



Crafting a Culture

a guide to successful
campus ministries

Gina Jacob

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campus ministries

Gina Jacob

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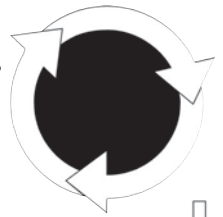


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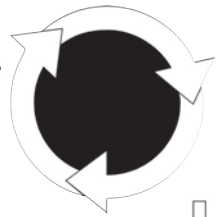
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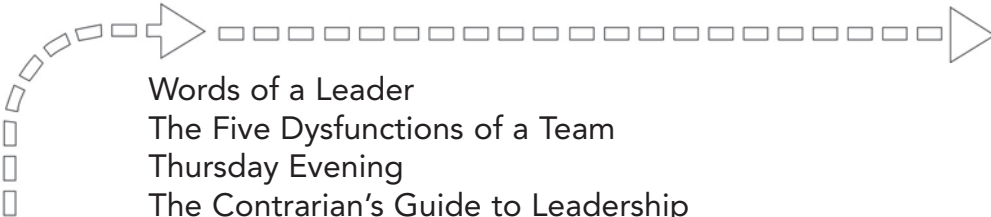
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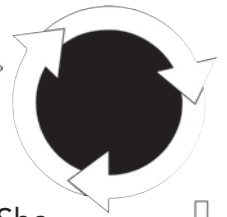
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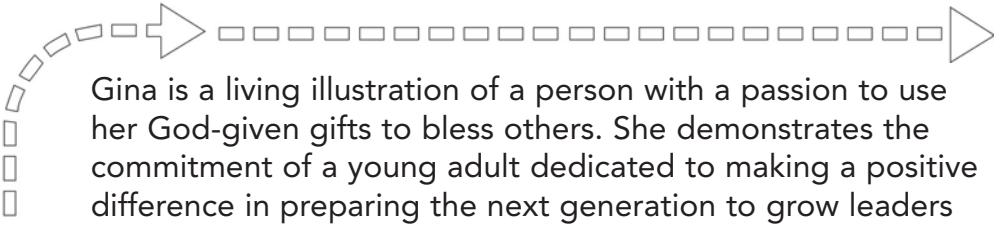
About the Author

Gina Jacob came to Union College in 1998 and began working in Campus Ministries the first day. She joined our team as a volunteer coordinator. The following year, she became the Director of Volunteer Services and organized our annual community service day which involved more than 650 students and staff and over 50 different agencies in the city of Lincoln. After spending a semester doing task-force work as a math teacher, Gina returned to Union where she served as student chaplain, religious vice-president, and student body president before graduating in 2003.

During what we thought would be her last year in Campus Ministries, Gina produced a manual for our operations and began dreaming about developing resource material for campus ministries in general. This led to the acquisition of grants from multiple

sources that enabled us to hire Gina for two years to visit all the Seventh-day Adventist colleges and universities in North America and learn from them the inner workings, successes and challenges of Campus Ministries. She attended seminars, read books, and prayed for wisdom that she could develop helpful material that all of us could use in making Campus Ministries more effective for Jesus. During the second year of her grant, Gina visited all the schools again providing leadership training seminars and sharing with

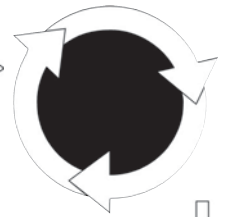
them the results of her research on what it takes to make an effective Campus Ministries program work. Her dream was fulfilled when she placed on my desk her first draft of "Crafting a Culture." Her peers edited her book as she departed to teach math in Vermont. Via email attachments back and forth, ultimately the product you hold in your hand became a reality.



Gina is a living illustration of a person with a passion to use her God-given gifts to bless others. She demonstrates the commitment of a young adult dedicated to making a positive difference in preparing the next generation to grow leaders and empower people as they discover their spiritual gifts. Gina will be doing an internship in leadership training at Shawnee Mission Hospital in Kansas City and entering a graduate program in organizational development this fall. I have had the honor and privilege of watching Gina grow and develop during her collegiate years and will watch with prayerful anticipation as the gift that she offers to you in this book is used to truly craft a new culture of committed leaders in the work of God.

Rich Carlson, Ph.D.
Chaplain, Union College





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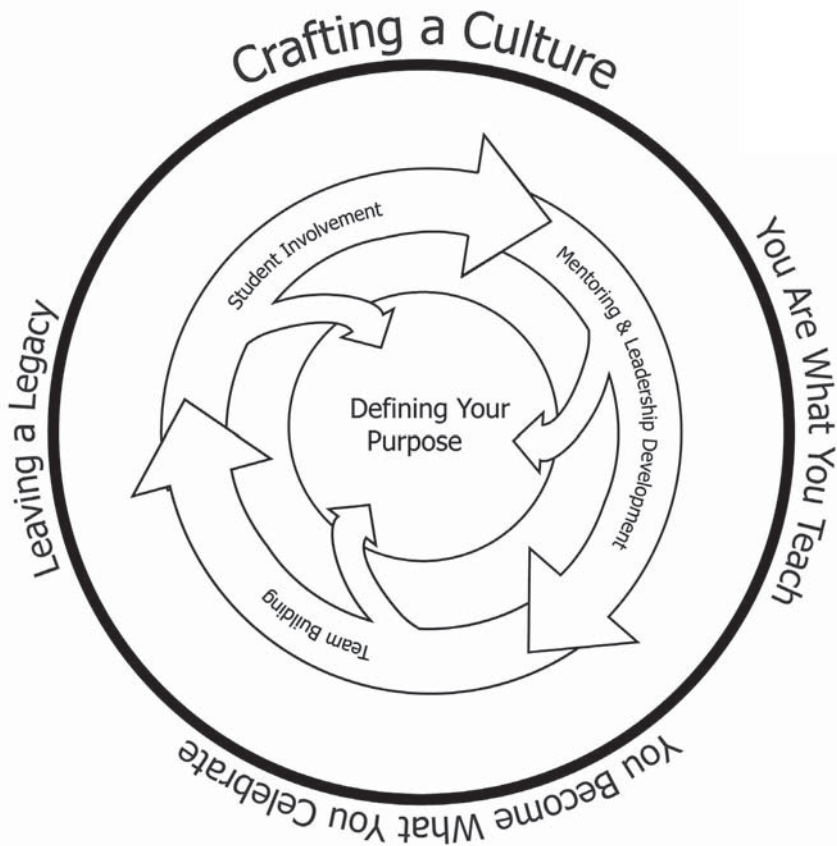
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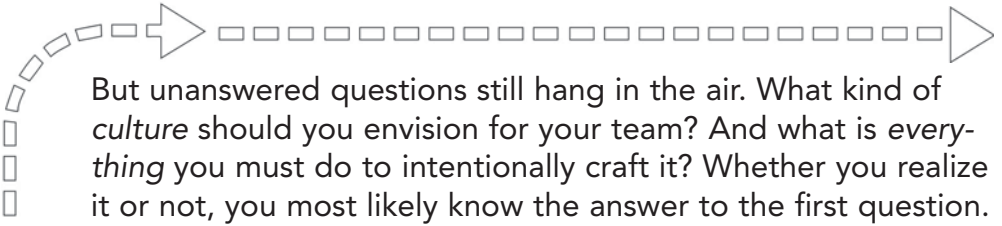
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Crafting a Culture

The beginning of a school year is filled with energy and excitement. Possibilities are endless. There is a buzz in the air. It's a rebirth and along with all the newness comes the genesis of a Campus Ministries team. Maybe one or two students are returning team members but, by and large, a team regenerates itself every fall. Here you find your first group of pupils. They are part of the Campus Ministries team now, and they are overflowing with potential. This is the most critical moment. Everything you do must intentionally *craft the culture* that you envision for your Campus Team.



But unanswered questions still hang in the air. What kind of *culture* should you envision for your team? And what is *everything* you must do to intentionally craft it? Whether you realize it or not, you most likely know the answer to the first question. You're looking for a culture where people experience growth. If you're not, this probably isn't the book for you. If you are, then you probably know which people and what kind of growth you're looking for. As college or university chaplains, you're looking for that growth in your student leaders. This guide focuses on students and their growth as leaders, although the principles necessary to craft a culture where people experience any kind of growth can be applied in a much broader scope. As for knowing what *everything* is that you must do, that's why you have this guide to Campus Ministries.



As a student, my experience with Campus Ministries changed my life. I started as a volunteer coordinator my freshman year. After that I worked in many different roles that I deeply enjoyed, from spiritual vice-president to student chaplain. I grew into my leadership roles gradually and started developing visions for how Campus Ministries could be more effective. This role led to my chaplain, Pastor Rich Carlson, brainstorming and dreaming with me about Campus Ministries improvements. We became curious about how Campus Ministries functioned on other campuses. As we explored beyond Union College, we discovered that others had the same questions we did and were curious to hear about our conclusions. With this impetus, we launched a project to write this book.

From the beginning, we knew what we were searching for, and yet we had no idea what we would find. Our goal had been to identify the philosophies, policies, governance, and structures that had been successful in Campus Ministries programs across the North American Division. The first step was to understand methods and discover strengths by visiting each Seventh-day Adventist college and university campus. Physically being present on each campus became the




backbone of my project. It allowed me to not just hear about what was going on but to witness it firsthand. By being at each school, I understood more clearly the different environments, unique gifts, and perspectives offered. I was able to explore many of these variables and see how they influenced each Campus Ministries program.

After I visited each school once during the first year, I reviewed the information that I'd gathered and discovered what the most important principles were in order to organize my findings, both objective and subjective, into this guide. During the second year, I was invited back to most of the schools to share what I had learned. Often I was with them during their leadership training at the beginning of the school year. I shared my discoveries and continued to seek feedback. Through this process, I proceeded to refine and focus the outline for this guide.


One of the unexpected lessons I discovered was that there was no perfect way to run a Campus Ministries program. I was not going to be able to develop the formula of how things "should be" or even a check list of what "needs to be happening" on every campus. Each school had programs that worked wonderfully with their students and the resources available to them. If I tried to transplant exactly the same program somewhere else, it wouldn't necessarily work. Essential elements of success were unique to the original campus and might not exist in other environments. This proved to complicate my project. It would have been easier, for example, to statistically prove what three ministries were the most important to guarantee a high level of spirituality on a campus. However, that would not have been helpful or productive in any way. My goal was to find the enduring foundations that were essential to the success of a Campus Ministries program.

These foundations are necessary for *crafting a culture* where students grow as leaders, regardless of the campus or



environment. These are the ideas that you will find in the first section of this book, *You Are What You Teach*, the first section of this book. They should be the priorities on any campus and for every chaplain.

Section two, *You Become What You Celebrate*, explores the best of the best. It is a cross section of interesting and creative ministries from different campuses. It is not a “how-to” section but rather a spring board to visioning. I hope to provide enough information to invite you to *wonder how this could work at your school* and yet not so much detail that you have to reference the “directions.” Many of the details that I omitted are unique to the individual school and might make the idea impossible to implement anywhere else. You do not have to do it exactly the same way and, in most cases, you probably couldn’t. This shouldn’t keep you from dreaming about what can happen on your campus.



The *Chaplains’ Section* discusses the nuts and bolts of running a Campus Ministries program—the organization of student workers, the relationships that are important for a chaplain to maintain, and so on. This is by no means a comprehensive section. I stuck mainly to what chaplains across North America shared with me as things they wanted to know, had struggled with, or had surprised them.

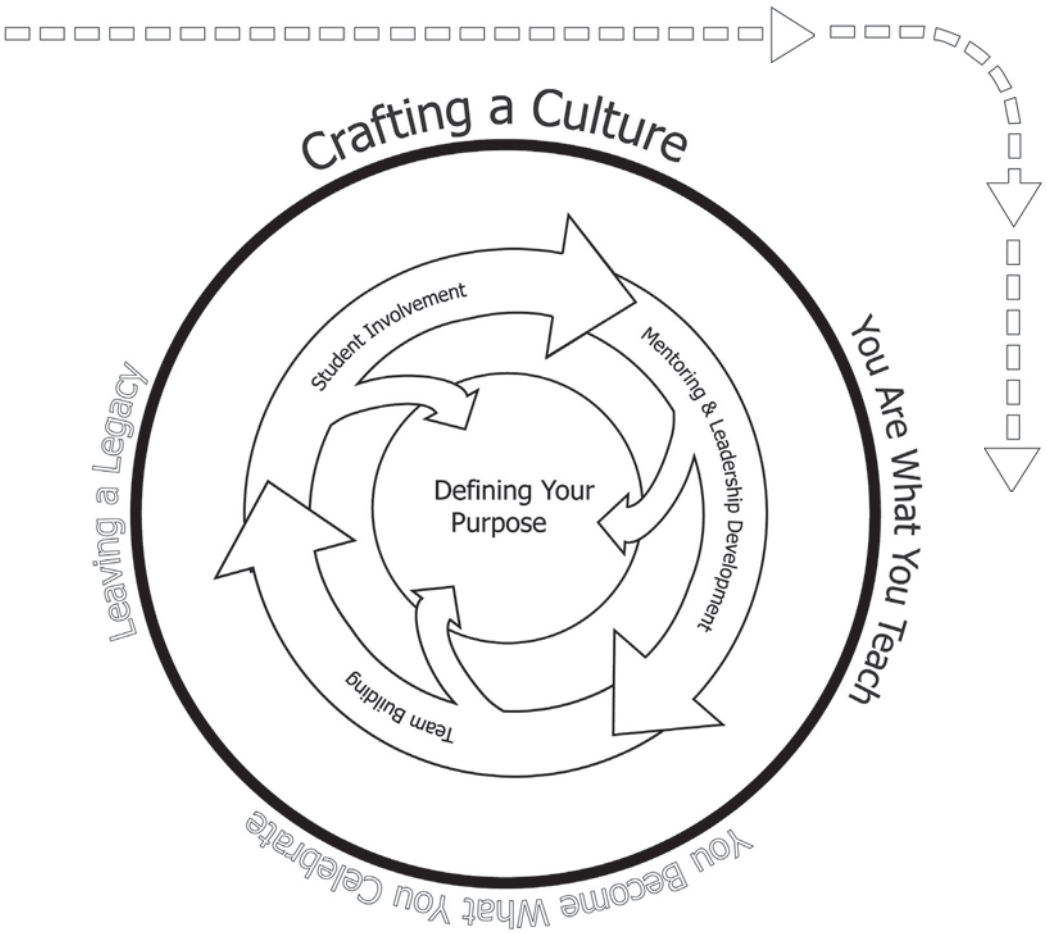
The final section of this book contains useful resources. I was able to attend several seminars to broaden my understanding of leadership and ministry. Also, I spent much of my time reading extensively and applying what I learned to Campus Ministries. I included in this section a summary and review of the books I read. There are also overviews of the seminars I attended and how they were helpful in my understanding of Campus Ministries.

This is a resource for chaplains and leaders of youth and young adult groups. My dream is that it will be used by current chaplains, new chaplains and all who seek to continue growing more successful at *crafting a culture* where students grow as leaders.



You Are What
You Teach







You Are What You Teach

During my jaunts around the country, visiting all of the Seventh-day Adventist colleges and universities in North America, I was asked by the majority of chaplains to produce official reports for their individual institutions comparing them to their sister schools. They seemed most curious to know what I thought were their strengths and weaknesses. However, as much as I attempted to sit down and do that, I was not able to comply with their request.

In order to produce a qualitative report after my visits, I would have first needed some expectations, an agenda or a checklist. This was completely contrary to my project. I was not an



accrediting body. I could not have said what I thought was good or bad at a particular location. This would have been impossible, if not irresponsible. I was just there to learn. Since I had not lived and worked under the unique circumstances facing each school, I was completely unqualified to say whether or not something was right or wrong for the school. I couldn't even safely say that I thought something was missing from the spiritual programming.



Identifying qualities of successful Campus Ministries programs was the first phase of my project. This meant I needed to spend time on each campus looking for minute differences and how they affected each institution's approach to Campus Ministries. Before my project, my experience had been narrow. I spent all of my years in higher education at Union College, and the ways that we approached ministry seemed like the right means to achieve success. However, I learned, through broadening my perspective, that success comes in many different shapes and sizes. When success was defined by whether or not ministry and spiritual growth were occurring at a school, each school achieved success differently.

I did find some universal principles for successfully crafting a culture where students grow as leaders: involving students, mentoring and developing leaders, building teams, and identifying a clear purpose.

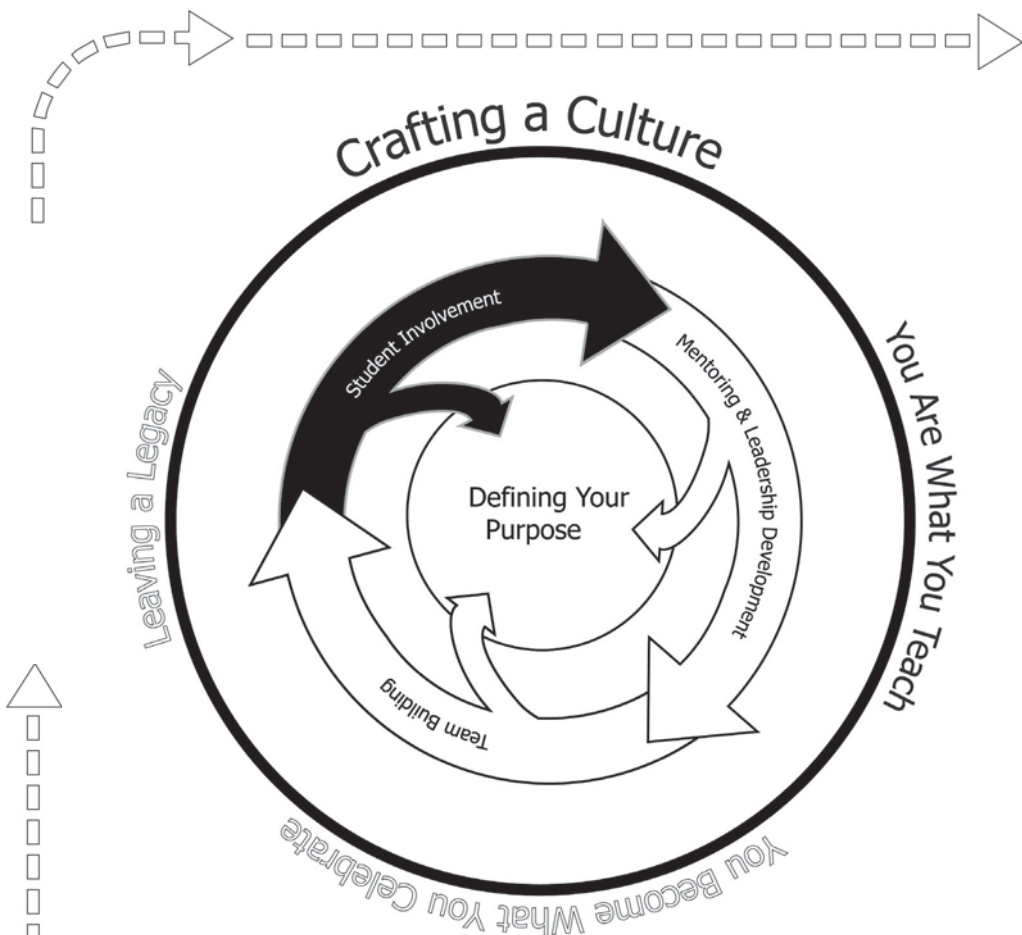
At this point in the process of crafting a culture where students grow as leaders, it's important to realize that *you are what you teach*. The tone for every school year is set by what you teach. The words that you use in the beginning will echo throughout the school year. If you want your students to be a united team, teach them that vocabulary. If you want them to be visionary leaders, show them what you mean. They need to learn what you expect from them, what to expect from you, and how far their personal boundaries extend. At times,



you will use meetings to teach what Campus Ministries is all about. Other times, your team will be silently listening and watching to learn from your example.

It is vital that you not only learn the vocabulary of these foundations of Campus Ministries, but also, that you live them. As you *teach* your team these ideas, you will see them come to life. As you *teach* your team how to increase student involvement, you will find that your Campus Ministries program involves students. As you *teach* them about mentoring and developing leaders, you will see that you are mentoring and developing them as leaders. As you *teach* them to build teams, you will find that they are your team. And as you *teach* them to define their purpose, you will find that you have defined your purpose.





Student Involvement

Glimpses of Success

It was Friday night, and I was sitting in the church ready and waiting for the program to begin. A few students trickled in and found their seats near the rear of the sanctuary. All of a sudden, the opening hymn began. I looked around, surprised that it was time to start. Where was everyone?

The answer came later that evening. I went with some students that I had met earlier in the week to the after vespers program. In a small room I found students packed in so tightly that there wasn't enough room to sit down. I was inspired by the spirit I felt through the students' music, testimonies, and,

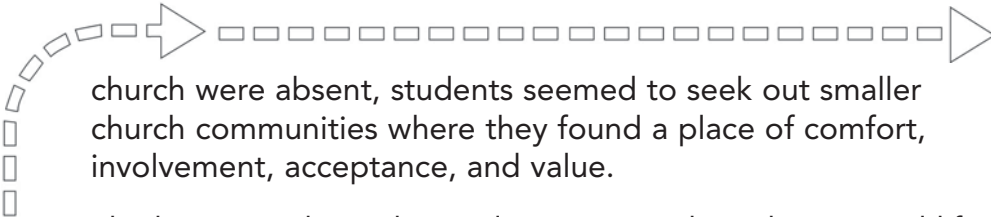


most of all, sense of community. It wasn't that the student body was uninterested in spirituality; they were just particular in choosing what worked for them. I started wrestling with the questions, what draws the students to spiritual programming or to ministry opportunities?

My first assumption was that students were drawn to certain styles of worship and, honestly, most of the students with whom I talked to across the North American Division agreed. They blamed generation gaps, irrelevant music, and uninteresting preachers. As my investigation continued, I began to get an answer regarding their lack of spiritual participation. Students had particular tastes and they craved spiritual experiences that would meet their needs. But something was still missing from the answer.

I observed that even the most judgmental individuals tended to be more accepting when they related to the person planning the programs. Even if they didn't always like what happened, students were more likely to attend programs and ministries that had been initiated and organized by fellow students.

Church was a great example of this. None of our institutions gave credit for attending church services, so it was interesting to watch what the students did on Sabbath morning when they weren't required to be at church. Most of the schools conducted a separate college church service, a program for students by students. These services appeared to be eagerly anticipated and heavily attended by the students. At the few schools that did not provide separate services, the college church found a way to incorporate college students into their activities. I saw churches with students serving on their boards, helping organize the praise music, performing skits, serving on the platform, or completely planning a service. Where both a student-led service and inclusion by the college



church were absent, students seemed to seek out smaller church communities where they found a place of comfort, involvement, acceptance, and value.

The key is involving the students intricately in the spiritual life of campus. This needs to happen at all levels, not just the token student reading scripture. Students need to be a part of the process, starting with the conception of ministry ideas and continuing through to the implementation. Releasing the students' creativity, convictions, and skills is a vital component to successful Campus Ministries. In addition, the student body should feel like they have influence over what happens within Campus Ministries both through making their opinions known and through getting personally involved in programs, ministries, or leadership.



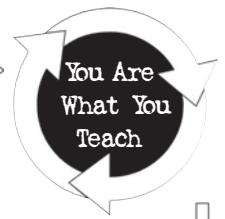
What Happens

We often think that service means to give something to others, to tell them how to speak, act, or behave; but now it appears that above all else, real, humble service is helping our neighbors discover that they possess great but often hidden talent that can enable them to do even more for us than we can do for them.

Henri Nouwen, Donald McNeill and Douglas Morrison,
Compassion: A Reflection on the Christian Life

Wonderful things start to happen when students become actively involved in any or all levels of Campus Ministries. They add relevance to the ministries that are already up and running, and they take ownership of their spiritual journey. Their lives become deeply changed as they discover the gifts God has given them to share with the world.

Relevance is the key most often missing from struggling ministries. It is not simply a battle of hymns versus praise songs, as some individuals think. I saw many groups that sang exclusively out of the hymnal. Because students selected each song based on their own journeys, the music spoke to the hearts of the students there. Likewise, when praise songs were




carelessly sung without any evidence of purpose, students missed out on the spiritual impact. The issue is not style of worship but relevance of worship. If the current worship opportunities are short of relevancy, the students often take the initiative to find or create something that is relevant.




Another aspect of relevance is that the student body's needs change from year to year. Having students involved was the easiest way to keep track of the newest trends. One chaplain told me the story behind the school's student-led church service. It began as a small group, meeting mid-week. As it attracted more students, it became a mid-week worship service for the entire school. The next year they decided to try it out as a Sabbath School. After its continued growth, it became a weekly church service during the 11 o'clock hour. The journey was successful because the students were supported and encouraged to explore the current needs of the student body and then given permission to meet those needs in their own creative ways. By being student led, it truly was a program that could respond to the students in a relevant way.

When students are actively involved in the preparation and implementation of Campus Ministries activities, they feel a deeper sense of ownership. They realize that if something is not working or not high quality, complaining about it is pointless. They know they could get involved to make the situation better.

I spoke to a student from one school and asked him if he enjoyed attending its religious programs. He responded, "It's not about whether or not I like it. I have to go. They're usually not very good, but I've just gotten used to that. So I don't expect very much." Instead of seeing the problems and being inspired to make the situation better, he was resigned to let the system worsen. He saw his role as unimportant because no students were involved in the planning.



Another time, however, I spoke with students that planned the campus ministries programs. They shared that activities did not always a well, but when this happened, they were inspired to return to the drawing board in order to improve the programs. This difference in attitude is important to note. Students, when involved, take ownership and desire to make things better. They aren't satisfied with complaining; instead, they become catalysts for change. Even if students are not directly in charge of an activity, when they see that other students are actively involved, they are more willing to forgive small shortcomings.



The most important result of involving a student in Campus Ministries is the change that takes place in each individual life. Through the course of this project, I was blessed by all the student leaders that I met. I was amazed at the stories about how they first became involved in Campus Ministries, and the deep impact it had on their spiritual journies. While people are passive attendees, they constantly look for others to meet their needs like hungry scavengers waiting for scraps to be thrown their way. However, as soon as they are invited onto a team, whose sole purpose is identifying and meeting the needs of others, a profound paradigm shift takes place. They are lifted to the status of chefs in a restaurant, preparing the best cuisine. Their scavenger days are over. Self-centered individuals grow focused on what they can share rather than what they can receive. Giving students ownership and leadership responsibilities develops a servant-oriented spirit. It is then that they grow the most spiritually. In the process of helping others, they become more selfless than they are in their apathetic, observational state.

Without a feeling of ownership there appears to be psychological, as well as spiritual, walls that develop between the individual and the organization. The students allow themselves to be separate from the operations, to disconnect and become uncaring. The more the students are obviously involved on every level, the thinner and more obsolete these



walls become. This leads to an open environment and empowers more students to be involved. Since the goal of most Campus Ministries programs is to change individual students' lives, this is the most direct way to do so. Lives change when people give of themselves.

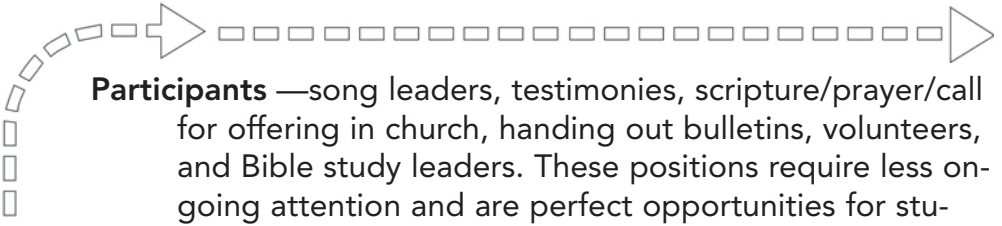
If done successfully, students involved in campus ministries will, after graduation, seek opportunities to excite change in their future congregations, no matter what their profession. By encouraging participation from young adults, you teach the lesson that they are the church—now and in the future. Hopefully, this lesson will prevent them from easily slipping into discouragement. Rather, they will be more willing to step forward and invest in the success of their local church. Commitment to a cause comes from and results in involvement in that cause.

Ways to Involve the Students

The places to involve students are as varied as the students themselves. From the high capacity leaders and the visible participants to the technicians and people involved with brainstorming, the important focus is creating an environment where students are invited to become engaged in the process of Campus Ministries.

I saw a plethora of ways to work with students' abilities and interest levels. I identified three basic categories:

Leaders —students who dream big, look for new ways of doing things, and recruit others to become involved. Campus chaplains discover who their leaders are by casting a vision to students and watching to see who catches it. They look for the twinkle in students' eyes that shows their hearts are ignited by the possibilities.



Participants —song leaders, testimonies, scripture/prayer/call for offering in church, handing out bulletins, volunteers, and Bible study leaders. These positions require less on-going attention and are perfect opportunities for students with busy schedules.

Feedback —surveys, focus groups, and advisory committees before, during, and after an event. Often the most uncommitted, apathetic students will answer questions. This is sometimes the only way that they are willing to get involved.

What to Do

Fostering student involvement doesn't happen overnight, and it doesn't happen on its own. It takes an intentional effort to open Campus Ministries up to student influence. It starts with you creating space for the students to step into. Some students I met felt like there wasn't any place for them to make a difference in Campus Ministries. This seemed to result from the chaplains feeling pressure to do everything themselves. This perpetuates an environment where students feel unnecessary, and they eventually disengage, opting to not "waste time" caring about something in which they can not impact. The first step to overcome this tendency is to deeply value the students, their gifts, and their input.

Next, you must invest in student leadership. Identify the students with potential and then spend time teaching, training, and equipping them. Students need a safe environment to explore ways they want to be involved. They need to be coached and not controlled, mentored and not manipulated, empowered and not encumbered.





Increasing Student Involvement

STEP 1: TRUST THEM WITH OPPORTUNITIES

Getting students involved starts with creating an environment where students feel like they can be involved. It requires a culture where students take ownership of their spiritual journey. This is not about giving students something to do. This is not about making students *feel* like they have ownership of their spiritual journeys. This is actually *giving* them ownership.


This takes great courage. You must be willing to let them explore how to make spirituality real for themselves. Then let them succeed and get credit for their success. They need to have enough room to fail. They need to learn that mistakes and failure are not the end; they are part of the learning process. Students will learn more when given enough room to understand that both success and failure are within their reach.

This takes courage because you want them to succeed. You want to keep things under control, so students feel a sense of accomplishment. If that's what you really want, you have to give students complete ownership.

STEP 2: EQUIP THEM

Giving students ownership of the opportunities for spiritual involvement is only the first step. Giving them ownership and then stepping back to watch what they do is like telling infants that they have ownership of their speech education and then not talking to them for the next five years.

The next step is equipping them to succeed. Giving students ownership without equipping them to succeed is irresponsible. You want them to have every available resource, and this can sometimes be hard to achieve without micro-managing. These resources include your experience, contacts, and financial support. Also included are your dreams and visions for what student ministry can be. It's not about convincing them



that their dreams need to reflect your dream. It's about students being encouraged to dream. They need to realize that they don't have to do ministry the way it's always been done. They don't have to be caught up in the constraints of what is or isn't possible.

Once they have dreamed about meaningful ministry, another investment to make is empowering them to work from their strengths. Part of their hesitancy to take ownership is fear that they can't do it the way you do it or the way other students have done it. Each student leader brings a unique set of talents to ministry. They must feel the freedom to use their strengths to create their vision. If they try to lead the way other successful leaders have, they may not focus on their abilities. Instead, they may become consumed with their shortcomings and weaknesses. To overcome this, empower and encourage them to work from their strengths; teach them that their strengths can be used to accomplish their vision.



STEP 3: SUPPORT, ENCOURAGE, AND STAND CLEAR

Once the environment has been created where students feel safe to take ownership of their spiritual journey and the leaders are equipped to dream and lead with all available resources, the job is practically done. All that remains is to support, affirm, and encourage. And stay out of the way of their success. Give them the chance to plan programs, find volunteers, start new ministries, decide to stop old ministries, lead Bible study groups, build teams, and get frustrated, stressed, and worried. Through all of this, you take on the "best supporting" role and cheerlead them through each victory and struggle.

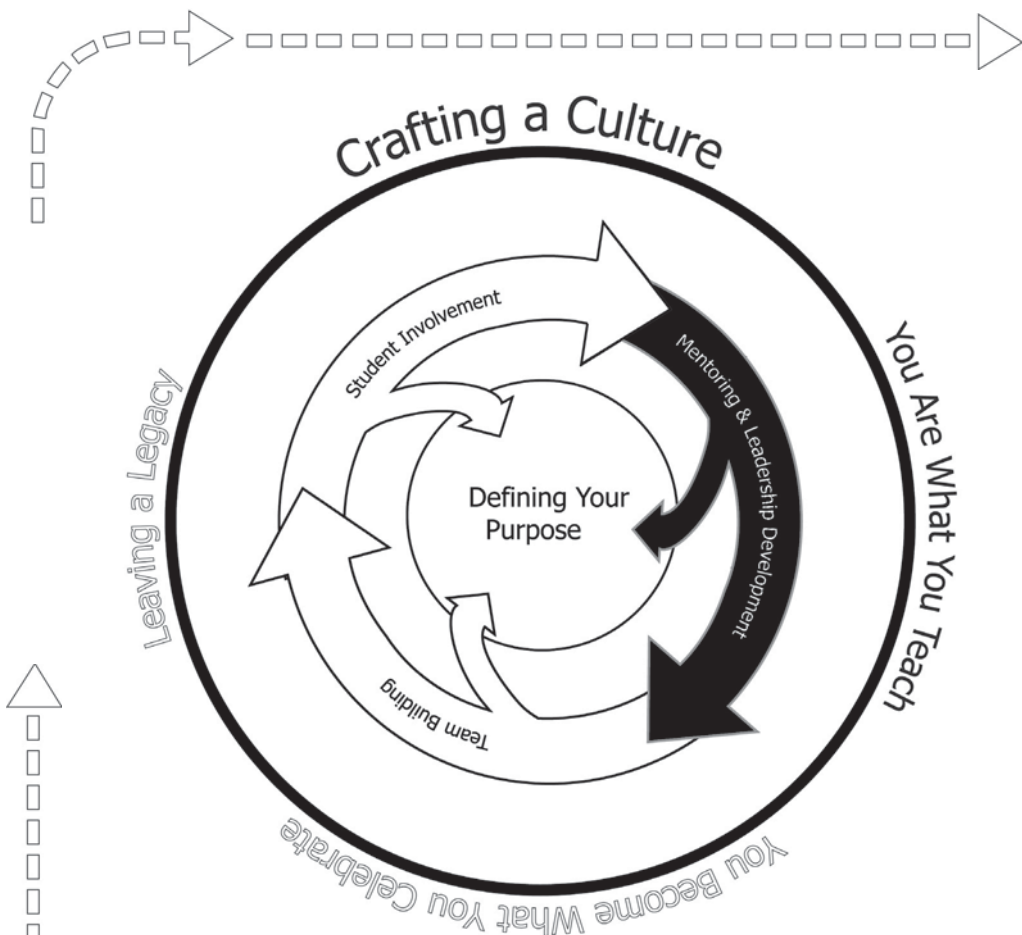
As they take on these responsibilities, they will come to you with questions. Again, you support with advice, resources, and ideas but never micro-manage. When ministries seem to reach a trouble spot, you can't say, "Never mind, I'll just do it myself." You must ask, "What's the problem? How can I help you solve it?"



There will be times when you repeat the dreaming process. Sometimes you may find yourself saying the same things because all of us tend to learn slowly. But you can't give up; you must keep explaining that students do have ownership. That it is all right to make mistakes. That mistakes don't equal failure as long as individuals continue to learn and grow. In order to release some creative geniuses, you must keep reminding them that ministry does not have to be done the same way it's been done. What's most important is that they learn to take ownership of their spiritual journey.

Quick Look: Increasing Student Involvement

1. **Trust Them** —create a culture that invites student involvement.
2. **Equip Them** —make sure students are supplied with every resource they need to succeed.
3. **Support Them** —be available to support and encourage students whenever necessary.



Mentoring and Leadership Development

Fulfilling the Heart of a Chaplain

One of the biggest privileges for me over the course of this project was being welcomed into the lives of chaplains. I was honored to be able to sit with each one and inquire about their professional lives. As I began to understand the stress that accompanies their jobs, several questions plagued my mind, what could make all of the challenges and heartaches worth it? What was the reward that kept them coming back year after year? What did it take to make them feel successful?



Over and over again, I heard the same theme—the relationships chaplains formed with the young people they mentored made it all worth it. Even when they couldn't see the effects in every student's life, they were satisfied as they watched their student leaders grow and shine.


At a meeting of the chaplains, I asked, "What are you passionate about?" The answers had these common threads:

- Students getting involved (student leadership).
- Mentoring one-on-one.
- College students.
- Students' Christ-centered experiences.
- Enabling student visions.
- People finding their passion in ministry.
- Touching individual lives.
- Apprenticing others toward Christ's excellence.
- Casting visions and empowering students.


Now whether these passions were what initially drew the chaplains into their work or if they discovered the joy of working with students along the way was irrelevant. The impact and importance of developing intentional mentoring relationships with the students was obvious.

Growing the Students

The joy to be found in the relationship between mentor and student goes both ways. One student described her chaplain this way, "His leadership and support is key. He's very encouraging." Students long to know that the person they look to for leadership believes in them and their abilities. At one school, I surveyed the students who worked in Campus Ministries and asked what areas the chaplain could serve them better. The area that needed the most attention was that of mentoring and leadership development—not necessarily because it was lacking but because it was incredibly

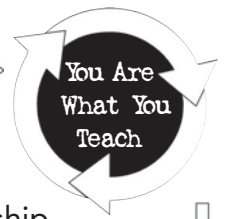


valuable to the students. In answer to the question, “What has been the most effective way we [the chaplains] have served you?” One student wrote, “The one-on-one meetings to mentor and vision cast.” Students long to have someone with whom they can mull over their problems, someone who enters into their challenges and reassures them that they are living up to expectations.



In my journey as a student leader, I was shaped directly by the relationship with my mentor. I remember the countless times I went into his office, frustrated by something that wasn’t working out or believing that I had hit a brick wall of impossibilities. By the time he was done listening to my situation, he could redirect me towards possible solutions. It was during those teachable moments when he would point out, “Sometimes leadership can be like this but what’s important is . . .” He taught me not to be a leader that runs from fire to fire, trying to stay one step ahead of disaster, but to see beyond the problems and focus on the solutions. Every week we had a scheduled meeting time, and we always met. Those times were precious to me. I knew that whenever I needed to vent about whatever was going wrong, his office was a safe place to be. His support was a catalyst for growth.

Young and growing leaders need to be incubated in that kind of sanctuary. They need to learn both to succeed and to fail. Having a more experienced leader model what it means to see both sides of an issue, to strive for balance, to live with integrity, and to address all the other complex issues of leadership is how learning takes place. It’s one thing to read about the importance of commitment and follow-through and quite another to be challenged in your own life. Within the safety of a mentoring relationship, principles go from being theory to becoming reality.



What It Involves

MEETINGS


One setting for this type of mentoring and leadership development is team meetings. Meetings can and do come in all shapes and sizes. Beyond the logistics of when, where, and how often to meet, is the purpose of the time your team spends together. Have you and/or the student leaders figured out what you're trying to accomplish in your assemblies? Have you disciplined yourself to stay within your original purpose and not stray into distracting tangents? Do you guard the time that you spend together?

Three agenda items need to happen if your team meetings are to be successful:


- Informing.
- Equipping.
- Inspiring.

These do not need to be done in a certain order nor do all elements have to happen each time the team gets together. In fact, one or more of them may be a part of the weekly routine while the others are saved for pre-semester retreats. Work it out to best fit your needs and remember to stay focused.

First, the students who work with you need practical information. They need to know what is coming up, what they need to do about it (if anything), and what they can expect you to be doing. These are all pieces of information that need to be communicated to keep ministries up and running. Likewise, you, as the chaplain, need to be kept up to date on what the students are doing and planning. The better the information exchange, the better the outcome will be. It will also allow for much higher quality "customer care" because everyone will know what is going on in the office and will be equipped to help when students come in with questions.



One school I visited used e-mail as its main source of information. The chaplain sent a weekly e-mail highlighting all ongoing activities, including responsibilities and enough details to help answer any questions. Another school encouraged students to write bi-weekly ministry reports just to make sure that everyone knew what was going on. I sat in on another meeting where they went around the table, and the student leaders shared what was occurring in their areas. I saw signs posted in offices, bulletin boards covered with announcements, and fliers and handouts around the campuses. There are an endless number of ways to communicate fundamental, necessary information to the entire team.



While informing each other helps with the issues of today, equipping has an eye on sustained growth. It's investing in another person's long range abilities. Spending time together as a group is a great way to provide your students with the tools they will need to grow in their leadership skills. Take time to teach. Lessons on attitude, discipline, and character development are helpful and practical. You can draw from a great book that you've read, Bible characters, or your own experience in leadership. No matter what method you choose, make sure you take the time to invest in them as *leaders* and not just as workers. And they will come to see that their work has a higher calling than just their to do list.

I attended an equipping meeting at one of our schools. It was Monday evening and the ministry leaders were gathering in the Campus Ministries office. This was an exciting meeting for the chaplain. The book, *The 17 Indisputable Laws of Teamwork*, was ready to hand out. The plan was to work through the book together, learning to become a better team.

Another school took 20 minutes out of its weekly meeting to discuss relevant leadership issues. The topics ranged from selecting team members to having effective meetings. It was a time of discovery and exploration. They discussed and



wrestled with issues that they were dealing with in their areas of ministry, allowing for advice to flow out of others' experiences.

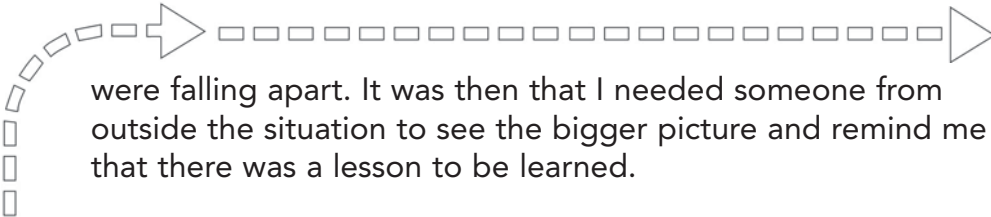
Finally, make sure that you spend some time reflecting on the Word of God as a group. There is something irreplaceable about sharing one another's burdens and lifting one another up. Growing together spiritually adds a level of depth to the team that cannot be replaced by anything else. Have special times of dedication, pray together and for each other, or share communion services.

Several schools had special dedication services for their teams. These were times where the Campus Ministries leaders came together and committed their lives to God and to serving the students. A few that I visited participated in foot washing and communion together. One Friday night I was invited to join in as one team consecrated their lives. We each shared two things: what we did in our personal devotions to keep them real and interesting and a favorite Bible passage that gave us strength when we felt discouraged. I was blessed and humbled to listen to the group of leaders share from their own experiences. They were able to share personal challenges along with the victories they'd found in Jesus.

COUNSELING

One-on-one mentoring sessions are even more important than corporate teambuilding. These are times that are set aside for individualized attention. A trust-based relationship can develop over time and students can then ask any questions about life, their ministry, or leadership.


Another magical experience takes place during these times—wisdom is shared. I learned to love those “teachable moments” in my life. They were times when I was most open to learning something new because I came to see that my current understanding was incomplete, my chosen direction didn't seem to be working, or all my carefully placed pieces



were falling apart. It was then that I needed someone from outside the situation to see the bigger picture and remind me that there was a lesson to be learned.

How It Happens

The only way for mentoring and leadership development to make a permanent home in Campus Ministries is for someone to value it and then initiate it. The students are not going to rise up themselves and start asking to be better trained to do what they're doing. **They will appreciate the training only after they've been taught.**



It's not even something that the administration will look to you to do. Usually they do not have specific expectations for how you work with your team. However, they will notice the positive buzz on campus as you begin to implement leadership development into your weekly routines. It's amazing how this step begins to pay for itself almost immediately.

Mentoring and Developing Leaders

STEP 1: PRIORITIZE MENTORING RELATIONSHIPS

The most important step to start intentional mentoring and leadership development of students is to prioritize it. Now this is hard to do sometimes because of external pressure to focus on our "product." It may seem like the most important priorities this week are to make sure the weekend worship experiences are in order, that the student missions recruiters are taken care of, and that there will be enough food at the after-vespers social. But those issues must be set aside and the focus put on mentoring the student leaders. If you focus first on student leadership development and equip them to build teams, they will take on the responsibilities of planning worship experiences, hosting recruiters, and organizing events.



STEP 2: ONGOING PERSONAL GROWTH

Hand in hand with mentoring student leaders is continuing your own personal growth as a leader. There are a lot of leadership seminars and books which contain valuable insight into leadership techniques and strategies. These resources are not only invaluable to the individual leaders, but also they provide resources useful in mentoring students and providing them with avenues for growth.

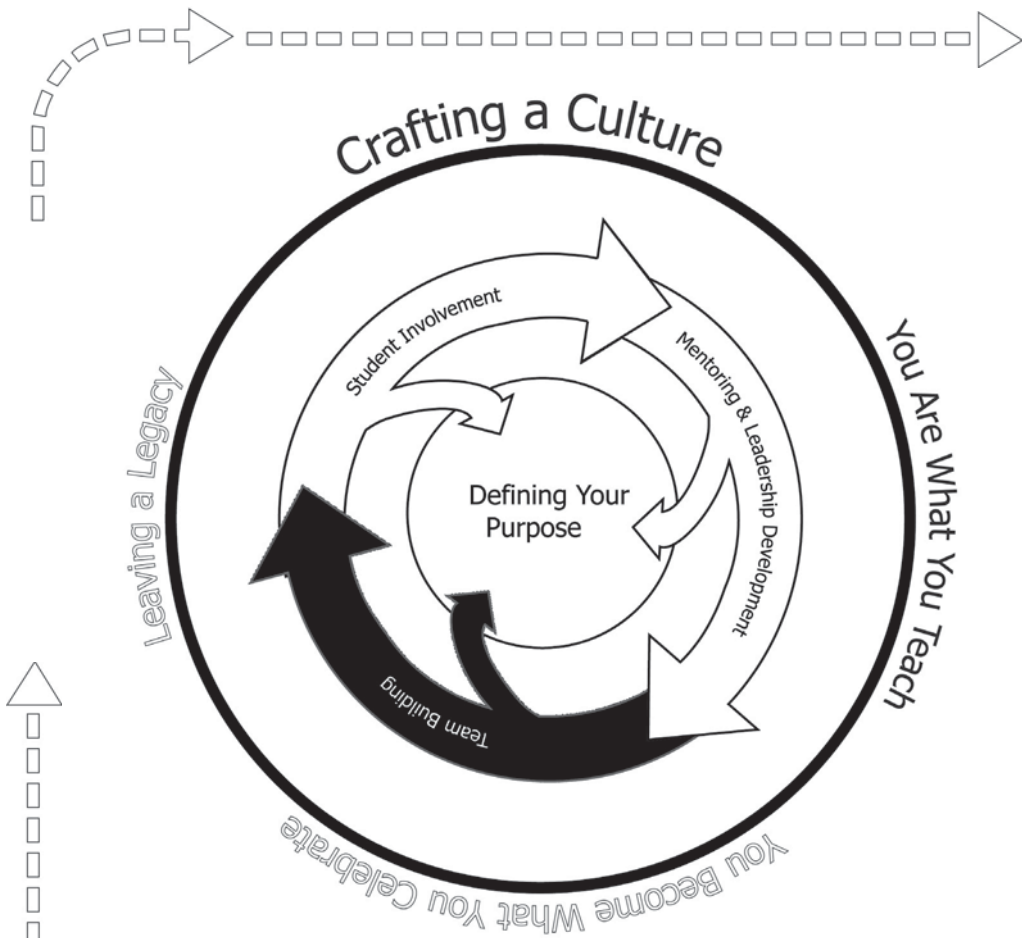


STEP 3: FIND A MENTOR YOURSELF

Find a leader you respect and ask him or her to be your mentor. In addition to offering valuable experience, your mentor may be able to recommend helpful resources.

Quick Look: Mentoring and Developing Leaders

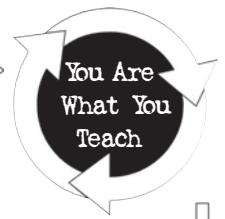
1. *Prioritize Mentoring Relationships*—they will come last until you put them first.
2. *Ongoing Personal Growth*—**increase your value to others by increasing your knowledge and experience.**
3. *Find a Mentor*—someone you respect and can relate to professionally.



Team Building

Do Teams Make a Difference?


It was one of the most exciting meetings I'd ever attended. About seven students had gathered in the chaplain's office to discuss a weekend program. **Instead of one person telling others what to do or what was already happening, they were working out the details together.** The meeting began with a reminder about the subject for the week, and then the group went through the program to make sure everyone knew what was going to happen and who was going to be in charge. I was amazed at the level of involvement. They cared about which songs were going to be sung and how many announcements were going to be made because each person




understood that every element had the possibility to add to or take away from the purpose. So they cared and they argued and they came up with a workable solution. The speaker, who was not a regular team member, shared what her talk would be about and allowed others to add their input, making what she had to say even better.

At another school, I had a similar experience. This time it was eight o'clock on a Sunday morning. While it would have been unthinkable to most college students to be awake at that hour on a day that didn't involve school, these students had gathered around a long table to discuss upcoming events. They each shared what their plans were and waited to hear the thoughts of others. I was fascinated by their attention to detail. One student shared her plans and another identified a few potential problems. They then worked together to come up with the best solution. The meeting lasted for two and a half hours and was one of the most productive meetings I saw.

Teamwork is the marriage of involving more students and developing leaders. Instead of employing one person who was solely responsible for making the program happen, one school hired a leader who developed a team to work together to design the program. Instead of dividing ministries up as "inreach" and "outreach," they threw all student-led ministry opportunities together and called it Creative Ministries. Two students were in charge, and it was their responsibility to equip the student leaders. One of those students described what he did in this way, "I support and give guidance and direction to the leaders, spend time visioning with them, and recruit/develop new leaders." It wasn't his job to make sure that students went clowning that weekend. But it was his job to enable the leaders of clown ministries to inspire others to enjoy this service opportunity.



“It’s easier if I just do it myself.” This is the most common reason why people decide not to work with a team. This is a powerful argument, mainly because it’s true. It may be more efficient to do everything yourself; however, it is much more effective to include a team. The key to *sustainable* success is teamwork. It can help avoid burn out of the student leaders and will help keep ministries relevant.



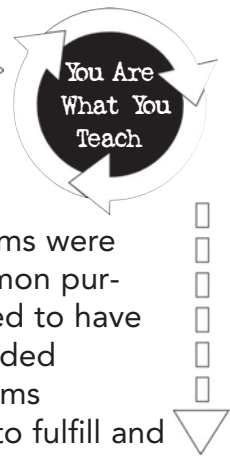
Teams can reduce burn out, not because they make the job easier but because with a team no one has to do it alone. It can get frustrating when you find yourself doing the same programming tasks over and over again, especially when trying to go to school full-time and handle all the social pressures of living. When you are able to share burdens with others that you trust, the tasks become less cumbersome and may even turn out to be enjoyable. True, it might sometimes get just as tiring trying to encourage the team members to show up and follow through with their commitments when they are trying to balance a full schedule, but even that has its rewards when you can see the growth of your teammates.

If one person plans a ministry or program, he or she is limited to personal experiences for ideas. When a team was involved, I saw a wide variety of new and varied opinions shared, different circles of influence involved, and a more relevant ministry created. The more people involved in the planning, the more people will be affected by the outcome.

Teams in Action

There is no one way to organize teams. The groups of people that I saw working with and committed to Campus Ministries varied from location to location and the greater the variation the better. Categories of teams I observed and participated with included:


- Worship and/or Special Events Organization.
- Strategic Planning.
- Ad Hoc—music leaders, focus groups etc.
- Student Leaders.




The most common format I found was that of a worship planning team. Whether they were planning a semester of programs or just meeting together to rally around a special event, these teams were easy to pull together. This was because their common purpose was obvious. When a group of people needed to have something happen on Friday night, they were bonded towards this end. The most functional of these teams involved individuals who each had an assignment to fulfill and came together to add the finishing touches to the event or activity.

Another form of teamwork that I found involved strategic planning. This group of individuals included faculty, student leaders, the chaplain, and/or other representatives of campus life and diversity. They met less regularly since their main function was to give overall direction to Campus Ministries and to review progress. Some meetings I visited were in the initial stages, deciding what should be included. Others were in the analytical stage, discussing how far along in their plan they had progressed and whether or not they were satisfied with their direction. These meetings were some of my favorites because they focused so much on the “why” of Christian education and the role that Campus Ministries plays in answering that question. However, these teams can be challenging to form and lead. Often they include individuals who are less invested in the function of Campus Ministries and who can sometimes distract from progress. Whatever challenges arise around these teams, it’s important to remember their significance and the depth of meaning that they add to the ministries.

Less obvious teams are the informal ad hoc groups. These groups range from praise and worship teams to focus and feedback teams. Campus Ministries often uses these groups without investing in them. You might ask students to get in groups and throw together a few songs or a play for vespers, and then move on to the next week’s pressures. Rarely do



these teams get recognized for the significant contribution of their time and talents. It doesn't happen often but when these more loosely involved individuals receive affirmation from Campus Ministries for being a vital part of the campus community, it builds up the overall quality of ministries. They may not be on the official payroll, but without them ministries could not be as effective. Valuing the current temporary teams can lead to more involvement and development of similar teams forming in the future.

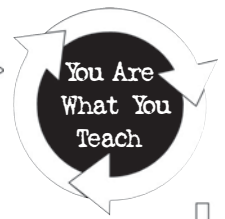


Finally, there is the leadership team for Campus Ministries. This team is truly unique to each school's needs and environment. One school limited the leadership to the chaplain and his assistant. **Another one considered all hired students part of the leadership team. Another variation had all of the team leaders considered part of this direction-giving body.** The how isn't important. However a school develops and responds to needs will determine how it structures its leadership. The key is that each school understands the importance of having leadership and pursues its purpose for its leadership team intentionally. If you decide the purpose of the leadership team is to support and nurture the different branches of Campus Ministries, then you will need to include people who are connected with those branches. If the purpose of the leadership team is to ensure that the ministries and programs go smoothly, then the people responsible for the planning should be included.

Bottom line, when it comes to teams:

- **Grow them intentionally.**
- **Define their purpose.**
- **Work out the details according to your specific needs.**

If your current system is lacking in teams, it can be challenging to make the transition. The most important step to forming teams is to spend time discussing what role they should play to benefit your organization. Laying this important



ground work cannot be skipped. Without a true understanding of the reason why you are developing teams, they will not be sustained for very long.

A Potential Hazard

There was one mistake that I saw in teambuilding. I saw it enough that I felt the need to address the issue. **If there is no central team with a common purpose all the smaller groups, teams, and individuals will tend to pit themselves against one another.** They will not see others as on the same journey. Instead, they will get caught up in “winning” and may not remember the similar goals of the other groups. However, when you get individuals together in one room, they are quick to understand that they have more in common than they once believed. But they may have a hard, if not impossible, time letting go of the way things have been done.

One of the best ways to tackle this is to not fight against it. You can’t just sever old ties and try to sew some sort of patchwork quilt out of the remains. Instead, focus on building a core team. You can gain momentum with the resources and personnel you already have. **As you start to exhibit strength and clarity of purpose, other groups will start to align themselves to the direction that you choose, deciding on their own that they will be better off joining forces with other like-minded organizations.** It does not seem to work out to try to force others off of what they have claimed as their turf. You must help them to see the bigger picture and how all will benefit by joining forces. Forcing already formed teams to come together will just make them more defensive about what they have worked hard to establish. Building a strong core that grows to include all areas of campus works better.




Building Effective Teams

STEP 1: START WITH A DREAM

A team always starts with a dream. As individuals or groups begin to dream, they get more excited and start to invite others into the vision. From there things will start to happen but only in an environment that cultivates and nurtures dreamers. Share your dreams, allow others to share theirs, and then start pounding out the details as a team. Make sure that you put in the time communicating your joy in enabling students to realize their dreams. Without this attitude students will be reluctant to get involved, thinking that their opinions won't make a difference.

STEP 2: DECIDE ON THE STYLE OF TEAM



The next step in building a successful team is to identify what sort of team you're seeking to build. Is it a planning team? A production team? A leadership team? An Ad hoc team? Is the team temporary or long term? Will they be employees or volunteers?

STEP 3: IDENTIFY POTENTIAL TEAM MEMBERS

Don't get stuck deciding on the style of the team. Once you have a general idea, it's time to look for people who are already involved. The best starting place for the team vespers is among people who regularly attend vespers. You're looking for the students who seem to care just a little extra about what happens at vespers. Those who come early to help set up and stay late to clean up are going to be just as diligent when it comes to the planning process. Not necessarily all of these people will be a good fit for the team, but it's a good place to start since you are looking for people already invested in ministry.

At this step be sure you identify students with different skill sets. If you're building a leadership team, then look for students who can cast visions and lead a team. If you're looking for worship planning teams, find students who are creative



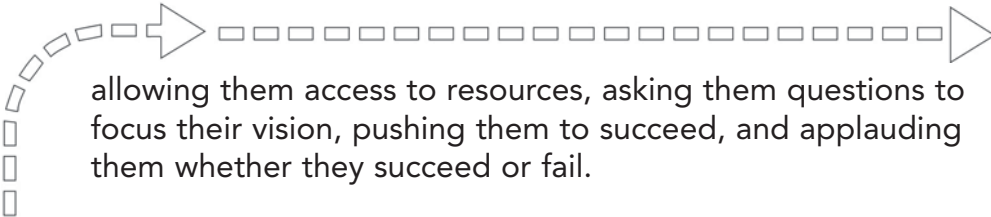
and innovative. For teams carrying out projects, look for students who are organized, committed, and who follow through on their word. There is a place for every student to contribute from their talents in some form, and there is no team that is the right place for every type of student.

Make sure that you and your student leaders are constantly seeking out individuals with complementary strengths. It's, also, important to diversify opinions as well as skills. Find people who you disagree with in order to reach more people on campus.

STEP 4: CAST THE VISION

After identifying potential team members, cast a vision about the team and its purpose. This is not giving a person a list of what they will be doing as a member of the team. This is dreaming with them about a picture of the future and what could be, then letting them dream about their unique role in getting there. This vision casting should not be limited to potential team members. Dream openly with everyone. Watch to see which eyes light up; these are the people who are passionate about the vision.

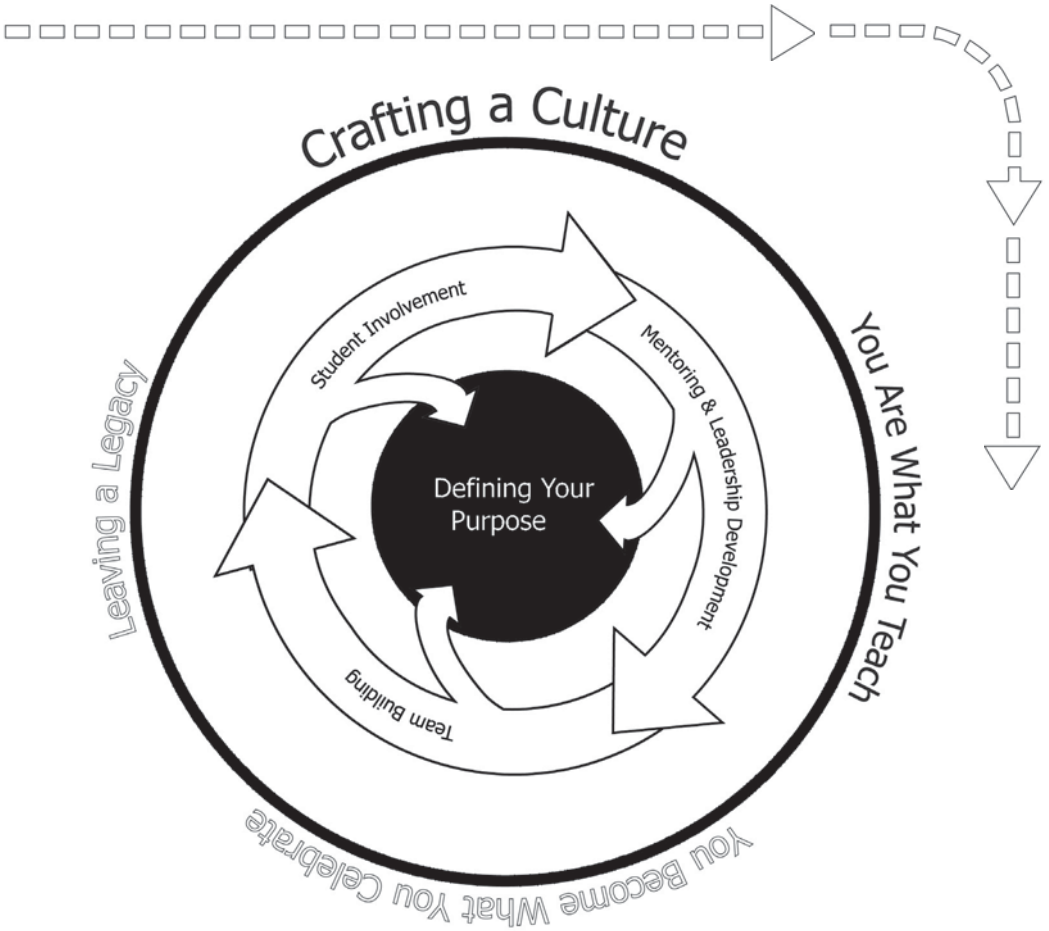
You dream and cast visions to the students, and they will catch the visions and make them their own. They will take the vision you cast and make it internal. Then they will create ministries that differ from what you originally intended. But they will be better, primarily, because they are meeting the actual, rather than perceived, needs of the students. The creation of these student-led ministry teams will create an environment where other students feel safe to propose new ideas. An open-door policy is crucial in encouraging all these new ideas. When students have a passion for ministry, the worst thing to say is, "That won't work. We've already tried it." Maybe it will work this time. Support them and encourage them to make their dreams the most effective reality possible. This includes



allowing them access to resources, asking them questions to focus their vision, pushing them to succeed, and applauding them whether they succeed or fail.

Quick Look: Building Effective Teams

1. ***Start with a Dream***—dream openly and allow others to dream.
2. ***Decide on the Style of Team***—know what the skeleton looks like.
3. ***Identify Potential Team Members***—look for students that are biased toward action and already involved.
4. ***Cast the Vision***—to identify those that are capable of being deeply committed to the team.

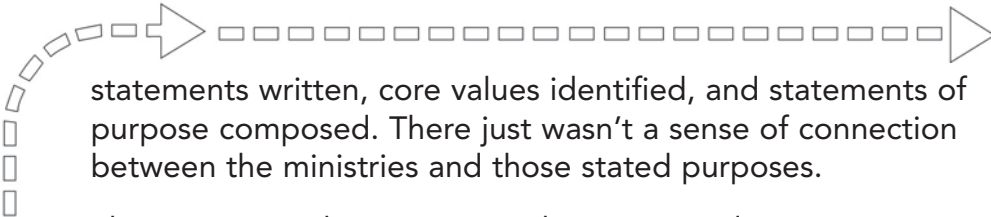


Defining Your Purpose

Unified versus Separate

All the schools I visited had amazing spiritual activities going on. It was obvious that a lot of time and energy was spent behind the scenes making sure that “stuff” happens. Without devaluing this effort, it should be noted that **in order to achieve the highest levels of success Campus Ministries programs need to build a foundation of mutual purpose.**


Granted, most individuals have their personal reasons for getting involved and helping out but rarely did I find an entire Campus Ministries program that was united under one mission. This is not to say that there weren’t a lot of mission



statements written, core values identified, and statements of purpose composed. There just wasn't a sense of connection between the ministries and those stated purposes.

The connection between stated purpose and action is an important one. Without it there can be a dozen ministries happening with no one knowing if they've achieved what they set out to accomplish. Often this results in groups competing rather than collaborating. When a unified purpose is clarified, it can be used as the driving force for decision making. There are no longer battles over turf, personnel, or resources because all people involved have submitted their own agendas in favor of the goals of the group.

The biggest enemy against common goals is vague interpretations of what Campus Ministries is all about.



I asked the same question in every interview, "What do you see as being the overall purpose of Campus Ministries?" I heard a variety of responses:

- Our purpose is to unite the campus.
- The role of Campus Ministries is defined by each institution.
- Our role is to cultivate leadership.
- To provide worship, fellowship, and service activities on and off campus.
- Encourage the students to remain faithful to the church.
- To provide spiritual programming.

Take a closer look at the above list. Do you see any problems with the answers? At first, I didn't. They are all worthwhile goals that I agree are important components of a college environment. However, not one of them could unite a Campus Ministries program.

"Uniting the campus" sounds honorable and is an exciting goal. What happens, then, to all the activities that are fundamentally unable to edge you closer to this goal? Is it worth it to spend time, energy and resources building up small groups



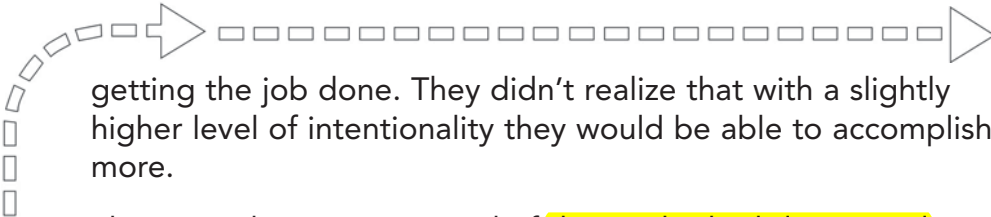
in the dorms? They cannot promote unity because, fundamentally, they are exclusive to the individuals in the group. Having this as the ultimate purpose for Campus Ministries would probably result in a lot of corporate worship and events. The individual student might become lost and disconnected.

It is true that “cultivating leadership” happens in the most successful Campus Ministries programs, but it is not an overarching goal. Yes, you need leadership training because you are opening the door for students to step into leadership roles. It’s only natural that you also give them the tools that they will need to succeed in those positions. However, if this is the only purpose for Campus Ministries, there is no reason to invest in corporate worships or outreach programs. It doesn’t cover the spectrum of needs on a college campus.

“Providing worship, fellowship, and service activities on and off campus” comes really close to a solid unifying foundation. The only part that is missing is the element of making a difference, bettering life through the work that Campus Ministries does. Otherwise, it’s just a lot of busy work. Adding an element about “improving individuals’ lives” or “helping others grow in their relationship with Jesus” provides a target for activities to aim to meet.


Three Levels

As I made my way around the country, I observed three basic categories to describe the unity and/or disunity of purpose in Campus Ministries. The first group was the **undefined mission**. For whatever reason, a few schools kept busy but still seemed far from achieving any feelings of success. They had yet to take the time to sit down and really hammer out the details of why they were doing all the good they did. The most discouraging part of this category was that these schools didn’t know what they were missing out on. They thought that because they had a multitude of activities happening that they were



getting the job done. They didn't realize that with a slightly higher level of intentionality they would be able to accomplish more.

The second group consisted of those who had discovered their current state of disarray and were making strides to correct their conflicting agendas. I was privileged to be involved in some of the discussions focused on discovering the goal of Campus Ministries. At one retreat they spread the process out over three days. The student leader led her team through a series of questions like, "What is our purpose?" and "What do we want to see happen on campus?" There were many elements discussed, and it reaffirmed to me the importance of this stage. The battle wasn't won yet, but they had begun to walk together in the right direction.



The last, and smallest, group included those schools that had identified their purpose and actively tried to adhere to their stated reason for existing. This is where the rubber met the road and the practicality of a mission statement was tested. The day-to-day decision making, allocating of funds, and strategic planning should all have been guided by the group's agreed upon goals. Through this process these schools were discovering if they overextended themselves or boxed themselves in. It was a constant journey of trial and error. Did they stick to their focus? Were they fulfilling their purpose? Was their mission reflective of their actions and vice versa? While purpose and values should stay stable through the test of time, these schools were not afraid of taking a hard and critical look at where they were in reference to where they wanted to be.

The Shape of Purpose

With all the different books, seminars, and speakers that are available on this subject, the terminology can get slightly confusing. Some people form core values from which they gain their direction, others opt for mission statements to clarify what they are all about, and still others cast visions for the



future. No matter which style fits best with your Campus Ministries program, the important thing is that you spend time developing a “why” for your “what.”

First are the traditional mission statements. These should fit into one simple sentence and, at the same time, bind all the elements of the organization into unity of purpose. Here are some examples from various colleges:

- **Creating the environment and opportunities for students to grow in their relationship with Jesus Christ.**
- Support and nurture the spiritual well being of the students.
- To create a Spirit-filled campus that lifts up Jesus Christ to students and the global community; empowering, equipping, training, and encouraging them for a lifetime of Christ-like service.
- To show the love of Jesus through service.

Even within the category of mission statements, there is a broad spectrum of styles. There doesn't seem to be a “wrong” answer. Three important elements to include in forming a mission statement are as follows:

Make it big enough to inspire.

Does your mission arouse dreams of what the campus could be like? People want to make a difference in the world—does your purpose invite them too? Try adding an element of the heroic.

Ensure that it's broad enough to cover all the bases.


Does your mission leave out any vital part of campus? A person wants to be part of something larger than themselves—is everyone included? Find threads of commonality that tie all areas together.



Keep it specific enough to be measurable.

Can your mission be achieved by those who are guided by it? People want to be able to accomplish what's asked of them—is it within their control? Focus on the possible.

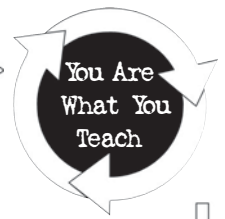
Next there are core values. These were less common in most Campus Ministries programs. This is primarily because they had not yet been articulated, not necessarily because they didn't exist. One school that had identified its values arrived at them haphazardly. After a few years of setting goals and determining focus, a few themes rose to the surface. They identified that the values of student involvement, mentoring, vision casting, teams, and clarity had proven themselves to be long-lasting goals worthy of becoming core values. Another school defined their values as service, mission, excellence, and integrity.



Value statements are not the reason for existence of Campus Ministries; they are the tools that Campus Ministries uses on a regular basis to successfully achieve its purpose. If a mission statement is the fuel that makes a car run, then vision statements are the wheels that allow for movement.

The most important reason for developing a set of values is that it clarifies what the priorities are for your organization. Without them, a mission statement alone will get people excited about being involved but will not equip them to accomplish their goal. For example, if the purpose is to provide opportunities for students to get involved, the way to do that is to value teamwork. If the purpose is creating the environment for spiritual growth, then the way to do that is to value relationships.

Vision statements are usually defined as a picture of what the future can be like written in the present tense. They usually begin, "Campus Ministries is . . ." and go on to speak of the way things will some day be. They should include both values and mission.



To work the three concepts together, first decide on your mission statement. Describe in one sentence why your organization exists and what unique role it is going to play on campus. Then, through time, discover what tools you need to accomplish this mission. Once these values have been defined, dream of what the future is going to look like when they are being used in reference to the mission, and you will then have your vision statement.

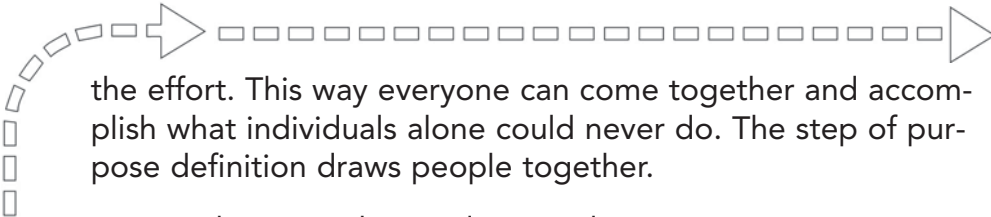
As an illustration, a team following this model could develop a mission statement such as, "Providing opportunities of spiritual growth for our school body." From there some values that they might define are relationships, student leadership, service, and integrity. And a possible vision statement to complement these might be, "Our students/faculty/staff are engaged in growing their own spirituality to the point that they naturally look for ways to be involved and help those in need around them."

What Difference It Makes

Three things happen in the lives of individuals when they are invited to be united in purpose. They are called to a life of self-sacrifice, they are allowed to do more than they could ever imagine doing on their own, and their mundane lives take on new meaning.

Teaching students that their lives are part of something greater is important to their spiritual formation. On a team, the temptation of the individuals is to focus on their agendas at the expense of the collective goals of the group. When they start by coming together and deciding what they are all about, selfish ambition is not quite as hard to sacrifice.

The mission statement of Campus Ministries can be so large that no one person could ever accomplish it alone. This is good. Having a large goal is what will inspire others to join in



the effort. This way everyone can come together and accomplish what individuals alone could never do. The step of purpose definition draws people together.

It's one thing to ask a student to plan a program or start a ministry; it is quite another to invite them to have a part in affecting the spiritual climate of a campus. Once purpose has been determined, the long hours, late nights, and challenging situations all have a heroic aspect to them. The routine jobs cease being just things that need to be done and, instead, are magnified as a part of the larger story that is being told.

When you can tell the students who show up early to decorate the church for a special vespers that their work is going to provide opportunities for students to grow in God, they are inspired to work to the best of their abilities. Bus drivers who understand that they are transporting students who are asking deep questions about God realize that they are instruments for the glory of God's kingdom. Don't let the tasks remain mundane. Add purpose and invite people to make a difference in this world.



Developing a Clarifying Mission

STEP 1: INQUIRE INTERNALLY

The first step to developing a clear mission is asking questions. It is important to discover what the team thinks Campus Ministries is about. What is the "one thing" that everyone is working toward? What defines success? What are the significant motivating factors? What is unreasonable to expect? How far in the future should the plans stretch? What kind of goals does the group adhere to? Where is the focus concentrated?

STEP 2: SEEK EXTERNAL INPUT

In addition to looking for clarity internally, it is wise to poll the opinion of outside parties. What does the administration and board expect? What would success look like to them? What do the faculty and staff require from Campus Ministries? What



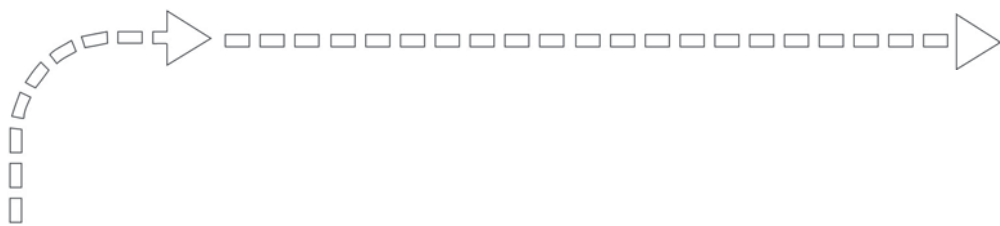
do they feel is a worthwhile purpose? Another vital resource is, of course, the students. What do they need? What do they see as the strengths and weaknesses of the Campus Ministries program? Do they feel the focus is on the wrong things? Or do they think the ministries and activities are well balanced? The more feedback and input from outside sources, the better.

STEP 3: DEFINE YOUR BOUNDARIES

It is important to find out what the purpose is, and equally important to find out what the purpose is not. What goals cannot be accomplished effectively? What can you not measure success by? Are there groups of people that are not part of your primary focus? These boundaries help you define your main purpose. This gives you the focus to develop ministries that advance your purpose and not waste resources and time on areas that detract from your main purpose.

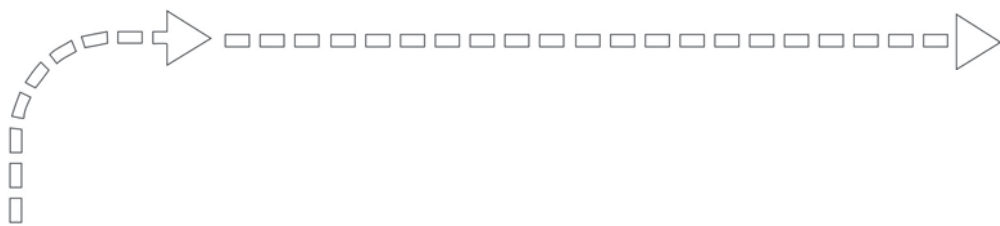
Quick Look: Developing a Clarifying Mission

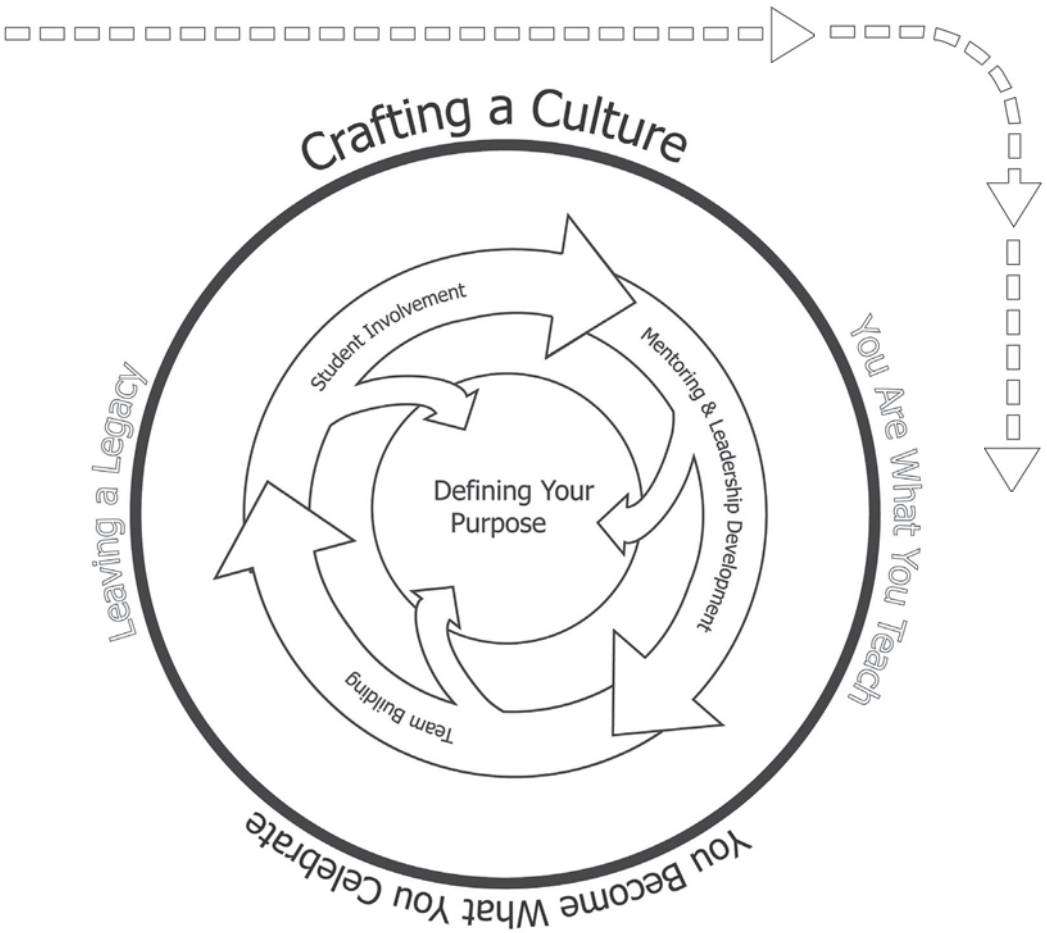
1. **Inquire internally**—ask the important questions of key individuals and teams.
2. **Seek external input**—survey to discover what is expected of you.
3. **Define your boundaries**—to know what you are, you must also know what you are not.





**You Become
What You
Celebrate**






You Become What You Celebrate


Celebration is important to Campus Ministries because you become what you celebrate. While your mission and values statements need to be somewhat abstract to be all encompassing, people will take cues about what you want through how and what you celebrate.

For example, say that a core value is building teams. This sounds wonderful but can be slightly confusing to a first year student leader whose job description says that she has to plan a short Sabbath evening program. She doesn't see the need for teams. She can accomplish the task on her own—why would she waste time building a team? However, at one of



the first team meetings, you take a moment and celebrate that the Sabbath School coordinator has been involving several students on his team—not because he needed help, but to encourage more student involvement. Now she begins to have a more solid understanding of what is expected, not just recruiting help for her program but also involving students so they experience growth. From there she can discover that it's more important to get students involved than it is to create everything herself. She is learning the lesson of team building, what it means by how it looks.

An Attitude of Abundance



The issue of resources can be a touchy subject. Many people feel like they do not have as much as they need to accomplish their goals. By having an attitude of abundance and celebrating what you have, this road block can be overcome. It is true that a few more dollars in any budget is greatly appreciated and will advance the possibilities of ministry. However, the bottom line of ministry is students growing more in love with their Savior, and this rarely costs a cent. Several times, as I visited colleges, I heard the Campus Ministries team express concern about where their money was going to come from and how it was going to be spent. Meanwhile, students had already started their own programs and ministries without official backing from the school or financial support. They didn't wait to be sponsored or paid; they just couldn't sit still any longer. What would happen if this attitude radiated out of Campus Ministries? Celebrate the ministry that happens without funding by thanking, appreciating, and recognizing. Campus Ministries will become a hub for the spiritual activities on campus, regardless of the cash flow available, because you celebrated ministry that occurred without financial support.

I discovered that the best fund raising campaigns were surrounded on all sides with celebration. Few people are interested in giving money to a problem. I found even fewer who could say no when they heard about a good solution. Every



chance you get, celebrate what is happening in Campus Ministries. Tell the stories about what the students are doing for each other, the school family, the community, and the church. People want to know that their money is going to be used for something successful. If you have already experienced success, they have more faith that success will continue. If you *celebrate* successful ministry, you will *become* successful when people are drawn to support you.



Celebration can even reach into the world of the passive, apathetic students who have previously not been involved. An individual is more likely to be moved by a positive, personal testimony about something exciting that is already taking place. Consider these two appeals:


“All right, last week I was the only one who showed up for clown ministries. If we don’t get some more people coming out, we’re just going to stop going. It’s a really great ministry. Those kids need us to tell them about Jesus.” Or, “Hey, guys, I went with clown ministries this last week, and it was so amazing. I got to meet a little girl named Ann, and she touched my life in a way I never expected. I’m going out again this afternoon, and I’d love for you to join me. I’ll even introduce you to my new friend.”

Now, which of those two would be more inviting? They both describe the same experience, but one is told with an attitude of abundance, celebrating what is currently happening in order to inspire more of the same. If you *celebrate* positive experiences, Campus Ministries will become a place where positive experiences occur.



Creative Ministry Ideas

As I interviewed the chaplains, I always asked, “What would a resource need to include to make it useful to you?” Almost without fail, they expressed interest in knowing what exciting things were happening at other schools. I struggled with how to fulfill that request without setting up comparison, competition, or confusion. This was a challenge because I was convinced that laying out all the steps for a specific ministry at one school would not be helpful. The resources available at one school rarely could be duplicated at another, which often made it more discouraging to hear about the extravaganzas of other Campus Ministries.



I decided, though, that hearing brief descriptions and anecdotes from across North America could be used as a springboard for ideas. Gathered here are some of the most interesting and unique ideas from all of our schools. The purpose is to inspire you to dream about how similar activities could happen in your environment. Remember to *celebrate* the possibilities rather than focus on the obstacles, and you will see ideas take shape. Your institution will *become* a place where limited resources do not inhibit new ideas and dreams.



Leadership Retreats

Almost every school did something at the beginning of the year to train its new student leaders and to lay the ground work for the upcoming school year. There are many variables to consider when planning this valuable experience for your student leaders. Here are the pieces that I observed:

Location

ON-SITE PROS

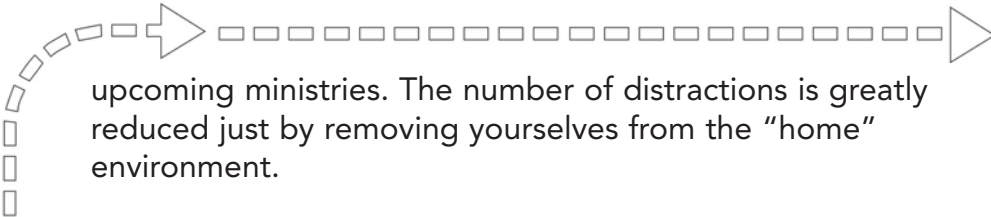
This is the least expensive and most convenient of retreats. Utilizing facilities on campus and every one staying in their own residence (whether village or dorm) cuts down on the costs. It also allows for local talent to be tapped for lectures or seminars. Students who are actively involved in other organizations on campus can participate with the Campus Ministries team, as well. Faculty members can be included when the planning sessions are based on campus.

ON-SITE CONS

Many distractions result from having meetings at the school. Students will schedule other things around your schedule and sometimes skip out on important sessions for other commitments. Not as much bonding takes place when people only see each other to work on business. There isn't the getting-to-know-each-other-between-the-meetings that you get in a more casual setting.

OFF-SITE PROS

This can still be cost efficient, especially if the location is somehow related to the school or church. A local youth camp is an ideal location or a church-owned camp ground. This becomes an entire experience. Bonding can happen as students cook and clean side-by-side, in addition to planning



upcoming ministries. The number of distractions is greatly reduced just by removing yourselves from the “home” environment.

OFF-SITE CONS

Not everyone is going to be able to come. That is just a part of reality that has to be faced. When you plan something that draws the line between being in and being out, there will be some who are left out. There are also a million more little details to think about—food, lodging, transportation, schedules, entertainment—that you don’t have to deal with when you stay at school.

Content



SPIRITUAL ENRICHMENT

A vital component to starting the year off right is spending time together strengthening one another in a personal relationship with God. I experienced many examples of this through:

- Communion services and dedications.
- Bible study and discussions.
- Personal testimonies.
- Guest speakers/Spiritual mentors.
- Quiet time, journaling experiences.
- Seasons of prayer/Prayer partners.

A team that shares its walk with Christ with one another has a solid foundation for success. This shouldn’t just be tacked on for good measure but intentionally woven throughout all parts of the retreat.

LEADERSHIP DEVELOPMENT

This means intentionally giving team members the tools you expect them to use throughout the school year to achieve the goals you’ve set. Positive ways to use this time include:



- ▶ The chaplain sharing his/her musings on what it takes to survive in Campus Ministries.
- ▶ Attending a leadership seminar and/or watching a leadership DVD followed by discussion of the topics covered.
- ▶ Partnering with the student association to bring in a guest lecturer.
- ▶ Taking personality assessments and analyzing the results.
- ▶ Studying the great leaders and leadership strategies of the Bible.

STRATEGIC PLANNING

Set aside time to gear up philosophically for the year ahead. This includes:

- ▶ Reviewing or creating mission statements and core values.
- ▶ Creating tangible goals based on these foundational philosophies.
- ▶ Being guided by these goals to define the actions that individuals on the team are going to take to ensure success.


Depending on the organization of your Campus Ministries program and the students that you have attending your retreat, make sure the students have time to get nitty-gritty specific. They should walk away from this weekend feeling confident about what is expected of them and how they're going to meet those expectations. Provide a folder that they can refer to later, featuring copies of their job descriptions, the mission of Campus Ministries, and other topics discussed. Perhaps you could even include a notebook for each team member with all the accumulated "wisdom" necessary for them to succeed.



Corporate Worship Experiences

On most campuses, the Campus Ministries program had a significant role to play when the school body gathered together to worship. Not every school was organized the same way, and the number of these types of responsibilities varied from campus to campus. Here is a cross section of some possibilities:

Chapel

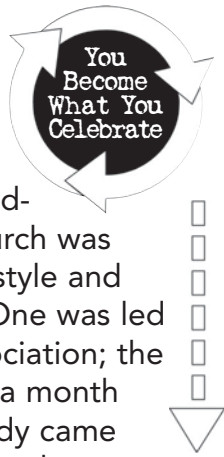


Chapel, Community Worship, and University Worship were a few of the different names given to the mid-week gathering of the student body. At seven of the twelve schools I visited, the Campus Ministries department and/or the chaplain was directly responsible for the chapel service. The Student Services department at the other five schools coordinated the chapel services.

At every school, chapel was considered an important time for community and instruction. It was with these purposes in mind that all but one school made chapel attendance mandatory. At these schools, a certain number of skips was allowed with varying levels of discipline action occurring if that number was exceeded.

Worship was still the central focus of all mid-week chapel services. The most common format centered on a speaker/lecturer. Some had music; others didn't. Some allowed for spoken announcements; others didn't. Occasionally a musical or drama group was given time for a special program.

One variation that I found in two locations utilized the idea of providing different choices for the students during the chapel time. On one campus the choices happened once or twice a semester. The normal chapel programming was cancelled, allowing different departments and faculty members to plan their own worship experience. There was a web-based list of all the options available, and students signed up for the




group they wanted to join. They could choose a different one each time and receive normal chapel credit for attending their choice. One campus decided to have four chapels every week while their church was undergoing construction. Each one had a specific style and was organized by a different area of the campus. One was led by the religious vice-president for the student association; the others were sponsored by faculty members. Once a month there was a collective chapel when the student body came together for worship in the gym. Even after the church became available for services, they chose to keep the four options available once a month.

Vespers


Seven schools experienced vespers as the highlight of the week. With the majority of students in attendance, these vesper programs served as a strong community building activity. Students tended to look forward to this time together and looked for ways to remain together with a variety of planned or spontaneous activities after vespers.

For various reasons, this wasn't the case at all of the schools. Usually, it was because the need for community was being met in other ways. At all five of these schools, the students had multiple worship opportunities on Friday nights offered either from different organizations on campus or local churches that reached out to meet students' needs. In one case the students themselves organized a program later on Friday night that gave them an opportunity to praise, worship, and fellowship.

Friday night was a time when programming was more varied than mid-week. Music and testimonies showed up more frequently during vespers than chapel. Creative themes were often integrated into the lineup. One school chose a year-long vespers theme, while another had a theme that ran for each of its quarters.



Involving students is important to the success of Campus Ministries. One example was a school with student-led vespers. They had enjoyed student-led vespers programs for 15 years. The religious vice-president, who was voted into office by the student body, was responsible for planning every vespers program of the year. He or she would choose a theme for the year or bring in a special speaker/program/production. The chaplain said this was one of the most significant strengths of their spiritual programming on campus. It gave the students ownership of the programs by letting them pick the leader.



One school used its time on Friday night as a church service. Before that, there wasn't anything happening on Friday night in the form of vespers. The school rejected the idea of calling it vespers because they felt those outside the school body viewed vespers primarily for the students. This school wanted to build a strong sense of community through the service; therefore, they decided that the best way to accomplish this would be to treat it like a church service.

Not every school had a traditional vespers service. One school started something called Worship Café. Every week they decorated the cafeteria with lights, candles, and various accessories consistent with the theme for the week. Themes and activities included improv drama in conjunction with a worship thought, local Christian bands, Christian art shows, and open mic poetry nights.

Sabbath School


One school experienced a unique success story in their Sabbath morning programming. It started as a grass-roots movement by a handful of students who wanted to "hang out" on Sabbath mornings. They all lived around the college and would get together at different homes with their parents supplying some food. The group grew until it could no longer fit into a home and eventually moved to the campus. It met in the cafeteria and was the Sabbath morning home of hundreds



of students. The amazing thing is that the parents stayed dedicated to providing food for the students. There were several families who planned the meals and spent their own money buying the food. And it wasn't just doughnuts and cereal. They had biscuits and gravy when I was there! Once again though, the group was student initiated and led, with a creative approach to start-up financing. College students love to support each other. Since this program proved to be a sustained part of campus life, it now receives some financial support from the chaplain's office.

Another story of success had a different beginning. After several years of meager Sabbath school attendance, one student had a vision for how the students could be engaged on Sabbath morning. He put together a praise band and started working on the quality and variety of programming. The first year an average of 300 students attended. After a few years students became interested in studying the adult quarterly. They expressed this interest through surveys and suggestions. Through the small group studies, they became more interested in outreach and started filling Sabbath afternoons with hospital singing, nursing home visitations, and children's programs.


There was another Sabbath School that was also based on the small group concept. In this scenario the leaders met together one hour before the program began to share what each group was studying and to support one another. Then, in the first part of the program, the preliminaries were shared with the group at large, followed by separating into small groups. The subjects were as diverse as the students in attendance. Some groups followed the quarterly; others studied books of the Bible such as Daniel, Romans, and John. Several of the groups formed such a bond that they did activities outside of Sabbath School. Christmas parties and other social outings all started as small groups and expanded.



One school focused on discussion. They showed a film clip of an interesting topic and then allowed the conversation to develop. Faculty were invited and encouraged to participate in these exchanges. The Campus Ministries team served breakfast at the beginning and cleaned up at the end.

Student-led Church Services

The format of the student-led churches was similar. Most of them were very contemporary and had a strong emphasis on music. Most had student speakers or invited guest speakers.



What did vary on the campuses was the scheduling of the student-led church. Three schools had a separate weekly service for their students, while three other schools had student-organized church services once a month. The services that happened once a month were all planned by the elected religious vice-presidents; whereas, the weekly ones required a permanent, full-time leader. In some cases this was the chaplain, in others it was a pastor. One school employed a task-force worker to organize a team that planned the weekly student church services.

Of six schools that had no official separate church for their students, most of them gave credit to the campus church for providing contemporary options to students or stated that their students found alternative places of worship among the community churches.



Fellowship

After Vespers Activities

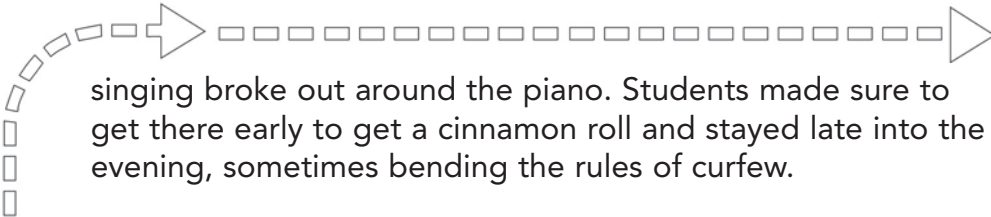
After vespers is a unique and wonderful time for students to fellowship without homework or classes to distract them from one another.

Two schools had very similar after vespers programs. They were times of music, praise, testimonies, and worship—student led and organized. They started around 8:45 or as soon as vespers let out, and sometimes they weren't done until 11 o'clock when the students had to be back in the dorms. The students loved to get up and share their testimonies with each other. It was really good for building community—it bonded the students. They knew that it was a safe environment in which they could share struggles.

Another chaplain coordinated (in conjunction with the student association) an after vespers program called Late Friday Night at least once a month. It usually had a theme and could include anything from putting puzzles together to listening to music performances. They used the student center and provided refreshments. Students attended different vespers services or none at all, but they came to Late Friday Night and found one another.

A completely different approach was successful in another environment. Every Friday night, as people left the church, there was a social action booth in the lobby with opportunities for people to get involved. Usually there was a direct correlation between the topic for the evening and the opportunities provided at the booth. It varied from local agencies (i.e. battered women's homes) to global organizations (i.e. Amnesty International) but always included information on how to get involved with outreach.


One school had a staff couple who baked cinnamon rolls every week. Between 100 and 150 students packed their house and enjoyed fellowship. On most nights spontaneous



singing broke out around the piano. Students made sure to get there early to get a cinnamon roll and stayed late into the evening, sometimes bending the rules of curfew.

Small Group Opportunities

Small groups are vital to ministry. They provide community and fellowship. Sometimes they are called cell groups and other times they aren't given a specific name. Some are intentional and others spontaneous.



One school that did a good job of purposely growing small groups had many that were quite active. The leaders of the small group program had a passionate dedication to what they were doing. They met with all the group leaders at the start of the first quarter to equip them with skills to lead small groups. At the beginning of the year, there were about 34 groups. The leaders organized another leadership training session at the start of the second quarter. The small groups that registered and stayed in touch with Campus Ministries received worship credit for their members. The small groups ranged from as few as three people to as many as 100. Campus Ministries stayed in contact with the leaders using a newsletter complete with updates and important information. Another tool that this school used to encourage small group participation was that freshman students received double credit for being in a group. The idea was that when freshmen got involved early, they were more likely to stay involved.

Since small groups were built into the structure of one school, their small groups correlated strongly with good leadership and involvement. The freshmen were each assigned to be in a group that lasted through their entire first year. Each of these groups was led by upperclassmen, so it was a good way for the freshmen to get to know each other and for them to find a place in the overall student body. The groups focused on different issues each week that face all college students—time




management, sex, friends, communication, and a variety of other topics, either predetermined or discussed in direct response to felt needs.

A student at another school had a deep passion for facilitating the formation of small groups. She and a few others started by visiting dorms to get to know the students on campus. Through those relationships, they launched small groups based on mutual interest. For example, students interested in exercising in the morning formed a small group. After their walk/run/bike ride, they would spend time having worship together. There could be a rollerblading group, a cooking group, a book club, et cetera. The purpose was to unite like interests among students and focus those interests on Christ.

One school was blessed to have an independently funded small group program. A husband and wife team organized and ran the groups. They separated the groups by gender and offered one hour meeting times each week night. Students could sign up for whichever night worked best for them. The material they covered was very similar to the 12 Step Program of Alcoholics Anonymous. The groups went through several different names, from "12 Step" to "Spiritual Discovery" to "Relationships 101", since they discovered that most of the topics discussed revolved around relationships and the issues associated with them.

I saw small groups form around topics of discussion. Some examples of topics were the end times, relationships, Adventist standards of living, Christian leadership, and what it means to be a godly woman. Group leaders could be students, faculty, or a student paired up with a faculty member. Typically these types of groups met once a week for about an hour.

Other schools organized small groups around a specific curriculum. One university purchased the book *A Purpose Driven Life* for their entire freshman class. While at their freshman retreat, the students were organized into small groups, each



with its own student leader. They covered a section of the book each time they met. Many students that I spoke with (both group members and group leaders) said what an amazing experience this had been for them. They enjoyed reading the book itself, and the experience provided them with the opportunity to form and build relationships.

One of the larger schools struggled with building and maintaining an on-going small group program. They started what they called “Big Groups.” This helped to fill a need that college students had. Not all people were interested in the small group atmosphere; in fact, some were intimidated by the thought of showing up, knowing that they would be surrounded by unfamiliar faces. “Big Groups” allowed them to interact with their current friends and form new relationships within the larger group.



Service/Outreach

In any spiritual formation process, giving of yourself on behalf of others is a vital component. It's where Christianity makes the transition from theory and philosophy into action. One chaplain told me that the level of outreach and service an institution takes part in is a direct gauge of how authentic the spirituality of the campus is.

Service opportunities mirror the individuality of the school and the students. The programs that I saw on many campuses each reflected the environment in which they were developed. Here are some of the highlights.

Church Planting


This is one of the most exciting ideas to find its way into collegiate life. People think that since college life is temporary and fluctuates from year to year, it's impossible to start on-going, long-term projects. At least two schools worked toward proving those assumptions wrong.

In one case, a church plant had been in the works for several years. An outreach program was started by students that had a heart for reaching out to the local community. That initial step grew from year to year and resulted in the college church leading an evangelistic series and beginning a church plant, in another neighborhood. Students continued to remain intricately involved planning door-to-door ministries.


Community Service Days

Three of the twelve schools had on-going successful community service days and another school had recently started one. Each was organized a bit differently.

At one school community service started as a house painting project in the 1980s. Once the goal of painting 100 houses was met, they started expanding the day to include a variety of outreach activities. On Thursday of the first full week of



school, all other academic activities were cancelled. Students and faculty showed up in the morning and spent five hours working at community organizations in town, doing anything from painting and cleaning to helping deliver Meals on Wheels. It was one of the best loved traditions on campus—85 percent of the school participated, including the college administration and the local church staff. Breakfast was provided by the student association and lunch by SIFE (Students In Free Enterprise). On average there were 50 different work sites.



Another school's student association was completely in charge of the community outreach project. It was not on a school day but on a Sunday with anywhere from 300 to 400 students involved. One year it was on Martin Luther King, Jr. Day, and they had more than 500 students took part. They had students sign up on-line for a wide variety of activities ahead of time. Clubs got involved by volunteering to fill entire work sites. Like the first school, they worked with local agencies and schools, doing special projects for them.

Recruiting Volunteers

One of the biggest challenges for Campus Ministries is getting students, whose schedules are already full, excited about being involved in service opportunities.

At most schools the best time to recruit potential volunteers was at the beginning of the year. Some chose to use registration. Campus Ministries at one school set up computers at their station and encouraged students to stop and fill out a survey. The information was immediately placed into a spreadsheet for easy access and organization.

Another school used surveys with check boxes. This way every student was presented with all the options available to them. A hazard of this approach was that some students who were in a rush checked more (or less) activities than they would have otherwise.



Several schools had times set aside for the clubs on campus to recruit members. At these schools I saw that Campus Ministries recruiting fairs worked well, alongside the clubs. This environment encouraged students to decide what and who they wanted to be involved with during the school year. Having the spiritual life choices represented along with the social opportunities helped to set the tone for the school year.



Ministry Fairs

Four schools started hosting ministry fairs to increase awareness of ministry opportunities. One school had their ministry leaders set up booths outside the church on a Friday night. They held a short vespers program that was outreach oriented and then encouraged the students to visit the fair to find a place where they could get involved.

Another school worked closely with the church, encouraging all of the church's ministries to set up stations about their programs. The stations were open after vespers Friday evening and stayed open through the Sabbath morning activities. Almost every room in the church was taken over by participating ministries. They were very encouraged by the number of people who expressed interest and signed up.


A third school decided to have an outdoor, after-church experience. The fair opened directly following Sabbath School and stayed open until three in the afternoon. There were local community service agencies, student-led ministries, and church ministries. Lunch was provided to all who attended.



Rewarding

The last piece to the puzzle, easily forgotten, is to reward those who have served. They have taken a risk and given of themselves. It's important to let them know that what they did made a difference. Individuals need to know that their presence and efforts are valued.

Thanking large groups of people can be challenging. I saw thank you bulletin boards, huge cards signed by school children, and e-mails. One school made thank you videos and showed them in chapel. These actually had a double purpose. First, they affirmed those who had donated their time, and second they raised awareness in those who had yet to find their place in service.



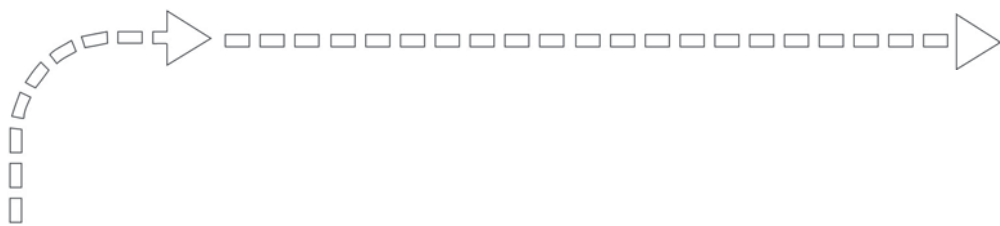
Smaller groups, like the leaders of ministries, need to be both thanked and invested in. One school I visited had a tradition of taking their leaders on weekend retreats, as a way of rewarding, encouraging, and growing them. The retreats took quite a bit of work and planning but were always worth it. The students were reminded that they were part of something bigger than themselves and that they never had to feel alone.

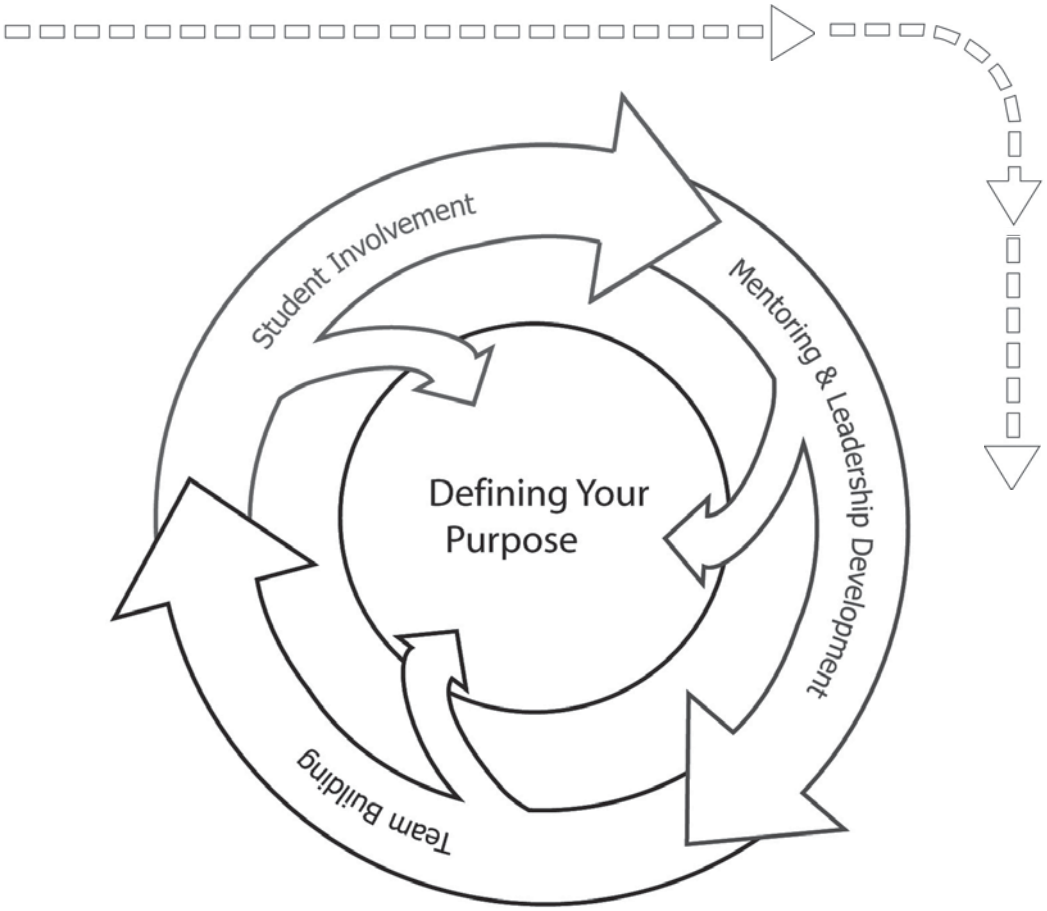
One school had an award banquet at the end of the year to recognize outstanding volunteers—people who had made a difference by contributing their unique talents to the team. The chaplain sometimes gave gifts as tokens of appreciation for the volunteers' sacrifice.

Other student leaders were encouraged to treat their teams to ice cream or a special meal. Whatever the reward, the team knew that their contributions did not go unnoticed.



Chaplains' Section





Chaplains' Section

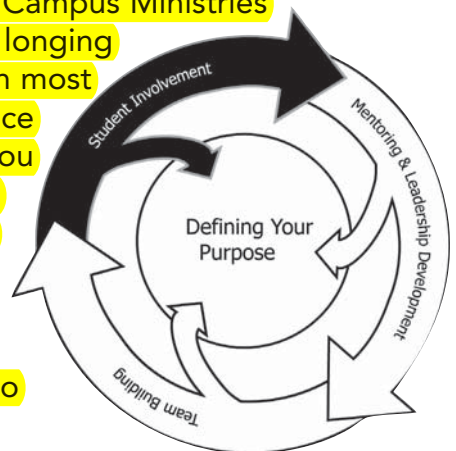
This section is specifically written to the chaplains. It takes a closer look at the foundations identified in part one and how each one relates to the role of a chaplain. As I explored Campus Ministries, I became more aware of and concerned about the men and women who have answered the call to minister to our college students. It is a world full of challenges. While I know that I don't have the complete answers, the areas outlined here are a good first step to help make sense out of the potential confusion of wearing so multiple hats and being so much to so many.

The Order Is Specific

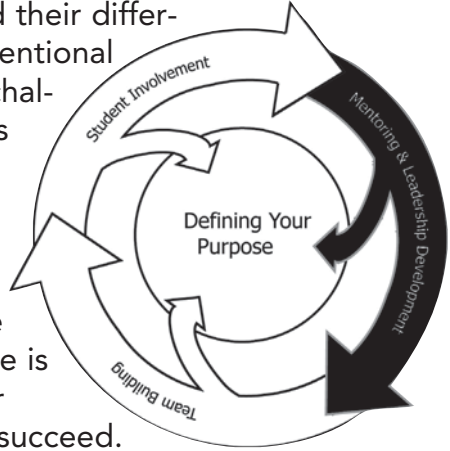
When chaplains are first hired, they are usually expected to develop a plan for the spirituality of the campus. Under that kind of pressure, they scramble through their own personal experiences with Christ and attempt to formulate a list of things that they could begin putting into place. This seems to be what is needed from them, and so they begin the cycle of trial and error. Maybe they first throw themselves into programming. They make sure that the quality of music is high, the speakers are engaging, and the mid-week services are cutting edge. Perhaps their role is more focused on small groups. They spend all their energy preaching the importance of every individual finding a place.

After running around without feeling very successful, chaplains give up. Ironically, that is usually when they start to do things right. They start leading with questions rather than with answers. A chaplain is doing his or her job when the students are engaged and encouraged in their spiritual journeys. An important pre-step is accepting that in order to know what needs to be done, one must first know the students, the school, and the environment.

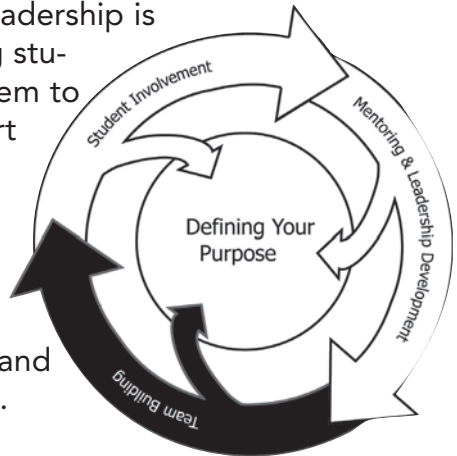
The first and most important thing that you as a chaplain can do is to invite students to become involved. Students are the best source of information about their needs. They can learn from their own experience how Campus Ministries can be most effective. They are longing to do something positive and, in most cases are just waiting for a chance to make a difference. How do you tap into this? Ask. Invite. Listen. Let your heart be overwhelmed with compassion for the students. Hear their hurts and understand their struggles. It is only then that you will be able to develop a meaningful focus.



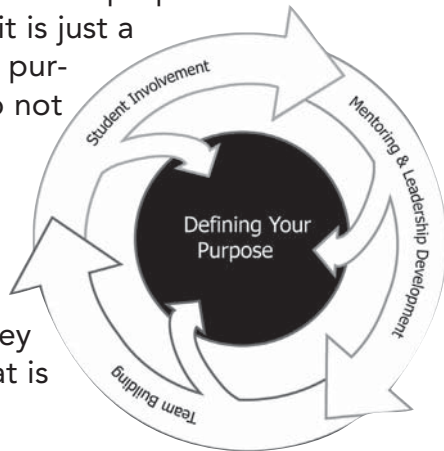
Most of the time students need to know they have worth as an individual. You can help them discover their unique abilities and then find ways to use these gifts to God's glory. Help them be a hero to God's glory. This will heal the wounds that they have acquired along their lives' jounries. Develop them as leaders. Help them see problems as opportunities and their differences as God's unique and intentional design. Give them tasks that challenge them to use their talents and to rely on God's power. Trust them. This could be the biggest gift of all. Students that are struggling in almost every area of their lives will be rejuvenated knowing that there is someone who believes in their potential. Give them room to succeed.



After you have involved students and invested in their success, start organizing them into teams. This will take their potential for leadership to an entirely new level. Without teams, student leaders can believe that their only role is to "do" ministry—to get programs organized, events planned, and Bible studies started. But these are only the details of leadership. The actual act of leadership is growing individuals. By putting students into teams, you invite them to leave the tasks behind and start investing in others' success. In effect, this is the stage when you are now leading leaders. You start to teach them the importance of involving other students; they start to mentor and teach leadership to their peers.



Teams function only when they have a purpose that unites them. Without this, it is just a support group. Without mutual purpose, individuals are allowed to not need one another. Once teams have been organized, you will need to spend time with each one as they discuss their purpose on campus. What is their vision of the future? How do they see the campus changing? What is their role in this change?

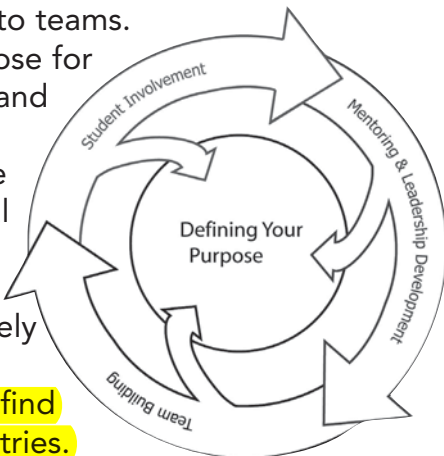


Different Levels, Different Cycles

I had many discussions regarding the order of the four areas of student involvement, leadership development, team building, and identification of a core purpose. Some might describe these discussions as debates, perhaps even disagreements. Mainly the disagreements were about where to put identifying a purpose in the cycle. It was pointed out to me that nothing can happen before you know what the purpose is. In some ways, I agreed with this. I had a hard time planning anything without knowing what my desired outcome was. The way I came to think about it is that the first priority is to get students involved, followed by developing them into leaders and organizing them into teams.

Through this process, the purpose for Campus Ministries may evolve and change which is perfectly fine. Don't feel like you have to have a clear direction for the spiritual journey of the students before you start involving them. That is a process that should intricately involve the students.

Focus on involving students and you will find the right role for Campus Ministries.

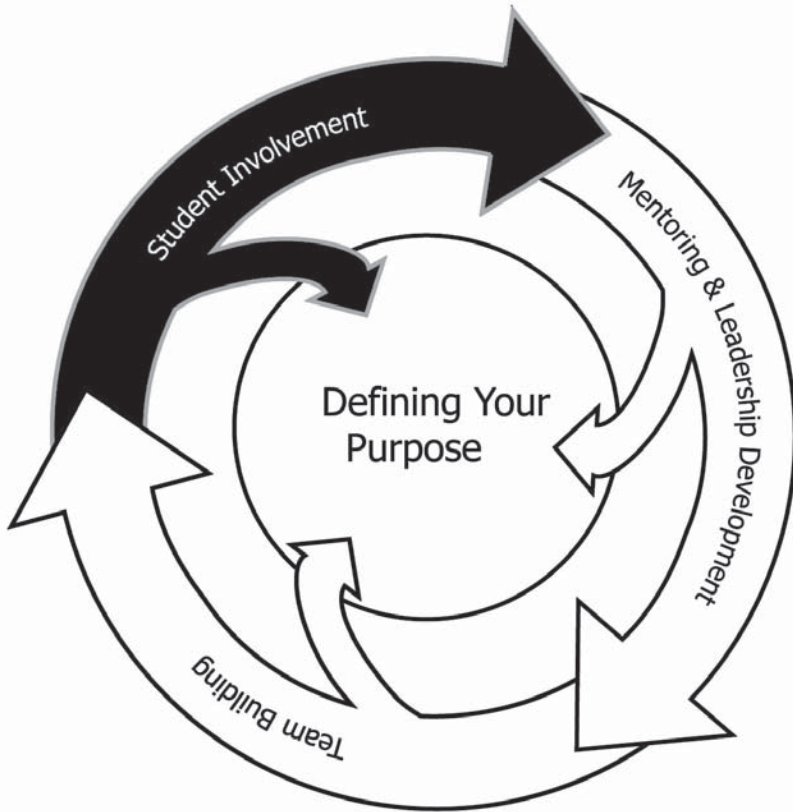




A compromise to settle the argument about what happens first is to say a chaplain's purpose could actually be summarized through the other three areas: student involvement, leadership development, and team building. **Chaplains love to see their students' lives change. Giving them opportunities to be involved is the best way to invite them into that journey.**



As chaplains identify their purposes for Campus Ministries, they discover that it is a cycle, repeated on all levels of involvement at different times. Chaplains engage in it first and for the longest time. They start the cycle the moment they accept the position as chaplain and continue it every year that they remain, continually looking for students to involve, invest in, and empower. Next, the students that accept the invitation to become involved will start the process themselves when they are invited onto teams. They can then start looking for other students to involve and invest in as leaders. New ideas give birth to new teams and their job is to find a purpose to unite them. From there the volunteers are gathered and given support. The cycle continues and regenerates itself.



Student Involvement

Whether or not they work in Campus Ministries, students are going to be involved with spiritual activities. They will get together and have Bible studies, do outreach, and share their testimonies. The question is, do you want to capitalize on what could potentially be your best resource?

If so, how do you go about getting students involved and excited?

- Create a place for them.
- Invite them.
- Support them.



This is the most important step that a chaplain can take. Without student involvement, it is much more challenging to reach the students. If they see the programming as irrelevant or the ministries as boring, or if the activities are not accessible, the students won't be engaged in the Campus Ministries program.

Work In Your Armor

One of the scariest things about ministry is the fact that no one possesses all the talent that they need in order to succeed. It's hard to admit your own shortcomings to yourself, let alone people who could eventually use that information against you.

However, even worse than the struggle of having weaknesses is believing that you can do everything on your own. The biggest obstacle to involving students is thinking that you can do everything yourself. Not only is it impossible to do everything, it is improbable that you are able to do everything well. Most likely, there are students waiting for the invitation to do something that you cannot do very well or that they can do better with your encouragement, confidence, and empowerment.


Rejoicing over the gifts that God has given you is actually the first step towards empowering others. Without knowing what you do well, you will not likely understand what lies outside your boundaries. Seek to clearly understand what your unique gifts are and how they can be best utilized.

From there you will also know what talents you need to gather around you. Whatever your weaknesses are, look for students that possess strengths in those areas. If you are good at speaking and lack organization, find students who come alive when they are arranging detailed information. If you are good at structure and routine, find students with creativity and energy. Rejoice over what you have and then surround yourself with individuals who have complementary strengths.



Varieties of Structure

One important structure is how the university or college relates to Campus Ministries and the chaplain. The majority of our schools organized it so that the chain of command went from the chaplain to the vice-president for students and then to the president. Nine schools were organized this way. Another school incorporated a vice-president for spiritual life and mission, who oversaw both the chaplain and the student missions coordinator. One school had a special assistant to the president for spiritual life. This individual was responsible for directing and supporting the various spiritual organizations on campus, including Campus Ministries and the chaplains. Another school's chaplain reported directly to the president. There was no official vice-president position affiliated with this role.



The other infrastructure to consider is the way that the student leaders and office personnel are positioned within Campus Ministries. There are four basic types of Campus Ministries employees. (See Appendix A for a sample of job descriptions.)

- ▶ **Chaplains**—in addition to the main, full-time chaplain, there are sometimes assistant chaplains and/or student chaplains who help in the leadership of the team.
- ▶ **Office Assistants**—full or part time, student or adult; these individuals' main responsibilities focus on receptionist and clerical work.
- ▶ **Spiritual Vice-Presidents**—most campuses have student association officers that work with Campus Ministries; they don't always work in the same office, but their duties are closely tied with Campus Ministries.
- ▶ **Ministry Leaders**—each campus encourages students to lead out in the ministry opportunities; some are paid hourly, some with a stipend, and others are volunteers.




With these types of people in mind, there are many different ways to structure the organizational chart. (See Appendix B for a sample of organizational charts.) One school had four Campus Ministries workers, and they were the most dedicated group of people that I saw. The assistant chaplain worked with the outreach opportunities for the weekends. There was also a women's ministries leader, a student missions director, and a wellness director. They weren't sure if they would get paid for the work that they were doing, but they just loved doing it and were willing to be volunteers if that was what it took. Each one of the four reported directly to the chaplain, although the assistant chaplain helped lead the team.


One school, with a vice president for religious life, had a structure with the potential to work well. There was one person who was the administrator—the vice-president for religious life. This freed the chaplain and missions coordinators to focus mainly on the students and their individual responsibilities. The problem was that instead of working together as a team, the three individuals acted as independent entities that shared a work space. Little to no connection was seen between the offices. This showed a lack of strong central leadership. There was no collective purpose that united the team, made them feel like a part of something larger than themselves or gave them incentive to help each other.

An organizational strategy that worked well at one school was the *facilitating chaplain*. The four student workers on stipends rotated weekends to be the go-to person at weekend activities (mainly vespers). That way there was not just one person that had to do it every week. They ensured that the programs went off without a hitch and that everyone was taking care of the details that could sometimes slip between the cracks.

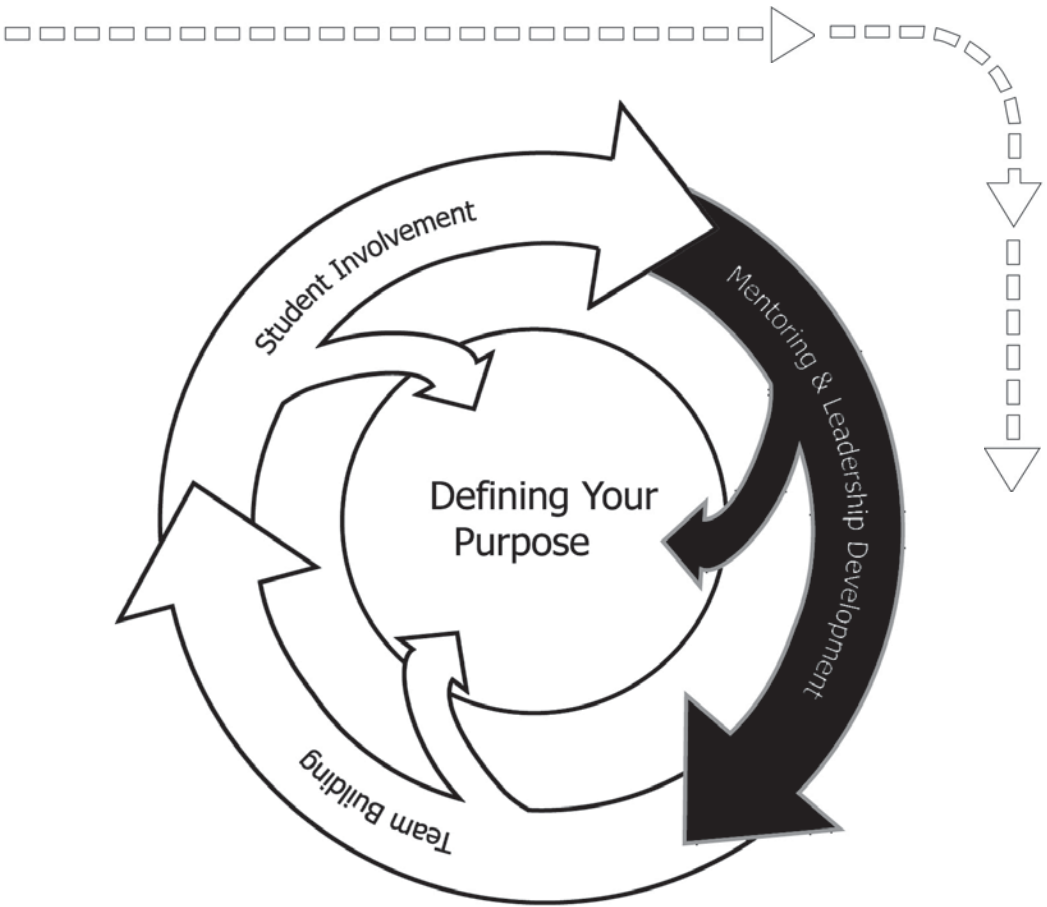
Each year it seems like there are restructuring issues at almost every school. One organizational structure evolved from having few volunteers and an overload of ministry leaders. This



school recently hit upon the idea of streamlined teams. They structured themselves into five teams: **worship, evangelism, discipleship, mission, and service**. Each area had a team leader and several students committed to the team. Together they discovered what ministries and events needed to take place each year. A Campus Ministries director worked with the chaplain to support and encourage all of the teams. The most amazing aspect of this situation was that none of the students were paid. They all volunteered their time.



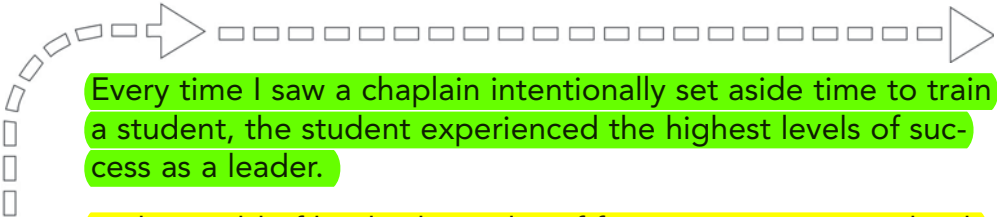
Another school that deeply believed in the idea of teams approached structure differently. They started with the chaplains at the bottom of the organizational chart, supporting specific leaders who in turn support their teams. This way the energy of each individual was working its way up the chart and finally pouring out onto the students and staff of the college. The leaders looked up to those that they were responsible for supporting to discover what was expected and needed.



Mentoring and Leadership Development


In the book *Fred Factor* by Mark Sanborn, I found a principle that influenced my opinion of the role of a chaplain. Sanborn points out that everyone makes a difference whether or not he or she realizes it. The choice is, what kind of difference are you going to make? Will you be a positive energy to the people around you?

A chaplain deeply influences the students working in Campus Ministries. The students learn from watching the chaplain. The chaplain makes a choice to let them learn by chance or to take the time to intentionally teach them important lessons.



Every time I saw a chaplain intentionally set aside time to train a student, the student experienced the highest levels of success as a leader.

In the world of leadership, a lot of focus is on raising up leaders. Unless a chaplain puts time into teaching lessons of leadership, students will most likely stay at the level of mere doers and never reach the stage of being leaders themselves. In high school students are required to take classes in a variety of disciplines in order to help them discover subjects that they enjoy and experience personal excellence. Not every student is going to like algebra, but they are all exposed to the principles. Similarly, not every college student is meant to be a leader. Even some of the students that get involved in ministry are not going to excel at leadership. You will learn who your strongest potential leaders are by exposing them to the lessons of leadership and looking for a spark.



In addition to leadership training, students need guidance in the basics of making ministry happen. You may be extremely lucky to always employ students who are naturals at budget making, event planning, and ironing out logistical details. In normal circumstances, they will need guidance in these areas. Remember, your role is to position them for success. You want to remove the obstacles that could discourage them or prevent them from reaching their goals. This includes seeing more than they can see, pointing out details that might be easily forgotten, and giving them the credit for a job well done.

Spiritual Health of a Campus Ministries Leader

Students that find themselves in leadership positions are sometimes in over their heads. Not that they can't handle the tasks, most students have learned to multi-task and sleep little enough to finish what they need to do. The challenge comes in helping them to achieve balance in their lives.

YOUR LIFE, THE EXAMPLE

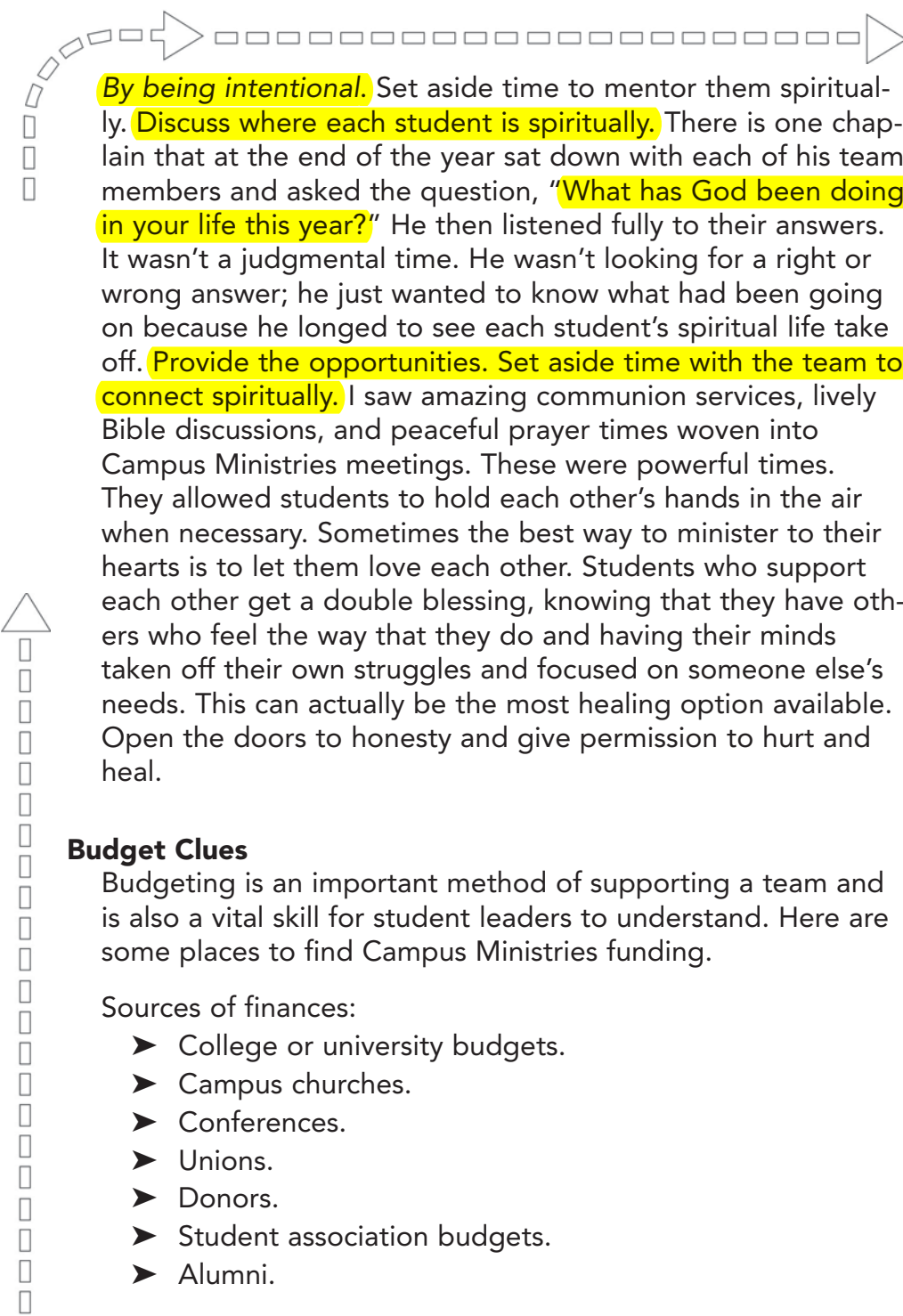
It can be hard for chaplains to impart the importance of maintaining healthy habits because they can sometimes fall prey to the business of life. **The first step in guiding students to achieve spiritual health is to model the desired behavior yourself, not that you will have a perfect system that prevents you from making mistakes. Rather, make it a point to know what your priorities are and understand how they affect your schedule. Communicate about the things that you struggle with and how you maintain a focus on Christ in a stressful, busy world.** The students will naturally mimic your lifestyle. That's why it is important to share who you are and what influences you. They will feel that whatever expectations you have of yourself you will have of them.

REACHING THEIR HEARTS

How do you minister to student leaders most effectively?

By being you. A student is looking for examples of authentic people who seek to know Christ. They are interested in what their journeys have been like so far. They want to know that the struggles they face are not insurmountable. They want to know that someone has gone before them and found a way to stay strong in the Lord. **Give yourself to them. When I spoke to students about their chaplains, they spoke so generously.** Stories of times they spent learning about their chaplains were some of their favorites. They loved their chaplains and were hungry to know them better.

By being interested in them and their success. Ask. In my life, the moments that my chaplain asked me questions and listened to my replies spoke to my heart more than anything else he could have done. **Ask students about their days, their weeks, their papers, and their parents. As they share, they discover a relationship that doesn't depend on their performance as a worker.**



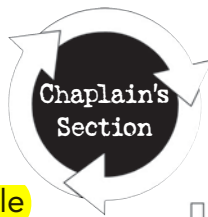
By being intentional. Set aside time to mentor them spiritually. **Discuss where each student is spiritually.** There is one chaplain that at the end of the year sat down with each of his team members and asked the question, **“What has God been doing in your life this year?”** He then listened fully to their answers. It wasn’t a judgmental time. He wasn’t looking for a right or wrong answer; he just wanted to know what had been going on because he longed to see each student’s spiritual life take off. **Provide the opportunities. Set aside time with the team to connect spiritually.** I saw amazing communion services, lively Bible discussions, and peaceful prayer times woven into Campus Ministries meetings. These were powerful times. They allowed students to hold each other’s hands in the air when necessary. Sometimes the best way to minister to their hearts is to let them love each other. Students who support each other get a double blessing, knowing that they have others who feel the way that they do and having their minds taken off their own struggles and focused on someone else’s needs. This can actually be the most healing option available. Open the doors to honesty and give permission to hurt and heal.

Budget Clues

Budgeting is an important method of supporting a team and is also a vital skill for student leaders to understand. Here are some places to find Campus Ministries funding.

Sources of finances:

- College or university budgets.
- Campus churches.
- Conferences.
- Unions.
- Donors.
- Student association budgets.
- Alumni.



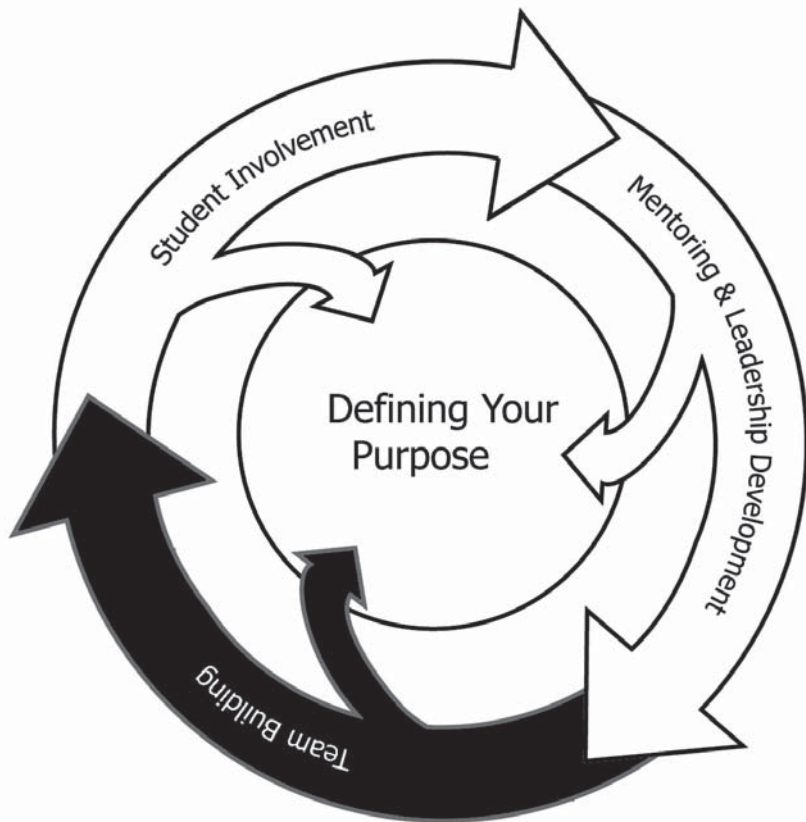
Two schools funneled the money they allocated for Campus Ministries through the student association. **The religious vice-presidents were responsible for the distribution of the finances.** They supported both "inreach" and "outreach" programs for their schools. In one case the chaplain was seen as the sponsor and was consulted for budget development. The other school had a slightly more complicated system. There was a sponsor. There was a chaplain. These individuals were not the same person, which complicated and further separated the actions of the religious vice-president and Campus Ministries.

Other schools found strong alumni supporters. At these schools alumni helped to fund additional programs like concerts, student missions, and outreach. Two schools partnered with Adventist Development and Relief Agency to support community service days. Sometimes funding takes creative thinking; at other times, funding comes from keeping people informed. Whenever there is something positive happening, money will come in to support it.

A few schools' Campus Ministries programs received financial support from the college/university church. While this had potential to get sticky because of the relationship (or lack thereof) between the church and student body, it was positive in the cases that I saw.

Fundraising is another option. One school raised a large part of their student missions budget by hosting an international food fair each year. The community joined in their effort and the cafeteria even closed down so that students would support the cause. It was fun, a good way to raise awareness about the missions program, and paid for itself and then some.

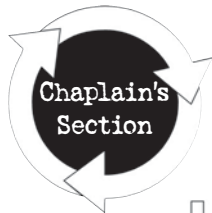
Remember, fundraising is not begging for money. It's casting a vision to potential givers, providing them with a chance to invest in something good that's happening. Then they can get excited about providing support. Begging is hard work; vision casting is fun!



Team Building

For my purposes here I am going to define teams as any association of people because of their title, position, or role who are expected to work together. **With this understanding, chaplains inevitably find themselves as a part of various teams and, in some cases, they are expected to lead those teams. One of the issues that chaplains face is how to prioritize and distribute their participation among all of the teams.**

It is a balancing act that can sometimes turn into a juggling routine. Especially if there are different sets of expectations coming from the teams. An important step to take, whether



you are a new chaplain or have been at it for a few years, is to clarify to yourself and the teams what you have set as your priorities.

Some teams to remember:

Campus Ministries—those who work in the office with you: students, staff, ministry leaders, etc.

Administration—the majority of chaplains report to the vice-president for student services. Others are responsible to the vice-president for spiritual life, while others report directly to the president.

Campus/College Church—every school has a church that is on or near campus, and the chaplain needs to work with the church staff to some degree.

Student Missions—whether separate from Campus Ministries or not, there is an entire structure related to Missions that a chaplain will need to understand and work with.

Student Association—while this is one of the looser associations, chaplains always benefit from a strong connection with the student government officers.

The Sound/Audio Visual Technicians—very important to the functioning of all programming. Love these men and women, and they will treat you right.

Chaplains' Advisory Committee—this is the association that asks for little and yet gives so much. They meet once a year and share their journeys and try to better the functioning of all Campus Ministries programs.

The North American Division and beyond—the connection to the church at large can sometimes be confusing and seems to change often. But it is another organization that supports chaplains.






A Chaplain's Relationship to Student Missions

There are three different ways that our schools organized the relationship between Campus Ministries and Student Missions:

- A separate employee (full or part-time).
- The chaplain.
- Student leaders.



Four schools had a full-time employee who was responsible for coordinating the Student Missions programs. Two of these directors acted independently of the chaplain. They had their own workspace and student workers. The other two worked directly under the chaplain. In these cases, the chaplains oversaw and supported the directors' work but carried little to no direct responsibilities themselves. In addition to the four full time directors, there were two schools that had part-time missions directors. In both cases, they reported directly to the chaplain who was somewhat involved in the process.

Four other schools had the chaplain leading out both in Campus Ministries and Student Missions. They may have had students that aided in advertising, recruiting, and promoting the program. In most cases, they were solely responsible for processing and screening potential student missionaries.

One school had two students who shared the job of Student Missions director. They divided their time between raising awareness of the missions program, supporting current missionaries, and processing the future ones. They received a great deal of support from the chaplain, especially during the screening/approval process. In reality this does not necessarily free up time for the chaplain who tries to keep up with the students' plans.

Dynamics Between Church and School

Let me start by acknowledging that there are certain elements that are not and will never be easily changed. Chaplains do not and should not control the local church, its pastor, or its congregation. They do, however, need to develop healthy working relationships with the church and its congregation in order to succeed.

ISSUE #1--WHERE DO THE STUDENTS ATTEND CHURCH?

The truth here is that students will seek out environments that are open to them. Some may find it in the large college church; others will go else where. Students cite various reasons why they start attending a different church. It may be the music style, the preaching quality, or the size of the congregation. While these elements are out of the chaplain's control, the chaplain is often expected to be the church's connection to the students. The best way to work through this is to first develop a trust relationship with the church staff, seek to understand the students, and find as many opportunities as possible to connect the two. Often problems arise from simple misunderstandings which are caused from a lack of relationship. Church members will be more willing to accept students' taste in music if they learn to love the students. The students can be blessed by the traditions of church members when they care about the church members. Work on making those connections. It isn't your job to change the church. It isn't even your job to corral the students into attendance. You can, however, facilitate relationship building. Encourage the church to invite students to sit on the board. Have the pastoral staff eat supper with your student team. Something as simple as having students on the platform can make a difference in the way the students feel about the church service.



ISSUE #2--USE OF CHURCH FACILITIES

Chapels, convocations, vespers, and Weeks of Prayer are all programs that often take place in the church. **Having good rapport with the custodial staff, the sound technicians, and the secretary is vital for smooth services. Honor them and the work that they do, and they will be more than willing to help however they can.**

Even using the church facilities comes down to relationships. It might be easy to form divisive thoughts about “those students” who use the sanctuary or “those community people” that won’t let us do anything. It’s important to make sure that the individuals involved know that they are dealing with other individuals and not just “us” versus “them.”



ISSUE #3--STUDENT CHURCH

Almost every campus had started a separate church service geared specifically for the students. Some had it every week; others had it once a month or once a semester. In almost every case, it was something that grew out of a need that the students felt. They started to feel more and more separated from the college church and became tired of traveling off campus on Sabbath mornings. In some cases this added a strain on the relationship between the church and the school by further reducing the contact that the church had with the students.

The underlying problem seems to come from the students feeling alienated by the church. Here are some simple solutions that I saw reduce friction and, therefore, lessen the interest in a separate church service:

Have student-led services. **Involving the students in the church service once a month;** or even just once a semester, helps them to feel more included. Students don’t necessarily need to have the whole church cater to their needs. Just knowing that they have the potential to influence the service is enough to keep them engaged.



Connect senior pastor with the students.

Teaching a class, acknowledging the students from the pulpit, participating in community service days, and attending vespers are all ways for the senior pastor to show a genuine interest in campus life.

Allow and encourage students to volunteer at the church.

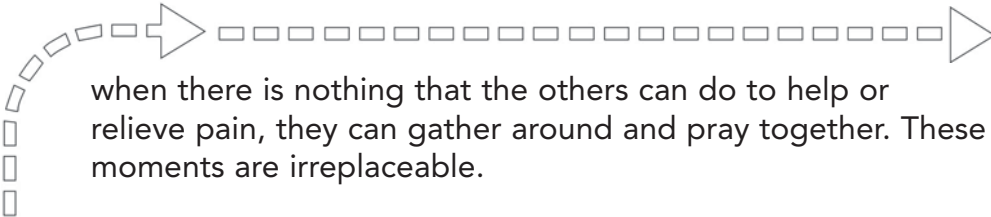
Some churches don't like to have students involved in things like Pathfinders because they are only available for a brief time. This devalues their potential as church members.

Connections to the Seventh-day Adventist World Church

CHAPLAINS' ADVISORY

Every chaplain is connected through the Chaplains' Advisory committee. This is comprised of all full-time chaplains at the 15 North American Division colleges and universities. They meet once a year for two days after the annual Campus Ministries convention. The Chaplains' Advisory committee is an officially recognized advisory to the North American Division, and they usually spend some time working with initiatives and issues that face the division. When the official business is completed, chaplains spend time sharing ministry ideas and programs that have been successful through the year. It is a good place to get ideas for Week of Prayer speakers and special guests.

Perhaps the most beneficial thing that happens during this time is that each chaplain is strengthened by the others. It can be a discouraging and lonely journey to be the only one that feels the pressure that chaplains do. During their time together, chaplains are reminded that there are others who have experienced similar feelings and struggles. Some have advice to share. They have similar stories and have survived. Even




when there is nothing that the others can do to help or relieve pain, they can gather around and pray together. These moments are irreplaceable.

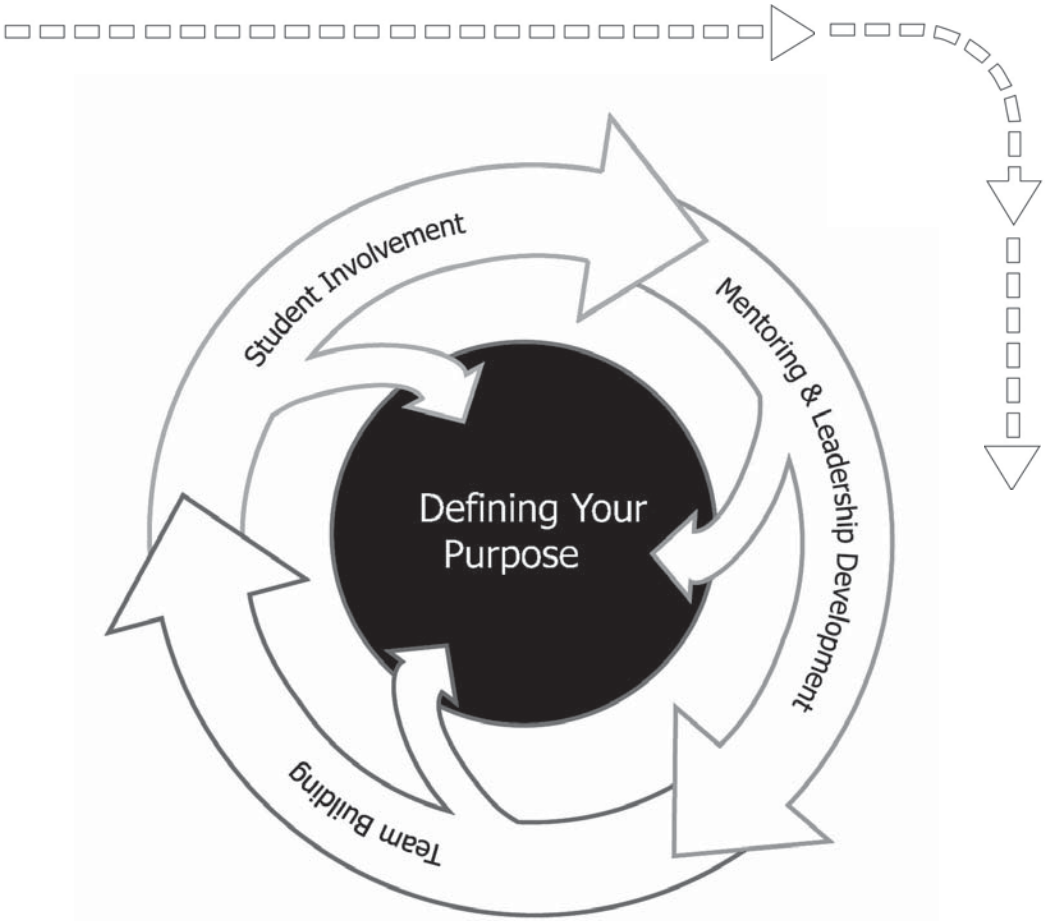
NORTH AMERICAN DIVISION SUPPORT

There are several departments of the North American Division that lend their support to campus chaplains. Youth, Young Adults, and Volunteer ministries all partner together to provide a network and leadership to chaplains. The directors of these ministries make every effort to attend the Campus Ministries convention and be present at the Chaplains' Advisory committee.

GENERAL CONFERENCE SUPPORT



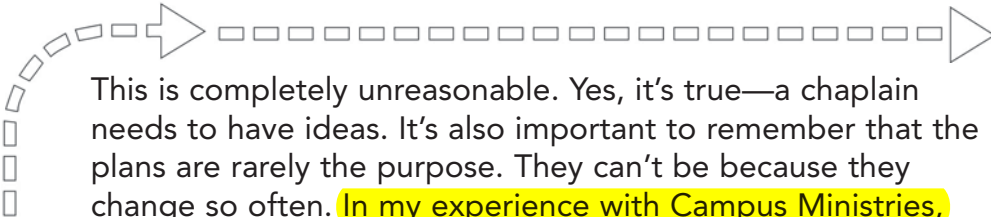
In recent years Adventist Chaplaincy Ministries, a department of the General Conference, has expanded its scope to include college and university chaplains. The main support that Adventist Chaplaincy Ministries lends is professional development and ecclesiastical endorsement. The North American Division sponsors a ministries convention every other year, and at this event the director of Adventist Chaplaincy Ministries arranges for a time of professional development for the campus chaplains. The leadership also tries to attend the annual Campus Ministries convention and Chaplains' Advisory committee.




Defining Your Purpose

What is your philosophy of ministry? What do you plan on doing as chaplain? How do you measure your success?

These are some of the hardest questions that I ever considered. Yet, almost without fail, they should be answered before chaplains spend one day in their positions. You may question, "How in the world can I be expected to answer these questions until I know my students, the environment of the school, and what needs to be done?" However, part of the expectation placed on chaplains is that they have already discovered the magic formula to ensure a spiritual environment for the school and the student body.



This is completely unreasonable. Yes, it's true—a chaplain needs to have ideas. It's also important to remember that the plans are rarely the purpose. They can't be because they change so often. **In my experience with Campus Ministries, both as a student and now as an author, I have never seen a school follow the same plan two years in a row.** Purpose goes deeper than plans. As I visited each campus, I noticed that one of the patterns in Campus Ministries was evolution of purpose. It changes and this is natural. One chaplain described his journey this way, "I used to be more evangelistic in my approach to campus. Now we've moved into a completely different phase." **Through getting to know the campus and the students that worked with him, he started to understand his role in a completely different way.**



Another chaplain, after four years, thought he'd finally hit on a structure for his office that worked well. **"Now I try to spend time with leadership development and be available to them. I want to structure Campus Ministries so that the students feel supported. That's my priority,"** he told me. Based on this change in focus, he revamped everything from job descriptions to the organizational chart.

The bottom line is that the easiest way to get discouraged or feel unwarranted pressure is to believe that finding the right way to do things is the number one priority of a chaplain. As I've said before, **the number one priority is to see the lives of students change and their hearts turn toward Christ.** This can literally happen in an infinite number of ways, so don't feel like you need to know the best way right now. Also, once you've found success don't sit back and let things take care of themselves. That is the fastest way to go from success to failure.

Seek out a purpose but don't let finding a purpose be your only priority. Involve students, invest in them, build teams, and then together embark on the journey of discovering purpose, goals, and plans.

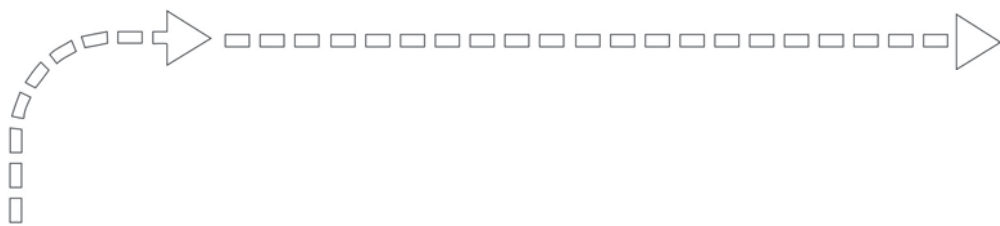


Chaplain's Role on Campus

In my observations I saw an entire spectrum of styles when it came to the role that chaplains played on campus. They found themselves somewhere on a scale between two extremes. On one end was the teaching pastor, and on the other was the empowering administrator. There are various mixtures of these two approaches, depending on the individual's skill set, the expectations of administration, and the resources available. The factor that affects style the most is the number of years on the job. The longer chaplains have been leading in Campus Ministries, the more administrative roles they will have. This should not devalue the importance of the teaching/pastoral role of the newer chaplains; it just seems to be a natural progression.

At the beginning of their ministry, chaplains primarily are teaching pastors. One of the most obvious reasons for this is that all of the current chaplains have come from either pastoral ministry or from teaching. These individuals spend the majority of their time planning events, preparing sermons, and teaching classes. They often have student workers and do a good job supporting, encouraging, and growing them. They also feel a strong obligation to maintain a close relationship with the programming and planning aspects of the ministries. Sometimes this obligation is self-inflicted. For others, it comes from administrative expectations. Either way, the result is that very little happens in Campus Ministries without the chaplains involvement.

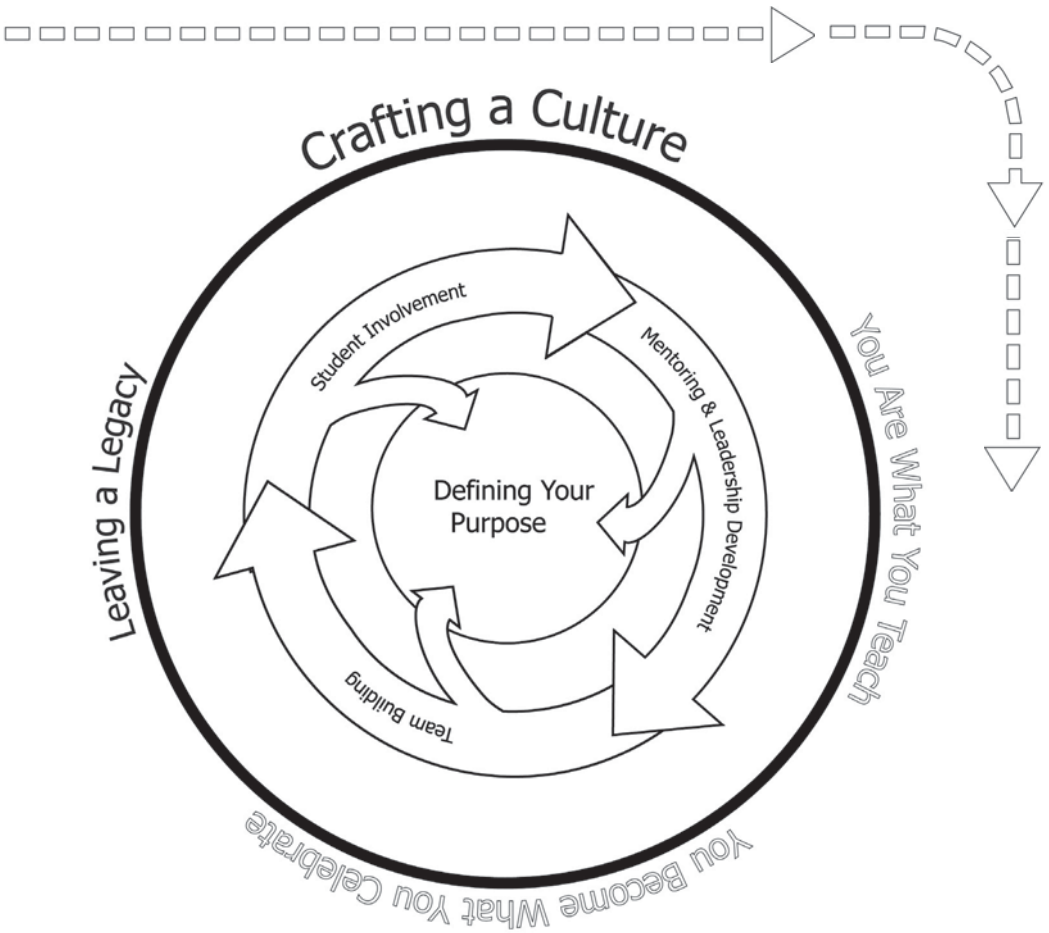
At the other end of the spectrum, you have the hands-off, empowering administrators. They spend most of their time working with Campus Ministries leaders who keep them informed about activities rather than planning activities themselves. Increased years of service and institutional responsibilities tend to be the main reason chaplains become empowering administrators. Added responsibilities, especially, makes maintaining a high level of direct involvement next to impossible.





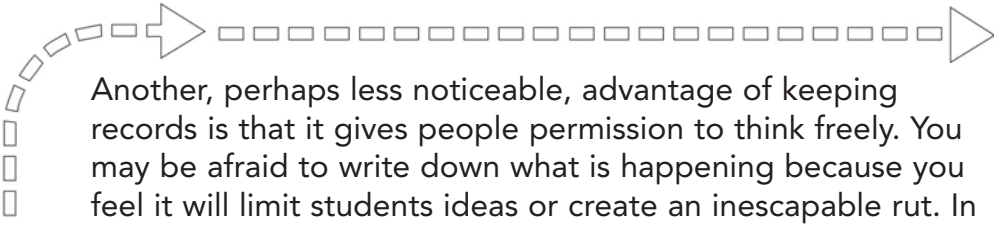
Leaving a Legacy





Leaving a Legacy

In the world of academia, you get used to living year-to-year. Every fall is a re-creation, followed by a ten month learning process. The key to forward progress is to capture the knowledge that is gained through the school year and leave it for the next crew. Otherwise, your students will start from scratch, working hard to reinvent processes and programs. This is the first and most obvious benefit of creating a record of previous accomplishments so that others can learn from your mistakes and triumphs. Repeating what worked and improving upon what did not is the key to growth.



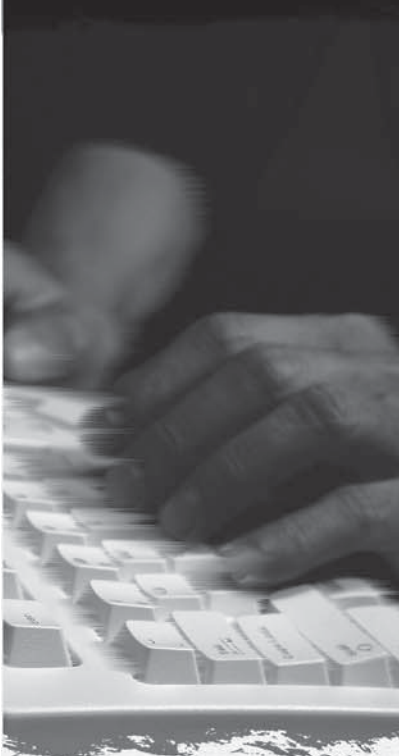
Another, perhaps less noticeable, advantage of keeping records is that it gives people permission to think freely. You may be afraid to write down what is happening because you feel it will limit students ideas or create an inescapable rut. In my experience, the opposite is true—seeing the history can allow the visions for the future to take new shape.

The last and probably most significant impact record keeping will have on your team is that it will create forward thinkers. Recording current activity to reference in another year increases the level of intentionality. No longer limited to today's success or failure, students become attached to the future of ministry.

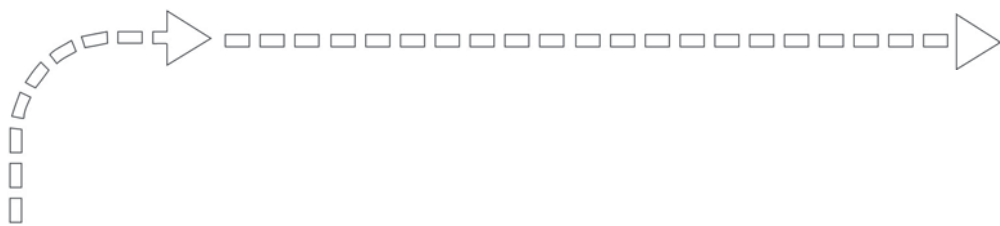


As you finish reading this guide to Campus Ministries, I hope that it is obvious how much I value leaving a legacy. As you undertake the adventure of crafting a culture where students grow as leaders, I hope that you can learn from what I learned— successes and mistakes. As you look toward the future of your campus, I hope this legacy of creative exploration inspires you to dream about the future in new ways. As you seek to leave your own legacy, I hope that your team will take the lessons from this book to a higher level.

That higher level is perhaps the final goal of this guide to Campus Ministries. I hope that the finality of a printed book will not mislead you. What I learned as I taught, celebrated, and crafted Campus Ministries culture was that improvements can always be made. Perhaps the greatest tool I can leave you with is a vision for growth. Never close your mind or begin to believe that you have learned all there is to learn or reached the pinnacle of understanding. Crafting a culture where students grow as leaders is a continuous cycle of involving students, mentoring and developing them as leaders, building teams, and defining a clear purpose. As you leave your legacy for future generations, hopefully, the circle will spiral upward and take you closer to your higher goal.



Resources





Resources Introduction

In this section you will find three types of information:


- Book summaries and reviews.
- Worksheets/handouts.
- Seminar summaries and notes.

I included my summary of the leadership books that I read throughout the process of writing this book. I listed the most influential ones first. You will find worksheets accompanying some of the book reviews. These are the handouts that I used during leadership seminars at some of the schools. Feel free to use them if you find them helpful.

Next, you will find my summaries and reactions to the six seminars that I attended: Leadership Summit, Volunteer Revolution, StrengthsQuest for Educators, Youth Specialties' National Youth Worker Convention, and Maximum Impact. Some were more helpful than others, but all influenced the way I view Campus Ministries.



Book Reports

- Good to Great
 - The Five Dysfunctions of a Team
 - The Volunteer Revolution
 - The Next Generation Leader
 - Guts!
 - Crucial Confrontations
 - The Fred Factor
 - Death by Meetings
 - Developing the Leaders Around You
 - Visioneering
 - The Contrarians Guide to Leadership
 - Jesus CEO
 - The 21 Indisputable Qualities of a Leader
 - The 21 Irrefutable Laws of Leadership
 - Love is the Killer App
- 




Good to Great: Why Some Companies Make the Leap . . . and Others Don't

By Jim Collins (2001)

THE CHALLENGE

Built to Last, the defining management study of the 1990s, showed how great companies triumph over time and how long-term sustained performance can be engineered into the DNA of an enterprise from the very beginning. But what about the company that is not born with great DNA? How can good companies, mediocre companies, even bad companies achieve enduring greatness?



THE STUDY


Are there companies that defy gravity and convert long-term mediocrity or worse into long-term superiority? And if so, what are the universal distinguishing characteristics that cause a company to go from good to great? For years these questions preyed on Jim Collin's mind.

THE STANDARDS

Using tough benchmarks, Collins and his research team identified a set of elite companies that made the leap to great results and sustained those results for at least 15 years. How great? After the leap the good-to-great companies generated cumulative stock returns that beat the general stock market by an average of seven times in fifteen years, better than twice the results delivered by a composite index of the world's greatest companies, including Coca-Cola, Intel, General Electric, and Merck.

THE COMPARISONS

The research team contrasted the good-to-great companies with a carefully selected set of comparison companies that failed to make the leap from good to great. What was different? Why did one set of companies become truly great performers while the other set remained only good?



Over five years, the team analyzed the histories of all twenty-eight companies in the study. After sifting through mountains of data and thousands of pages of interviews, Collins and his crew discovered the key determinants of greatness—why some companies make the leap and others don't.

THE FINDINGS

The findings of the Good to Great study will surprise many readers and shed light on virtually every area of management strategy and practice. The findings include:

Level 5 Leaders: The research team was shocked to discover the type of leadership required to achieve greatness.

The Hedgehog Concept (Simplicity within the Three Circles): To go from good to great requires transcending the curse of competence.

A Culture of Discipline: When you combine a culture of discipline with an ethic of entrepreneurship, you get the magical alchemy of great results. Technology Accelerators: Good-to-great companies think differently about the role of technology.

The Flywheel and the Doom Loop: Those who launch radical change programs and wrenching restructurings will almost certainly fail to make the leap. "Some of the key concepts discerned in the study," comments Jim Collins, "fly in the face of our modern business culture and will, quite frankly, upset some people."



Campus Ministries Worksheet: The Lion and the Lamb

This worksheet is adapted from Jim Collins' *Good to Great* to be used in leadership development of student leaders in Campus Ministries.

Look for situations where extraordinary results exist, but where no individual steps forth to claim excess credit. You will likely find a potential Level 5 leader at work.

—Jim Collins

Why does leadership play such a huge role in the success of organizations?

Leadership lid—however high/far a leader is willing to dream is the stopping place or the stretching point.

Decision-making process—not necessarily the decisions themselves, but the process through which all decisions are made depends directly on the character of the leader.

Problem solving—if a person is not excited by the process of understanding and solving problems, he/she should not be in leadership, period.

The two most important qualities that a leader can possess:

- Personal humility.
- Professional will.

Professional Will

Creates superb results.

Has an unwavering resolve to do whatever must be done to produce the best long term results.

Sets the standard of building enduring greatness.

Looks in the mirror to assign responsibility for poor results.

Personal Humility

Demonstrates compelling modesty.

Acts with quiet calm determination, relies on inspired standards, not inspiring charisma.

Channels ambition into the company, not the self.

Looks out the window to assign credit for successes.

The key is two-fold. Develop these traits within yourself; then surround yourself with these type of people and empower them to excel.



Campus Ministries Worksheet: First Who, Then What

This worksheet is adapted from Jim Collins' *Good to Great* to be used in leadership development of student leaders in Campus Ministries.

Maintaining a complicated life is a great way to avoid changing it.
—Elaine St. James

THE BUS METAPHOR:

First—get the right people on and get the wrong people off.

Second—figure out where to drive it.

Why is *who* more important than *what*?

Adaptability—if people are only interested in the direction that you're going today, they will abandon the effort if the direction changes as the needs change.

Motivation—the right people don't need to be tightly managed or fired up; rather, they are self-motivated to produce the best results.

A Guarantee—the right people will find the right direction. If you start with the wrong people, it doesn't matter whether or not you find the right direction.

This isn't necessarily a new concept. Of course people make the difference, that's not the emphasis. It's the order—FIRST invest in people; THEN discover direction.

Be rigorous, not ruthless, when finding the right people.

- ▶ Be sure that you are not mean-spirited or acting on premature assessments of his or her capabilities.
- ▶ Have a clear set of standards that you uphold and reference when looking for team members.

What does the "right" person look like?

It is based more on character traits and innate capabilities than with specific knowledge, background or skill.

Good to great management teams consist of people who debate vigorously in search of the best answers, yet who unify behind decisions, regardless of parochial interests.

—Jim Collins



Campus Ministries Worksheet: The Facts

This worksheet is adapted from Jim Collins' *Good to Great* to be used in leadership development of student leaders in Campus Ministries.

Almost any difficulty will move in the face of honesty. When I am honest, I never feel stupid. And when I am honest, I am automatically humble.

—Hugh Prather

It is important to organizations that the leaders are willing to gather and face the brutal facts of reality. NO ONE will want to follow someone whose head is in the clouds, ignoring the problems, and refusing to face the issues that everyone else can see.

The are four avenues to creating an environment that confronts the brutal facts of reality:

Lead with questions, not with answers—informal meetings where there is no script, agenda, or set of action items allow people to feel free and comfortable to bring up the things that are really happening.

Engage in dialogue and debate, not coercion—in order for people to invest in the decision-making process, they must feel like they are actually a part of the process, not merely informed of decisions later.

Conduct autopsies without blame—to unpack both good and bad situations to identify what should be repeated and what needs to be refined; with the right people on board, there's no need to assign blame, rather to look for understanding and growth opportunities.

Build "red flag" mechanisms—make sure that your team members have and know about ways to communicate the facts of reality.

THE STOCKDALE PARADOX

Retain faith that you will prevail in the end, regardless of the difficulties.

AND

at the same time

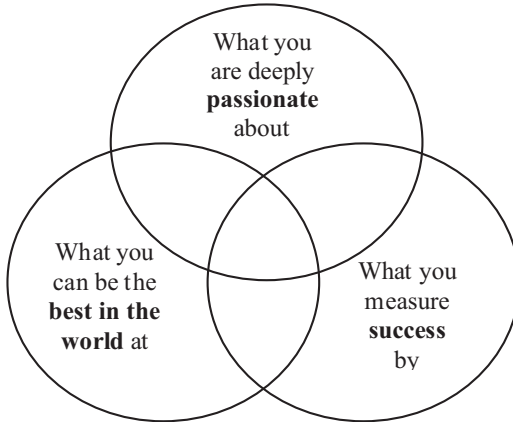
Confront the most brutal facts of your current reality, whatever they might be.

Campus Ministries Worksheet: The Understanding

This worksheet is adapted from Jim Collins' *Good to Great* to be used in leadership development of student leaders in Campus Ministries.

*Respect the man who knows distinctly what he wishes.
The greater part of all mischief in the world arises from the fact that men do not sufficiently understand their own aims. They have undertaken to build a tower, and spend no more labor on the foundation than would be necessary to erect a hut.*

—Johann Wolfgang von Goethe



It is not about goals, strategies, or intentions—it is about an UNDERSTANDING. Once you find that understanding, the other decisions follow:



ALL guided by the three circles above.



Campus Ministries Worksheet: Good to Great

This worksheet is adapted from Jim Collins' *Good to Great* to be used in leadership development of student leaders in Campus Ministries.

Don't measure yourself by what you have accomplished, but by what you should have accomplished with your ability.

—John Wooden

Good is the enemy of GREAT!!!! Don't let satisfaction with success keep you from looking into new ways of doing things.

DANGER—changing just for change's sake is negative and should be avoided. But taking an honest look at the areas that could use improvement and then having the courage to tackle them is healthy.

There is a delicate balance between what to preserve and what to challenge.

PRESERVE

- Core values
- Core purpose

STIMULATE PROGRESS

- Cultural and operating practices
- Specific goals and strategies

BUILD IT TO LAST:

- Clock building, not time telling—make it to endure, not just solve the current crisis.
- The AND principle—find a way to incorporate A AND B rather than A OR B.
- Core ideology—stick to the mission, let it be the driving force.
- Preserve the core, stimulate progress.

The most important element is to dream HUGE. Just let your imagination go . . . the bigger the idea, the more exciting the process. The best people will want to help you with something BIG.




The Five Dysfunctions of a Team: A Leadership Fable

By Patrick M. Lencioni (2002)

This was one of the most influential leadership books that I read on defining effective teams. Before reading it, I had some vague ideas about teamwork; believed in the importance of working together, but I never understood the necessary foundations.

Patrick Lencioni's fable of characters, companies, and situations teach a powerful lessons. The book is easy to read and understand because it is not a typical business-style outline of what to do and what not to do. Instead, it teaches lessons throughout the story.



Kathryn, a character from the book, is a new CEO of a struggling company. After observing the behavior of her executive team, she leads them through the five problems preventing them from being a functional team.

"Lack of Trust" is the first identified dysfunction. Kathryn explains, "The first dysfunction is a failure on the part of team members to understand and open up to one another . . . Great teams do not hold back with one another . . . They admit their mistakes, their weaknesses, and their concerns without fear of reprisal. Trusting team members is the foundation for all work that takes place."

A team that lacks trust will have a "Fear of Conflict." A basis of trust will lead to open and honest communication which, in turn, has the potential for conflict. This conflict should not be avoided. When ideals clash, a spark of life will result in the best outcome for the greatest good.

Without the refinement of conflict, a team will experience a "Lack of Commitment." Without open communication, it is impossible to have the highest levels of commitment. In the



context of team work and organizations, nothing can happen without a commitment by the individuals involved to the goals, visions, decisions, and directions.

Without commitment a team is plagued by “Absence of Accountability.” This will result in resentment among team members who have different standards of performance, safety in mediocrity, and a huge burden placed on the team leader as the sole source of discipline.



Finally, at the top of the dysfunctions pyramid is “Inattention to Results.” Teams are formed specifically to achieve some shared goal. They can never work when egos, individual agendas, and competition work their way into the mix. The best way to combat this dysfunction is to clearly communicate the team goals. Without a direct outline of the goals, the team can easily get sidetracked. The team needs to know exactly how to measure success.

The dysfunctions pyramid’s three middle sections were the most re-defining for me. They were “Fear of Conflict,” “Lack of Commitment,” and “Avoidance of Accountability.” Conflict, seen as a good thing, was an idea I’d never even come close to understanding. I usually avoided any kind of confrontational situations, but seeing this as an absence of faith and detrimental to the team challenged that fear in me.

Lencioni also helped me understand the relationships between conflict avoidance, commitment, and accountability. On past teams I didn’t do a good job of holding others accountable for the decisions the team made. This book taught me to identify this problem.

In conclusion, before a team can work properly, there must be something that unites them. Be it a common goal or a shared dream, teamwork will not exist without individuals putting themselves aside for the achievement of the unifying force.



Campus Ministries Worksheet: Building Trust

This worksheet is adapted from Patrick Lencioni's *The Five Dysfunctions of a Team* to be used in leadership development of student leaders in Campus Ministries.


It simply makes no difference how good the rhetoric is or even how good the intentions are; if there is little or no trust, there is no foundation for permanent success.

–Stephen Covey

The first dysfunction is a failure on the part of team members to understand and open up to one another. . . Great teams do not hold back with one another. They are unafraid to air their dirty laundry. They admit their mistakes, their weaknesses, and their concerns without fear of reprisal.

–Patrick Lencioni

The fundamentals of trust



Motivation: when you understand and agree with the intended purpose behind a person's actions.

Investment: a balance of give and take, a feeling of "being on the same page."

Shared Experience: living, working, and playing with people will automatically build a foundation.

Familiarity: finding something in another person that you either personally identify with or reminds you of someone you know and trust.

Resonance: feeling instant harmony with people.

Trust is the confidence among team members that their peers' intentions are good and that there is no reason to be protective or careful around the group.

–Patrick Lencioni

Basically, if your team doesn't develop trust, then you are just a group of people working side-by-side, not together.

Activities to build trust described in *The Five Dysfunctions of a Team*:

- Personal Histories Exercise
- Team Effectiveness Exercise
- Personality Assessments



Campus Ministries Worksheet: Positive Conflict

This worksheet is adapted from Patrick Lencioni's *The Five Dysfunctions of a Team* to be used in leadership development of student leaders in Campus Ministries.

Much unhappiness has come into the world because of bewilderment and things left unsaid.

—Fyodor Dostoyevsky

Artificial Harmony—bottling up ideas, opinions, and/or concerns in order to not offend others, displays itself in passive, sarcastic comments.

Ideological Conflict—based on trust and understanding, individuals are invested in each other and the teams outcome; results in passionate debates, open discussion, and ownership of decisions.

A basis of trust will lead to open and honest communication, which in turn has the potential for conflict. This conflict should not be avoided. When ideals clash, there is the spark of life that will result in the best outcome for the greatest good.

The role of a leader: TO DEMAND DEBATE

MOVIES VERSUS MEETINGS:

Meetings should be more enjoyable than movies—it takes conflict.

Teams that engage in conflict:

- have lively interesting meetings.
- extract and exploit the ideas of all team members.
- solve real problems quickly.
- minimize politics.
- put critical topics on the table for discussion.

Ideas from *The Five Dysfunctions of a Team* to engage positive conflict:

- Mining
- Real-time Permission



Campus Ministries Worksheet: Commitment

This worksheet is adapted from Patrick Lencioni's *The Five Dysfunctions of a Team* to be used in leadership development of student leaders in Campus Ministries.

Always remember the distinction between contribution and commitment. Take the matter of bacon and eggs. The chicken makes a contribution. The pig makes a commitment.

—John Mack Carter

Commitment: The state of being bound emotionally or intellectually to a course of action or to another person or persons.

In the context of team work and organizations, nothing can happen without a commitment, by the individuals involved, to the goals, visions, decisions, and directions.

Remember the flow:



TRUST → POSITIVE CONFLICT → COMMITMENT
inter-dependence sharing ideas buy-in, investment, follow-through

WHAT ARE THE ENEMIES OF COMMITMENT?

The need of consensus—sometimes in the pursuit of unanimity we seek artificial harmony (which we've already learned is bad), and that leads to low levels of commitment.

The fear of failure—the most common reason people do not commit. If there is no definite stance on something, individuals can avoid being "wrong."

Lack of communication—if someone is not being heard or listened to, they will not invest in decisions or goals.

Mismatch—a person doing the wrong job will not have the interest or passion necessary for high levels of commitment.

WHAT IS THE JOB OF A LEADER?

To push for closure on issues, celebrate current commitments, face the "enemies" personally, and demonstrate passionate commitment.



Campus Ministries Worksheet: Peer Accountability

This worksheet is adapted from Patrick Lencioni's *The Five Dysfunctions of a Team* to be used in leadership development of student leaders in Campus Ministries.

Once we realize that imperfect understanding is the human condition there is no shame in being wrong, only in failing to correct our mistakes.

—George Soros

This is the hardest stage that we've dealt with so far. Accountability is impossible without TRUST, CONFLICT, and COMMITMENT. But the truth is that you can have all of this as a foundation and still not be able to hold other team members accountable. Even so, it is the natural result of the "passionate commitment to the cause" that we discussed in the other levels.

Quick Check—use the scale below to measure how each statement applies to your team.

3—usually 2—sometimes 1—rarely

- _____ Team members call out one another's deficiencies or unproductive behaviors.
- _____ Team members are deeply concerned about the prospect of letting down their peers.
- _____ Team members challenge one another about their plans and approaches.

THE RESULTS OF AVOIDING ACCOUNTABILITY:

- Resentment among team members who have different standards of performance.
- Safety in mediocrity.
- A huge burden is placed on the team leader as the sole source of discipline.
- Incremental growth.

SUGGESTIONS TO OVERCOME THIS DYSFUNCTION:

- Approach it with the "how can I help?" attitude.
- Listen to the situation completely before casting judgment.
- Explicitly communicate goals and standards of behavior.
- Regularly discuss performance versus goals and standards.



Campus Ministries Worksheet: Focus on Results

This worksheet is adapted from Patrick Lencioni's *The Five Dysfunctions of a Team* to be used in leadership development of student leaders in Campus Ministries.

Teamwork is the quintessential contradiction of a society grounded in individual achievement.

—Marvin Weisbord

TEAMS are formed specifically to achieve a shared goal. They can never work when egos, individual agendas, and competition work their way into the mix.

The key is to make the collective ego greater than the individual one.

Instead of focusing on results, individuals sometimes focus on:

Team Status—to some, just being on the team means that they have met their goals, and they no longer buy into the goals, vision, and/or mission of the team.

Individual Status—success of a specific person without regard to the status of the team as a larger unit. The desire for individual credit erodes the focus on collective success.

Team leaders must be selfless and objective, and reserve rewards and recognition for those who make real contributions to the achievement of group goals.

—Patrick Lencioni

The best way to combat this dysfunction is to be clear and communicative with exactly **WHAT** the team goals are. Without a specific outline of the goals, the team can easily get side-tracked. Know exactly how the team measures success.

Bonus Question—what is the easiest (and most fun) way to bring attention and clarity to goals?

Coming together is a beginning. Keeping together is progress. Working together is success.

—Henry Ford



The Volunteer Revolution: Unleashing the Power of Everybody

By Bill Hybels (2004)

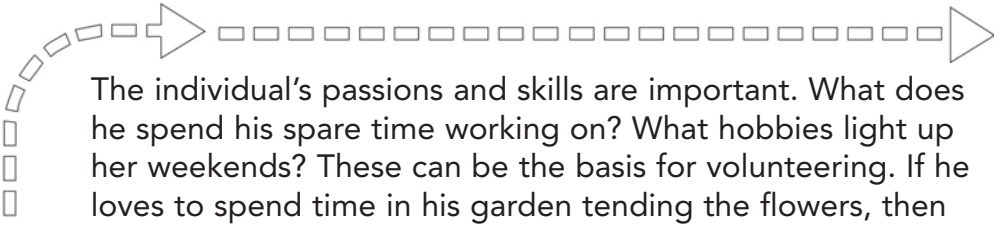
This book is a short, easy read, packed with success stories about enabling volunteers to make a difference. Hybels' perspective results from mobilizing a congregation. However, these same principles can be applied to Campus Ministries.

Hybels first shares his personal view of volunteerism. He believes it is about inviting people to a life lived for something other than themselves. The truth about human nature is that even though we're prone to be selfish, we long to give to others and to be a part of making this world a better place to live.

His plan of action is simple and straightforward. First, it takes individuals who know and understand that they have been equipped by God to do His work. This is not saying that everyone is going to be a pastor, speaker, or singer. No, it means individuals need to recognize their uniqueness. Since they were created by an intentional God, there is something He gave them that is needed by others.

Next, Hybels states that short-term opportunities should be plentiful. This allows people to see how easy it is to give and to test several areas before they settle down and commit to one. One of the keys to keeping volunteers engaged is to make sure that they are doing something they love. If people have to sign up for long and tedious terms, they are less likely to see themselves as capable or competent. They need low-commitment, no pressure ways to check out the programs available.

How does a volunteer know where to start? There are different elements to consider when placing a volunteer in an area. What are their passions? Who stirs their heart? What is their capacity of commitment?



The individual's passions and skills are important. What does he spend his spare time working on? What hobbies light up her weekends? These can be the basis for volunteering. If he loves to spend time in his garden tending the flowers, then working on the grounds at the church could really inspire him. If she likes working with technical things, train her to run sound, lights, or audio visual equipment.

Often there is a section of society that speaks deeply to the volunteer's heart. Is he drawn to the homeless or the mentally handicapped? Does she melt in the presence of the elderly? Perhaps one wants to reach out to others with the same ethnic background. A person who is better with youth will not thrive in an environment where he has to sit on committees. People-driven passions are strong. People need to explore and discover who stirs their heart.



People often have varying levels of commitment. Some people are available to give a lot of time, energy, and commitment. These are the high capacity volunteers. They will not be happy in small roles; they are ready to get their hands dirty and lead out. Others prefer low levels of responsibility. They love showing up, getting their work done, and returning to life. These volunteers are no less valuable, just less available. If their time is respected, then if their situation ever changes they may increase their commitment.

The last two things for a leader to remember are don't forget to ask and remember to thank. Some people don't realize that they have anything that could be helpful to ministry. Ask those who are not involved why they haven't jumped in yet. See if you can help remove the obstacles in their path. Help them to understand that they have a vital role to play, one that can't be replaced. Never let a volunteer go unnoticed or unappreciated. When people reach out and get involved, it is a very vulnerable place to be. They are asking the questions, is what I have enough? Can I really make a difference? Did



God really intend me for anything purposeful?
They need those questions answered and not just
once. You can never thank volunteers enough or too
much.





The Next Generation Leader: Five Essentials for Those Who Will Shape the Future

By Andy Stanley (2003)

Each of the five sections of this book include detailed stories pulled from Andy Stanley's personal experience in church leadership and Biblical examples of the principle. He writes to young leaders that will shape the future. The book is an answer to three questions that he asked himself:

- What are the principles that I wish someone would have shared with me as a young leader?
- What do I know now that I wish I had known then?
- Of all that could be said about leadership, what must be conveyed to the next generation?



COMPETENCE--DO LESS ACHIEVE MORE

Leaders who embrace the fact that they are not gifted with 100 percent of the talents needed for leadership will create space for others to excel. This actually increases the level of success and accomplishment. Narrowing their focus allows them to do what they do best more of the time and will empower others to follow suit. A leader's weakness is another's opportunity.

COURAGE--ESTABLISHES LEADERSHIP

Many people have amazing ideas. Leaders are the people who are willing to take a risk to see those ideas come to fruition. It's not that they don't have fears; they just refuse to allow those fears to force them into a mediocre life. They see what could be and don't let the unknown keep them from moving forward.



CLARITY--UNCERTAINTY DEMANDS CLARITY

The only thing that leaders can be certain about is the past, but this should not prevent them from being crystal clear. Clarity creates its own momentum; whoever paints the clearest picture will be the leader. Leaders can be honest with their uncertainty, as long as they are clear with their vision.

COACHING--ENABLES A LEADER TO GO FARTHER, FASTER

The starting point for all leaders is to find a personal coach, someone who can be honest and fair in his or her assessment and will encourage growth. From there leaders can seek opportunities to coach others.

CHARACTER--DETERMINES THE LEADER'S LEGACY

While there are many leaders who do not possess character, it is what sets individuals apart as leaders worthy of following. A leader's life is on display for all to see and criticize. The better one's character, the stronger his or her leadership.




Guts!: Companies that Blow the Doors off Business-as-Usual

By Kevin and Jackie Freiberg (2005)

Kevin and Jackie Freiberg have researched successful companies by conducting interviews, gathering articles, and exploring company histories. The uniqueness of this book is that success isn't limited to profit shares or beating the stock market. With a lot of research to support their claims and new fresh information, the Freibergs definitely challenge readers to take a new look at what makes a business successful.

BRANDED CULTURE



The Freibergs found that the environment of an organization must intentionally be created from the core value system. Instead of making the employees satisfied with the company, the Freibergs encourage leaders to provoke overwhelming enthusiasm from their people about their work.

The idea of taking care of the employees so that they can take care of the customers is profound. Out with the saying, "The customer is always right." It's more about "if your people are happy, they will do everything in their power to make the customers happy."

From the mission and vision to the design and structure, everything should fit together harmoniously to create the desired culture. Also, the physical structure of an organization is included in the research. What role does it play in conveying values?

CREATING A SENSE OF OWNERSHIP

The book emphasizes a type of grass-roots system. It recommends staying away from top-down decision making and encourages letting the people who do the work own the future of the company.



Simple ways of doing this include keeping employees up to date on company performance, informing them of the way money is handled, and giving them opportunities to change the process—not coming at them with answers but opening the door with questions. Allowing for intelligent failure is an important part of encouraging ownership. People who are punished when they fail will stop trying, but people who are given space to learn through trying will feel energized.

HIRE TOUGH

Once a culture is defined, it becomes the driving force for recruiting and hiring new people. If you have highly satisfied, talented people working for you, they are your biggest magnet for the same type of people. Talented individuals want to work where they are challenged and given opportunities to grow.

Find people with passions that are comparable to your values but also look for people that complement your weaknesses. The temptation is to hire people who won't challenge you, but if everyone's strength set is the same, there will be large gaps in the organization.

LEAD WITH LOVE

A concept that doesn't seem like it would be so shocking in the business world is one where leaders genuinely care about employees, team members, and customers. But most organizations don't spend much time on the concept of love.

A large portion of this section was spent on building and initiating trust. As said, the degree of trust in a relationship determines the quality of a relationship. If love is the goal, then the only way to get there is intentionally giving and receiving trust from coworkers.



MAKE BUSINESS HEROIC

The elements that make a cause heroic:

- Inspiring—igniting passion and vision.
- Connecting—people feel drawn.
- Rooted in a desire to improve the well-being of others.
- Service-oriented.
- Enduring—outlive you and your team.
- Authentic.
- Satisfying – people are fulfilled.

If individuals limit their job description to the mundane tasks at hand, they will get discouraged and feel unfulfilled in their work. But show them how what they do makes a difference and they will do it with diligence.



INSPIRE FUN

Having fun together with employees is important. It translates into a happy, open, inviting environment. It also will encourage team members to be more excited about their customers. It all goes back to if you treat your people right, then they will exceed your expectations.



Crucial Confrontations

By Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler (2004)


My overall reaction to this book was very positive. It covers subjects that have helped me in my approach to leadership, as well as in my personal life. Its tag line states, "Tools for resolving broken promises, violated expectations, and bad behavior." These are things that occur in all areas of human relations.

The style is research-based. The authors tell several illustrative stories to support the principles that they outline. The stories take the theories into concrete practice. As simple and straightforward as the advice is, it is also revolutionary. The use an intentional process of reacting and interacting in difficult situations to improve relationships.

PART I: WORKING ON ME FIRST


The first stage of Part One discusses when confrontation is an appropriate choice. The authors advise to first identify the actual problem at hand. Is it just an action that was done or not done, is it a pattern of behavior, or is it a relationship trust issue? Knowing what problem you're faced with is vital in deciding whether or not you should confront the individual. That is the "if" side of your choice. Not every problem should result in confrontation. For example, if the expectation for performance was unreasonable, then the fact that someone failed to meet it isn't the problem, and it isn't a problem that needs to be addressed through confrontation.

The second stage of Part I tells how to "master my stories." We all have scripts in our heads about events and responses. If we think someone's behavior is negative, we fill in the gaps, making assumptions about the behavior. Rarely do we consider the circumstances. Instead, we believe that people are bad and that's why they behave disappointingly. When you confront them with these assumptions, the stage is set for a



series of accusations and defensive responses which seldom result in positive relationships. The key is to understand that the stories you have told yourself are just that—stories, not necessarily a reflection of reality. To understand that you don't know the whole story will prompt you to engage in the discussion with the objective of discovering what happened. You become an investigator rather than a judge. It also helps to establish a "how can I help you" attitude.

PART II: CONFRONT WITH SAFETY



First, describe the gap. Share with those you confront what it was that you expected, what you saw as not happening, and end with asking a question. Seek to understand what happened from their perspective. Continue to seek out what the actual problem was and work together to solve the problem. If they ever start to get defensive, it is because they feel that their safety has been violated. Something has made them believe that you don't respect them as a person and/or you don't care about their goals. It is important to establish both mutual respect and mutual purpose. These two things must be your number one priority when entering into a confrontation. Your job is to respect them while listening fully to the position of others.

Now, make it motivating. If people are not doing what they are supposed to do, they may not fully understand why it needs to be done. They may not value what they are being asked to do. By communicating the impact that the task has on a larger picture, you can help them to see that they are important and vital to the success of the organization. You can either describe what the consequences are (for the team, not the individual) when they slack on their responsibilities or describe what the benefits are for everyone doing his or her part.

Next, make it easy. If you discover that the individual is sufficiently motivated to do what is required of him, then the only reason he isn't following through is that he is somehow not



capable of doing it. Maybe it's a problem of time management, maybe it's a problem of not having enough of the right resources, or maybe he simply doesn't possess the ability to do whatever it is. This requires eliminating all obstacles and opening all doors so that people are able to meet expectations.



Throughout the confrontation, you must remain focused and flexible. Don't be distracted by other problems that come up. Know what it is that you're addressing and don't get sidetracked. There may be times when you go into a confrontation thinking that you've picked the correct problem to address and, through questioning, you realize that there is a deeper issue. In those times be willing to table the other conversation and move ahead with the new problem.

PART III: MOVE TO ACTION


Agree on a plan and follow up. Before the confrontation can be closed there needs to be an agreed upon plan of action, a solution to the problem. Without this stage, the confrontation has been a waste of time and becomes very frustrating to the other party. They've been told that what they're doing is wrong but have not been given clear direction on how to improve. That is wrong. Come up with a new plan of action that you both agree on and commit to following through on it.



The Fred Factor: How Passion in Your Work and Life Can Turn the Ordinary into the Extraordinary

By Mark Sanborn (2004)

This book is another short, easy read. It's based on the experiences of the author, and the many amazing people that he's met in life. The book gets its name from his mail carrier Fred. After Mark Sanborn moved into a new house, Fred stopped to introduce himself and find out if there would be anything that he, as the mailman, could do for Sanborn. Sanborn was blown away by Fred's customer service that he started noticing all the little ways that individuals go above and beyond the call of duty.



The rest of the book is full of anecdotal stories of ordinary people doing extraordinary things. Sanborn explores the idea of what a "Fred" looks like, how to be a "Fred," and how to inspire other "Fredes." He uses four main principles in his writing.

EVERYONE MAKES A DIFFERENCE

No matter what their title, position, or occupation, individuals can choose if they are going to make a difference for good. Individuals need to realize that they influence people around them, intentionally or not. The difference for "Fredes" is that they choose to make the best difference possible.

EVERYTHING IS BUILT ON RELATIONSHIPS

Fred decided that he did not want to just perform his task well; he wanted to build relationships along the way. He understood that this would increase his ability to make a positive difference in the world. By reaching out to others, people can make life better for everyone they build relationships with.



YOU MUST CONTINUALLY CREATE VALUE FOR OTHERS, AND IT DOESN'T HAVE TO COST A PENNY

Many people use the excuse that they don't have enough resources to be constantly giving to others. The lesson learned from Fred was that what he did for his customers didn't cost a penny. He gave of himself and rose above mediocrity.



YOU CAN REINVENT YOURSELF REGULARLY

Even if you've never exercised extraordinary effort, the choice to change is yours. Constantly surround yourself with books, seminars, and individuals who inspire you to do and be a "Fred."




Death by Meeting: A Leadership Fable... About Solving the Most Painful Problem in Business

By Patrick M. Lencioni (2004)

The two main ideas of this book are that meetings need to have ideological conflict and contextual structure. Meetings that are void of drama become dead, boring, and a chore to attend, while meetings that don't match content to context become muddled and confusing.

PROBLEM #1--LACK OF DRAMA

When there are no conflicting discussions or serious decision-making debates, meetings lose their edge. People begin to see them as unimportant and disengage.



The Hook—use the first few minutes of a meeting getting the attention of those in attendance. They need to know and understand what the purpose is and what is at stake in the upcoming discussions.

Mining for Conflict—some people just aren't used to being in an environment where conflict is welcome. It is the job of the leader to encourage and sometimes to even seek out conflict when it is going to aid in the decision being made. The best thing to do is give them permission. In the middle of a meeting it can be appropriate to say, "Yes, this is exactly the type of disagreement that is going to strengthen our decision-making abilities."

PROBLEM #2--LACK OF CONTEXTUAL STRUCTURE

Teams need to spend time discussing many things, yet most of the time everything is jumbled together into one weekly meeting. The way to fix this is to divide what you're discussing according to the need.

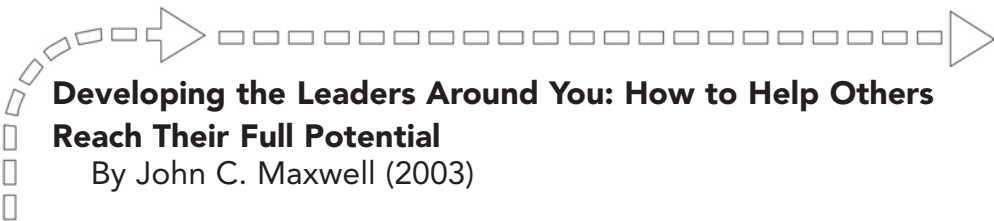
I was intrigued by the emphasis that meetings affect the atmosphere of the entire organization. If the executives are drained by lack-luster meetings, their complacent attitude will



eventually permeate the entire structure. You can have the most talented people working on some of the most exciting work available, but if the meetings are dead the whole process becomes less enthusiastic.

I liked the different types of meetings that were suggested through the story: daily check-ins, weekly tactical, monthly strategic, and quarterly off-sites. I saw how each aids and facilitates the concept of team work.





Developing the Leaders Around You: How to Help Others Reach Their Full Potential

By John C. Maxwell (2003)

John Maxwell focuses on the why and how of raising up leaders. Developing leaders is a must for people who find themselves in leadership. The definition of a successful leader is finding people with the right qualities and equipping and intentionally developing them into leaders.

A climate that is open to potential leaders must be created. Activities like committing to personal growth and daring to do big things aid in attracting personalities with the potential for leadership.

Then comes the task of identifying those potential leaders. First, identify the character qualities that you value in leaders and then search for those qualities among team members. Some examples are influence, positive attitude, people skills, confidence, integrity, etc.

Once leaders have been identified, the next task is to nurture them through a mentoring relationship. This includes building trust, showing transparency, giving time, believing and encouraging them, being personally consistent, having high hopes, adding significance to their lives, making a safe environment for them to learn, rewarding successes, and establishing a support system.

The next step is to equip the growing leaders. Give them responsibilities and complete ownership. While the equipping stage is in process, they will need follow-up on their progress and growth. Allow them to start visioning on their own and encourage them to dream big.

The book concludes with the idea of forming a dream team of leaders where the goal is for them each to start developing leaders of their own. The author gives advice about what your





role is within the dream team, and it's much more of the same advice—mentor, dream, give them opportunity, et cetera.

In the chapters "Nurturing Potential Leaders," "Equipping Potential Leaders," and "Developing Potential Leaders," there is a lot of repeated information, and it gets pretty muddled about when you should be doing what with whom. This is a prime example of 80 percent of the information being found in 20 percent of the book (a principle that John C. Maxwell talks about in *Developing the Leader Within You*).






Visioneering: God's Blueprint for Developing and Maintaining Personal Vision

By Andy Stanley (2001)

This book effectively teaches what to do with an idea that has been burning a hole in your brain. Stanley takes the story of Nehemiah rebuilding the walls of Jerusalem and breaks it down into 20 building blocks for taking a vision from idea to reality.

THE 20 BUILDING BLOCKS:

Building Block #1—vision begins as a concern. Things that you spend your free time wrestling with, that don't go away through time, and that always seem to nag at your heart are the beginnings of vision God has given you.



Building Block #2—a vision does not necessarily require immediate action. Sometimes it takes time for a vision to mature in someone's thought life. Allow for this. Wait. Pray and plan during this time.

Building Block #3—pray for opportunities and plan as if you expect God to answer your prayers.

Building Block #4—God is using your circumstances to position and prepare you to accomplish His vision for your life. Things that are seemingly unrelated are usually preparing you for what you will be called to do.

Building Block #5—what God originates, He orchestrates. Some ideas are limited because of our potential. When God has placed a vision in our hearts, He will make its eventuality possible, even when it seems impossible.

Building Block #6—walk before you talk, investigate before you initiate. There is background work that needs to be done before you go public with your idea.



Building Block #7—communicate your vision as a solution to a problem that must be addressed immediately.

People will not care to hear what you have to say unless they know why things need to change or improve.

Building Block #8—cast your vision to the appropriate people at the appropriate time. Why now? Why us? Answer those questions as you share your vision.



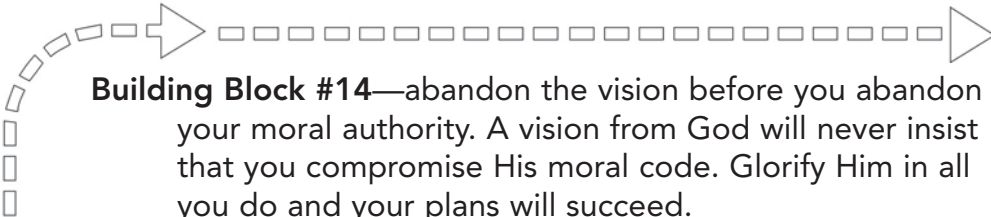
Building Block #9—don't expect others to take greater risks or make greater sacrifices than you have. As the keeper of the vision, your actions must inspire those around you. Don't think that your followers will surpass you. Lead the way with diligence.

Building Block #10—don't confuse your plans with God's vision. The vision is larger than the steps to achieve it. Be willing to abandon a set plan in order to achieve the ultimate vision.

Building Block #11—Visions are refined, they don't change; plans are revised, they rarely stay the same. Be stubborn about the vision. Be flexible with your plan.

Building Block #12—respond to criticism with prayer, remembrance, and, if necessary, a revision of the plan.

Building Block #13—visions thrive in an environment of unity; they die in an environment of division. Continue to bring everyone into alignment. Remind others often of the overall vision. Keep in mind the problem you are addressing as the source of why you are going forward.




Building Block #14—abandon the vision before you abandon your moral authority. A vision from God will never insist that you compromise His moral code. Glorify Him in all you do and your plans will succeed.

Building Block #15—don't get distracted.
Don't let good opportunities, criticism, or fear derail your pursuit of the vision.

Building Block #16—there is divine potential in all you envision to do. God will use the vision He's given to you to be a light that draws all unto Himself.

Building Block #17—the end of a God-ordained vision is God. As you see the mighty power of God's hand at work, your thoughts will naturally be drawn away from the plans you've made to stand in awe of His power.



Building Block #18—maintaining a vision requires adherence to a set of core beliefs and behaviors. Being disciplined and willing to sacrifice individual goals for the cause are requirements to see the vision fulfilled. Sometimes you have to be willing to go without.

Building Block #19—visions require constant attention.
Proactively protect the cause at hand.

Building Block #20—maintaining a vision requires bold leadership. You must be strong and God-centered as a leader.



The Contrarian's Guide to Leadership

By Steven B. Sample (2003)

This book is a great source for redefining what is important for leadership. It is based on the professional and teaching experiences of a college president. Sample takes a different approach to most leadership problems. Sometimes he pushes the limits of traditional thinking.

I appreciated this book because it was written out of the wisdom of experience. Sample doesn't claim that he has all the answers or knows the formula for success, but he does intentionally challenge you to think differently about your role as a leader.

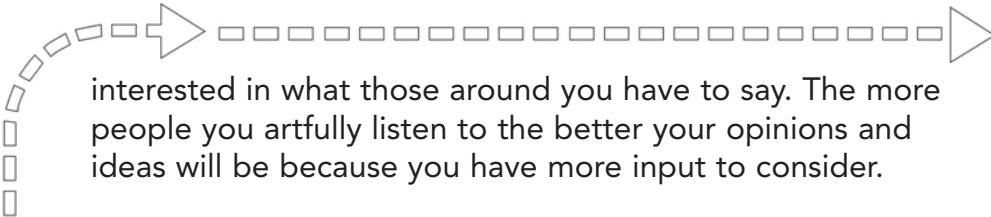
THINKING FREE AND THINKING GRAY

Sample describes thinking gray as giving yourself time to think without forming opinions. Don't agree or disagree, just contemplate. This is especially helpful during times when there are two or more different sides to a delicate issue. By being a leader who allows gray thinking, you can listen without having to filter through prejudice.

Thinking free is a little more abstract. It involves approaching familiar problems in unfamiliar ways. It's more than thinking outside of the box; it has to do with intentionally not seeing the box. One exercise Sample suggests for teams is for everyone to come up with an impossible, even absurd, solution to an old problem and have all the other team members find a way that it might work. Only when you free yourself from the normal will you be able to envision the solution.

ARTFUL LISTENING

Artful listening is closely related to thinking gray and thinking free. Once you have mastered these forms of thinking, you engage more easily in active listening. Primarily because you are no longer puffed up with your own opinions and are more




interested in what those around you have to say. The more people you artfully listen to the better your opinions and ideas will be because you have more input to consider.

EXPERTS: SAVIORS AND CHARLATANS

While he doesn't negate the importance of seeking out the advice of a variety of experts, Sample does caution unrestrained adherence to their advice. The leader best knows the organization's purpose and direction. Occasionally, the expert's advice is in contradiction to your purpose. In those cases, disregard their advice. Know your role as the leader, know your organization, and make the best decisions without being awed by someone's expertise.

YOU ARE WHAT YOU READ



Reading influences individuals on very deep and personal levels. There isn't enough time in a day to read everything. Reading must be prioritized. Sample suggests that this should be based on the longevity of influence. Since there are many books that have withstood the test of time, we should be students of these works because they have shaped the world that we live in. Much modern material is temporary and will not last beyond this year, so don't waste your time on it. Even more so, periodicals such as newspapers and journals will not be remembered tomorrow. Use your time to tackle a few classics each year, and then read others for recreation as time permits.

DECISIONS, DECISIONS

There are two things that a contrarian leader does when making decisions:

- Never make a decision yourself that can reasonably be delegated to a lieutenant.
- Never make a decision today that can reasonably be put off to tomorrow.



He surrounds these principles with common sense reminders that both include the word “reasonably.” If it is going to be detrimental in any way to do either of these things, then don’t.

Delegating decision making, empowers those on your team to feel responsible. It elevates them and reminds them that they are valuable and irreplaceable. In addition, it lets you as the leader focus on the things that only you can do.

Reasonably putting decisions off allows leaders to gather more information than is currently available. This, once again, goes hand in hand with thinking gray and artful listening.



KNOW WHICH HILL YOU'RE WILLING TO DIE ON

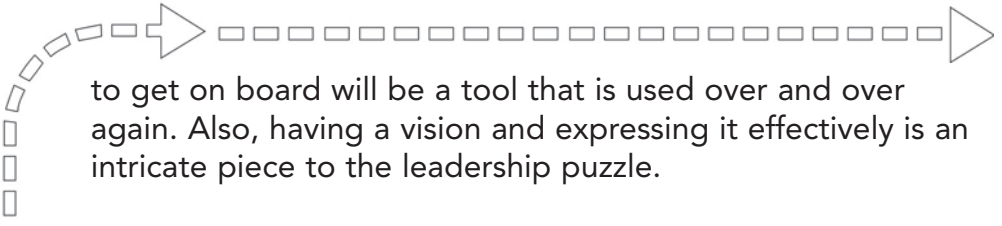
This chapter calls leaders to know to their core who they are. What battle will they fight to the death? What are the deep passions of their heart? Be flexible on everything else. It takes knowing who you are deep down and then living from that part of you. It’s moral leadership in its simplest form. What will you not compromise, even if it means losing your job?

WORK FOR THOSE WHO WORK FOR YOU

The job of leaders is to help their followers succeed, spending all their time pouring themselves into their followers’ lives to enable them to experience the highest level of success. Take it one step further. Think of the people who report to you as the people who are your boss. Prioritize your time based on what they need from you. Find out what to do by asking them what would help them.

FOLLOW THE LEADER

This chapter discusses the delicate relationship between leader and follower. How one acquires the other and how they then inspire each other to live life differently. One of the important methods that leaders use to captivate their followers is a creation story. Knowing where the organization came from and telling it in an enticing way that encourages others



to get on board will be a tool that is used over and over again. Also, having a vision and expressing it effectively is an intricate piece to the leadership puzzle.





The Four Obsessions of an Extraordinary Executive:

A Leadership Fable

By Patrick M. Lencioni (2000)

This is another of Patrick Lencioni's fables designed to teach important lessons about business leadership. He compares and contrasts two rival executives. Both are leading relatively successful organizations when one of them, Rich, redefines his role in the organization. He decides to focus all of his energy and attention on four principles. From there, the entire culture is deeply affected.

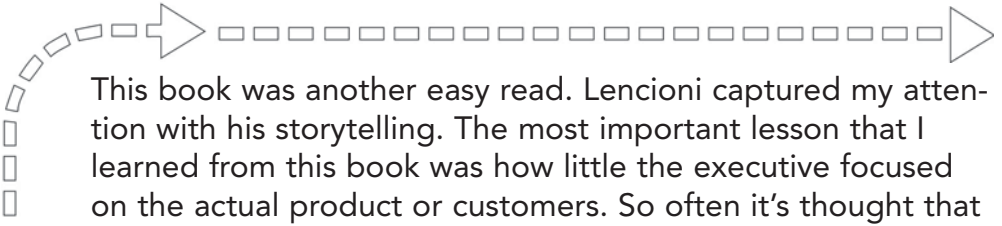
THE 4 OBSESSIONS:

Build and maintain a cohesive executive team. It is the leader's job to foster trusting relationships, encourage healthy conflict, raise the level of commitment, and make sure that everyone holds each other accountable.

Create organizational clarity. Healthy organizations clarify topics such as values, strategies, goals, roles, and responsibilities. The role of the executive is to build this clarity.

Over communicate organizational clarity. Healthy organizations align their employees by repeatedly and comprehensively communicating all aspects of organizational clarity. Never pass up an opportunity to remind others of the purpose and their role in the bigger picture.

Reinforce organizational clarity through human systems. Organizations sustain their health by establishing simple structures around the way they make decisions, evaluate job candidates, manage performance, and reward employees. The role of the executive is to guard the clarity that he or she has established in every way possible.



This book was another easy read. Lencioni captured my attention with his storytelling. The most important lesson that I learned from this book was how little the executive focused on the actual product or customers. So often it's thought that the leader needs to be an expert in all the aspects of the organization in order to do his or her job effectively. The truth is that if the leader is good at discipline and follows the four obsessions, the organization's culture will be radically transformed. It is the leader's job to create that culture. If he or she gets distracted by the details, the culture suffers. When the culture suffers, workers don't stick around, and the organization cannot be as successful.





Jesus CEO: Using Ancient Wisdom for Visionary Leadership

By Laurie Beth Jones (1996)

This book provides practical leadership advice based on the author's observance of how the style of Jesus could radically impact the world of leadership today. Through her own life and work experiences, Jones identifies three main areas that Jesus utilized: Strength of Self-Mastery, Strength of Action, and Strength of Relationships. Then she breaks each of these concepts into practical action steps. The chapters are short and easy to understand. At the end of each chapter, there are several questions that help the reader personalize the concept and internalize the lessons.

SELF-MASTERY

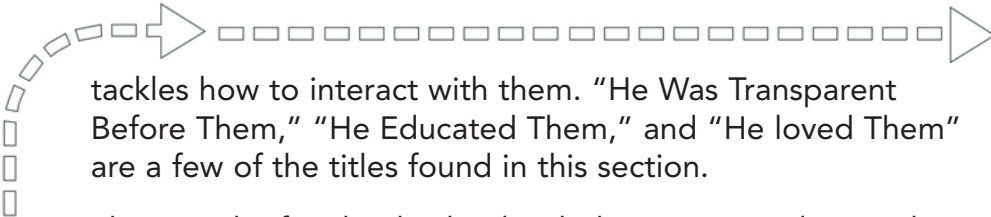
This section has titles such as, "He Had Internal Anchors" and "He Worked Through His Fears," and deals with the roles that leaders must play within themselves. Jones shows how motivation and self-awareness, brilliantly faced by Jesus, are vitally important issues for every leader today. I was challenged to guard my own energy while having a passionate commitment to the cause.

ACTION

Leaders are nothing if they do nothing or do not inspire others to action. This section describes the way that Christ was an active leadership. Chapters like "He Formed a Team," "He Troubled Himself on Behalf of Others," and "He Let It Go" inspire action-focused leadership.

RELATIONSHIPS

The last section of the book illustrates how Jesus interacted with others, developed purposeful relationships, and loved everyone. Assuming that a leader has followers, this section



tackles how to interact with them. “He Was Transparent Before Them,” “He Educated Them,” and “He loved Them” are a few of the titles found in this section.

This was the first leadership book that I ever read. It made a huge impact on me, and I treasured the lessons that I learned. The things that I liked most about it were the short chapters, and the simplicity/practicality of the ideas that it taught. At the time I wasn’t in a leadership role. When I answered the questions at the end of each chapter, I just had to be creative and apply them to my life somehow. I’ve used multiple illustrations from *Jesus CEO* in worship talks and Student Association meetings.

Overall, it’s an easy read with practical advice that usually reaffirms ideas that you probably already have.



The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow

By John C. Maxwell (1999)

This is a short and straightforward read that highlights the most important traits for leaders to possess.

THE 21 QUALITIES:

Character—making sure that your words and actions match up. The higher the level of leadership, the truer the character needs to be in order to succeed.

Charisma—the ability to draw people to you. Ways to strengthen your own charisma: love life, see and expect the best in people, give people hope, and share yourself.

Commitment—starts in the heart, is tested by action, and opens the door to achievement. It will separate the dreamers from the doers.

Communication—know your audience, simplify your message, be honest, and make sure you listen as well as speak.

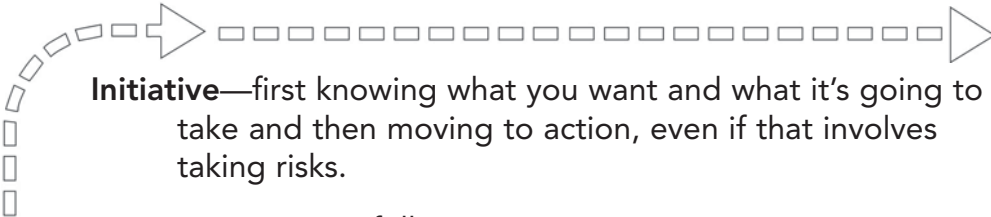
Competence—when others recognize that you have the know-how to get the job done right.

Courage—a leader willing to take a risk in order to improve. Strength that comes from first winning the battle within and making things right when they go wrong.

Discernment—finding the root of the matter through understanding the past, seeking counsel, and trusting your gut.

Focus—spend the majority of your time finding and developing your strengths.

Generosity—starts with being deeply grateful for what you have and results in giving out of that abundance.



Initiative—first knowing what you want and what it's going to take and then moving to action, even if that involves taking risks.

Listening—to your followers, your customers, your competitors, and your mentors.

Passion—the driving force that can help a leader overcome other obstacles. If an individual is passionate about something, nothing will hold them back from making a difference.

Positive attitude—your attitude is a choice that deeply affects your actions. Those who follow you will mirror the attitude that you have.

Problem-solving—anticipate problems, see them in the light of the larger picture, and work towards the ultimate goal no matter what seems to be in the way.

Relationships—seek to understand, love, and serve those around you.

Responsibility—being a finisher both in work and in relationships. Doing what you say you are going to do and then going that extra mile.

Security—ability to believe in others because you are aware of yourself and comfortable with who you are.

Self-discipline—develop and maintain a personal values system.

Servanthood—moved by love and constantly putting other people first. It is the ability to lead without thinking you are better than those who follow.

Teachability—never stop craving new knowledge. No matter how much success you experience, you can always learn more.



Vision—can come from something that you love and want to improve, something that you don't like and want to change, or something that gives you energy to dream about. It's seeing things the way they could be and wanting to see the potential become a reality.

I was both humbled and encouraged by reading this book. A lot of the ideas that the author presents are obvious, while others are more subtle. But they all cause one who is in leadership to pause and reflect on what character traits, she or he should possess in order to succeed as a leader. Sometimes it's affirming to realize what particular strength you possess, and other times it's very challenging to think of areas of weakness and how they might affect your leadership.




The 21 Irrefutable Laws of Leadership

By John C. Maxwell and Zig Ziglar (1998)

This is the first in the collection of Maxwell classics. He draws from his personal experience in church leadership, networking, and extensive reading. It's a great first book on personal leadership. The principles he outlines are easily understood. The one complaint that I had about the writing is that it sometimes seems oversimplified. He outlines the laws, which are all true, but doesn't always challenge a leader to develop his or her personal application of that law. It is a very engaging book, full of amazing stories and inspiring thoughts.

THE 21 LAWS:



The Law of the Lid—the leader is the limiting or enabling force in an organization. However high they go themselves will be the maximum level of performance that those around them can achieve.

The Law of Influence—leadership is nothing more than influence. If you can't influence others, they won't follow you, and if you don't have followers, you are not a leader.

The Law of Process—leadership will not develop overnight. It is an on-going journey that an individual embarks on daily.

The Law of Navigation—a leader must see where he or she wants to go and then map out a way to get there. It takes planning ahead and inviting others to join you on the journey.

The Law of E. F. Hutton—there are individuals who are naturally looked to for approval and guidance. A new leader's job is to respect that and build relationships with those people.



The Law of Solid Ground—leaders are expected to have strong characters. People must be able to trust someone before they will consider following him or her.

The Law of Respect—think of leadership skills on a scale of 1-10. People who are a 7 on the scale will only be able to lead people lower than themselves. Leaders cannot lead people who do not respect them.

The Law of Intuition—a leader needs to be able to read and understand the situation so that they will be able to make the best decision of how to respond to circumstances.

The Law of Magnetism—quality people will be attracted to quality leaders. Who you are is who you will attract.

The Law of Connection—a leader must first build relationships with people before challenging them to change.

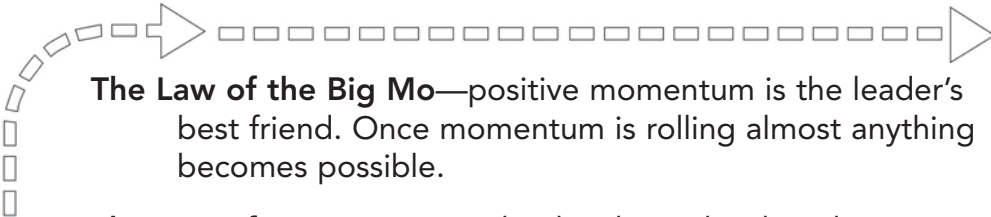
The Law of the Inner Circle—a leader's potential is determined by those closest to him or her. The more successful and determined the leader's closest teammates are, the more successful he or she will be.

The Law of Empowerment—leaders should spend their time developing other people. This will allow them to accomplish more than they could on their own and challenge their own leadership development.

The Law of Reproduction—the mark of a true leader is one who creates other leaders.

The Law of Buy-in—people invest themselves first in the person who is the leader and then into his or her ideas.

The Law of Victory—leaders find a way for their team to experience success.




The Law of the Big Mo—positive momentum is the leader's best friend. Once momentum is rolling almost anything becomes possible.

The Law of Priorities—true leaders have the discipline to stick to their number one priorities and not get spread too thin both personally and with the organization.

The Law of Sacrifice—a leader must “give up” in order to “go up.” The level of sacrifice is proportional to the level of leadership. As one increases, so does the other.

The Law of Timing—action at the right time will bring success. Knowing what to do is half the battle, knowing when to do it is the other half.



The Law of Explosive Growth—when you work with leaders success increases exponentially; therefore, develop leaders. This will multiply success.

The Law of Legacy—a leader's success is determined by how the organization does after he or she leaves. It must outlast the leader to be considered successful.



Love is the Killer App: How to Win Business & Influence Friends

By Tim Sanders (2003)

People everywhere are worried about increasing their value as professionals in the rapidly changing world. Sanders' answer to this dilemma is: be a lovecat. His definition of love, taken from the book *On Caring* by Milton Mayeroff, is "Love is the selfless promotion of the growth of the other." People who are lovecats consistently demonstrate their selflessness by sharing their knowledge, network, and compassion. No matter what happens with technology, the economy, or the market, an individual's willingness to share these intangible qualities will set him or her apart from the rest.

KNOWLEDGE

People's knowledge is everything that they have learned, all that they have experienced, the classes, jobs, and books they have gained insights from. Everything. In order to share knowledge, individuals must continually increase their knowledge base.

Leaders who say they love others without adding true value to their lives are just loving in words and not deeds. When they start to share their knowledge with the desire to make life easier for others, they add value—a true act of love.

Sanders' advice: Read. Read everything that you can get your hands on that might influence people in your circle. Process through what you are reading so that you can effectively communicate the most helpful principles. Seek to understand it for yourself and then share it early and often.



NETWORK

Many people keep the people that they know to themselves. This adds no value to others and is therefore NOT the lovecat way. By helping others make connections that will benefit their professional lives, you are living out of love.

Sharing your network is a three step process:

Collecting—make connections with a wide variety of individuals.

Connecting—discover people who could enjoy a mutual relationship and introduce them.

Disappearing—let them figure out the rest and don't hang around trying to get in on the goodness.



COMPASSION

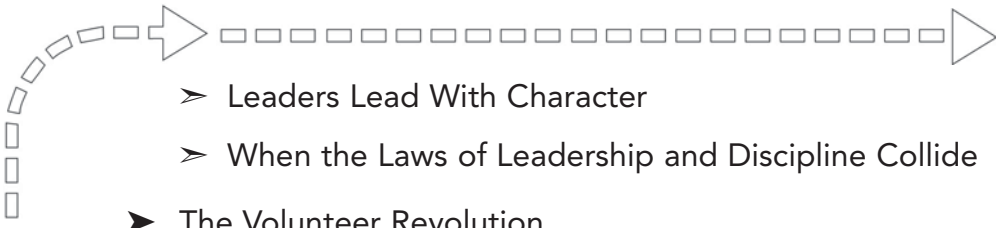
Sanders defines compassion as, “the human ability to reach out through eye contact, physical touch, or words.”

Expressing this in a work environment is rare but necessary. People will understand that they are valuable when this sort of care is extended to them. Greet people in love and leave them with your expression of care for them. Faking it will not work. You must dig down deep and sincerely find things to love about the people that you interact with. This increases their value to you and compassion will spill out naturally.



Seminars

- ▶ StrengthsQuest™ for the Educator
- ▶ Leadership Summit
 - Passing the Leadership Test
 - The Leader's Edge
 - From Good to Great
 - Making the Vision Stick
 - Words of a Leader
 - The Five Dysfunctions of a Team
 - Thursday Evening
 - The Contrarian's Guide to Leadership
 - One Thing You Need to Know
 - The Lovecat Way
 - The Leadership Edge
 - The Qualities of a Leader
- ▶ Maximum Impact
www.maximumimpact.com
 - The Fred Factor
 - Guts!
 - Leading to Win
 - The Power of One
 - Today Matters



- Leaders Lead With Character
- When the Laws of Leadership and Discipline Collide
- The Volunteer Revolution
www.willowcreek.com
- Church as It Was Meant to Be
- The Risks and Rewards of Volunteer Ministry
- The Seven Myths of Volunteerism
- Youth Specialties National Youth Worker's Convention
www.youthspecialties.com





StrengthsQuest™ for the Educator

Gallup Organization
www.strengthquest.com

StrengthsQuest was the first seminar that I attended in relation to this project. I believe that it had the greatest impact on my own philosophies. I spent two days with a couple dozen people from colleges and universities learning how school environments could be dramatically different if they were based on students' strengths.

Part of my strong reaction to the conference was related to my experience in undergraduate work. In my field of study nothing was done with the individual and/or our talents. We were expected to jump through hoops and to fit into a well-defined box. My spirit was crushed. In Campus Ministries, however, I was allowed to explore who I was and how I could make an impact on the world around me. I had never articulated this in terms of strengths verses weaknesses, and this approach made everything click in my head.


The overview of StrengthsQuest is that an individual will achieve the highest levels of success when he or she focuses on areas of talents and developing them into strengths. I see this working for individuals who dedicate their lives to Campus Ministries. Chaplains, who discover who they are and what their unique contribution is, and then empower students to fill in the gap, are going to feel the most successful and experience the highest level of achievement available to them. Beyond that, each school's Campus Ministries department, when working from the strengths of their campus, will go farther than the ones that focus on improving areas of weakness. Find ministries that the students get excited about and grow them. Don't lose sleep over a program that is fading away. Double your energies into an area that is experiencing success.

I have been completely won over to this philosophy. Strengths over weaknesses. It has become a part of how I approach life.



The Leadership Summit

Willow Creek Community Church
www.willowcreek.org



The Leadership Summit is an annual event hosted by the Willow Creek Community Church near Chicago, Illinois. I attended the 2003 summit live at their amazing facility. In 2004, I participated in the downlink experience. They broadcast the seminars to approximately 50 different locations across the country, and it is significantly cheaper to attend those meetings than it is to travel to Chicago. The main difference between being there in person and watching the downlink is the environment at Willow Creek. It is incredible to see the huge auditorium and to interact with the volunteers. The music and drama are better live, too. Before each session they have a band lead out in praise and worship followed by a drama experience, which are always moving. A bit of that is lost on the screen.

These have been the most beneficial seminars that I've attended. The speakers are all high quality and come from a variety of vocations. Some are senior pastors, and they approach leadership from a ministry perspective. There are also speakers that focus on the business world and research. Still others have experience in politics and/or public policy. I usually leave the summit overloaded with new ideas to implement in Campus Ministries. It has also been the best resource for identifying quality books to read. I get to preview the books' contents by hearing the authors share some of the highlights, and then buy the books to deepen my understanding of their philosophies.

If you can't attend live or make it to a satellite location, they make DVDs of all the speakers available shortly after the summit. Watching them with your teams is a great complement to leadership training. Following are notes I compiled from The Leadership Summit.



Passing the Leadership Test—Bill Hybels

“Quality of the team will determine the height and expansiveness of a leader.”

Luke 5:3—I have a problem, can you help me?

Action test: Jesus can do anything himself, but He wants to see what a leader does when faced with a problem; become action oriented; surround yourself with “make it happen” people; you can tell if someone is action oriented by asking them to solve real problems and see how they respond; work with them and watch them work; watch for integrity and work ethic. Jesus recruited Peter because he was irrepressible and activist.

Luke 5:4—now roll out to deep water and fish in broad daylight.

Authority and submission test: Who can follow directions? Give the directions and wait for responses; “because you say so I will” are Peter’s words that pass the second test; will they do what God says? Will they do what the team, board, church, etc., decides as they are lead by the Holy Spirit; is there a willingness to support the decision when it happens?

Luke 5:8—he gives Jesus all the credit for the catch.

Who deserves the credit test: Peter knew who deserves the credit for the great catch; credit-hogging does not contribute to teamwork; God is equipping us, we should always give Him glory; when we work in teams we should privately, publicly, and continually give credit where credit is due.

Luke 5:10—I’ll make you fishers of men.

Grander vision test: If this was fun . . . how about a greater vision—catching bigger fish; competing for money can be fun but think of a larger scale, competing for people’s souls; our lives can make a difference in others’ eternity.

Luke 5:11—they left everything and followed Jesus.

The will you leave it test: So often leaders let people off the hook when they complain about the cost, leaders should not back down; grander visions have price tags—they just DO! The pay off is greater; Jesus paid a great price, He left heaven behind to pursue a grander scale vision.

We have got to keep passing these tests as leaders, the speed of the leader = speed of the team.




The Leader's Edge—Bill Hybels

THE 360 LEADER

- Up:** We have no power or control over those workings above us. We can only lead them through influence.
- Laterally:** We can lead our peers by working along side them.
- Down:** When we are placed in a position above others, we often lead through power and control.
- Center:** The hardest person to lead is yourself. Although it may be easier to check others, the more you focus on self-leadership, the better your overall leadership will be.

SELF-LEADERSHIP QUESTIONS

How do I feel about the focus of my leadership horse power?



A local church deserves and demands high degrees of focus. When focus drifts, drive drags. Are you committed to resolving the problem?

What new growth engines do we have and do we have big dogs to run them?

If all you try to do is grow incrementally, you will lose people—flattening out will bother good leaders. It doesn't feel like a good thing is going on anymore; you won't be able to keep good leaders, they will seek action-oriented, grander vision organizations.

Questions to ask while stuck in incrementalism:

- Do we have a leadership problem? Vision problem?
- Do we have a teaching problem? No creativity? Low evangelistic temperature?
- Do we have empty seats?
- Do we have an incremental mindset?

Things to do:

- Identify growth engines—leaders ignite the thoughts of others.
- As a leader, do not cultivate incremental thinking; you will lose your people.
- Be more willing to fail than you are to accept the "status quo."
- Smell sour ideas and get rid of them before they fail completely.
- When you are starting something new, put your best people on it.



What happens in the midst of a problem?

Problems are part of leadership. If you don't get inspired by issues, you don't have the gift of leadership. Don't shrink from problems. Have unshakable optimism—approach problems with the knowledge that they can be solved.

"How are you REALLY?"

Find a way to check on how you are doing in different areas—physically, emotionally, and spiritually.





From Good to Great—Jim Collins

A FEW KEY POINTS JIM COLLINS SHARED

- “Good” is the enemy of Great.
- The root problem and question is: if the good stayed good and the great became great but they never switched over. How do you cross over?
- Get the right people on the bus and the right people OFF the bus.
- People are the most important asset, but the right people are the best asset.
- If you have to motivate people, you have the wrong people.
- If you are truly committed to the cause, you are letting down the cause if you don’t use the leadership discipline to get the right people.
- The answer is not leadership; it is the TYPE of leadership.
- It is a choice whether or not your family, life, etc., suffers.
- Never promise the outcomes, only the integrity of your own work.



THE LEVEL 5 LEADER

- Expresses genuine humility.
- Has a terrifying will and is committed to the ultimate goal.

TIPS FOR THE LEVEL 5 LEADER

- Become comfortable with the window and the mirror: pointing out the window (at your associates) when there is success. Pointing to the mirror (at yourself) when it comes to assigning failure.
- You cannot be a level five leader in every situation. You have to care deeply enough about what you do. If you do not care, find another role.
- Begin a win/lose journal of level five moments; then identify whether the lose was a lack of humility or a lack of will.



Making the Vision Stick–Andy Stanley

A FEW KEY POINTS ANDY STANLEY SHARED

- If followers don't get it–it's the leader's problem.
- Leaders are the keepers of the vision.
- Where the vision is not clear, there is no focus.

THREE REASONS WHY VISION FAILS

- Success: When there are too many options and everyone's busy, the vision doesn't stick.
- Failure: People assume their vision will be the wrong one.
- Everything in between.

THREE THINGS TO DO TO MAKE VISION STICK

- Cast it strategically.
- Celebrate it systematically.
- Live it continuously.

Each of the three provides a critical element. Casting a vision provides definition. Celebrating a vision provides inspiration. Living out a vision provides credibility.

CAST IT–NO ONE CASTS IT ENOUGH!!!!

- Be strategic when you cast vision–when you talk about how things should/could be, you're a vision caster.
- Be strategic about how you cast vision.

Define the problem–what problem are we here to solve? Why do we exist?

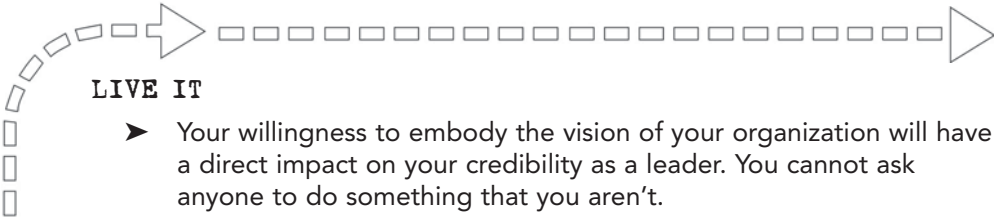
Offer a solution–your vision is a solution to a problem.

Present a reason–why must we do this? Why should we do it now?

Position and present your vision as the solution to a problem that must be addressed immediately.

CELEBRATE IT

- Make celebration a part of your culture.
- Build time into your schedule to celebrate vision and to further define and clarify vision.



LIVE IT

- Your willingness to embody the vision of your organization will have a direct impact on your credibility as a leader. You cannot ask anyone to do something that you aren't.
- The primary thing that will keep you from living the vision is life.
- If you lose your burden, you lose your passion. If you lose your passion, you will lose sight of your vision.

CHECKING FOR LEAKS

- Keep an eye on programming—nothing defocuses a church quicker than random programming. Think steps, not programs—steps toward maturity, steps toward mission/goals. Events/programming should move people toward the goal.
- Listen for three things:
 - Prayer requests—will tell you if they're locked into your vision.
 - Stories of success—will tell you what is going right.
 - Complaints—chief indicator of what they want.





The Words of a Leader—Karen Hughes

“Words are the most powerful thing used by man.”

WORDS

- Words are the currency of our relationships.
- Words are active and living.
- Words come from the overflow of the heart.

THE FIVE CS OF EFFECTIVE COMMUNICATION

- Clarity—message must be based on core values.
- Conviction—mean what you say.
- Compassion—make sure your message meets them where they live, make it relevant to the individual.
- Credibility—people must trust you—not only what you say but what you do.
- Consistency—repetition of words and actions; must set clear priorities.



The Five Dysfunctions of a Team—Patrick Lencioni

THE FIVE DYSFUNCTIONS OF A TEAM

Absence of trust—the fear to be vulnerable with team members prevents the building of trust within the team.

- Vulnerability-based teams get comfortable with each other.
- If just one member of the team has an issue with trust and openness, it will hurt the entire team's dynamics.
- The leader must go first—set the stage by being open first. Be willing to let your people be smarter than you.

Fear of Conflict—the desire to preserve artificial harmony stifles the occurrence of productive, ideological conflict.

- In organizations, conflict is not to be avoided.
- Conflict should happen in meetings.
- If people don't passionately debate an issue, they won't actively commit to the decision that is agreed upon.

Lack of Commitment—the lack of clarity and/or a fear of being wrong prevents team members from making decisions in a timely and definitive way.

- Humans have an innate need to have their way considered and understood, not necessarily to always have their own way.
- Once people have been heard, they will be more willing to commit to the team's decision.

Avoidance of Accountability—the need to avoid interpersonal discomfort prevents team members from holding one another accountable for their behaviors.

- Peer-to-peer accountability is the most difficult.
- The thought of letting down the team is so distasteful that it is sometimes the only motivation necessary.
- The leader must do it first.
- Hold people accountable for their behavior, "enter the danger."

Inattention to Results—the desire for individual credit erodes the focus on collective success.

- Team members pay attention to individual lives—departmentalizing.
- The team at the top must be each person's number one team.
- One must put being a member of a team above being a leader of a team.
- It needs to be about the results for the team and not about the individual agendas.



Thursday Evening—John Ortberg

Author of If You Want to Walk on Water, You've Got to Get Out of the Boat (2001)

TOOLS FOR LEADERS (BIG AND SMALL)

- Problems create opportunities for growth; Jesus taught through problems.
- Edification—people can handle the truth, use your words to build up others.

HOPE

- **THIS MOMENT** should be the best moment of your life—this is where God is; the only chance to be affective for God is right now, not at some point; we must begin to believe in this moment; if we can see the best moment of our lives being right now, despite the pain, chaos, or whatever is happening, then we can believe that every moment is transforming,
- God meets us only in this moment; you can't rely on moments past or moments to come; concentrate on meeting with Him right now.



The Contrarian's Guide to Leadership—Steven Sample

A FEW KEY POINTS STEVEN SAMPLE SPOKE ABOUT CONCERNING LEADERSHIP

WE HAVE TO LEARN HOW TO THINK GRAY

Don't make up your mind when you first see someone or hear something; be willing to try a new food without prejudging. Humans are binary, we tend to think of things in yes or no, black or white, right or wrong; to think gray means that you don't make up your mind prematurely. It takes discipline to restrain yourself, to be willing to say, "I don't know if it's true or not."

THINKING FREE

Thinking outside the box requires effort. Forcing yourself to think of things that are outrageous and finding radical ideas by looking at things from an absurd point of view are hard work, but that breaks down the ruts and all of us are in VERY deep ruts. For example: once I was trying to come up with an innovative way to design washing machines, so I began thinking of the outrageous solutions to the problem—I went so far that I imagined ladybugs running the machine. That wasn't my solution in the end, but it helped me to get passed the old way of doing things.

ARTFUL LISTENING

The higher the level of leadership, the worse listener you become in most cases. The first thing that you need to understand is that it's more valuable to listen than to talk—go around the table and listen to outrageous ideas and let everyone try to figure out how it's going to work.

SAVIORS AND CHARLATANS

Don't put your faith in experts. If you're ultimately responsible, listen to the pros, but there's a chance that these people may be more concerned about advancing their own egos than anything else.

LEADERS NEED TO BE READERS

We are what we read, read the best books first. You have to make hard choices when it comes to what books you read. Super texts—texts that are 400 years old or more and still widely read; there must be something in them to still be influencing lives today. Spend some time every day reading the classics.

DELEGATE AS MUCH DECISION MAKING AS POSSIBLE

Never make a decision yourself that a subordinate could easily make and always put off a decision if it is reasonable to; it's the only way to make a strong organization. A lot of people make decisions too quickly; instead, ask, "How much time do I have?"



One Thing You Need to Know—Marcus Buckingham

No one can steal a sustainable culture.

3 CONDITIONS FOR LEADERSHIP

Competent—doing what you do best

Great selection and training

Focus—knowing what’s expected of you

Great managers

Confidence—in surrounding leadership and coworkers

Great leaders

MANAGING

Talent—Turn one person’s talent into performance. Set the employee up for success. They need to believe that their success is the most important thing. Set the standards higher because they know and believe the potential. Get a kick out of tiny increments of growth.

Individuals—Find what is unique about each individual and capitalize on it—chess vs. checkers. In checkers, all the pieces do the same thing and it requires little skill to play; whereas in chess, each piece is unique. Teams are well-rounded; people shouldn’t be expected to do everything on their own.

Strengths and Weaknesses—Know the strengths and weaknesses of the people whom you work with. We live in a world fascinated by weaknesses. However, you will grow the most in areas of strength. The best thing to do is capitalize on your strengths and manage around your areas of weakness.

QUESTIONS TO ASK--KNOW ABOUT THOSE YOU MANAGE

- What was our best day of work in the past three months? What were you doing? Why did you love it?
- What was the worst day of work in the last three months?
- What was the best manager relationship that you’ve ever had?
- What was the best recognition that you’ve ever received?
- When in your career did you learn the most?



LEADING

Optimism—The responsibility/job of a leader is to rally people to a better future. Be deeply optimistic. No matter how bleak the present, they never get overwhelmed. The opposite of a leader is a pessimist. You need an ego to lead, a driving need to be at the helm; you are the one to make that future happen; don't downplay a leader's self-assurance, rather, channel that energy into curiosity. Leaders are born and then made—you can't turn a pessimist around. You can only make them slightly less negative. The challenge of life is to become more of who you are; individuals have enduringly unique talents.

Clarity

Leaders know that clarity is the antidote to fear.

Areas that need clarity:

- Who do we serve?
- What is our core strength? Why will we win?
- What is our core score?
- What actions can we take today?



How to get clarity

- Reflect—in order to repeat excellence you must study and reflect on it.
- Pick the right heroes—if you want to understand the future of an organization, study their heroes.
- Practice—the words, images, stories, etc.



The Lovecat Way—Tim Sanders

SCARCITY

You have scarcity when . . .

- you sincerely believe that there's not enough to go around.
- you focus on what you lack; you always talk about what you need.
- it's all about you—when someone else succeeds, it is more about how it affects you and/or reflects on your performance.
- you cannot imagine something else—to do, to live, to go, etc.

The impact of scarcity

- You begin the downward spiral—people begin to look somewhere else; always looking for fresh meat; the culture starts to change into a doom loop.
- Competitor, not community, builder—if times get bad you close the door to anyone who could hurt you.
- Distort the call for stewardship—don't use guilt or need to coerce people to give; giving should come out of the abundance from God.
- You go from being a leader to being a manager—give to your people and they give to the mission; it kills cooperate culture.

The SOLUTION

- Change the way you think. Develop a spirit of gratitude and thankfulness for what you have. Find your abundance in all the little things.
- Declare war on scarcity. Do not tolerate scarcity; if you don't do something about it, YOU are the problem.
- Learn to practice daily acts of abundance; sympathy is not an act of abundance, rather it takes believing in someone. Acquire and give away knowledge.




The Leadership Edge—Bill Hybels

$X+Y=Z$; X = paid staff, Y = volunteers, Z = God's plan

VOLUNTEERISM

- It is taking advantage of spiritual opportunities with limited resources.
- When God's plan is bigger than your fixed resources, volunteers are the variable that can increase.
- When someone steps forward to volunteer, something greater is happening; it catalyses spiritual growth for that individual.
- Volunteers are the pillars of the church. It is no small thing to grow someone from a member to a participant.

TWO DIFFERENT STORIES



Jon has attended church for a few years. He has a wife and three kids and is close to the church family. Jon owns his own business. The senior pastor asks him, "Where are you involved?" "I'm not talented," Jon replies. "I can't sing or preach," "What do you do in your free time?" the pastor asks. "I love to build things," says Jon. And for the first time in his life, Jon now feels the thrill of God using his unique talents. "I never thought that I could do what I love for God!"

Harold had a family owned business, lots of friends, a wife, and five kids. He never missed church, but for the past 20 years he wasn't involved. Many pastors came and went but none ever invited Harold to participate in ministry even though he was deeply talented. At the age of 52 Harold passed away never feeling that thrill of God using him.

REASONS FOR DIFFERENT STORIES

Church cultures were entirely different.

- Jon's church culture was based on Ephesians 4—to equip God's people; the job of the clergy is to equip, mobilize, to be the ministers in the church; they had a "we need YOU" attitude; "if you're only attending, you're not helping us to be the body that we're intended to be."
- Harold's church culture was clergy-centered; patently unbiblical.

"I asked him to"—Personal Invitation

- A definition of leadership: Cast bold visions, make big ASKS.
- Beyond your work, what do you love to do? What do you feel passionate about?
- Match talents to skills.



- Invite them to give it a try.
- THE FIRST SERVE—you cannot violate the dignity of a first time volunteer; how would you make sure a new person has a wonderful experience? From singers to speakers, sound techs, and small group leaders.

Principle of capacity

- There are differing levels of capacity—you need to match the potential with the needs.
- Make sure there are differing levels of opportunities; be open to the threat of high capacity people.



Principle of community

- People need to find friends and form teams when they volunteer.
- They love the relational part, the joy of community.
- Serving with people is one of the most bonding activities that you can do.

Connected to the mission

- Connect the building to saving the lost.
- They were making an eternal difference by giving their time.
- Show them—this is why what you do matters.

Commendation—why should someone serve? Because Christ asked us to serve.

- You need (as leaders) to be “thanking machines”.
- Volunteer parties, dinners, retreats.
- Changes the whole environment.



When the Laws of Leadership and Discipline Collide—Bill Hybels



LEADERSHIP

- Most of the time, the laws of leadership and the teachings of Scripture are in sync; they dovetail together nicely.
- Laws are just descriptions about hard-learned lessons, collections of wisdom.
- Not inspired by God but they are valuable observations and, hopefully, will make people better.
- Occasionally the law collides with discipleship; when that happens, decide on the side of discipleship every time.
- We cannot forget that we are trying to build churches, not companies.



The Fred Factor—Mark Sanborn

"Nobody can prevent you from being extraordinary."

EVERYONE MAKES A DIFFERENCE

- People who believe they're ordinary do not make extraordinary differences.
- "What kind of difference did you make today?"

EVERYTHING IS BUILT ON RELATIONSHIPS

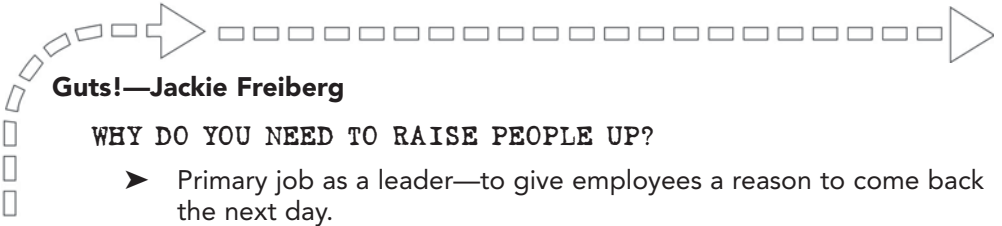
- What makes a picture great is its humanness; the same is true for leadership.
- People's relationships define the feelings toward the company or organization.

THE ABILITY TO CREATE NEW VALUE FOR A CUSTOMER

- To out think competition.
- Take ideas and turn them into gold; how to create value.

YOU HAVE THE OPPORTUNITY TO REINVENT YOURSELF EVERY DAY

- Focus energy and creativity into your daily work.
- Most people replicate; we must learn how to innovate.
- Not power over people, power with people.



Guts!—Jackie Freiberg

WHY DO YOU NEED TO RAISE PEOPLE UP?

- Primary job as a leader—to give employees a reason to come back the next day.
- How you spend your time matters—leaders who step into the zone of their people can feel it, which fixes a lot of it.
- How you respond to critical moments (incidents) makes a difference—people calibrate their behaviors based on what you (as the leader) do.





Leading to Win—Pat Summit

A FEW KEY POINTS PAT SUMMIT SPOKE ABOUT

- Relationships are where it all begins. There are no unimportant people. My dad taught me that. My mom taught me that if you want to have a great team, each person must feel important. Everyone brings something to the table. They must feel like they own the team and have goals for their team.
- Recognition of performance is important. People are constantly trying to prove themselves.
- You have to have a system built on discipline. Discipline yourself and no one else has to do it.
- Look for new ways to challenge people; you may have to change to get better. It's important to remember that practice and repetition will result in improved habits.
- You can control: 1. Attitude. 2. How hard you're willing to work. 3. How you take care of yourself.
- In order to motivate different people and personalities, you must know them through a personal relationship.
- What makes for a championship level company? The right people who know what is expected of them.
- Winning is an art. If it was a science, then we would all be winners!
- #1 attribute: to teach and connect with people; to develop leaders within the program.



The Power of One—Executive Panel

"Create the environment for growth = empowerment."

LEADERSHIP

- You must be clear about the qualities that you want: principles, trust, and balance.
- You must know and understand how important it is to care about the people whom you lead.
- You must be able to grow a vision.
- Communicate what the expected character traits are; we use the metaphor of the Wizard of Oz--the pursuit of intellect, courage, and heart.

BALANCE

- We're passionate about what we do; always balancing priorities.
- We use a calendar that blocks out time for balance.



SELF-DEVELOPMENT

- It's really important to reward healthy balance.
- We cannot force balance but we can encourage it; we have a communication day—all the computers are turned off and everyone is required to go and talk to someone.

EXECUTION: GET STUFF DONE AND MAKE DECISIONS

- Understand the difference between certainty and clarity.
- Our process is divided into four sections of a wheel:
 - Dream—never say no to a new idea.
 - Rational—why it works, why it should be tried, etc.
 - Proof—how it is the best choice.
 - Execution—commit to the new direction and then begin the dream process again.
 - Empowerment—not just a top-down set of numbers but a bottom-up ownership.

TIPS FOR LEADERS

- Understand the values you personally have, live them visibly.
- Communicate, be consistent, surround yourself with people who are honest, and grow yourself.
- Build your life and your business on trust.
- Make sure people know that you care.



Today Matters— John Maxwell

A FEW KEY POINTS JOHN MAXWELL SPOKE OF

- After spending one day with a person you can understand what their potential is. The secret to one's success is found in their daily agenda—TODAY MATTERS.
- We over exaggerate the past, both the good and the bad. The embracing of what we did yesterday is the biggest hindrance for today. Yesterday ended last night.
- We over estimate tomorrow by putting things off.
- We under estimate today—"get through," "kill some time."
- "Make everyday your masterpiece."
- Shoot for 100% everyday; you can't make it up tomorrow.
- "Most people don't lead their lives, they accept their lives."
- Successful people make important decisions early in their life and then manage those decisions the rest of their lives.
- You cannot manage a decision you have not made.

PREPARING VERSUS REPAIRING

Some people are preparing.

Focus on today
 Increasing efficiency
 Increasing confidence
 Saving money
 Stepping up

Some people are repairing.

Focus on yesterday
 Wasting time
 Breeding discontent
 Increasing cost
 Everything is an obstacle

If you do today right, you don't have to repair it; if I handle today correctly, tomorrow will take care of itself.

IMPORTANT DECISIONS


Attitude—The difference-maker. People think that other people create their attitude problems: the attitude you have right now; YOU chose. The only person who can make me happy is me. How to manage on a daily basis: when things go wrong choose the response of a good attitude.

Priorities—The issue isn't how much time you have, but how you use the time you have; clear priorities, successful people find their strength zone and stay there for the rest of their lives; work on weaknesses within your strength zone.



Leaders Lead With Character— Zig Ziglar

A FEW KEY POINTS ZIG ZIGLER SPOKE ABOUT

- You've got to manage yourself before you can lead others.
 - What happens at home affects everything that happens on the job.
 - Trust is the base on which you build all relationships.
 - When you do everything with integrity, you have no fear and no guilt.
 - Motivation gives you the WANT to; education gives you the HOW to.
 - Leaders are solution conscious, listeners and learners.
 - Leaders make everything personal.
 - It is impossible to perform inconsistently with how you see yourself.
 - Everyone walks around with a sign—"Make me feel important."
 - If we listen and understand the people doing the job, we can create an environment for them—building winning relationships.
 - Treat people with dignity and respect.
 - Genius—the ability to focus on the issue at hand.
 - If you go in looking for gold, the ton of dirt you move is easier to get past.
 - Creativity comes from what motivates us; leaders are lovers of people.
 - Two groups of customers—internal and external; how you treat the internal customer determines the way they will treat the external one.
- 



The Qualities of a Leader

Maximum Impact


This was a quick, one-day leadership session. It was packed full of good presenters. I left with a new list of books to read. There were a couple interviews and one executive panel filled with CEOs of major corporations, including the head of Wal-Mart. This session, with downlink sites across the country, was relatively inexpensive while providing quality speakers and/or presenters. Although the session contained no spiritual aspects, it provided excellent resources. Even though a lot of time was spent selling/promoting products, the work-day length session was convenient.



The Volunteer Revolution

Willow Creek Community Church
www.willowcreek.com

At the leadership summit, Bill Hybles spoke about the importance of volunteers to the local church. While he was speaking, it dawned on me that volunteers are also the core of affective Campus Ministries work. Not only do they deeply impact the school environment and local communities with their efforts, they are deeply transformed themselves. At the end of his talk Hybles shared that this year they were going to host the Volunteer Revolution conference in an effort to raise the focus on members as volunteers. I got very excited.



The conference did not disappoint me in any way. It was a two-day seminar with an excellent mix of church-based volunteerism and community activism. A large portion of the speakers and presenters spent their time raising the value of volunteers. It seemed like they were trying to talk us into pursuing volunteers the way that we pursue saving souls. Because, in a way, they are related. People who are invited to use their unique gifts and talents for Christ can't help but be deeply changed as they act on selfless motives.

Unlike the Leadership Summit, this is not broadcast around the world. It is just for the people who attend. This allows them to have breakout sessions. There were many other breakouts that I wanted to attend. Luckily, they provide audio recordings of all the sessions.



Church as It Was Meant to Be—Bill Hybels

There was once a community of people totally committed to God, radically committed to each other, and interdependently woven together. The rich cared for the poor, gender walls crumbled, bold prayers were prayed, and seekers were saved every day. Why can't it be here today?

"I was hired as a part time youth pastor—it was the first volunteer revolution that I ever attempted. Most youth workers are hired with the understanding that their job is to 'keep good church kids from going bad.' I was expected to keep their schedule full and maybe squeeze in a lightweight devotional. I walked into a group of kids where the cliques were just as hurtful as in high school and the students were unsatisfied. Into that culture I tried to introduce the ideas of an Acts 2 church. It was time for an identity reformation."

MOVES THAT I MADE

Bombarded them with messages about how much they matter to God

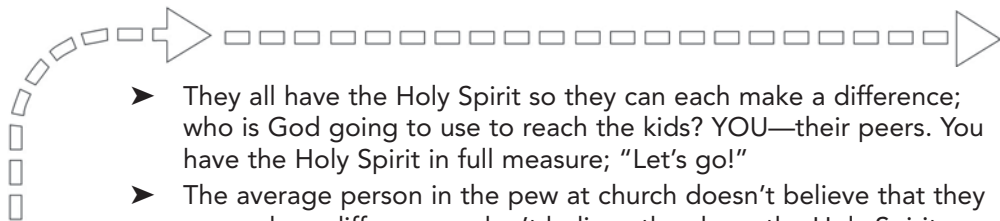
I was raised in church and encountered Christ through Titus 3:5: "He saved us, not because of righteous things we had done, but because of his mercy. He saved us through the washing of rebirth and renewal by the Holy Spirit." I had tried to impress Him, but it's not about that; it's about His grace. It's not about being good—a "good" kid isn't going to change the world—God will and He wants to involve you. I used the stories of the lost sheep, coin, and son. I told them that the angels celebrate each life that comes to Him and how they can have God in their everyday lives.

- Why? Because it's TRUE! And I wanted to jolt them out of their passive Christianity.
- The boiling point. Some of you think that you can pull off a revolution with people who are at the 150 degree spiritual level. But they have to be taken to the boiling point, and then their identity will change.

Insisted that they see themselves as DIFFERENCE MAKERS—

1 Timothy 4:12: "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity." On the day of Pentecost, there was not an uneven distribution of the "tongues of fire," there is not a difference between the paid and unpaid; everyone has the same Holy Spirit; "the Priesthood of ALL believers"; young women as well—we are all one.

- Why? To smash the idea that high school/college students can't be used by God.



- They all have the Holy Spirit so they can each make a difference; who is God going to use to reach the kids? YOU—their peers. You have the Holy Spirit in full measure; “Let’s go!”
- The average person in the pew at church doesn’t believe that they can make a difference—don’t believe they have the Holy Spirit.
- Sometimes it takes de-emphasizing the clergy to even the playing field.

Hammered them with information about spiritual gifts—

1 Corinthians 12:7: “Now to each one the manifestation of the Spirit is given for the common good.” I started intentionally teaching spiritual gifts, splitting them up into gift groups; gifts, once identified must be deployed for the common good of the group—otherwise the group will not reach its full potential; our group needs YOU; the body needs every part; they’d never felt needed before—half the people in our churches today don’t feel needed.

We can accomplish more good together than any of us could achieve on our own—community, teamwork, interdependence . . . what would it be like if we were each using our gifts; leaders sometimes cheerlead—reminding them that it can happen and all of heaven wants to see it happen.

Servant hood offers a better buzz than any other one you’ve been getting—Luke 17:33: “Whoever tries to keep his life will lose it, and whoever loses his life will preserve it”; I was very open with them about the buzzes that I get from sports, driving fast, adventures, etc.; of all the “buzzes” that I’ve had in my life the best one was the thrill of God using me to touch another life; I’ll stake everything I own on it—when you feel God use you to touch another life, you’ll want to do it over and over again! Everyone has felt that—the feeling of God using you. Don’t YOU want that for every person in your church? It’s going to fill-up and satisfy each individual. Not only do they get that buzz, but they also feel connected, a part of something bigger than themselves.





The Risks and Rewards of Volunteer Ministry—Erwin McManus

RISKS AND REWARDS

You'll get them.

People are waiting for us to show them how to get involved. They just don't know how to sign up. Movements are started by an intense small number of people.

You'll get someone you don't want.

Instead of becoming legalistic, point people to the Bible and heresy and immorality will take care of themselves. When people embrace the mission, their lives will change. The mission of Jesus Christ solves all the volunteer issues. We underestimate the way God created us. Humans long for the heroic.

You'll get someone more gifted than you thought.

Never fear giving your people a vision bigger than your gift mix. If God rises up someone more gifted than you, then He has something else for you to do.

Quality control.


Connect everything to that which is significant. Unspoken subtext—you cannot recruit them to something that's not better than their life right now.



The Seven Myths of Volunteerism—Bill Hybels

There just aren't enough volunteers to go around—two types of meetings: MSG (moan, sob, and groan) or Blue Sky (focused on finding solutions). Go to a new place. For example, look at your church, how many people love God and attend but do not serve? There's a reason why they're not serving—find out what that reason is; identify some people that are in that group, gather them together, and ask them why it is that they don't serve. Think beyond those people who already attend your church—start to think of inviting non-churched people to serve. Remember that for each new person that joins, you can tap into their potential.

Volunteers are only capable to doing "busy work"—the things that are low in strategic priority and won't matter if they are done poorly. The boards that run Willow Creek consist exclusively of volunteers. Unless you respect the dignity of volunteers, there will never be a revolution. Remember the different levels of high, medium, and low capacity. Make sure that there's a wide variety of opportunities; create a portfolio of varying capacity options.



Volunteers are "free help"—they offer enormous amounts of help, but they are never free. They deserve competent leadership and organization. One salary could rise up 500 volunteers.

Most volunteers want to serve in one role for a lifetime—when pastors recruit and train a volunteer, they hope they've filled the position forever. In healthy communities the question continues—"how's it going?" "Does your position still fire you up?" Around Willow we use the phrase, "I need a load adjustment." Make sure that you create a dialogue that allows people to adjust when needed. Understand that exploration is needed.

Volunteers are not interested in training and development—once you get your aviator's license, you must continue training or they will take away your license. There should be initial training and ongoing training sessions.

Volunteers need encouragement from heaven only—1 Samuel 30:6 says, "David was greatly distressed because the men were talking of stoning him; each one was bitter in spirit because of his sons and daughters. But David found strength in the LORD his God." As a leader, it's no one's job to encourage you. It shouldn't have to be that way for volunteers in a local church. Create a culture of inspiration and encouragement. It doesn't take much time to go around and thank people. If you're not a thanking team, you're missing out. "I think we need to pay more attention to our greetings and goodbyes"—it makes the culture feel different. When you start valuing behavior, it reacts the same way.



Volunteerism is a one-way deal—all output and no return; when you say, “I couldn’t ask my members to do that kind of stuff!” you’re really saying that you’re not willing to ask others to serve because it will diminish their quality of life—but it will radically, positively impact them. “Feeling the God of the universe using me to impact lives is the fuel I run on—it does something that nothings else in my life does; it will grow people’s faith. I want to set them up for the commendation, ‘Well done servant.’”






National Youth Workers' Convention

Youth Specialties, Atlanta, Georgia
www.youthspecialties.com

At the opening of the first session, one of the organizers was making some general announcements about logistics. In the middle of directing people to the restrooms, explaining the layout of the facilities, and when the snack time would be, he said something that caught my attention. He said that there were a lot of different sessions going on and a lot of amazing presenters in the breakouts, but that this time was for us. He advised us not to get overwhelmed, to pace ourselves, to take time to spiritually recharge and reconnect with God, and not to feel pressured to do everything, be everywhere, and see everything. That was extremely freeing to me. As a result, I spent most of my time assisting in the set-up and enjoying the general sessions. I didn't take notes. This became the best thing to happen to me in my personal spiritual journey. I wasn't doing anything except seeking Christ.



I still remember some of the lessons that were taught. They impacted me so deeply that I want to share a few of the remnants with you.

ROB BELL--SENIOR PASTOR OF MARS HILL CHURCH

Pastor Bell spoke about truth and how we teach it to young people. One of the most interesting things I remember was that he pointed out how the church tends to claim to be the source of all truth. Then when young people grow older, go to school, and discover that there is other truth out there, they figure that the church must be worthless. Bell suggested following the example of Paul who encouraged people to claim truth wherever they found it. For whatever is truth is of God. If we're seeking to know God, then we are also seeking for truth. Truth and religion do not have to be exclusive entities.

JAY BAKKER--SENIOR PASTOR OF REVOLUTION ATLANTA

I wasn't so sure about this tattooed, 20-something young man from the South. His message was simple, and it won my heart and respect. He spoke of love. The importance of loving all the children of God and that includes those that are different and challenging. Having tolerance is not enough; we must reach out in love.

MIKE PILAVACHI--DIRECTOR OF SOUL SURVIVOR

Pilavachi spoke of the desert experience. He included Jesus being led to the desert by the Spirit, Moses spending 40 years in the desert herding sheep, the lover in Song of Solomon leading his beloved out of the desert, and a verse in Hosea. The reference to the story of Hosea and



Gomer was the most powerful to me. After building a case about how the Lord leads people into the desert, Pilavachi used this verse to explain why, "I will win her back; I will lead her into the desert and speak tenderly to her there." God removed distractions in our lives by taking us into desert experiences and then winning back our hearts. I was deeply moved.

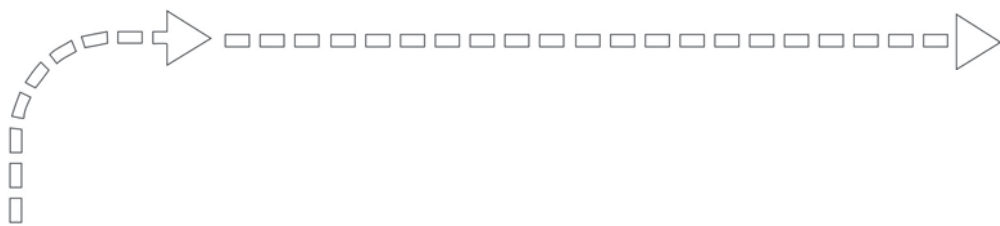


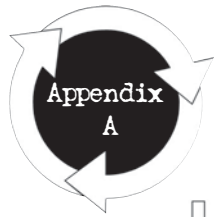




Appendix A

Sample Job Descriptions





Assistant Chaplain (full-time)

- Organize all Campus Ministries activities for pre-session
- Plan and organize Campus Ministries Vespers
- Organize Student Week of Prayer
- Administer helpful leadership in the Campus Ministries office
- Meet with Campus Ministries' officers individually once a month
- Attend scheduled meetings
- Function as a Campus Ministries team member, assisting other directors in all areas of ministry responsibilities
- Meet with chaplain on a weekly basis
- Discuss decisions with chaplain and carry out assignments faithfully
- Assist in office management
- Coordinate with the public relations director an overall public relations strategy and see to it that it is carried out
- Be visible before the student body and remain in tune with the student body as a whole
- Develop strategies for plugging people into ministries and/or connecting them with the appropriate ministry directors
- Take time to visit in dorms, eat in the café, and develop relationships with the students
- Prioritize time with God to remain spiritually healthy



Campus Ministries Student Director/Student Chaplain

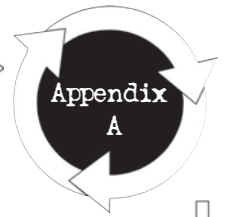
Sample A

- Chair and facilitate the after vespers programming once a month
- Chair committee and oversee the program at the University church once a month
- Organize Week of Prayer
- Coordinate vespers music
- Work two hour shift at chaplain's office desk
- Attend weekly staff meeting as chaplain team member
- Fulfill miscellaneous needs from chaplain and assistant to chaplain



Sample B

- A spiritual leader and example—maintain a relationship with God, build friendships with others, and encourage others to build a deeper relationship with God.
- Head of Campus Ministries—oversee the leadership, ministries, and programs of Campus Ministries; visioning, goals and plans; recruit and help support the core-team leaders
- Chaplain's Assistant—assist in the day-to-day tasks of the chaplain's office, write articles about Campus Ministries activities, coordinate speakers and special guests
- Regular meetings—fall and winter Campus Ministries leadership retreats, weekly meetings with the chaplain, weekly core team meetings
- Specific Prerequisites—student for two consecutive semesters, previous leadership experience in Campus Ministries, no other significant leadership responsibilities, can only serve for two year maximum



Sample C

- Support the areas of worship, volunteering, marketing, and student pastors
- Meet with the leaders of these areas regularly (one-on-one, in groups, etc.)
- Empower the leaders into full ownership and support them in anyway possible
- Act as chaplain when he or she is absent
- Lead out in weekly meetings
- Give announcements (chapel, vespers, etc.)
- Weekly meeting with the chaplain and/or associate chaplain
- Develop plans for leadership
- Develop plans for mentoring



Student Wellness Director / CABL (Collegiate Adventists for Better Living) Director

Sample A

- Provide a framework in which students can organize, plan, implement, coordinate, and evaluate programs for better living for their fellow students and the general public
- Coordinate the Blood Assurance program on campus
- Organize a café-type activity for students to socialize and enjoy refreshments in a healthy atmosphere
- Attend weekly campus ministries meetings
- Sponsor any outdoor clubs to promote student wellness
- Meet with the assistant chaplain once a week
- Keep chaplain updated on all major activities
- Function as a team member, assisting the other directors in all areas of Campus Ministries responsibilities



Sample B

- Promote healthful living through
 - Poster campaigns
 - NEWSTART focus months
 - Providing health facts through chapel bulletin, newspapers, fliers, etc.
 - Special events
- Plan CABL cafés
 - Reserve facility
 - Purchase food, drink, or other needs
 - Plan for program (live music, movies, testimonies, etc.)



- Maintain a health column in the student newspaper
 - Work closely with the religion section editor to determine size, frequency, and content
 - Recruit student writers to add to health column
- Organize special events
 - Red Ribbon Week: alcohol awareness
 - Daniel Diet: a week before finals—trying (and rewarding) vegan habits
 - Blood drives: American Red Cross
 - Exercise programs: award participation
 - Monthly themes





Public Relations Coordinator

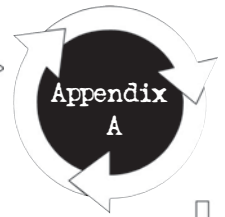
Sample A

- Gather information from co-workers regarding events to advertise on and off campus (included, but not limited to)
 - Missions
 - Volunteering
 - Programming
- Contact media
 - Develop a contact list for local TV, radio, and newspaper personnel
 - Work closely with college public relations director
- Develop and distribute press releases regarding Campus Ministries events
 - Fax to local media
 - Send to Adventist publications: Conference Newsletters, Union Paper, Adventist Review, etc.
- Design posters for any and all activities and arrange for their distribution around campus (and community if necessary)
- Invite local churches to events and correspond with them accordingly



Sample B

- Coordinate systematic public relations plan with assistant chaplain
- Create and post announcements for major Campus Ministries activities
- Keep bulletin board looking sharp
- Make sure Campus Ministries announcements make it into on-campus publications
- Attend weekly Campus Ministries meetings



- Meet with the assistant chaplain once a week
- Advertise and/or provide a column in the college newspaper
- Keep chaplain updated about your overall public relations strategy
- Keep college church, the student association, and student life updated on office activities
- Function as a team member assisting other directors in all areas of Campus Ministries responsibilities





Student Missions Director

Sample A

- Choose the officers from the Student Missions Club membership
- Hold regular officers' meetings to plan club activities
- Oversee and assist officers in carrying out their duties
- Plan and supervise times for on-campus students to write to student missionaries and task force workers
- Send out birthday cards and support letters to student missionaries and task force workers
- Organize traveling church groups or any other outside publicity
- Help with on-campus recruiting of student missionaries and task-force workers
- Organize former student missionaries and task force workers to take up offerings on Alumni and graduation weekends
- Assist the chaplain and student missions coordinator in facilitating the complete missions program, including the student missions expo, missions week, orientation class, retreat, dedication vespers, etc.
- Possibly organize fund-raising for a mission project or short-term trip
- Attend weekly Campus Ministries team meetings
- Meet with the assistant chaplain once every month
- Function as a team member, assisting other directors in all areas of Campus Ministries responsibilities
- Keep the chaplain and student missions coordinator informed of all plans, ideas, and activities



Sample B

- Assist in preparation for service
 - Provide information necessary for students to make wise decisions in their role in the missions program

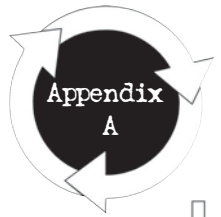


- Posters of current unfilled calls (work with public relations director)
 - Articles in student newspapers and chapel bulletin
 - Flier/pamphlet of what to do if interested in missions work
 - Mission Minute in chapel
 - Retreat for future student missionaries and task force workers (spring)
-
- Necessary documentation for screening/processing according to North American Division and General Conference policies
 - Pre-applications
 - Packets 1 & 2
 - Dean's council
 - Screening
-
- Support students while in service
 - Regularly check mission's e-mail and respond to letters as necessary
 - Christmas boxes
 - Weekly packets
-
- Re-orientation and inclusion in the missions program upon return
 - Retreat for returned student missionaries and task force workers (fall)
 - Missions fair
 - Mission Emphasis week
 - Afterglows
 - Missions club (parties, potlucks, campouts, etc.)
 - Individual contact



Student Association Spiritual Vice-President

- ▶ Coordinate all spiritual activities sponsored by Student Association
 - ▶ Work closely with Campus Ministries to develop a coordinated program of spiritual emphasis on campus
 - ▶ Cooperate with the financial vice-president in preparing the budget for spiritual activities and submitting it to the Senate Appropriations Committee for approval immediately following election to office
 - ▶ Promote all spiritual programs and activities sponsored by Student Association
 - ▶ Plan one vespers program per month in conjunction with Campus Ministries
 - ▶ Prepare one week of spiritual emphasis per semester
 - ▶ Coordinate on specific times to be available in the Campus Ministries office
 - ▶ Attend weekly Student Association and Campus Ministries meetings
- 



Ministry Team Leaders

Sample A

- Organize outreach groups for Sabbath afternoon outreach
 - Meet with the leaders of these groups monthly
 - Develop a rotating calendar for the groups and advertise/recruit accordingly
 - Provide information weekly to the public relations director so they can produce posters, fliers, newsletters, etc.

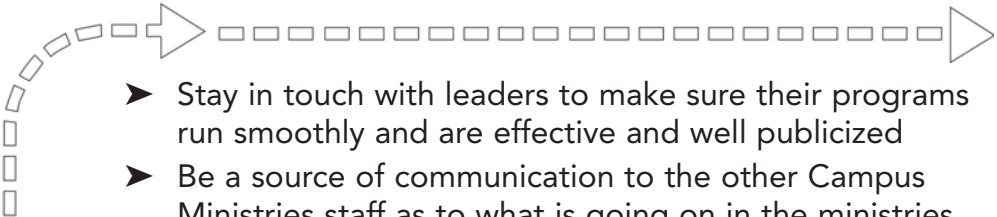

- Field calls from the community requesting volunteer services
 - Find students to meet the requests
 - Follow up with a phone call to see if their needs were met
 - Keep track of service projects throughout the year

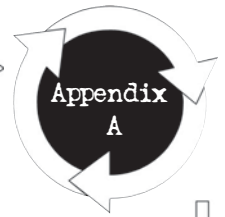
- Special projects such as
 - Turkey Run
 - Operation Christmas Child
 - Project Impact
 - National Volunteer Week
 - Making a Difference Day

- Coordinate with the marketing team to ensure effective promotion of volunteer opportunities

Sample B

- Develop and organize a group of ministry leaders
- Supply leaders with any information/training that will help them get started
- Inform the leaders of procedures and policies for Campus Ministries sponsored ministries
- Keep the leaders encouraged

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- Stay in touch with leaders to make sure their programs run smoothly and are effective and well publicized
 - Be a source of communication to the other Campus Ministries staff as to what is going on in the ministries
 - Be a visible spiritual leader on campus
 - Deal with any emergencies that may arise
 - Function as a team member, assisting other directors in all areas of Campus Ministries responsibilities
 - Meet with the assistant chaplain once a month
 - Act on your own plans and dreams to help students draw closer to Christ
 - Consider and act on the dreams of the students who come to you
 - Keep the chaplain informed of those plans and dreams
 - Coordinate Sabbath schools on campus
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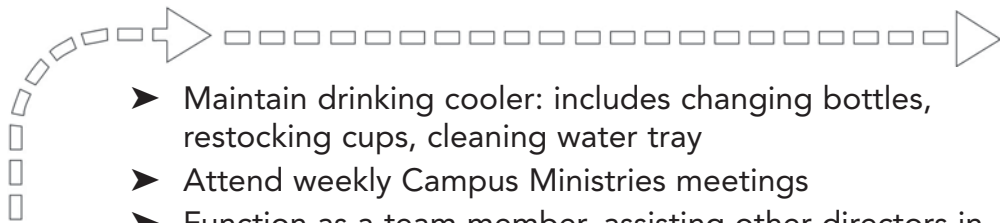
Office Assistants

Sample A

- Team member of chaplain's office
- Assist, complete, and execute duties related to the success of the chaplain's office
- Take minutes of the weekly Campus Ministries staff meetings
- Keep up-to-date files and understand the filing system
- Keep an accurate Rolodex system
- Be responsible for maintaining the magazine rack in the waiting area
- Be responsible for the TV/VCR and showing student missionary videos on the TV
- Answer telephone with proper etiquette
- Take messages with complete information: date, time, name of caller, needs, and number
- Check the answering machine
- Accurate typing and proof reading skills
- Knowledge and skills in using and learning new computer programs
- Get the chaplain's mail
- Assist with registration in fall and spring

Sample B

- Be constantly available for answering phones
- Take thorough messages and promptly deliver them to appropriate person(s)
- Attend to the needs of all walk-ins with warmth, friendliness, and courtesy (fellowship with friends should not be done during scheduled work hours)
- Send birthday cards to all students in timely manner (beginning of the month, not the end)
- Clean all offices once per week: vacuum, dust, straighten up as needed



- Maintain drinking cooler: includes changing bottles, restocking cups, cleaning water tray
- Attend weekly Campus Ministries meetings
- Function as a team member, assisting other directors in all areas of Campus Ministries responsibilities

Sample C

- Keep office running smoothly
- Minister to the needs of staff
- Process timecards
- Change elevator signs
- Recruit carillon players each week
- Intentionally create an atmosphere where the Campus Ministries team can cooperate comfortably





Appendix B

Organizational Charts

