FAITH-BASED LEADERSHIP CONFERENCE FOR COLLEGE STUDENTS

A CREATIVE PROJECT
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BY
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This form will not be signed until the student's adviser and department chairperson (or designate) have approved the final research paper or creative project.

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ABSTRACT

CREATIVE PROJECT: Faith-based Leadership Conference for College Students

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The purpose of this project was to create a faith-based leadership conference for upper-class college students in conjunction with a pre-existing faith-based leadership conference, 3SLI, for high school juniors, seniors, and college freshmen. However, this project can be modified to fit any faith-based leadership conference for college students. This project was created to support students in their faith and leadership development, and to teach religious educators how to support and educate college students as they develop spiritually. This project will provide readers with specific instructions on how to develop a faith-based leadership conference, prepare session leaders, and implement the conference.

The goal of this project was to create a faith-based leadership conference where students are able to continue their leadership and faith development. In addition, the students will be able to question what they have been taught and understand regarding their faith in order to create a personal definition and understanding of their faith. The conference will encourage session leaders and students to have an open dialogue regarding their faith and concerns they may have after experiencing their first year of college. The conference will also teach servant leadership to those who attend, and by
doing so, redefine a traditional understanding of leadership. This will encourage students to see that leadership comes through serving others. This conference will allow students to continue to develop their faith and servant leadership, and recreate a new understanding and/or build upon what they have learned during their attendance at the high school faith-based leadership conference. The project includes a sample budget, advertisement, session leader training schedule, conference schedule, and conference evaluations.
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CHAPTER ONE
INTRODUCTION

During students’ secondary educational experiences there are multiple opportunities for faith-based leadership experiences through individual churches and/or denominations. These experiences allow students to develop and grow as leaders while utilizing biblical teachings as a basis for their faith and leadership development. Students who attended faith-based leadership conferences during college may begin to question their faith identity as a result of the new environment and experiences (Streib, 2005). This questioning, while essential for the students’ development, can create tension as the student struggles to synthesize the Christian teachings they received as a teenager and child with the reality they experienced in college, especially if there is disconnect between the Christian teachings and the reality of experience (Fowler, 1981).

As students begin to question their faith, some religious educators are unprepared to support students through the process of questioning and finding answers to their questions. Religious educators may interpret this process of questioning as a negative event, when it is actually a sign of faith development (Fowler, 1981; Streib, 2005). As students question, they develop their own interpretation and deeper understanding of their faith instead of relying on a superficial interpretation and definition of faith through their religious educator’s lens (Fowler, 1981). Therefore, religious educators must be prepared
to accept the questioning of students while aiding the students in the process of finding and creating the answers they seek. Religious educators must not only be aware of faith development, but also leadership development for their college students if they hope to aid the development and success of their students.

Leadership is an essential part of the collegiate experience as it creates an opportunity for students to participate in service learning and become connected with mentors and a community, all of which aid the development and retention of students (Astin & Sax, 1998). In a high school level faith-based leadership conference, transactional leadership is the focus of the teaching as it is the traditional form of leadership used and taught (Northouse, 2004; Western, 2008). An example of a reward received from a transactional religious leader could be praise for completing the appropriate task or receiving a certificate of completion. Instead, college students at a faith-based leadership conference should be taught servant leadership as it is strongly associated with Christianity by helping those in need (Hackman & Johnson, 2000; Spears, 2004). Furthermore, servant leadership creates opportunities for college students to participate in service learning, which also aids in their development, commitment to a community, and retention (Astin & Sax, 1998; Spears, 2004).

College provides a multitude of opportunities and experiences for students to develop mentally, physically, academically, and spiritually. It is essential that religious educators work with higher education by continuing to aid in the development of their students. Student development can be supported through continued faith-based leadership training. This creative project combines an understanding of faith
development theory and servant leadership to create a faith-based leadership conference which supports the continued faith and leadership development of college students.

Chapter one is an introduction of the creative project of a faith-based leadership conference for upper-class college students. This project gives a framework for a preconference training for the session leaders to prepare for the conference by learning about faith development and servant leadership. The creative project creates an agenda of the sessions and activities which will occur during the conference. In addition, the creative project presents advertisement and a budget for the conference. This chapter includes a statement of purpose, the significance of the study, scope and limitations, and the organization of the paper.

Statement of Purpose

The purpose of this project was to create a faith-based leadership conference for upper-class college students in conjunction with a pre-existing faith-based leadership conference, 3SLI, for high school juniors, seniors, and college freshmen. However, this project can be modified to fit any faith-based leadership conference for college students. This project was created to support students in their faith and leadership development, and to teach religious educators how to support and educate college students as they develop spiritually. This project will provide readers with specific instructions on how to develop a faith-based leadership conference, prepare session leaders, and implement the conference.

Significance of Project

The high school faith-based leadership conference that will run in conjunction with the conference is not prepared to support the faith and leadership development of
students who have finished their first year of college. The goal of this project is to create a faith-based leadership conference in which students are able to continue their leadership and faith development. In addition, the students will be able to question what they have been taught and understand regarding their faith in order to create a personal definition and understanding of their faith. The conference will encourage session leaders and students to have an open dialogue regarding their faith and concerns they may have after experiencing their first year of college. The conference will also teach servant leadership to those who attend, and by doing so, redefine a traditional understanding of leadership. This will encourage student to see that leadership comes through serving others. This conference will allow students to continue to develop their faith and servant leadership, and recreate a new understanding and/or build upon what they have learned during their attendance at the high school faith-based leadership conference.

Scope and Limitations

This project was designed to work in conjunction with a pre-existing leadership conference, 3SLI. Therefore, the students attending this conference will be students who have graduated from the pre-existing conference and desire to learn and develop beyond what they have accomplished. This could severely limit the number of students who are able to participate in the conference. Alternatively, this will create a pre-existing base of students who are already interested in faith-based leadership, and have the support of churches, religious leaders, and educators. The project is limited by the interest of the denomination, Anderson Church of God, in supporting an additional leadership conference, session leaders being willing to participate in a preconference training, and the continued interest of students.
Definitions

3SLI- A faith-based leadership conference for Juniors, Seniors, and Freshmen in college. This conference is associated with the Church of God-Anderson denomination and caters to students from Ohio, Indiana, Kentucky, and West Virginia.

Faith-based- The definition of what makes an organization or school faith-based has been disputed by scholars and politicians (Ebaugh, Pipes, Chafetz, & Daniels, 2003). Nevertheless, faith-based will be defined by characteristics used by the Ebaugh et al. study to delineate a faith-based organization from a secular organization. A faith-based organization is one which first self identifies as religious and faith-based, and participants within the group also are committed religiously to the same standards of the group. A faith-based organization will also rely on religious values and beliefs as a basis for an informed decision making process. Finally, a faith-based organization in the process of teaching leadership will use theological examples of leadership and will often rely on clergy to head the organization and teachings.

Organization of the Paper

This creative project is comprised of four chapters. Chapter two will review the related literature on Fowler’s theory of faith development as well as transactional, transformational, servant leadership leadership development. Chapter three outlines the methodology used in the creative project and how it will be implemented into this project. The implementation of the faith-based leadership conference will appear in Chapter four.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

Project Summary

During high school, churches and denominations hold faith-based leadership conferences which give students the opportunity to grow and develop into faithful leaders. In college students begin to question their identity, especially their faith identity. Religious educators who were previously involved in the religious development of the students may lack the knowledge of how faith develops to help students through the process of questioning their faith. Furthermore, there is a lack of opportunities for continuing faith-based leadership training for college students once they have completed training programs during high school.

The following faith-based leadership conference, constructed on theories of faith development and leadership development, will be utilized by students who wish to continue faith-based leadership training during their collegiate years. The conference will run in conjunction with a pre-existing faith-based leadership conference for high school juniors, seniors, and college freshmen. It will provide college students with an opportunity to develop as leaders, create a personal definition of faith, and participate in leadership opportunities through developmental sessions, case studies, and community
outreach. The highlight of this leadership conference will be that students are encouraged to express, discuss, and work through their questions and doubts regarding their faith.

After experiencing their first year of college, many students begin to struggle with their faith and religious identity (Streib, 2005). Even students who have experience faith-based leadership training may start to doubt the Christian teachings they received as a child and teenager. Religious educators and leaders are then left with a group of students who were once strong in their faith, and after a year in college, students come home with questions many youth leaders are not prepared to answer. In addition to faith development, leadership opportunities are an essential part of college student development. Religious educators must first decide how they define leadership and what form of leadership they would like to teach their students. As faith and leadership change for college students, religious educators must be aware of faith development theory and leadership styles if they hope to continue to aid the growth of the faith and leadership abilities of their college aged students.

**Fowler’s Faith Development Theory**

Since the publication of James Fowler’s 1981 theory of faith development within his book *Stages of Faith*, faith development theory has become one of the most influential models for understanding religious education, pastoral care, and developmental psychology (Jardine & Viljoen, 1992; McDargh, 2001; Parker, 2006; Streib, 2005). Fowler, drawing on his experiences as a Methodist minister, decided to study the developmental theories of Piaget (1971), Erikson (1974), and Kohlberg (1974), and reflect on the dynamics of an individual’s faith in order to develop his faith
development theory (Jardine & Viljoen 1992; Streib, 2004). Even with Fowler’s theological background, the definition of faith which Fowler used was not one based in Christianity. Instead, Fowler defined faith as

an orientation of the personality, to oneself, to one’s neighbor, to the universe; a total response; a way of seeing whatever one sees and of handling whatever one handles; a capacity to live at a more than mundane level; to see, to feel, to act in terms of transcendent dimension. (Fowler, 1981, p.11)

McDargh (2001), believed a better way to describe faith was to see the word as a verb instead of a noun when viewing it through the lens of faith development theory. The idea was that faith became a process of creating trust, sense of self, and the journey or direction of one’s life. McDargh suggested the word “faithing” (p. 188) be used to remind the reader of how it is different than the standard Christian definition of the word faith. While using faith development theory to understand Christian faith development is not the sole purpose of theory, it is a lens through which the stages can be viewed to understand an individual’s faith development.

There are seven stages of faith according to Fowler’s 1981 *Stages of Faith*. Stage zero, or Primal faith, occurs during infancy. This type of faith takes place when the infant is in the world but does not realize its abilities. The expression of faith comes through the trust in caregivers and occurs around the eighth month. The caregiver creates the basis of the individual’s understanding of love and care. Only through the development of language and speech is the individual able to move on to Stage one.

In stage one, or Intuitive-Projective, the faith of a child is based in fantasy. Stories and examples powerfully influence the development of faith. Logical thought is
not yet part of the child’s interpretation of stories and unexplainable events. Children will grasp on to their imagination and interpret their experiences through the stories they have been told and their feelings about the situation. The downside of this stage is if negative experiences occur during this stage, terror-based imagination can rule the child’s thoughts. Also, the reinforcement of cultural taboos and the understanding of death and sex stems from the imagination and parental teachings. This stage is associated with children from the ages of three to seven.

In stage two, or Mythical-Literal faith, individuals use stories and beliefs to symbolize belonging to a community. Beliefs are interpreted through literal translations of moral rules and attitudes. Stories continue to be important to the creation of faith in this stage but are used to reinforce unity with the community. Even though the stories are important, an individual’s experiences start to shape their faith. Reciprocity, fairness, and justice become important to an individual in this stage, and can hinder development if the individual becomes too focused on control, perfectionism, or righteousness. The transition into stage three occurs when there is clash or contradiction in the stories. Children, adolescents, and adults can be in this stage.

Stage three, or Synthetic-Conventional faith, occurs when an individual forms their personal identity and faith while taking into account the past and possible future. Other factors outside of the family, such as school and work, start to have an effect on the formation of an individual’s faith. One deficiency within this stage is that individuals are more likely to internationalize expectations and evaluations from others, which could possibly jeopardize the formation of one’s faith and identity. The stage starts to crumble and evolve into Stage four, when an individual is faced with a clash between a valued
authority and valued policies or practices. Also, the experience of leaving home can correlate with the clash, as students struggle to fit in the values and experiences which previously shaped their identity and faith into the new system of values and experiences.

Transitioning to stage four, or Individuative-Reflective faith, is critical in the development of late adolescents when they begin to take seriously the burden of responsibility for their individual choices and the struggle to maintain their individuality while being part of a group. To fully develop in this stage, an individual must be able to separate their self identity from the worldview and understand how their identity is different from the identities of others. There will also be critical reflection on their personal identity and outlook while questioning reality and different world perspectives. There is a struggle to understand boundaries within the self and world. This stage usually occurs in young adulthood.

In stage five, or Conjunctive faith, there is a reclaiming and reworking of one’s past experiences in order to understand or open an opportunity to understand one’s “deeper self” (Fowler, 1981, p. 198). This stage usually occurs before mid-life. There must be a critical recognition of the myths, stories, prejudices, experiences, and cultural differences such as social class, religious traditions, and ethnic groups which are deeply built in to the defining of the individual. People in this stage understand boundaries are permeable and porous which support experiences and thoughts which challenge truth and meaning. There is an appreciation of symbols, myths, and rituals, but the individual continues to be divided by living in an untransformed world and a transforming vision. Only through releasing the division and allowing the untransformed world and transforming vision to coexist, will an individual be able to transition to the next stage.
Stage six, or Universal faith, is rarely achieved. It can only occur when the individual has a sense of an ultimate environment in which they are inclusive of all beings. These individuals are able to create a zone of liberation from the social, political, and economic constraints of society, and are subversive to structures including religious structures. Death has been associated with this stage as some individuals die by the hand they hope to change and will not be honored or revered until after their death. Persons at this stage are ready to have fellowship with individuals from any religion and at any stage (Fowler 1981).

There are suggested age ranges for each of the stages. Nevertheless, Streib (2004) proposed the stages are permeable and flexible, and children and adolescences could be at the same stage developmentally as a 30-year old. Even though a specific age group cannot be placed within each stage, traditionally at the beginning of higher education, most students’ level of faith development is at stage three: Synthetic-Conventional Faith.

Streib (2004) discussed postmodern challenges and the tension between the traditional models of religion and the progressive models of society. To better understand the differentiation and conflict within society and religious community on an individual basis he suggested looking closely at Fowler’s Stage three: Synthetic-Conventional Faith, especially for college students. The contradiction between postmodern society and religious communities is a difficult experience for students to navigate. If individuals at this stage are unable to navigate the contradictions by reflecting on the values and emotional experience, it is unlikely the individual will be able to transition to Stage four: Individuative-Reflective faith. Streib felt it was essential for religious educators to understand the clash which individuals would experience and
how they must be prepared to help their students reflect on their experiences and emotions. Even with the postmodern world’s distrust of religious structures, the majority of the critique of Fowler’s faith development theory comes from theologians.

**Critiques of Faith Development Theory**

The main theological critique of Fowler’s faith development theory revolves around his observations of his client Mary in the fifth chapter of his book *Stages of Faith* (1981). Fowler used his theory to better understand Mary’s developmental stages, and at the end of the chapter Fowler assessed Mary as moving out of Stage three: Synthetic-Conventional. It is important to note Mary came to Fowler for religious guidance and counseling at the behest of her mother. McDargh (2004) argued Fowler’s analysis was flawed theologically because he failed to appreciate transforming grace.

McDargh (2004) discussed the dynamic of spiritual reality being part of faith. If Fowler discounts spiritually as being part of his definition, then he fails to understand a distinguishing part of faith, specifically Christian faith. Theologians and theorists cited by McDargh believe faith is a personal and individualized experience, and would be difficult to be placed within a model of development. Furthermore, it is an experience of the heart, and would not be susceptible to psychological analysis.

Fowler based his theory on research which was conducted through *faith development interviews*. These interviews were considered semi-clinical and focused on significant life experiences and the meanings attributed to the experiences (Fowler, 1981; Parker, 2006). The sample was not selected randomly, and the majority of his subjects were colleagues, friends, and associates of his friends and colleagues (Jardine & Viljoen 1992). Fowler’s research and model is considered soft, as the investigation associated
with the model is narrow and only utilized “empirically describable, invariant cognitive stages” (McDargh, 2001, p. 189).

McDargh (2001) and Streib (2005) suggested, in addition to his lack of diversity of participants and poor research methods, the duplication of the research and use of the model is considered to be cumbersome and overly time consuming. Parker (2006) discussed two tests, Faith Styles Scale and Faith Development Scale, which attempt to recreate the research and testing process for the model through the use of questionnaires of varying lengths. Nevertheless, the most conclusive and replicated research continues to come from the faith development interviews, originally used by Fowler in his research and creation of the faith development theory.

**Leadership Development**

Leadership is situational, as a result, the definition of leader is based on the individual focus of the group requiring the leader and the process used by the group to decide on the leader and complete the task (Northouse, 2004). The definition of the process comes through individual points of view; therefore the definition of leadership is not concrete, as it will change for each individual, group, and situation (Amey, 2005; Hackman & Johnson, 2000; Northouse, 2004). Northouse (2004) used the following components to help understand leadership: “(a) Leadership is a process, leadership involves influence, (b) leadership occurs within a group context, and (c) leadership involves goal attainment” (p. 3). Leadership can either be assigned or emergent. Assigned leadership takes place when the group elects or chooses an individual to be the leader. Emergent leadership occurs when an individual’s actions are such that they are perceived as a leader by the group over a period of time. As there is not a concrete way
to define leadership, neither is there a concrete definition of what makes a leader. Instead, there are different approaches to help to understand what makes a leader. Two of the common approaches are trait and skills.

The basis of trait approach is Ralph Stogdill (1948) synthesized over 124 trait studies to compile a list of ten traits which were identified as traits of a leader. Northouse (2004) identified the following five traits as being central to the trait approach: intelligence, self-confidence, determination, integrity, and sociability. Trait approach differs from other approaches to understanding leadership aptitude as it focuses solely on the ability and traits of the leader and not the skills needed to lead the group or handle situations. Furthermore, this type of approach allows for personal awareness and development of the leader, and for the leader to see if they have innate traits necessary to continue to grow as a leader. Two of the main critiques of the trait approach are from Stogdill’s original study. First, there is a lack of definitive traits of a leader. When similar studies have been done, researchers were unable to replicate Stogdill’s findings. Another critique is that trait approach fails to take the situation into account as one situation might require a different set of traits than another. Skills approach, on the other hand, defines what is leader differently.

While trait approach looks at what innate qualities define a leader, skills approach defines leadership as a situation, and the ability to become a leader is a learned skill (Amey, 2005; Northouse, 2004). Within skills approach there are three areas of skills which need to be learned in order to be a successful leader: technical or learning to handle things or hands-on activities; human or knowing how to work with people; and conceptual, or being able to work with ideas or concepts. The three skills will be used
differently depending on the situation and level of leadership, such as a lower level manager or a CEO (Northouse, 2004). One of the biggest critiques of skills approach is that it is not a trait model, as many models define being a leader as an innate quality. Another critique is that skills approach does not explain how each skill works in order to create an effective leader. As there are many ways to define what makes a leader, there are also many types of leadership. The three types of leadership focused on in this paper are Transactional, Transformational, and Servant Leadership.

**Transactional Leadership**

Transactional leadership is considered one of the traditional models of leadership (Hackman & Johnson, 2000; Northouse, 2004; Western, 2008). Transactional leadership focuses on a rewards system between a leader and subordinates. Conceptually, the leader gives subordinates a task and upon completion there is a reward. The award is only received when the tasks are completed effectively and efficiently (Western, 2008). The focus of a Transactional leader is a reward system for reaching a desired outcome whether it is recognition, a raise, or promotion of the leader and/or the group (Northouse, 2004). Transactional leaders are considered to be influential because usually what is best for the group is also best for the leader. In addition, it is in the best interest of the subordinates to do what the leader requests as they will be rewarded for positive behavior and results.

One critique of transactional leadership is the lack of support for the personal development of, and positive reinforcement for, the subordinates (Northouse, 2004). Management-by-exception, a term associated with Transactional leadership, “refers to leadership that involves corrective criticism, negative feedback, and negative
reinforcement” (p 179). The focus is on the failure of the subordinates to meet the expectations of the leader. Furthermore, Transactional leadership is connected with the passive form of management-by exception, which occurs when a leader waits for a misstep or failure to meet expectations before addressing the issues. There is no way the subordinates are able to meet expectations and therefore cannot receive the reward or incentive. While transactional leadership focuses on a reward driven system for subordinates, transformational leadership focuses on the personal development of the leader and group.

**Transformational Leadership**

Transformational leadership is considered to be comparatively opposite to transactional leadership. This style of leadership is most associated with the trait approach to understanding leadership, and the focus of a transformational leader is on the performance of the followers and developing followers to their fullest potential (Northouse, 2004; Western, 2008). There are four factors associated with transformational leadership. Idealized influence occurs when a leader acts as a role model for the followers, which results in the followers wanting to emulate the leader. Inspirational motivation inspires followers through motivation in order to become committed to the shared vision of the organization. Intellectual stimulation happens when a leader stimulates followers to be creative and innovative while the leader supports followers’ new approaches and ways of thinking. Individualized consideration is representative of leaders who listen carefully to the needs of the followers and use this information to better assist the needs of the individual followers (Klenke, 2003; Northouse, 2004). This type of leadership allows for leaders to act as agents of change as
the focus is on the process of developing the leader and the group, and not necessarily focusing on reaching an end goal (Northouse, 2004; Stei-Marie, 2008; Western, 2008).

Traditionally, transformational leadership allows for greater effectiveness than transactional leadership (Northouse, 2004). Those who are followers of transformational leaders feel as though their leader is more effective, which means there is more support from the group and buy in the goals set by the leader. Furthermore, groups led by transformational leaders are more likely to go above and beyond the goal set by the leader because of the support from the leader and their desire to gain additional praise and support from the leader. Finally, followers are more likely to put aside their desires for personal gain for the betterment of the group which also leads to greater productivity (Hackman & Johnson, 2000; Northouse, 2004).

When a group is led by a transformational leader, the group soon participates in group leadership as the group takes ownership over the ideas and projects introduced by the leader (Northouse, 2004). While this can lead to higher levels of productivity, this can also lead to one of the possible negative side effects of transformational leadership. A concern associated with transformational leadership is the idea of groupthink mentality. This occurs when the group becomes engrossed in the concept of being in complete agreement as group before the decision is made. Nevertheless, transformational leadership continues to be an extremely effective method of leadership, as it brings together the leader and group to work toward a common goal. Another form of leadership which uses aspects of transformational leadership is servant leadership.

Servant Leadership
Servant leadership is first and foremost a commitment to serving the needs of others (Spears, 2004; Taylor, Martin, Hutchinson, & Jinks, 2007). This type of leadership allows for a holistic approach to leadership where the focus is on building a community through the leader serving others. For example, a servant leader of a department store would be concerned with the well being of the employees and customers. By focusing on the concerns and needs of both groups the leader would be able to create a cohesive community (Spears, 2004). Like transformational leadership, servant leadership uses positive role modeling and supportive behavior as a way to gain the loyalty and respect of those they are serving to create commitment to the community (Stead, 2005; Taylor et al., 2007).

Spears (2004) associated 10 characteristics with effective servant leadership and the development of servant leadership.

1. Listening for a servant leader goes beyond standard communication. A servant leader intently listens to others to identify the will of a group, clarifying the needs of the group, and reflecting on what was said.

2. Empathy is integral, as servant leaders must be able to accept and recognize the specialties and uniqueness of those they are serving.

3. Healing, as in helping to make oneself and the followers whole, is another aspect which comes through understanding the brokenness of those around the leader and being able to find what each individual needs to start the healing process.

4. Awareness involves self awareness of the strengths of the servant leader and a commitment to discover what you know as a servant leader and what needs to be learned.
5. Persuasion is used instead of positional authority within a group setting for servant leaders. Instead of coerced compliance, it is the role of a student leader to convince and build consensus within the group.

6. Conceptualization for servant leaders means looking beyond the reality and dreaming about better opportunities for the group. A servant leader must be able to balance working in the reality and conceptual thinking.

7. Foresight is “being able to see the likely outcome of a situation” (p. 15). It enables a servant leader to synthesize past experiences and current situations to better understand the possible outcomes.

8. Stewardship means holding trust in each other. For servant leaders this means focusing on the needs of the followers.

9. Commitment to the growth of people involves realizing the responsibility a servant leader has to develop followers personally, professionally, and spiritually.

10. Building a community is one of the most important aspects of servant leadership. Servant leaders must be able to identify the means necessary to create a community which allows for the focus to be on the needs of the community so it might develop.

Servant leadership is a mix between both trait and skills approach to leadership. A number of characteristics, such as building a community, can be learned skills, but healing and empathy are associated with intrinsic traits. In addition, there can be a religious association with servant leadership, as an individual choosing to participate in servant leadership has been likened to an individual listening to the call to ministry (Klenke, 2003; Spears, 2004). When using the lens of religion and equating servant
leadership to a call to ministry, servant leadership can be associated with a trait and not a skill an individual will be able to learn.

In higher education, servant leadership can be seen in service learning opportunities. Service learning, also linked with experiential learning, creates opportunities for students to understand concepts taught within a classroom through participation in experiences within a community outside of the classroom setting (Astin & Sax, 1998). The service learning based in servant leadership philosophy generates opportunities for students to look beyond personal perceptions and beliefs to focus on the needs of a community (Spears, 2004).

A critique of servant leadership is similar to the main critique of transformational leadership. There is a possibility of too much focus on the cohesiveness of a group. If this happens, a decision cannot be made. Servant leaders must ensure that, while they are concerned with the needs of their community and serving those within the community, the group is serving its purpose and completing the tasks at hand. A servant leader must have already developed the trust and commitment to them as a leader so the group is comfortable following his/her decisions while trusting their concerns and needs will be heard (Spears, 2004).

**Summary**

Understanding faith and leadership development is essential for religious educators if they wish to be prepared to aid in faith-based leadership development for college students. Developmentally, college students are in a stage in which their stories and knowledge of the religious development clashes with the reality of their college experiences. This can leave a college student feeling disjointed and lost in their faith.
Religious educators must be prepared to answer the questions which may arise from the clash, as well as, encourage the developmental process to make sure students move onto the next stage. If religious educators hope to teach faith-based leadership they must be aware of the way in which approach leadership. Educators should decide first how they define leadership through either a trait or skills and approach. As a result of understanding the educator’s approach to defining leadership, they will be able to best choose the type of leadership they will teach students. Faith-based leadership for college students should be achieved through educators reflecting on the faith development of their students. Then approaching leadership development through the type of leadership which best fits the mission and goal of the training and community.
CHAPTER THREE

METHODOLOGY

Statement of Purpose

The purpose of this project was to create a faith-based leadership conference for upper-class college students in conjunction with a pre-existing faith-based leadership conference, 3SLI, for high school juniors, seniors, and college freshmen. However, this project can be modified to fit any faith-based leadership conference for college students. This project was created to support students in their faith and leadership development, and to teach religious educators how to support and educate college students as they develop spiritually. This project will provide readers with specific instructions on how to develop a faith-based leadership conference, prepare session leaders, and implement the conference.

Method

First, a literature review was conducted on faith and leadership development specifically including transactional, transformational, and servant leadership. This was done to understand the faith development level of upper-class college students as well as the different forms of leadership for college students to experience and learn. An additional purpose of the review of literature was to understand an effective way to teach leadership development and understand the faith development of college students who
will participate in a faith-based leadership conference. Secondly, practical experience with two faith-based leadership conferences for high schools were then considered and expanded upon. It was helpful to look at how the conferences were developed for high school students and see what approaches and lessons would be helpful or need to be changed for college students. Additionally, individuals who developed, directed, or led sessions at the two faith-based leadership conference were interviewed to gain specific details regarding the basic setup of a conference and the lessons being taught at the conference.

**Design of Project**

The faith-based leadership conference was designed to give college students the opportunity to continue faith-based leadership education while being supported during a possible time of questioning and doubt associated with their faith development. The conference was significantly affected by the budget set by the state ministries office. Therefore, there were two separate budgets created for the conference. The first budget was setup as if the conference was held simultaneously with 3SLI. The second budget was created as if the conference occurred separately. The budget differed greatly depending on the location. The first was based on the cost using a conference center at a resort while the second utilized a retreat center at a campground.

Advertisement occurred in three parts. First, the conference was introduced at 3SLI as additional and specialized faith-based leadership training for college students. This helped reach the preexisting base of students who already have interest in faith-based leadership training. The second form of advertisement came from sending brochures to Church of God (Anderson) churches in the region associated with 3SLI to
foster interest with individuals who have not previously participated in 3SLI, or participated and graduated from the program but do not know about the new conference. In addition, this particular form of advertisement reached individuals who have made the decision to not attend college at a faith-based institution associated with the Church of God. The final form of advertisement came from the same brochures being sent to Church of God universities around the country. This helped reach students who have graduated from 3SLI or created interest in students who desired to participate in additional faith-based leadership training in college.

In order for the conference to be successful, training the session leaders was essential. As this faith-based leadership conference for college students differed from the traditional faith-based leadership conference, pre-training for the session leaders was necessary. The training session was a weekend retreat where the session leaders had the opportunity to understand faith development and the developmental level of the students attending. Other aspects of the session leader retreat included round table discussions on:

1. Struggles these individuals have reaching out to college students and supporting their continued development.

2. Strategizing ways to support college students.

3. Preparedness for working with students who question their faith.

Finally, session leaders had an opportunity to go through all of the material being presented at the conference so they would have an understanding of the material students would learn, and ask questions regarding the conference.
The conference was divided into three main parts and organized by a schedule which was given to the students upon registration for the conference. The first part included three types of activities.

1. Activity One- Large group worship
   a. All individuals who attended the conference gathered for worship.
   b. A message was presented by a conference speaker at each meeting.
   c. This activity occurred three times.

2. Activity Two- Small group breakout sessions
   a. Before the small sessions began, students will be divided into groups of eight. Students stayed in these groups during the roundtable discussion and small group breakout sessions rotation.
   b. Small group breakdown
      i. A round table discussion where students were encouraged to discuss struggles they have faced with their faith during their time at college and what they have found helpful in the midst of their struggles.
      ii. The remaining sessions of this type were setup in a carousel rotation. Topics were:
         1. Understanding of transformational leadership and servant leadership.
         2. Developing a deeper and stronger faith.
         3. The meaning of love in today’s society and the remembrance of what it means eternally.
4. Training for leadership at 3SLI.

3. Activity Three - Large group social
   a. Students were encouraged meet and mingle.
   b. Gave students the opportunity to start networking and create a support system and prayer partners.

The second part of the conference included a service project which constituted the “Now What” portion of the conference. This involved active service. The service depended on the final location of the conference; the service option was created based on the budget for the location of the campground. The option involved working at the campground which hosted the retreat to help with renovation and maintenance.

The final part of the conference would be evaluation. This was crucial to continue the development and implementation of the conference. The evaluations were divided into three categories: student, session leader, and youth leaders.

1. Students were asked to evaluate:
   a. Pre-conference information such as advertisement cost of conference, accessibility and availability of conference.
   b. Conference sessions and session leaders, the service project.
   c. Post conference including continued interest.

2. Session leaders were asked to evaluate:
   a. The session leaders retreat.
   b. The experience of leading a session.

3. Youth leaders who attended were asked to evaluate:
a. Pre-conference information such as the advertisement, registration, lodging, and cost of conference.

b. Conference information including experience within the three activities, small group breakout sessions, and service project.

**Summary**

The faith-based leadership conference was guided by literature and pre-existing faith-based leadership conferences to help students through faith and leadership development. The project takes essential logistical information needed for the creation of faith-based conferences and adds the understanding of faith development theory, as well as the questioning of their faith which comes with the faith development level of college students, and a focus of utilizing transformation and servant leadership. The sessions assist students in understand their faith, working through the process of questioning faith, and the utilization of faith-based leadership after leaving the conference.
CHAPTER FOUR

FAITH-BASED LEADERSHIP CONFERENCE FOR COLLEGE STUDENTS

Project Summary

The faith-based leadership conference for upper-class college students utilizes Fowler’s theory of faith development and understanding of transformational and servant leadership to create a leadership conference which encourages self discovery and faith development. The conference will provide students with the opportunity to question their faith and have leaders who are prepared to help students work through their questions. The highlight of the conference is that students will be encouraged to question as well as see how the knowledge they gain through the conference can be used in experiences outside of the conference through a service project.

The project includes the following items:

- Sample Budget, page 29.
- Advertisement, page 30.
- Session Leader Training Schedule, page 31.
- Conference Schedule, page 34.
- Conference Evaluations, page 36.
Sample Budget

Currently, there are many budgetary constraints which make it difficult to create a specific budget as it will fluctuate based on the monetary support from the Church of God Indiana State Ministries office. Therefore, two budgets were created based on the conference location (Appendix A). The first budget, or Budget A, uses a Cincinnati, Ohio resort as the location and compares the estimated cost of the conference to the 2009 cost of the 3SLI conference. Budget A also has the faith-based conference running simultaneously with 3SLI. The second budget, or Budget B, uses a campground facility in Claypool, Indiana, and also compares the estimated cost of the conference to the 2009 cost of the 3SLI conference. Budget B has the faith-based conference running separate from 3SLI.
Advertisement

The advertisement for the conference will occur in the 3 different forms (Appendix B). The first form will be signage that is placed throughout the conference center during 3SLI. The signage will be minimalist in the design and placed to pique the interest of students attending 3SLI. The second form of advertisement will be a PowerPoint slide presented during a large group worship time at 3SLI. This will allow for the new leadership conference to be pitched to students who are already in the conference mindset and excited about faith-based leadership education. The final form of advertisement will be brochures that will be sent to Church of God churches that are associated with the region of 3SLI and to Church of God affiliated universities. This form of advertisement will help reach students who have not attended 3SLI or have already graduated from 3SLI and are not currently involved.
Session Leader Training Schedule and Activities

Leaders Training Schedule

Saturday, May 8, 2010

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
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<tr>
<td>11:00 AM-12:00 PM</td>
<td>Arrival/Registration</td>
<td>Multi Purpose Building</td>
</tr>
<tr>
<td>12:00 PM-1:00 PM</td>
<td>Lunch</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>1:00 PM-4:00 PM</td>
<td>Purpose of Training, Fellowship and Prayer</td>
<td>Multi Purpose Building</td>
</tr>
<tr>
<td>4:00 PM-5:00 PM</td>
<td>Time of Reflection</td>
<td>Personal Locations</td>
</tr>
<tr>
<td>5:00 PM-6:00 PM</td>
<td>Dinner</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>6:00 PM-8:00 PM</td>
<td>Round Table 1</td>
<td>Multi Purpose Building</td>
</tr>
<tr>
<td>8:00 PM-9:00 PM</td>
<td>Fellowship and Prayer</td>
<td>Multi Purpose Building</td>
</tr>
<tr>
<td>9:00 PM</td>
<td>Finished For The Evening</td>
<td>Personal Locations</td>
</tr>
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</table>

Sunday, May 9, 2010

<table>
<thead>
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<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM-9:30 AM</td>
<td>Breakfast</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>9:30 AM-10:00 AM</td>
<td>Clean-Up</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>10:00 AM-12:00 PM</td>
<td>Round Table 2</td>
<td>Multi Purpose Building</td>
</tr>
<tr>
<td>12:00 PM-1:00 PM</td>
<td>Lunch</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>1:00 PM-3:00 PM</td>
<td>Round Table 3</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>3:00 PM-4:00 PM</td>
<td>Intro to the Conference</td>
<td>Multi Purpose Building</td>
</tr>
<tr>
<td>4:00 PM-5:00 PM</td>
<td>Fellowship and Prayer</td>
<td>Multi Purpose Building</td>
</tr>
</tbody>
</table>

Lunch

The first activity of the day after registration is lunch. The purpose of this activity is to bring the session leaders together as a community. During this weekend of training, the session leaders will be asked to be transparent about their failures and successes when it comes to supporting upper-class college students. Coming together as a community is essential if there is any hope for open communication, and relaxation and communication over food will be helpful in building the community of session leaders.
Purpose of Training Discussion/Conference Introduction

Session leaders must understand how this conference will be different from other leadership conferences for college students. This can be done through the explanation of the session leader training and conference introduction. The purpose of this training is to give session leaders the opportunity to discuss the struggles and success they had in supporting college students in their faith and leadership development, as well as keeping college students connected to their church. Furthermore, the training should help session leaders understand the developmental stages of college students’ faith development, and that the questioning of their faith is part of their faith development. The introduction of the conference will also help session leaders understand the layout and rotations, and see how their individual sessions will support the purpose of the conference. Finally, the training will help create a support system and network for the session leaders to reach out for help or give suggestions in the process of helping to support college students in their faith development.

Fellowship and Prayer

There are three scheduled times for fellowship and prayer for the session leaders. This is an essential activity in building the community and supporting an open dialogue. During this time the speaker for the actual conference will lead the fellowship and devotions during the fellowship and prayer time. The speaker will focus on the topic associated with the conference, *Faith and Leadership Outside the Conference*, and how to encourage the session leaders in their personal leadership and faith development. Prayer will be a crucial part of the session leader training as the prayer will be for the
session leaders, participants, and conference. The plan is to bathe the conference in prayer so that God and His works are at the center of the conference.

**Time of Reflection**

Personal reflection time was placed at the beginning of the conference so participants have the opportunity to think through what they personally hope to gain from attending the training session. In addition, it presents participants with the time to create questions they may have associated with the topics of faith and leadership development and the purpose of this training which may not have been thought of during the original conversation. Personal reflection time also encourages participants to focus on personal devotions and prepare for discussion as well as praise and worship.

**Round Table Discussions**

There will be three round table discussion held throughout the session leader training (Appendix C). The discussions will give session leaders the opportunity to converse about the struggles they have supporting college students and keeping these individuals connected to the church and their faith development after their first year of college. Finally, the discussion will help session leaders create a community of support and networking to help support college students outside of the conference.
## Conference Schedule

### Friday, May 21, 2010

<table>
<thead>
<tr>
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<th>Activity</th>
<th>Location</th>
</tr>
</thead>
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<td>Registration</td>
<td>Multi Purpose Building</td>
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<tr>
<td>9:00 PM-11:00 PM</td>
<td>Large Group Worship</td>
<td>Tabernacle</td>
</tr>
<tr>
<td>11:00 PM-11:45 PM</td>
<td>Large Group Social</td>
<td>Tabernacle</td>
</tr>
</tbody>
</table>

### Saturday, May 22, 2010

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM-10:30 AM</td>
<td>Breakfast/Clean-up</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>10:30 AM-11:00 AM</td>
<td>Assigning to Small Groups</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>11:00 AM-12:00 PM</td>
<td>Small Group Round Table</td>
<td>Various Locations</td>
</tr>
<tr>
<td>12:00 PM-1:00 PM</td>
<td>Lunch</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>1:00 PM-5:00 PM</td>
<td>Breakout Sessions See  Rotation Schedule</td>
<td>Various Locations</td>
</tr>
<tr>
<td>5:00 PM-6:30 PM</td>
<td>Free Time/Reflection Time</td>
<td>Individual Locations</td>
</tr>
<tr>
<td>6:30 PM-8:00 PM</td>
<td>Dinner/Clean-up</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>9:00 PM-11:00 PM</td>
<td>Large Group Worship</td>
<td>Tabernacle</td>
</tr>
<tr>
<td>11:00 PM-11:45 PM</td>
<td>Large Group Social</td>
<td>Tabernacle</td>
</tr>
</tbody>
</table>

### Sunday, May 23, 2010

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>9:00 AM-10:00 AM</td>
<td>Breakfast/Clean-up</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>10:00 AM-12:00 PM</td>
<td>Service Project</td>
<td>Onsite Service Project Locations</td>
</tr>
<tr>
<td>12:00 PM-1:00 PM</td>
<td>Lunch/Clean-up</td>
<td>Mess Hall</td>
</tr>
<tr>
<td>1:00 PM-2:00 PM</td>
<td>Fellowship/Closing Ceremony</td>
<td>Tabernacle</td>
</tr>
</tbody>
</table>

### Large Group Worship

Large group worship will involve worship music and a speaker who will focus on how to be a leader outside of the conference setting. The purpose of the large group worship is to commune together as a group and praise God. This will happen every day to remind students they are part of a community who are working toward the common goal of faith-based leadership and praising God.

### Large Group Social

The purpose of the large group social is to allow for down time for the students to have fun and relax as a community. It is important for the social networking to happen in
order for students to take the time to personally create support groups, prayer partnerships, and networking. The large group social will encourage students to continue positive interaction with their peers which will also help create a sense of community which will be crucial in having an open dialogue during the round table and sessions discussions.

**Small Group Assignment/Rotation**

The larger group will divided into three small groups for the duration of the conference. The purpose of this is to create smaller groups which can facilitate discussion easier than a large group learning together. The groups are then set up in a rotation and will stay with their assigned group during each breakout session and discussion (Appendix D).

**Round Table/Breakout Sessions/Service Project**

Each discussion and breakout session is designed to push the students beyond their current understanding of their faith and leadership (Appendix E). The group discussion encourages students to converse about the struggles they have had with their faith during college and what they have done to find support. The breakout sessions push the students to have a better understanding of leadership, service, faith, and have an idea of how they will use the knowledge outside of the conference. Practical application of the lessons learned will occur through the service project.
Conference Evaluations

Evaluations were created to give students, session leaders, and adult leaders the opportunity to evaluate the session leader training, the conference as a participant, and/or the conference as a youth pastor/leader (Appendix F). This will help those facilitating the conference develop it to best meet the needs of the participants and session leaders.
REFERENCES


APPENDIX A

BUDGET COMPARISON
<table>
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<tr>
<th>Item</th>
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<tr>
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<td>Large meeting room</td>
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APPENDIX B

ADVERTISEMENT
Continued faith and leadership development.
Part of 3SLI and created with you in mind.
You have questions?
Let's start the journey to answers!
MASTERS 3SLI

Are you finishing up your first year of college or know someone who is?

The *What Now* step in continued Leadership.

Have questions? Let’s start on the journey to answers!

May 21-23, 2010
So what are you waiting for?

The Masters 3SLI is the next level in faith-based leadership education and the next level after graduating from JSLI. This conference will give you the opportunity to continue your leadership education and faith development after experiencing your first year in college. Finally, it will encourage you to embrace the questions which come during your first year of college and help you on the journey to find the answers! So what are you waiting for? We are waiting for YOU!

Masters 3SLI

Abbie Wilson
123 N. McKinley
Muncie, IN 47306
E-mail: abwilson@ous.edu

Masters 3SLI
Continuing In Your Faith and Leadership Development

The platform for your voice of questions and the journey to answers
Masters 3SLI

WHAT IS MASTERS 3SLI?

- The Masters 3SLI is the next level in faith-based leadership education and the next level after graduating from 3SLI.
- This conference continues to be associated with the Church of God and supports faith-based leadership development.
- The conference will give you the opportunity to continue your leadership education and faith development after experiencing your first year in college.
- Finally, it will encourage you to embrace the questions which may have come about during your first year of college and help you on the journey to find the answers.

WHAT'S DIFFERENT?

- Do you have questions about your faith? We WANT you to ask them!
- The leaders have gone through special training to be ready for your questions and support you.
- Opportunity to learn about new types of leadership.
- There will be a service project for you to practice what you will learn.
- Group discussions for you to be able to talk with your peers about your questions, thoughts, and concerns.
- Train to be a mentor for 3SLI.
- Be able to discuss the next step and life after the conference.

*WHAT YOU NEED TO KNOW*

- Date: May 21-23, 2010
- We start at 6:00pm on Friday and end at Noon on Sunday
- Location: Yellow Creek Lake Ministries
- Cost: $15 a person
- Speaker: Bryan Krutzer
- Its campleg in cabin!!

Masters 3SLI

Abbie Wilson
132 N. McKinley
Muncie, IN 47304
Email: abwilson@bsu.edu
APPENDIX C

SESSION LEADER TRAINING LESSON PLANS
Masters 3SLI Leaders Training

Round Table Discussion One Title: Struggles and Support

Topic: Struggles youth pastors and leaders have reaching out to college students and supporting their continued faith development.

Objectives:
1. To create an atmosphere where youth pastors and leaders will have the opportunity to freely discuss the struggles they have with continuing the faith development and relationship with youth members who have finished their first year of college.
2. Discuss successful methods currently employed by youth pastors and leaders that keep these students engaged in their faith development and relationships with the youth group.

Required Materials:
1. A quiet room separate from the public
2. Comfortable seating
3. Snacks to encouraging a relaxed conversational area

Step-By-Step Procedures:
1. Welcome the group to their first round table (30 minutes)
   Have the group introduce themselves to each other by stating the following:
   a. Church of attendance
   b. Position within the church
   c. Years working within the position
   d. Why they are participating in the conference
2. Reminder of the purpose of discussions (15 minutes)
   a. To move beyond our own understanding of faith and leadership development
   b. To support our students in the midst of their struggling and questioning of their faith
3. Statement of rules for all round table discussions (15 minutes)
   a. All things stated within the discussions will only be used to benefit students and the greater conference and will not be discussed if it does not benefit the students and/or the conference
   b. We will be encouraging and supportive of all individuals in attendance
   c. We will be open and honest with our failures and successes for the benefit of our students and the conference
4. Discussion questions (1 hour)
   *These are conversation starters and do not all need to be asked if the conversation is flowing*
   a. What are some of the struggles you have seen students from your youth who have gone through their first year of college face spiritually?
b. What questions are these students starting to ask regarding their faith and spirituality?
c. What struggles do you face when helping these students?
d. What has worked in helping these students, conversely what has not worked?

Total Estimated Time: 2 hours
Masters 3SLI Leaders Training

Round Table Discussion Two Title: Strategizing Support

Topic: Youth pastors and leaders will have the opportunity to further look into and discuss ways that they can successfully support the faith and spiritual development of youth group members who have finished their first year of college.

Objectives:
1. Continue the discussion on ways to support college students in their faith and spiritual development.
2. Reflect on the failures and success of previous ways in which youth pastors and leaders have supported these students.
3. Leave the discussion with five tangible ways to support these students.

Required Materials:
1. A quiet room separate from the public
2. Comfortable seating
3. Snacks to encouraging a relaxed conversational area

Step-By-Step Procedures:
1. Reminder of the purpose of discussions (15 minutes)
   a. To move beyond our own understanding of faith and leadership development
   b. To support our students in the midst of their struggling and questioning of their faith
2. Reminder of rules for all round table discussions (15 minutes)
   a. All things stated within the discussions will only be used to benefit students and the greater conference and will not be discussed if it does not benefit the students and/or the conference
   b. We will be encouraging and supportive of all individuals in attendance
   c. We will be open and honest with our failures and successes for the benefit of our students and the conference
3. Reflection on the previous discussion: Struggles and Support (15-30 minutes)
   a. Lingering questions or thoughts
   b. Remind of the previous discussion of support and how it will tie into today’s discussion
4. Discussion questions (1 hour)
   *These are conversation starters and do not all need to be asked if the conversation is flowing*
   a. What are we doing right now to support our students?
   b. If something is working what is it and why is working?
   c. Conversely, what is not work and why?
   d. What can we change to make a difference in the support?

Total Time: 1:45-2 hours
Masters 3SLI Leaders Training

Round Table Discussion Three Title: Are we ready for their questions?

Topic: Are we prepared to answer the questions our students have about their faith and spirituality?

Objectives:
1. To be able to define the types of questions students ask regarding their faith and spirituality.
2. Reflect on where you are individually and personally in your ability level to answer questions of faith and spirituality.
3. Have some answers for questions or know where to find answers for the questions being asked by the students.

Required Materials:
1. A quiet room separate from the public
2. Comfortable seating
3. Snacks to encouraging a relaxed conversational area

Step-By-Step Procedures:
1. Reminder of rules for all round table discussions (15 minutes)
   a. All things stated within the discussions will only be used to benefit students and the greater conference and will not be discussed if it does not benefit the students and/or the conference
   b. We will be encouraging and supportive of all individuals in attendance
   c. We will be open and honest with our failures and successes for the benefit of our students and the conference
2. Reflection on the previous discussion: Strategizing Support (15-30 minutes)
   a. Lingering questions or thoughts
   b. Remind of the previous discussion of the strategies created and how it will tie into the new discussion
3. Discussion questions (1-1.5 hours)
   *These are conversation starters and do not all need to be asked if the conversation is flowing*
   a. What are the questions you are hearing from your students who are coming back from their first year in college?
   b. What is most concerning about these questions?
   c. Do you feel you are prepared to answer these questions while remaining supportive of the need to question?
   d. What are some mistakes you have made while trying to answer the questions?
   e. What are some successes you have had while answering questions?

Total Time: 1:30-2 hours
APPENDIX D

SMALL GROUP ROTATION
<table>
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<th>Small Group</th>
<th>1:00-1:50PM Location</th>
<th>2:00-2:50PM Location</th>
<th>3:00-3:50PM Location</th>
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<td>Deeper and Stronger Faith</td>
<td>Love Today and Eternally</td>
<td>3SLI Training</td>
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<td>Mess Hall</td>
<td>Multi Purpose Main Room</td>
<td>Multi Purpose Back Room</td>
<td>Tabernacle</td>
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<td>B</td>
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<td>Love Today and Eternally</td>
<td>Understanding Transformational and Service Leadership</td>
<td>3SLI Training</td>
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<td>Multi Purpose Main Room</td>
<td>Multi Purpose Back Room</td>
<td>Mess Hall</td>
<td>Tabernacle</td>
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<tr>
<td>C</td>
<td>Love Today and Eternally</td>
<td>Understanding Transformational and Service Leadership</td>
<td>Deeper and Stronger Faith</td>
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<td>Mess Hall</td>
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<td>Tabernacle</td>
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APPENDIX E

CONFERENCE LESSON PLANS
**Masters 3SLI Conference Lesson Plan**

Round Table Discussion Title: **Questions? Struggles? What Answers?**

Topic: A discussion where students are encouraged to discuss struggles they face with their faith during their time at college, and what they have found helpful in the midst of their struggle.

Objectives:
1. Create a space for students to feel free to discuss their struggles and questions they have regarding their faith and spirituality.
2. Have the group see that most if not all are struggling in some way.
3. Leave with three suggestions of what they can do to find support outside of the conference.

Required Materials:
1. Quiet space separate from the rest of the small groups

Step-By-Step Procedures:
1. Purpose of round table (5 minutes)
   a. To move beyond our own understanding of faith and leadership development.
   b. To vocalize the struggling and questioning of your faith and spirituality.
2. Reminder of rules for all round table discussions (10 minutes)
   a. All things stated are done so in confidence and will not be discussed outside of your assigned small group discussion.
   b. You will be supportive and encouraging of your fellow group members.
3. Discussion questions (45 minute)
   *These are conversation starters and do not all need to be asked if the conversation is flowing*
   a. What struggles have you faced when thinking about your faith and spirituality during your first year of college?
   b. What has been the hardest and best part about being a Christian leader so far in college?
   c. What have you done to find support in college when you had questions or concerns regarding your faith and spirituality?
   d. How supportive have your home church, pastors, and leaders been during this time, and how have they specifically supported you?

Total Time: 1 hour
Masters 3SLI Conference Lesson Plan

Breakout Session Title: Transforming the World through Service

Topic: Students focus on understanding the differences between transactional, transformational, and service leadership. Finally this lesson helps students see how service leadership makes a difference in your approach to leadership.

Objectives:
1. Students know the difference between transactional, transformational, and service leadership.
2. Students reflect on where they are at currently in the midst of their leadership.
3. Students know how they use each type of leadership.
4. Students will be able to give tangible examples of service leadership.

Required Materials:
1. A sheet of paper for every person in the group
2. Writing utensil for every person in the group

Step-By-Step Procedures:
1. Picture Yourself as a Leader (15 minutes)
   a. Give each person a piece of paper and a writing utensil.
   b. Ask each person to draw a picture of how they view themselves as a leader.
      i. List the characteristics which make them a leader.
      ii. List the characteristics they struggle with when they are in a leadership role.
   c. Ask the following questions:
      i. What similarities are there between the characteristics of a leader and struggles they face?
      ii. Why do they believe those characteristics define good and bad leadership?
2. Introduce the transactional, transformational, and service leadership (10 min)
   a. Transactional-focuses on a reward system between leader and subordinates.
   b. Transformational-focus on performance of the followers and developing them to their fullest potential; leaders become agents of change.
   c. Service-Commitment to serving the needs of others; holistic approach of leadership where the focus is on building the community.
3. Discussion regarding service leadership and the Bible (20 minutes)
   a. Is shown in the example of Jesus as the ultimate servant leader:
      i. Mark 10:43–45
      Jesus called them together and said, "You know that those who are regarded as rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead,
whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.”

b. We are given gifts in order to serve others.
   i. 1 Peter 4:10
      “Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms.”

c. Ask the following questions:
   i. If we have biblical reasoning as to why we should be servant leaders, what holds us back?
   ii. Is it our definition of leadership?
   iii. Who’s in control and in power?
   iv. What can we do to become servant leaders?

Total Time: 45 minutes
Masters 3SLI Conference Lesson Plan

Breakout Session Title: The Tale of Two Lights: A Candle and Sparkler

Topic: It is time to create a deeper and stronger faith. We can come to conferences and become ignited because of the environment. Yet our faith can fizzle out quickly after we leave the confines of the conference and immediate support system. It is time to create a long lasting faith.

Objectives:
1. Know the difference between a sparkler and a candle faith.
2. Be able to comfortably support peers in prayer.
3. How to continue their strong faith outside of conference.

Required Materials:
1. Candle and sparkler for everyone in the group
2. Matches or a lighter
3. A space where candles and sparklers can be lit

Step-By-Step Procedures:
1. List some of the negative perceptions associated with going to conferences (5 minutes)
   a. Just a big hangout with nothing serious happening.
   b. You are on a high but then it falters.
   c. No tools on how to keep your intense and strong faith going.
2. Introduce the sparkler faith (5 minutes)
   a. A sparkler is brilliant and bright.
   b. It burns quickly and intensely.
   c. Light a sparkler.
   d. Try to light a sparkler at one end and try to have the person with the lit sparkler light the person next to them. Have them do it as quickly as possible, to see if they can light all sparklers before the first one goes out.
3. Introduce the candle faith (5 minutes)
   a. A candle is steady and constant.
   b. Lights other candles easily and stays just as strong.
   c. Light a candle.
   d. Try to light the candle at one end and try to have the person with the lit candle light the person next to them. Have them do it as quickly as possible to see if the group can light all the candles before the first one goes out.
4. Compare the candle to the sparkler in the terms of faith (10 minutes)
   a. We come to conferences and get high off the experience and the people, we burn brilliantly, fiercely, and instantaneously but we quickly fizzle out without being able to light those around us.
b. Instead build your faith like a candle. Let your faith ignite like the flame that lights the candle but burn steadily, constantly, and brilliantly.

c. One way to do that is to remember the strength of your faith:
   i. Matthew 17:19-20
      "Then the disciples came to Jesus privately and said, 'Why could we not cast it out?' He said to them, 'Because of your little faith. For truly I tell you, if you have faith the size of a mustard seed, you will say to this mountain, 'Move from here to there,' and it will move; and nothing will be impossible for you."
   ii. Even with a small steady faith you can accomplish anything. What keeps us from having that amount of faith?

5. In community we can keep our faith strong (10 minutes)
   a. Matthew 18:20
      “For where two or three come together in my name, there am I with them."
   b. We can accomplish great things when we come together to work together and support each other.

6. Prayer in a community (15 minutes)
   a. Have the group stand in a circle holding their candles. Ask the following questions and as people step forward with these concerns the group prays over those with concerns. The prayer can either be done by the individual leading the session or participants who want to pray.
      i. Are you struggling with family situations?
      ii. Is money a concern?
      iii. Do you struggle with sexual temptation?
      iv. Do you worry about academics?
      v. Are you concerned about where your faith will be after this conference is over?
      vi. Do you struggle to listen to God’s plan for your life?

Total Time: 50 minutes
Masters 3SLI Conference Lesson Plan

Breakout Session Title: **What is love today and love eternally?**

Topic: How do we show love in today’s society and how does this relate to eternal love? What are we doing to live out Christ’s love on a daily basis?

Objectives:
1. To know how the individuals and a community defines love.
2. To understand how Biblical examples of love transcend to current times.
3. Understand how they can show love through leadership and acts of service.

Required Materials:
1. A piece of paper for everyone in the group
2. A writing utensil for everyone in the group

Step-By-Step Procedures:
1. Draw love (20 minutes)
   a. Give each person in the group a piece of paper and a writing utensil
   b. Have them draw love. This is the only explanation you give.
   c. Pass the paper around one person at a time for 30 seconds and each time a new person receives the paper they have 30 seconds to add to the love as a group.
   d. Place all creations together at the end to see as a group how they drew love.
      i. What is similar or different?
      ii. What are common themes?
2. Christ’s love and your love shown through service (25 minutes)
   a. Christ expressed His love through the sacrifice of His life. We can show our love to the world through acts of service.
      i. Matthew 25: 33-40
         "Then the king will say to those good people on his right, 'Come. My Father has given you great blessings. Come and get the kingdom God promised you. That kingdom has been prepared for you since the world was made. You can have this kingdom, because I was hungry and you gave me food to eat. I was thirsty, and you gave me something to drink. I was alone and away from home, and you invited me into your home. I was without clothes, and you gave me something to wear. I was sick, and you cared for me. I was in prison, and you came to visit me.' Then the good people will answer, 'Lord, when did we see you hungry and give you food? When did we see you thirsty and give you something to drink? When did we see you alone and away from home and invite you into our home? When did we see you without clothes and give you something to wear? When did we see you sick or in prison and
care for you?' Then the king will answer, 'I tell you the truth. Anything you did for any of my people here, you also did for me.'"

b. Christ explained showing love for him through showing love for those in need. By serving those individuals in need we are serving God and our community.

c. How can we show acts of love today and are they so different from acts of love in Christ’s time?

Total Time: 45 minutes
Masters 3SLI Conference Lesson Plan

Breakout Session Title: 3SLI Mentor Training

Topic: Training to be a mentor for the 3SLI Conference

Objectives:
1. Understand the responsibilities of being a 3SLI Mentor.
2. Training on the specific tasks of being a moderator and helping with registration.

Required Materials:
1. None

Step-By-Step Procedures:
1. Explain the following for responsibilities of being a 3SLI Mentor
   a. Understanding the conference (15 minutes)
      i. It is a conference for Junior, Seniors, and Freshmen in College
      ii. It is an intensive leadership conference which means it lasts only a weekend and you must be in the spirit of service as soon as you arrive to the conference
      iii. Your role within the conference is to be a filler and help out whenever and wherever necessary
   b. Your role at the conference (15 minutes)
      i. First and foremost is to be a role model of good behavior and positive attitude
         1. You need to speak kindly of those you are around even if you do not agree with or like them
         2. You need to help others when they ask or offer to help even without them having to ask
      ii. What things can you do to be open and ready for being a role model?
         1. Brainstorm ideas on how you can support the conference and role model servant leadership
   c. Training on moderating a room and registration
      i. Registration (15 minutes)
         1. You will need to fill in when necessary
         2. Different job responsibilities:
            a. You may be asked to handle money or registration forms. You will need be careful and precise when handle those items
            b. Information table
               i. Take the time to understand the information on the table so if you are asked questions you can be prepared to answer.
            c. Breakfast bag table
i. Pre-count the number of bags so you are prepared to hand the bags to the groups when they arrive.

ii. You may be asked to assemble the bags.

iii. Listen to the instructions and be precise with the counts.

ii. Room moderator (15 minutes)

1. Responsibilities

   a. Introducing the current speaker
      i. Take the time to learn the speaker’s name and the topic they are speaking on.
      ii. This way you can clearly introduce the speaker and the topic

   b. Keep track of time
      i. It will be your responsibility to ensure the session starts on time and ends on time.

   c. Evaluations
      i. You pass out evaluations at the end of each session and collect the completed evaluation before the next speak starts.
      ii. Make sure you are leaving enough time for evaluations to be completed and the next speaker to start

   d. Additional responsibilities:
      i. Ensure the speaker has all the necessary equipment/tools/handouts for the session. If not, you will need to find the director to correct the situation.
      ii. You will need to make sure the room is clean and ready at the beginning of the day and cleaned up and organized at the end of day.

Total Time: 1 hour
Masters 3SLI Conference Lesson Plan

Breakout Session Title: All of this information. BUT Now What?

Topic: After learning about leadership, service, and acts of love, the question is what now? How do you take the information you have received and the lessons you have learned and move beyond the lesson into actual practice? This will be done through service projects.

Objectives:
1. Re-cap of the information received during the weekend through action.
2. Learn how to make this an experience as a growing point upon leaving the conference.
3. Participate in a service project on the campgrounds.

Required Materials:
1. Three separate service projects to be done during the last day.
   a. These projects must be extensive and require team work

Step-By-Step Procedures:
1. Preparation for the service project (10 minutes)
   a. The group must decide on a point person to receive the information from the session leader
   b. Once the group receives the information they must work together to create an action plan of how they will accomplish the project
2. The group will work on the service project until it is completed (1.5 hours)
   a. The projects will be set up so each service project can be completed within 1.5 hours
3. Reflection (20 minutes)
   a. How did it feel to complete this project?
   b. How does this tie into servant leadership?
   c. How does role model servant behavior tie into leadership?
   d. How can we take what we have learned into the world outside of the conference?

Total Time: 2 hours
APPENDIX F

EVALUATIONS
Masters 3SLI
Session Leader Training Evaluation

**SA**= Strongly Agree; **A**= Agree; **D**=Disagree; **SD**= Strongly Disagree, **NA**= No Answer

Please circle the appropriate response

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<th>The round table discussions were helpful and informative.</th>
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<th>A</th>
<th>D</th>
<th>SD</th>
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<tr>
<td>The discussions will help me work with college aged students.</td>
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<td>This round table discussion will help me understand my role as a leader and developing my students as leaders.</td>
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<td>The information regarding the Masters 3SLI Conference was useful and helpful.</td>
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<td>I feel better prepared to be a session leader at the Masters 3SLI Conference.</td>
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<td>D</td>
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**Comments:**

What was your favorite part of the training weekend?

What was your least favorite part of the training weekend?

What would you change and/or keep the same?

Anything else?
## Masters 3SLI

### Overall Conference Evaluation

#### Adult Leaders

**SA** = Strongly Agree; **A** = Agree; **D** = Disagree; **SD** = Strongly Disagree, **NA** = No Answer

Please circle the appropriate response

<table>
<thead>
<tr>
<th>Question</th>
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<td>The check-in process was easy and efficient</td>
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<td>The cost of the conference was appropriate</td>
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</table>

**Will you bring students back to the conference? Why or Why not?**
Masters 3SLI

Overall Conference Evaluation

Student Participants

\( SA = \) Strongly Agree; \( A = \) Agree; \( D = \) Disagree; \( SD = \) Strongly Disagree, \( NA = \) No Answer

Please circle the appropriate response

The check-in process was easy and efficient

Comments:

The meals were excellent

Comments:

The lodging was excellent

Comments:

The cost of the conference was appropriate

Comments:

I felt engaged throughout the conference

Comments:

The sessions contained helpful information

Comments:

Will you come back to the conference? Why or Why not?
Masters 3SLI

Session Evaluation

Session:  

Presenter:

SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree, NA = No Answer

Please circle the appropriate response

The presenter(s) was/were knowledgeable about the topic

The presenter(s) was/were able to engage the audience

The content was thoroughly presented

This presentation will help me understand my role as a leader

This presentation will help my faith development

The presentation had helpful information

Comments:

What was your favorite part of the session?

What was your least favorite part of the session?