



ORDER: [uofnbooks@gmail.com](mailto:uofnbooks@gmail.com)  
Code: 18WBPeng07  
[uofnbooks.com](http://uofnbooks.com)

"As DTS goes, so goes the Mission" Darlene Cunningham

## ACKNOWLEDGMENT

Thank you,

Jeremy West for your outstanding contribution to the staff training element in this book. I could not have done it without you.

School of Pioneering, BLS, and LTS for your timeless efforts in raising up new leaders, but also providing me with some of your most important notes. This will help many who cannot make it to your wonderful schools.

Penny Armstrong, for your "first language editing skills" You prompted me to keep going with this book, because you had to train 3 new school leaders and somehow my book helped you. Thank you for going through it page by page, looking to refine sentences. I appreciate your help.

Mandi Dreyer and John Mraz, two of our International Registrars for notes on the new registration process for schools. Thank you for your willingness to help me.

Tom Bloomer, Tom Hallas, Ron & Judy Smith, and so many other leaders and friends for your enthusiasm and pushing me to "keep writing"  
Thank you!

## ENDORSEMENT

"Sarah Beriyth graduated with a B.A. from the UofN in 2007, and has since dedicated much of her energy into developing these most-helpful resources. Like the UofN's strategy of education, they are hands-on, practical, and immediately useful. I strongly recommend them to you.

Tom Bloomer, Int'l Provost

COMMUNICATION TO  
DISCIPLE NATIONS



THE BASIC OF BASICS IN YWAM

# OUR VALUES

MULTI-CULTURAL MULTI-GENERATIONAL  
CARE | CONNECT | SERVE | BUILD

*what they see is what they will become...*

## UNIVERSITY OF THE NATIONS

YWAM's University of the Nations (UofN) operates in 600 locations in 142 countries, providing programs in over 100 languages around the world. The U of N is committed to teach and develop men and women spiritually, culturally, intellectually and professionally.

As a student in the U of N, you are nurtured as a whole person, not just as a head to be filled with information. You learn in a discipling environment where growth in character and walking in the ways of the Lord are fundamental. You study only one subject at a time in a 12-week modular system, each course approached from a Christian perspective.

The U of N aims to equip students to serve in all spheres of society and in all nations. The goal of the U of N is to teach students how to apply biblical truth practically and to fulfill the Great Commission (Matthew 28:18-20).

The core program in the U of N is the Discipleship Training School which is required for all secondary training programs.



Dear friends,

In June 2013, I went on a "30 day silent" prayer retreat.

On day 14 the Lord spoke to me and told me to read the Bible "much more!" So I started in Genesis and worked my way through the O.T. Books. On day 18, 11 July, as I was reading, the Lord started to speak to me about Ywam.

He pointed out to me that Joshua and the generation after Joshua, followed the Lord after he died. In Ywam, we generally talk about the fact that we are already in the 3rd generation of leaders, but God spoke to me and said: "Ywam is still in the first generation because Moses (Loren) is still alive"

He said that after "Moses (Loren)" the Joshua's will lead and the generation after Joshua. Then He said to me "Intercede for the generation of leaders after the Joshua generation." The Lord also spoke to me about the covenants in Ywam, and that we should impart them really well to the next generation.

He gave me Deut 4:9-10

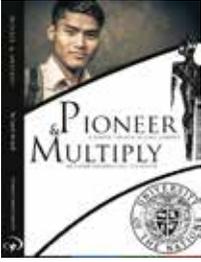
"Only be careful, and watch yourselves closely so that you do not forget the things your eyes have seen or let them fade from your heart as long as you live. Teach them to your children and to their children after them.. Remember the day you stood before the Lord your God at Horeb, when he said to me, "Assemble the people before me to hear my words so that they may learn to revere me as long as they live in the land and may teach them to their children."

In Exodus 17:14 "Then the Lord said to Moses,  
"Write this on a scroll as something to be remembered and make sure that Joshua hears it..."

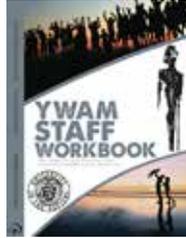
My prayer is this book, which includes all the Ywam Covenants, will encourage and assist young pioneering base and school leaders as we multiply from 20 000 to 200 000 as the Lord spoke to us.

In His Service with Joy

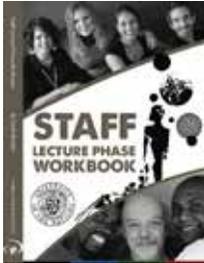
Samuel L.



**We Pioneer...**

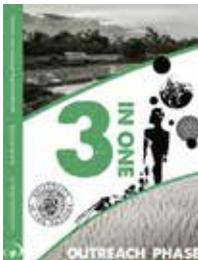
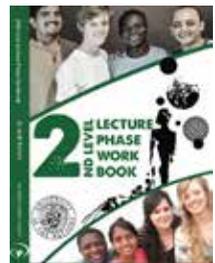
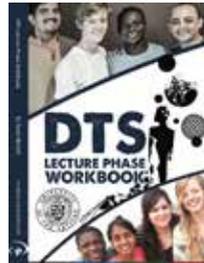


... bases with staff that we continually disciple...

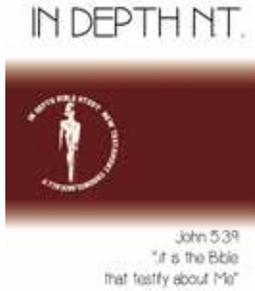
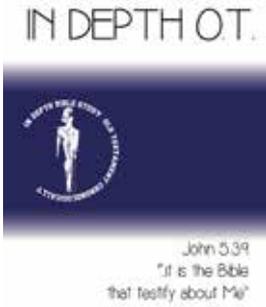


... with the help of school leaders and their staff that are also in the process of continuous discipleship...

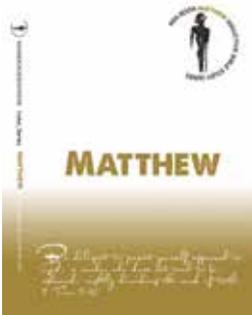
...obeying the Great Commission, becoming disciples that...



...go into all the world!



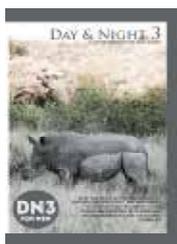
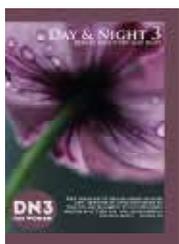
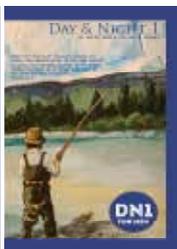
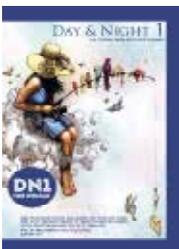
SBS inductive method  
66 books of the Bible  
in two books with inductive  
questions for each book.



SBS inductive method  
Every chapter in the Bible  
in already set up columns  
to do inductive by yourself.  
Write as much observation and  
interpretation as you can next to the  
Bible verses! No more writing in your  
actual Bible that does not provided  
enough space.



### Bible study Journal after DTS



# INDEX

Acknowledgements & Endorsements	p3
UofN Summary	p5
Letter from compiler	p6-7
Other work-books by UOFNBOOKS.COM	p8-9
Index	p10-13
Websites by YWAM	p14-15
Understanding our Core	p16-17
YWAM Logo explained	p18-19
The 7 Spheres - An Interview with Loren Cunningham	p20-29
UofN reflecting the 7 spheres - Faculties	p30-31
Circles, Circuits & Cycles by Loren C I Various samples	p32-39
UofN Degree Requirements	p40-43
Academic Advisors - Names 2016	p44-45
International Registrars 2016	p46-47
New Base Registration	p48-49
<b>NEW WEB APP GUIDE</b>	<b>p50-85</b>
<b>QUICK GUIDE app.uofn.edu</b>	<b>p52-55</b>
<b>Apostolic Pioneering guide   2 years +</b>	<b>p87</b>
Apostolic pioneering questions to start new ministry / base	p88-107
<b>One year to go</b>	<b>p108-109</b>
UofN Payment for registration of Course	
World A, B, C Nations list	p110-113
The Application Process	p114
The Interview guide for accepting new staff / students	p115
Creating Application forms and folders for students	p117
Before a student is accepted	p119
Quick Glance Lists for students in process	p120-121
Creating new Application forms	p122-129
UofN Purpose for schools	p130-131
Developing a UofN school curriculum	p132-137
UofN Grading explained	p139-143
UofN Evaluation of students - A requirement	p144-150
Fundraising strategies - samples	p151
Budget for a school - sample	p152-155
<b>6 Months to go - ongoing check list</b>	<b>p156-157</b>
Speaker invitation letter - a sample	p158
FAQ for potential students - a sample	p159

<b>8 Weeks to go</b>	p160
School leader check list before staff training starts	p161
School leader staff arrival preparations	p162
Speaker preparation	p163
Your ongoing check list as a leader	p164
Sample of what to bring for new students & staff	p165
<b>5 Weeks to go</b>	p166
Your ongoing check list as a school leader	p167
<b>4 Weeks to go</b>	p168
School staff training topics	p172-173
Keep planning ahead - check list	p174-176
<b>3 Weeks to go - Staff Training Guide by Topic</b>	<b>p177-247</b>
<b>2 Weeks to go   Ongoing check lists</b>	p248-253
<b>1 Week to go</b>	p254
Delegating responsibilities to staff	p255-257
<b>0 Weeks to go - Registration day</b>	p258-259
End of school - Debrief	p260-263
Short letter to YWAM leaders	p266
Roots   Information   Future	p265
Note from Loren Cunningham from ywam.org	p267
YWAM beliefs	p268
3 YWAM Categories - Evangelism, Training, Mercy ministries	p269
YWAM History explained	p270-273
YWAM statement of Faith	p274-275
YWAM=Movement   UofN=Institute Picture	p267-277
YWAM 18 Foundational values	p278-281
Introduction to YWAM Covenants by D.Hamilton	p282-298
YWAM Frontier Missions Values	p299
Outreach Resources	p300
UofN Masters & Extension studies	p302-305
New ministries FAQ online	p306-307
<b>UofN REFERENCE GUIDE 2005 418 page doc online</b>	<b>p308-311</b>

# STAFF TRAINING INDEX

<b>UPwards</b> .....	
Letter to God	p178
Expectations	p179
Fundamentals of Christianity	p180
Languages of God, Hearing His Voice	p181
Biblical World View	p184
How to lead Intercession	p185
4 Page Sin List	p186
Spiritual Formation - Disciplines we cultivate	p192
Mentoring Manifesto, more like Jesus	p194
Spiritual Authority - What is real authority?	p195

<b>INwards</b> .....	
Implicational Thinking & Consequences	p196
The Belief Tree - Our roots & fruit	p198
Working with people from difficult backgrounds	p200
- The power of Joy	p202
- Sexual Identity	p203
- Shame quiz	p204
- Shame - we all have it	p205
- Common Addictions to cover our shame & pain	p206
Servant Leadership - Being Influencers	p208
My Leadership Style & Self-Awareness	p209
Conduct and Calling	p212
The DISC Test - the dynamic you bring to the team	p214
Leading among Peers - Responsibilities	p215
Discipleship & Mentoring Dynamics	p216

<b>OUTwards</b> .....	
Conflict Resolution & different cultures	p218
6 Thinking Hats & SWOT analysis	p221
Culture Shock & Culture Stress	p224
What is Evangelism & Dynamics of New Birth Engel scale	p227
Fruitful outreach document	p228
Bringing closure to outreach & team assessment afterwards	p230

<b>Discuss &amp; Impart the following.....</b>	
How to teach the Foundational Values - New way of presentation	p232
Ywam Foundational Values Assignment for staff	p234
Facilitating in the classroom	p236
Working with the speaker (4xP principle)	p237
Crisis Management	p238
Getting documents in order before you leave	p239
Preparing for Outreach - Question-set by Frontier Mission experts	p240
One-on-One	p244
Small Groups	p246
<b>The Application Process &amp; Interview Guide</b>	<b>p114-115</b>
UofN Grading explained	p139

**Various Personal Assessments..... 247**

(These assessments are also in the “Staff lecture phase book” by WORKBOOKPIONEER)

- Spiritual	p247
- Leadership	p248
- Character	p249
- Community	p250
Assessment running a school & “43 Questions”	p251
Finance assessment	p254

**READ OUR NEWS**  
planetywam.com

**IMPACT WORLD TOUR**  
ywamcampaigns.com

**UofN**  
uofn.edu

**URBAN**  
ywamcity.org

**FRONTIER MISSIONS**  
ywamfm.com

**SHIPS**  
marinereach.com  
ywamshipcenter.org

**MERCY**  
ywammercy.org

**\$ FUNDRAISING**  
ywamkb.net

**YWAM**

ywamdtscentre.com

**YWAM.ORG**

*app.uofn.edu*

**CHILDREN - KINGSKID INT'L**  
kkint.net

**LISTEN TO TEACHINGS**  
ywampodcast.org

**BOOKS**  
ywampublishing.com



**STAY CONNECTED**  
ywamconnect.com

**YWAM KNOWLEDGE BASE**  
ywamkb.net

**STRATEGIC NETWORKS**  
ywamorganic.org

**YWAM ONLINE MAGAZINE**  
internationallywamer.org

# understanding our core

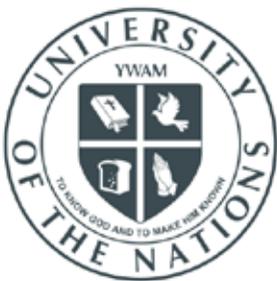
*“make my joy complete by being of the same mind,  
maintaining the same love, united in spirit,  
intent on one purpose.”*

*Phil. 2:2*

## being of the same mind

---

Since the beginning of Youth with a Mission in 1960, God has emphasized certain Biblical values which serve as spiritual foundations for the mission. The combined strength of these values has strongly influenced the nature and character of YWAM around the world. These shared values are the guiding principles for both the past and future growth of our mission. They are beliefs we hold in high regard which determine how we live and make decisions.



**Youth With A Mission (YWAM) is a global movement** of Christians from many denominations dedicated to presenting Jesus personally to this generation, to mobilizing as many as possible to help in this task, and to the training and equipping of believers for their part in fulfilling the Great Commission. As citizens of God’s kingdom, we are called to love, worship, and obey our Lord, to love and serve His Body, the Church, and to present the whole gospel for the whole person throughout the whole world. We of Youth With A Mission believe that the Bible is God’s inspired and authoritative word, revealing that Jesus Christ is God’s son; that people are created in God’s image; that He created us to have eternal life through Jesus Christ; that although all people have sinned and come short of God’s glory, God has made salvation possible through the death on the cross and resurrection of Jesus Christ; that repentance, faith, love and obedience are fitting responses to God’s initiative of grace towards us; that God desires all people to be saved and to come to the knowledge of the truth; and that the Holy Spirit’s power is demonstrated in and through us for the accomplishment of Christ’s last commandment, “Go into all the world and preach the good news to all creation” (Mark 16:15).

# 6 + 18

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

## 6 Beliefs (pre-amble integrated the) 18 Values (key words from God)

### **Belief 1 : The Bible**

*Youth With A Mission (YWAM) affirms the Bible as the authoritative word of God and, with the Holy Spirit's inspiration, the absolute reference point for every aspect of life and ministry.*

Outflowing practice:

- [V9] **Have a biblical Christian worldview**
- [V1] **Know God**

### **Belief 2: Witness**

*We are called to share the gospel of Jesus Christ with those who do not know Him.*

Outflowing practice:

- [V2] **make God known...**
- [V5] **be visionary...**
- [V6] **champion young people**
- [V12] **do first, then teach**

### **Belief 3: Worship**

*We are called to praise and worship God alone.*

Outflowing practice:

- [V4] **practice worship**

### **Belief 4: Holiness**

*We are called to lead holy and righteous lives that exemplify the nature and character of God.*

Outflowing practice:

- [V12] **do first then teach**

### **Belief 5: Prayer**

*We are called to engage in intercessory prayer for the people and causes on God's heart, including standing against evil in every form.*

Outflowing practice:

- [V3] **hearing God's voice**
- [V4] **practice intercessory prayer**

### **Belief 6: Fellowship**

*We are called to commit to the Church in both its local nurturing expression and its mobile multiplying expression.*

Outflowing practice:

- [V10] **function in teams**
- [V11] **exhibit servant leadership**
- [V16] **practice dependance on God**
- [V15] **value families**
- [V17] **practice hospitality**
- [V18] **communicate with integrity**
- [V14] **value the individual**
- [V13] **be relationship orientated**
- [V7] **broad structured and decentralised**
- [V8] **international & interdenominational**

## What is at the heart of the YWAM logo?



The two curves represent first the waves Loren Cunningham saw of young people going all over the earth and secondly the world itself.

The logo symbolizes the call to attract and mobilize waves of young people to minister with a renewed understanding of the Great

COMMISSION... IMPORTANT !

Due to unintended perceived similarities with the logo used by the “Save the Children” organization, YWAM’s leadership has agreed to following usage guidelines:

- YWAM will not use the logo in red, nor in red and black
- YWAM will not use the fonts Garamond nor Gillson with the logo
- YWAM will not use the words safe nor save with the logo
- YWAM will use the words Youth With A Mission with the logo

BASIC USAGE PARAMETERS:

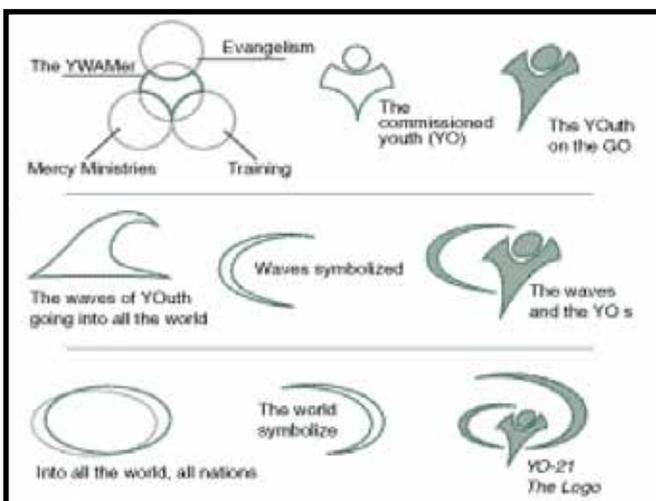
While the YWAM logo is clearly and primarily reserved for the official use of YWAM corporate and ministry communication and identification, it can also be used by YWAM staff and participants. However, when the logo is used in personal communication contexts (e.g., ministry newsletters), care must be taken that it is not featured in a way that would give the audience the impression that the piece constitutes official YWAM communication.

The logo should be displayed in a way that clearly communicates a YWAM connection, rather than making the communication piece look like official YWAM stationery. It is strongly recommend that the YWAM logo be used only in connection with official YWAM purposes. Any personal usage of the YWAM logo should be cleared with your local YWAM base leaders for security and integrity reasons.

Symbolism is the visual image one gives one's self to express in form the core of what one's purpose is. All throughout history, various cultures, religions, nations and organizations use symbolism to communicate who they are. We are all told that a picture is worth a 1000 words. Yet behind every piece of visual communication that is created and published are some basic values that are in place to ensure the quality of the expression. We sometimes look at and envy those big brands that have managed to give us almost a cultural experience. Beverage companies, electronic consumer products, athletic wear firms and bookstores

all rely on symbolism with clear guidelines to communicate their very essence to the world. This usage guide is not so much about guidelines, as it about serving the purpose of maintaining and communicating certain underlying values through the YWAM 21 logo. For example, you will notice that the YWAM 21 Logo has a slant to it. This was done so that we can show the very spirit of a YWAMer who is called to 'Go'. So to begin, we would like to suggest that we maintain this in all our communication. Since we have 'gone', since we are still 'going' and because the next generation of YWAMers will still continue to 'go', we need to reflect this motion that is created in us when God calls us, both individually and corporately. Beyond these foundational guidelines, please feel free to express the spirit of the mission creatively and dynamically. YWAM is a movement, not an organization.

The YWAM logo, the name and all contents of this Usage Guide are owned by Youth With A Mission (YWAM) and are to be used according to the guidelines provided solely to represent and promote the work and vision of YWAM.





Interview with Loren Cunningham  
Founder, Youth With a Mission (YWAM)  
**"7 Spheres"** with Os Hillman and Kelle Hughes in Atlanta

November 19, 2007

It was August, **1975**. My family and I were up in a little cabin in Colorado. And the Lord had given me that day a list of things I had never thought about before. He said "This is the way to reach America and nations for God. And {He said}, "You have to see them like classrooms or like places that were already there, and go into them with those who are already working in those areas." And I call them "mind-molders" or "spheres". I got the word "spheres" from II Corinthians 10 where Paul speaks in the New American Standard about the "spheres" he had been called into. And with these spheres there were seven of them, and I'll get to those in a moment. But it was a little later that day, the ranger came up, and he said, "There is a phone call for you back at the ranger's station." So I went back down, about 7 miles, and took the call. It was a mutual friend who said, "Bill Bright and Vonnnette are in Colorado at the same time as you are. Would you and Darlene come over and meet with them? They would love to meet with you." So we flew over to Boulder on a private plane of a friend of ours. And as we came in and greeted each other, {we were friends for quite a while}, and I was reaching for my yellow paper that I had written on the day before. And he said, "Loren, I want to show you what God has shown me!" And it was virtually the same list that God had given me the day before. Three weeks later, my wife Darlene had seen Dr. Francis Shaffer on TV and he had the same list! And so I realized that this was for the body of Christ.

I gave it for the first time in Hamburg, Germany at the big cathedral there to a group of hundreds of young people that had gathered at that time. And I said, "These are the areas that you can go into as missionaries. Here they are:

*First, it's the institution set up by God first, the family. After the family was church, or the people of God. The third was the area of school, or education. The fourth was media, public communication, in all forms, printed and electronic. The fifth was what I call "celebration", the arts, entertainment, and sports, where you celebrate within a culture. The sixth would be the whole area of the economy, which starts with innovations in science and technology, productivity, sales, and service.*

The whole area we often call it business but we leave out sometimes the scientific part, which actually raises the wealth of the world. Anything new, like making sand into chips for a microchip, that increases wealth in the world. And then of course prediction sales and service helps to spread the wealth.

*And so the last was the area of 7 government. Now government, the Bible shows in Isaiah 33 verse 22 that there are three branches of government, so it's all of the three branches: judicial, legislative, and executive.*

And then there are subgroups under all of those seven groups. And there are literally thousands upon thousands of sub-groups. But those seven can be considered like Caleb: "Give me this mountain," and they can be a "mountain" to achieve for God. Or they can be a classroom that you're going to disciple a nation in. Because Jesus said, "Go and disciple all nations." And it also can affect us because in those areas we can be changed, transformed by the Holy Spirit to be effective missionaries into the area that God has called us into, and we will see it as not just a job to get money to stay alive, but "as the Father sent Me, so send I you," Jesus said. Therefore, we can be missionaries, where the word "missionary" means "one sent", and one sent of Jesus, if you're a lawyer in a legal office, you are sent of God. You're sent to be his missionary, or if you're in Hollywood, or you're working as a dentist, or you're working as a doctor, everything you can do for the glory of God. You may be in the area of food services. The Bible says in Zach 14:20 that even the cooking pots will be called "holy" to the Lord. That's food services. Or transportation. Everything from a bus driver to an airplane pilot or to a car dealer or whatever it is, it says even the veils of horses will be called holy to the Lord.

So we make whatever we do, if we do it as unto the Lord, a sanctified, or a holy work, it is Holy unto the Lord. It's not just the pulpit on Sunday, that's one of the spheres. It's also all the other spheres together, and that's how we achieve advancing the kingdom of God.

### **Q: What did you do after that?**

We began to speak it out. And today, as I fast forward to today, whenever God gave us the message, we began to speak it out and proclaim it, and then with Youth with a Mission, we began to follow what God said to do next, which was to start a university. We call it the University of the Nations. Our first year was 1978. We set up a college, or as they call it oversees a "faculty", in all seven of the areas that was relating to each one. Instead of setting up a college for family, but we called it counseling and healthcare in that category of family, and then we also had a school of family ministers. So, that

was a part of it. And in each one of the categories we were able to do that. And from this particular basis, the Lord showed us to do it in a modular form. Rather than one campus, we would have many campuses, multiple campuses worldwide. We presently have over 500 in 140 nations. We're offering over 800 courses and seminars and we offer courses and seminars in 82 languages now. And as they're spread around the world, this brings the university to the young people where many of them have no opportunity to go on to tertiary education. And so, this is one of the things we have continued on.

And as we are in our 29th year of the university, we're seeing about 25,000 students a year go through the university every year, and we are also moving into another category, and that's participation with several organizations in convergence and convening; we are converging for collaboration purposes, with over 200 organizations coming together under what we call "Call to All", or you'll find it on the internet at [www.call2all.org](http://www.call2all.org). As we are coming together, we're doing this in forty regions in the world, all over. We've done three already, one in the Hispanic South America, another one in Southern Africa, another one in South Pacific and Oceania which includes Australia and New Zealand. And now we are going to the rest of them throughout the nations, and as we do so, we're challenging the body of Christ to come together and having a global pastor's network, a global media network, a global educators network, and so on, using all of these spheres. And now the church is adopting these spheres worldwide, and they're at the same time adopting what we call a map that is 4,379 locations, we call that/these are "zones", "omega zones", the name of Jesus is "Omega", {he's the alpha, the omega}, and it also means "to complete". So to complete the great commission, we want to go where we're not. Where the church isn't. Where the body of Christ isn't. Where Christians in business aren't. Where Christian educators aren't. And we want to plant all the seven spheres in all 4000 of those "Omega Zones." And in doing so, we believe that we will forward the purpose of discipling all nations. And so this is what we're involved in right now. And it's one of those exciting times as we meet with thousands upon thousands of people around the world, and explain to them what these seven spheres are all about, and how every, literally every culture has elements of all seven spheres. So we want to be sure that Jesus, the Omega, is in every one of the spheres of the world.

**Q: Specifically, I'd like to ask you about the business sphere, or the business mountain.** Talk about the role of the business mountain, and how you think it could change our society. You said earlier that that kind of helps the wealth of the world...what would it look like if Christians started to take over that business mountain?

First of all, according to Dr. David Barrett, Christians own over two-thirds of all the wealth in the world now - those who claim to be Christians. If we would use the wealth of the world to bless the world, and bless it not just those in blessing the needy, but bless it to multiply it. In the last century, the twentieth century, the wealth was multiplied over three times - three times the wealth of the world. How? Every time someone discovers something new, how God has made the matter, and so on, and I used for example the idea of the microchip, but there's all kinds of new innovations that have been coming into the twentieth century, and now into the 21st. Well with all of those inventions, it creates a new enlargement of the market. And in creating a larger market, you actually are spreading the wealth, by production, sales, and service, that's the real business part of business.

But the motor to business, as quite famous scientists have described to me, is the scientific creativity part, because that's the part that fuels the multiplication of wealth. The other distributes it. And so, you don't just give away money to give away money; and like Carl Marx would say, what that did was to destroy the economy of the Soviet Union in just 70 years. Rather, you have productivity, micro-enterprise, you go into a little nation where there's no hope for this lady who has three children and she doesn't know how she's going to support herself, her husband has died - what does she do? And you make a little loan to her. That loan may be a cart to distribute eggs, and she could make a little profit when you teach her how to do that, and then she pays you back the loan.

We're finding for example, with Opportunity International, they have created a million new businesses in one year alone. And they're doing this all over the world, by micro-enterprise. This is a Christian organization started and run by Christians to help people as they grow into a greater productivity, therefore, greater and greater prosperity. Then there are other groups that will take them at the next level. But, that's the way to help the people that are in need so that they do it responsibly, and they're getting paid back, even up to 98-99% of the loans are being paid back. And so it's teaching them responsibility rather than just making them welfare people that says "Ok, give me something for nothing." And this doesn't help people this hurts them. And if they literally can't help themselves, there are certain things they can do still that will make them feel self-respect, and productive, and there are ways to do that as well. But the main thing is to be sure that we take care of people by giving them something that is productive in the realm of business. Now to do this in every area of the world where there's poverty, or to do it where there's wealth and there are people in pockets of poverty, we can help lift them out of poverty through the Bible-way. And the Bible-way: "they that don't work shouldn't eat." In other words, you are driven by your stomach, the Bible says, in order

that you will work and be productive. And so, for people who can, you help them, and you help them get into a business. So if you're going to climb a mountain, and say like Caleb, "Give me this mountain, and call it the realm of business," well that's one of the ways you can do it - by using business for the glory of God. I once said to a German businessman, {his particular product was the best of the best within the nation of Germany, and the world}, and I said to him, {he's a Christian}, I said to him, "Would you consider going into..." and I named a major big country that is closed to the gospel. And I said, "Would you set up a business there and begin to help and open the way even for people to come in from outside so that there can be a broader witness in that nation, a so-called 'closed' nation?" "I don't believe there's really a closed nation anywhere, it's just that it's closed to the present method we try to use to get in. And so, as he did this, and it was so successful, he opened it up in several other countries, eventually over 20 nations, and he got so into it he went into Asia himself, and loves being a part of seeing nations changed through the realm of business.

**Q: How can this and the next generation conquer the seven spheres?  
What can this generation do?**

For this generation presently, it's one of the most exciting generations. They're about 26 and below. Some call them the "media" generation, or the "millennial" generation, or they call them "y" generation, but whatever, they are the most exciting group. One, they are more concerned about the poor and needy than any nation that we've seen in a long time in the generations. They're also global in their thinking, and they don't think of just their own nation. And because of this, and their connectivity because of the media through IT, through the various forms of the Internet and so on, they are really connected around the world. Now when they are sparked by God, and see that God has the answers through them, to change the nations, and find out, "hey, we can do it in the category God's already given us a gifting and a calling to", so it call comes back to their gifts and callings. The gifts and callings of God are without repentance. And so, if they're called into business, or called into education or called into missions and the church or whatever the category is, they can see God coming in and make a change, because we don't have to use old paradigms, we can use the new. And this generation is going to find them, because the greatest form of communication is on us, through the Internet. There's never been a time like this. The first communication was multiplied when we discovered the alphabet. The second was when we discovered the printing press, the Guttenberg press and printed the Bible, and that spread it. And the next time was the electronic when we started using telephones and radio, and then finally, the movie, to put images, and then putting it all together in television, and then together through the Internet.

There's no limit now through the internet. Billions can be communicated with. So, through that communication form, we can challenge people that are really wanting to seek God, to go into their category, and be a missionary for the glory of God. To give one-hundred percent to their mountain of achievement--the mountain they're claiming for God, and their sphere that they're going to fill with the glory of God, with the word of God, with the testimony of their life, allowing their life to shine, because Jesus said, "You are the light of the world. Let your light so shine that they may see your good works, and then glorify your father in heaven." How can we shine? He's the light of the world, Jesus is! Well, He's in us, and through us, He can shine into every one of the spheres onto every mountain that needs to be climbed and brought into the kingdom of God. So we have the challenge for this generation that just fits perfectly and I think it's like dry kindling ready to be set afire, and it's going to be spread about like a wildfire in a hurry and across the nations and across the internet in every form, texting and you name it, blogging and on YouTube and a lot of other tubes that are coming out, like God-tube, and there's Yah-weh, and there's others that are coming out to give their testimony of what God is doing and then through that, beginning to effect their sphere of life.

**Q: Loren, you know in Deuteronomy 28** it talks about us being the "head", not the "tail", and then in Matthew when Jesus prayed to bring "heaven on earth"; what has prevented us from moving over society at that level in these seven spheres and do you think that the focus of the evangelical church of the gospel of salvation vs. the gospel of the kingdom has hindered that at all?

The call of God to the children of God in Deuteronomy chapter 8, first of all, he says that I led you these forty years to test you, to see if you would keep My commandments or not. And to learn that man does not live by bread alone but by every word that proceeds out of the mouth of God. And, I don't think that there's a stereotype. God has a dynamic relationship with His own. Jesus said, "My sheep know My voice, and they follow." And so it's in obedience that we find the true disciples. They're the ones that show up when Jesus tells them to. For example, He said the 500 of His disciples waited, "Wait in Jerusalem until the Holy Spirit comes..." but only 120 obeyed. They were the real disciples. And that's still true to this day. And in Deuteronomy 8 later on he says I'm gonna teach you how to make wealth. And he says in chapter 28, I've got blessings and cursings, and the blessings are wonderful, the cursings are terrible, and if you'll obey Me, these blessings will be yours." And we have seen those blessings. They have come in great, great amounts. In fact, the trillions of dollars that flow through the control of Christians every year is a part of that. But the problem is the obedience. When you arrive at that place, do you obey what God has told you to do? Or do you heap it upon yourself? Or do you obey God into the kingdom? He said to pray this prayer:

"Thy kingdom come, Thy will be done on earth." When? That's now! Where? That's around us, "as it is in heaven." And so the kingdom coming, where is the kingdom? Jesus says in Luke; it's in your heart, it's within you. Whenever Jesus is on the throne of your heart, the kingdom has come. And when you go into a sphere, the kingdom has come into that sphere. But, if you go into that sphere obeying Jesus, you're going to change that sphere.

And so, we don't have to compare salvation to discipleship. Salvation comes before discipleship, however, preparation comes in the soil before the seed is planted. You see, the soil is really the world-view. And if the soil is hard, and unprepared, or has weeds, or birds come and take the seed, that soil doesn't produce anything. But Jesus said one out of four soils is good. And that's the prepared soil. So how do we prepare soil? It's tilled. It's also watered. It's also nurtured. And then, you drop the good seed into the good soil. And that good soil will produce out of that seed a 30-60-hundred fold reproduction. That's where we're missing it. Because the worldview has been shifted in America and the west. And it's been shifted away from the Biblical Christian worldview, which was in my childhood, the worldview of America, and of Europe. And then, as you see the change that has come, then we've taken on a humanistic worldview, that is basically anti-Christian. And with that, we call it a "secular worldview", {we call it "secular humanism"}, but it's really against the Biblical Christian worldview. And then, that hardness of the soil is not producing anything.

But in good soil, then you have good roots that are farmed. The roots are belief systems, what we know to be true. Our reality is, our belief is our world-view, what is real to us. And our trunk of the tree is the value-system, that's what is good, better, or best. And then the limbs of the tree are our behavior, what is done. And out of the end of course are the leaves. The Bible shows that the leaves are not only for protection from the UV rays and it also absorbs the carbon dioxide, there's also healing in the leaves the Bible says. But the fruit is for food. But it's also the seed is in the fruit for reproduction. And we can count how many seeds are in the apple, but we can never count how many apples are in the seed. So it's the multiplication, 30-60-100-fold that we want to see come about.

In order to have discipleship, you have to have converts. In order to have converts you have to have salvation. In order to have salvation, you need a prepared soil. And, so we need it all. And different people play different roles. And we don't just emphasize one to the disregard of the other, but we let them flow in the sequence of God, and the ones that are ready it's like a director of an orchestra, it's time for the violins to play, and then for the trumpets to be quiet or for the drums to be quiet and so on, and then you bring in the others.

And that's how it is as we reach the world because in Mark 16 Jesus said, "Go into all the world," "go" means change of location, all the world means change of geography, "preach", that's communication in all of its forms, the "gospel" which is the core message, "to every creature", that's demographics, "every person", is an individual call to us to go to them with the gospel.

Now the second one is really the first one, which is Matthew 28:18-20, Jesus said, "I have all authority, in heaven and on earth, go therefore, and disciple all nations." "Nations" is not individual, that's corporate. And that's where we have to see the seven spheres or the seven mountains, and see them as a corporate change of even the worldview that they are presently having to shift them into a world-view that will allow the nations to receive all that God has for them in salvation and in all the other blessings beyond salvation, and especially in discipling them to disciple the nations. And He said, "baptizing them, in the name of the son, of the father, and the Holy Ghost." How do you baptise a whole nation? They have to die to the world-view they're in. If it's a Buddhist world-view, or a Hindu world-view, and be resurrected to the world-view of the Biblical, and that which is of Jesus' world-view. And as they're resurrected how do you do that? By teaching them "all that I taught you with." And He says, "And lo, I am with you always..."

So, He will be with us to teach them all that he has taught us. And that's how you change the world-view, both in the individual, and in the world itself. You don't have to have the majority. All you have to have is the tipping point part, and they have to be strong, and understand, but truly wrapped in love, not in arrogance and banging them over the head with a Bible, but rather in love, and living the message. You first model it, then you teach it, because the people are hungry now, because they've seen it in you, and then thirdly you coach it, as they begin to model it, and teach it, and coach it. And that's how the multiplication goes, so that we can multiply the kingdom of God in every sphere of life.

**Q: Are you encouraged by what you are seeing today in nations as it relates to affecting the seven mountains?**

First of all, I am so encouraged. I've been to every nation on earth. I've also been to every dependent country, and another 150 territories and islands beyond. And so, I've gone throughout the world, for the cause of the gospel, not just putting my foot down, staying with the people, moving, for the sake of the gospel, and as I've done this, and I've preached all over the world, and all but a handful of nations where I couldn't speak to a group of at least 5 or 6, and so, in those, I've had to pray, or work individually. But in the area of going around the world, I have watched in over 50 years of travel, as my wife and I

went into Nepal first, in 1963 there were 24 believers in the whole nation.

Today, it's reaching around a million or more. And this has been something I could see. I go in, and I see the church, under one of the spheres, under the mountain, as it's being born, I've watched those who are involved in the medical field, as they are developing in that country, I've watched them as they are in the business realm in Tibet, as some of our workers there, they were doing amazing things, business in other ways, and through this bringing the kingdom of God in. First of all, the growth of the body of believers to say, they have met Jesus personally. This has grown so fantastically from the time Martin Luther, one out of 69 in the world who have known Him personally, to the time of 1900 when we crossed the 1 billion mark, and at that time one in 27 were believers, to the time in 1980, when there were 4.5 billion people on earth and one out of every 11 are saying "We have met Jesus and are following him now." Or, if you count "cultural" Christians, one out of three. But I'm talking about those who are really being transformed, and they are endeavoring to transform in their realm. And I've seen it in government, I've seen it in the military, I've seen it in several ways.

Let me just mention the military. It was in a prayer meeting in 1971, or maybe 1972, I don't know, around there, in Switzerland, where God showed us to give away 100,000 Bibles among the V-Corp army of the military, US military in Germany. Well, we went, and I talked to Dr. Kenneth Taylor and he was coming through just for two hours in Germany, and I told him what had happened in the prayer meeting the day before, and he said, "That's strange, I have 100,000 Bibles left over from a Billy Graham crusade. I'll give them to you, free, but you'll have to get the transportation." So I went to my friend, the chaplain, who was over the V-Corp army Colonel Lamberman, and he was over all the other chaplains, and I shared this vision with him, and he said, "That's good. Tomorrow, I'm to meet with the generals. And I want you to give them the gospel, and then tell them what you want to do with the Bibles." So I did that the next day. And then they said, ok, we'll help you. If you can get the Navy and the Air Force to bring it over, we will get the green trucks to back up," {and if you consider 100,000 Bibles, these were big, thick Bibles, they will fill lots of trucks,} and they used the trucks to do it. And then the army, and the Navy and the Air Force, they brought them over, from Chicago, and we saw those distributed to the V-Corp army. At the funeral of my father, Colonel Lamberman and his wife were there, he said it was the greatest move of God he had ever seen: As the military guys were getting the Bible, and they were starting to apply it in their lives and we were praying and we were witnessing and we were working with them, they says they saw more people saved then any other time that we've seen-the power of the word. And then his wife spoke up and she said, "You know, when we joined the military, we

didn't know of any top military, generals or majors even, or even colonels that knew Jesus, and now it's full of them. And many of them were saved during that time of Bible distribution. I thought, "Oh, God just wants us to get his word out."

1 Timothy Chapter 4 verse 4 says, "Everything created by God is good, and is received with gratitude," and verse 5 says, "and they can be sanctified all the things that God has created can be sanctified by the word of God in prayer." So that's a part of discipling. If we're going to disciple, we've got to use the word, and use prayer, because that's the way it's gonna get done. And that's what we want to see. People, as they're transformed, who will transform all spheres of society. All those mountains can be achieved, like Caleb got his mountain, we can get into those mountains, as we do so with the word of God in prayer.

Equipping leaders to teach the Bible, make disciples, and respond to Christ's call to the nations



Equipping leaders to teach the Bible, make disciples, and respond to Christ's call to the nations



Revealing God's principles through scientific discovery and innovation to deliver an improved quality of life worldwide



Displaying Biblical truth through the integration of artistic, athletic, and creative expression



Understanding the skills and tools to infuse the media with relevant expressions of truth, integrity, and quality



Advocating for learning models founded in Biblical truth that will transform communities



Promoting wholeness in Christ through prevention, treatment, and healing of the mind, body, and soul



Cultivating a worldview based on the reconciliation, redemption and restoration of all nations through Christ

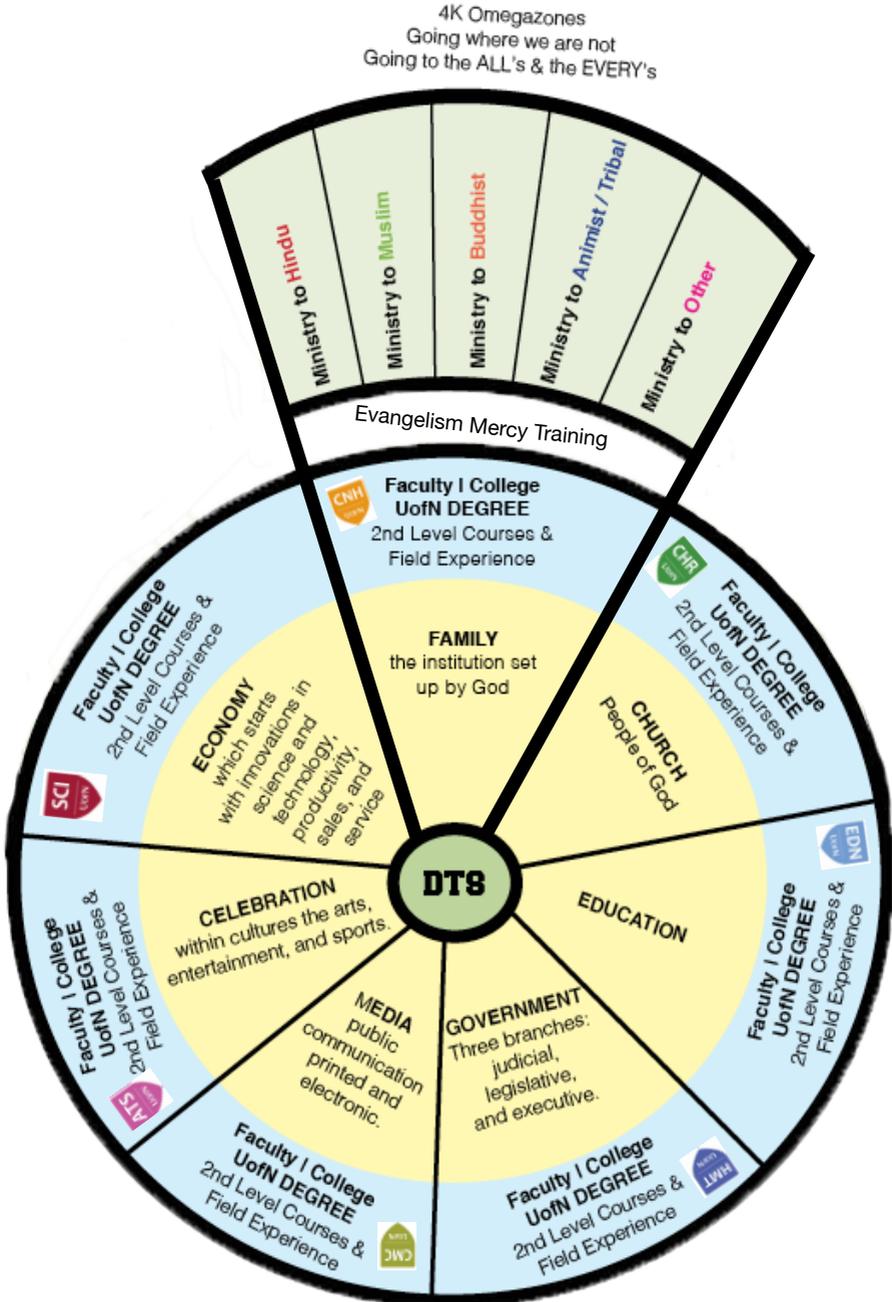


Facilitating the need to connect together in meeting the challenges to fulfilling the Great Commission worldwide

[www.uofn.edu](http://www.uofn.edu)

# God gave YWAM a word in 1975.

Today, as I made this graph, it is to the month 40 years later!





# CIRCLES, CIRCUITS, CYCLES

WWW.YWAM.ORG/FOR-YWAMERS/CIRCLES-CIRCUITS-CYCLES

Notes by Bryan Bishop from Loren Cunningham's message at the Global Leadership Forum, San Antonio del Mar, Mexico, December 2011

Below the line, Loren wrote "Local." Above the line, he wrote "Global" and "Circles of Relationship," "Circuits of Geography," and "Cycles of Time."

In the Tower of Babel story in the Old Testament, they used bricks, not stones; they used tar (a product of death) not mortar (like the earth from which Adam was created). God called them to use stones, not bricks, when creating altars. In the corporate world, you are only a number, like bricks. In the database of government, you are a constituency. The "bottom line" is all about numbers of dollars. Numbering. Remember when David wrongfully numbered his people as a source of pride. Peter 2:5 says that you are living stones God is building into His spiritual temple. In the body, the back can move in many directions. Our body structure has flexibility. If, like Joseph, you no longer have God's worldview, you have Pharaoh's worldview. This view leads everyone into slavery—even Israel, from which Joseph was delivered. All of us are not local, all of us are not global, all of us are global. We're not to be bricks, and we are not to look at the people God has given us as "bricks." It's the fear of flood, though God said it wouldn't come again. In a controlling spirit, we want everyone to line up as bricks, so we don't fear. But it's altars we are to build, not towers. Everything below the line is local. Everything above the line is global. Below the line, "render to Caesar the things that are Caesar's but to God the things that are God's." You pay your taxes, even if you don't agree with what they are used for. Jesus said to Pilate that war and defense and capital punishment were given by God to the realm of government. In Canada, I was invited to speak on the difference between Islam and Christianity. Many Muslims attended. I spoke on the love of God, but afterward I was asked, "What is the role of war?" The TV cameras were rolling and I could sense the tension in the air. I responded, "God gave the government for justice and church for mercy – now ask me a mercy question." The first domain of authority is the individual. When you use authority, you should use it very sparingly. When you do, you should use it as a father or mother, mostly using your influence. Labels, through the pressure of society push you from one sphere into another. For example, Billy Graham was pressured to run for president, to become an "authority." He stuck with his sphere of church—that was his realm of authority. Satan became the "prince" of this earth. Through our sin, we followed him, giving him our God-given authority. Jesus said "I have been given all authority." He claimed it back from Satan. Satan has no authority, and he has influence only through people. Your spiritual authority gives you human influence as well. The individual, family, and church all have authority. We could become an exclusive club. Regarding status quo: there's a status that has to do with pride, with powers. That's not the kingdom of God. It's circles that go out like ripples from a pebble in the pond. Jesus was rock, and we're a part of the circles that go out from His life. After the YWAM 50th Anniversary travels in 2010, we took time off after Christmas. I took four weeks off for first time in my life. I thought God would have us relax. But the very first morning, He gave me a download: Circuit Riders! Some young leaders were sensing this too. I had gotten two old books on Wesleyan beginnings and their impact on societies. With such a great influx of people, they didn't have enough leaders. Pastors would go by horseback in a circuit to preach, teach and to set their elders in order. I had the understanding that God was going to pour out His Spirit in such a powerful way. In the Jesus movement, so many were ready to receive Christ, but the Church was not ready to receive them. In meetings leading up to our gathering in Fortaleza, Brazil, thousands of commitments to Christ were made. There were people from every gang in the city coming to church. Some churches didn't want to accept them. In the Jesus Movement, millions made commitments but many felt rejected by institutionalized church. God wants us to keep moving in circles of relationship. It's circles around gifts, callings, ministry, vision, passion. There are many words for the same concepts, all categories of purpose. In this room, there are several: U of N, mercy ministries, regional/geographical, and demographic.

**During this “download” from the Lord, I received revelation that I originally thought was just for Kona. All year, I wondered if it should be adopted beyond, as it has to do with all of YWAM and church life.** Eldership should receive not only revelation but right interpretation and application. I think this could be revelation for all of us if we get the right interpretation. It's not that we get smaller, but we expand our leadership. So it's not GLF (Global Leadership Forum) but GLFs. Maybe in coming times our travel will get harder, with visas or a collapse in the economy of some parts of the world. God is giving technologies to serve His people. I was able to buy for another organization a whole hospital for USD\$10.00. It's a virtual hospital, led by Dr. Carl, a leading pancreatic transplant doctor who is the head of the medical area for Call2All. They are going to serve frontline primary healthcare workers, and serve doctors and nurses worldwide. We are trying to upload all of the teachings in all the languages we have. This is happening in Kona, with cloudtechnology. Global Virtual Studios is linking the arts worldwide. We are expecting to be able to communicate, have alternate energy and water resources globally in and beyond YWAM.

**Why are we getting these revelations? I believe God wants us to stay close to each other in communication. But we are far away from each other. How do we geographically stay close to each other?** That's in circles of eldership and spheres of influence. Use your influence, but don't use your authority unless you have to.

I have only asked five people to leave YWAM in 50 years. I realize there is a time when you have to do that. You have a legal right at the local level to do that. But only local “fathers and mothers” can do it with love. We tried to set up an international justice system. It would have cost \$1 billion a year to run it. Don't try to use authority if you're not a father. It's like a neighbor spanking your child.

Circles of Relationship. Circuits of Geography (multiplication). Cycles of Time management. We are all to be part of at least one local circle. Every YWAMer and especially leaders need to be a part of a local YWAM community for your personal accountability and your leadership authenticity. Being rooted locally gives you spiritual authority for teaching and leadership beyond the local.

Then you stay relevant.

YWAM has no corporations above the local structure. In the legal battle Kona faced, we were able to prove that in YWAM one corporation isn't led by another as a legal precedent for the USA. At a local level, we have local labels and we have local elderships over legal boards that “render unto Caesar.” Let's move in the spiritual protection we have and that's eldership. We can do all of this from a local level. The President's Gathering for the U of N, that too is a circle of elders.

Someone tried to explain YWAM. They said, “they are not an organization or an institution; they are ‘swarms.’” This term was coined by Justin Long. Swarms are visionary, collaborative, sustainable, adaptable, voluntary, open, and multiplying. That's what our swarms do. This because we are open and other bees come. All of this is true about YWAM when we are really living and moving as we should.

Creating a pyramid isn't the key. We are not to transition out of leadership. We are to enlarge or expand leadership. I don't believe we are to transition out of the GLF, but we are to enlarge this body of elders – fathers and mothers of YWAM. We will enlarge by creating circles. We can also create virtual conferences, so we aren't always flying.

With global eldership, we are able to meet virtually because we do also have times when we can be together and embrace. We need those. Then there are other times when we don't have to be together. Like we did last night, sharing with the Africa group around this table, it's an important part of who we are. Let's not make it smaller; that leaves people out. As we honor our fathers and mothers, that 5th commandment is for us in YWAM. Let's enlarge and multiply our elderships and enrich and secure the YWAM movement which is spiritual, not a legal entity except at individual operating locations.



### **In the next season, pray for all the circles we have in YWAM and those we should have.**

Think of the circles we could have. What about a circle for all the cooks in YWAM? Circles in every sphere; we are working on a SphereView Bible. When a businessman and his family went through DTS, it changed his life: David Lindsey then started Companies With A Mission (CWAM). We want to start “sphere ministries.” We want to have people in government and all the spheres who relate to us at a vision level and spiritually—NOT legally or politically.

As these things happen, it brings multiplication as we have circles for every one of the seven spheres. Have a circle for Bible distribution. We can have circles in every category in YWAM. I pray we will receive a check or wisdom or anointing so we can receive the great influx that is coming. We need to have the trenches dug, so it can become a movement generated by the Spirit of God.

Who are elders? Think of the five-fold ministry gifts of apostles, prophets, evangelists, pastors and teachers. Elders are to be apt to teach. You use the influence of your life and teaching. How do you correct someone when you are apostolic and not the director? Jean Patrick said he lost authority when he became regional director. He'd had a fatherly role before. Matthew 18:15-20, bring it to individual, then original witnesses, then the congregation. Keep it within the place and level where you are. That's important for maintaining relationship. We see many ministries thrive and die because they don't honor the 5th commandment. Honor your fathers and mothers in the faith.

For your legal board, 1/3, 1/3, 1/3 works well with people you can trust: a combination of global YWAMers, local YWAMers, and representatives of donors from business and legal spheres blends well and gives a strong board, especially in troubled waters and seasons. One-third represent local donors (not pastors); one-third are YWAM elders beyond the local; and one-third from leadership on the local base. You want to have relationship as associates, not authority.

We are grateful that there have not been major schisms in YWAM throughout our history. If there is a situation with a leader, we do not want to destroy the ministry to discipline the leader. It would be like the like the Old Testament story of cutting the baby in half. Find another path for discipline. You will destroy the ministry if you don't trust people. You do put safeguards in place and you give teaching.

A geographical eldership is one of the circles. We are not saying to do away with geographic eldership. But the church mission (religion) platform has been held up above the others. This must change to include all seven spheres. We must not say geographic leaders are above everyone else; it's just one of the circles. They have a legitimate role, but don't lord it over others because they are “above” you. Have circles over each and every Omega Zone, and then neighborhoods. Granularity will allow us great growth.

An ending challenge from Loren:

It is God's vision to YWAM and to the whole body of Christ to “be fruitful and multiply and fill the earth” Gen 1:28. It's time to not only plan for 4K, it's time to commit and do it: a YWAM operating location in every Omega Zone. Let's get an organic relational eldership foundation that will allow for the spiritual tidal wave that's coming. Pray for it! Plan for it! Work for it! Adapt and change for it! We must be prepared or we will be left behind when it comes. Even now, come in power and strength, Lord Jesus! \* \* \*

#### **David Hamilton's highlights from Loren's message:**

*—We are called to build with stones not bricks. We value the uniqueness of every individual. We do not pump people out in mass production. We are called to build altars not towers.*

*—Loren spoke about spheres, not domains. He highlighted individual, family, church, government, and covenantal associations (eg: legal entities that render to Caesar things that are Caesar's). When we resort to authority as our mode of leadership, we tend to lose influence. The labels we use to describe our positions have authority implications. Is there other language? It's not dis-empowering but understanding what God has called us to be.*

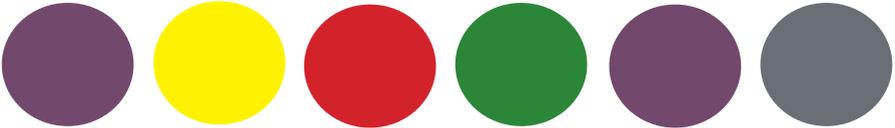
*—We are not in a time of transition but expansion. Our entities are not to be smaller but to be enlarged. We're not to have one global leadership forum but many and more inclusive forums.*

*—Circles, circuits and cycles. Circles is about the demographics (people), circuits about the geographics (space), cycles about chronology (time). Most important is the circles, which are relational, purposeful. Apostolic communities.*

*—Glocal. We need to be involved locally and serving here and now, especially as we minister globally.*



CIRCLE: SIMILAR MINISTRY PASSION



MULTIPLE CIRCLES: ALL WITH THE SAME MINISTRY PASSION

- Similar ministry passion
- Everyone belongs to a circle
- This becomes your tribe
- Life occurs here
- Discipleship
- Accountability
- Numbers of circles - not important
- Number of staff in a circle - not important

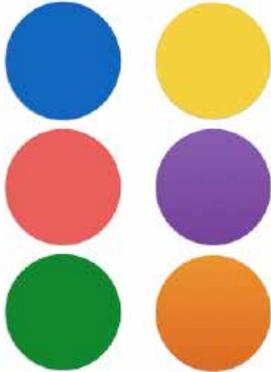
Every Circle has a Leadership Team  
 Every Circle has multiple departments, ministries &/or individuals

## YWAM CIRCLES SAMPLE



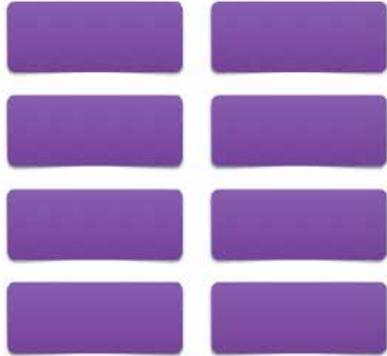
# SAMPLE

## CIRCLES



[EVERYONE BELONGS]

## MATRIX TEAMS



[MANY SERVE]

## SAMPLE MATRIX TEAMS



# SAMPLE

**B**iblical Transformation  
preaching, teaching, worldview, spheres,  
proclamation, orality

**D**evelopment  
people, projects, communities  
(geographical areas)

**A**wake  
spiritual awakening, revival, transformation,  
focus on worship & intercession

**V**alley  
passion for Sun Valley {Masi, Capri,  
Ocean View, Fish Hoek}

**J**ustice & Restoration  
freedom, law, fighting injustice, governance,  
acts of restoration

**C**elebration  
Arts, music, sports, quality of performance,  
dance, fine arts, cultural expressions

**G**ateway  
entry point, mobilising, equipping all  
nations to reach all nations

## ASIAN SAMPLE Matrix Teams Bare Minimum Responsibilities Each team has a leader or convener

### Facilities

- Security Roster
- Morning chores
- Maintenance and oversight of buildings
- Keys

### Finance

- Bills (rent, utilities, etc)
- Staff contributions
- Petty cash
- Data entry
- Deposit money

### Community Life

- Intercession
- Worship
- Birthdays and Farewells
- Guest accommodation
- Pastoral care
- Orient new staff

### Gateway

- Visa letters
- Answer staff/vol/intern inquiries
- Process applications
- Meet & Greet (tour)
- Insurance
- Office supplies

### Communication

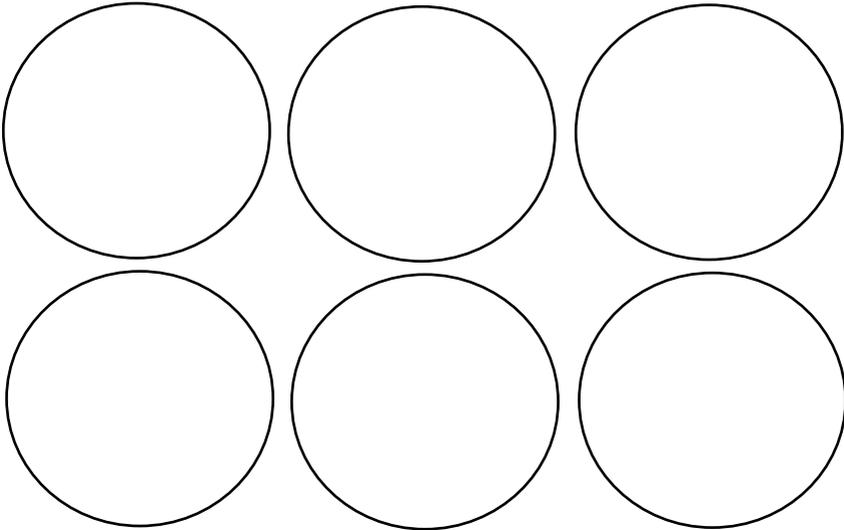
- Social networking
- Websites (dates, updated, etc)
- Publications
- All communication Out

### Training

- Orientations of schools
- Staff training
- UofN alignment
- Schools supplies
- Continuity

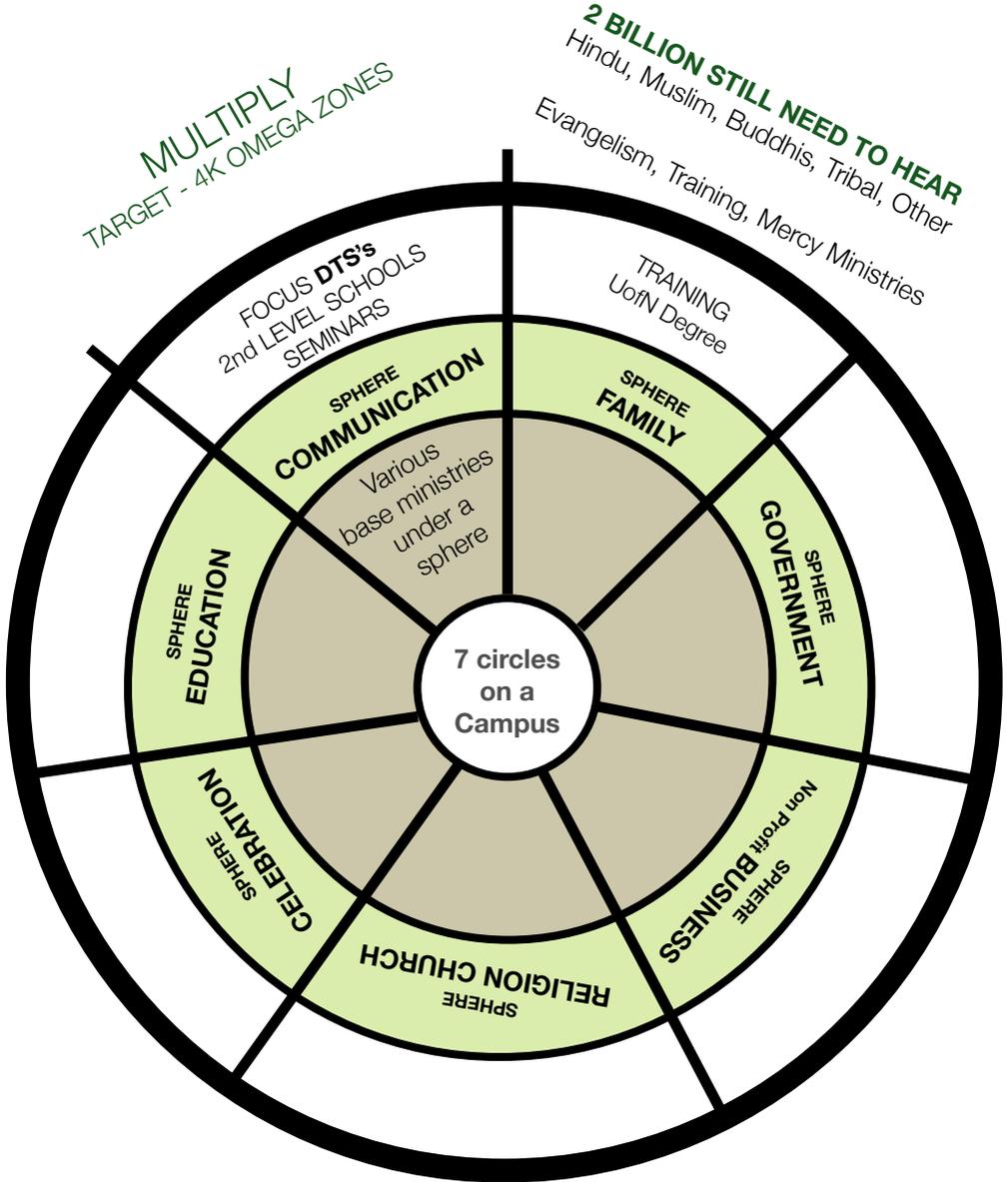
## Possible application

Circles - everybody belongs (could be a sphere)



Matrix Teams - many serve


GROWTH **SUGGESTION** FOR GROWING BASES & CAMPUSES  
 USING THE "7 SPHERES" & "CIRCLE" (same passion) MODEL





## **UOFN DEGREE REQUIREMENTS**

***quick glance - see next page for detailed instruction***  
for more information visit [uofn.edu](http://uofn.edu) online - see catalogue

1. DTS completed
2. Two courses on two different continents other than your home-base
3. Four courses on one base / location - (could be your home country)
4. Three Core Curriculum Requirement: (required for all Bachelor's degrees)
  - The Communication requirement (12 credits)
  - The Applied Christian Thinking (ACT) (12 credits)
  - The Bible requirement (12 credits)
5. Secondary (High) School Graduation or Equivalent
6. Field Assignment/Practicum/Internship Credits

An approved degree programme must include:

- 16-36 credits of field assignment/practicum/internship for the Associate's degree,
- 24-36 credits of field assignment/practicum/internship for the Bachelor's degree,  
and
- 12 credits of field assignment/practicum/internship for the Master's degree.

All students applying for a U of N Master's degree must have satisfactorily earned a Bachelor's degree or its equivalent. Approval by the College/Faculty Dean of the degree program and Provost is required.

A total of 84 credits is necessary for an AA/AS degree, which includes the credits received from a DTS and its field assignment. A total of 144 credits is necessary for a BA/BS degree. This also includes the credits received from a DTS with its field assignment. A total of 48 credits is necessary for an MA/MS.

## Courses approved as meeting Core Curriculum Requirements

### Applied Christian Thinking

- HMT/SCI 211 Humanities and Science - A Christian Perspective (HAS)
- HMT/SCI 213 School of Biblical Christian Worldview (SBCW)
- HMT/SCI 215 Transformation School (TS)
- HMT/SCI 217 Engaging with God's World (EGW)

### Bible

- CHR/ATS 211 Biblical Foundations for the Arts (BFA)
- CHR 211 Bible Core Course (BCC)
- CHR 213 School of Biblical Studies 1 (SBS 1)
- CHR 221/322/323 School of the Bible (SotB, Full 3 quarter sequence)
- CHR 225 Bible School for the Nations (BSN)
- CHR 227 Introductory Bible Course

### Communication

- CMC 211 School of Communication Foundations (SCF)
- CMC 215 Introduction to Communication
- CHR/CMC 287 School of Frontier Media (SOFM)

**Centres do NOT offer degrees**, but they do work with the Colleges/Faculties to develop degree programmes related to their areas of expertise. Specialized courses and degree programmes related to the Centre's mandate are offered within the seven Colleges/Faculties. Currently there are five functional international centres in the University of the Nations. These are:



- DEV Community Development Centre
- DSP Centre for Discipleship Training Schools
- EUR Centre for European Studies
- FAM Family Resource Centre
- GEN GENESIS Centre
- STU Student Mobilization Centre

The degree of Associate of Arts (AA) or Associate of Science (AS) will be granted to any student who has registered for an Associate's degree on an "AA/AS Degree Programme Planning Form" which has been fully approved and who has satisfied the following requirements:

- Discipleship Training School prerequisite
- Secondary (High) School graduation or equivalent requirement
- Language proficiency
- 16 – 36 Field Assignment/Practicum/Internship credits
- Satisfactory completion of all required courses for the particular degree programme, including pre-approved electives
- Total of 84 credits including DTS and field assignment, with a maximum of 24 transfer credits
- A "UofN Application for Graduation Form" filed six months before the anticipated conclusion of the degree programme
- Satisfactory clearance of financial accounts of all UofN schools and seminars

## U OF N DEGREE PROGRAMME PLANNING CHECK LIST PROCEDURAL STEPS:

The timely completion of the following steps are the responsibility of the student. These steps are to be completed in consultation with an approved Student Advisor.

1. Registration for a Degree (Use "U of N Degree Programme Planning Form")
  - a. When a U of N student wishes to become a degree candidate, the student registers their intent and develops a degree programme plan by filling out the "U of N Degree Programme Planning Form" with the assistance of an approved Student Advisor from the College/Faculty of choice. A copy of the U of N Degree Programme Planning Form is then sent to the International Dean Representative and the Provost Office Representative.
  - b. The "U of N Degree Programme Planning Form" is approved when signatures of the International Dean Representative and Provost Representative have been obtained.
2. Application for Graduation (Use "U of N Application for Graduation Form")
  - a. Six months before the anticipated conclusion of the degree programme, the candidate files an "U of N Application for Graduation Form."
  - b. The candidate is responsible for the satisfactory clearance of financial accounts of all U of N schools prior to graduation or the issuance of transcripts.

### ACADEMIC REQUIREMENTS:

The satisfactory completion of the following academic requirements for a degree programme must be an approved by the International College/Faculty Dean or Representative.

### AA/AS BA/BS MA/MS

1. \_\_\_\_ Discipleship Training School (or CDTS) Prerequisite met.
2. \_\_\_\_ Cross-Cultural Requirement met.
3. \_\_\_\_ Core Curriculum Requirement met:

!For the BA/BS only one course in each category: \_\_\_\_ Bible: CHR 211, 213, 225, 227, 221/322/323; \_\_\_\_ Communication: CMC 211, 221; CHR 371; CHR/CMC 287; \_\_\_\_ Applied Christian Thinking: HMT/SCI 211, 213; HMT 215, 217

for a MA/MS candidate with no previous university-level Bible courses:  
Core Curriculum Requirements: \_\_\_\_ Bible: CHR 211, 213, 225, 227, 221/322/323.

4. \_\_\_\_ Residency Requirement met (four courses totaling for the BA/BS and two courses for the MA/MS in residence or directly operated from from one U of N location).  
U of N Degree Planning Check List; App'd: Provost Team, Lausanne, July, 1995; Printed April 2, 2012 Page 1 of 2  
2005 U of N Reference Guide. Copyright © 1995 by YWAM/U of N; Revised 1997, 2000, 2005, 2011. Page 261
5. \_\_\_\_ Secondary (High) School Graduation or Equivalent met.
6. \_\_\_\_ Bachelor's Degree or Equivalent Requirement met.

7. \_\_\_\_ Language Proficiency fulfilled.
8. \_\_\_\_ YWAM/U of N Field Assignment/Internship Credits fulfilled:  
16-36 credits for AA/AS; minimum two field assignments, including DTS  
24-36 credits for BA/BS; minimum three field assignments, including DTS  
12 credits for the MA/MS;
9. \_\_\_\_ Seminar Credits fulfilled where appropriate.
10. \_\_\_\_ XXX 391/591 Directed Studies Courses  
no more than 24 credits allowed in a BA/BS
11. \_\_\_\_ Pass/Fail Courses (no more than 48 credits total allowed including DTS/CDTS and old entry level SOE)
12. \_\_\_\_ General Transfer Credit Policy and Procedure fulfilled:  
maximum of 24 credits for a AA/AS;  
maximum of 72 credits for a BA/BS;  
number of credits is at the discretion of the Provost for MA/MS
13. \_\_\_\_ Thesis:  
all BS degrees in the College/Faculty of Science and Technology and all BA degrees in the College/Faculty of Humanities and International Studies require a thesis; however, in the other five Colleges/Faculties a thesis is generally not required for a BA/BS candidate unless the student is transferring more than 12 credits. Not more than 12 credits are granted for a BA/BS thesis; optional for all MA/MS candidates. Maximum 6 credits are granted for the MA/MS thesis.
14. \_\_\_\_ Satisfactory completion of all required courses for the particular degree programme, including pre-approved electives. A grade point average of at least a "C" must be maintained to successfully complete a AA/AS and BA/BS degree in the U of N. A grade point average of at least a "B" must be maintained to successfully complete a MA/MS degree in the U of N.
15. \_\_\_\_ Total credits fulfilled:  
84 for an AA/AS including DTS/CDTS lecture and field assignment/outreach  
144 for a BA/BS including DTS/CDTS lecture and field assignment/outreach  
48 for a MA/MS beyond the completion of the DTS/CDTS lecture and field assignment/outreach
16. \_\_\_\_ Satisfactory clearance of financial accounts of U of N schools and seminars.
17. \_\_\_\_ A "U of N Application for Graduation Form" six months before the conclusion of the degree program.

# UofN Academic Advisors 2016



College of Communication  
Donna-Rae Cartwright  
dr.cartwright@uofn.edu



College of Arts & Sports  
Julie Spence  
j.spence@uofn.edu



College of Science & Technology  
Derek Chignell  
d.chignell@uofn.edu



College of Education  
Mark Brokenshire  
m.brokenshire@uofn.edu



Christian Ministries  
Scott Orvis  
s.orvis@uofn.edu



College of Counseling  
Brad Tout  
b.tout@uofn.edu

College of Healthcare  
Kathryn Kennedy  
k.kennedy@uofn.edu College of



College of Humanities  
Ed Sherman  
edgar.sherman@uofn.edu



Centre for Community Development  
Christine Colby  
christine.colby@uofn.edu

International Centres

Student Mobilisation Centre  
Extension Studies Centre  
Centre for Core Curriculum  
Community Development Centre  
Centre for Discipleship Training Schools  
Centre for European Studies  
Family Resource Centre  
GENESIS Centre

## UOFN INTERNATIONAL REGISTRARS: 2015

EAST ASIA/PACIFIC: Tammie Riscili  
University of the Nations  
International Registrar for Asia-Pacific (Pacific, East Asia)  
75-5851 Kuakini Hwy, Box #195  
Kailua-Kona, HI 96740  
USA  
Email: registrar.ap@uofn.edu

---

For Asia - John M  
(South Asia; Southeast Asia/Australia;  
Indochina/Philippines; Central Asia):  
University of the Nations  
International Registrar for Asia  
PO Box 7,  
Mitchell ACT 2911  
Australia  
Email: registrar.asia@uofn.edu

---

EUROPE – Vimbai Nyandoro  
Youth With A Mission Amsterdam  
U of N International Registrar for Europe  
Kadijksplein 18  
1018 AC Amsterdam  
Netherlands  
Email: registrar.europe@uofn.edu

---

LATIN WORLD: Miriam Steyer  
University of the Nations  
International Registrar for Latin Records  
P.O. Box 2266  
AC EQS 104-304, Brasilia  
DF 70343-970  
Email: registrar.latin@uofn.edu

---

India:  
Registrar, UofN Lonavala  
GPO Box 27  
Lonavala 410401, M.S.  
India  
Email: registrar.india@uofn.edu

---

AFRICA & MIDDLE EAST – Mandi Dreyer  
University of the Nations  
International Registrar for Africa & Middle East  
Private Bag X129  
Muizenberg  
7950  
South Africa  
Email : registrar.afme@uofn.edu

---

NORTH AMERICA  
Danielle Fagan  
University of the Nations  
International Registrar for NACAC  
P.O. Box 1005  
Grayson, GA 30017  
USA  
Email:registrar.nacac@uofn.edu

---

MCA (Mexico and Central America)  
Rosella Dodero  
Youth With A Mission San Jose  
252 Sabanilla, Montes de Oca  
San Jose 2070  
Costa Rica  
registrar.mca@uofn.edu

---

U of N Transcripts Office:  
Youth With A Mission  
PO Box 1526  
Ocean City, NJ 08226  
USA  
Email: transcripts@uofn.edu

---

UofN CATALOGUE YEAR

2014 - 2015 - 2016

2017 - 2018 - 2019

2020 - 2021 - 2022



## **New Base Registration with YWAM How does it work?**

Registration of a new base with YWAM International

Whenever a new YWAM base opens, even while it is still under the leadership of another base, this new base must be registered with YWAM International. This is done by completing the YWAM International Survey. This must be done before offering schools.

1- Please have your national leader or regional leader send a short email confirming that the new location meets the requirements for a new operating location.

The email should be sent to YWAM International Communications

YWAM Global Leadership's Criteria For An Operating Location (summarized):

- 1) Physically and financially separate from other YWAM locations
- 2) Recognized leadership by the senior YWAM leadership over the area
- 3) Permanent YWAM presence. Not a temporary location, organized say for an event

2 Please send also the following basic information (national leader or regional leader)

- \* official name of ministry, i.e. YWAM + location or other name
- \* email contact (up to 2)
- \* phone number (up to 2) and fax number if you have one
- \* director's name and/or other contact person's name
- \* address (Mailing address like a post office box, or actual physical location address that works as a mailing address. If your mailing address doesn't correspond to your location, please give us some information about that for our internal notes.)
- \* number of full time and part time staff
- \* languages spoken at your location

Eventually you will be able to list schools, ministries, and staff opportunities to your profile.

Note: The survey email address, from which you will be receiving your annual survey is: [survey@ywam.org](mailto:survey@ywam.org) or [survey@intlcom.org](mailto:survey@intlcom.org) Please add this to your email address book, to help ensure that emails coming from that address book don't end up in your spam folder.

## Filling out the YWAM International

Survey each year is the responsibility of each operating location, and is the best way to keep your profile and Go Manual information up-to-date.

The information appears on multiple websites including [www.ywam.org](http://www.ywam.org) and [www.uofn.edu](http://www.uofn.edu) according to the security settings that you select.

The information from the survey also provides statistical information to YWAM's global leadership about growth and trends in YWAM. It is also an excellent, free way to promote your location, schools, outreaches and staff needs.

### 2 - Registration of schools

This is done every three years to update school information for each new U of N catalogue. The process is all done online through a Form A. This form is a planning of what is proposed for the school and asks for things such as objectives and strategies, topics of each week, planned guest speakers, etc. After registration, the school will appear in the catalogue and on the [uofn.edu](http://uofn.edu) and [ywam.org](http://ywam.org) websites – it is also free advertising for your school!

### 3 - Student Registration

This is done for each school through Forms B, C1 and C2 to register the students. This can also be done online, if preferred.

Your Int'l Registrar will instruct you after your Form A is approved.

## BRAND NEW SCHOOLS

When a 'brand new school' is registered, a new code is assigned to it right after the Form A approval. This new school needs to be added manually into the IRP and LRP.

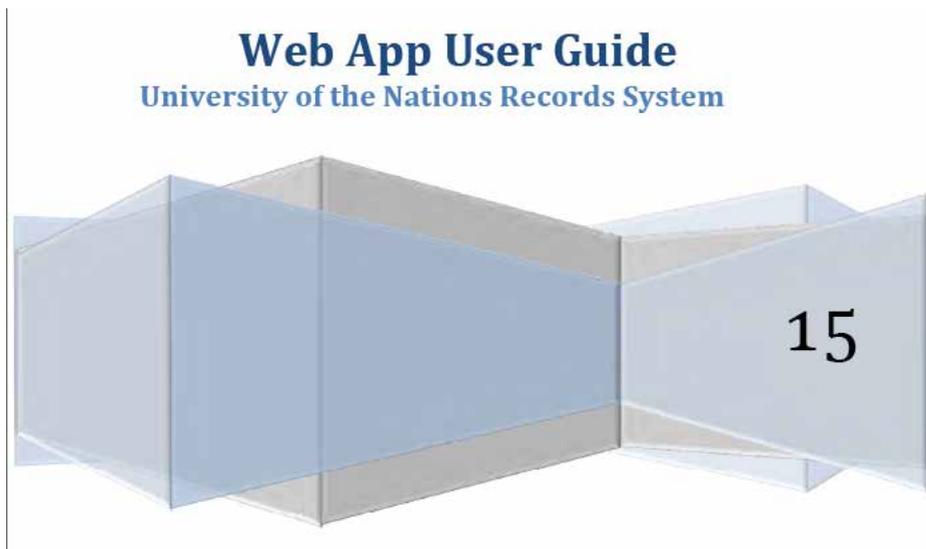


Dear Base User,

We're very pleased to introduce you to the new University of the Nations Records System.

We believe you are going to be very happy with the new system and its added capabilities. Your first step as you begin to use it is to familiarize yourself with new language (terms) and the new layout!

'Web App' is the new application you and you school leaders will use to register schools and students for your base. Here's the basic menu – you will learn details on the next pages.



*2015-Sept*

*Important Note: this User's Guide is a work in progress! This is simply the first edition to get you started. It will be updated and added upon as we receive feedback from the users.*

*You may write to your Int'l Registrar or to [rs@uofn.edu](mailto:rs@uofn.edu) with your questions or suggestions*



**Dashboard** - somewhat resembling a car's dashboard, it is a "progress report" that displays up-to-date information about active schools in your base. It will show you what schools are in progress, if any are pending approval, etc. This will help you keep track of everything related to records in your base. This dashboard has links to the courses that can be directly clicked on.

**UofN Templates** - this is NEW! You now have access to ALL UofN courses and their basic information. Colleges are working to build a more detailed template for each of their schools.

**Courses and Dates** - this is where you enter to add Course instances - formerly known as 'Form B, Form C1 and Form C2' - this is how you register each school occurrence, with exact dates, students, evaluation, grades.

**Users** - if you have 'base leader privileges' you will be able to add/delete users to your base

### Your Base's Name

**Course Registrations** - to merely known as 'Form A' - process to register a specific school in your base every 3 years.

**Reports** - this is a long desired feature! Now you will be able to create a report with information of all students that have taken courses in your base.

### Your own Name

**Your personal Student Area**  
Also NEW! Now you will be able to see your UofN profile with all courses you have taken. Also included are forms that you may need, such as degree forms.

# GETTING STARTED

## QUICK GUIDE for the UofN Web-App

Web App Getting Started Quick Guide - English (May 2015) Subject to change.

---

### Create a [Course Instance](#) (1st Part of [Form B](#))

- Login to the Web-App
- Click on 'Courses' in the left Menu bar and then click on 'Course instances'
- Click on blue button 'Add new Dates'
- In the [Course Registration \(formA\)](#) box, choose the school you are adding (these are courses that your base has an approved Form A for)
- Fill in all required fields
  - Give the course a local name so you can find it easily when you have to come back later e.g. Tribal DTS Jan 2015
  - Average lecture fee's for 1 student
  - Course language – start typing and should appear – you can have multiple languages
  - Course leader – if not in drop down menu click 'Add' and complete Lecture Phase dates
  - Outreach – click the box if there is an Outreach for the school then add dates

NOTE – dates can be edited right until you submit your evaluation reports.

**SAVE**

---

### Add students to a [Course Instance](#) (Student registration [Form B](#))

- Go to 'Course Instance' in left menu and find the Course Instance you want to work on
- Click add students under Lecture Phase
- If this is a DTS click on 'Manfully add Students'

- If this is a second/third level school and the student has previously studied at your location you can click on " Past students", find them and add.
  - Please complete all fields with red border.
  - If the student doesn't have an email address, select the tick the box and confirm.
  - Once all students are added click on Submit
  - Payment box will appear
    - Choose payment method – Credit Card will be instant payment, all other options are notifications of how you will pay. Please ask your International Registrar for more specific details
- 

### Complete Lecture Evaluation (Form C1)

- Go to 'Course Instance' in left menu and find the Course Instance you want to work on
  - Click Evaluate under Lecture Phase
  - General Evaluation – complete all box's (you can save and come back, but all fields must be completed before you can submit)
  - Weekly Evaluation – click on each week and complete
    - You must evaluate a minimum of 5 days each week (you can evaluate day 6 and 7 if there was any relevant activities)
    - If you have multiple topics you can add these or separate them by number of days – example 3 days Hearing the Voice of God, complete fields , save then click on the same week and add another range of days and topics.
    - Complete all fields
    - Complete all weeks – without that you will not be able to Submit
  - Once completed – click Submit green button on the right top of page.
- 

### Complete Lecture Grades (Form C1)

- Go to 'Course Instance' in left menu and find the Course Instance you want

to work on

- Click Assign grades under Lecture Phase
  - Grade column – choose grades
  - Status – Choose Status
  - If all fees are paid leave box ticked
  - Check that Credits assigned are correct, otherwise adjust by deleting days.
  - If a Comment box highlights in red, please add explanation e.g. if Status is incomplete.....
  - Check accuracy and Submit Grades
- 

### Create Outreach teams and add students to outreach teams (Form C2)

- Go to 'Course Instance' in left menu and find the Course Instance you want to work on
  - Click 'Add students' under Outreach Phase
  - If you have multiple Outreach teams click on Add team and give each team a name.
  - Drag and drop students into the outreach team they belong to.
  - Once all teams and students are added click on Submit
- 

### Complete Outreach Evaluation (Form C2)

- Go to 'Course Instance' in left menu and find the Course Instance you want to work on
- Click Evaluate under Outreach Phase
- General Evaluation – complete all box's (you can save and come back, but all fields must be completed before you can submit)
- Choose the Outreach team if more than one and evaluate.
- Location Evaluation – Outreach is not evaluated according to week as it was in the past, but by location(s).
  - Click on 'Add activity'
  - Enter start and end date for the time you were at the outreach location
  - Complete as much of Location details as you can and/or drop marker on the world map. The more data you enter the more the marker

- will show the location on the map.
  - Add Primary activities (you can do more than one), Add resources
  - and complete outcomes. Click Save
  - Complete activities for each location you have been;
  - and then Click 'Finish evaluation for this team'.
  - Complete all Outreach team evaluations (if more than one team).
- Once completed – click **Submit green button** on the right top of page.
- 

## Complete Outreach Grades (Form C2)

- Go to 'Course Instance' in left menu and find the Course Instance you want to work on
- Click Assign grades under Outreach Phase
- Grade column – choose grades
- Status – Choose Status
- If all fees are paid leave box ticked
- Check that Credits assigned are correct, otherwise adjust by deleting days.
- If a Comment box highlights in red, please add explanation e.g. if Status is incomplete.....
- Check accuracy and Submit Grades

## **UofN Web App: <http://app.uofn.edu>**

(used by Bases and Students)

### List of Documents:

1. Logging in as a Base User
  - 1- Requesting first time setup as a base
  - 2- Logging in
  - 3- How to reset User password
2. Creating additional Base Users
  - 1- How to create additional Web App User
  - 2- Levels of User permissions
3. General Layout and Flow of information
  - 1- Flow of course registration
  - 2- General layout of Web-App
  - 3- Web App in other languages
4. Course Registration (Form A)
  - 1- Course Templates explained
  - 2- Creating a Course Registration
  - 3- Payment
  - 4- How are Course Registrations Processed
5. Course Instances (Forms B/C)
  - 1- Creating Course Instances
  - 2- Student Registration
  - 3- Completing Lecture Evaluation and Grades
  - 4- Completing Outreach/Internship Evaluation and Grades
6. Printing Certificates
7. Payments
8. My Personal Information
  - 1- My Profile
  - 2- My Courses
  - 3- Privacy Settings
  - 4- Other Documentation
9. Outcome Based Learning
10. Glossary of Terms
11. List of UofN International Registrars

## 1. Log-In in as a Base User

### 1- Requesting first time setup as a base

If your base has never used the UofN Records System 'Web-App' you will need to write to your UofN International Registrar (see list and contact details on page 27) to set your base up and create a primary user login. This will most likely be your Base Leader or confirmed Training Administrator.

Please provide the International Registrar with as much information as possible, minimum being:

- Base Name
- Base Leader/Training Administrators name, their role.
- Email address

They will receive an email with a link that will enable them to create a unique password for their log-in.

The Base Leader, training administrator and any other users given permission by your leadership will be able to create additional users for your base.

### 2- Log-in

- To log-in to the UofN Records System Web App go to <http://app.uofn.edu>
- Enter your user id – this is most often an email address – and password (the first time you log-in you will be asked to create a unique password for yourself).

### 3- How to reset User password

- Passwords can be reset by on the login page of Web App <http://app.uofn.edu> by clicking on 'Reset Password'. On next screen add your email address, click 'Submit' and an automatic email will be sent to you with instructions.

UNIVERSITY OF THE NATIONS

Log-in

Username  
registrar.asia@uofn.edu

Password  
\*\*\*\*\*

[Reset Password](#) Click here for Password Reset

[Signup](#)

Request for a new User login – primarily for students to access their own records.

Login

UNIVERSITY OF THE NATIONS

Did you forget your password? Please enter your username below.

ADD USER'S EMAIL ADDRESS AND CLICK 'SUBMIT'

Submit

## 2.Creating additional Base Users

### 1- How to create additional Web App User

ONLY USERS WITH A 'BASE LEADER' or 'TRAINING ADMINISTRATOR' privilege can create new users for a base.

This privilege needs to be kept to a minimum for security and confidentiality reasons

- Open the Web App and click on 'Users' on the left menu bar. This will open the current list of base users, username, and their privilege status
- To add a new user click on the 'Add User' button.
- Complete all the details and choose privilege levels. Click Save.
- The added user will receive an email with a link they need to follow to create their own unique password.

YVAM Institute of the Nations (Canberra Campus) > Users

Payments Support Logout

**Add User**

**2: Click here to add new User**

Search	First Name	Last Name	Username	Role	Address
	John	Mraz	johnmraz@ywamcanberra.org	Base Leader and Training Administrator	
	Leonie	Watts	lesco@ywamcanberra.org	Course Leader	
	Steve	Watts	stevewatts@ywamcanberra.org	Base Leader and Training Administrator	

**1: Click here to open 'Base Users' page.**

Users JOHN MRAZ

YVAM Institute of the Nations (Canberra Campus) > Users > Add User

Payments Support Logout

First Name  
DIII Rom

Last Name  
Faudel

Email  
highmountains@gmail.com

**Course Leader**  
User assigned to the base area

**User Privileges**

- Base Leader and Training Administrator
- Create and remove users
- Edit user permissions
- Submit course registrations to the User
- Update base profile

Users JOHN MRAZ

## 2- Levels of User permissions

- Base leader and Training Administrator:
  - Has access to the base area
  - Create and remove users
  - Edit user permissions
  - Submit course registrations (Form A) to the UofN
  - Update base profile
  - Create and Submit Course Instances (Form B/C) to the UofN
- Course leader
  - Has access to the base area
  - Submit course registrations (Form A) to the Base leader / Training Administrator
  - Create and Submit Course Instances (Form B/C) to the UofN

## 3.General Layout

### 1- Flow of course registration

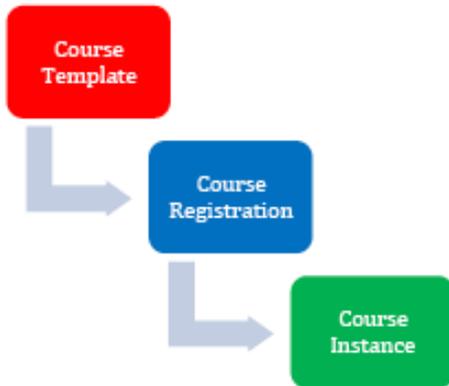
The background to the new UofN Record System is the flow of data and other information. It incorporates both the old Form A system and the Form B and C systems into one. It allows a base to enter and submit all the above in one place. old Form A website + old LRP – Forms B/C website = new UofN Records System – Web App

### In the new UofN Records System we have a 3 layered course structure -

1. **Layer one** are the **Course Templates** for lectures and field assignments. In this first edition of the Web App, the Course Templates contain only the basic information of each course as found in the UofN Catalogue (i.e. Course name, Course Code, Key Objectives and minimum/maximum credit requirements). Each UofN College/Centre is working to create complete templates for each of their schools – a work in progress!

2. **Layer two** is the **Course Registration** of a course or field assignments at a location and the approval process which is valid for that catalogue period (3 year period). The registration of a course/FA is either based off a template or a previously approved course, or it is a totally new course. Note that EACH phase is registered separately under its own Course Number. The Course registration is submitted and firstly approved by the base leader (or representative) and submitted for approval by the college/center and Provost.

3. **Layer three** is the specific Course Instance that a course or field assignment is run at a location. This includes the exact dates, registered students, their grades and the actual course outcomes (Form C). Layer three does not apply to extension studies courses.



## 2- General layout of Web-App

After you log-in to the Web-App the first page will be the Dashboard. The left Menu will show you your base name and items you can access as a base user (depending on your permissions level); as well as your personal Profile section (this is the same that a student would see when they access their web-App portal).

- o **Dashboard** – overview of your bases Course Registrations and Course Instances. These can be expanded by clicking on the individual dash board items, and allows you to go directly to the selected item.

- o **Courses** – This is the heart of all your work with Course Registrations and Course Instances.

Click on the link to expand the menu. It contains

- UofN Templates
- Registrations
- Courses and Dates

- o **Reports**

- o **Users** – a list of all current user related to the base. Only Base Leaders and Training Administrators have permission to add or delete users.

On the top right menu bar you have a drop down tab called 'Support'. Here you will find a number of 'Help' option i.e documents and video clips to help you navigate the Web-App; option of contacting us with a Support Request; and general feedback.

To access any outstanding payments or view your **Payment history** click on the Payment button.

The **Active User** section shows a list of current user that have accessed the bases Web-App.

YWAM Institute of the Nations (Canberra Campus)

Support

SUPPORT DOCS

Help with this page

Courses & Dates

Overview

Not Enough Data To Display

Registration status

Registrations

No registrations in process

Incomplete	Pending submission by Base Leader	Pending Payment	Pending	Change Request

Active Users

John Mraz (Signed on 5 minutes ago)

USERS CURRENTLY SIGNED IN ON BASE WEB-APP.

BASE I AM LOGGED INTO

YWAM INSTITUTE OF THE NATIONS (CANBERRA CAMPUS)

Dashboard

Courses

Reports

PERSONAL PROFILE

JOHN MRAZ

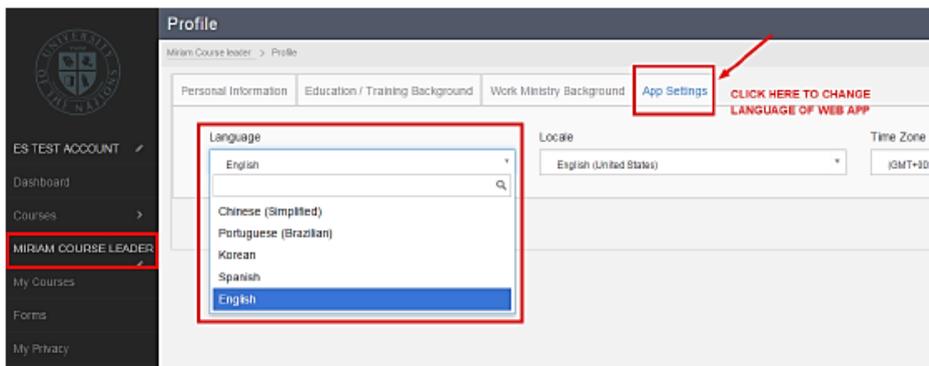
My Courses

### 3- Web App in other languages

□ Right now, the Web App is fully available in English, Korean and Portuguese (Brazilian). Translation to Spanish and Chinese (Simplified) are underway and will be fully available in a future edition.

#### □ User can choose app language by:

- o Click on his own name
- o Click on App Settings
- o Chose Language, Locale and Time Zone
- o Save



### 4.Course Registration (Form A)

#### 1- U o f N Course Templates explained

Course Templates are, basically, examples of a Course Registration (Form A) that provide school leaders with the requirements/curriculum/hours/etc. of each course that will help them better plan their future schools. Each school phase (lecture/outreach) have their separate template.

In this first edition of the Web App, some of the Course Templates may contain only the basic information of each course as found in the UofN Catalogue (i.e. Course name, Course Code, Key Objectives, minimum/maximum credit requirements and description) while others will have a more complete information. Colleges and Centres are working to create complete templates for each of their schools and also documents, videos and educational materials that will be uploaded for the training of school leaders. A work in progress! Some of the information that will be in the templates will reflect the standard curriculum for each type of course. Although you will be able to make adjustments in the way you write this in your course registration, if you change some

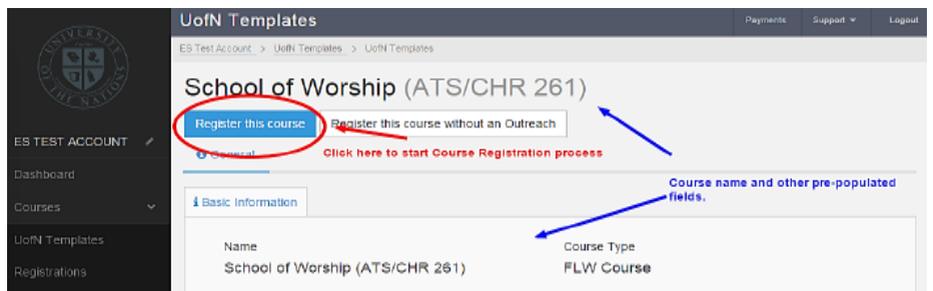
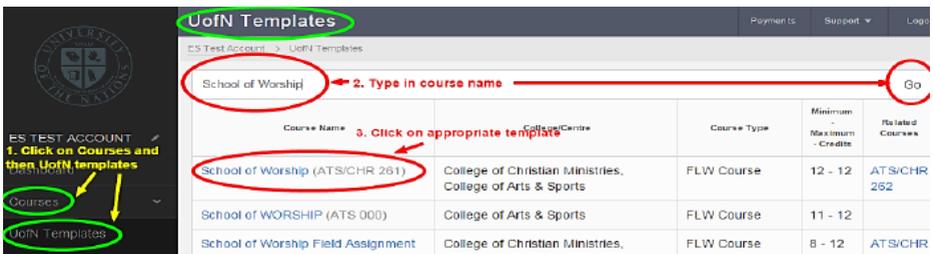
particular parts of the curriculum, or if you change too much, your course may no longer reflect the heart and the word of the Lord that is embedded in the course. The college or centre that oversees the course may have other documents, such as an international curriculum document or school leaders manual, that help you understand what can change, what should not change and how you can change things for your local context.

## 2- Creating a Course Registration

The registration of a course / Field Assignment is either based off a template or a previously approved course for your base (if you are re-registering a course), or it is a totally new course.

A. To create a course using the course templates

- Click on 'Courses' in the left menu bar, then onto UofN Templates
- In the 'Search bar' type in the course you want to register and click Go
- Select the Course /Seminar you want to register
- Verify this is really the correct course template and click on 'Register this course'
- To start the process click on Edit and continue with the course registration process. (See page 9 - D)



## B. To create a course registration using a previous registration for your base

□ Click on 'Courses' in the left menu bar, then onto 'Registrations'. These are all Course Registrations that your base has registered before.

□ In the Search bar type in the course you want to re-register and click Go. Find the relevant course to be re-registered. Click on the Course name to open up the Course Registration

□ You can look through the previous registration by clicking on the txt links (e.g. General, Lecture, Outreach etc.) and see if anything needs to be adjusted or changed.

□ If you need to change any aspects of the course registration click on edit and make the adjustments/changes. (See page 9)

□ Once the course registration is complete click the green 'Submit' button.

The first screenshot shows the 'Course Registration' page for 'Community Development School'. The 'Approve' button is circled in red. A red arrow points to it with the text 'Make sure the course is an approved one'. The 'Register Again' button is also circled in red. A red arrow points to it with the text 'Re-register an existing course'. The second screenshot shows the same page with the 'General' tab selected. The 'Approve' button is circled in red. A red arrow points to it with the text '1. Look at the previous submission'. The 'Edit' and 'Submit' buttons are circled in red. A red arrow points to them with the text '2. If changes need to be made click on Edit and adjust'. Another red arrow points to the 'Submit' button with the text '3. If all is OK you can submit the Course Re-Registration.'

## C. To create a totally new course (a course never offered in any UofN location)

□ Click on 'Courses' in the left menu bar, then onto 'Registrations'.

□ For a brand new course that has never been registered and for which a course template does not exist click on 'Register Full Learning Week'

□ This will take you to the Course Registration General Information page, and then continue as for any course registration. (See page 9)

The screenshot shows the 'Registrations' page. The 'Register Full Learning Week' button is circled in red. A red arrow points to it with the text 'TO REGISTER A BRAND NEW COURSE THAT DOES NOT HAVE A COURSE TEMPLATE CLICK HERE.' Below the button is a search bar and a table of current registrations.

Course Name	Course Type	College/Centre	Creating Period	Registration Status
EDQ basics (ES-6413t)	Extension Studies	College of Education		Incomplete
Stole Core Curriculum 1 for Staff (400905)	Extension Studies			Pending
Selected for Egyptians Women (-00778)	Extension Studies			Approved

## D. Completing the Course Registration

Once you are at the point of creating or editing a course registration follow through each section of the Course registration and complete the required information.

□ Click on 'Courses' in the left menu bar, then onto 'Registrations'. These are all Course Registrations that your base has registered before.

### □ **General**

- o Basic Information
- o Leaders and Legal Information

### □ **Lecture**

- o Objectives
- o Outcomes
- o Weekly Outline
- o Evaluation

### □ **Outreach**

- o Objectives
- o Outcomes
- o Weekly Outline
- o Evaluation

□ **Outcomes** - please refer to Section 9 – Outcome Base Learning for more detailed explanation about it.

□ Once all the sections have been completed, check through one more time then click the green 'Submit' button in the top right hand of the page.

The screenshot shows the 'Edit Course Registration' interface for 'School of Worship (ATS/CHR 261)'. The 'General' tab is active, and the 'Basic Information' sub-section is expanded. The 'Name' field is filled with 'School of Worship'. Under 'Course Languages', 'English' and 'French' are selected. The status is 'Incomplete'. The left sidebar shows the navigation menu with 'Registrations' highlighted.

The screenshot shows the 'Edit Course Registration' interface for 'School of Worship (ATS/CHR 261)'. The 'Leadership and Legal' sub-section is expanded. The 'Course Leader' field is set to 'Steve Ashworth'. There is a checkbox for 'School leader has staffed this course before'. The status is 'Incomplete'. The left sidebar shows the navigation menu with 'Registrations' highlighted.

**Edit Course Registration** Payments Support Log

ES Test Account > Registrations > Full Learning Week > Edit Course Registration

## School of Worship (ATS/CHR 261) Incomplete

General **Lecture** Outreach Delete 15%

Objectives Outcomes Knowledge Outcomes Character Outcomes Skill Weekly Outline Evaluation

**Overall Objective of the Course**

Providing the environment in the school for student to thirst and hunger more about God. Opportunity to share the gospel to the lost. Live and Learn in a community with healthy relationships. Study of the word of God. Clear direction about God, His Heart and His ways.

**Edit Course Registration** Payments Support Log

ES Test Account > Registrations > Full Learning Week > Edit Course Registration

## School of Worship (ATS/CHR 261) Incomplete

General Lecture Outreach Delete 22%

Objectives **Outcomes Knowledge** Outcomes Character Outcomes Skill Weekly Outline Evaluation

**Knowledge #1**

Title: Knowing Biblical Basis of the nature and character of God

Description: Providing the environment in the school for student to thirst and hunger more about God. Opportunity to share the gospel to the lost. Live and Learn in a community with healthy relationships. Study of the word of God. Clear direction about God, His Heart and His ways.

**Knowledge #2**

Title: Knowing biblical basis of Evangelism

Description: Providing the environment in the school for student to thirst and hunger more about God. Opportunity to share the gospel to the lost. Live and Learn in a community with healthy relationships. Study of the word of God. Clear direction about God, His Heart and His ways.

Use the 'Add' button to add as many outcomes as relevant to the course. Click on Save inbetween each. When completed click on next to take you to the next Outcome category.

Add Next

**Edit Course Registration** Payments Support Log

ES Test Account > Registrations > Full Learning Week > Edit Course Registration

## School of Worship (ATS/CHR 261) Incomplete

General Lecture Outreach Delete 96%

Objectives Outcomes Knowledge Outcomes Character Outcomes Skill **Weekly Outline** Evaluation

**Weekly Outline #1**

Topic Name	Type of Activity	Format
Character and Nature of God; Hearing the Voice of God	Lecture, Small Group	Classroom, Group
Topic Outcomes		
UoN - Course Reg (Outcomes) #5		
UoN - Course Reg (Outcomes) #4		
Topic Content		
UoN - Course Reg (Outcomes) #5		
UoN - Course Reg (Outcomes) #4		
Teachers	Resource Materials	
	Bible	

Continue building the weekly Outlines by using the 'Add' button. Once all weeks completed click on the 'Next' button to continue.

To edit a weekly outline 'BEFORE' submitting the course registration click on the edit button.

More than one topic and speaker can be added to a weekly outline

Add Next

Once you have completed all Fields the green bar will change to 'Submit'.  
Once you click Submit you will not be able to make any changes!!

Once you have completed all Fields the green bar will change to 'Submit'.  
Once you click Submit you will not be able to make any changes!!

### 3- Payments

See Section 7 for details regarding payments for Course Registrations and Student Registrations

### 4- How are Course Registrations (Form A) Processed.

□ Once a Course leader (or delegated base staff) submits the Course Registration (Form A) an email with a link to the correct course will be sent to the Base Leader (or delegated Training Administrator) to verify and make final submission to the UofN International Registrar.

□ Payment for the registration fee is made at this time. If multiple Course Registrations are being submitted at the same time these can be added and only one payment made for all.

□ The International Registrar is the next in line to check the form and pass it on to the College Administration person, who will create an Approval process. At any time during this process the Registration can be returned for adjustments. The final approver is the UofN Provost.

□ Course Registration status can be seen under ‘Registrations Status’ at any given time

□ Registration Status’s are:

- o Incomplete (a- in process by school leader and has not been submitted for final base approval; or b- course registration has been returned for corrections).
- o Pending Submission by Base Leader – waiting on approval by base leader
- o Pending Payment – waiting on notification and /or payment by base.
- o Pending – in process of approval by college / centre approvers
- o Change Request – has been returned for changes / adjustments
- o Declined – has been declined
- o Approved – has been approved

□ Once a course registration has been approved you can print of the Affiliation Certificate (not available in this first edition of the Web App).

□ You will be able to see all your past and current Course Registration / Form A approvals, the latest catalogue period course approvals first-up.

course name	course type	course/certs	calling purpose	registration status
BBC basics (ES-64131)	Extension Studies	College of Education		Incomplete
Bible Core Curriculum 1 for Staff (00606)	Extension Studies			Pending
Bibled for Caplaine Women (00776)	Extension Studies			Approved
Campus creation (ES 1024)	Extension Studies			Pending Submission by Base Leader
Changing the world 101 (00897)	Extension Studies			Approved

## 5.Course Instances (Forms B/C)

### 1- Creating Course Instances

Course Instances can be created from the moment you know you are planning to run a course AND have an approved Course Registration. The created Course Instance data is synchronized with the [www.uofn.edu](http://www.uofn.edu) website, so that all your proposed courses and dates will appear there (and potential students will see the information).

□ To create a course instance log-in to your Web-App on <http://app.uofn.edu>

□ Go to ‘Courses and Dates’ on the left side menu. This will open up all your current and past Course Instances. To check if the course instance hasn’t been added, type in the local course name and click search.

□ If the course instance needs to be added click on ‘Add New Dates’

o Click on ‘Course Registration’ and find the approved ‘Course Registration’

o Enter Local Course Name – e.g. DTS – Performing Arts....

o Enter Average Lecture Phase cost, Course Language(s), Course Leader (if not in list click add....)

o Add Lecture phase dates and Outreach phase dates.

o If you add dates for a planned school for a future date, don’t worry about exact dates other than the correct Starting Date – this is the date that will be shown in the [uofn.edu](http://uofn.edu) website for promotion of the school. When the school starts and you come back to add students you will be able to change the dates to reflect the ACTUAL dates of the school.

o If your school has different phase segments (e.g. ½ lecture + mini outreach + ½ lecture + rest of outreach), please click on ‘Add new Dates’ as many times as different segments you have. The dates for each segment have to be entered separately – see screenshot below for an example. Give a name for each segment (e.g.: Lecture #1, Lecture #2; Outreach #1 in San Francisco, Outreach #2 in L.A.)

o Click Save. Your Course Instance has been created. □

ES TEST ACCOUNT > COURSES & DATES > ADD NEW DATE

ES TEST ACCOUNT > Support > Payments 1 > Logout

**Add new dates**

**Course Registration** Select approved Course Registration (Form A)

Community Development School (0)

**Local Course Name** Title Communities Development

Average Lecture Phase Cost USD \$ 3800

**Course Languages** English X Urdu

**Course Leader** John Miaz

**Add**

**Lecture Phase Dates** Add as many actual lecture segment dates

Name	Start Date	End Date
Lecture Phase - Segment 1	01/03/2015	18/04/2015
Lecture Phase - Segment 2	03/05/2015	13/05/2015

**Add new dates**

**Outreach Phase Dates** Add as many actual outreach segment dates

This course will have an outreach phase.

Name	Start Date	End Date
Outreach Phase - Segment 1	16/04/2015	05/05/2015
Outreach Phase - Segment 2	16/05/2015	22/05/2015

**Add More Dates**

ES TEST ACCOUNT > Dashboard > Courses > UoN Templates > Registrations > Reports > Users > JOHN MIAZ > My Courses > Forms > My Privacy

**Courses & Dates**

## 2- Student Registration

Once the school starts you will need to enter the students into the Course Instance. This can be done in three separate ways:

- Go to 'Course and Dates' and type in the Course Instance name into the search field, click Go. Select the Course Instance you want to add students to.

- Click 'Add Students' under Lecture phase – 3 options to add students:  
UofN Web-App – User Guide - April 2015 Page 14

- Add manually – all new students not previously registered at your location.

- o Click on 'Add manually' and complete all required fields. Pay attention to spelling! After you submit course, if name is misspelled or incomplete the system won't be able to match it to the correct student.

- o Click Save

- Add Past Students – any students that have previously studied at your location. (Please make sure it is the correct student – you may need to do some research if you have multiple instances of the name. You do NOT want to add the wrong student.)

- o Click on 'Add past students'

- o Search for student in search field

- o Click on 'Add' next to student details

- Import CSV file – if you have a excel spread-sheet with the student data (field compatible) you can upload student data here. (Check Import Format Instructions! If necessary download example CSV to verify field names etc.)

- o Click on 'Import by CSV file'

- o Upload your CSV file – 'Choose file'

- o If there are errors they will be highlighted and you can make any changes needed.

- When all students have been added to the list click 'Submit'

- You will have a confirmation box appear to confirm submission. Once students are submitted you cannot make any changes. If necessary you will have to contact your International Registrar to make these changes. PLEASE MAKE SURE YOUR INFORMATION IS CORRECT.

- Student Registration Invoice and Payment Section

- o You can print the relevant Student Registration Invoice here ("Print Invoice")

- o Please complete payment Instructions

- Choose Payment type

- For Credit/Debit Card payments complete details and 'Make Payment'

- For all other Payment types – complete required information and 'Make Payment', and confirm with your International Registrar how to pay.

### 1. Add students to Lecture Phase

ES TEST ACCOUNT | Add Students To Lecture Phase | Payments | Support | Logout

Dashboard | Courses & Dates | Courses Dates | Add Student To Lecture Phase

a0d160000fZc93 ()

Import by CSV file | Add past students | Add manually

Name	Nationality	Birthdate	Actions
Brianna Stone	Cambodia	7 May 1983	Edit   Remove
John Smith	Canada	10 Mar 1992	Edit   Remove

### 2. Add students manually

ES TEST ACCOUNT | Add manually | Payments | Support | Logout

Dashboard | Courses & Dates | Course Dates | Add manually

a0d160000fZc93 ()

View all added students

COMPLETE ALL FIELDS AS REQUIRED

First Name: John | Last Name: Mac

Middle Name: Shane | Any Other Name:

### 3. Add past students

ES TEST ACCOUNT | Add past students | Payments | Support | Logout

Dashboard | Courses & Dates | Course Dates | Add past students

a0c160000fZc93 ()

View all added students

What? | Type in students name and click OK | OK

Name	Nationality	Birthdate	Age	App. Status
Timothy Mac	United States	7 Oct 2000		
Timothy Mac	United States	7 Oct 2000		Add

### 4. Import by CSV File

ES TEST ACCOUNT | Import by CSV file | Payments | Support | Logout

Dashboard | Courses & Dates | Course Dates | Import by CSV file

a0c160000fZc93 ()

View all added students

To help import large numbers of students at a time, you have the option to upload a CSV file with your information.

Download example CSV

**Import Format Instructions**

1. Dates format is YYYYMMDD. Some example would be "1995-01-20"
2. Gender format is either "M" or "F".
3. Country/territory codes in the following csv: Download example CSV.
4. Language format are listed in the following csv: Download example CSV.

### 3- Completing Lecture Evaluation and Grades

The old Form C1 was broken into 2 separate reporting processes – Evaluation (Evaluation and Weekly Reports) and Grades & Credits.

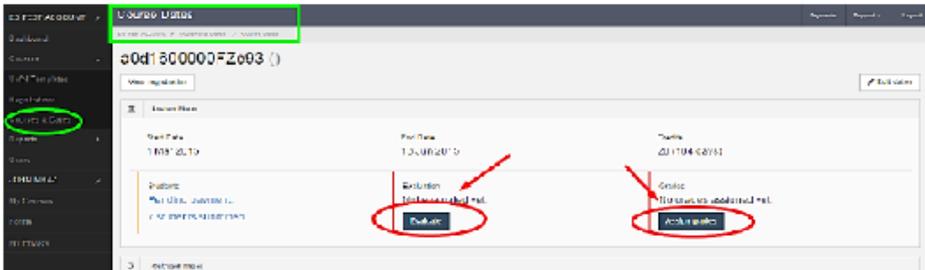
#### □ Evaluation of Lecture Phase

- o Go back to the Course Instance page (Courses and Dates / search for your Course Instance).
- o Under Lecture Phase click on 'Evaluate'
- o Complete the General Evaluation fields – click save or next (These evaluation fields are similar to what you completed in the Course Registration.)
- o The weekly Evaluation section is broken down into the weeks as specified in the Course Instance date section you completed during the Student registration.
- o Click on each week and complete the required information. (Remember that each week is made up of 7 days – not just 5 lecture days.....)You can break the week down into any true representation of the week. Examples Days 1-4 Guest speaker Topic 1; Day 5 Speaker Topic Bible (covered one day each week); Day 6-7 Processing, Weekly Evangelism and Study time
- o Once all correct 'Submit Evaluation'

□ You will have a confirmation box appear to confirm submission. Once evaluations are submitted you cannot make any changes. If necessary you will have to contact your International Registrar to make these changes.

**PLEASE MAKE SURE YOUR INFORMATION IS CORRECT.**

#### 1. Choose Evaluate or Assign Grades for Lecture Phase.



## 2. Evaluation - General Section

**General** Ready Evaluation Submit Evaluation

Completes a 100% General Evaluation section including the hourly activities.

**Outcome/Objective Achievement**

Please describe how you feel you achieved the objective(s) as you outlined in your submitted Form A. Include any proposed improvements or reasons for the status.

www

## 3. Evaluation - Weekly Lecture Section

**Weekly Evaluation** Submit Evaluation

Lecture Segments Identified

Click on each week to add weekly report.

Week	Start	End
Week 1 (AUGUST)	Sunday, August 16, 2015	Sunday, August 23, 2015
Week 2 (SEPTEMBER)	Monday, September 14, 2015	Sunday, September 20, 2015
Week 3 (OCTOBER)	Monday, October 19, 2015	Sunday, October 25, 2015

**Week 1 (AUGUST)** Submit Evaluation

Duration: 7 days

Lecture Segments Identified: Character and History of God

Lecture: Introduction and History of God

**Weekly Evaluation** Submit Evaluation

When 3 1 weeks are completed submit LECTURE PHASE EVALUATION.

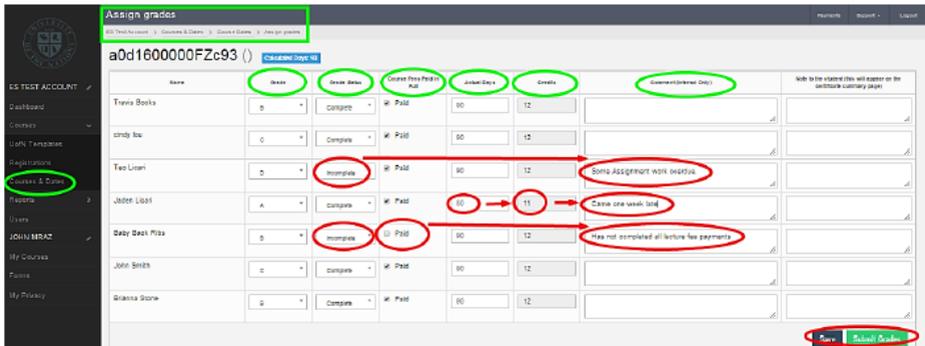
Week	Start	End
Week 1 (AUGUST)	Sunday, August 16, 2015	Sunday, August 23, 2015
Week 2 (SEPTEMBER)	Monday, September 14, 2015	Sunday, September 20, 2015
Week 3 (OCTOBER)	Monday, October 19, 2015	Sunday, October 25, 2015

Each week is made up of 7 days that need to be accounted for.

## □ Assigning Lecture Phase Grades / Credits

- o Go back to the Course Instance page (Courses and Dates / search for your Course Instance).
  - o Under Lecture Phase click on 'Assign grades'
  - o Enter the following:
    - i. Grades (remember DTS = S/U. All other schools/seminars are graded A/B/C/D/F.....)
    - ii. Status: Have they completed all the requirements of the course and all payments = Complete; if they have not completed all the requirements, missing weeks, or have outstanding payments = Incomplete.)
    - iii. Have they paid all fees? The default setting is yes = ticked.
    - iv. If status is incomplete and/or any payment is unticked (not paid up) you will need to enter a short explanation into the 'Comment (Internal Only)' text box.
    - v. If a student's actual dates differ from the Course Instance dates, these can be adjusted in the 'Actual Days' field to reflect the true credits received.
    - vi. Once all correct 'Submit Grades'
- You will have a confirmation box appear to confirm submission. Once grades are submitted you cannot make any changes. If necessary you will have to contact your International Registrar to make these changes.  
PLEASE MAKE SURE YOUR INFORMATION IS CORRECT

### 1. Assign Grades - General Section



## 4- Completing Outreach/Internship Evaluation and Grades

The old Form C2 is broken into 3 separate reporting processes – Creating Outreach Teams, Evaluation (Global Evaluation and Weekly Team Summaries) and Grades and Credits.

The major re-alignment is that we are requiring ALL courses to create and evaluate EACH outreach team.

## □ Assigning Students to Teams

- o Go back to the Course Instance page (Courses and Dates / search for your Course Instance).
- o Under Outreach Phase click on 'Add Students'
- o Click on 'Add Teams' and create as many teams as will be going on Outreach. Give them appropriate Team names e.g. Team PNG, Cross Asia, Team 1,2,3,.....
- o Click on students name Drag and Drop the students into their teams.
- o If you have students joining the Outreach from elsewhere or a past school you can click on 'Add Student' and add them to a team. You will be given two options

UofN Web-App – User Guide - April 2015 Page 18

to do this – “Add past student”– a student that you already have in your base records; or Add manually’ for a new student to your base.

- o Once all students are allocated correctly click on 'Submit'
- You will have a confirmation box appear to confirm submission. Once grades are submitted you cannot make any changes. If necessary you will have to contact your International Registrar to make these changes. PLEASE MAKE SURE YOUR INFORMATION IS CORRECT.

## □ Evaluation of Outreach Phase

- o Go back to the Course Instance page (Courses and Dates / search for your Course Instance).
- o Under Outreach Phase click on 'Evaluate'
- o Complete the General Evaluation fields – click Next (These evaluation fields are similar to what you completed in the Course Registration and relate to all Outreach teams..)
- o The Team Evaluation sections are broken down by team – click on each team and complete the weekly evaluations.

□ There is a change to how we evaluate each outreach team. Instead of each week separately we evaluate a segment of an outreach – these segments relates to the time spent in each LOCATION.

Example: 2 week mid-term outreach may be in one location so we enter the start and end date for that period (remember to include weekend dates).

- Complete each segment of an outreach team’s activity – remember not to overlap dates.
- Complete each teams evaluation report
- o Once all are completed and correct 'Submit' Evaluation.
- You will have a confirmation box appear to confirm each step of the submission. Once evaluations are submitted you cannot make any changes. If necessary you will have to contact your International Registrar to make these changes. PLEASE MAKE SURE YOUR INFORMATION IS CORRECT.





## □ Assigning Outreach Phase Grades / Credits

- o Go back to the Course Instance page (Courses and Dates / search for your Course Instance).
- o Under Outreach Phase click on 'Assign grades'
- o Same process as for Assigning Lecture phase grades.

## 6. Printing Certificates (NOT AVAILABLE IN AUSTRALIA)

Once you have completed ALL sections (i.e. Student submission, Evaluation submission, and Assigned Grades) you will be able to print off your student's UofN certificates. On this first edition of the Web App only English certificates are available. Certificates in other languages will be available in future editions.

- Verify that all reports and grades have been submitted – filed will show have with confirmation text.
- Click on 'Download Student Certificates'
- Print all certificates (including a cover page for your base files).
- Have school leader sign before handing out o students.

**□ NOTE: Any student who has not finalized payments of school fees should not be given their certificate until all payments have been received.**

Course Dates

ES TEST ACCOUNT > Courses & Dates > Course Dates

Community Development School ()

View registration

LecturePhase

Start Date	End Date	Credits
1 Mar 2015	14 May 2015	7.0 (74 days)

Students: 4 students submitted

Evaluation: 1 Week evaluated

Grades: Grades assigned

Download student certificates -

1. Complete all Evaluations and Grades assigned

2. Download student certificates and print

  
**UNIVERSITY OF THE NATIONS**  
**Certificate**

Travis Books

Has successfully completed the requirements of the course  
**Community Development School,**

Receiving

20

FLW Credits On

Offered by

**ES Test Account, Switzerland**

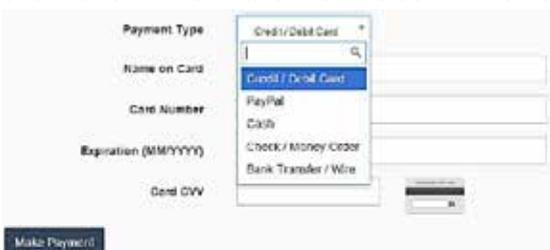
Tom Brady  
Course Leader



  
Dr. Thomas Bloomer  
International Provost

## 7. Payments

- You can view any payments that are pending by clicking on the tab “Payments”.
- You can make a single payment for multiple courses that were submitted for your base but not yet paid
- You can see your base’s Payment History and may print invoices
- Web App gives you multiple options for payment:
  - o Credit Card - payment is done online and an Invoice is immediately available.
  - o Other options (e.g. PayPal, cash, Check/Money Order or Bank Transfer/Wire) – please write to your International Registrar for details on how to proceed with your chosen method. After payment is received in Registrar’s office she’ll take note of it and the invoice will then be available for printing.



The screenshot shows a payment form with the following fields: Payment Type, Name on Card, Card Number, Expiration (MM/YYYY), and Card CVV. A dropdown menu is open for the Payment Type field, showing options: Credit/Debit Card (selected), PayPal, Cash, Check/Money Order, and Bank Transfer/Wire. A 'Make Payment' button is visible at the bottom left.

**Payments**

ES TEST ACCOUNT > PAYMENTS

View Payment History Print Invoice

Invoice Type	Country	Fee	Credits	Cash	Balance	Total
BCC PA	Student Registration	0	USD \$4,000.00		USD \$35.00	3 USD \$105.00

Course Registration

Course Name	Course Period	Total
		<b>Total: USD \$105.00</b>

Payment Type: **PayPal** (Choose method of Payment. Credit/Card is straight away available. For other payment methods contact you Intern. Registrar for details)

Will Pay By: 20/09/2016

Comments: Will send together with DTS payment in 2 weeks.

**Make Payment**

Please Contact Your Closest Registrar For How To Pay

International Registrar Africa and Middle East  
 University of the Nations  
 PRIVATE BAG X129  
 Muldenberg, Cape Town, Western Cape  
 7950  
 South Africa  
 registrar.afme@uofn.edu

## 8. My Personal Profile

### 1- My Profile

Under 'Profile' you can update your own information (for example: personal details, contact details; language preferences, your DTS information, Education/ Training Background, Work ministry background) as well as make changes to your App-Settings (e.g. language that the app will show up in.)

**Profile**

John Mraz > Profile

Personal Information Education / Training Background Work Ministry Background App Settings

Selection: M Title: [ ]

First Name: John Middle Name: [ ] Last Name: Mraz Any other Name: [ ]

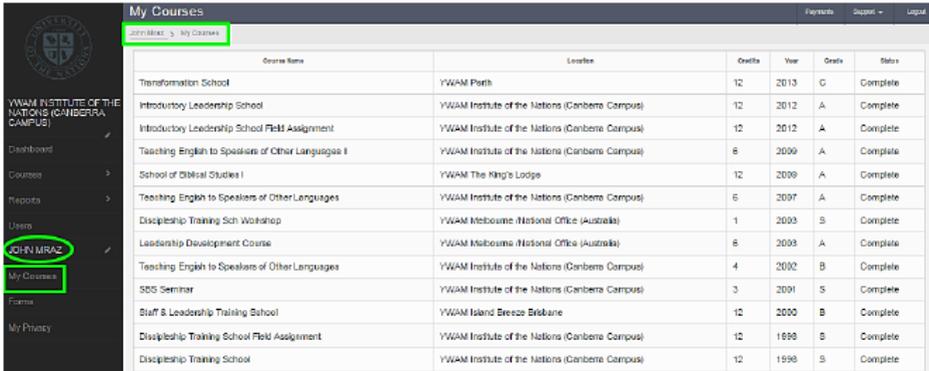
Birthdate: 21/11/1992 Gender: Male Female

Email: johnmraz@yuanincanberra.org Home Phone: [ ] Website/Blog: [ ]

Facebook: [ ] Skype: johnm Twitter: [ ]

## 2- My Courses

□ This will list all the registered (recorded) schools and seminars you have done with the UofN, the grades and credits received. If a school/seminar is missing or information is not correct, you may write to the International Register in your region to follow up.



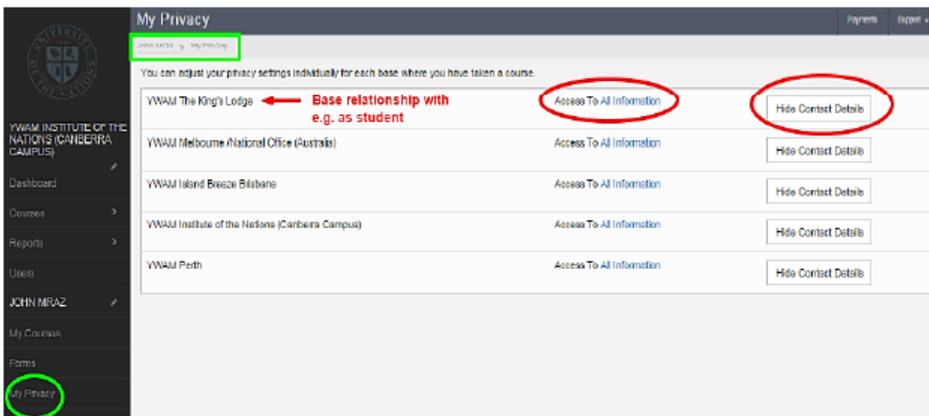
Course Name	Location	Credits	Year	Grade	Status
Transformation School	YWAM Perth	12	2013	C	Complete
Introductory Leadership School	YWAM Institute of the Nations (Canberra Campus)	12	2012	A	Complete
Introductory Leadership School Field Assignment	YWAM Institute of the Nations (Canberra Campus)	12	2012	A	Complete
Teaching English to Speakers of Other Languages II	YWAM Institute of the Nations (Canberra Campus)	6	2009	A	Complete
School of Biblical Studies I	YWAM The King's Lodge	12	2009	A	Complete
Teaching English to Speakers of Other Languages	YWAM Institute of the Nations (Canberra Campus)	6	2007	A	Complete
Discipleship Training School Workshop	YWAM Melbourne (National Office (Australia))	1	2003	B	Complete
Leadership Development Course	YWAM Melbourne (National Office (Australia))	6	2003	A	Complete
Teaching English to Speakers of Other Languages	YWAM Institute of the Nations (Canberra Campus)	4	2002	B	Complete
SDS Seminar	YWAM Institute of the Nations (Canberra Campus)	3	2001	S	Complete
Staff & Leadership Training School	YWAM Island Breeze Brisbane	12	2000	B	Complete
Discipleship Training School Field Assignment	YWAM Institute of the Nations (Canberra Campus)	12	1998	B	Complete
Discipleship Training School	YWAM Institute of the Nations (Canberra Campus)	12	1998	B	Complete

## 3- Privacy settings

Each user can adjust the privacy settings in their user access – both as student and base user. All the bases where you were a student will be listed. The two settings are:

□ Access to All Information - this allows the relevant base to see all information including all personal information AND current contact details.

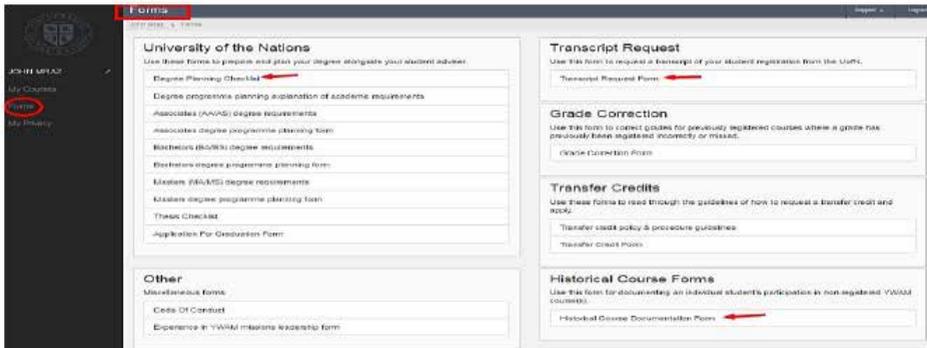
□ Hide Contact Details – only allows a base to see basic personal details i.e. name, gender, date of birth, and Nationality



Base	Access to All Information	Hide Contact Details
YWAM The King's Lodge	Access to All Information	Hide Contact Details
YWAM Melbourne (National Office (Australia))	Access to All Information	Hide Contact Details
YWAM Island Breeze Brisbane	Access to All Information	Hide Contact Details
YWAM Institute of the Nations (Canberra Campus)	Access to All Information	Hide Contact Details
YWAM Perth	Access to All Information	Hide Contact Details

## 4- Other Documentation

□ This is where you can find UofN additional documents. At the moment these are all pdf downloads. In future editions of the Web App we hope to expand this as well as provide documents you can fill and submit on-line.

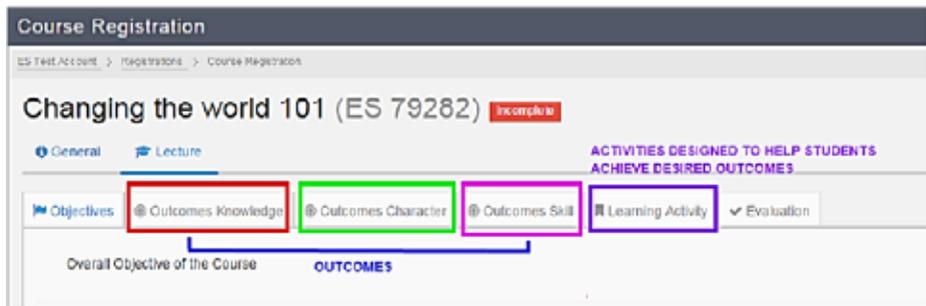


The screenshot shows a web application interface titled "Forms". On the left is a navigation menu with "UofN" highlighted. The main content area is divided into several sections, each with a list of forms and a brief description:

- University of the Nations**: Includes Degree Planning Checklist, Degree progressive planning expansion of academic requirements, Associates (AAAS) degree requirements, Bachelors (B/BSc) degree requirements, Bachelors degree programme planning form, Masters (MA/MSc) degree requirements, Masters degree programme planning form, Thesis Checklist, and Application For Graduation Form.
- Other**: Includes Miscellaneous forms, Code of Conduct, and Experience in YWAM mission leadership form.
- Transcript Request**: Includes Transcript Request Form.
- Grade Correction**: Includes Grade Correction Form.
- Transfer Credits**: Includes Transfer credit policy & procedure guidelines and Transfer Credit Form.
- Historical Course Forms**: Includes Historical Course Documentation Form.

## 9.Outcome Based Learning

Outcome Based Learning – some of you may be unfamiliar with the ‘outcome based learning’ that the UofN is progressively adopting for its schools. In the new Records System you will be asked to answer questions related to outcomes in both the Course Registration (Form A) and the Course Instance (Form C1/C2).



The screenshot shows the "Course Registration" page for "Changing the world 101 (ES 79282)". The page is divided into several sections:

- General** and **Lecture** tabs are visible.
- Objectives** section: Includes "Outcomes Knowledge", "Outcomes Character", "Outcomes Skill", "Learning Activity", and "Evaluation".
- Overall Objective of the Course** and **OUTCOMES** labels are present at the bottom.
- ACTIVITIES DESIGNED TO HELP STUDENTS ACHIEVE DESIRED OUTCOMES** is a heading on the right side.

## In simple terms:

- o **Knowledge** – what students need to know
- o **Skills** - what students need to be able to do
- o **Attitudes** – how students should respond to people and situations

□ **Knowledge Outcomes** – what students need TO KNOW in order to do the ministry we are training them for. Statements of foundational knowledge such as:

- o God is a personal/relational being in that he is three distinct persons in one being (Father, Son and Holy Spirit).
- o The eight keys of Primary Health Care
- o Tools and methods for assessing a community's developmental needs
- o Models and strategies for evangelism

□ **Skill Outcomes** - what students should be able TO DO in order to do the ministry we are training them for. Skills related to the application of knowledge in ministry activities. Use action verbs such as: describe, write, plan, create, design, utilize, apply, demonstrate, use, discuss, explain, compare. For example:

- o Explain the gospel and lead people into a relationship with the Father through Christ
- o Use core counselling skills in ministry
- o Write a script
- o Develop a curriculum for early childhood education

□ **Attitude Outcomes** - important ways of responding to people and situations when doing the ministry we are training them for. Attitudes in action such as:

- o Willing to serve in whatever capacity without complaint or resentment
- o Readily forgiving those who offend or hurt you
- o Willing to receive correction
- o Willing to follow instructions
- o Communicating with others with honour and respect

□ **Learning Activities:** what I will do as a school to help students develop the knowledge, skills, and attitudes (outcomes) they will need for ministry. Such as:

- o Lectures
- o Group work
- o Tutorials
- o One-on-ones
- o Ministry practice/experience

□ **Evaluation:** what I will get the students to do so that you can know they have developed the knowledge, skills, and attitudes (outcomes) they will need for ministry. How will you measure the extension to which they have achieved these learning outcomes?

Such as:

- o Research assignments
- o Book reports
- o Journals of learning
- o Written or oral checks of knowledge
- o Doing ministry
- o Presentations

□ **Course review:** how I will gather feedback and look back at your school once it is over to see what went well in your school, what didn't go so well, and what improvements you will make in your next school. Such as:

- o Student feedback forms
- o Feedback from outreach locations
- o Meeting together as staff after the school
- o Writing up notes to remember what to change for the next school
- o Meeting with the base leader to get their input

## 10. Glossary of Terms

□ **Course Registration** – The registration of a UofN school/seminar that will be run during a specified catalogue period (e.g. 2014-2016) – no matter how often is run. (Previously covered in the Form A registration)

□ **Course Instance** – The actual instance (occurrence) of a UofN school or Seminar – including actual dates, students, evaluations and grades. (Previously covered in the Form B registration and C1/C2 reports)

□ **Permissions** – this decides what areas of the Web-App a user can access. The three (3) main privileges are:

- o Base leader/Training Administrator – access to all aspects of the bases Web-App.
- o Course Leader – access to limited areas of a bases Web-App
- o Student – access to their own personal student records and relevant data.

□ **Web-App** – the online UofN Records System entry point for bases and students .<http://app.uofn.edu>

□ **UofN** – University of the Nations

2<sup>+</sup>  
*years to go*



# WHAT WILL YOU PIONEER & MULTIPLY?

Receive training School of APOSTOLIC Pioneering - [YWAMSOAP.ORG](http://YWAMSOAP.ORG)  
Leadership Training School - [LTS](#)

The Vision made Practical

How does the ministry you dream about look like?

Picture it and write what it looks like

“I see...



Your Seed:

Write the word of the Lord to you here

Your Soil:

Key experiences that shaped you for this time

Relationships that are important for what God has called you to

Your personality | gifts that will help to shape this calling

What will your fruit look like?

## The Vision

Write a statement of the vision in 8 words or if possible, less.  
(Think: goal, core value of the ministry, keeping the focus)

## Mission Statement

This defines why your ministry exists.

Your Mission statement answer the following questions:

Who do you serve / reach in your ministry?

What are you trying to accomplish?

What will you do?

Who will do it?

Is it a clear and compelling purpose?

## Core Values

While we as YWAM are called to embrace ALL of our Missions 18 values- there will be 2-3 values that shape your specific ministry. Core values are the things you actually do. They influence all of our decisions. Identify and list three of values that will set the course of your ministry.

## Cultural Values

What are 5 words you want to hear when people describe your base/ministry?

1

2

3

4

5

How will your staff describe your base/ministry?

How do you create that atmosphere?

Of the 18 YWAM Foundational Values, which will be most evident in your ministry?

-

-

-

## Aspects of your ministry

How will you bring about transformation or expand God's Kingdom?

- Mercy ministry,
- Training ministry,
- Evangelism
- and/or CP ministry?

What aspect(s) of the Christian Magna Carta will be a part of your ministry/outreach?: Tick in the check box:

The Christian Magna Carta says: everyone has the right to

- hear and understand the gospel,
- have a Bible in their own language,
- have a Christian fellowship nearby,
- have a Christian education available for their children,
- have the basic necessities of life of food, water, clothing, shelter, and health care,
- lead a productive life of fulfillment spiritually, mentally, socially, emotionally, and physically.

What sphere of society will you actively be working in?

The 7 Mind Molders are:

- Religion
- Government & Law
- Arts & Entertainment
- Education
- Business
- Media
- Family

Which locations/people groups will your ministry be working in/with?

How will you form partnership with the local Churches or Christians?

Local Outreach: How will you engage the community wherever you are?

Non-Local Outreach: Will you have Non-Local Outreach?

And if so: How will you engage the people you are trying to reach far away?

## Ministry Evaluation:

How will you evaluate the goals that you have set in your ministry and your overall effectiveness at reaching your vision?

Do you have a plan to start a Church Planting Movement?

If you do: How will that happen?

## Multiplication:

How do you intend to be multiplication in your ministry?

How will it come about?

Is the structure of your ministry reproducible?

Is the multiplication DNA within you and your team?

## Leadership structure (internal) And Personal Mentorship

Who are your personal Mentors, coaches, consultants, those whom you seek council?

Who would you place on your eldership / board of directors?

How do you intend to organize your leadership structure  
(short- & long- term)?

Eldership, Leadership Team, etc.

YWAM structures/ministry recognition & legal matters.

Who do you need to get in contact with/what do you need to do to be  
recognized as a ministry?

Who will your ministry be accountable to?

Initial thoughts on legal matters.

What needs to be done/what you need to think of concerning legal matters?

## Operations

Initial thoughts on each area of operations

(administration, personnel, housekeeping, hospitality, technical maintenance or information technology, building usage, building maintenance, general communication, graphics, accounting, kitchen, vehicle maintenance, support checks, apartment management).

What area of operations do your gifting's / interest fall under and for what area's of operations will you need to build up staff?

How are you planning to house everyone? (big base, living off base, etc.)

## Mission Statement

Write down your mission statement.

What communicates your ministry values and goals to the outside world?

Clearly define your goal, so that in promotions, and in doing ministry anyone can clearly understand what your doing.

What are you doing as a ministry?

To Whom are you doing ministry?

How are you going about ministry?

You may also put in why, although why is much more about vision.

## Personal growth

What areas do you still need/want to grow in?

What personal steps do you need to take to achieve this?

Make SMART goals for your personal development:

- |              |  |
|--------------|--|
| Specific     | – target a specific area for improvement.                                      |
| Measurable   | – quantify or at least suggest an indicator of progress.                       |
| Assignable   | – specify who will do it.  |
| Realistic    | – state what results can realistically be achieved, given available resources. |
| Time-related | – specify when the result(s) can be achieved.                                  |

## Where will you pioneer & multiply?

### Demographics & history

#### General information on your location

- Population
- Area size
- Population density

#### Information on the population

- People groups,
- Religion,
- Age structure,
- Adult illiteracy,
- 
- 

#### Economic realm

- General income level,
- Living costs,
- 
- 

#### Other information | Notes

What are the spiritual gifts in the area?

What are the cultural gifts in the area?

What are the spiritual, political, educational, etc. hotspots (spiritual mapping)

 spiritual  
 political  
 educational  
  
  

Are you aware of any strongholds in the area?

Who are the key leaders in the location?

Are there (Christian) key leaders you can partner with?

What is the relevant history of the location?

Psycho-graphics

How do the people in the area really think (what are their cultural practices)

## Needs & Empty spaces

What are the biggest needs in the location?

What ministries are already working in the area?

What are the empty spaces?

(Greatest needs that no-one is doing anything about)

## Personal Application

What have you learned about your location that will be relevant for your ministry?

How will this effect your ministry/how you will start your ministry?

What will be the difficulties you will run into when starting your ministry?

Do you have ideas for overcoming these difficulties?

## Logo development

### Existing logo's

- Find 3 existing logos of companies that work really well.
- What do they do well?
- Do you know of logos that you don't find working well?
- Why do you think these logos are not as effective?

### Ministry logo

- Think about what you want to communicate with your logo.
- Think about colors that fit with the goal of your ministry.
- Think about shapes, etc. that fit with the goal of your ministry.
- Explain the choices you made for the rough draft of your logo.

### YOUR NOTES

## Building a Team

### Initial pioneering team

- How many people do you want on your pioneering team?
- Who do you have on your current pioneering team?
- How do your strengths work together?
- What people would be good to add to your team? Think about skills, strengths, etc.
- What is your strategy for recruiting your initial pioneering team?
- Write SMART goals for recruiting.

### Ongoing recruiting for your base

- What is your strategy for recruit students?
- Teams?
- How will you recruit future staff?

### Staff Development

- How do you plan to disciple your team?
- How will you create opportunities for growth for your staff?
- How do you plan to develop long-term staff that will lead within the base / ministry?
- Do you plan to develop staff to send out to the field / target location?
- How will you do this?

### Member Care

- How will you handle areas of failure? (Culture of Honor)
- How will your ministry structure support member care?
- How do you plan to handle conflict resolution?
- How will you cultivate healthy relationships in your ministry?

## Initial pioneering team

### Your Pioneering Team

- Do you have a complete team for pioneering Y I N
- If yes: How do all of your strengths work together.
- If no: Do you have a “word of the Lord” on people you will pioneer with.
- What people would be good to have on your team?
- Think about skills, strengths, etc.
- What would your ideal team look like?

### Recruiting

- How will you recruit your initial pioneering team?
- Think of strategies/places where you want to recruit through/include SMART goals.

### Ongoing recruiting for your base

- How and where will you recruit students?
- How will you recruit staff?
- Rethink how you will develop and raise up staff and leaders
- Is there anything you would like to add to this

## Staff Development

- How do you plan to disciple/grow your team?  
(coaching/1-on-1s/programs/reading)
- How will you create opportunities for growth for your staff?
- How do you plan to develop long-term staff who will lead within the base?
- Do you plan to develop staff to send out to the field? Y | N  
If Yes, how will you do this?

## Member Care

- How will you handle areas of failure?  
Refer to the book “Culture of Honor” by Danny Silk
- What will be your leadership structure? (Who is accountable for who?)
- Who will disciple who? Who to go to when there is a problem? etc).
- How do you plan to handle conflict resolution?

## YOUR NOTES

# 1 Year

## New School Leaders

- School leader: Word of the Lord for the school confirmed
- Inform and pray with your leaders - national, transnational, regional leaders and/or base leadership
- Vision for the school in written form
- Develop a prayer strategy for the school
- Introduce yourself to your UofN registrar in your region
- Developing a school curriculum visit
- Register [app.uofn.edu](http://app.uofn.edu)
- List the teaching weeks
- Begin to develop a potential speaker list - give invitation early
- Begin to develop a potential school staff list and invite staff
- Familiarize yourself with the Nations A, B,C tier system
- Pay for the school's registration
- Course approved 6 months prior to commence
- Register or re-register in the Go-manual if possible
- How/where will you keep your course passwords safe?
- Who will have access to these?

## Advertising your school

- Add the school to your base website
- Develop a Facebook page
- Website that people can visit for all the information
- Ywam.org - Cost involved
- Use Youtube and produce small video clips
- Make post cards
- Ask God to help you be creative

1 *year to go*



WORKBOOKPIONEER

**PAYMENT:**

Fee cost: Under “General Information” you will be asked to enter the cost of the school (lecture phase) for a student. This entry can only have numbers with a period for decimal point. Please do not put any other symbols. On the last page of the on line FORM A, the system will automatically calculate the fee amount to be paid for the U of N course/school registration.

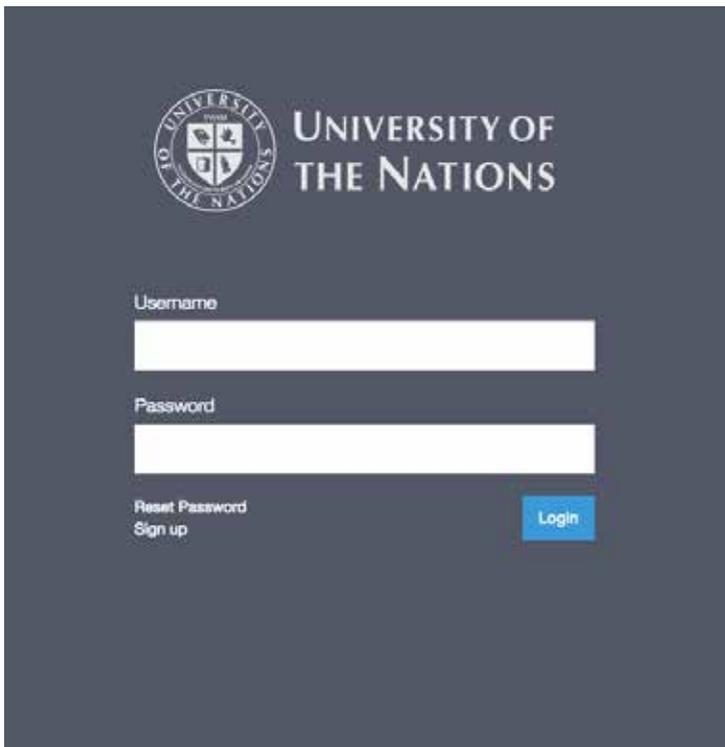
The cost for first time registration (for schools running for the first time in your base) is US\$35.

The cost for re-registration of an existing school at your base is US\$125 OR 10% of one student’s school fee (whichever is the lower amount).

Credit Card Payment: Please be aware that on completion of an on line Form A the system will require a credit card for payment of fees. The credit card WILL BE CHARGED when you submit the FORM A on line. NOTE: The credit card holder does NOT have to be the same person who is filling in the FORM A. Any valid Visa or Master Card will work. If you, your base, or someone else on your base does not have a credit card you can use for this process, please contact the Int’l Registrar for your area for possible alternatives. A receipt will be issued automatically by the system to the school leader or the email address given on the form.

The receipt will show the name of school, date submitted and amount.

[www.app.uofn.edu](http://www.app.uofn.edu)



*Updated on Aug 2015*

**1-In Process** - Once the School Leader has sent/submitted the Form A, he/she can see the submitted Form A by clicking on In Process on the page above. Once submitted, the FORM A can be viewed but it can no longer be edited. It will be automatically sent to the College/Centre signer for review and approval or correction.

**2- Incomplete** – the FORM A has been saved previously, but not yet sent/submitted to the next level of approval.

**3- Needs Fixing** - If there's any correction or clarification needed, the FORM A will be sent back to the school leader. He/She will be notified by e-mail and given opportunity to clarify or correct anything needed and then resubmit the FORM A. The FORM A will be shown in the Needs Fixing category until the School Leader re-submits it, then it will go into the In Process again and be automatically moved to the next level of approval required.

**4- Active Registration** - Once the On Line FORM A has been completed, approved/signed by the College/Centre leadership and signed by the Provost, then it will be shown in the Registered List.

Follow the instructions carefully on each page. After filling out each page, click NEXT.

Remember to *SAVE the FORM A as you go*, so that you don't lose any information in case of an accidental internet failure/power surge/etc.

If you can't complete the FORM A for some reason, then SAVE it and this will enable you to come back to the FORM A at a later time to complete it. It will be saved under Incomplete

Choosing the Registration Type:

- I want to register a ...
- I want to register a new course or school at my location.
- I want to re-register a course or school at my location.
- I have made major changes ( 25% or more) to my course or school.
- I want to register a totally new course or school.
- I have consulted with my college dean or center leader about this new seminar/course or school.
- This seminar/course or school does not already exist in the UofN Catalogue.

[Back](#) | [Next](#)

- I want to register a new course or school at my location. Choose this if you want to register a school at a location for the first time. For example: SBS that has not already run at that location.
- I want to re-register a course or school at my location. Choose this if you want to re-register your existing course for the new catalogue period
- I have made major changes ( 25% or more) to my course or school. Choose this if you have made major changes to your course/school during the catalogue period for which your course/school is already registered.
- I want to register a totally new course or school. Choose this if your course or school is brand new; it has never been run in the U of N. You will then be asked a couple of extra questions from a drop down box.

**PRINTING:** (Please print a copy & file it at your base/operating location.)

Once you have submitted the FORM A, you can go back into In Process, go to View and then Print, as usual.

Warning: if you try to print from the pages while you are entering your information, you will experience problems.

## YWAM Course Fee Consideration

According to the UofN A, B, C system

See Budget p76

Countries listing by Per Capita Income

What does this change mean practically? The University of the Nations International, using information supplied by the United Nations and other sources, ranks countries in three categories (A,B,C) based on their per capita income.

### SAMPLE

Under U of N Kona's fee schedule, students from B category nations will pay \$1,000 less for their school fees than students from A category nations. Students from C category nations (per capita income of \$5,000 or less) will pay \$2,000 less than those from A category nations.

This is truly a blessing from the Lord to have students from all over the world join us at YWAM Kona in seeing revival happen in all the nations.

<http://www.uofnkona.edu/apply/category-of-nations/>



**CATEGORY A**

American Virgin Islands, Andorra, Argentina, Aruba, Australia, Austria, Bahamas, Bahrain, Barbados, Belgium, Bermuda, British Virgin Islands, Brunei, Canada, Cayman Islands, Chile, Croatia, Cyprus, Czech Republic, Denmark, Equatorial Guinea, Estonia, Falkland Islands, Faroe Islands, Finland, France, French Polynesia, Germany, Gibraltar, Greece, Greenland, Guam, Guernsey, Hong Kong, Hungary, Iceland, Ireland, Israel, Italy, Japan, Jersey, Korea-South, Kuwait, Latvia, Liechtenstein, Lithuania, Luxembourg, Macau, Malaysia, Malta, Man- Isle of, Marshall Islands, Mauritius, Monaco, Netherlands, Netherlands Antilles, New Caledonia, New Zealand, Northern Mariana Isla, Norway, Oman, Poland, Portugal, Puerto Rico, Qatar, Russia, San Marino, Saudi Arabia, Seychelles, Singapore, Slovakia, Slovenia, Spain, Sweden, Switzerland, Taiwan, Trinidad & Tobago, United Arab Emirates, United Kingdom, United States, Uruguay, Virgin Islands.

**CATEGORY B**

Albania, Algeria, American Samoa, Anguilla, Antigua & Barbuda, Armenia, Azerbaijan, Belarus, Belize, Bhutan, Bosnia Herzegovina, Botswana, Brazil, China, Columbia, Cook Islands, Costa Rica, Dominican Republic, Ecuador, El Salvador, Gabon, Iran, Kazakhstan, Lebanon, Libya, Macedonia, Mexico Namibia, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Palestine Territories, Palau Islands, Panama, Peru, Romania, Saint Kitts & Nevis, Saint Lucia, Saint Pierre & Miquelon, Serbia, South Africa, Suriname, Thailand, Tunisia, Turkey, Turkmenistan, Turks & Caicos Islands, Ukraine, Venezuela.

**CATEGORY C**

Afghanistan, Angola, Benin, Bhutan, Bolivia, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde Islands, Central Africa Republic, Chad, Comoro Islands, Congo, Cote de Ivoire, Cuba, Djibouti, Dominica, East Timor, Egypt, Eritrea, Ethiopia, Gambia, Gaza Strip (Inc. West Bank), Georgia, Ghana, Grenada, Guatemala, Guinea, Guinea-Bissau, Guyana, Haiti, Honduras, India, Indonesia, Iraq, Ivory Coast, Jamaica, Jordan, Kenya, Kiribati, Korea-North, Kyrgyzstan, Laos, Lesotho, Liberia, Madagascar, Malawi, Mali, Marshall Islands, Mauritania, Mayotte, Micronesia, Moldova, Mongolia, Morocco, Montenegro, Montserrat, Morocco, Mozambique, Myanmar, Nauru, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Papua New Guinea, Paraguay, Philippines, Reunion Island, Rwanda, Saint Helena, Saint Vincent & Grenadines, Samoa, Sao Tome & Principe, Senegal, Sierra Leone, Solomon Islands, Somalia, Sri Lanka, Sudan, Swaziland, Tajikistan, Tanzania, Togo, Tokelau, Tonga, Tuvalu, Uganda, Ukraine, Uzbekistan, Vanuatu, Vietnam, Western Samoa, Yemen, Zambia, Zimbabwe.

# THE APPLICATION PROCESS *by Jeremy West*

- THE UNDISCOVERED DISCIPLESHIP TOOL -

## WHY DO WE DO APPLICATIONS?

Collect Information to help us know them and pray with understanding.

- Administration
- Registration and UofN Credits
- Bio' information
- We want to know if they are Christians (the purpose of our programs)

The Telephone / Skype interview is recommended for each applicant.

It is an excellent discipleship tool.

Just because you pray over student application forms is often not enough.

The interview helps the staff to understand the purpose of DTS and therefore interviews will go more smoothly - the interviewer represents what DTS is for. It sets expectations for a student. It helps the applicant to understand the purpose of the DTS.

### **It expands the discipleship process...**

...it begins the discipleship process BEFORE the student arrives

(eg, do you need rehab? DTS is not the place for you right now.

When you ask them "How do you manage porn, being exposed to it?" you can know if the student is ready or not.)

Do they understand what they are coming for?

Do not be afraid to say NO to a person who is not ready

(SEE INTERVIEW PROCESS ON THE NEXT PAGE)

Having this conversation will show students the seriousness of the school!

It is not about keeping people out, it is about the expectations that will be required from students when they join the school (eg evangelism etc)

- Establishes intimacy (the real you) between staff & applicant
- Communicates fundamental expectations early. (eg: cannot earn money during this time, pay on time, substance abuse etc)
- Students begin committing to discipleship BEFORE they arrive!
- It increases the expectations of the students and the staff.
- Gives you a better indication of the spiritual, emotional and academic make-up of the school. (Staff will get to know the needs of the school more)
- Helps avoid unnecessary complications, misunderstanding and disappointments.

You are training FUTURE STAFF!

Do you know what your website communicates. Is it up to date.

## THE PHONE INTERVIEW - A GUIDE *by Jeremy West*

Before each main topic, make sure there is affirmation towards the person. This is an important tool for a successful relationship.

### 1. Introductions of self and the school

Explain a little bit about yourself over skype or the phone

- This will add a sense of comfort for your students to open to you when you are vulnerable with them. This is the start of the discipleship process for you and the student.

Make sure they understand what the school actually is.

- School vs seminar
- Outreach mandatory or not
- Summary of weekly schedule
- Rules and guidelines

### 2. Start on the logistics

- Ask about Finances
- Citizenship
- Passports
- Travel information
- Deadlines
- etc

### 3. Now come in with more of the personal background questions

- Can you explain to me the story of when you accepted Christ?
- Substance use/abuse

What?

How long?

- Medical needs
- Involvement with the occult
- Family relationships

Do they support your decision to come to YWAM?

- Local church relationship

Does your congregation support your decision to go into Missions?

- Prayer

Is there anything else I can be praying for you besides things that have already been brought up?

When can we talk again?

Be Spirit-led during this time. Dont be afraid not to accept students.



*Answer enquiries within 12 - 24 hours*

## **APPLICATION FORMS**

for your staff, students, volunteers

- Create an application form for your students
- Create an application form for your staff
- Create an application form for short term volunteers

Public communication include:

- Create a website
- Telephone number
- Create School email
- Postal address
- Actual address if there are no safety concerns

Applied for your school on app.uofn.edu

Draft the following letters :

Create folders on your computer to easily find:

- School / Staff / Finance / Outreach / Speakers / Students
- Visa information and letters
- Notify the person who will email your visa invitation letters

Student folder contains:

- First response to a student inquiry
- FAQ list for serious students
- Student Acceptance letters
- Letter two weeks before arrival

Print out application forms, pray over them after you interviewed each student and put them in a folder, in a secure place.

Speaker folder contains:

- Speaker invitation letter
- Expectations (See your form A)
- Speaker finance / transportation
- Each Speakers Bio for introduction
- Speaker food - allergies, etc

## Before a student is accepted

Tick list for what needs to be handed in before you accept your student | staff



Tick list per student:

- Basic application received,
- Interview completed (eg Skype),
- Registration fee received ,
- Supplemental questions received
- Friend Reference received
- Pastor Reference received
- Medical forms if required received
- Letter signed - Liability / death received
- Do they have insurance for traveling - Yes / No
- Passport copy - check expiry date -  
you need 6 months after school is done
- A place to put the word of the Lord when  
you pray over the student

## Student quick glance list

(Number) + (Name) + (Nationality) + (Tier system of UofN)  
#1 SarahB SA b

#1 SarahB\_SA\_b  
#2 SarahB\_UK\_a  
#3 JayC\_PAK\_c  
#4 SamP\_USA\_a  
#5 PeterH\_IND\_c

In this way you will not confuse students with same names or strange passport names.

Print this out for each student and put it in their folder.

### visa information

(Depending on nation - do research)

For Visa purposes, students can email you:

MR / MRS / DR -

FULL NAME as in passport

LAST NAME as in passport

NATIONALITY - passport

PASSPORT NUMBER #

EXPIRATION DATE

ADDRESS OF THE EMBASSY WHERE YOU WILL APPLY

DATE OF ARRIVAL

DATE OF RETURN

Passport must be valid for 6 months with 3 blank pages

## Per student folder - list

Name\_\_\_\_\_ #\_\_\_\_\_ Nation\_\_\_\_\_ A / B / C

- 1. Basic app in
- 2. Registration fee paid
- 3. Supplemental questions in
- 4. Friend reference in
- 5. Pastor reference in
- 6. Medical report in
- 7. Insurance number (bupa/talent trust/\_\_\_\_\_)
- 8. Passport copy in
- 9. Address of embassy where they will apply for visa
- 10. Word from God about person \_\_\_\_\_
- 11. Accepted Y / N
- 12. VISA letter arranged for applicant
- 13. Forwarded it to the student
- 14. Arrival date / time
- 15. Emailed FAQ list with address for airport arrival card

## CREATE APPLICATION FORMS

### *Update Online Dates*

Sample of a World B Base: [www.ywammuizenberg.org/apply](http://www.ywammuizenberg.org/apply)

This could be online or off line

- STUDENT
- STAFF
- VOLUNTEER
- VARIOUS SCHOOL APPLICATION FORMS

Some bases needs more information, so feel free to add to this.

- 1 Basic Application
- 2 Registration fee
- 3 Passport
- 4 Visas for international students
- 5 Physical evaluation they can give to their doctor.
- 6 Pastor's Reference
- 7 Confidential Reference / Previous School Leader Reference
- 8 School Leader Reference for 2nd Level School Applications

### **STEP 1**

#### APPLICATION QUESTIONS TO CONSIDER

School applying for

Full names and Last Name

Sex M/F

Address

Country of Residence

Date of Birth

Age

Birth Place

Marital Status

List Names of Children / Will they accompany you

Passport information

Financial information (debt, dependents)

## **STEP 2**

### **EDUCATION AND EXPERIENCE**

Summarize your school, graduate and Christian education history listing the institutions and the qualification obtained.

Please list any work, ministry or vocational experience and skills.

Give details and dates of full time positions held in the Church or Christian organizations

Give details of previous Christian training or education you have had through a YWAM location, church or college. Please give name of school, location and dates.

### **HEALTH**

Give a detailed description of any physical disabilities you suffer from.

Give any details of any medication you are presently taking or doctor's treatment you are under.

Give details of any psychiatric treatment such as nervous breakdown, depression including manic depression you have received. Have you been in burnout or had ME (Chronic Fatigue) the last two years.

Do you still need help in this area.

### **SKILLS AND INTEREST**

What are your interest and hobbies

List your abilities and talents

What languages do you speak and read / write

### **PERSONAL BACKGROUND**

Are there any past experiences i.e. drug or alcohol addiction, homosexuality, extramarital activity etc which we should know about as we consider your application?

Please give relevant history if you have been divorced, separated or remarried.

Are you still receiving help in any of the above areas?

Would you appreciate counsel should you be accepted?

### **STEP 3**

#### CHRISTIAN LIFE AND CALL

Please describe how you came to know Jesus personally.

Please describe your present personal relationship with the Lord. Are there areas of your character that you are presently seeking to further develop and improve?

How did God lead you to apply to this school?

Do you have a special interest in any particular area of ministry (children, arts, music, teaching, sports, admin, hospitality, maintenance etc?)

Please describe your involvement with your local church. Are they supportive of your participation in YWAM?

How would you describe your relationship with your family? Are they supportive or your participation of YWAM?

Do you feel that you can live in possibly unfamiliar conditions: i.e. mixed cultures and races, different food, limited living space, no running water? Please share.

Is there anything else you would like to share with us about yourself?

## STEP 4

### SECTION TO SIGN

A section to certify all the information is accurate.

Applicant's Signature and Date

Release of Liability

I/we do hereby release Youth with a Mission, its staff, agents, and volunteer assistants from any liability whatsoever arising out of any injury, damage or loss which may be sustained by said person(s) during the course of involvement with Youth with a Mission.

Applicant's Signature and Date

Consent of Treatment

In case of emergency, I/we hereby agree to the performance of such treatment, including anesthesia and surgery, that the attending doctor or physician may deem necessary.

IF AT ALL POSSIBLE, STUDENTS MUST ARRIVE WITH INSURANCE.  
ACCIDENTS HAPPEN. BE FINANCIALLY PREPARED FOR THIS.

IF STUDENTS ARRIVE WITHOUT INSURANCE, WHAT DO YOU  
HAVE IN PLACE THAT WILL SECURE THE SCHOOL AND THE  
BASE?

To avoid "serious student problems",  
contact the student and have a telephone interview.

Look for any clues on the application form that might.  
Point to potential problems.

## Consent for burial

Normally, your healthcare insurance will cover the costs related to the shipment of your body to your home country or alternative burial costs at the location of death. However, in some situations this may not be the case. Please read your policy exclusions carefully. In the unlikely event that you should die during the school or on outreach, every possibility will be sought to contact your family and fulfill their desires. However, in the event that they cannot be reached within a reasonable time frame, we need you to sign the following agreement:

I agree, in the case of my death while in Youth with a Mission/YOUR BASE NAME, that they may carry out the burial in the location of death. If my family desires to see the body shipped home, I understand that they will need to cover all expenses incurred. I hereby absolve Youth with a Mission, its staff and associates, from any responsibility for burial or repatriation costs.

<p><b>Current Address</b></p> <p>Street/PO Box: _____</p> <p>City/Town: _____</p> <p>State/Province: _____</p> <p>Postal Code: _____ Country: _____</p> <p>Home Phone*: _____</p> <p>Cell/Mobile*: _____</p> <p>Email: _____</p> <p>Facebook: _____</p> <p>Skype: _____ Twitter: _____</p> <p><small>* Please include both country code and area code.</small></p>
--

Current, Emergency, Permanent and Home address like above

## General Information

Age: \_\_\_\_\_ Country of Birth: \_\_\_\_\_

City of Birth: \_\_\_\_\_ Gender:  Male  Female

Date of Birth (MM/DD/YYYY): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Country of Citizenship: \_\_\_\_\_

Do you have a Passport?  Yes  No  In Process

Passport Number: \_\_\_\_\_

Passport expires on (MM/DD/YYYY): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Passport Place of Issue: \_\_\_\_\_

Full name and birth date as it appears on your passport:

How did you hear about Create International Thailand?

What most influenced your decision to apply for this school?

Do you plan to pursue a  
University of the Nations degree?  Yes  No

## Family Information

Single  Engaged  Married  Separated  Widowed

Spouse's Name: \_\_\_\_\_

Your Maiden Name: \_\_\_\_\_

Anniversary (MM/DD/YYYY): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Number of children accompanying you: \_\_\_\_\_

Name of 1st Child: \_\_\_\_\_

Birthdate (MM/DD/YYYY): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Passport?  Yes  No  In process Gender:  M  F

Name of 2nd Child: \_\_\_\_\_

Birthdate (MM/DD/YYYY): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Passport?  Yes  No  In process Gender:  M  F

Have you ever had, or do you now have, any of the following:

	NO	YES	NO	YES
Skin condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ear trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head injury	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recurrent headaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Epilepsy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fainting spells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental/Nervous disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weakness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paralysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insomnia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shortness of breath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hay fever	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asthma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hepatitis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recurrent diarrhea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kidney disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Arthritis

Menstrual disorders

Have you ever had any of the following communicable diseases?

	NO	YES
Chicken pox	<input type="checkbox"/>	<input type="checkbox"/>
Measles (Rubella)	<input type="checkbox"/>	<input type="checkbox"/>
Measles (Rubella)	<input type="checkbox"/>	<input type="checkbox"/>
Mumps	<input type="checkbox"/>	<input type="checkbox"/>
Pertussis	<input type="checkbox"/>	<input type="checkbox"/>
Scarlet fever	<input type="checkbox"/>	<input type="checkbox"/>
Tuberculosis	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

Females Only:

	NO	YES
Irregular periods	<input type="checkbox"/>	<input type="checkbox"/>
Severe cramps	<input type="checkbox"/>	<input type="checkbox"/>
Excessive flow	<input type="checkbox"/>	<input type="checkbox"/>
Are you pregnant?	<input type="checkbox"/>	<input type="checkbox"/>
Previous pregnancies	<input type="checkbox"/>	<input type="checkbox"/>

If you answered YES to any of the questions, please explain:

---



---



---



---



---



---



---

full-time Christian work.

	Not Known	Poor	Below Average	Average	Above Average	Excellent
<b>Personal Character</b>						
Self-Discipline						
Teachability						
Flexibility						
Persistence						
Reliability						
Functionality						
Common Sense						
Integrity						
Academic Ability						
Financial Responsibility						
Stewardship						
Initiativeness						
Respect for Authority						
Health						

	Not Known	Poor	Below Average	Average	Above Average	Excellent
<b>Emotional Maturity</b>						
Self-Confidence						
Self-Esteem						
Ability to Deal with Stress						
Accurate View of Strengths and Weaknesses						
Ability to Deal with Interpersonal Problems						
Overall Emotional Maturity						

	Not Known	Poor	Below Average	Average	Above Average	Excellent
<b>Spiritual Maturity</b>						
Knowledge of the Bible						
Consistency of Christian Work						
Ability to Share Christ with Others						
Concern for Others						
Assurance of God's Calling						
Respect of Others' Convictions						
Overall Spiritual Maturity						

	Not Known	Poor	Below Average	Average	Above Average	Excellent
<b>Leadership Potential</b>						
Initiative						
Willingness to Serve						
Ability to Make Decisions						
Organizational Skills						
Ability to Follow						
Ability to Motivate Others						

	Not Known	Poor	Below Average	Average	Above Average	Excellent
<b>Social Adaptability</b>						
Cooperation						
Tactfulness						
Communication Skills						
Personal Hardiness						
Respect of Peers						
Positive, Contagious Spirit						

Have you noticed these tendencies?	Not Known	Not Apparent	Frequently	Sometimes	Rarely	Never Apparent
Critical Attitude						
Argumentativeness						
Continuing Manner						
Procrastination						
Impatience						
Inflexibility						
Anxiety/Worry						
Moodyness						
Dependent Relationships						
Homosexual Relationships						
Eating Disorders						
Behavioral Disorders						
Drug Abuse						
Closed-Mindedness						
Emotional Instability						
Flirtatiousness						
Sexual Immorality						
Early Embarrassed						
Early Discouraged						
Prejudice						
Impulsiveness						
Gives in to Peer Pressure						
Jealousy						
Frequent Exaggeration						
Lack of Sense of Humor						
Infatuations						
Disonest or Questionable Character						
Involvement with the Occult						

	Not Known	Poor	Below Average	Average	Above Average	Excellent
<b>Applicant's Gifts/Talents</b>						
Administration						
Counseling						
Hospitality						
Motivating and Training Others						
Music						
Visual Arts						
Prayer						
Speaking/Teaching						
Encouragement						
Computer Skills						
Worship						
Other _____						

## **UofN - know the purpose for schools**

To GATHER and CHALLENGE people to worship, listen to and obey God, releasing them to serve through evangelism, Intercession, acts of compassion and other expressions of God's heart for the world, possibly even pioneering new ministries.

To INSPIRE and CULTIVATE growth in one's relationship with God resulting in Christ like character, which is based on a solid Biblical foundation, the work of the Holy Spirit and the personal application of Biblical truth, especially concerning God's Character, the Cross and empowering Grace.

To SHARPEN one's ability to relate to, learn from and work with people, including those of different cultures, personalities and perspectives.

To further EQUIP each one to serve God's purposes either in or outside of YWAM Family of Ministries, strengthening a commitment to reach the lost, especially the unreached, to care for the poor, and to influence all areas of society.

To IMPART the vision and foundational values of Youth With A Mission International as well as that of the host operating location and to provide information regarding a variety of opportunities for service.

- To equip the Christian messenger to grow in relationship with God, providing a solid Biblical foundation and encouraging the development of Christ-like character through the personal application of truth.

- To challenge the Christian messenger to become more involved in missions and world evangelism with YWAM or other ministries, awakening a burden for reaching the unreached, a vision for influencing all areas of society, and a commitment to strengthening the global Body of Christ.

- To impart (and keep imparting on second level schools and ministries), to the Christian messenger an understanding of Youth With A Mission International, its foundational values, calling and opportunities for service.

- To prepare the Christian messenger for service in the local church and the local community.

## 2nd level schools

Should not forget to keep imparting and solidifying what students learned on DTS

We Graduate students with a growing understanding of the breadth and depth of God's character and ways,

- who are becoming more like Jesus in the way they relate to God and people
- who increasingly cooperate with the empowering presence of the indwelling Holy Spirit
- who listen to and obey God as the result of God's enabling Grace
- who search the Scripture in such a way that transforms beliefs, values and behaviors
- with strengthened lifestyles of worship, intercession and spiritual warfare
- with a greater ability to work with others, especially those different to themselves
- who can share the Gospel with the lost and have a life long commitment to do so
- with a commitment to continue to be involved in some way with God's work among the nations, including unreached people, the poor and needy and in spheres of society
- who understand the calling and values of YWAM and are aware of a variety of opportunities
- available to them throughout YWAM
- with a clearer understanding of God's purposes for their life and a sense of their life direction
- who either
  1. go on to serve God in either a context familiar or foreign to them
  2. pursue further training (in or outside of YWAM) to equip them for further service.

# DEVELOPING A SCHOOL CURRICULUM

Policy statement:

Satisfactory completion of one “full learning week” of appropriate university-level education/training can earn one credit in the UofN.

A 12 week course is granted 12 credits. The normal nine-month academic year is therefore 36 credits. Credit for a full learning week of a seminar and a course cannot be obtained simultaneously.

In reviewing applications for schools to be included in the UofN, one important criterion will be a “full learning week” at the appropriate university level. In a typical University a “full learning week” means at least 50 hours of classes and study per week at the appropriate university level.

Procedure:

Below are some examples of different educational components.

- Classroom lectures  
(minimum 12 hours | 16 hours for bi-lingual schools)
- Group intercession (minimum 3 hours per week)
- Corporate praise and worship
- Small group sharing (1 hour per week)
- Planned one-on-one between staff and student (30min - 1hr)
- Personal study
- Reading assignments / Book reports
- Keeping a journal
- Weekly Outreach opportunities
- Panel discussions
- Prayer vigils
- Research projects
- Etc (approved on Form A by UofN registrar)

It is not enough to fill up a student’s day with an assortment of activities.

The 50 hour goal of learning must be reflective purposeful teaching strategies which can encompass both traditional and creative learning styles.

## DTS SPECIFIC

YWAMDTSCENTRE.COM/RESOURCES

Lecture phase content hours for each topic:

Minimum 24 hours or 2 x 12 hour weeks;

For bi-lingual school - Minimum 32 hours or two weeks of 16 hours

MUST HAVE 2 WEEKS OF EACH OF THESE 5 TOPICS:

I. God's Nature and Character

II. God's Intention for Individuals, Peoples and Creation

III. God's Redemption: Sin and The Cross

IV. God's Family: His Children & His Church

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

VI. YWAM: A Response to God

### PLANNING A 12 WEEK SCHEDULE

see UofN requirements | hours | curriculum requirements

WEEK	TOPIC	CURR	HOURS
1.	Identity	II	12  16 (bi-lingual)
2.	Character of God	I	12  16 (bi-lingual)
3.	Hearing God	I	12  16 (bi-lingual)
4.	Father heart	V	12  16 (bi-lingual)
5.	Spiritual Warfare	III	12  16 (bi-lingual)
6.	Forgiveness	IV	
7.	MINI OUTREACH	---	
ETC			

#### **Implicational thinking:**

What happens if class start late every day?

15 minutes per day x 5 days = 1 hour 15 min x 12 weeks = 15 hours of lecture.

You need a minimum of 12 hours lectures per week for one credit.

If your class is constantly late, you miss out on a whole week of lectures and should technically add another week. Culture in this regard is not an excuse.

***Make sure you start on time!***

## Sample of a Weekly Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 - 7:45			<b>Breakfast</b>				
8:00 - 8:30		Journal Bible Reading & Filling in related questions				8 - 9:30am	8 - 9:30am
8:30 - 9:00		Staff Prayer Time - students pray 30 minutes				Breakfast	Breakfast
9:00 - 9:20		Chores	Chores				
9:20 - 9:50	<b>BASE WORSHIP</b>	Values	Class	Values	Intercession		
10:00 - 11:30	CLASS	CLASS	CLASS	CLASS	CLASS		
11:30 - 11:45		15 Minute Break				10am Room &	Church
11:45 - 13:00	CLASS	CLASS	CLASS	CLASS	CLASS	House Check	
13:00 - 13:45		<b>Lunch</b>					
14:00 - 14:30		Two hour work duty and creating new outreach resources					
14:30 - 15:00						Lunch is up to you.	
15:00 - 15:30						2-5pm Non-optional	
15:30 - 16:00			Staff Meeting			Outing for all if	
16:00 - 17:00				Outreach		arranged	
17:00 - 17:30							
17:30 - 18:00							
18:00 - 18:45		<b>Dinner</b>					Worship Team
18:45 - 19:00						Dinner is up to you.	practice 7-8pm
19:00 - 21:00	Class	Intercession 2 hours					22:30 Gates close Lights out

Put in small groups | 12 hours lectures (or 16 bilingual) (Intercession must be 3 + hours)

Remember:

If you have 13-14 weeks of lecture, you can only give max 12 credits to the student.

Sample of topics

1. Intro worship, Intercession, Ywam, nation history, base history, ywam covenants  
This week wont get credits. You can do this on the weekend before the start of the school
- 2: Nature Character of God
- 3: Salvation / Hearing God’s voice
- 4: Sin, Repentance, Forgiveness, Fear of God
- 5: Identity
- 6: Relationships
- 7: Evangelism/ God’s heart for nations
- 8: Spiritual Warfare / Authority of the believer
- 9: Biblical world-view
- 10: Bible study overview
- 11: Discipleship / servant leadership
- 12: Holy Spirit / Prophetic evangelism

If you can, divide your week days into 3rds, and have one 3rd for rest/personal activities. This will keep staff and students fresh for the long haul. Have one day of the weekend off - totally free. **Remember longevity** in Missions. It is not a sprint. We are in it for the long haul.

Note: Do not assume a DTS student know how to do quiet time. Model this in the first few weeks before you leave them on their own for an hour.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:45-7:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast / Pack Lunch (9:00 - 10:00)	Breakfast / Pack Lunch (8:30-9:30)
7:30-8:20	Time with God	Time with God	Time with God	Time with God	Time with God		
8:30-9:20	Community Worship	School Devotional	School Devotional	Community Intercession	School Devotional		
9:30-12:30	Lectures	Lectures	Lectures	Lectures	Lectures		Church
12:30-1:30	Lunch	Lunch	Lunch	Lunch	Lunch		
1:30-3:00	Practical Ministry	Practical Ministry	Practical Ministry	Practical Ministry	Practical Ministry	Free time	Free time
4:00-5:30	Outreach preparation	Free time	Local outreach	Free time	Small groups		
6:00-6:30	Dinner	Dinner	Dinner	Dinner (5:30pm)	Dinner	Dinner	Dinner
7:30-9:00	Free time	Lectures	Free time	Community Meeting (7pm)	Free time	Community event / activity	Free time

## AN OFFICIAL SUMMARY OF THE OFFICIAL DTS CURRICULUM

Required structured formal elements for the “full learning week”

Lecture phase content hours for each topic: minimum 24 hours or 2 x 12 hour weeks;

for bi lingual school - Minimum 32 hours or two weeks of 16 hours

Teaching content is outlined below in the 6 Curriculum categories

### **I. God's Nature and Character: Encountering God**

#### A. Learning Outcomes

1. Grow in relating to God (Father, Son and Holy Spirit)
  2. Understand His character and ways
  3. Respond to God through worship and prayer
  4. Hear and obey God in everyday decision-making
  5. Read/hear the Scripture and make life application
- B. Content to be understood and applied in heart and action
1. The Character and Nature of God
  2. Ways to hear God's voice
  3. Ways to worship and pray
  4. Ways to engage with and apply the Scriptures

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

#### A. Learning Outcomes

1. Value and respect human life as God does
  2. Demonstrate responsible choices/stewardship
  3. Relate to God and others according to Biblical standards (Love God/Love Neighbor)
  4. Recognise that God intends all believers to live in ways that reflect His glory in every context of life including the way they live, relate and work (disciple nations; no sacred-secular split)
  5. Intercede in prayer for individuals, peoples, nations and spheres of society.
- B. Content to be understood and applied in heart and action
1. The value and role of people in creation. as both companions and co-workers with God (including we are to be intercessors and stewards)
  2. The reality of moral absolutes as defined by the character of God
  3. God's intention to spread His glory to God throughout the earth by the way people relate, work and live.
  4. Awareness of the world in terms of peoples, of nations and spheres of society (4K map)

Lecture phase content hours for each topic: minimum 24 hours or 2 x 12 hour weeks;

for bi lingual school - Minimum 32 hours or two weeks of 16 hours

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

#### A. Learning Outcomes

1. Grow in understanding of the person and work of Jesus
  2. Respond to Jesus as Lord through love and obedience
  3. Recognise the reality of Satan and his strategies
  4. Practice the different aspects of spiritual warfare
- B. Content to be understood and applied in heart and action
1. The life, death and resurrection of Jesus
  2. Sin, confession, repentance and living with a clean conscience
  3. Relinquishing rights
  4. Principles of receiving and extending forgiveness
  5. The person and strategies of Satan
  6. Ways to resist and defeat Satan's schemes

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

#### A. Learning Outcomes

1. Grow in understanding the person and work of the Holy Spirit and cooperate more fully with Him.
  2. Demonstrate Christ-likeness in relationships and circumstances
  3. Participate within a group in a way that benefits the group as well as those the group serves
  4. Serve others with one's spiritual gifts
- B. Content to be understood and applied in heart and action
1. The person and the work of the Holy Spirit in and through the life of the believer.
  2. The father heart of God
  3. Identity in Christ
  4. Principles of right relationships (include relating to the opposite sex)
  5. Principles of functioning as part of a team

Lecture phase content hours for each topic: minimum 24 hours or 2 x 12 hour weeks;

for bi lingual school - Minimum 32 hours or two weeks of 16 hours

## **V. God's World: His Call & His Commission: Sharing the Gospel**

### **A. Learning Outcomes**

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

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

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

### **A. Learning Outcomes**

1. Understand the history, vision and foundational values of Youth with a Mission, including that of the University of the Nations
- B. Content to be understood and applied in heart and action**
1. The Stories in Loren's book, "Is that really you God", could be covered in some way.
  2. Telling the stories of YWAM
  3. The history, vision and foundational values of Youth with a Mission, including that of the University of the Lecture phase content hours: This should be woven throughout the DTS

Lecture phase content hours for each topic: minimum 24 hours or 2 x 12 hour weeks;  
for bi lingual school - Minimum 32 hours or two weeks of 16 hours

## **Program Design Elements for DTS Content Phase**

Required structured non-formal elements for the "full learning week" (in every activity consider ways to accommodate the diversity of cultures, gifts and personalities of the group)

1. Corporate, smaller group and private times
  - a. to worship
  - b. to pray
  - c. to hear God
  - d. in the Word of God (e.g. consider a book of the Bible, like a gospel or do a character study; memorize or meditate on portions)
  - e. of spiritual warfare
  - f. to do intercession (3 hours minimum per week)
  - g. of confession, repentance, relinquishing rights, forgiveness... etc. as the Spirit leads
  - h. to be filled with and empowered by the Spirit
  - i. to function together in the one another passages of the New Testament
2. one on one's
3. corporate and smaller group interaction, where everyone has opportunity to make a contribution
4. application of the teaching
5. ways that help a person reflect and apply truth (e.g. journals)
6. ways that intentionally build the relational community
7. time to study, discuss, and ask questions of one another.
8. work duties (maximum 12 hours per week)
9. time to practice sharing testimonies and the gospel (start in lecture phase)
10. regular outreach during lecture phase to those who don't yet know Jesus
11. diverse opportunities to discover and develop talents and gifts
12. Corporate and smaller group times to hear God's voice for specific direction and strategies for doing outreach in both lecture and outreach phase.
13. evaluation:
  - a. of the student
    - i. by the student himself and the staff;
  - b. evaluation of the school and staff- by the student

A word of advice,

WHEN A BOUNDARY (RULES/STATEMENTS/GUIDELINES) HAS BEEN PLACED BY A PREVIOUS LEADER, DO NOT SUDDENLY REMOVE IT JUST BECAUSE YOU THINK IT UNNECESSARY OR IRRELEVANT.

ASK WHY IT WAS THERE IN THE FIRST PLACE BEFORE YOU CHANGE TOPICS OR POLICIES ETC.  
ASK ADVICE AND COUNSEL. BE HUMBLE.

THERE WILL MOST LIKELY BE A GOOD REASON WHY IT WAS PUT THERE IN THE FIRST PLACE.

Share / Read your original course  
REGISTRATION FORM with your staff.

Impart to them why your school has specific outcomes and  
outreach specifics

## GRADING EXPLAINED - UofN

### GRADES:

The evaluation of a student's development in a specific course or degree program is based on many factors. Schools and universities throughout the world use various ways of assessing and communicating a student's status in their programs.

However, for long-term record-keeping purposes, a student's progress is often summarized and codified by simple letter or number grades. Universities in most nations use generally accepted and documented instructions to translate records and degree information between their institutions. Records for students of U of N are established and transferred between branches by the system described in this section.

Some U of N locations may choose to use a dual record system-- one which is commonly used in their nation and the other described here for communication between U of N locations. Official U of N student records will contain information as outlined in this section.

The grading system used by the U of N is indicated below. Each grade is worth a certain number of grade points as follows:

### GRADES USED IN ALL **POST-DTS** SCHOOLS:

Grade Description	Grade Points	Grade Percentage
-------------------	--------------	------------------

A Excellent	5	90% - 100%
-------------	---	------------

B Good	4	80% - 89%
--------	---	-----------

C Satisfactory	3	70% - 79%
----------------	---	-----------

D Borderline	2	60% - 69%
--------------	---	-----------

F Failing	1	under 60%
-----------	---	-----------

Four passing grades, (“A,” “B,” “C,” and “D”), signify various levels of achievement for each completed course. “A,” as the term “excellent” describes, signifies the best of academic achievement. At the low end, “D,” is indicative of meeting only the most minimal expectations; on the border of failing. “B” and “C” are the corresponding intermediate grades.

One failing grade is given by the U of N: “F” is indicative of unsatisfactory work, usually reflecting that less than 60% of the material has been adequately learned. Credit for a course failed (“F”) may be obtained only by satisfactorily repeating the course.

### **GRADES USED IN ALL DTS AND CDTS SCHOOLS AND SOME SEMINARS:**

Grade Description Grade Points

S Satisfactory N/A

U Unsatisfactory (failing) N/A

Satisfactory and Unsatisfactory: The grades of “S” and “U” will be given for satisfactory or unsatisfactory completion of Pass/Fail courses such as the Discipleship Training School (DTS) or Crossroads DTS and seminars of not more than three credits. In this case “S” is equivalent to an “A,” “B,” “C,” or “D,” whereas “U” is equivalent to an “F.” Only the DTS, CDTS are allowed to give “S” and “U” grades. All other schools and seminars are to use “A,” “B,” “C,” “D,” or “F” to evaluate their students.

### **GRADES USED IN ALL SCHOOLS AND SEMINARS FOR SPECIAL SITUATIONS:**

Grade Description Grade Points

T Deferred N/A

I Incomplete N/A

W Withdrawal N/A

N No credit N/A

X Audit N/A

Deferred: a deferred grade, “T” is a temporary grade, used until completion of the subsequent related material or course(s). It may be given to a student who has taken the lecture phase of the DTS and has not completed the field assignment, and other special cases. Any course for which the “T” grade is used must be converted to a permanent grade within two years. The “T” grade after two years would revert to a “U” or “F.”

Incomplete: the grade “I” (incomplete) may be given at the discretion of the course director when a student cannot fulfill the requirements of the course. This grade is given only when the deficiency is due to authorized absence or other cause beyond the control of the student, and when the work already done has been of a standard acceptable for the satisfactory completion of the course. An “I” grade is removed and replaced with a credit grade if the student completes the course requirements to the satisfaction of the course instructor within two calendar years. If the above condition is not met, the “I” will be changed to an “F” by the International Registrar and the student must repeat the course to receive credit for it.

The school leader has the responsibility to the student to explain the procedure when giving an “I” grade and must work with the student to complete the course. For this reason, when an “I” grade is received on a Grade Sheet (Form C), the International Registrar will inform the International Dean or Centre Director, so that they can be sure that the school leader understands their responsibility to the student when giving an “I” grade.

If the student is unable to complete the work within the two-year time frame, they may apply for an extension by writing to both the school leader and the international Dean or Centre Director. The school leader and International Dean have the prerogative of creating special arrangements for the remaining work to be completed. A student cannot ‘make up’ any weeks missed in a course while simultaneously attending the same course.

For example: If the student missed 2 weeks due to sickness or emergency etc., then the student receives an ‘I’ grade at the end of the school. After the school has ended, then the student has the opportunity to complete the 2 weeks missed. That can be done in a variety of ways, however, each scenario must meet the requirements of a “Full Learning Week” complete with curriculum content, qualified leadership/oversight, assignments, one on ones, evaluation etc. as would be true for any “Full Learning Week” of a course in the U of N.

Possible examples for making up weeks that a student missed in a U of N school:

a. The student may return to the same YWAM/U of N course operating location for 2 weeks at the end of the school (or at another designated time mutually agreed upon) with a qualified staff member (preferably from the original school, or the upcoming school) who creates and supervises 2 full learning weeks of the specific curriculum content that was missed by the student, in addition to other learning activities, assignments and evaluation that is necessary. This course work must be completed within a maximum time period of 2 years.

b. The student may return to the same YWAM/U of N course operating location at another time in the future when the same school is running and apply to the school leader to then take specifically the 2 weeks of missed curriculum in the original school. This course work must be completed within a maximum time period of 2 years.

c. C. The student applies to join the same school at another YWAM/U of N operating location to make up the specific 2 weeks of the course that they missed in their original school. This course work must be completed within a maximum time period of 2 years.

When any of the above are completed, the school leader/staff member is to file the FORM C1 (if it is a lecture phase) or C2 (if it is a field assignment phase) to record and report the student's 2 week course makeup and a file a 'Grade Correction Form' with the appropriate International Registrar's Office so that the student's 'I' grade is changed to whatever grade he/she is to receive for the total course based on appropriate evaluation of the completed course. The student then will receive U of

N credit for completion of the U of N school.

Withdrawal: if a student withdraws from a school within the first week of the course, they will not receive a grade and are eligible for a full refund of fees. If a student withdraws from a school in the second week or prior to the final two weeks of a school, they will receive a grade of "W". During the final two weeks of any school in which a student withdraws, a grade of "F" (or "U" for DTS/CDTS only) will be recorded if a grade of "I" is not appropriate.

No credit: Certain courses numbered 000 to 099, because of their special nature, are offered for no credit to U of N students. These courses are designed to enrich and enhance the background of those enrolled in them, but since the material is not a part of a degree program and may be experimental in nature, degree credit is not granted for them. A grade of "N" will be assigned to these courses and enrollment in them will appear on a student transcript.

Audit: special circumstances may make it desirable for a student to audit a regular U of N credit course, instead of pursuing it for academic credit. As with all U of N students, an audit student must have satisfactorily completed a DTS/CDTS including field assignment. A student registers to audit a course with the permission of the School Leader before instruction begins and may not change from academic credit to audit credit or from audit credit to academic credit during a course. A grade of "X" will be assigned to an audited course and no credit will be granted for any U of N degree unless the course is repeated for academic credit. If only a portion of a course is audited, the student will be treated as an observer and attendance will not be recorded on the official transcript.

## Credits and Transcripts

Satisfactory completion of one "full learning week" of appropriate university-level education/training can earn one credit in the U of N. Therefore a 12-week course is granted 12 credits. A shorter course will receive credits in keeping with the number of "full learning weeks" in the course. The normal nine-month academic year is therefore 36 credits. Credit for a full learning week of a seminar and a course or two courses cannot be obtained simultaneously. In the U of N a "full learning week" represents at least 50 hours of appropriate university level classes, learning activities and study per week. A full 12-credit U of N modular course is equivalent to twelve "semester-equivalent" or sixteen "quarter-equivalent" credits in the USA's university systems.

Grading Explanation; Adapted from 2005-7 U of N Catalogue;  
Printed May 25, 2012

2005 U of N Reference Guide. Copyright © 1995 by YWAM/U of N;  
Revised 1997, 2000, 2005. All Rights Reserved.

# Evaluation of your students | school is REQUIRED for the UofN

Please read pages 167 - 182 of the UofN 2005 Ref Guide by Tom Bloomer for understanding the heart of evaluation and grading of students.  
<http://www.ywamdtcentre.com/resources/05refguide> (See back of book)



Developing an assessment for a school. There are a number of considerations:

- What do we really want to assess ?
- Certain Knowledge
- Certain Skills
- Character / Attitude growth
- When do I assess? Early and often during the school.

## Sample taken from YWAM Montana USA

Student LECTURE PHASE Evaluation - do this 2 times during lecture phase

STUDENT NAME: \_\_\_\_\_ SCHOOL LEADER: \_\_\_\_\_

DATE (mo/year): From: \_\_\_\_\_ To: \_\_\_\_\_

Please Note: Students have a legal right to examine all evaluation records in their file.

We ask that you review this evaluation with the student to allow discussion and possible opportunities for ministry. If the student wishes to waive their right to review this evaluation, they may do so by signing the form here:

I hereby waive the right to review this evaluation: (Student's signature) \_\_\_\_\_

Grading system: N = Discipleship quality Not visible, B = In action and Being developed,

A = Discipleship quality in Action and influencing others!

EVALUATION #1: Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ (Week # \_\_)

### Discipleship qualities:

- 1. Integrity and Honesty \_\_\_\_
- 2. Diligence \_\_\_\_
- 3. Desire to Serve \_\_\_\_
- 4. Teachable, welcomes input/reproof \_\_\_\_
- 5. Integrates Biblical principles into life \_\_\_\_
- 6. Handles emotions appropriately \_\_\_\_
- 7. Accepting/respectful of other cultures/races/ gender \_\_\_\_
- 8. Relationships (inclusive, good conflict resolution, etc.) \_\_\_\_
- 9. Respects school/class guidelines \_\_\_\_
- 10. Applies themselves to assignments \_\_\_\_
- 11. Other? (Student's suggestion)

Academic Qualities:

- 1. Punctuality: self, assignments, etc. \_\_\_\_
- 2. Attendance \_\_\_\_
- 3. Attentive in class/meetings \_\_\_\_
- 4. Financially responsible \_\_\_\_
- 5. Participates in school and
- YWAM MT activities \_\_\_\_
- 6. Work duty (attendance, attitude, work quality, etc.) \_\_\_\_

Comment on any qualities graded G (Growth Needed), or N (discipleship quality not present)

Comment on any circumstances that may have affected the student's grades

Student's Comments (optional)... Evaluator's signature \_\_\_\_\_ Student's signature \_\_\_\_\_

School Leader's Signature \_\_\_\_\_ Grade (S or U) \_\_\_\_\_ Date (m/d/y) \_\_\_\_\_

WEEKLY EVALUATION for DTS (not 2nd level schools)

N - Discipleship quality Not being exercised

B - In action and Being developed

A - Discipleship quality in Action and influencing others

---

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

A. Individual discipleship Qualities: Helps, serves, loves other:

1. Prefers others over self, gives up personal rights
2. Teachable, welcomes input / reproof
3. Can submit to others regardless of personal opinion
4. Handles emotions appropriately
5. Does not gossip, does not accuse others
6. Accepting and respecting others despite age/gender/race/culture
7. Transparent - pursues accountability
8. Willing to pray for others
9. Relationships is inclusive of all, good conflict resolutions
10. Able to speak truth in love
11. Language is appropriate and uplifting
12. Open to input and advice

B. Community - Life Discipleship Qualities:

13. Attendance (class, events) (in class, on time, engaged)
14. Faithful with assignments (diligent, punctual, complete)
15. Honors school, Dorm, Base guidelines
16. Respect and honors roommates
17. Work duty (attendance, attitude, work quality)
18. Financial responsible
19. Keeps personal space clean and tidy
20. Agent of Unity

COMMENT on qualities graded N

COMMENT on any circumstances that may have affected this

STUDENT'S COMMENTS: OPTIONAL

# Evaluation of the DTS School Leader, by the DTS Staff

SAMPLE taken from YWAM Montana USA

Quarter\_\_\_\_\_School Leader\_\_\_\_\_Your name\_\_\_\_\_

In the following questions, use the following guide to evaluate the school leader's performance.

1 = lousy 4 = very good / trustworthy

2 = improvement needed 5 = outstanding / strong / excels.

3 = fine / average

1. In relation to the school:

- Maintained themes/focuses that were received from the Lord, throughout entire school
- Availability
- Approachable
- Teachable
- Brought understanding during difficult times in class
- Flexible (able to adjust and move with the Holy Spirit)
- Overall direction of school well-defined and communicated
- Encouraged vision of the DTS
- Encouraged the vision of YWAM Lakeside, MT
- Ability to answer questions with a working knowledge of the Word
- Good listener
- Effective communicator
- Time spent in class

2. In relation to the staff:

- Availability
- Approachable
- Teachable
- Transparent
- Releasing (as opposed to controlling)
- Leadership ability
- Gave room for individual staff development and growth
- Gave opportunities for other staff to lead
- Did you receive personal input/discipleship?
- Would you work with them again? (5=absolutely, 1=never)

3. Personal Life:

- Approachable
- Teachable
- Looked inward, not just outward
- Transparent
- Model of good, functional family life (if applicable)
- Would you want to be like them? (5=absolutely, 1=never)

List 2 ways you would want to imitate them:

List 2 ways they could improve (things you wouldn't want to copy)

# Student outreach phase evaluation

SAMPLE taken from YWAM Montana USA

STUDENT NAME: \_\_\_\_\_ SCHOOL LEADER: \_\_\_\_\_

DATE (mo/year): From: \_\_\_\_\_ To: \_\_\_\_\_

Please Note: Students have a legal right to examine all evaluation records in their file. We ask that you review this evaluation with the student to allow discussion and possible opportunities for ministry.

If the student wishes to waive their right to review this evaluation, they may do so by signing the form here: I hereby waive the right to review this evaluation: (Student's signature)

Grading system: N = Discipleship quality not visible G = Discipleship quality present, but needs Growth

A = Discipleship quality in Action

EVALUATION #1: Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ (Week #\_\_)

## Personal Discipleship Qualities

- 1. Integrity and Honesty \_\_\_\_
- 2. Diligence \_\_\_\_
- 3. Desire to Serve \_\_\_\_ Teachable, welcomes input/reproof \_\_\_\_
- 4. Integrates Biblical principles into life \_\_\_\_
- 5. Handles emotions appropriately \_\_\_\_
- 6. Accepting/respectful of other cultures/races/ gender \_\_\_\_
- 7. Relationships (inclusive, good conflict resolution, etc.) \_\_\_\_
- 8. Respects DTS and ministry guidelines \_\_\_\_
- 9. Applies themselves to assignments \_\_\_\_
- 10. Willing to share their faith \_\_\_\_

## Academic Qualities:

- 1. Punctuality: (self, assignments,...) \_\_\_\_ \_\_\_\_
- 2. Attendance \_\_\_\_ \_\_\_\_
- 3. Attentive in team meetings \_\_\_\_ \_\_\_\_
- 4. Participates in team activities \_\_\_\_ \_\_\_\_
- 5. Financially responsible \_\_\_\_ \_\_\_\_
- 6. Work duty (attendance, attitude, work quality, etc.) \_\_\_\_ \_\_\_\_

Comment on the student's obvious talents, strengths, and indication of spiritual gifts

Comment on any qualities graded G (Growth Needed), or N (discipleship quality not present)

Comment on any circumstances that may have affected the student's grades

Please comment on any circumstances that may have affected the student's grades

Student's Comments (optional)...

Evaluator's signature \_\_\_\_\_ Student's signature \_\_\_\_\_

School Leader's Signature \_\_\_\_\_ Grade (S or U) \_\_\_\_\_ Date (m/d/y)

# DTS Student survey of Individual staff End Lecture-Phase Week # \_\_\_\_\_

Staff name: \_\_\_\_\_ DTS quarter \_\_\_\_\_ Student name \_\_\_\_\_

Areas of Strength / Areas for Improvement:

- 1 = weak, poor, unaware of need
- 2 = aware, but improvement needed
- 3 = Satisfactory, average
- 4 = Very good, improving, trustworthy
- 5 = Outstanding, strong, flourishing, excels

- Accessible  Approachable  Humility  Teachability  Listening skills
- Modeled what they taught  Modeled what students were taught  Open to input
- Leading team/group mtgs  Easy to listen to (communication)  Transparency
- Inspires faith  Inspires vision  Demonstrated a working knowledge of the Word
- Relational Skills  Willing to make sacrifices  Emphasis in prayer  Secure in leadership
- Handling crisis  Servant-hearted  Caring  Dependable  Conflict resolution
- Encourages giftings  Met regularly 1-on-1

Leadership Style:

- Domineering? (negatively so)..... Yes  No
- Directive when necessary?..... Yes  No
- Controlling? (negatively so)..... Yes  No
- Coaches those who need explanation or instruction?..... Yes  No
- Did you feel trusted by your leader?..... Yes  No
- Understood your spiritual gifts and encouraged you to use them?..... Yes  No
- Was instrumental in your Christian growth?..... Yes  No
- Humble?..... Yes  No
- Servant-hearted?..... Yes  No

Communications:

Please circle which of the following aptly describes your small group leader's communication skills

- Precise  Vague  Inspirational  One-way  Non-existent  Helpful  Confusing
- Too-detailed  Inclusive  Impatient  manipulative  Clear

What was the atmosphere like in meetings? Check those that apply

- Warm  Cold  Nervous  Inviting  Serious  Relaxed  Happy  Controlled  Depressing

# Evaluate your school | staff | school leader

Never set yourself up to be without accountability

1. The tools and methods we used
2. Could the students understand the tools
3. Could the assessor understand the tools
4. The resources used
5. The environment
6. The assessor's skills in conducting the assessment and give them feedback
7. The decisions made
8. Were proper records kept?

SCHOOL STAFF, IN GENERAL - Print this for out for each person.

School:\_\_\_\_\_ Name:\_\_\_\_\_

(Please give your overall impression of the staff/leadership for this school. Comments regarding individuals can be made later on.)

Ranking: 1 = lousy, 2 = improvement needed, 3 = fine/average, 4 = very good/trustworthy 5 = outstanding/strong/excels.

The staff were.....

- Accessible  Approachable  Humility  Teachability  Listening skills
- Modeled what they taught  Modeled what students were taught  Open to input
- Leading team/group mtgs  Communicated clearly/well  Transparency  Inspires faith
- Inspires vision  Demonstrated a working knowledge of the Word  Willing to make sacrifices
- Emphasis in prayer  Secure in leadership  Handling crisis  Servant-hearted  Caring
- Dependable  Encourage giftings  Conflict resolution  Leadership

Leadership Style:

- Domineering (negatively so)?..... Yes  No
- Directive when necessary?..... Yes  No
- Controlling (negatively so)?..... Yes  No
- Coached those who needed explanation or instruction?..... Yes  No
- Did you feel trusted by your leaders?..... Yes  No
- Understood your spiritual gifts and encouraged you to use them?... Yes  No
- Was instrumental in your Christian growth?..... Yes  No
- Humble? ..... Yes  No
- Servant-hearted? ..... Yes  No
- Would you work with them again?..... Yes  No
- Any other comments...?

Program, DTS specific - feel free to change this for your 2nd level school

STUDENT NAME \_\_\_\_\_ DTS Qtr \_\_\_\_\_ SCH LDR:\_\_\_\_\_

Please answer honestly and fairly. Your feedback will be taken seriously!

(Mark one box for each question. Boxes are ranked 1 – 5 as indicated)

**LECTURES**

- THE DTS lectures were instrumental in my spiritual growth Not at all 1.      5. Absolutely
- THE DTS lectures were instrumental in my emotional growth Not at all 1.      5. Absolutely
- Lecture hours per week... Too many 1.      5. Want more!
- I am closer to realizing my life-calling Not at all 1.      5. Absolutely
- I am becoming more aware of my spiritual gifts Not at all 1.      5. Absolutely
- Lectures and content were well processed and easy to apply Not at all 1.      5. Absolutely

**SMALL GROUPS**

- The small Groups were instrumental in my personal growth Not at all 1.      5. Absolutely
- Number of small group meetings per week... Not enough 1.      5. Too many

**WORK DUTIES** (my work duty was:\_\_\_\_\_)

- I was disciplined during this time Not at all 1.      5. Absolutely
- It contributed to my personal and spiritual growth Not at all 1.      5. Absolutely
- The purpose of a work duty was well-communicated to me Not at all 1.      5. Absolutely
- I knew what was expected of me Not at all 1.      5. Absolutely
- I felt like I was contributing to the overall vision of the base Not at all 1.      5. Absolutely

**COMMUNITY OUTREACH and EVANGELISM**

- Felt my community outreach was a success Not at all 1.      5. Absolutely
- Was able to build relationship with the community Not at all 1.      5. Absolutely
- Evangelism was a valuable part of my growth in DTS Not at all 1.      5. Absolutely
- Evangelism was an effective time for the community Not at all 1.      5. Absolutely

**DAILY DTS STUFF (mark one box for each question)**

- Was the schedule...  too busy  too loose  just right
- Intercession times...  bored me  inspired me  taught me a lot
- Bible Study times...  bored me  inspired me  taught me a useful skill
- Worship times...  bored me  taught me a lot  inspired me
- DTS Guidelines were  Too loose  too strict  just right for the school
- The Guidelines were  Poorly explained  Well explained
- The Guidelines were  Poorly enforced  Wisely enforced

**YWAM & UNIVERSITY OF THE NATIONS**

- I understand YWAM's Purpose and Vision: Not at all 1.      5. Absolutely
- I Understand the U of N's Purpose and Vision: Not at all 1.      5. Absolutely
- I was given an adequate introduction to the different schools and/or ministries offered within the mission Not at all 1.      5. Absolutely
- I was approached by different school /department staff during the quarter about possible personal future plans Not at all 1.      5. Absolutely
- Our base is welcoming and understanding of different races and cultures Not at all 1.      5. Absolutely
- Our base actively embraces and involves young DTS-aged people Not at all 1.      5. Absolutely
- I am considering attending a YWAM / UofN secondary school after my DTS Not at all 1.      5. Absolutely
- Will you recommend DTS at our base to your friends and family? Not at all 1.      5. Absolutely
- Any Other comments? Not at all 1.      5. Absolutely

## Fundraising Strategies

How will you raise funds for yourselves and your family as well as for buildings, materials, property, transportation, or other expenses that you will have in your new ministry?

### Personal support

- How are you going to organize your network of supporters/contact list?
- What is your strategy to communicate with them?
- What is your personal budget?
- If you are not fully funded, what are your goals for raising this support?

### Ministry support - budget

- Make a list of the things you will need to raise support for as a ministry - property, cars, upkeep, etc. Find out the average prices for these things in the location you will pioneer in.
- What will you need funding for?
- What will be the start up costs for your ministry?
- What will be the yearly budget for your ministry?
- What is your timeframe for raising your support?

### Channels of communication

- What channels of communication will you use? (media and non-media)
- Who will you be communicating to through this channel?
- What will you be communicating through which channel and how often?

- What will you need to learn vs. what will you need other people for?
- What skills do you want to learn?
- Are you planning on hiring/recruiting people for certain aspects of communication?

## Outgoing I Spending: Students

### Speakers

Honorarium for the week  
Flights/Bus/Train Fare  
Food per week  
Entertainment  
Gift  
Welcome pack  
Accommodation

### Student cost

- Visa letter
- Post of visa letters
- Food (3 meals per day)
  - Breakfast      \$ (   ) (x students) = \$ (   )
  - Lunch            \$ (   ) (x students) = \$ (   )
  - Dinner           \$ (   ) (x students) = \$ (   )
- Special meals as a school (x meals) \$ (   ) = total \$ (   )
- Housing (Rent & Utilities)
- Housing for students \$ (   ) (x students) = \$ (   )
- Class room rent      \$ (   )
- Utilities per student \$ (   ) (x students) = \$ (   )

### Lecture phase expenses

- Journals ([workbookspioneer.blogspot.com](http://workbookspioneer.blogspot.com))
  - Stationary
  - Reading assignment books
  - Welcome packs
  - Photo copies/Printing
  - School supplies
    - Decorating
    - Cleaning supplies
    - Chairs, Tables, White Board, Projectors
  - Phone bills (or skype bills)
  - T-shirts & Printing
  - Other
- SPOUSE COST: Housing including utilities \$ (   ) per month  
SPOUSE FOOD: \$ (   ) per month  
Children over 18 months - 3 years eat half price \$ (   )  
3+ eats full price \$ (   )

## Sample budget for B nations

- When is your budget dead line date
- Submit Budget and get approval before staff training
- Who will do your finance during the school

## Different bases charge different rates

Spending: Preschool finance going out

To pay National office / Base office:

Visa letter fee:                    \$ (    ) (x students) = \$ (    )  
Extra:                                 \$  
UofN Registration fee:         \$  
Form A - School Fee:         \$  
Student Registration fee: \$

In - come: Students

Times amount of students

A (    ) students = \$(    )

B (    ) students = \$(    )

C (    ) students = \$(    )

Reg fee - \$(    ) x (students)

Total in: \$(    )

**Hospitality** \$ ( ) (x students) = \$ ( )

- General
- Morning break tea/coffee
- Welcome meal
- Movie nights
- Love Feast
- Small group snacks
- Speaker snacks
- Graduation cost

### **Activities**

- Fun days during the school
- Special Outings

### **Emergency Fund**

- Usually one international air fare amount

**Transportation** \$ ( ) (x students) = \$ ( )

- Airport runs per student (Pick up & Drop off)
- Local travel (Taxi's etc)
- Weekly evangelism
- Food run / supply run

*Each base is different. What will YOUR base do?*

Sample:

FAQ 29.

If I have children with special dietary needs, who will cater for them?

A:

Children are always under the care of the parent. If your child is allergic, parents will have to find the "correct" food for special needs. Staff will not be responsible for doing this.

SAMPLE: **OUTREACH BUDGET** \$ ( ) (x students) = \$ ( )

Visa costs

Check who needs re-entry visa

Border runs

Vaccinations if needed - plan ahead!

Housing

Food 3 meals per day

Flight/Bus/Train

Daily transportation

Evangelistic Materials & Printing

T- shirts for outreach - plan ahead

Snacks

Drinks

Thank you gifts for hosts

PAYMENT options for students

- Paypal
- Western Union
- Inter bank transfers

SPLIT FINANCE BETWEEN STAFF AND TEAM.  
IF YOU ARE ROBBED YOU WILL NOT LOSE  
ALL THE MONEY AT THE SAME TIME.

# 6 *months to go*



DEVELOP A CULTURE OF HONOR  
BOOK SUGGESTED: BY DANNY SILK  
"CULTURE OF HONOR"

## 6 Months

School leader responsibilities continues

- Course registration approved and UofN paid
- Continue with advertising
- Order / buy any classroom equipment you may need
- Email invitations to various speakers
- Answering inquiries within 24 hours
- Stay in touch with your staff
- Start Facebook page - share the journey if your not in Ch\*! Be wise!
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
-

## Sample: speaker invitation letter

*Dear...*

*Greetings from (your base/school) here in (country)*

*We are running (School) and would like to invite you to come and speak and impart to us.*

*Date*

*Where*

*Topic - be very specific*

*Attached is the UofN expectations for this topic. Could you please cover these and whatever God tells you to input to us.*

*Would you please consider our invitation and pray about coming.*

*If you feel to come, could you also please let us know the following*

- Do you have any dietary needs or preferences with meals?*
- Could you speak at our base (event name) (time 00:00)*
- Is there any place or people you would like to see that we can arrange for you?*
- Anything else you would like us to know*

*If you are a pioneering school, you can note here:*

*We are pioneering this new school and will not be able to pay your full ticket. Would you be able to contribute in this way to the school? Let us know and then we can talk more if God says yes for you to come.*

*PS: (Do not tell this to them after they said yes!)*

*Thank you for considering this request*

*In Him*

*School Leader's name*

*School url*

## **SAMPLE FAQ for potential students**

1. How do I join your team or school?
2. Where will I stay?
3. What do I bring?
4. What is the weather like?
5. Dress code?
8. Arrival information - address and phone number
9. What to say and what not to say at immigration
10. Can I arrive "early"?
11. Can you process my application form without all the forms?
12. How do I pay registration fee?
13. What type of visa do I need?
14. When and where do I apply for a visa?
15. What is the earliest and the latest I can arrive?
16. What is the cheapest way to fly to you?
17. Do I need to bring extra money beyond the fees due?
18. Can I wear my culture's clothes on outreach?
19. What is the due date for lecture fees?
20. What is the due date for outreach fees?
21. Should I bring my camera, computer?
22. How much will outreach cost ?
23. Do I need medical insurance  
A: Yes, You cannot arrive without being covered
24. Do I need a return ticket?  
A: Yes, you have to come with a return ticket
25. What will I do if my visa runs out?
26. How well must I speak english?
27. Do I bring my own bedding?
28. Do I bring my own stationary and bible?
29. If I have children with dietary needs, who will cater for them?
30. What is the cost for children and spouses?

# 8 *weeks to go*



DISCIPLING STUDENTS CAN BE TOUGH  
YOUR ARE THEIR LEADER  
YOU WILL DEVELOP FRIENDSHIPS  
BUT REMEMBER  
YOU ARE THEIR LEADER FIRST  
IT IS NOT FRIENDSHIP FIRST

## Complete & Engage

2 weeks before staff training

- Ordering books for reading assignments (“Is that really you God?”)  
Suggested reading for DTS - order “hero Biographies” for reading during outreach  
<http://www.ywampublishing.com/c-39-hero-biographies.aspx>
- Optional: Order School Lecture Phase Work Books for staff and students Catalogue: [workbookspioneer.com](http://workbookspioneer.com)
- Finalise daily and weekly school schedule
- Prepare the outline for the 3 weeks of staff training
- Invite speakers for the school staff training topics
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
-

## Staff arrival preparation

Create a welcome / orientation booklet for your staff

Include & Add

- Welcome letters from various leadership
- Emergency information for the base & school
- Nearest hospital, phone numbers, police info.
- Current location on a map
- Put a summary of your school's vision in the book.
- Values
- Time Table of base life
- Expectations at arrival
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
-

## Speaker preparation

Name  
Airline / Bus / Train arrival  
Time

- Pick up person
- E-mailed expectations
- E-mailed list of students with relevant information
- Received BIO from speaker
- Who will introduce the speaker
- Do they know how to do an introduction
- Assign Student / staff to eat meals with the speaker
- Received list / print outs of what they will need
- List what to do / entertainment / hospitality

(ask if they want to go somewhere specific)

- Ask and note if they have dietary needs -Inform hospitality
- Invitation to speak at extra base meetings - invite the ahead of time
- Read: "A Cup of Cold Water"

by Debbie Rotier - our YWAM hospitality standard for guests

## Ongoing check list

- Invite / ask different staff and leaders to come and give input at your school staff training location. Give them time, date, topic.
- Confirmed with those who will teach during your staff training
- Find / finalize housing for staff and students if possible
- Create and finalize student Orientation book
- Pray about outreach locations with your base leadership before you tell your staff. Receive their input/advice first.
- Email outreach location contacts ahead of time, not just before you leave.

Design & print:

- Welcome cards
- Thank you cards
- Sorry to hear...
- Happy Birthday cards

## **Student packing list**

(adjust this for your school)

1.  Passport
2.  Visa
3.  Health Certificate if required
4.  Address for arrival and phone number
5.  Emergency information
6.  Insurance number - keep it in your wallet please
7.  School fees in cash - exchange at airport
8.  Bedding -Two sheets and pillow & case/sleeping bag
9.  USB stick
10.  Camera and phone if you have this
11.  Adapters
12.  Easy on easy off shoes for Asia
13.  No short shorts. All on the knee or below
14.  Rain jacket
15.  Bible and Pens
16.  Two Towels
17.  Personal medical prescriptions
18.  Swim suit - one piece only for girls
19.  Denims or long pants - not tight
20.  T-shirts WITH SLEEVES (over the shoulders) and  
Bring 2 black T-shirts for printing our logo
21.  Deodorant ;- ) / Toiletries
22.  An alarm clock

### WHAT NOT TO BRING...

- If you are doing a DTS... no romance for 6 months!

# 5 *weeks to go*

*A warning ...  
without consequence ...  
is only good advice!*

When you tell students the guidelines of your school, make sure they know the difference between guidelines (which can be taken as advice by some) and rules (have to obey).

Tell them from the start about consequences for disobedience. If a student did not hand in a book report, don't tell them to cut the grass or wash the dishes. Keep the consequence as close to the subject as possible. Add another book report. If they are late, apologize to all who had to wait for them and ask their forgiveness. If they did not wash the dishes - then dishes it is! with apologies to the team they work with. Do this from the very beginning and stay consistent.

### **Why? Delayed obedience is disobedience.**

You want them to take you and the course seriously... Trust and respect are build when you act on what you said you would do. It is the same with our relationship with God. We instantly obey. When you get strong emotions coming at you from the student or staff, don't take offence, rather sit with them and ask them good questions eg: Why are you feeling like this? What do you think the root is? What does your strong emotion reveal about what you believe at the moment? It is in line with the Word of God? See where this leads. Try to get to the root. Their emotions will help you get there! But check YOUR emotions too! You might believe something that is not correct. **STAY APPROACHABLE.** Always be humble. Listen first. Respond with good questions.



## Ongoing check-list

- Write your staff an update of where things are at
- Update if need be, student list in file  
(Course instance online - end of week 1)
- Write your students a letter - Many pull out these last 4 weeks
- For staff: Prepare welcome packs / meal
- Staff arrival information at hand
- Clean rooms for your arriving staff
- Write all your speakers and updated letter
- Finalise school leader prep for staff training
- Print your Base's Orientation book for your staff
- Print welcome cards for your staff
- Finalise staff training material & speakers
- Email all your accepted students the "what to pack" list p96
- Did you order the 12 week school leader & school staff lecture phase  
workbooks from [workbookspioneer.blogspot.com](http://workbookspioneer.blogspot.com)?
- Did you order the 12 week student lecture phase  
workbooks in time from [workbookspioneer.blogspot.com](http://workbookspioneer.blogspot.com)?

School leader finalise  
topics for school staff training  
&  
get confirmation on speakers during these 3 weeks.

4 *weeks to go*



Dear School Leader,

Here is a helpful  
check list to help you  
and your facilitators prepare  
for the 3 weeks of  
staff training.

The information given for each  
topic is to serve as “prompts”

Ask your facilitator,  
to elaborate on these topics.

The topics suggested to train staff, are mostly taken from the  
“DTS EQUIP for school leaders and staff”  
dtsequip@gmail.com

FIND THE NEXT 6 WEEK SEMINAR ONLINE!

“  
because what they see ”  
is what they will become!



# **INDEX STAFF TRAINING TOPICS**

<b>UPwards</b> .....	
Letter to God	p178
Expectations	p179
Fundamentals of Christianity	p180
Languages of God, Hearing His Voice	p181
Biblical World View	p184
How to lead Intercession	p185
4 Page Sin List	p186
Spiritual Formation - Disciplines we cultivate	p192
Mentoring Manifesto, more like Jesus	p194
Spiritual Authority - What is real authority?	p195
<b>INwards</b> .....	
Implicational Thinking & Consequences	p196
The Belief Tree - Our roots & fruit	p198
Working with people from difficult backgrounds	p200
- The power of Joy	p202
- Sexual Identity	p203
- Shame quiz	p204
- Shame - we all have it	p205
- Common Addictions to cover our shame & pain	p206
Servant Leadership - Being Influencers	p208
My Leadership Style & Self-Awareness	p209
Conduct and Calling	p212
The DISC Test - the dynamic you bring to the team	p214
Leading among Peers - Responsibilities	p215
Discipleship & Mentoring Dynamics	p216
<b>OUTwards</b> .....	
Conflict Resolution & different cultures	p218
6 Thinking Hats & SWOT analysis	p221
Culture Shock & Culture Stress	p224
What is Evangelism & Dynamics of New Birth Engel scale	p227
Fruitful outreach document	p228
Bringing closure to outreach & team assessment afterwards	p230

<b>Discuss &amp; Impart the following.....</b>	
How to teach the Foundational Values - New way of presentation	p232
Ywam Foundational Values Assignment for staff	p234
Facilitating in the classroom	p236
Working with the speaker (4xP principle)	p237
Crisis Management	p238
Getting documents in order before you leave	p239
Preparing for Outreach - Question-set by Frontier Mission experts	p240
One-on-One	p244
Small Groups	p246
<b>The Application Process &amp; Interview Guide</b>	<b>p114-115</b>
UofN Grading explained	p139

**Various Personal Assessments..... 247**

(These assessments are also in the “Staff lecture phase book” by WORKBOOKSPIONEER)

- Spiritual	p247
- Leadership	p248
- Character	p249
- Community	p250
Assessment running a school & “43 Questions”	p251
Finance assessment	p254

## **PLAN AHEAD**

### The school

- Welcome basket - new staff & students
- Welcome your staff
- Ice breaker - get to know one another
- Team pray and ask God for words for the school
- Keep notes of this meeting
- Discuss what theme God is highlighting for the school
- The Application Process & Interview Guide p58
  
- Budget for going places
- Roster - Places to visit
- Roster - going to church with students in the beginning
- T-shirts for the school
- Design,  Shop,  Pick up date
- Finalizing outreach locations in prayer with staff
- Classroom  The look  set up day/time

### Staff

- Roles - What are the different staff roles you will need
  
- Arrange who will take photos - part of orientation
- What will the strong and weak points of your team be
- Overseeing worship for your school

### Rosters

- Roster - Leading and facilitating intercession
- Roster - Planning fun outings
- Birthday list  students,  staff and  speakers

### Work duties

- List of duties students will need to do
- Divide duties
- What does each duty require
- Who will oversee the duties

### The Class Room

- Roster - who will facilitate which weeks
- Who will do speaker introductions- roster
- Facilitating the classroom well
- Roster - Staff prayer times

## PLAN AHEAD

### Values

- Imparting the Ywam Foundational Values well - do Assignment
- Schedule who will teach Base Values
- Schedule who will teach Ywam Values

### Speaker

- Speaker gifts
- Introduce potential speakers to your staff
- Letters to speakers
- Recording -  Speaker interviews,  Collector of Photos,

### Students

- Introduce potential students to your staff
- Have a time of prayer for each of the above with words.
- Student daily bible study (DTS workbook/pioneer handbooks)
- Small Groups -  Set Times

### Hospitality

- Write a to do list & delegate

Border runs (if applies) Running list for this -  where and  who

If children come to the school - logistics and cost  
 Schooling,  Housing,  Meals,

What if anyone is allergic  
 Hospital run,  extra food

Printing welcome,  thank you,  happy birthday cards

### Passports

- does everyone have enough pages in your passport
- do they have return tickets

### Cleaning

- Cleaning day before outreach - date
- Cleaning day before they graduate - date
- Weekly room/kitchen inspections - roster

Cleaning rosters and oversight  
 Breakfast prep,  cleaning,  set up,  buy stock,

## **PLAN AHEAD**

Advertisement (where security is not a problem)

- How will you keep doing this
- Who will update  FB and  Create web Page for your school
- Speaker and general footage as the school goes

Airport / Bus / Train

- Make a running list
- Name, time, airline, pick up

Discuss registration day

- Check list and  finance

Book reports and Assignments - hand in date

- for bookreports
- for weekly assignments
- YWAM Foundational Values Assignment date

If "Is that really You God?" is not in the language of your school, find a translator, and read it together as a school, while you listen to the translation. This book is very important to help impart DNA of Ywam to students. Especially where a base rely on oral tradition, and not reading.

Outreach - Leader and staff plan from beginning of the school.

- Have clear expectations/rules for and during outreach phase
- On arrival at location, have where to "EAT POOP SLEEP" info as first priority!

Get this information to your team ASAP and then continue with your meetings. Give them something to eat and drink... it keeps them busy while you connect with your host. You can ask your host to have snacks ready for when you arrive (if they can)

Note: **School leaders should plan to be on outreach** with the school that they are leading. What you do, models to your staff and we are seeing too many outreach teams "abandoned" by school leaders, in the name of "I am too busy" or "I am organising the next school" Unless you are on a base leadership team with a lot of daily responsibilities, you should be with your school. We will avoid many painful outreaches, with unexperienced staff, in difficult situations, if the school leader is on the field with staff and students. You are a valuable covering to your staff. The way you handle yourself, and difficulties on outreach, will help disciple and mature staff, who will become school leaders in the future.

- Overseeing Class bible study in the beginning of school
- Expectations

3 *weeks to go*



Are you in a new culture?

Are you living with other cultures?

read: FOREIGN TO FAMILIAR A Guide to Understanding Hot and Cold Climate Cultures

**STAFF TRAINING TOOLS EXPANDED**

## Your Letter to God

*Dear God...*

unspoken **expectations** I have of...

realistic expectations I have of my leader

realistic expectations I have of my staff

realistic expectations I have of myself

realistic expectations I have of students

# First Importance

## Fundamentals of Christianity

### MINIMUM OUTCOMES FOR THIS TOPIC

- Authority of Scripture
- The Trinity (The Father is God. The Son is God. Holy Spirit is God)  
Gen1:1 (God-Elohim is plural), Gen1:26-27, Is 6:8, Gen 18, Gen19:24)
- Salvation (what must I do to be saved?)
- Sin & Judgment
- Hell (The good news is only good because Hell is real)  
How can a Holy Righteous God allow sinners to go to heaven?
- Salvation (what must I do to be saved?)
- Our ability to disciple | Last command of Jesus
- Read the Apostles Creed, Nicene Creed, Athanasian Creed

### Discuss the 4 Essential points of the Gospel

1 Cor 15:3 - 4

- :3 For what I received I passed on to you as of first importance
- that Christ died for our sins according to the Scriptures,
- :4 that he was buried,
- that he was raised on the third day according to the Scriptures,
- :5 and that he appeared to Peter and then to the Twelve.

Do I have the right to tell someone what to believe?  
I have the authority.

## Language of God Listening to him

Are you envious of the way that some people seem to walk closely with God? It's better to discover the path God designed you to take – a path marked by growth and fulfillment, based on your unique temperament.

- Embrace the unique way that you interact with God.
- Relish your personal time reading the Bible.
- Enjoy deeper community by supporting how others relate to God.
- Turn obligatory devotions into spiritual moments that you savor.

### **Note taken from “Is that really you God?”**

by *Loren Cunningham, Founder of Ywam*

Allow God to speak to you in the way He chooses. Don't try to dictate to Him concerning the guidance method you prefer. He is Lord. You are His servant (1Sam3:9) Listen with a yielded heart; there is a direct link between yieldedness and hearing. Use the Ax-head principle - a term coined from the story in 2 Kings 6. If you seem to have lost your way, go back to the last time you knew the sharp cutting edge of God's voice. Then obey. The key question is, have you obeyed the last thing God told you to do.

Get your own leading. God will use others to confirm your guidance but you should also hear from Him directly. It can be dangerous to rely on others to get the word of the Lord for you. (1Kings 13)

Don't talk about your guidance until the Lord give you permission to do so. Sometimes this happens immediately, at other times, there is a delay. The main purpose of waiting is to avoid four pitfalls of guidance:

- a) Pride - because God has spoken something to you
  - b) Presumption, by speaking before you have full understanding
  - c) Missing God's timing and method
  - d) bringing confusion to others, they too need prepared hearts
- (Luke 9:36) Eccles 3:7

Beware of counterfeits. (Acts 8:9-11)

# Four Voices We Can Hear

## 1. Our Own Voice

We must die to our own ideas, imaginations, desires and give them to Him "Lean not on your own understanding." Proverbs 3:5-6  
"He who trusts in himself is a fool." Proverbs 28:26; Isaiah 5:21  
When we walk close to the Lord, His desires become our desires.  
Psalm 37:4 Give Him our burdens 1 Peter 5:7; Psalm 68:19; Phil.4:6

## 2. Voice of Others

Parents, teachers, media, pastors, friends all may have something to contribute; but only look to others as much as they look to Jesus and His Word.

## 3. Voice of the Enemy

Stand against him in the all-powerful name of the Lord Jesus Christ and with the "sword of the Spirit," the Word of God.  
"Submit yourselves to God, resist the devil, and he will flee from you." Jam 4:7  
"Put on the full armor of God so that you can take your stand against the devil's schemes." Ephesians 6:10  
"Resist the enemy and stand firm in the faith." 1Peter 5:6-11

## 4. Voice of God

The purpose of prayer is communication, and that leads to relationship. We are His children (Romans 8:16)  
His sheep listen to His voice (John 10:3,4,10) "I will instruct you and teach you in the way you should go; I will counsel you and watch over you." Psalm 32:8  
The basis of our belief that He will speak to us comes from the knowledge of His character. He longs to communicate with us and lead us and guide us. (Isaiah 50:4-5)  
God will always make a way for those who believe and obey. His truth will always set us free. (John 8:32; Psalm 84:11)  
We must walk in obedience to what He has said. If we love Him, we will obey. (John 14:15,23)  
Preparation for Listening to God  
In order to hear God's voice clearly we must have surrendered, clean and Spirit-controlled lives. It's a way of life.

## 16 Ways that God can speak to us.

- 1 The Bible - The Word of God
- 2 Jesus
- 3 Nature
- 4 Music
- 5 Circumstances
- 6 Holy Spirit
- 7 Prayer
- 8 People
- 9 Visions
- 10 Prophets
- 11 Angels / Messengers
- 12 Journaling
- 13 Audible Voice from God
- 14 Dreams
- 15 Signs
- 16 Imagination

### MINIMUM OUTCOMES FOR THIS TOPIC

- Understand that God is still speaking and that we can all hear Him.
- God speaks in various ways to each of us - not just in one set way.

Book: order this practical one week teaching and application book from [workbookspioneer@gmail.com](mailto:workbookspioneer@gmail.com)  
[workbookspioneer.com](http://workbookspioneer.com)

## **Biblical Worldview**

### **Looking at the authority of Scriptures**

[www.thesbspodcast.com](http://www.thesbspodcast.com)

- Understand the Authority of Scripture
  - Authority comes from the Author - God
  - 1Tim5:18 Paul quotes the Old Testament and the Gospel of Luke as scripture
  - Apostles affirming scriptures 2Tim 3:15-17
- Prophetic words were fulfilled of Scripture
- Preservation over time and during persecutions

### **Authority of the Bible through its fruit in History**

Moses 15th Century begins writing the Torah (God begins Scripture)

Hezekiah 701BC 46 Cities of Judah taken by Assyria (God protects Scripture)

539BC Return from Exile (God returns His Scripture)

516BC Temple is finished (God restores the work of the Temple)

33AD Jesus death (Scripture fulfilled)

64AD Great Rome Fire (Neronian persecution) (Refers to the persecution, the writing of the Gospel of Mark, and how the early Christians and the writings survived this time - Era of the Martyrs - Roman Emperors)

303 AD Persecution of Diocletian

325 AD Constantine and the Nicene Creed (Affirming the deity of Christ)

THE CANON:

(First - 170AD The Muratorian Canon, AD363 Laodicea, AD393 Council of Carthage affirmed O.T. and 27 books of NT as authoritative)

Do you really trust the words of God?

Do we understand God's authority in scripture?

Is our perception of the Bible more authoritative than what God desired?

## **Intercession** *by Joy Dawson*

Praise God - Psalm 100:4

Make sure your heart is clean

Acknowledge your need of Holy Spirit to pray

Die to your own imaginations, desires and burdens that you feel you should pray (otherwise it is normal prayer times with predictable topics - Intercession is what is on GOD's heart)

Deal with the enemy

Wait for God in faith to speak to you. This is intercession. This is not a time for your personal prayer requests or your prior knowledge about the topic you are praying for/about.

In obedience and faith, speak out what God gave you (God usually speaks quite quick. Don't wait too long in a big group because it is then that our minds want to wonder. Give 30sec max)

When your thoughts wonder, bring them back, under submission

Be aware of what is going on around you and your team

When you initially share what you received, know that it is most likely part of a piece that the rest of the group will receive.

Tag-team the previous person's prayer. Don't pray your own things... stay in the flow and finish the topic. Be lead by the Holy Spirit. Finish one topic at a time.

*(Added by Sarah: Think of it as a boat with 8 rowers. If one or two of them row out of sync or in another direction, the boat will not move forward to the target and every one will feel seasick.)*

**DISCUSS:**

**HOW WILL YOU LEAD YOUR SCHOOL TEAM AND STUDENTS?**

# SIN LISTS FOR WEEK 1

Read the following scriptures together as a group.

Gal 5:17 NASB - For the flesh sets its desire against the Spirit, and the Spirit against the flesh; for these are in opposition to one another, so that you may not do the things that you please.

Gal 5:18 NASB - But if you are led by the Spirit, you are not under the Law.

Gal 5:19 NASB - Now the deeds of the flesh are evident, which are: immorality, impurity, sensuality,

Gal 5:20 NASB - idolatry, sorcery, enmities, strife, jealousy, outbursts of anger, disputes, dissensions, factions,

Gal 5:21 NASB - envying, drunkenness, carousing, and things like these, of which I forewarn you, just as I have forewarned you, that those who practice such things will not inherit the kingdom of God.

1Cr 6:9-10

1Cr 6:9 NASB - Or do you not know that the unrighteous will not inherit the kingdom of God? Do not be deceived; neither fornicators, nor idolaters, nor adulterers, nor effeminate, nor homosexuals,

1Cr 6:10 NASB - nor thieves, nor {the} covetous, nor drunkards, nor revilers, nor swindlers, will inherit the kingdom of God.

Eph 5:5-6

Eph 5:5 NASB - For this you know with certainty, that no immoral or impure person or covetous man, who is an idolater, has an inheritance in the kingdom of Christ and God.

Eph 5:6 NASB - Let no one deceive you with empty words, for because of these things the wrath of God comes upon the sons of disobedience.

Rom 1:28-29

Rom 1:28 NASB - And just as they did not see fit to acknowledge God any longer, God gave them over to a depraved mind, to do those things which are not proper,

Rom 1:29 NASB - being filled with all unrighteousness, wickedness, greed, evil; full of envy, murder, strife, deceit, malice; {they are} gossips,

1Jo 2:15 -17

1Jo 2:15 NASB - Do not love the world nor the things in the world. If anyone loves the world, the love of the Father is not in him.

1Jo 2:16 NASB - For all that is in the world, the lust of the flesh and the lust of the eyes and the boastful pride of life, is not from the Father, but is from the world.

1Jo 2:17 NASB - The world is passing away, and {also} its lusts; but the one who does the will of God lives forever.

1Ti 1:9-10

1Ti 1:9 NASB - realizing the fact that law is not made for a righteous person, but for those who are lawless and rebellious, for the ungodly and sinners, for the unholy and profane, for those who kill their fathers or mothers, for murderers

1Ti 1:10 NASB - and immoral men and homosexuals and kidnappers and liars and perjurers, and whatever else is contrary to sound teaching,

Do the good that you know to do.

Jam 4:17 NASB - Therefore, to one who knows {the} right thing to do and does not do it, to him it is sin.

# Main Categories of Sin

## Mind

- Pride
- selfishness
- Self Defensiveness
- Self justification
- Self-Pity
- Indifference
- unyielded will/stubbornness
- hatred
- envy
- judgemental
- bitterness
- Worry
- anxiety
- rationalisation
- scepticism
- doubt
- unbelief
- fear
- intellectual pride
- argumentativeness
- 

## One another

- fits of rage
- loss of temper
- violence / physical abuse
- stealing
- murder
- manipulation
- emotional abuse
- unforgiveness
- anger

- lying / exaggeration
- Independence
- gossip
- slander
- bullying
- excluding people
- parents
- disobedience
- dishonour

### **Occult Sin**

- Stars
- mind control
- hypnosis
- horoscopes
- (any game where you try to contact the spiritual realm or assume the identity of a demonic entity) ouiji board & dungeons and dragon
- séance
- palmistry
- crystals and New Age
- Chinese Astrology
- water Divination
- channeling
- Ancient Masters
- Runes
- Numerology
- levitation
- black Magic
- witch, wizard
- blood sacrifice
- worship of demons
- necromancy
- black magic books
- levitation
- astral travel
- cults

- sorcery's apprentice
- new age art
- surrealism
- premonitions
- psychic sight
- third eye
- déjà vu
- music that exalts the demonic

•

• **Definition of Occult-** Any activity where information about yourself, others, the past or the future is sought through a practitioner of the black arts or from any spirit other than the holy spirit, is by definition occultic.

### **Idolatry and Religious Deception**

- Buddhism
- Hinduism
- Islam
- yoga
- martial arts
- totem poles
- masks
- souvenirs
- charms and amulets
- Mormonism
- Jehovah's witness
- scientology
- Humanism
- evolution

### **Addictions**

- Alcohol
- Nicotine
- video games

- addictive or compulsive behaviour
- drugs
- food
  - anorexia nervosa
  - bulimia
  - binge eating

## **Immorality**

- masturbation
- molestation
- incest
- fantasy lust
- fornication
- adultery
- technical fornication
- technical adultery
- lasciviousness

2Cr 12:21 [And] lest, when I come again, my God will humble me among you, and [that] I shall bewail many which have sinned already, and have not repented of the uncleanness and fornication and lasciviousness which they have committed.

### **7 times in the bible**

- homosexuality
- bestiality
- pornography
- perverted sexual practices
  - orgies
  - violence
- live sex shows
- exposure
- attempted abortion
- abortion
- accessory to abortion

## **Spiritual Formation** **of the disciple and as a leader** *by Danny Lehmann*

What is the difference between spiritual formation and spiritual disciplines?

One is a means to the other

Discipline is a means to spiritual formation - objective is that you would be disciplined for a purpose. Paul told Timothy to discipline yourself to Godliness  
Spiritual disciplines is a way to say "I want to be Godly"

Look at God - if God is like "x" we should be like that. Meek, lowly, etc

Good books to read:

Spiritual Formation - (Book by Richard Foster)

"Are you really walking with the Lord" (Brother Laurence)

Divine Conspiracy: Rediscovering Our Hidden Life in God (Dallas Willard)

Seek FIRST the Kingdom of God and his righteousness. Ask: "what is right?"

Jesus calling Nathaniel "one in whom there is no deceit"

It is being an authentic Christian. God is first. Authentic Christianity - taking the whole counsel of God and not making excuses for anything.

Paul wrote to the Galatians and he was not soft in rebuking them or just "walking in the love of Jesus" as we know - He talked about how he travailed for the church, but he cursed those who walked in wrong doctrine.

In spiritual formation, you say, "Lord I want your Spirit and your Truth to enter into my being and be changed."

Do you Read your Bible? Do you pray? Do you fast? (Spiritual disciplines)  
Formation happens when we suffer. Spiritual disciplines is like self imposed suffering for the purpose of being more conformed to the image of Christ

It is like practicing for a track event like 200m sprint - the practice is dreadful but in the end, becoming like Christ is our ultimate goal.

Undeserved suffering: Could be part of the fall, part of spiritual warfare or part of living in a spiritual fallen world.

Heb 5:8 Jesus learned obedience by the things he suffered.

A gift from God, via a thorn in the flesh by the devil to Paul - was given so that he could become more like Jesus. Same with Job.

*Always ask: What are you teaching me Lord?*

## Talk about: Practical steps for disciplines

1 Cor 9:24-27 Paul illustrates spiritual truths  
Put strong disciplines upon yourself - Paul says he makes his body his slave!

There are rules to follow in a spiritual life - "Less I be disqualified"  
What did Paul mean?  
You have to do it according to what God wants (The rules)  
Matt 5:6 - blessed are they that hunger - it is a spiritual principle.

Paul uses these as samples: Study them as a group.  
FARMER  
ATHLETE  
SOLDIER  
WRESTLER  
BOXER

Wisdom - to be thinking like God  
(The stats on Christian pastors "40% of pastors are addicted to porn)

### 5 Disciplines

1. Read the Bible
2. Study your bible 2ndTim2:15
3. Meditate on the Bible
4. Memorize the Bible
5. Learning to discipline yourself

Have a good reading program that you follow.  
It is not about legalism - it is about Godly disciplines.

Areas you can focus on:

The Lord  
People  
Family  
Ministry  
Material he teaches  
As a leader  
Pioneering  
Provision and finance stewardship

## **Mentoring manifesto - More like Jesus**

*The Mentoring Manifesto, by Regi Campbell.*

As a team, discuss the following:

Jesus:

He was purposeful.

It's all about the Father and Kingdom building. Jesus was on a mission and mentoring was the key strategy to fulfill His mission.

He was selfless.

Jesus mentored out of obedience to the Father. He got nothing out of it personally. He simply responded to God's call on His life and did what the Father led Him to do.

He started in a group context, not one on one. Jesus knew the value of interaction of group members with each other. The group became a community, inextricable from each other.

Jesus mentored for a short, intensive period of time.

Jesus' mentoring program began and ended.

Jesus modeled faith in a transparent way.

Jesus lived out His life in front of His mentees. They became like family to Him. They saw how He applied His faith, how He struggled, how He handled stress, and how He handled dying.

The Word guided their decision making.

Prayer was huge, public and private.

Jesus taught along the way of life.

There was a clear graduation day when His mentees were commissioned and "launched".

Scripture was of utmost importance.

He was far more practical than hypothetical.

There was a mutual commitment.

Jesus never gave up on them, even when they failed and ran away. Ultimately they never gave up on Jesus, giving their lives, not for His memory or His teachings, but for His kingdom.

Jesus required multiplication.

These are the elements of mentoring...mentoring like Jesus did it...radical mentoring.

## **Spiritual Authority** *notes from J. West*

The unexpected Truth about real authority

[www.dougriggs.org/Spiritual\\_Authority\\_by\\_Watchman\\_Nee.pdf](http://www.dougriggs.org/Spiritual_Authority_by_Watchman_Nee.pdf)

Which is worse? The act of sinning or the decision to sin?

Rebellion in the physical or rebellion of heart?

Every sin is rebellion against God's authority. Each time saying, "I will do what I want, not what God wants. I will go outside of the boundaries set by God, set by His authority." So what is spiritual authority? It is God Himself.

Acts 9:10 Imagine Ananias met Paul before he heard God speak to him about the man, that he was so afraid of? Ananias would have "met the man first" but "he first met with Spiritual Authority" (God)

Quote: "We are on the wrong road if we meet man first before we obey authority. The opposite is the right way. Then we will not mind who the man is."

(Watchman Nee, from "Spiritual Authority")

Obedience... better than sacrifice

The greatest thing for man to do in relation to God, is not to bear the cross, serve, make offerings or even deny himself. It is to obey God. "Working" for its own sake does nothing to recognise the authority of God. Doing work out of obedience, does. To serve God we are called to fulfil God's purpose, rather than simply choose self-denial, sacrifice, work, etc.

"The basic principle is to not to choose the cross, but to obey God's will." (W. Nee)

Even in sacrifice and work there can be an element of self will.

1 Samuel 15:22 & Matthew 7:21-23

We need a revelation of authority – to be brought face to face with it.

Consecration doesn't absolve disobedience.

Only one who is under authority can be an authority. Individualism has become independence. No one can take away God-given authority. No one can earn or work for "spiritual authority". It is given by God to whoever He chooses. It is God's choice, not man's attainment.

Since authority is of God,

we have none of it within us; we are but representatives.

## Implicational Thinking *by Jeremy West*

*the ability to foresee the consequences of decisions and actions and acting in such a way that reflects this insight*

### Discuss implicational thinking

- If I give you a seed, what do you see? A seed? A tree? A forest?  
A chair made from the forest? Do you hear music from the instrument that is made from the tree that came from the seed you saw?
- Do you think beyond the immediate and take the future into consideration?
- Give some examples of what could happen if you decide x. y z on your school or staff. Become more effective by being an analytical thinker before you act out on a decision.  
(Is your decision fact or emotional based?)
- Think beyond your school / lifetime / who you are: Think 40 years
- How do I serve God's plans in other people's lives as a leader
- How do we disciple people for the next decade? What do we focus on?  
What is God seeing "Saul or Paul"?
- How can you be more self-aware?  
Your actions have longterm implications.
- The way you see people, determines the way you receive and treat people.

### READ

- "The making of a leader" by R.Clinton
- "Primal leadership: learning to lead with emotional intelligence"  
by Goleman, Boyatzis, & McKee
- "Emotional Intelligence" Goleman D.

High competency does not mean high character  
You can teach high character to have high competency

## The Belief tree *by Jeremy West*

The Cornerstones of Chistianity

All our decisions come from somewhere and will cause an effect (fruit)

**WE RECOGNIZE THE FRUIT BUT DISCIPLE AT THE ROOTS**

We can manage behaviour of students but do we challenge the belief system?

We can tell them "stop being late" or we can challenge the root belief.

Implicational thinking: I see the fruit. WHERE does it come from?

ROOTS - what we (should) believe:

God - Infinite and Personal. He has emotions, will, intellect

Mankind - All nations are made in His image. Life is valuable.

Truth - God is Truth - Knowable and consistent

Responsibility - Rom 1. Because we can know Truth,  
accountability is demanded.

TRUNK

What I value in life because of what I believe

BRANCES that flows out of what I value

Decisions

Policies

FRUIT

Actions I take

Consistant Behaviour (Good or bad)

**TRAIN OURSELVES AS DISCIPLES & DISCIPLERS TO RECOGNIZE  
VALUES AND BELIEF SYSTEMS THAT ARE RESPONSIBLE FOR FRUIT.**

Gal5:19 The acts of the flesh are obvious: sexual immorality, impurity and debauchery; 20 idolatry and witchcraft; hatred, discord, jealousy, fits of rage, selfish ambition, dissensions, factions 21 and envy; drunkenness, orgies, and the like. I warn you, as I did before, that those who live like this will not inherit the kingdom of God.

22 But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, 23 gentleness and self-control. Against such things there is no law.

## Belief tree | worldview How we see the world.

### EXAMPLE:

An outreach leader once talked to a Hindu in Nepal on outreach.

The Hindu said: Jesus is a prophet and an incarnation of Vishnu.

After some more talking, the Hindu asked the outreach leader:

“What do you think of the corruption in our government?”

The outreach leader answered:

This is why: “Our bible, absolute truth, says you will become like the gods you worship. The striving and betrayal between the gods of your country, is why you became so corrupt as a Hindu nation. If the fruit of the gods you see are so corrupt, then the people will become what they see.”

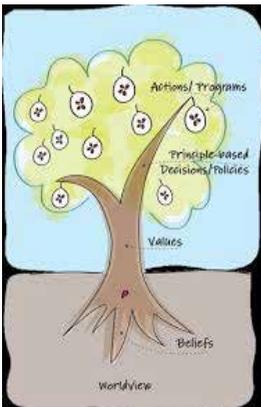
But as Christians, our One God is personal and infinite. We know Him personally.” By this the worldview of the Hindu man was challenged.

some points to ponder on

- You can change your belief, and then your values will change.
- Your values should not lead to what you believe.
- You have filters that you constantly (withouth thinking) apply to people and situations: nationality, gender, experience, beliefs are some filters.

WHEN VALUES BECOMES YOUR FOUNDATION,  
YOU GET INTO RELATIVISM.

- As Christians we have absolute Truth. We have the authority to tell people what to believe.
- Immaturity and rebellion looks the same but you deal differently with them. You need discernment as a leader to know the difference.
- It takes at least 90 days to establish or change a belief or reality.



**FRUIT:** ACTIONS | PROGRAMS

**YWAM:** CARE CONNECT SERVE BUILD

**BRANCH:** PRINCIPLE-BASED DECISIONS & POLICIES

**TRUNK:** VALUES

18 VALUES OUT OF WORDS FROM  
GOD TO YWAM

**ROOTS:** BELIEFS

BIBLE & WHAT WE BELIEVE ABOUT GOD

**SOIL:** WORLDVIEW

OUR UP-BRINGING & DISCIPLINSHIP SOIL

## Practically...

OBSERVE your students

Wait - look for patterns

Lord, what do you see? Gifts. Calling. Identity.

Talk to the person - Uproot bad roots (lies)

Note: emotions cannot lie, but can be rooted in lies - it can guide one to find where the lie came in. "I constantly feel rejected" The feeling is true but the belief is a lie. (find out where the lie started - root of the lie)

Heal wounds with truth.

(When you know where the lie started, you can speak truth)

Plant good roots, beliefs - Nurture and Protect them

Am I a friend or a leader first? - be a friendly leader from the start.

*Policies do not disciple!  
Finding the root through good questions,  
will disciple your student and staff.*

# Working with people from difficult Backgrounds *by Jim Isom,*

ADDICTION COUNSELOR

Matt 13:3-9, 18-23 Parable of the Soils - (the heart of students)

1. Seeds on the path "Hard, resistant, abused, stepped on. Students with walls. - These students are survivors. Congratulate them!

2. Seeds on stony soil - Shallow (Strongholds/Iniquities) The surface looks promising, but there is little depth. Good fruit outside, feeling bad inside. Usually surface to leadership, but very controlling because of fear underneath.

3. Seeds on thorny soil. Distracted - Addictions/False comfort chokes fruit.

4. Seeds on good soil. Fruitful. Received, Welcomed, Understood. You can have fellowship with the seed (the heart)

- At least 30% of our YWAM students struggle with addictions.
- Trauma brings intimacy disorders  
What is trauma? What is a difficult background?  
Divorce parents, Sex abuse, Alcohol, Drugs, Porn, Adultery, Physical abuse, Eating disorders and Anger/violence (fruit of pain)
- Talking can be messy. Conflict forces intimacy. We text because we don't want to have intimacy.
- Children bond through emotions with their parents. When there is so much emotion going up and down eg with alcoholic parents, you will reap children with addictions.

1000 Sex addicts were interviewed. See how we "marry" what they know.

STATS	Addict	Spouse
Sex. abuse	81%	81%
Phy. abuse	72%	71%
Emot. abuse	97%	91%

Have your students fast 24 hours from any kind of device. And have a discussion afterwards - ask them what they have felt because emotions will lead you to what you believe, and what you believe is what you do. You don't know it is a problem until it is gone.

Watch Ted-talk with Sherry Turkle "connected but alone" and talk about detachment disorders.

*How do you change the punishment to a discipline? Discipline means you are disciplined. You do the punishment with the student. You don't abandon them. You discipline them.*

## UNHEALTHY CYCLE

...**TRAUMA** Bonds

Shame  
Fantasy

LEADS TO

...**RITUALS**

LEADS TO

...**ACTING OUT**

LEADS TO

...**DESPAIR**



## HEALTHY CYCLE

...**INTIMACY bonds**

Blessing  
Vision

LEADS TO

...**HEALTHY DECISIONS**

LEADS TO

...**HEALTHY BEHAVIOR**

LEADS TO

...**JOY**

[www.ted.com/talks/brene\\_brown\\_on\\_vulnerability](http://www.ted.com/talks/brene_brown_on_vulnerability) (next clip)

[www.ted.com/talks/brene\\_brown\\_listening\\_to\\_shame](http://www.ted.com/talks/brene_brown_listening_to_shame)

Shame is really Rejection of yourself. Rather than just the fear of rejection from others, it is more than rejection, it is really abandoning yourself, BELIEVING I am unlovable. This often comes from the treatment of your parents or their beliefs about themselves

**SHAME** This is the main root of addiction. We feel a deep sense of shame whenever we experience abuse by meaningful caregivers in our lives. Shame is not about what I have done. I feel shame when my expectations for love is not met, by my family. "Shame is itself an entrance to the self. It is the feeling of defeat, inferiority, and alienation. None is more central for the sense of identity. Shame is felt as an inner torment, a sickness of the soul. Overwhelming shame, a sense of being flawed as a person,

**Intimacy** (being fully known for who you are - total life sharing) is more powerful than sex. An orgasm is 4 times stronger in the brain than heroin. Why is it possible to not get addicted to sex - because we can have intimate relationships with people. But this is a problem in our generation. We have "virtual intimacy" that is not intimacy at all. We are not being fully known for who we are today - one of the results of this is the high percentage of sexual addiction.

**Conflict forces intimacy** - Intimacy is present in the sad, struggling and frightening experiences of life. These "negative" experiences play a critical role in the health and longevity of your relationships. In fact, true intimacy can't exist without the "tough times". Intimacy grows within healthy conflict when we are able to listen without judgment, feel free to share without fear of rejection or reprisal, or be vulnerable without threat of emotional harm. (John 21:15-25) You cannot forgive unless you believe that people are more valuable than the debt they owe you.

**Forgiveness and asking for forgiveness are important for developing intimacy**

## THE POWER OF JOY *by Jim Isom*

In a child's first two years, the desire to experience joy in loving relationships is the most powerful force in life. In fact, some neurologists now say that the basic human need is to be the "sparkle in someone's eye." When you catch a glimpse of a child's face as she runs toward an awaiting parent with arms outstretched in unrestrained joy, you can witness firsthand that incredible power that comes from "being the sparkle in someone's eye." When this joy is the strongest force in a child's world, life makes sense, because children look forward to moments when they can re-connect to joy- by being with their beloved. Wonderfully enough, that innocent, pure desire that begins in childhood continues throughout life. Life makes sense and is empowered by joy when people are in relationship with those who love them and are sincerely "glad to be with them."

Having enough joy strength is fundamental to a person's well being. We now know that a "joy center" exists in the right orbital prefrontal cortex of the brain. It has executive control over the entire emotional system. When the joy center has been sufficiently developed, it regulates emotions, pain control and immunity centers; it guides us to act like ourselves, it releases neurotransmitters like dopamine and serotonin; and it is the only part of the brain that overrides the main drive centers-food and sexual impulses, terror and rage. ("The Life Model; Living from the heart Jesus gave you")

Building joy means getting closer to God and people. While it is a very authentic process that cannot be fabricated, here are some "joy -building" ideas to first practice with our families and then extend to the wounded community.

1. Smile whenever you greet those you love, and use sincere voice tones
2. Ask questions that invite others to tell you truthfully how they are doing, and what they are thinking. Listen intently without interrupting.
3. Take a sincere interest in really knowing the other person. Work hard to understand the other's fears, joys, passions, talents and pain.
4. Treat each other with dignity and respect. When ending a discussion, try to make both people feel affirmed.
5. Use touch whenever appropriate: Hold hands, link arms, give hugs, and use physical connection as effectively as you can.
6. Discover what brings the person joy: a time to talk, encouraging notes, a helping hand, or evening walks. Custom fit your attempts to bring joy.
7. Give them little surprises that will cause their eyes to light up and let your eyes light up, too! The joy builds as the glances go back and forth.
8. Cherish babies and children by establishing through words and actions that you are authentically "glad to be with them."

## **Sexual Identity** *Notes Pat Caven*

### **Issues that comes up in DTS**

Addiction to Porn etc, Masturbation, Sex-ting, Fornication, Rape, Oral sex, Sex, Homosexual, Molestation, Purity - Those who knows nothing. Bestiality. Not married but having kids. Abusers. Incest - Inappropriate openness in family. Gay affirming student.

RESOURCE: [www.restorepurity.com](http://www.restorepurity.com) - articles / library  
Homosexuality: [restoredhopenetwork.com](http://restoredhopenetwork.com) | [purepassion.us](http://purepassion.us)

### **Sex is holy and God's idea.**

Gen 1:27 - We are made in God's image - male and female

Gen 1:28 - First words to mankind, be fruitful and multiply

Gen 2:24 - Man shall leave mother and father and cleave to his wife

Eph 5:31 - Marriage, a mystery, Christ and the Church, His bride

Heb 13:4 - Marriage bed is to be honored and kept pure

Core Beliefs of people with repetitive patterns of destructive behavior

1. I am basically a bad person, unworthy of being loved (Shame)
2. No one will love me as I am (Fear - Secrecy)
3. If my needs are going to be met, I have to meet them myself (Control)
4. Sex (or fill in the blank\_\_\_\_\_) is my most important need (Self reliance)

Experience God's love and forgiveness - Recognizing barriers to trusting God's love.

1. Sin Nature: Genesis 3, Self reliance vs. God reliance, blame, fear, shame.
2. Distorted image of God: Genesis 1:27, 28 as mediated by parents  
The father heart and mother heart of God  
Broken picture of masculinity and femininity  
Other authority figures, significant others
3. Trauma: Death, divorce, illness, accidents, long list of sexual emotional physical abuse. Isaiah 61 - Jesus came to bind up the broken hearted.
4. Generational Sins/Demonic

### **MINIMUM OUTCOMES FOR THIS TOPIC**

- Discuss 1 Cor 6:9-11 & Genesis 1:27-31 First thing God says was have sex and multiply.
- Are you walking in the light with your own past and sexual sin?

## The Shame Quiz

Do the Shame Quiz - Write True or False next to each number

### ***True Intimacy = Being Valuable + Being Vulnerable***

- 1 I have been told I have poor eye contact, slump, blush easily.
- 2 I am more perfectionist than I would like to be
- 3 I get defensive when others criticize me
- 4 It is easy for me to criticize my family, people at work, God or myself
- 5 I don't accept compliments very well
- 6 When I am lost, I find it hard to ask for directions
- 7 When I make mistakes, I feel bad for hours
- 8 I find it difficult to trust that others will meet my needs
- 9 When things go wrong, I have a hard time accepting blame
- 10 I cannot talk to others about my disappointments and fears
- 11 I feel down, hopeless, overwhelmed a good deal of the time
- 12 I feel that I get angrier or more angry than most people
- 13 I find it hard to rest or relax without feeling guilty
- 14 I was teased and called names when I was young
- 15 I rarely reveal my feelings
- 16 I have to return favors
- 17 I am sure I have addiction qualities in my behavior
- 18 I have difficulty holding a job or maintaining friendship for a long time
- 19 As a child, I felt neglected or abused
- 20 I have a hard time believing God can fully accept me and love me
- 21 I never allow myself to get angry
- 22 My family of origin did not encourage my self worth
- 23 I have great difficulty getting close to people
- 24 I have secrets that would surprise and shock others
- 25 I feel embarrassed or humiliated by things in my past
- 26 Growing up I received little or no support for my accomplishments
- 27 I have trouble praying after I have done wrong
- 28 When with my family of origin, I rarely feel treated as an adult.
- 29 I feel things must be done my way
- 30 I take myself too seriously.

### **Count your "TRUE" statements**

0-9 Limited shame-might show denial. 10-15 Moderate. 15+ Significant

## **the point: we all have shame in our lives**

### ***SHAME IS THE MAIN ROOT OF ALL ADDICTIONS***

The dictionary meaning of the word addiction is, 'being abnormally dependent on or tolerant to something that is physically or psychologically habit-forming'. One of the most common addictions we come across in our daily lives is being addicted to cigarettes, alcohol or drugs. People tend to become habitual to use of a particular substance, so much that they cannot live without them. It begins to affect their physical, mental, emotional, social, spiritual as well as financial well-being. There are many kinds of addictions that people seem to develop.

Read more at Buzzle: [www.buzzle.com](http://www.buzzle.com)

#### Various Types of Addictions

Addiction tends to impart a temporary phase of motivation, euphoria, calmness or satisfaction to the mind. A person tends to pursue these feelings and tends to consistently crave for these substances. It diminishes the power of the brain to control and abstain from these cravings. There are basically two categories of addictions. These include behavioral addictions and substance addictions. These categories contain different addictions that cause physical, psychological as well as emotional dependence.

#### Types of Behavioral Addictions

Different addictions related to behavior of an individual do not involve ingestion or administration of any kind of substance. A person is said to suffer from behavioral addictions when he/she cannot control or stop doing a particular activity or is obsessed with something or someone. Even if they find that their obsessive behavior is ruining them and causing even those around them to suffer, they do not stop.

## Common Addictions

### Food

Food is required for survival. However, some people tend to eat as if there is no tomorrow. They are obsessed about food and crave to munch on something even if they are not hungry. You will always find them eating or drinking something or the other. Their desks will be full of food parcels and you will find them eating when they are happy or depressed. They do not seem to control their food cravings even after they realize they are suffering from obesity.

### Gambling

One of the most common and destructive addictions of all is gambling. People gamble as a recreational activity. But some people make gambling their life. They gamble regularly and enjoy the adrenaline rush in their bodies when they are playing. They never seem to stop even if they suffer from huge financial losses. Addiction to gambling can ruin finances and disrupt family relationships.

### Computer

Nowadays it is very common to observe computer addictions. It is a loose term used to describe Internet addiction. A person tends to be hooked to the computer and virtually has no social life. It leads to sleep disorders and other health problems. A new kind of Internet addiction is being observed nowadays. And it is the famous Facebook addiction! Users of this social networking site are hooked on to it. They get the urge to update their Facebook profile, status; they are always eager to see what their friends are doing on line at all times and become restless if they cannot access it.

### Love

Obsessive love addictions are those where a person gets a rush due to the feelings he/she experiences when in love. In this case, the addict is either in continuous search of new love or is obsessively in love with someone. The addict tends to become totally dependent on that person for emotional needs. This love no longer remains love and becomes an addiction.

### Sex

Love and sex are two different addictions. In love a person gets thrilled when he/she falls in love. In case of sex, a person is totally into a relationship for sex. The person may visit prostitutes, masturbate repeatedly, get involved in voyeurism and obsessively think only about sex. They may even seek cybersex or phone sex. These individuals have numerous affairs and one night stands.

### Relationship

We are all dependent on different relationships in our lives. However, some people tend to suffer from relationship addictions that are not healthy. When one becomes dependent on a relationship, all he wants is to make the other person happy. The addicts overlook their own needs and fulfill the needs of their partners. They try to cling on the person and fear abandonment.

### Porn

A person who is obsessed with pornography and is always viewing films, video clips, photographs and reading about adult content is said to be experiencing porn addiction. They begin to imagine these sexual acts and masturbate to repeatedly get the thrill of sex. They tend to overuse or abuse pornography due to their obsessive viewing and reading about the sexual content in them.

### Cocaine

One of the most expensive drugs in the market is cocaine. It is one of the most widely abused substances in the United States as well as other parts of the world. This drug causes euphoria and increases sexual desire. It leaves the user filled with energy and gives them a feeling that they can achieve anything in the world.

## Work

Well, most of us have an allergy for work. However, there are a few people who are addicted to it. This is called workaholism and can be called an addiction! However, it has some undesirable consequences like lack or absence of social or family life. Even when on a vacation, these people are in some way connected to their work. This may lead to stress and increase the risk of heart attacks.

## Exercise

Many health journals recommend exercising for a healthy lifestyle. Some people take it too seriously and become addicted to exercise. They become obsessed with the way they look and keep exercising to get the shape they want to be in. They enjoy the adrenalin and endorphin rush that comes with long hours of exercise.

## Shopping

Women are known to be shopaholics. Yet, going on a shopping spree occasionally is okay, but shopping compulsively is not. When one goes to a store to buy a pair of jeans, but returns with bags full of shirts, shoes, purses and other accessories it is a sign of shopping addiction. These people cannot help themselves from buying stuff they do not need. They may even hide their bills from their partners and friends as they always tend to go over budget.

## Video Game

More and more teenagers are suffering from video game addictions. It is okay to indulge in playing games for some time. But, spending hours on end playing video games is not okay. These people forget eating, sleeping and even studying till they do not complete a video game. These addicts will spend all their money to purchase new games and gaming consoles.

## Types of Substance Addictions

Substance addictions are those addictions where a person tends to ingest or administer himself with a certain substance. These substances may include drugs, alcohol, LSD, etc. Most of the time these substances are used for recreational or medicinal purposes. The psychological feelings and euphoria they seem to impart tends to make a person get addicted these substances.

## Caffeine

One of the commonly observed addictions today is caffeine addiction. People tend to drink coffee and tea as a socially accepted beverage. However, caffeine tends to have stimulant effects and helps a person stay awake. It gives mental alertness and imparts calming effects on the mind. But, when one tends to drink more than 4-5 cups of coffee or tea in a day he/she may be addicted to caffeine. These people cannot work till they do not have a cup of their favorite caffeine beverage, they become restless to have it, they can't concentrate without it, they seek relief only in downing their favorite drink, they are addicted!

## Alcohol

Alcohol addiction is one of the most common addictions plaguing society. People from all walks of life tend to suffer from alcohol addictions. Most of the alcoholics tend to drink to overcome their feelings of anxiety, depression and low self-confidence. A person tends to develop tolerance to alcohol and begins to drink more to achieve the same stimulation feelings. They spend more time drinking alcohol and are unsuccessful trying to give up drinking.

## Nicotine

Smokers are addicted to nicotine, an alkaloid found in tobacco. The nicotine addiction is the second leading cause of death around the world. Nicotine is a drug that causes euphoria and makes the person get used to the feeling. It also helps reduce anxiety and has sedative effects on the mind.

## Servant Leadership *by Jeremy West*

What is leadership? **Influence** upon others in a direction.

**Informal** - through relationship (what we speak, how we act, what we model)

**Formal** - In our role, position, office (as applied to influence other toward goal)

**Spiritual** - through grace or anointing (supernatural / role or office)

**Natural** - through gifting or ability (what we have learned / abilities and gifts)

### **SERVANT LEADERSHIP:**

... is leadership that comes from an inner spiritual **motivation** from God, a **submission** to God, and the proper exercise of the **authority** of God and result in the demonstrated power of His Kingdom.

*Servant leaders take initiative and serve without being asked.*

*Servants wait to be commanded and say yes*

A **voluntary** servant, who submits to a higher purpose, which is beyond their personal interest or the interest of others.

A **leader** who uses the power that is entrusted to them to serve others.

A **servant** who, out of love, serves others needs before their own.

A **teacher** who teaches their followers, in word and deed, how to become servant leaders themselves.

Servant Leaders have situational awareness!

“One of the fundamental, timeless principles is the idea of servant leadership is through the empowerment of people. And the only way you get empowerment is through high-trust cultures and through the empowerment philosophy that **turns bosses into servants and coaches...**” (Stephen Covey)

“Being someone’s servant doesn’t mean being someone’s slave; being their leader doesn’t make you their king.” Bob Siegfried

We don’t model “power over people” We model “power under people”

Empower those under you! Meditate on Eph4-6, Heb 13, Rom13, 1Tim5, 1Pet5, Matt 28:18

### SOME OUTCOMES FOR THIS TOPIC

- Spiritual motivation and accountability - Transparency as a leader
- Your actions and decisions - Are they human or God motivated?
- Is your style life giving and championing others or not. Mark 10:42-45
- Discuss various styles of leadership
- Discuss the Character of a leader | Virtue/integrity has power
- Testing of Servant Leadership

Discuss boundaries. Discern between motivation and manipulation.

Discuss Submission and abuse of authority. Discuss enabling others.

# Leadership Styles & Self-Awareness

*"Next to sin, lack of self-awareness is what takes people out of ministry"*

*By Dawn Masucci*

Unless we listen, we cannot be self-aware.

Know who you are, and what God has called you to be. You cannot be guided by various voices. You need to know what to listen to, and what not.

Blind spots - you blame someone else, and don't take responsibility.

Know your emotional triggers - things that makes you re-act like an allergy.

It is not **"if I will react"**. It is **how badly** will I react. (Emotional-allergy)

## COMMUNICATION LOOP

1. Someone talks    2. "I hear"    3. I Perceive what is said

1. Reality of what the person is saying

3. Perception of what is being said

2

*GRID*  
My Values  
My Beliefs  
My Experiences

2. While I listen I:  
Generalize  
Delete  
Distort

*GRID*  
My Values  
My Beliefs  
My Experiences

Self awareness creates safety. - Good leaders create this. People can come and give feedback, criticize and people will still feel safe.

Anything that irritates us about somebody else, is an opportunity to understand ourselves better, our values and our beliefs. Is it something that is super important on a scale 1-10 (eg#8) or is it something to let go (#2)

Is it worth risking a relationship for a #2?

Ask yourself: What is the heart behind someone's blind spot.

*How can we gain self awareness?*

1. Relationship with God - Root of my Identity - not being threatened when someone points out a blind spot.

2. We are Beloved first. We are not what we say, do, and have, titles. Jn13:3 Practically - listen. Servant leaders always listen to others.

Evaluate yourself, your staff and situations. Get feedback, do interviews.

(Tell me 3 things that will hinder me moving forward, do you think I have a blind spot. Is there one emotional trigger that stands out for you? Good and not good)

3. Seek to understand. Do personality tests to gain understanding.

Know your leadership style

Talents and Strengths - strengths finder test

Emotional intelligence: self awareness, self management, social awareness, relational management (see book online)

## **Solicit Feedback**

There are several ways you can get feedback about your work performance. Formally, you can get it through 360 multi-rater assessments. In a 360, peers, superiors and reports anonymously provide feedback on all aspects of your behavior.

Informally, you can make time once a day to reflect on the day's events, e.g. how people reacted to you, how fluidly you were able to work with or manage others, etc. To do this effectively on your own requires a high degree of emotional intelligence. Emotional Intelligence, or EQ as it's often called, is defined as awareness of your own and others' emotions, and how they are impacted by situations. Some people are simply born with a high EQ but with diligent introspection it can be cultivated to a degree in everyone.

If you fall into the latter category, another more practical method that falls somewhere in between the formality of a 360 and the informality of quiet daily reflection is to get in the habit of doing regular post-mortems on every project in which you are involved. In order to do this effectively however, you must learn to do two things: ask good questions, and listen without justifying or defending your actions.

## **Ask Good Questions**

The skill of asking good questions can be invaluable to you and your organization. When the question is about your own performance however, it can be harder to be objective about negative feedback. When you show that you are equally open to all types of feedback, you demonstrate self-awareness and the willingness to learn.

Plus, asking questions models a solid, transparent approach to problem-solving and decision-making that benefits everyone in an organization. But perhaps most importantly, it models that it's okay not to know everything, which encourages everyone that it's okay to be constantly learning.

By modeling habits of good self-awareness you help to create a more self-aware organization. An organization that is self-aware is open to learning and better equipped to adjust quickly to changes as the marketplace dictates. This ability is the defining characteristic of a learning organization and possibly the most compelling reason all managers at all levels should include self-awareness in their development goals.

### **Listen without Justifying**

Once you've solicited feedback it's crucial that you listen without justifying your actions or people will stop giving you feedback. Moreover, when you are busy defending your actions, you miss what the person is trying to tell you.

If on the other hand you listen and accept feedback without defending yourself, you're more likely to hear what you need to hear, increasing your credibility with the person giving you feedback and creating a trust bond that will enable them to continue providing useful feedback in the future.

## So how self-aware are you?

No doubt most of us would answer with confidence that we are pretty darn self-aware. Before you take self-awareness off your development radar screen, consider this: According to research\* on management styles, you're more likely to be unaware of your behavior and how it impacts others if normally tend to operate at the extremes.

For example, at one extreme are the "Originators." Originators tend to be quick decision-makers who aren't afraid of confrontation or taking risks. On the other end of the spectrum you'll find "Conservers." Conservers are much more rule-bound and conflict- and change-averse. Most people fall somewhere in between these two extremes and are aptly labeled as "Pragmatists." Pragmatists don't either seek out or avoid confrontation. More practical and flexible, they tend to focus on issues in the order in which they need to be resolved.

So if you identify more with the descriptions of the Originator or Conserver, this may be an indicator that you are not as self-aware as you think you are. No matter where you fall on the spectrum of management styles, the benefits of greater self-awareness should be incentive enough to consistently seek (and listen to) as much feedback as possible on your performance at work.

Conclusion

When you pretend to know it all and never admit mistakes, you model behavior that can have negative consequences for yourself and your entire organization. Conversely, when you are self-aware enough to openly admit missteps and concede that you still have plenty to learn, you turn mistakes are learning opportunities and give people permission to be collaborative without fear of appearing unqualified.

To begin to increase your self-awareness, seek feedback on your performance from others by asking good questions and listening without justifying or defending your actions. Remember, organizations benefit far more from leaders who take responsibility for what they don't know than from leaders who pretend to know it all.

Read more:

<http://www.inc.com/resources/leadership/articles/20071001/musselwhite.html#ixzz3AM4q3DFk>

**Conduct & Calling** *by Jeremy West*  
"The manner in which a person behaves"

Eph4:1 "As a prisoner for the Lord, then, I urge you to live a life **worthy of the calling** you have received."

Worthy = "axios" (it is not philosophy/deep thinking. It was used in trade. You pay equal value for what you get)

Conduct and calling must be of equal weight. What you say, live it out!

**Personal Calling:** this is what we assume is our individual and unique purpose which we were made for on earth. It involves our passions, interests, gifts, and such. E.g. My "career". My "calling".

**Kingdom Calling:** this is the acknowledgment that within our unique gifts, personalities and skill sets, we are all called to bring the Kingdom of God into everyday life, wherever we are and whatever we do. We devote our personal calling to the Kingdom calling. Sometimes we assume that because we are aware of one, we are also doing the other ...Not necessarily

Individuals or "Independents"? It's all about me....?

There is a real temptation for the Individual calling to become an independent calling. An immediate preference, rather than ultimate fulfillment.

God's vision, and His vision for us (personal calling) go hand in hand.

God's vision: Gen 1 and 2 resurrected into Rev 21 and 22.

God's mission: Gen 3 – Rev 20, via the Cross and the Great Commission.

Our vision (as disciples of Christ): ...Rev 21 and 22.

Our mission: to discover our individual calling in Him, in order to take our unique role in the great commission.

Think eternally, now. Or be a victim to yourself. An acknowledgment of the great commission by itself may motivate us to personal works, but not always personal development. God wants to give us individual calling, too. Without that specific purpose, we can drift away from a Kingdom contribution. ...Our daily lives, lifestyle perspective, and conduct suffers.

If we don't know our individual calling, we can stagnate in our Christianity.

Calling is connected to vision. Vision is connected to conduct.

**K. Vision + P. Calling = PK. Conduct**

TAKE YOURSELF SERIOUSLY - WHAT YOU SAY AND HOW YOU ACT

Proverbs 29:18 (ESV)

18Where there is no prophetic vision the people cast off restraint, but blessed is he who keeps the law. Calling and Conduct Proverbs 29:18

Parable of the Talents: (Matthew 25)

They were faithful with much (conduct), have authority over much (calling). The conduct was faithful. They already they had an element of calling/vision: to serve the master according to the master's will and character.

Contrast: Unfaithful. No true vision of the master; no conduct true to the master's character or wishes. No calling completed.

**Our conduct should help, not hinder, our calling.**

Getting Real: Ask some harder questions...

What conduct do I display that detracts from Kingdom vision and mission?

Which conduct do I display that limits my own calling and influence?

What limit am I putting upon God, when I choose to behave, think, act indecently?

What is my role in God's mission?

What is God's mission for me? ...my calling?

Would I recognize it if He told me? Why?/Why not?

# DISC test

Do the free version online. [www.discpersonalitytesting.com](http://www.discpersonalitytesting.com)

## DISC PROFILE NOTES

My profile \_\_ \_\_ \_\_ \_\_

My team consists of:

D - Dominance - Results, Direct, Competitive. Assertive

I - Influence - Enthusiasm, Friendly, Optimistic. Influencer

S - Steadiness - Sincerity, Patient, Modest. Cooperative

C - Compliance - Accurate, Cautious, Contemplative. Evaluator

Combo strength

SC - Coordinator - people

CD - Creative - respond

DI - Motivator - purpose

IS - Helper - initiate

What are your strengths you bring to the team

What might be a possible weakness:

Also discuss if you are

1. visionary leader - Provides vision and momentum
2. strategic leader - Drives the process
3. team building leader - Relational process
4. operational leader - Evaluation and follow up

## How to Lead Among Peers *by Dawn Masucci*

age can differ but responsibility is very similar

Your job is to help your people, your team, win (reach their goals).

You must be simultaneously a player and coach.

The following are some ideas taken from First Among Equals by McKenna and Maister. Dawn Masucci took liberties to add information from time to time. [www.slideshare.net/happysammy/first-among-equals](http://www.slideshare.net/happysammy/first-among-equals)

Our Core Belief system should be 1 Tim 4:12 - Triangle.

Results  
Accountability  
Better commitment  
Healthy Conflict  
T R U S T

### A. Getting Ready to Lead Your Peers

1. Clarify Your Role
  2. Confirm Your Mandate
  3. Build Relationships
  4. Dare to Be Inspiring
- B. Coaching Your Peers  
C. Coaching Your Team

### Creating a Team Charter for Short Term Teams

Team Charters are documents that define the purpose of the team, how it will work, and what the expected outcomes are. They are “road maps” that the team and its sponsors create at the beginning of the journey to make sure that all involved are clear about where they’re heading, and to give direction when times get tough.

### Some Questions you could ask when creating a Team Charter:

Mission

Why does the team exist? What does the team hope to accomplish?

Team Culture

Who is on the team? and what are they like?

Roles and Responsibilities

What are the responsibilities that are needed to help meet your vision and goals?

Communication

What are a few communication commitments you can make to each other to help ensure healthy communication and conflict resolution?

Decisions

How will decisions be made on this team?

# Discipleship and Mentoring dynamics

Lecture & Notes presented *by Jeremy West*

Notes taken from a book:

“**Connecting**” by Stanley and R. Clinton (also wrote “The making of a leader”)

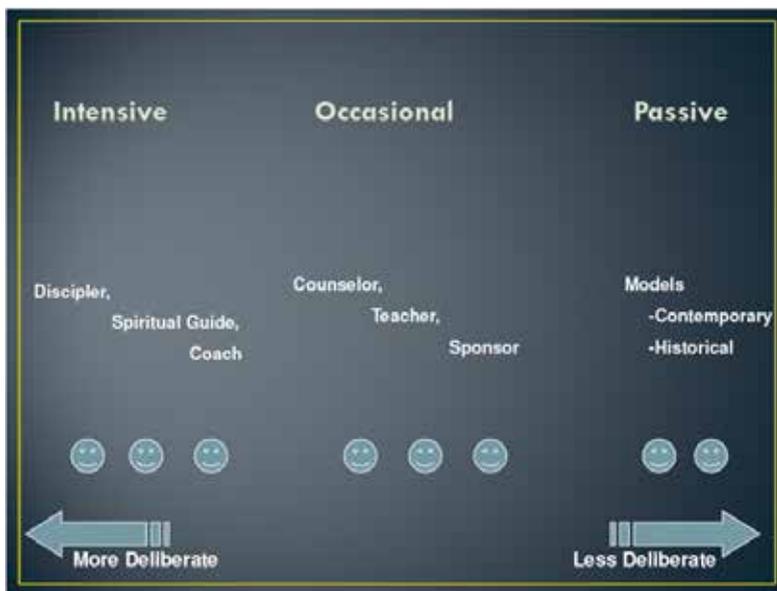
You do not get the fruit of discipleship without being disciplined. It is not an easy fast process. You will also, be tested on what you teach.

Mentoring is a relational experience in which one person empowers another by sharing God-given resources. Mentoring is a relational experience in which a mentor, who knows or has experienced something, transfers that something (resources of wisdom, information, experience, confidence, insight, relationships, status, etc.) to a mentoree, at an appropriate time and manner, so that it facilitates development or empowerment.

We mentor to help the organization, not to jump to the next position or promotion to get ahead of somebody else.

## The Bible models that the Mentor initiate to mentor the mentee.

We don't simply disciple and influence by default in Ywam, but we need to step out and be like Jesus who called people very specifically and Mentored them. This is Servant Leadership and unselfishness. It is helping the next generation of leaders to go beyond the present leaders.



## Where do you fit in the spectrum below?

- What do you naturally offer?
- What can you most naturally reproduce in another?
- What kind of input is your mentee looking for, or needing?
- Which category fits the gift and personality profile of your mentee?  
Will you naturally “gel”?

### **Discipling: Basic Growth Habits:**

- Devotional life
- Relationships
- Ministry

(many young people within YWAM may be in this stage than the following more mature stages. We have a very broken generation)

### **Spiritual Guide: Empowers by...**

- strengths
- weaknesses
- helping to assess where they are at
- providing perspective
- providing accountability

### **Coaching: Inspires by...**

- imparting skills
- imparting confidence
- motivating people to growth/development
- modeling importance of learning some basics
- watches the players and then gives feedback
- enhance self-learning and development
- pointing people to other resources

### **Counselor: Empowerment functions...**

- encouragement
- being a soundboard
- evaluation
- specific advice
- major guidance
- inner healing
- linking
- perspective

### **Teacher: empowers by...**

- (p.s. YWAM is strong at this, but it is not intensive)
- Knowing which resources are needed or available
- Linking mentorees to resources
- Sharing relevance of knowledge to someone's situation
- How to use perspective for assessment
- motivating mentorees to continue learning

### **Sponsoring: empowers by...**

(someone who is connected. It doesn't happen when I'm trying to protect something)

- select potential leaders
- believe in their mentoring
- input relational skills
- proper use of authority
- use of resources
- overall picture of organization, provides a framework
- begins with the end in mind

## **Conflict Resolution**

### **Transformation through conflict**

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

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

KNOW and talk about the fact that conflict will come to you and the group.

An individual or a team must acknowledge conflict sooner than later. Conflict must surface while it is still a relatively minor problem.

Second, one must take opportunity to resolve conflict. This must be done in a straightforward manner, with or without a facilitator. In order to resolve conflict, participants must apply the ground rules for a conflict resolution process. They must agree on outcomes and follow through.

#### **Study the BIBLICAL WAY to deal with conflict.**

Matthew 5 & 18:15

Also, study the fruit of the Spirit

FIRST GO to your brother and be reconciled, THEN come and offer your gift...

#### **Without conflict you cannot grow intimacy.**

Approachability as a leader is key. Leaders are not untouchable.

It is very difficult to be led by a leader that is always right.

Godly leadership includes: collaboration through mutual submission.

Opposing thoughts are welcome - a healthy tension where one discusses openly. Not just having “yes” people around you. (Rom 12)

It means: “I am willing to step into messiness with you” What makes it worth it? ***“I don’t want to see you walk with a possible blind-spot”***

It is not worth it when it is a style preference and/or you want to be right.

(This is more discipleship than confrontation) But it is worth it when someone is hurting and you see it.

**Make it easy for leaders to lead you.** Example. If the leader stated a high value, and you did not do it - go directly to the leader and tell them why you did that. Do not wait for someone to come to you first. If you are late, and they asked you to be on time - go first to the leader and tell them why.

## GROUND RULES for conflict

Provide or create an open and honest environment.

Conflict should always be resolved at a neutral site. The perception of a “home court advantage” will always be a deterrent to resolving conflict.

Ideally, participation in conflict resolution process is voluntary. Sometimes, however, in order to move forward, concerned parties must work to resolve differences even when they have no initial interest in doing so. The best way to achieve voluntary participation is to clearly define the benefits of reaching an agreement versus not doing so.

Allow adequate time for each party to prepare for the conflict resolution process. Don't let individuals feel they are playing on an uneven field because they did not have any time to gather thoughts and/or materials.

Allow adequate time for the conflict resolution session. Layout the ground rules for the session. Who will speak when? When will questions be asked?

Don't allow for interruptions if one party is speaking, Ensure there will be no retaliation for any comments made, especially if the conflict resolution process is between partners in a supervisory relationship.

***Always remember to talk about the problems, not the persons!***

Allow people time to express themselves. Allow all parties to state their concerns. Then work to define underlying interests and begin to look for common ground.

*become a good question asker  
and then be a good listener*

***There is no story until you heard both sides of the story***

# **CONFLICT RESOLUTION** *by Sarah Lanier*

between HOT (High context)  
and COLD (Low context) climate cultures

## **Low context - Cold Climate**

Be direct with cold climate  
Be more detailed and back up arguments with facts  
Explicit communication is not considered rude  
They will not back down if they are not in leadership  
Women are mostly equal to men -they do respect men.

## **High context - Warm Climate**

Take time for small talk - build relationship  
They are less direct.  
They are polite.  
Show commitment to the group.  
Do not stir up conflict just for a good debate.  
Need to know they are safe.

Conflict resolution is of special interest to Christians because its effects bear directly on both the public witness and the quality of their fellowship within the organization.

**DISCUSS WITH YOUR TEAM:** What will our ground rules be?

It will be good to have this book as either part of the reading program, or just around for students or new staff to read.

**FOREIGN TO FAMILIAR**

A Guide to Understanding Hot and Cold Climate Cultures

# SWOT

## Strengths, Weaknesses, Opportunities and Threats

The SWOT analysis is an extremely useful tool for understanding and decision-making in various situations

Take a specific idea and ask:

What are the strengths of this idea?

What are the weaknesses?

What are the opportunities this idea could give your team, organization, etc?

What are the threats to our team, organization, etc.?

Use a SWOT with many ideas and compare all four categories to ensure a well thought out decision.



## six thinking hats *by Edward De Bono*

Edward De Bono's book, *Six Thinking Hats*, describes six metaphorical hats that can be worn or taken off to indicate the type of thinking being used.

The hats must never be used to categorize individuals, even though their behavior may seem to invite this. Putting on and taking off is essential and when done in a group, everybody wears the same hat at the same time.

Take an idea and take turns going through each hat. You can look at several ideas at once specific hat.

						
What is the current information on the issue or problem?	How does everyone feel about the current situation, issue or problem?	What are the positive aspects of the current situation, issue or problem?	What are the negative aspects of the current situation, issue or problem?	What are new creative ideas or alternatives in solving the issue or problem?	How does everyone feel now that we have worked on the issue or problem?	What conclusions or summaries can we make in moving forward on the issue or problem?

# Six Thinking Hats®

**Blue Hat - Process**

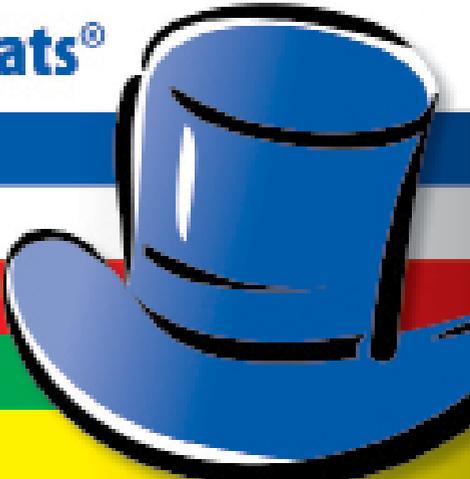
**White Hat - Facts**

**Red Hat - Feelings**

**Green Hat - Creativity**

**Yellow Hat - Benefits**

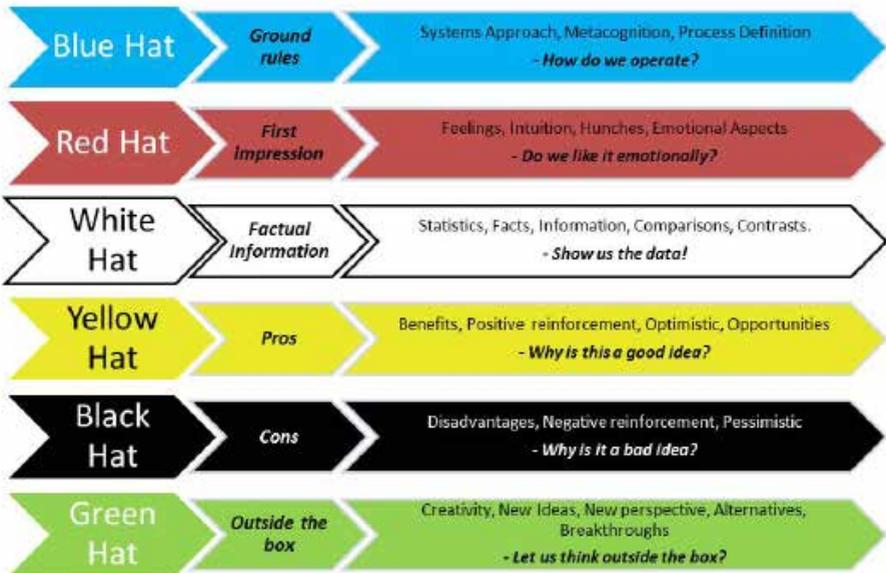
**Black Hat - Cautions**



Stock No. 88700 © 2008 The McGraw-Hill Group

 <p><b>BLUE HAT-Process</b> The Big Picture/Thinking about Thinking What thinking is needed? Where are we now? What do we need to do next?</p>	 <p><b>RED HAT-Feelings</b> Intuition, Hunches, Instinct How do I feel about this? What do I like about these feelings? (do not like?)</p>
 <p><b>YELLOW HAT-Benefits</b> Pros/Positives Why is this a good idea? What are the advantages and benefits?</p>	 <p><b>WHITE HAT-Facts</b> What do I know? What do I need to find out? How will I get the information I need?</p>
 <p><b>GREEN HAT-Creativity</b> What new ideas are possible? What is my suggestion? How can this be changed or improved?</p>	 <p><b>BLACK HAT-Cautions</b> The Magnificent What problems could arise? What are the disadvantages?</p>

www.smartthinking.com



# Culture shock I Stress *by Ronald L. Koteskey*

## WHAT MISSIONARIES OUGHT TO KNOW ABOUT CULTURE STRESS

You feel tired, anxious, discouraged, isolated, angry, and homesick but cannot think of any reason why you should feel that way. You have been on the field for several years, but these feelings always seem to be there-increasing and decreasing. You wonder what could be causing them. It could be culture stress. You may say, "I know about culture shock, but what is culture stress?" What is the difference between culture stress and culture shock? What causes culture stress?" What are its effects? What can be done about it? Can it be prevented? Let's consider some of these questions.

### **What is culture stress?**

Culture stress is the stress that occurs when you change to a different way of living in a new culture. It is what you experience as you move beyond understanding the culture to making it your own so that you accept the customs, becoming comfortable and at home with them. If you are trying to become a real part of the culture, to become bicultural, you are likely to experience culture stress as you assimilate some of the conventions to the point that they feel natural to you. Of course, if you live in a "missionary ghetto," you may experience little culture stress. Early modern missionaries often lived in compounds, which were physically identifiable as missionary ghettos. Today, even though some missionaries live physically in a national community, they have primarily relationships with other missionaries. A missionary subculture may develop which becomes focused on itself and preoccupied with group concerns so that the missionaries experience little culture stress. Those trying to become an integral part of the national community are the ones who experience the greatest culture stress.

### **How is culture stress different from culture shock?**

As culture shock was originally defined (honeymoon, crisis, recovery, adjustment), culture stress was considered to be a part of it. However, the word "shock" connotes something sudden and short-lived. Thus, many people today think of culture shock as the crisis stage (confusion, disorientation, and lack of control) and the recovery stage (language and cultural cues more familiar). These stages begin when the new missionary leaves the enthusiastic, exciting, optimistic tourist mode, usually beginning in a few weeks, worsening for about six months, and basically ending within a year or two.

Culture stress is the adjustment stage in which people accept the new environment, adopting new ways of thinking and doing things so that they feel like they belong to the new culture. This takes years, and some missionaries never complete it. This may go on and on.

### **What are the results of culture stress?**

Many of the results of culture stress are the same as those of any other stress.

Feelings of anxiety, confusion, disorientation, uncertainty, insecurity, and helplessness

Fatigue, tiredness, lack of motivation, lethargy, lack of joy

Illness (stress suppresses the immune system), concern about germs, fear of what might be in the food

Disappointment, lack of fulfillment, discouragement, feeling hurt, feeling inadequate, feeling "out of it"

Anger, irritability, contempt for the host culture, resentment (perhaps toward God), feelings of superiority or inferiority

Rejection of the host culture, the mission board, even of God.

Homesickness

### **What are the results of culture stress?**

Many of the results of culture stress are the same as those of any other stress.

Feelings of anxiety, confusion, disorientation, uncertainty, insecurity, and helplessness

Fatigue, tiredness, lack of motivation, lethargy, lack of joy

Illness (stress suppresses the immune system), concern about germs, fear of what might be in the

food Disappointment, lack of fulfillment, discouragement, feeling hurt, feeling inadequate, feeling

“out of it” Anger, irritability, contempt for the host culture, resentment (perhaps toward God), feel-

ings of superiority or inferiority Rejection of the host culture, the mission board, even of God.

Homesickness Etc.

Some people seem to believe that they can adapt to anything, even continual stress, without it hurting them. It just does not work that way. In the 1930s, stress researcher Hans Selye put rats

under many different kinds of stress. He kept some in a refrigerator, others in an oven, made

some swim for hours a day, injected others with chemicals, others with bacteria, etc. The results

were almost always the same. The rats went through the same cycle. First was the alarm reaction

in which resources were mobilized. Then came the resistance stage in which it seemed like an

adequate adjustment had been made. But if the stressor was intense enough or long enough,

sooner or later the stage of exhaustion occurred when the resources were depleted, and the rats

collapsed. If the stressor continued, they died. You probably have seen people who seemed to be

making an adequate adjustment, suddenly break down. Uninterrupted stress of enough intensity

leads to exhaustion sooner or later in most individuals.

### **What can be done about culture stress?**

Much can be done to decrease culture stress and make it manageable.

Recognition. Realize that culture stress is inevitable for those attempting to become at home in a host culture, and look at what factors cause you the most stress.

Acceptance. Admit that the host culture is a valid way of life, a means of bringing Christ to the people who live in it.

Communication. Beware of isolating yourself from everyone in your home culture, those with whom you can relax and be yourself, those with whom you can talk.

Escape. You need daily, weekly, and annual respites. God made the Sabbath for people, so be sure you keep it. Reading, music, hikes, worship (not leading it), and vacations are necessary.

Identity. Know who you are and what you will allow to be changed about you. Acculturation inherently involves changes in your personality, so determine the unchangeables.

Activity. Since stress prepares you for fight or flight, and as a missionary you can probably do neither, you must have some physical activity to use that energy. Sports, an exercise plan, and active games with family or friends can reduce stress.

Befriend a national family. Get close to a national family just for fun, not to learn or evangelize.

Learn how to have fun in that culture.

### **Can culture stress be prevented?**

The answer to this is simple and short. No! Stress in general cannot be prevented—we all experience it in life. Trying to become at home in another culture is always a challenging venture.

However, like other stress, it can be managed, decreased to a level with which you can live—stress without distress. The factors that help you cope with stress are summarized in the three enduring things mentioned by Paul at the end of 1 Corinthians 13.

Faith. In addition to faith in God, faith in yourself as a person created in God’s image and called into his service will help you cope.

Hope. Rather than feeling helpless, having not only the hope of eternity with God, but also hope in your future, knowing that he has good plans for you, will help you cope.

Love. Finally, having both God’s love and the love of his people to give you support in the stressful situations you face daily, will help you cope.

Culture Stress Stress is a part of life, and everyone learns how to manage it or suffers the consequences. Remember that not everyone can become at home in two cultures, and it typically takes a very long time for those who do it successfully.

# What is evangelism? *by Danny Lehmann*

IT IS THE PROCLAMATION OF THE GOOD NEWS

Do we have the right to tell someone what to believe?

We have the Authority given by God to tell people.

It is not about "friendship evangelism" - it is about "friendly evangelism" We do not shy away from telling people about the gospel.

Quote: "Preach the Gospel at all times. Use words if necessary."

It is always attributed to St. Francis of Assisi But here's the fact:

**Our good Francis never said such a thing.** None of his disciples, early or later biographers have these words coming from his mouth. It doesn't show up in any of his writings. Not even close really. The closest comes from his Rule of 1221, Chapter XII on how the Franciscans should practice their preaching: "No brother should preach contrary to the form and regulations of the holy Church nor unless he has been permitted by his minister ... All the Friars ... should preach by their deeds." Essentially, make sure your deeds match your words. Jesus said GO to all the world and PREACH the Gospel. It must be verbalized.

Preach: It has to be verbally proclaimed.

Faith comes by hearing, and that hearing the word of God.

The way people get saved is by:

HEARING 1 Cor 15:3-4. Four essentials of the Gospel

"THE WHOLE CHURCH TAKING THE WHOLE GOSPEL TO THE WHOLE WORLD" Read <http://www.lausanne.org/en/documents/all/twg/1177-twg-three-wholes.html>

7 witnessing styles - Styles of evangelism

- Intentionally share the gospel - Door2door, preaching on the street
- Interpersonal style Friendship/friendly evangelism - doing good deeds
- Invitational style - Inviting people to an event or a movie
- Intellectual style - Paul used his mind, preaching + worldview - apologetics
- Testimonial style - Your testimony is not the gospel. 1 Cor 15:3-4 is.
- Demonstrational style - Healing, deliverance, sheltering people, good deeds...
- The supernatural style - Healing, Word of Knowledge, Deliverance. Power.

Read: Mark 4 - How seed grows.

The point is that for many people it is a gradual experience. A process.

For some it is instant with instant conviction with repentance.

## The Dynamics of New Birth *The Modified Engel Scale*

Level	Description	God Is	Man's Task
-12	No God framework	Confirming	Prayer
-11	Experience of emptiness		Presence
-10	God framework	Revealing	
-9	Vague awareness and belief in God		
-8	Wondering if God can be known		Preparation
-7	Aware of Jesus	Guiding	
-6	Interested in Jesus		
-5	Experience of Christian love		Proclamation
-4	Aware of the basic facts of gospel	Convicting	
-3	Aware of personal need		
-2	Grasp the implications of the gospel		Power
-1	Challenged to respond personally	Converting	
<b>0</b>	<b>Repentance and faith</b>		
+1	Holy Spirit and baptism	Transforming	Encouragement
+2	Active member of local Church	Empowering	
+3	Continuing growth in character, lifestyle and service		
+4	Part of Team Leadership		Support

Are we willing and do we have the TIME to spend with non-believers?



[DTSOUTREACHTOOLS.BLOGSPOT.COM](http://DTSOUTREACHTOOLS.BLOGSPOT.COM)

# Fruitful Outreach *by DTS Centre*

## **A DTS outreach can and should be:**

- Spirit-led
- Evangelistic - sharing the gospel
- Compassionate in loving our neighbor
- Positive
- Fruitful
- Experiencing the power of God to make a difference
- Challenging
- Faith stretching
- Full of passion
- Partnering with and strengthening local evangelistic outreach where possible
- Preparation for outreach as a lifestyle

## **A. Outreach Location**

1. The outreach location should be identified through a process of hearing God's voice.
2. There should be a qualified leader with vision and faith to lead the team to this location.
3. Both DTS and base leadership should be included in determining the outreach location.
4. Contact should be made and input sought from appropriate YWAM leadership connected to the outreach location.
5. The outreach location should provide an ongoing opportunity for every team member to meaningfully communicate the gospel and to move people towards a commitment to following Jesus.
6. The outreach location should provide diverse opportunities for ministry such as mercy ministry, community development, etc.
7. The outreach location should present a positive experience where team members engage in ministry with people from a culture different from their own.
8. The outreach location should offer an experience in which students see fruit and are provided with a taste of missions that encourages future missions involvement.
9. If an outreach location is identified as "high risk" (for example, location presents a health threat or is experiencing war or rebel activity), a lower risk option should be made available where possible.
10. If a student is unable to go to a designated outreach location due to factors outside his or her control (e.g. visas, health issues, etc) a suitable outreach alternative must be provided.

## **B. Outreach Leadership**

The following is a description of the attitudes and abilities needed in an outreach leader or outreach leadership team. However, should the leadership lack ability in a certain area it is sufficient that they be able to draw out those abilities from other team members (students).

Outreach Leadership should

1. have a passion for God.
2. have vision and an expectation for God to work in and through the team.
3. have a passion for the lost, be able to share their faith in both word and deed with others and lead people to Jesus.
4. Be a good communicator, partner and networker to both YWAM and the Body of Christ in the outreach location.
5. have faith that people will come to Jesus and be able to impart that to their team.

6. know what a DTS is - the vision, values and ethos.
7. be living the YWAM values.
8. be staff of the DTS, a student in the DTS or a YWAMer who has had significant interaction with the outreach team members in the context of the DTS lecture phase.
9. be able to hear God's voice.
10. have no major character flaw that is likely to damage people and/or the ministry.
11. be a learner and teachable.
12. be a good financial steward (e.g. trustworthy, demonstrates financial transparency, handles money appropriately and with wisdom, etc).
13. be able to inspire, motivate and challenge people in the context of the outreach.
14. be able to release every team member into ministry and team functions regardless of their gender, culture, language, nationality and church background.
15. have a passion for the Word and an ability to apply it personally as well as help others apply it.
16. have a lifestyle of intercession and worship with a commitment to see both expressed in the outreach.
17. be able to discern what the Holy Spirit is doing and be able to integrate it into team and ministry situations.
18. be able to continue the discipleship process, putting into practice the principles learned in the lecture phase.
19. be able to ask questions, listen and give appropriate input and feedback, in a one on one context.
20. be able to understand and put into practice principles of conflict resolution. (
21. be able to think and act quickly in a crisis.
22. demonstrate servant leadership.
23. be trained to fulfill their role.

### **C. Team Formation**

1. A DTS outreach must be conducted in the context of a team (three or more people).
2. Students should be provided with all known information about the outreach option or options (e.g. location, costs, ministry opportunities, leader, etc) as early as possible. Potential range of outreach costs should be communicated before the DTS begins.
3. In the case of multiple outreach locations, students should be given adequate information about how the decision will be made to determine which outreach team they will be on. Students should be included in this decision making process.
4. Once students have been provided with relevant outreach information (see point #2), adequate time and support to process should be given as they listen to God about which outreach team to join.
5. The student's first choice should be honoured when possible. If it is not possible, the reasons should be explained to the student in such a way that affirms his or her ability to hear God.
6. The DTS staff should make the final decision regarding placing students in teams.
7. The DTS leadership should confirm student choices as they build appropriate teams. Size, gender, complementary gifts, maturity levels and cultural makeup of the team vaccinations, visas, travel arrangements, etc) and to communicate home about the outreach and gather outreach fees. should be considered.
8. Outreach teams should be formed with adequate time to prepare for the outreach (e.g. vision building, strategizing, evangelistic tool development, practical organization of vaccinations, visas, travel arrangements, etc) and to communicate home about the outreach and gather outreach fees.

**D. Preparing Teams for Outreach - READ MORE ONLINE [ywamdtscentre.com](http://ywamdtscentre.com)**

**E. Designing a Full Learning Week F. Development of Ministry Strategies and Tools.**

**G. Interaction with Sending Base, H. Debriefing the Outreach**

## Bringing closure to the outreach

Meeting with the students one on one

**Before you return to your home-base, please ensure you complete and go through with each student their Student Evaluation form.**

Two weeks before you meet with the student ask them to seek God for any way He might have you affirm them in their growth and gifts, challenge them with what you see as their potential, or even give specific suggestions in regard to opportunities they should consider. Ask them to ask God specific questions in order that they might receive specific answers. Ask them to ask God for scriptural as well as circumstantial confirmation. Tell them that when we meet with them we will want to know as much as possible:

- What do they believe is to be their next goal?
- What is their next step to get them there?
- How has the Lord confirmed that to them?

When you then meet with them, pray for guidance in order that each one might be able to perceive more clearly where God is leading them next and be able to take the next step toward that goal with confidence. Let them know that we as leaders are not there to give them direct guidance; rather, they are to seek the Lord themselves and our role is primarily to act as agents of counsel and confirmation.

First ask them, "What has God shown you?" After they share, submit to them whatever God has shown you as leaders, both wisely and in the fear of the Lord. Ask them, "What do you think about all that we have shared?" Counsel as necessary, encourage and close by praying and laying on hands.

### Bringing closure as a Team

Closure, taking time to reflect, wrapping things up, and saying goodbye is a very important part of the outreach experience. It is a time for memories to be shared, blessings to be spoken and prayers to be made. It is a time of worship, to offer up to him the fruit of your labor in the field where he has sent you.

Jesus walked through a closure process with his disciples in the last week of his life. He spent time with his good friends in Bethany. He walked the streets of Jerusalem one last time with his disciples and ate a final meal together with them marking the end of a season. He reminded them of the significance of the past days and imparted hope for their future. And he deliberately set aside time to pray, entrusting to God the friends he would leave and the work he had done. (John 17)

The closure process can be divided into two categories. The first being a focus on the people dynamic of your team, including what God has done in each of you. The second being the ministry outcome of your team involving what God has done through you to touch the lives and impact the world around you.

It is important to take the last one or two days before reconnecting to other teams or the rest of your school for this closure process.

### Part One: Focus on Team

- Expressing appreciation for each team member
- Remembering fun or unusual moments together
- Working through any lingering team conflicts
- Encouraging individuals to work through any interpersonal conflict
- Marking the end of the team time with a special event
- Acknowledging the contributions each team member has made
- Take time to laugh, cry, express thanks, let go of regrets, mistakes
- Give testimony of God's work in your hearts and lives
- Recognize changes and growth

## Part Two: Your Team's Ministry

- Review what God has spoken to you in your prayers for the nation and people
- Reflect on the ways God has led you as a team
- Identify how you impacted those around you, in evangelism, discipleship and mercy ministry
- Say good bye to the friends you made on the field
- Entrust your friends to God's care, pray with them
- Commit all you have done in prayer for God to continue to bless
- Give thanks for all God has done through your team

### GROWTH ASSESSMENT TOOL

- I have increased in peace because
- I have increased in joy because
- I have increased in patience because
- I have increased in self control because
- I have increased in gentleness because
- I have increased in goodness because
- I have increased in love because
- My prayer life has become more meaningful.
- I can hear the voice of God more clearly.
- I have increased in faith.
- I am more certain of what I believe.
- I have more power to resist temptation.
- I have a clearer picture of the character of God.
- I have grown in my ability to trust God because
- The Bible have become more a part of my life.
- I discern the "spirit" of something easier
- I have entered further into God's rest.
- I have discovered \_\_\_ competes with God's Spirit in me and I have learned to crucify it.
- I have given up the right to/of \_\_\_ and am freer to embrace God's purposes.
- I have a greater sense of my true identity and therefore
- I am more capable of hearing God's voice and obeying him because
- I have a better grasp of God's rich love for me.
- I have gained more control of my tongue.
- My thirst for God has increased.
- My thirst for the Scriptures has increased.
- I have invested my time wisely.
- I have experienced a greater release in spiritual gifts.
- I can more easily share Jesus with others.
- I am more sensitive to God's timing.
- I can more freely worship the Lord.
- I gained in personal discipline in
- I have grown in ability to trust others.
- I have grown in my ability to make my own choices based on my own values.
- I have gained in understanding God's grace.
- I have recognized pride in my life in \_\_\_ and have dealt with it.
- I recognized the call to serve others and have attempted to demonstrate that by
- I have looked to others' interests and not just my own when
- I have gained experience in praying for others.
- I have a greater ability to empathize with others.
- I can accept failure in myself more readily.

- I understand my own strengths and weaknesses better.
- I am more confident in meeting new people.
- I am more assertive when facing new situations.
- I am more able to share my thoughts and feelings with others.
- I have a greater respect for new ideas or perspectives.
- I am more flexible and able to adapt to change.
- I am more able to receive help from others.
- I have increased my capacity to take risks.
- I have a greater appreciation for my friends and family at home.
- I am more independent from friends and family back home.
- I have a greater capacity to learn from mistakes of others or myself.
- I am more capable of living in the present.
- I have improved my observation skills.
- I am more confident in speaking in front of groups.
- I am more secure in my relationships with others.
- I am more tolerant of people different from me.
- I have grown in my ability to encourage others.
- I have gained ability to release disappointment to the Lord.
- I have been released from wounds from my past.
- I have a better understanding of my personality.
- I have a better understanding of how I affect other people.
- I am more knowledgeable about other cultures and lifestyles.
- I have a clearer sense of destiny.
- I have a greater ability to take on new roles or tasks.
- I have gained a greater sense of responsibility to participate in the completion of the Great Commission.
- I have a greater sense of God's heart for the nations.
- I have a greater confidence of the power of the Gospel.
- I have gained a greater sense of responsibility to participate in the Dominion Mandate to extend God's Kingdom principles within the sphere in my influence.

## Teaching the 18 Foundational Values

**Staff impart this to students, not students to students !**

WHAT IS THE FRUIT OF THE VALUE IN YWAM AND PERSONALLY?

*"fruit: actions that shows wisdom"*

NAME A RECENT DECISION YOU HAD TO MAKE SO THAT YOU WOULD REFLECT THIS VALUE.

*"branches: principle that shows what is right"*

WHY DO WE HAVE THIS VALUE IN YWAM?

*"trunk: value what should be good"*

WHAT IS AT THE ROOT-BELIEF OF THIS VALUE?

*"roots: belief what should be true"*

ROOTS:

- Truth is constant and knowable.
- God is infinite and personal.
- Responsibility demands accountability.
- Mankind is finite personal & made in the image of God.

*"soil: worldview that which should be real"*

<i>"fruit:</i>	<b>actions</b>	<i>that shows</i>	<b>wisdom"</b>
<i>"branches:</i>	<b>principle</b>	<i>that shows what is</i>	<b>right"</b>
<i>"trunk:</i>	<b>value</b>	<i>what should be</i>	<b>good"</b>
<i>"roots:</i>	<b>belief</b>	<i>what should be</i>	<b>true"</b>
<i>"soil:</i>	<b>worldview</b>	<i>that which should be</i>	<b>real"</b>

13. WE VALUE familial inclusion  
BECAUSE God blesses  
AND THEREFORE WE COMMIT TO  
honor families

Care

- Value
- 13 Godly relationships
  - 1 Spiritual hunger
  - 3 Divine guidance
  - 14 Universal respect
  - 15 Familial inclusion

16. WE VALUE faith-filled volunteerism  
BECAUSE God provides  
AND THEREFORE WE COMMIT TO  
practice dependance on God

Connect

- Value
- 2 Gospel proclamation
  - 4 Purposeful prayer
  - 12 Practical authority
  - 16 Faith-filled volunteerism
  - 18 Insightful information

17. WE VALUE gracious hospitality  
BECAUSE God welcomes  
AND THEREFORE WE COMMIT TO  
practice hospitality

Serve

- Value
- 6 Youthful potential
  - 10 Intentional collaboration
  - 11 Servant leadership
  - 17 Gracious hospitality

9. WE VALUE Biblical Truth  
BECAUSE God reveals  
AND THEREFORE WE COMMIT TO  
have a Biblical Christian Worldview

Build

- Value
- 5 God-inspired vision
  - 7 Govenmental simplicity
  - 8 Global diversity
  - 9 Biblical truth

# YWAM FOUNDATIONAL VALUES

ASSIGNMENT | Staff Group Activity *by Jeremy West*

Break into groups of 2 - 4. Each member must get a chance to discuss one of the following points and cover the content. Most answers will be found by reading "Is that really You God?" by Loren Cunningham

The group gets 10 points if they discussed it well.

The group gets 5 points if they left something out.

## 1. Historical Context of the Value

**10 POINTS:** Explanation of how this value came to have importance in YWAM, with specific historical context.

**5 POINTS:** Brief reference given to how this value has been seen in the past.

**0 POINTS:** Brief reference given to how this value has been seen in the past.

## 2. Value's Meaning & Biblical Context

**10 POINTS:** Explained the value's definition.  
Cited multiple passages from scripture.

**5 POINTS:** Made reference to the value's definition, but no explanation.  
Only cited one Biblical passage

**0 POINTS:** Gave little or no explanation of the value's meaning.

## 3. Value's Expression & Personal Experience

**10 POINTS:** Clear example of how the value has been personally walked out in own life. Includes an example of how the value has been seen expressed elsewhere in the mission.

**5 POINTS:** Only shared a personal illustration, from own life.

**0 POINTS:** Little or no personal experience communicated regarding the expression of this value.

## 4. Value's Converse Expression & Personal Experience

**10 POINTS:** Clear example of how one has personally struggled to walk out the value.

Includes an example of where it has been witnessed lacking in the larger context of YWAM.

**5 POINTS:** Only shared a personal struggle in value-expression.

**0 POINTS:** Converse concept defined, but not illustrated.  
(No specific instances.)

### 5. Personal Application

- 10 POINTS:** Personal application is made to individuals and the class with a specific example. Also, shows that prayer has happened in seeking God for what He could be saying to the class.
- 5 POINTS:** We're told we should apply the value, but not told HOW. (No specifics.)
- 0 POINTS:** No link made from information to application point.

### 6. Values in the school

- 10 POINTS:** Creative ideas for how this specific value should be implemented and at least one idea of how ALL the values should be taught.
- 5 POINTS:** Maybe one idea for this specific value, but no ideas for how ALL the values could be taught and implemented.
- 0 POINTS:** No ideas for how the specific value should be implemented in the school

### 7. Presentation & Organization

- 10 POINTS:** Logical order and was well prepared. Understandable in terms of knowing what you were talking about and which aspect of the assignment you were addressing.  
Good, conscious presentation of self.
- 5 POINTS:** Average organization. Could follow, but with effort. Difficulty knowing which aspect of the assignment was being addressed.  
Presentation of self was average.
- 0 POINTS:** Seemed like it was put together at the last minute and did not flow well. Did not present self well (i.e. dress, speech, mannerisms).

### 8. Presentation Creativity

- 10 POINTS:** Presentation had multiple illustrations or teaching aides.
- 5 POINTS:** Used one illustration, song or visual aide.
- 0 POINTS:** Oral lecture only, with no visuals or illustrations.  
No creative use of media or any other teaching methods.

*At the end of each group's presentation, give them good feedback that will help them understand why they received a specific score.*

## **Facilitating the classroom**

It is the job of the school leader and staff to disciple the students, not the speaker. They bring the notes, but you do the job. This is one of the many reasons why the school leader should be in the class room.

### **Facilitating the classroom**

- Be on time, go into lunch if you started late.
- Be attentive (it is good to have at least some staff in the front of the class with the students.
- Be where the speaker can see you
- Introduce your staff to your speaker so that he knows who it is.

#### Processing the lecture

- Schedule it in before hand
- Speaker - be ready!
- School leader / speaker - review yesterday at the beginning of the day.
- Always look for... take aways, Principles, Revelation

### **In the classroom**

- Have the staff met with the speaker?

The speaker will feel connected and honored if they have a quick meeting before

- Make the speaker cozy!
- YOU get the class ready, BEFORE the speaker is ready!
- Be in the class! As a school leader it is vital that you are there.

## The speaker and you

Speaker: A hand goes up in class - what do you do?

You should know the name of the student or ask them to remind you what it was. *Take a step towards* the student who asked a question. - Honoring!

SCHOOL LEADER OR FACILITATOR

### - Introductions - “4xP”

- Professional (conduct 1 introduction)
  - Personal (how do you know him? - make him a person)
  - Purpose here (topic) - Why they came (Check form A)
  - Pray
- Where do they come from
  - Fruit of the Spirit in their life
  - Where did they staff
  - When did they do their dts
  - Why should they listen to this person!

FACILITATOR After class, always ask the speaker

- if they have all they need, and did they eat well. Do they need water?
- anything you can get for them?
- anything needed for class the next day?
- would they like to do something, see something, go somewhere!
- ***do not assume your speaker “have lots to do”*** It can be very lonely for a speaker at times. Delegate “to do’s” among you and your staff and make sure your speaker have the most amazing time in and outside the class room.

***Ask yourself: If I was the speaker, why should I come again?***



## Crisis management

*by Chase Fowler*

Most of the time it will look like failure, even if things turn out well.

Crisis = Unpredicted Turning point--- ! < Either up and good or down and bad.

### What is Crisis

- Emergency, Crisis or Problem?
- Identify the situation and make decision  
(keep a written record of events & conversations unfolding)

Types of Crisis

- Human, Leadership, Incidental / Logistical

### Discipleship or Disaster

The best policy or emergency procedure is AVOIDANCE and PRE PLANNING before the event is ever given the chance to occur. By instructing both staff and students in “what to do if...” scenarios they will then know the steps to take.

It is important that base Leadership outline expectations and requirements of school leaders in the event of an emergency both during lecture phase and outreach phase of a school.

1. Ensure that all students and staff have Insurance
2. Have names and numbers of emergency contacts with you
3. Have copies of passports in your office
4. Have necessary vaccinations and 1st aid kit
5. Have information of where embassies are | register with your embassy.
6. Outline communication expectations with outreach leaders
7. Enter the country with leader first and a 2nd leader last in immigration line
8. Do group booking via travel agent (not individual bookings)

### WHAT DO YOU NEED TO PUT IN PLACE?

(TTC - Talent-Trust - International Missionary Insurance Consultants)  
(Contracted with International SOS)

The key to successfully walking through crisis is to be prepared.  
You will face the consequences for your lack of preparation.

### **Preparing during Lecture Phase:**

Compile the primary contacts for each student

Send regular school updates to the contacts

Have a contact list available to the school leader and director

Have a mini outreach

These things will allow you to have a healthy and functional DTS as well as prepare you and others for the Crises you may face.

### **During Outreach Prep**

- Obtain Overseas Contact
- Register with the Embassy
- Obtain Visas
- Compile Binder
  - Immigration Doc (signed & notarized) 2 copies
  - Customs Doc (signed & notarized) 2 copies
  - Passport copies 3 copies
  - Emergency Contact list 2 copies
  - Non-medical information 2 copies
  - Medical information 2 copies
  - Student Survey
  - Evaluation forms
  - Finance Forms
  - Doctor/Hospital Contact (for each location)
  - Best and Closest
  - Insurance forms
  - Base Contact Information
  - Evacuation plan for each location
  - Flight itinerary
  - Embassy & Consulate Information
- Fill in binder with other needed documents and make sure this binder is available to you at all times during outreach

## Preparing for outreach starts in lecture phase

because YOU want to be effective and see effective longterm results...

*A long term worker wrote: "I wish all outreach leaders did this before they sent teams to us. This is why we said yes for them to work with us and we knew they would not mess up our long term, hard earned, relationships"*

**What did they refer to?** Note: it was a team to India

The team made contact with long term workers and asked constant input.

The team did not come with their own ideas of evangelism

The team dressed appropriately

The team learned a few satsangs (worship songs in Hindi) before they arrived

The team learned about the culture before they left and learned 100 key words

and Christian words suggested by the long term worker

[www.jacobsonb.wordpress.com/2011/01/18/learn-the-100-core-words-of-any-language-with-quizlet/](http://www.jacobsonb.wordpress.com/2011/01/18/learn-the-100-core-words-of-any-language-with-quizlet/)

Five weeks before outreach, the team would come together and practice worship songs and do it in a circle on the floor - Hindi style!

The team did not bring western dances and dramas

The team learned about 10 bible stories that is good to convey, and the order they were to teach them in

The team did not rely on their western style of evangelism but worked very close with the long term workers during times of strategic evangelism (building on what the long term workers were doing in the city)

The team worked through a Hindi Christian colouring book, alongside the long term workers, interpreting it to the Children. The Children took these books home, and parents came and asked the long term workers questions about this new faith - this was key and very strategic for the LONG TERM



## Questions to answer +/- 5 weeks before outreach

These questions came from 3 long-term workers .

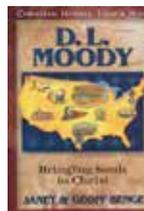
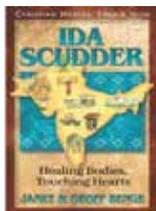
One lives in Jordan, working with Muslims. One works in India with High Cast Hindus. The 3rd person works permanently in Thailand with Buddhist.

- Are there long-term workers where you are going on outreach? Y | N
- Do they know you are coming? Y | N  
(Let them know so that they can give you cultural input. You are not going in to do your own thing where there are already workers. Be very humble in this regards, especially if you are a DTS team.)
- How do you think you can best serve their long-term strategy?  
(If you dont know, ask the long term workers - "what work?"
- What ideas have they already suggested for this?
- How will you need to adjust your expectations and desires for your outreach in the light of the needs and requests of the field workers you are going to work alongside?
- What would they like you to do as a team?
- How security consciences are they?
- What does this mean to you as an outreach member?
- Do they use their real names? Y | N
- Do we change our names for a few weeks? (Ask your host) Y | N
- Are there words they have asked you to avoid using?
- What are they? (like salvation, grace, the color white - do GOOD research)
- What terms do they recommend you use instead?
- Have you practiced using these new terms regularly so that you will do this naturally?
- What are their requirements of you as foreigners  
(food, clothing, cultural clues, male/female relationships etc.)?
- About "Jesus"?
- Are there terms to avoid initially or important concepts to emphasize?
- What is their worldview on the West and "Christianity"?
- How will this affect how you share in word and action whilst you are ministering amongst them?
- How does their main form of cultural relevant Worship look like?  
(is it westernised - how does worship look like in their culture?)
- Do they have a bible in their native language?
- Do they have any other resources we can use?

DTSOUTREACHTOOLS.BLOGSPOT.COM

- Do colours have the same meaning to them as to us  
(e.g.White might mean death and not a Glorified Jesus)?
- How does “church” or their “Fellowship” look like?
- What is the overall vision and broad goals that the long-termers have in the place that you’ll be working? (This would only be relevant if the short-term team is helping the long-termers.)
- Does the long-term team see you as coming to help serve them, or to help serve the people they live among.? (This helps short-termers know where to focus their relational energy. Many short-termers expect to really connect deeply with the long-termers, but this isn’t necessarily realistic and can leave the short-termers disappointed. It’s often more realistic for the short-termers to expect to connect deeply with the locals, while working alongside the long-termers.)
- What is the best way to dress in order to reflect your faith to the locals and to reflect what is in your heart to them?
- What is the best way to interact with people of the opposite sex?  
Touch? Eye contact? Conversation? Friendship?
- FACEBOOK might get you into trouble at the border! or with your visa application! WATCH OUT WHAT YOU PUT ON THERE because authorities are watching.
- What are the highest values in the culture you are visiting?
- What are practical ways that these values are lived out in their culture?
- What must you do or be aware of, not to close doors for the current workers in the field
- What is the name for the creator God in their culture?
- What is the name for Jesus in their culture?
- What might people from the target culture think the first time they hear you talk about “Jesus”?
- What tips would the long-term workers in that nation give you in sharing the Good News about “Jesus”?

Outreach Reading Assignments *3 suggested readings for BOOK REPORTS*



***Do not substitute Friendly evangelism with friendship and no evangelism!***

## When you arrive on Outreach

- Update Contact information (if changed)
- Get personal cells (send numbers to base)
- Evaluate evacuation plan
- Determine or affirm medical locations
- Water and food upon arrival
- Food, Bathroom, Bedroom “eat, poop, sleep”
- Hit the streets ASAP
- Get into ministry

## How to avoid Crises?

- Follow the rules (even as the leader)
- Listen to the Lord
- Stay in teams
- Have communication available (if possible)
- It's important to be a leader who walks out the rules and guidelines you provide for the outreach. If the team feels like you don't follow the rules, they too will not see them as significant and this can lead to unwanted trials and crises.

## Principles to keep during Crisis

- Remain calm/ practice self-control
- Hear God's voice
- Stick to the plan
- De-escalate the surrounding emotions
- Clear the mechanism
- Take care of yourself

UPLOAD before you go!

Evangelistic films (Muslim&Hindu&Buddhist) in their language [indigitube.tv](http://indigitube.tv)

Other: Get audio bible stories in their language on your phone!

[www.globalrecordings.net](http://www.globalrecordings.net)

Play it to the children and make coloring books for them!

Be super creative and leave something behind!



*by Maureen Menard*

One on Ones in a School - This is compulsory on a weekly basis. One on ones is an intentional relational connection of a staff person to a student to help the student cooperate with God to get the most from the school. The one on one is just one of many program elements designed with this purpose in mind.

### **General Characteristics of a One on One**

1. The one on one happens at a set meeting date and time (30 to 60 minutes)
2. In the first one on one the staff and student clarify the purpose of the one on one, the student's responsibility in the one on one and the staff's responsibility in the one on one.
3. Student comes to the one on one sessions prepared to have a conversation
4. Staff person comes prepared to listen, ask questions, encourage and give feedback.

### **The Student's responsibility in the One on One**

1. The set one on one time provides an occasion for the student to process aspects of their School experience.
2. Student is to freely share what they feel comfortable to share.
3. Student is to come to the one on one time having prayerfully prepared for what to talk about.
4. Students should expect questions
5. Call out growth areas

## **The Staff's responsibility in the One on One**

1. Staff person begins the one on one by asking: "What would you like to talk about in this time?"
2. Staff facilitate an awareness of God throughout the one on one.
3. Staff are to actively listen by reflecting back to the student you have heard them.
4. Staff are to ask clarifying questions regarding something the student is processing.  
Look for a question that helps the student discover or connect to more of what the Holy Spirit is saying/doing.
5. Staff are to ask questions to help draw the student out further
6. Staff are to ask follow up questions from past conversations if relevant.
7. Staff are to give specific encouragement and other feedback to the student.
8. Staff are to look to connect the student to others who might be able to help them.
9. Prayer together should be some aspect of the one on one time

"What is one question or area I haven't asked you about that you were afraid I would ask you about, but you really want me to ask you about?"

Note: One should not wait until the One on One time to confront the student about some behaviour of concern. Confrontation should happen as close to the incident as possible and by the people involved.

Staff Pray for the student, intentionally build relationship and give constant encouragement. One on one Staff are NOT the only discipler of the student.

Student must not be required to share all with their one on one  
Student should be free to talk or pray with any guest speaker or some else without the one on one being there. The one on one person does not have the right to know everything.



*by Maureen Menard*

***It is a proven fact that the majority of people retain what is being learned when they are able to process the material.***

What is the small group?

It is ***not*** just to “hang out”

It is to provide a more intimate setting to  
***verbalize personal process of lectures.***

For the group to encourage one another to get most out of the lectures

How will they apply truth in their lives. How is it effecting them?

To ensure everyone is being heard and cared for

To pray for one another in a more relaxed setting

### **Setting up the small group**

Explain the purpose of the small group (as above)

Talk about expectations

Let them know the “Ground Rules”

The group will be as good as the willingness to contribute, listen, and share

It is not a “problem solution” or advice giving time

Confidentiality - What goes on in the group, stays in the group

Respect for each member must be shown

People have the option not to share things

Ask open ended questions (why how) rather than yes and no questions

### **Explain any expectations you have as a leader:**

- Be on time (Let them know Frequency & Time Frame)

- Bring your journals with at least two questions or comments on what you have learned so far. (or else the strongest personality will take over)

- YOU lead the discussion times. If you're not happy where it is going, turn it around and steer it where you want to go.

- Practice openness and caring.

Be honest and a servant at all times. Be a secure leader. Don't get insecure if

you cannot answer a question or if the student did not agree with the speaker.

Ask why and listen.

**BE ON TIME - FINISH ON TIME.**

This honors everyone

# Personal assessment - Spiritual

## GROWTH ASSIGNMENT - Spiritual

RATING : VERY LOW 1 2 3 4 5 6 7 8 9 VERY HIGH

- How am I doing with spending quality time with God
- How am I growing in my knowledge of Biblical content
- How often do I share my faith with unbelievers
- What kind of fellowship am I involved in
- What spiritual growth would I like to see happen in the near future
- What sin keeps blocking my relationship with God

### INWARD

- I try to find solitude often
- I value taking a sabbath day
- I can sit in silence for an hour
- I often read spiritual books
- I study often
- I embrace simplicity
- I choose slowness not haste
- I choose self denial easily
- I fast often
- I live in constant gratitude
- I meditate on Scripture
- I memorize Scripture

### OUTWARD

- I seek mentorship
- I volunteer my service
- I often give in secrecy
- I am often generous
- I like to celebrate things
- I observe holy seasons
- I submit easily

### UPWARD

- I practice the presence of God hourly
- I have a fixed hour prayer
- I can sit before God in silence for long times



# Personal assessment leadership

Taken from YWAM BLS



GROWTH ASSIGNMENT - Leadership

RATING : VERY LOW 1 2 3 4 5 6 7 8 9 VERY HIGH

How am I doing in these areas? Can I improve?

Showing initiative

Following through on responsibilities

Faithful to the Word of the Lord to me

Operates within established boundaries

Communicate clearly. Gives clear direction to leaders and followers

Positive in my communication and body language

Encourages people often

Walks through areas of insecurity

Helps other in areas of required assistance and growth

Is organized - take clear steps of action

Display servant leadership. Do the dirty work

Delegates appropriately

Passes on and imparts skills to others when appropriate

Knows how to do the job done

Is consistent with emotions - turn up when you have to

Is humble in your leadership role

Shows hospitality

Seeks God and listens to ongoing input

When you don't know, you ask God and others

Discerns situations and responds appropriately

Is impartial

Shows consistent commitment

Public and private world matches up

Always approachable by those you lead

Provides day to day leadership and prays for your team

Integrates YWAM Values into your role

# Personal assessment character

GROWTH ASSIGNMENT - Character

RATING : VERY LOW 1 2 3 4 5 6 7 8 9 VERY HIGH

Lives out the fear of the Lord

Live a sanctified life style

Public and private life style matches up

Show respect to those around me

Recognizes and encourages area's of strength in my own life

Embraces correction - is teachable - models biblical truth

Is consistent in spiritual disciplines such as:

Prayer  Quiet times  Worship  Direction from the Lord

Lives out servant-hood / volunteer

Exemplifies Godly character

Walks in forgiveness towards others

Embraces repentance related to personal life issues.

Is open and transparent and humble

Takes personal responsibility - makes restitution

Is wholehearted in pursuit of God's interest

Is submitted to leaders - authority

Submits to guidance - gets input

Shows perseverance

Is punctual

Faithful with finance - meet commitments

Communicates with support base

Lives a life of generosity

# Personal assessment community

GROWTH ASSIGNMENT - Community

RATING : VERY LOW 1 2 3 4 5 6 7 8 9 VERY HIGH

A growing understanding of the structure  values  and goals

my community upholds and develops

Lives out these values and goals in my own life and ministry

Is able to communicate the values and vision of my base

My role and responsibilities are clearly identified

I fulfill these responsibilities

I participate in activities such as: Events  intercession  Evangelism  staff meetings

worship

I pursue relationships with my leaders  and those I lead

Shows stewardship of base property

My public and private life matches up

PERSONAL GOALS FOR THE NEXT 6 MONTHS



# Assessment running a school

43 Questions - HOW WILL YOU DO AS A SCHOOL?

by DTS Centre

Discuss your top 3 and lowest 3 points

1. Affirms that God desires to have a relationship with people and share his heart with them.
2. Impart a life changing understanding of God and his ways
3. Seeks for and depends on Holy Spirit to reveal aspects of God and truth
4. Encourages personal responses to God in worship, prayer and obedience
5. Develops and nurtures a love and hunger for the bible
7. Fosters the practice of hearing God's Voice
8. Recognizes God longs to make Himself known
9. Affirms God's purposes for each individual, culture, nation
10. Seeks to inspire people to make responsible choices that bring joy to God and glorify him
11. Teaches and practices responsible stewardship in every aspect of life
12. Promotes the potential of one person to make a significant difference in God's World
13. Encourages creativity both in thought and deed
14. Practices dynamic Spirit-led intercession that has a transforming impact on the one praying as well as on what is prayed for.
15. Acknowledges Jesus Christ is God and He is the only way for one to be saved
16. Brings understanding and application of the life, death and resurrection of Jesus
17. Affirms the Lordship of Jesus and upholds the need to obey Him
18. Cultivates the fear of the Lord and a hatred of sin
19. Fans into flame the work of the Holy Spirit to produce Christ-likeness
20. Equips to actively invade the Kingdom of darkness with truth
21. Strengthens one's knowledge of and trust in God as father, savior, friend, redeemer...

22. Nurtures the awareness of personal value and significance to God
23. Establishes foundations for Christ-like living
24. Gives opportunity for one's past, present and future to be surrendered to the cross
25. Advocates the primary role of the Word of God and the Holy Spirit in the process of becoming more like Jesus
26. Makes room for the Holy Spirit to work in and through people
27. Believes personal holiness is necessary and only possible through appropriating God's Grace to say no to sin and yes to God
28. Recognizes and affirms God's love for and commitment to His church
29. Promotes participation in and partnership with the local church
30. Cultivates an atmosphere where unity and diversity are equally valued
31. Furthers the practice of healthy relationships, and the need to build one another up.
32. Develops one's ability to function effectively as a member of a team
33. Gives opportunity to discover and demonstrate one's spiritual gifts to serve others
34. Advocates learning from one another
35. Presents an interactive God who gives people responsibility for His world
36. Challenges on to action to see people of every tongue, tribe and nation take their place around the throne of God.
37. Affirms that God calls all Christians to full-time Christian service into any realm of society
38. Encourages one to seek the empowering and equipping of the Holy Spirit
39. Brings hope to people and nations
40. Inspires, equips and regularly gives opportunity to share the Gospel with the lost in relevant and sensitive ways
41. Practices intercession and spiritual warfare for people and nations
42. Imparts God's heart of mercy and displays it

43 Questions - A Closer Look

Which 3 areas are you the strongest in as a school / school staff

- 
- 
- 

What are you the weakest in?

- 
- 
- 

What can you do about it?

What do you believe is the key in your school to be strong?

Pray for your staff and school

## Finance

Discuss:

1. How it will work on the school
  
2. Our obligation towards the base  
as a school  
as staff  
as students
  
3. what is the debt policy at your location?

How long will you allow debt?

What do you communicate to your staff if you allow debt to increase without consequences?

2 *weeks to go*



## YOUR PERSONAL TO DO NOTES

TO DO & BY WHO

DATE / DEADLINE

- All books arrived and paid
- Email speakers again
- Email students more details
- Gather students arrival details
- Finance up to date
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
-

- Decoration of the classroom
- Finish all welcome packs
- Email address for the airport arrival card for students.

Have your running lists ready

- Pick up list
- Speaker list
- Birthday list
- Who will teach Ywam Values and when
- Who is facilitating which speaker when
- Have a Question box (more private to ask questions)
- Preparations for your welcome meal
  - when
  - where
  - time
  - cost
  - delegate jobs

- 
- 
- 
- 
- 
- 
-

**TO DO & BY WHO**

**DATE / DEADLINE**

**TO DO & BY WHO**

**DATE / DEADLINE**

# 1 *week to go*



## **Delegate jobs ahead of time!**

- Getting houses clean and ready for students and guests
- Buying stock for Meals
- Welcome packs
- Welcome meal preparation

Hospo ready for the speakers

- bedding, - enough, clean, ironed
- room, - clean, mop, windows, mirrors, hangers
- fridge, - Stock the fridge
- bathroom, - clean, hand soap, towels, shampoo
- nice cutlery for the speaker and mug, kettle

Organize

- Day of arrival
- Welcome meal for the whole school
- Outing to the city for orientation
- First lecture day
- Base Orientation
- Registration day

SAMPLE Arrival

- Friday: Day of arrival, Movie night
- Saturday: Welcome breakfast 10am
- Dinner 5pm, Outing 6:30 - 8pm
- Sunday: Outing to location / scavenger hunt 10am  
buy water, no wallets, have maps, cameras

# Delegation - Roles

## DIFFERENT STAFF ROLES FOR THE SCHOOL

STAFF: ROLE: film / photos for school  
Expectation:

STAFF: ROLE: internal / external communication  
Expectation:

STAFF: ROLE: finance  
Expectation:

STAFF: ROLE: work duties  
Expectation:

STAFF: ROLE: values  
Expectation:

STAFF: ROLE: meals / snacks  
Expectation:

STAFF: ROLE: fun  
Expectation:

STAFF: ROLE: classroom facilitator  
Expectation:

STAFF: ROLE: speaker care  
Expectation:

STAFF: ROLE: one on one / small groups  
Expectation:

STAFF: ROLE: weekends - delegate oversight, room inspection  
Expectation:

STAFF: ROLE: church on Sundays  
Expectation:

STAFF:	ROLE: worship
Expectation:	
STAFF:	ROLE: intercession
Expectation:	
STAFF:	ROLE: name tags
Expectation:	
STAFF:	ROLE:
Expectation:	
STAFF:	ROLE:
Expectation:	
STAFF:	ROLE:
Expectation:	
STAFF:	ROLE:
Expectation:	
STAFF:	ROLE:
Expectation:	
STAFF:	ROLE:
Expectation:	
STAFF:	ROLE:
Expectation:	
STAFF:	ROLE:
Expectation:	

0 *Students arrived*

*week* 1 *fill in Course Instance*

*week* 12 *fill in form lecture evaluation on line*

*week* 24 *fill in outreach evaluation on line*

## Registration day - base orientation

Tour the facility / base

Meet the leadership team and ministry leaders

Finance desk  
Pay Reg and School Fees

Post  
Know how to get your mail  
Know how to send mail

Morning Chore's if applicable

Know your work duty and location

Hospitality  
Know where you can do laundry  
Meet the Coordinator

Photo Station  
Get your photo taken

Meet staff

## DEBRIEF

Debrief should be done by the time students come back from outreach. The last week is for re-entry.

In the DTS outreach book by workbookspioneer there is a full debrief section, divided into 4 days, that makes the facilitation easy and students will be ready for re-entry after working through the questions.

In this book, the students and staff will have debrief questions **every 2 weeks** while on the field.

The key to building a thriving team, is to ensure that knowledge is shared, understood, applied and deployed rapidly throughout your team.

Some simple questions could include:

- What went well?
- What didn't?
- Why?
- What was supposed to happen?
- What did happen?
- Why was there a difference between what we expected to happen and what did?
- What barriers did we face?
- How did we overcome them or did we?
- Did the team meet sufficiently often and work productively together?
- How did we manage our time?
- Could we have taken another approach to reach our goals more efficiently and effectively?
- Was the goal always clear?
- Were the instructions always clear?
- How can we do better next time?

### **The base leader**

- Say Congratulations to your teams!  
Show that you are involved and interested in your base training.

### **The base training leader**

Have a good One on One with your leaders:

- School Leader - you need to debrief this person
- School Staff - catch up with each one of them
- See debrief every 6 months in Staff book

### **The school leader**

- Be prepared for your students when they come back.
- Debrief your school and your staff
- If you did not have a one on one with each of your students at least one time during outreach, then you have to do it this week.  
This one on one can be 15 - 20 minutes.

### **The staff**

- Debrief your team before you get back to the base for re-entry week.
- Debrief your one-on-one's
- If you did not have a one on one with each of your students at least one time during outreach, then you have to do it this week.  
This one on one can be 15 - 20 minutes.

## GOING HOME

In the DTS book by workbookspioneer for lecture phase, students, on day one, had to comment on their relationship with their home church. Use this when they come back from outreach. They have changed. Many students go back home and want to "Change their Church" Help them to understand where they are at, (DTS green-house effect) and that the church is most likely still exactly the way it was when the student left. Help the student recognize the level of grace they will need. Repent of pride if need be.

You would LIKE to change the following but will not be able to, at least not on arrival.

Recognize these things BEFORE you go home.

YOUR LIST

# Relating to the local church

*notes from Chuck, pastor in Montana*

## Philemon's Love and Faith

4 "I thank my God, making mention of you always in my prayers, 5 hearing of your love and faith which you have toward the Lord Jesus and toward all the saints, 6 that the sharing of your faith may become effective by the acknowledgment of every good thing which is in you in Christ Jesus. 7 For we have great joy and consolation in your love, because the hearts of the saints have been refreshed by you, brother."

## 1. Issues pastors face

Pressure to be superman - can do it all.

What is successful ministry - programs offered? weekly attendance? presence of God felt? We must ask: what is needed where I minister.

How many salvations and baptisms?

Some church structures - pastors have to submit many times to this Marriage and family issues (stress) - crisis. divorce. drugs. children. etc.

Dangers - accusations. temptations. counseling individuals.

Finances - Pastors often support the church with their own finances.

Available help -

- 90% of pastors work more than 50 hours a week
- 80% of pastors believe that their ministry effects their family negatively
- 50% felt unable to meet the needs of the job
- 70% say they say they have a lower self esteem than when started
- 80% + do not have someone they consider a close friend - transparency

## 2. The call of a pastor

They are the beach-head of that city. They take key ground worthy to fight for. It usually go slow. Long-term. Shepherd. Protect.

## 3. Developing the "working relationships"

Humility INVITES God!

*Phil 2:2 Unity Through Humility*

2 Therefore if there is any consolation in Christ, if any comfort of love, if any fellowship of the Spirit, if any affection and mercy, 2 fulfill my joy by being like-minded, having the same love, being of one accord, of one mind. 3 Let nothing be done through selfish ambition or conceit, but in lowliness of mind let each esteem others better than himself. 4 Let each of you look out not only for his own interests, but also for the interests of others.

Dear Ywam Leader,

As Ywam staff, you and I made covenants with God - we must walk them out. It is up to us to pass these on to the next generation.

Read the pages below, and take fresh ownership and commitment to walk these out and to pass it on well. May we still be rooted deeply and strongly in our original call to make disciples of all nations, hundreds of years from now, and may our unity only grow stronger in Him.

Bless you as you pioneer and lead!

## **Where we are 2015**

Youth With A Mission is a truly global movement. We have over 1,100 locations in over 180 nations, and new teams are constantly being pioneered. Our centers reflect the culture they are in, and they often have multicultural staff.

Some YWAM centers are large, accommodating over 100 staff serving full time in a variety of activities. Others are small, with only a handful of people focused on a specific ministry. YWAM teams can be found in idyllic rural settings and urban centers, occupying all sorts of buildings, including castles, apartments, mud huts and tents.

# ROOTS Original Call

Students, Staff and leaders, must know our past.

Never assume we know!

- know the founders  
(is that really you god - read the book)
  - know the vision
  - know the call
  - know the covenants we made
  - know our values
  - know why we have them
- 

## INFORMATION

What is our current word of the lord to YWAM.

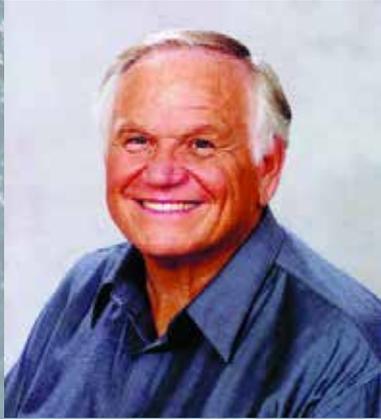
Never assume all of us know!

- know who is leading
- know where we meet (uofn)
- know why we are meeting
- know our boundaries
- know where we are going
- know what God is saying

---

## FUTURE

Where is YWAM going in the next 300 years?



As YWAM has grown over the years, it has developed as a family of ministries, rather than a highly structured, centralized agency. Although we have offices that serve YWAM globally, we do not have an international administrative headquarters. Our decentralized structure encourages multi-cultural leadership and the exploration of new ways to change lives.

Each YWAM location is responsible for initiating training programs, planning outreaches, recruiting staff, fundraising and defining their objectives and activities. All YWAM locations embrace the purpose of YWAM, to know God and to make Him known. They also are expected to uphold the values of YWAM and are held accountable to these principles and convictions.

YWAM does have national and regional leaders. Some of these leaders attend YWAM's Global Leadership Forum (GLF), which meets once a year.

## A WELCOME FROM YWAM'S FOUNDER

*Dear Visitor to YWAM.org,*

The doors of opportunity for us to share the gospel of Jesus Christ have never been so wide open. From Eastern Europe to the jungles of the Amazon, from the crowded cities of Asia to the villages of Africa, people are hungry to hear the message you have to give.

In 1953, I went on my first outreach. I was a teenager at the time and I went with some other teens into Mexico. We preached in our broken Spanish and were absolutely amazed that God could use us to reach into another culture and win people for Jesus.

Today the needs in the world are enormous and at times frightening. While we continue to share the love of Jesus in places of great need around the world, I can assure you that our outreach staff do so only after prayerfully and carefully considering the risks involved. We are committed to your safety and to helping you discover where God is leading you to serve.

No matter where you may be in life—young or old, single or married (with families too!), skilled or unskilled, from any nation or denominational background—God has a calling for your life. By asking God where He wants you to serve and moving out in obedience to His calling, you will experience firsthand His faithfulness and the joy of seeing His kingdom extended.

This website is full of opportunities and resources to help you find your place in God's wonderful plan. As you explore, I want to encourage you to pray about how you can be a part of what God is doing throughout the world.

If we can help you in any way, please contact us at one of the locations you'll find on this website or on the website for our University of the Nations. God bless you.

*—Loren Cunningham*

## We believe

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

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

## YWAM's 3 Categories

YWAM's many ministries fit into three main categories:

Evangelism, Training, and Mercy ministry.

Through these ministries, we desire to see God's transformation in every sphere of society.

### **Evangelism**

Christ's love inspires us to use many creative means to make His gospel understood to any audience. We use tools such as music, performing arts and sports to connect with people of all ages and develop friendships which can lead to conversations of eternal value. YWAM also starts churches in places where there may be no church at all.

We believe everyone has the right to hear the good news about Jesus and our hope is to see fellowships of believers worshipping and following Jesus in every nation, tribe and tongue.

### **Training**

Through our training programs we aim to better equip Christians to grow in their relationship with God and to serve others in everything from agriculture and health care, to business development and biblical counseling.

Our introductory course, the Discipleship Training School (DTS), is offered in many nations and languages. It's an intensive five months of growing more like Jesus and serving Him in the world.

YWAM's University of the Nations (U of N) offers specialized study in areas such as science and technology, linguistics, the humanities, and Christian ministry.

### **Mercy**

If you believe it, you have to live it. YWAM's mercy ministry teams follow Jesus' example of compassion to those in need. We operate relief and development programs in over 100 countries, working among people living in desperate circumstances.

Our volunteers serve in areas such as agricultural assistance, the prevention of human trafficking, health care, and micro-enterprise development. Their goal is to ease suffering and provide hope for those affected by poverty, disease or injustice.

# YWAM HISTORY



From a late-night vision given to a 20-year-old in the Bahamas to a global ministry with over 18,000 workers, the growth of YWAM is the story of God’s inspiration, God’s grace for many mistakes, and the creativity of the Holy Spirit’s leading. The heart of YWAM—to worship God, to serve God’s global purposes, and to champion young people—remains as strong as it was in the beginning. Watch our 50th anniversary video, and read some of the highlights from our journey. [www.ywam.org/about-us/history](http://www.ywam.org/about-us/history)

## 1956 – The Vision Dawns

It all began with a vision. In June of 1956, Loren Cunningham, a 20-year-old student from the United States, spent a part of his summer break in Nassau, Bahamas touring with a singing group. One night after a busy day, Loren had an unusual experience. “I lay down on the bed,” he recalled, “doubled the pillow under my head and opened my Bible, routinely asking God to speak into my mind. What happened next was far from routine. Suddenly, I was looking up at a map of the world. Only the map was alive, moving! I sat up. I shook my head, rubbed my eyes. It was a mental movie. I could see all the continents. Waves were crashing onto the shores. Each went onto a continent, then receded, then came up further until it covered the continent completely. I caught my breath. Then, as I watched, the scene changed. The waves became young people—kids my age and even younger—covering the continents. They were talking to people on the street corners and outside bars. They were going house to house. They were preaching. ‘Was that really you, Lord?’ I wondered, still staring at the wall, amazed. Young people—kids really—going out as missionaries! What an idea! And I thought ‘Why did God give me this vision?’”

## 1960 – Youth With A Mission Officially Established

In the summer of 1960, Loren graduated from college. With the vision still on his mind, Loren led a youth mission trip to Hawaii. While there, he developed more of the vision for a new organization. This ministry would send young people out after high school to gain a sense of purpose. It would welcome all Christians no matter what their denomination. He started that organization, Youth With A Mission, by the end of the year.

## 1966 – The Vision Builds

By 1966, YWAM had grown to 10 full-time staff and now attracted hundreds of summer short-term volunteers. YWAM teams were being sent to the West Indies, Samoa, Hawaii, Mexico, and Central America.

1969 – First YWAM Training Program

Thirty-six students gathered in Lausanne, Switzerland in 1969 for YWAM's first in-depth training program, the School of Evangelism.

1970 – First Permanent YWAM Center

In 1970, YWAM bought the hotel in which it held its first school, and made Lausanne, Switzerland YWAM's first permanent location. The building offered classroom space and housing for YWAM students.

1971 – Mission Builders Established

The Mission Builder program began in 1971, providing a way for individuals and groups to assist YWAM centers in practical ways.

1972 – Munich Olympic Outreach

By 1972, YWAM had a total of 40 full-time staff. That year, hundreds of YWAM volunteers participated in an outreach to the 1972 Munich Olympics. This was the first of many YWAM Olympic outreaches.

1974 – Plans for the Discipleship Training School begin

In the midst of the Jesus Movement in the 1970s, a YWAM leader, Leland Paris, asked a student about his religious background. "Drugs," the young man replied. After consulting with Loren and other YWAM leaders, Leland began a school that would focus on biblical foundations and character development as well as missions. It was called Discipleship Training School.

1976 – King's Kids Ministry Begins

King's Kids, a YWAM ministry to involve children and teenagers in missions, was founded in Kona, Hawaii.

1977 – YWAM's University Established

YWAM leased the Pacific Empress Hotel in Kona, Hawaii in 1977 and began the cleaning process and renovations in order to turn it into a campus. YWAM called the training center Pacific and Asia Christian University.

1979 – Mercy Ships Ministry Begins

Loren had a long-time vision of a ship ministry, which was finally released in 1979. The first ship, named "Anastasis" (the Greek word for Resurrection), became the first in a fleet to be known as Mercy Ships—a ministry which would provide hope and healthcare to the needy in port cities around the world.

1980 – Thailand Refugee Ministry Begins

YWAM had 1,800 full-time staff by 1980. Two of them, Steve and Marie Goode, heard about the Cambodian refugee crisis in Thailand, and decided to go there to help. They ended up directing YWAM's refugee camp ministry.

1987 – YWAM Publishing Expands

In 1987, YWAM Publishing moved from Hurlach, Germany to Seattle, USA. Within the next decade, the ministry released over 150 titles. It now distributes hundreds of books, videos, and CDs.

#### 1989 – YWAM’s University Renamed “University of the Nations”

YWAM changed the name of Pacific and Asia Christian University to University of the Nations (U of N) , which now offers courses in Bible, mission, communication, counseling, science, and many other areas.

#### 1992 – Frontier Missions Established

At a leadership meeting in 1992, YWAM’s efforts to reach those far from the message of the gospel took greater shape with the forming of YWAM Frontier Missions [[link to ywamfm.com](http://ywamfm.com)]. Today, Frontier Missions has grown into one of YWAM’s largest global ministries, with over 2,000 workers worldwide serving with the goal of going to places where no Christian witness exists.

#### 1993 – 30-Days of Prayer for the Muslim World Begins

The 30-Days Muslim Prayer Focus, initially a small effort only within YWAM, began in 1993, and has now been embraced by denominations and organizations worldwide. The prayer focus coincides yearly with Ramadan, the holy month of fasting in Islam. It calls upon Christians to make a concerted and respectful effort to learn about, pray for and reach out to Muslim neighbors across the street and around the world.

#### 1994 – Impact World Tour Established

Launched in 1994, Impact World Tour organizes city and country-wide evangelism campaigns that feature skateboarding, break dancing, feats of strength, and cultural dances. Many people have committed their lives to Christ on five continents through these campaigns.

#### 1995 – YWAM Forms Global Leadership Team

YWAM reshaped its annual leadership gathering in 1995, calling the group the Global Leadership Team (GLT), and broadening the participation to incorporate more non-westerners, women and young people.

#### 1995 – YWAM’s Website Launched

YWAM.org was launched in 1995. It continues to serve as a doorway into YWAM, connecting visitors with thousands of local YWAM ministries and websites around the world.

#### 1996 – Reconciliation Walk Retraces the First Crusade

From 1996 to 1999, The Reconciliation Walk marked the 900th anniversary of the First Crusade by gathering Christians to walk the 1,500 miles of the Crusade route. As they went, the participants proclaimed verbally and on printed leaflets their regret for the way the Crusades misrepresented Christ. Over 2,500 people participated in some portion of the Reconciliation Walk. Wherever they went, the walkers were met by overwhelmingly positive responses by media and by individual Muslims, Orthodox Christians and Jews. In Turkey alone, an estimated 70 percent of the population heard the message. The deputy mayor of Istanbul commented: “This project is very important to Turkey. You can see how much it means to the Turkish people when they line both sides of the road and applaud.”

## 2000 – New Logo for YWAM’s 40th Anniversary

During YWAM’s 40th Anniversary, YWAM unveiled a new logo for the organization, the logo that is still used today. YWAM also celebrated having over 11,000 staff of all ages, from over 130 countries, and the mission was over 50% non-western.

## 2000 – YWAM Joins Table 71

YWAM and other major mission organizations partnered together in an effort known as Table 71. The purpose was to reach those people groups around the world who were unreached and unengaged by the message of Jesus. Through the partnership, multiple new ministries were started, including: the International Orality Network, OneStory partnership, Finishing the Task, and Call2All.

## 2003 – Mercy Ships Released as Separate Organization

Leaders of YWAM and Mercy Ships agreed to release Mercy Ships to become a separate ministry. Mercy Ships still continues, and uses a hospital ship and land-based programs to bring medical assistance and long-term sustainable development to some of the world’s poorest regions.

## 2004 – Impact World Tour Sees Massive Response in New Zealand

An Impact World Tour throughout New Zealand in 2004 resulted in the message of Jesus being taught to over 315,000 people in meetings, schools and prisons, and an additional 500,000 through TV. More than 23,000 people made the decision to follow Jesus through this single tour.

## 2006 – 4K Goes Live

YWAM’s mapping strategy, known as 4K, was launched in 2006 as a new way to visualize the world. 4K divides the world into 4,000 parts, and shows the physical and spiritual needs in each place. Many mission organizations have adopted its use.

## 2009 – Re-establishment of YWAM Ship Ministry

YWAM’s ship-equipped ministry continued after the departure of Mercy Ships. Today several YWAM ships in various parts of the world offer medical care, transport for evangelism teams, ground-based training of local health care workers, mobile mission training, cataract surgeries, and more. Some of those ships include the Pacific Link, the Caribbean Reach, and the Next Wave.

## 2010 – YWAM Celebrates 50 Years of Spreading the Word of God

YWAM celebrated 50 years of existence in 2010 with multi-cultural festivities all around the world. With more than 18,000 staff and over 1,200 ministry locations, it is now one of the world’s largest missionary training and sending organizations.



... is an international volunteer movement of churches from many different backgrounds, cultures, and Christian traditions, dedicated to serving Jesus throughout the world. Also known as YWAM (pronounced “why-wham”) our purpose is simply to know God and to make Him known.

When YWAM began in 1960, our main focus was giving young people opportunities to demonstrate the love of Jesus to the whole world, according to His command in Mark 16:15. Today, we still focus on youth, but we have members (known as YWAMers) of almost every age and many of our short-term efforts have grown into long-term endeavors that have impacted lives and nations.

YWAM has a decentralized structure that encourages new vision and the exploration of new ways to change lives through training, convey the message of the gospel and care for those in need. We are currently operating in more than 1000 locations in over 180 countries, with a staff of over 18,000.

# STATEMENT OF FAITH

As citizens of God's kingdom, we are called to love, worship, and obey our Lord, to love and serve His Body, the Church, and to present the whole gospel for the whole person throughout the whole world.

We of Youth With A Mission believe:

that the Bible is God's inspired and authoritative word, revealing that Jesus Christ is God's son;

that people are created in God's image;

that He created us to have eternal life through Jesus Christ;

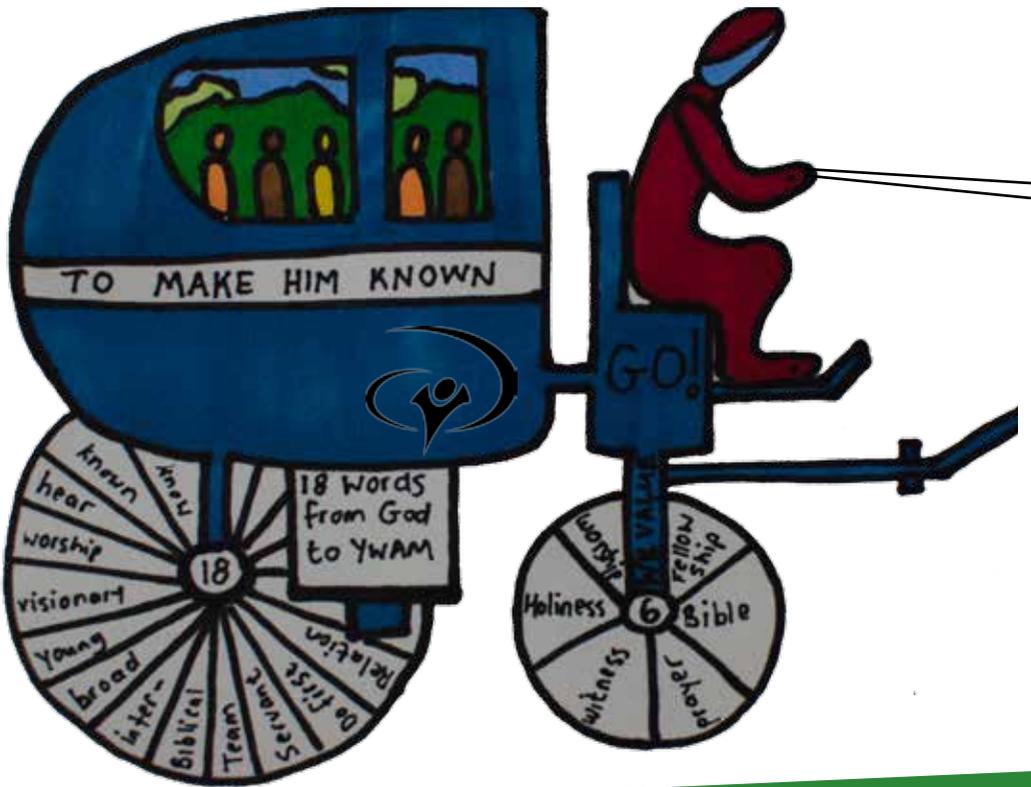
that although all people have sinned and come short of God's glory, God has made salvation possible through the death on the cross and resurrection of Jesus Christ;

that repentance, faith, love and obedience are fitting responses to God's initiative of grace towards us;

that God desires all people to be saved and to come to the knowledge of the truth;

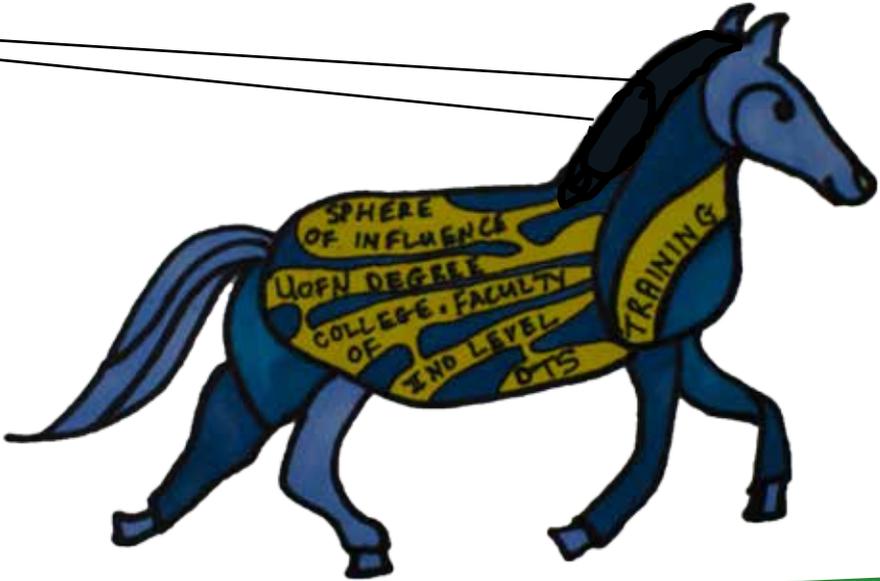
and that the Holy Spirit's power is demonstrated in and through us for the accomplishment of Christ's last commandment, "...Go ye into all the world and preach the gospel to every creature"(Mark 16:15).

# THE MOVEMENT



Objective: **To make Him Known** - The Great Commission  
Obeying the 18 key Words from the Lord to YWAM.

**THE INSTITUTE**



Training / UofN / Institute  
Helps us to know God so that...  
<http://www.ywam.org/about-us/the-christian-magna-carta/>

# YWAM INTERNATIONAL FOUNDATIONAL VALUES

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

**Worship:** We are called to praise and worship God alone.

**Holiness:** We are called to lead holy and righteous lives that exemplify the nature and character of God.

**Witness:** We are called to share the gospel of Jesus Christ with those who do not know Him.

**Prayer:** We are called to engage in intercessory prayer for the people and causes on God's heart, including standing against evil in every form.

**Fellowship:** We are called to commit to the Church in both its local nurturing expression and its mobile multiplying expression.

The Foundational Values of Youth With A Mission are the expression of our basic beliefs coupled with specific directives given by God since YWAM's beginning in 1960. They are recorded here in order to pass on to successive generations that which God has emphasized to us.

These shared beliefs and values are the guiding principles for both the past and future growth of our mission. Some are common to all Christians everywhere; others are distinctive to Youth With A Mission.

The combination of these beliefs and values make up the unique family characteristics of YWAM- our "DNA." They are values we hold in high regard which determine who we are, how we live and how we make decisions.

[ywam.org](http://ywam.org)

### **1. KNOW GOD [ Psalm 100:3 ]**

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

### **2. MAKE GOD KNOWN**

[ Acts 13 ]

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

### **3. HEAR GOD'S VOICE [ John 5:30 ]**

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

## Foundational Values

### **4. PRACTICE WORSHIP AND INTERCESSORY PRAYER**

[ Psalm 32:6 ] YWAM is dedicated to worship Jesus and engage in intercessory prayer as integral aspects of daily life. We also recognize the intent of Satan to destroy the work of God and we call upon God's power and the Holy Spirit to overcome his strategies in the lives of individuals and in the affairs of nations.

### **5. BE VISIONARY [ Joshua 1:1-9 ]**

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

### **6. CHAMPION YOUNG PEOPLE**

[ 1 Timothy 4:12 ]

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

### **7. BE BROAD-STRUCTURED AND DECENTRALIZED [ Exodus 18:17-26 ]**

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

### **8. BE INTERNATIONAL AND INTERDENOMINATIONAL**

[ Matthew 24:14 ] YWAM is international and interdenominational in its global scope as well as its local constituency. We believe that ethnic, linguistic and denominational diversity, along with redeemed aspects of culture, are positive factors that contribute to the health and growth of the mission.

### **9. HAVE A BIBLICAL WORLDVIEW**

[ Hebrew 4:12 ] YWAM is called to a Biblical worldview. We believe that the Bible makes a clear division between good and evil, right and wrong. The practical dimensions of life are no less spiritual than the ministry expressions. Everything done in obedience to God is spiritual. We seek to honor God with all that we do, equipping and mobilizing men and women of God to take roles of service and influence in every arena of a society.

## Foundational Values

### **10. FUNCTION IN TEAMS [ Ecclesiastes 4:9 ]**

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

### **11. EXHIBIT SERVANT LEADERSHIP**

[ John 13:12 ] YWAM is called to servant leadership as a lifestyle, rather than a leadership hierarchy. A servant leader is one who honors the gifts and callings of those under his/her care and guards their rights and privileges. Just as Jesus served His disciples, we stress the importance of those with leadership responsibilities serving those whom they lead.

### **12. DO FIRST, THEN TEACH**

[ James 1:22-25 ] YWAM is committed to doing first, then teaching. We believe that first-hand experience gives authority to our words. Godly character and a call from God are more important than an individual's gifts, abilities and expertise.

**13. BE RELATIONSHIP-ORIENTED [ 1 John 4:12 ]**

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

**14. VALUE THE INDIVIDUAL**

[ Gen 1:27 ] YWAM is called to value each individual. We believe in equal opportunity and justice for all. Created in the image of God, people of all nationalities, ages and functions have distinctive contributions and callings. We are committed to honoring God-given leadership and ministry gifts in both men and women.

**15. VALUE FAMILIES [ Joshua 24:15 ]**

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

**16. PRACTICE DEPENDENCE ON GOD FOR FINANCES [ 1 Timothy 6:18-19 ]**

YWAM is called to practice a life of dependence upon God for financial provision. For individuals and YWAM corporately this comes primarily through His people. As God and others have been generous towards us, so we desire to be generous. YWAMers give themselves, their time and talents to God through the mission with no expectations of remuneration.

**17. PRACTICE HOSPITALITY**

[ Hebrews 13:12 ] YWAM affirms the ministry of hospitality as an expression of God's character and the value of people. We believe it is important to open our hearts, homes and campuses to serve and honor one another, our guests and the poor and needy, not as acts of social protocol, but as expressions of generosity.

## Foundational Values

**18. COMMUNICATE WITH INTEGRITY [ James 1:19, 26 ]**

YWAM affirms that everything exists because God communicates. Therefore, YWAM is committed to truthful, accurate, timely and relevant communication. We believe good communication is essential for strong relationships, healthy families, communities and effective ministry.

# Introduction to ywam covenants

*by David Joel Hamilton, 2013*

## Our foundational Covenant

It was June of 1956. Loren Cunningham was in the Bahamas with four other young men to evangelize and gather young people together using their musical gifts. On a Wednesday at 3pm, a few days before his twenty-first birthday, he was kneeling by the bed in the simply-furnished guest room of his missionary host. He was asking the Lord about the message he was to speak that evening. Then, as he looked up at the white walls, something unexpected happened.

He says, “Suddenly I was looking at a map of the world, only the map was alive and moving! I could see all the continents, and waves were crashing onto their shores. Each wave went onto a continent, then receded, then came up further until it covered the continent completely. The waves became young people - kids my age and even younger, covering all the continents of the globe. They were talking to people on streets corners and outside bars. They were going from house to house and preaching the Gospel. Then just as suddenly as it had come the scene was gone.”

God had spoken to Loren through this vision of the waves. This remarkable initiative by God to share his dream with Loren would lead to the launch of Youth With A Mission four years later. Within a generation millions of young people would have their lives touched by God because of this vision of the waves.

We are some of those young people. Our lives have been changed because of how God met Loren that day in the Bahamas. As we reflect back on that event, we realize that that moment had significant parallels to other moments throughout history; moments when God stepped in to share his heart and his purposes for the world. Indeed we have come to realize that this vision, this unexpected encounter, was a God-initiated, destiny-defining, foundational covenant that God gave Loren in order to birth a new missions movement.

What should that movement look like? What were the major elements of this covenantal vision?

First of all, it was about youth. This was both a concrete reality and it can also serve as a metaphor for something more. Concretely, if we ever move away from championing young people we have moved away from the call of God upon us as the YWAM tribe. Metaphorically, this is the language of missional ed-regulation and innovation. Young people were not considered candidates for missions in the mid-twentieth century. It was simply not something that was done when Loren saw this vision. And so it is today that this covenantal vision continues to call us to do what is not being done by others in the church. It calls us to lead out apostolically to birth fresh, entrepreneurial initiatives in the Spirit in order to accomplish Great Commission goals. It calls us to a lifestyle of viral pioneering, co-creating with God, doing and encouraging others to do new things in new ways.

Secondly, it was about all and every. The waves of young people covered every nation in all continents. It is about being global, comprehensive, inclusive. If we ever lose sight of the alls and the everys we have lost sight of God's vision for us as a movement.

This is not limited only to the geographic alls. It also includes every thematic all, as we move redemptively into all the spheres, all the languages, and all the other various categories of human life and experience. As we do so, this covenant compels us to growth. It is about recurring and ever-expanding waves. This speaks of the multi-generational re-iterations of the vision that expand in fractal-like multiplication.

Each wave builds on that which has gone before. Each one makes fresh impact in new ways, reaching heights not previously achieved. It's never static. It's always dynamic, focused on going where we are not.

## OUR COVENANT RENEWAL DOCUMENTS

Several times over our first half century of life there have been key moments in which we as YWAM have felt it fitting and beneficial to recommit ourselves individually and corporately to God's covenantal call upon us. These moments have been captured in documents which seek to reflect upon God's call, clarifying its full implications and unpacking fresh

applications. These covenantal documents have sought to strengthen us in God's call and realign us with his purposes. They have been successful to the degree that they helped equip us to embrace his foundational covenant that birthed us as a missions movement.

## THE MANILA COVENANT

In August, 1988 some 1500 YWAMers gathered in Manila for an international staff and leadership conference. As the event drew to a close they signed the twenty affirmations made in this covenantal document. It was a fitting finale to a landmark event. Called by Floyd McClung, it was the first such event led by a new generation of YWAM leaders. Highlights of the event included Kalafi Moala's message on the release of young people, women and third-worlders into missions leadership and our commitment to become two-thirds from the two-thirds world by the end of the twentieth century. Another significant milestone was the embrace of the new name of the University of the Nations, (formerly Pacific and Asia University), allowing for the global inclusion of all in this missions-multiplying university.

This covenant reaffirmed our commitment to young people, stating, "We affirm the calling of the Lord upon our mission to mobilize youth for world evangelism. We express in this covenant our commitment to see young people mobilized in great numbers for world evangelism, and youthful, exuberant world changers be given every opportunity to take roles of leadership and influence in our mission." It went on to affirm "male and female in positions of leadership" and that "our staff and leadership should be... representative of all nations of the earth" thus furthering the ed-regulation of missions in innovative ways.

This document also highlighted the alls and everys in various ways: it spoke of our commitment to "evangelism, training and ministry of mercy... so that by God's grace then the empowering of the Holy Spirit we will do all God asks of us to help complete the Great Commission."

It goes on to challenge us to reach the unreached with the grid of the "9-frontiers of world evangelism" and give ourselves to see Jesus as Lord over "every sphere of life." It urges us to the two-handed approach of the gospel, that is "to love people in both word and deed in order to proclaim and demonstrate the Good News of the Gospel through personal evangelism and acts of mercy" It concludes with a holistic call to the alls of the Christian Magna Carta.

## THE RED SEA COVENANT

The 1990s to Present: Looking With Both Eyes - Summary by YWAM FINLAND

In April 1992, YWAM's international leaders met in Egypt, the first time they had met as an international group in the Middle East. The leader of YWAM's work in North Africa was invited to attend this meeting. A few months prior to the meeting, while this man was carrying some tent poles, he tripped, fell, and landed on the poles in such a way that one of them permanently blinded him in one eye. When he arrived at the meeting in Egypt, God spoke to YWAM's leaders through this terrible accident. One of them had the impression God was saying: "You've been looking at the Muslim world through only one eye."

Through that, YWAM's leaders sensed the whole mission should focus in a more costly and concerted way on the needs of the Muslim world. Out of the prayer times that followed, the 30 Days Muslim Prayer Focus, the Red Sea Covenant, and the Reconciliation Walk were born.

In the subsequent years, each of these initiatives has grown into a significant part of YWAM's history. The Red Sea Covenant has become one of YWAM's foundational documents. The 30 Days Muslim Prayer Focus, initially a small effort only within YWAM, has now been embraced by denominations and organizations worldwide. On the year of its 10th anniversary in 2001, millions of people worldwide prayed for the needs of Muslims using one million prayer guides produced in 35 languages.

The Reconciliation Walk saw Christians walk the more than 1,500 miles of the First Crusade, proclaiming verbally and in printed form their regret for the way the Crusades misrepresented Christ. The Walk marked the 900th anniversary of this Crusade, and culminated in Jerusalem in 1999. Over 2,500 people participated in some portion of the Walk. Wher-

ever they went, the walkers were met by overwhelmingly positive response by both media and by individual Muslims, Orthodox Christians and Jews. In Turkey alone, an estimated 70 percent of the population heard the message. The deputy mayor of Istanbul commented: "This project is very important to Turkey. You can see how much it means to the Turkish people when they line both sides of the road and applaud."

YWAM's commitment to reach Muslims and other unreached people took another step forward in 1995. The international leaders met and named Jim Stier for the new role of President. The international leadership then clarified their own role, taking on a new name: The Global Leadership Team. Shortly after this meeting Jim Stier announced a new international goal: to adopt for prayer, research and ministry 1,000 unreached people groups by the year 2000. This was one of several new goals YWAM set after a pivotal event in 1991. In that year, Loren Cunningham visited tiny Pitcairn Island, the last of the world's 229 countries for YWAM to minister in.

## THE NANNING COVENANT

Ten years later, in August of 2002, the GLT (Global Leadership Team) would meet in Nanning, China. The events leading up to this gathering had been troubling. There had been a sense, shared by Loren Cunningham a year earlier at our GLT meeting in Nairobi, Kenya, that the mission was drifting from the vision and values that God had given us. Deviations from God's covenantal call which seemed minor at first were having profound impact on our lives and ministries. We were starting to act more like a corporation in which we defined our own destiny rather than a missions movement committed to walk in the inheritance the Lord had established for us. Relationships had been affected. Fruitfulness was compromised. A time of missional re-alignment was needed.

But all was not lost. In July, at a prayer meeting held in the Cunningham's' home convened by the Innovations for Transformation Centre, Loren sensed, "We have hit the rock!" This phrase referred to the story of some young boys who decades earlier found themselves adrift on a barge on the Niagara River. It seemed like the rushing water of the rapids was taking them to certain death as they approached the massive falls on the border between the USA and Canada. They began to pray in desperation. People along the river banks did likewise. It seemed like a hopeless situation. And then, just before the barge went over the falls, they hit a rock! The boat stuck there on the rock, on the very brink of disaster until rescuers were able to save the young men.

Fresh from this experience, Loren spent 3 weeks in Australia in route to Nanning: weeks of prayer and fasting. There the Lord gave him the "Tripod message" which affirmed that if we were to remain an apostolic missionary movement we needed to emphasize the interplay of the individual's - freedom in the Spirit to hear and obey God in a co-creative way, together with the role of the

- spiritual eldership, committed to advancing God's missional purposes, all held together by
- healthy, loving relationships under the Lordship of Jesus and
- guided by the Word of the Lord.

The meetings would also be marked by the

- departure of Mercy Ships from the YWAM family of ministries (re-aligning our values)
- the adoption of the 4k framework (re-aligning our vision), and
- the selection of John Dawson as the next president of YWAM (re-aligning our relationships)

The resulting document strongly underscored the two initial themes of our foundational covenant of the waves:

First of all, it was "a call... for a renewed apostolic anointing" in the mission because we "deeply desire his blessings for a new surge of apostolic pioneering."

This heart cry for Spirit-led, missional innovation affirmed our core commitment to champion young people, stating that we would "encourage the newest to the oldest YWAMers to seek to know and obey his voice in the freedom of the Spirit, and to release them into the fullness of the promises of God."

Secondly, the call to the alls and everyys was intentionally very strong, in this covenant. Not only was 4k embraced with its focus on going where we are not, but the document concluded, "we declare to God this day to be available at all times and in all places to His call and purpose in this 21st century, to be all that we can be and do all that we can do

to fulfill His Great Commission here and everywhere.”

## THE JUBILEE COVENANT

This covenant was signed by more than 30,000 YWAMers and associates. This document was introduced at the UofN Workshop (held simultaneously in South Africa, Egypt, Switzerland, and the Ukraine) just prior to the 50th year. It was a marquis element of the 44 jubilee events held around the world in 2010. Though more individuals and devotional in nature than our previous covenant renewal documents, this statement expressed a sense of hope and forward thrust which came as a result of the intentional re-alignment efforts of the preceding years.

The theme of missional innovation was encouraged through a declared awareness that “God’s Spirit is at work in amazing ways around the world” and that we needed to be attentive to his call in such a time as this and be willing to follow Jesus wherever he would lead us.

The theme of alls and everys is evident in the opening declaration of purpose: “that every individual might be redeemed and every society transformed by the Gospel. It is also underlined in the final commitment: “to do everything I can possibly do, to fulfill the Great Commission”

## CONCLUDING REFLECTION

***To the degree that these 4 covenantal renewal documents have helped us unpack and re-engage with the two overarching themes of the original, God initiated, destiny-defining, covenantal vision of the waves, to that degree they have served us well as a mission.***

## THE LAUSANNE COVENANT

Lausanne, Switzerland was the location of a 1974 International Congress called by committee headed by Rev. Billy Graham. Christian leaders from 150 countries attended the Congress. The Lausanne Covenant is a declaration agreed upon by more than 2,300 evangelicals during the 1974 International Congress to be more intentional about world evangelization. Since then, the Covenant has challenged churches and Christian organizations to work together to make Jesus Christ known throughout the world. We, members of the Church of Jesus Christ, from more than 150 nations, participants in the International Congress on World Evangelization at Lausanne, praise God for his great salvation and rejoice in the fellowship he has given us with himself and with each other. We are deeply stirred by what God is doing in our day, moved to penitence by our failures and challenged by the unfinished task of evangelization. We believe the Gospel is God’s good news for the whole world, and we are determined by his grace to obey Christ’s commission to proclaim it to all mankind and to make disciples of every nation. We desire, therefore, to affirm our faith and our resolve, and to make public our covenant good news for the whole world, and we are determined by his grace to obey Christ’s commission to proclaim it to all mankind and to make disciples of every nation. We desire, therefore, to affirm our faith and our resolve, and to make public our covenant.

### 1. The Purpose of God

We affirm our belief in the one-eternal God, Creator and Lord of the world, Father, Son and Holy Spirit, who governs all things according to the purpose of his will. He has been calling out from the world a people for himself, and sending his people back into the world to be his servants and his witnesses, for the extension of his kingdom, the building up of Christ’s body, and the glory of his name. We confess with shame that we have often denied our calling and failed in our

mission, by becoming conformed to the world or by withdrawing from it. Yet we rejoice that even when borne by earthen vessels the gospel is still a precious treasure. To the task of making that treasure known in the power of the Holy Spirit we desire to dedicate ourselves anew. (Isa. 40:28; Matt. 28:19; Eph. 1:11; Acts 15:14; John 17:6, 18; Eph 4:12; 1 Cor. 5:10; Rom. 12:2; II Cor. 4:7)

## 2. The Authority and Power of the Bible

We affirm the divine inspiration, truthfulness and authority of both Old and New Testament Scriptures in their entirety as the only written word of God, without error in all that it affirms, and the only infallible rule of faith and practice. We also affirm the power of God's word to accomplish his purpose of salvation. The message of the Bible is addressed to all men and women. For God's revelation in Christ and in Scripture is unchangeable. Through it the Holy Spirit still speaks today. He illumines the minds of God's people in every culture to perceive its truth freshly through their own eyes and thus discloses to the whole Church ever more of the many-colored wisdom of God. (II Tim. 3:16; II Pet. 1:21; John 10:35; Isa. 55:11; 1 Cor. 1:21; Rom. 1:16, Matt. 5:17,18; Jude 3; Eph. 1:17,18; 3:10,18)

## 3. The Uniqueness and Universality of Christ

We affirm that there is only one Saviour and only one gospel, although there is a wide diversity of evangelistic approaches. We recognise that everyone has some knowledge of God through his general revelation in nature. But we deny that this can save, for people suppress the truth by their unrighteousness. We also reject as derogatory to Christ and the gospel every kind of syncretism and dialogue which implies that Christ speaks equally through all religions and ideologies. Jesus Christ, being himself the only God-man, who gave himself as the only ransom for sinners, is the only mediator between God and people. There is no other name by which we must be saved. All men and women are perishing because of sin, but God loves everyone, not wishing that any should perish but that all should repent. Yet those who reject Christ repudiate the joy of salvation and condemn themselves to eternal separation from God. To proclaim Jesus as "the Saviour of the world" is not to affirm that all people are either automatically or ultimately saved, still less to affirm that all religions offer salvation in Christ. Rather it is to proclaim God's love for a world of sinners and to invite everyone to respond to him as Saviour and Lord in the wholehearted personal commitment of repentance and faith. Jesus Christ has been exalted above every other name; we long for the day when every knee shall bow to him and every tongue shall confess him Lord. (Gal. 1:6-9; Rom. 1:18-32; I Tim. 2:5,6; Acts 4:12; John 3:16-19; II Pet. 3:9; II Thess. 1:7-9; John 4:42; Matt. 11:28; Eph. 1:20,21; Phil. 2:9-11)

## 4. The Nature of Evangelism

To evangelize is to spread the good news that Jesus Christ died for our sins and was raised from the dead according to the Scriptures, and that as the reigning Lord he now offers the forgiveness of sins and the liberating gifts of the Spirit to all who repent and believe. Our Christian presence in the world is indispensable to evangelism, and so is that kind of dialogue whose purpose is to listen sensitively in order to understand. But evangelism itself is the proclamation of the historical, biblical Christ as Saviour and Lord, with a view to persuading people to come to him personally and so be reconciled to God. In issuing the gospel invitation we have no liberty to conceal the cost of discipleship. Jesus still calls all who would follow him to deny themselves, take up their cross, and identify themselves with his new community. The results of evangelism include obedience to Christ, incorporation into his Church and responsible service in the world. (I Cor. 15:3,4; Acts 2: 32-39; John 20:21; I Cor. 1:23; II Cor. 4:5; 5:11,20; Luke 14:25-33; Mark 8:34; Acts 2:40,47; Mark 10:43-45)

## 5. Christian Social Responsibility

We affirm that God is both the Creator and the Judge of all men. We therefore should share his concern for justice and reconciliation throughout human society and for the liberation of men and women from every kind of oppression. Because men and women are made in the image of God, every person, regardless of race, religion, colour, culture, class, sex or age, has an intrinsic dignity because of which he or she should be respected and served, not exploited. Here too we express penitence both for our neglect and for having sometimes regarded evangelism and social concern as mutually exclusive. Although reconciliation with other people is not reconciliation with God, nor is social action evangelism, nor is political liberation salvation, nevertheless we affirm that evangelism and socio-political involvement are both part of our Christian duty. For both are necessary expressions of our doctrines of God and man, our love for our neighbor and our obedience to Jesus Christ. The message of salvation implies also a message of judgment upon every form of alienation, oppression and discrimination, and we should not be afraid to denounce evil and injustice wherever they exist. When people receive Christ they are born again into his kingdom and must seek not only to exhibit but also to spread its righteousness in the midst of an unrighteous world. The salvation we claim should be transforming us in the totality of our personal and social responsibilities. Faith without works is dead. (Acts 17:26,31; Gen. 18:25; Isa. 1:17; Psa. 45:7; Gen. 1:26,27; Jas. 3:9; Lev. 19:18; Luke 6:27,35; Jas. 2:14-26; Joh. 3:3,5; Matt. 5:20; 6:33; II Cor. 3:18; Jas. 2:20)

## 6. The Church and Evangelism

We affirm that Christ sends his redeemed people into the world as the Father sent him, and that this calls for a similar deep and costly penetration of the world. We need to break out of our ecclesiastical ghettos and permeate non-Christian society. In the Church's mission of sacrificial service evangelism is primary. World evangelization requires the whole Church to take the whole gospel to the whole world. The Church is at the very centre of God's cosmic purpose and is his appointed means of spreading the gospel. But a church which preaches the cross must itself be marked by the cross. It becomes a stumbling block to evangelism when it betrays the gospel or lacks a living faith in God, a genuine love for people, or scrupulous honesty in all things including promotion and finance. The church is the community of God's people rather than an institution, and must not be identified with any particular culture, social or political system, or human ideology. (John 17:18; 20:21; Matt. 28:19,20; Acts 1:8; 20:27; Eph. 1:9,10; 3:9-11; Gal. 6:14,17; II Cor. 6:3,4; II Tim. 2:19-21; Phil. 1:27)

## 7. Cooperation in Evangelism

We affirm that the Church's visible unity in truth is God's purpose. Evangelism also summons us to unity, because our oneness strengthens our witness, just as our disunity undermines our gospel of reconciliation. We recognize, however, that organizational unity may take many forms and does not necessarily forward evangelism. Yet we who share the same biblical faith should be closely united in fellowship, work and witness. We confess that our testimony has sometimes been marred by a sinful individualism and needless duplication. We pledge ourselves to seek a deeper unity in truth, worship, holiness and mission. We urge the development of regional and functional cooperation for the furtherance of the Church's mission, for strategic planning, for mutual encouragement, and for the sharing of resources and experience. (John 17:21,23; Eph.

4:3,4; John 13:35; Phil. 1:27; John 17:11-23)

#### 8. Churches in Evangelistic Partnership

We rejoice that a new missionary era has dawned. The dominant role of western missions is fast disappearing. God is raising up from the younger churches a great new resource for world evangelization, and is thus demonstrating that the responsibility to evangelize belongs to the whole body of Christ. All churches should therefore be asking God and themselves what they should be doing both to reach their own area and to send missionaries out.

#### 6. The Church and Evangelism

We affirm that Christ sends his redeemed people into the world as the Father sent him, and that this calls for a similar deep and costly penetration of the world. We need to break out of our ecclesiastical ghettos and permeate non-Christian society. In the Church's mission of sacrificial service evangelism is primary. World generalization requires the whole Church to take the whole gospel to the whole world. The Church is at the very center of God's cosmic purpose and is his appointed means of spreading the gospel. But a church which preaches the cross must itself be marked by the cross. It becomes a stumbling block to evangelism when it betrays the gospel or lacks a living faith in God, a genuine love for people, or scrupulous honesty in all things including promotion and finance. The church is the community of God's people rather than an institution, and must not be identified with any particular culture, social or political system, or human ideology. (John 17:18; 20:21; Matt. 28:19,20; Acts 1:8; 20:27; Eph. 1:9,10; 3:9-11; Gal. 6:14,17; II Cor. 6:3,4; II Tim. 2:19-21; Phil. 1:27)

#### 7. Cooperation in Evangelism

We affirm that the Church's visible unity in truth is God's purpose. Evangelism also summons us to unity, because our oneness strengthens our witness, just as our disunity undermines our gospel of reconciliation. We recognize, however, that organizational unity may take many forms and does not necessarily forward evangelism. Yet we who share the same biblical faith should be closely united in fellowship, work and witness. We confess that our testimony has sometimes been marred by a sinful individualism and needless duplication. We pledge ourselves to seek a deeper unity in truth, worship, holiness and mission. We urge the development of regional and functional cooperation for the furtherance of the Church's mission, for strategic planning, for mutual encouragement, and for the sharing of resources and experience. (John 17:21,23; Eph. 4:3,4; John 13:35; Phil. 1:27; John 17:11-23)

#### 8. Churches in Evangelistic Partnership

We rejoice that a new missionary era has dawned. The dominant role of western missions is fast disappearing. God is raising up from the younger churches a great new resource for world evangelization, and is thus demonstrating that the responsibility to evangelize belongs to the whole body of Christ. All churches should therefore be asking God and themselves what they should be doing both to reach their own area and to send missionaries to other parts of the world. A reevaluation of our missionary responsibility and role should be continuous. Thus a growing partnership of churches will develop and the universal character of Christ's Church will be more clearly exhibited. We also thank God for agencies which labor in Bible translation,

theological education, the mass media, Christian literature, evangelism, missions, church renewal and other specialist fields.

They too should engage in constant self-examination to evaluate their effectiveness as part of the Church's mission. (Rom. 1:8; Phil. 1:5; 4:15; Acts 13:1-3, I Thess. 1:6-8)

#### 9. The Urgency of the Evangelistic

Task More than 2.7 billion people, which is more than two-thirds of all humanity, have yet to be evangelised. We are ashamed that so many have been neglected; it is a standing rebuke to us and to the whole Church. There is now, however, in many parts of the world an unprecedented receptivity to the Lord Jesus Christ. We are convinced that this is the time for churches and para-church agencies to pray earnestly for the salvation of the unreached and to launch new efforts to achieve world evangelization. A reduction of foreign missionaries and money in an evangelised country may sometimes be necessary to facilitate the national church's growth in self-reliance and to release resources for unevangelised areas. Missionaries should flow ever more freely from and to all six continents in a spirit of humble service. The goal should be, by all available means and at the earliest possible time, that every person will have the opportunity to hear, understand, and to receive the good news. We cannot hope to attain this goal without sacrifice. All of us are shocked by the poverty of millions and disturbed by the injustices which causes it. Those of us who live in affluent circumstances accept our duty to develop a simple life-style in order to contribute more generously to both relief and evangelism. (John 9:4; Matt. 9:35-38; Rom. 9:1-3; I Cor. 9:19-23; Mark 16:15; Isa. 58:6,7; Jos. 1:27; 2:1-9; Matt. 25:31-46; Acts 2:44,45; 4:34,35)

#### 10. Evangelism and Culture

The development of strategies for world evangelization calls for imaginative pioneering methods. Under God, the result will be the rise of churches deeply rooted in Christ and closely related to their culture. Culture must always be tested and judged by Scripture. Because men and women are God's creatures, some of their culture is rich in beauty and goodness. Because they are fallen, all of it is tainted with sin and some of it is demonic. The gospel does not presuppose the superiority of any culture to another, but evaluates all cultures according to its own criteria of truth and righteousness, and insists on moral absolutes in every culture. Missions have all too frequently exported with the gospel an alien culture and churches have sometimes been in bondage to culture rather than to Scripture. Christ's evangelists must humbly seek to empty themselves of all but their personal authenticity in order to become the servants of others, and churches must seek to transform and enrich culture, all for the glory of God. (Mark 7:8,9,13; Gen. 4:21,22; I Cor. 9:19-23; Phil. 2:5-7; II Cor. 4:5)

### 11. Education and Leadership

We confess that we have sometimes pursued church growth at the expense of church depth, and divorced evangelism from Christian nurture. We also acknowledge that some of our missions have been too slow to equip and encourage national leaders to assume their rightful responsibilities. Yet we are committed to indigenous principles, and long that every church will have national leaders who manifest a Christian style of leadership in terms not of domination but of service. We recognise that there is a great need to improve theological education, especially for church leaders. In every nation and culture there should be an effective training programme for pastors and laity in doctrine, discipleship, evangelism, nurture and service. Such training programmes should not rely on any stereotyped methodology but should be developed by creative local initiatives according to biblical standards. (Col. 1:27,28; Acts 14:23; Tit. 1:5,9; Mark 10:42-45; Eph. 4:11,12)

### 12. Spiritual Conflict

We believe that we are engaged in constant spiritual warfare with the principalities and powers of evil, who are seeking to overthrow the Church and frustrate its task of world evangelization. We know our need to equip ourselves with God's armour and to fight this battle with the spiritual weapons of truth and prayer. For we detect the activity of our enemy, not only in false ideologies outside the Church, but also inside it in false gospels which twist Scripture and put people in the place of God. We need both watchfulness and discernment to safeguard the biblical gospel. We acknowledge that we ourselves are not immune to worldliness of thoughts and action, that is, to a surrender to secularism. For example, although careful studies of church growth, both numerical and spiritual, are right and valuable, we have sometimes neglected them. At other times, desirous to ensure a response to the gospel, we have compromised our message, manipulated our hearers through pressure techniques, and become unduly preoccupied with statistics or even dishonest in our use of them. All this is worldly. The Church must be in the world; the world must not be in the Church. (Eph. 6:12; II Cor. 4:3,4; Eph. 6:11,13-18; II Cor. 10:3-5; I John 2:18-26; 4:1-3; Gal. 1:6-9; II Cor. 2:17; 4:2; John 17:15)

### 13. Freedom and Persecution

It is the God-appointed duty of every government to secure conditions of peace, justice and liberty in which the Church may obey God, serve the Lord Jesus Christ, and preach the gospel without interference. We therefore pray for the leaders of nations and call upon them to guarantee freedom of thought and conscience, and freedom to practice and propagate religion in accordance with the will of God and as set forth in The Universal Declaration of Human Rights. We also express our deep concern for all who have been unjustly imprisoned, and especially for those who are suffering for their testimony to the Lord Jesus. We promise to pray and work for their freedom. At the same time we refuse to be intimidated by their fate. God helping us, we too will seek to stand against injustice and to remain faithful to the gospel, whatever the cost. We do not forget the warnings of Jesus that persecution is inevitable. (I Tim. 1:1-4, Acts 4:19; 5:29; Col. 3:24; Heb. 13:1-3; Luke 4:18; Gal. 5:11; 6:12; Matt. 5:10-12; John 15:18-21)

### 14. The power of the Holy Spirit

We believe in the power of the Holy Spirit. The Father sent his Spirit to bear witness to his Son; without his witness ours is futile. Conviction of sin, faith in Christ, new birth and Christian growth are all his work. Further, the Holy Spirit is a missionary spirit; thus evangelism should arise spontaneously from a Spirit-filled church. A church that is not a missionary church is

contradicting itself and quenching the Spirit. Worldwide evangelization will become a realistic possibility only when the Spirit renews the Church in truth and wisdom, faith, holiness, love and power. We therefore call upon all Christians to pray for such a visitation of the sovereign Spirit of God that all his fruit may appear in all his people and that all his gifts may enrich the body of Christ. Only then will the whole church become a fit instrument in his hands, that the whole earth may hear his voice. (I Cor. 2:4; John 15:26;27; 16:8-11; I Cor. 12:3; John 3:6-8; II Cor. 3:18; John 7:37-39; I Thess. 5:19; Acts 1:8; Psa. 85:4-7; 67:1-3; Gal. 5:22,23; I Cor. 12:4-31; Rom. 12:3-8)

#### 15. The Return of Christ

We believe that Jesus Christ will return personally and visibly, in power and glory, to consummate his salvation and his judgment. This promise of his coming is a further spur to our evangelism, for we remember his words that the gospel must first be preached to all nations. We believe that the interim period between Christ's ascension and return is to be filled with the mission of the people of God, who have no liberty to stop before the end. We also remember his warning that false Christs and false prophets will arise as precursors of the final Antichrist. We therefore reject as a proud, self-confident dream the notion that people can ever build a utopia on earth. Our Christian confidence is that God will perfect his kingdom, and we look forward with eager anticipation to that day, and to the new heaven and earth in which righteousness will dwell and God will reign forever. Meanwhile, we rededicate ourselves to the service of Christ and of people in joyful submission to his authority over the whole of our lives. (Mark 14:62; Heb. 9:28; Mark 13:10; Acts 1:8-11; Matt. 28:20; Mark 13:21-23; John 2:18; 4:1-3; Luke 12:32; Rev. 21:1-5; II Pet. 3:13; Matt. 28:18)

#### Conclusion

Therefore, in the light of this our faith and our resolve, we enter into a solemn covenant with God and with each other, to pray, to plan and to work together for the evangelization of the whole world. We call upon others to join us. May God help us by his grace and for his glory to be faithful to this our covenant! Amen, Alleluia!

# The Christian Magna Carta

Youth With A Mission affirms the Christian Magna Carta which describes the following basic rights as implicit in the gospel.

Everyone on earth has the right to:

- Hear and understand the gospel of Jesus Christ.
- Have a Bible available in their own language.
- Have a Christian fellowship available nearby, to be able to meet for fellowship regularly each week, and to have Biblical teaching and worship with others in the Body of Christ.
- Have a Christian education available for their children.
- Have the basic necessities of life: food, water, clothing, shelter and health care.
- Lead a productive life of fulfillment spiritually, mentally, socially, emotionally, and physically.

We commit ourselves, by God's grace, to fulfill this covenant and to live for His glory.

(Developed by YWAM leaders, 1981)

## The Manila Covenant

The Manila Covenant is a statement of mission prepared and prayed over by the leadership of Youth With A Mission (YWAM) and confirmed by 1,500 staff workers at the YWAM International Staff and Leadership Conference in Manila, Philippines on August 4, 1988.

We affirm that Youth With A Mission's calling as a missionary fellowship is to help complete the Great Commission. We celebrate the calling of the Lord Jesus upon our mission to be involved in evangelism, training, and ministries of mercy. We renew our commitment to the Lord and to one another so that by God's grace and the empowering of the Holy Spirit we will do all God asks of us to help complete the Great Commission.

We affirm the calling of the Lord upon our mission to mobilize youth for world evangelism. We express in this covenant our commitment to see young people mobilized in great numbers for world evangelism, and to see youthful, exuberant world changers be given every opportunity to take roles of leadership and influence in our mission.

We affirm God's calling upon our mission to focus on reaching those who have not been reached with the Gospel. We declare our desire to see tens of thousands of workers mobilized on the following nine frontiers of world evangelism: the Muslim world, the Buddhist world, the Communist world, the Hindu world, the Small Half, Nominal Christians, the Cities, the Poor and Needy, and Tribal Peoples.

We affirm the Lordship of Christ over every sphere of life. We commit ourselves to spreading the gospel of Jesus Christ in such a way that His Lordship is proclaimed over individual lives, nations, the family and home, the church in all its expressions, education, the electronic and printed media, arts and entertainment, the sports world, commerce, science and technology, government and politics. We believe that this should be done in the same spirit in which Jesus came: as a humble servant, laying down His rights and so pleasing His Father.

We affirm that God wants Youth With A Mission to be representative of all nations of the earth, and that our staff and leadership should be comprised of races from Africa, Asia, Australasia, Latin America, Oceania, the Middle East, Europe, and North America.

We affirm our calling as a mission to love people in both word and deed in order to proclaim and demonstrate the good news of the gospel. Personal evangelism and practical concern alike give witness to Jesus Christ. Accordingly, we will, by God's grace and mercy, proclaim the good news and perform acts of mercy so that men and women will embrace the truth of the gospel.

We affirm the importance of doing God's work, God's way. We declare our total dependence on God for wisdom, and ask Him to reveal to us any trace of paternalism, prejudice, or triumphalism. We choose to follow the example of the Lord Jesus who gave up His rights, defending the rights of the poor, and serving those He came to minister to in righteous humility.

We affirm that God wants both young and old, male and female, in positions of leadership and responsibility in our mission.

We affirm servant leadership and the importance of being accountable and submissive in our leadership styles and attitudes. We confirm the importance of all new staff going through a period of culturally appropriate training and orientation to help prepare them for service in God's Kingdom. We express our desire for God to continually revive and invigorate our discipleship training programs to make them a source of encouragement, equipping, and empowering for Christian service.

We affirm the importance of a spirit of humility, brokenness, and godly transparency in our relationships with one another. We commit ourselves afresh to the principles of unity as described by the apostle Paul in Ephesians chapters four and five. We accept the responsibility to deal with any character weakness or cultural barrier in a manner that would be pleasing to the Lord Jesus and that would promote unity within our mission and with the whole Body of Christ.

We affirm the importance of living a biblical and balanced life. We believe that we need Christians of all theological persuasions and backgrounds in the body of Christ. We need their godly counsel, wisdom, teaching, and help to be all that God has intended us to be.

We affirm the importance of the local church. We humbly ask God for His grace and help to enable us to multiply and build up local churches and to work as partners with them for the fulfillment of the Great Commission.

It does on the foundation of prayer, knowing that apart from God's leading, our best efforts will be dead works. We further declare our need for others to pray for us.

We affirm the ministry of prayer and intercession. We declare our total and utter dependence upon God and ask Him to continually revive our hearts so that we will always be a mission that intercedes for the nations and seeks God for His direction and guidance. We believe God has called our mission to build everything

We affirm the importance of accountability between Youth With A Mission as a whole and its various bases, ministries, teams and schools. We confirm our need to be in submission to those

we serve, those who are over us in the Lord, and those we work with as co-laborers. We believe that this spirit of accountability welcomes correction, encouragement, and openness in our corporate and personal lives.

We affirm the value of the individual. We commit ourselves to pursue the equipping, up building, and empowering of all those God sends to us for the fulfillment of His ministry and purpose in their lives.

We affirm the ministry of hospitality, and commit ourselves to open our bases, homes, and hearts to all those God sends to us. We recognize this to be a biblical responsibility and we joyfully embrace the privilege of serving and honoring guests, teachers, fellow YWAMers, and the poor and the needy through this ministry.

We affirm the importance of financial accountability. We declare that we as Youth With A Mission will live by the highest legal, spiritual, and ethical standards in our handling of finances.

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

We affirm that the Bible is God's inspired and authoritative word, revealing that Jesus Christ is God's Son. We believe that man is created in God's image and that He created us to have eternal life through Christ. Although all men have sinned and come short of God's glory and are eternally lost without Christ, God has made salvation possible through the death on the cross and resurrection of Jesus Christ. We believe that repentance, faith, love and obedience are necessary and fitting responses to God's initiative of grace towards us and that God desires all men to be saved and to come to the knowledge of the truth. We believe that the Holy Spirit's power is demonstrated in and through us for the accomplishing of Christ's last commandment: "Go ye into all the world and preach the Gospel to every creature." (Mark 16:15)

We affirm the Christian Magna Carta which proclaims the basic rights, implicit in the Gospel, of every human being.

# The Red Seas Covenant

(God spoke to us in Egypt)

The International Executive Committee of Youth With A Mission met in the Middle East in April of 1992. The Lord spoke forcefully to us that He wanted us as a mission to be more involved in the Muslim world. In one prayer time, God broke into our time of intercession with unexpected direction to call together the leaders of the mission so that we might humble ourselves before the Lord. This came to us so unexpectedly, and with such a sense of God's presence, that we felt we were to "drive a stake in the ground" to claim what God had done in our hearts. We decided to give no room to the enemy to undermine God's direction to us or to place doubts in our hearts. We called this response to the Lord our "Red Sea Covenant".

While we gathered in several prayer times for the Muslim world, God spoke to us (through Ezekiel 47) of new depths of anointing He wants to bestow upon us, giving the clear impression that this is but a first step in an era - defining outpouring of His spirit on our mission.

He galvanized us with Isaiah 19, which seemed to indicate that at least one aspect of His dealing with our mission was to happen in the city of Jerusalem. A strong sense of our deep need of spiritual preparation was expressed in our meeting. God spoke to us about our need to see clearly, with both eyes so to speak. It became obvious that we were not to participate in the acrimony that exists between Christians, Arabs, and Jews.

God spoke to us to call a time of thirty days of focused fasting and prayer for the Muslim world. He emphasized to us the importance of public repentance for the Crusades and the great offense they have caused.

In order to seal what God spoke to us as a mission on behalf of the Muslim world, we felt it was appropriate to make a formal commitment to God to be known as the Red Sea Covenant, and to invite all who will to sign this covenant. We therefore do solemnly resolve before God that we will:

1. Actively pursue the new level of anointing and enabling which God wants to pour out upon us.
2. Submit to any spiritual discipline He might require of us, such as fasting, prayer, and repentance.
3. Gather at the times and in the places which He indicates in order to seek Him together toward these purposes.

4. Be careful to keep our vision whole, seeing both Jews and Arabs as God's beloved creation.
5. Embrace the vast Muslim world in our hearts, seeking from God the anointing, wisdom, power, and strategies needed to carry our part of His great plan of redemption for those under the influence of Islam.
6. Believe God for the establishment of His Kingdom throughout the world of peoples under the influence of Islam, and be more impressed with God than the difficulties involved.
7. Exercise leadership in calling and mobilizing our organization to receive God's anointing and enabling power to reach the Muslim peoples of the world.

## The Jubilee Covenant

Celebrating 50 years of YWAM I recognize that as YWAM celebrates fifty years of ministry, God's Spirit is at work in amazing ways around the world. I eagerly want to do my part to make sure that "the flame goes forward" and thus help fulfill God's dream that every individual might hear and that all nations may be impacted by the Gospel of Jesus Christ.

I consider it a great privilege to be alive and called "for such a time as this" – and therefore, by God's grace, I commit myself:

1. To love the Lord my God with all my heart, soul, mind and strength, and to love my neighbor as myself (Mark 12:30-21)
2. To seek first His Kingdom and His righteousness above every concern for my own life and future (Matthew 6:25-34)
3. To serve others for no greater reason than my love for God (John 21:15-17)
4. To take up my cross and follow Jesus wherever He leads me (Mark 8:34-35)
5. To do everything I can possibly do through the power of the Holy Spirit at working me to fulfill the Great Commission in this generation (Mark 16:15)

I covenant before God – together with my brothers and sisters – to make these my priorities until "the earth is filled with the knowledge of the glory of the Lord as the waters cover the sea" (Habakkuk 2:14)

## Governance

As YWAM has grown over the years, it has developed as a family of ministries, rather than a highly structured, centralized agency. Although we have international service offices for YWAM, we do not have an international administrative headquarters.

Each YWAM location is responsible for initiating training programs, planning outreaches, recruiting staff, fundraising and defining their objectives and activities. The administration of each center may vary according to the laws of the nation it is in. While many YWAM teams are formed of people from different nations, their lifestyle will largely reflect the culture of the nation they live in.

All YWAM locations are expected to uphold the values of the movement and are held accountable to these corporate principles and convictions by relationship with local leadership teams. YWAM's Global Leadership Forum (GLF) is comprised of regional and global ministry representatives.

All YWAM locations share a common statement of faith, vision and values.

## FRONTIER MISSIONS



1. **Completion of the Great Commission** - We value the evangelization and discipleship of all peoples with a focus on the “unreached peoples”.



2. **Church Planting Movements** - We value church planting movements as an essential strategy in reaching unreached peoples.



3. **Holistic Transformation** - We value holistic transformation of people and their communities through both proclaiming the Good News and demonstrating the Kingdom of God.



4. **Cultural Relevance** - We value each human culture and language and the treasures each brings into the Kingdom of God. Therefore we plant churches that are Biblically based and culturally relevant to their members.



5. **Mobilizing All Peoples** - We value the participation of the Church within every people group in evangelizing and discipling all peoples.



6. **Strategic Partnership** - We value partnering with the diverse family of ministries within YWAM and the Church internationally, working toward our common vision.



7. **Staff Care** - We value our co-workers and their families and are committed to their ongoing care, development and ministry effectiveness.

## RESOURCES

[www.dtsoutreachtools.blogspot.com](http://www.dtsoutreachtools.blogspot.com)

[Indigitube.tv](http://Indigitube.tv)

Website for evangelistic resources in the language of unreached people groups.

TOOLKIT for Muslim. Hindu. Buddhist.

[www.createinternational.com/store](http://www.createinternational.com/store) & [www.createthailand.com](http://www.createthailand.com)

[ptl.org](http://ptl.org)

The Pocket Testament League. Free monthly supply (30 copies) of the Gospel of John in English, Spanish, Italian, Japanese or Chinese.

[onestory-media.org](http://onestory-media.org)

OneStory Media. Website access to the growing library of Bible story sets for oral cultures that are being produced by the OneStory Partnership.

[ywamfm.com](http://ywamfm.com)

YWAM Frontier Missions. A movement within YWAM, focusing on starting Jesus-centered fellowships within the world's unreached people groups

[impacteternity.com](http://impacteternity.com)

Impact Eternity. A simple, clear training course to understand God's heart for all peoples and how to get involved in Frontier Missions. Available in English, Spanish, French and Portuguese.

[30daysprayer.com](http://30daysprayer.com)

Thirty Days of Prayer for the Muslim World. Prayer resources and feedback

[missioninfobank.org](http://missioninfobank.org)

Mission InfoBank. Online database of missions-related resources

[ywam.org](http://ywam.org)

## **Indigitube.tv for outreach teams**

Indigitube.tv is a platform for viewing and downloading videos and animations that share the gospel message in ***hundreds of different languages***.

This website is the result of a partnership called the 20/20 Vision. The goal of this campaign is, “To produce and distribute an indigenous evangelistic audio-visual tool for every one of the Least Evangelized Mega Peoples by the year 2020, so that all can clearly see and understand the gospel message and embrace it as their own“.

It is our desire that the Body of Christ would rise to the challenge of using effective cross-cultural evangelism tools utilizing the latest in mobile communication technologies, coupled with linguistically and culturally appropriate presentations of the gospel message. The 20/20 Vision project is an initiative to see new indigenous media produced for the remaining unreached people groups.

If you are a Christian media practitioner with a passion for bringing the Good News to the darkest parts of the world, then please consider joining this partnership. You can start by signing up to our 20/20 Vision Community website.

All of the media available on this website is under a creative commons license. Please follow the hotlink to see the full details of this copyright policy. All of our partners have agreed to allow their media to be viewed and downloaded under the above creative commons license.

# Do your Masters

The degree of Master of Arts (MA) or Master of Science (MS) will be granted to the student who has registered for a master's degree on a "MA/MS Degree Programme Planning Form" which has been fully approved and who has satisfied the following requirements:

Discipleship Training School prerequisite

Cross-Cultural requirement

Previous study of the Bible, at the university level, equivalent to the undergraduate Bible Core Curriculum requirement in the UofN

Bachelor's degree or equivalent requirement

Language proficiency

12 Field Assignment/Practicum/Internship credits

No Pass/Fail Courses

Optional thesis (maximum 6 credits); an oral defense of the thesis is expected

Satisfactory completion of all required courses for the particular degree programme, including pre-approved electives.

Total of 48 credits beyond the completion of the DTS prerequisite with its field assignment and the previous study of the Bible, at the university level, equivalent to the undergraduate Bible Core Curriculum requirement in the UofN. No undergraduate courses are allowed.

A "UofN Application for Graduation Form" filed six months before the anticipated conclusion of the degree programme

Satisfactory clearance of financial accounts of all UofN schools and seminars





## Extension studies

<http://uofn.edu/colleges/extension-studies-centre#courses>



The new program is called “UofN Extension Studies”. It has the **purpose** to serve people who are fully engaged in ministry and work and desire to continue to study, learn and be further equipped as part time students. There is a very big difference between part time verses full time courses! With part time courses there is no need to change locations or step out of present commitments and responsibilities to engage in learning and equipping. Since it would run locally for local people then there would be no visa or immigration issues, or expensive travel.

It integrates nicely with life and ministry where the person is called. Many of our alumni, friends and people engaged in the spheres, serving the purposes of God, are looking for further education at the location where they live and work. Education has become a lifelong process of learning. The body of Christ at large is very motivated to engage in education and hungry to learn.



Who is it for? With our present full time courses and seminars we cannot reach this audience. For this reason, we created the UofN Extension Studies, which offer University level courses on evenings, weekends, over lunch times and in whatever format needed to serve a specific people and outcome. It is a part time model of learning. The rhythm and schedule will depend on the audience and outcomes. There would be a big difference for a group of people involved in business than teachers serving in education.

Through our UofN Courses, we are rich in content and have developed very fruitful curriculum in many categories. There are hundreds of amazing UofN 12 Week courses covering a wide variety of topics and outcomes. Imagine the impact of a portion of the Biblical Core Course taught in the format of evening classes! Or imagine a School of Evangelism equipping people during weekends with portions of the content from the full time 12-week course. This is a great opportunity to engage for all staff in equipping and training people locally that do not have the opportunity to study full time with YWAM. The new UofN Extension Studies are empowering us to truly teach the multitudes like Jesus did and called us to do.



### How do participants get credits?

Of course many of our ministries have been doing evening seminars and served the body of Christ. The new thing is that the Extension Studies courses are fully registered with the UofN and the students are participating with a clear curriculum and outcome, receiving UofN LCU-Credits (Learning Components Units). The amount of credits depends on the length and hours of the focused learning activities that lead to the desired outcomes of the specific course. 1 UofN LCU-Credit is achieved through 25 hours of focused learning activities. The course includes evaluation and a final grade. Once the course has been completed, the course leaders will enter the student's information, grades and print the course certificates. They will then give this to the students. If a student desires to use the course towards a degree, then the UofN LCU-Credits would be evaluated as transfer credits. The amount of LCU Credits that count towards a degree depends on the focus of the degree and if the LCU-Credits are adding towards a required subject or not. For everyone desiring to work towards a UofN degree, we suggest to enroll in the full time study program and start with a DTS first.



### How is an extension studie course created?

Every course is linked and anchored to an existing YWAM operating location even if the course is held at a different location. This opens the opportunity to go and run a course at a place that is the best location for the audience and outcomes. The course leader, which is approved by the YWAM operating locations leadership, will create the course with an easy step-by-step online process. The approval will be done through a thorough and speedy process including the Base Leader and appropriate UofN Leadership. Once the approval process is finished, the course is open to run.

Each time the course runs there is a simple "re-registration" button you can use which will automatically pre-populate all the fields with the information from the previous course. This will allow you to make minor adjustments and quickly re-register the course to be run again. There is no fee for course registration. Much support and help is offered during the course creation process and there are "Template Courses", which can be used as a starting point for creating the same course for the desired location and audience.



### What is the cost?

Extension Studies costs are priced per student, per UofN LCU-Credit and with A, B, C nation pricing. The A, B, C pricing is based on the location where the course is being run, not on the students nationality. The payment is made at the end of the course when the student and their grades are registered, all with an easy online system. There is no cost to create and register an Extension Studies course. A Category is USD 10, B Category is USD 4, and C Category is USD 1. All prices are per student/per credit and in US dollars. For example, if a 3 credit course is run in the Brazil and there are 10 students then the formula and total payment would look like this.  $3 \text{ (credits)} \times \$4 \text{ (B Cat.)} \times 10 \text{ (students)} = \text{USD } 120$ . This cost is not the cost of the course. That is separate and determined by the base that is offering the course. This cost is what the base running the course pays to the UofN for the records and academics.



How will different languages be accommodated?

The course and student registration process will be offered in the main UofN languages. This means that the whole registration process can be done and completed in each one of the languages we support. This is very good news and will make this University of the Nations empowering many more people to create and run courses.



What about online courses?

Online courses are a great opportunity to impact, equip and train. There is much variety of online courses. How the Internet and technologies can serve the educational efforts still needs to be discovered and discussed. The Extension Studies platform is set up with a strong foundation to create online courses. We are in the discovery process to discern the requirements, best practices, standards, evaluation systems and integration with the living and learning principle.



What about DTS first?

The DTS is a strong foundation for all UofN courses and the entryway into ministry with YWAM. As the Extension Studies courses are focusing on an audience, which is not looking to engage fulltime with YWAM, but rather seeks to be equipping for work and ministry as well as for life and family, there is no DTS requirement for anyone to participate in an Extension Studies course. If any participant of Extension Studies program desires to become a YWAM missionary, then of course a DTS would be required.



## PIONEER NEW MINISTRIES

YWAM applauds the release of new pioneering efforts and challenges our staff to innovate and multiply in order to fulfill the Great Commission of Jesus Christ. Therefore, both the sending location and receiving location will welcome and facilitate pioneers to begin new YWAM ministries, allowing them to pursue their dreams and vision without unnecessary requirements or hindrances. Concretely, this means that every receiving entity must welcome the entry of new teams into their sphere; and every new team must begin developing relationships with the local YWAMers immediately upon arrival, or better yet, before.

Because of YWAM's relational nature, whether you are the sender, receiver, or pioneer, be proactive in effective relationship by excellent and continued communication and cooperation with the others involved. Make time to listen and understand each other's hearts, clarifying hopes, expectations, and concerns. Extend and build trust, believing the highest/best in the others involved.

In every geographic location on earth, YWAM has leadership[1] in place that is responsible for the coordination, facilitation, and over-sight of YWAM activities there. Our leaders have cleared paths, gained valuable local experience, and prayed diligently for more workers among the people they have loved and served. Welcome their advice and include them in your planning. Our leaders desire to multiply and pray for workers from their own locations to be sent out elsewhere to begin new ministries. We encourage this releasing attitude and trust that our pioneers will be freely sent out and commended from existing ministries and schools.

Because YWAM values decentralization, we believe that local accountability and care is in the best interest of the individuals entrusted to us. Ideally, a ministry that commissions and sends out a new team will continue to love and support those sent out even though they relinquish their over-sight responsibility as these pioneers rightfully begin to relate to YWAM leadership in their new region.

YWAM desires to empower its ministries and pioneer teams by giving them freedom to decide on their own vision, residence, and YWAM staff[2] additions, rather than leaving such decisions to the leadership in either the sending or receiving regions. However, all ministries and pioneer teams must use care to protect our existing ministries and staff within a nation by honoring any legal status and responsibilities to which YWAM may be subject within that nation regarding our YWAM name, ministries, properties, finances, and visa requirements.

YWAM respects the countries and peoples among which we minister. We believe that prioritizing language and cultural study is helpful in launching more effective and enduring ministries. This also helps to nurture humility and a learner attitude in our workers.

## Frequently Asked Questions about New Teams

### ANSWERS:

[ywamkb.net/kb/Frequently\\_Asked\\_Questions\\_about\\_New\\_Teams](http://ywamkb.net/kb/Frequently_Asked_Questions_about_New_Teams)

#### 1 New Teams Questions

- 1.1 Where's the money going to come from?
- 1.2 What focus will the team have?
- 1.3 How many people does a team need to begin?
- 1.4 Who will the team come under?
- 1.5 Who is already in the location/field we can connect with?
- 1.6 What are the necessary roles a team needs to begin with to function?
- 1.7 Who will be on the team -- recruiting
- 1.8 How do you look after a team?
- 1.9 How do you link with other churches and organizations in a location you are new to?
- 1.10 Accommodation -- what to look for, where, finances etc
- 1.11 How do we get known?
- 1.12 What's already happening that's really being/been effective?
- 1.13 What hasn't worked with team planting, and why?
- 1.14 What do you do if you want to plant a team -- where do you start, who do you talk to? - Process
- 1.15 What would the team support network be?
- 1.16 What potential models are out there?
- 1.17 How do you know if you've succeeded -- or failed?!
- 1.18 How do you recruit for a vision?
- 1.19 How do you network?
- 1.20 What if you want to do something different than what's been done before?
- 1.21 If stuff isn't happening in the right way, what do we do about it?
- 1.22 When you have an existing ministry, how do you get the church to buy in?
- 1.23 How do you keep the doors open and keep relationship with people you can't work with at the time, e.g. local church?

# UofN Ref Guide 2005

## 418 Page Document Online

1	Overview of Youth With A Mission and the University of the Nations	
1.1	The Foundational Values of Youth With A Mission	11
1.2	The Christian Magna Carta	15
1.3	The Manila Covenant	16
1.4	The Red Sea Covenant	20
1.5	YWAM's Commitment to Reach All Peoples	22
1.6	Who is YWAM Staff?	23
1.7	Principles and Concepts to Guide the Process of Change in YWAM	25
1.8	Crises Management Guidelines	28
1.9	Crises Management Guidelines: Checklists for School Staff	41
1.10	Justice and Appeals: Means of Reconciliation and Restoration	44
1.11	Founding Principles of the University of the Nations	56
1.12	University of the Nations: History	58
1.13	University of the Nations: A New Kind of Animal	59
1.14	What Makes the University of the Nations Unique?	63
1.15	What is a Christian University	65
1.16	The Place of the University in the Discipling of Nations	67
1.17	YWAM History Time-Line	74
2	The Heart of Leading a U of N Course	
2.1	Letter from the U of N International Provost	86
2.2	U of N School Leader's Preamble	87
2.3	U of N School Leader's Characteristics	88
2.4	U of N School Leader's Accountability	90
2.5	U of N School Leader's Responsibilities	91
2.6	School Leadership Team Role in Talent Spotting	95
2.7	Why the Best Teachers in the World Are Not Good Enough	98
2.8	The Place of the Speaker in the University of the Nations	99
2.9	How to Help Ensure Effective Application of the Word	103
2.10	The Live/Learn Environment: Its Value and History in YWAM/U of N	107
2.11	Why Work Duty in the University of the Nations?	110
2.12	Work Duty Philosophy	113
2.13	The Belief Tree	115
2.14	Who Can Lead a U of N School?	120
2.15	Why Do We Need Course Registration Forms?	123
2.16	Love Feast Beginnings	125
2.17	The Biblical Basis for Discipling Nations	128
2.18	Reaching Into Our Spheres of Influence	140
2.19	Aligning You Ministry/Course With YWAM's Foundational Values	143

2.20	Attracting and Keeping Long Term Staff .....	151
2.21	Transactional and Transformational Leadership Styles .....	152
2.22	Authority: Its Use and Abuse .....	159
2.23	Evaluation .....	167
2.24	Making Evaluation Work .....	171
2.25	Grading Explanation .....	179
2.26	Guidelines for Giving and Receiving Correction .....	183
2.27	Plagiarism and Copyright .....	187
2.28	Ethics and Integrity in Advertising .....	191
2.29	Biblical Basis for Adopting an International Financial Scale in YWAM .....	193
2.30	2005 International Financial Scale .....	197
<b>3</b>	<b>The Heart of Student Advising</b>	
3.1	Letter from the U of N International Provost .....	206
3.2	Fundamentals of Student Advising .....	207
3.3	U of N Student Advising Job Description .....	208
<b>4</b>	<b>The International DTS Centre</b>	
4.1	Centre For Discipleship Training Schools .....	211
4.2	Guidelines for YWAM/U of N Discipleship Training Schools .....	213
4.3	DTS Curriculum Cover Letter .....	216
4.4	YWAM/U of N DTS/CDTS: Description, Purpose, Outcomes & Curriculum .	218
4.5	YWAM Base Leadership Letter Regarding DTS/CDTS .....	236
4.6	Minimum Criteria For DTS/CDTS Staff Appointments .....	238
4.7	The DTS Is YWAM's Foundation .....	241
4.8	YWAM's Anointing and Appointing for Discipleship Training Schools .....	243
4.9	Why DTS in YWAM? .....	246
4.10	Discipleship Training School Prerequisite .....	250
4.11	Last Days Ministries ICT/YWAM DTS/CDTS Equivalency Policy/Procedure	255
<b>5</b>	<b>Degree Programme Requirements</b>	
5.1	U of N Degree Programme Planning: Check List .....	259
5.2	U of N Degree Programme Planning: Explanation of Academic Requirements	261
5.3	U of N Degree Programmes Currently Offered .....	266
5.4	Associate's Degree Requirements .....	267
5.5	Bachelor's Degree Requirements .....	268
5.6	Graduate Diploma Requirements .....	269
5.7	Master's Degree Requirements .....	270
5.8	Student Responsibility .....	271

<b>6</b>	<b>Policies and Procedures</b>	
6.1	Cross-Cultural Requirement	274
6.2	Core Course Requirement	278
6.3	Residency Requirement	281
6.4	Secondary (High) School Graduation or Equivalent Requirement	282
6.5	Language Proficiency Policy and Procedure	284
6.6	YWAM/U of N Field Assignment/Outreach Policy and Procedure	286
6.7	U of N Internship Policy and Procedure	291
6.8	Seminar Policy and Procedure	293
6.9	XXX 390 and 393 Special Topics	295
6.10	XXX 390 and 393 for Staff/Student Experience in Pioneer Schools	296
6.11	XXX 790 Experience in Missions Leadership Policy and Procedure	298
6.12	CCM 791 Policy and Procedure	299
6.13	CCM 791 Letter	300
6.14	IDS 793 Policy and Procedure	301
6.15	Full Learning Week	302
6.16	U of N Audit and Observer Policy and Procedure	304
6.17	Official Student Records/Transcripts Policy and Procedure	305
6.18	Incomplete Transcripts Policy and Procedure	306
6.19	YWAM DTS/CDTS Transfer Credit Policy and Procedure	308
6.20	Post-DTS/CDTS Transfer Credit Policy and Procedure	310
6.21	General Transfer Credit Policy and Procedure	312
6.22	U of N Amnesty Policy and Procedure	317
6.23	U of N Thesis Policy and Procedure	318
6.24	U of N Graduation Policy and Procedure	327
6.25	Considerations About Accreditation	328
6.26	Starting a New U of N School Policy	330
6.27	Late Student Policy and Procedure	331
6.28	Keeping U of N Course Documentation Policy	332
6.29	HIV-AIDS Policy Working Document	333
6.30	Code of Conduct	337
6.31	U of N International College Dean/Centre Director Appointment Process	338
6.32	YWAM U of N School Leaders and Staff Policy	340
6.33	EXAMPLE of a YWAM Staff Tuition Credit Policy	341
6.34	EXAMPLE of a YWAM Staff Children Tuition Credit Plan	342
6.35	YWAM Mercy Ministries International Best Practice Documents	343
6.36	EXAMPLE of Child Safety and Protection Policy	351
6.37	EXAMPLE of Child Protection Incident Report Form	359
6.38	EXAMPLE of Child Protection Statutory Declaration	361
<b>7</b>	<b>The University of the Nations' Structure</b>	
7.1	U of N Board of Regents Job Description	365
7.2	U of N Board of Regents Members	366
7.3	U of N Board of Regents Chairperson Job Description	368
7.4	U of N President Job Description	369
7.5	U of N Provost Job Description	372

7.6	U of N Advisory Board Job Description . . . . .	374
7.7	U of N Advisory Board Members . . . . .	375
7.8	U of N Executive Committee Job Description . . . . .	376
7.9	U of N International Leadership Team Job Description . . . . .	377
7.10	U of N International Assistant to the President . . . . .	379
7.11	U of N International Assistant Provost . . . . .	380
7.12	U of N International Registrar . . . . .	382
7.13	U of N International Colleges/Faculties . . . . .	385
7.14	U of N International College/Faculty Dean & Associate Dean Job Description	394
7.15	U of N International Centres and Institutes . . . . .	399
7.16	U of N International Centre Director and Associate Director Job Description .	414
7.17	U of N International Committee Members Job Description . . . . .	418
<b>8</b>	<b>Forms</b>	
8.1	Forms A-D 2005 for U of N Course Registration	
8.2	XXX 790 Experience in Missions Leadership Documentation Form	
8.3	IDS 793 Documentation Form	
8.4	Historical Course Documentation Form	
8.5	AA/AS Degree Programme Planning Form	
8.6	BA/BS Degree Programme Planning Form	
8.7	Graduate Diploma Programme Planning Form	
8.8	MA/MS Degree Programme Planning Form	
8.9	Transfer Credit Form	
8.10	Thesis Checklist Form	
8.11	Grade Correction Form	
8.12	U of N Application for Graduation Form	
8.13	U of N Transcript Request Form	
8.14	Board of Regents Biographical Information Form U of N Leadership Appointments	

“I WILL MULTIPLY PEOPLE UPON YOU”  
EZ36:10



WORKBOOKSPIONEER.COM  
COMPILED BY SARAHBERIYTH.COM