

# **Student Ministry Leadership Team Training: A Model**

Leadership development is one of the goals of Lutheran Campus Ministry. Leadership development in the context of campus ministry is more than developing management skills; the deeper purpose is to enable students to understand, articulate, and share their Christian faith, so that a ministry or congregation can offer an effective witness to gospel and invite others into that community.

The eight-session model offered in this document was developed Lutheran Campus Ministry at the University of Iowa, by Rob Dotzel and Pamela Larabee-Zierath, however, they are the first to assert that they have drawn upon the “cloud of witnesses” who have worked in this area before them. Wherever possible, formal permissions have been sought when another person’s work has been reproduced. Every effort has been made to establish sources and to give proper attribution. In some cases the provenance of material could not be established.

A few comments on the use of this document:

- This model is designed to assist in the training of a student leadership team, but pieces of it can easily be adapted for a larger group.
- While the sessions do indeed build upon one another, a session can generally be used as a free-standing module.
- The structure of this document is to present the outline of a week’s session, followed by the supporting documents and handouts which are referenced in the outline. So, if a session calls for the leader to distribute a handout or to give an article as homework to the group, the document will be found following the session, before the next week’s outline. (A few documents have been inserted as background to sessions and may or may not be shared with the group.) Note that a few handouts are two pages and intended to be copied front and back
- This model assumes that each leader will modify, adapt, delete, and amplify components based on the local context and the leader’s interests.

**STUDENT MINISTRY LEADERSHIP TEAM (SMLT)**  
**JOB DESCRIPTION [sample]**

**Scholarship Stipend:** \$[ ] per semester

(SMLT members will receive a stipend of \$[ ] per month in February, March, April, May, and September, October, November, December).

**Time Commitment:** SMLT members are expected to spend an average of three hours per week involved in training, outreach, and attending LCM activities. Actual time spent may vary from week to week depending on circumstances. Leaders are also expected to participate in at least one LCM service/mission trip per academic year. They are highly encouraged to attend the national student/campus ministry staff gathering with the pastor. LCM will cover at least part of the expense for this event.

**Duties:**

1. During the spring semester, SMLT members will meet with the pastor weekly for eight training sessions of approximately 90 minutes in length. These sessions will focus on faith formation, prayer, Bible study, learning basic techniques for sharing one's faith, welcoming newcomers, developing good listening skills, and leading small groups. Weekly meeting times will be arranged by consensus.
2. Leaders will be expected to attend a Spring Break service/mission trip and/or the national student gathering.
3. Leaders are expected to attend at least one weekly event sponsored by LCM, such as the weekly supper/worship, Bible study, or topical discussion. Leaders should come to these events ready to meet new people and eager to engage them in conversation.
4. Leaders may be asked to contact other students by phone, email, or in person to invite and encourage their participation in LCM activities. This will be a major focus of the Student Ministry Leadership Team in the early weeks of the fall semester.
5. SMLT members are encouraged to consider what small group activities they would like to lead during the academic year (see point 1 above).
6. SMLT will work under the supervision and direction of the campus pastor. The terms of this Job Description are not contractual and may be terminated by the students or the Lutheran Campus Ministry Council at any time.

## Week 1—Welcome to Student Ministry Leadership Team!

1. Opening Prayer/Devotions
2. Introductions  
Share anything you would like to say about your name (roughly 1 minute each).
3. Serendipity picture [find a picture with many children in it]  
With which child do you most identify? Why?  
For what does that child hope?  
What does that child fear?
4. About the course.  
The spiritual life needs to be a balance of the inward and outward journey: nurturing your faith, getting to know yourself, and discovering how God frees you to reach out in the world more intentionally and creatively. The training sessions are primarily intended to be a journey inward, so that next semester you will be ready to focus your energy and attention more outwardly.
5. Young adult or “emerging adult” spirituality.  
What things do you think most characterize the spiritual lives of students in this generation? (Invite the group to list some things, share ideas, and then discuss)  
  
Resource: *Souls in Transition*, Christian Smith, Oxford 2009  
Goals:
  - a. Heighten awareness of the miraculous order of the universe
  - b. Develop a familiarity with centering prayer
  - c. Develop a rudimentary understanding of epistemology (determining how things are true)
  - d. Make clear that faith is not about absolute certitude but moral certitude, which is a calculated risk
6. Review the SMLT Job Description
  - a. Why did you accept this invitation?
  - b. What hopes do you have for this group, for yourself, or for LCM?
  - c. What concerns, questions, or resistance do you have about being in this group?
  - d. Some ground rules:
    - seek to be open and honest with each other,
    - respect each other’s differences,
    - **regard what is shared here as confidential** (this fosters trust)
7. Guided Meditation based on “Being the Beloved” from Henri Nouwen’s *Life of the Beloved* (Crossroad: 1992). [Leader will need to develop this]
8. Assignments: 5 minutes daily prayer; “Your Journey of Faith” timeline (handout)

## **Your Journey of Faith**

Find a quiet place to work. Relax and take a few breaths. Try to become aware that you are in the presence of God. Think about your life of faith. Think about your answers to the questions below, pausing as necessary to get in touch with your journey of faith.

*How did the Christian faith begin for you?*

*Reflect on the ways that God has entered your life through particular persons and events. List them chronologically.*

*Consider your spiritual journey. Have you had some “high” points along the way? “low” points? Was there ever a time when you felt there was no God? What are some important memories of God and the Church?*

Make a timeline of your journey, listing those people, events, and other memories you have identified. When you have completed your timeline, graph your spiritual journey beside the timeline, indicating peaks, valleys, and plateaus.

## Week 2—Journey of Faith

### 1. Opening focus/devotion (5 Minutes)

Isaiah 43:1-2, 4a (NRSV):  
*But now thus says the Lord,  
The one who created you...  
The one who formed you...  
Do not fear not, for I have redeemed you;  
I have called you by name, you are mine.  
When you pass through the waters, I will be with you;  
and through the rivers, they shall not overwhelm you;  
when you walk through fire you shall not be burned,  
and the flame shall not consume you.  
For I am the Lord your God,  
the Holy One of Israel, your Savior.  
You are precious in my sight,  
and honored, and I love you.*

“Notice each word and image as I read. In the silence that follows, choose a phrase or image that catches your attention and reflect on that. Let it speak to you and address your life. I will read the passage again, followed by another silence. Share the word or phrase that you have in mind.” Close with this prayer: “We thank you for your great love for us and for the opportunity to be together. May this time be well spent: we pray in your name. Amen.”

### 2. Check in (5 minutes)

Choose a weather condition that tells us briefly about your week and how you are doing right now (*sunny, chance of rain, tornado warning, etc.*)

### 3. Journey of Faith (30 minutes)

Choose three times/events/people on your journey timeline to share with the rest of us. Tell a little about that person, time, or event.

### 4. Gifts identification – Color Survey

Take survey. Score. Look at color characteristics.

Do you have a dominant characteristic? Did this exercise capture your personality?

Based on gifts identified, how might each person in the group contribute to leadership at LCM?

### 5. Prayer

ACTS: Adoration, confession, thanksgiving, supplication.

Have group members share an example of each...

Movement: Body movement can be a good way to begin prayer. Stretching helps us to be more open and attentive to inner experiences. (Motions: “To the One who created us, the One who redeemed us, and the One who sustains and renews us everyday. Amen”—*introduce motions which seem appropriate for your group*)

**Assignment:** Use body movement and ACTS during daily prayer time.

## Color Survey

Instructions: Below are ten sentences that describe people. Each sentence has four possible endings. Give four points to the phrase that is “most like you”, three points to the phrase that is “next most like you”, two to the next phrase, and one point to the phrase that is “least like you”.

Use the sentences below to describe your personality.

### 1. When I make decisions:

- a. I do it quickly and go with the first impressions.
- b. I think about it, consider the choices and then decide.
- c. I listen to my feelings and consider how my decisions will affect others.
- d. I take it seriously and always try to make the right decision.

### 2. The best way for others to show me they care about me is to:

- a. Do fun things with me.
- b. Give me space to be myself.
- c. Spend time with me doing whatever.
- d. Do what I want to do: not let me down or go back on their word.

### 3. When I'm with my friends, I like to provide:

- a. The excitement; the fun; the jokes.
- b. Questions; answers; a logical way of looking at things.
- c. Concern for others; a lot of caring.
- d. The planning; a sense of security; a good standard.

### 4. I like to:

- a. Act on a moment's notice; do risky things.
- b. Provide answers or give thought to people's questions.
- c. Help maintain a sense of harmony and togetherness.
- d. Be responsible, dependable, and helpful to others.

### 5. One thing that I am really good at is:

- a. Acting courageously
- b. Thinking
- c. Being sensitive
- d. Organizing

### 6. Friends who know me best would say that I am:

- a. Competitive
- b. Reserved, thoughtful
- c. Emotional, friendly
- d. Neat, prepared

### 7. My basic approach to life is:

- a. To take one day at a time and have fun.
- b. To figure out what life is all about.
- c. To help others and be happy and succeed.
- d. To plan for the future and make it as good as possible.

### 8. When I am feeling discouraged or “down in the dumps”:

- a. I often become rude, mad, or sometimes even mean.
- b. I withdraw, don't talk very much, and try to think my way out of the problem.
- c. I feel emotional, am sad, and usually like to talk it over with someone close to me.
- d. I try to figure out what's causing the problem and fix it.

### 9. I feel good about myself when:

- a. I can do things that are difficult
- b. I can solve problems or figure things out.
- c. I can help other people.
- d. I am appreciated or rewarded for things I do.

### 10. Teachers at school who like me, and in whose classes I do pretty well would probably describe me as:

- a. Charming; a natural leader; clever; someone who is fun to have around.
- b. Thoughtful, someone who has good answers, someone who likes to figure out problems.
- c. Nice, friendly, someone who gets along with other students and is helpful to the teacher and others.
- d. Neat, organized, prepared, someone who does assignments and is a good student.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

### Color Characteristics

Add the numbers for each letter “a”, “b”, “c”, and “d”. Record the total for each letter beside it. The letter with the greatest number is the personality type you tend toward. The four types have been given colors to represent them: Orange—“active”; Gold—“structured”; Blue—“interactive” Green—“independent.”; Here are some words associated with each color.

<b>ORANGE</b> <i>Active</i>	<b>GOLD</b> <i>Structured</i>	<b>BLUE</b> <i>Interactive</i>	<b>GREEN</b> <i>Independent</i>
Hands on	Orderly	Communicative	Abstract
Energetic	Follows rules	Relational	Research
Entertaining	Responsible	Authentic	Ingenious
Spontaneous	Punctual	Sincere	Ideas
Variety	Stability	Harmony	Logic
Skillful	Helpful	Nurturing	Knowledge
Action	Organized	Sensitive	Exploration
Fun	Neat	Romantic	Curious
Creative	Dependable	Belonging	Inventive
Adventurous	Loyal	Thoughtful	Observant

What do “orange” people add to the LCM community and ministry? What style of ministry and leadership might they bring?

What do the “gold” add to the LCM community and ministry? What style of ministry and leadership might they bring?

What do the “blue” add to the LCM community and ministry? What style of ministry and leadership might they bring?

What do the “green” add to the LCM community and ministry? What style of ministry and leadership might they bring?

**Question:** What’s the best color to be?      **Answer:** The one that you are.

## Week 3—Understanding Small Group Ministry

### 1. Opening focus/devotion

1 Kings 19:11-13 (NRSV):

*(God said to Elijah), "Go out and stand on the mountain before the Lord, for the Lord is about to pass by." Now there was a great wind, so strong that it was splitting mountains and breaking rocks in pieces before the Lord, but the Lord was not in the wind; and after the wind an earthquake, but the Lord was not in the earthquake; [12] and after the earthquake a fire, but the Lord was not in the fire; and after the fire a sound of sheer silence. [13] When Elijah heard it, he wrapped his face in his mantle and went out and stood at the entrance of the cave. Then there came a voice to him that said, "What are you doing here, Elijah?"*

Guided meditation/silent prayer

### 2. Check in (10 minutes)

How was your week? How are you doing? On a scale of 1 to 10 (1 being the pits, 10 being terrific), rate your week and give it a name.

### 3. Small Groups

- What is a small group? (Hand out working definitions)
- Why are small groups important? (Way to cherish individuals, celebrate gifts, realize that God calls us to community...)
- Types of small groups. (Handout)
- What makes small groups work?  
Trust, Commitment, Openness
- What causes groups to fragment? (Offer examples; busyness, lack of trust, over commitment, lack of commitment, lack of purpose or focus, etc.)
- Communication breakdown and barriers (see handout)
- Roles people play (handout; which one would bug you most? How might you redirect each of these personality types in a small group?)

### 4. LCM as a small group (discuss the following; share your own ideas)

- Peer Minister Mission Statement (If you do not have one, make drafting one the focus of this time)
- LCM Mission Statement

*Making friendships*

### 5. Friendship exercise (1 Samuel 18:1-5)

### 6. Assignment: Make a new friend this week and report back about the experience.

"Your Most Important Achievements" (handout)

## **Working Definitions of Small Groups**

adapted from training handout #4, G. Johnson, D. Mayer and N. Vogel,  
Starting Small Groups and Keeping Them Going (Minneapolis: Augsburg Fortress, 1995) 108  
and J. Gorman, *Community That Is Christian*, (Wheaton, IL: Victor Books, 1993) 121-2.

“A Christian small group is  
an intentional, face to face gathering  
of three to twelve people  
on a regular time schedule  
with a common purpose of discovering and growing  
in the possibilities of abundant life in Christ.”

Roberta Hestenes  
*Building Christian Community Through Small Groups*, page 27

“A community group is a group of eight to fifteen people  
who get together in homes to build friendships,  
enjoy light, relational discussion of Scripture,  
and develop a network of care and support among each other.”

Nick Taylor  
Coastland Community Church, Irvine, California

“A small group is a regularly scheduled gathering  
of three to twelve people (not more),  
whose chief purpose is to experience Christian community  
through honest, personal conversation,  
through study (not lecture) that is relevant to daily living,  
through genuine caring and support for one another,  
and through discovering the meaning of compassion  
by practicing ministry and prayer.”

George S. Johnson

“A group consists of a small collection of people  
who interact with each other, usually face-to-face,  
over time to reach goals.”

Ronald Adler and George Rodman  
*Understanding Human Communication*, page 224

“A small group is a collection of individuals,  
from three to fifteen in number,  
who meet in face-to-face interaction  
over a period of time,  
generally with an assigned or assumed leader,  
who possess at least one common characteristic,  
and who meet with a purpose in mind.”

Larry Barker, K. Wahlers, K. Watson and R. Kibler  
*Groups in Process*, page 8

# Types of Small Groups On College Campuses

Adapted from George S. Johnson

## **1. Learning**

Purpose is to gather together to learn, study, discover new knowledge or skills. Examples: related to a particular class or workshop, some Bible studies.

## **2. Deciding**

Purpose is to plan, decide, oversee and maintain operations. Examples: retreat planning groups, worship planning teams, boards, club and organization meetings.

## **3. Doing**

Purpose is to perform a task, get something done. Examples: Habitat work crew, painting crew, choir, Amnesty International meetings.

## **4. Discussion**

Purpose is to have an opportunity to discuss some issue, receive or hear different opinions, clarify issues, or explore a topic with others. Examples: guest lecture discussions, seminars, some classes, book discussion groups.

## **5. Travel**

Purpose is to travel together for a set length of time with a common purpose or destination. Example: Spring break servant trips, Habitat for Humanity Work Trips, any travel group.

## **6. Prayer**

Purpose is to gather to pray for membership and others. Examples: prayer chains, prayer lunches, prayer meetings.

## **7. Spiritual Growth**

Purpose is for members to discern God's will for their life. Examples: group spiritual direction, Cursillo.

## **8. Support/Common Need**

Main purpose is to be together to learn to know each other better, listen to and care about each other, give encouragement and support, and experience a sense of community. Examples: small faith communities, men's and women's groups, AA/ALANON, covenant groups (all groups have this potential).

Note: All of the above groups may be a combination of more than one type, but generally there is a main focus. Not all groups will have as a minor goal to be of support to one another.

## **What Makes Groups Work?**

From Robert Wuthnow, *Sharing the Journey*, 152-159

### **TRUST**

“The main factor that generates trust is whether or not members feel they have a chance to share their problems with one another in the group.” (Wuthnow, 154) This means that anything that gets in the way of this sharing will decrease the trust level of the group. A domineering person who demands the center stage will lower the trust level, as will a person who does not share within the group. Reciprocity is important for the development of trust.

### **COMMITMENT**

No group will function well if the members have an attitude of “I’ll come when I feel like it” or “I’ll come as long as the group meets my needs.” A balance must be struck between having meetings close together so that the trust level might be raised and having them further apart so as to not overburden schedules.

### **OPENNESS TO OTHERS**

The “empty chair” is importance; make it easy to fill it. Every group establishes its own unwritten rituals. It is important that leaders maintain an awareness of these rituals in order that they might be graciously introduced to new members. In house jokes, prayers that assume knowledge of an unspoken intimate past history of the group, undue attention or lack of attention paid to the newcomer all work against assimilation.

### **INTENTIONAL AWARENESS OF FRAGMENTING FORCES**

In a world of strangers, cultivating trust is not easy. In a consumer society commitment can be difficult to come by. And once a group has found a safe place, a home place for their concerns, it is difficult to allow the risk of a new person into the midst. Add to this the hectic pace of university life and the demands of work, study and relationships and there are many forces working against the groups. Those which succeed are those who effectively offer alternatives to fragmentation through an emphasis in integration and wholeness for their members.

**Small Group Continuum**  
**Balancing Structure and Atmosphere of the Group**

The two “ends” of this continuum are “fellowship of friends” (FOF) and “task oriented group” (TOG). The fellowship of friends is a gathering of people there by choice--committed full of trust and care for one another. The relationship binds the group.

The task oriented group is gathered for a specific reason. They are probably there by choice and possibly committed because of the task. The relationship is with the task not the people. The task binds the group.

The **structure of the small group depends on the type of group it is** and therefore the needs of the group. The task oriented group can move along the spectrum toward a fellowship of friends if that is one of the hopes/needs for the group. The “binding force” can shift toward relationship with careful planning. *Interestingly, while planning and structure can allow space for binding forces to develop, planning and structure that is too visible and too inflexible will insure that such binding forces DO NOT develop. The group will never move from task oriented.*

Some continuums along which a group’s design may fall depending on the type of group are:

**“FOF” << ----- >> “TOG”**

Hierarchy/strength of leadership	leadership moves around	clearly defined
Structure/organization	loose	clearly defined
Agenda/time structure	agreed upon but loose	on time
Purpose	probably unspoken	clearly stated

## **A Guide to Group Commitment**

EM Griffin, *Getting Together: A Guide for Good Groups*,  
(Downers Grove, IL: InterVarsity Press, 1982) 35-37

### **1. Attendance:**

I need everyone in the group in order to grow. One person's absence will affect the whole group . . . For the time I am here I will concentrate on what I am feeling at the moment and on my response to others in the group . . . I will stay in the here and now.

### **2. Affirmation:**

There is nothing you have done or will do that will make me stop loving you. I may not agree with your actions, but I will love you unconditionally. It is more blessed to care than to cure. This is not a therapy group. I will avoid the tendency to fix people.

### **3. Confidentiality:**

What's said here stays here! A permissive atmosphere flourishes where others are trustworthy. I will never repeat what another has said unless given specific permission.

### **4. Openness:**

I will strive to reveal who I am – my hopes, hurts, backgrounds, joys and struggles – as well as I am able.

### **5. Honesty:**

I will try to mirror back what I see others saying and doing. This way I will help you understand something you may want to change but were unaware of. You can help me in the same way. This may strain our relationship, but I will have confidence in your ability to hear the truth in love.

### **6. Sensitivity:**

I will try to put myself in your shoes and understand what it is like to be you. I will try to hear you, see you, and feel where you are, to draw you out of the pit of discouragement or withdrawal. But I recognize that you have the individual right to remain silent.

### **7. Accountability:**

I am responsible for my own growth. I won't blame others for my feelings. None of us are trapped into behaviors that are unchangeable. I am accountable to myself, others and God to become what God has designed me to be in God's loving creation. I will help you become what you can be.

### **8. Prayer:**

During the course of this group, I will pray for the other members and bask in the confidence that they are praying for me.

## **A Plan For A Small Group Covenant**

From George S. Johnson

A Covenant is basically just a set of statements, agreed upon by the members, that spells out the group's purpose and operating procedures. By talking through commitments, you prevent problems that can later damage the group.

### **Purpose:**

This group will meet for the following reasons:

### **Guidelines:**

When and where will we meet?

Is punctuality important, both starting and ending on time?

Who will we call if we need to miss a meeting?

### **Membership:**

When will new people be invited into the group?

How long are we going to be committed to this group?

When will we evaluate our commitment to each other and re-covenant?

### **Confidentiality:**

What exactly does confidentiality mean and why is it important to us?

### **Bible Study:**

What will we study, and for how long?

Is homework required, optional, not necessary?

Who will lead? If we rotate, what is the schedule?

Where do we find resources to help the leader prepare?

### **Task or mission of the Group:**

Is there a group project that we can decide upon?

Who will research and report on this project?

How will we support one another in our personal vocations?

### **Prayer:**

How will we pray for each other? (Prayer partners, prayer chain, special time for prayer during the meeting.)

## **Barriers to Communication and Community**

M. Scott Peck lists these barriers to communication and community.\*

### **1. Our expectations and preconceptions:**

Being terrified of the unknown we enter groups with false expectations and seek to shape the group experience to conform with those expectations. This prevents our really listening and seeing persons and our relationships for what they are and is destructive to community.

### **2. Our prejudices:**

These are the judgments we make about persons locking them into preconceived molds – quick conclusions we draw or pigeonholing persons without knowing them.

### **3. Ideological arrogance:**

Feeling that we have the only right ideology, theology, and solutions while discounting any perspective that is different.

### **4. Our need to heal, convert, fix or solve:**

Our actions in this direction are usually motivated out of a need to make ourselves feel better. “I feel uncomfortable when you are in pain or when you call my convictions into question so I must change you” is our mind-set. Our solutions often stand in the way of coming to know and appreciate the uniqueness of one another.

### **5. Our need to control:**

To be out of control is scary. It could lead to failure. It leads to manipulation and hidden agendas and forcing upon persons my way so I can feel at ease. Control says that I am taking more responsibility for this group than I should. If it fails, I fail.

\*M. Scott Peck, *The Different Drum*, (New York: Simon and Schuster, 1987) 94-99 as referenced in Julie Gorman, *Community that is Christian*, (Wheaton, IL: Victor Books, 1993) 236.

## **Breakdown of Communication in Small Groups**

Critical to the health of small groups is a sense of acceptance and trust. This acceptance and trust is built when members feel as if they are heard. The following activities and events can break down communication.

### **1. Violation of private space:**

It takes time to build levels of trust within a group. A group which seeks to pry out intimate issues too early will run the risk of destroying trust levels.

### **2. Domination of the group by one or more members:**

Reciprocity is a key within group life. Sharing is met by listening. When all members share equally openness develops. A member who does not share of self, although less of a problem than one who monopolizes conversation, will affect the dynamics of the group.

### **3. Judgment:**

Rousseau has suggested that there is one thing that a tolerant society cannot tolerate: intolerance. ("I hate bigots!")

### **4. Lack of Leadership:**

In a small group, in which the ideal is for everyone to seek to have ownership, it would seem that a weak leader would be the last thing that would cause a problem. Without a coach, however, the team falters and loses.

### **5. Exclusivity:**

One or more of the group members are isolated from the rest of the group. Competition for attention from the perceived leader can create the sense that for one to be "in" another must be "out."

### **6. Transference:**

Experiences from the past shape our understanding of the present. An individual who has had a negative experience within a group will likely respond to a similar situation with withdrawal, anger, fear, or some other destructive mannerism.

### **7. Conformity:**

Conformity is the opposite of community. Community recognizes diversity, thrives on it and supports it. Uniqueness and acceptance are keys.

### **8. Dependency:**

And it's ugly sibling, co-dependency, too. The group should strive for interdependence.

### **9. Prejudice:**

Prejudice does not allow the other to be who they truly are. Prejudicial attitudes and stereotypes must be acknowledged and set aside for true community to happen.

### **10. Chauvinism:**

Attitudes that presume "I am right, you are wrong" or "I know the truth, you can learn from me, I cannot learn from you" are contrary to faith growth.

## The Roles People Play

From George S. Johnson

### MATURE ROLES

**1. Encourager:**

Brings others into the discussion. Encourages others to contribute. Values their suggestions and comments. Voices approval and recognition.

**2. Clarifier:**

Has the ability to step in when confusion, chaos and conflict occur. Is able to define problems concisely and point out issues clearly.

**3. Explorer:**

Always moving into new and different areas. Never satisfied with the obvious or traditional viewpoints. Challenges others to think and discuss.

**4. Pro-active:**

Takes the initiative to keep the discussion going. Answers questions to get others "primed." Asks questions of others to promote discussion.

**5. Confronter:**

Not afraid to challenge the group or disagree with others, but does so with respect for the other's opinion and person.

**6. Synthesizer:**

Puts the pieces together from different viewpoints.

**7. Mediator:**

Promotes understanding between disagreeing members. Encourages others to take responsibility for self within the community.

**8. Humorist:**

Adds humor and energy appropriately.

**9. Light bulb:**

Shares new personal understanding openly.

## The Roles People Play

From George S. Johnson

### IMMATURE ROLES

**1. Onlooker:**

Content to be a silent spectator. Only nods, smiles and frowns. A passenger, not a crew member.

**2. Monopolizer:**

The non-stop talker. Rambles over the rest of the conversation with “verbal skills.” Clings to a right to say what he or she thinks . . . even without thinking!

**3. Wisecracker:**

Feels called to a ministry of humor. Spends time as the group clown and/or playboy. Is indifferent to the subject at hand and is always ready with a clever remark.

**4. Patient:**

Chronically affected with personal problems. Always concerned with personal issues. Feels compelled to share this burden frequently.

**5. Spiritualizer:**

Enjoys being the voice of God. Often has a Bible verse for every answer. Has little regard for people’s feelings or opinions. Likes to depend on terms like “The Bible says . . .” or “God wants us to . . .”

**6. Mechanics:**

Try to “fix” everyone’s problems.

**7. Debater:**

Non-stop devil’s advocate.

**8. Judges:**

Their purpose is to point out the “wrong” in others.

**9. De-railers:**

Every time they speak, they get off track.

## Your Most Important Achievements

Divide your life into a couple of chapters. Maybe “life before college” and “college” or “childhood” and “after”. Use whatever system to divide your life that makes sense to you.

**First**, using the chart on back, identify the **two to five** most important achievements, accomplishments, successes with **each chapter** of your life that were most important to you. List the achievements in chronological order within each chapter. Opposite each achievement, tell what it was about that achievement that made it important to you.

Examples “Chapter 1: my teen years”

<b>Achievements</b>	<b>What made them important</b>
<i>Won a spot on the track relay team when I was 14</i>	<i>Proved I was more coordinated than I thought; found I enjoyed being a team player.</i>
<i>Made a 6 inch reflecting telescope, including grinding the mirror myself at age 16</i>	<i>Enjoyed the research and intellectual challenge. Felt good to complete the task. Found the long quiet work of grinding to be satisfying.</i>
<i>Became first chair flute in band and orchestra as a junior in high school</i>	<i>Great creative outlet; enjoyed the leadership as section chair; enjoyed the teamwork of section leaders; found the challenge to be exciting.</i>

Keep in mind that *you* are the judge. The achievement is important because it was and is important to *you* and for *your* own reasons.

The **second step** is a bit detailed, but pays off with a sharpened view of your skills and abilities. Review the list of accomplishments in both chapters of your life. Rank the achievements in the order of importance to you. Put a “1” by the most important achievement, etc.

Look at your **top five** achievements. On a different piece of paper, write a description of each of these achievements in detail. *State what the achievement was in one summary sentence. With brief reference to context and setting, describe exactly what you did to make this achievement come off.* This is an important part of this process; don’t slight it. The more detail you give, the more abilities and skills you will discover. Be sure to distinguish what you did from what other people you were working with were doing. If you find yourself slipping into “we”, try to name what *you* did within the collaborative effort.

**THIS IS NOT THE TIME TO BE MODEST!** Be sure to indicate what you felt you did well. Equally important, indicate what you ENJOYED doing.

You will share some of what you identified in step two with the group.

## ACHIEVEMENT CHART

Name:

**Achievements**

**What made them important to me**

“Chapter 1”

1.

2.

3.

4.

5.

“Chapter 2”

1.

2.

3.

4.

5.

One accomplishment this week:

My most important accomplishment:

## Week 4—Lutherans and the Bible

1. Check in: How was your week? Use one of the following words or phrases from the Bible to explain the week you've had: *Garden of Eden, Sodom and Gomorrah, Day of Judgment, Exile, Exodus, Redemption, Resurrection, Apocalypse*
2. Most Important Achievements: Each share top five. What did you learn about yourself from this assignment?
3. When you think of Bible study, what comes to mind? What kind of Bible study group would you like to be a part of? What does NOT interest you about Bible study?
4. What do you believe about the Bible as a source of inspiration and authority? What did you learn from church, confirmation, or Sunday school? What questions do you have about the Bible and its authority?
5. *Living the Questions: Think; Taking the Bible Seriously* (video and questions) [LTQ is a commercially available course, <http://www.livingthequestions.com> ]
5. *Opening the Book of Faith*, Chapter 3 – Diane Jacobson  
Introduce the following study methods: Lectio Divina, TRIP, SPECK, Swedish Marking Method. [These methods introduced in the reading.]
6. Assignment: During the next week use each of the four Bible study methods as a devotional practice at least once. Take notes. Think about which method you enjoy the most and the least?  
Lectio Divina – Mark 1:9-12  
TRIP – Matthew 7:7-12  
SPECK – Luke 5:1-11  
Swedish Marking Method – 2 Corinthians 4:1-12
7. Closing Prayer

## Week 5—Who Do I Want to Become?

Gathering—Report on Bible study techniques: Which did you like most, least?

### WHO DO I WANT TO BECOME? A Bible Study

- I. Each person shares a childhood fantasy or dream; “what I want to be when I grow up.”
  - A. What was the most exciting thing to you about that dream?
  - B. Do you still fantasize about those childhood dreams? Why or why not?
  - C. Did that excitement disappear from your life, or has it changed into something else? Explain.
  
- II. Read Psalm 73 out loud. (Read it again silently and then out loud once more).
  - A. A believer is tempted to despair of faith in God after witnessing the apparent success and arrogance of the wicked.
  - B. What changes the believer’s mind, after all?
  - C. What end does the psalmist imagine is in store for those who flaunt God’s commands and act selfishly and arrogantly before God?
  - D. How would the author of Psalm 73 answer the question, “Who do I want to become?”
  - E. Note: This study is called “*Who* do I want to become?” Not, “*What* do I want to become?” Discuss the difference between those statements.
  
- III. Discuss the following in pairs:
  - A. Frederick Buechner wrote, “The place God calls you to is the place where your deep gladness and the world’s deep hunger meet.”
  - B. What is your deepest gladness?
  - C. What in your life today reminds you most of the joy and excitement of your childhood dreams?
  - D. Help each other to identify places where the world’s deep hunger meets your deep gladness.
  - E. Take turns praying for one another out loud, asking God to increase your partner’s gladness and open his/her eyes to the needs identified above.
  1. *Manna and Mercy*, Daniel Erlander  
Explore the distinction makes between “the big deal society” and God’s “manna community”  
What are some ways that LCM can be a manna community in the midst of the big deal values of campus life?  
What do we really have to offer students at the [your school]?
  2. “Thinking About Ministry at [your site]” (handout)
  3. Closing Prayer based on ideas shared in exercise above
  4. Assignment: *Baptized, We Live* by Daniel Erlander

## Week 6—Life of the Baptized

### 1. Check in

How was your week? Rate according to the following categories taken from great classics of spirituality: *Dark Night of the Soul*, *Slough of Despond*, *the Wilderness of Sin*, *a Psalm of Ascents*, *the City of God*. Explain your answer.

### 2. *Baptized, We Live*, Daniel Erlander

Emphasize a Lutheran way of understanding, believing, and doing... Justification by grace through faith; what does it mean for daily living?

Questions on assigned reading:

- 1) One thing I found really interesting;
- 2) Something I had a question about;
- 3) One thing I disagreed with or didn't understand

### 3. Exercises: (handouts)

“How to Talk With People Who are Trying to Save You”

“How to Have a Phone Conversation”

“The Art of Listening”

### 4. Role Play Exercises

- 1) Someone trying to “save” someone else
- 2) A phone call to invite a new student on campus
- 3) Listening to someone who just lost a good friend

### 5. Assignments

Read *For I Am Not Ashamed: Speaking of Jesus on Campus* (reading). This can be found at <http://www.elca.org/Growing-In-Faith/Ministry/Campus-Ministry/Campus-Ministry-Articles-and-Guides.aspx> .

Talk to one person about your faith this week and report back.

**Thinking About Ministry At The University and  
Lutheran Campus Ministry (LCM)**

Think about four people you know on campus. They can be active in LCM or not, but don't choose any of the peer ministers. Put their names in the boxes below, one per box.


Jot notes about each person in their square, using these questions:

What do you know about them?

What has been a part of their life this semester?

What are some of the **issues** they've faced this semester?

What are some **needs** of these people that arise from what you know has been going on in their lives?

Now it's time to use your imagination for a different perspective.

Imagine that you are **new** to campus and are walking into LCM for the first time. What are some of your feelings as you head toward the meeting place? Why did you come? What are you hoping to find? (Think of the issues and needs of someone new.) Jot some notes:

Continuing in your imagination . . . You're at LCM. How are you greeted? Who greets you? How do you feel afterwards? Was the experience what you hoped? If not, what would have made a difference? **What** would help you to feel more a part of the group? **Who** would help you to feel more a part of the group?

+ + + + + + + +

Put your thoughts together. Thinking about the people you know on campus and at LCM. Write down what you think are two issues to which we need to pay attention at LCM and two needs of students that LCM is particularly able to meet. Also write down two specific ideas you have for how LCM can address these issues and needs.

You will be asked to share these ideas.

## **HOW TO TALK WITH PEOPLE WHO ARE TRYING TO SAVE YOU**

Adapted from an article by Ross Miller. Reprinted from the Winter 1984 Newsletter of the National Campus Ministry Association.

They stop you on campus, knock on your door, waylay you on the street. They just want a few minutes of your time . . . to take a survey or talk about Christian faith. Though not a model Christian, and certainly no Bible scholar or theologian, you do consider yourself a “Christian.” How do you respond to these aggressive folk?

### **1. Be Careful:**

They often seek to assess your faith and make you feel spiritually inadequate in order to attract you to their group.

### **2. Listen for Basic Assumptions:**

They usually believe in a literal interpretation of the Bible and hold to a rigid set of doctrines.

### **3. Dialogue is Difficult:**

They often want to convince you that they are right, not consider what you think. Don't get into a debate. They usually will not listen to anything that doesn't agree with their literal interpretation of the Bible.

### **4. Don't Feel Deficient:**

Don't feel deficient if your faith does not fit their “born-again” pattern or if you are unable to quote from scripture like they can. They usually have a narrow definition of the term “Christian” which only fits those who agree with their views.

### **5. Beware of Simple Answers to Profound Questions:**

The Christian faith is far too important to be reduced to a few catchy slogans and Biblical quotations.

### **6. Ask Some Questions of Your Own:**

How do they view the sacraments? Do they allow for different interpretations of the Bible? How do they see the role of women in the church, in ministry, in the family, and in society? Do they relate their faith in a serious way to important social issues? Are they open to all kinds of people including doubters, people with different lifestyles and different views?

### **7. Be Cautious:**

Before making any commitments, take time for careful and advised reflection.

### **8. Be Thankful:**

Even though their understanding of the Christian faith may be very different, such encounters can encourage you to grow and reflect on your own spiritual journey.

### **9. Above All, Remember:**

Above all, remember that it's OK to have doubts and questions about your faith. It is natural for Christians to raise questions as they examine their “inherited” faith and struggle to make it their own.

## **THE ART OF LISTENING**

Adapted from training materials, *The Virginia State Department of Veteran Affairs*

Listening is an art, a skill, a discipline. To listen well, you must understand what is involved in listening, develop the necessary techniques to be silent and listen, and then practice those techniques. In listening well, a person must ignore his or her own needs and concentrate attention on the person speaking. Hearing becomes listening only when you pay attention to what is said and follow it very closely.

### **You Demonstrate That You Are Listening By:**

- \*your body language
- \*making eye contact
- \*keeping your body open
- \*echoing words/meaning
- \*nods of your head
- \*leaning toward the speaker

### **By listening well you can:**

- \*show your support and help the other person(s) relax
- \*show you are accepting them, and open to them
- \*be able to ask questions to clarify
- \*check assumptions
- \*clear up misperceptions
- \*re-state or paraphrase
- \*find the key points or issues
- \*provide the silence necessary to encourage speech

### **You can show you are listening carefully, by something called “attending.” Attending skills build rapport and help persons feel at ease.**

- \*listen without interrupting
- \*pay attention
- \*use supportive body language
- \*paraphrase facts and feelings

## **HOW TO CONVERSE WITH NEWCOMERS**

Walk up and say, “Hi, my name is . . . . Is this your first time at \_\_\_\_\_ (or) LCM?”

*Other leading questions:*

Is this your first year at \_\_\_\_\_? I’m a sophomore, junior, etc.

Where’s your home town? I went to high school at . . . .

So, what’s your major?

Where do you live in \_\_\_\_\_? Are you on campus or off?

Why did you come to \_\_\_\_\_?

*If it is early in the semester, you might ask:*

Have you figured out where all your classes meet?

How long have you been in town? What parts of town have you explored? Do you have a favorite hang-out yet?

*Faith questions:*

So, you showed up at LCM. Have you been Lutheran all your life?

What is our home church like?

How did you find worship at \_\_\_\_\_? Or, what do you think of this campus ministry?

Have you met anyone from LCM besides me? Let me introduce you to some people.

## **DO OFFER TO INTRODUCE GUESTS TO OTHER LCMers!**

The key is to LISTEN. Make personal connections with the other person’s story. Be open. Share things about yourself, but do not dominate the conversation. Try not to overwhelm the visitor with too much information about yourself or LCM. Smile and look interested in who they are. Let your body language and posture say that you are engaged. Don’t be in a hurry to get away.

Get their name and write it down when the conversation is over. We can look up contact information for them in the school directory. Be sure to give their name to the campus minister.

## Week 7—Sharing Your Faith

1. Check in. Think over the past week; what color was it? Why?
2. Assignment  
Report back on talking about your faith to someone else. How did it go? Was it easy or hard? Were you nervous? How did the other person respond?  
  
Reactions to the reading, *For I Am Not Ashamed...*  
What rang true for you? What did you find hard to swallow? What questions would you like to ask the author?
3. *Getting in Touch With What is Important to Me* (handout)  
Take ten minutes to do exercise [may well need more time]  
Each one shares top five things they really care about.
4. *Gifts Discovery Continued* (handout)  
Take ten minutes to complete this exercise.  
Share new things you would like to try.  
What one new thing would you like to try at LCM?
5. Assignment: Think about something you would like to lead at LCM next semester. It could be a Bible study, discussion group, prayer group, study group, service project, art project, worship planning, anything! Next week you will be asked to develop an action plan.

Closing devotion:

Matthew 5:14-16 (NRSV)

*"You are the light of the world. A city built on a hill cannot be hid. [15] No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all in the house. [16] In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.*

## **GETTING IN TOUCH WITH WHAT IS IMPORTANT TO ME**

*Find a quiet, comfortable place where you can reflect and do some dreaming. Take a couple of deep breaths and acknowledge God's presence in the process that you are about to undertake. Then take yourself through the following steps, in sequence.*

1. Think about things *you love doing* – things *you really care about*. They can be activities, achievements – certain kinds of events – projects. They probably energize you and make you feel alive. . .or maybe they relax you and help you feel refreshed. They bring meaning and life to you.

They may be related to:

- your school work
- your job if you have one
- your relationships
- your volunteer activities
- your hobbies, avocations
- your social life
- your religious life
- your intellectual and aesthetic life
- your political life
- your recreational life
- ETC, ETC!!!

**Be Very Specific.** You are the only one who will see this list.

2. Using the LEFT-HAND column on the back of this sheet, “Things I Really Love to Do”, make a list of 15 or more (but at least 15) things that you really care about doing. An important note at this point: You may include things that *you have dreamed about doing* but have never done, related to things you have done and know you love.

3. Go back and put a double star (\*\*) by each item which is so important to you that you feel your life would be seriously incomplete without that item. Review the list again, and put a single star (\*) by each item which you really want if you can get it – but would not be devastated if you could not include that in your life. The remaining un-starred items should be things that you would regard as “gravy”.

4. Review the entire list. Number the top FIVE items in order of their importance to you.

5. After you've identified the five and only after you've done that, at the top of the right-hand column, enter the heading *Why This Is Important to Me*. Review each of your five top items and ask yourself “what is it that makes this important to me? why is this in my top five?” Write that in the right-hand column. Reflect on these things over the next weeks. What do they say about you? What gift might they point toward?

*As you close this exercise, give thanks to God for all these blessings in your life.*

**GIFTS DISCOVERY:  
THINGS I REALLY LOVE TO DO**

From the Alban Institute, 1983; Barton Lloyd, 1978





## **DEVELOPING A PLAN FOR MINISTRY**

First, pray. God is delighted in your commitment to this ministry and has called you to leadership. Ask God to help make it clear how you can best do that. Believe that God has been with you through this whole process for these weeks and that God will be with you as you sort through it all now and design a plan for action. Invite God into the process.

Second, look at what's been identified as the issues and needs of students at LCM. Think about what we discussed. Is any idea beginning to form?

Third, please think about how much time you have. You can have some super ideas that just might not be realistic for you at this time.

Finally, reflect on what you've learned about yourself and your gifts and your passions. Let your plan be authentic to who God made you to be. Whatever you plan should be exciting to you, scary maybe, a "growth curve", yes, but something that sounds GREAT deep within you.

## DEVELOPING A PLAN FOR MINISTRY

Once you've landed on an idea, here are some "who, what, where, when, why" sorts of questions for you to help you organize and plan.

- (Don't skip this one!) What's the **purpose** of what you want to do? What do you hope will happen for LCM and/or the people involved?
- **Who** do you see involved? Do you have some specific ideas of who you'd like to invite to be a part of your plan? How many? Do you have specific hopes or expectations for the people involved? How do you plan to build people-to-people relationships?
- **When** (dates and time), **how long** (length of any meeting and number of meetings), **where** (room set up needed ).
- **What** materials and resources are needed? Are there costs involved in this plan? How much and how might it best be funded?
- **How** about the connection to the Christian faith? Any biblical or theological thoughts/basis in you plan?
- What do **you** need to do to prepare? What do you need to know?
- How will you go about this? What is "**step one**" for you?
- What excites you most about this?
- What concerns you most about this?
- What gifts and abilities do you see yourself using through this plan?

## Week 8—Putting Your Faith in Action

1. Opening devotion  
*Spirit of the Living God*—learn this short song, then sing it three times.  
  
Spirit of the living God, fall afresh on me.  
Spirit of the living God, fall afresh on me.  
Melt me, mold me, fill me, use me,  
Spirit of the living God, fall afresh on me.”  
[may substitute “us” for “me” in a second stanza]
2. Check in: How was your week? Rate according to the following: 1) dumpster diving, 2) the Hare and the Tortoise, 3) Here I stand, I can do no other, 4) off to the races!
3. Share ideas for something you would like to lead. Brainstorm: How many different ideas are represented? Are there any parallels or matching ideas? What is missing? How many groups can we effectively have? Who would like to collaborate on an idea?
4. Develop action plans for each small group idea that emerges from brainstorming.
  - 1) What is the purpose of this group?
  - 2) How many students are needed for this group?
  - 3) How will you recruit?
  - 4) How often will you meet, and where?
  - 5) What resources will you need?
  - 6) How will convene the group?
  - 7) What will this group be called?

Closing Prayer – Litany of Gifts

## CLOSING PRAYER: LITANY OF GIFTS

- A) There are different gifts.  
B) *But it is the same Spirit who gives them.*
- A) There are different ways of serving God  
B) *But it is the same God whom we serve.*
- A) God works through each person in a different way.  
B) *But it is God's purpose that we serve as a community when we share our gifts in ministry.*
- A) Each person is given special gifts by the Spirit.  
B) *To use for the common good.*
- A) Together we are the Body of Christ.  
B) *Each person is an essential member of the body.*
- A) Through participating in an "ecology of gifts" in community, we share in God's ongoing creative and redemptive work in the world.  
B) *Together we share a ministry of compassion, of justice, of peace.*
- A) So that in the end all people are brought together in serving God's purpose.  
B) *Just as Jesus came not to be served but to serve, and to live his life to set others free.*

**All: God, our Creator and Sustainer, you have gifted us with new visions for ministry and helped us discover our unique gifts so that we might participate in community. With these new pictures of possibility, give us the courage and energy to follow where you lead us so that together we might show your love to those on this campus and beyond. Through Christ, our risen and ever present Lord, whose kingdom is both present and future. Amen.**