

Intro & Setting

I am writing this paper to describe an idea of a staff & volunteer recruitment program for a student life and ministry (SLM) program at a large Christian school high school of about 500 to 1000 students. A high school student life and ministry program is a program that trains high school students to be leaders, servants, and ministers to those in their school, local, and world communities. The focus of such a program is developing interested students in their strengths and gifts as they lead, minister to and serve their fellow students. The students who participate as leaders in this program and partner with, are supported by and mentored by adults in creating social, ministry and service events within their high school, city, and around the world. They do this through various clubs and organizations—both traditional and student created through which they can express their gifts, talents and passions.

The training and exposure these students will receive will propel them into Kingdom service both in their fulltime ministry and vocational worlds for the rest of their lives. Students who are involved in such programs are more likely to own their faith in Jesus Christ and to remain active in their faith throughout college and their adult lives.

I selected this because the challenges of working with volunteers take on a different dynamic in the setting of ministry in a Christian school and because it is beneficial to my purpose for participating in this seminary program and in this class on leading volunteers in that it will make me increasingly proficient in my current role in ministry in Christian education. It also helps me set a model up as I advise others in how to create ministry programs in Christian schools.

The Christian school setting that I have chosen differs from the setting that I'm currently working in. The differences are in size and in buy-in. Our high school currently has about 370 students and our school has a lower buy in. I'm planning a program for a school of a dramatically larger size (500-

1000). I chose this size because the assignment talked about a program in a church that is larger and different than the students own church. I also chose this size because, given the buy-in that I'm think there should be, there would be more resources available to focus such attention on leadership training for our sponsors and volunteers. A school that was completely sold on the concept would demonstrate that by making it a more visible, recognized and resource facet of the educational and co-curricular program.

The Primus Leader role would be called the SLM Coordinator reflecting his or her role as one who coordinates, facilitates, and is first among equals rather than a dictator or controller of ministry. In the setting of ministry in a Christian school, the leaders that I would be recruiting, training, retaining, and evaluating would include: Staff sponsors, parent volunteers, area volunteers, and student interns. It is important to the clarity of this paper to understand the differences between these different leaders. Staff sponsors are those who are teaching or non-teaching staff members who are have chosen to or been assigned to sponsor a club or organization or area of ministry and receive an additional stipend for this additional work. A parent volunteer is a parent who would volunteer to help with an area of student life and ministry in which their student is already involved. Area volunteers could include parents, school employees, alumni, or friends of the school who volunteer specifically to contribute or train in a specific facet of a ministry or activity (grant making, dances, and song-writing). The final category would be student interns who are current high school students who have been involved in leadership in our student body who demonstrate an interest in making this a major focus for their years in high school and how have demonstrated an aptitude for and commitment to leadership in their area of gifting (worship leadership, leading Bible studies, organizing dances, etc.). These students would be eligible for an internship program and given are given great latitude and control over significant areas of leadership.

With these various types of leadership, there are some basic recruiting, training, and nurturing issues that need to be covered by them all as well as differing age and position appropriate approaches to each position.

Recruiting

Recruitment would begin with a school wide understanding of the common vision of a student life and ministry program. It begins with an understanding that a student life and ministry program is the point of the sword of Christian education, and is the prime result of years of training of young people in a Christian school.

Recruiting of students begins as an underlying theme of leadership, ministry, and service through out the elementary and middle grades as students are trained in the Word of God and the liberal and fine arts and athletics. Through these years students have been taught and trained to see themselves as co-heirs with Jesus Christ and partners in His incarnation desire to reconcile the world to Himself. They are exposed to and encouraged to catch the heart of God for the lost, hurting and dying in this world. As students reach high school, they have been primed by opportunities and experiences in ministry, missions and service to be ready to launch out and learn to venture out in ministry on their own.

Parents are recruited along the way in this process as they are encouraged over the years to drive on fieldtrips, be classroom moms, to participating in the school community through coaching athletic teams, helping to chaperone social events and eventually ministry and missions ventures. As the students in each family mature and grow in their desire to service God, the parents' opportunities to volunteer in support of their children in ministry increase.

Recruitment would take place when potential staff members and families were interviewed and hired or accepted into the school community. As an administrator interviews staff members for various positions in the school, he or she looks for and actively seeks out teachers and support staff who have both an excellence in their areas of expertise as well as a desire to mentor students in ministry and leadership. Recruitment of staff members is also done through the retention and contentment of those already in leadership in our program.

The student life and ministry program needs to strive to develop a culture that is constantly on the look out for parents, students, or teachers who would fit as leaders at some level. There would be a constant desire bred into the program that seeks out new involvement and is always looking to expand the community of those in leadership and ministry. Being on the constant look out for potential participants in leadership of student life and ministry program also looks like what Dr. Clark describes as “learning how to follow every lead” (Clark). The idea of “following every lead” means that whenever a leader of student life and ministry or one of the clubs and organizations in SLM encounter someone who expresses an interest in any aspect of their program, they follow up with the person who is interested.

When someone expresses interest in being involved in any level of formal leadership with the Student Life and Ministry program in our school, we would begin with an **application**. The purpose of the application is to build a knowledge base of the individual who wishes to work with our students so that we can determine the best place for him or her in our ministry as well as to make sure they are in fact serious about being in leadership. The application will vary based on sponsor, volunteer, parent volunteer, advisory board member, or student leader, but will have some basic information. **See Appendix A for a sample application.**

Once an individual has turn in an application and references are received, the SLM Coordinator will review the application. If the application is for a specific area of work or ministry, he would review it with the lead sponsor or volunteer working with that ministry. During this review, the Coordinator and lead sponsor will identify any strengths or concerns as well as any other questions that should be clarified in a face-to-face meeting with the potential volunteer, sponsor, or student intern. Either the coordinator, lead sponsor, or both together will meet with the potential leader.

This meeting should only take place after an application has been completed and reviewed by the coordinator and possibly the lead sponsor of a given area of interest. The purpose of the face-to-face meeting is to get to know the potential volunteer by following up on, clarifying, and seeking more information regarding the information on their application. Ideally, this meeting would take place off campus at a local restaurant or coffee shop, however because of the time constraints that educators often have, a meeting in the student lounge would be appropriate. In order to create a comfortable atmosphere, some sort of refreshment should be offered. This meeting should be scheduled at a time that is convenient for the application, it should last about 1 hour, and it should start and end on time. Materials should be prepared in advance and readily available. Regardless of the fact that the applicant may have a past relationship with one of the leaders, the meeting should be conducted in a comfortable, but intentional and businesslike manner in order to communicate the value of the time of those involved, the value of the ministry they are speaking of, and the seriousness of the leadership position available.

Using the information provided on the application, the interviewee will create an intentional conversation with the applicant. During the interview, make it a point to investigate areas of interest, but to not make promises regarding acceptance or which position the applicant will hold. This is a time to discern where the candidate fits into the ministry as well as to describe the ministry in more detail.

Once our team has determined that an applicant is an appropriate fit for direct ministry to our students, it is important to observe them at work among students as well as for them to observe what goes on in SLM. Since recruiting may take place at the beginning of the school year, this could be difficult but should be included whenever and however possible. This observation could be Fall Advance Leadership Retreat.

During the observation time, attention should be paid to how the potential leader interacts with the students, administrators, the Coordinator, and other sponsors. The candidate should know that they are being observed and that there will be a conversation regarding the observation. This conversation will allow the Coordinator or lead sponsor to follow up on any concerns, answer any of the candidate's questions, and to get feedback from other leaders.

Once a leader is accepted and brought on board to the leadership team, two things should happen. First, the new leader should understand that there is a trial or probationary period for a semester or year (which ever is appropriate) during which he or she will be evaluated as they get to know the position. At the end of this period, both the new leader and the ministry can opt out of the relationship. Secondly, the new leader needs to receive extra attention and support from a mentoring leader who has more experience. The primary mentor here is the primus leader of the ministry (the SLM Coordinator) or another equally qualified veteran leader. The mentor (as well as the SLM Coordinator if he is not the mentor) should always be available to the new leader for feedback, to answer any questions, and to debrief activities and relationships. This mentoring will enable the new leader to have every chance at success possible.

On the issue of the duration of one's commitment, I believe that it is important to have limited commitment time frames. The usual time frame would usually be a school year (May of this year to June of next year). Occasionally, and especially with new leaders, a semester or quarter time frame may

be appropriate commitment time frame. Such timeframes allows leaders to opt out of a leadership relationship if it isn't a good fit, if the commitment is overwhelming, or if they simply need to move on.

Once a leader enters the new leader phase, he or she is treated as one of the team and is involved in the mentoring and sponsoring of our student leaders and student body in general and is expected to be involved to the fullest extent possible in leadership training opportunities, sponsor meetings, and team meetings for the duration of his or her commitment

Initiation & Training

In order to initiate and train our sponsors, volunteers, and interns, we would begin each year with a "fall advance retreat". Though this would be the initial training for new leaders to our program, it would also serve as a refresher time for our returning leaders. This would be a 2 ½ day retreat at a youth camp or retreat center within an hour of the school. The first day of the retreat would be dedicated solely to training adult leaders, our student leaders would arrive just after supper and that evening and the next day would be spent discussing leader's information and ideas and bonding that would involve adult sponsors and volunteers as well as our student leadership. ***See Appendix B for a potential retreat schedule.***

At our Fall Advance Retreat, our training would begin with discussions on philosophy and vision then conclude with specific discussions and planning regarding the upcoming school year. Our philosophical discussions would begin with the topic of youth culture. Discussions on youth culture have to be evolving discussions because youth culture is constantly evolving and changing and morphing into something new and different. Our discussions on youth culture would include an understanding of incarnational ministry, generational differences, how to minister inter-generationally, discussion on American youth culture, and the uniqueness of a Christian school culture.

I think that it is imperative to begin our discussion on youth culture with the idea of incarnational ministry. In education we talk about “hooks” or creating the need for our students. Discussing incarnational ministry as a general lifestyle, then focusing it on our work with our students creates a need in our sponsors that causes them to want to or realize they need to understand the culture that our students live in before they can effectively enter into the world of youth culture and generally minister to our students, but also specifically to mentor our student leaders.

The youth culture session on incarnational ministry will conclude with a discussion of the need for evangelism in Christian schools. It is imperative that our adult leaders constantly keep in mind that our student population includes students who need to know Jesus Christ as their Savior. Most of our students will have been raised in Christian families, schools, and churches, but not all of them have. Whether the Gospel is new to a student or they were raised with it, they need to understand the offer of salvation and their need for a Savior. Our culturally Christian students need to clearly understand that the issue of salvation is their own personal choice and not a decision that has already been made for them because they grew up in a Christian home, Christian school, or church or simply because “most American’s are Christians”. How terrible it would be if we just assumed that all our students were believers in Jesus Christ, and then one day we discovered that they went through our school system and never accepted Him as their Savior.

As part of this discussion we need to talk about the various ways that we can live as an incarnational witness among our students. We need to understand how to navigate the assumptions that are made in a Christian school environment like ours, as well as about how to walk through the difficulties of a cultural Christian high school student admitting they don’t know Jesus as Savior and deciding to accept Him “for real”.

It is crucial for every sponsor and volunteer regardless of their age and experience to discuss youth culture and be refreshed in current issues that face youth in our society. The purpose of youth culture training is to cause our adults to learn to approach working with the students in our school from a cross-cultural perspective. This training would discuss the general differences between today's youth and our leaders when they were young. Regardless if the adults are Baby Boomers, Gen-X-ers, or older Millennials, all of them need to approach youth ministry understanding the distinctives and similarity between their generation and this current group of students. This information will need to be flushed out and re-examined after they have been involved in their work with our students for a time. For our returning adults, this will be that re-examination. They can participate in the process of assimilation for the new adult leaders by providing examples of how they have learned about generational differences and similarities and have discovered strategies to work with today's students to empower and equip them for the ministry and leadership they are doing.

Our youth culture training will also involve discussions on today's youth culture and specifically what it looks like to live as a Christian teenager in today's society. This discussion would involve the pressures on our students that come from living in America, but would also involve "what does it mean to live as a Christian in a Christian school". I think that given the unique youth ministry environment of an American Christian school, we need to focus specifically on the ramification of our setting and the resulting pressures that our kids face both in and out of school. This discussion will also include the unique pressures that student who want to focus on ministry and leadership in a Christian school faces.

Our sessions on youth culture needs to conclude in prayer as we seek wisdom from God as to how to minister to our general student population, and more specifically, how to mentor and empower our student leaders to lead, minister and service in our school and in their culture at large.

At some point during our first day, we would invite the school's Human Resources Department to discuss the legal issues involved in working with youth and in our school. This seminar would be focused on our volunteers because as non-school employees, they wouldn't receive the yearly HR updates and information on school policies that would have been included with the annual employee orientation.

Our security training would focus on security issues unique to SLM type events. The school's security director would lead this session. Training would involve theory of securing a facility or situation as well as "table tops" with various situations at banquets, dances, retreat, outdoor events, and missions trips. Students and adults would be divided into mixed teams with rotating roles so that there isn't the assumption that the adults will always be the ones taking the leadership.

Building on the themes of the theological and philosophical sessions on youth culture, more time will also be spent discussing the distinctives of the Student Life and Ministry program. This session would be for adult leaders as well as student leaders and would take place after the student leaders arrived at the retreat. These discussions would include the purpose and structure of the Student Life & Ministry program; theology of youth in Scripture; value of student-led ministry; the value of volunteerism in student ministry; as well as a discussion on boundaries that I would call the Trampoline Speech.

Upon the conclusion of these philosophical discussions, we would have a series of practical seminars or mini-seminars on the topics of job descriptions, how to plan an event, finances, calendars, resources & fundraising, and sponsor and Student Leadership Council meetings. These would be logistical "how-to" seminars that put practical legs on the work and ministry of the SLM program and how to navigate administrative hoops that often need to be jumped through in order to do these events

in a school setting. Adult and student leaders would be provided time in their leadership teams to work on the fulfillment of these logistics for their activities for the upcoming school year.

A leadership training or advance retreat should not be just seminars and training and philosophy. There are other aspects that are just as important that need attention at a retreat like this. These areas include worshipping together and community building.

Participating in worship is a key part of focusing our leaders on the ministry of training student leaders and ministering to the students in our high school. There is also something about worshipping together that creates community between various leaders. As a result of this, we would either ask our Worship Arts Mentor and a team of her students to lead worship or bring in a local youth worship band from outside the school. Our retreat would begin and end with a focus on worship and prayer together as a group. Worship and prayer sessions will be part of nearly all of our training sessions.

In addition to contemporary youth worship, I would plan some alternative worship experiences for our sponsors, volunteers, and student leaders to experience together. These might include some things like “a coke with Jesus”, Lectio Divina, prayer walking, candles, incense, prayer stations, foot washing, and communion. The Christian school that I’m designing this for would be a multi-denominational school with well over 100 denominations represented, so I want to be careful to respect various streams of Christianity, but also to stretch our leaders to embrace various styles of worshipping our Lord, and thereby build unity among them.

Another aspect of our Fall Advance Retreat would be team building sessions and community building times. These times would include direct and very intentional times like “walkie-talkie” times where everyone sets out to spend time getting to know one individual. Other activities such as sand volleyball, ultimate Frisbee, hiking, would bring various people from our sponsor, volunteer, and student leadership teams together to form relationships.

Not all our bonding and community building times would be play. Individual team sponsors, volunteers and student leaders would have specifically designed time to work on their visions, ideas, agendas, and plans for the school year. These work times would sometimes be coordinated based on a topic we've just discussed or with an agenda set by the lead sponsor.

Retention, Nurture, & Continued Training:

In order to retain good leaders, it is important to nurture and continue to train them. The retention, nurture, and training of the leaders of the Student Life and Ministry program go hand in hand. There seem to be two key components: Primus Leadership and building an effective team. I believe that these factors sum up the breadth of things that need to be done to nurture our team so that they feel valued and want to return.

I think that Primus leadership is important because instead of creating a hierarchical structure for the SLM program, it creates more of a group of fellow ministers who work together to minister our students and to train our student leaders. It is through the idea of Primus leadership or first among equals fosters a cooperative working environment and encourages the team to collaborate together and contribute to each other's area of ministry.

Building an effective team is essential to value and retain leaders for our program. In order to do that and to describe how to do that, I've chosen to use the Eight Characteristics of Effective Teams model that Dr. Clark presented in one of his lectures which was based on Carl Larson & Frank LaFasto's work *Teamwork: What must go right, what can go wrong* (LaFosto). I've included Dr. Clark's re-phrasing in parentheses.

1. having a unifying purpose (clear, elevating goal)
2. creating a path to get there (results driven structure)

3. The boss: team builder or loving star? (principled leadership)
4. the team: on the same page (unified commitment)
5. the tools: the role of recruiting, training, placing and equipping (competent team members)
6. making the workplace a *warm* relational environment (collaborative climate)
7. everybody knowing what matters (standards of excellence)
8. The party: make sure it's fun! (external support and recognition)

Using Larson & LaFasto's points, I would nurture and work to retain my leaders as described below.

In order to nurture, continue training, and retain our leaders, we would need to have a **unified purpose** which will enable us to be clear in our common cause and in elevating goals. In order to do this we would discuss our common purpose, vision, and goals through out the year in our sponsor meetings and student leadership meetings. We would encourage both adult and student leaders to consider the vision and purpose of the SLM program as well as the overarching mission of our school. As the Primus, I would model living out our common purpose and be proactive in pointing out examples of others who are living out our commons purpose.

Additionally, we would work to **create a path** to achieve our common purpose through the structure of the SLM program and our policies and procedures which lead to the achievement of our common goals. The beginning of that process is to create job descriptions that outline not only what each leader is supposed to do and accomplish and be, but how their role helps achieve the common vision. This is important for every level of commitment from the Primus leader (the Coordinator) down to the parent who volunteers for one event. Each leader needs to feel that their "big" or "small" role contributes to the overall empowerment and equipping of our students for ministry today and tomorrow.

Dr. Clark called this next level, “**principled leadership**”; I would call it having moral authority. Part of building a team that feels fulfilled and that feels like they are achieving the common goals of our program is to develop the idea of principled leadership into our leaders. The Primus leader in the program needs to lead by example. A primus leader with out moral authority will find it hard to motivate followers of any kind. The primus leader needs to maintain an intimate relationship with Jesus Christ, live an authentic life, keep short accounts, and develop personal relationships with team members. He also needs to prove himself through hard work in similar areas as the other leaders. These things help to give the Primus leader moral authority or principle leadership.

Another important ingredient in building and nurturing a team that continues with the program year after year is to have the team on the same page and unified toward a **common commitment**. It seems to me that communication is the key to this part of nurturing and retaining leaders. Clear communication from the beginning about the purpose of the SLM program, expectations of responsibilities, and the scope of each ministry or organization within the SLM program helps to create a unified commitment. I also believe that the commitment of the primus Leader to the leaders and their specific areas that he is not directly involved in will help to build a common spirit of commitment. Additionally, an understanding that we are all committed to the overall cause of building up student leaders and ministering to our student body whether we are a parent watching the exits at a dance for one night, or the Worship Arts Mentor working personally with student leaders over the years to learn to lead their fellow students into an atmosphere of worship. This common understanding of our unified commitment builds a strong feeling of team camaraderie.

A key to a healthy and committed team is insuring that each team members is **competent** in their area of leadership. This means wisely placing each leader in the area(s) of their gifting. It also means providing them with the tools they need to succeed in their areas through training, policies,

procedures that empower rather than restrict. The focus of this would take place in the application and interviewing process. Each year at our Fall Advance Retreat, we would update and sharpen these tools. It would also be important to have continued training at leadership meetings throughout the year in the form of “pocket lessons” on leadership and policies and procedures.

Another way that would help create competence would be to attend local youth training seminars like Youth Specialties *The Core* or to invite youth culture speakers in to speak to our leaders on in-service days or at student leadership meetings.

A key part of building a team that works well together and sticks around for a long time is to make the workplace a **warm relational environment**. Dr. Clark calls this building a collaborative climate. A significant place for this warm relational environment to be developed is at the Fall Advance Retreat. However, this can be continued through the rest of the school year by creating friendly and efficient leadership meetings that are both productive and caring. One way to do this is create a report-and-pray format in the meeting. Each leader would update the group on their club or ministry’s activities, and then one of the other leaders would pray for that ministry or club leader and their club. Another important way to do this is by working to build personal relationships with each leadership team and each leader on each team if possible. This could take place by visiting the classrooms of sponsors who are teachers throughout the day and seeing how they are doing. Sometimes it would mean taking an adults leader or student leader out for lunch or coffee. Sometimes schedules or gender doesn’t allow this, but there are a variety of ways to make sure that individuals feel valued and heard as they pour their lives into their leaders and activities.

I believe that one key thing to build camaraderie among our leadership would be to have a rest retreat. After a season of one stressful activity after another such as the fall when schools have beginning of the year activities, senior retreat, homecoming, spirit week, a month of service, or

whatever we may be doing, it's helpful to take the team of leaders and go to a local camp and simply pray, worship, and play—lots of worship, lots of bonding. We've done this at the school I'm at now and it's become incredibly popular because we don't go to learn things or to be challenged to revival or taught about Jesus, but actually go away and enjoy our relationship with God and our Christian community of leaders.

One of the things that I would do on a regular basis in order to set a standard of excellence and the idea that everybody and everything matters when it comes to meeting a standard of excellence is to read the book *Inside the Magic Kingdom* by Tom Connellan with our student interns. This may become an item of discussion for our “pocket leadership lessons” during our monthly adult leadership meetings as well. Another matter of excellence that needs to be addressed is the idea that to be excellent, a leader needs to have their value wrapped up in Jesus Christ and that is the sum of all things. Additionally, we as leaders need to strive to live healthy and well-rounded lives. A big concern that I would have for the team is that we teach our team about the idea of Sabbath. Mark Buchannan's book *The Rest of God* is an excellent text on this. The rest retreat that I mentioned above would be an excellent way to practically model this.

Finally, we need to party together. Once again, the rest retreat can be this. Each of our various leadership or ministry teams would be encouraged to celebrate their various achievements. When the Student Senate is finished with Homecoming and Spirit Week, they would stop and celebrate the success of building spirit in the school and putting on a successful banquet and dance. Other ways to celebrate our team is through personal compliments and comments as well as recognition among their peers at leadership meetings.

A key way that the primus of the ministry could do this would be to make sure that our administrators hear about the great things that our leaders and their students accomplish. Another way

is to make sure that the school's website is updated not only with announcements, but reports of successful events including stories and pictures (videos in chapel would do this as well) so that other students and faculty members can see the great things that have been done.

Finally, an end of the year all SLM program celebration would be important and should include all the adult and student leaders as well as administrators, parents, and community. This would be a way that we can recognize each other in front of those who mean the most to us while we raise the profile of the great things that have been done and the lives that have been impacted.

Camp Counseling & Retreat Training.

Camp counseling and retreat training would take place in a sponsors' meeting before we go on retreat or at the retreat facility before the students arrive. This would be an important orientation because often retreats aren't as natural to the school setting and to teachers as to a youth group or other youth ministry settings. Instructing the adults regarding the boundaries to enforce and the latitude to give students outside the school setting is important to everyone's success at retreat. This might take place in a 2 hour crash course session during a sponsors meeting (especially if we were doing an all school retreat) or it could be done with our current adult leaders with on the way to retreat or right after we've arrived at retreat. This training would be a part of the Fall Advance Retreat before our student leadership arrived.

In this training I would first discuss the purpose of our retreat and the philosophical value of retreat in ministry. I would review the purpose of our trip with the team and explain how the various activities will help to fulfill that purpose. I would discuss the role of adults and how they should be involved in leadership and when they should stand back and let the students lead. I would also review

each adult and student leaders' job so that they know what each person is doing and what their individual responsibilities and expectations are.

Secondly, I would address the schedule. We would talk about where everyone should be and what their responsibilities are during each part of the retreat. We would talk about when the staff and volunteers need to arrive, when the students would arrive. We would also review student and staff/volunteer departure times.

If the speaker was available (myself or one of our team members), we would have him or her go over the messages and topics, and discuss any breakouts or small group discussion groups that we will be having. We would review our staff & volunteers' roles in these groups so that they will be prepared to lead them.

We would review property boundaries, gender boundaries, sleeping arrangements, gender issues, supervision responsibility, mandatory reporting reminders, etc. We would identify potential problem times in the schedule, possibly over night security if the group is really large, access to medical personnel in case of an emergency, and exchange cell phone numbers. Part of this orientation could be done by a staff member at the camp or retreat center that we are using.

Finally, we would commit the entire week to the Lord in prayer. We would pass out a list of students and we would pray for them by name, pray through the schedule, and speaker topics and whatever else the Spirit leads us to pray for.

Evaluation.

For evaluation, I would use a system of evaluation talking points to go over through out the year or semester with our Life & Ministry leaders. The conversation would be led by the primus leader and

would focus on how the Primus could do a better job of equipping them, what would they have done differently if they were to do this task again, what was difficult for them and why, what was easy and why. I think placing it in a conversation where the evaluation goes both ways is helpful and constructive.

The primus would keep a record of the evaluation part of the conversations on file for each sponsor and would use those as ideas for growth for both the sponsor and the primus. I would also use these notes as a basis of an official report if troubles arise and disciplinary action or dismissal needs to take place. If a concern with a sponsor moves beyond the primus' appropriate ability to deal with, I would involve the school administrator who supervising the primus. If disciplinary action or dismissal is needed (or a non-renewed term of service), then the administrator would have been involved and participated in the decision so that school Human Resources guidelines would have been followed.

Appendix A:

S.H.A.P.E. Inventory (Fields 369)/Application

Personal Information

Name: _____
Address: _____
City, State, Zip: _____
Phone: _____
School/Grade: _____

Spiritual Gifts

Spiritual gifts I believe I have: (see below)

- 1.
- 2.
- 3.

I feel I may have these gifts because:

- 1.
- 2.
- 3.

Spiritual gifts that *communicate* God's Word:
preaching evangelism apostle and missions leadership

Spiritual gifts that *educate* God's People:
teaching encouragement (exhortation) wisdom knowledge

Spiritual gifts that *demonstrate* God's Love:
serving mercy hospitality pastoring giving helping faith administering

Spiritual gifts that *celebrate* God's Presence:
healing miracles tongues interpretation of tongues prophecy

Heart

List some things you're good at and love doing:

- 1.
- 2.
- 3.

People compliment me when:

Abilities

The following are my strongest abilities:

- 1.
- 2.
- 3.

Other skills and/or abilities I'm learning and/or working on are:

- 1.
- 2.
- 3.

A few examples include:

drama, writing, speaking, artistic, photography, video, counseling, fixing, designing, computers, accounting, music, memory, tutoring/explaining, athletics, etc.

Personality

This is how I see myself: (circle one of the two words for each comment)

1. Around others I am more: RESERVED or OUTGOING
2. My decisions are based more on: FACTS/THINKING or FEELINGS
3. In my relationships I tend to be more: DEPENDENT ON OTHERS or INDEPENDENT
4. My use of time is more: DETERMINED or SPONTANEOUS

One example of why I circled each of the above is:

- 1.
- 2.
- 3.

Experience

My spiritual experience is (or how I became a Christian):

Some painful experiences that I've had:

A past experience I've learned from is:

S.H.A.P.E.

If I could design a specific way to serve God around my personal SHAPE, and I knew I couldn't fail, it might be:

Appendix B

Fall Advance Retreat

Day One

- 9:00 Arrive at Camp
- 9:15 **Intro to retreat**
 - Hand out schedules
 - Basic camp boundaries
- 9:30 Find rooms, unpack, orient to Camp...
- 10:00 **Incarnational Ministry & Evangelism in a Christian School**
 - Worship
 - Seminar
 - Prayer
- 12:30 Lunch
- 2:00 Intro to Youth Culture
 - Worship
 - Seminar
- 3:30 **Human Resources: Sponsoring, Volunteering & Legal Issues**
 - Ice breaker game
 - Seminar
- 4:30 Free Time
- 6:00 Supper
- 7:00 Students arrive Find cabins, unload, orient to camp
- 7:30 **Intro to retreat**
 - Hand out schedules
 - Basic camp boundaries
- 8:30 **Opening Session**
 - Worship
 - Intro to Student Ministries
 - Prayer for upcoming year
- 10:00 Free Time

Day 2

- 7:30 Staff Prayer
- 8:00 Breakfast
- 9:00 **Coke with Jesus**
- 9:30 Free time
- 11:30 **Distinctives of Student Life & Ministry 1**
 - Worship
 - Vision & Mission of SLM & our school
 - Practice issue (then break up into teams): Job Descriptions
 - Generic (lead sponsor, sponsor, student exec, student team)
 - Specific (led by lead sponsor)
- 1:00 Lunch
- 2:00 **Security Seminar**
- 3:00 Free Time
- 4:30 **Distinctives of Student Life & Ministry 2:** **Philosophy & values of SLM**

- Worship
 - Theology of youth
 - Value of student led ministry
 - Practical (then break up into teams): Role playing & communication
- 6:00 Supper
- 7:00 **Distinctives of Student Life & Ministry 3: Philosophy & values of SLM**
- Worship
 - Value of volunteerism
 - Trampoline Speech
 - Practical Sessions (then break up into teams): How to plan an event
 - Using the SLM Calendar
 - Facility Use Forms
- 8:30 Free Time
- 10:00 Group Games/Movie
- 12:00 Lights Out/Silent

Day 3

- 7:30 Staff Prayer
- 8:00 Breakfast
- 9:00 **Coke with Jesus**
- 9:30 **Worship & team time**
- 11:00 Free Time
- 1:00 Lunch
- 2:00 **Distinctives of Student Life & Ministry 4: structure**
- Worship
 - Structure
 - Practical: Finances & fundraising, Forms & policies (then break up into teams)
- 4:00 leave for school

Works Cited

Clark, Dr. Chapman. "Week 4: Leading & Recruiting Leaders." Pasadena, CA: Fuller Theological Seminary.

Fields, Doug. Purpose Driven Youth Ministry. Grand Rapids, MI: Zondervan Publishing, 1998.

LaFosto, Carl E. Larson & Frank M. J. Teamwork: What Must Go Right, What Can Go Wrong. Newbury Park, CA: Sage Publications, 1989.