

5/24/2018

Ambition:

- Megan did a great job casting vision
- If we were to do it over again, a stronger bond/connection needed to be established
- Especially for students who will be coached remotely from coaches

Student near Tim Webster-- was promising, but dropped off  
Maureen's students in California-- been faithful

Pipeline was anticipated - building trust with Natives

By February, a lot of the coach's work was getting students to call them back

April - let's cancel the coaches calls-- and Dave jumped on calls with students

- Mostly threshold 1-2 kind of stuff-- building trust
- Debriefing with the younger native staff-- they are liking the pace

Next call - demonstrating how to do the four worlds gospel presentation

Ended up spending time in March with thresholds and apprentices

- Amy in Alaska has been using it

In reflection: 6 month arc is too fast for Native context

Dave gives 4 hours each week-- join a few calls

- Let's give the tools too far out from where we are

How many campuses are engaged?

- 9 Start Something Native coaches - 7 of them have contact/coaching
- Dave has tried to set up Courtland & Jasmine with (UAA) Anchorage students

Coaches snapshot:

[https://docs.google.com/spreadsheets/d/1K5jM9pADhhEW\\_UfKjP1ef0AD2Sblx5SYnUnw4760LiA/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1K5jM9pADhhEW_UfKjP1ef0AD2Sblx5SYnUnw4760LiA/edit?usp=sharing)

Coaching calls:

<https://docs.google.com/document/d/1UUOp1vvLJPh5GOMR1lYsstl5Oj2Q112QuZ0imBR4jto/edit?usp=sharing>

## 2018 Final Report Outline for E-champs Pilot Projects

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Region/Department: Great Lakes East / Lakes & Planes

Account # & name (for final echamp project transfer): Native Evangelism 771820

This is the final report for the 2017-2018 Evangelism Project. It should include the learning from your pilot project as well as answers to the following questions. Feel free to add additional information that will help us understand how your project worked. **The due date is June 1, 2018** unless otherwise agreed upon with your coach.

**1. SUMMARY/OVERVIEW.** Briefly describe your project. How many months and how many campuses were involved?

Our project involved capturing the momentum at Ambition after a Native-focused evening session in order to launch as many student-led Native ministry groups (coached by staff) as possible. (The evening session featured a talk by Megan Krischke on “Starting Something Native” as an act of justice and response to colonialism.) This project began in mid January 2018 and ended May 30th 2018 and thus spanned about 4 ½ months. We started with students from about 17 campuses (most had one student being coached, but some had two or three) who expressed interest at Ambition. Many never returned our calls, texts and emails to begin the first coaching call. We ended with nine campuses regularly involved in coaching.

Please see our [SSNative Coaching Calls](#) google doc for notes from each of our five calls as well as our [Native Coach's Debrief](#) google doc for notes from each of the Native staff debrief calls.

**2. METRICS.** What goals did you set for yourself? What results did you see? Why?

- *What did you think would happen in the project? What actually happened?*

We used a format for goals that Megan Krischke used for her coaching prior to this project and which I believe was inherited from her previous project. This goal was to see each student who had a network with Native students and trust with those students start one small group with five people in it, develop one apprentice and see one Native student come to faith. See the [SSNative Coach's Snapshots](#) for the goals and results for campuses that responded to coaches.

Additionally, we had the goal of developing Native staff and non-Native staff into more experienced and capable coaches of Start Something Native initiatives by students by training them in five key skills via monthly calls.

Finally, we had the goal of developing the Native Staff into thought leaders who could coach other staff and continue contextualize national InterVarsity tools.

See the [Plan for Coaching Native IV Plants for Post-Ambition](#) google doc for the training plan and goals.

We expected many of the 17 campuses to engage well in coaching and get to the point of developing one apprentice and doing a call to faith by March or April within their small group. What we found is that non-Native students were often pretty intimidated by the cross-cultural dynamics of starting a new group with Native students. We also found they had a strong felt need to build trust with their Native connections and all our coaches found this to be an important activity to focus on. We learned that our goals, especially around conversion and leadership development, were too aggressive for a five month timeframe and for coaches that had no history or context with/for the students they were coaching. In sum, we probably set the bar too high for our project (and perhaps indirectly through how we framed the coaching experience for students).

An area of results that was a joy to see was how this project brought together Native and non-Native coaches and grew the vision for what Creator was doing in this season of Native ministries--coaches began to see, pray for and invest in Native work across six time zones! For example, a Hawaiian and Lakota staff started coaching Native Alaskan students. Every call contained a short bible study which helped to frame our expectations and cultivate dependency on the Spirit.

An unexpected result was connecting with students through our Start Something Native Facebook group. We offered two group training calls through this network which allowed us to coach students at four campuses in developing their networks with Native students.

Finally, the coaching calls provided community and support for Native work and a place to do further refinement of contextualize tools like developing apprentices, making calls to faith and network mapping. The debrief calls with Native staff also empowered their strategic and spiritual leadership of the project by helping the lead coach (Dave) set direction and by giving feedback.

Some selected quotes that illustrate some results:

- In response to studying and praying through Zech. 4:1-10, a Native staff wrote: "We are actually seeing the start something Native foundation taken place. It's not what we expected but I feel today is one step completed based on this foundation. I want to see what it is from all the folks."
- Another Native staff commented of the coaching cohort: "The community [was one of the most helpful things from the cohort], none of us live too close. I think it really helps to be in contact like this. The efforts to contextualize materials is awesome. Seeing work go into the four worlds."
- A comment from a Native staff on our contextualization work: "I really appreciate the d-cycle materials (yet to be ready) and being part of this experience. I would like to use these materials in the fall and see how students can contextualize these materials on their campus."
- A non-Native staff commented after being trained on how to use a contextualized version of the GROW model as one of our calls: "I really liked seeing the breakdown of the example call with Alejandra and seeing the GROW model in the context of that call."

**3. HIGHLIGHTS AND FRUIT.** What were 3 highlights from the project?

1. Seeing ownership of national Native InterVarsity grow amongst Native staff and seeing them gain skills of how to lead as a community and contextualize tools.
2. Watching the community grow as Creator spoke through our studies of Scripture and in our planting context using the First Native Version.
3. Seeing the work in Alaska gain more momentum via a student (Mereyem) at University of Alaska Fairbanks who is meeting with four others and has one apprentice; a student (Nesha) at Alaska Pacific University trying to start a new group; and two students (Temyka and Lorrene) at University of Alaska - Anchorage meeting with five students and having one apprentice.

**4. IMPROVEMENTS.** If you could turn back the clock 12 months, how would you set it up differently? Why?

Reflecting on this project with the coaches, we identified several areas that we'd approach differently next time:

1. Key things to do at kick off workshop (like what we had at Ambition):
  - a. Work really hard to encourage the non-Native students at the workshop. So many got intimidated early in the process once they left Ambition. We need to really help them see that small steps of trust building will go a long way.
  - b. Provide a stronger connection between the coach and the student at the workshop. Help them to connect more throughout the conference and schedule a first call that might just be a "get to know you" call.
  - c. Help coaches and students set a very basic first plan. Most non-Native students just need to work at building trust. At the workshop coaches could help them plan a communal meal. This would also be a good gauge of the student's commitment level.
2. Different coaches and campuses were ready for different levels of engagement. Most coaches were working hard at trying to just get a response from students, some others were helping established small groups. The cohort mainly focused on the former due to the lead coach's limited time. If more time were available, a lead coach could give some individual attention to helping the more established work do leadership development with apprentices and calls to faith. Some of this work might be early signs of good soil.
3. Lastly, we'd offer "Native Ministry 101" zoom calls and advertise them through the Facebook group. These could be hosted by Native staff and offer basic training on contextualization, building trust with Native students, learning about colonialism, etc. They could be recorded and used as a resource to increase the confidence of non-Native students who are building trust with Native networks.

**5. THE JOURNEY TOWARD FAITH AND THE BARRIERS.** How did your project help students and faculty move toward Jesus in your context?

This project was designed to empower non-Native students to start a community in which Native students could encounter Creator Sets Free (Jesus). This can often be a long process, even for Native staff and students. The main barrier we worked on was helping students build trust in Native networks. It's essential for Natives to trust Christians (and then a group of Christians) before anything else of substance can happen.

## **6. PERSONAL GROWTH.** How did you grow through this leadership experience?

This project taught me (Dave) as the lead coach how to manage a complex team of coaches who were all moving their students and campuses at different paces and who were in six different time zones. It taught me to manage my influence within a narrow time parameter (I was able to give about 4 hours a week to this) and how to leverage training, prayer, tool development and communal support with a group of new coaches. I began to realize the importance of spiritual leadership early on and chose to focus on helping the coaching community hear from the Spirit through scripture and to intercede for the coaching work as Native coaches as a significant part of our calls together. Another facet of this spiritual leadership was learning to let the Native coaches interpret our progress and not relying on my assessment of where I thought we should be.

The other aspect of leadership this project taught me was how important trust building is early on in cross-cultural projects like this one. It's so critical to invest a lot of time early on to build the relationship up between coach and student.

I also grew through switching approaches about halfway through when I realized most coaches needed me to be on at least one call with them. Including the open calls I hosted for students on our Facebook group, I was able to help coach students about five times and learned a lot about how to help students and coaches each time.

Lastly, I grew through having to stay within a very limited time constraint. There was always way more I could be doing than I had time to do, given my main role as an Assoc. Regional Director in GLE. This kept me humble and relying on praying for students and staff for movement and growth.

## **7. FOR YOUR RLT (or Department Leadership Team)**

- What do you wish your RLT / Department Leadership Team would learn from this pilot project? (Name 3 key lessons for your region or department.) What kind of culture change might you like to see in your region or department based on what you learned and observed in leading this project?
- How do you hope to pass these on/involve others in your learning?
- Who is the person on your RLT or Department Leadership Team that you want to connect with about this learning? How will you do that?

I think the main goal here is to pass this learning on to Megan Krischke for her ongoing leadership of Native Ministries. I hope this report as well as the resources I've linked to above will provide her with a good update.

**8. DEVELOPING TOOLS.** *You should have already had conversation with your coach about the tool that you have developed as a result of this project. Please attach the tool to this application. The tool may be in any of the following formats:*

- SG/GIG/Proxe Training curriculum (including leader's guide)
- Case study + reflection questions
- Spreadsheets with instructions on how to use
- Coaching/implementation guides

- *\*Other predetermined format after conversation with your coach*
- *As you pass this onto others, what are the most important things to keep in mind (and things to avoid)?*

We did not have a tool we developed as part of this project, but we are actively working to contextualize a discipleship cycle that can be used to develop apprentices. This tool is in the midst of being updated based on the last round of feedback. Please email Dave Paladino ([dave.paladino@intervarsity.org](mailto:dave.paladino@intervarsity.org)) to see a copy once the last round of updates is complete.

Part of my (Tim) preparation for the launch at Ambition was to write (working with Hilary Davis), compile, and edit the [Start Something Native handbook](#). This provided a kind of reference for the team of coaches, and has also been posted to the ME drupal library and distributed widely (though there is not currently a way to know whether or how effectively it is being used) The other launch-related item we developed was a one-panel interactive display with handout that worked like a proxe station. An interesting angle on this effort was the use of a couple of web resources (via smart phone) as a part of the conversation and experience. While this was not a full-blown proxe station (we had no gospel outline component), both the content and method could be further developed.