by their understanding of Jesus Christ with intentional acts to emulate him allowing them to recognize the complexities of identities in others beyond ingroups and outgroups (Williams, 2024).

By imitating prototypes such as Jesus Christ, young adults will adopt certain beliefs and behaviors learning to look beyond established categories (ethnic, socioeconomic, religious, kinship, gender, trade, beliefs) (Williams, 2024); and become a united, selfless team as in the book of Acts, chapter 4, verses 32 through 35. In Acts 4:32-35, the believers were a united community in their purpose, convictions, and commitment. They shared all their possessions among themselves and with others. No needy person existed among them because of their commitment to quickly respond to any person in an impoverished situation (Schnabel, 2012).

Through a shared vision, young adults can anchor themselves as committed leaders with a drive for continuous improvement using the appropriate change model motivated by tangible, short-win victories and successful emotional feelings. Kotter's model is considered one of the best frameworks for change management due to its simplistic and straightforward nature. When implemented correctly, the model with effective leaders inclines people with the right skills, knowledge, and authority to join the change process. Through the model, team members learn to develop a feasible and desirable shared strategic decision moving people in the same direction

through appropriate communication with an established sense of urgency and an anchored team of high-capacity young adult leaders (Kang et al., 2020).

Additionally, their new character influences other individuals through their service resulting in an external community team built on a dynamic theological foundation. A team comprised of young adults with Christ-like characteristics promotes a Christ-like team environment. As each team member continues shaping their character to one of a committed Kingdom leader by aligning biblical teaching with practical application, their new character becomes their guiding ethos (Afaradi, 2024).

Conclusion

This paper through the contributing knowledge and research of multiple authors demonstrates the substantial impact team building with an ethical foundation has on transforming young adults into committed Kingdom leaders. The provided research establishes a strong correlation between the environments and behaviors of young adults, leaders, and cohesive teams. Inclusive, trusting environments comprised of Biblical modeling supported by ethical models and change models facilitated by leaders with specified virtue and character traits in an empowering setting consisting of openness, respect, communication, and trust enabled young adults with purpose, direction, and meaning in addition to emulating leadership traits of Jesus. More research would possibly conclude that through continuous engagement between leaders and young adults, young adults are more apt to seek out their innate desire to lead. Their leadership would then facilitate the reshaping of people and environments of their surrounding communities beyond their current environment to lead and build cohesive teams. This contagious behavior would result in more people seeking to be a part of an ethical community thus growing

the Kingdom of God. The research strongly supported the creation of cohesive teams of ethical, committed members with Christ-like values and character.

References

- Afaradi, A. (2024). The heart of Christian leadership: Embracing radical hospitality as Christ's love in action. *Pharos Journal of Theology*, 105(5). DOI <https://doi.org/10.46222/pharosjot.105.55>.
- Blanchard, K. & Hodges, P. (2008). *Lead like Jesus: Lessons from the greatest leadership role model of all times*. Thomas Nelson, 2008.
- Covrig, D. M. (2010). Lessons in leadership development from the master student. *The Journal of Applied Christian Leadership*, 4(1), 13-17. <https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/lessons-leadership-development-master-student/docview/856037797/se-2>.
- DePree, M. (2004). *Leadership is an Art*. Broadway Business.
- du Plessis, A. L., & Nkambule, C. M. (2020). Servant leadership as part of spiritual formation of theological students in contextualisation of 21st century theological training. *Hervormde Teologiese Studies*, 76(2). <https://doi.org/10.4102/hts.v76i2.5959>.
- Hayes, C., Bhaskara, A., Tongs, C., Bisht, A., & Buus, N. (2024). What purpose do voices serve if no one is listening? A systematic review of children and young people's perspectives on living in the foster care system. *Child & Youth Care Forum.*, 53(3), 525–562. <https://doi.org/10.1007/s10566-023-09779-0>.
- Kang, S. P., Chen, Y., Svihla, V., Gallup, A., Ferris, K., & Datye, A. K. (2020). Guiding change in higher education: An emergent, iterative application of Kotter's change model. *Studies in Higher Education*, 47(2), 270–289. <https://doi.org/10.1080/03075079.2020.1741540>.
- Kem, J. D. (2006). The use of the "ethical triangle" in military ethical decision-making. *Public Administration and Management*, 11(1), 22-43.

- <https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/use-ethical-triangle-military-decision-making/docview/236483275/se-2>.
- Keselman, D. (2012). Ethical leadership. *Holistic Nursing Practice, 26* (5), 259-261. DOI: 10.1097/HNP.0b013e318263f2da.
- Knevelsrud, H. C., Sørli, H. O., & Valaker, S. (2023). Mission command: A self-determination theory perspective. *Military Psychology, 36*(6), 672–688. <https://doi.org/10.1080/08995605.2023.2252718>.
- Lechner, C. M., Sortheix, F. M., Obschonka, M., Salmela-Aro, K., Lechner, C. M., & Sortheix, F. M. (2018). What drives future business leaders? How work values and gender shape young adults' entrepreneurial and leadership aspirations. *Journal of Vocational Behavior, 107*, 57–70. <https://doi.org/10.1016/j.jvb.2018.03.004>.
- Legg, B. C. (2020). The cost of team leadership in Mark 6:7–13: A sanctifying work. *The Journal of Applied Christian Leadership, 14*(1), 10-18. <https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/cost-team-leadership-mark-6-7-13-sanctifying-work/docview/2539313136/se-2>.
- Lugueti, C., Jice, N., Singehebhuve, L., Singehebhuve, K., Mathieu, A., & Spaaij, R. (2023). 'Sitting there and listening was one of the most important lessons I had to learn': Critical capacity building in youth participatory action research. *Journal of Youth Studies, 27*(10), 1477–1493. <https://doi.org/10.1080/13676261.2023.2226082>.
- Mathieu, J. E., Kukenberger, M. R., D'Innocenzo, L., & Reilly, G. (2015). Modeling reciprocal team cohesion–performance relationships, as impacted by shared leadership and members' competence. *Journal of Applied Psychology, 100*(3), 713–734. <https://doi.org/10.1037/a0038898>.

Moulton Reger, S. J. (2009). *Lead & succeed*. Excel Books.

New International Version Bible. (2011). New International Version Bible Online.

<https://www.biblegateway.com/quicksearch/?quicksearch=restoration&version=NIV>.

Schnabel, E. (2012). *Acts (Zondervan Exegetical Commentary on the New Testament)*.

Zondervan Academic.

Smith, C., Christoffersen, K. M., Davidson, H., & Herzog, P. S. (2011). *Lost in transition: The dark side of emerging adulthood*. Oxford University Press.

Strauss, M. (2014). *Mark (Zondervan Exegetical Commentary on the New Testament)*.

Zondervan Academic.

Williams, H. H. D., III. (2024). Recalibrating Christian ethics at Corinth: Paul's use of Jesus the prototype and collective remembrance to provide spiritual guidance on weaker brothers and food offered to idols. *Religions*, 15(3), 316. <https://doi.org/10.3390/rel15030316>.