

DTS STAFF TRAINING

STAFF DEVELOPMENT MANUAL

2 Week Suggested Program

A resource from the International DTS Centre

Revised March 2006

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March 2006

Dear YWAM DTS School Leader,

In the following pages you will find a suggested two week DTS Staff Training Program. It begins with a Time Line that lays out a structure for how these two weeks could look and then lists a variety of DTS Staff Training Topics with suggested activities that could be implemented as part of your Staff training and Development. There is also an assortment of Staff Training Activity / Resource sheets that can be used to assist with the training or can be used as additional information if required.

Please note this manual is in no way intended to be the only model of DTS Staff Training one can undertake prior to the beginning of a DTS, nor is it considered the best or most comprehensive of manuals. It is simply a compilation of ideas and activities that have been produced or "passed down" through the years of the DTS and through the International DTS Centre. All we simply have done is begun to compile these ideas into a package - made ready and available for all to access or use as they desire or need.

We pray it will be of assistance to you, as you examine ways that you can train your DTS Staff and embark on the DTS Adventure!

Blessings,

E. Ciobo, B. Haeni & The International DTS Centre Team

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STAFF DEVELOPMENT / TRAINING CATEGORIES:

- 1) **Staff - Team Building**
- 2) **Staff Characteristics and Responsibilities**
- 3) **YWAM / U of N**
- 4) **DTS Program / Purpose**
- 5) **Practical**

1) **STAFF - TEAM BUILDING**

- Staff DTS experience (Good / Bad aspects - When / Where)
- Personal Fears / Hopes / Expectations
- Personal Strengths and weaknesses
- Personal goals / desires for the DTS
- What excites you about the DTS?
- How you deal with Stress? How to treat me when I'm stressed?
- Personality test - Gifts / Values / Processing methods
- Gifts and abilities - what they want to grow in during DTS / Try doing during DTS
- Retreat - Fun / Bonding

2) **STAFF CHARACTERISTICS AND RESPONSIBILITIES**

- What makes a good DTS Staff person? - Get rid of misconceptions
- Role of Staff - Modeling - Servant Leadership / Setting an example
- Leadership styles – e.g. Directive, Supportive, Delegate, Coaching
- Transactional and Transformational Leadership Styles (*Reference Guide*)
- Insecure Leadership
- School Leader's Leadership style
- U of N School Leader's / Staff Characteristics (*Reference Guide*)
- U of N School Leader's / Staff Accountability (*Reference Guide*)
- U of N School Leader's / Staff Responsibilities (*Reference Guide*)
- Being a praying staff - What does that mean?
- Authority - Use and Abuse. What gives Authority (*Reference Guide*)
- Basic Communication skills
- Active listening
- Unity within a team
- Valuing unity in diversity
- Teachability - What makes a teachable heart and spirit?
- Appropriate and "Holy" Relationships (Staff - Staff / Staff - Student)
- Staff Expectations e.g. Class attendance, punctuality, Confidentiality etc.
- The Belief Tree (*Reference Guide*)
- How to ensure effective application of the word – implications to staff (*Reference Guide*)
- Confrontations, Conflicts
- Counseling on a DTS - Discipleship Model
- Mercy Vs Discipline - What is our model?
- Delegating
- Time Management - Prioritizing
- Supporting Staff - School decisions eg. alcohol use etc.
- Small Group Leading
- One on ones
- Minimum criteria for DTS / CDTS staff appointments (*Reference Guide*)
- Bringing out gifts and callings in students – Role of Talent Spotting (*Reference Guide*)

3) YWAM / U OF N

- Bigger picture of YWAM, U of N - How it got started. How U of N fits within YWAM. Courses available etc. (Video - "Story of YWAM") (*Reference Guide*)
- "U of N History and Founding Principles" (*Reference Guide*)
- What makes the U of N unique (*Reference Guide*)
- YWAM foundational Values and ethos (*Reference Guide*)
- Being interdenominational - Looking at the implications of YWAM values
- YWAM's Anointing and Appointing for DTS's (*Reference Guide*)
- U of N Reference Guide
- Call of particular YWAM Base / History
- Local YWAM Base and community - Incorporating - Base Relationships
- Local YWAM Base leadership
- Emergencies - What do I do?

4) DTS PROGRAM AND PURPOSE

- Curriculum Guidelines & Non-negotiables (*Reference Guide*)
- Building blocks of DTS program
- DTS: Description, Purpose and Curriculum (*Reference Guide*)
- Why DTS in YWAM (*Reference Guide*)
- Identify goal for particular school - What do we want to happen?
- Identify theme, special focus for the school.
- Write Mission statement / Vision statement for school
- Formal, Informal, Non-formal learning
- Live - Learn philosophy and environment (*Reference Guide*)
- Why Work Duties in the U of N / Philosophy of Work Duties (*Reference Guide*)
- The place of speakers in the University of the nations (*Reference Guide*)
- Speakers and the curriculum - Is everything covered?
- School schedule - Daily, weekly
- Staff schedule - Staff meetings, prayer times
- Evaluation during the DTS - Book Reports, Journals etc.
- Role and place of Worship / Intercession in Schedule
- School Policies e.g. smoking, drinking, quiet times etc.
- Use of "Announcement" time
- Small groups - purpose, formation
- One on ones - purpose
- The Post Modern Generation's World View - Implications for staff / learning styles
- Specific cultures attending DTS - How to be sensitive as staff
- Local Outreach
- What is Best Practice for Outreach
- Outreach Training

5) PRACTICALITIES

- Class room set up / Room Setup / Hospitality / Welcome baskets / Name tags / Welcome gathering, Transport, Pick - ups, Manual, Overhead, White Board markers, Journal materials, etc.
- Staff roles e.g. Accountant, Worship Leader, Transport etc.
- Cultural and base orientation. City orientation
- Finances of school - Process of getting money
- Work Duties

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Suggested Two Week Time Line for Staff Training

<p><u>Saturday</u></p> <hr/> <p>Aim: Fun & Bonding</p> <p><u>Staff Retreat</u></p> <p>-Staff introduction/Background -Who are our DTS Students? Nationalities, ages.</p> <p><i>(Allow times for fun activities / games – anything that will help bond the team together)</i></p> <p>- Worship & Prayer (For one another, school, students)</p> <p>- Share DTS experiences as students/staff - Good/bad aspects - when/where etc.</p> <p>- Share Personal Fears / Hopes / Expectations for season.</p>	<p><u>Sunday</u></p> <p style="text-align: center;">→</p> <p>Aim: Fun & Bonding</p> <p><u>Staff Retreat</u></p> <p>-Worship & Communion</p> <p>-Discuss Personal strengths / weaknesses / gifts – what you will bring to the leadership team</p> <p>-Stress: How do you deal with / how I liked to be treated when stressed</p> <p>- Discuss what excites you about the DTS?</p> <p>-Share Personal goals / desires for the DTS</p> <p>-Cycle of a group / group dynamics – forming, storming, norming, performing.</p> <p><i>(Allow times for fun activities / games – anything that will help bond the team together)</i></p>	<p><u>Monday</u></p> <p>- If necessary & appropriate, allow time for Cultural and Base orientation & City orientation</p> <p>Prayer and Worship</p> <p>-Discuss Unity within a team – what does it look like? (See notes on Bible study on Unity)</p> <p>-Valuing unity in diversity</p> <p>-Discuss: How we can influence a team positively / negatively by the attitude we bring to it.</p> <p>-Bible study (inductive):How did Paul disciple Timothy?</p>	<p><u>Tuesday</u></p> <p>YWAM/ UofN</p> <p>-UofN Reference Guide – Have staff familiarize themselves with document.</p> <p>- Big picture of YWAM/UofN got started, how UofN fits within YWAM. (See Reference Guide p. 58 & 74)</p> <p>-YWAM foundational values and ethos (RG p.11)</p> <p>-Being interdenominational - looking at the implications of YWAM values</p> <p>-YWAM's Anointing and Appointing for DTS's (RG p.243)</p> <p>-History & vision of this particular YWAM Base (Bring in base leadership)</p> <p>-Local Community – who are we living beside, base relationship to community etc.</p>	<p><u>Wednesday</u></p> <p>Prayer and Worship</p> <p>DTS program:</p> <p>-Description, Purpose, Outcomes & Curriculum of the DTS (RG p. 218 - 235)</p> <p>-Curriculum Guidelines (RG p.213)</p> <p>- The DTS is YWAM's foundation (RG. P. 241)</p> <p>-Building blocks of DTS program → Formal, informal, non-formal / live-learn philosophy and environment (RG. P. 107)</p> <p>- Staff roles e.g. accountant, transport, hospitality, intercession, worship, social, etc. Who, what, when, how etc?</p>
<p><u>Thursday</u></p> <p>Prayer and Worship</p> <p>-Specific cultures attending DTS - How to be sensitive as staff</p> <p>Role of DTS Staff:</p> <p>-What makes a good DTS staff person?</p> <p>-Role of staff: Modeling/Servant leadership/ Setting an example – How?</p> <p>-What is discipleship and how do we bring change from the inside out in a student?</p> <p>-What does it mean to maximize personal responsibility in our students?</p> <p>-Take time to wait on the Lord and ask – is there a particular theme / word for the school - What do we want to see happen?</p> <p>-Try and write a mission statement as a leadership team for DTS. e.g. "Our desire is to....."</p>	<p><u>Friday</u></p> <p>Leadership</p> <p>-Leadership styles – Directive, Delegating, Coaching, Supporting</p> <p>- Transactional and Transformational leadership (RG.p.152–157)</p> <p>-What is Insecure leadership? What causes it? What does it look like? What is the fruit of it? What causes it? How can we prevent from leading out of insecurity?</p> <p>-School leader's leadership style – How I will lead the staff team / school.</p> <p>-Minimum criteria for DTS / CDTS Staff Appointments (RG. P. 238 – 240) What does this mean for us as a leadership team / as individuals?</p> <p>-UofN School leader's/staff: -characteristics RG p.88 -responsibilities RG p.90 -accountability RG p.91</p>	<p><u>Saturday</u></p> <p style="text-align: center;">FREE Morning</p> <p><u>Afternoon / Evening:</u></p> <p>Outreach –</p> <p>Take time to pray and focus on the big picture of outreach. Talk about God's heart for the nations. Take time to pray for nations that God is placing on individual's hearts. Wait on the Lord and see if He is wanting to say anything.</p> <p>Please Note: <i>Specific outreach training for the outreach phase of the school should be ongoing throughout the lecture phase – Selection of nations, team formation, budgets, schedules, working with hosts etc.</i></p>	<p><u>Sunday</u></p> <p style="text-align: center;">FREE Morning</p> <p><u>Afternoon / Evening:</u></p> <p>Prayer and Worship – for students / school / each other</p> <p>-Discuss the place of prayer in a DTS leadership team & the need to maintain personal Quiet Times, study of the word, prayer and personal time with the Lord.</p> <p>-Being a praying staff -what does it mean for each of us and how does it look on a staff team?</p>	<p><u>Monday</u></p> <p>-Examine and discuss Belief Tree from RG. P. 115 – 119. What is our world view, foundational beliefs, values, decisions and fruit – policies / actions we are building this DTS upon? Discuss & identify.</p> <p>-In light of Belief Tree - examine and discuss DTS school policies & guidelines – e.g. smoking, drinking, quiet times etc.</p> <p>-Discuss: What are appropriate and "holy" relationships on a DTS between staff-staff / student – student / staff – student etc.</p> <p>- School leader's expectation of staff team and vice versa. Discuss Staff expectations in regards to areas like e.g. confidentiality, punctuality, class attendance, outreach etc.</p> <p>-How & why is it necessary to support school policies by whole staff team?</p>

<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Practicalities</u> <i>(These need to be occurring outside of meeting times in the lead up to the DTS beginning)</i>
<p>-Small groups - purpose, formation – Do we want them?</p> <p>-One on ones – Revise non-negotiables of DTS. Discuss purpose, how they are chosen, weekly expectation etc.</p> <p>- Discuss confidentiality in a one on one context – what, when and with whom things are shared.</p> <p>Please note: <i>Both Small Group training and how to effectively have a One on One require on going training, monitoring and evaluation throughout the DTS program.</i></p> <p>Local Outreach:</p> <p>Take time to pray and wait on the Lord. What is He saying? What are options that are available? How can we incorporate student initiatives and motivations in ministry? Discuss as much as possible the practical aspects of when, where, how, transport etc.</p>	<p>Prayer and Worship</p> <p>DTS Schedule / Speakers</p> <p>- Examine role of speakers in a DTS context and how they partner with DTS staff in bringing content to the school. (RG. P. 98-99)</p> <p>-How to ensure effective application of the word (RG. P.103-106)</p> <p>-Speakers and the curriculum – Examine the DTS curriculum and speakers invited and topics being covered. Discuss: is everything being covered from the curriculum? What is not being covered sufficiently from curriculum and how can it be brought in and incorporated into other aspects of the DTS program?</p> <p>-School schedule- Discuss the daily, weekly schedule.</p> <p>-Role and place of worship/intercession in schedule</p> <p>-Staff schedule - staff meetings, prayer times</p> <p>-Role and place of worship/intercession in schedule</p> <p>-Evaluation during the DTS - Book reports, Journals etc.</p>	<p>School Environment:</p> <p>-What makes an environment conducive for growth & trust in a DTS? Discuss. What are implications to us as staff.</p> <p>-Examine and discuss how Jesus treated people He met e.g. With respect, made time for them etc. What does this mean for us?</p> <p>-What does it mean to be a body of Christ? How do we diminish student – staff distinctions?</p> <p>-Authority - use and abuse. What gives authority? RG p.159 – 166.</p> <p>- Teachability / humility - what makes a teachable heart and spirit? How do we walk in humility as staff?</p> <p>-Confrontations, conflicts / Mercy vs. discipline - what is our model</p> <p>-Guidelines for giving and receiving correction (RG. P. 183-186)</p> <p>-Basic communication skills – use of announcement time in the school. The commitment model of communication and how can we apply it in personal lives, leadership style?</p> <p>-Active listening skills – what are they and why are they important?</p>	<p>Prayer for Students</p> <p>-Effective Time Management as DTS staff. How we use our time and how can we steward it wisely as we staff a school?</p> <p>-Delegation – what it is and appropriate delegation.</p> <p>Speaker care - how to honor speakers -Introducing and thanking speakers</p> <p>- Discipling a post modern generation – how do we do it? What is needed? How do we cater for different learning styles?</p> <p>Dealing with Emergencies in the context of the base and the school setting. (RG. P. 28 – 41)</p> <p>Practical stuff.</p> <p>Discuss Staff schedule for staff meetings, staff prayer times, expectations with speakers etc.</p> <p>-First week's schedule – who, what, when, where?</p>	<p>-Welcome Baskets</p> <p>-Welcome cards</p> <p>-Welcome Gathering activities / food</p> <p>-Transport / Driving tests – coordinating picking up students etc.</p> <p>-School Manual / Welcome letter etc.</p> <p>Worship Overheads: Transparencies and pens</p> <p>-White board markers</p> <p>-Journal materials</p> <p>-Room set up & decoration</p> <p>-Work duties - staff role?</p> <p>-Speaker gifts and cards</p>

Please Note:

This is a very full two week staff training package! It requires a measured degree of thought and planning prior to the staff's arrival in order to implement it successfully. While it is recognised that a DTS leader may not necessarily have all the skills or experience to teach and lead the staff through this process of training, perhaps there are other resource people both on the base or accessible that could assist with training in different aspects of this program. Again, this two week package can be used as a skeleton from which one can pick and choose what they would like to cover and what time permits them to cover.

It is also important to put in place on going staff training throughout the lecture phase of the DTS to help equip the staff particularly in outreach leadership.

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Outreach Staff Training Block

This is a list of topics that should be discussed and covered over an 11 – 12 week lecture phase of a DTS PRIOR to the DTS staff being sent out to lead outreaches. Much of this information is contained in the “**Outreach Best Practice**” document produced by the International DTS Centre.

- How do we determine outreach locations?
- How and when do we inform students about outreach?
- How do we choose outreach leaders?
- How do we form teams (by what process?)
- What isn't a DTS outreach?
- Team Building – why / when / what?
- How to carve out time in the lecture phase to prepare for outreach.
- How do we build an outreach schedule?
- Principles of a good outreach schedule.
- Keys for the 1st week of outreach
- How do we set up ministry? (Co-creating with God)
- “Engage the Future Outreach Program” for pioneering locations
- Working with hosts.
- Living conditions for teams
- Setting an outreach budget / Team finances (Accountants)
- Recognizing and Releasing Gifts and initiatives on outreach.
- How do we help students identify gifts
- How do we draw out learning on outreach and continue to integrate the lecture phase content?
- How do we motivate students in difficult situations?
- Evaluation – It's importance. What / when and how?
- Emergency procedures
- Outreach debriefing – what / when / how

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SUGGESTED ACTIVITIES FOR STAFF TRAINING

<u>TOPIC</u>	<u>SUGGESTED ACTIVITIES</u>
Staff Introduction:	<ul style="list-style-type: none"> • Have staff mingle for duration of time and then introduce each other (family, favourite food, profession, training) • Staff introduce self and share interesting fact about self e.g. Their most embarrassing moment? Why they came to that particular base, why they want to staff a DTS etc. • Have a world map and then staff show where they come from and interesting information about that country or location. • Any “mixing games” e.g. Staff person shares 3 facts about self. One is not true and other staff must guess which one is not true. • Ask - <i>What was God’s guidance that you knew to come to this particular base? What is a funny experience in coming here?</i> Have staff share.
YWAM / U OF N: “Bigger Picture”	<ul style="list-style-type: none"> • Show YWAM video - “The Youth With A Mission Story” from Proclamedia. • Show “University of the Nations” video from Proclamedia • Draw a timeline and draw or mark the start of YWAM and important events in the years of its growth. • Draw the U of N Department structure and Leadership Structure eg. Team 3, Global Leadership Team, Leadership Team / Board of Regents / Faculties etc.
Foundational YWAM Values & Implications of Values:	<ul style="list-style-type: none"> • Examine and Discuss implications of document: “Principles and Concepts to Guide the Process of Change in YWAM” (RG. P. 25) • Divide Values amongst Staff (e.g. 5 Staff = Approx. 3 values each). Do first value together. Read it aloud and identify 6 key words. Why are they key? Each staff takes their 5 values and must present values in the following way: <ul style="list-style-type: none"> → Draw one of the values → Act out one of the values → Identify 6 key words in one of the values → Tell a story of 1 minute of one of the values → Make a rhyme / jingle of one of the values • Have values cut out and placed in various locations around the Base. Staff go for a walk to find values. Once they have found one - they read it out and then discuss why that value is important for our school and what its implications are for our particular DTS. • Have staff write one specific and practical application for each value for the DTS and then share. • Give a handout with written scenarios of problems e.g. <i>Bill is upset because the week’s teacher on the DTS is a female and she is teaching on the Word of God.</i> Staff must cut the problem out and place it beside the corresponding value and then explain. • Identify possible areas of tension or disagreement that may arise during a DTS because of the Interdenominational aspect of YWAM (e.g. the Holy Spirit, gifts, women in leadership, communion, drinking, smoking etc.) and discuss examining the implications of these in light of the YWAM values.
Call of YWAM Base and Base History:	<ul style="list-style-type: none"> • Have Base leadership or long term staff share story of particular base and God’s leading and direction to them as a base e.g. ministry focus, country focus etc. • Have a “coffee and cake” time with Base staff and have someone share base story.
DTS Program - Purpose:	<ul style="list-style-type: none"> • Ask - <i>What is the purpose of a DTS?</i> Brainstorm and list. • Ask - <i>What should the DTS look like to be a “hot house” for growth? That is -</i>

	<p><i>What should the school environment be like to stimulate maximum growth?</i> Brainstorm and discuss.</p> <ul style="list-style-type: none"> • Ask - <i>What do we want the students to look like at the end of the DTS in regards to - Head (Academic), Heart (Spiritual) and Hand (Skills)?</i> Divide staff in pairs and discuss. • Refer to U of N Reference Guide (RG. P.218) “Purpose of the DTS” - To Gather and Challenge / To Inspire and Cultivate / To Sharpen / To Equip / To Impart → Discuss - How do we do this? • Examine DTS Outcomes – How can we ensure that we are seeing students graduate with these things?
<p>DTS Program - Curriculum:</p>	<ul style="list-style-type: none"> • Ask & brainstorm - <i>Who does the DTS bless?</i> (e.g. Students, Staff, Lost etc). <i>What is it in a DTS program that blesses?</i> (Be specific - e.g. character, God etc) • Curriculum of the DTS (RG. Pp. 220 – 235) → Category 1: God’s Nature and Character – Encountering God. → Category 2: God’s Intention for Individuals, Peoples and Creation – Seeing All of Life From God’s Perspective. → Category 3: God’s Redemption: Sin and the Cross – Recognizing Jesus as Lord. → Category 4: God’s Family: His Children and His Church – Becoming More Like Jesus. → Category 5: God’s World: His Call and His Commission – Doing the Works of Jesus. → Category 6: YWAM: A Response to God – Knowing God and Making Him Known. • List speakers for the DTS and then examine and discuss which areas of the Curriculum are being covered. How can we ensure that we are covering all areas of the curriculum? • What is not being covered sufficiently from curriculum and how can it be brought in and incorporated into other aspects of the DTS program? • Discuss how we can honour our speakers? Hospitality / Introductions / Thanking them / Caring for their needs. • Pray for the Speakers of the DTS.
<p>Live – Learn Philosophy & Environment:</p> <p>Formal / Informal / Non-Formal:</p>	<ul style="list-style-type: none"> • Have staff reflect on what they learnt the most through during their DTS - Lectures, speakers, work duties? Why? Allow staff to share and discuss. • Ask & brainstorm - <i>How do we learn? How will our students learn?</i> (Hearing, seeing, doing etc.) • Discuss what terms “Live - Learn” mean. What are the implications of “Live - Learn” to us as staff? (RG. P. 107) • Discuss terms - Formal / Informal / Non - Formal - What they mean. Give staff examples of activities in a DTS program (e.g. Journals, work duties, lectures etc) and have them categorise them into Formal / Informal / Non - Formal. • Discuss the strengths of each approach over the others. • Examine the DTS program - Ask - <i>How can we creatively incorporate all avenues of learning in our DTS?</i> • Pray for the DTS speakers invited. • Ask - <i>What role do DTS staff members play in the student’s learning process along side of the DTS speaker for the week?</i> How do we as DTS staff compliment the scheduled speaker as a teaching tool? • Discuss - Looking for the “Teachable moment” in a situation and what are the implications of this e.g. being flexible as staff. • Have staff share Formal / Informal / Non-Formal learning they have experienced today in their own life. •

<p>STAFF -</p> <ul style="list-style-type: none"> • Fears / Hopes / Expectations • Strengths / Weaknesses • Stress • Personal goals 	<ul style="list-style-type: none"> • Have staff share their own DTS experience. What were Good / Bad aspects of it? Why? • Give handout for Staff with following questions: Have staff reflect on questions and then share with staff team. <ul style="list-style-type: none"> → Personal Expectations / Goals for the DTS → School Expectations / Goals → List 3 personal strengths you will bring to the Staff Team / DTS. → List 3 personal weaknesses that may influence the Staff Team / DTS. → List any fears you may have for involvement in the Staff Team / DTS. → Choose an area of weakness / fear that you have faith to see changed during the next 6 months. How will you partner with God in working to see it changed? → Identify things that stress you and how you act when you're stressed? → How do you like to be treated when you're stressed? e.g. Leave you alone etc. • Have staff pray for each other after sharing.
<p>Unity Within Diversity</p>	<ul style="list-style-type: none"> • Have Staff look at clouds or abstract picture etc. What do they see? Discuss differences people see, diversity of opinion - which is right / which is wrong? NONE. Diversity is good. Discuss why God calls us to UNITY within our diversity. • Have staff brainstorm the diversity we have in the staff team. Discuss questions like: <ul style="list-style-type: none"> → How could these differences affect us as a functioning leadership team? → How can we be sensitive to each other as a team? • Discuss cultural differences / personality differences to issues like - Dating, Christian's smoking, Christian's drinking, Going to the Cinema - types of movies etc. • Study on Unity John 17:20-23 / Romans 15:5-7 Ask - What is unity? • Discuss how we can practically value our diversity as Individuals within a team and as a team.
<p>DTS Staff Role</p>	<ul style="list-style-type: none"> • Brainstorm leader qualities that have influenced you over the years you've been a Christian? What do you look for in a leader to "mentor" you or lead you? • Talk about 1 staff person in your DTS life who impacted your life during your DTS. What was there about them that drew you to them and what did they do that made a difference? (Character and Action). • Brainstorm - What is unique about DTS Staff / Leaders? • Have staff reflect on "What makes a good DTS staff person?" Share ideas and discuss. Get rid of misconceptions about DTS staff e.g. Being best friends with all of the students, never upsetting someone, being more popular etc. • Discuss the appropriate role for a DTS staff person to play in the life of a DTS student. Examine the role of DTS staff - Modeling / Servant Leadership / Setting an example. How does "Live-learn" apply to us as staff on a DTS? • Brainstorm - What is a "Disciple"? What is our role as "Disciplers"? How do we <i>disciple</i> students in a DTS Program? Examine and draw principles from Scripture regarding: - A) Being Shepherds (1 Peter 5:2-3, Proverbs 27:23, Ezekiel 34) , B) Potters (Jeremiah 18:1-12, Job 33:6, Isaiah 29:16, Isaiah 64:8, Romans 9:21), C) Parents (Matthew 7:7-11, Proverbs 19:18-17:6, Hebrews 12:5-13, Ephesians 6:1, Colossians 3:20), D) Gardeners (John 15:1-17, Matthew 13:1-30).

	<ul style="list-style-type: none"> • Examine the leadership style of Jesus and discuss what it means to be a “servant leader”. Discuss implications and application of this in regards to DTS staff. • Examine various leadership styles - Directive, Supportive, Delegate, Coach. Discuss and draw out strengths, weaknesses of each style of leadership. • School Leader/s share their leadership style and implications of this for the staff and school. • Discuss what makes “Insecure Leadership”. What sort of environment / circumstances cause insecure leadership? How do we not operate in insecure leadership with our students and each other? • Examine 1 Corinthians 12:12-31 (One Body, Many Parts). Discuss and draw out principals of working as a team of leaders, each in our own strengths and areas of gifting, not in insecure leadership. • Refer to articles in the U of N Reference Guide: <ul style="list-style-type: none"> → Transactional and Transformational Leadership Styles (RG. P. 152) → “U of N School Leader / Staff Characteristics” (RG. P.88) → “U of N School Leader / Staff Responsibilities” (RG. P.90) → “U of N School Leader / Staff Accountability” (RG. P. 91)
<p>Personality Tests and Gifting:</p>	<ul style="list-style-type: none"> • Cut up a drawn Jigsaw into pieces that equal the number of staff. Have each staff person colour in and illustrate their piece of the jigsaw puzzle. Put the pieces back together into a jigsaw. Discuss how although we may have different personalities or different gifts - we all go together to make up the puzzle → to make up the leadership of the school. Discuss what sort of “Leadership Team” do we want to represent to the students? • Invite someone to come and teach on Personality types and how to work as a team with our differences. • Have staff complete “Personality test” / “Gifting test” and then share and discuss. What does this mean to our team and the way we work together, process information etc? • Examine Ephesians 1:17 -19 & Colossians 1:10 -12 - the prayers of Paul to the believers in Ephesus and Colosse. Discuss if this is what we desire to pray and believe for over our DTS students. How can we bring out and release the giftings and callings of the students in our care and in each other? → “Team Leadership Team Role in Talent Spotting” (RG. P. 95) • Discuss why it is necessary to have a Vision Statement / Mission Statement for the school - (So that staff will have same goal, so that one can evaluate if we are meeting the goals we have set etc). Have staff work together on writing a Vision Statement. First - brainstorm key principals, concepts, words that are important for our school e.g. “Seekers of God” / “Reaching the Lost” etc. Categorize key principals, concepts, words into broad headings and areas. Divide staff into groups and have them write a sentence that makes a statement about our vision for that particular area. Put the sentences together and refine into a Vision Statement. Discuss why it will be important to evaluate how we are doing in the DTS in light of the Vision Statement.
<p>World Views, The Post Modern Generation and The Implications for DTS Staff</p> <p>World View - A question of:</p> <p>► Existence</p>	<ul style="list-style-type: none"> • Examine and discuss - What does the term <i>World View</i> mean? What is a World View? How does the Christian World View differ to the Animistic, Muslim, Hindu or Humanist World View? • Watch video - “The Beach” (or any other video that shows the Post Modern Generation) Discuss and list character attributes. Ask - Which character do you most identify with? Why? Is this movie realistic for today’s youth? Are the issues the movie discussed relevant for today? Discuss character traits and follow through to the consequences of a certain type of World View → despair, numbness, lack of respect etc. • Discuss and apply - How can we be better disciplers in light of this awareness of

<ul style="list-style-type: none"> ▶ Knowledge ▶ Ultimate Value ▶ Destiny 	<p>a Post Modern World View? What are the implications to us as staff on a DTS?</p> <p>➔ Main Points to be examined for Post Modern Generation:</p> <ul style="list-style-type: none"> → Relationships - (commitment, identity, no masks) → Subjectivity / Objectivity / Relativity - (Not just experience, based on feelings. Go to foundation of Bible as objective truth). → Christianity faces reality.
<p>Authority: Its Use and Abuse:</p>	<ul style="list-style-type: none"> • Examine U of N Reference Guide: “Authority: Its Use and Abuse” (RG. P. 159) • Divide staff into groups. Have staff make up two skits demonstrating the same scenario in each skit - but one skit showing a wrong use of authority as Staff and the other the proper use of authority. Discuss the <i>environment</i> we would like to see in our DTS and why. How can we ensure we <i>grow and allow this environment</i> in the school? • Bible Study Philippians 2:1-11 - Examine Jesus’ life and His use of authority. • Discuss - What is authority and what makes authority? Is it a title, a position? Why / Why not? What gives authority? Are there different types of authority (e.g. spiritual, physical)? How do we know when we are <i>abusing</i> authority? What is the flip side of authority? Is there a flip side?
<p>Teachability, Accountability and Transparency:</p>	<ul style="list-style-type: none"> • List characteristics we would like to see in our students e.g. honesty, teachability etc. Discuss - why is a teachable heart, mind and spirit important? What makes someone teachable versus unteachable? How does teachability apply to us staff? Why is it important that we are teachable? • Word study - Proverbs 9:9 / Proverbs 22:17, 19. What did Solomon mean in these verses about having a <i>teachable spirit</i>? Look for other versus or biblical events that refer to being teachable. • Discuss - What is Accountability? What is Transparency? Why is it important to be accountable / Transparent - as Christians, as Leaders, as YWAMers? Who is it appropriate to be accountable to? • Have staff make up skits of a particular scenario that show someone who is Teachable, Accountable, and Transparent versus not being those things. • Examine the Christian perspective of leadership and authority in comparison to the World’s perspective in this area in issues such as: being weak, struggling with something, not knowing the answers etc. • Discuss - what makes you respect someone else? What is respect based on?
<p>Communication Skills:-</p> <ul style="list-style-type: none"> • Confrontations and Conflicts • Active Listening 	<ul style="list-style-type: none"> • Use the same question - “Why did you do that?” - have staff dramatize a different response each time (answer - defensively, hysterically, proudly, insecurely, aggressively etc.) Examine how the same question can invoke, produce different responses. Discuss - why this is? • Have two staff with different languages have a conversation with each other in their own language without knowing what the other is talking about. Discuss - what enables good communication between two people? • Have two staff dramatize, (independent from each other) in front of the other staff, how they would ride a horse. (Tell the staff viewing that they are going to watch someone going to the bathroom however). After the skits, explain how just like in the skits, it is so easy to have miscommunication through misinterpretation of our body language, facial expression, things we say, do etc. • Brainstorm and discuss - What is communication and how do we communicate to others? Why is communication an important topic to discuss as DTS leaders? → Draw out principle that Satan’s greatest weapon is to try to bring miscommunication between individuals. Why is this? What are the outcomes of miscommunication? → Discuss how <i>judgment</i> of ones motives and the danger of this can be a factor in miscommunication. • Dramatize different types of listening - (looking at watch while person is talking, yawning, not really listening etc). Discuss - What is <i>active listening</i> and why is it

<ul style="list-style-type: none"> • Mercy Versus Discipline 	<p>important? How do we actively listen to students and each other?</p> <ul style="list-style-type: none"> • Examine and discuss - Is it okay as a Christian to confront someone? On what grounds is it right to confront someone and when is it wrong? Why? Draw out good and healthy principles when confronting someone. e.g. Using "I" statements rather than "You" statements → "I felt misunderstood....." rather than "You did this....." • Word study - "Mercy" & "Discipline" - What do these words mean? Matthew 5:7 / Proverbs 3:11 • Discuss - are the words <i>mercy</i> and <i>discipline</i> in direct contradiction to each other. Can one demonstrate both? When is one appropriate, and when is it inappropriate to walk in one or the other? • Ask DTS staff - how should we confront / handle a situation and what variables do we need to consider in a situation? • Give various examples and have staff discuss and suggest appropriate response to situation (mercy or discipline?) e.g. A student always being late for class / A student missing doing their work duty / A student consistently falling asleep in class etc.
<ul style="list-style-type: none"> • Small / Interest Groups: • Small Group Leading • Group Dynamics 	<ul style="list-style-type: none"> • Have staff share their DTS experience with Small Groups / Interest Groups. Was it a good, bad, positive, negative experience? Why? What aspects made it good, bad etc? • Brainstorm the purpose of Small Groups and why have them in a DTS? List - what are the strengths of Small Groups? What are the weaknesses? • Discuss what is the place and purpose of Small Groups / Interest Groups in a DTS? Discuss how different goals for a Small Group allow for different activities. • Examine - Is it appropriate to have "being best friends" as a goal for your small group? Why, why not? • Explain how Small Groups are formed or discuss how we shall form Small Groups / Interest groups. What are looking for in the formation of a group? (Size of group, mixture of personalities, cultures, languages etc.) • Discuss what is entailed in leading a small group. Issues such as: Expectations, confidentiality, Respect, Questioning, creating and allowing an environment that stimulates discussion and sharing of opinion. • Discuss how one should prepare for leading a Small Group – e.g. thinking through what you want to cover, how you will cover it, creative ideas etc. • Discuss the various stages any group goes through - Forming, Storming and Norming. What are the implications of this in regards to the small group we may lead?
<ul style="list-style-type: none"> • One on Ones 	<ul style="list-style-type: none"> • Have staff share about their DTS experience with one on ones. Was it good, bad and why? • Discuss what is a one on one and why would we have them on a DTS? What is the purpose of one on one times and what are we hoping to achieve from them? Should we have an agenda for these times? Why? Why not? • What is our role as staff on a one on one? Is it to be a counselor? Why / Why not? • Discuss the issues of confidentiality, accountability, vulnerability, prayer in a one on one setting. When is it appropriate to share something with the School Leader or other staff? Is it appropriate? • Discuss and examine the formation of one on ones. How do we form the partnerships? What are we looking for in the match? • How do we communicate appropriate expectations for one on one times? What are appropriate expectations for one on ones?

	<ul style="list-style-type: none"> • What does <i>openness</i> mean to us as staff in a one on one? How can we be open? How do we create an environment that promotes <i>openness</i>?
School Schedule:	<ul style="list-style-type: none"> • Examine what are the <i>non-negotiables</i> in a DTS curriculum and program as taken from the U of N Reference Guide “Guidelines for YWAM/U of N DTS” (RG. P. 213):- <u>Non-Negotiable:</u> <ul style="list-style-type: none"> → 3 hours intercession per week. → Minimum of 11 teaching content weeks with minimum of 12 teaching content hours per week. → Full Learning Weeks (RG. P.302 “Full Learning Week Policy And Procedure”) i.e. Minimum 50 hours per week of classes and study. → Regular scheduled one on ones between staff and student (desired goal is one per week). → Minimum 8 week Field Assignment - Primary emphasis - Evangelism. → YWAM Foundational Values taught and modeled. → Live - Learn environment. (RG. P. 107) → Qualified Teachers - mixture of international, different denominational backgrounds and women. → Giving of “Go Manual” and “U of N Catalogue”. • With the above in mind, draw up tentative weekly schedule, ensuring all the above is covered in any given week. • Discuss the issue of small groups - Should we have them? Where in the schedule, how many times per week etc? • Examine a daily schedule - discuss coffee breaks, stretch breaks - How many should we have? How long should they be?
Staff Schedule:	<ul style="list-style-type: none"> • Explain the need for staff meetings, prayer times as staff etc. Draw up the frequency of meetings and duration of meetings needed per week. Discuss the issue of one on ones for School Leader and staff. Is it necessary? If so when, how often etc?
Worship and Intercession in the Schedule:	<ul style="list-style-type: none"> • Brainstorm what is meant by the terms: <i>Worship / Intercession</i>. Discuss if and why these are important in a DTS program. What should our role be as staff in these areas - modeling, leading out in etc. • Discuss - why is it important to be a praying and worshipping staff? How can we be a praying, worshipping staff? • Invite someone from Base staff to teach briefly on the role of worship and Intercession in the life of a school.
Praying for the Students:	<ul style="list-style-type: none"> • Have staff select student names out of hat and pray for them. • Choose a Psalm and pray it over the students. • Display student photo's around room and staff walk around and pray for each student. • Have a world map and place student photo on the areas and countries students come from. • Sing worship songs over the students and proclaim the names of God over them. • Pray for students that come from your home country. Male staff pray for female students and female staff pray for male students.
Effective Delegating:	<ul style="list-style-type: none"> • Discuss - What does the term “<i>Delegating</i>” mean? Is it an important principle we would like on a DTS or outreach team etc? • List what are the strengths of delegating and what are the weaknesses of it. List things that can be delegated and things that you shouldn't delegate. • Discuss different approaches on how to delegate - full delegation, partial delegation, accountable delegation, report back to me delegation etc.
Time Management:	<ul style="list-style-type: none"> • Discuss - Why is it important to manage our time effectively and be good stewards of our time especially while working on a DTS?

	<ul style="list-style-type: none"> • Have staff reflect on the previous day's activities: How did you spend your time? Leisure? Work? Chatting? Coffee? Discuss - How can we manage our time appropriately? How do we prioritize and know when to prioritize a situation, event or person? • Brainstorm and list reasons for bad time management. List <i>time wasters</i>. How can we avoid these things? How should we walk the tension between "relationship" and "task"? • How can we set appropriate goals for a day, juggling all the events of the day? - Quiet time, prayer meeting, class, work duties, staff meeting, one on ones, meals etc? • Give staff a list of activities that need to be completed in a given amount of time and have them prioritize and discuss with each other.
School Policies:	<ul style="list-style-type: none"> • Examine the Belief Tree (RG. P. 115) and it's implications to us individually and to us as a leadership team in regards to the formation of school policies. • Discuss what the goal of discipleship is and what we are hoping to do through the placement of specific boundaries and guidelines. • If there are specific base and/or school policies e.g. drinking, smoking etc. these should be discussed with staff and explained fully. Invite in Base staff to discuss and give reasons for Base policies etc. • Discuss with staff any particular issues that may become potential "issues" on school e.g. dating, exclusiveness, drinking, smoking, quiet hours, student attendance in class, etc. Formulate a leadership position and expectation for these areas - so as not to bring confusion amongst students with different school staff saying different things.
School Leader Expectations of a Staff Team:	<ul style="list-style-type: none"> • Discuss how there can sometimes be "unspoken expectations". If a School Leader has a particular policy on issues e.g. Staff attendance in lectures, one on ones, feedback to students etc. this should be discussed and clarified with staff. Allow time for discussion and questions.
Speaker Care:	<ul style="list-style-type: none"> • Refer to the U of N Reference Guide - "The Place of the Speaker in the U of N" (RG. P. 99) • Discuss - Have you ever been a speaker at an event? How were you treated? How did you feel? Why? • Brainstorm and discuss - Why is it important to <i>honour</i> our Speakers? How do we <i>honour</i> them? What does this mean for us as staff on the school? Who's role is it to honour the speaker - the School Leader's only?
Introducing and Thanking Speakers:	<ul style="list-style-type: none"> • Invite someone in to teach on how to appropriately introduce or thank a speaker. • Brainstorm - the type of information one should find out from the speaker in order to properly introduce them. • Discuss creative ways we can thank a speaker.
<p>Outreach:</p> <p>NB – This is a time to focus on the big picture of outreach. In later Staff Meetings issues such as: Specific Nations, Outreach Leadership, Budgets, Schedules etc. can be discussed.</p>	<ul style="list-style-type: none"> • Remind Staff of the Apostolic anointing on the DTS and the fact that we have a God who speaks to us and through us. As God speaks to us, and as we hear His voice, He will call us to impact the nations of the world through our DTS outreach teams. God calls us together for a purpose for this time, and He will lead us to the nations that He has for us. • Go into prayer time, allowing time to wait on the Lord. Pray for the various nations the Lord leads you to pray for.

The Foundational Values of Youth With A Mission

Youth With A Mission (YWAM) affirms the Bible as the authoritative word of God and, with the Holy Spirit's inspiration, the absolute reference point for every aspect of life and ministry. Based upon God's word, who He is, and His initiative of salvation, the following responses are strongly emphasized in YWAM:

Worship:	We are called to praise and worship God alone
Holiness:	We are called to lead holy and righteous lives that exemplify the nature and character of God
Witness:	We are called to share the Gospel of Jesus Christ with those who do not know Him
Prayer:	We are called to engage in intercessory prayer for the people and causes on God's heart, including standing against evil in every form.
Fellowship:	We are called to commit to the Church in both its local nurturing expression and its mobile multiplying expression

The Foundational Values of Youth With A Mission are the expression of our basic beliefs, coupled with specific directives given by God since YWAM's beginning in 1960. They are recorded here in order to pass on to successive generations that which God has emphasized to us. These shared beliefs and values are the guiding principles for both the past and future growth of our Mission. Some are common to all Christians everywhere; others are distinctive to Youth With A Mission. The combination of these beliefs and values make up the unique family characteristics of YWAM--our "DNA." They are values we hold in high regard which determine who we are, how we live and how we make decisions.

1. KNOW GOD

YWAM is committed to know God, His nature, His character and His ways. We seek to reflect who He is in every aspect of our lives and ministry. The automatic overflow of knowing and enjoying fellowship with God is a desire to share Him with others.

2. MAKE GOD KNOWN

YWAM is called to make God known throughout the whole world, and into every arena of society through evangelism, training and mercy ministries. We believe that salvation of souls should result in transformation of societies thus obeying Jesus' command to make disciples of all nations.

3. HEAR GOD'S VOICE

YWAM is committed to creating with God through listening to Him, praying His prayers and obeying His commands in matters great and small. We are dependent upon hearing His voice as individuals, together in team contexts and in larger corporate gatherings, as an integral part of our process for decision making.

4. PRACTICE WORSHIP AND INTERCESSORY PRAYER

YWAM is dedicated to worship Jesus and engage in intercessory prayer as integral aspects of daily life. We also recognize the intent of Satan to destroy the work of God and we call upon God's power and the Holy Spirit to overcome his strategies in the lives of individuals and in the affairs of nations.

5. BE VISIONARY

YWAM is called to be visionary, continually receiving, nurturing and releasing fresh vision from God. We support the pioneering of new ministries and methods, always willing to be radical in order to be relevant to every generation, people group, and sphere of society. We believe that the apostolic call of YWAM requires the integration of spiritual eldership, freedom in the Spirit and relationship, centred on the Word of God.

6. CHAMPION YOUNG PEOPLE

YWAM is called to champion youth. We believe God has gifted and called young people to spearhead vision and ministry. We are committed to value, trust, train, support, make space and release them. They are not only the Church of the future; they are the Church of today. We commit to follow where they lead, in the will of God.

7. BE BROAD-STRUCTURED AND DECENTRALIZED

YWAM is broad-structured and diverse, yet integrated. We are a global family of ministries held together by shared purpose, vision, values and relationship. We believe that structures should serve the people and the purposes of God. Every ministry at every level has the privilege and responsibility of accountability to a circle of elders, with overall international accountability to the YWAM Global Leadership Team.

8. BE INTERNATIONAL AND INTERDENOMINATIONAL

YWAM is international and interdenominational in its global scope as well as its local constituency. We believe that ethnic, linguistic and denominational diversity, along with redeemed aspects of culture, are positive factors that contribute to the health and growth of the Mission.

9. HAVE A BIBLICAL WORLDVIEW

YWAM is called to a Biblical worldview. We believe that the Bible makes a clear division between good and evil; right and wrong. The practical dimensions of life are no less spiritual than the ministry expressions. Everything done in obedience to God is spiritual. We seek to honor God with all that we do, equipping and mobilizing men and women of God to take roles of service and influence in every arena of society.

10. FUNCTION IN TEAMS

YWAM is called to function in teams in all aspects of ministry and leadership. We believe that a combination of complementary gifts, callings, perspectives, ministries and generations working together in unity at all levels of our Mission provides wisdom and safety. Seeking God's will and making decisions in a team context allows accountability and contributes to greater relationship, motivation, responsibility and ownership of the vision.

11. EXHIBIT SERVANT LEADERSHIP

YWAM is called to servant leadership as a lifestyle, rather than a leadership hierarchy. A servant leader is one who honors the gifts and callings of those under his/her care and guards their rights and privileges. Just as Jesus served His disciples, we stress the importance of those with leadership responsibilities serving those whom they lead.

12. DO FIRST, THEN TEACH

YWAM is committed to doing first, then teaching. We believe that firsthand experience gives authority to our words. Godly character and a call from God are more important than an individual's gifts, abilities and expertise.

13. BE RELATIONSHIP-ORIENTED

YWAM is dedicated to being relationship-oriented in our living and working together. We desire to be united through lives of holiness, mutual support, transparency, humility, and open communication, rather than a dependence on structures or rules.

14. VALUE THE INDIVIDUAL

YWAM is called to value each individual. We believe in equal opportunity and justice for all. Created in the image of God, people of all nationalities, ages and functions have distinctive contributions and callings. We are committed to honoring God-given leadership and ministry gifts in both men and women.

15. VALUE FAMILIES

YWAM affirms the importance of families serving God together in missions, not just the father and/or mother. We encourage the development of strong and healthy family units, with each member sharing the call to missions and contributing their gifts in unique and complementary ways.

16. RELY ON RELATIONSHIP-BASED SUPPORT

YWAM is called to a relationship-based support system, depending upon God and His people for financial provision, both corporately and individually. We believe that relationship-based support promotes responsibility, accountability, communication, and mutual prayer. It involves the donor as a partner in

ministry. As God and others have been generous toward us, so we desire to be generous. YWAMers give themselves, their time and talents to God through the Mission with no expectation of remuneration.

17. PRACTICE HOSPITALITY

YWAM affirms the ministry of hospitality as an expression of God's character and the value of people. We believe it is important to open our hearts, homes, campuses and bases to serve and honor one another, our guests and the poor and needy, not as acts of social protocol, but as expressions of generosity.

NOTE: *The three basic documents of Youth With A Mission are The Foundational Values of Youth With A Mission, The Manila Covenant and The Christian Magna Carta. (YWAM Foundational Values approved by the Global Leadership Team August 2003; released February 2004.)*

YWAM Statement of Purpose:

Youth With A Mission (YWAM) is an international movement of Christians from many denominations dedicated to presenting Jesus personally to this generation, to mobilizing as many as possible to help in this task, and to the training and equipping of believers for their part in fulfilling the Great Commission. As citizens of God's kingdom, we are called to love, worship, and obey our Lord, to love and serve His Body, the Church, and to present the whole Gospel for the whole person throughout the whole world.

We of Youth With A Mission believe that the Bible is God's inspired and authoritative word, revealing that Jesus Christ is God's son; that people are created in God's image; that He created us to have eternal life through Jesus Christ; that although all people have sinned and come short of God's glory, God has made salvation possible through the death on the cross and resurrection of Jesus Christ; that repentance, faith, love and obedience are fitting responses to God's initiative of grace towards us; that God desires all people to be saved and to come to the knowledge of the truth; and that the Holy Spirit's power is demonstrated in and through us for the accomplishment of Christ's last commandment, "...Go ye *into all the world and preach the Gospel to every creature.*" (Mark 16:15)

The Purpose of the DTS

- To **GATHER** and **CHALLENGE** people to worship, listen to and obey God, releasing them (in the context of the DTS) to serve through evangelism, intercession, acts of compassion and other expressions of God's heart for the world, possibly even pioneering new ministries.
- To **INSPIRE** and **CULTIVATE** growth in one's relationship with God resulting in Christ-like character, which is based on a solid Biblical foundation, the work of the Holy Spirit and the personal application of Biblical truth, especially concerning God's Character, the Cross and empowering Grace.
- To **SHARPEN** one's ability to relate to, learn from and work with people, including those of different cultures, personalities and perspectives.
- To further **EQUIP** each one to serve God's purposes either in or outside of YWAM Family of Ministries, strengthening a commitment to reach the lost, especially the unreached, to care for the poor, and to influence all areas of society.
- To **IMPART** the vision and foundational values of Youth With A Mission International as well as that of the host operating location and to provide information regarding a variety of opportunities for service.

Expanded DTS Curriculum

(Expanded DTS Curriculum Approved by YWAM GLT on August 25, 2001 in Nairobi, Kenya)

I. God's Nature and Character – Encountering God

The DTS affirms that God seeks to make himself known to all people.

Recognizes that God desires to have relationship with people and share his heart with them.

Imparts a life-changing understanding of God and his ways.

Seeks for the Holy Spirit to reveal aspects of God and truth.

Encourages personal response to God in worship, prayer and obedience.

Nurtures a love and hunger for the Bible.

Equips to read the Bible in such a way that transforms beliefs, values and behaviors.

Cultivates the practice of hearing God's voice.

Concepts to Understand and Apply

1. God is uncreated.
2. God is infinite in that he is all powerful, all knowing, all present, creator, eternal, and more.
3. God is a personal/relational being in that he is three distinct persons in one being (Father, Son and Holy Spirit).
4. By character God is loving, just, holy, wise, gracious, compassionate, merciful, kind, forgiving, long suffering, slow to anger, faithful and more.
5. God is sovereign and has ultimate control of history while taking into account the very real choices of people.
6. God is both transcendent (outside of creation) and immanent (is present and active in creation and dwells within the believer).
7. God created people to be relational so that he could have relationship with them. (Relationship is built by a free exchange of thoughts, emotions and decisions.)
8. Worship is an appropriate response to God. There are many different ways to worship God corporately and privately. Worship should also be reflected in our lifestyle.
9. God invites people to talk (pray) to him about their needs and concerns.
10. God longs to share things that are on his heart with his people.
11. Prayer in the name of Jesus makes a real difference.
12. The Holy Spirit speaks personally and clearly to people through a variety of ways (e.g. an inner voice, a picture, other people). These personal words or instructions must always be consistent with the Bible and may be confirmed through others.
13. God pursues the lost and desires all to be saved through Jesus Christ.
14. Jesus is the ultimate revelation of God.
15. A general knowledge about God is available to all people through creation.
16. God's specific revelation of himself and his purposes are recorded in the Bible.
17. The Bible is God's inspired and authoritative Word and is our primary standard for living.
18. The Bible is to be used in a way that strengthens our faith, renews our mind and informs us to be able to make right choices (read, meditate, study, memorize, etc.).
19. The Holy Spirit is the teacher and revealer of God's truth.
20. Believing and obeying the truth that one already knows is critical to gaining further revelation of truth.

Attitudes to Nurture

In relationship to God: trust; faith; reverence; love; dependence; loyalty; submission; cooperation; desire for ongoing communication with God; hunger and passion to know God and to make him known; hope; courage; commitment; worship; humility; teachable; gratefulness; contentment; hatred of sin; abiding in God; seeking more revelation of God and truth; love for the Bible; questioning; seeking understanding and wisdom; confidence to hear God's voice.

Activities to Do

(These should be happening throughout the DTS. Some are structured into the schedule; some are simply expressed in informal interactions. The goal is for every person to take responsibility for engaging in these ways.)

1. Praise and worship God through a variety of ways both individually and corporately.

2. Actively listen to God and obey him.
3. Consistently read, study, meditate and apply God's Word.
4. Actively develop godly attitudes by searching God's Word.
5. Honestly share one's heart with God in prayer.
6. Regularly choose to draw aside in private times with God.
7. Live out of a dependence on the Holy Spirit within.
8. Seek to demonstrate God's character in relationships and circumstances.
9. Step out in faith, trust God to supply what is needed to do what he asks you to do (e.g. courage, money, people).
10. Seek out the lost and share Christ.
11. Study/reflect on Scripture relevant to the concepts in this category.

II. God's Intention for Individuals, Peoples and Creation - *Seeing All of Life from God's Perspective*

The DTS affirms God's purposes for each individual, peoples and nation.

Seeks to inspire people to make responsible choices that bring joy to God and glorify him.

Teaches and practices responsible stewardship in every aspect of life.

Promotes the potential that ONE can make a Kingdom difference in any people group, place or sphere of society.

Encourages creativity both in thought and deed.

Practices dynamic Spirit-led intercession that has a transforming impact on what is prayed for as well as the one praying.

Concepts to Understand and Apply

1. God created the heavens and the earth and all that is in them.
2. All people are made in the image of God and as such are the most valuable of all creation.
3. Every person is of equal value regardless of race, gender, age, social standing, and each person is unique and significant to God.
4. People are to live and work in a way that honors and glorifies God.
5. Relationship with God, self and with others is the most fundamental part of life. The Ten Commandments set the standard for these relationships.
6. All people are created with an ability to recognize the existence of God and with a conscience to help guide in knowing and doing what is right.
7. God gave people the capacity to create, to have ideas, and to find solutions.
8. God gave people the capacity and responsibility to make choices that have an effect in history.
9. God has chosen to accomplish his purposes by partnering with people. He respects the gifts and responsibilities he has given them by making room for their initiatives and choices.
10. Intercession involves interaction between people and God and furthers God's purposes in people, place and circumstance. (Intercession can involve the use of Scripture).
11. God made people responsible (stewards) for all of creation. Areas of stewardship include relationships, the environment, personal health, the value of work, making responsible choices, value of rest, generosity, finances, spiritual gifts, hospitality, and the value of time.
12. God intended for every people group to worship him and live for his glory
13. God intended for people to be fruitful and multiply: to develop communities, nations and cultures that reflect aspects of his character.
14. God reveals in the Bible some basic principles on which a Nation or Society should be built. These principles can be applied differently in nations in the spheres of family, church, art and entertainment, economy, media, health, government, education.
15. God gave humanity abilities to serve one another in various ways in these spheres. All occupations are of equal value and can be a context through which a believer can glorify God (e.g. farmer, pastor, politician, artist, shop keeper, nurse, teacher, evangelist).

Attitudes to Nurture

In relationship to people and creation: respect and value for every human being: all ages, genders, peoples and social/economic background; appreciation and honoring of others: their cultures, personalities, and gifts; welcoming; hospitable; sharing; generous; respect and responsibility for all creation; awareness that all one has comes from God

and is to be used to glorify God; the desire to glorify God through work; diligence; faithfulness; excellence; perseverance; servanthood; seeking possibilities, solutions and creative alternatives; hopeful; joyful; contentment; desiring to have and maintain a pure conscience; acknowledgment and reverence for God's moral law.

Activities to Do

(These should be happening throughout the DTS. Some are structured into the schedule; some are simply expressed in informal interactions. The goal is for every person to take responsibility for engaging in these ways.)

1. Intercede for God's purposes to come into nations, cultures, and spheres of society.
2. Carry out all responsibilities such as work duties and homework assignments with diligence.
3. Handle finances, time and energy responsibly.
4. Respect and take responsibility for personal and community belongings.
5. Seek opportunities to accept and affirm the value and uniqueness of each individual.
6. Respectfully express your culture and embrace the cultural expressions of others.
7. Become familiar with the details of some unreached people groups.
8. Personally take responsibility to deal with conflict in one's relationships.
9. Demonstrate love for God and one another in practical ways.
10. Express acts of generosity and hospitality.
11. Explore new ideas, ask questions, actively listen, think through possibilities and solve problems.
12. Study/reflect on Scripture relevant to the concepts in this category.

III. God's Redemption: Sin and The Cross - *Recognizing Jesus as Lord*

The DTS acknowledges Jesus Christ is God and he is the only way for one to be saved.

Recognizes the reality of Satan and his strategies.

Proclaims the life, death and resurrection of Jesus as God's successful act to disarm and destroy Satan.

Affirms the Lordship of Jesus and upholds the need to obey him.

Cultivates "the fear of the Lord" and a hatred of sin.

Concepts to Understand and Apply

1. Satan is a created being, who in pride, rebelled against God.
2. Satan is evil. He is a deceiver, accuser, thief, tempter, and a liar. As the enemy of God, he fights against God and his purposes.
3. People and creation were fundamentally affected by the sin of Adam and Eve. They opened the door for Satan to usurp their God-given rule of creation.
4. Disobeying God's commandments is sin.
5. Every person has sinned and is deserving of God's judgment.
6. Some of the general effects of sin include suffering, disease and death.
7. All nations, societies and cultures, to one degree or another, are built on non-Biblical foundations.
8. Out of his love for mankind, God sent his only Son, Jesus.
9. Jesus, while remaining fully God, laid aside his privileges as God to become fully man and lived his life in unbroken communion with God.
10. Jesus was instructed and filled by God's Spirit to do God's work, fulfill God's purposes and to demonstrate God's character in every situation.
11. Jesus, though tempted in every way, never sinned.
12. Jesus died on the cross, and suffered God's judgment for the sins of the world.
13. Jesus bodily rose from the dead and continued to appear to his disciples for 40 days.
14. After 40 days, Jesus ascended to his rightful place in heaven where he remains today.
15. Through his life, death and resurrection, Jesus broke the power of sin, defeated Satan and inaugurated the beginning of God's kingdom rule.

Attitudes to Nurture

In relationship to the reality of Satan, sin and God as revealed in the Cross: courageous; warrior; worship; hatred of evil and sin; desire to align with God; humility; thankfulness; discernment; cooperation with God; resistance to Satan;

confidence God is with me; victorious over temptation; reverence/awe; willingness to sacrifice; faith; love; hope; enduring; longsuffering; expectancy; unworthiness; being alert; world changer.

Activities to Do

(These should be happening throughout the DTS. Some are structured into the schedule, some are simply expressed in informal interactions. The goal is for every person to take responsibility for engaging in these ways.)

1. Identify and resist the activity of Satan at work around you.
2. Seek to see sin as God sees it.
3. Thank God for Jesus.
4. Worship God in response to all the cross reveals about his character and purposes.
5. Seek to relate to people and God as Jesus did.
6. Serve one another, following the example of Jesus.
7. Identify non-Biblical foundations in the cultures around you and intercede for God's truth to uproot them.
8. Study/reflect on Scripture relevant to the concepts in this category.

IV. God's Family: His Children & His Church – *Becoming more like Jesus*

The DTS strengthens one's knowledge of and trust in God as "father," "savior," and "friend."

Nurtures the awareness of personal value and significance to God.

Gives opportunity for one's past, present and future to be surrendered at the cross.

Emphasizes the primary role of the Bible and the Holy Spirit in the process of becoming more like Jesus.

Makes room for the Holy Spirit to work in and through people.

Believes personal holiness is necessary and only possible through appropriating God's grace.

Recognizes and affirms God's love for and commitment to his Church.

Promotes participation in and partnership with the local church.

Cultivates an atmosphere where unity and diversity are equally valued.

Furthers the practice of healthy relationships, and the need to build one another up.

Gives opportunity to discover and demonstrate one's spiritual gifts to serve others.

Advocates learning from one another.

Concepts to Understand and Apply

1. Each believer has been given God's Spirit, who gives eternal life and who adopts us into God's family.
2. The Holy Spirit reveals God's Word to the believer and continually assures the believer of God's love and that "Christ is within."
3. The Holy Spirit works to comfort, heal (physical and emotional), convict, teach and restore the believer.
4. God desires for the believer to live a holy life, that is to relate to God and others as Jesus did.
5. A key to living a Christ-like life (bearing the fruit of the Spirit) is to consistently draw upon the indwelling Holy Spirit.
6. Satan, though defeated through the cross, continues to deceive people and draw them into sin.
7. The Holy Spirit and the grace of God are always available within believers empowering them to recognize, resist and overcome Satan's temptations/lies and to free them from bondage. (In some cases deliverance from spiritual bondage may be necessary.)
8. Forgiveness and relinquishing rights are keys to living a Christ-like life.
9. Each believer is responsible to cooperate with the Spirit within to believe and obey the truth. In addition, he is to repent of false beliefs, sinful attitudes (e.g. pride, unbelief), destructive habits (e.g. gossip, coveting), other areas of disobedience and to make restitution when appropriate.
10. Every believer is part of "The Body of Christ." Each person is significant and yet needs other members of the body.
11. There are two basic classifications of church: the local body of believers (modality) and mission agency (sodality).
12. Believers are expected to commit themselves to a church body to gather together regularly to worship, hear the Word, and fellowship.
13. God gives the Body of Christ a variety of spiritual gifts (e.g. prophecy, teaching, encouragement). Believers are to use their spiritual gifts to build others up "in Christ."

14. Believers are to reflect Christ in all their relationships. Godly, healthy relationships are mutually submissive, pure, honoring, loving, respectful, humble, interdependent etc.

Attitudes to Nurture

In relationship to strengthening personal faith, character development, and right relationships: Faith; dependency on the Spirit; assurance of God's love and commitment to me; confidence; belonging; maturity; responsibility; patience; perseverance with self and others; contentment; teachable; humility; hope; trust towards God and others; willingness to change; desire for integrity; gratefulness; quickness to acknowledge and turn from sin; forgiving; repentance; transparency; graciousness towards others; willingness to give up rights; others aware; celebrate people; giving and receiving; seeking to understand; honoring; accepting; self respect and respect of others; appreciate differences; purity; preferring one another; commitment; loyalty; serving; gentleness; sharing; lighthearted; caring; compassion; mutually submissive; team player; self restraint; faithful; peaceable, loyalty to God's character; vulnerability to God's love, respect for God's opinion.

Activities to Do

(These should be happening throughout the DTS. Some are structured into the schedule; some are simply expressed in informal interactions. The goal is for every person to take responsibility for engaging in these ways.)

1. Actively take responsibility for one's own growth.
2. Appropriately respond to God and others, in dealing with the past, giving up rights, sin, forgiving others, etc.
3. Cooperate with the deepening work of the Spirit within through times of worship and ministry.
4. Demonstrate the fruit of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control).
5. Personally recognize and choose to resist temptation.
6. Develop mutually accountable relationships to spiritually strengthen one another.
7. Work effectively as a team where every member makes a unique contribution and takes appropriate responsibility.
8. When appropriate, take leadership initiative according to your gift and personality.
9. Discover, understand and use one's spiritual gifts in serving one another including in a small group context.
10. Appropriately participate with local churches.
11. Actively build one another up through caring, blessing, encouraging, sharing, affirming, serving, praying, giving etc. including in a small group context.
12. Actively cultivate relationships with a variety of people, including those different from yourself.
13. Practice making someone else successful.
14. Enjoy recreation; have fun together.
15. Learn from one another through listening, talking, asking questions, debating, discussing, including in a small group context.
16. Study/reflect on Scripture relevant to the concepts in this category.

V. God's World: His Call & His Commission – *Doing the Works of Jesus*

The DTS believes God is interactive and gives people responsibility for his world.

Equips to actively invade the kingdom of darkness with truth.

Challenges one to action to see people of every tongue, tribe, and nation take their place around the throne of God.

Affirms that God calls all believers to "full-time service" into any realm of society.

Encourages one to seek the empowering and equipping of the Holy Spirit.

Brings hope to people and nations.

Inspires, equips and regularly gives opportunity to share the Gospel with the lost in relevant and sensitive ways.

Practices intercession/spiritual warfare for people and nations.

Imparts God's heart of mercy and compassion and displays it to those in need.

Affirms that one believer, who is sensitive to the Holy Spirit, has the potential to make a significant contribution to help complete the "Great Commission."

Challenges one to clarify with God one's personal life direction and purpose

Concepts to Understand and Apply

1. Before ascending Jesus commissioned his disciples to go into all the world to live, proclaim and teach the gospel of God's Kingdom; taking back from the enemy that which is God's.
2. One way God's kingdom advances throughout the world is when believers discern and defeat the enemy's strategies through intercession.
3. Believers, empowered by the work of the Holy Spirit, can also defeat the works of the enemy by responding in the opposite spirit (respond with humility to pride, generosity to greed etc.).
4. All believers are called by God to glorify him in every aspect of their lives (general calling).
5. Every believer has the privilege and responsibility to be ready to share the gospel in an effective manner that is relevant (a basic knowledge of cross-cultural communication principles is included in the DTS to equip the staff/students to talk to people of other cultures).
6. There are still nations/peoples with little to no gospel witness. Every believer has the privilege and responsibility to respond in some way to this need (Pray, Go, Give, Support) (general calling).
7. Every believer has the privilege and responsibility to demonstrate God's mercy and compassion to those in need (general calling).
8. Each believer has been created by God with certain abilities, capacities, gifts, and personality. Understanding one's God-given design can help a person discern his specific calling.
9. Believers are co-workers with God. As they intimately relate with God and others, they come to understand God's call and how he is leading them to fulfill it.
10. The Holy Spirit equips and empowers believers to fulfill their call (general and specific).
11. The prayer and counsel of others play a vital role in the formation and strengthening of one's ability to know and walk in one's calling.
12. God loves, respects, and has a purpose for peoples/nations (not just for the individuals of a people group/nation).
13. The Body of Christ has the privilege and responsibility to serve God's redemptive purposes in cultures/people groups.
14. God calls ALL believers to serve in one or more of the spheres of society. He calls some into nations, cultures, or situations that are "foreign" to them and calls others to serve in their familiar setting.

Attitudes to Nurture

In relationship to God's Call and Commission: joyfulness; thanksgiving; patience; endurance; faithfulness; obedience; uncompromising; yielding; servanthood; responsible stewardship; selfless; respectful of others contributions; surrender of "self" will; celebration of our uniqueness and callings; purity of motivation; hope; love; sober awareness we will give an account; delighting to do God's will; a desire to please the heart of God; compassion; mercy; commitment; discernment; listening; respectful; wise; courageous; bold; humility; inquiring; seeking to understand; loving; in faith; passion for the lost; zealous; willingness to learn from others; cooperation with others; loyalty; longsuffering; graciousness towards others; compelled by love; hospitable; accepting/celebrating other cultures.

Activities to Do

(These should be happening throughout the DTS. Some are structured into the schedule; some are simply expressed in informal interactions. The goal is for every person to take responsibility for engaging in these ways.)

1. Discern and defeat the enemy's resistance in situations through intercession.
2. Respond in a godly way regardless of the way people treat you.
3. Take time in prayer, individually and corporately, to enter into the thoughts and longings of God and take active steps to fulfill his purposes (Co-Creating with God).
4. Seek out the lost and build relationship when possible.
5. Intercede for the lost in nations, people groups and spheres of society and specific individuals by name.
6. Be ready to share Christ everywhere you go (e.g. in the shops, on the bus, in the streets, in the neighborhood).
7. Share the Gospel in ways appropriate to the audience.
8. Formulate, practice and share personal testimony of God's current involvement in your life. (It may be helpful to write this out.)
9. Participate in or develop activities that will disciple new believers (e.g. build friendships, gather them together for Bible Study or discussion, accompany them to a local church or house group).
10. Broaden awareness of the poor and needy throughout the world.
11. Be aware of and respond appropriately to situations and people in need of a demonstration of God's Kingdom (e.g. feeding the hungry, playing with children, picking up trash, creating beauty out of a wasteland, assisting the elderly, bring laughter in the midst of despair).
12. Increase understanding of the current status of world missions in response to Jesus' last command.
13. Respond in some way to nations/people groups with little to no Gospel witness (Pray, Go, Give, Support).
14. Intentionally highlight, recognize and incorporate other's ideas, vision, gifts, talents, and abilities.

15. Get feedback from others to aid in the discovery of one's gifts and God-given design.
16. Practice doing things that support or engage one's gifts and motivations as they are presently understood.
17. Pray for one another in a way that strengthens one to know and do the will of God.
18. Reflect on how one can use all God has given one to make the greatest difference possible.
19. Challenge and encourage each other to pursue God's general and specific call beyond DTS into whatever context (e.g. with a mission agency or in an occupation or for further training).
20. Personally explore a wide variety of opportunities to serve God in the future, including further training if relevant.
21. Build relationships and serve others from different nations, cultures or foreign situations.
22. Research Study and pray for a specific people group.
23. Exposure to the mind molders/cultures/spheres of societies through various means (e.g. visit a mosque, watch the news, attend the theater, pray for the government).
24. Study/reflect on Scripture relevant to the concepts in this category.

VI. YWAM: A Response to God - Knowing God and Making Him Known

Concepts to Understand and Apply

1. An understanding of Youth With A Mission International's History, Vision, Statement of Purpose, Statement of Faith, the Manila Covenant and approved corporate documents (e.g. the Red Sea Covenant); these approved corporate documents are found in the U of N Reference Guide.
2. An understanding of Youth With A Mission International's values and ministry philosophy as reflected in the Foundational Values and Christian Magna Carta; these approved corporate documents are found in the U of N Reference Guide.
3. An understanding of Youth with A Mission International's three-fold ministry calling: Evangelism / Frontier Missions, Training, and Mercy Ministries as well as the many ministries within these callings ("Family of Ministries"). See "Go Manual," "Global Perspectives," "U of N Catalogue," and the many other YWAM ministry resource materials available.
4. An understanding that the DTS is the entry way into Youth With A Mission and all its expressions in the "Family of Ministries" and that it lays the common foundation for the mission. See Documents "Discipleship Training School Prerequisite;" "YWAM/U of N--DTS Description, Purpose, and Curriculum;" "Guidelines for YWAM/U of N Discipleship Training Schools;" "YWAM/U of N Field Assignments;" "YWAM's Anointing and Appointing for Discipleship Training Schools." Each document is found in the "U of N Reference Guide."
5. An understanding that YWAM is primarily an apostolic mission's movement which has and must continue to be on the cutting edge of pioneering the new things God is doing.
6. An understanding of specific opportunities in YWAM for one to serve in after DTS.

Attitudes to Nurture

In relationship to YWAM: "Part of a global movement;" inclusive; servanthood; loyalty; team work; commitment; humility; respect for others calling; gifting; ministries; way of thinking and doing; honor and value one another; flexibility; sensitivity; generous; supportive; hospitable; desire and commitment to relationships; teachable; part of a whole.

Activities to Do

(These should be happening throughout the DTS. Some are structured into the schedule; some are simply expressed in informal interactions. The goal is for every person to take responsibility for engaging in these ways.)

1. Familiarize yourself with, discover, and understand YWAM's history (read or have someone tell the stories in "Is That Really You God?" by Loren Cunningham as well as other YWAM books/stories).
2. Live and work in such a way that reflects YWAM's values and affirms YWAM's statements of purpose, faith and mission.
3. Live the YWAM story today that will be passed on tomorrow.
4. Receive and review a U of N catalogue to explore further YWAM/U of N training opportunities.
5. Interact with YWAM bases, ministries and individual staff outside the DTS (e.g. Visit other bases/teams, watch YWAM videos, interact with speakers).
6. Explore and discover practical opportunities to serve within YWAM locally/internationally following DTS.
7. Engage in an activity representative of YWAM's threefold calling: Evangelism/Frontier Missions, Training and Mercy Ministries (either lead or participate in).
8. Intercede for YWAM, however God may lead.

Suggestion: Integrate these concepts and activities into every week of the DTS.

A Note about Curriculum Design

The list of concepts identified may help in the selection of speakers and topics but **they are not meant to be an outline for a week's teaching** as speakers' topics may draw from concepts in two or more of the categories. In addition it may be used as a check list to help guide the school week by week. As the school progresses, the school leader can use this list to keep track of concepts that are covered by speakers, books, etc. so that he or she can address the remaining concepts in some other way (Bible study, devotionals, etc.).

Topics: The **concepts** identified in each category **must be imparted** in some way in the context of the DTS.

The following reflect speakers topics for a whole or partial week's teaching that satisfy this requirement. Note a topic may draw concepts from more than one category. Remember these topics are **possible ways** to cover the concepts.

1. The Nature and Character of God (I)
2. Strengthening your personal relationship with God, Hearing God's Voice. (I)
3. Worship and Prayer (I)
4. Feeding one's heart through the Word, Bible Study (I)
5. Cultural Mandate/Kingdom of God (II, V)
6. Intercessory prayer (I, II, V)
7. Godly Relationships (II, IV)
8. Stewardship/Work (II, V)
9. Creating With God (I, II, V)
10. Biblical World View (key concepts are in all Categories)
11. Spiritual Warfare (III, V)
12. The Person and Work of Jesus -- the Cross (I, III, IV)
13. The Fear of the Lord (I, III, IV)
14. Father Heart of God (I, IV)
15. Sin, Repentance and Restitution (III, IV)
16. The Plumb line (III, IV) (remember this is optional in DTS)
17. Relinquishing rights (III, IV)
18. Identity in Christ (III, IV)
19. Renewing the mind (III, IV)
20. Person and work of the Holy Spirit (I, IV, V)
21. Relationships in the body -- friendships, husband-wife, parent-child; with the opposite sex, (III, IV)
22. God's Calling (V)
23. Gifts/calling/destiny (IV, V)
24. Body Life/Community/team work (VI)
25. The Abrahamic Covenant (I, II, V)
26. The Great Commission Mandate (III, V)
27. History of the advance of the Gospel (V)
28. Sharing the Gospel with the Lost (I, III, V)
29. Basic cross cultural communication principles (V)
30. Heart for the Lost (I, III, V)
31. Unreached Peoples /10-40 window (V)
32. Poor and Needy (I, V)
33. Discipling Nations (II, V)

Suggestions for Application Formats: possible formats for facilitating understanding and life application.

1. Classroom Leadership: following the lecture, staff lead the class to clarify what God is saying and give opportunity for personal response.
2. Small Groups assigned groups that meet regularly.
3. Spontaneous small groups: divide the group into smaller groups in the lecture setting.
4. One on Ones
5. Journal
6. Reporting/sharing with the Corporate: give time for individuals to share insights with the group.
7. The Outreach weeks are a key context for furthering understanding and life application for all categories.

DTS CURRICULUM OUTCOMES

I. God's Nature and Character: Encountering God

A. Learning Outcomes

1. Grow in relating to God (Father, Son and Holy Spirit)
2. Understand His character and ways
3. Respond to God through worship and prayer
4. Hear and obey God in everyday decision-making
5. Read/hear the Scripture and make life application

B. Content to be understood and applied in heart and action

1. The Character and Nature of God
2. Ways to hear God's voice
3. Ways to worship and pray
4. Ways to engage with and apply the Scriptures

Lecture phase content hours: minimum 24 hours or 2 x 12 hour weeks; minimum 32 hours or 2-16 hour weeks of a bilingual school

II. God's Intentions for Individuals, Peoples, and Nations: Seeing all of Life from God's Perspective

A. Learning Outcomes

1. Value every individual, people group and nation as God does
2. Demonstrate responsible choices
3. Demonstrate responsible stewardship
4. Relate to God and others according to Biblical standards
5. Recognise that every aspect of life is to be worship (no sacred/secular split)
6. Understand that God intends all cultures and societies to reflect His glory in the way people live, relate and work (disciple nations)
7. Intercede in prayer for individuals, peoples, nations and spheres of society.

B. Content to be understood and applied in heart and action

1. Human beings, created in God's image, are designed to function relationally and responsibly.
2. The role of human beings in creation (companions and co-workers with God)
3. Moral absolutes are defined by the character of God and are worked out in the context of relationships
4. People are to bring glory to God throughout the earth at all times by the way they relate, work and live
5. Awareness of the world in terms of peoples, of nations and spheres of society (4K map)

Lecture phase content hours: minimum 24 hours or 2 x 12 hour weeks; minimum 32 hours or 2 - 16 hour weeks of a bilingual school (some overlap with categories 4 and 5)

III. God's Redemption: Sin and the Cross: Recognizing Jesus as Lord

A. Learning Outcomes

1. Grow in understanding of the person and work of Jesus

2. Respond to Jesus as Lord through love and obedience
3. Recognise the reality of Satan and his strategies
4. Practice the different aspects of spiritual warfare

B. Content to be understood and applied in heart and action

1. The life, death and resurrection of Jesus
2. Sin, confession, repentance and living with a clean conscience
3. "Fear of the Lord"
4. Relinquishing rights
5. Principles of forgiveness
6. The person and strategies of Satan
7. Ways to resist and defeat Satan's schemes

Lecture phase content hours: minimum 24 hours or 2 x 12 hour weeks; minimum 32 hours or 2-16 hour weeks of a bilingual school

IV. God's Family: His Children & His Church: Becoming More Like Jesus

A. Learning Outcomes

1. Grow in understanding the person and work of the Holy Spirit
2. Cooperate with the indwelling Holy Spirit
3. Relate to God as His child
4. Demonstrate Christ-likeness in relationships and circumstances
5. Participate within a group of believers in a way that benefits the group as well as those the group serves
6. Serve others with one's spiritual gifts

B. Content to be understood and applied in heart and action

1. The person and the work of the Holy Spirit
2. Cooperating with the Holy Spirit to become more like Jesus in relating to God and others (holiness), and to do the works of Jesus, including use of supernatural gifts
3. The father heart of God
4. Identity in Christ
5. Principles of right relationships
6. Principles of functioning as part of a team

Lecture phase content hours: minimum 24 hours or 2 x 12 hour weeks; minimum 32 hours or 2-16 hour weeks of a bilingual school (Some overlap with category 2)

V. God's World: His Call & His Commission: Doing the Works of Jesus

A. Learning Outcomes

1. Understand and respond to the 'Great Commission'
2. Recognise and respond to peoples and nations that have little Gospel witness
3. Seek out the lost and talk to them about Jesus (gospel)
4. Respond to the poor and needy
5. Basic ability to communicate the gospel cross-culturally
6. Co-create with God to do the works of Jesus
7. Explore and clarify personal life direction and purpose

B. Content to be understood and applied in heart and action

1. The challenge of the 'Great Commission' for the gospel to impact every individual, people group, nation and sphere of society
2. Awareness of some of the peoples and places where the gospel is not
3. Awareness of some of the world needs for mercy ministry
4. The depth and breadth of the gospel
5. How to share a testimony
6. How to lead someone to Christ
7. How to co-create with God to do the works of Jesus
8. Basic cross cultural communication principles
9. How to clarify one's life direction and purpose, considering one's personality, talents and gifts

Lecture phase content hours: minimum 24 hours or 2 x 12 hour weeks; minimum of 32 hours or 2 -16 hour weeks in a bilingual school

VI. YWAM: A Response to God; Knowing God and Making Him Known

A. Learning Outcomes

1. Understand the history, vision and foundational values of Youth with a Mission, including that of the University of the Nations

B. Content to be understood and applied in heart and action

1. Loren's book, "Is that really you God", should be read if available.
2. Telling the stories of YWAM
3. The history, vision and foundational values of Youth with a Mission, including that of the University of the Nations

Lecture phase content hours: This should be woven throughout the DTS

Program Design Elements for DTS Lecture & Outreach Phase:

Required structured non-formal elements for the "full learning week"

1. Corporate, smaller group and private times
 - a. to worship
 - b. to pray
 - c. to hear God
 - d. in the Word of God
 - e. of spiritual warfare
 - f. to do intercession (3 hours minimum per week)
 - g. of confession, repentance, relinquishing rights, forgiveness... etc. as the Spirit leads
 - h. to be filled with and empowered by the Spirit
2. Relational community (intentionally build the relational community)
3. Time to study, discuss, and ask questions of one another.
4. Work duties (maximum 12 hours per week)
5. Time and ways to celebrate the diversity of cultures, gifts and personalities

6. Corporate and smaller group interaction where everyone has opportunity to make a contribution (spiritual gifts)
7. Time to practice sharing testimonies and the gospel (start in lecture phase)
8. Regular outreach during lecture phase to those who don't yet know Jesus
9. Diverse opportunities to discover and develop talents and gifts
10. Corporate and smaller group times to hear God's voice for specific direction and strategies for doing outreach in both lecture and outreach phase.
11. Outreach phase: a minimum of 8 weeks, with a minimum of 30 hours per week of focus ministry serving people outside the team, with the majority of these hours used for connecting with people with the aim to facilitate them becoming followers of Jesus. (Outreach includes a cross cultural dimension)

Process Elements for DTS Lecture & Outreach Phase

1. one on one's
2. corporate and smaller group interaction
3. application times after teaching
4. evaluation
5. Facilitate the asking of questions, debate, problem solving etc

OUTREACH

This section of the manual contains information and resources you may find helpful as you prepare for and lead the Outreach phase of the School. Again, the information contained in this section is not intended to be the only model for preparing for and leading an outreach, but it is hoped it will be another resource to help you prepare your staff for outreach leadership and further staff training, as well as assist you lead the school through a process of outreach selection etc.

*DRAFT (Not Final) - April 2005***Best Practice Document for DTS Outreach***(© International DTS Centre 2006)**A DTS outreach can and should be...*

- *Positive*
- *Fruitful*
- *Experiencing the power of God to make a difference*
- *Risk-taking*
- *Proving the power of God*
- *Faith stretching*
- *Full of passion*
- *Evangelistic- sharing the gospel*
- *Teach, train and empower local evangelistic initiatives when possible*
- *Preparing them for a lifetime of outreach*

In order for the DTS outreaches to run at their full potential the International DTS Centre leadership in partnership with other YWAM leaders have worked together to produce this Best Practice Document.

Official Policies for the DTS Outreach

The DTS Outreach must be designed in keeping with the official policies as outlined in the UofN Reference Guide in the following documents. The program design elements identified in these documents are non-negotiable.

Best Practice Document for DTS Outreach

This Best Practice document includes the non negotiable elements identified in the documents stated above but adds to them elements that are agreed upon "best practices". We have placed an* on these elements to mark them as non negotiable. The added best practice elements may be seen as an ideal to work towards. Any individual outreach may have particular situations that would prevent one or more of these added best practice particulars being fulfilled but the goal would be to run an outreach that contains most of these practices.

Table of Content:

- A. Best Practice: Outreach Location
- B. Best Practice: Outreach Leadership
- C. Best Practice: Team Formation
- D. Best Practice: Preparing the Student for Outreach
- E. Best Practice: Designing a Full Learning Week
- F. Best Practice: Development of Ministry Strategies and Tools.
- G. Best Practice: Contact with Sending Base
- H. Best Practice: Debriefing the Outreach

A. Best Practice: Outreach Location

1. *Identified through a process of hearing God's voice.
2. Outreach leader/s and team have a sense that God is taking them to the location and have vision for that location.
3. The decision to include the agreement of both DTS and base leadership.
4. *Gives plenty of opportunity for all the team to engage in meaningful communication of the gospel and to facilitate people becoming followers of Jesus.
5. *Provides diverse opportunities for other kinds of ministry, like mercy ministry and community development.
6. *Presents a cross-cultural experience so students learn to work with people different from them.

7. *Offers a positive experience in which students see fruit and provides a taste of missions that encourages future involvement.
8. Opportunity to collaborate with the receiving nation – either a YWAM location or other ministries/churches.
9. Exposes students to long-term role models of people working within diverse missions settings.
10. If one outreach location is identified as 'high risk' – that another lower risk option be made available.

SCENARIOS – OUTREACH LOCATION

In deciding outreach locations any of the following scenarios are possible.

- A base with 2 target peoples or places to which they regularly send their outreach teams. Those on the base who carry the vision of these “targets” spend time in prayer with the DTS staff and students to bring them into the vision that God has given the base for those nations. The outreach teams go to these nations as they are convinced that God is sending them, not purely because this is the place outreach teams from this base go.
- A member of the DTS staff believes that God has spoken to them about taking a team to a certain nation that is different from any nation focus the base has. They bring it before the DTS and base leadership and through prayerful process this location is agreed together with base leadership.
- 1 month prior to the DTS starting the staff team does not have a clear sense of where God is sending them for this particular outreach. As they pray they begin to sense that God is saying to wait until the students arrive to decide upon outreach locations. As they continue to pray this feeling is confirmed through others and so very quickly at the beginning of the lecture phase the whole school starts to pray about outreach locations. Clear boundaries are expressed to the students on how the decision will be made (e.g. the final decision rests with the leadership.)
- One member of the staff teams senses that their outreach is to go to multiple locations. This word is confirmed by DTS and base leadership and a team is formed through prayerful process with the DTS students. As the outreach is planned careful attention is placed on how to use the additional travel time effectively. Students sit separately on the transportation vehicle (bus, plane, taxi-van) to use this time for sharing with people about Jesus. Additional travel time is used for intercession and debriefing the previous outreach location so that the criteria for a full learning week is fulfilled. The various outreach locations are similar culturally so individual introduction into the locations is minimal. Ministry at each location is carefully organized so that the team can jump straight into outreach on arrival.

B. Best Practice: Outreach Leadership

He/she/they together should:

1. *Have a passion for and faith in God.
2. *Have a passion for the lost, be able to share their faith with others and lead people to Jesus.
3. *Know about what a DTS is - the vision, values and ethos.
4. *Be able to hear God's voice.
5. *Have no major character flaw that is likely to damage people and/or the ministry.
6. *Be living out YWAM values.
7. *Be teachable.
8. *Be a learner
9. *Be trustworthy with finances (handle appropriately, with wisdom, and able to give an account of how money is spent).
10. Be able to inspire, motivate and challenge people in the context of the outreach.
11. Be able to release the team into appropriate ministry and team functions including those from differing backgrounds from themselves (cultural, linguistic, national and interdenominational).
12. Be able to handle the Word of God correctly.
13. Have a passion for the Word and a desire to apply it personally and to help others apply it.

14. Have a lifestyle of intercession and worship and a commitment to see them expressed in the outreach.
15. Be able to draw together what the Holy Spirit is doing and saying in ministry situations.
16. Be able to help people grow.
17. Have ability to see people released and mobilized into the nations.
18. Be able in a one on one context to ask questions, listen and give appropriate input and feedback.
19. Understand the principles of conflict resolution and be able to put them into practice.
20. Be able to think and act quickly particularly in a crisis (even if it is not their natural preference).
21. Show servant leadership.
22. Have faith that people will come to Jesus and be able to impart that to their team

C. Best Practice: Team Formation

1. Students hear about the outreach, the location, costs, possible opportunities and the leader as early as possible. (Potential range of outreach costs should be communicated before DTS begins.)
2. In the case of multiple outreach options students should be given support and time to process as they listen to God about which outreach team to join.
3. Student choices are confirmed by DTS leadership as they build appropriate teams considering size, gender, and gift make up of the team.
4. Students' first choice honored if possible.
5. Teams should be formed with adequate time to prepare for the outreach. This would include initial team bonding, vision building, strategy consideration, training in evangelism and evangelistic tools and practical organization as well as time to communicate home about the outreach and gather funds.

D. Best Practice: Preparing the Student for Outreach

1. *Engage in ongoing prayer to gain God's heart for and perspective on the people and place.
2. *Become familiar with basic culture and worldview of the people.
3. *Learn at least basic greetings in the language of the people.
4. *Discuss how to be culturally sensitive for example, in matters of dress, relating to the opposite gender and food etc.
5. *Develop skills in lecture phase by training them in Evangelism and actively reaching out on the lecture phase (e.g. giving testimonies, sharing the gospel, leading someone to accept Christ, etc.)
6. Give them a biblical understanding of why we do evangelism. Give them training on how to answer difficult questions Help them to see the urgency of the harvest.
7. Expose students to outreach stories to inspire their faith levels.
8. Read a missionary biography/ book on evangelism if available

E. Best Practice: Designing a Full Learning Week

1. ***The outreach is to be a minimum of 8 full learning weeks, preferably 12 weeks.** In an 8 week outreach only one week can be counted as an outreach week for either team prep before the arrive in location or team debrief. This is to ensure enough time in an outreach context for the team to actually **do** outreach.
2. ***Minimum of 30 hours** per week of ministry activity serving people outside the team. The majority of this activity would involve connecting with people with the aim to facilitate they become followers of Jesus. (evangelism)
3. Ministry strategies would come out of prayer and include an appropriate balance of structured, preplanned, prescheduled ministry and emerging ministry initiatives.
4. ***Minimum of 15 hours of team time per week** for communication, team building, ministry debriefing, feedback, sharing of needs, prayer for individuals, ministry prep including at least **3 hours of intercession, and 3 times of worship** (God focused time) spread out throughout the week.
5. *Where extensive travel is required this can be partly or fully considered part of the full learning week if used intentionally for ministry or team time.
6. *Regular times to facilitate the ongoing 'putting into practice' of concepts imparted in the lecture phase possibly through small group discussion, journals, artistic expression and one on ones.

7. *Whilst outreach ministry is structured into the week, the goal is that the team sees outreach as a full time activity in which they share the gospel whenever they have the opportunity, be it on the bus or waiting in line at the market.
8. Opportunity for students to take responsibility for outreach tasks and lead in ministry situations.
9. One day a week free and 1/3 of each day for 'free time' which includes completing your own individual responsibilities e.g. washing clothes, internet café.
10. Church attendance when possible and appropriate.

F. Best Practice: Development of Ministry Strategies and Tools.

1. Ministry needs and opportunities are assessed in consultation with long-term workers in advance and during the outreach. (If possible, an advance visit would be helpful.)
2. Specific strategies and tools to respond to these needs/opportunities are prayerfully identified or created. (examples of tools: tracks, dramas, ways to gather a crowd)
3. *Students participate in the process of discovering needs, and identifying and creating strategies/ tools as soon as possible.
4. *Ministry tools are to be culturally appropriate.
5. *Strategies should consider the interests and gifts of the team members.
6. *Strategies must include required DTS activities (see DTS curriculum – Activities to Do)
7. *Strategies need to consider ways to increase the likelihood that fruit lasts once the team leaves. (The possibility of starting new ministries should be considered.)
8. Strategies should be adapted as opportunities emerge and as God directs.
9. Strategies to equip the local believers to continue to do evangelism and follow up with those who have become Christians during the team's ministry.

G. Best Practice: Contact with Sending Base

1. Regular contact with the school and/or base leadership (weekly if possible)
2. Receives a pastoral visit from school and/or base leadership (if possible) to support the team leaders, encourage the team and to get alongside individuals to talk about their next steps.
3. *Evaluation of the outreach to be completed by DTS and base leadership together with outreach leadership.

H. Best Practice: Debriefing the Outreach

1. Opportunities to debrief individually and as a team.
2. Access to someone other than the outreach leader.
3. Adequate time given for students to debrief the outreach experience.
4. A focus on listening rather than talking to students.
5. *An evaluation by students of the outreach and the outreach leader to be made. (Ideally a first evaluation could happen at the midpoint of the outreach also so issues can be addressed before the outreach is over.)
6. Prayer for nation and individuals connected to during this outreach with a goal to bring closure to the outreach.
7. Prayer for team members to ensure not continuing to carry any wrong burdens arising from the nation.
8. A time to process and share what they have learned on outreach and how they could use it their next step. A commissioning of them into the next harvest area God is calling them to.

DRAFT (Not Final) - April 2005

Outreach Preparation Manual

(Produced by: Elena Ciobo -- Amsterdam 1993)

This section of the manual is designed to help individuals plan and orchestrate the practical Outreach Phase of a DTS. Assuming an outreach location has been chosen, whether co-leading or a single leader, the following are suggested areas to be considered and planned:

Practicals:

- A time line of when to do things
- Team Building
- Planning a budget
- **Planning an itinerary**
- Scheduling
- Organizing Travel Insurance
- Purchasing Visa's and Invitations
- First Aid
- **Immunizations**
- Orientation to city/country
- Evaluation
- Debriefing

Again, this is only a suggested time line to follow in regards to preparing a team for Outreach. Naturally a lot of what is covered in team meetings the final month before departing will depend on how much time is allocated for "Team Building" once on Outreach. Activities suggested for the Team Building time may be best covered prior to departing, but this is left up to your discretion, time available and schedule.

It is important to remember that with the busyness of all the things that need to be discussed in team meetings, that we don't lose sight of the reason as to why we are going on an Outreach. That reason being - to know God and to make Him known. It is good to start each meeting with our eyes focused on God before delving into every thing else.

Suggested ideal time line of weeks leading up to an outreach

Understanding that all DTS's may have a different structure and Lecture Phase duration (11 or 12 weeks), it is still necessary to plan and complete the following **prior** to departing on Outreach. The following is designed to help you in this process and one needs only make the necessary adaptations accordingly.

Big Picture Time Line:

12 weeks	8 weeks	6 weeks	4 weeks	3 weeks	2 weeks	1 week
<ul style="list-style-type: none"> • Make initial contact with potential country 	<ul style="list-style-type: none"> • Set up good communication system. • Establish "work" you'll be involved in. 	<ul style="list-style-type: none"> • Shots: make an appointment if necessary. • Prepare budget. • Check on student's finances. 	<ul style="list-style-type: none"> • Book travel and accommodation. • Organize First Aid kit, Drama, Music. • Hospitality purchases. • Keep focus on Lecture Phase. 	<ul style="list-style-type: none"> • Vision Bonding • Offer "Big Picture". • Discuss God's heart and purposes for team and outreach. 	<ul style="list-style-type: none"> • Team Bonding • Travel Insurance • Write itinerary. • Check logistics: Finances/ Hospitality/ Drama/ Music/ First Aid. • Team Accountant • Discuss issues like: <ul style="list-style-type: none"> - Stress - Unity • Do FUN things! 	<ul style="list-style-type: none"> • Finalize all logistics. • Organize money. • Necessary reading? • Prepare for sharing testimonies, preaching, Bible studies etc.

Twelve weeks prior to departing

- Make initial contact with potential destinations inquiring about Outreach possibilities.

Eight weeks prior to departing

- Make contact with the YWAM Base/Church/Organization/ Individuals you will be working with. Have a good communication system in play. Establish the "work" you will be involved in. Their expectations for the team. How can you best prepare?

Six weeks prior to departing

- Immunizations - What is needed? When? Who? Make an appointment if necessary.
- Prepare budget
- **Check on Student's finances**

Four weeks prior to departing

- Book travel if possible

- Make tentative accommodation bookings
- Organize visa's if necessary. Establish costs involved.
- Start organizing:
 - First Aid Kit
 - Drama's/Music
 - Hospitality purchases
- Make sure Students aren't diverting attention from Lecture Phase to Outreach. One way of achieving this, is by waiting until the last month prior to departing for Outreach, before starting to have meetings together as an outreach team.

Three weeks prior to departing

- This is when you start bonding to the vision.
- Offer "big picture" to students: Talk about how God called this particular group together. Why? Remind them of God's heart and purposes for this team and outreach. He is the reason we are all together and going on this outreach. What has God spoken to the leader, individuals on the team regarding the outreach?

Two weeks prior to departing

- This is when you start **bonding to each other as a team.**
- Insurance
- Write itinerary. Give copy to students.
- Check on how all logistics are going:
 - Finances
 - Hospitality
 - Drama/ Music
 - First Aid Team
 - Accountant
- Discuss issues like:
 - "What stresses me?"
 - "How to best treat me when I'm stressed, tired, sad ..."
 - "My strengths and the way I will contribute to the team."
 - "My weaknesses and how they may affect the team."
 - What is Unity? How can we create team unity? What factors may hinder team unity?
 - How individuals may influence others. Good and bad aspects.
- Do some FUN things together as a team. e.g. Dinner/slides
- Pray, pray, pray, pray, pray!! Individually - as a team.

One week prior to departing

- Finalize all practical logistics.
- Organize money – Currency / Denominations / Travelers checks. It is best to make arrangements with the YWAM Base Accounting Department prior to this week.
- Organize required reading and character studies.
- Prepare students for sharing Testimonies / Preaching / Bible Studies.

Team Building Time

This list may seem daunting or incomplete, but it is designed so that you can think, pray and plan according to your individual needs and personality and so construct your own Team Building Time.

Team Building is a time that is specifically set aside for:

- Bonding as a team (spiritually, emotionally and socially).
- *Setting individual and team goals*
- Preparing practically, (e.g. rehearsing drama's, music)
- Discussing fears, hopes, expectations
- Promoting further vision and excitement for what the Lord wants to do in individuals lives and through the team.
- Devising specific strategies/ tools e.g.
 - Testimonies
 - Teachings
 - Devotions
 - Preaching

- Promote further discussions on:

-Communication - What makes it healthy versus unhealthy?

-Unity - How to promote it. How to destroy it.

-Influence - There is no such thing as a "non-member". We all have the ability to influence others in a positive or negative way.

- The role of a leader - My/our leadership style
- Decision making as a team.
- Confrontations - how, when, why and with whom?
- Moving in the opposite Spirit.

Outreach Budget

The following is a sample of an outreach budget. It is suggested that the headings used here, are used as a guide in constructing your own budget.

Breakdown of an Outreach Budget

EXPENSES:

Money Budgeted

TRANSPORTATION

Van (Mileage and fuel costs)

Airline Flights under 26yrs

Over 26yrs

Airline Ticket Tax

Airport Tax

Public Transport (Taxis, Buses, Trains)

ACCOMMODATION

Team Building time

Team Debriefing time

Outreach housing

FOOD

Daily (No. of days x no. of people x amount per day)

(E.g. 60 days x \$8 x 6 people)

Travel days

Food supplies taken

Special meals (extra)

Buffer for food expenses

UNIVERSITY OF THE NATIONS

(Cost x number of students)

VACCINATIONS

(Travel expenses for vaccinations)

INSURANCE (No. of days x amount x people)

VISA'S (Transport to Embassy)

GIFTS/HOSPITALITY

DRAMA/MUSIC

COMMUNICATIONS _____LITERATURE (E.g. Tracks/books) _____PASTORAL VISIT (Airfare of school leader) _____FIRST AID KIT _____SPECIAL EVENTS (E.g. City Tours) _____MISCELLANEOUS EXPENSES (Unsuspected) _____BUFFER (Emergencies) _____

TOTAL EXPENSES: _____

In order to work out the Student's cost for the outreach, once you have a proposed budget all you need do is divide the total expenses by the number of students and staff. This will then give you an individual's amount.

NB In regards to Staff outreach costs; it could be that not all expenses on the budget apply to staff. (e.g. Insurance costs and U of N fees.) Therefore the budget can be adapted where necessary.

First Aid Kit

Suggested items to carry:

- Band-Aids
- Antiseptic - (e.g. Dettol)
- Pain Relievers- (e.g. Panadol)
- Derma-Plast Bandages
- Elastic Bandages
- Needles
- Syringes / Drips
- Sutures
- Thermometer
- Cold & Cough Caplets (Dimacol)
- Diarrhea Tablets (Imodium, Norit)
- Oral Rehydration Salts (Orisel)
- Scissors
- Tweezers
- Eye Drops (Visine)
- Insect Repellent Gel
- Piriton - (Relief of Hay fever, Insect Bites and Allergies)
- Cotton Wool Balls
- Gloves
- Laxatives- (e.g. Nourilax)

Program Scheduling

When setting up a schedule on Outreach it is suggested that a day is divided into three parts. For example: Morning, Afternoon and Evening. Preferably, one of these portions should be allocated as "free time" for the students.

Also one day a week, (that ideally will remain the same each week e.g. Mondays), should be given as a day off. Nothing should be scheduled by the Team Leader on this day!

When determining how full to make a schedule, it is best to gear it towards your energetic students, but still take into account the differing needs of the others on the team.

Time should always be allocated to communicate the schedule to the students in team meetings. As much as possible, it is best to let the students know the tentative schedule in advance.

The following pages give some examples of various outlines that can be used to structure your schedule. It is good to give the students a copy of this blank schedule as well, so that they can record the days/weeks planned activities.

Planning an Itinerary

When writing and planning an itinerary for an Outreach, there are several items of information it must contain:

- Names of all people on team
- Dates - of departure and arrival
- Contact addresses of each location where team will be staying
- Dates and duration of stay at each location
- Flight/ Train/ Bus numbers and arrival times
- Emergency contact numbers
- Passport numbers for entire team. Include expiry dates and places of issue. (A photo copy of the passport is perhaps the best way of recording all this information).

The DTS School Leader plus all members of the team should be given a copy of the Travel Itinerary (Dates / Flight Numbers etc.) Copies of the full itinerary (Passport information, emergency contact numbers etc.) should also be given to the Base Leadership, Admissions Office and Base Reception.

➔ It is important to stay in regular contact with your home YWAM Base for the duration of your outreach. (Suggested – Weekly or every second week).

Outreach Training Block

(Written and Compiled by Elena Ciobo)

Content:

- 1) How do we determine outreach locations?
- 2) How and when do we inform students about outreach locations?
- 3) How do we choose outreach leaders?
- 4) How do we form teams (by what process?)
- 5) What isn't a DTS outreach?
- 6) Team Building – why / when / what?
- 7) How do we build an outreach schedule?
- 8) Principles of a good outreach schedule.
- 9) Keys for the First Week of Outreach
- 10) Working with hosts.
- 11) Living conditions for teams
- 12) Setting an outreach budget / Team finances (Accountants)
- 13) Recognizing and Releasing Gifts and Initiatives on Outreach
- 14) How do we draw out learning on outreach and continue to integrate the lecture phase content?
- 15) How do we motivate students in difficult situations?
- 16) Evaluation – It's importance. What / when and how?
- 17) Emergency procedures

1) How do we determine outreach locations?

Outreach locations should be determined through a process of hearing God's voice by the individual outreach leaders/ the school leader / the staff team / the school and the base leadership. All throughout this process you would be looking for confirmation from others, God's word and a general stirring within the school.

It is vital that the school leader is taking time to pray and wait on the Lord regarding the possible outreach locations for the school, as well as incorporating times of waiting on the Lord in the staff training times prior to the DTS beginning. The School leader needs to come along side of the potential DTS outreach leaders and / or DTS students and begin to talk with them and hear what is stirring in their hearts about possible outreach locations.

Once there has been opportunity for the school leader to hear individually from each of the potential outreach leaders, it is good to bring the whole vision of outreach to the staff team for prayer. Through this process of prayer, ask for God's heart for the nations and what He has on His heart for this particular season and this particular group. Take time to just wait on the Lord and see what He has to say about any particular nation or people group. Have each staff member share what God is speaking to them. Look for countries or locations that several may have a stirring for. Through a series of prayer times, it is important to remind staff not to just be praying about what God may be speaking to them personally, but what He may be speaking in regards to locations on His heart, regardless if they feel to lead a team there or not. We need to constantly be looking for confirmation from others about possible locations.

Once you have started to identify locations, and possible outreach leaders, take time to specifically pray and ask the Lord about each location. A good suggestion is to be listening to the corporate school prayer times for countries God may be speaking to the students about. It is also good to incorporate praying for the possible outreach locations in one of the intercessory blocks by just having the different locations as prayer stations. Be listening to see what God is speaking to individual students and the school as a whole.

If a base has target cities or nations, it is vital that the outreach leaders and school are brought into the process of "catching the vision" as early as possible. We need to be looking for that confirming sense that

God is saying “Yes” to seeing a team go to that location. Outreach leaders and students need to know and be convinced that the Lord is speaking to them personally about the location.

2) How and when do we inform students about outreach locations?

Within the DTS lecture phase, there can be a tension at times in regards to when is the best time to present the outreach locations. If it is done too early and outreach teams are formed too early there can be a tension between focusing on the future, and also focusing on the present and what God has in the present. If the focus is shifted too soon – students can miss what God has for them in the present.

However, if the choice of locations is made early, present them early. Students should be informed of outreach locations as soon as the locations are identified and have been confirmed. It is at times wise to wait until around week 7 (on a 12 week lecture phase), before you begin meeting solely as outreach teams. As teams begin to meet together to plan and prepare, the focus can get easily shifted to focusing on the outreach time, thereby missing what God has for them in the “now” of the lecture phase and in the location they are in.

When presenting the outreach locations, it is important that students are given as much information as possible and as known. For example, who the outreach leader will be, the size of the team, the possible types of ministry that will be done, the city ministry will be in, the type of living conditions, the cost etc. The more information we give students, the more we empower them to make an informed decision.

It is good to have the actual outreach leader/s make the presentation of the outreach. They could be given e.g. 15 min. and in that time they would creatively present the outreach to the team. I like to make a big celebration and presentation of locations, making it fun and informal. It is important that the students catch the vision and passion each leader carries for each location, irrespective of how much information they may have in detail at that particular time.

Students should be given instructions from the school leader of the process they are expected to follow – of taking time to pray, wait on the Lord, ask about each location. Remind them to have an open heart and mind as to what the Lord may want to speak to them about each location. Remind them that the outreach leaders are available if they have further questions and if they would like to pray, but remind outreach leaders they are not to influence students in regards to their decision process. e.g. “Oh, I would really like you on MY team” etc.

- **God** – The outreach choice ultimately must be a choice between God and the student. To minimise influences on this, a suggested principle is to ask students to not talk with other students about their decision.
- **Choice** – Giving choice to individuals shows respect and the belief that they can hear from God as well as staff. Choice also allows students to take ownership of the outreach phase.
- **Time** – Give time to pray. One week is a suggested good time frame for this.

3) How do we choose outreach leaders?

When looking for outreach leaders it should be communicated to staff prior to the DTS beginning what your expectations as a school leader are in regards to the outreach phase of the DTS. For example, just because people are DTS staff does not automatically mean they will lead an outreach team. I often explain to new or inexperienced staff the merits of co-leading their first outreach team, highlighting how we are all wanting the best for both the students and for them as staff.

It is important that no matter who is leading the outreach, that they are both called and capable. I am looking for people that have an ability to express vision, faith and passion for the outreach locations, while

inspiring, motivating and challenging others in this outreach context. I am looking for someone that has a passion for God and for the lost, and that has good people skills, communication ability, (conflict resolution skills), operates in servant leadership, is humble and teachable. They should have a desire to see others facilitated and released to be all they can be, while encouraging and mobilising them.

4) How do we form teams for outreach?

We should have an expectation that our students are able to hear directly from God for themselves regarding outreach locations. This should be communicated to the students but they should also be aware that several factors are involved in regards to how teams are formed and that the final decision will be confirmed by the DTS leadership. Students should be presented with all the information known about the outreach locations so as to empower them to make an informed decision. They should also be given adequate time to pray and wait on the Lord, (usually one week is good). Have them write down their first and second choices and reasons why they want to go to that location and what the Lord has spoken to them specifically. Student choices should be taken seriously when forming the teams and honoured as much as possible.

Teams should be built considering that student's choices, personality mix, team size, gender of team members and gift make up of the team. Staff should not rush a process of forming teams and adequate time should be taken to pray and seek the Lord regarding the formed teams prior to them be finalised. All staff should be praying for each of the teams, irrespective of whether it is their team or not.

Please note: It's not good enough to say as staff we don't have peace about a student's choice – we need to be able to give reasons if we feel not to honour their first choice.

5) What isn't a DTS outreach?

An outreach less than 8 weeks in duration. An outreach that does not have a predominant evangelistic focus, (sharing Jesus with the Lost). An outreach that just has 8 weeks of intercession or mercy ministry. An outreach that does not have opportunities for the students to step out in new areas of ministry. An outreach that goes to several different countries never allowing the students to actually interact and build relationships with the people in that nation. An outreach that does not focus outwardly on people, but only how much sight seeing is done.

6) Team Building:

It is important to remember that with the busyness of all the things that need to be discussed in team meetings, that we don't lose sight of the reason as to why we are going on an Outreach. That reason being - to know God and to make Him known. It is good to start each meeting with our eyes focused on God before delving into every thing else. Early on, it is important for the students to understand the "big picture" of outreach: i.e. That God has called this particular group together. Why? Remind them of God's heart and purposes for this team and outreach. He is the reason we are all together and going on this outreach. What has God spoken to the leader, individuals on the team regarding the outreach? **Building vision and bonding to God's purposes are crucial and needs to be done from the beginning.

Why is team building important?

- builds trust, respect
- knowledge of strengths/weaknesses / gifts
- creates unity – one purpose – cooperation
- relationships built
- set realistic expectations
- creates ownership
- bonding together with same vision
- builds corporate faith

What are implications when this is not done well?

- disunity – people do their own thing
- no relationship – no trust – conflicts result
- expectations – may be different and unrealistic

Often poor team building results in team problems and crumbling of teams.

The mistake we can make is assuming relationship has been built before when really it has not been built.

When should team building be done?

As soon as teams are formed the team building should begin.

What should be included in team building?

- Fun informal times together – for positive bonding & relationship is build here
- Team activities – how to work together as a team under pressure, stress, etc.
- Testimonies – timelines – significant points in personal stories
- Make time to prepare, read, discuss, practice together
- Goals, expectations shared, personal goals and team goals
- If possible, get away as a team from normal lecture phase for a retreat time – this brings natural bonding
- Discuss differences, cultural and personalities
- Conflict resolution & confrontations – how to's
- Unity
- Influence
- Share fears and how to help one another
- Bonding as a team (spiritually, emotionally and socially).
- *Setting individual and team goals*
- Preparing practically, (e.g. rehearsing drama's, music)
- Discussing fears, hopes, expectations
- Promoting further vision and excitement for what the Lord wants to do in individuals lives and through the team.
- Devising specific strategies/ tools e.g.
 - Testimonies
 - Teachings
 - Devotions
 - Preaching
- Promote further discussions on:

-Communication - What makes it healthy versus unhealthy?**-Unity - How to promote it. How to destroy it.****-Influence - There is no such thing as a "non-member". We all have the ability to influence others in a positive or negative way.**

- The role of a leader - My/our leadership style
- Decision making as a team.
- Confrontations - how, when, why and with whom?
- Moving in the opposite Spirit.

7) How to Build an Outreach Schedule:

When setting up a schedule on outreach it is suggested that a day is divided into three parts / a 2/3rd day principal. e.g. Morning, Afternoon and Evening. Preferably, one of these portions should be allocated as "free time" for the students. Free time should be just that – free. Travel should not necessarily be considered "free time". Travel days should not necessarily be considered a day off either.

Also one day a week, (that ideally will remain the same each week e.g. Mondays), should be given as a day off. Nothing should be scheduled by the Team Leader on this day!

Time should always be allocated to communicate the schedule to the students in team meetings. As much as possible, it is best to let the students know the tentative schedule in advance. A good suggestion is to give the students a blank copy of an outreach schedule and have them bring it to the team meetings. Have them write in the details for each day's outreach including times, locations etc.

Outreach leader – not all staff are ready to lead teams – not all have to lead. Some are not called to this. Outreach leaders need to be called and capable. During a DTS Outreach leaders should receive intentional training – weekly, purposeful. First time outreach leaders should look for locations where there is more existing structure – easier to plan ministry opportunities. Work with churches – then they can create ministry within the structure. More seasoned outreach leaders – need less structure – can go to pioneering situations which are more challenging.

We should be doing a minimum of 30 hours of ministry activity, (serving others outside the team) per week with a minimum of 15 hours of team time per week. Team time would include communication, intercession, worship, debriefing, praying for each other, team bible studies, prep time for ministry etc.

8) Principles of a good outreach schedule:

- **Full Schedule:** When determining how full to make a schedule, it is best to gear it towards your energetic students, but still take into account the differing needs of the others on the team. It is best to keep the schedule full. Down time will not help a team with low morale. Train analogy – keep momentum going. Don't slow down too much. Gear the team momentum to the more energetic members.
- **Evangelistic Ministry focused** – Heard people say a DTS outreach is just for the students, not necessarily those you are reaching out to. Not accurate. Not either or. It is both. The purpose of the outreach is evangelism. “Out-reach” – exactly that – reaching out – focus outward.
- **Corporate team times** are best to have each day – Not quantity of time – but quality. A time to connect, a time to pray, worship, debrief, give feedback.
- **Good Communication** – Can never over communicate. The more communication the more empowered people feel and the less stressed. Treats people with respect and dignity.
- **Plenty of time for prayer before** ministry and after ministry. Any work of evangelism should be birthed in prayer, covered in prayer and closed in prayer. We do spiritual work.
- **Allow time for debriefing and feedback** at the end of each day. This is a good time to reflect, evaluate and give feedback. What did we do well today? What could we improve on? What did not work well? Why? Give feedback to each other – positive and constructive.
- **Mix of different ministry** opportunities and strategies. Even though evangelism is our main focus, it is good to mix it with mercy ministry, intercession etc. Open airs, mercy ministry, house visiting, discipling etc. Allow for student initiatives and ideas and strategies. Don't full the schedule up so much with planned ministry that there is no room for student initiatives. If students have difficulty identifying initiatives or possibilities, must encourage, coach and direct them in this.
- **A good balance** between exhorting people to step out and asking people to step out eg. in areas like preaching, teaching, sharing testimonies. Want everyone to experience all the opportunities outreach can afford.

9) Keys for the 1st week of outreach

Stages of a team and culture shock need to be considered and kept in mind in early stage of outreach. Initially most students are very excited to be in the location, but once the novelty wears off and the reality of the situation begins to sink in, it is very easy for individuals to start to feel overwhelmed, homesick, feel they don't fit in the team, that God is not with them, that they made a mistake etc. It is important as an outreach

leader to get them focused outward and amongst the people, doing ministry, as quickly as possible in the first few days. This gives them less time to focus on themselves and helps them focus outwardly – enjoying the people, building relationships etc. We become less self absorbed and selfish. Less focusing inwardly and instead outward focused.

1st Day: Give team members all a chance to share how they are doing – outreach can be initially unsettling with a new environment, learning to live with a team, etc.

- give information and logistics (as much as possible) to help with any unsettledness
- worship – focus on God
- bible study – begin feeding on the word
- intercession – hear from God
- orientation/cultural overview important for the adjustment

1st Week

1. **Get team settled** – get systems up, get team members out, mix it up with getting settled and getting out with the people (from the first day).
2. **Establish team times DAILY** – keep this firm – best is every day. Elements of daily team time – worship, word, team interaction, & feedback. This vision is kept alive b/c team members are turned back to God. Give time for the leader to listen to the team. Team logistics – people feel secure when they know logistics of what's going on. Have the team write down instructions and details.
3. **Meet with hosts as a staff team first.** Clarify expectations and plans.
4. Following this, **meet with the team and hosts together.** Ask hosts to share their vision and calling. It is important students understand the heart of long-term workers. It can be helpful for them to see and hear about the work of hosts.
Expectations – it is important for hosts to understand it is a DTS team – and the elements of DTS training which must continue. Students need to understand the long term view and the expectations of the hosts. Informal times with hosts are also helpful – fun, meals, ways to bless them.
5. **Local/City Orientation** – the more a team is familiar with where they are, the more empowered they will be. Give them keys to house and maps where possible. Send them on a hunt to find out what they need to know.
6. **Historical/Cultural Orientation** – this helps the team appreciate the people and culture. Give instructions about do's/don'ts and danger zone information.
7. **Language lessons** – give basic language and involve locals in this if possible
8. **Prayer Walking** – this helps prepare the ground for strategy – walk around the city – pray at high points
9. **Fine tune or create relevant strategies for outreach.**

10) Working with Hosts: *Clear communication + Right Expectations = Less Aggravation*

From your first contact with potential hosts or ministry partners, it is vital that the communication and expectations for what a DTS outreach is be clear – a positive, cross cultural evangelistic experience. Even if just gleaning information about possible ministry opportunities, you would need to make that communication very clear of that that is what your intention is – just gathering possible ministry opportunities. In the initial contact you would communicate possible team size, or ask them questions concerning team size, gender mix etc. You would need to ask them what ministry opportunities they have available, but make it clear that you are looking for evangelistic opportunities.

It is vital that you do not give over the schedule to the hosts prior to meeting them. If they need to set some things up in advance, it is best to process the options with the team and make decisions together as much as possible prior to arriving in the location. If the team has expressed a desire for open airs for example, then it is good to advise the team that you have communicated that to the hosts and they are setting up some different opportunities in advance for the team. What you do not want to happen is that the hosts just set up your entire schedule with no free spaces for any sort of other initiatives or any sort of lee way. There must be a balance between the hosts being able to set things up in advance to the teams arrival as well as being flexible to set things up as you go along.

Communicate things like the two third day ministry policy, a 40 hour ministry week with an additional 15 hours free for team times. You would also need to communicate about the one free day per week and what that would mean – your expectations concerning that e.g. trying to keep it to the same day each week if possible, (this allows students to set up their own schedules, make arrangements etc).

You would also need to discuss details like food, housing, ground fees, transport, visas, costs of living, suggested immunizations, ministry costs, any additional costs etc. Ask the hosts if you can bring them anything, do they have specific prayer needs etc. all prior to arriving.

Discuss expectations upon arrival – yours and theirs. Meet with the hosts as a staff first, then draw in other team members. Give time for expectations to be shared from the hosts to the leaders, then hosts to students, students to host etc. Have hosts set up an orientation time for students upon arrival after meeting with staff. Have them share with the students as much as possible and allow for questions from students. This prevents insecurities and helps all to buy into the vision of the ministry.

It is important to honour the hosts as much as possible in front of the students, always demonstrating respect and thankfulness for them.

It is also vital to keep ongoing communication constant with hosts, particularly evaluating how it is going in regards to the team working with them. How they view the team is doing, what could be improved on etc. Again, it is vital to have clear expectations discussed with hosts, from both their side and the DTS side.

11) Living Conditions for Teams:

Communication of all known information about living conditions, food, clothing restrictions etc. should be passed onto the team as early as known so that people can have as much available information as possible when praying and making their outreach decision. By knowing information early, people are able to adjust their expectations accordingly. It is in some ways better to suspect a lower living condition and come in with lower expectations and then be pleasantly surprised when it isn't so bad. Food and living conditions are important factors in keeping a team healthy and happy. If you are having constant sickness in the team, it is important to look at the food you are eating or the water you are drinking and make necessary changes. It is better to be careful on outreach than foolish and unable to minister because of constant sickness.

As much as possible it is best to try and include the team in decisions about accommodation and food, giving them details of the budget etc. so that they can take ownership of decisions they make.

In any living situation for the team it is always best if the team can stay together in their living arrangements as well to continue in the formal, non-formal, informal, live – learn environment.

12) Setting an outreach budget – Team finances & working with student accountants:

Principles that are key in team finances: Stewardship – When we form our outreach teams, we need to keep in mind that we are being entrusted with their money, our money, and so we need to make the best use of these finances. We need to be responsible and accountable in this. We can ensure wise spending in this by working well with a budget. We need to be organised and keep good records of the money by including the students in the process. It is best to have a student be the team accountant. Preferably a student that is good at mathematics and recording detail. By having a student do the accounting and not a staff member, this further ensures accountability and transparency.

A student accountant is not the one that makes the decisions regarding how the money is spent, but they are merely the bookkeeper for keeping records of how the money is spent. It is best to have an open book policy on how the money is spent, that the students are able to look at if needed. Any decisions that affect the whole team in regards to their finances should be processed within the team context. Our budgets need to be as realistic as possible.

13) Recognizing & Releasing Gifts and Initiatives on Outreach

How do we as team leaders help students recognise their gifts and release them in their gifts? Through observation, watching them in outreach, in their small groups, in one on ones etc. A week like destiny teaching helps in this as well, by doing the personality tests, motivational gifts etc.

- Meet one on one – Ask what is it that makes you alive? What have you done that you enjoy?
- Talk as a team about ministry options
- Listen – when people say that is not my gift...affirm their gift. Remember there is tension between stretching someone in their gifting and recognizing where they are not gifted. Give people feedback as they step out and do things. Often it is in affirming others that they will even begin to recognise some of the gifts they have.
- As you give out areas and responsibilities within a team context, you need to be sure of how you are delegating to the students. Never just give it all away unless you really don't care how it works. It is much harder to take things back once it has been fully delegated.
- Ongoing role of coaching – need to be prepared to model teaching, but as students step up, provide active coaching. It's important to give feedback with coaching.
 - **Structured** – look for opportunities to create within the structure. In this creative process, students will own it.
 - **Non-structured** – create! Find out what could be done.
Ministry options – what is it that you want to do? Pray about options. Form teams around options to bring leadership
Try not to squash a bad idea – give room for failure or success, keeping in mind the implications or damage possible.
 - Ultimately – ownership creates initiative
If a team is low on initiative, often it has been the case that there has been little creating to develop ownership

*****A good leader will pray that the gifts/strengths of team will far surpass his or her own.**

14) How to draw out learning on outreach and continue to integrate the lecture phase content?

Revise – The DTS is an integrated live-learn program. It is therefore vital that we do not separate the lecture phase and outreach phase – it is all adding to holistic learning. Remind students again and again, everything we do and are makes us who we are. We need to be constantly striving to learn and grow. We all learn differently, therefore a variety of contexts and situations and methods help us learn. **(Formal Learning – planned one way teaching, Informal – planned two way teaching, Non-formal, Unplanned, spontaneous)**. FACT – outreach is often more “intense” pressure cooker for character molding. People are often vulnerable, soft, weak – God is their strength. This is when greatest learning can take place, greatest revelation of themselves, of God. Integration not only into “being” but into “doing”.

As an outreach leader, we need to constantly be intentional in drawing out and allowing for learning. We therefore need to be looking for the “teachable moments” in any situation. We can build in intentional times in the weekly outreach schedule or in our one on ones to ask – “What has God been teaching you?” What are you learning? What have you found difficult? What have you enjoyed? We need to intentional about this, building it into our schedules or one on ones, otherwise it won't happen usually.

Look for ways and contexts to link the lecture phase content, e.g. Spiritual warfare into the outreach context. e.g. "Remember when...taught on Spiritual warfare? How does that apply in this situation?" etc. An important implication of this is – obviously in order to do this....DTS staff NEED to be in class during the lecture phase, not running around just prepping for outreach.

Have students bring their lecture phase notes, prepare Bible studies, teachings, sermons, from lecture phase material. Journals during outreach are a good tool to bring out more informal learning. Questions about worldview, about culture etc. help them continue to have integrated learning of content from the lecture phase. Also mission biographies, books on prayer etc. and book reports maximise continued learning of lecture phase principles.

Constantly be asking the question – in this situation, how do we apply what we learned in the lecture phase? How does this situation link to what we've learnt?

Study a book on outreach, e.g. the book of Acts. Have different students lead the team in a Bible study and draw out learning.

15) How do we motivate students in difficult situations?

How we motivate students comes back to our motivational gifts – serving, mercy, teacher, exhorter, giver, administration. Our motivational gifts are how we will naturally help people, be motivated in helping the person, but it is not necessarily the best way of meeting the needs of the person. e.g. If I just bring flowers and encourage them and they need a little "push", then I am not helping them. What the person needs to know before anything else is that "I have heard you". They need time to allow them to talk and get out the story of what is upsetting them. We need to be looking at our personality and the person's personality and what is it they need. This is where the Holy Spirit helps us and leads us. We need to wait with them on the Lord and ask Him and the Holy Spirit if there is anything He wants to say or do.

Luke 9 – Preparation Jesus did before He sent the people out. He helped set the expectation of what this outreach season is all about. e.g. We need to count the cost. – As we go on outreach, there will be a cost – laying down rights etc. 100% of why we are going out is because of the Kingdom of God. It is all about the harvest. We need to be unified, we need to be prepared spiritually, not walking by the flesh, but walking by the spirit – in Spiritual authority. We need to be flexible, adaptable and outward focused.

Signs that students are having difficulty:

- focusing inwardly (often the biggest sign)
- fear – paranoia
- over-emotional
- culture shock
- complaining
- people feeling out of control

What to do to help?

1. Pray for them, for the situation.
2. Meet them, connect with them, listen to them, listen to Jesus together.
3. Support and encourage them – what has the word of the Lord been to you, to us. We need to constantly be keeping our eyes on the foundation of what the Lord spoke to us. Activate the spirit of God in the person.
4. Encourage them, whatever situation they are going through – God wants them to know that all things work together for good. He is teaching us and making us more like Himself. He wants to turn this into an opportunity to learn. Romans 8:28
5. Try to take the focus away from self – focus outwardly – ministry focus – give team members ownership – get people out – focus on God through worship and Word
6. Take care of necessities – basic needs – sleep, food, water
7. Give opportunity to process – share how they are doing – be honest and listen to them

8. Allow for fun
9. Care for each other/prayer/spiritual warfare for each other – fight for one another.
10. Move in the opposite spirit – teaching, devotions
11. Give big picture perspective/purpose
12. Be aware, sometimes people are so stuck that they can't get out of the spin they are in by themselves.

As a leader, when we feel out of control, we can become controlling, and try to bring control. Our response should be prayer – acting on the direction of the Holy Spirit

16) Evaluation – Its importance. What / When and How?

It is vital to have feedback in order to lead effectively. Feedback is often a loop that builds on itself, (like microphone feedback). Often we have ineffective feedback or evaluation because we don't have the loop happening. We collect the feedback, the evaluation, but we do nothing with it, or we make changes based on the feedback, but we don't tell anyone about it, or highlight why we are making the changes and so the students may not be aware of why we are making the changes.

When we talk about evaluation, we are not just talking about a form that goes out in the school, but we are talking about a loop of feedback. Evaluation and feedback should be happening constantly in all situations, e.g. over meals, in one on ones, small groups, team times etc. Evaluation is constantly coming from Formal, Non-Formal and Informal ways.

We all have blind spots, areas we don't see in our selves. A blind spot is just that – it is a blind spot. In our leadership, in the reading of evaluation forms etc. we need to go to the forms in humility and openness. It is not about just being defensive or justifying yourself. We need people to give us feedback in order to start to have revelation about our blind spots. Dar's story – the lady coming to see her with several "things" she wants to talk to her about. Hmm...let me go away and pray about it. Dar went to Loren, this is what the lady said...what do you think? Go to someone that knows you well and will be honest with you. Always look for the grain of truth in what is said. We need to ask the Lord to help us be humble.

Evaluations are often not a very effective or realistic tool in gleaning where people are at because of the way we set up the evaluation forms, or the way we come across to other people – they won't be honest with us. Don't ask for honest feedback unless you really want it.

Look for where there is a common thread or theme in the evaluation forms. Don't just make assumptions that the students are just chatting to one another and ganging up on you, picking on you etc.

Paper – "Controlling Assumptions" (Pete)

We need "Truth tellers" in our organisation. We need people around us that will tell us the truth. This is not being disloyal to our leaders.

When it comes to getting feedback, we need to also take into account the group "culture". If it is a Western school, then the feedback that is individualistic is appropriate, but in group culture, you need to realise that the people may speak through one person that represents the whole group.

17) Emergency procedures.

What do you do when the "unexpected" occurs? What steps and procedures does one follow in the event of an emergency, whether at the YWAM base or in an outreach location?

The **U of N Reference Guide** outlines "**Youth With A Mission's Crisis Management Guidelines**" & "**Checklists for School Staff**". Topics covered are:

- ✓ Pre-Crises Planning
- ✓ Death of a YWAM Worker
- ✓ Evacuation Plan – War, Natural Disaster
- ✓ Terrorism: Avoidance And Survival
- ✓ Hostage Survival
- ✓ Establishment Of A Crisis Management Team
- ✓ Negotiation
- ✓ YWAM Policy on Ransom
- ✓ Post-Incident Counseling
- ✓ Funding

The best policy or Emergency Procedure is **AVOIDANCE** and **PRE-PLANNING** before the event is ever given the chance to occur. By instructing both staff and students in “*what to do if...*” scenarios they will then know the steps to take. It is important that Base Leadership outline expectations and requirements of school leaders in the event of an emergency both during the lecture phase and the outreach phase of a school.

Pre-Planning:

1. Ensure that all students and staff have necessary Health / Property Insurance. A School leader and Outreach Leader should also have copies of this information e.g. Policy number, Insurance Company, Type of Policy, Contact numbers, embassies etc.
2. A School Leader and Outreach Leader should have names and information of emergency contacts for each student in their care.
3. A School Leader and Outreach Leader should have copies of all staff and student passports, visas etc.
4. Ensure students have all the necessary vaccinations and appropriate First Aid Kit with them in their outreach location. Make sure students / Staff know where the First Aid kit is kept on the base premises. Have all information regarding student / staff on medication, allergic reactions etc.
5. Gather information regarding safety, travel etc. from Embassies of countries one is going to for outreach. Contact the necessary Embassies or Consulates of both students / staff in the outreach location and register names once there.
6. A School Leader should outline communication expectations with outreach leaders (e.g. Weekly communication) of how the team is doing, the situation in the country etc. This should also be outlined by Base Leadership with the School Leader regarding the School Leader’s communication with the home base.
7. Ensure a team’s outreach budget sets apart extra money in the event of an emergency.

No matter what the emergency, whether at an outreach location or in the home base, suggested procedure to follow would be:

1. Give aid to the person / persons as needed. If necessary, ring the appropriate authorities. e.g. doctor, ambulance, police or fire brigade.
2. Notify or summon the School Leader or designated staff person in charge.
3. A) The School Leader / Outreach Leader / designated staff person should then notify the appropriate home base leader of the situation.
B) If on an outreach location, make sure the local YWAM leadership are contacted, advised or brought into the situation as deemed necessary.

4. The school leader / outreach leader / designated staff person should communicate with emergency contacts of the person involved as deemed necessary.

ACTIVITY: Break students into groups. Give them emergency situations / scenarios that they need to brainstorm and work out what to do in the situation.

Short Term Teams – Impacting Nations

(Adapted from material written by Martha McComb by Elena Ciobo)

Principles and Practices in using DTS outreach teams to establish churches or fellowship groups in unreached areas.

1. VISION – Thinking God’s thoughts:

“Without a vision, the people perish” Proverbs 29:18. The vision for an outreach for a nation or a city usually comes from the staff or leadership of the team / DTS. Some YWAM bases even have target or adopted nations to which they send their DTS outreach teams. But vision is caught not taught. As the leaders share their vision, students must be immediately drawn into the process of prayer and intercession over the vision. This process creates what we call *ownership*. As the school begins to pray over the area designated for outreach, God will begin to share His heart for that nation or that people group. It is in these intercession times that often words will come forth giving specific direction or strategies for the outreach. As the students begin to see the outreach through God’s eyes and begin to see their role through prayer – the outreach will move from being an assignment to being “their adventure with God”.

It is important as leaders as early as possible in the outreach process to come alongside of each student on the team and ask them what they are seeing, feeling and believing in for the outreach. Each team has a unique grouping of students, each with gifts and talents that God wants to use to reach the outreach target group. Some of the students will have specific thoughts or plans for initiatives they can take during the outreach or contributions they can bring to the team. Others will just have a sense of things they have to offer during this time. As leaders, in these early stages of the outreach formation, it is important to be asking lots of questions of the students and allowing much room for their input into decisions, because this is when the outreach strategies will begin to take shape.

2. WALKING THE GROUND – Feeling God’s feelings:

Upon arriving at your outreach location, the first and most important action is simply to walk and pray the ground. As your team enters the city or neighbourhood, allow time for the reality of the vision to set in. It’s easy for a team to be excited about the vision as long as it remains simply that, just a vision. The minute their feet hit the ground, all kinds of fears, anxieties and doubts emerge. By walking the ground and praying they are not only acclimatising to their new surroundings and getting orientated, but they are seeing this place through the eyes of God. Invite local leaders to share and orientate the team to the culture, city, and neighbourhood. Don’t get trapped just with Christians but go to the local hangout places, universities, and sport places – anywhere people hang out. It’s important to get a *feel* for the place.

3. FEEDBACK AND INTERCESSION – Praying God’s prayers:

After the prayer walk, come together as a team and allow lots of time for the team to process what they have seen. Each one will have seen something different, experienced something new.....then take it all to the Lord in prayer and wait on Him in a time of worship and intercession. As the team is free to pour out their hearts through prayer and worship, the vision is strengthened and strategies begin to come forth.

4. STRATEGIES – Doing God’s works:

Strategies are simply tools that God gives us to reach those that are lost. Remember that strategies are never the end goal – they are simply ways to help us reach our end goal, which is to share Christ with those who have not heard the Gospel. We should always start with the end in mind. A good drama is only as *good* as it serves as a tool to reach others for Jesus. As the team moves through the prayer walking and intercession, God will give specific idea of HOW to reach the lost. It is important for the leader to create room for each member of the team to come forth with his or her ideas. Some of these strategies might include: street dramas, concerts, film and discussion nights, English classes, sport activities, school

programs, giving out tracks, house visits, busking, prayer booths, Bible studies etc. Always be looking for relevant and unique strategies that *fit* your situation.

5. PRESENTING THE GOSPEL:

All of your strategies should be focused on one goal – to share the gospel with those that God leads you to. Always be praying and asking God who is it that He would want you to be available to minister to. It is good to have one or more of your strategies focused entirely on sharing the gospel message through testimony, teaching and preaching. Street dramas with a gospel message at the end, Bible studies that systematically present the gospel, evangelistic programs etc. are good tools by which to do this. No matter what the target group is, there should always be a point of clear communication of the message. Often we pray for people to come to know the Lord, we run social events etc. but we fail by giving them an opportunity to respond to the gospel message. People's salvation's rest in them RESPONDING to the message of the gospel. By being open and honest in where we stand, this provides a good foundation for a friendship. *"How can they call on the one they have not believed in? And how can they believe in the one of whom they have not heard?"* **Romans 10:14** *"I am not ashamed of the gospel, because it is the power of God for the salvation of everyone who believes."* **Romans 1:16**. If we want to see people saved through our outreaches, we must consciously and deliberately present the gospel.

6. BUILDING RELATIONSHIPS:

Over 75 % of all Christians came to know the Lord through a friend. Why? Trust! Through all of our ministry and interaction with the people around us, something natural occurs – friendship. As foreigners we stand out! It is natural that people will want to know where you came from, why you're there. As you spend time with people, building friendships, it is natural and non-threatening to share your testimony. As friendship builds, so does trust. As your strategies present the gospel, conversations will emerge over the testimonies or teaching shared. In this way, those on the team with public speaking gifts or teaching gifts open the door for the quieter team members to simply share their faith in a more private manner with those they are building friendships with.

Not everyone you build relationships with may give their lives to the Lord. Do not underestimate however the role you may have played in that person's life in having seeds planted that will sprout and grow at a later time. Let your love for the lost be based on God's heart for them and His desire for them to come and know Him, then your love will never run dry regardless of their response.

7. BIBLE STUDIES:

As you build relationships with people you can begin to invite people to an informal Bible study or discussion times. These studies or discussion times can occur anywhere. Most people are interested in topics to do with – "Where am I going when I die?" "Does God exist?" "Who is Jesus?" Through these sorts of studies or discussion times, you can begin to lead them through a simple inductive Bible study and presentation of the gospel message, where they find the answers themselves through the Scriptures. Always leave them with a challenge – "What does this mean for me?" and an opportunity to respond if they would like to.

8. PLANNING FOR GROWTH:

It is always good where ever possible to partner with a long-term ministry in the city or area you are working in. In some places that may be a YWAM base or ministry, in other places it might be a local church. Invite the Pastor or ministry director to teach or preach at your meetings. Get them involved in the social activities with your team and those you are ministering to. It is important that the long-term workers establish relationships with the people you are ministering to as well so that when your team leaves, these new friendships are not just left without any more Christian contact. This is especially true for any people that may have become young Christians during your outreach; it is important that they are not just left abandoned, but rather that they are plugged into existing churches or friendships with the long-termers. This is often essential to their long term growth and discipleship.

Questions to consider regarding the formation of Outreach Strategies:

- ❖ Who is your target group? What is their culture (subculture?)
- ❖ Pray and do research about your group.
- ❖ How does God see these people?
- ❖ What are their felt needs?
- ❖ How can you effectively respond to them?
- ❖ What is the best and most relevant medium to use? Why?
- ❖ How can everyone on your team be involved with this?
- ❖ How and when can you move into a gospel presentation? What are the entry points?

Questions for preparing and leading an outreach team:

- What is the full story of the gospel?
- How can we teach the school to tell the whole story?
- Since people are created in the image of God, they are valuable and whichever way we communicate and relate to them, we must recognize their dignity and show respect. How can we do this practically, in our teams and outreach locations?
- In order to effect change on an individual or communal level, where and what do we need to emphasize from which behavior comes? How?
- Ponder the importance and worldview in the culture you are going to. What kind of beliefs are you aware of that people hold to? If they are in contrast to the truth, what kind of strategies does God have to challenge these and see them replaced?
- What aspects of the culture are not in opposition to truth and can be redeemed to glorify God?
- What 'evangelistic' tools do you need to create to show people respect and affirm their dignity?
- What kind of 'evangelistic' tools do you have as offending people's respect and dignity?
- How can the creative abilities of staff and students be better utilized?
- What strongholds and idols are people confronted with on outreach? How can you help people to recognize what beliefs are behind these and what the behavior and consequences are thereof? If any of these have affected team members, how?
- When people are seeing gifting and talents needed to reach a person/people group and they 'do not have it', how can you encourage them, or what could they do practically to see that changed?

Tips for Outreach Debriefing

Before returning from your outreach location, each outreach team should take some time as a group to bring closure to their outreach experience. Three or four days is a normal amount of time to set aside for this. When your team arrives back to your home base, it should be ready to integrate back into the whole DTS and lose its identity as an outreach team to some degree. Usually the final debriefing week of a DTS is spent bringing closure to the entire 24 weeks of the school and so meetings as outreach teams do not occur on a scheduled basis any more.

Suggestions for Planning An Outreach Debriefing Time:

It sometimes helps if you consider debriefing in a different location than you have been ministering. This will help to gain perspective on where you've just been and it will free you from expectations and demands coming from those you've been in contact with during your outreach (i.e. churches, new converts, etc.)

1. It's nice to find a place where meals (and other basic needs) are easy so your team won't spend all their time and energy shopping, cooking, cleaning, etc. You might consider spending a little more money and eating at restaurants.

The Debriefing Process – Some Suggestions: (Be creative!)

1. Take a step back to evaluate the outreach. Ask the question, "What did God do"? What were some of the outcomes or results of your outreach? Why did your team make a difference? Did you accomplish your team goals? Looking back, what were some ways God used you that you couldn't have planned yourself? This could be accomplished through a team discussion.
2. Help the students identify what the Lord taught them individually during the outreach. How did they grow personally? What significant things happened to each of them. This could be a good time to have the students look at the personal goals they set for the outreach – their strengths and weaknesses. (You might accomplish this by going around and having each person share.) Keep in mind that some people might do better having advanced warning before being asked to talk about these things. Perhaps in the morning you could ask everyone to be prepared to share that evening, possibly giving some free time in the day to think about it.
3. Time of Thanksgiving and Celebration! Acknowledge and Thank God for what He has done through your ministry and in your lives. You could have a special time of worship and sharing.
4. Pray for the people you've met and the places you've been to. This is a good time to once again lift up the friends you've made, those whom you've shared the Gospel with, the churches and workers you've been with, etc.
5. Rest & have some fun. It can be a big transition coming from an intense outreach environment back to your home base where things will be quite different. Use this time to slowly re-adjust. You might want to plan in some free time as well as fun activities for the team. Keep in mind that the more fun and free time you take, the longer debriefing time you will need in order to accomplish everything you want to do.
6. Encourage one another. Sometimes it's easy to see how everyone else has been a blessing to the outreach except for us. Speaking encouraging words to one another can be a simple yet powerful way of ministering to each other, especially after a difficult outreach. One suggestion is to draw names, then have a session where one at a time, each person reads the name they drew, then say (only positive) things about how that person contributed to the team and affirms them in ways that they see God using them. Let them know ahead of time that you will be doing this so they have a chance to think of

affirmations for their team members and staff. Then, after that person has finished, the rest of the team can add things to it. You might then take time to pray for that person. This kind of a ministry to one another can be a huge blessing and can have a profound affect on the outlook a person may have on themselves and the outreach in general. Remember it is so easy to believe lies about ourselves and see only the negative.

7. Address any unresolved conflicts among the team. Ideally you would like to return from outreach with all personal and team issues talked about, worked through, and taken care of. This is sometimes beyond your control as outreach leaders, but you can at least make an attempt at promoting communication, humility, forgiveness, and reconciliation. Some issues might be better talked about as a team while other things might only concern a few people. As outreach leaders you should pray about each situation and ask God for wisdom in how to address it (or not to).
8. Prepare for your report back time to the school and base upon your return. (Try to be creative!)
 - Remember some things are only funny because you were there. Be careful of inside jokes.
 - Share about your ministry, the countries and culture, the church there, and what God has taught you
 - Give people a taste of what your outreach was like.
 - You will usually have a bit of time to finalise your preparations for your report back at your home base, but you will need to begin preparing and brainstorming before you come.
9. Handout outreach evaluations to students and team leader should spend one on one time with each team member going over evaluation of their outreach time. This is a great opportunity to get some good feedback, as well as giving some good feedback to students individually.
10. Prepare team for rejoining the rest of the school. Be careful of comparing yourself with other teams. God has had unique and good purposes for each Team. Rejoice with ALL God has done in teams apart from your own.
 - Be careful of inside jokes when you are with others that can't share in them.
 - Explain that it can be normal to once again feel "strange" readjusting back to a large group, having different room-mates etc.
 - Discuss the issue of "reverse culture shock" and what it may look like and feel like – feeling alone, abandoned etc.
 - The school isn't over and so they may need a reminder and help to have their hearts open for what God wants to seal together in the Debriefing week.

When it comes down to actually planning your days of debriefing, it would be good to start thinking and planning out the 3 - 4 days in advance - before you even get started (or you may never finish all you want to do). Think through which of the above things/activities will be the most important to you and try to estimate how much time you think you will need for each. Then make adjustments if / as necessary.

Beware of major attacks that commonly occur during debriefing. These can manifest themselves in a variety of ways but usually have their final effect in bringing conflict and division to team members. Often, when teams and individuals start to let their guard down a little and relax, the enemy likes to try to take advantage of this - hoping to have us end the outreach on a sour note. Just be aware so as not to get caught off guard. If you recognise it from the beginning you can diffuse it.

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Pastoral Visits

(Compiled by Elena Ciobo)

Why do we have Pastoral Visits on a DTS outreach? What is their purpose? Why spend all that money to have them? Are they of any value to any one?

Pastoral visits to DTS outreach teams can be both essential and invaluable if done properly. So, what constitutes a good pastoral visit?

As with many things that we do on a DTS, there should be a clear aim and purpose to a Pastoral visit. It is not just a time for someone to have a holiday to a nation they've always wanted to visit, nor is it to be considered a "waste of money". One needs to have a definite focus and aims in mind for not only the person making the Pastoral visit, but also for the outreach team leader/s and team members. Aims for a Pastoral visit should include any number of the following:

- Supporting the individual outreach leader/s
- Supporting and further discipling DTS students
- Assessing team dynamics, decision making methods etc.
- Evaluation and analysis of outreach schedules and projects
- Outside consultancy for team issues e.g. Conflicts, miscommunication
- Debriefing and objective counsel for situations and individuals

The immense value of a Pastoral visit is not weighed just in the completion of the above aims however. Outreach leaders and teams visited often hang out and look forward to receiving their mail (Note: It is important that the person making the Pastoral visit take the team's mail with them!), hearing how others at the base, on other outreach teams on the school are doing? When you are with a small group of individuals for an extended period of time, anyone from the outside is a welcome change and chance to talk – especially if they know you well.

Ideally a Pastoral visit should be made by someone in a leadership position within the school, (usually a DTS school leader). This person should have authority to take whatever action is necessary to change a situation should it be required. It is important that whoever does the Pastoral visit has relationship to both the staff and students on the team and it is of great benefit if they also have had experience in leading DTS outreach teams. It is always easier to observe and give input when one has been in a similar situation themselves.

The duration of a Pastoral visit and the timing of it in regards to it's placement within the outreach schedule are also key factors in determining its success. A Pastoral visit should not be too short, nor should it be too long. One does not want to get in the way of the outreach team leader's authority or the long term dynamics of the team, nor do they want their visit to be so brief that they are unable to spend any quality time with the outreach leader or students. It is suggested that Pastoral visits be between 4 to 9 days in duration.

During the Pastoral visit the team leader/s and each member of the team should be given private one on one time to discuss how they are doing personally in regards to the outreach. Things to be discussed could be: What they are learning (about God, about themselves, about leadership)? How do they find the schedule? How are the team dynamics? What do they find difficult? What do they enjoy? How do they find the leadership? Do they feel included and heard in the decision making process? It is also good to talk through with the outreach leader how they are finding the integration with the host group, church they are working with etc. What are they finding a challenge? What could be changed if necessary etc? One of the many benefits of an outsider coming into an outreach team situation is to help them see things in perspective, whether positive or negative, as objectively as possible. It may also be of great benefit for

the Pastoral visitor to meet with the host leader, outreach coordinator in the outreach location. The aim of this meeting should be to assess how they see the team is going, is it serving their projects/ministry needs etc. It is also a good time to negotiate possible ministry opportunities for future outreach teams.

At times, a person making a Pastoral visit may walk into a difficult or emotionally charged situation involving the team as a whole or individuals not coping, scheduling difficulties, conflict resolution or crises. It is of paramount importance that the person making the Pastoral visit observes and hears all sides of the situation before bringing recommendations or suggesting changes. It is vital that the outreach leader maintains the overall covering and leadership of the outreach team and that team members understand this and that the pastoral visitor comes alongside of the team leader in a supporting/mentoring role.

For the Pastoral visit to be a help rather than a hindrance, it is also important that the individual making the pastoral visit joins the team as a team member in regards to the schedule and ministry, attending team meetings, outreaches etc.

Writing Your Signature on a DTS Outreach **(An Outreach Preparation Tool)** *(Written by Aimee Haase)*

The below is to be used in conjunction with a teaching that has just been given or as part of an ongoing process in the DTS, and by all means is not anywhere exhaustive but just an aid of the learning and application process.

Objective...

During outreach on a DTS, I want the team to come into an active awareness where they are walking in a knowledge of God wanting to create with them, using their talents, abilities, and giftings, to write their signature in history....in the nations. God is wanting to dream with them, and co-create. That they might speed his kingdom coming on earth as it is in heaven and be a history maker.

Before we are actually there (on outreach), I want them to be starting to wrestle with, and beginning to grasp the idea that our Living God wants to move in them and through them. He is wanting to extend his Kingdom through them, and that they have RESPONSIBILITY and a vital role and to play. Not only during this time, but help them start to grasp the concept in this context of the DTS/Outreach for an awareness that affects their life and whole approach in their personal living, and in the discipling of others in life after DTS.

Learning activities...

Tools to help aid this process that will help enable a DTS to start identifying their possible contributions in the outreach. (Objective: to get them to start to THINK and place themselves in the context/situation before they are actually there. To prepare them. Begin to realize their personal responsibility and things God might be asking them to contribute.

Learning Experience Option 1

Personal Reflection/Processing

Read through Luke 19: 11- 27 (The Parable of the Ten Minas)

- Consider the minas (things) that God has given you.
- Identify some of them by writing them down on paper.
- Ask yourself the question, what can I do with what has been entrusted to me?
- Think through how you can use these things in the context of where you are going?
- How might you use your giftings written above to meet people and contribute to seeing God's Kingdom extended on outreach?
- Think of some ways you can personally take initiative on outreach, as well as something you can bring some of the team into as well.
- Pray and ask God what he might be dreaming about your involvement in, and his people in this nation/place? - write it down to go back to, and begin pray and preparing for.

Learning Experience Option 2

Group Discussion

"You Have Arrived" (break up into groups of 5 or so)

You have just arrived in _____. You have had a place arranged for you to stay, have been greeted by some workers there, and are now left ready to "start your outreach". There have been no plans made for you, no contacts established, and no schedule set up. The 12 weeks ahead is up to you and God. Where do you go from here? What do you do? (Discuss for 20 min. Feed back to larger group what your time looked like)

Spend time talking through the process you have just completed in the smaller groups and now as a whole group talk through what you have learned from it and how this could look on outreach.

Learning Experience Option 3

Intercession (in large group)

Allow God to lead you in outreach by the way he is leading you to pray for it beforehand and the things he is giving you his heart for.

Create a discussion during or after the intercession to allow people to share what they have been hearing personally from the Lord and to draw notice of what they have been hearing through other peoples prayers, and what God was doing through the prayer time. (Catch the moment)

Some sample questions to get the ball rolling in a discussion could be..

- What was God stirring within your heart during this time?
- Where there any pictures or words you received that you can share with the rest of the group?
- Were you listening to what others were praying out and/or did you hear a theme or thing you think is important for us to catch as a group and continue to look at?
- Where do we go from here? - Let initiative come from the group.

These are just a sample of questions that might help them engage in what they have just done, or catch what God is doing. It will also help to have them start getting used to having to think about where they go from there, and the whole personal responsibility they all have in it.

This will also help lay the expectation that the responsibility rests with everyone and does not just rest on the leader, or that God will just “make it all work out” but that he is longing to involve us, and have our participation through our being proactive with him.

Learning Experience Option 4

Staff Training

Create a discussion with your staff about how to recognize and draw out peoples' giftings and motivations in regards to outreach. This can also include how to help facilitate the team to personally create with God in making history and helping to bring his Kingdom in day to day on outreach.

A way to do this is for you to actually do this with the staff, in the context of your staff group and draw out and discuss from this group how different ones of you recognize giftings, and spot talents etc. (Maybe you can also draw upon a time if you have already done this at the beginning of the school?) Then have a time to share within the group the different things you see in each other etc. This will help build each other up and taste what they want their team to start to get. This then can then be something that can filter down to their teams through them after what you have modeled in this time.

END OF DTS SCHOOL DEBRIEFING

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Re-Entry

Going back home is not easy...

When a space shuttle returns from orbit to the earth, an astronaut must guide his craft through the turbulent and fiery “re-entry” of the earth’s atmosphere, where any wrong move can result in instant incineration.

It is no mistake that the word “re-entry” is applied to the experience returning missionaries must go through as they make adjustment from life on the mission field back to life at home. They too must cover dangerous territory; dangerous in terms of the emotional, spiritual, and relational damage that can occur if the process is not handled correctly.

Therefore, it is important to know how to have a smooth re-entry. Here are some practical tips and truths for any short-term or long-term missionary returning home.

The Down-winding: Closure

- ★ Recognise your return as God’s will for you, and God’s way of leading you into new passage in your life.
- ★ Know that anything unresolved at home will still be there for you. God wants to help us through our weakness and failures.
- ★ Reflect on what you learned, received, and seen through your experience on the mission field. Ask yourself what the Lord has done in your life while you were here. (Write everything down in journal to keep.)
- ★ List obstacles that might prevent you from incorporating these new values and insights into your life. Pray for strategies to overcome them.

It is important to leave the mission field with a clean heart and clear slate. If you want to experience a good and positive transition from the mission field to home, it may require great humility on your part to resolve some situations, but the rewards of doing so are well worth it.

Checklist:

- ✓ Never presume that no changes have occurred. Nothing stays the same, neither you nor the people you left at home. (You may not be aware of your change until you get home.)
- ✓ One change may be acceptance of people from other races and ethnic groups, or social class groups.
- ✓ One of the biggest changes you may experience is a change in emotional attachments in your relationships. Time away can alter the way you think and feel about some relationships. Important note in returning home is people are NOT prepared for these changes. It may take some time for them to realise that both of you have changed, so be patient.
- ✓ If you go home seeking to change the convictions of people in your church, you are likely to hear a negative response, so be wise in how you share things.
- ✓ Take some time to contemplate how the changes that have occurred at home in your absence may affect you and your re-entry.

- ✓ OTHER CHANGES: being primarily concerned with the spiritual to being primarily concerned with practical matters; being surrounded with Christian encouragement and fellowship to deriving to fellowship twice a week; being somebody special in the culture in which you serve to being nobody special, from serving with people who have a world perspective to being with people who do not care about much for those outside their circle.

The Final Approach

“You’re now a few hours away from home. You look out the plane window and reflect on your time in Switzerland. Then, you imagine how great it would be to sit down to dinner with some of your close friends and share your experiences with them. You can almost see the crowd waiting to welcome you at the airport. You see yourself standing before the church on Sunday morning giving a full report..

Your plane finally takes its final approach and lands. Excited, you grab your stuff and head quickly for the door. You finally make it through Immigrations and Customs, but there is no cheering crowd to meet you. Your parents or friends finally show up, apologising that they got stuck in traffic.

You come home to only a quiet evening home. Your family asks if you met any nice girls. Your sister who idolized you before you left keeps watching TV. Your brother is upset you’re home because he has to share his room.

Your heart sinks, but you hang on for church on Sunday. At least they will understand all you have been through. On Sunday morning you slide into the pew. Nobody notices you. But, finally your pastor publicly welcomes you. Your spirits start to climb. But at the end of the service, he shakes your hand and asks you to start working on a church project.

By Monday morning you’re totally depressed. You argue with your brother over breakfast, and your mother comments how you haven’t changed a bit, because your room is messy as ever. So much for your expectations. Welcome to reality of re-entry!”

HOW DO YOU COPE?

- ❖ Don’t think you deserve special treatment because you were called to the field, remember that Christians that have stayed home are just as special.
- ❖ Don’t be judgmental. Trust that God is leading Christians back home just as He lead you to the field.
- ❖ Recognise common emotions felt when returning; feeling out of place, lonely, disillusioned, irritated with others, depressed, and misunderstood. And keep in mind, “I have learned to be content whatever the circumstances. I know what it is to be in need, and I know what it is to have plenty. I learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do everything through Him who gives me strength.” (Phil.4:11-13)
- ❖ Expected to serve than to be served.
- ❖ Do not think the way you learned to do things on the mission field is the superior to way the church does things. Make every effort to ensure that you are a source of great blessing to your pastor and church.
- ❖ Be humble, not haughty.
- ❖ Resist the urge to compare and criticize, especially when you feel people don’t understand you or what you’ve been through. BE PATIENT. Mature people are patient with immature people.

LEAN ON THE LORD! Don't forget He knows what you are going through. He is the source of all your needs! He will help you in every way. Just trust Him to get you through the Re-entry phase!

*****LAST NOTE*****

*God has made an investment in your life.
He has sent you to the mission field, provided for you, blessed you.
As you return home, He is looking for a return on that investment.
Are you going to settle back into your comfortable lifestyle?
Are you going to say "that was then and this is now?"
What is God's return on His investment going to be?
The choice is yours.*

Be blessed and be prepared for the Final approach!

All information taken from Peter Jordan's book: "Re-Entry".

Common Characteristics of Reentry Stress

Here are some common symptoms and effects of re-entry stress:

1. Disorientation - feeling out of place, like you don't fit in, or like you are a guest in a foreign land
2. Uncertainty in interpersonal relationships - uncertainty about proper mannerisms, greetings, social etiquette, dress, etc.
3. Feelings of loneliness, isolation or being lost in the crowd
4. Restlessness - a desire to "get away" or to return as soon as possible to the host country
5. Feeling that nobody understands your experience or that nobody cares
6. Feeling tired, listless
7. Critical attitude toward your home country - its waste, extravagance, ways of doing things, etc.
8. Loss of identity - feeling like you are just "another cog in a big wheel"
9. Out of the ordinary emotional responses - weeping, etc.
10. Frustration over your inability to get things done, to get around, to keep up with the pace
11. Inability to communicate new ideas or concepts freely
12. Feelings of superiority - standing aloof from others because of your overseas experience
13. Feelings of dissatisfaction
14. Defensive responses
15. Retreat, withdrawal, lack of concern
16. Unnatural, uncomfortable responses to "ordinary" situations
17. Confusion over conflicting attitudes and responses

RESOURCE SHEETS

This section of the manual contains a variety of resource sheets, ideas and information that may be of benefit as you train and prepare you staff prior to and during the DTS.

DTS Outcomes Exercise

Encountering God

1. Grow in relating to God (Father, Son and Holy Spirit)
2. Understand God's character and ways
3. Respond to God through worship and prayer
4. Hear and obey God in everyday decision-making
5. Read/hear the Scripture and make life application

Answer these questions for each one above.

- The evidence of growth?
- What is the student's role in this?
- What program elements in the DTS facilitate this?
- What do DTS staff members need to do in order to facilitate this?

Seeing all of Life from God's perspective

1. Value every individual, people group and nation as God does
2. Demonstrate responsible choices
3. Demonstrate responsible stewardship
4. Relate to God and others according to Biblical standards
5. Recognise that every aspect of life is to be worship (no sacred/secular split)
6. Understand that God intends all cultures and societies to reflect His glory in the way people live, relate and work (disciple nations)
7. Intercede in prayer for individuals, peoples, nations and spheres of society.

Answer these questions for each one above.

- The evidence of growth?
- What is the student's role in this?
- What program elements in the DTS facilitate this?
- What do DTS staff members need to do in order to facilitate this?

Following Jesus as Lord

1. Grow in understanding of the person and work of Jesus
2. Respond to Jesus as Lord through love and obedience
3. Recognise the reality of Satan and his strategies
4. Practice the different aspects of spiritual warfare

Answer these questions for each one above.

- The evidence of growth?
- What is the student's role in this?
- What program elements in the DTS facilitate this?
- What do DTS staff members need to do in order to facilitate this?

Becoming more like Jesus

1. Grow in understanding the person and work of the Holy Spirit
2. Cooperate with the indwelling Holy Spirit
3. Relate to God as His child
4. Demonstrate Christ-likeness in relationships and circumstances

5. Participate within a group of believers in a way that benefits the group as well as those the group serves
6. Serve others with one's spiritual gifts

Answer these questions for each one above.

- The evidence of growth?
- What is the student's role in this?
- What program elements in the DTS facilitate this?
- What do DTS staff members need to do in order to facilitate this?

Doing the Works of Jesus

1. Understand and respond to the 'Great Commission'
2. Recognise and respond to peoples and nations that have little Gospel witness
3. Seek out the lost and talk to them about Jesus (gospel)
4. Respond to the poor and needy
5. Basic ability to communicate the gospel cross-culturally
6. Co-create with God to do the works of Jesus
7. Explore and clarify personal life direction and purpose

Answer these questions for each one above.

- The evidence of growth?
- What is the student's role in this?
- What program elements in the DTS facilitate this?
- What do DTS staff members need to do in order to facilitate this?

One on Ones

One on ones can be an area in a DTS program where the student and staff grow immensely, or it can be an area where both staff and student dread its arrival! The reasons for this can be both avoidable and unavoidable.

The main thing to do during a one on one is to listen to the student, as well as to God as you pray for them. People can't be made to share from their lives. They need to be given the opportunity to share if they would like to, but they should never be pressured.

This current generation often talks of having been hurt by authority figures in their lives, and many of them have been deeply wounded by leaders - sadly, especially in the church. We need to treat a person as holy, proud, the Spirit of God living within them, treating them with dignity, and respecting their wishes.

The role of a one on one should be explained clearly from the front of the class, and should then be followed up by the individual staff members. Don't try to create the one on one sessions in the image of what **you** want, but rather **listen** to the student, and prayerfully consider what you can do that will be of help to them where they're at.

Purposes Of A One on One:

- A Resource - It's up to the student as to what they make of it.
- Initiative. It's up to both the staff member and the student to take the initiative.
- Not to give all the answers – Just because one is staff doesn't mean they have all the answers. The one on one is there to help the person to see clearly what God is doing in their life. Often people just want to hear somebody saying, "I understand", and not have the answer that will solve all their problems. It's fine to say, "I don't know what to do about this, but let's ask the Lord."
- A place to be accountable.
- **It is not a place for the focused objective of counselling each other. Just because one is a leader does not make them an automatic counsellor. We don't necessarily have the qualifications necessary for that. A one on one is a place for support, prayer and encouragement.**
- A place to pray, both before, during and after the one on one. As leaders we need to try to pray for our one on ones regularly. It may be appropriate to share some of what we've been praying.
- The one on one time is a place to pray for the student. Don't be afraid to allow them to pray for you too, it gives them the dignity to be able to do so. Often, people might be feeling vulnerable, particularly if they're working through some issue in their life. It can sometimes assist a person not to "feel" they are a basket case if the staff person is vulnerable with them too. But, we need to constantly keep in mind our role, and don't go in with an expectation on the student. People need the freedom to be as weak or strong as they are.
- Confidentiality. The student needs to be assured of confidentiality in the one on one setting. This is an absolute must. Some people have been terribly betrayed and hurt in their lives, and often it's the ones who seem the strongest. Talk about confidentiality. You might want to say that there are some things that you won't be able to deal with on your own, and if you feel the need to share something from a one on one session with the DTS leader that you'll ask permission beforehand.

Helpful Hints for Beginning a One on One:

1. Keep it light. Go for a walk or coffee. Talk about what is a one on one and how there are no expectations for the time. Sometimes, people are feeling insecure and can share more than they really want to. This leads them to feeling embarrassed later on.
2. Create a realistic expectation of what a one on one is and is not.

This is a time for the student to be themselves. There is no expectation or demand that they “*have to be*” vulnerable. Many people may feel like they have to perform. Do what you can to help them understand that there is no expectation of this. The student doesn't have to be best buddies with the staff person; they are allowed to be private.

- The staff person is there to do what they can to help the student to get the most from the DTS and this can mean discussing the things the student would like to talk about. It depends on what God is doing in their life and what kind of person they are.
 - It might be appropriate to mention, (and it is important to understand), that the person is responsible for himself or herself. As the staff member you are responsible to offer encouragement, help, prayer, a listening ear and support in whatever areas you can but you are not responsible to make sure that the student accepts this help. That is a decision that only they can make.
 - A one on one is a time for you to ask questions to help them discover what they are learning. This is a major function of a one on one - asking appropriate questions, and listening to the answer.
 - You want them to use the time as a sounding board. This is a time to listen!
 - The one on one isn't a parent, but a friend!
3. Be as clear as you can with expectations of when the one on one is going to happen and for how long. Make it clear that they can take the initiative to get together. As a leader however, you need to demonstrate commitment and faithfulness to having the one on one. Having a set time each week is a good idea, as it helps us not to be a slave to emotions. "I don't feel like meeting with my student today" etc. Scheduling a fixed time helps avoid this scene.
 4. Openness on the part of the staff person is helpful. Modeling how to share. Communicate an enthusiasm - "it's going to be fun "etc. "God will use this time in both of our lives." "I'm really looking forward to spending time with you".
 5. Pray together.
 6. Prepare some questions - Even if you don't use them, it's always helpful to have something prepared. Pray about what questions might be appropriate. Maybe you can ask them about their families, what they were doing before they came to DTS etc. Don't feel like you have to follow a formula, just be yourself, and allow the student to be himself or herself.
 7. It might be that you could clarify some things about the DTS - they might have questions about work duties, outreach teams, maybe fears about the DTS etc. If you don't know the answer, let them know the appropriate person to ask, or go yourself and find out the answer. Little things like this are not things to be forgotten about by the staff person, they are a visible area in which to demonstrate care and concern for the student.
 8. Encourage the student in something that you've seen in their lives so far.

One-on-Ones

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Reference Points:

UofN Reference Guide (p.126 under School Leader Responsibilities):

“Personalised mentoring: Regularly scheduled one-on-one meetings between staff and students are to be carried out for FEEDBACK, ASSESSMENT and ONGOING EVALUATION. A weekly one-on-one staff to student contact time is one of the most effective ways to provide personal encouragement and academic guidance throughout the school.”

- Dr. Howard Malmstadt (UofN One-on-One Founder): *“One-on-one relationships are essential in our schools, in order to establish why a person is not doing well in their studies or life.”*
- Landa Cope: *“Learning is always individual, and about how she/he thinks. This internal process needs to be seen, drawn out and then discussed together and will promote greater learning and understanding in life and work.”*

The Individual

- “So the Lord spoke to Moses face to face, as a man speaks to his friend.” Exodus 33:11
- “The purposes of a man’s heart are deep waters, but a man of understanding will draw them out.” Proverbs 20:5
- “But command Joshua, and encourage him and strengthen him.” Deut 3:28
- “How can I, unless someone guides me?” Acts 7:31

Purpose?

- To discover God’s mind in the learning process
- Further personal growth & feedback
- Debriefing of class, dorm, duties, relationships etc.
- Opportunity to engage with what’s happening on the inside
- Encouragement/building up in God
- A catalyst for revelation: prayer, waiting on God etc.
- To make a unique connection with the individual!

“Skillful hands...”

- Active Listening: with the individual and God
- Basic, cross cultural understanding
- Ability to frame questions, and to draw out thoughts/feelings
- Non verbal awareness: seeing your/their responses & reactions
- Ability to reflect/mirror back your observations: patterns, repetitions, key words used, threads etc.

“...and integrity of heart.”

- Willingness not to know: Dependence on the Trinity

- Appreciation & respect: Value of the individual
- Know your own ashes/brokenness: Identification
- Lay aside your own agenda: Ask theirs & and H.S
- Open, honest communication: Model it!
- Humility to ask/receive feedback
- Welcoming silence/tension as part of the process
- Recognize your own limitations: Referral

What they are not!

- UofN counseling sessions
- Mutual 'warm fuzzy' experiences
- Buddy-buddy social interactions: movies, meals...
- Opportunity for YOU to talk or download!
- Random, occasional meetings whenever you feel
- A compulsory friendship development!

What they are...

- Possibly awkward - initially!
- A feedback conduit
- An environment where you're tracking with an individual
- An opportunity to CONNECT with a person, and draw out their thinking and/or feelings (and response to God) within the issues and circumstances of their life while at your base

Setting the scene:

- Expectations: ask theirs - set yours: Confidentiality (except in The Great Matters); timing: open, honest communication; purpose & so on...
- Environment: inside/outside; walking/sitting -?
- You in the learning process too: mistakes, intuitive leaps, discovery, adventure, hearing from God

Potential Pitfalls:

- Emotional dependence &/or manipulation
- Out of depth: professional help needed
- Giving advice &/or offloading own opinions
- Rescuing the individual
- Playing the Holy Spirit
- Controlling, or expecting certain responses
- The facilitator is not 'wired' for one-on-ones
- The student dislikes you!

Final Goal

- A good one-on-one will take the student further down the road from where they began. It could be life changing!

Cross Cultural Communication

(© Sarah Lanier – For further information Read "Foreign to Familiar" by S. Lanier))

One of the biggest challenges to our success as teams, as a mission, is our unity. When we are in unity there is a synergy that is powerful. This is why cross cultural communication is vital.

Two Categories of Culture:

HOT CLIMATE CULTURES

COLD CLIMATE CULTURES

The whole world	Northern Europe & places where they live e.g. USA, Australia etc.
The basic value or motivation is relationships – creating a feel good atmosphere.	The basic value or motivation is the task and efficiency. Relationships are very important but private – not thrown around in public.
Communication is personal and indirect.	Communication is impersonal and direct. Straight to the point.
You cannot say what you think if it will hurt the feel good atmosphere. Relationship is all important. Relationship and truth go hand in hand. I will say what ever will help the relationship.	Children are raised to be individualists. Opinions and decision making skills are important.
Group cultures – You have value because you belong to our group. Responsibility is placed on you to always consider the group e.g. to share, the leader decides etc.	Value is on the individual. You must learn to argue, question etc. Individuals have rights – the right to freedom of speech etc.
Belongings are shared	The individual has belongings that need to be respected.
You have lots of relationships, but not always really deep.	You do not have lots of relationships. Few but deep ones.

High Context Cultures: Old cultures with lots of traditions. Very formal and everything matters e.g. dress standard, greetings, protocol etc. It is important to know the rules within the culture. The rules make the culture. e.g. Korean culture, Indian Culture etc.

Low Context Cultures: Nothing matters. There are not rules and traditions. Very informal. YWAM is low context.

Most Nations in the 10/40 window are hot climate and high context.

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The Value of Work

(Written by Maureen Menard)

Questionnaire

Mark T for 'true' or F for 'false' and then explain why.

T	F	1.	Work is a necessary evil. It is the result of the fall.
T	F	2.	The purpose of higher education is to get a job to support yourself (and family).
T	F	3.	Only some Christians are called to serve God full time.
T	F	4.	God cares more about how I treat the people around me at work than how well I do my job.
T	F	5.	God gave the primary responsibility to take dominion over creation to men. Women are to help them.
T	F	6.	The cleanliness of my house/room/car says something about my relationship to God.
T	F	7.	The only godly value of being a great athlete who is a Christian is to use one's fame to share your testimony.
T	F	8.	A Christian should never have more money than he could possibly spend in his lifetime.

What is Work?

(By Pete Thompson)

Each of us has grown up in a culture that has its own stories which speak of the value or the burden of work.

Instructions: Below are five statements about work. Circle one or more that might be said by you or someone from your culture:

- " I love to work!"
- " I don't like to work but it pays the bills"
- " Work first, play later"
- " I wish I had enough money, then I wouldn't need to work any more!"
- " Work is a necessary evil"
- " Work is good for me"
- " Work is a curse"

Questions to answer:

1. What are your own opinions regarding work?
2. In your opinion, what is God's attitude toward work?
3. Read Genesis 2: 1-3
4. What do these verses tell us about God and work?
5. Does this passage confirm or conflict with your previous answers?
6. Why did God place man in the Garden of Eden? (Gen. 2:15) NOTE: This is the intention of God for man even before the Fall.
7. What does the wisdom literature tell us about diligence and laziness? (Proverbs 6:6-11; 10:4+5; 12:24; 13:4; 14:23; 20:4)
8. What attitude do Paul and his associates have toward work? (1 Cor. 4:12; 9:6 and 2 Thes. 3:10?)

Other thoughts to study and meditate on:

In the Bible God's mighty acts are called "works".

Creation (see Psalms 8:3+6; 19:1; 102:25),

His redemptive acts in history like the Exodus (see Judges 2:7+10),

His wrath (see Isaiah 28:21).

Jesus' "work" was to accomplish redemption for man on the Cross (see John 4:34; 5:36; 9:4; 10:38; 15:24; 17:4).

Final Questions:

What do you think that Charles Spurgeon meant by the following statement: "We are all immortal till our work is done."

And what does Martin Luther mean by saying: "Our whole life should be nothing but praise to God. Even if the Lord would return tomorrow, I would still plant a sapling today."

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Communication as a Leader

(© Darlene Cunningham)

“The Bible is our standard of communication”

“The Bible is cross-cultural”

Definition of Communication: “Sharing information effectively with others”.
It is more than an exchange of words!

Dress – Accordingly

- Not over-emphasis, but be aware and appropriate.
- Dress says something about what I feel about this meeting.
- Leader should set the standard.
- How will the others be dressed? Consider this.

Body Language

- It is easy to read an expressive person
- Disapproval is easy to see too – be careful
- Do you say that you are genuinely concerned about people?

Communication 93% nonverbal
 7% verbal
 Silence is communication.

We have the capacity to hear 400 words per minute. Most people speak only 275 words per minute.

Active listening – To communicate to the other person that you’ve heard them. Respond to them. Give them an understanding that you know how they feel. People want to be heard.

A kind word is never lost. It goes from one person to another then eventually back to you. If you want to know what somebody is like, listen to how they speak of others.

Mark 4:23 Luke 8:18 Matthew 13:15 Micah 6:8 - What should the conduct of our mouth be?

Standards for our mouths:

Psalm 141:3	Matt 12:34	Pro 18:41	Ps 19:4
James 3:3-4	Pro 12:18	Eph 5:15	Eph 4:29
Pro 15:7	Pro 10:19,32	Pro 15:1	Pro 15:4
Pro 15:23	Pro 25:11	Pro 15:2	Pro 16:23
James 3:6	Pro 16:24	Pro 7:11	Pro 12:21
Pro 19:11	Pro 16:27	Pro 17:14	Pro 17:11
Eph 4:26	James 1:19-20	Pro 14:6	

- No exceptions for wives, family or close associates.
- “Get angry, but sin not!”
- Right words spoken in the right circumstances are beautiful: “Like apples of gold in a setting of silver”
“Like honeycomb – sweet to the soul and healing to the bones”.
- Unkind words are like a sword that pierce

- Abandon quarrel before it breaks out – disagree agreeably
- Give grace to the hearer, let your speech be seasoned with salt. Salt (not always appropriate – too much is awful), but after it is applied in the right amount gives flavour, but you can't see it.
- Proverbs 10:20 - Choice silver feeds many. Is absolutely essential for leadership. The principle is the same whether the person we are taking about is there or not.

How to respond to people who spitefully use you:

1. "Love always believes the best"
2. "Thank you for caring enough to tell me"
3. You don't always have to take everything they say, but part is usually the truth. Say "Thank you and I will take these things to the Lord".
4. Go to Jesus right away – don't allow things to keep stirring up. Give it to Him and let Him convict you. - "An exercise in self-control".
5. Critics can be our best friends – keep us in balance.
6. You do not have to have blind loyalty to YWAM or anyone in it.

True loyalty brings correction because of His love for the person and the Mission. They see the person as having value; something worth preserving and reforming.

- You may not like the form in which correction comes, but disloyalty is a strong word.
- Don't be critical but we can bring a correction or a suggestion. Have our speech at His standard and it won't be hurtful.
- Be careful on the choice of words. Use the Bible measurement for words. "Confront one another in love, exhort, teach, bring correction"
- The timing factor is crucial!

Proverbs 1:5 - work to make yourself available for wise counsel

Prov 3:35 Prov 4:7 Prov 4:13 Prov 9:9 Prov 10:14 Prov 11:3 Prov 10:8, 13, 17

Part of giving counsel is determining here the other person is and if he/she wants it.

- Pro 8:7-8 If there is no receiving of your counsel, then stop.

There are always two sides to every story. Our attitude must be that there is a solution to the problem. Almost everything can wait. Get the attitude right first. Look for principle, not preference.

Decision-Making in Unity

(© Floyd McClung)

Different ways people approach decision making:

1. Competitive approach
2. Conflictive approach
3. Constructive approach – all common sense, no room for the Spirit.
4. Cop-out approach – spiritual, not common sense
5. Co-operative approach – people working together to know the will of God

PRINCIPLE:

- People are more important than programs (Phil 2:1-7)
- Getting the mind of Christ is not to get the right answer, but the right attitude
- The most important decision in our life would be to be more like Christ. (1Cor 1:10) to die to ourselves and to be like Christ

ENCOURAGE LOVE, HONESTY, HUMILITY and AFFIRMATION as leaders.

1. **LEADERSHIP ACCEPTS RESPONSIBILITY** to work things out. There must be an acceptance of authority for unity to work. Church must accept the gifts. Leaders have the final responsibility for their churches and their churches decisions. There is wisdom in a multitude of counselors, but the leader ultimately has to make the final decision and be responsible and accountable.
2. **THERE SHOULD BE RIGHT RELATIONSHIPS BETWEEN PEOPLE MAKING THE DECISIONS.** Pride is the greatest barrier to group unity. The Holy Spirit doesn't agree with personality conflicts. We can choose to let someone rub us the wrong way. We need to take control of our reactions and make Christ-like responses.
3. **THE GROUP NEEDS TO BE UNIFIED IN VISION.** A clear understanding of the direction. If God has put a vision in the heart of the leader, stick to it. There is a difference between complementary and conflicting visions. We need to cultivate in us the servant attitude. If someone comes in the group with a different vision, take note of it, give encouragement to a person.
4. **NEED ADEQUATE TEACHINGS ON DECISION-MAKING IN UNITY.** Teach people how to discuss things. Need to understand and pray before you react in discussion. Teach people how to hear the voice of God. Timing is important. A leader must have a sense of the right timing.
5. **MUST BE ADEQUATE COMMUNICATION TO ALL INVOLVED.** Give people time to think out a major decision. It does not promote unity if the leaders do not involve all the people involved. People need to know background information, the implications and consequences before making their decision.
 - Be able to express your emotions....don't let them build up, that's not good.
 - Express "I" messages, not "you" messages
 - Respect people and their feelings
 - Unity is not based on agreement all the time. Submit your "checks in your Spirit". Heart unity isn't based on mental agreement.
 - Communication primarily needs to be based in prayer. Rely on God and not yourself.
 - Don't make a decision until you've touched the heart of God and know what He thinks on the whole thing. Let everyone participate in prayer.
6. **HAVE GOD'S PRIORITY OF ORDER AND TIMING. Don't have people in leadership or authority if God doesn't want them there. Don't let personal feelings lead to your making decisions out of God's principles. Make sure you don't make an idol of something, if you have tear it down.**

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Insecure Leadership

(© Lynn Green)

“People are our most valuable resource”.

”Much of leadership is learning to take care of people”.

1 Kings 12:

Insecurity leads to harsh leadership

- Insecurity = Pride
- Our primary concern in our own image
- Sometimes seems like humility (but it is false humility)

Characteristics of Insecure Leadership:

1. **Domination** – One person seeks to control another.
 - A) Over-control – controlling too many aspects of a person’s life (ie. to make them not a threat to us).
 - B) Legalism – makes rules to see if people will obey (Always feels like he/she is failing).
 - C) Double Standard – different rules for himself / Distances himself from people / Leader is always to serve – never think he has right

Proverbs 28:16

2. Defensiveness

- A) Can’t receive correction – What they hear is rejection
 - B) Causes leadership to misinterpret attitudes
 - C) He will regularly be hurting others
 - D) Never considers she may be responsible when things are going wrong (Even when they were righteous, biblical leaders identified with the sins of the people)
 - E) Finds scapegoats – They try to find a reason things are going wrong
3. **Desperate for success** – Become hyper-visionary
 4. **Overly motivated** to see signs and wonders their ministry (Supposedly denotes divine approval)
 5. **Makes a lot out of position and title**
 6. **Exclusiveness** – “This is it!” “Everyone else is wrong!”

How to guard against insecurity:

- Humble yourself – Mortify the flesh / Confess pride
- Can not deal with it by striving within yourself
- Don’t get into any leadership position unless God puts you there. (If we strive for a position, then we must keep ourselves there – not God).
- Be placed by your leader
- Keep within your callings and giftings

“Nobody is completely free of insecurity”

“Security in Jesus is foundational – if we work without it, we will try to find it in recognition etc.”

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PRINCIPLES FOR EFFECTIVE DELEGATION

What you can't delegate:

- Your job. Therefore you need a clear definition of your own job.
- What only you can do.

What you should delegate:

- What you can't do.
- What others can do better.
- What you are training others to do.
- What is not part of your gifts and calling.

Pitfalls to delegation:

- Make sure that the one to whom you are delegating knows he is responsible to do the job.
- Make sure your instructions are clear and that the task is well defined.
- Make sure he can do the job, OR, you are willing to let him fail.
- Make sure you have given all the needed authority, as well as the responsibility. It's still yours too!
- Try to put what is wanted in the form of a goal he/she can own.

Levels of delegations – This needs to be made clear!

- Do it and don't report back.
- Do it and let me know what you did.
- Let me know what you intend to do, and go ahead and do it unless you hear from me.
- Let me know what you intend to do, but don't go ahead until you hear from me.
- Investigate all the available alternatives and make a recommendation to me about what should be done.
- Give me all the information available and I will make a decision.

Common reasons for failing to delegate:

- You believe the person won't be able to handle the assignment.
- You feel you won't have the time to turn over the work and provide the necessary training.
- You fear competition from the person.
- You are afraid of losing recognition.
- You are fearful your weaknesses will be exposed.

The Skill of Delegation

DELEGATION is a philosophy or a way of life composed of the actual delegation and the atmosphere within which it takes place. Delegation is NOT getting others to do your assigned job, but releasing others in their areas of gifting and ability. Delegation cannot be separated from the organisational atmosphere in which it is to be carried out. If one is to effectively delegate a task there are several components that need to be in place and considered.

1. The actual delegating by the leader and the accepting by the follower of a defined task, responsibility. There needs to be agreement between the two of the specific results and responsibilities, including the means by which results will be measured.
2. The giving of the appropriate authority of the leader to the follower to allow him/her to effectively carry out the task.
3. The clear communication of the delegated task / responsibility to others on the team, so that the follower can carry out their job with a minimum of confusion and disagreement with others.
4. The establishing of parameters and boundaries of the delegation (e.g. full delegation, partial delegation) and the control and feedback loops where the success of the delegation can be gauged

Rules for Delegation:

1. Give RESPONSIBILITY and ACCOUNTABILITY for completing the task.
2. Give AUTHORITY
3. Give FREEDOM

Steps to Successful Delegation:

- Decide what needs to be done.
- Make the assignment clear.
- Establish the level of authority:

There are a number of levels of Delegation:

- ➔ Full Delegation (Give away all responsibility)
- ➔ Partial delegation (Give away some responsibility but you still have over-sight and final say).
- ➔ Do it and report back
- ➔ Do it and report back immediately
- ➔ Do it and report back routinely
- ➔ Investigate and make recommendations to me and we will decide together.
- ➔ Gather data for me and I will decide
- ➔ Anticipate the problems
- ➔ Build the check points
- ➔ Evaluate and build on the results

DELEGATION IS NOT ABDICATION. Regardless of the task assigned, the ultimate responsibility for satisfactory completion is still YOURS. Maintain controls and a feedback loop....but give the person delegated to breathing room to perform (that means some degree of freedom).

When should you delegate?

If you are in a leadership position, then the sphere of responsibility may greatly exceed your capacity to do the entire job yourself. Part of our role is to release others into leadership and so delegation is a good way

to do that. Obviously you should delegate as you see the need to, as well as the potential and desire in others. Things that can be easily delegated:

- Routine tasks
- Things that you don't have time for yourself
- Areas or work in which others have special skills, gifts, strengths (perhaps greater than your own abilities)
- What is not part of my goals, callings or gifts

When and what not to delegate:

- The responsibility for your job This is why it is important to have a clear job description and definition.
- Items, matters or decisions that will affect the overall operations of the organisation.
- Don't delegate if you are the only person who knows how to do the job, without properly training someone else to do it to first. If it is of a technical nature or otherwise (e.g. accounting system), without training another to do it first, it is an exercise of futility to just pass it on.
- Don't delegate to pass the buck. Sticky situations can arise. Handle them yourself.
- Don't delegate when it is a matter of confidentiality.
- Don't delegate when it is a matter of discipline.

Symptoms of poor delegation:

- Poor planning
- Over control
- Under control
- Constant pressure and never enough time to get things done
- Criticism of followers
- Lack of structure
- Too much structure
- Lack of objectives or goals
- Slow decision making ability
- Disorganised
- Lack of priorities
- Everything is a secret
- Confusion

Pitfalls of delegation:

1. Make sure that the one to whom you are delegating KNOWS what they are responsible to do.
2. Make sure your instructions and directions are clear and the task / role is well defined.
3. Make sure they can do the job, or you are willing to let them fail.
4. Make sure you have given all the needed authority as well as the responsibility attached.
5. Try to put what is wanted in the form of a goal which the person can "own".
6. People can assume they have more authority than you have actually given them, and as they fail to report back, you can lose the control you desire.

7. Other people will never do things exactly the same way that you would and this may cause anxiety on your part.
8. The things that you delegate may get in the way of other priority items that the person delegated to is already working on.

Barriers To Effective Delegation:

1. Inadequate training of leaders / followers
2. Fear of insufficient remaining duties
3. Lack of the value of your own time
4. Uncertainty of what to delegate
5. Failure to recognise the magnitude of the task we have undertaken.

Beyond saving time, delegation is a proven method of training and developing followers, testing their competence and abilities as well as identifying those ready for carrying more responsibility and authority.

The problem of delegating without responsibility is that sometimes it can be degrading. The person is just carrying out your ideas.

How one delegates can tell a great deal about his / her leadership style.

Every leader is to prepare his "Timothy".

Effective delegation comes through effective coaching and supporting.

Skills of A Leader

(© Darlene Cunningham)

Types of Leaders:

1. **Natural (Charismatic) Leader** – Gift is in personality.
 - A. Much more difficult to have character developed
 - B. Pitfalls:
 - Character may not be as developed
 - May be aggressive, goal oriented
 - Won't seem as important to groom others
 - Can become a personality centred group

2. **Groomed Leader.**
 - A. Manager – understands principles
 - B. Delegates more
 - C. Combination of 1 and 2
 - D. Spark plug
 - Can see vision and go for it (Completes projects)

What does each of these types of leaders need to receive from me as their leader to function at their best?

- Do not compare one with another – each of us has the perfect gifts and talents for what God has called us to – they just need to be sanctified.
- We are each supposed to be different – to learn from each other and help each other.
- Imitate the Lord! Watch the lives of faithful men and women, but imitate the Lord.
- Continually let those you lead know how thrilled you are with the gifts God has given them. We must constantly encourage each other in our giftings.
- Joe YWAMer is the big person in our mission – promote him!
- Luke 6:37-38 If in your heart you recognise that you couldn't do anything without those God has sent, you won't have any problem promoting them. Eph. 4:16

The greatest skill a leader can have is to discern the gifts of the people he leads.

- It is insecurity in your leadership if you keep wanting people to run things past you.
- Recognise people's maturation process
- Every visionary needs someone to present the cost – (manpower, finances, what other projects will it slow down?) Learn to make our differences complimentary – they were designed that way.

Two Types Of Leaders

DOMINANT LEADER

- Rights of leader
- Divine guidance
- Privileges
- Control
- Leader's minister
- Rules to control
- Confront only exterior

- Emphasise uniqueness of group

GOD'S LEADER

- Responsibilities of leader
- Teach to hear the voice of God
- Leader's serve
- Encourage
- Body minister
- Encourage spiritual growth
- Look for attitudes – Share broken heart of God
- Unity of Body of Christ

Acts 20:17 / 28-31 (Remember my example)

1 Timothy 1:3, 4:11 Titus 1:13 Hebrews 13:7, 17 Titus 3:1

Things to Address in Discipleship of DTS:

1. Attitudes
2. Major sin
3. Daily habits
4. Motives

Choosing Leaders: Avoid Instability or Dominance

- Factors Producing Stability:**
- 1) Discipline
 - 2) Maturity
 - 3) Carrying out promises
 - 4) Live by principles

Confrontation – Go as a Learner

Types of Leaders:

1. Coaching
2. Supporting
3. Delegating
4. Directive

Defensive Leader – Caused by insecurity

- God can produce the greatest yield from our weaknesses

Controlling Leaders – results in authoritarianism

- We must learn to let people blow it sometimes
- Step back and let others lead
-

Controlling Leaders:

- Demand absolute conformity
- Prevent outside input
- Possessive towards members
- When someone leaves, does he feel welcome to return to visit?

Making Myself Understood

(© Landa Cope)

Premise: We were made by God to be communicators. Throughout our lives there is a desire in our lives to be understood by another.

The number one quality in a person who is “loving” is that this person is able to communicate. The number one quality of an “unloving” person is that this person is unable to communicate.....so communication is very important!

BASIC PRINCIPLES OF COMMUNICATION:

Premise:

- a) There are no known barriers in communication from God’s view point. God is able to overcome every barrier that man created (age, sex culture).
 - b) Knowing that man is sovereign and people have a free will....they can in essence choose not to hear some words. (e.g. “Please empty the trash, dear...”)
 - c) We need to win the listening ear of our audience.
-
- 1) It is not just “words” you have to communicate; you need to be sure that they understand the meaning behind the words that you speak.
 - We should never use words that we don’t know the meaning of.
 - It is meaning that gives words their authority e.g. the Scriptures.
 - You must be able to communicate simply.
 - Once you can convey “meaning” you can change the words without tampering with truth.
 - 2) God always considers His audience. Jesus when He ministered was always “audience-aware”. Jesus was sensitive to the audience that he spoke with. Sometimes we get so message-oriented that we are not sensitive to the feelings of the people to whom we are talking and where they are at.
 - Jesus was one who always tested where the audience was at. That is why He used parables in His ministry. He sowed the “seed” and if they came to Him and were more interested, he followed through on them.
 - Jesus took people at the speed they were ready to receive.
 - Jesus spoke in terms where they were at (eg. rejection – He shared acceptance. Zaccheus and Roman Centurion – He shared on authority)
 - You listen to where the audience is at by asking questions “Listening is a KEY attribute of a good communicator”.

LEADING BY INFLUENCE

(© Ken McGreavy)

Read John I verse 35 - 50 - Jesus is involved with the Disciples.

The following are some of the ways in which we can be leaders who have influence on the people going through our programmes.

Access or Availability

In verse 35 - 39, Jesus let these men hang around with him all day.

One of the things about influence in leadership is access. On a DTS, there are some people who will just want to hang around us. Some people find it difficult to learn through lectures, but real life situations are what teach them, let your life and friendship be an example. In this sense, the leader's life is more important than the lectures in areas of being faithful in small things, integrity etc. We are models and we need to give access to people.

To Inspire Faith

In verse 41, Jesus looks at somebody and says "you are", and then he follows it by saying "You will be"

With his words, Jesus lets Peter know that he believes in him. One of the most healing things there is, is knowing that people believe in you, in who God made you, and in the good he put in you. Relating to "difficult" people not as who they come across to be, but as who they will be, seeing the potential in them. Prayer is essential for to be able to see this in people.

Ask the Lord for eyes of grace for seeing people. Invest and inspire faith in the people you get to know. It's not a healing thing to know that somebody is irritated by you - Eyes of grace allow us to get past what they are and to see what they will become.

A Recruiter

In verse 42, Jesus says "Follow me"

Within this school, keep your eyes open, and recruit people to the purposes of God. Of course, sensitivity is needed; you can't go around asking everyone to follow you if you have no plans for what they will do. But keeping your eyes open, and listening to God for what you can do to help these students come more fully into what God has for them, is a way to help people feel like they might have something to offer, and also that they're wanted / have a place here.

Let people know that they are known.

In verse 45 - 48, we hear the question "How do you know me?"

One of the most foundational reasons for difficulty in Church and Christian circles is that people don't feel known. People desire to be known, but at the same time, they fear being known fully. On DTS, we have a chance to rebuild peoples' confidence in who they are. Two things are particularly important for this, and both involve listening.

- Listen in Prayer, as God will give you insight and understanding as you pray for the students.
- Listen to the people themselves, make sure you don't go into a conversation with just your own agenda, but actively listen, ask questions that will make people feel important. Remember what you can, and follow up on conversations. Let people know that you're interested in finding out who they are, not just to achieve a purpose, but just because you're interested.

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Small Group Leading

(Written & compiled by Elena Ciobo)

What is the purpose of small group?

- ⇒ For the group to encourage one another to get the most out of their DTS experience.
 - ⇒ To provide a smaller, more intimate setting for every person to verbalize some aspect of their personal process.
 - ⇒ To ensure everyone is being heard and cared for and that no-one is falling through the gaps.
 - ⇒ To pray and care for each other in a more relaxed setting.
- Many factors contribute to the success or failure of a small group. Success is measured by how well the above are achieved. Remember - the success of a small group is NOT how much we are “best friends”!

Setting up a Small Group:

- 1) Explain the purpose of the small group (as above). Ask them if they have any expectations that perhaps differ to the above and discuss, add or clarify these.
- 2) Let them know your “ground rules” for the small group times:
 - ⇒ The group times will only be as good as the spirit they bring to the group. For example, a willingness to contribute, listen, participate, share etc.
 - ⇒ It is not an advice giving forum where we try to solve each others problems. People need to be free just to share and not feel like everyone is going to try to solve their problem. We shouldn't be too quick as leaders to rush in and try and fix people's problems or rescue them.
 - ⇒ Confidentiality - What goes on in the group stays in the group. Individuals may feel free to share what they said in the group, that is their prerogative, but they should not disclose others information or feelings.
 - ⇒ Respect needs to be shown for each group member. How? By always listening attentively to each other with genuine interest. By asking questions etc.
 - ⇒ People have the option not to share things if they don't want to but they are expected to participate in the general discussions.
 - ⇒ Questioning – make it open ended questions (why, how etc.) rather than closed “yes / no” questions.
- 3) Explain any expectations you have as the leader – e.g. Being on time / bringing their journals / each of them participating. This is a time you need to communicate any expectations you may have.

General Comments:

- Fellowship needs to occur for there to be life in your group. While you cannot force this fellowship, you can provide an environment that will encourage it. For example, sometimes it may be appropriate to do fun things together e.g. have breakfast together, or share something impromptu e.g. one of your most embarrassing moments. The students need to see we can have fun. Remember we need to keep the balance between being the leader and being a friend.
- As the leader of the group you need to lead! You are not just an observer - you are an active member and that requires:

PREPARATION

THOUGHT
ACTIVE LISTENING
ENCOURAGING

- You need to lead the discussion times - if you're not happy with where a discussion is going, turn it around and steer it to where you want it to go.
- Practice openness and caring. Be honest, empathetic, a servant.
- Be secure as the leader - If a student didn't like the speaker or something during the week - find out why? Don't get insecure or anxious. Allow for differences of opinion.
- Pray for your students and for each other. Really seek the Lord on what to do and how to do it each week. Be sensitive to the leading of the Holy Spirit.
- Be creative in how you discuss e.g. the journal questions. Don't just always go around the group and have every individual share. Think about how I can get this group to discuss, process and apply the weeks teaching. Remember - this will take pre-planning and preparation for each week.
- Make sure you are prepared for small group. Don't just turn up and look at each other waiting for inspiration.
- Begin on time! Finish on time!

SMALL GROUPS - KEYS FOR LEADERS

- 1. Participation is the key to success.**
 - A generally positive upbeat atmosphere will be helpful.
 - Use group building questions and activities to loosen people up. Something happens to people when they speak - they make some sort of basic commitment to participate. Even if they have only shared something as simple as the colour of their letterbox.
 - Once people start speaking, you will find it easier to relax yourself.
 - Arranging chairs in a circle will help. People who want to lurk in a corner or on a bed will often be signaling an intention to stay aloof. Set a precedent early for joining in a circle.

- 2. Serve as a facilitator not as a lecturer.**
 - It's more important to involve people than to correct them.
 - Try to get other group members to give the answers, try to just keep the momentum going.
 - Avoid the two pitfalls of being too directive or too passive.
 - Ask a follow-up question when sharing is too vague or general.
 - Dialogue and interaction is what one should be aiming for.

- 3. Encourage all the time.**
 - Use peoples' names, be an active listener, don't just sit there planning your response.
 - Refer back to contributions made by group members.
 - The aim is to establish the idea that the small group is a safe place, that everyone's ideas and questions are important.
 - Never put down another's contribution or comment.

- 4. Prepare your opening questions in advance.**
 - Always is asking yourself how you can best use the lecture material. Write possible questions in the margin of your notes during the lecture.
 - Possible questions may be: Share an experience that has shaped the way you see God. What struck you from today's talk? How was this significant for you?
 - Avoid questions that can be answered by yes or no (closed questions), and also remember that some people are easily intimidated or threatened. Always ask open questions. These are questions that require someone to really think through their response.
 - Asking a question beginning with "How did this happen" or "Tell me about that" is a lot less intimidating than saying "Why?"
 - It might be a good idea to give people 5 - 10 minutes to think about the questions for the small group, and to write down their answers.
 - Often leaders ask when they should share. First, in the middle, or last? Having the leader sharing first isn't the best idea; others will compare what they have to say with the leader's response. Possibly after someone has been very open is a good time for the leader to share. The leader sharing last is okay, but can sometimes give the impression of "Okay, now you've given your answers - here's the proper one".

- 5. Hold up the scriptures as authoritative.**
 - Ask "What does the Bible say about this?" - What are the relevant scriptures on this?

- 6. Encourage Application.**
 - Ask questions like "what should we do differently as a result of this discussion?"
 - When appropriate, come back to these resolutions at a later point.
 - Create the expectation that growth and change are possible.

- 7. Keep the group on track.**

- Restate the question or topic that is being discussed.
 - Summarize the main ideas that are presented to help keep the group focused. This keeps track of progress and has the added advantage that it sends the message that the different contributions have been noted and valued.
 - Acknowledge tangents and new ideas. Give them the credit they deserve (or don't deserve), and suggest that there may be time at some point for a later discussion. As the leader, it is your call as to whether a new issue is worthy of immediate discussion.
- 8. Edify one another.**
- Set this as a goal from the beginning.
 - Raise the consciousness of the importance of active listening by talking about active listening skills. Explain that this is a way of valuing each other and showing respect by listening when another shares.
 - Look for activities that build up the esteem of the individuals.
 - If there is a particularly needy person in the group, avoid the trap of just focusing on that person. This is disrespectful of the others in the group. (Keep a reign on those that want to always share).
- 9. Be aware – that it's okay not to have all the answers.**
- It's okay not to know and to say so! - Others will take real encouragement from the fact that you are still learning. - Take the opportunity to get the group to pray for your needs sometimes.
- 10. A good sense of humor is a valuable asset.**
- According to Proverbs 17: 22, laughter releases tension, relaxes our bodies, rests our spirits, renews our hearts, re-orientes our life perspective.
- 11. Be open to hearing God.**
- Be tuned in spiritually yourself.
 - Don't forget the idea is that you are a channel for the working of the Holy Spirit.
- 12. Inject change and variation before people are feeling like they want a change.**
- Be open to the idea of serving other groups of people, e.g. making breakfast, washing of other's feet etc.
- 13. Love one another.**

A GOOD SMALL GROUP EXPERIENCE PREPARES PEOPLE TO COME WITH GOOD ATTITUDE AND READINESS TO PARTICIPATE THE NEXT TIME.

Small Group - Stages of Development.

Groups of people are not static organisms. They can go through stages of relational development like any other living thing. It is helpful to realize this up front and to have some idea about what can be expected at the different stages and how you as a leader can press on for growth and fulfillment in and through these different stages.

The stages are flexible, they are often overlapping, and it is possible to plateau at any stage. Therefore these stages are presented as merely guidelines.

Stage One: Forming (Dependence)

Developing relationships and sharing the vision. During this stage, the group members are looking to the leadership for all direction and vision.

- The leadership should aim to be outgoing and warm.
- They should model openness, and how to share about yourself.
- They should ensure that the group follows the meeting plan - people feel more secure when they know what they are to expect.
- They should facilitate the group to develop healthy relationships.
- Group members typically feel both excited by the possibilities and anxious about "the unknowns".
- The key aims are to develop trust and openness amongst the group and to form an identity as a small group around the vision - "together we want to.... "

As a leader I need to somehow establish a safe environment for people to feel free to share.

Stage Two: Storming (Counter-dependence)

Trust Development. During this stage, the group members are deciding to share. To let others get to know them a little more deeply and to let their walls down. They are asking "Can I trust these people? Who is leading? Am I going in the same direction?"

- Having modeled openness, the leader should look for the readiness of others to share openly.
- Encourage honest sharing.
- We should model ministry, how to pray for people in need, how to use the gifts of the Holy Spirit sensitively.
- We should look for those ready to start using the gifts in prayer ministry.
- Worship and prayer ministry grow in depth.
- Greater involvement of members. This may be a good time to look out for those with leadership potential who could be drawn into leadership in future events.
- Personality conflicts may emerge (differences of opinion etc). This is okay! Conflicts may mean crisis and crisis may mean opportunity for growth.
- Leadership continues to point to and clarify the basic vision of the group.

As a leader I need to be patient and intentional in regards to building relationships with the students. I need to not take things personally. I need to communicate the value that it is okay to have differences of opinions.

Stage Three: Norming (Independence)

If the group makes it to this stage, and not all groups do, fruitfulness will be emerging.

This stage is a time when the group is actively ministering to each other and individually maturing in Christ

and developing boldness to minister to others. It is a time for reaching out to others corporately in some concrete way.

- A time to release others to minister.
- Challenge others to take risks, to take responsibility.
- The leader acts more as a facilitator and is less directive.
- Group is learning to forgive; there is a growing freedom and determination amongst members to be all that God would have them to be. Faith is growing as is unity.
- Members are moving away from dependence to interdependence.

This is when people are comfortable in their role.

Stage four: Performing (Interdependence).

This is where people are freely released to operate as they really are. There is an outward focus on others and those around them. This is when the Body of Christ is functioning where each individual member is bringing the fullness of who they are in the group.

This is when people are using their role to draw others out and encourage others etc.

THE ROLES PEOPLE PLAY IN A SMALL GROUP

The Proposer

Initiates ideas and action and keeps things moving. This person is very helpful in a group situation in that they feel free to express themselves without reservation. Can have a tendency to rush into proposing an idea without thinking clearly or allowing other people time to think. Therefore, the leader, while needing to consider this person's ideas as concrete, shouldn't feel like it's something that the proposer is definite about. It's frequently just a passing idea. But, make sure you don't downplay this person.

The Encourager

Brings others into the discussion and encourages others to contribute. Emphasizes the value of their suggestions and comments and stimulates others to greater activity by approval and suggestion. Can have a tendency to fear stepping on people's toes, leading to a lack of clarity in their own ideas and proposals. The leader of the group does not need to feel intimidated by this person's encouragement. It is not a hint that the leader isn't doing the job. Rather this person is just doing what they do best and needs to be allowed to do so appropriately.

The Clarifier

Defines the issue concisely and points out problems clearly. Has the ability to step in when confusion, chaos and conflict occur. Can have a tendency to point out the obvious (frequently for his/her own benefit and not necessarily because the leader hasn't been doing the clarifying well enough) and sometimes doesn't see positive aspects of the issue in question.

The Analyzer

Examines the issues closely and weights suggestions carefully. Never accepts anything without first thinking it through. Can have difficulty in that they take a long time in making a decision. The leader of the group can work well with this person by giving them time to question, and answering honestly. Don't try to prove yourself, this person isn't "questioning your authority", they're just being themselves...

The Explorer

Always moving into new and different areas probing relentlessly. Never satisfied with the obvious or the traditional viewpoints. Tend to question a lot, which, if the leader of the group or the other members don't understand, can be very frustrating. Important for whoever is leading the group to realize is that this person will feel boxed or trapped if they're hindered from their questioning. They need, though, to learn the appropriate timing and situation for their very helpful and honest questions.

The Mediator

Promotes harmony between members - especially those who have trouble agreeing. Seeks to find conclusions acceptable to all. Sometimes these people can have trouble in expressing their own opinion, which can then lead to frustration from other group members. A joy to have in a group, but the leader needs to make sure that "hot potatoes" don't just get nicely tidied up, but that honest and frank discussion happen. Possibly this person is fearful of conflict and that's why they seek to bring harmony. Can have a tendency to feel overly guilty.

The Synthesizer

Able to put the pieces together from different ideas and viewpoints. In trying to accommodate everyone, they sometimes mightn't come out with the best decision. If this person isn't the leader of the group, he/she might seem like they're trying to take over. The leader needs to recognize this, and seek to work well with this person. Discussion and appropriate delegated responsibility in certain discussions might be one suggestion.

SOME QUESTIONS FOR A SMALL GROUP LEADER

PERSONAL EVALUATION

- Do I listen to expressions of opinion that are opposed to my own?
- Do I switch off when certain people speak?
- Do I get carried away in an argument?
- Do I answer all the questions when there are others who could do so?
- Do I help the person who finds it difficult to express him/herself?
- Do I listen sensitively all the time?
- Do I regard myself as a servant of the group?
- Do I ask questions to get clarification of what another is sharing?
- Do I express gratitude when something helpful is said?
- Do I give people good eye contact?
- Does my sitting posture express enthusiasm/interest or does it send the message that I'm bored?
- Am I ready to share my needs and struggles?
- Can I accept the prayer and encouragement of the group?
- Do I ever introduce creative ideas that stimulate the group?
- Do I bring humour that relaxes and edifies the group?
- Does my presence bring life or heaviness to the group?

“Counseling” In a DTS

Should DTS Leaders / Staff “Counsel” in a DTS context? Discuss. Given the fact that most of us are not trained counselors, we should never assume an automatic “right” or authority to offer counseling. We should continually be looking to refer the student or staff to the appropriate trained people in our midst.

Some Guidelines:

1. Do not assume everyone has problems to be sorted out during a DTS.
2. We must not expect everyone to have a “brokenness experience” or “breakthrough” to get something out of a school.

Models in Counseling:

1. **Medical Model:**

Doctor	Patient
Expert	Sick (In need of help)
Diagnoses	Sick
Takes responsibility	Depends on Expert
Healthy	Obey
Gives answers	
Directive	

This model invites dependencies, separation, alienation, pride and superiority.

2. **Discipleship Model:**

Helper	Seeker
Roles can be switched	
Both have the resources of the Holy Spirit	
Both are learning	
Both go to God	
Helper leaves the responsibility to the seeker and to God’s work in their life.	
Helper draws alongside of the seeker	

Modalities (Models) – Plan of action:

- Prayer Therapy
- Deliverance
- Inner Healing
- Renewing Mind
- Accountability Groups

Modalities are only effective with tools and skills. Small Group Leaders should see themselves as working through a process with the student.

How to avoid unhealthy introspection:

- Their reference point is “*me and my feelings and how do I relate to you, God and others about it?*”
- Encourage students to minister to others.

Skills: To establish warmth and trust:

- a) Respect the individual
- b) Empathize (active listening)
- c) Face the other person squarely (not behind a desk)
- d) Open posture
- e) Lean forward slightly
- f) Eye contact
- g) Relax
- h) Transmit warmth through body language
- i) The crucial time is when we are getting to know them
- j) Value them (don't "talk down" to them)
- k) Believe in them, that they are trustworthy and responsible and that the Spirit of God lives within them
- l) Don't jump to conclusions
- m) Take them seriously
- n) Don't jump to problem solving or advice giving
- o) Let the person get their own revelation (not just giving advice)
- p) Take a genuine interest in the topic they initiate (they may be testing the water)
- q) Be genuine and honest about your own time constraints, pressures and needs
- r) Don't take on the problem
- s) If I make decisions for your life, I become responsible for your life – We are not savior and rescuers!
This cycle causes guilt, pressure, striving, high expectations!

Active Listening:

"The skill of accurately perceiving the feelings and understanding the why and content of another person's statement and giving feedback".

As we keep listening and drawing a person out, they will often come up with the solution themselves. They don't always need our advice – just prayers!

Sympathy can lead to over identification

Empathy is: "I understand how you feel, but I won't let those feelings paralyze me"

Often – the person just wants to "get it out". We don't need to try and fill a silence. Give the person time and space to share if they want to. We don't need to force them to share. We need to let them control the pace.

GUIDELINES FOR CONFRONTATION

(© Floyd McClung)

We should teach people to obey God and His word, not men. Obviously people need to deal with independence and an unbroken spirit, but they should be dealt with in the opposite spirit: gentleness and love.

When there is a need for confrontation over bad attitudes, the following scriptural guidelines should be followed:

- Galatians 6: 1-3. Go in a spirit of gentleness and humility, "looking to ourselves lest we too be tempted".
- Proverbs 18:17; Deuteronomy 17:2-7; I Timothy 5:19. Always hear both sides of a matter and look thoroughly into all the points of view before a judgment is made.
- James 3: 13-18; 5: 19-20; Matthew 18: 15-18. Follow the spirit of love outlined in these passages. Seek in every way to be redemptive. Never put people in a position where it is hard for them to return or seek counsel or find help from others.
- Remember that the portions of Scripture on church discipline in Matthew are preceded and followed by injunctions to 'not despise one of these little ones' (speaking of straying or lost sheep) and to forgive our brother seventy times seven'

I Samuel 12:23. Pray for those you are concerned about to make sure you have God's heart for them and are not reaching out to them out of your own hurt or disappointment, even the disappointment that comes out of love for a person that you know could have done much better. We must pray until we have God's heart for a person, then go to them when we sense God has prepared their heart for the correction. Timing can be everything.

- **Proverbs 11: 14; 15:22; 25:6. When there is a difficulty with someone's attitude, seek the counsel of a mature, leader (particularly the leader of the person involved) on how to respond. There is great protection and wisdom in seeking the counsel of others. The willingness to seek this counsel shows a caution that reflects maturity and a real desire for what is best for the person involved.**

When Confronting: (Taken from "*The Father Heart of God*" - By Floyd McClung)

1) **Focus on action not person (Behavior in question).**

- Otherwise could stimulate rejection.
- Focus on behavior affirms the others freedom to change.
- Suggest an alternative in future situations (next time what would you do in that situation).

2) **Focus on observations not on conclusions.**

- Do not comment on what you think or imagine, but what you have actually seen.
- Preferable to be made by person who saw.

Focus on amount of information useful to receiver.

- Don't ventilate any pent up feelings.
- Offer it don't force it. "What would be an alternative?"
- If you give too much it will lead to frustration.

4) **Focus on "what" and "how" not on "why".**

- Why questions motive intent and threaten people.
- "What" and "how" relate to observable actions, behaviors, words - tone of voice.

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Leading Praise And Worship

- 1) Plan beforehand with an attitude of prayer. Choose some (or all if you prefer) songs beforehand. It helps to bear in mind the subject for the evening. For example if the subject is unity, you may want to sing: Father Make us One etc.
- 2) Try not to choose several fast songs, then a slow one, then several fast ones again, as it tends to break the flow of the Spirit. It is sometimes helpful to have several songs with the same chord and tempo, so as to promote more of a flow between songs.
- 3) Have a direction in mind as to where you are leading the people; realising you may only have half an hour or so. You may want to spend most of the time in celebration / praise of God's goodness, or in intimate worship etc. Or else you may want to start off with a few praise songs then have a longer time of worship and adoration.
- 4) It is helpful to meet with the musicians briefly before the meeting begins to pray together. This really helps the flow of the Spirit, as the musicians play an important part in the flow of the worship. Meeting early also gives them an opportunity to tune up together on time and learn new songs.
- 5) During the time of praise and worship, hand signals are helpful for the musicians e.g. If you want the song repeated, stopped, or repeated halfway through.
- 6) Feel free to change the words of some songs if it's appropriate. e.g. Instead of "Be still and know that I am God", you could sing, "Be still and trust in me, your God".
- 7) The Holy Spirit will already be present in the meeting, but you may want to pray out and invite Him to move however He would like to.
- 8) Encourage from the word, either in the beginning or even partway through. A time for testimonies also brings encouragement and builds faith.
- 9) Be creative with ideas – give a shout to the Lord or a wave-offering etc.
- 10) Be bold in leading. Speak clearly and loudly so people can hear.
- 11) You may want to exhort people between songs, but keep it brief. Don't "preach" between songs or talk a lot as it takes away from the flow.
- 12) If you sense a heaviness or lack of response throw a quick prayer for wisdom to the Lord and listen. You might just need to stop and ask if anyone wants prayer, or people may just need an exhortation to forget their feelings and praise God for who He is – a foundational principle in praise. "Put on the garment of praise for the spirit of heaviness."
- 13) Try and have a balance between praising God because He is worthy, and also realising that He does want to come and bless us and meet needs. We don't want to teach people to praise God to get their needs met, but we want Him to have the freedom to move in our midst.
- 14) It's sometimes good after the first three or four songs, to allow a time of response in the form of prayers from the people etc. Also if any of the gifts are operating.
- 15) Don't be afraid of silence, especially if people are really worshipping.
- 16) Try and be relaxed, it's a lot easier to hear the Spirit's leading.

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- 17) If someone brings a word that you feel is “off”, it’s best to sing a song directly afterwards then discuss it with the other leaders later.

 - 18) Normally after someone has brought a word, allow a time for it to penetrate. It is good to sum up at the end of the praise time what the Lord has said. It helps to remember and retain it.

MAKING DISCIPLES

(© Rob Clarke, 19/6/1996)

Jesus is the model that we seek to reflect.
He is the way, the truth and the life. (Jn. 14: 6)
What priorities does Jesus live by?

We're always in danger of looking at leadership through the eyes of management, and a worldly approach. But we need to make sure to look back to Jesus. The last instructions that you give to somebody are usually important. Jesus leaves last instructions - Go and make Disciples.

How much disciple making do we see going on in contemporary Church life? Jesus chose 12 and designated them as apostles. He spends a lot of time with them "that they might be with him". This is the approach that we have on DTS - that we might also be with the students.

The crowds were often excited at Jesus. Look in John 6:15. But Jesus never allowed the crowds to be a distraction of his priority to train the 12. After his resurrection, Jesus appeared only to the wider body of his disciples, not to Pilate or Caiaphas or any of the others. Jesus also spent considerable time with Peter, James and John. He took them with him during the raising of Jairus' daughter (look in acts, and see how Peter models Jesus style ministry), at the transfiguration, the Garden of Gethsemane etc.

In Mark 10 v. 17 - 28, Jesus meets the rich young man.
Who gets the following lesson on riches? The Disciples.

Jesus had a plan. He was concerned about the young man, but also concerned that the disciples learn. In Matthew 13, which is the parable of the sower, the disciples get the explanation. These men had been walking with Jesus for some time, and they still needed an explanation. This probably implies that the crowd didn't understand, yet we see that Jesus only explained the parable to the disciples. He was interested in forming them. He will throw out something cryptic that confuses the disciples, but makes them ask him the answer later on. Jesus' priority was the training of the disciples. On DTS, we will have the opportunity to be with people, and to rub shoulders with them. We will be up one another's noses...Use these situations as teaching times.

Luke 9 v. 10 - The feeding of the 5000

Jesus and the lads had been out preaching. The crowds follow Jesus and the Disciples when they return to Bethsaida, and Jesus welcomes them. (What were the disciples thinking?) Jesus then operates through the disciples, in verse 14. He tells the disciples to organise the crowd into groups of 50, when he has blessed the bread, it's the disciples who distribute it, and again when it's all finished, it's the disciples who pick up the leftovers.

Assuming that you're able to implement this approach into your life by influencing one person a year; at the end of the first year, you'll have one extra disciple. If both of you go on to make an extra "disciple" each, at the end of the second year, there will be 4 of you. The third year will see eight of you, and lo and behold, the end of the thirtieth year will see a stunning 512,000,000 of you.

GAINING RESPECT

People tend to raise the genuine expectation of someone they respect. In order for this to happen, you need to...

- Have genuine expectations!
- You need to have respect. This is not taken from people, but rather, they give it to you.
- You need to have authority. Again, this isn't taken from people, but rather it's earned.

In order to bring people forward in discipleship, we need authority. It's a good question to ask yourself "why do I give my respect to someone?"

One reason why we do this is when we see them handle something well - especially something difficult. When we can see that this person knows what they should do. We grow in authority by handling difficult situations well.

Look at 1 Samuel 30

- David didn't respond in the same spirit.
- David doesn't justify himself.
- He doesn't descend into a pit of introspection.
- David doesn't walk away from the group calling them ungrateful slobs.
- Neither does David give up on his men. He refused to see their response as the true measure of their potential. Jesus treats Peter similarly.
- David, under pressure, found his strength in the Lord. Generally, under pressure, people do what is habit, or automatic for them. For David, it had become habit to find strength in God.
- Instead of letting the hurt work on him, David let God work on the hurt. If we allow the hurt to work on us and react to that, we're like a wounded animal with one focus - to protect yourself.
- David seeks God's perspective on the situation. It's so much easier to seek God's perspective if we've already let God treat the hurt.

Introducing Speakers

Here you are, all ready to enjoy your club's annual dinner and out of the blue you're asked to introduce the guest speaker. It looked so simple when other people did it, but now that it's your turn, you're not so sure.

Well, you can make a good introduction if you remember a few simple guidelines:

- First, recognize that the introduction of a speaker is not about you, it's about the speaker, and about the expectations you generate.”
- Sit down with the speaker before the speech, and get the basic information you need. That includes the speaker's name, the title of her speech, and a bit of background to the issue she plans to cover. You'll want some biographical information, as well. And, if her name is difficult to pronounce, spend a few minutes practicing it with her.”
- When the time comes to make the introduction, tell the audience, with enthusiasm, that you're pleased to introduce the speaker, using her name and the title of her speech. Explain why her subject is important, citing either your personal experience or something that's commonly known. But, be quick. Your explanation should last no more than one minute.”
- Next, explain why the speaker is qualified, and if possible, uniquely qualified to speak on this subject. This is where you use the biographical information you collected earlier. Again, keep this to less than a minute.

By now, the audience is receptive and the speaker feels welcome and confident. You only need to repeat the speaker's name and the title of her speech, shake hands with her, and lead the applause as you sit down.”

Speaker Care

Once the Speaker arrives:

- Pick him / her up from the airport. Be on time.
- Allow them time to settle in at the base – show them around. Orientate them to the phones, photocopier, corner shop etc.
- It is ideally recommended that speakers get their own private room – not having to share a bathroom with others. (If however), speakers need to share bathrooms with students / staff – recommend times when bathrooms may be quiet – during times allotted for prayer in the mornings etc.
- Make sure somebody is arranging with them how breakfast is going to happen at a time convenient for them. There should be somebody assigned to DTS hospitality to look after this. Double check that all is going well with this.
- Make E-Mail, phone fax, mail, and laundry facilities available to them.
- Have a School Manual in the room for the speaker, as well as a photocopy of all the students and staff with names attached.

Initial discussion about the School with the Speaker:

- Talk to the speakers about how the school has been going. – What have been the good and bad points etc? Mention topics that have been covered already during the school.
- If there are any particular things they should be aware of, mention them. Example of timekeeping being an issue, or if the class are easily distracted, or if the level of English is going to be an issue.
- Explain to speakers when you have scheduled “coffee breaks” or stretch breaks and discuss if this can be determined by them and for how long they are.
- Explain the week’s schedule. When you would like the speaker to start, finish etc. Invite the speaker, (should they wish to) be involved in other events in the life of the school, community etc. e.g. worship times, intercession times etc. Explain if you would like them to be a part of a staff luncheon or meeting or prayer time.
- Some speakers don’t like questions to be asked while they’re teaching, others thrive on it. Establish where the speaker stands on this.
- Sometimes a student will want to meet with the speaker during the week. Mention this to the speaker. It is a good idea if the school leader or staff mentions this from the front of the class and asks students to come to him / her if they want to meet with the speaker.
- Talk about how previous ministry times have gone.
- If ministry is expected to happen during the week, talk about how it is going to be done, so that you can prepare the staff to minister sensitively. With regard to ministry, make sure things like soft background music is available, or a staff musician to lead worship during ministry. This not only serves to focus people on God, but also prevents people being overheard while they’re sharing.

- Explain if you will be having translation during the week and how the translator has been going.
- Let the speaker know that you will connect with him / her regularly during the week to check on how they're doing, and also to have ongoing evaluation of the teaching and how it is going. The students are a priority! - if the speaker is going over the students heads, being insensitive, speaking too quickly etc., the DTS leader has an obligation to discuss this with the speaker.
- Ask if there are specific themes that worship times could be focused around to help continuity from worship to lecture time.
- Check about any direction they might want to give to small groups, questions or verses they would like people to meditate on during prayer times etc.
- Depending on what is being done about memory verses on the school, it might be appropriate to ask whether there are any key verses they would like to have during their lecture week.
- With regard to the speaker's free time, ask if they would like you to organize anything for them during that time – a trip to the city etc.
- Pray together for the school and establish that this will happen again during the week.

Controlling Assumptions

Read the following excerpt and discuss the questions below:

A few years ago a group of investigators led by Dr David Rosenham, a professor of psychology and law at Stanford University, had themselves admitted as patients to various mental hospitals. The hospital staff did not know that there was anything special about them; they thought the investigators were ordinary patients. The investigators wanted to see how they would be treated.

The investigators were perfectly normal, whatever that means, but their very presence in the hospitals created the assumption that they were mentally disturbed. Although they behaved normally - they did nothing to feign illness - they soon discovered that everything they did was interpreted as a sign of whatever mental problem was listed on their admission forms. When some of them were found to be taking notes, entries were made in their records such as "patient engages in writing behaviour." During one interview, one "patient" confessed that although he was closer to his mother as a small child, he became more attached to his father as he grew older - a normal turn of events. But this was taken as evidence of "unstable relationships in childhood." Even their protestations of normalcy were turned against them. One of the real patients warned them: "Never tell a doctor that you are well. He won't believe you. That's called a 'flight into health.' Tell him you are still sick but you are feeling a lot better. That is called insight."

No one on the hospital staffs caught on to the hoax. The real patients, however, saw through it. One of them told an investigator, "You're not crazy. You are checking up on the hospital." And so he was.

Why did the doctors not catch on? The experiment revealed something about the power of a controlling assumption; once a hypothesis is accepted, everything can be interpreted to support it.

Once it became the controlling assumption that the fake patients were mentally disturbed, it did not matter how they behaved. Whatever they did would be construed to fit the assumption.¹

Discuss:

1. Having read this true story, what are your first thoughts?
2. What is a "controlling assumption"?
3. What might cause us to have controlling assumptions regarding our DTS students?
4. Suggest ways in which the doctors could have become acquainted with their patients and thus not be fooled by the false information given to them?
5. What actions can we put into place, and what behaviours can we practice to guard ourselves against having controlling assumptions about our students?

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¹ Excerpt taken from "The Elements of Moral Philosophy" James Rachels, McGraw-Hill 2003

Leaders as Shepherds

(© Tom Marshall)

Jesus' Leadership Model – Shepherd (John 10)

1. Nature and Character of a servant:
 - Not only kind deeds but a kind person
 - Worldly leaders – driven by a natural desire to control
 - Natural servants – These are God's leaders
2. Leader who is past the status syndrome:
 - Leadership = status (in the world) "Washing feet was the lowest status job there was"
 - Jesus modeled leadership that did not equal status.
 - The leader is just one function among many.

Marks of Status: a) Titles – deference to (paying undue attention)
 b) How people view leader (gulf must be bridged by leader) Approachability is key!

Power is having power with people – not over people.

Leadership is: (John 10)

The essence of Leadership has to do with foresight (i.e. able to see ahead)

- Must be future oriented and goal directed
- The "Rhema" (revelation of the word of God) is the core of leadership
- Key to leadership is future – looking for opportunities, direction
- Being a good leader does not mean being the best at or even good at everything else.

Leaders must be visionary, but not only!

- 1) Must get vision clear – can't let go too soon
- 2) Must have understanding of timing.
 - You can not go without enough information, but if you wait for too much you will be too late.
 - "The right point is a step of Faith"
 - To sell vision you must make clear where that step lies.
 - Must be able to plant vision in other's life.

Leaders are liable to be criticised:

- 1) Because a leader is always dealing in the future (The present is never complete).
- 2) When things get difficult, the vision is liable to wane.
- 3) Leader does not have the luxury to relax, especially when things are getting difficult.
- 4) Leaders handling power often hurt people
- 5) Leaders can be a source of envy or criticism
- 6) Others can see dangers – Leaders can not.

Relationships: Leader ←-----→ People

Leader falling = broken trust

Trust means giving control to that person

Trust is very fragile and difficult to restore

What people must trust in a leader:

- 1) Judgment (Risk – can't see the future)
- 2) Resourcefulness – to find the answers you must know what is inside of you. They have confidence in you to find the answers.
 - Trust is a decision and a process
 - “There is more emphasis in the New Testament in developing a trust relationship than in the decision of trust needed for saving faith”
 - We must build trust
 - Trust is built upon the little things
 - We need to trust people as much as we want them to trust us
 - Crisis never creates confidence. It just shows whether or not it is there.
- 3) Integrity (Honesty)
 - People do not require their leaders to be infallible, only honest. We must be honest and open about a mistake. Defending destroys trust and opens you to deception.
 - Leaders must trust the honesty and integrity of people.
- 4) Perseverance
 - Leaders must hang in there until they arrive at the goal
 - Some leaders only like to lead successes
- 5) Understanding
 - John 10 “...knows the sheep by name” (name means identity)

David had a capacity for getting a hold of a man's spirit. You must know your people at the spiritual level. You can not serve people you do not know. → You can never know them unless they disclose themselves. → They will never disclose themselves unless they trust. → They will never trust unless you disclose yourself. Openness starts with leaders – it must be modeled. People will believe somebody who is real. Openness means vulnerability. To communicate effectively you must take the same risks that you expect them to take.
- 6) Sacrifice
 - Defined “Something good that is gladly given up for something greater.” (Not sins or weaknesses).
 - Power is proportional to sacrifice.
 - When the Kingdom is involved, enemies and obstacles shrink to insignificance. Even the smallest things in the Kingdom have eternal significance.

“We all need to know about leadership so we know who to follow.”

Balance = Obedience to God

Cults = People blindly following a leader.

Follower – Same principles apply as following God

Leader – Often confused with gift of administration or other motivational or ministry gifting.

Even though pastors are the leader they do not have all the giftings in a church.

- “If you can raise up a better leader than yourself, then you should follow him!”
- Shepherds – Biblical model of a leader
 - Ezekiel 34 / John 10 / Acts 20:28
 - Shepherds exist for the sheep, not vice-versa!

10 Qualifications of a Leader John 10

- 1) Foresight Vs. 3-4
 - A. Leader must be able to see where they are going
 - B. Christian advantage – we are in touch with God
 - C. Price tag = difficult life – open to criticism, always heading towards something but not there.
 - D. A life of risk – never living in the now
 - E. Criticism is usually illegitimate because people can not see what you can see.
 - F. Will always be leading into change – people find change to be difficult
 - G. It is always easy to pick flaws in vision
 - H. In difficult times the vision wanes e.g. Numbers 20 – no water, forget Promised Land, blame Moses.
 - I. Often we don't see the genuine dangers
 - J. Often criticised because of jealousy and envy – sheep do not have a right understanding of leadership – they equate it with power.
 - K. Do not just reject criticism – leads to arrogance. Arrogance = unwillingness to receive input.
 - L. Don't be discouraged. Neh.4 Leaders can not afford discouragement or everyone will be discouraged.
 - M. Don't be ruled by it (discouragement)
 - N. Don't personalise it. We are often told the right thing by the wrong person at the wrong time and from the wrong motivation.

“We (YWAM) are where we are because of visionaries!”

- 2) Must know how to communicate. John 10:4
 - Share ideas so people will know at least some of what we are talking about.
 - Learn communication skills
 - Write the vision
- 3) Must be able to inspire people! Inspiration = Goals accomplished
- 4) Must understand timing “*When*” John 10:4
 - Even in sharing vision
 - Prophet must submit his gift to leader for timing
 - Right time is usually before all information is in (Risk). Can not loose calling, momentum.
- 5) Mutual Trust – If they don't trust, then they won't follow. A leader must be trustworthy.
 - Must trust judgment (Administrator must serve, not control visionaries).
 - Must trust integrity, faithfulness, honesty. We don't need leaders to be infallible, just honest. “If you doubt the honesty and integrity of a leader, then don't follow him”.
 - Must trust his perseverance – must be willing to hang in there when everyone else wants to give up.
 - Shepherds must also trust the sheep (John 10:9) (Door exists for protection of sheep, not for the shepherd). “Shepherd must be willing to be the door”. Trust of followers must be worked at.
- 6) Servanthood (Matthew 20:25) 2 Kinds of leaders:
 - 1) **Natural leader** – drive to dominate, control, acquire, gain power, authority – leads from these desires
 - 2) **Servant leader** – Only leads because he/she recognises it as the best way to serve (God's leader).

Servant Leader:

- Servant by nature – Taking up leadership or laying down leadership does not change their nature as a servant. God is free to use them as a servant or a leader.
- He makes other's interests a priority (John 10:10) Leadership does not equal status or importance. Power does corrupt. It can create pride, ambition for what does not belong to us. Arrogance,

unwillingness to be checked, insensitivity, selfishness, using people for our own purposes, self – righteousness, tyranny. It must be righteous power (Matt. 20:25)

- Paramount aim of servant leader – best interests of people we lead, not the project.
- Paramount satisfaction is the success of the people we serve.
- Humility is shown by a willingness to listen. Servants listen – Worldly leaders tell.
- No status in leadership – status is the key ingredient in the corruptive nature of power.

Things that produce status:

- Leader given special title, form of address, privilege. This must be balanced with hospitality – giving honour to those who honour you.
- When we insist on it, then this is status. Humility = people will be humbled by our hospitality.

7) Humility

- Giving up of rights is the key to privileges
- Authority is ultimately given by those who follow, not from the top, the world is backwards.
- Leadership appointments should be given to what is already happening. You can't make leaders; just appoint people who are already leading.

8) Openness – John 10:14-15

- We must know people before we can serve them – get to know them.
- We can only know them to the extent in which they open up to us.
- They will not open up to you unless they trust you – They will sometimes test you.
- They will not trust you unless they know you
- You must open up to them
- There are many things you can share with followers to really get them to trust you – particularly past failures and victories.

9) Acceptance (John 10:14-15)

- After Jesus knows us He still accepts us
- Must be able to separate who a person is with what they do. Who they are with how you feel about them.

10) Sacrifice – Jesus laid down His life for the sheep.

- We can only sacrifice if we really see the value of it.
- Sacrifice is something gladly given up for the sake of something greater.
- Authority / power are proportional to the level of sacrifice. The bigger the goal, the greater the sacrifice. If you have the vision, you must be willing to pay the price!

Time Management

(© Cindy Bauer)

Psalm 25:14 - “The Lord will confide in those who fear Him. He makes His covenant known to them”.

FRIENDSHIP WITH GOD IS RESERVED FOR THOSE WHO FEAR HIM AND HE WILL SHOW THEM HIS PROMISES.....

Staffing a DTS can be a real test for our time management skills. It is so easy to be side tracked, by our own poor skills and by the enemy’s tactics. It is important that we know how to prioritize and maximise our time.

Psalm 27:4 – “One thing I desire of the Lord and that which I seek, that I may dwell in the house of the Lord all the days of my life, to gaze upon the beauty of the Lord and to seek Him in the temple”.

- Friendship with God is to receive His secrets
- Seek to be with Him

It is difficult to disciple someone unless we have been there ourselves. We will disciple others out of the relationship we have with the Lord. We need to have an intimate relationship Jesus – this should be our priority as staff, as followers of Jesus.

God gave us time, so that we can choose what we do and when we do it. Ecclesiastes 3 tells us – “that there is a right time for everything”.

Time Management Principles:

1. Make a list – Order your day and all that needs to happen that day.
2. Prioritize things. Things often don’t just happen, you need to make them happen.
3. Set goals...A goal becomes a goal when you put a “time limit” on it. Otherwise it is just a good idea. We can do as much as we want to do if we prioritize our time accordingly. We need to order our life, not just live it responding to the circumstances and “crises” of the moment. There are the “world changers” and those that watch the world turn. Sometimes we need to take “control” of our lives and not just wash along with the waves.
4. We need to have a healthy balance in regards to the time we give to sleep, exercise, work and play. Having coffee with people is great, as long as we accomplish the tasks we have set for ourselves to do. “All coffee and no work make for a l – o – n - g day.” Remember – there is joy in completing a task! ☺
5. Ask the question – “Is this the best use of my time right now?”
6. Try and list the amount of time you spend in the following categories: Leisure, Work, People, God, and Personal - Examine if you are spending too much time in certain areas - Is this distribution of time perhaps detrimental to you spending time in others areas?

Delineate Time Mismanagement:

Self

Poor planning
Visiting
Preoccupation

Others

Unnecessary deadlines
Interruptions (phones, visits etc.)
Poor communication

Won't say No	Mechanical failure
Wrong priorities	Understaffed
Goals not clearly understood	Overstaffed
Unorganised	

Examine lists and identify major problem areas. Try and define areas that rob you of the most time.

Time Wasters:

- Misplaced items
- Unanticipated interruptions
- Waiting for people
- Failure to delegate
- Lack of preparation
- Poor organisation
- Talking too much
- No priorities
- Procrastination
- Mistakes
- Poor communication
- Over-optimism
- Attempting too much all at once
- Not starting
- Distractions

DTS COMMUNITY LIFE ACTIVITY

Break Students into smaller groups to discuss amongst themselves, then come back together as a whole group and discuss. Draw out principles of community living that are applicable and agreeable to all.

What areas / situations do you need to consider as you live in a community living situation with people from different cultural backgrounds and beliefs?

Reflecting on the purposes of why you came to do a DTS, identify attitudes or actions that would insure that you would have a positive experience:

Identify attitudes or actions that could keep you from having a positive experience (obstacles):

One of the DTS requirements is to participate in all events. It takes more than physically being somewhere to participate. What does it mean to participate in attitude and action? How can we encourage each other to participate?

How does being on time affect others and yourself?

In the DTS, it is important to pursue a variety of friendships. Why is this important and what would hinder this from happening?

ROOMMATE AGREEMENT

Break students into their roommate groups. Have them Discuss and come to an agreement with their roommates on the following:

Use of closet space / desk space / pin board / sink space etc?

Time – Lights out at night / on in the morning?

Music?

Cleaning the room?

Quiet time?

Other?

“Honouring Your Parents”

(© Dan Sneed)

How to deal with imperfect parental guidance:

- 1) Be honest with yourself – face the areas where they’ve hurt you.
- 2) With a trusted person – talk it out.
- 3) Try to get your parents in the proper perspective. They are human! They are a product of where they came from.
- 4) Try to distinguish between what actually happened and your interpretation of what happened.
- 5) Recognize that God is bigger than your parents’ failures. The Holy Spirit can bring healing where needed. Don’t develop a “victim” mentality. I am a new creation – He can take what took place and turn it around and use it for good.
- 6) Take responsibility for your reactions to their actions. I’m not responsible for what they did, but I can take responsibility for my reactions. I need to be responsible for dealing with unforgiveness, or bitterness, rebellion etc. Confess it to God, than He is able to cleanse and go to the deeper reasons why these emotions come.
- 7) Forgive them. It is a choice. A mental and emotional process. Don’t set my mind on the negative junk. Don’t allow the enemy to tell me that I haven’t forgiven.
- 8) Choose to honour them. It doesn’t mean I always agree or that they are never wrong. Respect them for who they are. Bless them in Jesus’ name. Make sure my heart is right towards them.

Exodus 20:12

Leviticus 19:3

Matthew 15:4

Ephesians 6:1

Deuteronomy 27:15-16

Remember: Honour comes from the heart.

SHEPHERDS OF THE FLOCK

(© Dean Sherman – IDTSC Consultation Lausanne 1998)

1 Peter 5:2-3 *“Be shepherds of God’s flock that is under your care, serving as overseers-not because you must, but because you are willing, as God wants you to be; not greedy for money, but eager to serve; not lording it over those entrusted to you, but being examples to the flock”*

Key Points from Dean Sherman’s opening message:

- As DTS staff and leaders, when we have students come to do a DTS, they have been entrusted to us by God Himself, for a particular time and for particular reasons. Our role is to shepherd the flock, to lead them from A to Z. As shepherds of the flock, we don’t just ‘run’ a DTS program that runs smoothly and has no problems and then think that was a good DTS program. In this we can be deceived into thinking it was a good DTS because we didn’t have any problems. Whether we get positive or negative feedback on our DTS, the anointing on the DTS is the vehicle that makes us good shepherds of the DTS.
- Our role as staff and leaders is to know the condition of our flock and take diligent heed to their needs and to the herd. *“Be sure to know the condition of your flocks, give careful attention to your herds”* Proverbs 27:23. We need the ability to know where we are going and we need to know what we want to see developed in our students and the means by which we are going to get there. We need to know how to take them from A to Z.
- We need to have **Spiritual Ambition** for our students. Ambition for them to grow and change. We need to have anticipation for our students, looking for growth and waiting to the end to measure how much they have grown.
- The essence of a DTS experience is not a curriculum and our creativity in the demonstration of that curriculum - it is the experience of the integrated whole. We can be totally creative in the demonstration of the DTS program, but not have any idea where we are going with our students. As shepherds, we need to know what the ‘whole’ is, having experienced it ourselves, having faith that people can move from A to b to c to z and change. We need to be constantly progressing toward the goal. As leaders, we need to lead, but if we don’t know where we are headed or where we need to lead the sheep, chances are we won’t get there.
- Our goal is change, and change comes about through intercession. Intercession is how people get from A to B. Spiritual Warfare is a method by which we get students out of darkness, bondage and to break through the things that bind them and lead them to freedom in Christ.
- We need to use the things of the curriculum as a means by which we get people from A to B. We shouldn’t just teach on prayer and intercession, but live it and use it as the means and method of shepherding the students. Everything becomes part of discipling. This is shepherding!
- Linking things together - the curriculum, the learning, the teaching - this is shepherding. Linking people to the presence and power of the Holy Spirit, making application to people’s lives, to their situations through the Holy Spirit - this is shepherding. If the Spirit of God is not present in all we do, is not orchestrated and yielded to, then we are ineffective.
- A leader needs to learn how the Holy Spirit functions. He must be the centre of all we do, the very process itself in a DTS. The Holy Spirit should be the one talking and empowering. As Shepherds, we must be people who have faith and anticipation for what the Holy Spirit wants to do in someone’s life. This requires all staff to be engaged in the classroom and every activity of the DTS. Disengaged staff who do not attend lectures are unable to know what the Spirit is doing. Learning is not complete in a person’s life until they have processed what they will do about what they have learnt, acknowledged God and responded to Him.
- As Shepherds and leaders, our role is simply to listen to, be sensitive to and then allow the Holy Spirit room to move in people’s lives.

COMPARISONS & IDENTITY

Results of Unwise Comparisons:

- 1) A sense of inadequacy.
- 2) A sense of unfairness. “How come...” Satan used this sense of unfairness with the temptation of Eve. – “God knows if you eat of that fruit your eyes will be open. You will be like him. He doesn’t want you to be like him”. We dislike who we are because we are not like someone else.
- 3) Resentment / bitterness develop.
- 4) A spirit of competition develops. I have to have some thing to be better than someone else, so as to feel good about myself, to have value. This just leads to trouble.
- 5) Failure to be and appreciate who you are. I cannot be someone else! But, I can be the best me ever. This guarantees success! Diversity is wonderful. Unity is NOT uniformity. Unity is people with different giftings / personalities / backgrounds / cultures, who work together. You’re a gift to the body of Christ. Don’t rob us of it by trying to be someone else. 2 Cor. 10:12 There is nothing wrong in seeing desirable qualities that you admire in someone else, but allow the Holy Spirit to work them into your life. Don’t try to be that person. Ps. 139:13-18

Self Talk:

This is the most important conversations that you have are with yourself.

“A man is hurt not so much by what happens, as by his opinion of what happens”. It is not our situations that make us happy or miserable; it is the way in which I choose to react to it. There is a difference between a reaction to a situation and a response to a situation.

Challenge your self talk. After an event has happened, something that hurt, do the following:

- a) State precisely what happened – don’t evaluate or exaggerate – just state the facts.
- b) What are you saying to yourself about the situation? Don’t ignore your feelings.
- c) Challenge your conclusion. What grounds do you have to come to it? Are there other possible conclusions? (Fact versus feeling / Truth versus lies?)

Practical Steps in how to change how you see yourself:

- 1) Have a personal, growing relationship with Jesus.
- 2) Grow in your understanding of the character of God. Get into the word.
- 3) Accept the truth of God’s word! My emotions are not necessarily truthful or absolute. Allow God’s word to get into my mind and renew it. This takes time and is a process. I need to CHOOSE to believe the truth.
- 4) Allow the Holy Spirit to change your “mind set”, i.e. my thinking pattern. Eph 4:23

- 5) Understand and apply the scriptural teaching about your thought life. "As a man thinks, so is he". Learn to discipline my mind!
- 6) Forgive those who intentionally or unintentionally damage your self concept. Forgive them and pray for them.
- 7) Make sure that your "forgetter" is in good working order. Forgetting is not wiping it out of your memory, it is not giving it control any more. After you've dealt with the problem, forget it and move on.
- 8) See yourself as God sees you. God sees me in Christ. I am coupled with Christ. I have the Holy Spirit in me to help me. Walk it out. Phil. 1:6
- 9) Learn to accept and appreciate yourself. Accept my strengths. Accept my limitations and weaknesses. Remember – an INSECURE leader has to do it all!
- 10) Diligently work at developing your own personal gifts and abilities. They're what God has given you.
- 11) Be determined, yet patient with yourself. "Life is development, over development, over development".
- 12) Give yourself to others. Learn to serve. "I want to be all that I can be, to the best of my ability, so that I can give it away" The more I extend myself in serving the success and possibilities of others, the more God will do likewise with me.

How We Influence Each Other – Team Building

(Compiled by Elena Ciobo)

We all have an affect on people, both positively and negatively.

Activity:

Ask people to draw our team and how they see it – as a tree. Ask: Where do you fit in? Draw everyone on the tree and where they fit. Talk about how we all come from different perspectives and have different perspectives. Which one is right / wrong? Is any one of the drawings more right than the others? Discuss, even though we may have different perspectives, what kind of atmosphere do we want our team to have?

List on the board: e.g. Fun, loving etc.

Explain how each one of us will have a role to play in achieving this. As individuals we have an influence on the others in the team.

Read dictionary definition of “Influence” – Agency or power serving to affect / modify or sway.

There is no such thing as a non-member. We all affect a group whether we realise it or not. We affect people around us and this affects a group atmosphere. A non-member believes they are an isolated island with no affect on others. This is not true. We all communicate through our body language and not just our words. Actually 90% of communication is body language. e.g. Not participating in a prayer meeting.

Phil. 4:2-3 Why would Paul write about Euodia and Synthche’s disagreement? Because it was affecting the whole church in Phillipi.

Likewise, when two of us disagree, we can affect the whole team. Even if I act in a passive aggressive manner – I affect others. Again, I can affect others positively or negatively.

Write 3 positive ways you may affect a team and 3 negative ways. Discuss.

Team Unity

(Written by Elena Ciobo & Marie McKenzie)

Intro: What makes a good staff team? - Unity / Communication / Blend of gifts etc.
How do we demonstrate “unity” to our students?

Focus - What is UNITY?

Read John 17:20-23 / Romans 15:5-7

1) To be effective as a staff team, we must have unity. We are called to be one.

- Why? ⇒ It is a witness to the students and to the world. Discipling involves witnessing / modeling through our lives and the way we relate to each other.
- ⇒ When we have unity, it glorifies God and brings praise to Him.

Results of unity:

2) When we have unity, we are one in spirit.

- Ecclesiastes 4:12 - We are stronger. More authority spiritually and physically.
- Psalm 133 - It brings anointing. Remember - It is not our title as “staff” that brings the anointing, but rather God’s appointing. (Oil = anointing / i.e. blessing of God).

3) Divisions grieve the Holy Spirit when we are not in unity.

This is one of the first areas Satan tries to make us ineffective in - by attacking unity. He knows the strength and effectiveness of our unity - in our spiritual covering of the students, school and each other.

What areas can we identify in a team setting where unity is able to be affected?

In small things: ⇒ Differences (e.g. humour / degree of openness / vulnerability)
 ⇒ Foolish arguments
 ⇒ Thinking our way is the best way - “Well this is the way I’d do it...”
 ⇒ “Different and wrong!”

Don’t be deceived - these small comments, thoughts and humour can bring division.
Galatians 5:15.

Does unity mean we can not have differences of opinion?

- What is the Biblical way to still have unity yet disagree?

4) We need to guard our unity like a precious gift. Why?

1 Cor. 12:12-27 ⇒ Because we compliment each other in our unity and diversity of gifts / strengths / cultures.
 ⇒ Differences are good. We need each other to compliment each other. There is freedom to be who we are.
 ⇒ We cannot provide the leadership of the DTS alone or as a lone Christian. We must function with each other. There is

no such thing as a non-member. We influence in all we do, say etc.

- ⇒ We are united by a shared commitment to Jesus and each other. Jesus is interceding for us!

5) Weapons to guard our unity;

- Eph. 4:16 - Love ⇒ Accepting one another.
- 1 Cor. 10:24 ⇒ Seek others good first.
⇒ Humility - "We need each other".
⇒ "PRIDE WILL DIVIDE"

6) Unity will not always come naturally. We need to work at it and be committed.

- Eph. 4:3 - "Make every effort....."
- Rom. 12:10 - We need to honour each other. The people on our team are more important.

Does "unity" on a staff team mean we need to all be 'best friends'?

THE DTS PROGRAM

(Written & Compiled by Elena Ciobo)

- **What is a DTS / What is the purpose of the DTS?** - Brainstorm and list all elements.
“To equip, to challenge, to impart, to prepare”
 (U of N Reference Guide: P. 113 - 114) Read & Discuss.
- **Who does the DTS bless?** Brainstorm ideas. (Students, Staff, lost etc.)
- **What is it in a DTS program that blesses?** (Be specific - character, God etc.)
- Handout - **Building blocks of the DTS.** Read first page - Keep in mind - Why is it so important to build on YWAM's values?

Group Activity: YWAM Values - “A Creative Approach”

(Give 15 minutes to prepare. 5 minutes to present)

- ⇒ Divide 21 values amongst staff. (e.g. 4 staff = 5 values each)
- ⇒ Do first value together. Read it aloud and identify 6 key words. Why are they key?
- ⇒ Each staff member takes their 5 values and must present values in the following way: i) Draw one of the values
 - ii) Act out one of the values
 - iii) Identify 6 key words in one of the values
 - iv) Tell a story of 1 minute of one of the values
 - v) Make a rhyme / jingle of one of the values.
- Continue through Building blocks of the DTS. (Elena's handout) Read briefly.
- How do we learn? How will our students learn? (Hearing, seeing, doing etc.)
- **Formal / Informal / Non - formal** - A DTS is a live learn program that actively interacts with the students in these ways.
 - ⇒ **Formal Education** (12 hours per week) Truth coming forth in a formal way. Usually one sided e.g. A speaker - listener.
Strength of this approach: ‘Vessels’ come into DTS and make a contribution. The Holy Spirit builds on this. To make this formal education the most effective, it needs to be complemented with informal and non formal education.
 - ⇒ **Non - Formal Education** - It's not spontaneous. It's inviting the student to interact, respond to something. e.g. Book Report, Work duties, Journals etc.
 - ⇒ **Informal Education** - Learning that takes place spontaneously. e.g. Coffee break
- With this in mind - discuss, examine **DTS schedule / speakers**. How can we creatively incorporate all avenues of learning? Pray for Speakers.
- Brief overview of School Policies - Smoking, drinking, dating. We are not policeman but signposts!

Formal, Non-Formal, Informal Teaching

Type	Definition	Examples
Formal	Planned one-way communication/teaching	Lectures, Books, Videos
Non-Formal	Planned two-way communication/teaching	Small groups, one-on-ones, processing times, special evening events, worship, intercession
Informal	Unplanned teachable moments	Work duties, dinner conversations, spontaneous conversations

Biblical Examples of Formal, Non-Formal, Informal

Formal:

1. Jesus – Matthew 5:1-7, 29 . . . the Sermon on the Mount
Matt 5:1 “He began to teach”
Matt. 7:29 “Crowds were amazed at his teaching”
2. Peter – Acts 2:14 . . . Peter addresses the crowd at Pentecost
“Peter stood up and addressed the crowd”
3. Example from workshop . . . Patti’s message on Passion, Patience message on Faith

Non-Formal:

1. Jesus – Luke 9:18-21 . . . Jesus interacts with disciples, the ask questions, etc.
2. Paul – Acts 19:9 . . . in Ephesus, Paul had discussions at the Hall of Tyrannus
3. Example from workshop Intro time in small groups, asking about countries, small group question time

Informal:

1. Jesus – Matthew 26:6-13 . . . woman anointing Jesus, spontaneously happens and then Jesus talks about the poor, etc.
2. Philip – Acts 8:26-40 . . . Philip with the Ethiopian eunuch . . .
vs.27 “on his way, he met . . . “
3. Example from workshop . . . meal times, unplanned conversations etc.

What is our Motivation?

1 Samuel 16:6-7

Matt. 12:34

Luke 6:45

- The Lord looks at our hearts – not our outward appearance.
- What ever is in our hearts will come out.

What is our motivation? Why do we do the things we do in a DTS, in ministry? What do we minister to others out of?

List:

e.g. To show God's love

For people to come to a relationship with Jesus

Mixed motives – status, power, purpose, greed pride

To serve the Lord

Obedience

Guilt – fear of letting people down etc.

Affirmation – grace – self worth

If _____ is our hearts motivation, what will the end result be in ministering to _____?
(e.g. in ministering to students).

- Can our motives ever be pure? Jesus' heart was pure.

Pray – Jesus take out the roots in my heart, the motives in my heart that are wrong and not in line with who you are and who you have called me to be. Jeremiah 17:19

1 John 3:18-20 God is greater than our hearts.

God has given us new hearts Ezekiel 36:25-27 and He is bigger than my heart

It is a daily process of bringing my heart to the Lord.

Phil. 2:13 – “The Spirit of God will motivate me to will and do according to His purpose.

This is an example of a Vision Statement written by a DTS Staff in YWAM Lausanne.

DTS Staff: VISION STATEMENT

(Written & Compiled by Elena Ciobo and a DTS Staff Team 1999)

God is the foundation of this DTS. We acknowledge our dependency on Him in all we do. We commit ourselves to God in areas of holiness, servanthood, unity, encouragement and trust.

By living a real, vibrant, transparent Christian life, we hope to challenge and encourage the students to grow and develop in their relationship with God. That they will be transformed, willing to serve, committed and living fully for Christ, acknowledging the reality and truth of God in all spheres of life.

It's only in knowing God personally that we can make Him known.

FINDING THE COURAGE TO EQUIP

(By Dr. John C. Maxwell)

We often see leaders that have benefited from maximizing their own leadership skills, but are failing to pass those skills along to their staff and other emerging leaders. We often hear the excuses. "I can't find the time," or "I'm still evaluating their potential."

If we could just get honest with ourselves, we might see that our reluctance is often based in fear. We never vocalize it, but internally, we are afraid that if we invest in developing other leaders, bad things might happen. We won't admit our fear that if we mentor someone:

- * I won't be indispensable any more.
- * My authority might be challenged some day.
- * Others might prefer the emerging leader over me.
- * Their influence could surpass my own.
- * They might receive credit due to me.

Simply writing these fears down helps us see they are all rooted in our own insecurity. As long as we allow these petty anxieties to shackle us, we'll never achieve the greatest satisfaction of a leader - the legacy of multiple leaders achieving far more than we ever dreamed of accomplishing ourselves. Here are some things to consider that can help you crush those insecurities.

*** Remember that someone invested in you.**

The recent movie "Pay it Forward" told the story of a boy who believed he could change the world if he could perform three big acts of kindness for others; they would, in turn, perform three big acts of kindness for others. While the story came from Hollywood, the principle comes from life. All of us who lead are the beneficiaries of someone else's investment in us. If you don't "pay it forward," the greatest loss will be yours.

*** Decide to trust and be willing to be burned.**

If you mentor enough emerging leaders, you will probably be disappointed, hurt, even betrayed by some along the way. Do it anyway. It's a small price to pay in exchange for the privilege of watching others you've invested in overcome challenges and literally change the world.

*** Deal with past disappointments in your life.**

We need to eliminate emotional clutter from our life. Until you forgive those who have disappointed you and move on from your past, you'll be ineffective at shaping the future through others.

*** Become more convinced of the future.**

Some leaders live as though they expect to be around forever. Ask yourself, who is coming along ready to take your place? When we mentor someone we allow for multiplication.

*** Be willing to experience something greater.**

Leading people is gratifying, but watching the leaders that you have developed lead, is even more gratifying. Face your insecurities and your irrational fears today, so that tomorrow you can begin planting for a harvest that will yield for generations to come.

Passive Control

(Taken from Stephe Mayers)

I have been thinking about the whole issue of "control" in leadership. We tend to think of words like directive, authoritative, demanding, overpowering, etc. and then refer to them as controlling! I want to introduce you to another concept that I call "passive control".

Active control is easy to spot, passive control is more subtle. It takes place when:

- You don't make decisions, but no one else can either.
- When you don't plan enough before the event, so you end up having to run with it.
- When you have your finger in every pie and you never actively tell people what to do and how to do it, but everyone is looking to you for input and somehow it always goes your way.
- When there's a kind of loyalty that says "I can't do anything without my leader's endorsement." On the face of it, it looks OK, but people aren't taking initiative and at the end of the day it comes down to control.

Take a check up and make sure you aren't controlling actively or passively.

STAFF ROLE AS DISCIPLERS

(Written by Elena Ciobo)

- What is our role as 'Disciplers'?
 - What is a "Disciple? (Follower / learner of Jesus Christ).
 - How do we disciple students in a DTS program?
- ➔ Examine our role as Disciplers in the following ways: Potter / Gardener
Shepherd / Parent
- Divide each role between Staff. Allow time to meditate on Scripture and draw principals that apply generally and specifically to our role as DTS staff.

SHEPERD OF THE FLOCK - 1 Peter 5:2-3 / Proverbs 27:23 / Ezekiel 34

POTTER - Jeremiah 18:1-12 / Job 33:6 / Isaiah 29:16 / Is. 64:8 / Rom. 9:21

PARENT - Matt 7:7-11 / Prov 19:18 - 17:6 / Heb12:5-13 / Eph 6:1 / Col 3:20

GARDENER / FARMER - John 15:1-17 / Matthew 13:1-30

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WORLD VIEW – A Post Modern Generation

(Written by Elena Ciobo)

Introduction - Show a movie e.g. "The Beach"

Discuss - List character attributes. Which character do you most identify with? Why? Is this movie realistic for today's young people? Is it relevant for today?

The Post Modern Generation - Implications for Staff:

What is a World View?

A World View is made up of people's answers or responses to 4 basic questions:

1. Question of existence: Where do we come from?
2. Question of knowledge: How do we know?
3. Question of ultimate value: What is the ultimate value?
4. Question of destiny: Where are we going?

The way we answer these 4 questions makes up our worldview. We are all influenced by the presuppositions we use as our foundations.

- **How do today's generation (Post Modern) answer these questions?**

- **How do subjectivity / relativity and Objectivity factor into this world view?**

- **What is the Biblical Christian Worldview? How do we answer these 4 questions?**

- **How does "Reality" look in a Biblical Christian World view?**

Discuss - How can we be better disciplers in light of an awareness of Post Modernism?

Tips for Successful Conflict Resolution

INTRODUCTION

Conflict has existed since the beginning of time. The word itself, conflict, immediately creates a negative impression for most people. Conflict is bad, something to avoid. Or is it?

Conflict exists because people think differently. Differences of opinion should not always be viewed as negative. Managed properly, conflict in the workplace can lead to heightened creativity and an opportunity to learn, as well as an opportunity for personal growth. Two conditions must be in place in order for this to be the case.

First, an individual or a team must acknowledge conflict sooner rather than later. Conflict must surface while it is still a relatively minor problem. Second, one must take the opportunity to resolve conflict. This must be done in a straightforward manner, with or without a facilitator.

In order to resolve conflict, participants must apply the ground rules for a conflict resolution process. They must also agree on outcomes and follow through.

GROUND RULES FOR CONFLICT RESOLUTION PROCESS:

- Provide/Create an Open and Honest Environment
- Conflict should always be resolved at a neutral site. The perception of a "home court advantage" will always be a deterrent to resolving conflict.
- Ideally, participation in conflict resolution process is voluntary. Sometimes, however, in order to move forward, concerned parties must work to resolve differences even when they have no initial interest in doing so. The best way to achieve voluntary participation is to clearly define the benefits of reaching an agreement versus not doing so.
- Allow adequate time for each party to prepare for the conflict resolution process. Don't let individuals feel they are playing on an uneven field because they didn't have time to gather their thoughts and/or materials.
- Allow adequate time for the conflict resolution session. A resolution may not be achieved in one setting.
- Set the tone for the conflict resolution session. Layout the ground rules for the session. Who will speak and when? When will questions be asked? Don't allow for interruptions if one party is speaking. Ensure there will be no retaliation for any comments made, especially if the conflict resolution process is between partners in a supervisory relationship. Always remember, we are talking about problems, not persons!

Allow People to Express Themselves

- Allow all parties to state their concerns. Then work to define underlying interests and begin to look for common ground.

How We Communicate is as Important as What We Say

As the speaker:

- The speaker must speak to be understood. Who is your audience? What is the best way to convey your position/interest to them?
- Always speak about yourself, not them. For example, "I feel frustrated" versus "You are so disorganized I can't work with you."
- Speak for a purpose — know what you want to communicate before you start speaking. Use your preparation time to gather your thoughts.
- Don't ask questions until you are prepared to stop talking. It will be too difficult for the listeners to continue listening if they are trying to remember their rebuttal to a question you posed.
- As the listener, use active listening techniques:
- Paraphrase your understanding of their point of view.
- Ask questions, clarifying anything you feel might still be ambiguous regarding their point of view.

Avoid Being Trapped in a Negative Perspective

- Don't tolerate negative/destructive perspectives. Don't blame the others for your problem, even if it is justified. This will only place a defensive barrier between you and them.
- If one or more parties can still see the benefit of maintaining a conflict, the conflict resolution process will come to a stalemate. Redefine the benefits of achieving common ground. Make sure they are clearly articulated and weighed.
- Ensure active speaking and listening behaviors are taking place. If not, post these rules in a visible place and interrupt every time there is a violation.
- Finally, if emotion has completely replaced reason, it is time for a break. Reassert the ground rules and ask participants to set a later date and time when they can commit to following them.

Express Sympathy with Sincerity

- Don't run from emotions. People are often passionate about their work and this will be evident in a conflict resolution process. It is okay to allow some anger and blowing off of steam. If an emotional outburst occurs, don't let it escalate. Maybe it's time for a break.
- It is important to recognize and understand emotions, both theirs and yours. This allows one to put themselves in another's shoes and begin to understand their point of view — although not necessarily agreeing with it! This begins the resolution aspect of the conflict resolution process.

Actively Solve Problems

- Once all parties have had the opportunity to express themselves and clarify others' points of view, it's time to start looking for common ground. Openly discuss each perspective. Clarify, sort and value the differences, but look for common ground or shared interests. Separate what each party wants versus what each party needs. Establish priorities among the issues. From these, formulate clear goals.
- Gain commitment to change. Give each participant a stake in the outcome by making sure they participate in the resolution process. Remind players how conflict affects interpersonal and team relationships and is a roadblock to all of their success. Confirm that we are trying to change behaviors, not people.
- Actively work to achieve options for mutual gains. Refer to the common interests and brainstorm for solutions, which include the following: avoid premature judgment; often there is more than one answer. First is not always the best.

Mutually Agree on Solutions

- Finally, mutually agree on the solution. Make proposals consistent with all values. Make sure there is an objective standard in place for agreeing upon results. If both parties use the conflict resolution process to agree how they are going to get from point A to point B, but haven't clearly defined point B, yet another conflict will arise at a later date.

A Communication Standard

(Written & Compiled by Elena Ciobo)

Meditate on Ephesians 4:2-3:

Draw out principals of communication and unity:

- Be humble
- Be forgiving
- Making every effort to keep the unity of the Spirit & the bond of peace.
- Bearing with each other in love.

Whenever there is a conflict or there is a need to confront another of the team, these are some general guidelines to think through first:

- ❑ We are **all** responsible to keep the bond of peace and unity regardless of whether we think it was their fault or my fault etc.
- ❑ We are **all** to take responsibility.
- ❑ If it involves an individual – do it **one on one** not in a group setting or meeting. If it involves the whole group, this may be different, but be prepared for a group response.
- ❑ Do not be vague or general, but make a clear statement of what has hurt you.
- ❑ Always try to speak specifically of the behaviour hurting you, rather than the person.
- ❑ **Never** attack some ones motives on why they did something / said something etc. **1 Cor. 4:1-5**. You can always ask the person questions to clarify their motives, but do not assume you know their motive.
- ❑ Do not confront a person out of emotion, but walk through the hurt or anger first. It may be best to wait until you are calmer before you talk to the person.
- ❑ Sometimes it is good to pray with someone first or to talk with someone first, just to get another perspective. (This is **NOT** a gossip time, but merely a good way to sometimes see things differently).
- ❑ Agree to be **solution orientated**. In other words, be committed to work out a resolution.
- ❑ Always try to give an **“I”** message, rather than a **“you”** message. e.g. *“I felt hurt when...”*
- ❑ Ask yourself first, *“God, what are You trying to teach me in and through this situation?”*
- ❑ Always try to look for the **“grain of truth”** in what a person may say to you.
- ❑ Be humble and open without first getting defensive.

Experiential Learning Tools

(Written by Lisa Whitaker 2000)

The purpose of an experiential learning tool is for the students to see, hear, and touch first hand an aspect of life or a living demonstration of a principle. The experience itself serves as an educational process that gives further dimension and significance to a principle/truth discussed and taught in the classroom. It reinforces the principle/truth and allows the student to, not only intellectually interact with the principle, but to feel the feelings and see how the principle is fleshed out. The designing of these tools by both staff and students can also be a very valuable process in understanding key principles.

Below are some examples of experiential learning tools. These examples are meant to be a jumping off point for staff/students to experiment with. They can be adapted to better facilitate your school and they can also serve as the beginning of a brainstorming time where the staff/students create their own.

Example # 1: Hunger Awareness Dinner

Key Principle – Awareness of the hunger issue in the world. We as the body of Christ should respond to this issue. How will we? What is our role in facing the hunger problem?

Explanation – The students are invited to a special meal.

The staff prepare 4 different “menus”.

1. A full meal with meat, potato, vegetable and bread
2. A meal consisting of rice, vegetables and a smaller portion of bread.
3. A meal of rice only
4. A meal of very watery soup, with just a few grains of rice

The students are invited to the table and the staff begins to serve them. The meals are given out according to a percentage that is consistent with the current statistics of world hunger.

A few students are given the full meal, a few more given meal #2, a few more meal #3, and then the majority of the students given meal #4. Nothing is said as the meals are being served. Allow discussion and questions to come forth from the group. Present the situation as a problem that they need to solve. How will they handle the dilemma? Do they share? Do they ignore the problem? It may be good to allow them to eat dinner, whether they choose to share or not. Then follow dinner with a discussion/processing time in the area of hunger. Ask questions about how they felt? Is it just? What does God have to say about this?

Example # 2 – Picking up trash/garbage in the neighborhood

Key Principle: We are stewards of God’s creation and we have a responsibility to care for the neighborhood.

Explanation – Take an afternoon or Saturday morning and as a group go throughout the neighborhood picking up trash. It is important that there is an explanation before hand as to why you are doing this and some of the principles you are trying to instill. You can also draw these principles out of the group...after explaining the principle, you can ask the students how picking up trash will practically demonstrate the principle. Do it for an allotted time and then gather again to share experiences. Did the neighbors comment or ask why? How did this make the students feel? What preventative measures can be taken to make this exercise unnecessary?

Example # 3 – Visiting Religious Institutions

Key Principle: Discovering and identifying different belief systems at work in a certain society. Comparing Biblical principles with those being put forth in the different religious institutions visited.

Explanation – Identify the major religious institutions in the city you are living (lecture phase or outreach). Give some background teaching on the religion and then arrange to go and visit that institution and have a leader give an overview of the religion. Have the students ask questions for better understanding of the belief system . . . be sure the students are not being judgmental in their questions but truly seeking a better understanding. As an example, during a DTS in Sarajevo, Bosnia we visited the Orthodox Church. We “toured” the building and had a member of the church explain the traditions and basic beliefs of the church as well as answer questions. We also visited the Catholic Church in Sarajevo and had the Monsignor explain the history of Catholicism in Sarajevo and answer questions. Following both visits we had time as a student body to feedback what we saw/heard/understood. We pointed out those things that we agreed with and those things that we disagreed with based on Biblical principles.

Emergency Procedures

(Compiled by Elena Ciobo as from the U of N Reference Guide "Crisis Management Guidelines Pp. 28-43)

What do you do when the "unexpected" occurs? What steps and procedures does one follow in the event of an emergency, whether at the YWAM base or in an outreach location?

The **U of N Reference Guide** outlines "**Youth With A Mission's Crisis Management Guidelines**" on pages 21 to 33. Topics covered are:

- ✓ Pre-Crisis Planning
- ✓ Death of a YWAM Worker
- ✓ Evacuation Plan – War, Natural Disaster
- ✓ Terrorism: Avoidance And Survival
- ✓ Hostage Survival
- ✓ Establishment Of A Crisis Management Team
- ✓ Negotiation
- ✓ YWAM Policy on Ransom
- ✓ Post-Incident Counseling
- ✓ Funding

The best policy or Emergency Procedure is **AVOIDANCE** and **PRE-PLANNING** before the event is ever given the chance to occur. By instructing both staff and students in "*what to do if...*" scenarios they will then know the steps to take. It is important that Base Leadership outline expectations and requirements of school leaders in the event of an emergency both during the lecture phase and the outreach phase of a school.

Pre-Planning:

8. Ensure that all students and staff have necessary Health / Property Insurance. A School leader and Outreach Leader should also have copies of this information e.g. Policy number, Insurance Company, Type of Policy, Contact numbers etc.
9. A School Leader and Outreach Leader should have names and information of emergency contacts for each student in their care.
10. A School Leader and Outreach Leader should have copies of all staff and student passports, visas etc.
11. Ensure students have all the necessary vaccinations and appropriate First Aid Kit with them in their outreach location. Make sure students / Staff know where the First Aid kit is kept on the base premises. Have all information regarding student / staff on medication, allergic reactions etc.
12. Gather information regarding safety, travel etc. from Embassies of countries one is going to for outreach. Contact the necessary Embassies or Consulates of both students / staff in the outreach location and register names once there.
13. A School Leader should outline communication expectations with outreach leaders (e.g. Weekly communication) of how team is, the situation in the country etc. This should also be outlined by Base Leadership with the School Leader regarding the School Leader's communication with the home base.
14. Ensure a team's outreach budget sets apart extra money in the event of an emergency.

No matter what the emergency, whether at an outreach location or in the home base, suggested procedure to follow would be:

5. Aid is given to the person / persons as needed. If necessary, ring the appropriate authorities; e.g. Doctor, ambulance, police or fire brigade.
6. Notify or summon the School Leader or designated staff person in charge.
7. A) The School Leader / Outreach Leader / designated staff person should then notify the appropriate home base leader of the situation.
B) If on an outreach location, make sure the local YWAM leadership are contacted, advised or brought into the situation as deemed necessary.
8. The school leader / outreach leader / designated staff person should communicate with emergency contacts of the person involved as deemed necessary.

Balanced Personal Growth

(© Barry Austin)

"Let us consider how we may spur one another on..." Hebrews 10:24

AREAS OF OUR LIVES NEEDING DEVELOPMENT

1. **SPIRITUAL:** Growing closer in our personal relationship with God - involves prayer, Bible study, worship, intimacy with Him, hearing His voice, faith, etc. John 10:27; Eph. 1:17-19
2. **CHARACTER:** Growing in qualities such as self-control, perseverance, and initiative, etc. 2 Peter 1:5-8; Galatians 5:22,23
3. **RELATIONAL:** Able to develop close friendships with others. Have healthy interdependent relationships with team mates. Able to resolve conflicts with others. Ephesians 4:16,31,32
4. **EMOTIONAL:** Able to express our feelings in a balanced way. Not being over-emotional or repressed in our emotions. Luke 10:27
5. **IDENTITY:** Being stable and confident in our relationship with Father God; knowing our sonship. Romans 8:14, 15
6. **FUTURE PLANS:** Knowing God's purpose for our lives, especially our call to missions. Jeremiah 29:11; Ephesians 2:10
7. **GIFTS & SKILLS:** Understanding the working of gifts of the Spirit in our lives. Being in the right job - serving in the place of maximum fruitfulness. Romans 12:1-8; 1 Corinthians 14:1
8. **INTELLECTUAL:** Being intelligently aware of what's going on in the world. Reading habits? Need for further education? Getting qualified for a job? Isaiah 1:18; 1 Peter 3:15
9. **RECREATIONAL:** Balancing hard work with play and fun; hobbies, sports, etc. Matthew 11:19, 28-30
10. **PHYSICAL:** Health, exercise, diet; attitude toward appearance, etc. Proverbs 3:8

APPLICATION

1. Mark four of the areas above you think are in greatest need of development in your life.
2. Discuss the areas you've marked with someone (or a small group) who knows you reasonably well. Ask them to help you grow in these areas. Discuss some possible strategies for helping your growth.
3. Identify a person in your group (or someone else you know reasonably well) who could mentor you in these areas of growth. Ask him/her to meet with you periodically to give you input.

Attracting and Keeping Long Term Staff

(© Barry Austin)

The harvest is plentiful but the laborers are few! How can we increase the number of long term staff in YWAM? We need to improve the way we recruit, but we also need to examine why people leave after being on staff.

WHY DO PEOPLE LEAVE?

Many people leave YWAM because they are called long term to serve in a local church situation and to work in a normal job. Others are called to work with other missions. This is normal and to be expected.

However, some leave because of negative experiences or because they are unfulfilled within YWAM. We need to consider the reasons for these negative experiences, but let's look at the question in its positive form: not, why do some leave but, why do people stay?

WHY DO PEOPLE STAY?

I think most people join YWAM because they are attracted to a particular vision or ministry, and also because of the person leading that ministry.

But although they initially commit to YWAM because of the vision or leader, I believe they stay in YWAM long term for other reasons.

I have found that people stay because they find it to be a place where one or more of the following conditions or desires are met. In general, the more of these conditions they find, the greater and longer will be their commitment.

- It's a place where they feel significant and fruitful in serving God.
- It's a place where they feel they are growing spiritually.
- It's a place where there is vital community life.
- It's a place where they have friends.

Is it valid for our staff to have these expectations? I believe so. I think these needs are valid and Biblical and should be met within the corporate life of the mission. In fact it is essential for the health of our people that we do so.

KEEPING STAFF LONG TERM

Discuss the following questions with your team, find some answers and develop strategies to meet each need. As we apply these strategies, I believe we'll be more effective in keeping staff long term.

1. How can we help our staff identify their gifts and ministries and find their place of maximum fruitfulness in the kingdom of God? 1 Peter 4:10, 11; Romans 12:1-8; Ephesians 4:12
2. How can we best create an environment in our communities and teams that is conducive to the ongoing personal and spiritual growth of our individual staff? Hebrews 10:24, 25; 2 Peter 1:8
3. How can we best create and maintain vital community life so that our works of service come out of the spiritual overflow from our relationship with God and our corporate life together? Ephesians 2:22; 4:15, 16; 3:20
4. How can we better provide an environment in our communities and teams that is conducive to making friends and supportive relationships?

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EVALUATION:

Leader / Staff / Student / School Program / Outreach

This part of the manual has some suggestions of possible evaluation formats that could be used. Again, it is not intended as the only source of evaluation or the best, but is simply a compilation of ideas and suggestions.

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Activities taken from the DTS Curriculum

The following is a list of activities that all staff and students should be engaged in during the DTS lecture phase and outreach phase. They have been consolidated from the activities at the end of each curriculum category. Please RATE these activities where 10 means no improvement needed, 5 means some expression of this activity in the DTS and 1 means there is no expressions of this activity in out DTS.

Staff and students are:

1. Praising and worshipping God through a variety of ways both individually and corporately.
2. Actively listen to God and obeying him.
3. Consistently reading, studying, meditating and applying God's Word.
4. Actively developing godly attitudes by searching the Word for God's truth.
5. Honestly sharing their heart with God.
6. Regularly choosing to draw aside in private times with God.
7. Living out of a dependence on the Holy Spirit within.
8. Seeking to demonstrate God's character in relationships and circumstances.
9. Stepping out in faith, trusting God to supply what is needed to do what He asks them to do.
10. Carrying out responsibilities such as work duties and homework assignments with diligence.
11. Handling finances responsibly.
12. Respecting and taking responsibility for personal and community belongings.
13. Seek opportunities to accept and affirm the value and uniqueness of each person.
14. Relating to people and God as Jesus did.
15. Respectfully expressing their culture and embracing the cultural expressions of others.
16. Personally taking responsibility to deal with conflict in their relationships.
17. Demonstrating love for God and one another in practical ways.
18. Express acts of generosity and hospitality.
19. Identifying and resisting the activity of Satan at work around them.
20. Personally recognising and choosing to resist temptation.
21. Seeking to see sin as God sees it.
22. Appropriately responding to God and others, in dealing with the past, giving up rights, sin, and forgiving others.
23. Thanking God for Jesus.
24. Worshipping God in response to all that is learnt about His character through the cross.
25. Identifying non-biblical foundations in the societies and cultures around them and intercede for God's truth to uproot them.
26. Actively taking responsibility for their growth (not waiting for someone to motivate or correct them).
27. Exploring new ideas, asking questions, actively listening, thinking through possibilities and solving problems.
28. Co-operating with the deepening work of the Spirit within through times of worship and ministry.
29. Demonstrating the fruit of the Spirit (love, joy, peace, patience kindness, goodness, faithfulness, gentleness, and self-control).
30. Developing mutually accountable relationships that spiritually strengthen.
31. Working effectively in the team.
32. Appropriately taking leadership initiative according to their gift and personality.
33. Discovering, understanding and using spiritual gifts in serving the Body of Christ.
34. Appropriately participating with local churches.

- ___ 35. Actively building up others through caring, blessing, encouraging, sharing, affirming, serving, praying, and giving.
- ___ 36. Actively cultivating relationships with a variety of people, including those different from themselves.
- ___ 37. Enjoying recreation; having fun.
- ___ 38. Learning from one another through listening, talking, asking questions, debating discussing.
- ___ 39. Responding in a godly way regardless of the way people treat them.
- ___ 40. Taking time in prayer, individually and corporately, to enter into the thoughts and longings of God and take active steps to fulfill his purposes. (Co-Creating with God)
- ___ 41. Interceding for God's purposes to come into nations, cultures, and spheres of society.
- ___ 42. Discerning and defeating the enemy's resistance in situations through intercession.
- ___ 43. Interceding for the lost in nations cultures and spheres of society and specific individuals by name.
- ___ 44. Seeking out the lost and building relationship when possible.
- ___ 45. Ready to share Christ everywhere they go.
- ___ 46. Sharing the Gospel in ways appropriate to the audience.
- ___ 47. Sharing personal testimony of God's current involvement in their life.
- ___ 48. Participating in or developing activities that will disciple new believers.
- ___ 49. Broadening their awareness of the poor and needy throughout the world.
- ___ 50. Aware of and responding appropriately to situations and people in need as a demonstration of God's Kingdom.
- ___ 51. Responding to the nations/people groups with little to no Gospel witness (pray, go, give, support).
- ___ 52. Intentionally making room for other's ideas, vision, gifts, talents, and abilities.
- ___ 53. Getting feedback from others to aid in the discovery of their gifts and God given design.
- ___ 54. Practising doing things that support or engage their gifts and motivations as they are presently understood.
- ___ 55. Praying for others in a way that strengthens them to know and do the will of God.
- ___ 56. Actively validating that God calls people to all realms of society.
- ___ 57. Being exposed to the mind moulders/cultures/spheres of societies through various means.
- ___ 58. Personally exploring a wide variety of opportunities to serve God in the future, including further training if relevant.
- ___ 59. Building relationships and serving others from different nations, cultures or foreign situations.
- ___ 60. Asking God for ideas and specific ways to serve His purposes in the future.

After completing the first step, put a circle around the number of the three strongest and put a box around the number of three weakest.

The following are some questions that you may like to think about with regard to what you have found. We will discuss some of this when we come together in the workshop.

- Why do you think the strong areas are so strong in your school?
- Why do you think that the weaker areas are weaker?
- How could you see the weaker areas developed in your students and staff's lives?
- Are there any areas that you feel really stuck in?

Summary Statements taken from the DTS Curriculum

These statements are found at the top of each curriculum category. Rate the DTS that you have most recently been involved with according to the following from 1 (low expression of this in DTS) to 10 (High expression of this in DTS)

- _____ 1. **Affirms** that God desires to have relationship with people and share his heart with them
- _____ 2. **Imparts** a life-changing understanding of God and his ways
- _____ 3. **Seeks** for and depends on the Holy Spirit to reveal aspects of God and truth
- _____ 4. **Encourages** personal response to God in worship, prayer and obedience
- _____ 5. **Develops** and nurtures a love and hunger for the Bible
- _____ 6. **Equips** for a responsible reading of the Bible that transforms beliefs, values and behaviors
- _____ 7. **Fosters** the practice of hearing God's voice
- _____ 8. **Recognizes** God longs to make himself known
- _____ 9. **Affirms** God's purposes for each individual, culture and nation
- _____ 10. **Seeks** to inspire people to make responsible choices that bring joy to God and glorify him
- _____ 11. **Teaches** and practices responsible stewardship in every aspect of life
- _____ 12. **Promotes** the potential of one person to make a significant difference in God's world
- _____ 13. **Encourages** creativity both in thought and deed
- _____ 14. **Practices** dynamic Spirit-led intercession that has a transforming impact on the one praying as well as on what is prayed for
- _____ 15. **Acknowledges** Jesus Christ is God and He is the only way for one to be saved
- _____ 16. **Brings** understanding and application of the life, death and resurrection of Jesus
- _____ 17. **Affirms** the Lordship of Jesus and upholds the need to obey him
- _____ 18. **Cultivates** the fear of the Lord and a hatred of sin
- _____ 19. **Fans into flame** the work of the Holy Spirit to produce Christ-likeness
- _____ 20. **Equips** to actively invade the kingdom of darkness with truth
- _____ 21. **Strengthens** one's knowledge of and trust in God as father, savior, friend, redeemer...
- _____ 22. **Nurtures** the awareness of personal value and significance to God
- _____ 23. **Establishes** foundations for Christ-like living
- _____ 24. **Gives** opportunity for one's past, present and future to be surrendered at the cross
- _____ 25. **Advocates** the primary role of the Word of God (Bible) and the Holy Spirit in the process of becoming more like Jesus
- _____ 26. **Makes** room for the Holy Spirit to work in and through people
- _____ 27. **Believes** personal holiness is necessary and only possible through appropriating God's grace to say no to sin and yes to God
- _____ 28. **Recognizes** and affirms God's love for and commitment to His Church
- _____ 29. **Promotes** participation in and partnership with the local church
- _____ 30. **Cultivates** an atmosphere where unity and diversity are equally valued
- _____ 31. **Furtheres** the practice of healthy relationships, and the need to build one another up
- _____ 33. **Develops** one's ability to function effectively as a member of a team
- _____ 34. **Gives** opportunity to discover and demonstrate one's spiritual gifts to serve others
- _____ 35. **Advocates** learning from one another
- _____ 36. **Presents** an interactive God who gives people responsibility for His world
- _____ 37. **Challenges** one to action to see people of every tongue, tribe, and nation take their place around the throne of God
- _____ 38. **Affirms** that God calls all Christians to full-time Christian service into any realm of society
- _____ 39. **Encourages** one to seek the empowering and equipping of the Holy Spirit
- _____ 40. **Brings** hope to people and nations
- _____ 41. **Inspires**, equips and regularly gives opportunity to share the Gospel with the lost in relevant and sensitive ways
- _____ 42. **Practices** intercession/spiritual warfare for people and nations
- _____ 43. **Imparts** God's heart of mercy and compassion and displays it to those in need

44. Affirms that one believer, who is sensitive to the Holy Spirit, has the potential to make a significant contribution to help complete the Great Commission

After completing the first step, put a circle around the number of the three strongest statements and put a box around the number of three weakest statements.

The following are some questions that you may like to think about with regard to what you have found. We will discuss some of this when we come together in the workshop.

- Are your strongest or your weakest all in one particular curriculum category?
- Which would you say your strongest and weakest categories are?
- Was this typical of all your DTS's or was this an unusual situation?
- Is the result you found what you would have expected?
- What do you believe is the key in your school being strong in the areas that it is very strong?
- Do you have ideas for developing your DTS in those areas that are a little weaker?

Meditation & Application

1. Write down 1 principle from this lecture that you would like to take with you and that you believe could change your life and that of your community, when applied.

2. Thinking of your own life, where do you place yourself on a scale of 1-5 where this principle is concerned?

- 1 - New Principle
- 2 - Heard before
- 3 - Have started on this road
- 4 - Have known this and have walked in it
- 5 - Have seen the fruits of it in my life and that of my community

3. Thinking of your church, your culture/community according to you, how do they measure up with this principle?

4. What is the belief system behind this principle, as you understand it?

5. How are you going to apply this principle in your life? What changes do you have to make to apply this principle in your life?

6. Can you think of one way that you can challenge the way of your church, community, nation thinks, so that to bring change in their belief system, where this principle is concerned?

7. Do a Principle Time Line: use your own creativity for it.

Feedback for extroverts:

EVALUATION OF OUTREACH TEAM LEADER

(PRODUCED BY MAUREEN MENARD 1998 ADAPTED BY RON THIESEN 2001)

Student Name:

Outreach Location:

Outreach Leader:

It is important to give feedback to each other after an experience such as the DTS outreach. Please prayerfully and thoughtfully answer the following questions regarding your outreach leader. You will have the opportunity to review this evaluation with your leader during the debriefing time.

Please place a mark in the space given below that most clearly expresses your opinion concerning your team leader's level of ability in the following leadership functions:

	Excellent	Good	Average	Fair	Poor	Not Sure
• <u>Leading team meetings</u>						
• <u>Builds good team spirit</u>						
• <u>Inclusive in decision making</u>						
• <u>Delegates when appropriate</u>						
• <u>Releasing of others</u>						
• <u>Supportive</u>						
• <u>Clarifies vision</u>						
• <u>Leaves room for other gifts</u>						
• <u>Helps others to identify gifts/ place on the team</u>						
• <u>Makes plans out of intercession</u>						
• <u>Able to plan and follow through</u>						
• <u>Handles the Word accurately</u>						
• <u>Able to feed others from the Word</u>						
• <u>Inspires faith</u>						
• <u>Relates to people with respect</u>						
• <u>Seeks to see God in circumstances and people</u>						
• <u>Effective in cross-cultural skills</u>						
• <u>Connects with team members</u>						
• <u>Uses words / tongue wisely</u>						
• <u>Freely shares Christ with the lost</u>						
• <u>Able to receive criticism</u>						
• <u>Flexible</u>						

- Embraces other people's ideas
- Promotes others
- Listens carefully
- Draws out the best in others
- Approachable
- Available
- Able to let little things go
- Takes responsibility for own mistakes
- Increases people's passion for Jesus
- Appropriate with opposite sex
- Graciously responds to the unexpected
- Sense of humour
- Confronts when necessary
- Practices what he/she preaches
- Has an accurate view of self
- Treats people equally
- Allows people to make their own choices

Were you given the chance to contribute your ideas and thoughts in the team decision-making process when appropriate and needed? Did you share your opinion when given the opportunity? Explain or give an example.

Was the leader open to your suggestions? Explain or give an example.

Identify strengths or most effective gifts/skills you saw in your outreach leader.

Identify areas of possible leadership growth.

Were you happy with the way the team money was spent? If not, in what ways were you displeased?

Is there any more feedback or comments you feel would be helpful to make?

Student Signature:

Date:

Leader Signature:

Date:

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SELF-EVALUATION OF OUTREACH TEAM MEMBER

(PRODUCED BY MAUREEN MENARD 1998 ADAPTED BY RON THIESEN 2001)

Your Name: _____

Outreach Location: _____

It is valuable to stop and evaluate yourself after the outreach experience. Below are areas that you can respond to about yourself as it relates to your attitudes and actions toward your leader(s), fellow team members, yourself, and ministry. Please place a mark in the space given below that most clearly expresses your opinion regarding the specific areas listed.

	Excellent	Good	Average	Fair	Poor	Not Sure
• <u>Participation in team meetings</u>						
• <u>Contribution to team spirit</u>						
• <u>Ability to handle responsibility</u>						
• <u>Ability to follow other's lead</u>						
• <u>Supportive of others</u>						
• <u>Treats others with respect</u>						
• <u>Effective in cross-cultural skills</u>						
• <u>Able to take risk</u>						
• <u>Seeks to see God in circumstances and people</u>						
• <u>Uses word / tongue wisely</u>						
• <u>Draws out the best in people</u>						
• <u>Demonstrates integrity</u>						
• <u>Increases peoples passion for Jesus</u>						
• <u>Has an accurate view of self</u>						
• <u>Freely shares Christ with the lost</u>						
• <u>Able to receive feedback</u>						
• <u>Flexible</u>						
• <u>Embraces other people's ideas</u>						
• <u>Promotes others</u>						
• <u>Listening skills</u>						
• <u>Interacts with a variety of people (not exclusive)</u>						
• <u>Approachable</u>						
• <u>Able to let things go</u>						
• <u>Decisive</u>						

- Leadership ability
- Sense of humour
- Takes responsibility for own mistakes
- Appropriate with the opposite sex
- Graciously responds to the unexpected
- Sense of humour
- Confronts when necessary

Describe ways in which you contributed to the team. Give specific examples.

Identify strengths or most effective gifts/skills you saw in yourself.

Identify areas of needed growth.

Describe how you were stretched, grew, or saw change in yourself during this outreach.

What were the most enjoying or fulfilling aspects of the outreach?

What were the most challenging or difficult aspects of the outreach?

Describe some areas of strength in other team members that you would like to see more of in yourself.

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SELF-EVALUATION OF OUTREACH TEAM LEADER

(PRODUCED BY MAUREEN MENARD 1998 ADAPTED BY RON THIESEN 2001)

Your Name: _____

Outreach Location: _____

Your outreach leadership experience has been challenging and hopefully rewarding. You have had an excellent and unique opportunity to see yourself lead and work in a team dynamic outside of your own culture and comfort zone. Taking time to evaluate yourself is vitally important for you to gain the most from this experience. Talk with God as you proceed through this questionnaire allowing Him to speak to you about the work He has and will continue to do in you.

Please place a mark in the space given below that most clearly expresses your opinion concerning your level of ability in the following leadership areas:

	Excellent	Good	Average	Fair	Poor	Not Sure
• <u>Leading team meetings</u>	_____	_____	_____	_____	_____	_____
• <u>Builds good team spirit</u>	_____	_____	_____	_____	_____	_____
• <u>Inclusive in decision making</u>	_____	_____	_____	_____	_____	_____
• <u>Delegates when appropriate</u>	_____	_____	_____	_____	_____	_____
• <u>Releasing of others</u>	_____	_____	_____	_____	_____	_____
• <u>Supportive</u>	_____	_____	_____	_____	_____	_____
• <u>Clarifies vision</u>	_____	_____	_____	_____	_____	_____
• <u>Leaves room for other gifts</u>	_____	_____	_____	_____	_____	_____
• <u>Helps others to identify gifts/ place on the team</u>	_____	_____	_____	_____	_____	_____
• <u>Makes plans out of intercession</u>	_____	_____	_____	_____	_____	_____
• <u>Able to plan and follow through</u>	_____	_____	_____	_____	_____	_____
• <u>Handles the Word accurately</u>	_____	_____	_____	_____	_____	_____
• <u>Able to feed others from the Word</u>	_____	_____	_____	_____	_____	_____
• <u>Inspires faith</u>	_____	_____	_____	_____	_____	_____
• <u>Relates to people with respect</u>	_____	_____	_____	_____	_____	_____
• <u>Seeks to see God in circumstances and people</u>	_____	_____	_____	_____	_____	_____
• <u>Effective in cross-cultural skills</u>	_____	_____	_____	_____	_____	_____
• <u>Connects with team members</u>	_____	_____	_____	_____	_____	_____
• <u>Uses words / tongue wisely</u>	_____	_____	_____	_____	_____	_____
• <u>Freely shares Christ with the lost</u>	_____	_____	_____	_____	_____	_____
• <u>Able to receive criticism</u>	_____	_____	_____	_____	_____	_____
• <u>Flexible</u>	_____	_____	_____	_____	_____	_____

- Embraces other people's ideas
- Promotes others
- Listens carefully
- Draws out the best in others
- Approachable
- Available
- Able to let little things go
- Takes responsibility for own mistakes
- Increases people's passion for Jesus
- Appropriate with opposite sex
- Graciously responds to the unexpected
- Sense of humour
- Confronts when necessary
- Practices what he/she preaches
- Has an accurate view of self
- Treats people equally
- Allows people to make their own choices

Describe how you included the team members in the decision-making process.

Identify strengths or most effective gifts/skills you saw in yourself as an outreach leader.

Identify areas of possible leadership growth still needed.

What were the most enjoying or fulfilling aspects of leading this outreach?

What were the most challenging or difficult aspects of the outreach?

Describe some areas of strength in team members (or other leader) that you would like to see more of in yourself.

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Outreach Evaluation Sheet

(Written by Elena Ciobo)

Student Name:

Outreach Location:

Outreach Leader / s:

- 1) As your Outreach draws to a close, how do you feel about the Ministry you were involved in? Do you feel you achieved your personal and team goals?
- 2) Were you given the chance to contribute your ideas and thoughts in the team decision making process when appropriate and needed? Did you share your opinion when given the opportunity?
- 3) Were the leaders open to your suggestions?
- 4) Do you feel you gave as much of yourself as you could toward the outreach? If not, please explain.
- 5) If you could do this outreach all over again, what would you keep the same and what would you change?
- 6) Identify at least 3 areas in which you added to / strengthened the team:
- 7) Did you discover through this outreach experience new gifts / strengths you didn't know you had? Comment on these.
- 8) Identify areas of personal weakness and areas of future growth for you that were highlighted during this outreach:
- 9) Identify strengths you saw in your outreach leaders and also areas of possible growth for them as they lead future teams:
- 10) Were you happy with the way the team money was spent?
- 11) Is there any more feedback / comments you feel would be helpful to make?

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Mid Way Outreach Team Evaluation

(Written by Elena Ciobo)

Name:

- 1) What has been the purpose of our time in _____?
- 2) How successful have we been in fulfilling this purpose as a team?
- 3) What as a team have we done well during our time in _____?
- 4) What as a team could we improve in?
- 5) How have I personally contributed to strengthen this team?
- 6) What do I need to improve in, in regards to being a member of this team?
- 7) How is my relationship with God going? E.g. My regular quiet times etc?
- 8) We have been on outreach for ____ weeks now...what have we seen God do through our team during this time? e.g. People come to know the Lord? Seeds planted? People encouraged? People prayed for? Etc?
- 9) What is one aspect of God's character that I have learnt more about during my time in _____?
- 10) What is one memory of _____ I will always have?

STUDENT DTS EVALUATION

(Written by Elena Ciobo)

Name: _____

PHASE I (LECTURE)

Speakers: Please comment on each week of lecture. How did you find the teaching? What did you glean from it? Was it relevant?

1. Judy Orred – "God's Nature and Character"
- 2a. Barbara Hani – "Biblical Worldview – Seeing Life Through God's Eyes"
- 2b. Lisa Cuellar – "Worship"
3. Fiona Gifford – "Jesus and The Cross"
4. Mariette Louw – "Prayer and Spiritual Authority"
5. Jim Isom – "Families"
- 6a. Elena Ciobo – "Evangelism – The Power of the Message We Preach"
- 6b. Sarah Lanier – "Hot / Cold Climate Cultures – Working Cross Culturally"
7. Joseph Avakian – "Creativity Through Revelation"
8. Paul Marsh – "Giftings and Callings"
9. Dr. Bruce Thompson – "The Divine Plumblin"
10. Loren Cunningham (Genesis) – "Missions"
11. Edwin Fillies – "Dreaming the Dreams of God"

Topics you found most helpful:

Topics not addressed but should have been?

Are there changes that you would make for the next time in the speakers? Topics covered

If you were leading the next DTS, what four speakers would you be sure to invite back? Why?

Elements of the DTS: Please comment on the following elements that made up Phase I. Give positive and negative feedback that you feel would be helpful:

Worship (enough, not enough, too much)

Prayer/ Intercession Times: (enough, not enough, too much)

Local Evangelism (Coffee Bar / Soccer / Neighbourhood):

Discussions group:

Interest Groups:

One on Ones: Did you have them weekly?

Work Duties – What did you learn from this?!

Weekly schedule – What adjustments would you make in the weekly schedule?

Did you have (enough, too much, not enough) free time?

How did you use your free time?

Did you feel we had (adequate, not enough, too much) lecture time?

Housing – adequate? What was good? Not so good?

Food – adequate? What was good? Not so good?

Community life/ Atmosphere – Was it good within the DTS? Did you feel welcomed/ integrated into YWAM _____?

Journals – Were they effective in helping you to process what you were learning? Why / Why Not?

The DTS Leadership team in general – How was it?

Did you feel the staff were accessible and open to student input and initiative?

Phase III (Debriefing) :

Has the debriefing week been helpful for you? Why? Why not?

Do you feel you have had adequate exposure to YWAM International and opportunities for future involvement in YWAM?

Do you feel the debriefing has been helpful in preparing you to return home? Explain.

General comments:

Please identify 3 realistic expectations you had of the DTS, which have been met.

Please identify 3 realistic expectations you had of the DTS which have not been met.

Do you feel like the DTS provided an atmosphere where you could be strengthened in your relationship with the Lord? How could this have been better?

Do you feel like the DTS provided you with an adequate foundation and exposure to world missions? How could this have been better?

How would you rate the DTS overall?

Please give any other comments you wish to make.

DTS Assessment

(© REEF TO OUTBACK, TOWNSVILLE, AUSTRALIA)

There will be 6 types of assessment used to grade DTS students. These are:

1. Weekly Journal	25%
2. Book Reports	15%
3. Outreach Reports	10%
4. Creative Devotions	5%
5. Short Stories	5%
6. Personal Development	40%

The DTS is more about lives changed than information learned so the personal development aspect is more heavily weighted.

All assignments including your journal will be due on a Friday. Your assignments should be handed in to your small group leader who will mark it and hand it back to you the following Monday.

Weekly Journal

You will be given time in the program for you to complete your journal. The journal is to be completed and handed in to your small group leader each week. Journals will be due each Monday.

The journal divided into 5 main sections.

Section 1 How Are You?

The first section of your journal gives you an opportunity to give feedback on how you are doing personally. The information you give will help the staff have an understanding on how you are doing as well as helping them know best how to pray for you and help you.

Section 2 Personal Evaluation

Each week you will be asked to consider how you think you are going with the school. A Personal Evaluation checklist is included so you can evaluate how you think you are doing.

Section 3 Scripture Responses

The second section gives you an opportunity to read a particular scripture and make a creative response to it.

Section 4 15 Minutes of World News

The third section includes information on world missions. This section contains stories and activities to be completed.

Section 5 Lecture Application

The fourth section is your chance to rethink what you have learnt during lectures and creatively summarise the week's teaching.

Book Reports

There are three book reports during the school. The 3 books you are required to read are:

Is That Really You God?

Sex, Love and Relationships OR His Needs, Her Needs (for Married Couples ONLY)

Against All Odds.

There are copies of these books in the library at the base. You must sign the books out and return it immediately after you have finished with it.

Is That Really You God?

You are to design a brochure on YWAM based on what you have read in the book. The brochure should be suitable for sending to your home church to give them an understanding of what you are involved in and how it came about. Incorporate into the brochure the development of Youth With a Mission as well as any key points that the book highlighted.

Format

- a. Remember you are writing a brochure so brevity is the key – you don't generally see 6 page brochures.
- b. Remember the audience - you are informing your home church about YWAM and incorporating the key points.
- c. Use graphics/pictures/illustrations to add color and interest to your brochure.
- d. The work needs to be neat and easily read.
- e. Include somewhere in your brochure the following:-
 1. Your name (saves us taking handwriting samples to track down the owner).
 2. The name of the book and author.

Sex, Love and Relationships OR His Needs, Her Needs (for Married couples ONLY)

Write a series of diary entries after each chapter of the book. Each entry should include the main points from the chapter and anything that you found important or God highlighted to you. Also include how you can apply the information to your own life.

Format

- a. Length - no more than 5 pages single sided
- b. Include a cover page for your work with your name, title of the book and your staff leader's name.
- c. Each journal entry should clearly relate to the book and how it has/hasn't affected you.

Against All Odds

Jim Stier, the author of the book, was YWAM's international President from 1996 – 2000. This is your chance to give him feedback on your thoughts on the book. Write to the author of the book outlining to him which parts of the book particularly had an impact on you and why they affected you. We will forward a copy of your letter to Jim as part of your assessment.

Format

- a. Length – no more 1 – 2 A4 pages, single sided – no more, no less.
- b. Include a cover page for your work with your name, title of the book and your small group leaders name.
- c. Outline at least 2 specific things from the book that impacted you most and why.

Outreach Report

There are two outreach reports during your DTS. You are to complete the reports after your overseas outreach and after the Australian outreach. Your report is to be in the form of newsletter to your home church. The aim of the newsletter is to give people at home feedback on your outreach experience. Once you have completed your report – your outreach leaders will photocopy and mark your report and then you should send it home. You may choose to send it to another group of supporters other than your home church, but the main aim is to keep people at home updated on how you are doing.

Format

- a. Length - no more than one A4 page double sided
- b. Use photos/graphics to add interest
- c. Write about specific events.
- d. Neat and easily readable.

Creative Devotions

The creative devotions give you an opportunity to share with your small group what God has highlighted to you during the lecture phase of the school. You will be required to give 2 devotions during the first 6 weeks of the school.

You are to choose one topic from the list provided and one is of your own choice. How you present your devotion is up to you, but creativity is the key. You may present a song, a dance, a drama, a picture, a painting, a poem, a rhyme, a moment – anything. When you present the topic it still needs to be scripturally sound, but the presentation is up to you.

Topics to choose from:

- ☞ Share a testimony something God has done for you in your life.
- ☞ Share about something you like doing and why it's important to you.
- ☞ Share about 1 Corinthians 9:24 -26, Hebrews 12:1-3 - The race, the fight.....
- ☞ Share about the differences between Christianity and other religions.
- ☞ Share about an "Unreached People Group" and what it means to you.
- ☞ Share about the "Fear of God" and what it means to you.
- ☞ Share about Matthew 11:28-30. - Labour, rest.....
- ☞ Share about Matthew 9:37-38 - Workers, harvest.....
- ☞ Share about Philippians 4:13 - What you can do through Jesus.
- ☞ Share about Matthew 16:24-26 - Four points.
- ☞ Share about John 8:30-36 - The truth will set you free.
- ☞ Share about Joshua 1:9 - Strong.....
- ☞ Communicate the need for respect in relationships. How it can be shown and result in respect being returned
- ☞ Establish the fact that we all need logical boundaries in our lives. Why and how do we do this?
- ☞ Demonstrate that we, as humans have incredible value and what this value should be based on.
- ☞ Share about how trust is crucial in relationships. How it can be maintained, established and increased

DTS Evaluation

School: _____ Student name: _____

	Totally agree	Mostly agree	Sort of agree	Mostly disagree	Totally disagree
Through the DTS my relationship with God has deepened.					
I have learned to listen to God and to obey Him.					
I honestly share my thoughts and feelings with God in prayer					
I have been released to serve God through evangelism					
Worship and intercession have become part of my life					
I am developing in Christ-like character					
I use the Bible in a way that strengthens my faith					
I am growing in my relationship with the Holy Spirit					
I am quick to recognise and resist temptation					
I have learned to apply biblical truth to the choices I make					
I have grown in my understanding of God's character and His ways					
I have matured in my ability to relate to others					
I take responsibility for personal and community belongings					
I am better equipped to work with people of different cultures					
I have grown in my understanding of the many people groups who have never heard the gospel					
I have an improved commitment to reach the lost					
I have a greater awareness of the poor and needy around the world					
I am aware of the need for Christians to be actively					

involved in influencing all areas of society.					
I am ready to share Christ everywhere I go					
I understand the history and values of YWAM					
I am aware of many ministry opportunities in YWAM locally and globally					
I am aware of the opportunities for further study provided by the UofN					

My DTS small group leader was _____

My outreach team leader(s) _____

	Totally agree	Mostly agree	Sort of agree	Mostly disagree	Totally disagree
I am glad that I that I joined this DTS					
I would encourage my friends to attend a DTS					
I feel accepted and welcomed into the YWAM base					
The base staff and leadership have been open and approachable					
My DTS staff & leaders are available and approachable					
My DTS staff & leaders are concerned about me personally					
My small group leader listens to me and provides thoughtful feedback					
My small group was a valuable part of the DTS					
My gifts are acknowledged and valued by the DTS staff & leaders					
I am happy with the process by which our outreach teams were decided					
My outreach team leaders were concerned about me personally					
On outreach I knew what was expected of me day to day					
If I raised concerns they were dealt with effectively					

My outreach leaders were supportive of me and released me to minister in my gifting					
---	--	--	--	--	--

If I were able to change anything in this DTS I would...

Further comments that I would make about my school staff are...

DTS Leaders and Staff **Debriefing Questions**

(Written by Maureen Menard 1997)

1. Reflect over the past six months. Think through the events of the last six months, one month at a time. Start by brainstorming a list of words that capture the key ingredients of the month as well as your experience of them.

Example: Beginning
 Arrival
 Prep
 Anticipation
 Cautious

After doing this for each month from the starting month of the DTS to the final month of the DTS, then go back and write a phrase capturing the essence of each specific month. (It can be a song or a book title or something someone said etc.)

2. Identify one key passage of Scripture or Biblical thought that has strengthened you personally in these days?

3. Identify when and why you were:

Motivated:
Inspired:
Discouraged:
Stressed:
Fulfilled:
Drained:
Uncomfortable:
Content:

4. What do you regret?

5. What have you learned? List 10 items for each category:

- a. About yourself:
- b. About discipling others:
- c. About pioneering:
- d. About discipling a nation:

6. What is God doing in the country where your outreach took place?

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DTS Personal Development Self Evaluation

(© Reef to Outback, Townsville – Australia)

For each item, circle the number which best represents how you are doing between victorious and struggling. Then comment on what you have been victorious or how you have struggled this week and what you have done to remedy the situation.

Personal Discipline

Quiet Times	Struggling	0	1	2	3	4	5	Victorious
Good steward	Struggling	0	1	2	3	4	5	Victorious
On time/Punctual	Struggling	0	1	2	3	4	5	Victorious
Room Tidy	Struggling	0	1	2	3	4	5	Victorious

Comments

Attitudes and Actions

Positive Attitude	Struggling	Victorious
Responsible	Struggling	Victorious
Self motivated	Struggling	Victorious
Reliable	Struggling	Victorious
Open	Struggling	Victorious
Grateful	Struggling	Victorious
Self Controlled	Struggling	Victorious
Disciplined	Struggling	Victorious
Teachable	Struggling	Victorious
Patient	Struggling	Victorious

Comments

Working with Others

Respect others property	Struggling	Victorious
Response to authority figures	Struggling	Victorious
Good example to others	Struggling	Victorious
Able to work with others	Struggling	Victorious
Respect/Concern for others	Struggling	Victorious

Comments

General Schedule

Prepared for lectures	Struggling	Victorious
Flexible/Open to change	Struggling	Victorious
Taking notes in class	Struggling	Victorious
Willing to serve	Struggling	Victorious
Industrious/Hard working	Struggling	Victorious
Respond well to pressure	Struggling	Victorious
Meeting deadlines	Struggling	Victorious

Comments

Outreach/Wider Community

Culturally sensitive	Struggling	0	1	2	3	4	5	Victorious
Represent YWAM	Struggling	0	1	2	3	4	5	Victorious
Missions motivation	Struggling	0	1	2	3	4	5	Victorious
Socially acceptable behaviour	Struggling	0	1	2	3	4	5	Victorious

Comments

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Sample: Pastor's Letter for Graduating DTS Student

(To be sent out upon completion of the DTS)

Dear Pastor _____,

Greetings from Youth With A Mission's *University of the Nations* campus in _____! As the School Leader of the _____ Discipleship Training School (DTS), I wanted to write to you personally to thank you for releasing _____ to be a part of our base and the wider ministry of YWAM International. We have been blessed by the fact that you trusted one of your church members to us for this past six months. Our prayer has been that as _____ returns home, _____ will consequently be an even greater blessing to your church body and ministry after this time of training and serving with YWAM Lausanne.

I have enclosed for your information two summary reports of _____ time with us, one detailing the lecture phase and the other the outreach, practical phase of the school. Please take the time to read these as they outline all that _____ has been involved in for the past six months.

During _____ time with us, _____ was a real blessing to both the school and the wider YWAM community. We saw a reconfirmation of gifts within _____ that were already known to _____ as well as seeing _____ step out in many new ways in ministry. During _____ three month practical phase of the school in _____, it seemed _____ grew the most in _____ daily relationship and walk with the Lord. Please find following some comments _____ outreach leader made when reflecting on _____ involvement during this time.

(Add paragraph written by the Student's Outreach Leader here. e.g. "During Martin's time with us on outreach in India he stood out amongst his peers as a person that had a real heart to reach out and minister to those that have not heard the Gospel...etc.")

As _____ returns home, we have challenged _____ to be supportive and a servant to your church and ministry. We are praying that _____ will continue to integrate what _____ has learnt into _____ everyday life and that _____ would have opportunity to humbly share what _____ has learnt with the church and leadership.

Again, thank you for allowing _____ to be a part of our ministry here in YWAM _____. In the future, please feel free to contact us if you would like any further information about YWAM or DTS's being offered. I want to take this opportunity to wish you and your family a blessed year. May this year be a great year for the Lord's kingdom.

In His Service,

Elena Ciobo
DTS School Leader
YWAM _____

Sample: Student's Letter for Graduating DTS Student

(To be sent out upon completion of the DTS)

Dear _____ (Student's name),

Hello my friend from YWAM _____! I pray this letter finds you well and finding the time needed to rest and recuperate after your last hectic six months with us here in Youth With A Mission. I wanted to write to you briefly to let you know that I was thinking of you and praying for you as you make your transition home.

I have enclosed for your information two summary reports of your time with us. (I have also sent copies of these as well to your Pastor / Church Leader, thanking him / her for releasing you to be a part of our ministry here in YWAM Lausanne). These reports summarize the activities of the lecture phase and outreach phase of the DTS...in case you have forgotten all that God did during this time. ☺ While only a short account of the past six months, may they be a reminder to you of God's faithfulness to you during this time.

_____, our prayer for you during the time you were with us was ***Ephesians 1:17-21***. Our goals for you were that you would grow in spiritual depth, that you would be encouraged to further live life patterns of intercession, spiritual warfare, worship, evangelism, servanthood, generosity and cross-cultural sensitivity. That you would develop a greater commitment and involvement in the task of world missions and that you would further hunger after God's Word and a greater revelation of who our God is.

As you have returned home _____, I would like to encourage you not to be hasty or to be critical, but to be a servant and supportive of both your local church and your friends and family. That you would continue to integrate the things that God has been teaching you and showing you these past months into your everyday life at home. That you would strive to humbly integrate things that you have learnt into your church context and rather submit your future steps / plans to the Lord and to the church leadership He has placed over you.

Thank you _____ for allowing us to be a part of the journey God has you on. You were such a blessing to the September DTS, to me and to the whole YWAM Community in _____. I know without a doubt that God sovereignly brought you to this school and into my life. Thank you!! My prayer is that you will continue on strong in the Lord, continuing to faithfully walk into the fullness of the destiny God has for you. Remember that God is faithful and He WILL accomplish all He began in you, this I am confident of! May you and God achieve great things in the days to come.

Together in Him,

Elena Ciobo
School Leader
YWAM _____