

PARENTING BY THE BOOK

LEADERSHIP DISCIPLINE

1. REVIEW – LEADERSHIP DISCIPLINE

A. **SIXTY** and more years ago in the history of Western civilization, the **TYPICAL FOUR-YEAR-OLD CHILD** was **OBEDIENT, RESPONSIBLE, AND IN POSSESSION OF GOOD SELF-CONTROL.**

1. HOW DID PARENTS ACCOMPLISH THAT?

- a. The **ANSWER** to that **QUESTION** lies in the **LITERAL MEANING** of the word **DISCIPLINE**, which is **“CREATE A DISCIPLE.”**
- b. From that point of view, **DISCIPLINE IS THE PROCESS BY WHICH PARENTS TRANSFORM A WILLFUL CHILD INTO A WILLING DISCIPLE... SOMEONE WHO WILL:**
 - 1) LOOK UP TO THEM.
 - 2) TRUST THEM.
 - 3) SUSCRIBE TO THEIR VALUES.
 - 4) FOLLOW THEIR LEAD.
 - 5) THAT IS JUST WHAT JESUS DID!!
- c. And it is **ACCOMPLISHED, NOT BY MANIPULATING CONSEQUENCES... BUT BY PROVIDING THEIR CHILD WITH EFFECTIVE LEADERSHIP.**

B. **NOTE: DISCIPLINE THAT TRANSFORMS A CHILD INTO A DISCIPLE is NOT:**

1. REWARD-SHIP or
2. PUNISHMENT-SHIP or
3. METHOD-SHIP or
4. CONSEQUENCE-SHIP
5. **DISCIPLINE THAT TRANSFORMS A CHILD INTO A DISCIPLE IS LEADERSHIP!**

C. **PRINCIPLES that DEFINE EFFECTIVE LEADERSHIP and the QUALITIES that make **GOOD LEADERS DO NOT CHANGE FROM ONE LEADERSHIP CONTEXT TO ANOTHER.****

1. What makes for **EFFECTIVE LEADERSHIP** in a **CORPORATE** or **CHURCH SETTING** also makes for **EFFECTIVE LEADERSHIP IN A CHILD-REARING SETTING.**
 - a. **IF YOU UNDERSTAND HOW TO LEAD AN ADULT, THEN YOU UNDERSTAND HOW TO LEAD A CHILD...**
 - 1) **AND YOU UNDERSTAND, THEREFORE HOW TO DISCIPLINE A CHILD.**

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- b. NO ONE BECOMES AN EFFECTIVE LEADER OF ADULTS BY MASTERING VARIOUS BEHAVIOR MODIFICATION TECHNIQUES...
 - c. NOR IS THAT HOW TO BECOME AN EFFECTIVE LEADER OF CHILDREN.
 - d. LEADERSHIP IS AN ATTITUDE
 - 1) LEADERSHIP IS A MIND-SET... NOT A METHOD.
- D. EFFECTIVE LEADERS – PEOPLE WHO HAVE A KNACK FOR MAKING OTHER PEOPLE FOLLOW THEIR LEAD – ARE DISTINGUISHED NOT BY HOW CLEVERLY THEY MANIPULATE REWARD AND PUNISHMENT... BUT BY THE FOLLOWING:
- 1. They may disapprove of what you do, but they always approve of you (unconditional positive regard).
 - 2. They lead through example.
 - 3. They do not expect others to do what they have not themselves done or are unwilling to do.
 - 4. They are enthusiastic concerning their vision, and their enthusiasm is communicable.
 - 5. They motivate others to follow their lead through positive coaching and encouragement, by helping people reach down inside themselves and bring out the best in themselves.
 - 6. And because they help people become the very best they can be, those people look up to them.
 - 7. They are decisive and willing to make unpopular decisions.
 - 8. They "stay the course" when the going gets rough.
 - 9. In SUMMARY, good leaders ACT as if they know WHAT they are DOING, WHERE they are GOING, and HOW they are going to GET THERE.
 - 10. In addition, good leaders act as if they have EVERY CONFIDENCE in the world that the people they are charged with leading WILL, in fact, FOLLOW.
- E. "BUT RUSTY... there are TIMES when I DON'T KNOW WHAT I'M DOING, WHERE I'M GOING, OR HOW TO GET THERE."
- 1. THE KEY WORD IS "ACT".
 - a. GOOD LEADERS ACT AS IF THEY KNOW WHAT THEY'RE DOING.
 - b. Of course you DON'T ALWAYS KNOW WHAT YOU'RE DOING... MUCH LESS IT'S FINAL OUTCOME.
 - 1) NO GOOD LEADER DOES.

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2. PROPER LEADERSHIP – INCLUDING THE DISCIPLINING OF A CHILD – IS PRIMARILY A MATTER OF PRESENTATION:

- a. EFFECTIVE LEADERS are DECISIVE.
- b. EFFECTIVE LEADERS PROJECT CONFIDENCE, PURPOSE, AND A POSITIVE OUTLOOK.
- c. EFFECTIVE LEADERS COMMAND THE ATTENTION OF PEOPLE, AND THEY COMMAND PROPER BEHAVIOR ON THE PART OF THE PEOPLE THEY LEAD.
- d. EFFECTIVE LEADERS ALWAYS COMMAND IN A CALM and CONFIDENT MANNER.

3. PEOPLE IN LEADERSHIP POSITIONS – INCLUDING PARENTS – WHO FIND THEMSELVES ALWAYS HAVING TO DEMAND ATTENTION and PROPER BEHAVIOR ARE DOING SO BECAUSE THEY HAVE NOT LEARNED HOW TO COMMAND.

2. LEADERSHIP DISCIPLINE

A. BACKGROUND

1. Chances are the PARENTS you know with the BEST BEHAVED CHILDREN are also the CALMEST PARENTS.
 - a. Their children are as capable of REBELLION as anyone else's.
 - b. They are CALM and COMPOSED because whether they realize it or not, they have MASTERED the art of "LEADERSHIP DISCIPLINE".
2. The WORD used in SCRIPTURE to denote the importance of PARENTAL LEADERSHIP is "ROD."
3. It's going to come as a SURPRISE to many to learn that "THE ROD" of Bible verses such as Proverbs 13:24: "He who spares THE ROD hates his son, but he who loves him is careful to DISCIPLINE him" ...
4. THE "ROD" of Proverbs 13:24 ...
 - a. is NOT a SPANKING.
 - b. IT IS LEADERSHIP!

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5. To **"SPARE THE ROD"** is to be **LAX IN LEADERSHIP** TO YOUR CHILD.

a. **NOTE:** That **LOVE** and **LEADERSHIP ARE INSEPERABLE**.

B. When **MANY non-Christians** hear the term **"CHRISTIAN PARENTING"**, they are likely to have the following knee-jerk **REACTION**: **"Oh, that's about 'sparing the rod and spoiling the child,' isn't it?"**

1. Some of the best-known **Christian parenting experts** have placed significant **emphasis on the role of SPANKINGS in the overall DISCIPLINE of CHILDREN**, citing such passages as **Proverbs 13:24** (above) and **Proverbs 22:15** (NASB): **"Foolishness is bound in the heart of the child; the rod of discipline will remove it far from him."**

2. Because of this **unfortunate emphasis**, **MANY CHRISTIAN PARENTS** also **BELEIVE** that **GOD IS BEING VERY SPECIFIC** on this point:

a. **SPANKINGS ARE HIS PREFERRED MEANS OF DISCIPLINE**, especially when the misbehavior in question is **REBELLIOUS** or **DISRESPECTFUL**.

b. They also believe **SPANKINGS** should be administered with **VARIATIONS ON "THE ROD"**, which include:

1) **SWITCHES**,

2) **BELTS**,

3) and **PADDLES**.

3. THE BIBLE ACCORDING TO THE BIBLE

a. According to **BIBLICAL SCHOLARS**, one can only ascertain the true meaning of a **WORD, TERM, or PHRASE** found in the **BIBLE** by taking the time to **RESEARCH IT'S USE** across the **WHOLE OF SCRIPTURE**.

b. In **BIBLICAL EXEGESIS** (critical interpretation), **CONSISTENCY REVEALS MEANING**.

1) In other words... **SCRIPTURE INTERPRETSS SCRIPTURE**.

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- c. When one applies this **EXEGETICAL FORMULA** to the word **"ROD"** **TWO ENTIRELY DIFFERENT MEANINGS BECOME APPARENT:**
METAPHORICAL and **CONCRETE**.
- d. The word **"ROD"** CAN BE employed as a **METAPHOR**
- 1) Then it is **OFTEN PRECEDED BY THE ATTICLE "THE"**
- i. **Proverbs 13:24 (NLT2)** Those who spare **the rod** of discipline hate their children. Those who love their children care enough to discipline them.
- ii. **Proverbs 22:15 (NASB):** "**Foolishness** is bound in the heart of the child; **the rod of discipline** will remove it far from him."
- e. The word **"ROD"** CAN BE employed as a **CONCRETE OBJECT**
- 1) It is **OFTEN PRECEDED BY THE ARTICLE "A"**,
- i. A **STRAIGHT STICK** that might have been **used as...**
1. **A TOOL OF MEASUREMENT**
- a. **Revelation 21:15 (NASB)** The one who spoke with me had **a gold measuring rod** to measure the city, and its gates and its wall.
- b. **Ezekiel 41:8 (NASB)** I saw also that the house had a raised platform all around; the foundations of the side chambers were **a full rod** of six long cubits *in height*.
2. **A SYMBOL OF AUTHORITY (Isaiah 14:5),**
3. **A THRESHING STICK (Isaiah 28:27),**
- a. **Isaiah 28:27 (NASB)** For dill is not threshed with a threshing sledge, Nor is the cartwheel driven over cummin; But dill is beaten out with **a rod**, and cummin with a club.
4. **OR, A STAFF USED IN HEARDING SHEEP.**
- a. **Psalms 23:4 (NASB)** Even though I walk through the valley of the shadow of death, I fear no evil, for You are with me; Your **rod** and Your staff, **they comfort me**.
- C. In **SCRIPTURE, "ROD" WAS:**
1. **A SYMBOL OF LEGITIMATE AUTHORITY** (for example, a king's scepter),

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2. A STRAIGHT STICK USED TO ENSURE THAR MEASUREMENTS WERE CONSISTENT AND TRUE,
3. A THRESHING STICK USED TO SEPARATE USEFUL GRAIN FROM USLESS CHAFF,
4. A STAFF USED TO HERD DOMESTICATED ANIMALS.
5. Used METAPHORICALLY, therefore, “ROD-LIKE DISCIPLINE” ...
 - a. EMANATES FROM A LEGITIMATE AUTHORITY,
 - b. IS CONSISTENT AND TRUE (it does not waver),
 - c. SEPARATES RIGHT BEHAVIOR FROM WRONG BEHAVIOR,
 - d. ESTABLISHES BOUNDARIES AND COMPELS ACTION OR CHANGE.
6. TAKEN TOGETHER, “ROD” IS A REFERENCE TO LEADERSHIP!
 - a. UNDERSTANDING THE BIBLICAL USES OF “RODS” ALLOWS US TO UNDERSTAND WHAT IS MEANT BY “THE ROD OF DISCIPLINE”.
7. I am NOT arguing AGAINST SPANKINGS PER SE.
 - a. I BELIEVE SPANKINGS HAVE THEIR PLACE,
 - b. BUT... THEY ARE NOT THE BE-ALL AND END-ALL OF DISCIPLINE.
 - c. In fact, NOWHERE IN THE BIBLE DOES GOD PRESCRIBE A SPECIFIC FORM OF DISCIPLINE FOR CHILDREN.
 - d. He ONLY EMPHASISES, time and time again, that TO BE EFFECTIVE, DISCIPLINE MUST EMBODY CERTAIN CHARACTERISTICS:
 - 1) CONSISTENCY
 - i. Deuteronomy 6:6-7 (NASB) "These words, which I am commanding you today, shall be on your heart. "You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up".

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- 2) COME FROM A **LEGITIMATE AUTHORITY FIGURE WHO IS ACTING RIGHTEOUSLY.**

D. THEREFORE, the mere fact that A PARENT SPANKS does NOT mean their DISCIPLINE has been **"ROD-LIKE"**.

1. A SPANKING DELIVERED IMPULSIVELY OR IN ANGER, DEFINITELY DOES NOT MEET THE BIBLICAL STANDARD.

a. The ANGRY, out-of-control parent is NOT acting RIGHTEOUSLY.

- 1) THEY ARE ACTING SELF-RIGHTEOUSLY

- 2) THAT TYPE OF SPANKING IS AN EXAMPLE OF WHAT PAUL WAS SPEAKING TO IN..

i. Ephesians 6:4 (NASB) Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.

1. DISCIPLE THEM!

ii. THAT SCRIPTURE CERTAINLY FITS WITH SPANKINGS THAT ARE DELIVERED IMPULSIVELY AND OUT OF ANGER.

2. UNDERSTANDING the "ROD" also leads to the realization that DISCIPLINE and PUNISHMENT are NOT one and THE SAME.

3. There WILL BE TIMES when it will be NECESSARY, RIGHT, and JUST for you to PUNISH your child,

4. **BUT, PUNATIVE EXPRESSIONS OF A PARENT'S LEADERSHIP SHOULD BE THE EXCEPTION AND NOT THE RULE.**

E. THE ISSUE OF SPANKING IS A CONTROVERSIAL ONE, AND ULTIMATELY IS BEST LEFT TO INDIVIDUAL PARENTS.

1. WHATEVER THE DECISION, SPANKING SHOULD BE VIEWED IN THE CONTEXT OF **LEADERSHIP PARENTING.**

F. A FEW FACTS REGARDING SPANKING:

1. SPANKINGS seem to be MOST EFFECTIVE between ages TWO and SIX.

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- a. **PARENTS** who are SPANKING children OLDER THAN SIX, especially if the spankings are FREQUENT, **NEED TO TAKE SOBER STOCK OF THEIR OVERALL APPROACH TO DISCIPLINE.**
2. **SPANKING IS MOST EFFECTIVE WHEN PAIRED WITH ANOTHER CONSEQUENCE:**
3. **SUCH AS REMOVAL OF PRIVILEGE.**