



Experiencing a Campus Mission

Proclaiming The Kingdom of God

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Understanding A Campus Mission

Section Content

- **Who Should Read This?**
- **What to Expect When Reading This**
- **A Practical, Working Definition of a Campus Mission**
- **The “Why” of Experiencing a Campus Mission**
- **Two Key Threads: Evangelism and Leadership**

Experiencing a Campus Mission

Who Should Read This?

This guide is for any staff or student leader who is burdened by God for engaging the campus with the good news of Jesus on a chapter level. It is one thing to share our faith in our own individual sphere of influence, but there is a different complexity to leading chapter members in sharing their faith within the chapter's sphere of influence. This material therefore is an introductory guide on experiencing a Campus Mission.

What to Expect When Reading This

Experiencing a Campus Mission is only one way to engage the campus on a chapter level. This guide is mainly a practical resource, but it will also provide a definition and some foundational answers to the “why” question for experiencing a Campus Mission.

A Practical, Working Definition of a Campus Mission

A Campus Mission is a chapter-wide, week-long demonstration and proclamation of the kingdom of God, with a comprehensive preparation period (building effect – training, prayer and mobilizing, etc.) leading up to the week and a fully integrated follow-up process afterward.

Definition Thoughts

Technically, this definition indicates that a shorter large-scale outreach, from a one-time event to a two- or three-day program, would not be considered a Campus Mission. We do not wish to stir controversy in trying to define the elements of a Campus Mission but hope to simply create a shared language in communicating about chapter-wide outreach.

The “Why” of Experiencing a Campus Mission

Here are *four lenses* in thinking about the Campus Mission experience:

On a *biblical level* the Campus Mission experience is an IVCF chapter burdened to engage their campus with the good news of the gospel. (Appendix: Biblical Basis for Experiencing a Campus Mission)

On an *InterVarsity level* the Campus Mission experience is a means to establish and advance witnessing communities of students and faculty who follow Jesus as Savior and Lord: Growing in love for God, God Word, God's people of every ethnicity and culture, and God's purposes in the world. In great hope, it seeks to see students and faculty transformed, the campus renewed, and world changers developed.

On a *philosophical level* the Campus Mission experience is a means to “springboard” both the spiritual journeys of individuals and chapter-wide relationships to the next level of spiritual commitment and/or maturity through witnessing communities. This happens by means of the chapter-wide leadership who “resource well” witnessing communities – allowing them to do events and programs that they would not do any other time of the year.

On a *practical level* it is giving time, space, priority and opportunity for spiritual engagement of the non-Christian campus community (and growth for the Christian community).

Two Key Threads: Evangelism and Leadership

The two key threads for experiencing a great and healthy Campus Mission are evangelism and leadership. Criteria have been developed around each thread to show the elements needed for a successful mission. The idea behind the criteria is that they will be in place before a Campus Mission experience is fully decided on and undertaken.

Criteria for Evangelism

Motivated for Evangelism

In the recent past, the IVCF chapter has been motivated by their steps of faith and success in evangelism, and members are longing for something bigger with regards to campus engagement.

Isn't All the Work Up to God?

"In most churches we're not only saved by grace, we're paralyzed by it. We're afraid to do anything that might be a 'work.' The funny thing is we will preach to people for an hour that they can't do anything to be saved, and then sing to them for a half an hour trying to get them to do something. This is confusing. People need to see that action is a receptacle for grace, not a substitute for it. Grace is God acting in our lives to do things we can't do on our own. Grace is not opposed to effort; it's opposed to earning."

-Dallas Willard¹

Growing in Trust in Non-Christian Relationships

The IVCF chapter has a history of authentic, growing relationships with non-Christians, and these non-Christians are invited and coming to outreach events.

Expectant Prayer

The IVCF chapter is praying for their non-Christian friends by name and is fervent in praying for God's kingdom to come on the campus.

Regular Training in Evangelism

The IVCF chapter has had a history of evangelism training, including how to share the gospel, giving a testimony, starting a GIG, and follow-up.

Criteria for Leadership

Successful History of Chapter-Wide Evangelistic Events

The IVCF chapter has a successful history with past chapter-wide evangelistic events. "Successful history" means the chapter has done a one- or two-day outreach event, non-Christians attended it, and some sort of follow-up was lived out.

Clarity of the Beginning Steps

The IVCF chapter has developed a formal leadership team to lead the Campus Mission experience, pinpointed a picture (Mission and Vision) of how the Campus Mission experience will be a "next step" for their chapter in evangelism, and articulated some beginning steps (strategies) in seeing this picture become a reality.

Critical Mass of Chapter Ownership

The core of the IVCF chapter has been introduced to the mission, vision and strategy of the Campus Mission experience and aligns itself to seeing it become a reality.

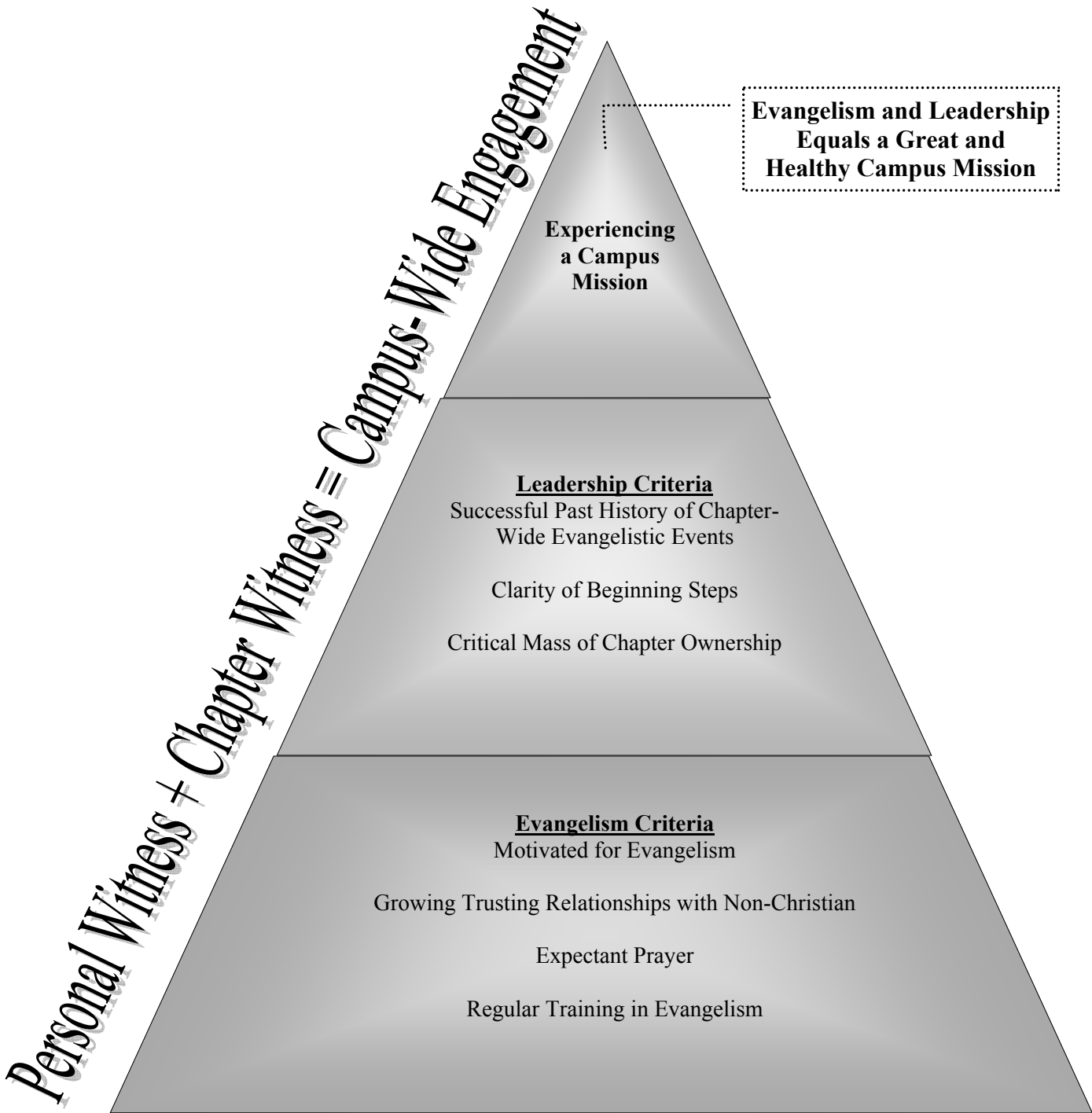


Figure 1:
 Campus Mission
 Criteria Pyramid



Section II

Key Thread: Evangelism

Section Content

- **Evangelism and Experiencing a Campus Mission: Four Criteria**
 - **Motivated for Evangelism**
 - **Growing Trusting Relationships with Non-Christians**
 - **Expectant Prayer**
 - **Regular Training**
- **Evangelism, Quality and the Issue of Trust**

Evangelism

In this section, reflection is given to each one of the evangelism criteria, and the following question is asked: “If a staff or student leader approached us and asked how their chapter might grow in each of these areas, how would we respond?” The following are our answers.

Motivated for Evangelism

If you are seriously considering a Campus Mission experience, you probably already have some history in evangelism. Taking this into account, here are three ways to continue motivating your chapter in evangelism: 1) Right Thinking; 2) Right Call; and 3) Stories.

Right Thinking

In many of our chapters *relativism* has pervaded our thinking in evangelism. Jesus says in John 14:6, “I am the way the truth and the life. No one comes to the Father except through me.” This is a commonly known belief for Christians and also in our chapters. However, when many students are pressed on the issue either they really do not believe it and/or they do not live it out in their lives. The question then becomes where do our convictions land with regard to Jesus being the only way? Furthermore, how does it truly impact the way we live our lives?

What is Relativism?

In terms of evangelism, relativism means not truly believing and living that Jesus is the only way to heaven.

Practical Step: Talk about Relativism

One practical solution to this is to simply talk with students about relativism and how it impacts our evangelism. Get students to dialogue about the issue and lovingly press them in how it might impact their individual evangelism. Typically, when students become more aware of relativism and how it affects their thinking in evangelism they begin a movement toward right thinking and theology. As a result, they become more motivated for evangelism.

Right Call

“Isn’t evangelism for the gifted evangelist?” *Becoming a Contagious Christian*¹ begins by tearing down the assumption that someone needs to be an evangelist to do evangelism. Whenever I (Jason) would lead students through this material it was followed by a sigh of relief. Students would become a bit more motivated for evangelism. As they became aware that they did not have to be Billy Graham or an older peer evangelist to do evangelism - they just had to be themselves. The material would then proceed to give them some practical tools for living out evangelism in their sphere of influence.

Practical Steps: Using Evangelists and Coming to Terms

Using Evangelists: It is good to acknowledge for students that God has gifted some people in evangelism (Eph. 4:11). These gifted students and staff need to be developed and used more effectively within their communities. I (Jason) had one student who was a gifted evangelist. We created a context where people would bring their non-Christian friends to her and she would continue the evangelism that was already started in these relationships. She helped “spring board” relationships to the next level in their spiritual journey, started GIGs with some and helped many students begin their new life in Christ. She became a key part of the evangelism strategy in our chapter. So, if you have a gifted evangelist be creative and use them wisely in the community.

Coming to Terms: However, God has called every Christian to the Great Commission, “Therefore, go and make disciples of all nations...” (Mat. 28:19). I (Jason) would say that I am not a gifted evangelist, but I certainly have a heart for evangelism. We need to begin to “come to terms” with who God create us to be and allow God to use us as we are in Him.

A practical exercise to lead students through would be something similar to the *Becoming a Contagious Christian*² material referred to earlier. If you are not familiar with the exercise, here is an overview.

Step One: Make a chart with two columns and on the top of one column put a minus (-) and on the other place a plus (+). Then begin a discussion by asking the question, “Whether good or bad, when you hear the word evangelist or evangelism what do you feel or think?” Then, put the responses in the appropriate columns (negative terms or feelings write on the negative side; positive terms or feelings write on the other side).

Remember: One of the most powerful motivators for evangelism is hearing stories of evangelism.

Step Two: When you have filled in the columns a bit proceed with a discussion about the negative side. Discuss that it is ok not to want to be the negative attributes (bible thumper, insensitive, pushy, etc...) and many times they are not biblical. Then, put a big “X” over that side, cross it out, stating that you do not want to be like this and do not have to be.

Step Three: Then, talk about the positive side. God does not expect us to attain anything specific (i.e. memorize the whole bible) or be anyone specific (Billy Graham or a peer) to use us in evangelism. At this point you put an (x) over that side or cross it out. You should now have both sides crossed out and transition to the last step.

Step Four: For God wants us to be ourselves. You can draw the word “You” on the diagram stating that God wants to use us where we are at in our evangelism, within our sphere of influence. God does not want us to be either side but to be ourselves. Finally, talk about what it means to be *you* in evangelism.

After you finish this exercise students generally are more open about evangelism in their sphere of influence.

Stories

One of the most powerful motivators for evangelism is hearing the story of what God has done in someone’s heart. This is obvious, and you can probably relate with your own stories in evangelism. There are two things worth noting in this section. The first is that stories need to be shared. It is so unfortunate that when God moves these stories are not brought to the Christian community for praise and thanks to God. God wants to receive praise and glory, and in turn, it brings encouragement to his people. The leadership needs to create ways for the chapter to hear these stories.

Practical Step: Cultivate Stories and Create Time and Space to Share

Cultivate Stories: If your chapter is dead in evangelism (nobody is doing it), you are probably not ready to experience a Campus Mission. However, if you are ready, then you probably have some evangelism already happening in your chapter. Cherish each of these stories like gold because they can make evangelism contagious. However, stories can easily get old and students cynical, so it is important to press students to continue the work that God has started. Each generation needs its own stories.

Create Time and Space to Share: Sometimes stories never get told so we need to create time and space for these stories to be heard. Sometimes this is a leadership issue. Are we cultivating avenues for stories to be heard? Do you begin every meeting asking if anyone has seen God at work in a seeker's life that week? Are you sharing *your* stories? The bottom line is, stories need to get out and we need to make sure people hear them. There is nothing more invigorating than to hear how God is moving in the hearts and lives of his people.

Growing Trusting Relationships with Non-Christians

If you are considering having a Campus Mission, people in your chapter probably already have some relationships with nonbelievers. In thinking about growing your chapter in friendships with seekers, consider four things: 1) getting over the "salesperson" mindset; 2) spending time with non-Christians; 3) becoming more assertive in real-life conversations; and 4) becoming real, vulnerable and transparent in these conversations.

Getting Over the Salesman Mindset

In *Reimagining Evangelism*³, Rick Richardson says that the dominant paradigm for evangelism in the 20th century was being a spiritual salesperson. This model emphasized knowing your "product" (the gospel), persuasively communicating the facts (often in a well-honed script), and then "closing the deal." Often people who were naturally more extroverted, verbal, persuasive, and assertive or confrontational excelled in this model, but others felt unable to share their faith.

Building relationships with non-Christians is moving from a common ground to an uncommon understanding of Jesus.

To best reach people today, Rick says we should consider ourselves "travel guides" on a spiritual journey, rather than salespersons. Travel guides meet people where they are at and share a common spiritual journey with them, sharing from their own life experiences along the way. They ask questions and naturally connect their faith to others' real-life issues as well as their own experiences of God's reality. They notice where God is already at work and cooperate with that, rather than forcing it. They become genuine friends.

Multiple spiritual conversations occur in a process of a spiritual journey that can lead not only to a friend's beginning to follow Jesus but also to a life-long journey of spiritual transformation, living out God's kingdom both now on earth and in the future in heaven.

Practical Step: In a training setting, ask students to list the qualities of a "salesperson mindset" in evangelism, and then in contrast list the qualities of a "travel guide on a spiritual journey" mindset. Help them identify where they have been the salesperson evangelist or have seen it. Have them share specifically how they could be a spiritual guide with a pre-Christian friend.

Spending Time with Non-Christians

Too often Christians spend virtually all their time with other Christians. Trust will not grow in any relationship unless the people intentionally spend time together. Because of the inherent fears and mistrust between Christians and pre-Christians, having shared experiences and casual time together is essential for building trust and potentially having any spiritual influence.

Practical Step: In *Reimagining Evangelism*, Rick Richardson suggests simply 1) identifying things you like to do and 2) doing them with people who are not Christians. Have students list things that they like to do for fun or that they do everyday/every week (meals, studying, exercise, athletics, music, computer games, movies, coffee, shopping, etc.). Then have them identify two or three non-Christian friends, which activities they share in common, and possibilities in their

schedules for doing them together. Or, looking at their schedule for the past week, compare how much time was spent with non-Christian friends versus Christian friends. Inviting pre-Christian students to participate in a service project also builds trust.

Becoming More Assertive in Real-Life Conversations

In everyday conversations there are often split-second moments when the conversation can go deeper or stay on the surface and go on to another topic. Going deeper often involves five key skills:

Empathic Listening: Hearing not just the words but also the feelings behind them, asking clarifying questions (e.g. “What do you mean by...?” or “Did you feel ...?”), or making comments that identify with them.

Vulnerable Sharing: Helping the conversation go deeper by talking about our hopes & dreams, longings, fears & struggles... our real-life issues.

Connecting Faith: As we talk about real-life joys and struggles, we can naturally connect our faith to them in one sentence.

Asking Questions: After we mention our faith or God, we can ask them about their own experiences or beliefs.

Telling Stories: We can tell brief stories about our own spiritual journey or life struggles where faith in Jesus Christ has helped us and transformed us. We can also tell stories about other people’s experiences, or stories from the life of Jesus related to the topic we’re discussing.

Practical Step: Have students practice each of these skills in pairs, learning to be better conversationalists. They could pick a topic that comes up in everyday conversation and brainstorm natural questions or stories they could tell which would take the conversation deeper.

Becoming Real, Vulnerable and Transparent in Conversations

Trust is built in any relationship as we reveal more of our true selves—our inner world—and the other person responds in an encouraging way. As a non-Christian sees a Christian openly talking about his or her own struggles, failures, pain, questions, and disappointments, the non-Christian then feels more at ease to be real as well. Often our places of pain and struggle are the most natural places to connect with other people – Christian or non-Christian. When we share our weaknesses, others see that being a Christian does not mean we are perfect or have it all together. Rather, they see the power of God to transform people.

Practical Step: Have students share a two-minute story of how God has met them and begun transforming them in an area of struggle, pain, failure, question, or disappointment. As a group, have them list possible topics.

Expectant Prayer

Growing in chapter prayer means having some expectation that, since God is faithful, he is going to show up in answering prayers. Here are two ways you might be able to grow your chapter in prayer: 1) what can only God do?; and 2) training on missional prayer.

“Prayer cannot truly be taught by principles and seminars and symposiums. It has to be born out of a whole environment of felt need. If I say, ‘I ought to pray,’ I will soon run out of motivation and quit; the flesh is too strong. I have to be driven to pray.”

-Jim Cymbala⁴

What Can Only God Do?

Significant growth is seen in chapters when they pray for things only God can do. He answers those prayers, and people celebrate it in community by giving testimony to it and praising God. This is a momentum builder and a faith builder. However, this is rarely seen because chapters pray for too little; they pray for things they have control over (tests, tasks to be done to pull off a large group night, etc.). How often do chapters pray for those things only God can do? These are faith building prayers. These are the prayers that make us dependent on God. These are the prayers that make you nervous because you relinquish control to God.

Practical Step: Prayer for Things Only God Can Answer

One small step is to pray in this fashion with the people you meet with. As you enter a prayer time, set the context by stating that God is concerned about everyday things but today we’re going to pray for things we don’t have control over and would only happen if God showed up. Try this in one-on-one appointments and in group settings, and see what happens.

Training on Missional Prayer

Missional prayer is praying for the God-given mission of the Campus Mission and/or chapter. It is praying that God will establish and advance witnessing communities of students and faculty who declare Jesus as Savior and Lord: Growing in love for God, God’s Word, God’s people and God’s purposes in the world. It is praying for God to move for the sake of the mission that God has called the chapter to.

Practical Step: Training People on Missional Prayer

Many people struggle with praying in general. However, providing prayer training for prayer leaders is a great first step. Take your mission statement to the training time, and begin to brainstorm what it would look like to pray the mission in prayer meetings or one-on-one discipleship times. More times than not, students get excited about the opportunities and become driven to prayer rather than feeling obligated.

Regular Training in Evangelism

Here are four things to help you as you plan regular training sessions: 1) know what to train students in; 2) schedule it into the calendar early; 3) avoid having too much theory, without much practice; and 4) remember to include story telling.

What Should I Train Students In?

What is your mission/vision for the Campus Mission? This is the first question to answer before training begins. Each chapter is at a different point in their evangelism life, and each Campus Mission is unique to chapter’s context. Experiencing a Campus Mission takes a lot of time and preparation, so you want to

use your time wisely. Do not over-train (training for the sake of training), but make sure you train well to accomplish your vision.

There are bundles of evangelism training resources: GIGs, sharing the gospel (Two Ways to Live, Bridge, etc.), testimony training (*Becoming a Contagious Christian*), and others. However, three training pieces are worth giving a bit more time to: Follow-up, Outreach Cafés (a version of a small group outreach) and Interactive Zones/Proxe Stations.

Follow-up

Many of us know that we need to do in follow-up. However, it is easier said than done. This resource will give you four documents (found in the appendix) to help you in your follow-up experience.

Follow-up Training: This training resource discusses three points: how to lead the follow-up process, an example of a follow-up system to put into place within the chapter, and how to integrate it into chapter life by training leaders and chapter members in the process.

Follow-up Conversation: Goals, Objectives & Hints: A helpful tool to train leaders and chapter members in having follow-up conversations.

Dos and Don'ts in Follow-up Conversations: Another helpful tool for follow-up conversations.

The Three Asks & the Bridge Diagram: This is a postcard-size tool to use when following up response cards. The front side is called the “Three Asks”, which talks about three possible next steps for the person being followed up. The back side has the “Bridge Diagram,” which allows for easy reference to the gospel story.

Usefulness: The tool is useful for the person doing follow-up in two ways: 1) it provides an easy reference point to share; 2) it can be left with the person being followed up.

Three Asks: Each follow-up appointment or conversation will narrow down to one of these three choices.

- Inviting them to another event (IVCF meeting, small group, lunch, social, etc.)
- Asking them into a GIG
- Asking them to receive Christ.

Having these as an easy reference can help the follow-up leader in the conversation.

The Bridge Diagram: This is an easy reference tool to use in follow-up interactions.

Outreach Café or Small Group Outreach

An Outreach Café is simply an outreach lived out by a small group community with the following elements: 1) advertising; 2) food; 3) testimony; 4) program; 5) response cards; and 6) follow-up. This is just another tool in helping small groups live out evangelism within their sphere of influence.

In the appendix you will find two resources:

- Outreach Café Description
- Hosting an Outreach Café Checklist

Interactive Zone/Proxe Stations

Interactive Zones/Proxe Stations are “zones” of space (campus courtyard, book table, etc...) occupied by an “interactive” exhibit revolving around a certain topic for the purpose of having kingdom conversations with those within its sphere of influence.

Interactive: The hope is that the display will engage the hearts, minds and souls of those walking by or gazing through it. The hope is that the display will cultivate spiritual interest which will blossom into a spiritual conversation with those who are present.

Zone: The zone is the place where the display is erected. It should be stimulating enough to the eye, ear, mind and heart that people cannot pass by without wondering about the content. It should fill the reserved space appropriately so that it cannot be missed—but also not be annoying to the everyday passer-by.

Interactive Zone Theme Examples: Themes of injustice, current/hot topic issues, heart topics (example: relationships or passions), relevant biblical themes (example: heaven or life purpose) are examples.

Appendix: In the appendix, a guide is given to describe the following leadership of an Interactive Zone: goal, things to remember, timeline and responsibilities.

Schedule it into the Calendar Early

Do not wait until the last minute to schedule evangelism training. Some kind of evangelism training should occur every semester. With regard to the Campus Mission, make sure you do only the training that will help you accomplish your mission. In addition, train chapter members to the point that they cannot give the excuse that they were not adequately trained for their evangelism situations/events/activities.

Practical Step: Macro Timeline

In section four of this guide, tools/resources are provided to help chapter members grow in this area of evangelism. One helpful tool is the Macro Timeline, which will help the leadership team set large plans and goals for the Campus Mission months in advance.

Too Much Theory, Not Much Practice

It is easy to talk about doing evangelism. It is also easy to train people in doing evangelism. But it is certainly another thing to go out and *do* evangelism.

Evangelism is contagious, and when Christians step out in faith, God blesses it. When teaching evangelism classes, it is great to hear the exciting stories about evangelism in action. But there is also wisdom to hearing the difficult ones, the “crash-and-burn” stories (those that you would never want to experience again!). We can interpret these stories as God not being present or with us, but we are reminded of Jesus’ words in Matthew 28:20, “And surely I am with you always, to the very end of the age.” In sharing “crash-and-burn stories”, then, we might gather new insight or comfort from others we are sharing with and be reminded that God is probably doing more than we first perceived.

Each “crash and burn story” is many times more fruitful as a case study than hours of evangelism training. Quite often, using these “case studies” during evangelism training can teach much wisdom about the hearts of our friends—and also the state of our own hearts.

Practical Step: Good, Difficult, Crash-and-Burn Stories

Although this might not fit this section totally, freeing people from “succeeding” in evangelism by soliciting these three categories of stories provides a loving atmosphere to grow in evangelism. Each story is a discipleship opportunity. Each story is a growing experience. Many times, this has been the most rewarding and growing part for chapter members in the evangelism classes I (Jason) have taught.

Evangelism, Quality, and the Issue of Trust

The issue of trust was one of the main factors for beginning the Campus Mission experience at the University of Wisconsin - River Falls. After holding one-time evangelism events, we often received feedback from chapter members pinpointing two issues. The first issue was that Christian chapter members were unsure if they could trust the event. Will it be a quality event? Can I trust the speaker? What can I expect my non-Christian friend to hear? We found these were important questions for students in the chapter.

We knew that we had to create trust with non-Christians in holding quality chapter-wide events, but it was a significant revelation for us to learn that we also needed to develop trust with our chapter members. Invitations to chapter outreach events will increase when chapter members trust the quality of the event. **Lesson:** Develop trust with non-Christians AND chapter members through quality outreach events.

After creating trust with chapter members in our outreach events, the chapter longed for more of them. When we did have quality events and chapter members brought non-Christian friends, they wished for more chapter-wide activities to invite them to. The students said, “This is great. We are having great conversations. Let’s keep going with this conversation on campus.” This was the second issue. They didn’t want the conversation to end after one event. Even though students are responsible for their individual relationships, students longed for more quality events where they could continue the conversations that had been started. **Lesson:** Quality, multiple-day chapter wide outreaches help students to continue their spiritual conversations and make them more fruitful.



Section III

Key Thread: Leadership

Section Content

- **Leadership and Experiencing a Campus Mission**
- **Defining Leadership**
- **“Four R” or “4R” Model of Leadership**
- **Relationships: D.I.C.E +1**
- **Roles**
- **Responsibilities**
- **Results**

Leadership

Leadership and Experiencing a Campus Mission

Knowing about and growing in evangelism is one crucial thread in experiencing a great and healthy Campus Mission. However, the place where chapters usually “drop the ball” is in the area of leadership. As the saying goes, “Plan your work and then work your plan.” Many times, unfortunately, we struggle with both and long for so much more. We hope God shows up, which we ought to, but he longs for so much more from us.

Ezekiel 34 gives us a picture of this situation. The shepherds were not leading their flocks well, but God is seen longing for shepherds to steward His flocks His way. God found a shepherd, David, to oversee the flock.

Granted most of us are not like the bad shepherds in the passage (ruling harshly, selfishly, etc...), but sometimes we expect God to do all of the hard work of giving direction to the flock, recovering those who are lost and caring for those in need. Meanwhile, God really wants to send us, like David, to do those things.

Leading Well

One of the major tasks of experiencing a great and healthy Campus Mission is leading well, which is the second major thread. How do we know if our chapter is ready for this? Three leadership criteria are provided as a foundation for entering into a Campus Mission experience but understanding vision and strategy, developing ownership, and having a history of successful events is easier said than done.

What models or resources are available to help with this? What might help us lead more effectively? This material presents some helpful tools in leading well. These tools could be used in leading in any situation, but we will focus primarily on how to lead a great and healthy Campus Mission.

Defining Leadership

Rich Lamb has helped InterVarsity in defining leadership as having a “task role + influence role.”⁵ Let us take this definition and build on it by looking at the “influence role” a bit more in depth. Often we work as managers (e.g., carrying out everyday tasks) but fall short in leadership (e.g., influencing people around a large task or vision). In figure 2, John Kotter helps us look at the difference between what a manager looks like and what a leader looks like. Take a moment to observe the differences in Figure 2 (next page).

3 Leadership Criteria

Successful Past History of Chapter-Wide Evangelistic Events

Clarity of Beginning Steps

Critical Mass of Chapter Ownership

	Manager	Leader
Preparing an agenda	<i>Planning and Budgeting:</i> Establishing detailed steps and timetables for achieving needed results, and then allocating the resources necessary to make that happen.	<i>Establishing Direction:</i> Developing a vision of the future, often the distant future, and strategies for producing the changers needed to achieve that vision.
Developing a human network for achieving the agenda	<i>Organizing and Staffing:</i> Establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation.	<i>Aligning People:</i> Communicating the direction by words and deeds to all those whose cooperation may be needed, so as to influence the creation of teams and coalitions that understand the vision and strategies and accept their validity.
Execution	<i>Controlling and Problem Solving:</i> Monitoring results vs. plan in some detail, identifying deviations, and then planning and organizing to solve these problems.	<i>Motivating and Inspiring:</i> Energizing people to overcome major political, bureaucratic and resource barriers to change by satisfying very basic, but often unfulfilled, human needs.
Outcomes	Produces a degree of predictability and order , and has the potential of consistently producing key results expected by various stakeholders.	Produces change , often to a dramatic degree, and has the potential of producing extremely useful change (e.g., new products that customers want, new approaches to labor relations that help make a firm more competitive).

Figure 2:
Manager vs. Leader

Manager vs. Leader

As you can see in Figure 2, I (Jason) did an inductive study of the two definitions by bolding key words in each section. These words begin to provide a picture of the differences between manager roles and leadership roles. Managers develop consistency, predictability, structure and organization. Leaders produce the large vision and strategies to make it happen, align people to that direction, motivate them to stay on course, and make key changes to keep the vision before them.

Missing Link: Leadership as Influence

According to John Maxwell, leadership is “influence”—nothing more, nothing less”⁶. Let us remember that leaders do carry out tasks, but if leadership is trying to create ownership and guide people to a large task (which we call our mission or vision of our chapters), this is what leaders do – they influence – and this is often a missing link. Creating a bit of a definition for managers and leaders is helpful. But what then does leadership look like? What does influence look like in my leading of a Campus Mission experience?

To help us further understand leadership, let’s look at the “Four R” model. This model will help provide a way to talk about leadership and tools to help live out a great and healthy Campus Mission experience.

4R Model of Leadership

The next section describes the 4 R Model of influential leadership. Page 20 gives a written overview of each R and page 21 provides a helpful diagram.

“Four R” or “4R” Leadership Model⁷

4Rs of Leadership: Relationships, Roles, Responsibilities and Results

Relationships: The “4R Model” of leadership is grounded in our *relationships* with God, ourselves and other people. Out of these relationships comes the foundational capacity of the transformational leader and leadership community. The D.I.C.E. (*Dynamic Determinism, Intellectual Flexibility, Characterological Soundness, and Emotional Well-Being*) acronym (explained later) will help us come to terms with understanding this relational foundation. The health of the Campus Mission experience will be somewhat proportional to the health of the leadership’s and the chapter’s D.I.C.E. characteristics (although we recognize that God ultimately is the Mover).

Plus 1 – The D.I.C.E. “+ 1” of the relationships refers to the ability of the leader or leadership community to “partner-up” with others. The more maturity there is in the DICE elements of the leaders, the more effective they will be in partnering with others. The model (Figure 3) indicates an arrow starting at the center, going through the diagram and back to the center. This indicates that the partner-up-ability (+1) of the leader is grounded in the DICE characteristics and affects the other three areas of leadership. For example, if we are not emotionally stable, the leader will probably not be able to do an effective job in communicating well the vision, hope and strategy of the Campus Mission.

Roles: It has been said that leadership is more of an art than a science, but each leadership community has many of the same leadership needs that different *roles* need to fill. These roles are the “nouns” of leadership. These four roles are: *Direction Setter, Spokesperson, Coach, and Change Agent*. Every great and healthy leadership community has people filling these roles at different levels. Every person in the leadership community will naturally tend toward one of these roles as a primary role, with the other roles being secondary or perhaps very limited. The goal is to have people discern what their primary role tends to be and fill these different needs with the leadership community.

Responsibilities: No matter who the leader might be or what role they default to or fill, each has four responsibilities to carry out: *Vision Casting, Strategy Formulating, Aligning, and Motivating*. This will be an important first step for the Campus Mission leadership to consider.

Results: This is the process of *setting* clear goals and moving people towards these goals. Whether the established goals are met or not, each goal is *reviewed*, a *response* is discerned and the *renewing* of goals is done to assure better results the next time.

Let us take an in-depth look at each of the 4Rs.

Plus 1 (+1) Arrow

The arrow starts at the leader's foundation, which is their relationships. The arrow then moves through the following 3Rs which illustrates that the leader's relationship capacity will affect each of those areas. So, the healthier the relational capacity the increased chance of better partner-up ability (+1).

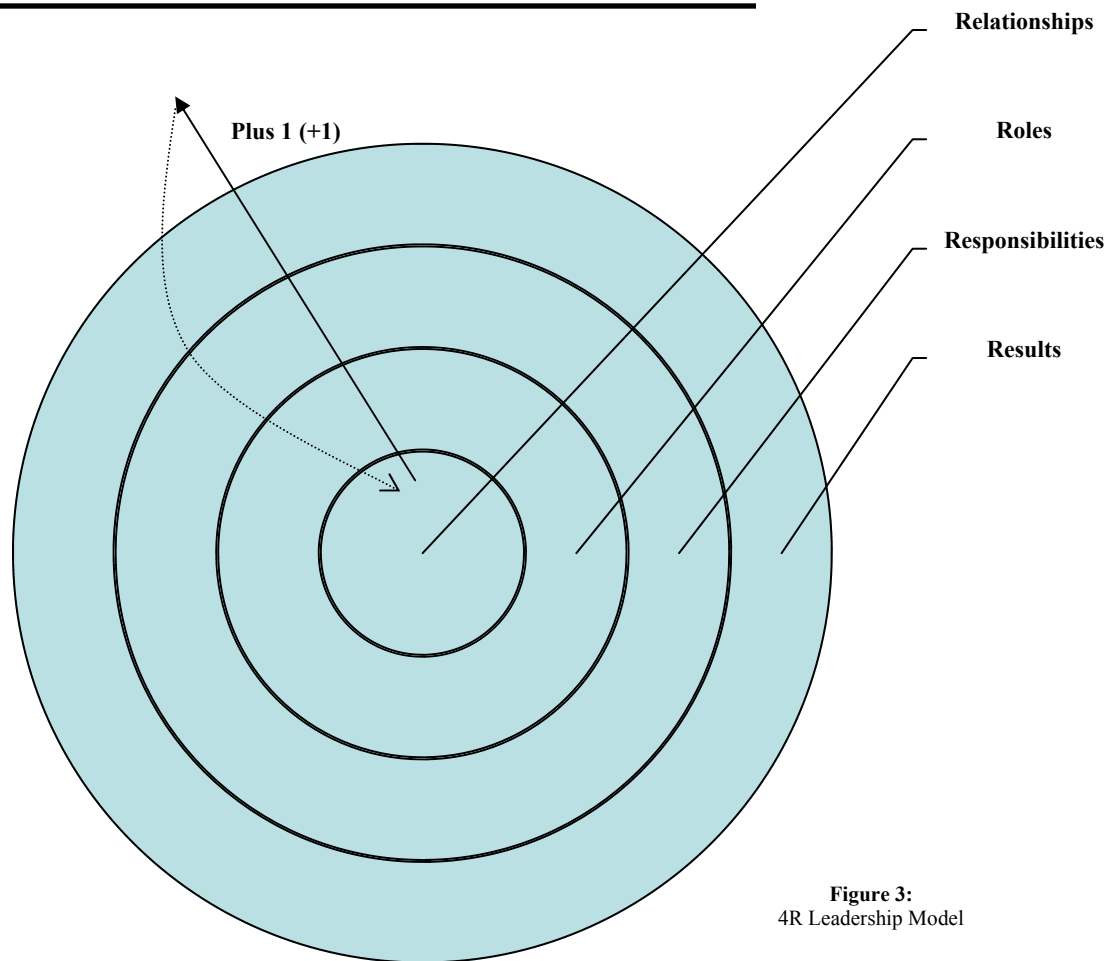


Figure 3:
4R Leadership Model

Relationships: D.I.C.E. +1

The core capacity of a healthy leader. Growth in each area of the D.I.C.E. characteristics will increase the leader's ability to grow in their relationship with God, in the way they view themselves and in the relationships they have with other people (e.g., "partner-up ability").

Dynamic Determinism

The persistent, passionate, and resourceful pursuit of one's God-given vision, mission, goals and objectives in the face of obstacles and uncertainty. **The Christian's advantage** is GODLY PASSION.

Relevancy to the Campus Mission: What will happen when something doesn't go right? Does the leadership community give up easily, or is there resilience in the midst of adversity? Godly passion reminds the leaders that God is behind them and gives them the ability to move forth in confidence despite adversity. A leader is doing the right things despite adversity instead of the wrong things because is it easy or comfortable.

Intellectual Flexibility

The ability to operate in multiple and complex cognitive paradigms and frameworks. It is a life-long pursuit of information, insight and wisdom in pursuit of noble and Godly ends. It is also the ability to know one's intellectual capacity and align oneself with others who can fill their knowledge void more effectively. **The Christian advantage** is GODLY WISDOM.

Relevancy to the Campus Mission: Are staff and students aware enough of themselves and the leadership community to know what parts of the Campus Mission they do or do not understand? Do they know their limitations in wisdom or knowledge so they can remove themselves from certain activities or tasks so that more competent people may accomplish them? For instance, who is better at giving the harvest event talk? Who knows the university or college enough to advertise well?

Characterological Soundness

The structure of one's personhood (self) as one created in God's image; the internal structures that define each of us as individuals, integrated and whole spiritual creatures, moral agents and relational-social beings. **The Christian advantage** is GODLY MORAL COURAGE.

Relevancy to the Campus Mission: Are those in the leadership community people of Godly integrity? How are individual members of the leadership community (and chapter) growing in their relationship with God, with themselves and with other people in their sphere of influence (Christian and non-Christian)? What is the level of trust and respect like between the chapter leadership community and the university or college students and administration? Does the chapter have an Evangelism Code of Ethics for their chapter?

Emootional Well-Being

It is closely related to characterological soundness but focuses on one's "emotional hardiness" and stability. The capacity for processing life issues (especially those of esteem, power and identity), life experiences (especially failure), and primary relationships (family and work partnerships) such that one's emotional life is properly controlled and cared for. This includes the ability to manage stress and monitor one's moods. **The Christian advantage** is a deep and abiding sense of GOD'S BLESS-EDNESS, HOPE AND JOY.

Relevancy to the Campus Mission: What is the emotional "weather pattern" of individual members of the leadership community? When leaders interact with other chapter members or non-Christians, are other people afraid of them or how they might respond? How fragile or strong are individual leaders in their response to failure and critique?

+1 or "Partner-Up-Ability"

The growth in the D.I.C.E. elements of a leader is proportionally related to the "Plus 1," which is the ability and effectiveness of a leader to partner with others. This is the ability to be good partners, powerful servants who initiate, sustain and experience transforming relationships. **The Christian advantage** is HEALTHY RELATIONSHIPS AND A HEALTHY COMMUNITY FURTHERING GOD'S KINGDOM.

Relevancy to the Campus Mission: How apt is the leadership community to partner with others in the chapter and/or university or college? This is normally an overflow of the DICE characteristics. If individual leaders are not partnering well, reflect on which of the capacity characteristics the student needs to mature in, and use it as a discipleship moment.

Summary of the D.I.C.E. Characteristics

The core capacity that a person lives from is the D.I.C.E. characteristics. The more leaders give attention to and mature in these areas, the more they will grow in their relationships with God, themselves and other people (partner-up ability).

Looking Ahead: Roles

The second "R" are the four *Roles*, or the nouns, of influential leadership: *Direction Setter*, *Spokesperson*, *Coach* and *Change Agent*. Not every leader will fill these roles fully but every leader will default to one or two of these roles. Having all four roles present on a team will find that team functioning fully outside and inside the ministry. After reading through the four roles in the following pages you will find an exercise in the appendix ("Understanding Your Role") that will help you and your team reflect on your team's roles and how they work together.

Roles

Major *situations* common to leaders. The “nouns” of leadership.

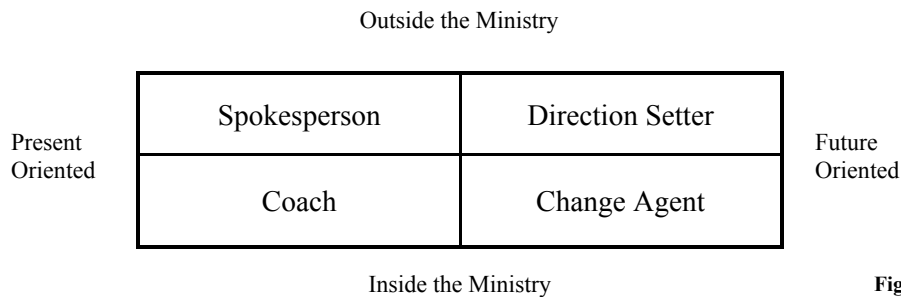


Figure 4:
Roles of a Leader

Direction Setter

Focus: The Direction Setter has his or her eyes on the *future* and how the chapter and its people will impact the people *outside* the chapter (meaning, the non-Chapter members and unbelievers). Direction setters have a real picture of current chapter life and are able to discern appropriate next steps to move the chapter to the next stage of life.

Relevancy to Campus Mission: At what stage of life is the chapter with regard to corporate evangelism? In other words, in what direction does the chapter need to move to grow in the next step in chapter-wide evangelism? Then, what will the direction of the Campus Mission need to be? In what direction must the Campus Mission go to engage the campus well?

Spokesperson

Focus: The Spokesperson has his or her eyes on the *present* and gives testimony and shares stories with people *outside* the ministry.

Relevancy to Campus Mission: On one level, this is your publicity and advertising part of the ministry. You have a direction (the vision), and the spokesperson naturally communicates this direction to those outside the chapter. The spokesperson is also a natural storyteller. These stories provide a real picture of the current direction being lived out by the chapter.

Coach

Focus: The Coach’s eyes are set on the *present* state of the ministry and preparing the people *inside* the ministry to live out the direction that has been set.

Relevancy to the Campus Mission: Are we adequately trained? Are we skilled? Are we prepared to leave a legacy for the next generation?

Change Agent

Focus: The Change Agent has their eyes set on the *present*—the organizational structure and the effectiveness and efficiency of how it runs *inside* the chapter.

Relevancy to the Campus Mission: Are there better ways for events to happen? Is there a more effective system for follow-up to happen? Is there a better way to implement the GIG strategy?

Practical Exercise: “Understanding Your Role”

In the appendix you will find a simple exercise to help you understand the role each individual naturally tends toward and how that compares and contrasts to the needs of a current job description or leadership position.

Summary

Many individual chapters and staff live these roles out naturally, but it really takes a team to do it well. As said earlier, each person tends toward one or two roles more naturally. A thoughtfully chosen team will be equipped with each of these roles and will therefore be a well-rounded leadership group.

Responsibilities

Major *skill* set of leaders. The “verbs” of leadership.

Vision Casting

The process of clearly defining what you hope to accomplish with the campus mission and engaging the chapter with this dream and hope.

Relevancy to the Campus Mission – The leadership will have to set the direction for the next steps in evangelism for the chapter. Each chapter is in a different place, and the leadership needs to be wise in stewarding the chapter into the future by not doing more than what the chapter is ready and equipped for.

Also, the leadership has to set the direction and vision for the Campus Mission experience. What are the theme and its sub-points? People like to be a part of something larger than themselves, and the vision gives a beginning glimpse of hope, passion and excitement about what is to come with the Campus Mission experience.

Strategy Formulating

Realizing the beginning steps to accomplish the vision.

Relevancy to the Campus Mission – Once the dream has percolated, people want to hear about the beginning steps that will make it a reality. All of the details do not have to be in place, but at least beginning steps will be in place. This is giving practical steps toward seeing a hope fulfilled.

Aligning

A place where the group members share a common understanding of a vision and a set of strategies, accept the validity of that direction, and are willing to work toward making it a reality.

Relevancy to the Campus Mission – No vision or strategy becomes reality in a chapter without building ownership. Ownership is essentially aligning people with the vision and strategy and allowing them to say, “Yes! I want to be a part of it.” This is primarily done by sitting down with people and using your influence to help them grasp a God-given vision.

Motivating

Giving hope to a frustrated or hopeless heart or situation.

Relevancy to the Campus Mission – Motivating people means consistently giving hope to the validity of the current Campus Mission vision, saying that it *will* be accomplished.

Summary

These responsibilities are lived out in each role of the leader. All leaders work with these primary responsibilities. Take a moment to see what responsibilities are *not* noted (looking again at Figure 1) to solidify what ones are necessary for a leader to lead well.

Results

The chapter-wide goal(s) and effectiveness in accomplishing this goal.

Here are four steps in thinking about the result process.

Set

Results need to be defined and clarified during the beginning stages of the Campus Mission experience. The process is usually set by the leadership who have sought God for spiritual wisdom and understanding. The results are birthed out of the vision of the Campus Mission and also the vision for the chapter. The results that the leadership targets and tracks help accomplish the vision, but they also determine the places where resources will be allocated, time will be given and training done, so the leadership should be precise.

Relevancy to the Campus Mission: Specifically, what results are the leaders trying to produce, and how can they track them? For example, if the next step of evangelism for the chapter is to ask people into GIGs, then it would be helpful to track how many people are actually “asking” people into GIGs. After setting the goals or expected results as “stepping stones” to accomplish the vision, what resources need to be allocated for the results to actually happen, how much time will be needed, and what training needs to happen to make it all a reality?

Review

As the results are defined, clarified and lived out, the next step is to review them. This step allows everyone involved to pause and reflect on the accomplishments or failures of the set goals.

Relevancy to the Campus Mission: After the Campus Mission Week experience (including the 45% of the work after the Campus Mission Week), the leadership team reviews the whole process – from beginning to end.

Respond

As the review is completed in terms of successes and failures of set goals, the leadership needs to ask why the results did or did not happen.

Relevancy to the Campus Mission: This is sometimes a missed step. It is easy to review if the experience went well and to make changes for next year. However, it is a bit more time-consuming and sometimes not a habit to ask why events or activities did or did not go well. Do not miss the step of asking “Why?”

Renew

Based on response, how should we do it differently?

Relevancy to the Campus Mission: Once you have reviewed the Campus Mission experience and asked why it did or did not happen, the leadership needs to decide what elements to keep for the next experience and what elements to drop or improve. This comes largely in the form of a written summary or review.

Leadership Summary

Three Leadership Criteria

The goal of this leadership section was to create awareness of the frequent lack of understanding of leadership, to more clearly define influential leadership, and to expand the material for leadership training with the 4R Leadership Model. What does this have to do with the three criteria needed for leading a great and healthy Campus Mission experience? Plenty.

Five Steps

What follows are the five steps needed to experience a great and healthy Campus Mission. These five steps are birthed out of the 4R Model and within these five steps the three leadership criteria are lived out.

3 Leadership Criteria

Successful Past History of Chapter-Wide
Evangelistic Events

Clarity of Beginning Steps

Critical Mass of Chapter Ownership

Five Steps

Section Content

- **Step One: Reality Check!**
- **Step One: Reality Check! Worksheet**

- **Step Two: Beginning Steps**
- **Step Two: Beginning Steps Worksheet**
- **Step Two: Beginning Steps Worksheet Example**

- **Step Three: Macro Timeline**
- **Step Three: Marco Timeline Worksheet**
- **Step Three Marco Timeline Worksheet Example**

- **Step Four: Implementation**

- **Step Five: Review, Respond & Renew**
- **Step Five: Review, Respond & Renew Example**

Step One: Reality Check!

Reality Check!: There is a sense in which every chapter is ready for some chapter-wide outreach (not necessarily a Campus Mission). The important thing is how well the leadership knows their chapter and what is a realistic expectation for their ministry in their next chapter-wide outreach. In the following pages, you will find an assessment called “Reality Check,” which is a list of questions available to you to begin thinking about where to start.

In Regards to the 3 Leadership Criteria: In this step, you will cultivate a snapshot of your past evangelistic history and build the foundation for your beginning steps and critical mass development.

Fill Out the Assessment: You might want to walk through this assessment with your supervisor/staff or student leaders. The goal is to get an accurate (or real) picture of the chapter. Note: the more people you bring into the process, the more it will increase chapter ownership. The process might take longer when you bring more people in, but it is worth it.

Campus Mission or Not?: After you are finished with the “Reality Check!” assessment, you will know whether or not your chapter is ready to experience a Campus Mission. If you are not ready, use the assessment to determine what might be a next step for chapter-wide outreach. Maybe it is a one or two day outreach. Use the evangelism and leadership criteria as building blocks. In response to the assessment, talk to a supervisor/staff or someone else you know and respect who can help you discern, along with your “Reality Check!” assessment, thoughtful ideas concerning next steps.

Experiencing a Great and Healthy Campus Mission: If the chapter is ready to experience a great and healthy Campus Mission, proceed to Step Two: Beginning Steps to continue the process.

Important Strategy Principle: The 45% - 10% - 45% Principle

This principle can revolutionize the way you think about chapter-wide outreach and, especially, the Campus Mission. It is a principle developed by the Billy Graham Association and guides the process for their crusades.

The idea is in regards to energy and time spent: 45% is in preparation, 10% actually carrying out the event (actual Campus Mission Week outreach events), 45% post-mission work of integration, follow-up and discipleship. This is how we need to think about experiencing a Campus Mission.

Typically we think something like 30% preparation, 65% the week of and 5% after. However, the Campus Mission Week needs to be one (small) part of the life of the chapter. It should be a place where unique corporate opportunities are presented to help springboard the community’s individual relationships or community relationships to the next level of outreach. It is also a place to develop new relationships.

Implications: This is a very important principle to acknowledge when thinking about experiencing a Campus Mission. Because there is so much involved in the Campus Mission, the 45% preparation and follow-up typically take a whole quarter, semester or maybe year to develop and live out. Yikes! However, it is amazing what the experience of a Campus Mission will do—not only for your chapter but also for the hearts that are lost and in need of transformation!

Reality Check! Work Sheet

Someone once said that “defining reality” is the first step in leadership and, when this is done, the leadership will know what they are working with and can plan next steps well.

Who should fill this out? Anyone who might help you assess how well your chapter is prepared to experience a Campus Mission.

Evangelism

How would you qualitatively describe your overall chapter’s **motivation** for evangelism (low - medium - high)? Why?

Share a story or two about a recent **chapter-wide evangelism event** (in the last year) your chapter has hosted. Was it good or bad? Why?

How many **non-Christians** have you had at prior outreach events?

Was there a **follow-up** process lived out in anyway at the prior outreach event(s)? What did it look like? *(How might you instruct a new chapter member of how the follow-up process works?)*

How many students in your chapter are **praying corporately** for their non-Christian friends by name? *(This could be daily prayer meetings or “2 Plus” prayer)*

In the last year, how many evangelism training events has the chapter been through? What was the **training** in?

Leadership

Who **led** the past (in the last year) chapter-wide outreach event(s)? *(e.g. leadership team, staff, etc...)*

What was the **goal** of each chapter-wide event? Who decided this?

If you were to experience a Campus Mission who, in your opinion, **should lead it**?

Demographics:

How **many** small groups or witnessing communities do you have?

Can you **name** the leaders and community members in each community and/or small group? *(Take some time to write them all down on another sheet of paper.)*

How many **leaders** do you have? *(See notes on next page for definition of leader)*

How many **core members** do you have? *(See notes below for definition of Core Member)*

How many people attend your weekly **Large Group** meeting?

Where is your chapter's **major influence** on campus? *(Ex. Academic departments, people groups, athletic departments and residence halls.)* A good way to discern this is where do your community members frequent for classes, social activities and where they spend their time. *(This will help to think in what areas to impact on campus)*

How many chapter members participated in the past outreach events at any point in the process? *(Includes: simply attend, bring friends, planning, etc...)*

How many small groups/witnessing communities have actively participated as a group in chapter-wide outreach events?

Overall

After answering the prior questions, where would you place your chapter's development in chapter-wide outreach? Why?

1-3: Still need to cultivate personal evangelism essentials and have had little chapter-wide outreach.

4-7: Personal evangelism essentials are being lived out and ready/doing some chapter-wide outreach.

8-10: Successful past history in chapter-wide outreach events and sustained culture of personal evangelism essentials.

Circle your response

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Next Steps

Although the scale is not scientific, if you are in the 8-10 range you are probably ready to move forth in considering the experience of a Campus Mission. The rest of this material is to help you in the process. Not until you get through Step 2 are you ready and committed to move forth with the Campus Mission experience.

Notes

- A "leader" can be defined as a person who is committed to the IVCF ministry and is in some influential position (Ex. Small group leader, prayer leader, leadership team, etc...).
- A "core member" is someone who might not be in a position of leadership but holds a influential voice in the ministry and is committed to the IVCF ministry.

Step Two: Beginning Steps

Two Things: If you are prepared to start thinking about a Campus Mission, you need to get a vision for what you hope to accomplish. Two things are needed to make this next step fruitful: finding the right people, and the time and space for percolation.

1. **Right People:** You need to get the right people together for this process and these are typically your direction setters. However, there is probably a person or staff responsible for bringing the Campus Mission idea to the campus, and this person might or might not be a direction setter. What do you do? It is good to have this person involved, but if they are not a direction setter this step might be frustrating to them.

Many times the chapter leadership team is the group involved in this process, but it does not have to be. Take the suggestion of developing a preliminary Campus Mission Team. This step is called “preliminary” because even though you are at “Step Two” of the process, sometimes chapters are not able to get beyond this step. However, if this team gets past this step, then they will probably become the leadership team of the Campus Mission.

Why develop a Campus Mission Team? 1) The mission is a lot of work—this team can free the chapter leadership team to focus on running the other aspects of the chapter; 2) it gives more people opportunities for leadership; and 3) it allows people with gifts in leadership, evangelism or both to use their gifts.

2. **Time and Space for Percolation:** Once you get the right people, then you need to get the time and space for the group to do its work.

Fill Out the “Step Two: Beginning Steps” Sheet: Now that you have the right people in place plus the time and space for percolation, it is time to fill out “Step Two: Beginning Steps” found in the appendix.

Guiding Coalition

This is getting a key number of people aligned to the hope and dream of experiencing a great and healthy Campus Mission.

Beginning Steps Worksheet

Now that you have some sort of leadership team chosen to plan and also some time and space set a side you can begin dreaming. Here you will finally put some beginning steps to making the Campus Mission experience a reality. You will first nail down the “next steps” in the evangelism process for your chapter, get a picture of what you will do for the Campus Mission week and some beginning steps (strategy) in creating a reality to this Mission and Vision. (*These steps follow the Four Responsibilities of a leader described in the Leadership Section*)

Step #1: Mission and Vision (*Vision Casting Elements*)

Mission

This can be described as what you are going to do, for whom

Vision:

Clearly defining our future and engaging others with it

A. IVCF Chapter

-Mission: Here you will write out a *mission* for evangelism for your chapter (look at example on next page). What is the next step for evangelism as a chapter? Use “Step 1: Reality Check!” for help.

-Vision: What might a chapter look like when the *mission* is all said and done? Paint a picture of the future.

-Benchmarks: What things will you monitor to see if you are seeing success?

B. Establish the theme for the Campus Mission experience: Pick a theme that will help you accomplish your mission and vision. Or how might your theme help you to accomplish your mission and vision?

C. What two or three sub points fill out the theme? What two or three sub points might help describe your theme? Or what might be two or three sub points that would become the “meat” of your outreach content?

ABCDEF’s of Vision

Appropriate: The vision needs to be appropriate to the context.

Bold: The vision should be bold and challenge things, ask for more than what is already there.

Clear: It should be immediately understandable. Clarity equals power of mission.

Desireable: It should express the aspiration and needs of the community.

Energizing: It should create internal excitement and energy.

Step #2: Strategy (*Strategy Formulating Elements*)

A. General Date of Event:

B. General Activities and Schedule for the Week: What are some events and activities you might do during the Campus Mission Week? The goal is the just get some ideas rolling so that when other people begin to get on board with the mission week you will be able to get a better feel of what you might do.

Step #3: Alignment or Ownership (*Alignment and Motivation*)

A. Steps to Alignment: Who are the next persons or groups we need to cultivate ownership with? Who do we need to communicate this vision with to “get the ball rolling”? (e.g. Small Group Leaders, Leadership Team, etc...).

Beginning Steps Worksheet Example

Now that you have some sort of leadership team chosen to plan and also some time and space set a side you can begin dreaming. Here you will finally put some beginning steps to making the Campus Mission experience a reality. You will first nail down the “next steps” in the evangelism process for your chapter, get a picture of what you will do for the Campus Mission week and some beginning steps (strategy) in creating a reality to this Mission and Vision. *(These steps follow the Four Responsibilities of a leader described in the Leadership Section)*

Step #1: Mission and Vision (*Vision Casting Elements*)

Mission

This can be described as what you are going to do, for whom

Vision:

Clearly defining our future and engaging others with it

A. IVCF Chapter

-Mission: Our chapter will have more spiritual conversations with non-Christians. (We have done all the training but people are not having spiritual conversations!)

**Looking at the “Mission” definition the “what we are going to do” is to have more spiritual conversations and the “for whom” with non-Christians

-Vision: We will see an affirmation of God’s power, chapter members are sharing success stories but also dialoging with one another about the questions in those conversations and longing for more.

-Benchmarks: 1) Number of non-Christian friend interacting; 2) Quality of training for spiritual conversations; and 3) the number of spiritual conversations happening.

ABCDEF’s of Vision

Appropriate: The vision needs to be appropriate to the context.

Bold: The vision should be bold and challenge things, ask for more than what is already there.

Clear: It should be immediately understandable. Clarity equals power of mission.

Desireable: It should express the aspiration and needs of the community.

Engergizing: It should create internal excitement and energy.

B. Establish the theme for the Campus Mission experience:

Is there Hope?

C. What two or three sub points fill out the theme?

1) ...in my relationships; 2) ...in my addictions?; 3) ...in injustice?

Step #2: Strategy (*Strategy Formulating Elements*)

A. General Date of Event: Easter Time

B. General Activities and Schedule for the Week: Kickoff night on Sunday, Celebration Night on Friday, Small Group Outreaches (i.e. Outreach Cafes), Thursday Night Harvest Event, Contact Evangelism...

Step #3: Alignment or Ownership (*Alignment and Motivation*)

A. Steps to Alignment: Since we have the leadership team and the staff on board our next step is sharing our vision and beginning steps strategy with the small group leaders. If they jump on board then they can talk with their small groups. Then, we can bring it up at Large Group.

Step Three: Macro Timeline

Setting the Timeline

Now that you are sure you are going through with the Campus Mission experience and a team is in place to lead it, the next step is to create a timeline. This timeline includes all of the major/macro activities and events needed before the week, during the week and afterwards. The timeline should include the following:

45% Preparation

Planning Campus Mission Week Events

It is necessary to tentatively plan activities you hope to live out during the actual Campus Mission Week. You might have already accomplished part of this in step two. You will find one example of a Campus Mission Week in the appendix.

Knowing these events or activities is important because what you do that week will determine how you prepare. Of course, you might add or subtract events or activities as you prepare, having a good base to start from will help you have a great and healthy experience.

Knowing these events/
activities is important
because what you do that
week will determine how
you prepare

7 Preparation Activities

Now that you have a pretty good feel for what events and activities you will live out during the Campus Mission Week, the following list of items is a helpful check list or reminder of how to prepare well: Prayer, Training Events, Event Planning, Finances, Publicity, Celebration, Evaluation, and Other.

Prayer

This is the “bread and butter” of the Campus Mission experience. If God does not show up, everything is for naught and we become just another organization on campus. Refresh yourself with this topic in the evangelism criteria. Here are some helpful things to think about it.

Questions to ask:

- What corporate prayer times will happen before the Campus Mission Week?
- What materials will you provide to the chapter to help them have a missional prayer life? (*Prayer calendar, bookmarks, website, etc.*)
- How will the events during the Campus Mission Week be covered in prayer?

The goal of prayer is to invite God to work in ways that when He shows, it will be seen as only God working. How might you saturate the Campus Mission Week events in prayer before the week occurs?

Training Events

Do only the training events that are needed to help you accomplish your mission. Sometimes too much time is spent training on things that are not important. For example, if your goal is to have each student invite a person into a GIG, then your chapter should have GIG training to the point where students cannot use the excuse they were not prepared. So, don't let lack of training get in the way of accomplishing your mission.

Questions to ask:

- What is our mission (review “Step Two”) for Campus Mission Week?
- What training events are needed to have our chapter well prepared?
- Do we need to have multiple training times so that the chapter is well prepared?

Event Planning

Event planning can sometimes be an interesting experience. Sometimes it is hard to know where to start. Sometimes, and most always, it takes longer than you expect. Here are some helpful questions that would help in your event planning:

- What is the purpose of the event? Why are we having it?
- Who is the person/team in charge of it? Or who will be the “go to” person?
- How much money is needed or allotted for the event?
 - FYI: Who is in charge of the money—how do I get it or how is it reimbursed?
 - Is there fundraising involved?
 - +Who is doing the fundraising?
 - +How much is needed?
- Who is developing the program for the event or activity? (This may or may not be the person in charge of the events.)
- Who is going to emcee the actual activity? (This may or may not be the person leading it or developing the program.)
- What is the location of the event or activity?
 - Did it get reserved?
- Is there food/beverage involved with the event? If so...
 - What type and how much?
 - Who is getting it?
- What sound equipment, audio equipment or visual equipment is needed?

Use the Event Planning Sheet found in the appendix for each activity or event planned for the week.

Finances

Sometimes finances are the least talked about and least prepared subject. You certainly will have to figure out what your budget will be for the Campus Mission experience and how you will get the money. There is an example of a budget in the appendix.

Questions to ask:

- Who will head up the budget development and fundraising?

- How much is needed for each event and what is the total needed?
- Where are we getting the money?
- Are there plans we need to make to be sure we come in under budget?

Publicity

The term *saturation* describes what you want to do with publicity. You don't have to be a marketing professor to do a great job at publicity (however, if you know someone it can't hurt!). The following are some helpful hints in thinking about publicity.

Purpose of Publicity: Although sometimes it does, publicity doesn't necessarily get people to the event. What does it do? *Publicity creates the environment to invite people.* It makes the event(s) legitimate and adds to the buzz of the week so that inviting is that much more effective. So when thinking about publicity, know that campus involvement should not hang on the effectiveness of the advertising distributed.

Publicity Strategy: Three Levels

- *Know Your Main Thing:* What is the ONE event that you want to create a buzz about on campus? What is the main event of the week? Whatever that event/activity may be, use it as your main advertising for campus engagement. Everything else the chapter does during the week should synergize with this event.

Types of Publicity: Sheet signs all over campus, newspaper articles, website advertising, radio segments, TV segments, sidewalk chalk, window painting, etc.

- *Smaller Events/Activities:* This advertising is saved for smaller events/activities led by the chapter members. If a small group is doing an Outreach Café, then they are responsible to develop the advertising for their event.
- *Chapter Ownership:* You also have to do publicity with chapter members. This, of course, looks different and is called "ownership building." Keeping the chapter members informed is a large task, so be thoughtful in continuing to communicate the activities and events developing and happening.

Celebration

This is an important part of the Campus Mission experience. It is important to have times of celebration for what God has done and is doing through people and the ministry. These are opportunities for people to share stories of God's faithfulness and how He is growing people in the midst of doing His work.

Have people share in their one-on-one appointments. Have them share when they're eating with other chapter members. Have them share over the computer, website, facebook, e-mail, etc. Have them share in their small groups or discipleship times. In all of these (remembering the evangelism criteria), share God stories, give thanks to God for them and build off of them.

Questions to ask:

- What avenues are in place for stories to be shared?
- What does it mean to build off of these stories for future chapter growth?

Evaluation

An in-depth look at the evaluation process is found in Step Five: Evaluation – Review, Respond & Renew. Do not let wisdom pass you by because you let the evaluation process slip by. Wisdom is gathered in the evaluation process.

10% Campus Mission Week Plans

The 10% is actually the *time and energy* spent living out the actual events. In reality, the week seems to fly by...which it does...because minimal time and energy is actually spent on each event. Next thing you know, you are in the last 45%...the ‘Follow-Up’ phase.

45% Follow-up**Building on the Campus Mission Week**

It is very easy to drop dead after the Campus Mission Week. A lot of time and energy is put into the preparation and the living out of the week. However, if we look to the 45% - 10% - 45% principle, only 55% of your time and energy should be finished – you still have another 45% to go!

Here are some ideas to think about as you put together your macro time schedule:

The Vacuum

Life after Campus Mission Week can be like entering into a black hole or a time-space vacuum. Chapter life hits a spiritual, emotional and physical wall. A chapter can be easy prey for Satan to come in and start division. We should not be fearful but just aware that life after the Campus Mission Week can be hard.

To help in this process...

- Know the set direction of the chapter after Campus Mission Week.
- Stay focused on follow-up; do not let it fall by the wayside.
- Make sure discipleship of new believers is happening

Theme

What vision will help and guide the chapter after the Campus Mission Week? Maybe it is a four-week GIG push. Maybe it is a series on new life in Christ. What major activities can be planned to keep the spirit alive? What will the rest of the semester look like so that you may end well?

Follow-Up Process

The success of the Campus Mission experience has much to do with this process. Much of the 45% of the energy and time used after the Campus Mission week should be used for follow-up activities. A detailed follow-up description and list of resources are found in Section II (Evangelism) under *What Should We Train Students In?*

New Conversions

New relationships might be people who have made new decisions for Christ. Here are two suggestions:

Discipleship for a Year: If there is any gift we can give to a person who makes a first-time commitment to Christ, it is simply our time. When a person comes to faith create a chapter culture that makes discipleship of new believers a priority. So when Campus Mission Week comes around (and people are coming to faith!), chapter members will have open time in their schedules, a willingness in their heart to commit to the time, and a love to give to this new brother or sister in Christ.

New Life in Christ Packet: This is a packet of materials that is given to those who make a commitment to Christ. It is used during the “Discipleship for a Year” opportunities and can potentially include the following material: Bible, book, discipleship devotional, journal.

“Speaking the Truth in Love” - Spring Semester 2005 (Times Subject to Change)

Date: Mo.	Large Group	Speakers	Communities	Prayer	Special Events
Jan 24th	Speaking the Truth in Love John 18:28 - 40	Jason Hull	Large Group Announcement/Sign up for Small groups Meeting: Intro to Semester/2+/Goals	Prayer	Mentorship Night - Chrysta Begin Sharing about Spring Break: Chicago Urban Program
Jan 30th	Prayer/Accountability James 5:12 - 20	Mike Bechtold	Community Small Groups and Prayer Meetings Begin Meeting:		<i>Feb. 4th - 6th - Greek Conference</i>
Feb 7th	Jesus Came in Grace and Truth John 1:14, 17	Dawn Spies	Meeting:	Care	Begin Sharing about Cedar Campus: May 14 th - 23 rd
Feb 14th	Truth vs. Relativism John 14:6	Jason Harris	Meeting: GIG Training Friday Night Fun – All SGL's		
Feb 21 st	Obeying God's Call to Speak Jer. 1:7, 8 or Matt. 28:20b GIG Commitment Night	Matt Hoffland	Meeting: GIG Training/Follow Up Training	Share	UWRF: Winter Carnival Feb. 24 th - Deadline for Chicago Urban Program
Feb 28th	Campus Mission Week Is there Hope?	Mark Slaughter	Meeting:	Share/ Harvest	
Mar. 7th	Testimony Night: From Brokenness to Wholeness and Salvation in Christ	Chapter People	Meeting: Dinner Together – All SGL's	Share/ Follow-up/ Harvest	
Mar. 14th	Resurrection: How is it Relevant?	Tim Porter	Begin Community Leader development for next semester Meeting:	Share/ Follow-up/ Harvest	
Mar. 21 st				Spring Break Easter Week	Chicago Urban Program: March 19th - 24th
Mar. 28th	Confronting in Love Mathew 7:3 and Col 3:12-17 Begin planning for next Sem.		Meeting:	Integration	Start Plans for New Student Outreach (NSO)
April 4th	Spirit of Power 2 Timothy 1	Larry Szyman	Meeting:	Integration	
April 11th	Service Night	NA	Meeting:	Integration	
April 18th	Wear the Belt of Truth Ephesians 6:14	Emily Meyer	Meeting:	Integration	
April 25th	Celebration Night	NA	Meeting:	Integration	UWRF: Unity in the Community Present New Student Outreach Plans Cedar Campus Deadline Alumni Reunion
May 2nd	Senior Night	NA	Meeting:	Integration	Rides for Cedar Campus
May 9th	Finals Week	NA		Finals Week	

Step Four: Implementation

This step will give you two things: a checklist timeline of activities and details of each sub-point in the 45% - 10% - 45% principle.

8-12 Months Before the Mission

- Fill out Step One: Reality Check!
- Begin filling out Step Two: Beginning Steps.
- Pray that God will give you wisdom in these beginning steps.
- Decide if the chapter is ready for the Campus Mission experience.

6-8 Months Before

- Pray for the development of ideas and people to lead them.
- Begin to pray for the mission/vision of the Campus Mission experience.
- Have the Campus Mission Leadership Team in place.
- Read the book *Evangelism Outside the Box* by Rick Richardson to help understand how to reach today's culture and how to share our faith.
- Begin thinking about Campus Mission Week plans.
- Begin filling out the Event Planning Sheets.
- Depending on who might be partnering with you (outside evangelist, speaker, band), you might have to make contact and confirm their partnership with you for that week.
- Also you might have to reserve key locations and resources (event speaker and band).
- Reflect on "Step Four: Implementation" for a more in-depth view of details for the Campus Mission experience development.

3-6 Months Before

- Develop a 90% certainty of what the Campus Mission Week plans will be.
- Continue filling out the Event Planning Sheets.
- Fill out the Step Three: Macro Timeline.
- Begin to secure appropriate event speakers, locations and materials for the events.
- As a Campus Mission Leadership Team, begin praying for God's wisdom and power.
- Develop a budget.
- If needed, develop a fundraising plan to fund the budget and put it into the Macro Timeline Sheet.
- Nail down your follow-up process.
- Figure out how to train people in follow-up and put it into the Macro Timeline Sheet.
- Nail down what evangelism training is needed for the chapter and put it into the Macro Timeline Sheet.
- Develop a prayer plan and put it into the Macro Timeline Sheet.
- Continue missional prayer among the leaders.
- Develop a publicity plan and put it into the Macro Timeline Sheet.
- Invite chapter members to use their gifts to help lead some of the events/training/development. You are the leader or leaders. You're inviting chapter members to use their gifts to oversee and help in events/activities/training. They will in turn develop their own teams depending on the event/activity/training.

2 Months Before

- Make sure you are living out the intended purpose and vision of the week (missional integrity).
- Begin living out the activities placed into the Macro Timeline Sheet.
- Lock down all key events, speakers, locations and other resources.
- Develop program for each event.
- Monitor fundraising efforts.

- Develop prayer calendars for the next three months so that people can continue to pray.
- Review preliminary publicity images and thoughts.
- Develop and order material for the New Life in Christ packets.
- Begin training events.

1 Month Before

- Continue missional prayer.
- Continue to live out the Macro Timeline Sheet plans.
- Finalize publicity images.
- Finalize and order New Life in Christ material.
- Campus Mission Leadership reviews the evaluation process and develops evaluations for each event. This will prepare for evaluation after the Campus Mission Week.

Two Weeks Before

- Continue missional prayer.
- Semi-final run through of all Campus Mission Week plans. Talk through every event for updated needs and information
- Communicate to chapter Campus Mission Week plans via multiple means (i.e., LG, e-mail, post-cards, etc.).
- Begin inviting people to sign up for participation in Campus Mission Week events.
- Develop sign-ups for these events.
- Hand out publicity material to chapter members.

The Week Before

- Continue missional prayer
- Experience a “Commitment Night” so that chapter members can commit to something for Campus Mission Week. The commitments that students make generally revolve around the mission/vision of the Campus Mission experience.
- Check last-minute details for all events (including program questions, location, sound equipment, etc.).
- Hand out prayer requests via bookmarks, postcards, etc. so that the week may be bathed in prayer.
- Communicate the activities (i.e. large group topic, etc.) going on the week after the Campus Mission Week. This begins to help the chapter see beyond the week ahead.
- Follow-up leaders are in place and ready for Campus Mission Week.
- Follow-up materials are printed and ready for use.
- New Life in Christ materials are ready.
- Hand out publicity material to chapter members and make it available to campus.
- Communicate the need for people to pass along to the leadership numbers of Christians and non-Christians at each event. This is one resource to discern how the week is going.

Campus Mission Week

- Pray, Pray, Pray.
- Live out Campus Mission Week activities.
- Start the follow-up process.
- Make sure the follow-up process is happening.
- Hand over new contacts from the Campus Mission Team to the follow-up people/leadership team for integration.
- Have New Life in Christ packets available.
- Fill in the numbers of Christians and non-Christians at each event.
- Campus Mission leadership solicits feedback from events.

- Celebrate what God has done!

1 Week After

- Praise God for what has happened; pray for God's work to continue.
- Provide a vision for the next couple weeks or months. This is to let the chapter know that life is not over just because Campus Mission Week is finished.
- If not finished, complete the follow-up process. Be brutal and make sure people are living out the process.
- Know the depth to which new people are being networked and drawn into chapter life.
- Campus Mission Team begins evaluation process by soliciting evaluations.
- Campus Mission Team develops evaluation tools for each event/activity/training.

2 Weeks After

- Pray for persistence, humility and love for those whom you are following up.
- Finish the follow-up process (although it should be accomplished by this time).
- Continue pushing the vision for the next couple weeks or months.
- Monitor the depth to which new people are being networked and drawn into chapter life.
- Campus Mission Team meets to summarize and respond to the evaluation material.

1 Month After

- Wrap up the Campus Mission experience with a review of all events. For each event, discuss why it did or did not go well and growth steps for the next year.
- Monitor the depth to which new people are being networked and drawn into chapter life.

Step Five: Evaluation - Review, Respond & Renew

The last step of the Campus Mission experience is to evaluate. Granted, the aftermath of the first 55% can look very different from chapter to chapter and from year to year, but one thing is certain: a great deal of energy and a large amount of time is spent living it out.

Many times, therefore, evaluation gets tossed aside. Nevertheless, growth into a great and healthy Campus Mission experience will come from evaluating well. The “Results” section of the 4R model gives deeper insight into this evaluation process. Once you are familiar with the material, the following can help you with the evaluation process (example is found on the next page).

Step One: Review (How did it go?)

Write the response to the following:

Let us remember: What was the vision of our Campus Mission experience (found in Step Two)?

Let us remember: What was set as the mission or “next step” for the Campus Mission experience (found in Step Two)?

Let us remember: What was the benchmark(s) monitored throughout the Campus Mission experience (found in Step Two)?

Create: Review the events and activities of the Campus Mission by creating a sheet for people to write down their reflections. It is hard to have a set evaluation tool because each Campus Mission experience will look different, but an example has been provided on the next page.

Distribute: Have as many people fill out the evaluation as possible, including the leadership. The more feedback, the more the leadership of the Campus Mission experience will “live in reality” of how it went.

Collect and Consolidate: Collect all of the evaluations and have someone consolidate all of the material.

Review: Meet as a leadership team and verbally review the responses.

Step Two: Respond (Why did it go the way it went?)

Here is where the leadership can begin to write a summary sheet. Take the events and activities that went well, ask, “Why did each go well?” and then praise God for it. Write all this information down on the summary sheet. Then take the events and activities that did not go well and ask “Why did each not go well?” Write all of this information down on the summary sheet.

Step Three: Renew (What is needed for next time?)

After you have finished reviewing and responding, then you can renew the direction, events and activities for the next time you host a Campus Mission experience.

Step Five: Review, Respond & Renew Example

Example: Campus Mission Experience Evaluation

How would you rate the effectiveness and/or usefulness of the following in helping to accomplish the mission/vision and hope of the Campus Mission Experience?

		(1 – not very useful; 10 – very useful)									
Interactive Zones		1	2	3	4	5	6	7	8	9	10
	Comment:										
Outreach Cafés		1	2	3	4	5	6	7	8	9	10
	Comment:										
Harvest Night		1	2	3	4	5	6	7	8	9	10
	Comment:										
Singing in Student Center		1	2	3	4	5	6	7	8	9	10
	Comment:										
Advertising		1	2	3	4	5	6	7	8	9	10
	Comment:										
Mark Slaughter		1	2	3	4	5	6	7	8	9	10
	Comment:										
Campus Mission Team		1	2	3	4	5	6	7	8	9	10
	Comment:										
Follow-up		1	2	3	4	5	6	7	8	9	10
	Comment:										
Training		1	2	3	4	5	6	7	8	9	10
	Comment:										
“Next Step” Commitment Night		1	2	3	4	5	6	7	8	9	10
	Comment:										

What are the highlights, for you, of the Campus Mission Week?

In your reflection, what are areas of improvement for the Campus Mission Week?

In your reflection, how well did the chapter own Campus Mission Week? Explain how it went well? Explain how it could improve?

In your reflection, how well was Campus Mission Team and IVCF staff partnership? Good? Improvements?

Should we have Campus Mission Week next year?

What things do we want to be sure to do next year?

What can we build upon and grow in?

What is a theme suggestion for next year?

Appendix

Section Content

- **Biblical Basis for Experiencing a Campus Mission**
- **Follow-up Training**
- **Follow-up Conversations: Goals, Objectives & Hints**
- **Do's and Don'ts in Follow-up Conversations**
- **Side One—"Three Asks" Postcard**
- **Side Two—"The Bridge" Postcard**
- **Outreach Café Description**
- **Hosting an Outreach Café Description**
- **Interactive Zones: Example Sheet**
- **Understanding Your Role**
- **Campus Mission Week Activities**
- **Event Planning Sheet**
- **Sample Budget**

“Biblical Basis for Experiencing a Campus Mission”

A campus mission is merely a part of **God’s overall redemptive mission** for the world. As an IVCF chapter grows in its passion to engage its campus with the good news of God’s kingdom, a campus mission fits well as part of God’s larger plan. Therefore a campus mission is built upon the foundational doctrines of God’s character (love & mercy, holiness, justice), humanity’s sinfulness, the unique person and work of Jesus Christ inaugurating the Kingdom of God both here and yet to come, and God’s invitation for us to repent and be reconciled to him and thereby join his community and his redemptive mission.

So what are our **motives** for evangelism? First, Christ’s love should compel us to share it with others (2 Cor. 5:14). As we experience God’s love for us, he fills us with love for others who do not yet know him, and consequently we are compelled out of love to reach out to others. Secondly, the lostness of humanity and the coming judgment should stir us to urgency (2 Cor. 5:11; Acts 17:30-31). Thirdly, Jesus commanded us (Mt. 28:18-20; Acts 1:8). In obedience to Jesus, we reach out with agape love to people who are lost, broken, and wandering in darkness.

Outreach combines God’s role and our role. God works through the Holy Spirit to draw unbelievers and soften their hearts, convict them of sin, and give them new life. Our role is to pray, be available, and proclaim God’s kingdom through our lives and our words.

But beyond this general biblical framework for evangelism, is there a biblical foundation specifically for a campus mission? Yes, it is found in these key statements.

1. Our faith is public – It’s personal, but not private!

Jesus said in the Sermon on the Mount, “You are the light of the world. A city set on a hill cannot be hidden.” (Mt. 5:14-15). We cannot be light shining in the darkness if we keep it hidden privately.

In the Old Testament, the Word of God was read publicly. Priests and prophets spoke publicly, speaking against injustices and calling God’s people to turn back to God. Sometimes they were called “heralds”, but they spoke the Word of God. In the New Testament, the word for “proclaim” (*kerusso*) is usually translated “preach.” It means “to announce, or to proclaim aloud”, and was the Greek word for formal public speaking. Jesus preached to crowds. In Acts the apostles preach publicly in synagogues and in the marketplaces, challenging the false gods of the age and proclaiming Jesus in the public marketplace of ideas (e.g. Mars Hill – Acts 17). The Greek word “to evangelize” (*euaggelizo*) means “to announce good news” and appears many times throughout the New Testament.

A campus mission is an opportunity to proclaim Jesus more broadly and more publicly than normal, striving to bring Jesus into the marketplace of ideas on a campus. We want every student on campus to grapple with his or her understanding of Jesus and the Kingdom of God, and his or her response.

2. God calls and gifts evangelists.

In Ephesians 4:11, the gift of an evangelist is mentioned along with other leadership gifts. While every Christian is to be a witness to Christ, some are given the gift of an evangel-

ist, namely to communicate the good news of God's Kingdom to those who do not yet believe, and then seeing a spiritual harvest. This is a gift from the Holy Spirit to the church. A gifted evangelist like Philip may exercise this gift through public speaking (Acts 8:4-8) or with individuals (Acts 8:26-40). The word "evangelist" appears two other times in the New Testament – identifying "Philip the evangelist" (Acts 21:7), and in Paul's challenge to Timothy to "do the work of an evangelist" (2 Tim. 4:5).

Throughout the book of Acts, God used evangelists. As Mark Anderson noted in his book *Going Public with the Gospel*, God used an evangelist (Peter) to birth the first Christian church (Acts 2) as he preached his sermon at Pentecost. Peter spoke boldly to the religious leaders (Acts 4:8-12) proclaiming the uniqueness of Christ and his death and resurrection. Paul preached frequently publicly (e.g. Acts 13-14), on Mars Hill (Acts 17) and before King Agrippa (Acts 26).

Evangelistic speaking (or "gospel speech" as Lon Allison calls it in *Going Public with the Gospel*) is further affirmed in the epistles. In Romans 10:8-17 Paul states, "How can they hear without someone preaching to them?" He affirms the centrality of proclamation in his ministry when he wrote, "For Christ did not send me to baptize, but to preach the gospel... For God was pleased through the foolishness of preaching to save those who believe." (1 Cor. 1:17-21).

Public preaching through an evangelist is not the only means of evangelism, but it is clearly a biblical one. Throughout church history, men and women from various cultures have faithfully proclaimed the good news of Jesus to their generations. A campus mission is an opportunity to partner with an evangelist to see people enter God's kingdom by following Jesus.

3. A Witnessing Community uses everyone's gifts.

An evangelist's gift cannot function alone. It is a gift to the church, and needs to be used alongside other gifts so the "sower and reaper rejoice together" (John 4:36). The leadership gifts (Eph. 4:11-13) including the evangelist are given to equip Christians for serving in ministry, and to grow the Body of Christ in unity and maturity. As Christians we are one Body, but many parts (1 Cor. 12).

A campus mission gives an opportunity for everyone to serve in his or her areas of giftedness – up front or behind the scenes. Everyone's contributions are essential, and as we serve together unity is demonstrated and more people experience God's love. Therefore, the entire Christian community is witnessing to Jesus as a community, not merely as individuals. In Acts 1:8, Jesus said "You shall be my witnesses," but the "you" is plural. God can be glorified as we join together and relevantly proclaim Jesus with boldness and compassion to our campuses.

Sources & For Further Reading:

Allison, Lon & Mark Anderson. *Going Public with the Gospel*. Chapter 3, "Biblical Foundations of Public Proclamation." InterVarsity Press. 2003.

The Work of an Evangelist. Ed., J.D. Douglas. International Congress for Itinerant Evangelists, Amsterdam '83. World Wide Publications, 1984.

The Calling of an Evangelist. Ed., J.D. Douglas. Second International Congress for Itinerant Evangelists, Amsterdam '86. World Wide Publications, 1987.

Follow-up Training

By Darcy Prince and Jason Hull

We want to be good stewards of the people God has entrusted to us so here are some helpful tips/resources for living out a great and healthy follow-up process.

Designate a person to lead the follow-up process. This person should be on the leadership team because it takes quite a bit of work and communication for this process to function well. The goal in follow-up is to take these new relationships and integrate them into the life of the chapter; to steward each person well. This cannot happen if one person or some sub-group of the chapter is taking the lead with this. Although there is a point person for the follow-up process the whole leadership team should be helping in the process.

Create a follow-up system: One example of this follow-up system is called “The Day and the Life of a Follow-up Card.” This training is taught from the point of view of the card that is filled out by the non-Christian person who filled it out at an event. Here is the process:

I (response card) get filled out by a non-IVCF student and some kind of outreach event or activity.

I am gathered together with my fellow cards (from the outreach event) and brought to the person in charge of the follow-up process (we will call this person, Tara).

Tara takes the name and contact information on my card and puts that information into a spreadsheet.

Tara then takes me and all my fellow cards and distributes us to follow-up leaders (designated by the leadership team or person in charge) on and off campus, who distribute me to students in the chapter to be used in follow up.

These students use these cards to find and locate non-IVCF students to establish relationships with them. They write information on me about how their follow-up interaction went. The most important information is the **date** they did the follow-up, the **interest level** of the person they followed-up, and if there is a **next meeting** with the student is.

I then get returned to my follow-up leader.

My follow-up leader then returns me to Tara. I must make it back to her so that she can put the date of follow-up into the spreadsheet so that IVCF makes sure to follow-up on 100% of those who filled out cards and obtain good stewardship of these relationships

Integrate the process into chapter life: This might take some time but it does come. Make sure to train as many people in the process knowing that some will be follow-up leaderships. Try it after an outreach event of NSO and see how it goes. Learn from it and grow.

Training in...

The Follow-up Process

Create a postcard or a half sheet with the “Day and the Life of a Follow-up Card:” information on it. Use this to train the chapter of how the process will work and how you, as a chapter, are being good stewards of the names God gives you.

The Actual Follow-up Conversation: The most fearful part about follow-up is actually knocking on doors and having the conversations. Here are a couple of helpful training tools to help train your chapter Well (all of the following are found on the next few pages).

- Goals and Objectives
- Dos and Don'ts in Follow-up Conversations
- 3 Asks and Bridge Diagram Card

Follow-up Conversation: Goals, Objectives & Hints

By Darcy Prince

Objectives

Introduce InterVarsity but more importantly Jesus to the people you follow up. Share with them Jesus, the different ministry opportunities and the purpose of InterVarsity Christian Fellowship.

Enter them into a healthy community. Learn about this person and try to discern:

- Relationship with God (Yes, no, maybe?)
- Maturity level, eagerness to grow
- Potential for him/her to benefit from and add to the life of the chapter.
- Who they might be in contact with on campus (classes, sports, clubs, etc...)
- Would he/she be interested in Large Group, Small Group, GIG, Discipleship, etc.

Goals

100% follow-up on all those who have filled out a survey from a book table, dorm talk, or who have attended an IV sponsored event.

Follow-up within **72 hours**. Waiting longer than this could lead this person to lose interest or you may never get around to visiting him/her.

Helpful Hints

Pray before you go. Thank God for bringing you together and for the opportunity to serve this person. Ask for His divine guidance as you talk, listen, and ask questions of those you meet. Ask God to help you exhibit the warmth and love of Christ and to have good rapport with the person.

Bring something to leave with them. Take along an IV postcard and something to write with. Be sure to write your name and telephone number on the postcard you leave with him/her.

Be a friend. Ask questions about things that interest the person, family, sports, campus involvement, and hopes for the future. Take time to ask questions about their spiritual interest and history. They expect you to discuss Christian matters, so be natural and forthright in your conversation.

Agree to meet again. Arrange to pick him/her up on your way to the next Large Group meeting. Invite them to the Small Group you attend or lead. Plan to go to church together on Sunday. Have supper together, do laundry, or play racquetball. (Go to them, don't plan to meet them there.)

Don't give up. It may be difficult to get a hold of a person, but don't give up. God has given us their name for a reason.

Dos and Don'ts in Follow-up Conversations

By Darcy Prince

Introduction : Introduce yourself, and others who may be with you, who you represent (InterVarsity Christian Fellowship), and what you are doing (following up on a question card).

Begin with these questions:

Ask them if they remember when and where they filled out the card. This will let you know what activities they were present for.

Ask them about their response on the question card. (faith, church, know God personally, interest in IVCF.)

Sample Questions:

“So, I see that your faith plays a role in your experience here, how does your faith affect you?”

“How has your past church experience been relevant to your experience at college?”

“You marked that you would like to know God more personally, would you be interested in a Bible study to know God better?”

“What is your interest level in IVCF? What can I tell you about the ministry?”

DO enjoy this interaction, and feel free to laugh and have a good time.	DON'T be stiff and impersonal. (Don't sound like you are reading from a script.)
DO be yourself. Be genuine, and genuinely interested in those you'll be interacting with.	DON'T be fake. DON'T try to be someone you're not. (If the person you're meeting with is a big time star athlete, don't pretend that sports are your world, when indeed it is not.)
DO communicate that you love them and care for them where they are presently at.	DON'T be offensive or judgmental. (Ex. “You were a part of that church? They don't preach the true Gospel, you know.”)
DO be honest and speak with clarity.	DON'T use coercive techniques or manipulative appeals. (Ex. If you don't join IV, you won't be prepared to challenge your relativistic professor.”)
DO utilize active listening skills. Really hear what they are saying. Ask good, open-ended questions. (Ex. What is your Christian background/experience with church? What in particular would you like to know about IV?)	DON'T do all the talking and dominate the conversation.
DO make them feel valued and encouraged.	DON'T be confrontational. (Ex. “I notice some of your music choices and posters on your walls, you need to get rid of them if you want to be a true Christian.”)
DO invite them to upcoming events.	DON'T be too aggressive or overbearing. (Ex. “I'll sign you up for Large Groups, small groups, conferences, socials, or book table, retreats – believe me, you'll like it.”)
DO set aside any assumptions that you have, and attempt to see the other student by looking through the eyes of Jesus.	DON'T avoid people who do not look like they would be interested.
DO give them the appropriate amount of time.	DON'T look rushed – nonverbals say a lot.
DO explain what happens at various InterVarsity events, without using acronyms.	DON'T use jargon. (Ex. IVCF, NSO, GIG, LG, SG.)
DO offer to find out the answers to his/her question, and then find the answer!	DON'T pretend to know something you don't know, or present some potentially misleading statement.

InterVarsity Christian Fellowship

??? Three questions we have for you ???

#1 Are you interested in hanging out more?

Ask the person who gave you this card
OR
Check out the "Announcements" on our website

#2 Are you interested in exploring questions of the Christian faith?

Ask us about our Groups Investigating God (GIGs)
OR
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#3 Are you ready to commit to following Jesus Christ?

Ask the person who gave you this card
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US

GOD

This is how we feel that separation from God...

- loneliness
- anxiety
- worthlessness
- hopelessness
- What about you?

This is how we try to satisfy that separation...

- doing good things
- unhealthily relationships
- accumulating money
- taking medication
- What about you?

Genesis 3; Romans 3:23; Romans 6:23

God is...

- love
- pure
- holy
- righteous
- just
- good
- forgiving
- gracious
- merciful

I John 4:8; I Peter 1:16; Psalm 11:7; Romans 2:11; 2 Thess. 1:6

If you no longer want this separation from God and desire to live "God's Way" instead of your "Own Way": **TALK** (pray) to God, **ASK** Him for forgiveness, **SEEMIT** to Jesus, and keep **TRUSTING** in His leadership

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Outreach Café

By Darcy Prince

Why Outreach Café?

Four Components of Small Group

1. Community
2. Bible study (Nurture)
3. Prayer/Worship
4. **OUTREACH**

Goals for Hosting an Outreach Café

Invite students to respond by asking them to indicate next steps.

1. Invitation into a GIG
2. Invitation to your small group
3. Invitation to continue friendship and spiritual conversations

What is an Outreach Café?



Warm “CAFÉ” atmosphere (*approximately 15 min*)

Light music

Food: smoothies, coffee, cookies, pizza

Socializing

Testimony and/or Q&A (*approximately 40 min*)

1. Bring in a gifted, mature Christian to answer tough questions about God.

(Once students commit to night, time, and location, staff team will contact and find the Q&A guest.)

OR

2. A student shares a story of transformation after beginning a relationship with God. After a personal testimony is shared, Q&A time will begin.

(The Q&A time will be led by the Q&A guest.)

Response Time (*approximately 5 min*)

Response Cards: Name, address, email and questions to follow up
(Staff will make and distribute Response Cards to all Outreach Café leaders so that all cards will be uniform.)



Small Group Involvement in Campus Mission Week

1. Pray for 2+ people, build relationships with 2+ friends (Commit to this at the beginning of semester)
 2. Cancel small group the week of Campus Mission
 3. Host an **Outreach Café** during Campus Mission Week
 4. Invite your 2+ friends to your **Outreach Café**
 5. Go to your **Outreach Café** & BRING your friend(s)

Follow up your friends by inviting them into GIG's, your Small Group or more Spiritual Conversations

Hosting an Outreach Café – Doing it well.

By Darcy Prince

Job responsibilities for Small Group Leaders

3-4 weeks in advance

1. Talk to your small group about hosting an Outreach Café.
 - A. Ask if anyone would be interested in sharing a testimony of God's work in their life and their transformation as a result.
 - ~If you have a testimony volunteer, ask them to set up a time to talk with an IV staff to be trained in "How to share a testimony."
 - B. Delegate these responsibilities to your group:
 - ◇ Advertising
 - ~ distribute and post the time and location of your event in your dorm/location
 - ◇ Food
 - ~ provide yummy munchies and plenty of them!
 - ◇ Music
 - ~ provide some background noise add to the social time
 - ◇ Emcee (SG leaders will most likely be the emcee)
 - ~ transition from social time to guest/testimony to response time
 - ◇ Social coordinator
 - ~ welcome everyone, possible game or conversation starters
 - ◇ Administrator
 - ~ get everyone's names and contact information (response card will be provided)
2. As leader be sure to **reserve** a room in your location, preferably comfortable
 - ~Reserve the room for 2 hours, allow for set up time and social time after
3. Begin praying for 2+ friends weekly in Small Group. Invite your 2+ friends to your event and bring them.

Checklist for the night of your Outreach Café

- Make a schedule for the evening
- Have snacks, beverages, music, etc. to create ambiance
- Be creative, make your Outreach Café unique
- INVITE your friends, (don't call it an Outreach Café)
- Welcome your "Guest Speaker" and guide them through the evening
- Have questions for the Q&A prepared
- Have sheets of paper and pencils for questions to be written.
- Make sure you get all attendees to fill out a response card.
- Get response cards to Follow Up Coordinator the night of your Outreach Café
- Have FUN!

Pray! Invite Friends!

Interactive Zones: Example Sheet

Campus Mission Theme: Is there Hope?

ZONE THEMES: 1) Injustice 2) True Love 3) Body Image/Obsessions

GOAL: Each Interactive Zone will serve to engage non-Christian students on campus in such a way that they can respond to pertinent issues through zones that people enter into spatially, emotionally, intellectually, etc.

Things to remember...

- Each zone will be “staffed” by Christian students and staff.
- There is a hope for the Christians who “staff” to receive training in spiritual conversations revolving around the issues displayed.
- These would be truly interactive: Opportunities for people to write, place a sticker in a box, etc...

Find one thought provoking poem, quote on a card, picture of injustice, etc... to give to people who leave so that the issue is left with them.

WHEN: These exhibits will be set up during the Campus Mission Week and staffed by students and staff.

- Student Center: 9-4
 - Rodli: 11-2; 4-7
- KFA: 9-4

RESPONSIBILITIES:

- Design, construct and list materials needed for the Interactive Zone
- Develop a team to help with it.

Set up and tear down.

*Special note – IV chapter will find people to staff the exhibit each day.

TENTATIVE TIMELINE:

Wed, Feb 1st: Have a design layout created and reviewed (by Campus Mission Team)

Wed, Feb 22nd: Bring a picture of the completed Interactive Zone to be viewed at LG the next night.

Understanding Your Role

Complete the exercise to better understand what role you would naturally tend to operate in. Then, compare it to what role you are actually working in.

Outside the Ministry		
Present Oriented	Spokesperson	Direction Setter
	Coach	Change Agent
Inside the Ministry		

Direction Setter: The Direction Setter has their eyes on the *future* and how the chapter and its people will impact the people *outside* their chapter (i.e. their campus and non-Christian sphere of influence).

Spokesperson: The Spokesperson has their eyes on the *present* and gives testimony and shares stories to people *outside* the ministry.

Coach: The Coach has their eyes set on the *present* state of the ministry and preparing the people *inside* the ministry to live out the direction that has been set.

Change Agent: The Change Agent has their eyes set on the *present* and the organizational structure and the effectiveness and efficiency of how it runs *inside* the chapter.

Exercise One: Reflect on the four roles given and try to discern what role you feel as though you naturally tend to (or God has given you). Be careful to not reflect on a current job role or leadership position for the needs of the position might not be your natural role gifts. Reflect on what you would enjoy or might be passionate for you. After you are finished discerning and/or reflecting *draw a circle representing what your one or two primary roles might be and then ending your circle in the areas you find least appealing or natural to you* but know you can do if needed. Looking at the example below, Ethan naturally tends to be a *Direction Setter* and *Change Agent* with some *Spokesperson* and *Coach*.

Spokesperson	Direction Setter
Coach	Change Agent

Example: Ethan

Draw Your Circle

Spokesperson	Direction Setter
Coach	Change Agent

Exercise Two: Reflect on the four roles again and draw another circle but do so in thinking about your current role of your job or leadership team position.

Spokesperson	Direction Setter
Coach	Change Agent

Exercise Three: Compare exercise one and two to find how your current position matches or contrasts your natural tendencies.

Campus Mission Week Activities

Go Boldly!

Question: Is this all there is?

Heaven, Purpose and HIV/AIDS Pandemic

A detailed look at the Week...

Sunday

Kickoff Night -

Monday

Interactive Zones and Conversational Evangelism – UC and Library

Outreach Cafes at Night - TBA

Tuesday

Interactive Zones and Conversational Evangelism – UC and Library

Follow-up

“Question Mark and Music” University Center Ballroom, 7-9pm

Wednesday

Interactive Zones and Conversational Evangelism – UC and Library

Follow-up

Outreach Cafes - TBA

Thursday

Interactive Zones

Contact Evangelism and Follow-up

Harvest Event – “Is this all there is?”- North Hall

Friday

Follow-up

Celebration Night

Event Planning Sheet

Name of event/activity: _____

What is the purpose of the event? Why are we having it?

Who is the person/team in charge of it? Or who will be the “go to” person?

How much money is needed or allotted for the event?

FYI: Who is in charge of the money, how do I get it or how is it reimbursed?

Is there fundraising involved?
Who is doing the fundraising?
How much is needed?

Who is developing the program for the event or activity? (This may or may not be the person in charge of the events)

Who is going to emcee the actual time and activities (This may or may not be the person leading it or developing the program).

What is the location of the event or activity?
Did it get reserved?

Is there food/beverage involved with the event? If so...
What type and how much?

Who is getting it?

What sound equipment, audio equipment or visual equipment is needed?

Sample Budget

Item	#	Cost per Item	Total	Amt Spent	Notes
Evangelist	1	\$400.00	\$400.00	\$0.00	Travel and Food
Interactive Zones	3	\$50.00	\$150.00	\$0.00	Materials needed to make the I-Zones
Advertising	1	\$400.00	\$400.00	\$0.00	Table Tents, Academic Depart., Students Doors, Paint for Windows
Band/Q&A Night	1	\$500.00	\$500.00	\$0.00	Music for the Night, equipment needs and food
New Life Packets	15	\$20.00	\$300.00	\$0.00	For people who make commitments to faith
Misc Printing	1	\$190.00	\$190.00	\$0.00	I-Zone Material, other material for out-reach events
Kickoff Night	1	\$50.00	\$50.00	\$0.00	Food
Celebration Night	1	\$50.00	\$50.00	\$0.00	Food
Misc	1	\$100.00	\$100.00	\$0.00	
			\$0.00		
			\$0.00		
			\$0.00		
		Total	\$2,140.00	\$0.00	

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