

Leadership Team

Leadership Team Track Manual

INTERVARSITY
CHAPTER FOCUS WEEK

GROWING
DISCIPLES
IN
LIKE
& WITH
CHRIST

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Track Overview

Purpose Statement

The purpose of the leadership track is to train & empower student leaders to live out the purposes of InterVarsity in establishing and advancing witnessing communities.

Overview of track

This track will help students learn the growth strategy and how to implement it on their campus. There will be training in Vision, Structure and People. We believe one of the highlights of the track will be the peer editing session where student leadership teams will get feedback from other teams. This track will also help develop staff. The leadership track director will work with staff to hone their teaching skills by assigning teaching roles and debriefing their teaching assignments.

Track Description for students

This is a week for your chapter leadership team to pray, build relationships, seek God's purposes for your campus and plan for the coming year. You'll meet with God, work as a team on the planning process, and catch a vision for how God can use your chapter on campus. Biblical teaching, vision casting, conversations with chapter leaders from other schools, and training in biblical leadership combine to make a life-changing week. Requirement: At least 4 of your leadership team members (for the coming year) plus your InterVarsity Campus Staff member or other resource person must participate together.

Learning Outcomes

By the end of this track (including post-course work), students will be able to...

1. Articulate InterVarsity's GROWTH strategy.
 - a. Understand the three roles of a staff/leadership team: Visionary guide, Structural Architect and Missional Developer.
2. Visionary Guide:
 - a. Create a series of video's that communicate the why of NSO, Follow-up & Multiplication of SGs to their chapter members.
3. Structural Architect:
 - a. Have a plan for NSO using VisionStructurePeople and next steps for each leader on the team
 - b. Have a plan for Follow-up using VisionStructurePeople and next steps for each leader on the team
 - c. Have a plan for Multiplying Small Groups using VisionStructurePeople and next steps for each leader on the team
4. Missional Developer:

- a. Have a team contract that helps the leadership team and the chapter address conflict
- b. Have a Biblical perspective on Multi-ethnicity and why it is important to pursue
- c. Learn how to move people along the development pathway and identify at least one person they want to invest in for the coming year.

Evaluation questions for students

Track evaluation questions immediately following track

1. What is InterVarsity's strategy for growing chapters?
2. What is the vision God has given you and your chapter this year?
3. What plans do you have for NSO, Follow-up & Multiplying Small Groups? What do you have to do next?
4. Who are the people God has entrusted to you to invest in the coming year?
5. What was your favorite part of the track?

Track evaluation questions sent out in late August

1. What is InterVarsity's strategy for growing chapters?
2. What is the vision God has given you and your chapter this year?
3. What next steps have you taken in preparing to execute your NSO, Follow-up and Small Group Multiplication plans?
4. How have you invested in the student(s) God has entrusted you to develop?

Track evaluation questions sent out around November

1. How have you seen InterVarsity's growth strategy evident on your campus?
2. How have you seen the vision God gave you for your chapter become reality? Where is it still lacking?
3. What happened during your NSO? Did you accomplish your goals? How did follow-up go? Did you accomplish your goals? How is SG multiplication going? What do you need to do next?
4. Who are you currently developing? How are they becoming more like Christ? How are they developing in their leadership competency?

Evaluation Questions for Staff

Track PD questions

1. How many leadership teams participated in the group sessions? Can you give an account of who joined each group session?
2. How did you see track staff developed?
3. In your opinion, what sessions were most helpful?
4. In your opinion, what needed some improvement?

Track staff questions

1. What is InterVarsity's strategy for growing chapters?
2. What is the vision God has given you and your chapter this year?
3. What plans do you have for NSO, Follow-up & Multiplying Small Groups? What do you have to do next?
4. Who are the people God has entrusted to you to invest in the coming year?
5. What was your favorite part of the track?

Campus staff questions to be sent out around November

1. How have you seen InterVarsity's growth strategy evident on your campus?
2. How have you seen the vision God gave you for your chapter become reality? Where is it still lacking?
3. What happened during your NSO? Did you accomplish your goals? How did follow-up go? Did you accomplish your goals? How is SG multiplication going? What do you need to do next?
4. Who are you currently developing? How are they becoming more like Christ? How are they developing in their leadership competency?

Preparation Details:

2-1 month's prior

CSM:

1. Apprenticing new leaders into leadership. Invite them to be present for some/all LT Meetings for remainder of semester.
2. Set expectation with Leadership Team Members that attendance at CFW is absolutely crucial for them in their leadership role.
3. CSM to work on Annual Plan and setting goals with AD.
4. CSM to identify priorities for CFW Leadership Track. Select which LT Track Modules you will opt into and which ones you will lead on your own. Craft week schedule with help of AD and Leadership Team Track Director.
5. Set up a Pre-CFW Coaching Meeting with LT Track PD as desired (3-4 weeks prior to camp)
6. Do some sort of Chapter-Wide Survey Assessment to get feedback from this past year from a wide spectrum of chapter (guest to LoL would be ideal). *This feedback should be compiled and decimated to LT members prior to SWOT Session.*
7. Determine when you will pull your team together to do the SWOT Session. Ideally, this would be done prior to CFW. However if this is not at all possible it could happen during the Sunday evening session of CFW.

Leadership Team Track Director:

1. **4-6 weeks out** - Send out the Welcome Letter to LTeam staff (template below)
 - a. [Click here to view results of survey from LTeam staff](#)
2. **3-4 weeks out** –
 - a. Download the staff responses by Clicking File, then Download as Microsoft XLS.
 - b. Fill out the LTeam Org tool ([downloaded from the LTeam resources on the cluster webpage](#))
 - i. Filter the survey results to your week
 1. Click on the arrow
 2. Click deselect all
 3. Select just your week
 - ii. Copy and paste the answers into the appropriate box's on the LTeam Org. Tool
3. 3-4 Weeks out - Assign modules to CSM's based upon their gifting, experience and vision (**it may be good to get AD's insight into this prior to invitation**).
4. Set appropriate deadlines for prep on session modules. Line up coaching calls with each trainer to have them give you a practice talk and give feedback to them. Ask for edits. If necessary, set up second call for additional coaching.
5. Set up individual coaching calls with each chapter staff to talk through their goals and their schedule for the week. Invite AD to be part of this call if they would like.
6. Determine if there are other peer coaching conversations (CSM to CSM) that could be beneficial prior to camp.

2 weeks' prior

CSM:

1. Final prep on ALL sessions that will be used at CFW.
2. Remind students to complete their assessments (Conflict, MBTI) sometime this week. Ask them to send their results to you, their CSM, as well as to the LT Track Director.

Leadership Team Track Director:

1. Send email to let CSM's know you are available for an additional coaching session if needed.
2. Send out reminder to all CSM's about the need for them to communicate with their student leadership teams to complete the appropriate assessments (Conflict, MBTI) this week, as well as request that they send their results to their CSM and LT Track Dean.
3. Send a list of participating chapters to the AA so that they can arrange housing on the same side (Cedar specific) for all chapters participating.

1-week prior

CSM:

1. Email reminder to student leadership team to complete and send in assessments if they have not already done so. Make sure Leadership Team Track Director is copied as well.
2. Complete final run through of each day. Practice timing and delivery of training.
3. Download any videos you will be using at camp (remember wifi access is hit or miss and bandwidth is limited). This is important!
4. Print all handouts and assemble folders/binders. Brand them with cool InterVarsity

Leadership Team Track Director:

1. Send final email to encourage and remind CSM's of all they will need for the week ahead. Don't forget to communicate vision in this email!
2. Look over assessment data for each chapter to help you have a better understanding of team dynamics, strengths/weaknesses of team.

1-day prior

For CSM and Leadership Team Track Director:

1. Buy snacks
2. Take a nap
3. Pray

Welcome Letter Instructions and Template

Pre-course Assignment Instructions for PD

1. Have students read Numbers Count Article
2. Take Conflict test
3. Organize Track: <https://docs.google.com/spreadsheets/d/1m3U4KulMxdPIEsq-wKtUwDaU9Rr38cAvOMKMCn6qVK0/edit?usp=sharing>
4. Optional Do Vision Letter Exercise
5. Optional SWOT analysis

Welcome Letter

Welcome to the Leadership Track!

If you didn't go through this track last year, it looks much different than previous years. For one thing, there are no more requirements. This is a week for you and your leaders!

For those of you I have not had the pleasure of meeting, allow me to introduce myself. (insert some personal info about yourself)

The track is designed as a modular track for you to pick and choose from a variety of sessions that you and your team can opt in or out of. Our hope is that these sessions will be useful for you and your students and that you will want to opt-in to many of these sessions. We think it will be scalable for any size leadership team.

Sessions include:

- **Manuscript Bible studies on leadership lessons from scripture (Exodus 3, Exodus 4, Exodus 18)**
- **A Peer Editing session where you can get feedback from other chapters on your NSO, Follow-up and SG plans.**
- **An overview of the chapter growth strategy**
- **A lesson on planning using the Vision, Structure, People**
- **Goal setting**
- **How to develop leaders using the development pathway**
- **Vision casting**
- **Resolving Conflict**
- **Prayer (listening prayer)**
- **Multi-ethnicity**

These sessions will be offered at specific times throughout the week. Each session will

include some training and time for your leadership team to apply the content in your chapter context. You can find the content for these sessions in the leadership track manual, mentioned below.

As the track director, I will be looking for staff who would like to teach some of the sessions. This is a great opportunity to influence other students and to get feedback on your teaching as I plan to debrief the session with you afterwards. I will also be available throughout the week to help you make the best of this week.

Please look at the track manual by clicking here: <https://collegiateministries.intervarsity.org/library/chapter-focus-week/tracks/leadership-team>

Some key things for you to look at within the manual are:

- **An overall track schedule can also be found on page 12 of the manual.**
- I would like to highlight the PLANNING sessions mentioned in the schedule. There are 400+ minutes you will get with your students to plan and connect with one another as a team. **You can locate these planning sessions in your manual.**
- If you are needing ideas for **Chapter Prayer Times, I'd like to draw your attention to these in the appendix portion of the manual.** Very helpful to start getting ideas!
- **There are several Pre-Course Options** for your leadership team to do before arriving to CFW that could help maximize your time at Cedar. You can locate those files in this zip drive: <http://collegiateministries.intervarsity.org/system/files/private/Pre-Course%20Options.zip>

Immediate Action Item: Please respond by Friday, Insert Date to indicate what track sessions you are planning to attend with your leadership team, and if there are sessions you would like to teach. You may indicate this by filling out the google form: http://docs.google.com/forms/d/e/1FAIpQLSc9bzaLEUU7GEaxo35aiQv-2OpuluVEYiQsM5BLZt5noqmeUQ/viewform?usp=sf_link

I will try to get teaching assignments out by Insert Dates.

If a 30-minute coaching call prior to coming to camp would be helpful, please let me know this, too. Your supervisor/AD will likely be able to help you think through the prep that would be helpful for you and your students, as well as what modules to opt into; however, sometimes an outside perspective is helpful as well!

Look forward to working with you all and seeing what God does in these students lives and leadership!

Blessings,

Schedule

Time\Day	Sun	Mon	Tue	Wed	Thur
8:15am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00am-12:15pm	<p>Before CFW: Staff To do list Before CFW</p> <p>SWOT Analysis</p> <p>At CFW ROS Guide</p> <p>Chapter Staff Meeting</p>	<p>FOCUS ON GOD</p> <p>Quiet Time (30 min)</p> <p>Manuscript (75 min)</p> <p>Break (15 min)</p> <p>STRUCTURE</p> <p>Planning / Team building (75 min)</p>	<p>FOCUS ON GOD</p> <p>Quiet Time (30 min)</p> <p>Manuscript (75 min)</p> <p>Break (15 min)</p> <p>PEOPLE</p> <p>Conflict Resolution (75min)</p>	<p>FOCUS ON GOD</p> <p>Quiet Time (30 min)</p> <p>STRUCTURE</p> <p>Planning (60 min)</p> <p>Break (15 min)</p> <p>Peer Edit Plans (90 min)</p>	<p>FOCUS ON GOD</p> <p>Quiet Time (30 min)</p> <p>Manuscript (75 min)</p> <p>Break (15 min)</p> <p>STRUCTURE</p> <p>Planning / Wrap-up (75 min)</p>
12:30pm-4:00pm	Lunch - Break	Lunch - Break Track Staff Meeting (1:15pm)	Lunch - Break	Lunch - Break Track Staff Meeting (1:15pm)	Lunch - Break
4:00pm-6:15pm	<p>VISION</p> <p>Chapter Growth Strategy (60 min)</p> <p>Break (15 min)</p> <p>Goal Setting (60 min)</p>	<p>STRUCTURE</p> <p>Planning (60 min)</p> <p>Break (15 min)</p> <p>Planning (60 min)</p>	FREE TIME	<p>PEOPLE</p> <p>ME (white / soc) (60 min)</p> <p>Break (15 min)</p> <p>Development Pathway (60 min)</p>	<p>VISION</p> <p>Prayer (60 min)</p> <p>Break (15 min)</p> <p>Casting Vision (60 min)</p>
6:30pm	Dinner	Dinner	Dinner	Dinner	Dinner
7:30pm-9:15pm	<p>STRUCTURE</p> <p>VSP Planning Training Module (60 min)</p> <p>Break (15 min)</p> <p>Planning / Team building / Affiliation (30 min)</p>	Plenary	Chapter Time	Plenary	Plenary
9:30pm-10:45pm	Chapter Time	Chapter Time		Chapter Time	Chapter Time

Optional Pre-work exercises:

Vision Dreaming Exercise:

Imagine you are hosting a senior night in 5 years. Someone who graduated this year returns to the chapter and hears a senior give testimony about how the chapter has grown during their past four years. They write a letter to one of their peers who could not be at the event. This alumnus describes the fruit of the decisions made at CFW this year. What would they write?

Give them time to write letter and then take turns reading them to each other. If not enough time during Sunday evening session another option is to sprinkle them throughout the week.

Debrief each letter:

What did you hear?

What are you learning about yourself? The chapter? The campus? God?

What are next steps?

SWOT Analysis (optional pre-course):

Session Objectives

1. Create a space for students and staff to reflect on this past year of ministry together.
2. During this workshop, take time to acknowledge things that went well. Make sure to celebrate them and give thanks together.
3. There will be other things that grieve us. Name them. Take some time to mourn and even repent if needed. Petition the Lord to be at work in and through us.
4. Finally, this workshop should generate a spirit of creativity and hope. As hope begin to dream together about the opportunities and untapped potential on our campus and in ourselves.

Key activity: Fill out SWOT Grid as a community for each of the **Chapter Growth Drivers (NSO, Follow Up and Multiplying SG's)**. You may also want to pick other key drivers for chapter that need to be evaluated prior to planning process at CFW (Large Group, Conferences, etc)

SWOT stands for Strengths, Weaknesses, Opportunities and Threats. Here are some longer descriptions to help you.

Strengths: obvious ways this ministry practice/philosophy has successfully advanced/complimented ministry on campus

Weaknesses: obvious ways this ministry practice/philosophy has decreased/distracted from your ministry on campus

Opportunities: other ideas/ways ministry practice/philosophy could grow in influence and impact back on campus

Threats: other ideas/ways ministry practice/philosophy could cause trouble/ to ministry back on campus

Outline:

(5 min) Give a Biblical apologetic for why it is important to look back. To celebrate. To grieve. To recognize God's faithfulness and activity. To inspire towards growth in future.

(15 minutes) Every person to grab a different color marker. All at once they should circulate around the room and interact with each of the posted sheets (see example grids below).

See Student Manual for SWOT grid

(30 minutes) We will then walk through each category as a community to engage each topic. For each driver, it would be good to walk through it using the OIA process. Spend about 10 minutes per category, depending upon how many drivers you have.

Observation: What do we hear/see?

Interpretation: What does it mean?

Application: How is the Lord calling us to respond?

While, it will be good to start asking the question about how we should be responding there will not be adequate time or space in this session to arrive at many answers. Affirm that this is okay, and that this is something we will be returning to while at CFW.

(10 minutes) Close with a short vision cast for how this sets us up well as we head into CFW. Pray that the Lord may humble and gift us with words of wisdom, plans of creativity and be working through us to have missional impact back on campus.

Additional ideas for consideration:

1. Save the posted sheets and bring them to CFW with you. Post them on the walls of your LT Track team location. When it comes to the corresponding planning time take time to re-read SWOT list to get an accurate picture of reality again before jumping into planning.
2. Consider a 2.0 SWOT Type of Evaluation and print off the AFR Chapter Trend Report and use this data to walk through the OIA process again.

Staff Meetings

Attend Track PD Meeting (Saturday 4pm)

1. Attend PD meeting with OPD and other track directors
2. Get the Chapter Affiliation list from OPD
3. Get the following information from meeting for each leadership track staff (not all staff, they will get them from their PD)
 - a. Staff Schedule
 - b. Location Chart
 - c. Staff jobs
 - d. Emergency contacts
 - e. Initiatives Sign-Up
 - f. Commitment cards
4. Site Specific
 - a. Cedar Campus:
 - i. Talk to OPD about who will do the Chapter staff meeting on the other side of Cedar campus

Lead Chapter Staff Meeting (Saturday 7pm)

1. Introductions & Prayer requests / Pray
2. Handout "Locations Chart" with LT track locations & chapter prayer locations
3. Explain meal procedures for that week if needed
4. Initiatives Sign-ups
5. If requested by Worship Director, recruit student musicians for the band.
6. Pass out Schedules
7. Snacks after Saturday Large Group: LT staff will hang out with students (and serve as necessary) while track staff have Track Staff meetings. Track staff also need to help clean up.
8. Plan for welcoming students arriving late both Saturday evening & Sunday afternoon. Are there no-shows that you know of? Tell me now.
9. Chapters that have not affiliated in the last six months will be required to do so this week. If you have a leadership team, they will attend the affiliation session at 8:45 p.m., Sunday. If you do not have a LT, your chapter needs to complete affiliation papers by Wednesday breakfast.
10. Review list of affiliated/not affiliated chapters received from the DST
11. Any student whose finances have not been finalized for the week - by Tuesday dinner - will have a deferment form prepared by the OSR, and staff will be responsible for any deferments not reimbursed by the fall deadline.

12. Distribute Cedar Campus emergency cards and go over Narnia policy thoroughly. Address Narnia as follows: "If chapter staff do not police their own students and other students at Narnia, we risk losing our privilege to be at Narnia. Cedar Campus and IVCF does not own that property."
13. Questions?
14. Dismiss all chapter staff who do not have a leadership team meeting
15. Share with them about the new track format: specifically, about the large group track sessions that you will be hosting during the week. Let them know they can still join a session if they let you and the session leader know in time.
16. Talk through schedule, flow of the week. Know who is attending which large group sessions.
17. Specifically talk through the next two days (up until your next track staff meeting).
 - a. Sunday afternoon: Chapter Growth Strategy, Goal Setting,
 - b. Sunday evening: VSP planning, affiliation if you haven't done it
 - c. Monday Morning: Manuscript in LT Large Group Location
18. Encourage each presenter to share concerns and prayer needs.
19. Offer to meet with any of them to help them prepare or to go over their talk.
20. Remind when and where the next staff meeting is at! (Tomorrow.)

Items to have to give to leadership track staff

1. Staff Schedule
2. Location Chart
3. Staff jobs
4. Emergency contacts
5. Initiatives Sign-Up

LT track staff meeting (Monday 1:15pm)

1. Introductions again & how are you doing?
2. How is your leadership team? How is your chapter?
3. Pray
4. Everyone in camp? Any no shows from your chapter? Notify OSR if you have any no shows.
5. Any issues we need to know about?
6. Anything we can do to help now or during the week, please ask.
7. Discouraging Thursday night departures
8. Give staff the option for Friday morning chapter time.
 - a. Ask which chapters will be present.
 - b. We discourage this if it means students arrive at home at midnight.
9. Ask if any chapters can stay to help with turnover on Friday morning.
10. Go over schedule for next 48 hours:

- a. Monday Afternoon is yours to do planning/team building
- b. Make yourself available for coaching staff or student leadership teams
- c. Tuesday Morning manuscript and session on Conflict Resolution
- d. remind them to have their students take the test if they haven't taken it
- e. Wednesday Morning is peer editing
- f. Remind them to bring legible plans in the VSP planning tools. Plans don't have to be perfect, you can get feedback from other chapter leaders even if they aren't fully formed plans.

11. Closing Prayer

LT track staff meeting (Wednesday 1:15pm)

1. How is it going?
2. Prayer.
3. How are lights out, quiet times going?
4. Discourage Thursday night departures.
5. Go over the rest of the schedule:
 - a. Wednesday afternoon: developing people
 - b. ME sessions - one for students of color and one for white students
 - c. Development Pathway session
 - d. Thursday morning last manuscript, then time for planning
 - e. Thursday afternoon: focus on vision
 - f. Listening Prayer
 - g. Casting Vision
 - i. bring cell phones for video recording of vision casting
6. Any final questions?

Planning Guides

NSO Planning Schedule (120 minutes)

See NSO planning document in student manual

Why NSO Planning? (5 min, Vision)

The first three weeks of a freshman's life are arguably the most open time of his or her life. Freshmen come to campus to seek, to look for new experiences, new friends, new ideas and new ways of living. They expect to learn and expand their horizons. During these first few magical weeks of school, who will influence them? Where will they bond and form friendships? Where will they find their identity? - Doug Schaupp

There are _____ number of Students on your campus - many don't know God loves them.

NSO is when we meet new people.

Transition: We are going to begin by setting some goals for our NSO.

Goal (10 min)

1. As a group, determine contact card goal and overall campaign (thirsty, fake, bucket, awesome, etc)
 - a. you can derive this number by using the rule of thumb from the "Goal Setting Document" in Appendix

Reality (5 min)

1. How much money do we have to allocate?
2. Decide how many events do you think you can do well with the people you have?
3. What is the school schedule? Do we need to make sure we have plan around any key events?

Options (80 min)

1. (10 min) Brainstorm list of events and choose which events you will work on. You don't need to have the dates for all of them. The dates can be chosen by the group working on it in the next section.
2. (35 min) Split team into groups of 2 to work on each event separately:
 - a. 20 min - Tape large easel paper on wall and have each team VSP their event
 - b. 5 min - Switch teams (or rotate) and edit VSP
 - c. 5 min - Optionally: Present plan
 - d. 5 min - Action learning element

- e. Repeat for as many events you are planning

Will (10 min)

1. Do we think our friends would come to this event?
 - a. Who specifically in your networks and on our activate pathway is this geared for?
2. On a scale of 1-10 how excited are you about this plan?
 - a. Scale:
 - i. 1 - I would quit InterVarsity if we did this plan.
 - ii. 10 - I would quit InterVarsity if we didn't do this plan.
 - b. What would make it a 9 (or higher than what it is now)?
3. What checkpoints do we need to add to this plan?
 - a. When will we check on the progress of our plan and what do we expect to see?
4. What is our contingency plan?
 - a. VSP a possible contingency plan
 - b. When would you implement the contingency plan?
 - c. How would you know if you need to implement contingency plan?

Action Learning Activity (10 min)

1. This should be done during the last 10 minutes of a session even if you haven't finished the plan.
2. Try Tool #2: Quadrant Activity – (See “Three Action Learning Tools” in Appendix)

Notes about NSO planning:

Christian Event is:

An event that welcomes Christian students into minor leadership roles if they are ready to join in the mission right away!

Follow-up Planning Guide (115 minutes)

See Follow-up planning document in student manual

Why Follow-up? (5 min)

Follow-up is the process of moving people from a guest to a member in the chapter.

Example Vision:

There are 5000 students at State University and God loves every one of them but most of them don't know it. One spring after the students were gone for the summer I was cleaning up my desk when I found a crumpled quarter size sheet of paper. On one side was a list of InterVarsity NSO events and on the other side was a list of 12 students I had helped move into their dorm room. As I read through the list, I realized that 7 of those students had become the key student leaders in our chapter and 2 more had become Christians that year. I carried that piece of paper around in my pocket for the first month of school. I faithfully visited each person numerous times and I invited them to get involved with InterVarsity. I want to invite you to invest in the lives of the people on your follow-up list and invite them to get involved with InterVarsity. In so doing, I believe that we will show them what God's love is like!

Remember URI Video discussion: (5 min)

1. What struck you about the video?

Look at Sample Follow-up Document (5 min)

1. What do you notice about this?
2. What do you like?
3. What are you learning about planning for follow-up?

Transition: Let's set some goals for our own follow-up

Goal (10 min)

1. Get Clarity around what follow-up is (show follow-up infographic):

FOLLOW UP

in 3 Steps

How do I get people involved in my fellowship?

When should I follow up?

What do I do after getting a contact card?



INTERVARSITY

1 FACE-TO-FACE CONNECTION

Try to meet within 48 hours after first contact



Grab a meal



Ask good questions



Cast vision about InterVarsity

2 TWO MORE CONNECTIONS

Connect two more times with each follow-up



Invite them to the gym



Go grocery shopping with them



Study with them

3 WEB THE COMMUNITY

Bring all your connections together and into your InterVarsity community



Host a party to watch the big game



Invite everyone over to play board games



Invite them to your small group

1. As a whole group decide on what your goals are for follow-up
 - a. How many people do you want to do F2F connections with?
 - b. How many do you want to see get two more connections?
 - c. How many do you ultimately want to see become a part of your community?

Reality (5 min)

1. How many people do you have to do follow-up?
2. Let's evaluate our follow-up last year.
 - a. What were our bright spots in follow-up?
 - b. Where did we struggle with follow-up?
3. How are you feeling about planning follow-up?

Options (60 min)

Follow-up planning Sheet:

1. Tape a Large Easel paper on the wall for each component of follow-up in the Follow-up planning document
 - a. 15 min - building ownership/training
 - b. 15 min - communal follow-up
 - c. 15 min - coaching stacks
 - d. 15 min - one month check point

Will (15 min)

1. On a scale of 1-10 how excited are you about this plan?
 - a. What would it take to move it to an 8 or 9?
2. What checkpoints do we need to put in place?
 - a. When will we check on these?
 - b. What will we expect to see at these particular checkpoints?
3. How will we train people who do not come to the training for follow-up?
4. How will you track follow-up? What system will you use? Google docs? Fuze-followup? A CRM?
5. What contingency plans can we create?
6. How will you deal with people who don't follow-up with the contact cards they are assigned?
7. How will you deal with people who don't come to a coaching stack?
8. Do a fist of five on the one month check-point.

Action Learning Activity (10 min)

1. This should be done during the last 10 minutes of a session even if you haven't finished the plan.
2. Do Start/Consider/Stop/Continue –(See “Three Action Learning Tools” in Appendix)

Multiplying Small Groups Planning Guide (105 min)

See Multiplying Small Groups planning document in student manual

Prayer towards vision of Multiplying SGs? (5 min)

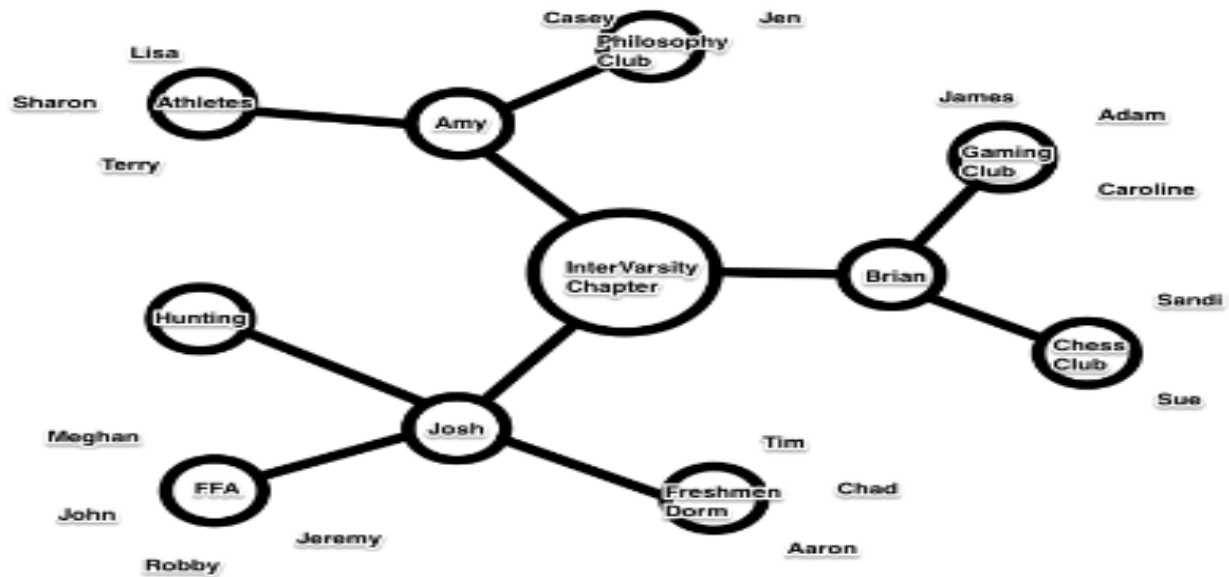
Do a prayer (need to bring campus map):

Prayer Gathering for NSO & Follow-up:

Activity 1

Create a network map of your chapter

1. Center: chapter
2. Identify areas of campus that there is a Christian witness.



Activity 2

Now look at your campus map.

1. Place a ✓ anywhere there is a known Christian witness
2. Place a X anywhere you want to see a strategic witness

Read John 10:1-10 together.

1. Pray through this scripture for chapter members and for lost people. Here are examples of specific things you can pray for out of this scripture:
2. Thank Jesus for the relationships he has with each of you & each person in your chapter. Thank him for placing you in relationships with the non-Christians you have listed.
3. For Chapter Members to listen & follow the shepherds voice (v.3).

4. Pray that members of your chapter would be “coming in and going out”, coming in to find pasture & going out to share Jesus with others (v.9).
5. Pray for Chapter Members to pursue the life that Christ offers us. Pray for Non-Christians to desire this true life (v.10).
6. For non-Christian friends to continue to build relationships and trust with Christians in your chapter. For responsiveness to Jesus calling them by name into relationship with him (v. 4-5).
7. For non-Christians to enter the gate and be saved (v.9).

End by thanking God that he knows each of us by name & he is bringing people out of death into life.

Goal (10 min)

1. Dream a bit: Where would you like to see the chapter have a small group someday?
2. Where are the strategic mission fields we sense God leading us to reach this year?
3. Look back at your “Goal Setting Document”
 - a. What goals did you set for # of SGs, # of leaders & # of apprentices

Reality (5 min)

1. Let’s evaluate our small groups last year
 - a. What were our bright spots with small groups?
 - b. Where did we struggle with small groups?
2. Who did our SGs reach last year? What mission fields did we reach?
3. Who in our chapter is ready to lead a small group in the fall?
4. Who is in our chapter that could be a small group leader?

Options (60 min)

Follow-up planning Sheet:

1. Tape a Large sheet of easel paper on the wall and work on each component of the Small Group Planning Document
 - a. (10min) - Building ownership
 - b. (10min) - Exploring networks
 - c. (10min) - Recruiting apprentices
 - d. (10min) - Training and supervising apprentices
 - e. (10min) - Launching small groups
 - f. (10min) - Celebrate
2. If you have a larger team... Break into smaller teams (say twos or threes) and give each team a Large sheet of easel paper and one component of the Small Group Planning Document to work on
 - a. (30 min) - Each team work on their component of the SG Planning Doc
 - i. Building ownership

- ii. Exploring networks
- iii. Recruiting apprentices
- iv. Training and supervising apprentices
- v. Launching small groups
- vi. Celebrate
- b. (30 min) - Give each component team 5 minutes to present their plans to the larger team and receive feedback.
 - i. (2 min) present the plan
 - ii. (3 min) feedback from the larger team
 - iii. Repeat for each component
 - iv.

Will (15 min)

1. On a scale of 1-10 how excited are you about this plan?
2. What would it take to move it to an 8 or 9?
3. What checkpoints do we need to put in place?
 - a. When will we check on these?
 - b. What will we expect to see at these particular checkpoints?
4. How will we deal with apprentices?
5. Are you casting the net wide enough (are we inviting enough people to become apprentices?)
6. What will we do if we don't get our apprentice goal?
7. Does our plan set us up to launch new groups after Fall Conference?
8. Do a fist of five on the apprentice plan?

Action Learning Activity (10 min)

1. This should done during the last 10 minutes of a session even if you haven't finished the plan.
2. Situation/behavior/impact - --(See "Three Action Learning Tools" in Appendix)

Large Group Planning Guide

See Large Group Evaluation document in student manual

Goal

1. Dream a bit: What would you like your large group to look like someday?
2. What is our goal for large group?
3. What would it look like for us to succeed in our large group this year? How would we know if we did?

Reality

1. Evaluate your large group
 - a. What went really well last year?
 - b. What needs help?
 - c. CFW Large Group Observations sheet in Appendix
2. Who do you have who is gifted in planning and executing good large groups? (ie worship leader, emcee, sound/tech, drama)
3. What events are happening on your calendar that you need to consider when planning your large group?

Options

1. Brainstorm list of topics or series or scripture passages you will focus on.
2. Brainstorm list of speakers
3. VSP first four large groups
4. Brainstorm After Party (if you have one)

Will

1. Where do you anticipate trouble spots?
2. On a scale of 1-10, how much do you like the plans we have for large group?
 - a. what would make it a 8 or 9?

Action Learning Activity (10 min)

1. This should done during the last 20 minutes of a session even if you haven't finished the plan.
2. Stop/Continue/Start/Consider - (See "Three Action Learning Tools" in Appendix)

Team Building Guide

Objective 1 : Form a healthy team by caring for one another, praying together, accomplishing tasks together, learning through “Team Building Initiatives” and articulating common goals for your community.

Objective 2: Healthy, reconciled relationships and good staff/student partnership

Suggestions (you can do all or some of these):

1. Use the GROW model to set up team building for the week (see next page) and also to further teach them GROW
2. At the beginning of the week allow each person to share more about themselves, what they want the team to know about them, and what they value in a team. Or a more thorough version is #3
3. Goal: To begin learning about themselves and each other. To build team understanding and shared trust for the week
 - a. Individual time to reflect (write down questions on the flip chart)
 - i. What do you want this team to know about your strengths, weaknesses, and passions? (give examples)
 - ii. What are 1-2 hopes for this team for the week?
 - iii. What makes a healthy team for you? What breaks trust?
 - iv. Each person write a list down to make it go faster and hear from everyone- then post it on the wall
 - b. Share highlights in the whole group
 - i. Write down themes on the flip chart for sharing to create a covenant
 - ii. Staff lead in creating the covenant by summarizing what they have shared
 - iii. Ask certain people to be in charge of bringing us back to the covenant throughout the week
 - c. Affirm and pray for each other in groups of 2-3
4. Do the Johari window with them at the beginning of the week (4 windows-things they know and others don't, things others know about them that they don't, things everyone knows, things no one knows).
 - a. Have each person create their own Johari window and fill out the things they know that others don't and the things everyone knows
 - b. later in the week come back to it and have others add in things others know about them that they don't know

5. Take advantage of **team building initiatives** led by initiative coordinator or lead yourself if no coordinator your week -it provides action learning, you can use it for goal setting, they learn through success and failure, there is good debrief and applying the learning to campus.

Coaching Leaders for Success in Leadership Track using **GROW**

Goal:

1. Articulate the Goals for the week (goals page)
2. Track Overview

Reality:

1. Have senior student leaders share about leadership track last year
2. Prayer time:
3. What could keep you from being healthy and engaged during our track time together this week? Or what would keep you from contributing well to the group?
4. What are barriers that may keep us from reaching our goals?
5. Share the answers to these questions and pray for each other

Options:

1. What are some specific ways you, understanding your own personality/temperament/needs, could address the concerns you have for engaging well as a leader in our track? (Give examples, i.e. taking a free time to be alone for introverts, seek prayer from a friend when realizing fears arising, using 15 mins of time between breakfast and track to spend in QT, having time in care groups throughout the track, taking advantage of group worship during QTs, etc.)
2. Consider which options suit them best in order to stay engaged and healthy throughout the week

Will:

1. Commit to a specific option
2. Consider how likely you are do actually do this throughout the week – make a plan for success
3. What kind of support and accountability will be helpful from your care group?

Sunday

Retreat of Silence

Arrival and settling in:

Settling in: Walk, explore, observe surroundings, rest

Looking back: How am I entering the week?

1. How have I arrived here? What do I feel gratitude for? What encouragements have come to me recently? What weariness do I feel? What burdens weigh on me? What would I like to bring to Jesus?
2. How am I doing emotionally? What am I angry/mad about? Sad about? Anxious about? Glad about?
 - a. **Jesus' Invitation:** (Matthew 11:28-30) Meditate on Jesus' invitation, and how you want to respond to him:
 - b. **Arrival prayer: What do you want God to do for you?** (consider journaling or even praying out loud)

Looking Back:

Personal:

1. How has God met you this past academic year? Consider these few events to refresh your memory: new student outreach, first large group, small group, mid-terms, Cross Training, new friends, road trips, Winter Conference, spring break, finals, CFW.
2. What did you learn about God and about yourself?

Ministry:

1. How have you seen God work through the ministry of InterVarsity on your campus? Did anyone become a Christian this year? Did you, or someone you know, make significant Lordship decisions?
2. What have been the ups and downs of your ministry this past year?

Looking Forward:

Personal:

1. In what ways do you hope to meet God this summer? This next school year?
2. What experiences, relationships and decisions will draw you closer to Jesus? And which ones will draw you further away?

Ministry:

1. Where do you hope to see God at work through the ministry of InterVarsity on your campus next year? Who can you help draw closer to Jesus?
2. What opportunities and challenges await you?

During this week at CFW we are going to be spending time daily in the Exodus. Prepare your hearts and minds now by reading **Exodus 1-18** to acquaint yourself with the story of Exodus.

Chapter Growth Strategy (4pm-5pm)

This 60-minute session is designed to help staff understand InterVarsity's chapter growth strategy and strengthen their vision for their own chapter's growth.

Session overview

1. Watch the [video case study](#) from the University of Rhode Island. (9 min.)
2. Participants write highlights of the case study on sticky notes and paste them on a wall or board in an unshaped "cloud of good things." (5 min.)
3. A short talk with a Prezi on the chapter growth strategy. (10 min.)
4. Participants work together to move their sticky note observations into the proper place on a large copy of the chapter growth strategy outline. (The purpose is to discern the shape of the *strategy* that produced the good things.) (13 min.)
5. Investigate the interconnectedness of the chapter growth strategy elements by imagining what would happen if there was one element without the other (for example, NSO without follow-up). (12 min.)
6. In pairs, participants share the strongest element of their chapter, and which element needs to be stronger in order for the chapter to grow. (5 min.)
7. Pray in pairs or small groups for healthy growth for their chapters. (6 min.)
8. *Total time: 60 minutes*



Chapter Growth Diagram Overview

Here is a sample script to use with the [visual presentation \(Prezi\)](#) that gives an overview of the Chapter Growth diagram and identifies the essential elements for strong chapter growth.

Note to the presenter: This sample script is clear but not very inspiring. There are no illustrations or stories. It's up to you to insert them. This script as written will take about six minutes. It includes three simple vignettes for visionary guide, structure architect, and missional developer. With your personal illustrations, this talk may be 10 - 12 minutes, but will be much more compelling.

This script is just one way of explaining the basic Chapter Growth outline. Start with the Prezi at the beginning so the whole diagram is visible. Click to advance the Prezi at the points in the text marked <Advance>.

As you teach others, we hope that your talk will be Spirit-led, Scripture-fueled, and shaped by your context. Have fun!

Sample Script

Presenter: We know that campus staff members are crucial for advancing InterVarsity's mission on campus. But, as a staff worker, what exactly are you supposed to do to help your chapter grow in a healthy way?

Here is a visual representation that gives an overview of the staff worker's job. It has three basic components within one larger framework that is, of course, **the movement of God**. We must be people *led by the Spirit, fueled by Scripture, with our work shaped by the context* in which God has placed us.

As leaders, we have three key roles that we must fulfill within this model:

First is the role of **Visionary Guide**, speaking out a compelling vision of what God wants to do on campus.

Next is the role of **Structure Architect**. Structure architects create the programs and the spaces where people can hear from God and love each other.

Third, there is the role of **Missional Developer**, helping students grow into the purposes and call that God has for them.

Understanding these three basic roles is critical for a staff worker, but it isn't enough to guide a chapter into healthy growth. We still have to ask, "What are the key things to do in each of these roles?"

Over time, some wisdom has emerged in our movement about the key activities that really must be done to make sure that a chapter is healthy and growing. As we outline each of these components, you'll see that there is both clear direction in terms of strategy for campus, and also a need for skillful contextualization of these elements for each individual chapter.

None of these strategic elements will surprise you because they have been perennial parts of InterVarsity's ministry over the years. But our recent chapter growth programs have shown that we need to focus our leadership energy on these few key activities. If we persist in strong execution of these key elements over time, we will see strong growth. (A beta test cohort of 15 chapters using this strategy over a 3-year period grew by an average of 34% overall, and saw an average of 37% more conversions.) Individual results may vary, but it is clear that the strategy is strong.

So let's take a look at these key elements.

Visionary Guide

First, <Advance> the **visionary guide** <Advance> leads the chapter to <Advance> **dream a vision**. From God's Word and prayer you are able to picture how God wants your chapter and the campus to look. This leads you to feel a holy dissatisfaction with the current reality. You lead others to dream with you and to also feel restless about current reality.

Visionary guides also take the courageous step of leading their people to <Advance> **set goals**. This makes the vision, and the steps to the vision, real and concrete. Setting concrete goals isn't telling God what he should do, but it *is* a way to make a clear request of him, and it gives your group clear marching orders in the mission.

Structure Architect

<Advance> The **structure architect** begins to make that vision real in the shape of the group and its programs. The structure architect <Advance> of a healthy chapter must <Advance> **own the drivers** – that is, they must keep a clear focus on three key

structures that will drive healthy chapter growth. You can see these listed on the other side of your overview handout.

- The first structure is **NSO**, the programs that extend a welcoming hand to new students at the beginning of each semester.
- Then there is **follow-up** that takes relational initiative to make that welcome substantial. Intentional follow-up gives people a pathway into authentic involvement in the community of Jesus on campus.
- Third, **missional small groups** are small, vibrant communities of Christians committed to reaching out to the people around them in every corner of the campus.

The structure architect must also *<Advance>* **plan for the drivers**. It might seem unnecessary to say, but in the midst of a busy school year it's important to keep focus and make sure concrete and well-thought-out plans are being made for each of these key activities in the year.

Missional Developer

<Advance> The **missional developer** works to make sure that structures don't simply run, but that they run in such a way that the people within them are able to make the crucial moves they need to make in their faith and development. *<Advance>* They see that the chapter *<Advance>* **casts the net wide** to call as many people as possible to take the step of joining the chapter in following Jesus. Then they *<Advance>* **advance the leadership pathway**, continuing to call each person to grow and develop along a natural line of growing Christ-likeness and influence in their chapter and on campus.

Summary

<Advance> And that's the chapter growth strategy. It may not be easy to do year after year, but it is very clear. It's the basic shape of ministry on campus that will enable healthy growth in our groups. While it is strong and proven, and there are lots of resources and knowledge about each key element, still the strategy needs to be creatively led campus by campus by staff and student leaders who are **led by the Spirit, fueled by the Scripture**, and insightful about their **context**.

It's our prayerful conviction that if we are diligent in doing the work we are called to, with the insight God has allowed us to gain as a movement, and faith as we move forward on each campus, then we'll see him bring healthy growth that will bless every corner of the university.

Time	Design	Media/Resources
0:00 - :09 (9 min)	<p>CASE STUDY (brief introduction): <i>To start our investigation of this chapter growth strategy, we'll first take a look at its real application at the University of Rhode Island. Make some observations about what happens, and how they happen, and we'll talk about it afterward.</i></p> <p>Show the video.</p>	<p>A/V setup for projection with sound, Video: URI Chapter Growth</p>
0:09 - :14 (5 min)	<p>SHARE OBSERVATIONS: After the video, have the participants write their key observations on sticky notes. What good things did they see happening? What were key moments, transactions, changes, activities? Write one item per sticky note and put it on a wall or easel board, in no particular place or order.</p>	<p>Sticky notes, Sharpie-like markers</p>
0:14 - :24 (10 min)	<p>STRATEGY: Notes to the leader:</p> <ol style="list-style-type: none"> 1. Even though we provide a sample script, and even a video example of the sample script used with the Prezi, <i>it is by far the best option for you to give your own version of this talk, with ministry stories of your own to illustrate.</i> 2. Don't lean on the URI story for your examples; remember that the following exercise does just that, it leads participants through the work of seeing how the URI story is an example of this strategy at work. 3. Chapter Growth Summary document: Use your staff site login and open the Chapter Growth Overview in your browser: 	<p>--A/V setup for projection --Download and print (in color) the Growth Essentials Overview document, one per person. --Prezi: Chapter Growth Overview and Sample Script (download pdf)</p>
0:24 - :37 (13 min)	<p>SEEING THE STRATEGY: The exercise: <i>Tell participants: We are now going to see how the chapter growth strategy was behind the great things we saw in the URI video. Your task is to take individual observations from the cloud of sticky notes we created before and put each note in the appropriate place in the strategy framework.</i></p> <p>Note beforehand that since visionary guidance, structural architecture, and missional development are all working at the same time, it might be difficult to place any given episode or moment into one place on the chart. Pick one that stands out to you and put it with the primary growth element involved. Encourage</p>	<p>The sticky notes on the wall from the inductive study of the video <i>(Optional: sticky notes in a color not used in the previous exercise)</i></p> <p>A large blank copy of the strategy outline, formatted as below, scaled to be useful with the size of your group. (For an area team, even a single piece of flipchart paper may be too small, so try using a large whiteboard or a section of a wall. For a regional team, use painters tape and medium or large sticky notes on a wall to create the</p>

	<p>people to ask questions and the group can figure it out together.</p> <p>Move among participants to encourage them and ask questions as they put the individual observations into the strategy chart. Take this opportunity to reinforce the roles and clarify the strategy. Talk about any given element that might be in more than one place to reinforcing how structure, vision, and developing people all work together.</p> <p><i>Notes to the leader:</i> You will want to prep this exercise thoroughly and do a dry run, perhaps with others. Don't wing it. Watch the video and create cards or sticky notes, then try to figure out for yourself where they might go in the chart. Think about how you would decide where to place tricky or ambiguous items.</p> <p>For example, what if someone notices a structure such as a proxy station or a leadership meeting? Would you consider it as one of the optional drivers, or would you talk about the key thing that happened there in terms of vision or development? Is a part of the strategy only mentioned once in passing? Be ready to remind the group that it was an important element at the time.</p> <p>It's not crucial that every note lands in the right place; it's crucial that you take the opportunities that arise to show what the parts of the strategy mean and how they work.</p> <p>After sorting the notes, ask people to step back and look at the whole. <i>Some possible debrief questions include:</i></p> <ul style="list-style-type: none"> • What questions came up as you did this? • If there are any spaces in the chart that are blank, was it because it wasn't mentioned in the video, or it was in the background, or the group just missed it? See if the group can think of a place in the story where that element came into play. Write it on the new color of sticky notes and put it on the chart. • Ask if anyone noticed things in one role more than another for vision, structure, or people. We often have a leaning or bent towards one of the roles, but we need to watch all three to be effective. 	<p>structure below.)</p> <table border="1"> <thead> <tr> <th data-bbox="976 262 1110 296">Vision</th> <th data-bbox="1110 262 1276 296">Structure</th> <th data-bbox="1276 262 1430 296">People</th> </tr> </thead> <tbody> <tr> <td data-bbox="976 296 1110 548">Dream a Vision</td> <td data-bbox="1110 296 1276 548">Own the drivers NSO Follow-up Missional SGs</td> <td data-bbox="1276 296 1430 548">Cast the net wide</td> </tr> <tr> <td data-bbox="976 548 1110 636">Set Goals</td> <td data-bbox="1110 548 1276 636">Plan for the Drivers</td> <td data-bbox="1276 548 1430 636">Advance the leadership pathway</td> </tr> </tbody> </table>	Vision	Structure	People	Dream a Vision	Own the drivers NSO Follow-up Missional SGs	Cast the net wide	Set Goals	Plan for the Drivers	Advance the leadership pathway
Vision	Structure	People									
Dream a Vision	Own the drivers NSO Follow-up Missional SGs	Cast the net wide									
Set Goals	Plan for the Drivers	Advance the leadership pathway									

	<p>Concluding comment: <i>Taylor's story is really encouraging. But if we see the framework and the disciplined pattern of activities that made that story possible, we can help create the conditions where this kind of story can happen more and more often.</i></p>	
0:37 - :49 (12 min)	<p>HOW THE STRATEGY ELEMENTS WORK TOGETHER: Introductory comment: <i>This growth strategy is not simply a list of good activities to do. They are elements that build on each other as part of a coordinated strategy for chapter growth. Let's see what would happen if they weren't put together well.</i></p> <p>The leader divides participants into groups of 2-5 people. (In a small area gathering you might have pairs, or in a large regional gathering you may have groups of five, with several different small groups working on the same problem from the set below.)</p> <p>Give each group 4 minutes to discuss what would happen in a chapter if it had</p> <ul style="list-style-type: none"> • strong vision but no goals • strong NSO, but no follow-up • strong follow-up, without advancing the leadership pathway • strong leadership pathway, but no missional small groups <p>Debrief in the large group with each group sharing their thoughts on how a chapter would be affected. Reinforce that these elements need to be done together for a group to grow and gain momentum over time.</p>	
0:49 - :54 (5 min)	<p>THINKING ABOUT OUR OWN CHAPTERS Break into pairs and share with each other the element of the strategy your chapter is strong on now. What other element, if it were strong, would help your group grow?</p>	
0:54 - :60 (6 min)	<p>PRAYER: Spend time in prayer for your campuses in pairs, small groups, or as a whole group.</p>	

An additional resource:

This training session does not include a basic apologetic for why growth is a valid ministry objective. The paper, "[Growth Matters, Numbers Count,](#)" is an excellent resource for thinking about growth. It suggests a number of Scripture passages to study if a team needs to talk more about this.

Goal Setting (5:15pm-6:15pm)

Goals:

1. Give a biblical and practical defense for setting numerical goals.
2. Let leadership teams set concrete goals for their own chapters.
3. Assess alignment around specific set of goals, identify potential barriers to accomplishing set goals.

Kolb Objectives "Goal Setting":

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Talk on goal setting and numbers	Cognition	Theological basis and a vision for practical use of numerical goals in chapter growth.
Discussion of potential hesitations to goal setting. Use "Fist to Five."	Group Interaction and Reflection	Identify barriers to being able to make goals and stick to them.
Setting goals as a leadership team	Active Learning	Set numerical goals and start finding a clear vision for what each chapter could be.
Assess alignment around goals. Use "fist to five."	Reflection and Group Interaction	Gauge how aligned LT members are with specific goals, troubleshoot potential problems with each goal.

Outline "Goal Setting":

Use the chart below. You can add or remove rows as needed. Use the CFW schedule to insert actual start and end times.

Time	Topic	Teacher
60 minutes Start: 5:15____ End: 6:15_	Goal Setting	Track Staff, Chapter Staff.
10 min	"Growth matters, numbers count" (Genesis 15:5,	Track

<p>Start: _5:15_____</p> <p>End: _5:25_</p>	<p>Matthew 15).</p> <ul style="list-style-type: none"> • Fear of goals and numbers. <ul style="list-style-type: none"> ○ Failure ○ Change ○ Worldliness • False dichotomies <ul style="list-style-type: none"> ○ Abundance vs. Scarcity ○ People vs. Programs • Setting goals and using numbers is a good way to steward the people God has given us. <ul style="list-style-type: none"> ○ Luke 15:5. Jesus lose 1 of 100 sheep, so he leaves the 99 to retrieve the one. The main point of that parable is to show Jesus' care for his sheep. A side point is that, to know that he lost one sheep, he had to know how many sheep he had to begin with. ○ God is the owner of all things (Psalm 24:1). ○ He has entrusted some things to us as stewards (Matthew 25, I Cor. 4:2). ○ There will be a day of accounting (Matthew 25). • Setting numerical goals and aiming at growth gives us something real to strive for. It fuels quality ministry and kills laziness. 	<p>Staff</p>
<p>10 min</p> <p>Start: _5:25_____</p> <p>End: _5:35_</p>	<p>Discuss the talk in leadership teams:</p> <ol style="list-style-type: none"> a. What did you like? b. Where do you struggle with numbers/setting goals? c. Introduce the "First to Five" method of assessing alignment. <ol style="list-style-type: none"> a. "5" means that this idea has your full approval and you are willing to take on leadership or responsibility to ensure that it is acted on. b. "4" means that you are excited about this idea and are willing to actively participate in this endeavor. c. "3" means that you have some concerns about this idea, but if we choose to move forward, you will not be divisive. d. "2" means that you have serious problems with this 	<p>Staff</p>

	<p>idea and will not move forward until they are addressed e. “1” means that you hate this idea and will not move forward unless it is thrown out.</p> <p>When it comes to setting concrete, numerical goals for your chapter, where do you stand? 1-5.</p>	
<p>5 minutes Start: _5:35_ End: _5:40_____</p>	<p>As individual leadership teams, pray for wisdom, discernment, and direction from God as you ready yourselves to set goals.</p>	<p>Staff</p>
<p>20 minutes Start: __5:40 End: _6:00_</p>	<p>Have each leadership team set numerical goals for the following areas of their chapters for the upcoming year. Use the rules of thumb in “The Goal Setting” document (found in student manual). Each team will have their AFRs from the year, as well as the rule of thumb document. Track staff will circulate and help troubleshoot specific problems alongside chapter staff.</p> <ul style="list-style-type: none"> • Overall number of students • Conversions. • Contact Cards • Small Groups, at start of the year, and at the end of the year • Leaders of Leaders • Leaders • Apprentices • People in small groups. • Large group 	<p>Track Staff, Chapter Staff</p>
<p>15 minutes Start: _6:00_____</p> <p>End: _6:15_</p>	<p>In leadership teams, assess alignment around goals and troubleshoot problems.</p> <ul style="list-style-type: none"> • Fist to Five for each goal • Ask what it would take to move to a 4 or 5? • Troubleshoot problems with goals 	<p>Chapter Staff</p>

VSP Planning (7:30pm-8:30pm)

This 60-minute training session will introduce the Planning Framework of *Vision, Structure, People*.

Session overview:

1. Introduction to servant leadership and planning (15 min)
2. Overview and practice using the Planning Framework (25 min)
3. Personal practice in NSO planning (20 min)
4. *Total time: 60 minutes*

Notes for the trainer:

This training session builds the scaffolding for planning using the *Vision, Structure, People* framework. It will give participants the opportunity to practice the framework they will use to plan the Drivers of NSO, Follow up and Planting Small Groups.

Supplies:

1. [PowerPoint: VSP Planning Framework](#)
2. Projector
3. VSP Game Instructions: Trainer
4. VSP Game Instructions: Participants (one per table)
5. Game supplies for each table: one copy of VSP game instructions for participants, one set of yellow cards (NSO Events) , one set of white cards (VSP)
6. Handouts of NSO Planning Sheet

<p>00:00-00:05 (5 min)</p>	<p>SCRIPTURE: Read Mark 10 <i>Connect Mark 10 with planning in your own words or you can use this example:</i></p> <p><i>(Example: I love Mark 10. James and John fight over who will sit next to Jesus. Jesus' words are amazing. He doesn't get mad at them for wanting to be great, he points the way to greatness. And his way to greatness is servant leadership. This passage is a helpful foundation for what it means to be a leader. In InterVarsity, we love servant leadership.</i></p> <p>We help our students become servant leaders by encouraging them</p>	
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	<p>to spend their money on others in their small group or dorm (take them out for coffee, buy someone a meal, or pick up snacks for your small group). Or be generous with your stuff—give someone a ride to the grocery store, let them borrow your car. Our staff members function as servant leaders by doing grunt work for large group, preparing all the food for an event or arranging rides to conferences.</p> <p>Today we will think about servant leadership and our planning. We all “wing it” sometimes—a prayer meeting or a Bible study. And, by God’s grace, sometimes those prayer meetings and Bible studies are good. But at some point our lack of planning catches up with us. How can we think about our planning as an act of servant leadership?</p> <p>I love football—I love the strategy of football. Football players rely on the game plan to know what to do. There is someone making the calls on the field and the players are waiting for that plan. They have learned the different plays and are prepared and trained so when the play is called, they know what to do.</p> <p>Similarly, staff provide the game plan for a chapter. You prep, coach and train your leadership team for the plan. You understand how each person’s role on the team fits into the bigger plan of what you are trying to accomplish. Staff are responsible for the plan. The plan may be good or bad, but the plan rests on the staff.</p> <p>Planning is an act of servant leadership. Some of us like the planning process more than others. Today I want us to consider that receiving training on planning is helping us grow as servant leaders and become better planners.)</p>	
<p>00:05-00:13 (8 min)</p>	<p>PAIRS: Each person share a time when you have been the recipient of bad planning. What is your initial response to planning being an act of servant leadership?</p> <p>Pray.</p>	<p>PowerPoint with the questions</p>
<p>00:13-00:23 (10 min)</p>	<p>Diagnosis: What makes for a great plan?</p>	<p>PowerPoint with planning</p>

	<p>Show PowerPoint slide.</p> <p>Here's one plan. What do you notice? (not a plan, it's a to-do list) Here's another plan. What do you notice? (not a plan, it's a calendar)</p> <p>These are two common beliefs about creating a plan: a series of things we need to do, or a timeline for how something needs to get done. In fact, a plan is more than just details or a time frame.</p> <p>Think about something that you have planned in the past year. It might be a conference, a party, a training event, or a family celebration. Do you have something in mind?</p> <p>Now think about what was the most important part of the plan for you. What aspect kept you motivated to see it through?</p> <p>Was it:</p> <ul style="list-style-type: none"> --the outcome? (making sure the plan would achieve the outcome you had in mind) --the details coming together? (working the logistics to bring elegance and efficiency to the initial chaos) --the people? (the team working the plan with you) <p>Write it down.</p> <p>Show the <i>Vision, Structure, People</i> PowerPoint slide. Each of us gravitates toward one of these that align with <i>Vision, Structure or People</i>:</p> <ul style="list-style-type: none"> • The outcome: <i>Vision</i> • Turning chaos into elegance and efficiency: <i>Structure</i> • The team: <i>People</i> <p>This is the framework of planning we will use. What makes for a great plan is applying <i>Vision, Structure and People</i>.</p> <p><i>Vision:</i> Being able to cast vision for the purpose of the plan and what it would mean if the plan was successful.</p>	<p>images</p>
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	<p>Structure: Big 5: Date, Venue, Recruitment, Flow and Next Step. Those are the details, but what you are really asking is, “How does the structure serve the vision and the outcome you are hoping for?”</p> <p>People: Who is serving with you? How could this plan develop people on the Developmental Pathway? Who specifically?</p> <p>All 3: <i>Vision, Structure, People</i></p>	
00:21-00:41 (20 min)	<p>PRACTICE (Game)</p> <p>I want us to practice using the <i>Vision, Structure, People</i> framework. We will zoom in on planning for New Student Outreach.</p> <p>Play Game: Here is how it will work: Turn up a yellow card with an NSO activity, such as “NSO Proxe Campaign.” Then I choose one of the white cards and place it face up: “<i>Vision</i>.” I now need to present a 30-second vision that I would give to students articulating why this proxe will help move mission forward. The next person selects a card and lays it down (either <i>Structure</i> or <i>People</i>) and gives a rationale for how it applies to NSO Proxe Campaign. <i>Vision, Structure and People</i> must be addressed before you can turn over the next yellow card.</p> <p>Choose someone to read the instruction sheet and follow the steps to engage in this learning exercise.</p>	<p>Place on each table:</p> <p>--instructions for how to play the game --set of yellow cards --set of white cards</p> <p>(Cards will be in Track Box)</p>
00:41-00:51 (10 min)	<p>Apply to Your Context:</p> <p>To press into the learning, take the best of what you just heard and fill out your plan for NSO this next year.</p> <p>Take some time and fill out one ROW for your NSO.</p>	<p>NSO Planning Sheet (in the Student Manual)</p>
00:51-:60 (9 min)	<p>DEBRIEF</p> <p>How could this planning framework be helpful to your ministry moving forward?</p> <p>NEXT STEPS: We hope that by practicing the <i>Vision, Structure, People</i> planning</p>	

	<p>framework, it becomes second nature to think <i>VisionStructurePeople</i> when we make plans. <i>VisionStructurePeople</i> begins to become one word. The next training sessions in the growth strategy are the Drivers. We would like to use the <i>VisionStructurePeople</i> framework as we make plans for NSO, Follow Up and Planting Small Groups.</p>	

Continue the Learning

Post-training assignment: Complete the first draft of your NSO Planning Sheet.

Planning/ Team building (8:45pm-9:15pm)

Refer to Planning and Team Building Guide for ideas on how to use this time. Additionally, you may use your Leadership Track PD to help you during any planning or team building time.

Chapter Time (9:30pm-10:45pm)

See Chapter Time resources in the appendix for helpful resources on planning your chapter time.

Monday

Quiet Time (9am-9:30am)

Enter (5 minutes)

Spend a few minutes in silence before the Lord. Praise Him for His character. Confess the distractions and worries that keep you from fully worshipping him this morning. Thank Him for his gracious patience with you. Intercede on behalf of your family and your chapter.

Scripture Study (15 minutes)

Read Exodus 3 slowly a couple times through. Ask the Holy Spirit to speak to you through the reading of the text. Begin to mark up your manuscripts with observations you are making of key words, repetitions, cause and effect relationships, etc. Also write down a couple questions you have from the passage. (Your personal study of passage will help you later during communal manuscript time).

Respond (10 minutes)

Choose one of these two responses:

1. Reflect on how God called you into leadership. Share your story with a co-leader later in the day.
2. As you step into leadership, what questions are you still wrestling with? What questions are you asking God? Your staff? Your co-leaders? Share these questions with God during this time and with a fellow student leader sometime during the day.

Manuscript (9:30am-10:45am)

Study Exodus 3 in large group

Planning/ Team building (11am-12:15pm)

Refer to Planning and Team Building Guide for ideas on how to use this time. Additionally, you may use your Leadership Track PD to help you during any planning or team building time.

Planning (4pm-5pm)

Refer to Planning and Team Building Guide for ideas on how to use this time. Additionally, you may use your Leadership Track PD to help you during any planning or team building time.

Planning (5:15pm-6:15pm)

Refer to Planning and Team Building Guide for ideas on how to use this time. Additionally, you may use your Leadership Track PD to help you during any planning or team building time.

Chapter Time (9:30pm-10:45pm)

See Chapter Time resources in the appendix for helpful resources on planning your chapter time.

Tuesday

Quiet Time (9am-9:30am)

Enter (5 minutes)

Spend a few minutes in silence before the Lord. Look around you and notice the beauty of God's creation this morning. Give him thanks for being Creator. Quiet yourself by surrendering any thoughts or worries that may compete for your attention and heart today. Thank Jesus for being sufficient in His grace today and always!

Scripture Study (15 minutes)

Read Exodus 4 slowly a couple times through. Pay attention to the particular words and images that jump off the page. Use colored pencils to help bring these things to your attention and make connections in the passage.

Respond (10 minutes)

1. Reflect on where you feel inadequate as a leader. Who or what might the Lord be providing for you? Share with a fellow leader today.
2. Maybe you're an Aaron for someone. Who might that be? What is God calling the two of you to do?

Manuscript (9:30am-10:45am)

Study Exodus 4 In large group

Conflict Resolution (11am-12:15pm)

Goals for Conflict Resolution:

1. Students learn their preferred method of conflict and more about how they tend to engage in conflicts.
2. Students grow in value for healthy conflict and how to navigate conflict in a healthy way.
 - a. More specifically, often we find that students avoid conflict because they think conflict is inherently bad instead of realizing that conflict done well is good and valuable. Differentiate the difference between healthy and unhealthy conflict and how this can differ for people based on personality, ethnicity, family culture, etc.

Kolb Objectives for Conflict Resolution

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Going through Thomas Keilmann, Cultural Continuum, Cultural factors	Cognition, communal observer	Understand different styles of conflict and their own personal style
Debrief conversation in chapters	Communal observer Cognition	Learning about each other, deeper understanding about self and how they handle conflict
Case studies	Active engagement	Helps students practice identifying which conflict styles are useful in different settings
Creating a covenant	Active engagement	Clarity on how they will relate to each other throughout the year

Important resources for this training:

1. Conflict styles assessment <https://docs.google.com/spreadsheets/d/1f3N60p2aTJnwCi7dg712okGMJPYMqWFAKW1mMLtiAYo/edit#gid=1451806832>
2. Ways of Dealing with Conflict Teaching Notes https://docs.google.com/document/d/1fgByNbBHfdeyYMs9HfIBAhXI4T69h5dvqx0y_LJvPfw/edit#
1. Conflict and culture <https://docs.google.com/document/d/1HNbdZ7xpVCLx8xpEg-KjyA4pMEZttgSdWGM-snv8evU/edit>
2. Intercultural Conflict <https://drive.google.com/file/d/0B4ztdSXbvOAbT0xKbUITaHFUUs/view>
3. Conflict case studies https://docs.google.com/document/d/1_UKuRikG98nHQ-j-jzocu2eKchsJoTEgreLwlJ4NtM/edit?usp=sharing

Option 1: Do a short 20-30 minute training on the conflict styles and have students take a conflict styles assessment and then integrate conflict resolution into the rest of the week instead of having a whole session on it. More specifically:

- For the team building initiatives have healthy conflict be one of the three main goals you work on
- Carve out time for valuable debrief of what they're learning about conflict and working together throughout the week

Option 2: Do a full 75 minute session on conflict resolution

Option 3: Do both options 1 and 2 (which means utilizing team building initiatives and debrief.

Option 2/3 Details:

Time	Topic	Teacher
75minutes Start: 11:00____ ____ End: 12:15_	Conflict resolution Before or during CFW (preferably before) have each student take the conflict styles test	Track Staff, Chapter Staff.
10 min Start: 11:00____ ____ End: 11:10_	Go through the Thomas-Kielmann 5 ways of dealing with Conflict chart. Stop on each method and give specific illustrations. Also discuss the strengths and weaknesses of each style of conflict.	Track Staff
5min Start: 11:10____	Explain the differences in conflict resolution for different cultures, highlight direct vs. indirect and emotionally expressive	Track Staff

— End: _11:15_	vs. emotionally reserved (see https://drive.google.com/file/d/0B4ztdSXbvOAbT0xKbUITaHFU/Ums/view)	
5 minutes Start: _11:15_ End: _11:20_	Go through the conflict and culture continuum and explain how cultural values affect conflict resolution	Track Staff
15-20 minutes Start: _11:20 End: _11:40	After going through each of the styles and the cultural differences, have a debrief conversation about what they're learning. Also ask, what is important to know about us as individuals and us as a team as we see all of our different conflict styles? Have leaders share with their team their conflict style and what they're learning about themselves. Also have them share what stood out from the cultural continuum.	Track Staff, Chapter Staff
15 minutes Start: _11:40 End: _11:55	Go through the attached case studies and work together as a team to pick which style of conflict resolution would be best for resolving the conflict (one aha moment from this would be to see that although accommodating might be the "best" form of conflict resolution, because it takes so much more time it's not best for every conflict.	Chapter Staff
15-20 minutes Start: 11:55 End: 12:15	Optional idea: Create a leadership team covenant for how the team will relate to each other, staff, the chapter and campus in healthy ways throughout the year (this often takes at least 1-2 hrs to do well). A shorter more basic version could be done in less time by naming what they want to value in their communication and conflict for the year. If you don't do this idea, give more time to the previous sections, especially sharing and reflection	Track staff

Approaching differences diagram

<http://2100.intervarsity.org/resources/approaching-differences> (video)

<http://2100.intervarsity.org/resources/approaching-differences-diagram>

Ways of Dealing with Conflict Teaching

STYLE	RESPONSE	POSITIVE	NEGATIVE
Avoidance	We both just don't make a decision. Put it off till later.	Maybe we were angry with each other, and would have said things we didn't mean, so a cooling off period was good.	This might only increase our tension, to put off the decision.
Accommodation	I give in, and agrees to 2 Bible studies	Good, if God spoke to me and told me I was right. OK, if number of Bible studies weren't really that important to me.	Bad if this really was an important issue, and now I will feel resentful and hurt that I gave up this goal I felt strongly about.
Competition	I force her into agreeing to 10 Bible studies	If number of Bible studies were non-negotiable to me (how? If I believe they are our only evangelistic outreach, say). If I know I'm right. If a quick decision is needed.	Makes Katie feel I was domineering and controlling, destroys our unity.
Compromise	We agree to 6 Bible studies	I get closer to what I wanted, and so does Katie.	Both of us may not feel satisfied.
Collaboration	In talking about it, we share that I want 10 Bible studies because I want a large, visible witness on campus – evangelism is important to me – while she's concerned with community, so she wants Bible studies that have more than 3 people attending. Therefore, we agree on 3 Bible studies and 3 GIGs	We gain a fuller appreciation of each other's valid concerns, get to know each other, and both of us feel heard and valued by the others.	May have taken a long time and a lot of energy to reach this decision.

Case studies

In Student Manual

Free Time (1pm-6:30pm)

Consider what chapter traditions you might want to create during this afternoon free time block.

Chapter Time (7:30pm-10:45pm)

See Chapter Time resources in the appendix for helpful resources on planning your chapter time.

Wednesday

Quiet Time (9am-9:30am)

Enter (5 minutes)

Hear the invitation to be the Lord's presence and with His people again today. Say yes to Him again this morning. Acknowledge the many ways you are tempted to wander in your relationship with Him. Name the people in your life in whom you find difficult to love and spend some a few minutes praying for them this morning.

Scripture Study (20 minutes)

Read as much of the story of Moses in Exodus 5-17 as you can. Often this is a familiar story. Reflect on what stands out to you. Pause anywhere that you sense the Lord speaking to you and share that with a fellow leader later in the day

Planning (9:30am-10:30am)

Refer to Planning and Team Building Guide for ideas on how to use this time. Additionally, you may use your Leadership Track PD to help you during any planning or team building time.

Peer Edit Plans (10:45am-12:15pm)

Requirements:

Come with your NSO, Follow-up and SG plans filled out in a legible document you can pass to another chapter (you shouldn't need to explain anything on the document when you pass it to another team to edit)

General Plan

The plan is to pass your document to two other leadership teams and give them time to read over your plans and write questions and make suggestions on the document.

Instructions:

Setup a system to pass plans from one team to the next.

Send a representative with the plan to answer questions raised by other teams.

Schedule

NSO

5 min - welcome / clarify who is editing whose plans

15 min - first round of edits on NSO Plan

10 min - second round of edits on NSO Plan

5 min - team gets plan back and has a chance to review

Debrief - Learning

10 min - Debrief

Follow-up

10 min - first round of edits on Follow-up Plan

5 min - second round of edits on Follow-up Plan

5 min - team gets plan back and has a chance to review

Planting SGs

10 min - first round of edits on SG multiplication plans

5 min - second round of edits on SG multiplication plans

Debrief - Learning

10 min - Debrief

Debrief Questions

1. What happened in the last minutes?
2. What are you learning about planning? editing? yourself? your team? others?
3. What is the one thing you or your team need to do next?

Wednesday - Peer Edit Plans (10:45am-12:15pm)

Multiethnicity – White Students (4pm-5pm)

Multi-ethnicity – white students

Goals for “Multi-ethnicity – white students”:

1. Provide theological basis and missional framework for multi-ethnicity
2. Identify barriers in their chapter to multi-ethnicity

Kolb Objectives “Multi-ethnicity – white students”:

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Talk on multi-ethnicity	Cognition	Theological basis and missional framework
Discussion on barriers	Group Interaction	Identifies barriers in chapter for people of color
Processing personal sacrifices	Reflection	Moves towards commitment to change the chapter

Outline “Multi-ethnicity – white students”:

Use the chart below. You can add or remove rows as needed. Use the CFW schedule to insert actual start and end times.

Time	Topic	Teacher
60 minutes Start: _____ End: _____	Multi-ethnicity for white students	
10 min Start: _____ End: _____	Vision cast: multiethnic community in the Biblical narrative	Staff
35 minutes Start: _____ End: _____	Group work – identifying possible barriers in chapter for people of color (find worksheet in student manual)	Group
15 minutes Start: _____ End: _____	Personal reflection – commitments for personal displacement and leading change in areas of influence (find worksheet in student manual)	Group

Missional Multi-ethnicity for White Students – Sample Talk

Why are we talking about Multiethnicity in InterVarsity? Let's begin discussing these questions:

- 1) Is the diversity of people we see in the world an accident, or intentional?
- 2) If it's intentional, why would God do that?
- 3) If the world is diverse and the church is global, why are Christian communities still so segregated?

God's image is multiethnic.

InterVarsity's purpose is to establish and advance witnessing communities that grow in love for God, God's word, God's purposes in the world, and God's people of every ethnicity and culture.

The foundation of Biblical multi-ethnicity is this: that God is a diverse creator who has commissioned humanity to spread out and create diverse life and cultures.

In Genesis 1, God creates human beings. In vs 27, "God created humans in his image, in the image of God he created them, male and female he created them." Then we read in vs 28: "God blessed them and said to them, be fruitful, and increase in number, and fill the earth and subdue it." God is committed to seeing his image-bearers spread out over the earth and multiply. This is often called the "cultural mandate." God's mission is to reveal himself to the world through image-bearers spreading out over the face of the earth by creating families, cities, towns, nations... *cultures*.

When we look forward to the coming kingdom in Revelation, we see that ethnicity is not wiped away but affirmed. In Revelation 7 we peek at the King's multiethnic worship service. We see a multitude of people from every tribe, tongue, and nation worshipping the glorious throne. They are singing one another's songs and worshipping in one another's tongues. Somehow this God who started with the creation of 2 people has filled the whole earth.

God's people are multiethnic.

We see in the earliest days of the church that God always intended his church to be a body of reconciled believers from different ethnic groups. In Acts 1 he tells his disciples "you will be my witness in Judea, and Samaria, and to the ends of the earth. What you think is an Israel thing I am commanding you to carry worldwide."

This was a difficult, messy command. The majority of the conflict of the early church we read about in Acts was cross-cultural conflict. What happened in Acts 10 was scandalous.

Peter, a Jew, traveled and stayed with a Gentile named Cornelius to share the gospel. It required Peter to recognize his prejudice and racism and choose to repent and say "I see now that God calls no person unclean."

Our campuses are multiethnic.

So if that's true, then what implications does it have for us today?

College campuses are diverse places. If your InterVarsity chapter is called to reach all parts of campus with the gospel (spoilers: you are), then you are called to be a multiethnic community. Multi-ethnicity is an indispensable part of our mission to the campus.

When you look around your chapter's gatherings – who is on the campus but not present in the room? There might be deeper reasons for this than they're just not interested in your group.

I want you to work in teams on identifying some possible barriers to people of color that might exist in your chapter. That's a complex thing to think about, so I'm going to attempt to give you some *small* starting points to work on, with the understanding that this is a long-term process that your leadership team should be going through yearly.

Let's start with leadership – what does your leadership team look like? Is it mostly one ethnicity? Further – how do you choose who gets invested in and who gets leadership development opportunities? Often our idea of 'leadership potential' is primarily determined by ethnic or cultural background. You may naturally overlook leaders of other ethnicities because the way they influence others is different than what you're used to.

There might be some ways you do things that prevent you from even connecting with students of color. Think about...

- Where you table during NSO...is it a place that everyone comes? Is there somewhere you could strategically put a table where an under reached populations would naturally walk by?
- Do you do cross-cultural follow up training during NSO? Do you teach your small group leaders to be extra sensitive to following up on students who are naturally displaced by coming to your gatherings?
- In fact, *where* are your small groups (and proxes and tables) even located? Your school will deny it, but there's probably some segregation in campus housing. Do you have witnessing communities in the physical location that unreached people are?

- What's your large group like? Is a value for diversity reflected in the faces up front, the song selection, the topics addressed, and the speakers invited? Is it a vision you regularly share from up front?

Pursuing missional multi-ethnicity means we have to commit as leaders to always evaluating everything that we're doing and it means constantly asking the question "who is not in the room?"

In your handbook, there is a handout to help you reflect on your chapter and places these barriers might exist. Brainstorm some ways you can start to dismantle the barriers in your chapter. It will probably multi-year conversation for most chapters – so don't get intimidated, get committed.

Multiethnicity – Students of Color (4pm-5pm)

Goals for “Multethnicity – students of color”:

1. Understand that God affirms them in their ethnic identity and has given them gifts that come with that
2. Be able to identify how they can use their gifts in God’s mission on campus

Kolb Objectives “Multethnicity – students of color”:

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Teaching on God’s purpose in ethnic identity	Cognition	Gives a theological understanding of God’s design in ethnicity
Hedgehog activity designed to identify the integration of gifts and mission field	Active engagement	Provides template to see how the gifts can be used for God’s mission
Prayer and affirmation	Reflection	Gives students confidence that they can use their gifts on campus

Outline “Multethnicity – students of color”

Time	Topic	Teacher
60 minutes Start: _____ End: _____	Multiethnicity for students of color	
20 min Start: _____ End: _____	Teaching on God’s purpose in ethnic identity - Acts 8:26-40, with a short exposition on Acts 1:8	Staff
20 min Start: _____ End: _____	Hedgehog Activity - finding the intersection between passion, gifts, and need through an ethnic identity lens - Goal is to come out understanding the gifts of ethnic identity and a missional strategy that associates with that	Group - (handout in student manual)
15 minutes Start: _____ End: _____	Sharing and prayer for one another, especially as an affirmation and commissioning to live into the gifts of ethnic identity in mission	Group
5 minutes	CSM debrief	Staff

Start: _____ End: _____	<ul style="list-style-type: none"> - opportunity for CSM to help contextualize the training in this session for the needs of the chapter/campus - give next steps for continued ethnic identity development and/or integration into campus strategy 	
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Multi-ethnicity for students of color – example talk

Mission out of the Fullness of Your Identity

Acts 8: 26 – 40

1. Jesus is the original model of mission out of identity
 - a. Jesus was very Jewish. The very beginning of the Gospel of Matthew lists the genealogy of Jesus’ Jewish Heritage. In fact, it begins by stating, “This is the genealogy of Jesus the Messiah the son of David, the son of Abraham...” (Matthew 1:1)
 - i. Descends from Abraham
 1. In Covenant with God, the Father of many nations, the Father of the people of God—the Israelites
 - ii. Descends from David
 1. One of the most significant kings and leaders of Israel
 - b. We can’t forget Jesus’ Jewish identity because it is significant to his mission and ministry.
 - i. He knew Jewish history, culture, practices, and traditions to speak into the religious and cultural institutions
 - ii. He could speak to his own people as an insider and had personal investment in the redemption of his people
 - iii. However, he was also an ambassador of reconciliation as he crossed culture to share the good news with those who were on the margins of his society – Samaritan woman, lepers.
 - iv. He was crucified and killed by the Roman Empire as a Jewish man disrupting the Roman and Jewish order and systems—bringing Good News to both Jews and Gentiles.
2. As Jesus ascends to heaven, he passes on that model through Acts 1:8
 - a. *“But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.”*
 - i. *“you will be my witnesses”*

1. As witnesses, you will share about what you have seen – literally what being a witness means. But what you have seen implies testifying out of your own cultural lens, since what we see is dictated by our lens.
- ii. “Jerusalem, and in all Judea and Samaria, and to the ends of the earth.”
 1. Jerusalem & Judea – to Jewish people
 2. Samaria—to those on the margins
 3. The ends of the earth—to all peoples
3. Philip lives out this call
 - a. Let’s look at one example of this call. Philip, 7 chapters later, living out this call of “Going” as a witness in Acts 8: 26-40
 - i. Read the passage
 - ii. Right before Philip has this encounter with the Ethiopian Eunuch, earlier in Chapter 8 that Philip has just been preaching the Good News in a city in Samaria – He is literally living out the call of going to Jerusalem, Judea, SAMARIA and the ends of the Earth
 - iii. As he is leaving there, an angel of the Lord give him very clear directions, which leads to an incredible encounter with an Ethiopian Eunuch. Three key moves:
 1. “What Happened” in this encounter
 2. “Significance of Identity” in this encounter
 3. “Impact of Identity” in this encounter
 - b. What Happened?
 - i. Make it interactive, and ask students what do they observe happening in the passage
 1. Angel of the Lord speaks to Philip and he listens—partnership with the spirit
 2. Philip and the Ethiopian Eunuch meet one another
 - a. Ethiopian Eunuch is reading the book of Isaiah and Philip overhears him as he is being obedient to the Spirit
 3. Philip asks Ethiopian Eunuch a questions, which results in him being invited into the chariot with him
 4. Ethiopian Eunuch asks Philip for explanation and clarification
 5. Philip shares the Good News of Jesus with him
 6. Philip baptizes the Ethiopian Eunuch

7. Philip disappears, taken by the Spirit
8. Ethiopian Eunuch travels, rejoices and preaches the Good News to others.

Don't you wish all of our campus outreach would go this smoothly and successfully!?

c. Significance of identity

i. Let's start with the significance of identity of the Ethiopian Eunuch and then come back to Philip

1. The fact that The Ethiopian Eunuch is only referred to by these two identities, Ethnicity- Ethiopian & Being a Eunuch... there is extra emphasis on both identities.
2. Ethnicity- Ethiopian, at that time there weren't many Ethiopian Christ followers, some believe this Eunuch was the first convert and as an Ethiopian, he was a black man.
3. Just as important as his ethnicity as an Ethiopian, he was a Eunuch... Eunuch is not able to understand the Scriptures because a person in the class of "eunuch" was highly "othered" and marginalized, wouldn't have been able to actually get into the synagogue due to his "uncleanness"
4. This is a message that is going to go with the Ethiopian Eunuch to the ends of the earth (from Jewish perspective)

ii. Philip

1. By virtue of being Jewish, he knew the scriptures and could translate for the Ethiopian Eunuch – and reveal to the Ethiopian Eunuch exactly what the Scriptures mean since the Ethiopian Eunuch would not have had access to this (since he was unclean)
2. Philip was not Hebrew. He was a Hellenistic Jew, meaning he was Greek but converted to Judaism later. In Acts 6, we learn that Philip was one of the Seven chosen to distribute food for the Hellenistic Widows (some more context might be necessary here). And he was Jew that was familiar with the experience of being the "other" and marginalized – a gift that he would have been able to bring to and identify with the Ethiopian

Eunuch and his experience of being the “other” and marginalized.

3. Philip was the *perfect* person to bring the Good News to the Ethiopian Eunuch, based on his experiences and his identity – and God used all of that.

d. Impact of the Identity

- i. Now that Jesus had broken down certain ethnocentrism in Jewish people and commanded the disciples to go to all people, Philip and the Ethiopian were able to build relationship and it resulted in the salvation and baptism of not only Ethiopian Eunuch, but many more believers
- ii. The Ethiopian Eunuch was SEEN, as someone who was marginalized and deemed as unclean, by Philip, someone who also needed to be SEEN at some point in his life, due to the orchestration of the Spirit, which resulted in him knowing Jesus! Amen!
- iii. Philip was obedient to Jesus’ command and was able to use his Jewish identity and background as well as his experience being marginalized as a result of his identity so that others would know the Good News of Jesus

4. Conclusion

- a. Jesus’ ethnic identity as a Jew was significant to his mission and so was the identity of his disciples
 - i. His command to them to go to Jerusalem, Judea, Samaria and the Ends of the Earth in partnership with the Spirit illustrated that this Good News was one that can knock down barriers and tensions across people groups
- b. Philip was obedient to the Holy Spirit and allowed God to use the fullness of his identity to reach an unreached people group – one that would have historic implications
- c. Our identities aren’t something we set aside as we respond to the command of being witnesses on campus.
 - i. Our identities are actually an invitation for us to lead out of the fullness of who God created us to be so that others may feel affirmed in who they are and that they might know Jesus.

Development Pathways (5:15pm-6:15pm)

Goals for Development Pathway:

1. For leaders to understand the development pathway and analyze their chapter pathway.
2. To help students learn a key skill (debrief) in moving people along the pathway.

Kolb Objectives for Development Pathway:

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Observing the Development Pathway	Abstract Conceptualization Reflective Observer Concrete Experience	Understand and analyze a chapter development pathway
Key Skill	Abstract Conceptualization Reflective Observer Active Experimentation Concrete Experience	Learn a key skill (debrief) that helps people move along the pathway

Outline Development Pathway

Time	Topic	Teacher
60 minutes Start: _5:15____ End: _6:15_	Development Pathway	
2 min	When I think about Vision Structure People, the three	

<p>Start: _5:15____ End: _5:17_</p>	<p>roles of a leader in the Chapter Growth Strategy, The Missional Developer is the role we spend the most time working on.</p> <p>We can develop a strategy for an event in an hour of planning or even develop the strategy for the whole year over the course of a week.</p> <p>Developing people takes time! The thing is we're all human and we fail. We can learn from that failure, but it takes time to become proficient at something.</p>	
<p>3 min Start: _5:17____ End: _5:20_</p>	<p>Let's take some time to look at the development pathway handout.</p> <p>Mentions definitions below. (take a look at it)</p>	<p>Handout: Developmental Pathway</p>
<p>5 min Start: _5:20____ End: _5:25_</p>	<p>Let's take time to put people on your leadership pathway. Refer to Definitions on slide:</p> <p>Crowd: anyone you are aware of on campus</p> <p>Guest: anyone who has come to 1 InterVarsity event</p> <p>Member: someone who comes to 50% or more SG or LG</p> <p>Apprentice: someone who is giving time and attention to learning how to influence others and see if being a SGL is a step God is calling them to take.</p> <p>Leader: A student leader who owns a part of the campus and is leading a SG to reach them. They also have an apprentice, or they are seeking to recruit and develop at least one apprentice.</p> <p>Leader of Leader (LOL): Someone who is developing leaders and specifically</p>	<p>Slide with Definitions</p>

	functioning to shepherd, discern and coach leaders. A small group LOL is seeking to grow a movement of God within the networks and parts of campus that small groups leaders and their apprentices are seeking to reach.	
10 min Start: _5:25____ End: _5:35_	Analyze your Leadership pathway Talk about these questions: 1. How did we do as a chapter moving people along the pathway? 1. What are the key things we need to do to help students transition from one part of the pathway to the next? What are we doing well, what are we not doing well in helping students transition?	Power Point Slide with questions
5 minutes Start: _5:35_ End: _5:40____	Key Skill What did we notice about our pathways? What are you guys doing well? And what are you guys not doing well in helping students transition? What could you do better? Moving people along the pathway involves discipleship cycles. A key part to the discipleship cycle is an active response. Sometimes we call this the missional challenge or the leadership stretch. It might be the first time the person knocks on a door to do follow-up Or it's the first time they bring up their faith in a conversation. In either case, the discipleship cycle isn't complete until you have debriefed it. So I want to teach you how to do a good debrief! Intro D-cycle Card: 3 stages to a good debrief - just like Bible study.	D-Cycle Debrief Card Handout

	<p>3 Conversations about a good debrief. Review What happened - observation phase</p> <ul style="list-style-type: none"> - Don't skip this. Ask the right questions, we often want to run to interpretation statements. <i>We want to go to the learning conversation.</i> - <i>The more observations you make, the better the application is later.</i> <p>Learning conversation - like interpretation phase Next Steps - application phase</p> <ul style="list-style-type: none"> - What's the ONE thing you need to do next. <p>Let's say you are debriefing a proxe station and you ask "where did you feel stuck?" They say "in the transition to the gospel"</p> <p>That's a great time to introduce just in time training.</p> <p>You could keep going on to the learning conversation, but what the person REALLY wants is info on how to fix their problem. So stop, show them how you would transition to the gospel. Have them imitate you a few times and get super comfortable and then they can begin to innovate. Then continue on to the learning conversation.</p>	
<p>10 minutes Start: _5:40_ End: _5:50__</p>	<p>Model Debrief of invitation</p> <p>Get two people. One to do invitation to apprenticeship (leader to cast the net wide), the other to be invited (member).</p> <p>I will debrief the invitation. (note to trainer, try to stick to questions on back of d-cycle card so it makes it more reproducible)</p> <ul style="list-style-type: none"> - In debrief, make sure to include some just in time training (one possible just in time training is to 	

	<p>frame invitation as a vision cast which includes three parts: why, story, specific invite)</p>	
<p>20 minutes Start: __5:50 End: _6:10_</p>	<p>Moving people along the pathway. If you recall the chapter growth session, we talked about how missional developers need to cast the net wide and then advance the leadership pathway using d-cycles in order for chapter growth to work.</p> <p>We're going to get into groups of three.</p> <p>Person A: is going to cast the net wide by practicing inviting a member to become an apprentice.</p> <p>Person B: is going to be the member.</p> <p>Person C: will be the coach. Your job will be to debrief the invitation that the person makes. Include person B in the debrief.</p> <p>Repeat two more times - changing roles each time.</p>	
<p>5 min</p>	<p>Wrap-up Comments</p> <p>Questions:</p> <p>As Leaders we are called to develop people. As Jesus put it in Matthew 28, we are called to make disciples of all nations, teaching them to obey the commands Jesus has taught you, including this one. It's a command that repeats, multiplies, and transforms lives. As leaders, we get to own that call to develop other people in their walks towards Jesus strongly, powerfully, and courageously. I pray that each & every one of you can participate in the joy of resourcing empowering someone to live into & use their gifts in God's Kingdom. AMEN!</p>	

Thursday

Quiet Time (9am-9:30am)

Enter (5 minutes)

Reflect on the many ways the Lord has spoken to you this week already. Thank him for graciously and abundantly meeting you through His Word, His Spirit, His people and His creation.

Scripture Study (15 minutes)

Read Exodus 18 slowly a couple times through. Mark up your manuscript for one final time this week with key observations and questions you have from text.

Respond (10 minutes)

Commit to prioritizing time in the Word this summer. Make a plan for when this happen and what you will study. An idea for you to consider may be to continue your study in Exodus.

Manuscript (9:30am-10:45am)

Study Exodus 18 in large group

Planning (11am-12:15pm)

Refer to Planning Guides

Prayer (4pm-5pm)

Goals for "Hearing God through Prayer":

1. Be able to have an experience of hearing from God through prayer
2. Discern what God might be saying to a partner
3. Discern what God might be saying to the chapter

Kolb Objectives "Hearing God through Prayer":

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Teaching on hearing from God	Cognition	Gives theological foundation for hearing from God
Pray for each other and discern what God might be saying	Active engagement	Gives students opportunity to experiment with hearing from God
Discuss and debrief with partner	Communal experience	
Pray for the chapter and discern what God might be saying	Active engagement	Gives students opportunity to experiment with hearing from God
Discuss and debrief as a team	Communal experience	

Outline "Hearing God through Prayer"

Use the chart below. You can add or remove rows as needed. Use the CFW schedule to insert actual start and end times.

Time	Topic	Teacher
60 minutes Start: _____ End: _____	Hearing God through prayer	
15 min Start: _____ End: _____	Teaching on being able to discern and hear from God <ul style="list-style-type: none"> - some teaching on the importance of hearing from God for our own spiritual authority - some teaching on God's desire to speak to us and our access to His voice 	

	<ul style="list-style-type: none"> - specific boundaries that ensure that we are not “making stuff up” so that we can have confidence to hear from God 	
<p>5 min Start: _____ End: _____</p>	<p>Introduce “hearing from God” activity</p> <ul style="list-style-type: none"> - assurance that it is okay to fail and to take risks in discerning what God might be saying - sharing a story of CSM’s growth in hearing from God - “Spend a few moments quieting yourself before God and getting into a space where you know that He loves you. Then you might want to ask Him a question or lift up a quick prayer. Then, just listen quietly. Pay attention to the thoughts, words, images, or emotions that might be coming up for you. If you don’t understand something that comes up, ask for clarity from God.” 	
<p>15 minutes Start: _____ End: _____</p>	<p>Hearing from God on behalf of one another</p> <ul style="list-style-type: none"> - pair up with a partner - without sharing information, go into listening prayer (it may be review again what listening prayer is) for one another for a couple minutes - taking turns, share whatever came up in time of listening prayer (if nothing came up, that is okay) - let the other person (the person that was listened for) interpret what it might mean for them honestly (even if it doesn’t mean anything) - pray for each other 	
<p>5 minutes Start: _____ End: _____</p>	<p>Whole group debrief</p> <ul style="list-style-type: none"> - this is especially important for those that didn’t “hear” anything or for those who heard something but didn’t mean anything to their partner 	
<p>15 minutes Start: _____ End: _____</p>	<p>Hearing from God on behalf of the chapter</p> <ul style="list-style-type: none"> - as a whole leadership team, go into listening prayer for the chapter for couple min - have everyone share what they heard in listening prayer - try to notice if there are any points of integration (will not necessarily be a “plan” or a “to do”) 	

	- pray for the chapter	
5 minutes Start: _____ End: _____	Whole group debrief - especially important to highlight any disagreements in hearing from God that might have come up and wrestle with it communally	

Hearing from God – Sample Talk

Have you guys ever seen Scandal? I admit, it's one of my guilty pleasures – but I promise it's a good show! It's a show about a woman who runs a PR firm in DC. She has these people who work for her that have all been in tough situations in life but are more or less reinvented by the main character. She gives them a new life and they thrive in this environment. What's interesting is that these people who work for her go from having no confidence at all to having the utmost confidence all because they know who they work for. It gives them the confidence to step in to situations that they would normally avoid. It absolutely changes their life!

In our leadership, we need that kind of confidence. Leadership is hard. It's full of difficult decisions, difficult conversations, and difficult situations. It has all sorts of things that normal human beings would want to avoid. The question for us in the midst of these kinds of situations is this: where will you get your confidence from? Your confidence has to come from somewhere, and when you are making a tough decision about NSO or trying to see where God is leading when the chapter feels lethargic, your confidence can only come from one place: it has to come from listening to what God is saying. It won't come from the best ideas, it won't come simply from doing what has worked in the past, and it won't come just because everyone agrees – those things might be part of the process and they might give us a crutch, but they don't give us conviction. What we need in leadership is conviction. And this conviction comes through hearing from Jesus. When we hear from Jesus, we have convictions about what to do, and this gives us confidence to lead.

The amazing part about spiritual leadership is that God *wants* to give us such conviction. He *wants* to speak to us. It's not something we have to work for, it's not something that we have to "get right", it's something that God wants to give us freely, as a gift. Because God is relational, and wants a real relationship with us, He wants to speak to us – the question then is do we really want to hear from Him? Or, maybe for some of us, do we really believe we can hear from Him?

One of the reasons that we might not believe this is because we don't really believe that God wants to have a personal relationship with us. I don't mean that we don't believe that Jesus is our personal savior – I mean that we don't often believe that God has a *real personal relationship* with us that is dynamic. He speaks to us because he is in a personal relationship with us. This means that He loves us. And as someone who loves us, He desires to speak with us. In John 10, Jesus says that he is the shepherd and that we are his sheep. He compares that relationship to the relationship that he has with the Father in verse 15 and says that we have a relationship with Jesus in the same way. That means that we, also, can hear God speak to us. John 10 also talks about how we, as his sheep, are able to hear Jesus' voice and follow him. As his sheep, we are able to hear his voice and

respond in obedience. As his sheep, we *need* to hear his voice and respond in obedience. One of the markers of *being* his sheep, in fact, is being able to hear his voice and respond in obedience. Hearing from Jesus and responding is a gift that comes with the territory!

The other reason that we might not believe that God wants to speak to us is because we are unsure. We are unsure about when God might be speaking and are afraid to attribute things to Him when it might be from us. This fear comes from a good place but Scripture gives us clear guidelines for how to discern God's voice. Ironically, these guidelines are just the things that give us the freedom from to fear so that we can take risks in hearing from God.

Here are some guideline questions to test whatever we might think we are hearing from God that are helpful¹:

What does the Bible say about it?	Acts 17:10-11
What does God say when you pray about it?	John 10:4-5
What would you do if fear wasn't involved?	1 John 4:16-18
Will it help you become more like Jesus?	Galatians 5:22-23
What does the Christian community say about it?	Matthew 18:19-20

We're going to do an exercise that practices hearing from God. This might be new and scary to some of you and so that's why we need to practice! Just like you weren't perfect at bible study when you first started, so many of us will not recognize God's voice very clearly if we are new or beginners. You became better at bible study as you did it more and more and it is the same with listening to God. Even in this, practice helps us to familiarize ourselves in the faith. So, I want to encourage you to take a risk so that we can grow in our relationship with God and grow in our confidence as leaders. As Christians, we are to live in hope and take risks – and as long we do this in accordance with Scripture, God will honor our risk, even if we are wrong.

¹ from James Choung - <http://www.releaseotheape.com/speaking/#more-1856>

Casting Vision (5:15pm-6:15pm)

Goals for "Vision Casting":

1. Show students the power of effective vision casting
2. Equip students with the tools to cast vision
3. Practice a sample vision and debrief
4. Provide direction for further integration/uses into chapter

Kolb Objectives "Vision Casting":

Learning Activity	Kolb Learning Cycle Phase(s) Initiated	Track Outcomes Pursued
Talk on vision	Cognition	Models a vision cast and explains importance of vision cast
Debrief the vision cast as a group and from up front	Communal observer Cognition	Gives students opportunity to talk about why it was so powerful Gives students components of a vision talk
Write a sample vision	Active engagement	Allows students to try writing a compelling vision cast

Outline "Vision Casting"

Use the chart below. You can add or remove rows as needed. Use the CFW schedule to insert actual start and end times.

Time	Topic	Teacher
60 minutes Start: _____ End: _____	Vision Casting	
10 min Start: _____ End: _____	A quick "vision cast" on the power of vision <ul style="list-style-type: none"> • not officially demarcating but making sure that the three components of effective vision are present and obvious: <ul style="list-style-type: none"> • Big Why • Personal experience • Invitation 	
5 min Start: _____	Debriefing the vision cast that students just heard	

End:_____	<ul style="list-style-type: none"> • “How did you feel at the end of the talk?” • “What in the talk made it so effective?” 	
10 minutes Start:_____	<p>Biblical illustration on casting vision from Neh 2</p> <ul style="list-style-type: none"> • drawing observations about what we see Nehemiah doing and the response of the people he is with • end with providing framework of an effective vision cast (the three components) 	
15 minutes Start:_____	<p>Student time to write their own vision talk (maybe like 1 min long?) from these choices</p> <ol style="list-style-type: none"> 1. Why is NSO important? 2. Why do we do follow up? 3. Why should we aim to multiply small groups? 4. (or CSM choice, depending on where chapter is at) <p>Will need to provide worksheets of some kind to give structure</p>	(worksheet in student manual)
15 minutes Start:_____	<p>Round of feedback as each student casts their vision</p> <ul style="list-style-type: none"> • depending on number of students, may have to split the group up in order to fit everyone in • CSM would have to actively debrief with the student giving the vision talk 	Have each student record their vision cast on a phone to send to the chapter during the summer or to use in the fall.
5 minutes Start:_____	<p>Closing word and instructions from CSM for contextualization for chapter</p> <ul style="list-style-type: none"> • coaching on what context they will likely do these vision casts • further instructions for polishing their vision • further plans to give their vision later on in the week, via video over the summer, during new students week, etc. 	

“Leadership and Vision” – Sample Vision Talk

There are 10,000 students at State University and God loves everyone but most of them don't know it. One spring after the school year was done I was cleaning up my desk when I found a crumpled quarter size sheet of paper with a list of InterVarsity NSO events on one side and on the other side was a list of 12 students I had moved into their dorm room in the fall. As I read through the list, I realized that 7 of those students had become the key student leaders in our chapter that year, 2 became Christians that year. When we are moving people into the dorms and hosting our NSO events we never know what God will do in someone's life. I want to invite you to write down the names of students you meet at NSO this year and see what God does in their lives!

Appendix

Three Action Learning Tools

Action learning helps the group and individuals in the group become aware of how their actions affect the group. It can help a group learn to work together a lot better and it can help build trust on a team.

Tool #1: Fist of Five: Is helpful for gaining consensus

The facilitator asks the group to hold up a number of fingers to indicate their level of enthusiasm about a particular question.

Closed fist - No. A closed fist is a way to block consensus.

1 finger - I have major concerns.

2 fingers - I would like to discuss some minor issues.

3 fingers - I'm not in total agreement but I feel comfortable enough to let this proposal pass without further discussion.

4 fingers - I think it's a good idea and will work for it.

5 fingers - It's a great idea and would like to take the lead when we implement it.

Example:

How well do you think we are working together as a group?

1 finger = I am frustrated with our team

5 fingers = I don't think we could work any better than we currently are

Facilitator then asks each person (or some in group) to explain their number.

Tool #2: Quadrant: Helpful for facilitating a balanced discussion

Instructions:

1. Have each participant create a quadrant with the words as they are in the sample below.
2. Tell them to write about their own behavior during the planning process and how and the team is interacting. Don't write about the content or plans we are working on. Write about the process.

Start	Continue
Consider	Stop

Example

<p>Start</p> <ol style="list-style-type: none"> 1. Bringing more clarity to the start of conversations (begin with clear vision of what we are doing) 	<p>Continue</p> <ol style="list-style-type: none"> 1. having fun 2. creating space to solve problems 3. work on vision (how to solve)
<p>Consider</p> <ol style="list-style-type: none"> 1. shutting laptops down at some points so that we engage more with one another 	<p>Stop</p> <ol style="list-style-type: none"> 1. saying anyway... 2. eating so many snacks!

Tool #3: Situation-Behavior-Impact Grid: Giving Feedback

Facilitator has 2 options:

1. Fill out a situation-behavior-impact grid for one situation
2. Fill out a situation-behavior-impact grid for every person in the group

Observations	Example	Situation #1/Name	Situation #2/Name
Situation Anchor in time or place	At the beginning of the session		
Behavior Observable Actions	When you came in late and were talking		
Impact What I felt and/or thought	I felt stressed that our time was short		
My Perception of the impact on others, the task or the work environment	It seemed like others were stressed too, and nervous that I was being disrespected		
Reflection Why did I pay attention to this? What clues does it give about me?	I paid attention to this because I care how people on the team feel about how this time goes. I am realizing that time matters to me, especially when I feel like we don't have enough time to accomplish our task.		

1. This should be done during the last 10 minutes of a session even if you haven't finished the plan.
2. Do the Stop/Continue/Start/Consider Quadrant Activity.

Chapter Time Guide

*Give vision for prayer... we're going to have this time every day. Here's why it's good for us to pray together. *Here is why it's good to keep praying together.

*Help them see good, corporate chapter prayer.

*Need sharing and interaction component

*Encourage them to keep doing this on campus

Sunday: Fun and Expectations for the week and Praying in Groups

1. Do something fun the first night. Team building, etc.
 - a. I'm the one who
 - b. Fall back: Have you seen my goat
 - c. Step forward if this, if that
2. Explain why we take this time to pray and how valuable it will be every night
3. Ask everyone to pray for the leadership track and our decisions this week
4. Share how leadership track will be leading us in chapter prayer this week and getting feedback from all of them
5. Talk about how to care for each other during the week
 - a. Buddy system this week-look out for each other
 - b. Acknowledge that there are some people brand new to the chapter here this week
6. Find one person you know well, and then the two of you find another group that you don't know as well
 - a. Pray for how they're coming into the week and expectations for the week, pray for God to guide us for next year

Monday: Prayer for Freshman

1. Do an ice breaker/community builder
2. **Pray for freshman and other new students (transfers, people new to GVSU)**
 - a. Here's why you pray for freshman, why you focus on this
 - b. Here's why we love freshman, here's what we need to do as a community
 - c. (add other ways you'd like us to pray for students and different areas of campus)

Tuesday: Prayer for NSO (busiest night)

1. Prayer for NSO (need time for brainstorming, prayer for things below, and sharing our areas we need help next year)
2. Brainstorming in groups of 4-5
 - a. What key events do we want to do, what **evangelistic events** could we do?
 - b. Better ways to do follow up and have more people help (explain follow up)
3. Pray for Follow up
4. Pray again for freshman
5. Pray for international students
6. Pray for first few large groups
7. Share areas we need their help in next year/Have a Sign Up List for Some:
 - a. Reminder that Summer's Day Wage provides the resources for all these events to happen
 - b. NSO Follow up for New Students (Sign up list)
 - c. Inviting students to events
 - d. Thursday night set up
 - e. Publicity (have a sign up list)
 - f. Service Team-have Jessica, Mike Stender, Mallory come up front and Mike and Jon share about how people could still join the team if they want (have a sign up list and give Mike and Jon a heads up on this so they can talk before Tuesday)
 - g. We need people to consider picking a small group this week so they can help with NSO and meeting new students
 - i. Announce all the Bible studies and their area of focus (if you don't have time Tuesday night, make sure to do it soon and then have a sign up list so people can clarify which small groups they're interested in (this serves small group leaders so they don't have to do it all on their own

Wednesday: Evangelism

1. **Pray for Evangelism**
2. Praises of the people who started following Christ this year as a result of IV ministry
 - a. Rejoice together that 10??? people committed their lives to Christ
3. We want to see more next year
4. Pray for our efforts next year: evangelism track share their ideas
5. Really focus on creative ways to cover our mission in prayer. Lead it strong and clear so people are actually praying the whole time. Lead them through different 5 minute prayer times so it's focused and helps them engage in prayer.
6. Share with them what we've discussed in Leadership Track thus far

Thursday: Bonfire

1. Bonfire
2. Share what we learned this week
3. pray for summers
4. Mainly in groups, but a little of sharing all together about the major praises
5. Announce that we will have chapter time in main meeting hall 9:45-am 11:30ish on Friday

Friday Leadership Track

1. Sharing our vision and plans for next year
2. How we need all of their help
3. Summer's Day Wage Reminder (tell people ahead of time who will be gone by then)
4. Have people sign up for small groups, Service team, follow up, publicity if they haven't already

Why do we pray together?

1. We acknowledge our dependence on God.
2. We establish a pattern, as leaders, to seek God's will and purpose for us, and our chapter through prayer.
3. We acknowledge that we are in a spiritual battle (Eph. 6:10-20).
4. An act of obedience to Jesus who called us to pray (Mt. 6:9-13, 7:7-11).

How and when to pray:

1. Planned and spontaneous times of prayer during the planning process.
2. Prayer partners (between Leadership Team and/or SGL's).
3. Pray for one another and for mission to the campus.
4. Pray early in the week to seek God's vision for your campus.
5. Pray for wisdom when you are stymied in planning, pray with thanksgiving for breakthroughs, pray for unity when there is conflict.
6. Consider a mini-concert of prayer at some point during the week (see suggested guide in following pages.)

Chapter Prayer Times

1. Share what they are learning in other tracks.
2. Respond to evening session and Bible exposition.
3. Time of confession and repentance.
4. Pray for NSO plans, evangelism.
5. Pray in pairs or small groups for summer plans, goals, challenges.
6. Be sure to reserve a sizeable amount of this time (at least half) for actually praying, not just sharing.

Manuscript Studies

Three-year rotation

Three 75-minute manuscript studies per week

You will find the manuscripts in the student manual.

Timothy (2016)

Study 1 → [2 Timothy 1:1-18](#)

Study 2 → [2 Timothy 2:1-13](#)

Study 3 → [2 Timothy 3:1-17](#)

Exodus (2017)

Study 1 → [Exodus 3](#)

Study 2 → [Exodus 4](#)

Study 3 → [Exodus 18](#)

Nehemiah (2018)

[Nehemiah 1-4](#)

Study 1 → Nehemiah 1-2:8.

Study 2 → Nehemiah 2:9-20.

Study 3 → Nehemiah 4.

Sample GPS talk for NSO Event for Christians

VISION FOR INTERVARSITY MEETING - GPS

15-minute meeting after your first few large groups casting vision for what InterVarsity is and why they should consider being a part.

G - Grow - We want students to grow in 3 ways: With God, With others in community and in their own leadership impact. Where do you want to grow? We can help you grow by getting you connected to a community through a SG or a GIG.

P - Purpose - You were made for something great. We want to help you discover it. These weekly gatherings are focused around helping students discover our purpose. You can come to our large group and our small groups to grow in your sense of purpose.

S - Serve - Jesus said that anyone who wants to be great. let him be a servant. We want to help you to learn how to serve others the way Jesus did. A number of us are going to be doing x, y, and z next week, you can join us. Potentially present different opportunities to serve in the community right off the bat.

Sample specialized contact card for GPS talk

InterVarsity at the University of Minnesota Duluth

Name: _____ **Gender:** _____

Dorm/Apt. room: _____ or [] I live off campus

Phone #: _____ **Email:** _____@d.umn.edu

Year in School: Fr So Jr Sr Sr+ Grad

Check anything you are interested in:

- Joining a small group
- Meeting up for coffee with someone
- Fall Retreat (Oct. 24-26)
- Finding a Local Church

Check anything you would be interested in helping with:

- Lead a small group
- Learn to lead a small group
- Host a small group
- Organize a Prayer meeting
- Talk to people about Jesus
- Poster Design
- Host an event
- Plan a service opportunity
- Mentor students
- Large Group set-up
- Worship Team
- Event Organizing
- Audio/Visual
- Drama team
- Social Media
- Meet new people (i.e. greeter)
- Plan an outreach event

Any additional Comments (optional):

Track Box materials

1. ROS Material (in student handbook)
2. Quiet Time Material (in student handbook)
3. Colored pencils for manuscript sessions,
4. Dry erase markers or Flip chart markers for teachers,
5. LT Schedules
6. Student Handbook
7. VSP game instructions for facilitator and participants
8. VSP game cards

Track Room Setup

1. Room Layout
 - a. Room layout will vary by number of leadership teams joining each session. Generally you will want tables setup for leadership teams to sit together to process material together.
2. Room Needs
 - a. Projector
 - b. White board or Easel

Recommendations for Further Reading and Study

Staff Note: The following List is books that are in addition to the books listed in the student handouts.

InterVarsity Books

1. Breaking the Huddle: How your community can grow it's witness by Don Everts, Doug Schaupp & Val Gordon
2. Real Life: A Christianity Worth Living Out by James Choung

Non-IVP Books

1. Multiplying Missional Leaders by Mike Breen
2. Leadership on the Line by Martin Linsky and Ronald Heifetz
3. Influencer by Al Switzler, David Maxfield, Joseph Grenny, Kerry Patterson, and Ron McMillan

Articles

1. Growth Matters: Numbers Count by Dan Denk -
http://collegiateministries.intervarsity.org/system/files/private/Growth%20Matters%20Numbers%20Count%20v.%201.1_0.pdf