



developing
third year interns

DEVELOPING THIRD YEAR INTERNS

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Wonderful Leader,

Each year we have the honor to lead students into the fullness of who Christ has created them to be. On the following pages I am sharing the lessons I have learned over the past few years leading students, along with most of my resources. Please feel free to use these resources as you see fit, change them in any way that works for you, and share them with your team.

Additionally, you can see a sample of the calendar I have created for my Third Year students [here at this link](#). In this calendar, I have laid out team hangout times, when I will be assigning different types of homework, and when we will prepare for different conferences.

Remember, the best resource is the Holy Spirit. Never stop talking to Him and asking Him how to lead His people. In 2 Chronicles 1:10 Solomon prays, "Give me wisdom and knowledge, that I may lead this people, for who is able to govern this great people of yours?" The Lord gives us all of the wisdom we need! Additionally, always feel free to reach out if you have any questions. You hear Him well and you were created to lead!

Blessings,

Adrianna Ramms

A young woman with long brown hair tied back, smiling warmly at the camera. She is sitting at a table in what appears to be a meeting or workshop. In front of her is an open notebook and a glass of water. She is holding a pen in her left hand. The background is blurred, showing other people and a window with natural light. The text "GETTING STARTED" is overlaid in large, white, bold, sans-serif capital letters across the center of the image.

GETTING STARTED



THE APPLICATION

The first step to adding anyone to your team should be an application. This will help you discover more about a student and help you decide if this student is a good fit for you and your organization.

Below are the questions BSSM students have to answer when applying for Third Year. They have to fill out general questions and mentor specific questions. Additionally, when looking at incoming Third Year applicants, mentors are able to see their pastoral recommendation from their Second Year pastor as well as their homework and attendance records.

PASTORAL RECOMMENDATION

How would you recommend this student? [Note: This is a number rating from 0-5, with 0 being 'Would Not Recommend' and 5 being 'Highly Recommend'. It is rare that a student gets a zero, and it is equally rare that a student gets a five. Most students average a three (which is considered 'Good Recommend'), and a few receive a two ('Neutral Recommendation') or a four rating. A zero rating means this student probably should have been asked to leave school, but for whatever reason was able to graduate and wasn't asked to leave. A five rating is the top of our top students. These students demonstrate an incredible leadership ability and we will probably try to hire them after their school year is over.]

Please write your Pastoral Reference for this student here:

HOMEWORK & ATTENDANCE

Summary: 2nd Year (Ends 2021)

Assignments on Time:

Assignments Late:

Total Absences:

Partial Days:

Tardy Days:

MENTOR SPECIFIC QUESTIONS

You're interested in this opportunity primarily because of the: [The choices for this question are "Person (Mentor)" or "Department"]

Why have you chosen to apply for this particular opportunity?

How would this opportunity prepare you for your future career/life goals?

How does this opportunity tie in with your callings, anointings, giftings, etc.?

Will you be able to meet the stated requirements for this particular opportunity?

GENERAL APPLICATION

Are you a BSSM On Campus Student or a BSSM Online Student?

Tell us about your education, past career experiences, and ministry background.

Of all the BSSM AMT's, which ones most reinforced who you are and what you are called to?

What are the giftings or strengths that you best exhibit? [The students choose from a list we give them.]

Which of these job skills do you excel at? [The students choose from a list we give them.]

Has your physical or mental health changed since attending First and Second Year? [This is only a yes or no choice answer.]

Please list any medications you take.

If you are an international student with a known illness, do you have a release form from a doctor?

Please list any physical, mental, or emotional limitations that you might experience while attending school.

In the last 12 months, how well did you represent Christ with regard to drug use, tobacco use, alcohol consumption, and sexual purity?

On a scale of 0-5, rate your:

- Your Response to Authority
- Your Reliability
- Your Maturity
- Your Initiative/Self-Motivation
- Your Emotional Stability
- Your Judgment
- Your Interpersonal Relations
- Your Empathy
- Your Work Ethic
- Your Leadership Ability
- Your Personal Appearance
- Your Integrity
- Your Christian Commitment
- Your Mental Ability
- Your Physical Health

Why do you feel a desire to participate in a BSSM Third Year Opportunity?

Explain your answer above.

Childhood dreams:

Heroes:

Giftings:

Anointings:

Calling:

People Groups:

Emotional Needs:

Greatest Strengths:

Weaknesses:

Overall, what do you hope to gain from the Third Year experience?

Career-wise, where do you see yourself 2 years from now? What would your desired role be?

Career-wise, where do you see yourself 10 years from now? What would your desired role be?

Tuition for an On Campus Opportunity is \$900 and for an Off Campus Opportunity is \$650. Tuition is due for International Students on August 2nd. Tuition is due for Domestic Students on August 16th. All Third Year students can NOT get registered without having their tuition fully paid before Registration Day, on August 22nd.

☐ I agree.



THE INTERVIEW

The interview is the best place for you to get to know a potential Third Year student if you don't already know them. There isn't one set formula for conducting an interview. Ask questions that will help you get to know them. Some questions I ask students are:

- What do you want to grow in?
- What are your personal Core Values?
- What is your Enneagram number?
- What are you looking to grow in this year?
- What are your expectations from a mentor? Do you want unlimited access? Do you want a mentor to speak into your everyday life?
- What does processing something look like?
 - Do you process alone with the Lord?
 - Do you process and get input from others?
- What are some things you struggle with?
- What do you think about administration?
- What does taking initiative mean to you?

I generally ask one of my previous Third Year students (who is on staff with me now) to interview potential students before I do. She can ask questions and get a feel for the student to see if they would be a good fit for me. A lot of the things she asks are already listed above, but here are some additional questions my former Third Year asks potential students:

- What are you expecting your mentor's commitment to you to look like? (Especially in terms of time)
- What are you looking/hoping for in a mentor in terms of personality/gifts/talents/anointings?
- Why did you apply for (or would you be interested in) Adrianna?
- What are some skills you have?

- What are your strengths? What are your weaknesses?
- How would you rate your computer skills/abilities?
 - (Note: With BSSM School Planting, our world is at least 80% administrative on the computer, so it is important that the students feel set up for success in that area!)
- What was your biggest challenge in Second Year? What did working through that look like?
- What was your biggest breakthrough in Second Year?
- What is your favorite aspect of school?
- Do you feel you thrived more in First Year or in Second Year?
- What are you looking for in a team?
- What is your existing community like?
- (For the interviewer:) What is highlighted about them during the interview/as they answer questions?

Don't underestimate the importance of relying on the Holy Spirit during your interviews. He will often lead you down different paths of questioning for students that will help you out. As a staff team, we also use our interviews (whether it's a student applying for First Year, Second Year, or Third Year) to minister to students and help them achieve freedom. Don't be afraid to ask hard questions, and don't be afraid to get specific in your questioning!



OPENING WEEK

Binder

At the beginning of the year I gave each of my Third Year students a binder that covered everything they could be doing throughout the year. This was meant for them to use as a reference throughout the year, although I'm not sure how many of them actually did so. The binder was, however, extremely helpful for me while I was training the Third Years in the first few weeks. These are the different sections of the binder:

Welcome

This was a welcome letter from me to my students welcoming them to the department.

Team

This section introduced our staff team as well as other third year students on the team (most of my third year students didn't know each other before the school year). I also included the Getting to Know You information they filled out before the year started (the survey is in this resource on page 20).

Organization

This section goes over the Google Drive and other tools to help students stay organized. We use Asana as a project management tool to keep on track with our tasks and projects so nothing falls through the cracks. We use Google Docs, Google Spreadsheets, Google Forms, and the Google Calendar almost every day, so it's important that students know how to use them. If a student does not know how to use these tools, it does not disqualify them from a Third Year position, but know that more time will be dedicated to teaching them how to use them until they are competent with these tools.

Third Year Roles

This section had several subsections after it. Each subsection covered a different role or project the third years would be responsible for, such as school leader small groups, our weekly outreach, events, social media, and anything else that the third years would be in charge of.

Excellent Communication

This was a resource created by one of our pastors, Richard Gordon, for his Third Year team. The goal of this document is to upgrade communication specifically for Revival Group. I believe this goes further and equips people to communicate with excellence, which is a tool for any vocation. Therefore, I included it in the binder for my students, and have also included it in this resource in the following section.

Travel

My intention for this past year was to go on about 6-8 ministry trips. This section included training on organizing trips, managing students, and making sure all travel arrangements were made.

Ending the Year Well

This section was meant to be revisited toward the end of the year. Here I had asked them to transfer and upload any documents or files they had created for BSSM School Planting throughout the year so I wouldn't lose their work. Because of the busyness of the end of the year, we didn't get to this. If this is something you want your students to do, make sure to be intentional about making time to do this.

Servant Leadership & Zero Self-Promotion

This is a new section I am adding to the binder. Steve and Ruth Moore teach an elective in BSSM called Leading and Activating in the Supernatural. This is a practical ministry training class that teaches students how to lead healing meetings, how to teach the prophetic, how to be good leaders, and more. This resource came from that elective.



EXCELLENT COMMUNICATION

by Richard Gordon

The following resource was created by one of our pastors, Richard Gordon, for his Third Year team. The goal of this document is to upgrade communication specifically for Revival Group. I believe this goes further and equips people to communicate with excellence, which is a tool for any vocation.

1. Email Communication

Vision: Communication births community

Communication Envisions People: Every time we communicate it is an opportunity to cast vision, encourage, celebrate and inspire people. I believe that even a post about “not having small group leaders tomorrow” is an opportunity to speak life into your leaders. I believe we can help create culture simply through effective emails and posts.

Clarity: Communication brings clarity and reduces the anxiety and number of questions third years and the RGP need to answer for students. If we are clear with our communication then our lives will be easier and our students can focus on what is most important... Him.

A guide to upgrade email communication:

- **Subject Line:** should be clear and indicate what the email is about. For example, a bad subject line would be: “Yay God!”; which is uninformative. A good subject line: “It’s Party Time! Revival Group Party 17 Feb” - this is informative and meaningful.
- **Headings:** Using headings and paragraphs allows people to skim the email and get the right info. If your email is a massive single body of text, often people will say “I’ll read this later when I have more time,” but they don’t end up following through. What also helps is numbered points or bullets if there is lots of information.

- **Bold:** Use bold text to highlight important dates or points. Similar to above, it allows people to skim your email and get the information required. If they want, they can then read further details.
- **Vision and encouragement:** Use every opportunity to encourage and envision.
 - Opening up with something like: “Hi Powerful, gifted small group leaders,”
 - In addition to details, include encouragement. For example: “Last week’s revival group was incredible, the way you love and celebrate each other at the end of revival group was wild!”
 - End on casting vision for the meeting coming or for the week coming, such as: “I am so excited for Small Group Leaders meeting, I believe that every time we gather God shows up in a powerful way. I want to charge you to come hungry and ready to encounter Him.”
- **Good Grammar:** Emails are not text messages so use good grammar. Use punctuation and correct formatting. This communicates excellence. This is especially important if you are communicating with a group, a leader, or a particular person for the first time. It’s a brilliant tool to learn for any vocation.
- **Signature from phone:** If you are sending emails from your iPhone/Android, enable a signature like “Sent from my iPhone. Please forgive any brevity/errors.” Why? Studies show that people perceive good grammar and formatting as excellence. But if we are on the go and emailing from our phones, then bad grammar can often happen. If someone sees a signature like this, then even if an email has bad grammar it is still perceived as excellent. Also note - statistically emails typed on a phone take 4 times as long, so try to write shorter responses on your phone, but write most emails using your computer to maximize your time.
- **Tone:** You are representing [Bethel as well as your RGP] your school and leaders, so your tone should reflect that. So be authentically you - if you are quirky and funny be that, but make sure your tone represents your leader or organization well. Richard’s tone is encouraging, thankful and friendly.
- **Communicate early:** Where possible send out save the dates, and let people know about upcoming events or changes well ahead of time.
- **Share with team:** If you email a group of students, forward your email to your RGP and third year team so they are in the loop with what information has been communicated to the students.

- Other Resources:
 - <http://jerz.setonhill.edu/writing/e-text/email/>
 - <http://www.forbes.com/sites/dailymuse/2013/11/19/an-editors-guide-to-writing-ridiculously-good-emails/#ca8450e63471>

Example Emails

1. Richard's email to small group leaders:

Subject: Small Group Leaders Tomorrow

Hi Leaders and Lovers of this Generation,

Just a quick reminder about our weekly Small Group Leaders Training tomorrow at 10:30am. I loved looking around the room and seeing you get touched and branded by His goodness today. It's only going to increase throughout this year. I am so excited to see you all tomorrow.

Time: 10:30am

Where: Lydia's Place

Attached is your Small Group Lesson Plan for next week. It's a powerful one! This will be a significant time together as you position your hearts and minds for growth and increase in the second semester!

Can't wait to see you all tomorrow.

Massive love

Richard

2. Sloane's email to missions team:

Subject: Seattle Mission Trip - Prayer

Hello Powerhouses!

So by now, you might have noticed a calendar invitation for your day of prayer. If you weren't at the missions meeting last week, or maybe forgot what we're doing - no worries!

The vision:

We wholeheartedly believe each of you hear from God in such beautiful ways, so we want to be intentional about leaning into that for this trip. So that looks like having a priority of prayer in the weeks before we leave just as much as much as

we do while we're in Seattle.

Logistics:

Practically speaking, the goal is to have at least one person praying into the trip a day. So Monday-Saturday 1 to 2 people will be intentionally praying. If it's your day, we'd like to encourage you to post scripture, declarations, etc. on the Facebook page. It's not mandatory by any means, but we know the Lord is going to give you some crazy revelations and we as a family would love to hear them! For Sunday's, we'll all be lifting up some fire prayers together. This day is especially important because we know the power of prayer in groups! Side note- We will not be meeting anywhere for these times of prayer.

We'll be starting this coming Monday, January 30th. If you didn't get a previous email/invitation then check the attached link to see when your day is. If you have any questions, let me know!

Love you loads!
Sloane

Exercise (5 min):

Write an email to your group letting them know we have a revival group party Friday 17 Feb at Twin View. What to bring: snacks and drinks. Send it to RGP and ask for input on your email writing skills and if there is anything you can upgrade in.

Follow up:

During third year, ask your RGP if there are any upgrades they can recommend in your written communication.

2. Facebook Communication

(In this section, Richard encourages his team to make use of their Facebook groups, which all Revival Groups at BSSM utilize. You may or may not find this section applicable for your school, but I have left it in for your reference.)

Vision: Communication births community

Guides to upgrade Facebook communication:

- Group emails should follow with a Facebook post: Every email sent to the whole RG should ideally also have a Facebook post that follows to the whole group. Why? Clarity. This helps communicate the message to everyone. For

example, Email: "It's Party Time! Revival Group Party 17 Feb" Facebook Post
"Party Time! Revival Group Party 17 Feb"

- Include a Picture: Studies show that people are more likely to read, comment or like a social post if it includes a picture. Do not use a stock image, but use an image taken of someone in our revival group or in our third year team or a moment we had as a group. Then use this post to also celebrate them, creating culture and casting vision for what type of family we are. We will do a photoshoot at the beginning of the year and be able to use these images throughout the year for social posts.
- Important information first: Social posts will show only the first few characters, then if it's long "See more" will appear. So include important information first, such as:

"Party Time! Revival Group Party! - Friday 17 February - 7pm - Bethel Dining Room" ...

- Build community: Use informational posts to build community by celebrating people and moments. For example, use a picture of a student in your post and mention something celebrating them at the end.
- Envision: Every time we communicate, use it as a time to envision and establish culture. For example: "I love every time we get together, an explosive dance party always occurs. You know how to dance! You know how to love! You know how to do community! You know how to party!"

Canva: This is free software that allows you to make fresh digital posts in 5 minutes. Download the canva app to your phone. Use preset templates and create excellent posts within minutes, no design or editing background required.
Link: www.canva.com

On the next pages are example Facebook posts:

LADIES NIGHT

11
07
17

7PM • TONIGHT • CIVIC • ONLY LADIES



Richard Lawrence Gordon ▸
Richard's Revival Group 2017/2018
November 7, 2017 · 📍

Ladies Night • Tonight • 7pm • Civic

Powerful, free, anointed, woman of God tonight is always a highlight on the BSSM schedule. It's ladies night! You are going to LOVE it!

It is the greatest honor to lead and mentor each of you incredible woman. Thank you for your strength, your heart, your courage, your bravery, your YES to Jesus. Thank you for choosing to trust me as I champion you on your journey with Jesus. I don't take it lightly.

Celebrate **Natalie** today! This woman embraces vulnerability with both hands and both feet. She pursues real authentic connection, she runs at every fear, she knows how to invite people on her journey, she is deeply insightful, she confronts with truth and grace, she pursues and loves the deep things of God. She is a powerful leader, an incredible mentor to her students and a vital part to our team. You are so blessed to be lead by her this year. Somebody celebrate this leader! It's ladies night! *no men invited*

#breakthroughnight #glorynight
#nomenareinvited #blueflame #celebratenatalie
#vulnerabilityisaweapon



Write a comment...



OUR FIRST
REVIVAL GROUP
TODAY 4:15PM | CIVIC | ROOM 116A



Irvin Ignatius Hamilton Jr. ▸
Richard's Revival Group 2017/2018
September 13, 2017 · 📍

Beautiful Kings and Queens
THE DAY IS UPON US!
Our First Revival Group.
Today 4:15pm • Civic • Room 116A

Looking back on my two years in school never could I have anticipated the things that happened in revival group week after week. The measure in which heaven responded to our cries and the precisely orchestrated meetings my RGP's and Interns of past layered together set up the biggest moments of my year.
God wants to encounter you more than you want to be encountered. By His love, by His power and with His face! Come expectant!!!!

Where: Room 116A is on the ground floor, the same location you collected your name badges from. Which is the room basically underneath our



Richard Lawrence Gordon ►
Richard's Revival Group 2017/2018

September 28, 2017 · 🌐

SMALL GROUP LEADERS TRAINING
 12:30PM - 3PM • Twin View • Smith
 Wigglesworth Room

I just love being with you guys! Looking forward to today.

Vision for today:

Today is training day for everyone but I know every time we gather it's an opportunity for God to break in and for us to receive breakthrough! So you never know what will happen! Excited to hear too from some more of your mentors this year.

Now repeat this after me: Big things happen in small groups.

PS this intern of mine Hannah Marie. Is deep, anointed and a killer mentor. I debriefed with some of my students from last year asking them some of their breakthrough moments. I remember hearing too often their response: "In a meeting with Hannah, God revealed... ". I am proud to say I have a BOSS intern team!

(Changed the end time to 3pm in case we run past 2:30pm 🙌)



Write a comment...



Richard Lawrence Gordon ►
Richard's Revival Group 2017/2018

August 30, 2017 · 🌐

COMMUNITY DAY • THURS • 31 Aug • 1pm - 4pm

Where: Tommy's place! 2992 Smith River Dr, Redding.

What: We'll be outside by the pool for the day! We are excited to connect and laugh with those we get to run with this year! Happiness is a day at the pool!... [See More](#) — with Rebekah Wille, Dominik Hörner, Jessica Silikiwai, Gabriel Christopher Liby, Hannah Marie, Irvin Ignatius Hamilton Jr., Natalie Alwyne Howell, Hannah Lu Babarskis and Gemma Naughton.

📍 Tag Photo 📍 Add Location ✎ Edit

👍❤️ 20

8 Comments

👍 Like

💬 Comment

View 1 more comment



Alex Yang What about missionaries from South Korea?



Write a comment...





GETTING TO KNOW YOU SURVEY

The Getting to Know You Survey is a survey I sent out to my third years a couple of weeks before school started. It took about 15-20 minutes to fill out, and its purpose is to help everyone get to know one another better. After everyone answered the questions, I included their answers in our team binder. This gave them the opportunity to get to know one another better and love each other the best way possible. Below are the questions I asked my third years via Google Forms.

Section 1: General Information

- 1.Name
- 2.Spouse & children's name (if applicable)
- 3.When is your birthday?
- 4.Where are you from?
- 5.Phone Number
- 6.Nicknames (you actually like)
- 7.What are some giftings and talents you'd be willing to utilize this year (i.e., lead worship, lead team time, etc)

Section 2: Favorites

- 1.Favorite drink(s)?
- 2.Favorite drink from a coffee shop (and which coffee shop)?
- 3.Favorite candies or treats?
- 4.Favorite snacks?
- 5.Favorite ice cream?
- 6.Some of your favorite foods?
- 7.Some places you like to eat at in Redding?
- 8.Favorite place to get a gift card from?
- 9.Favorite city/country?
- 10.Favorite color?
- 11.Favorite book(s) of the Bible?
- 12.Favorite person in the Bible?
- 13.Favorite sport to play?

15. Favorite board game?
16. Favorite quote?

Section 3: Getting to Know You

1. Name a place you haven't visited near Redding that you want to see/explore
2. Describe your ideal day off
3. Something unique about you
4. What do you like to do for fun (hobbies)?
5. What are you most passionate about?
6. What are 3-5 things that make you feel valued or loved
7. What are 3-5 things that don't make you feel valued or loved
8. What are your top love languages to GIVE?
 - a. Quality Time
 - b. Physical Touch
 - c. Gifts
 - d. Acts of Service
 - e. Words of Affirmation
9. What are your top love languages to RECEIVE?
 - a. Quality Time
 - b. Physical Touch
 - c. Gifts
 - d. Acts of Service
 - e. Words of Affirmation
10. 5 things that make you smile
11. If you had \$100 to spend, what would you buy?

Section 5: Where You Want to Grow

1. What is something you are excited for this year?
2. What is an area(s) you want to grow in this year?
3. What are you dreaming about for the next 5 years? How can we encourage you in those dreams?

Section 6: Team Hangouts and Retreats

1. What evenings are you available for a team hangout each week? (Keep in mind we have track labs on Wednesday evenings)
2. What do you want to do during team hangouts?
3. Would you be willing to contribute to a potluck for dinner each week?
4. What do you want to do during retreat?

Section 7: Roles

In this section I described the different things we do in School Planting and gave them the opportunity to choose which areas they would like to take ownership of.



CASTING VISION

Kris Vallotton says, “When people capture the vision they are willing to give labor to it to make it happen.” One of the most important things we can do as leaders is cast vision for what we are doing and where we are going. Some resources that have helped me develop the vision for BSSM School Planting are Start with Why by Simon Sinek, Building a Story Brand by Donald Miller, and Marketing Made Simple by Donald Miller (side note: Donald Miller is a believer and beautifully brings kingdom and faith into business). Another great resource is The Law of Vision video session by Kris Vallotton on BSSM Equip.

BSSM School Planting’s vision has evolved over the years to include providing resources, encouragement, and more for school leaders, but it can be summarized in a few words: We equip leaders to build schools of supernatural ministry. I have a large sign in my office (about 4 feet by 3 feet) which reads: We Exist to Champion School Leaders - the short version of BSSM School Planting’s vision. Habakkuk 2:2 says, “And the Lord answered me: ‘Write the vision; make it plain on tablets, so he may run who reads it.’” The sign hangs on the wall so my students and I can be reminded every day of what we do and who we do it for.

You cannot cast vision once and be done with it. People need to hear the vision of your department over and over and over and over! In fact, studies show that people need to hear something between 6 and 20 times before they believe it. I’ve found that people even need to hear the vision of each different component of your department and how it fits into the larger part of your vision. For example, each week we have an Activation for our Second Year students where they prophesy over school leaders. I have to share the vision for Activation on three different levels: first the overall vision of School Planting, then the vision of Activation to my Third Year students (as leaders), and finally the vision to the Second Year students (as participants).

In the future, I am planning on sharing the vision of BSSM School Planting with my students several times throughout the year. I've learned that sharing your vision once at the beginning of the year will not suffice. I'm planning on sharing the vision at least twice - at the beginning of the year and in January - and additionally sharing it in different ways each month. My hope is that my Third Year students will catch the bigger picture of what we are doing and who we are doing it for.

I encourage you to take some time to figure out what your vision is and how to describe it in a way that makes people want to follow you and contribute to your ministry. Learn how to share your vision with people in different ways using different language and mediums. When you think you've shared your vision too many times, share it again and again and again!



TERRIBLE FIRST TIMES

F*ing First Times, or Terrible First Times (TFTs), is a concept I learned from Brené Brown on her March 30, 2020 [Unlocking Us podcast](#). (A side note, if you do choose to listen to that episode, Brené does cuss a little bit).

The idea behind Terrible First Times is acknowledging that you are doing something for the first time, and it is going to be awkward and possibly not that great. Acknowledging First Times helps relieve the pressure everyone feels when starting a new school year. I tell my team, “Look, this is everyone’s first time doing this, mine included. Because even though I’ve led teams, I’ve never led this particular team with these particular people. And even if you guys have been on teams before, you’ve never been on this particular team at this point in your lives.”

As Brené says, “I think for all of us, being new at something is incredibly vulnerable. Even when we’re excited and committed and we’re like, ‘I’m going to do this. I’m going to try this new thing,’ the awkward, uncomfortable time comes right after the excitement and it feels awful. And I can tell you if the definition of vulnerability is uncertainty, risk, and emotional exposure, then being new at something is the epitome of vulnerability.”

For me, normalizing awkward, vulnerable moments is really important. If we don’t, we can allow shame to come into our thinking and the thinking of those we are leading. This is one of the reasons why I’m so passionate about not being a “perfect” leader. If I pretend I’m a perfect leader that has everything together, then the people I’m leading will disqualify themselves as leaders. When we learn how to embrace awkwardness, we embrace and normalize growth. Brené says, “knowing that we have the strength to survive those moments and come out on the other side with new information, new ideas, new habits, new skills - that’s how we get braver with our lives and with our hearts.”

Once you've recognized and named a TFT, there are three steps you can take to help the process. First, you normalize it. Doing something new is usually awkward because doing brave things is uncomfortable. Second, put it in perspective. It's not a permanent feeling, and once you get used to it, it will become easier. Just because it's uncomfortable doesn't mean that you're not good at it, you're just doing something new. Third, check your expectations by realizing that this will probably be uncomfortable for a while and that you might not be great at this right away.

I've found that addressing TFTs in the first week helps relieve some of the pressure off of the team. It helps them know that we are all in the same boat, and that they are not the only ones who will need some time adjusting. When we help our team recognize that we are doing something new and awkward for the first time, we give them grace that they might not be able to give themselves.



ONE-ON-ONE MEETINGS

BSSM Third Year has a set of requirements for our mentors that we need to meet. These requirements are to:

- Provide monthly pastoral one-on-one meetings that serve to build connection and focus on personal, spiritual, and emotional development.
- Structure your time spent training and mentoring in equal proportion to the student's time spent on administrative tasks.
- Give opportunities that empower the student to:
 - Be activated in their key areas of desired growth
 - Practice skills relevant to the mentorship opportunity
- The student's commitment is from late August to mid-May, during which time they will serve their mentor 15-25 hours per week.
- Third Year students are required to be in Third Year class (held once a week), BSSM Activation (previously known as City Service), and AMTs (electives). Mentors are to create space in what they're requiring of students in order to meet our program requirements. (The students' time spent on these requirements counts toward their overall time commitment of 15-25 hours per week.)

While our requirements are that we meet with our students once a month, I meet with my students two to three times a month, depending on how many students I have, what my schedule looks like, and what each student may need. I tell my students that they have as much access to me as they want to take. Some take more and some take less. The students who take more access can often end up having more one-on-one meetings with me because of the connection they have built.

The first few one-on-one meetings I have with my students are purely to get to know each other and find out what they are looking to grow in during the year. I want to know about their experiences in their first two years at BSSM, what

makes them come alive, what they struggle with, how they feel about themselves, and how they think. I also share about myself so that the relationship doesn't feel one-sided.

My one-on-one meetings with my students are always question based, even if I feel like I know how or what they are going to answer. I am often surprised with how my students respond and what the Lord is speaking to them about. In the last year, the Lord has given me very accurate words of knowledge about my Third Year students. I never acted out of these words of knowledge. Instead, I would ask them questions about or around what the Lord told me. This was done to give the students a voice (and not make any assumptions about them), to validate their ability to hear the Lord, and so that I could hear their heart and perspective to verify the accuracy of what I heard.

Never make any assumptions and always ask questions! You may think you know what the answer is going to be, but asking questions gives students a chance to discover the answer and reason for themselves. Our goal as mentors is not to create a dependency on us, their mentors, but to create a dependency on the Lord. I will often ask students what the Lord has said about their situation before giving them my input.

This is the basic typical outline of my one-on-ones with my students:

- Getting settled, connection, etc.
- Follow up on questions, projects, and assignments from the last meeting.
- Ask any questions that the Lord may have given me to ask the student.
- Ask about personal areas in their lives (relationships, heart health, emotional and mental health, etc).
- Open the meeting up to anything the student wants to talk about.
- Possibly create some goals for the student to work on until the next meeting.

Here are some sample questions to get you started:

- What are some areas you feel like you're doing well in?
- What areas have been challenging?
- What are you doing for personal growth?
- What have you been learning from (or experiencing in) church services recently? Which service do you regularly attend?
- What other books/teachings are you reading/listening to lately?
- What is standing out to you from these other messages?
- Are there specific things you'd like to discuss or questions you would like to ask in your upcoming one on one?
- How do you feel you are doing with relating to the rest of the team?

- Do you feel you have been fully bringing yourself to the table/the team?
Please explain.
- What has God been teaching you lately?
- What season do you feel like you're in? What is the theme or focus for you in this season?
- What are three goals you have for this year? What is your plan to fulfill each of these goals?
- What are your plans for after graduation?
- What does a successful Third Year look like to you?
- Is there a way your mentor can help improve your experience this year?
- What are your dreams for after graduation?
- What steps can you take now toward these dreams?
- What's a success you've had in your life that you would love to see repeated?
- What are some areas in which you've had breakthrough that you'd like to see others do well in?
- Where do you see yourself 10 years from now? How about in 20 years?
- What do you want to be remembered for?
- What is the impact you most want to leave on the world?

Remember, the goal of one-on-one meetings is to get to know the student, encourage them, and give them goals to work towards.



Throughout the week this year, I had several team meetings. These meetings each had a different purpose. Some of the meetings were successful, some were not. Below, I'll describe each team meeting, their purpose, if I felt like they worked (or why they didn't), and if I'll do anything different in these meetings in the future.

Team Connect

Every Monday morning, my Third Years had a morning AMT with the BSSM Online Third Years. Before their AMT, we had a Team Connect meeting where we would just hang out and reconnect from being away for the weekend (the students had Fridays off, so we hadn't been together as a team for three days). Once in a while, we would do something fun, like carve pumpkins in October or other activities like that, but for the most part there was rarely any structure or a plan for these meetings.

I personally liked these meetings for a couple of reasons. One, it was helpful for me to see my team and see how they were after the weekend. Two, if they were planning on not attending their AMT, they would usually say something in this meeting, and I could ask questions about why they were not planning on attending class (this class wasn't mandatory, but I had to pull a lot of strings to get them into the class, and the leaders of the class are some of the most incredible leaders in our environment).

I don't think my team liked these meetings so much. The interpersonal connection on the team wasn't strong, and so some of them expressed that these meetings felt forced and a bit awkward. I am okay with awkward, so I didn't mind keeping these meetings throughout the year. I will be keeping them around next year, and hopefully the connection with the team will be better.

Strategy Meetings

Every other week we would have a team strategy meeting. These meetings were meant to be meetings where everyone shared about where they were at on their projects, got help and renewed ideas if they were stuck on a project, and were able to get a better grasp on their teammates' workloads. This meeting was a carry-over from when BSSM School Planting's staff was larger, and it worked well with the staff.

This meeting did not work well for me, and several of my team expressed their dislike for these meetings. For whatever reason, these meetings ended up feeling like competition for the team. Many of them felt like there was a lot of one-upping within the meetings, and instead of developing grace for one another, a sense of competition was developed.

In the future, I will probably limit the time of these meetings and reformat them. I still think they can be valuable, but I will need to reevaluate how to structure them so the students don't feel like they are competing against each other. I think I will need to be more open as a leader with my projects and ask for input, ideas, and feedback to demonstrate that there shouldn't be competition when we are building the kingdom.

Leader Development

These meetings were also every other week (on the weeks opposite of the strategy meetings). During these times, we would go over the development projects we were working on and share any insights we gained. Sometimes the students would have assignments given during this time and they would work on them during the meeting, and sometimes their assignments would be homework and they would share what they learned while doing it.

Our development projects can be found in the Development section found starting on page 38.

Practical Ministry Training

Every few weeks, we would have practical ministry training for thirty minutes. These can be found in the Practical Ministry Training section starting on page 74.

Weekly Schedule

BSSM School Planting has a lot going on, and adding Third Year students can make it a bit hectic. Below is an outline of what a typical week looked like for my students. This schedule does not include the AMTs that are available to them in the mornings or afternoons Monday through Wednesday. Additionally, I asked my students to come into the office for three hours per day Monday through Thursday - they chose 12:00-3:00 pm - so most of our meetings took place during these hours. This was to increase collaboration, to bring us together as a team and create community, etc.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9:45am Team Connect	8:00am Third Year Class		9:00am BSSM School Planting Outreach
10:30am AMT with BSSM Online 3rd Years	12:00pm Leader Development or Strategy Meetings		
12:00pm Practical Ministry Training (once a month)	4:15pm BSSM School Planting Elective		
12:00-3:00pm Individual One-on-One Meetings		6:00-8:00pm Labs for BSSM School Planting Elective	



MID-YEAR REVIEW

In December, I created a document for my third year students called the Mid-Year Review. I wanted to check in with my students on how the first part of the year had gone, if they felt like they were overwhelmed, if there was anything they wanted to be working on that they weren't already doing, and to help them process the first three months of school.

I gave them all a Mid-Year Review printout (the questions are below), and then in our first one-on-one meeting of the new year I went over their answers.

Mid-Year Review

Take some time over the Christmas break and prayerfully consider these questions. Print out this document, fill out your answers, and make a copy for me. We will individually go over these questions in our first January 1:1.

In the first part of the year...

1. What did you like about third year?
2. What didn't you like about third year?
3. What worked for you?
4. What didn't work for you?

In the next four months...

1. What do you want to do more of (in any area, some examples being School Planting tasks, having more fun, taking certain AMTs...)?
2. What do you want to go after (in the area of personal development)?
3. How are you going to show up for the team in the next four months?
4. What projects are you going to take ownership of in the next four months? This includes the ones you are already over and any in the binder that we are not working on.
5. What does taking ownership look like in the next four months?
6. What do you want to look like personally at the end of the year?
7. When you graduate, what do you want to be proud of yourself for?

Ask the Lord for one word for your next four months.

1. What is that word?
2. What does that word mean to you (don't look up the definition yet)?
3. What is the definition of that word?
4. What would that word look like practically (lived out) in these next four months?

PRACTICALS

A woman with long, wavy brown hair, wearing a bright yellow blazer over a black top, is looking down at an open book she is holding. The book displays a line graph with a series of data points. She is standing in a modern office environment with a white wall and a window in the background. In the foreground, a portion of a black laptop and a black mouse are visible.



MOTIVATION

Something I have struggled with on my teams is the uncertainty students bring when they are starting out. This can lead to a lack of initiative from the students, but I've found that they are often just trying to find a rhythm and figure out their place in their new environment.

Showing Up and Stepping Up

I have spent several years learning how to let people do things their way and giving up control on how I feel things “should” be done. This doesn't mean I am perfect in this - I often internally struggle with giving up control of a project or a task. But I have learned to let people work in a way that is best for them. If I don't understand what they are doing or why they are doing something in a particular way, I will ask them questions and offer suggestions if I feel like they are open to them.

Sometimes you will run into a problem where a third year intern will not even show up for the day. If this happens, ask yourself a few questions before confronting the student:

- Do they know their daily schedule?
- Did you make your expectations clear about when they should be around/available?
- Have you created a system (such as Google Calendar invites) where they can be reminded for at least the first month where they should be?
- What does the student's work schedule or home responsibilities look like?

If you have taken all of these into consideration and the student still isn't showing up, it may be time to have a conversation with them. Review each of these questions in your conversation as well as ask additional questions about why they are not showing up - more than likely the student has a great reason.

Sometimes you will run into a student who is happy to let other interns, students, or leaders take all or most of their responsibilities. Again, before making any assumptions, ask yourself the following questions:

- Do they know what they are supposed to be doing? Sometimes you do communicate expectations, but it can take a few different times and different ways before someone understands what is expected of them.
- Does the student have all of the tools they need to complete their tasks?

Again, if you have done these things, sit down with the student and ask questions about why they are not stepping up and taking initiative. For instance, one of my former third year students was the youngest child in their family of four kids, so they were used to having most of the family responsibilities taken care of for them. When we talked about it, I asked them if this felt true for them and then asked them to take more initiative on our team. This student responded well to that conversation and I saw them begin to step up more.

Often when you run into these kinds of issues, you will find it just takes the students time to get their footing and understand what is expected of them. Be patient and continue to share your vision with them.



DEVELOPMENT TEACHINGS & PROJECTS



CORE VALUES

If you've ever heard me speak, you've probably heard me talk about the importance of core values. Core values guide you, let you know what you are going to do and what you are not going to do, and help keep you on track.

At the beginning of the school year, I have my students develop both team core values as well as personal core values. In this section, I'm going to go over why and how I help them develop their core values.

Team Core Values

During the first week of school, my team and I had at least three meetings where we talked about what we wanted our team core values to be. In our first meeting, I explained that team core values are how we want to interact with each other and how we are planning on treating the team. We wrote all our individual ideas on a whiteboard and then narrowed them down to the few that we thought were most important to us as a team.

Over the weekend I took those core values we had written on the whiteboard and sorted them into four different categories: God is Good, We Are Family, Loving Others, and Loving Ourselves. Our list of core values ended up looking like this:

God is Good

- God is Our Priority
- Genuine Worship
- Authentic Worship
- Full Worship
- God is Our Provider
- Focused on His Presence

We Are Family

- Honesty
- Fun
- Safety
- Flexibility
- Authenticity
- Communication
- Accountability
- Reliability
- Support
- Filling in Each Other's Gaps

Loving Others

- Hearts Over Tasks
- Friendship
- Trust
- Grace for Each Other
- Keeping Short Accounts
- Encouragement
- Believing the Best
- No Assumptions

Loving Ourselves

- Low Stakes - Permission to Fail
- Taking Risks - Permission to Succeed
- Rest/Health
- Self-Love

When I came to the team after the weekend, there were other values on these lists, but after some discussion, we narrowed them down a bit and decided that these were the ones we wanted to focus on. The point of the second meeting was refinement, but also to give my internal processors time to think about what they wanted the team to look like and to be able to come back, give feedback, and make changes.

Our third meeting was done over our retreat. I gave each team member a pad of sticky notes and a sharpie, put on some music, and asked them to make clear what they thought each core value meant. For example, under "honesty," one of the girls wrote: "honest about the good and the bad." Under "no assumptions," one of the girls wrote: "asking questions about people's motives, no assuming."

I had them clarify what they thought each piece of our core values meant because we often don't clarify what we are thinking, and we assume everyone is on the same page. One of my favorite examples to use in illustrating this is the concept of family. Often, when students first come to BSSM, they hear from their pastors and fellow students that "we are family". But while family can be safe for one person, it can be dangerous (emotionally, physically, spiritually, etc.) for another, or every place on the spectrum between these two points. I wanted to make sure we all knew what we were thinking, rather than assuming everyone was on the same page.

Finally, I created posters for each core value and hung them in my office for a while. In January, we went over each main core value and their points and discussed whether we needed them as core values, what we needed to work on, and what we were doing well. The updated core values now hang in my office.

This next year I'll probably make some changes. One of my third years has suggested that I call them high values and explain the difference between core values and high values (core values are what we are actually living out, high values are what we are aspiring to live out), because it is difficult to know with a brand-new team what you will actually be able to live out versus what you would like to

I will probably wait a few weeks before starting this exercise with my third years rather than jumping into it on day one or two. I realized they need time to get to know one another as well as just figuring out what life is going to be like for the new school year.

I developed a resource for teams to brainstorm their team core values, which you can find [here](#). I suggest printing up a copy of this resource, but actually writing on a whiteboard each person's initial ideas for core values. Having a visual aid for your team will inspire them to realize what is important to them and what isn't as important. I also suggest putting them somewhere your team can see them frequently. Habakkuk 2:2 says, "And the Lord answered me: 'Write the vision; make it plain on tablets, so he may run who reads it.'"

Personal Core Values

As mentioned above, core values keep us on track with what we are willing to do and what we are not willing to do. The following exercise will help you and your students discover their personal core values as well as Biblical support for those core values. Below are some guidelines on how I help my team develop personal core values using this resource.

Pre-Homework: Personal Core Values

The first part of this exercise should be done with the entire group. Explain what core values are and the importance they play in our lives as believers who are focused on the Lord.

Give each team member the list of core values from Brené Brown's book *Dare to Lead*. Give your team only a few minutes to read through and pick a maximum of two core values. I suggested to my team that they first circle all of the core values that stand out to them, and then refine the list to their top two.

I only gave them a few minutes to do this exercise because they were more able to choose core values that really meant something to them rather than overthink what their core values could be.

Part One: Defining Core Values

This is their first homework assignment on core values. I ask the team to find scripture supporting their core values. Often we think the things that are important to us are biblical when they are not.

If a team member cannot find verses to support their core values, they should look for the reason why that core value is important to them. For example, many people believe in the saying, "God helps those who help themselves," when in fact, this is not biblical. Often we see in scripture the Lord being referred to as the Deliverer (start with Psalm 18:2). The belief the team member may actually have value for is hard work, which in and of itself is not unbiblical.

Team members then should first define what they are not saying. In *Dare to Lead* Brené Brown talks about how it is actually easier for humans to define what they are not saying rather than what they are saying. I have my team figure out what they are not saying first so they have a better understanding of what they are saying. Defining what they are saying is the final piece of this homework.

Part Two: Adding Core Values

The second part of this homework is to figure out three more personal core values. The team members do not need to pick from the *Dare to Lead* list, they are free to pick their own core values. They will go through the same process to develop these core values: find supporting scriptures, define what they are not saying, and then define what they are saying.

Part Three: Preaching on a Core Value

The final part of this homework is preaching. Research shows that if you are able to explain a concept to someone, then you will have a better understanding of the concept. The team will pick one core value that they will have to give a 10 minute sermon on. Each team member will then give both positive and negative feedback on each person's sermon.

Personal Core Value Example

Below is an example of one of my personal core values, Keeping the Stakes Low, and how I developed it using this process.

Keep the Stakes Low

"The Lord passed before him and proclaimed, "The Lord, the Lord, a God merciful and gracious, slow to anger, and abounding in steadfast love and faithfulness, keeping steadfast love for thousands, forgiving iniquity and transgression and sin, but who will by no means clear the guilty, visiting the iniquity of the fathers on the children and the children's children, to the third and the fourth generation."
Exodus 34:6-7

"And God is able to make all grace abound to you, so that having all sufficiency in all things at all times, you may abound in every good work."
2 Corinthians 9:8

"But God, being rich in mercy, because of the great love with which he loved us, even when we were dead in our trespasses, made us alive together with Christ— by grace you have been saved— and raised us up with him and seated us with him in the heavenly places in Christ Jesus, so that in the coming ages he might show the immeasurable riches of his grace in kindness toward us in Christ Jesus."
Ephesians 4:2-7

What I am Not Saying

- Low stakes does not mean low standards or low excellence.
- It does not mean we do not do the work.
- It does not mean we are late.
- It does not mean we do not communicate.
- It does not mean that there will not be moments of pressure.

What I am Saying

- There is grace.
- If something doesn't get done, just talk to me. It probably isn't a big deal.
- There is grace!
- If you need help, more time, or more grace, ask. There is grace!!
- We are powerful enough to change a life with the Holy Spirit, but we are not powerful enough to destroy a life. Destruction comes from a person's own choices. We do not have to be perfect or do everything perfectly.



SEASONS WHITEBOARDING

This is an exercise one of my third years introduced me to. It is a great session to do with third year students at the beginning of the year to understand where they are at in their lives. Seasons Whiteboarding consists of five categories which the students will need to pray over and think about prior to coming together and sharing as a group. In each category, it is good to have about three to five answers, but that may vary per student and where they are at with the Lord. When recording their answers, students should try to keep them as short as possible - one to two words is best.

Firstly, the students will ask the Lord what Season they are in. This can include answers like “spring” or “winter”, but is not limited to that. For example, one of my students also had “rest” on her list.

The second category is Growth. A good way to phrase this category is “What am I growing in right now?” Remind students that their answers may differ from what the Lord is saying, which is why it is important to process this exercise with Him.

Third, the students will determine their Needs. This can vary between physical, emotional, and spiritual needs.

The fourth category is Strengths, and the fifth is Anointings. One way to differentiate between the two is to ask questions of the Lord like, “What intrinsic strengths [i.e. ‘within my personality’] are you increasing in me in this season?” and “Which of the anointings You have given me will I be using/will be useful to me in this season? Are you giving me any new anointings in this season?” In doing this exercise with the Lord several times over the years, the student who introduced it to me felt that Strengths are sometimes either very temporary or refer to intrinsic “natural” strengths (such as kindness or community building). On the other hand, Anointings for her are typically supernatural and once given, permanent, even if they are not mentioned by the Lord in every whiteboarding

session. For example, one may not be a mother in the natural, but have a motherhood anointing which is present throughout most seasons once the Lord has given the anointing.

Once the students have processed this exercise with the Lord individually, you can have a meeting so that each student can share with the group. This is typically done on a whiteboard (thus, the name of the exercise) with the sections already listed out. As each student shares, the others are asked to give input, but only on the last two sections (Strengths and Anointings). For example, Student A will get up and fill in each section with their three to five or so answers, but will end up with probably closer to eight or even ten answers for both Strengths and Anointings once the other students have spoken what they hear from the Lord for Student A.

The goal for the students as they are sharing with one another is to gain grace, compassion, and understanding for one another as they become more aware of each others' individual journeys. It is also a great opportunity for them to speak encouragement into one another and gain the Lord's vision for each other.



WHOLE-HEARTED INVENTORY

The Whole-hearted Inventory is an assessment by Brené Brown based off of her guideposts for wholehearted living, found in her book *The Gifts of Imperfection*. You can find the assessment on her website at <https://brenebrown.com/wholeheartedinventory/>. You do not have to have read *The Gifts of Imperfection* for the assessment to make sense, but Brené Brown did do a podcast series on the subjects covered in the book which you can listen to at <https://brenebrown.com/summer-sister-series-on-the-gifts-of-imperfection/>. I found listening to the series to be helpful in crafting questions and guiding this exercise.

The ten guideposts from *The Gifts of Imperfection* are:

1. Cultivate authenticity.
2. Cultivate self-compassion.
3. Cultivate a resilient spirit.
4. Cultivate gratitude and joy.
5. Cultivate intuition and trusting faith.
6. Cultivate creativity.
7. Cultivate play and rest.
8. Cultivate calm and stillness.
9. Cultivate meaningful work.
10. Cultivate laughter, song, and dance.

In this assessment, each person is asked a series of questions based off of the ten guideposts. After the questions are answered, the results are given for each guidepost on a scale, with results on the left indicating a need for growth and results on the right being the healthiest.

When I did this exercise with my team, it did not go as planned. The goal was that each of my third year students would have an idea of where the others were at, resulting in having more grace for one another. Instead, some of the feedback I received about this exercise was that it created a sense of comparison within the group. I think if I had spent time casting vision for the purpose of this exercise it might have been better, but to be honest, I think this was probably something I

should have gone over one-on-one with each third year rather than with the team as a whole.

If you choose to do this exercise with your team, think through the following questions:

- Have you shared the vision behind this exercise with your team?
- What are you hoping to get out of this exercise with your team? Can you achieve this one-on-one, or will it be better achieved with the group?
- How strong is the empathy and connection on your team?
- How safe do your team members feel with each other?

I think this is a great tool to discover where your team is at to assess strengths and areas of growth. I will probably do this exercise again next year, but how I execute it will depend on my team, where they are at relationally with each other, and if I feel like they need to grow in grace for one another.



HOLY SPIRIT GIFTS TEST

Part of our job as leaders is to help our students develop the gifts they have been given. I use many tools to do this throughout the year, including enneagram typing, asking tons of questions, and the Holy Spirit Gifts test.

The Holy Spirit Gifts test was an assessment a school leader in Victorville, CA gave me. It helps people understand where their strengths lie, which can help you as a leader figure out where to challenge and invest in your students.

You can find the Holy Spirit Gifts test to use with your students below.

Instructions

1. Read the 72 statements, rating each on from 0-4 on the answer key.
 - 0 isn't "bad" and 4 isn't "good". It is simply a reflection of where your strengths are.
 - When you find a statement with two or more parts, and you rate any one as not true in your life, then mark the whole question with a low number. In other words, if you think one part is true, but another part is not, rate the whole question with a low number.
2. Add up the 18 rows of 4 numbers and enter the totals in the "total" column.
3. Find your 3-5 highest scores and circle the appropriate letters (A to R) by the high scores.
4. Turn to the GIFTS KEY page and find the 18 gifts listed from A to R.
 - On your answer sheet, write in the name of the gifts corresponding with your high scores.
 - There is not a specific number needed to "get the gift!" Your highest scores indicate which gifts are yours. For example, if you have two 7's, and 8 and two 9's as your highest scores, then those are your gifts. If you have four 16s, those are your gifts.
 - You may wish to write in all 18 gifts names on your answer sheet to compare your strong gifts with those that are not your strongest.
5. Talk to your pastor or supervisor about which ministries match your gifts.

Spiritual Gifts Discovery Questionnaire

1. I enjoy working behind the scenes, taking care of little details.
2. I usually step forward and assume leadership in a group where none exists.
3. When in a group, I tend to notice those who are alone and help them feel part of the group.
4. I have the ability to recognize a need and get the job done no matter how small the task.
5. I have the ability to organize ideas, people and projects to reach a specific goal.
6. People often say I have good spiritual judgment.
7. I am very confident of achieving great things for the glory of God.
8. I enjoy giving money to those in serious financial need.
9. I enjoy ministering to people in hospitals, prisons, rest homes to comfort them.
10. I often have insights that offer practical solutions to difficult problems.
11. I enjoy encouraging and giving counsel to those who are discouraged.
12. I have an ability to thoroughly study a passage of Scripture and then share it with others.
13. I presently have the responsibility for the spiritual growth of one or more young Christians.
14. Other people respect me as an authority in spiritual matters.
15. I have an ability to learn foreign languages.
16. God often reveals to me the direction He desires the Body of Christ to move.
17. I enjoy developing relationships with non-Christians with the hope of telling them about Jesus.
18. Whenever I hear about needy situations, I am burdened to pray.
19. I would like to assist pastors or other leaders so they can focus on their priority ministries.
20. When I ask people to help me with an important ministry for the church, they usually say yes.
21. I enjoy entertaining guests and making them feel "at home" when they visit.
22. I take initiative to serve and enjoy serving others, no matter how small the task.
23. I am a very organized person who sets goals, makes plans, and achieves goals.
24. I am a good judge of character and can spot a spiritual phony.
25. I often step out and start projects that other people won't attempt, and I usually succeed.
26. I joyfully give money well above my tithe to the church.
27. I feel compassion for people who are hurting and lonely, and I like to spend considerable time with them to cheer them up.

28. God has enabled me to choose correctly between several complex options in an important decision, when no one else knew what to do.
29. I am very fulfilled when I encourage others, especially if it is about their spiritual growth.
30. I enjoy studying difficult questions about God's Word, and I usually find the answers quickly.
31. I enjoy being involved in people's lives and helping them grow spiritually.
32. I would be willing and excited to start a new church.
33. I can adapt easily to cultures, languages, and lifestyles, other than my own, and would like to use my adaptability to minister in foreign countries.
34. I will always speak up for Christian principles with conviction, even when it isn't popular.
35. I find it easy to invite a person to accept Jesus as their Savior.
36. I have a passion to pray for the significant issues of God's kingdom and His will for Christians.
37. I enjoy relieving others of routine tasks so they can get important projects done.
38. I can guide and motivate a group of people toward achieving a specific goal.
39. I enjoy meeting new people and introducing them to others in the group.
40. I am very dependable for getting things done on time, and I don't need much praise or thanks.
41. I easily delegate significant responsibilities to other people.
42. I am able to distinguish between right and wrong in complex spiritual matters when other people can't seem to figure it out.
43. I trust in God's faithfulness for a bright future even when facing significant problems.
44. I wouldn't mind lowering my standard of living to give more to the church and others in need.
45. I want to do whatever I can for the needy people around me, even if I have to give up something.
46. People often seek my advice when they don't know what to do in a situation.
47. I feel a need to challenge others to better themselves, especially in their spiritual growth, in an uplifting, rather than condemning way.
48. Others listen and enjoy my teaching of Scriptures
49. I care about the spiritual welfare of people and do my best to guide them toward a Godly lifestyle.
50. I am accepted as a spiritual authority in other parts of the country or world.
51. I would like to present the Gospel in a foreign language, in a country different than my own.

52. I feel a need to speak God's biblical messages so people will know what God expects of them.
53. I like to tell others how to become a Christian and invite them to receive Jesus into their life.
54. Many of my prayer for others have been answered by the Lord.
55. I enjoy helping others get their work done, and I don't need a lot of public recognition.
56. People respect my opinion and follow my direction.
57. I would like to use my home to get acquainted with newcomers and visitors to the church.
58. I enjoy helping people in any type of need and feel a sense of satisfaction in meeting that need.
59. I am comfortable making important decisions, even under pressure.
60. People come to me for help in distinguishing between spiritual truth and error.
61. I often exercise my faith through prayer, and God answers my prayers in powerful ways.
62. When I give money to someone, I don't expect anything in return, and I often give anonymously.
63. When I hear of people without jobs who can't pay their bills, I do what I can to help them.
64. God enables me to make appropriate application of biblical truth to practical situations.
65. People respond well to my encouragement to become all they can be for God.
66. I am systematic in my approach to presenting Bible lessons to a group of people.
67. I help Christians, who have wandered away from the Lord, find their way back to a growing relationship with Him and get involved in a local church.
68. I would be excited to share the Gospel and form new groups of Christians in areas where there aren't many churches.
69. I have no racial prejudice and have a sincere appreciation for people very different from myself.
70. I find it relatively easy to apply biblical promises to present day situations, and I'm willing to confront in love, if necessary.
71. I have a strong desire to help non-Christians find salvation through Jesus Christ.
72. Prayer is my favorite ministry in the church and I consistently spend a great deal of time at it.

Answer Key

Select the value from 0-4 that the statement is true in your life.

0 - Not at all

1 - Little

2 - Moderately

3 - Considerably

4 - Strongly

For the best results, do not review the Gifts Key until you have answered all the statements.

Answers Totals Rows Gifts

1. _____	19. _____	37. _____	55. _____	A _____
2. _____	20. _____	38. _____	56. _____	B _____
3. _____	21. _____	39. _____	57. _____	C _____
4. _____	22. _____	40. _____	58. _____	D _____
5. _____	23. _____	41. _____	59. _____	E _____
6. _____	24. _____	42. _____	60. _____	F _____
7. _____	25. _____	43. _____	61. _____	G _____
8. _____	26. _____	44. _____	62. _____	H _____
9. _____	27. _____	45. _____	63. _____	I _____
10. _____	28. _____	46. _____	64. _____	J _____
11. _____	29. _____	47. _____	65. _____	K _____
12. _____	30. _____	48. _____	66. _____	L _____
13. _____	31. _____	49. _____	67. _____	M _____
14. _____	32. _____	50. _____	68. _____	N _____
15. _____	33. _____	51. _____	69. _____	O _____
16. _____	34. _____	52. _____	70. _____	P _____
17. _____	35. _____	53. _____	71. _____	Q _____
18. _____	36. _____	54. _____	72. _____	R _____

Gifts Key

A. Helps – The ability to work with and support other Christians’ ministry efforts.

Mark 15:40-41 Acts 9:36 Romans 16:1-2 1 Corinthians 12:28

B. Leadership – The ability to influence others according to a “big picture” purpose, mission, or plan.

Romans 12:8 1 Timothy 3:1-13 1 Timothy 5:17 Hebrews 13:17

C. Hospitality – The ability to make people feel “at home,” welcome, cared for, and part of the group

Acts 16:14-15 Romans 12:13 1 Peter 4:9 Romans 16:23
Hebrews 13:1-2

D. Service – The ability to identify and meet the practical needs of others.

Acts 6:1-7 Romans 12:7 Titus 3:14 Galatians 6:10
2 Timothy 1:16-18

E. Administration – The ability to coordinate and organize people and projects.

Luke 14:28-30 Acts 6:1-7 1 Corinthians 12:28

F. Discernment – The ability to perceive whether a person’s actions originate from Godly, satanic, or merely human sources.

Matthew 16:21-23 Acts 5:1-11 1 John 4:1-6 Acts 16:16-18
1 Corinthians 12:10

G. Faith – The ability to believe God with confidence for things unseen, for spiritual growth and for the acceptance for the will of God.

Acts 11:22-24 Romans 4:18-21 1 Corinthians 12:9 Hebrews 11

H. Giving – The ability to cheerfully and generously contribute personal resources to God’s work.

Mark 12:41-44 Romans 12:8 2 Corinthians 8:1-7 2 Corinthians 9:2-7

I. Mercy – The ability to feel sincere empathy and compassion in a way that results in practical relief for people’s hurts, pain and suffering.

Matthew 9:35, 36 Mark 9:41 Romans 12:8 1 Thessalonians 5:14

J. Wisdom – The ability to discern the mind of Christ and apply Scriptural truth to a specific situation in order to make the right choices and help others move in the right direction.

Acts 6:3, 10 1 Corinthians 2:6-13 1 Corinthians 12:8

K. Exhortation – The ability to appropriately communicate words of encouragement, challenge, or rebuke in the Body of Christ.

Acts 14:22 Romans 12:8 1 Timothy 4:13 Hebrews 10:24-25

L. Teaching – The ability to employ a logical, systematic approach to biblical study in preparation for clearly communicating practical truth to the Body of Christ.

Acts 18:24-28 Acts 20:20-21 1 Corinthians 12:28 Ephesians 4:11-14

M. Pastor / Shepherd – The ability to assume responsibility for the spiritual growth and Christian community of a group of believers.

John 10:1-18 Ephesians 4:11-14 1 Timothy 3:1-7 1 Peter 5:13

N. Apostleship – The ability to pioneer ministries and to provide spiritual leadership over a number of churches that results in fruitful ministry.

O. Missionary – The ability to minister effectively in cultures beyond your own.

Acts 8:4 Acts 13:2-3 Acts 22:21 Romans 10:15

P. Prophecy – The ability to boldly declare the truth of God, regardless of the consequences, calling people to righteous living.

Acts 2:37-40 Acts 7:51-53 1 Thessalonians 1:5 Acts 26:24-29
1 Corinthians 14:1-4

Q. Evangelism – The ability to share the good news of Jesus Christ with others in such a way that many non-Christians believe in Christ and are converted to Christianity.

Acts 8:5-6 Acts 8:26-40 Ephesians 4:11-14 Acts 14:21
Acts 21:8

R. Intercession – The ability to pray for significant lengths of time on a regular basis, often observing specific answers to those prayers.

Colossians 1:9-12 Colossians 4:12-13 James 5:14-16



ENNEAGRAM REPORT

Whatever you believe about the enneagram, I have personally found it helpful to know personality typing for the people on your team. I find it can be a type of short-hand in understanding people and their needs. This doesn't mean that people can only behave in the way their personality type is described; after all, we do know Jesus. However, it is helpful to know what someone likely values and dislikes, as well as how they might prefer to be treated.

Any kind of personality typing is not an excuse to not get to know your team members. There is nothing that beats personal connection and getting to know each other. While we can all fall under different personality types, these typing tools do not define us. As Ian Morgan says in *The Road Back to You*, "Let's say [enneagram] type 2 is the color blue. And you're blue. But within that color blue, there are infinite shades of blue, and no one is exactly your hue, but you're all still blue." Therefore, although you may know someone's personality type, that is just a tool to get to know them better; it is still important to discover them as an individual.

I created this four-part enneagram report for my team so they could get to know themselves and their team members better. I will describe each part below and my heart behind each section, and then give you exactly what I gave my team.

Part One: Discovering Your Number

Some people do know their enneagram number and some people don't. On my team there were varying levels of exposure to the enneagram, so starting at square one was important. I explained my heart behind this project, what the enneagram was, and shared different ways they could discover their number.

I think it's important to point out here that taking a test to figure out your enneagram number never works. The best way to figure out your number is to either read through different resources or to listen to different people talk about different numbers. It's also important to note that you should never ascribe a

number to someone else; people need to figure out their own number. The reason you should not ascribe a number to someone is because the enneagram is based on core motivations and beliefs, and we rarely know a person's core reasons for doing things.

I gave my team a number of resources to figure out their numbers. Some people like reading, some like podcasts, and some like watching videos. Sometimes people get stuck figuring out their numbers. I am familiar enough with each enneagram type that I can ask questions to help them discover their type, but you should not ask these kinds of questions if you are not familiar with the enneagram as a whole. The number one question I ask is, "How do you respond when you are triggered?" I know how most of the numbers typically respond when they are triggered, and this helps us figure out their numbers together. But it is important to remember when exploring how people respond when triggered that they need to figure out if they are moving into their stress number or if they are reacting out of their main number (the concept of stress numbers is explained below).

I also explained the concept of wings. A wing is one of the two numbers directly touching your enneagram number. For example, I am an 8 wing 9. I cannot be an 8 wing 4 since 4 does not come before or after 8. I can only be an 8 wing 7 or an 8 wing 9. The wing influences what my main number looks like. My 9 wing softens my 8, which can often come across harshly. A 7 wing would intensify my 8 and give me a greater zeal for life. Everyone has some part of each of their wings in their lives. For example, in the summer, my 7 wing really comes out because I have more time mentally, emotionally, and physically to go after adventure (adventure is a core need for 7s). But I have a greater desire for peace, can get a little lazy, and hate being in conflict (all of which can be attributes of 9s).

Finally, each enneagram number gravitates toward a different number when they are healthy and growing, and another number when they are stressed and not as healthy. These numbers are set; they cannot be chosen at random. In the resource I gave my students, their main number's growth and stress numbers are defined. For example, as an 8 on the enneagram, when I am growing and healthy, I move toward the healthier parts of 2s, but when I am stressed and triggered, I move toward the unhealthy parts of 5s. Below are the growth and stress numbers for each enneagram type.

Ones: Growth = 7 | Stress = 4
Twos: Growth = 4 | Stress = 8
Threes: Growth = 6 | Stress = 9
Fours: Growth = 1 | Stress = 2
Fives: Growth = 8 | Stress = 7

Sixes: Growth = 9 | Stress = 3
Sevens: Growth = 5 | Stress = 1
Eights: Growth = 2 | Stress = 5
Nines: Growth = 3 | Stress = 6

For this assignment, I gave my students a couple of months to figure out their numbers. This was too long and next year I'll probably only give them a couple of weeks to figure out their numbers. The only thing they needed to turn into me was an email telling me their enneagram number and their wing.

Part Two: Discovering Your Stacks

This part goes a little more in-depth than normal enneagram discovery and may not be necessary for your team. I still have not decided if I am going to do this next year because I'm not sure whether it was helpful or not.

Everyone has a dominant and a secondary instinct. The first instinct in our stacking is the dominant one, or the one that we are most focused on. This instinct is so powerful in us that we almost can't see it. This is similar to the way we need oxygen desperately without being conscious of it or knowing how it works. People can sometimes think that their dominant instinct is their blind spot, because it can be difficult to observe our intrinsic behavior as being separate from who we are. Also, it just seems so obvious that this stuff is the most important that it is difficult to imagine not focusing on it. This instinct can either be SP, SX, or SO (SP meaning self preservation and survival, SX meaning sexual as in one-to-one or individual connections and not sexuality, and SO meaning social, which is community connection). The large majority of the population dominates with SP, as it is the most basic of survival needs.

The second instinct in our stacking is one that we focus on, but the stakes feel lower when we react to those issues. We can work to either support or antagonize the dominant instinct, where most of our energy is spent. This area is a place we might feel comfortable dipping our feet in without plunging into the deep end, as the dominant instinct pulls focus. This is the instinct that causes us the least problems. The dominant and secondary instinct dually form the general focus of our lives. Nevertheless, this area can be reactive and problematic as well, as it is still an instinctual focus.

After explaining the different types of instincts, I gave my team links to the different descriptions for each number's stacking. They were instructed to read through their number's link and see which stack they related to the most. I didn't

want them to get too wrapped up in figuring out their stack, but I have found it helpful for myself to know what my stack is.

Their homework for this part was to simply email me their stack.

Part Three: The Enneagram Report, Discovering Yourself

This part of the homework is the biggest part for them to write. I asked my team to write a report about what they have discovered about themselves throughout the previous parts of this project. I gave them a series of questions to think through and answer in a few categories.

For this part of the report, they were also instructed to write a little bit about their teammate's numbers. They were to research and explain what could potentially trigger their teammate, stress them out, as well as make them feel included and loved.

Part Four: Discovering Each Other

I was hoping that the second part of the written enneagram report (writing about their teammate's numbers) would be enough for my students to discover a bit about each other, but it didn't seem like they were super invested in learning about each other. Good leaders are curious about the people they are leading and they ask them questions about themselves. I want my team to get into the habit of learning about the people around them so they can grow in grace, compassion, and love for one another.

I decided to add a fourth part to the enneagram project where they had to write a maximum of two pages on what they would like their teammates to know about themselves based on what they learned through this process. I then added each person's final paper to one large document for each person to read through so they could learn more about each other.

As a whole, I think this project helped my team discover more about themselves, what triggers them and why, and why they respond to certain things the way they do. I enjoyed this project and will be doing it with future teams. Next year I will probably start this project at the beginning of the year and keep the deadlines tighter (most of the time, the team was given at least a month to work on each part).

You can find the project sheet on the next few pages. If you decide to use it, keep in mind that it's best to give your team one part at a time so that individuals don't get ahead of the rest of the team.

Enneagram Type Report

This is a three part report. Despite what you think about the Enneagram or being typed, it's extremely helpful to know why you respond the way you do. Approach this report with the idea of getting to know yourself better, not to place yourself in a box. Trust me 😊

Finding out your Enneagram Type tells you the WHY behind the things that you do. It can explain why you just can't get along with that one person in your life or why you have certain habits that you will never break! It can also help you understand your strengths and weaknesses, achieve your goals, manage conflicts, understand your basic fears and desires, communicate effectively, etc. It can allow you to accept yourself for who you truly are.

Now let me be clear, with every personality typing (myers-briggs, DISC, Enneagram, etc) I always remind myself that I know Jesus and that I have free will. These personality types do not fully define me or limit me, they help me understand myself. Just because I fall under a particular personality type, it doesn't mean that I can excuse that type's weaknesses as "just who I am."

All personality typings are tools. They are meant to help us understand who we are, and they can be a shorthand when getting to know another person. This year is about growth, and knowing yourself better will help you grow.

As you start to discover your number, remember that an overarching definition will not fit everyone. As Ian Morgan says in *The Road Back to You*, "Let's say type 2 is the color blue. And you're blue. But within that color blue there are infinite shades of blue, and no one is exactly your hue, but you're all still blue."

Part 1: Discovering Your Type

Due Date: _____

Homework Assignment:

Figure out your Enneagram number, your main wing, and where you go in growth and in stress.

If you don't know your Enneagram number, start here. Do not go off of what others have said about you, discover your number for yourself. Do not take a test online - they do not work and it's the worst way to "figure out" your number. When figuring out your number, focus more on your childhood core fears/motivations rather than behaviors.

Discovering Your Number

Here are some resources to discover your number:

That Sounds Like Fun by Annie F. Downs (Podcast)

- [Intro Episode](#)
- [Ones](#)
- [Twos](#)
- [Threes](#)
- [Fours](#)
- [Fives](#)
- [Sixes](#)
- [Sevens](#)
- [Eights](#)
- [Nines](#)

[The Road Back to You](#) by Ian Morgan

I would suggest reading the introductions to each number and seeing what resonates with you. If you find a number that resonates, read through the chapter to determine if that is actually your number (or possibly your wing).

The Enneagram Institute Type Descriptions

YouTube Videos

- [The Enneagram Explained with Movie Characters](#)
- [Type Cast Series](#)

Descriptions from Beth McCord - this is a good place to start!

Type 1: Moral Perfectionist

Core Desire: Having integrity; being good, balanced, accurate, virtuous, and right.

Core Fear: Being wrong, bad, evil, inappropriate, unredeemable, or corruptible.

Core Weakness: Resentment—Repressing anger that leads to continual frustration and dissatisfaction with yourself, others, and the world for not being perfect.

Core Longing: You are good.

Type 2: Supportive Advisor

Core Desire: Being appreciated, loved, and wanted.

Core Fear: Being rejected and unwanted; being thought worthless, needy, inconsequential, dispensable, or unworthy of love.

Core Weakness: Pride—Denying your own needs and emotions while using your strong intuition to discover and focus on the emotions and needs of others; confidently inserting your helpful support in hopes that others will say how grateful they are for your thoughtful care.

Core Longing: You are wanted and loved.

Type 3: Successful Achiever

Core Desire: Having high status and respect; being admired, successful, and valuable.

Core Fear: Being exposed as or thought incompetent, inefficient, or worthless; failing to be or appear successful.

Core Weakness: Deceit—Deceiving yourself into believing that you are only the image you present to others; embellishing the truth by putting on a polished persona for everyone (including yourself) to see and admire.

Core Longing: You are loved for simply being you.

Type 4: Romantic Individualist

Core Desire: Being unique, special, and authentic.

Core Fear: Being inadequate, emotionally cut off, plain, mundane, defective, flawed, or insignificant.

Core Weakness: Envy—feeling that they are tragically flawed, something foundational is missing inside them, and others possess qualities they lack.

Core Longing: You are seen and loved for exactly who you are—special and unique.

Type 5: The Investigative Thinker

Core Desire: Being capable and competent.

Core Fear: Being annihilated, invaded, or not existing; being thought incapable or ignorant; having obligations placed upon them or their energy depleted.

Core Weakness: Avarice—feeling that they lack inner resources and that too much interaction with others will lead to catastrophic depletion; withholding themselves from contact with the world; holding onto their resources and minimizing their needs.

Core Longing: Your needs are not a problem.

Type 6: The Loyal Guardian

Core Desire: Having guidance, security and support.

Core Fear: Feeling fear itself, being without support, security, or guidance; being blamed, targeted, alone, or physically abandoned.

Core Weakness: Anxiety—scanning the horizon of life and trying to predict and prevent negative outcomes (especially worst-case scenarios); remaining in a constant state of apprehension and worry.

Core Longing: You are safe and secure.

Type 7: The Entertaining Optimist

Core Desire: Being happy, fully satisfied, and content.

Core Fear: Being deprived, trapped in emotional pain, limited, or bored; missing out on something fun.

Core Weakness: Gluttony—feeling a great emptiness inside and having an insatiable desire to “fill themselves up” with experiences and stimulation in hopes of feeling completely satisfied and content.

Core Longing: You will be taken care of.

Type 8: The Protective Challenger

Core Desire: Protecting themselves and those in their inner circle.

Core Fear: Being weak, powerless, harmed, controlled, vulnerable, manipulated, and left at the mercy of injustice.

Core Weakness: Lust/Excess—constantly desiring intensity, control, and power; pushing themselves willfully on life and people in order to get what they desire.

Core Longing: You will not be betrayed.

Type 9: The Peaceful Mediator

Core Desire: Having inner stability and peace of mind.

Core Fear: Being in conflict, tension, or discord; feeling shut out and overlooked; losing connection with others.

Core Weakness: Sloth—remaining in an unrealistic and idealistic world in order to keep the peace, remain easy-going, and not be disturbed by their anger; falling asleep to their passions, abilities, desires, needs, and worth by merging with others.

Core Longing: Your presence matters.

Wings

Wings are numbers that are right next to your particular Enneagram number. For example, I am an eight wing nine (“the bear”). There is no way I could be an eight wing one because the one doesn’t touch the eight. Everyone will have at least a little bit of the two touching numbers in their personalities, but one will be more dominant than the other one.

Read through the two numbers that touch your Enneagram number and determine your wing.

[Short wing descriptions](#)

Growth and Stress

Each Enneagram number goes to a different number when they are growing and when they are stressed out. This means when we are growing, we take on the best personality traits of our growth number, and when we are in stress, we take on the worst personality traits of our stress number. This isn’t anything you need to figure out, it’s already laid out, but you will need to know for your final report.

Ones: Growth = 7 | Stress = 4

Twos: Growth = 4 | Stress = 8

Threes: Growth = 6 | Stress = 9

Fours: Growth = 1 | Stress = 2

Fives: Growth = 8 | Stress = 7

Sixes: Growth = 9 | Stress = 3

Sevens: Growth = 5 | Stress = 1

Eights: Growth = 2 | Stress = 5

Nines: Growth = 3 | Stress = 6

Part 2: Discovering Your Stacks

Due Date: _____

Homework Assignment

Figure out your dominant instinct and your secondary instinct.

As mentioned, Ian Morgan says in The Road Back to You, “Let’s say type 2 is the color blue. And you’re blue. But within that color blue there are infinite shades of blue, and no one is exactly your hue, but you’re all still blue.” Stacks create a distinction within each number.

Within each type there are different “stacks,” dominant and secondary.

Dominant Instinct

The first instinct in our stacking is the dominant one, or the one that we are most focused on. This instinct is so powerful in us that we almost can’t see it. This is similar to the way we need oxygen desperately without being conscious of it or knowing how it works. People can sometimes think that their dominant instinct is their blind spot, because it can be difficult to observe our intrinsic behaviour as being separate from who we are. Also, it just seems so obvious that this stuff is the most important, that it is difficult to imagine NOT focusing on it. This instinct can either be SP, SX, or SO. The large majority of the population dominates with SP, as it is the most basic of survival needs.

Secondary Instinct

The second instinct in our stacking is one that we focus on, but the stakes feel lower when we react to those issues. We can work to either support or antagonize the dominant instinct, where most of our energy is spent. This area is a place we might feel comfortable dipping our feet in without plunging into the deep end, as the dominant instinct pulls focus. This is the instinct that causes us the least problems. The dominant and secondary instinct dually form the general focus of our lives. Nevertheless, this area can be reactive and problematic as well, as it is still an instinctual focus.

SP = Self-Preservation

People who have this as their dominant instinct are preoccupied with the safety, comfort, health, energy, and well-being of the physical body. In a word, they are concerned with having enough resources to meet life’s demands. Identification with the body is a fundamental focus for all humans, and we need our body to

function well in order to be alive and active in the world. Most people in contemporary cultures are not faced life or death "survival" in the strictest sense; thus, Self-Preservation types tend to be concerned with food, money, housing, medical matters, and physical comfort. Moreover, those primarily focused on self-preservation, by extension, are usually interested in maintaining these resources for others as well. Their focus of attention naturally goes towards things related to these areas such as clothes, temperature, shopping, decorating, and the like, particularly if they are not satisfied in these areas or have a feeling of deficiency due to their childhoods. Self-Pres types tend to be more grounded, practical, serious, and introverted than the other two instinctual types. They might have active social lives and a satisfying intimate relationship, but if they feel that their self-preservation needs are not being met, still tend not to be happy or at ease. In their primary relationships, these people are "nesters"—they seek domestic tranquility and security with a stable, reliable partner.

SX = Sexual

Many people originally identify themselves as this type because they have learned that the Sexual types are interested in "one-on-one relationships." But all three instinctual types are interested in one-on-one relationships for different reasons, so this does not distinguish them. The key element in Sexual types is an intense drive for intimacy and a constant awareness of the "chemistry" between themselves and others. Sexual types are immediately aware of the attraction, or lack thereof, between themselves and other people. Further, while the basis of this instinct is related to sexuality, it is not necessarily about people engaging in the sexual act. There are many people that we are excited to be around for reasons of personal chemistry that we have no intention of "getting involved with." Nonetheless, we might be aware that we feel stimulated in certain people's company and less so in others. The sexual type is constantly moving toward that sense of intense stimulation and intimacy in their relationships and in their activities. They are the most "energized" of the three instinctual types, and tend to be more aggressive, competitive, charged, and emotionally intense than the Self-Pres or Social types. Sexual types need to have deep intimacy in their primary relationships or else they remain unsatisfied. They enjoy being intensely involved—even merged—with others, and can become disenchanted with partners who are unable to meet their need for intense energetic union. Losing yourself in a "fusion" of being is the ideal here, and Sexual types are always looking for this state with others and with stimulating objects in their world.

SO = Social

Just as many people tend to misidentify themselves as Sexual types because they want one-on-one relationships, many people fail to recognize themselves as Social types because they get the (false) idea that this means always being involved in groups, meetings, and parties. If Self-Preservation types are interested in adjusting the environment to make themselves more secure and comfortable, Social types adapt themselves to serve the needs of the social situation they find themselves in. Thus, Social types are highly aware of other people, whether they are in intimate situations or in groups. They are also aware of how their actions and attitudes are affecting those around them. Moreover, Sexual types seek intimacy, Social types seek personal connection: they want to stay in long-term contact with people and to be involved in their world. Social types are the most concerned with doing things that will have some impact on their community, or even broader domains. They tend to be warmer, more open, engaging, and socially responsible than the other two types. In their primary relationships, they seek partners with whom they can share social activities, wanting their intimates to get involved in projects and events with them. Paradoxically, they actually tend to avoid long periods of exclusive intimacy and quiet solitude, seeing both as potentially limiting. Social types lose their sense of identity and meaning when they are not involved with others in activities that transcend their individual interests.

Read through general stacking by types here:

[Ones](#)

[Twos](#)

[Threes](#)

[Fours](#)

[Fives](#)

[Sixes](#)

[Sevens](#)

[Eights](#)

[Nines](#)

I don't want you to get too wrapped up in the stackings. This is just a way to get more understanding of your particular type.

Part 3: Discovering Yourself

Due Date: _____

Part One

Write a report about your number. Think through how the different aspects of your number relate to you, do not be general about this. Think through the following questions:

Your Number

- What is the general overview of your number?
- How well do you relate to the Enneagram description of your number?
- Are there any big things about the description that you don't relate to, or that seem wrong to you?
- What is your stack?
- How do you see your stack play out in your life?

Growth vs Stress

- How do you see yourself when you are moving toward your growth number?
- How do you see yourself when you are moving toward your stress number?
- Do you relate to these two numbers (your growth number and your stress number)?

Other Questions to Think Through

- What kinds of people are you generally attracted to and why? What kinds of people do you get along with the best and why? Mention specific Enneagram types if you can.
- What kinds of people trigger you and why? What kinds of people do you get along with the least and why? Mention specific Enneagram types if you can.
- How does your wing influence you?

Part Two (this should be included in your report)

Write a brief description of each team member's number and wing (for example, for Amanda, you would write up on 5w4, "the unique investigator"). Be sure to include what could potentially trigger them, stress them out, as well as make them feel included and loved.

Part 4: Discovering Each Other

Due Date: _____

Now that you've discovered a bit more about yourself, I want you to write up one page for your teammates on what you want them to know about you. The more honest and vulnerable you are, the more you will be seen and known and your teammates will be able to understand you.

Email your finished doc and I will compile them for everyone.

Think through the following questions:

- What does it look like for you when you are triggered?
- What is something you wish your teammates understood about you?
- What did you learn about yourself in this process?
- What are you hoping to get out of Third Year?
- How do you want to show up for your team this year?



FEEDBACK PROJECT

As leaders, we receive feedback all the time, whether we want to receive it or not. Many times students are afraid to receive feedback because they have only experienced receiving negative feedback. In March I did a three-part feedback project with my third year students so they could become comfortable giving and receiving feedback. It also gave them an opportunity to clear the air of any offenses that had happened throughout the year.

The first part of the project was having the students fill out the feedback questionnaire on a Google Form. In order to create safety, I was the only one who was able to see their answers. The students had to answer the following questions about each person on the team:

General Questions:

1. Do you feel like you're on the same page as the team? Why or why not?
2. Who on the team do you have the easiest time working with? Why?

Questions About Each Team Member:

1. What do you appreciate the most in your interactions with her?
2. Does she communicate effectively with team members? If so, how? If not, what ways can she improve?
3. Do you feel like she considers others before making decisions such as projects to be done, time off, etc?
4. What do you wish she did more of?
5. What do you wish she did less of?
6. On a scale of 0-10, with 0 being the lowest and 10 being the highest, is she someone you can rely on?
7. Please elaborate on your last answer.
8. On a scale of 0-10, with 0 being the lowest and 10 being the highest, how much do you trust her?
9. Please elaborate on your previous answer.
10. Based on your experience with her, does she take ownership of her mistakes and learn from them?

11. Does she demonstrate compassion and respect for others through her actions? If so, how? If not, what ways can she improve?
12. Do you feel like she is contributing to the team? If so, how? In what ways can she improve?
13. If you feel like she has not been contributing to the team, what has been the impact of these gaps on the team or to you as an individual?
14. Are you able to confront her on issues you are having with her? Why or why not? If you are not able to confront her, what is holding you back from confronting her?
15. What are 3-5 strengths that you have experienced in her actions and/or behaviors?
16. What's something valuable you have learned from her? E.g., in the way they do life, something they've said, etc.

The second part of the project was to meet with me individually. I curated all of the answers based on students. For example, when I met with student A, I gathered all of her answers for students B-D and printed them out. I then went over each question and answer with student A.

I met with each student and reviewed their answers for a couple of reasons. One, I wanted to make sure that I was clear on what they were saying and the feedback they were giving. Second, I knew that one of my students wasn't going to give answers beyond "yes" or "no," and so I wanted to encourage them to dig deeper with their answers. Finally, I wanted to make sure that offense wasn't overriding any answers, and if I came across an answer that felt particularly rooted in offense, we went after it together.

The final part of the project was the students meeting with each other with me. In other words, student A met with student B and myself, then student A met with student C and myself, and finally student A met with student D and myself, and so on. Rather than being an active participant in these meetings, I was only present in the room in order to make sure that things didn't get out of hand if there was some offense, and to make sure that the students were giving their real answers to the questions. They led their meetings with each other, opening in prayer and then basically going back and forth through each question.

With this kind of project, the outcome is going to depend on your teams' dynamics, how honest they can be with themselves, and how open they feel they can be with each other. I felt that even with the range of responses and experiences I had on my team, the project accomplished what I wanted. The students realized that giving and receiving feedback isn't as scary as they built it up in their heads, and they learned how to work through difficult situations.



ASKING QUESTIONS

I've found that one of the keys to leadership growth is to ask a lot of questions. Making assumptions gets us into trouble, especially when we are new to an organization. Eric Johnson once said, "Don't move the piano until you know why it's there."

When I first started in BSSM School Planting, I found myself asking a lot of questions. I asked a lot of questions about how to do certain things, but I also found myself asking a lot of questions about why we do what we do. Asking the why questions were completely Holy Spirit prompted, and through those questions, I was able to catch the heart of BSSM School Planting. When we made the transition to new directors, I was the only one from the old team who could share our mandate and the heart behind what we did.

I want my third year students to learn how to ask good questions. As leaders, we quickly learn that ministry is a lot of administration and not as much stage time. But when we know the heart behind why we are doing what we are doing, we are able to push through to those great moments. For students, it's a little bit harder to understand the everyday sacrifice of administration that leads to transformation. When you can implement the "why" behind what we do, the everyday administrative work will hopefully not feel as tedious.

Throughout the year, I would hand each one of them a sticky note and have them write down three questions. I pretty quickly realized I had to clarify that I didn't want "what" or "how" questions, i.e., "What am I supposed to be doing?" "How do I do this particular thing?" There is time for "what" and "how" questions throughout the week. This particular time was for "why" questions: "Why do we have a conference in February?" "Why do we take notes on the BSSM sessions?" and so on.

Asking Questions with Andrew Heiligenthal was a video I had wanted my third years to watch and learn from. Andrew is another person who is great at asking

questions, but unfortunately his teaching was a bit too long (and a little dry) for a team meeting. In the future, I will probably address how and why to ask good questions with my team myself, and continue to do so until I think they understand.

One of the difficulties I ran into this year was that some of my students didn't have a value for either BSSM School Planting or myself. If someone isn't willing to submit to your department's calling or to you, it will be practically impossible to stir up passion in them for what you are doing. We will talk more about letting students go later on, but for now, know that unless they can see the value for who you are and/or what you are doing, getting them to ask good questions to be better at what they are doing in their day-to-day tasks will be difficult. Constantly encourage your students to ask "why" questions. Model to them asking your own leaders questions so they know that asking questions doesn't challenge authority but supports it.



PRACTICAL MINISTRY TRAINING

I've found that while the Third Year students have been in services and been on the receiving end of ministry, not a lot of them have led ministry times before. I find that deconstructing and demystifying ministry times beforehand will help new ministers when they are on stage leading.

In each practical ministry training meeting, I try to remind my students that perfection isn't the goal - glorifying Jesus and bringing others closer to Him is the goal. I have a personal belief that we are powerful enough with the Holy Spirit to transform a life, but we are not powerful enough to ruin a life. If a life is "ruined" by our interactions with that person, there was more than likely a series of choices that led to their lives being in that state.

I am passionate about letting people in the audience see a real person on stage ministering. I never try to be perfect; I always try to be personable, funny, and down to earth. My goal is to show the people I'm ministering to that if the Lord can use someone like me, He can use someone like them as well. I tell my third year students this often. Many times students think that as staff we have it perfectly together and we know exactly what we are doing, but as many of you know, we are also just listening to the Holy Spirit and moving as we see Him move. We can often get it right, but we can get it wrong as well. Helping my students understand this will help them become better ministers while leading ministry times.

If there is a skill you think would be important for your team to develop but you're not great at that, pull someone in to teach your team. Knowing what you're good at and what you need help with will help you lead your team better. Give your team access to other leaders that will fill in your gaps and help them become the best leaders they can be.

Since I pulled on what and who I have access to, I'm going to just give you a list of the topics we covered in practical ministry training and some topics I'll cover next year that I didn't have a chance to get to this year. Topics included:

- How to Lead a Healing Meeting
- Leading Ministry Times
- How to Close and Transition Worship
- Building Bridges
- How to Lead Ministry Trips
- How to Teach the Prophetic

Resources for Practical Ministry Training

One of the things Bethel is known for is our passion to see heaven on earth, and that often means praying for the sick and seeing them healed. Steve and Ruth Moore teach an elective in BSSM called Leading and Activating in the Supernatural. This is a practical ministry training class that teaches students how to lead healing meetings, how to teach the prophetic, how to be good leaders, and more. The following resources came out of the teachings from this elective.

I created several cheat sheet cards for my students which were small enough for them to put in their Bibles and refer to them if they needed them. The cheat sheet cards can be found on the following pages.

LEADING HEALING TIMES

Leading a group in healing can be a little overwhelming.
Here is a practical guide to help you lead this time.

Build faith.

Shift the atmosphere, share testimonies, and turn attention to Him. Eliminate distractions in the room by re-focusing everyone on what you are saying and to Jesus.

Release impartation for healing.

We typically have them stand up and put their hands out like they are receiving a gift.

Give out words of knowledge.

Have people stand when their condition is called out.
Give opportunity for anyone who wants a miracle to stand (even if their condition was not called out). Have everyone stay standing and ask them to raise their hands.

Welcome to the Ministry Team!

Announce to everyone sitting down, "Welcome to the ministry team!"

Keep them still.

Ask the group not to move until all the instructions have been given.

Find out the issue.

Encourage those receiving prayer not to give a full medical history. We want to keep their faith up.
Encourage those praying to ask if they can lay hands on the area that needs healing when appropriate and then to command the pain/condition to go in Jesus' name.

LEADING HEALING TIMES

Tell them "The Rules."

Neither the prayers or the prayers are allowed to try. God is better at His job than we think He is, and He needs less help than we think He does.

Have fun!

Pray short prayers. They work great.

No full medical history is needed.

Tell the person praying where you need prayer.

After prayer, if at all possible, test out what has just happened.

Pray!

Have the people being prayed for raise their hands so the "ministry team" can find who needs prayer.

Have them pray for one minute, then have them stop praying and look at you.

Keeping the room together builds corporate faith.

Test it out.

Movement builds faith.

Explain the ways they can test it out.

Testimonies!

Have everyone who feels an improvement wave their hands.

CELEBRATE!

Ask for a couple of testimonies.

Repeat the steps.

Repeat the process of praying and testing it out.
Repeat at least twice (so three times total), but follow the Holy Spirit!

NEVER GIVE AWAY
THE MICROPHONE!

CELEBRATE & GIVE THANKS!

TEACHING HEALING

Below are some key points and scriptures we use to lay a basic foundation. Support this with testimonies you have heard, or even better, testimonies of the church/ministry where you are.

Jesus healed ALL.

Matthew 8:16-17, 9:35, 12:15, 15:30

Luke 6:19

Jesus healed every disease and sickness.

Matthew 4:23, 9:35

Jesus came to do the will of the Father.

Jesus is the exact representation of His being (Hebrews 1:3)

Jesus represented the Father perfectly (John 14:9)

His Will is to Heal.

If Jesus healed ALL who came to Him and EVERY disease and sickness and He came to do the will of the Father, representing Him perfectly, then it is only logical to conclude that the will of the Father is to always heal.

This is important for people to understand. It is hard to have faith for God to do something if you are unsure it is His will to do it.

Experience vs. Theology

We are not saying that everyone we pray for gets healed, but experiences do not dictate our theology.

Allow the truth/theology to raise the level of our experience.

Acknowledge pain and disappointment.

People they prayed for suffered, some received healing in heaven instead of on earth, and some are still waiting on their own breakthroughs. Breaking off condemnation because of existing pain and making space for them to let Jesus come in and heal the pain and disappointment can change the whole service.

He is a good Father.

A good father does not want his child to be sick. Using sickness to teach a child something would be abuse.

He works all things together for the good of those who love Him (Romans 8:28). God is so good at working all things together for good that it might seem

He caused the bad thing because what came of it was so amazing.

Jesus is our model for ministry.

He was moved by compassion; let it move you and then pray from that place.

People are never to be treated like projects.

Matthew 9:36, 14:14, 15:32, 20:34; Mark 6:34

Healing is for everyone.

Healing is not reserved for a special few.

"Anyone who has faith in me will do what I have been doing. He will do even greater things than these" (John 14:12).

Matthew 10:7-8, 1 Corinthians 1:7, Ephesians 1:3.

He wants the sick healed.

He calls Himself Jehovah Rapha, which means, "the Lord who Heals" (Exodus 15:26). He cannot deny His own nature.

No pressure.

There is no pressure. God is really good at His job. It is not our ability to pray but His ability to answer.

This is a great place to tell testimonies of children praying for the sick.

The power of testimonies

Encourage them to feed themselves on testimonies. The testimony of Jesus is the Spirit of prophecy (Rev.19:10). What God has done once, He is willing and able to do again. Testimonies are invitations to what is possible for our own lives and see the same thing happen in and through us.

LEADING MINISTRY TIMES

START TRAINING NOW

- Intentionally look for what Holy Spirit is doing in the room.
- Ask Holy Spirit questions:
 - What are You doing in the room right now?
 - Who are You touching?
 - How are You encountering people?
- Practice/think through how you would then facilitate what He is doing.
 - What would you do/release during closing worship?
- During the moments in the sermon, where do you feel Holy Spirit wanting to go deeper, how would you transition/minister?
- Keep notes of what you sense Holy Spirit is doing during meetings - BE READY.
- After meetings debrief with Jesus, friends, and leaders.
- Pay attention to the ministry times that impact you the most. Take notes on what ministers are doing so that you can utilize a variation of their ideas in the future.

BEFORE THE SERVICE

- Spend time asking Jesus questions about what He wants to do during the meeting. Write down any notes and prophetic insight you get.
- Build your sermon with ministry time in mind.
- Prepare your heart beforehand with God by soaking in His love and allowing Him to remind you that you are loved no matter how it turns out.
- Taking risk is a key component of flowing with Holy Spirit.
- Get rid of any agenda in your own heart and know that in order to flow with Holy Spirit, control will get to be surrendered. Trust Him to show up and be okay if it looks different than what was envisioned.
- Give Holy Spirit permission to wreck the plan. Ministry times led by Holy Spirit means being willing to throw out any plan for His.

DURING THE SERVICE

- Know that you have the ability to shift atmospheres. Take note of the atmosphere at the start and be aware of what might need to be prayed and released to shift it.
- To shift the atmosphere, help the congregation shift their attention and affection to Holy Spirit.
 - Share testimonies.
 - Worship - Have the group stand and turn their love and affection to Jesus.
- Don't be in a hurry. It is okay to wait on Holy Spirit.
- Know your authority in the room. Learn to direct the room lovingly but with authority and confidence.

DURING THE SERVICE (CONT.)

- When you are asking for people to respond, be intentional about creating safety in the room.
- Do not move on too quickly. Give God space to move. Ask God when you should move on. Be okay with waiting beyond what feels 'comfortable' to you.
- Be intentionally aware for moments of grace where you sense God wants to crash in. Look for these moments and be okay with pausing and partnering with Him to release what He is wanting to do.
- It is okay to make notes for yourself as God is moving. God might be ministering one thing and then share something prophetic with you. Make notes and then wait for the right timing to release it.

FLOWING WITH A TEAM

- Prior to service ask what each person is sensing. Come up with a plan that makes sense but each be willing to give up any agenda.
- Everything initially sensed was probably correct. However, once you start and go in an initial direction the other things may no longer flow. To minister effectively in a couple or team you have to be flexible with what you were sensing not being released. Ask questions like:
 - Are we going in a different direction now?
 - Is this the right timing for this?
 - Is there something else that should be released at this point?
 - Is there someone on this team that You are highlighting or giving something to right now?
- Debrief with each other at the end so that you can learn and grow.

AFTER THE SERVICE

- What happens after service can be just as important as what happens before and during the service. It is not so much about what we do but how we do it.
- After service, stewarding our hearts is extremely important. Learning how to celebrate and encourage ourselves will help set us up for longevity.
 - Take time to reflect and ask God how you did. It is so important our acceptance/approval does not come from what happens during ministry time. It is vital to take time and go to God for affirmation and encouragement.
- Give yourself permission to get it wrong. Everyone that has ever led a ministry time has missed it from time to time. We have to give ourselves grace to learn and encourage ourselves even if we feel like we missed it. Celebrate taking a risk.
 - God uses your sacrifice and backs you up more than you realize in the moment.
 - Learn from each time and process with God, friends and mentors.
- Get feedback from the pastor or leader.
 - Ask them what they liked, did not like, and if they have any feedback for you.

A photograph of a man and a woman embracing warmly at a social gathering. The man, with dark skin and short curly hair, is smiling broadly and wearing a dark blue blazer. The woman, with short grey hair, is seen from the back, wearing a dark blue blazer and dark trousers. They are holding a black cup together. In the background, other people are blurred, including a man in a light-colored suit and a woman in a green patterned top. The text "SAYING GOODBYE" is overlaid in large white letters.

SAYING GOODBYE



LETTING SOMEONE GO

There may, unfortunately, come a time when you will have to ask one of your team members to leave your team and your school. There are several reasons why this may happen, and it's never easy or fun. In this particular section, I'm going to focus on asking one of your team members to leave school.

One of the hardest things to figure out is when you should ask someone to leave. There is a strange balance between having grace for someone and yet setting boundaries around that person, especially if you've been giving everything you can throughout the year. It's painful, it's difficult, and no one likes to do it.

As leaders, we typically allow people to cross boundaries more than they should. We justify this by telling ourselves that as leaders we should have more grace for people, we should be stronger than most people, and we have to be just like Jesus for people. The truth is, we are not Jesus, Jesus had boundaries, and we need to place boundaries around our hearts and lives in order to be able to touch more people than just the one person who is crossing the line.

For me, there are a few indicators of when it's time to ask a person to leave the team and school. I ask myself the following questions before making a decision:

- What has the Lord said about this situation?
- Have they actually allowed me to speak into their life?
- Have I had multiple and clear conversations with the person?
- How has the person responded to correction in the past?
- What does honoring leadership (myself included) look like to that person?
- Do I feel safe with this person?
- Would I allow this person to talk to my family or my best friend the way they talk to me?
- Does my team feel safe with this person?
- How do they affect the team? Are they creating unity or sowing discord?

- Does this person take ownership of messes?
- Can this person admit to making any kind of mistakes?
- What will my team look like without this person on the team?
- What will my life look like without this person in my life? (I am not advocating for getting rid of anyone who is a little bit difficult, but if there is a flood of relief that comes when you picture your life without them in it, it may be time to let them go)
- Have I asked for the advice of my leaders and trusted advisors?

At BSSM, we as mentors are not allowed to ask a student to leave without first having a few conversations with the Third Year Overseer. We then have to meet with the Third Year Overseer and the student so everyone is on the same page. It is ultimately up to the Third Year Overseer if the student will graduate or not, even if they don't complete the year with their mentor.

As leaders, we are very aware that many of the people we have the privilege of leading come in with some kind of parent or leader wound, and often one of our goals is to help heal those wounds as much as possible under our leadership. This isn't always possible. I am a firm believer that with the Holy Spirit we have the power to change lives (I mentioned this in the core values section). We are not powerful enough to destroy a life with a few actions. More often than not, it was that person's continual choices that led to some not so great consequences.

Finally, address things early and address them often! This is a mistake I made this past year - I allowed too much grace into my assumptions. I assumed a student was working on their issues without asking them questions, or I allowed things to happen too often and for too long. When something happens that isn't honoring or isn't great behavior, I have a habit of assuming it was a mistake the first time, and the second time, and probably the third time. It isn't until it's just about too late that I'll address an issue. I think a way I can combine grace with addressing issues is by letting the students know I noticed a behavior, letting them know they're not in trouble and I'm not assuming anything, and asking questions about why that behavior happened.

For example, let's say I notice a student has a bad attitude during our weekly outreach. This past year, I would have assumed it was because they were having a bad day. And I would have kept assuming that or making up excuses why they were continuing to have a bad attitude instead of just addressing it at the beginning. After several weeks of a bad attitude, I would then address the problem and ask questions about it.

This year I plan on giving them grace and not addressing the bad attitude the first time, but if I notice it happens a second time, I will be addressing the problem. I will sit down with the student and say something (after connecting with them) such as, “Hey, I’ve noticed you’ve been struggling a bit in Activation [our weekly outreach]. Is there something that’s not working for you or do you need help with something?” This will hopefully open the door for discussion and the opportunity for both of us to ask more questions.

Remember, the Lord has asked you to lead these people in these times. He has given you the tools you will need to lead well. You are strong, wise, kind, loving, and courageous. You are qualified as a leader!



ENDING THE YEAR

The end of the year can get hectic, and if you don't plan it well long before it comes, you'll find it difficult to end well. Some things to consider for the end of the year:

- Transferring ownership of files
- End of the year team retreat
- Processing the end of the year
- Interviewing potential incoming third years

Transferring ownership of files is very important! You don't want to find out your students had ownership of any important documents and not be able to access them. Our system is set up where our students are locked out of their accounts 30 days after graduation. Make sure any documents that might be important to your organization are in a central location where everyone can access them after graduation!

An end of the year retreat is a great way to wrap up and process the year. Plan your retreat before it's too late! One of the mistakes I made this past year was just winging the retreat, and everyone could tell. What I was looking for (but did not at all communicate), was for my students to have input on what we did. If that's what you want or need, let them know in advance so they can plan beforehand. Retreat is a great time to ask your students questions to process the past year as well as their entire time at your school. The questions I asked my students were:

Since first year:

- What has been your biggest breakthrough?
- What has been your best moment?
- What has been your hardest moment?
- What are you most thankful for?

Since third year:

- What has been your biggest breakthrough?
- What has been your best moment?
- What has been your hardest moment?
- What are you most thankful for?

For the next season:

- Ask the Lord what gift He is giving you from BSSM.
- Ask the Lord what the next season will look like.
- What is He doing?
- What are you doing?
- What is He working on?
- What will you be working on (on yourself)?
- What do you feel is next for each person on the team?



LEADER FEEDBACK

The ability to give and receive feedback as a leader is crucial to growth. It's important to foster a culture where feedback is valued and practiced. At BSSM, we expect our team to give and receive feedback honorably on a regular basis. Feedback is given about both success and areas for improvement. This is one way our community stays healthy and continues to grow.

Toward the end of the year, I created a Google Form for my third year students to fill out in order to give me feedback. I also made it anonymous so my third years felt like they could openly and honestly answer the questions. I didn't read their responses right away; in fact, it took me a few weeks to actually read through their answers. I wanted to give myself time to recover from the year emotionally, physically, spiritually, and mentally before diving into something that could potentially be disappointing. Below are the questions I asked my students.

Adrianna Feedback

1. What was your biggest breakthrough this year?
2. On a scale of 1-10, how much did you look forward to your 1:1s with Adrianna?
3. What did Adrianna do well in 1:1 meetings with you?
4. What could she do to improve 1:1 sessions?
5. On a scale of 1-10, how comfortable did you feel GIVING Adrianna feedback?
6. If you felt uncomfortable, what could Adrianna have done to improve your comfort in giving feedback?
7. Which leadership or personal development project did you enjoy the MOST?
(Here they chose from a list of the development projects we did throughout the year)
8. Why did you enjoy that leadership or personal development project?
9. Which leadership or personal development project did you enjoy the LEAST?
10. Why did you NOT enjoy that leadership or personal development project?
11. On a scale of 1 to 10, how engaged is Adrianna with you?
12. On a scale of 1 to 10, how engaged is Adrianna with the team?

13. In what ways did Adrianna make your responsibilities easier? In what ways did she make them harder?
14. What could Adrianna do to better support your performance and growth?
15. What could Adrianna do to better support the performance and growth of the team?
16. Did Adrianna communicate her expectations clearly?
17. How can Adrianna improve communication?
18. Do you feel like your voice was heard by Adrianna? Why or why not?
19. Do you feel respected by Adrianna? Why or why not?
20. What aspects of your relationship with Adrianna are you MOST satisfied with?
21. What aspects of your relationship with Adrianna are you LEAST satisfied with?
22. What are three things you learned from Adrianna?
23. What is something Adrianna carries that was imparted to you?



QUESTIONS FOR YOU TO PROCESS THE YEAR

The school year can get hectic and become a bit overwhelming. There isn't always time to reflect on the good and the bad that happened during the year. Personally, I find I need some time from the year to accurately reflect on what the Lord did throughout the year, figure out what I want to keep doing, and decide on what I want to change.

Remember, it's just as important to process and reflect on the good things that happened throughout the year! So many times we get caught up in processing pain (and that's not bad!) that we forget to process the good. Jesus' first miracle was at a wedding celebration. He loves to celebrate the good things that happen in our lives as well as walk with us through the tough things that happen.

Below are some questions I've found helpful to process the year. I fully believe that a whole, healed leader is a good leader, so a lot of these questions are more personal and self-reflection. I pulled many of these questions from various We're Not Really Strangers card decks. If you're interested in more questions like these, you can purchase their decks at their website. The last set of questions are questions I've put together specifically to process leading third year students, what worked, what didn't work, and what you can do in the future to make your years better.

Self-Reflection

1. Who do I feel most myself around? Why?
2. What do I keep doing that keeps hurting? Why do I keep repeating this behavior?
3. When do I feel most helpful to others?
4. How would I describe my relationship with myself in one word?
5. Are any of my insecurities hurting anyone else by accident?
6. What do I need help with currently? Who can help me? How can I help myself?
7. What's the most exciting improvement I've been seeing in myself recently?

8. I want to thank myself for _____.
9. Which one of my mistakes taught me the most this past year? What did it teach me?
10. What is one truth I've recently come to terms with? Write it out.
11. What did I accomplish this year that would have shocked me a year ago?
12. What expectations did I set on others last year that hurt me the most?
13. What's my happiness level on a scale of 1-10? Write it down and date it. Why is it this number? What would make it 1 score higher?
14. What's an important boundary I want to set with someone in my life? Why haven't I set it already?
15. What did I outgrow this year? What am I growing into?
16. What did I tolerate from people this last year that I no longer have space for?
17. What can I be kinder toward myself for today?
18. What do I need to hear most right now? Write it out. Place it somewhere you'll see it often.
19. What are three things I love most about myself today? Write them out.
20. What insecurity has been holding me back the most?
21. When do I feel most productive? What time is it usually? Am I alone or with others? Get specific.
22. Who intimidates me? Why do they intimidate me?
23. What have I been sensitive to lately?

Healing

1. What was the worst thing for your mental health this past year (that's within your control to change)?
2. What was the best thing for your mental health this past year? Get specific.
3. What's something you can say "no" to next year to prioritize your mental health? What's something you can say "yes" to?
4. What's a boundary you can set with yourself today that will benefit future you?
5. What's been causing you unnecessary stress? What would help alleviate that for you?
6. What promise do you want to keep to yourself this year? Write it out and date it.
7. What's one thing (big or small) you're most looking forward to next year? What about it excites you most?
8. What emotion keeps coming up for you lately? Why do you think that is?
9. What would feel best to let go of today? Write it out and rip it up.
10. What small step can you take toward your healing today?

11. What drained your energy last year? What gave you energy last year? Get specific.
12. What does prioritizing your physical and mental health look like in this chapter of your life? Get specific.
13. What did you need help with last year but you didn't ask for help with?
14. What does self-care look like for you? Get specific.
15. What three things made you happy this past year? Get specific.

Forgiveness

1. Have you been carrying any resentment lately? What's one small step you can take toward letting it go?
2. What have you been hardest on yourself about the past year? What would you say to a friend going through a similar situation?
3. How forgiving are you of other people on a scale of 1-10? How can you increase your answer by 1 point?
4. What's the hardest thing you've had to forgive yourself/someone else for?
5. Are you punishing yourself for anything right now? How can you show empathy for yourself in this moment?
6. Is there someone in your life you've yet to forgive? If so, why?
7. Look in the mirror. Finish the sentence: I forgive you for _____.
8. What are you holding on to that's no longer holding on to you? Write it down and rip it up.
9. Who do you wish you could receive an apology from, if anybody? What do you wish they would say?
10. Who do you wish you could apologize to? What would you say?
11. What do you need to forgive yourself for today?
12. How do you define forgiveness?
13. What has helped you forgive people in the past?
14. Reflecting on the Year
15. What are three great things the Lord did in your students?
16. What are three great things the Lord did in you?
17. What are three things that were really difficult in regards to your students? How can you avoid these things happening in the future?
18. What actions, traits, and personality types did you enjoy the most from your third year students this year?
19. What actions, traits, and personality types did you enjoy the least from your third year students this year?
20. What are some non-negotiables you will have in the future with your third year students?

21. What did you do really well with your third year students?
22. What did you not do so well with your third year students?
23. Is there one particular student that you enjoyed the most? Would they be willing to share with next year's third year students?
24. Is there one particular student that you had a difficult time with? What about that student was difficult for you? What can you do in the future to avoid taking on students like that?



OTHER TIPS & RESOURCES



REACH OUT!

We've often heard the phrase, "leadership is lonely," but I don't believe that is or has to be true. Healthy leadership invites other people into our process and our hearts. We all know that community is important. They help us see both our good and bad blindspots. When we have friendships where we don't have to consistently establish our hearts with people (you know, those friendships where you can complain about people but that friend knows you well enough to know that you actually really love those people), we can release what is frustrating us, receive encouragement and feedback from people who know us, and work through areas of growth.

2021-2022 was the first school year that I had more than one Third Year student on my team. I had a team of four Third Years and one volunteer, and navigating through team dynamics and interpersonal relationships was a challenge for me. One of the best things I did was to reach out to more experienced leaders in our environment and ask for their advice. I spoke with my bosses, Ruth and Steve Moore, who have been leading people for almost ten years at Bethel, a friend in another department, and one of the former Revival Group Pastors that was working in an office close to mine.

These people not only had experience or were going through similar trials, but they knew me and they knew my heart. I have been working for Steve and Ruth for almost four years, and the former Revival Group Pastor and I did all three years of BSSM together and were hired at Bethel at the same time. When I didn't know how to handle a situation or thought I wasn't doing well, I reached out to these people. Additionally, these leaders know the culture we have established at Bethel, which is a culture of grace and empowerment. I have found that people outside of our environment don't quite understand our core values and will immediately jump to discipline and punishment instead of discovery and grace. While I love these people in my life, I've found that I can't fully process what is going on in my teams with them.

One of my Third Years and I became pretty close as the year progressed. While I valued her friendship and saw her as a powerful leader in our environment, we made clear boundaries about what I would and would not tell her about her teammates. This was important to distinguish so that her relationships with the team would not be strained and she wouldn't feel separate from the team. Doing so also helped build her trust with me, as she knew that not only would I not discuss other teammates' situations with her, but I also wouldn't share hers with other team members.

Remember, leadership does not have to be lonely. You can reach out to people who have more experience than you do or who you know have dealt with particular issues. If you are having a difficult time finding someone in your community to reach out to, you are always welcome to schedule a one-on-one coaching session with me, Adrianna, at any time!



READING MATERIALS

Group Books

I had my students read several book throughout the year that we then discussed in our development meetings. Here are some that I recommend:

[Dare to Lead by Brené Brown](#)

Dare to Lead has quickly become one of my favorite leadership books. Here's a synopsis of the book:

Leadership is not about titles, status, and wielding power. A leader is anyone who takes responsibility for recognizing the potential in people and ideas, and has the courage to develop that potential.

When we dare to lead, we don't pretend to have the right answers; we stay curious and ask the right questions. We don't see power as finite and hoard it; we know that power becomes infinite when we share it with others. We don't avoid difficult conversations and situations; we lean into vulnerability when it's necessary to do good work.

But daring leadership in a culture defined by scarcity, fear, and uncertainty requires skill-building around traits that are deeply and uniquely human. The irony is that we're choosing not to invest in developing the hearts and minds of leaders at the exact same time as we're scrambling to figure out what we have to offer that machines and AI can't do better and faster. What can we do better? Empathy, connection, and courage, to start.

I love this book because it connects leadership to empathy, something we don't see too often but is very necessary. Jesus displayed extreme grace for us, and it's our job as leaders to display that same kind of grace to the people we're leading.

[Boundaries by Henry Cloud and John Townsend](#)

I found this book to be very important and helpful to my Third Year students this year. Boundaries is the book that's helped over 4 million people learn when to say yes and know how to say no in order to take control of their lives. The synopsis is below:

Does your life feel like it's out of control? Perhaps you feel like you have to say yes to everyone's requests. Maybe you find yourself readily taking responsibility for others' feelings and problems. Or perhaps you focus so much on being loving and unselfish that you've forgotten your own limits and limitations. Or maybe it's all of the above.

In the New York Times bestseller, Boundaries, Drs. Henry Cloud and John Townsend help you learn when to say yes and know how to say no in order to take control of your life and set healthy, biblical boundaries with your spouse, children, friends, parents, co-workers, and even yourself.

Now updated and expanded for the digital age, this book continues to help millions of people around the world answer these tough questions:

- Can I set limits and still be a loving person?
- What are legitimate boundaries?
- How do I effectively manage my digital life so that it doesn't control me?
- What if someone is upset or hurt by my boundaries?
- How do I answer someone who wants my time, love, energy, or money?
- Why do I feel guilty or afraid when I consider setting boundaries?
- How do boundaries relate to mutual submission within marriage?
- Aren't boundaries selfish?

[The Heart of Leadership by Mark Miller](#)

This is a beautiful allegory on what is important in leadership and how to become a heart-led leader. I had my students read this book toward the beginning of the year so the story would frame their mindset for the rest of the year. The synopsis:

Are you the type of leader people want to follow? You can be—but first, you’ve got to understand what sets great leaders apart from all the rest.

Certainly, leaders need people skills, execution skills, a deep knowledge of industry trends, the ability to articulate a vision, and more—they must be competent—but that’s just the tip of the iceberg. What’s below the waterline? What’s deep inside the best leaders that makes them different?

Mark Miller contends it is their leadership character. In his latest enlightening and entertaining business fable, he describes the five unique character traits exhibited by exceptional leaders and how to cultivate them.

The Heart of Leadership begins with young and ambitious Blake Brown being passed over for a desperately wanted promotion, despite an outstanding individual performance. Confused and frustrated, he turns to his former mentor, Debbie Brewster. Rather than attempting to solve Blake’s problem for him, she sends him on a quest to meet with five of his late father’s colleagues, each of whom holds a piece of the puzzle he’s trying to solve.

As Blake puts the pieces together, he discovers that in the final analysis, a lack of skills isn’t what holds most leaders back; skills are too easy to learn. Without demonstrated leadership character, however, a skill set will never be enough. Most often, when leaders fail to reach their full potential, it is an issue of the heart. This is Blake’s ultimate revelation.

This book shows us that leadership needn’t be the purview of the few—it is within reach for millions around the world. The Heart of Leadership is a road map for every person who desires to make a difference in the lives of others and become a leader people want to follow.

[Five Dysfunctions of a Team by Patrick Lencioni](#)

Over the summer I read “Five Dysfunctions of a Team” by Patrick Lencioni. This is a great book for all kinds of teams to read in order to function well. Read the synopsis below:

In keeping with the parable style, Patrick Lencioni begins by telling the fable of a woman who, as CEO of a struggling Silicon Valley firm, took control of a dysfunctional executive committee and helped its members succeed as a team. Story time over, Lencioni offers explicit instructions for overcoming the human behavioral tendencies that he says corrupt teams (absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results). Succinct yet sympathetic, this guide will be a boon for those struggling with the inherent difficulties of leading a group.

Building a cohesive team is not complicated, declares Lencioni. Departing from the dry, theoretical writing of many management books, he presents his case in the context of a fictional organization, and in doing so succeeds at communicating his ideas. The scenarios are recognizable and can be applied anywhere teamwork is involved, whether it is a multinational company, a small department within a larger organization, or a sports team. At the end of the story, the main points are summarized, and clearly expressed suggestions and exercises are offered to help bring about change. Concise and easy to follow, this program is recommended for anyone who is a member of a team that needs improvement.

Individual Books

I had each of my students pick one additional book towards the end of the year for their own personal development. Three of the books they chose are below:

[Gifts of Imperfection](#) by Brené Brown

[Unpunishable](#) by Danny Silk

[Victorious Emotions](#) by Wendy Backlund

Books for Leaders

As leaders we should never stop learning. Below are some of my favorite books for leaders. Some of them I had the team read together and some of them I've read on my own.

[Unpunishable](#) by Danny Silk

[The Culture of Empowerment](#) by Steve Backlund

[The Five Dysfunctions of a Team: A Leadership Fable](#) by Patrick Lencioni

[Start with Why](#) by Simon Sinek

A high-angle, wide shot of a large, crowded indoor event space, likely a convention or festival. The room is filled with people of various ages and backgrounds, many of whom are looking towards the camera or engaged in conversations. In the background, a long bar with various bottles and glasses is visible. To the right, there are several large, glowing spherical light installations made of thin metal rods and warm-toned lights. The floor is covered with a patterned carpet. The overall atmosphere is lively and social.

BSSM RESOURCES

On the following pages we are including resources from BSSM Third Year. The team does an incredible job of supporting both mentors and students, and is great in providing resources for both.

If you are interested in becoming a Bethel Mentor (even off-site), please email us at schoolplanting@bethel.com and we will get you set up with an interview!



THIRD YEAR EXPECTATIONS

In addition to the obvious things related to fulfilling responsibilities, here are some of our basic expectations communicated to our Third Year students:

Be a good team player

A good team player knows how to give and take and make sacrifices for the good of the team when necessary. Be aware of what's happening with the team and not only focused on "your world."

Laugh a lot

Hahahahaha! Don't take yourself too seriously, and remember that to laugh, you might have to let go of something (frustration, self-pity, anger, etc.).

Be a strong encourager of others

We are called to be Kingdom encouragers, and our team is called to be great encouragers of other people. Find the gold in people, call it out, and believe the best about everyone you meet.

Have other spiritual fathers and mothers in your life besides your mentor

Your mentor's relationship with you is to be a part of your spiritual parenting plan, but he or she will not be able to meet all your needs in that area. None of our mentors are able to fully fulfill that need. It is vital that you have other spiritual moms and dads to draw from. As far as connection, we will plan to meet as a team every week. One on one meeting frequency will vary depending on your mentor but will be at least once a month.

If applicable, travel with your mentor on ministry trips

These times are a great way to maximize your relationship.

Pursue personal growth

Make a plan for personal growth that includes dreams, desires, and goals. Read leadership articles, books, or listen to podcasts that put you on a path to growing into becoming a more well-rounded person and leader. We will have team personal growth assignments as well.

Be you

We chose you because you are you. We don't want a team of "yes" people. We value people who are authentic and bring themselves to the table. Also remember not to compare your role with another role. You were divinely placed in your role for a reason.



QUESTIONS FOR ONE-ON-ONE MEETINGS

We like to email our students three to four questions that we will discuss in our next one-on-one meeting with them. We've found it's best to email these ahead of time so they have time to process their answers.

We also ask them to email us any topics they would like to discuss in their next meeting and any questions they have for us. This helps the mentor and the student be prepared for meetings. We may discuss other things as well, but this creates a great starting point.

Here are some sample questions to get you started:

- What are some areas you feel like you're doing well in?
- What areas have been challenging?
- What are you doing for personal growth?
- What have you been learning from Bethel services recently? Which service do you regularly attend?
- What other books/teachings are you reading/listening to lately?
- What is standing out to you from these other messages?
- Are there specific things you'd like to discuss or questions you would like to ask in your upcoming one on one?
- How do you feel you are doing with relating to the rest of the team?
- Do you feel you have been fully bringing yourself to the table? Please explain.
- What has God been teaching you lately?
- What season do you feel like you're in? What is the theme or focus for you in this season?
- What are three goals you have for this year? What is your plan to fulfill each of these goals?
- What are your plans for after graduation?
- What does a successful Third Year look like to you?
- Is there a way your mentor can help improve your experience this year?
- What are your dreams for after graduation?

- What steps can you take now toward these dreams?
- What's a success you've had in your life that you would love to see repeated?
- What are some areas in which you've had breakthrough that you'd like to see others do well in?
- Where do you see yourself 10 years from now? How about in 20 years?
- What do you want to be remembered for?
- What is the impact you most want to leave on the world?



THE CULTURE OF EMPOWERMENT INSIGHTS

Learn two or three things that make the people in your life come alive

(E.g., ask them what's beautiful to them, what they love to do, if money and time were not an issue what they would do, etc.). Also take time to ask about their personal lives.

Have connection times

Such as luncheons and a Christmas and/or graduation party. Having time solely for connection helps build relationships at a deeper level and conveys to your team that they are important to you.

Have a high value for face-to-face time with people you're leading.

This time is very important for building trust, fostering heart connection, and deepening relationship. Much can be communicated via email and text, but it's key to have time with your team in person.

Make relationships an important part of your schedule.

Determine who you need to meet with and how often. (Please note: The minimum requirement for Third Year students is a monthly one on one.) Give these individuals permission to communicate with you to help you prioritize it if it has not been happening. It's important to set realistic expectations with this in order to help avoid disappointment from those who want more time than you can give. (Note: We're not saying that your team has unlimited access to you. You need to have good boundaries with your time and know your priorities.)

Empower the people you're leading to co-create the details of your meeting times together.

This creates a greater value for meetings for both of you. The more you communicate in advance about meeting times together, the more powerful the time will be.

Create opportunities for them to use their gifts and to be stretched into new skillsets.

Give them opportunities to lead and responsibilities for planning, and let them oversee projects when appropriate or collaborate together with you and other leaders on projects being done.

Remember to teach them basic things about their roles.

Including orienting them to the facilities available. Have them trained on how to use the printer, copier, phone system, computer programs, etc., and let them know the things they have access to such as a coffee maker and refrigerator. Make sure they know what resources are available for them.

Introduce them to fellow staff/volunteers

that work in the same department or that they will be interacting with regularly.

Give them access to you

via email, phone, and text messaging, and let them know what your preferred method of communication is for both standard communication and urgent matters.

Verbally say what you might think is obvious during the training phase.

It takes time for team members to “learn” their leaders.

In addition to practical things, prioritize training people in mindsets and relational skills.

Spend time on teaching communication techniques, conflict resolution strategies, and share your plan for having regular feedback.

Empower them to take ownership for your team to fully learn what they don't understand.

Although it is important for you to give proper training, you can also let them know it's their responsibility to let you know if they don't understand something, need more information, have questions, etc.

Take care of yourself.

Prioritize time with God, your family, your physical, emotional, and spiritual health, and getting rest. Not only is it important to set this example for your team, you will also be able to lead more effectively if you keep yourself filled up.

MISCELLANEOUS RESOURCES



SHAPING YOUR STORY PART ONE

Purpose: The aim of this assignment is to facilitate a meaningful time of reflection with the Holy Spirit on some of the most significant life events and experiences. Through this year's homework, you will go on a journey of pursuing greater self-discovery, vision, and purpose for what is next. Reflecting on your history is a great place to begin. Once you have completed assignment 1 & 2, you will meet with your mentor to discuss your answers.

1. Invite the Holy Spirit to come and walk you through your life. Using the graphic provided, chronologically plot the key events of your life (both positive and negative) as dots from left to right. To help you think through things, divide your life in 5 to 6 sections and write them along the bottom of the page. So if you're 20 you might do years 0-5, 6-10, 11-15, 15-20 and if you're 50 you might do 0 - 10, 11-20, etc. Focus on a few of the highlights and challenges that were most memorable or brought the most transformation. To allow enough time to meaningfully reflect on this assignment, we recommend including roughly 10-20 key life events. Once plotted, connecting the events with a line, will make you think about how you journeyed from event to event and give you further insight.

example:



MY STORY

HIGH

AVERAGE

LOW

2. Looking at the graph you have created, ask the Holy Spirit to help you see patterns in your life and connections between events that you may not have been previously aware of.

Ask the Holy Spirit if there are any significant areas of your life you have left out (e.g., family, vocation, education, health, finances). Ask Him if there is a reason you left this out.

Ask the Holy Spirit if there are any of these key moments that He would like you to reflect on further.

Ask the Holy Spirit if there are any key themes in your life that He wants to show you.



SHAPE OF YOUR STORY PART TWO

1. What about each of the moments or events from your timeline, whether high or low, marked your life or brought transformation?

Thinking through some of the lower moments, what helped you move out of the difficult season?

Reflecting on your timeline, what does the shape of your story make you think about where healthy Christians should be living most of the time (high, average, low)?

2. When you look over your life, can you identify a moment or some moments that made you feel most alive? What about this moment or moments made you feel alive?

3. What else makes you come alive? What do you love and are passionate about?

What outcomes do you love?

4. Where do you most desire to see the justice, righteousness and restoration of God established?



SHAPING YOUR FUTURE

Purpose:

The aim of this assignment is to facilitate a greater sense of vision and purpose for what is next. You'll begin by reflecting on your purpose for coming to BSSM and determining your focus for the rest of your time here. Then you'll spend some time with the Holy Spirit to develop vision and a practical plan for transitioning out of BSSM and into what God has next for you.

- 1. Spend some time reflecting on what originally brought you to BSSM and what you came to receive.

Did you get what you came for? If not, why? Did your focus change? And if so, was this a good thing? Please explain.

Do you need to redirect your focus to pursue certain things for the remainder of your year? And if so, how will you use the remaining time to pursue that?

If you did receive what you came for, to what do you attribute your success?

2. Looking ahead to life after BSSM, describe the people and types of community you will seek out and create when you transition?

What do you want your life to look like in three years?

What skills and resources will you need to get there?

What is your next practical step in developing these skills and/or resources in achieving your three-year vision?

(Example: I will take at least one online class for my degree by this date. Make sure your step is Specific, Measurable, Attainable, Relevant, and Timely).

Write down the names of two people you will share your practical step with in the next 48 hours, and then tell them.

MY LOVE LANGUAGE

FOOD:

MEANING OF
MY NAME:

WEEKEND GETAWAY:

SCRIPTURE:

PERSONALITY TYPE:

PASSION:

MY PERFECT DAY:

love
and be
loved well

FILM:

NAME:

BEVERAGE:

GOD IS TEACHING ME:

THIS YEAR'S HOPES:

CRAZIEST DREAM:

IDEAL SOCIAL SETTING:

BUY ME/MAKE ME:

ROLE MODEL:

MUSIC:



GLOSSARY

We know there are a lot of terms we use here at BSSM that you might not be familiar with. While we try to explain what those terms mean when we can, we've created this glossary with all our terms and acronyms in one place for your convenience.

Activation (City Service)

Every student at BSSM is required to participate in a weekly outreach. The students choose their outreach at the beginning of the year and are typically part of that outreach for the entire school year. Outreaches can include cleaning up the city grounds, giving prophetic words to church attendees, working in the Healing Rooms, singing in cafes and restaurants, and more.

Advanced Ministry Trainings (AMTs)

Advanced Ministry Trainings, or AMTs, are our electives in BSSM. In First Year, students are required to take one AMT per trimester. In Second Year, each student must take at least three AMTs each trimester, with at least one AMT being a Bible-focused AMT. In Third Year, students are required to take one AMT each trimester. Second and Third Year students are also able to take tracks, which are electives that run the entire year.

Bethel School of Supernatural Ministry (BSSM)

Bethel's ministry school, founded in 1998. Our mission is to be a ministry training center where our students embrace their royal identity, learn the values of the Kingdom, and walk in the authority and power of the King. It is a transformational experience and your life will be forever impacted!

Canva

A free (and paid) online design program. Canva makes creating social media posts, flyers, and more easy and beautiful. You can find out more at [Canva.com](https://www.canva.com).

Core Values

Core values are the beliefs we hold in esteem in which we actually live our lives. These can often be confused with high values (defined below). Typically there are two types of core values: personal core values and corporate (or team) core values. BSSM has 13 core values that can be found here.

Enneagram

“The Enneagram (Ennea=9, Gram=Diagram) is simply a map (GPS) for self-discovery and personal growth based on 9 basic personality types. The Enneagram accurately and clearly describes why you think, feel and behave in particular ways based upon your core fears and core desires. The potential of the Enneagram is in its ability to harness and transform self-limiting behaviors into life-enhancing personal empowerment. The gift of the Enneagram is that through self-discovery, one can create and sustain meaningful and lasting relationships with others, God and themselves.” - Your Enneagram Coach

Google Drive/Docs/Forms/Spreadsheets

At Bethel, we do almost everything through Google and it's various applications. Many of the programs we use are:

Google Calendar: An online calendar to organize your appointments. You can invite other people to meetings, share your calendar, and see the calendars of other people in the organization. Seeing other people's calendars can vary from them being completely hidden to seeing if they are busy to seeing exactly what they are doing; it depends on the settings of the calendar owner.

Google Drive: Commonly called “The Drive,” this is a cloud storage area for all Google Docs, Forms, Spreadsheets, and almost any other file you upload to the Drive.

Google Docs: This is Google's version of Microsoft Word. The beauty of Google Docs is that multiple users can be in the document at the same time and make edits at the same time. This is very helpful for team meetings where there is an agenda that needs to be viewed by everyone.

Google Forms: These are simple forms that can be created to gather data such as sign ups for events, surveys, etc.

Google Spreadsheets: This is Google's version of Microsoft Excel. These can also be viewed and edited by multiple people at the same time.

High Values

High values are the values we aspire to live out, but actually want to make a priority in our life. For example, we can say our core value is generosity, but if we are only being generous when it's convenient, then generosity is a high value, not a core value.

Revival Group

A group of 65-75 students in BSSM First Year or BSSM Second Year. All students are placed in a Revival Group that meets weekly and is overseen by a Revival Group Pastor.

Revival Group Pastor (RGP)

The Revival Group Pastor meets with their Revival Group every week and leads them into encounters, ministry time, processing what is happening in school, etc. They can also meet with the students one-on-one throughout the year.

Third Year (vs Intern)

In 2017 we changed our language from “intern” to “Third Year.” This was done for a couple of reasons. First, because our school averages about 40% international students, we have to follow strict SEVIS guidelines. Second, we want to make sure our students are learning (rather than being used for free labor). The terminology reminds us that we are there to teach and serve our students more than they are to serve us.