

# GLOBAL CATALYTIC TRAINING

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## TABLE OF CONTENTS

How to Use this Training	3
Hosting Guide	4
Suggested Schedule	10
Introduction and Student-Led Overview	11
What is Catalytic? (Activity Guide)	13
Developing Your Vision (Activity Guide)	14
Checking for Understanding (Activity Guide)	15
What is Student-Led? (Activity Guide)	16
Exploring Overview	17
Let's Explore! (Activity Guide)	19
Let's Explore! (Worksheet)	20
What is a Key Volunteer? (Activity Guide)	21
Student Profiles (Worksheet)	22
Finding the Key Volunteer (Activity Guide)	23
Understanding and Mapping Your Scope (Activity Guide)	24
Challenging Overview	25
Challenging Potential Key Volunteers (Activity Guide)	26
The Value of a Key Volunteer Agreement (Activity Guide)	27
Practice Afternoon	28
Coaching Overview	29
Paul in Thessalonica (Activity Guide)	32
First Eight Weeks (Activity Guide)	33
First Eight Weeks (Worksheet)	34
Coaching Triads (Activity Guide)	35
COACH Model (PDF)	36
Multiplying Overview	37
Helping KV's Develop Multiplying Teams (Activity Guide)	39
Wrap Up	40
Suggested Biblical Passages	41
Additional Resources	44

## HOW TO USE THIS TRAINING

### PHILOSOPHY

This catalytic training has been created by a task force representing Student-Led Movements globally and is intended for those ready to embrace launching movements on new campuses as part or all of their ministry. It is intentionally designed to be:

- **Simple and transferable:** If people leave thinking, “Oh, I could lead a training like that!” then we will have succeeded. Transferability will help us expand our scope much faster.
- **Interactive and conversational:** Most people learn better by doing than just by listening. While there are core skills to learn, much of the training focuses on the heart and our relationships with God. It is important that even the style of the training reflect Ephesians 2:8-9 and that we deal with the temptation to measure our success by performance.
- **Practical and experiential:** Many have said the practice afternoon is their favorite part and the time when things started to click.
- **Co-created:** We believe that many of the best ideas are in the room, and the training is designed to draw from the expertise you already have.

We have aimed to find a good balance between 1) making sure core concepts and beliefs are covered and 2) leaving room for flexibility. Every training will be different, and we encourage you to add your own relevant case studies, stories, activities, slides, videos, more time for prayer and praise, etc. On the other hand if there are activities you don't think will work for your context, you can skip these if you want to cover the desired outcomes in another way. We've given you slides and other resources you can use, but encourage you to keep it as simple as you can.

### PREPARATION

As you think through facilitating the training, consider who among catalytic practitioners you could involve to lead different sections. Many of the activities involve collecting feedback from the group, and you will want to capture this information for future reference and to build over the course of the training. You can do this digitally if you have a reliable internet connection and everyone has a device they can connect with. Otherwise we suggest large pieces of paper, post-it notes, markers, etc — something that will be visible to a larger group.

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## HOSTING GUIDE

### FIRST STEPS

- ✓ Draft a list of potential trainees so that you can estimate the size of the training
- ✓ Draft a list of people who you could ask to help you plan and/or deliver the training
- ✓ Do some research to find 2 or more different weeks that will not interfere with other events
- ✓ Set up a meeting with the your leader and explain
  - Why you want to have a Catalytic training
  - Who you are hoping to train
  - Who you would like to help you
  - How this will contribute to reaching regional, national, or area goals

### CHOOSING DATES

Trainees should leave the training excited and motivated to use Catalytic principles to help launch spiritual movements, so you should plan the training at a time in the year when they will be able to begin practicing immediately.

Because the training involves a practical Exploring day, you will want to choose dates during which universities are in session.

Of course you want to choose dates that do not interfere with conflicting events. Consider checking your dates with multiple leaders that might be affected just to be safe.

### INVITATIONS

It is important to understand that this training is not designed to align people who do not have a desire to engage in Catalytic ministry. If you included people on the invitation list because you hope that the training will change their mind about Catalytic principles and practices, you should probably remove them from the list.

Another consideration is that people who go through a Catalytic training are probably going to need some level of ongoing help and encouragement as they have questions and encounter unexpected situations. Before you make too long of an invitation list, make sure you consider how the new Catalytic practitioners will be resourced after the training.

Do all of the potential trainees speak a common language? If not, you will need to provide translation. You may even consider doing smaller trainings in different languages if possible.

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### CHOOSING A LOCATION

- Choosing a city
    1. Review your invitation list. Are any of the people on the list limited due to visa needs, extraordinarily high travel costs, or other circumstances? Which locations might remove those barriers?
    2. Because the training includes a practical day to explore, you should choose a location near one or more universities. And since you are expecting to find potential Key Volunteers on this exploring day, you need a location that can be covered by a Catalytic coach.
    3. Consider how people will travel to this training (air, bus, train, car). Which locations are most accessible to the people who will be coming? Typically, smaller airports have fewer and more expensive flight options. Larger airports or transportation hubs will give your trainees the most flexibility.
    4. Last but not least, consider what might be fun and interesting for those attending the training. Some people might want to come early or stay later in order to take advantage of the opportunity to see a new place. Don't choose a boring place if you don't have to.
  - Choosing a venue
    1. Meeting space
      - This training is designed to be highly interactive and collaborative. Choose a meeting space that will allow you to have tables for the trainees to gather around in groups
      - Choose a meeting space that is near public transportation so that people can easily reach it
      - Ideas
        - Contact churches and other Christian organizations in the area to ask for available meetings space or advice. You will probably find the cheapest options this way.
        - Search online for hotels with meeting space that meets your requirements or find a travel agent who can do this for you.
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### CHOOSING A LOCATION

#### 2. Lodging

- Lodging choices should have easy access to the meeting space
- Make sure you do some research or ask locals about the areas you are considering for lodging. Sometimes the cheapest lodging options are cheap because they are in bad areas of town. The trainees might not be familiar with the location you have chosen and some might not have a lot of travel experience. They might not know how to avoid trouble as well as locals so you want to make sure they are in a safe location.
- Many hotels offer a breakfast option for guests. Sometimes the breakfast may seem more expensive than what you would normally pay for breakfast, but logistically it will make things a lot easier if you just include the breakfast option for the trainees.
- If you are working with a minimal budget for the training, you might consider asking churches or other Christian organizations if they could help you find hosts for the trainees. However if you have more than 10 trainees, it might create a lot of problems to coordinate this and to make sure that every trainee is taken care of and knows how to get from one place to another.

#### 3. Meals and snacks

- Try to arrange breakfasts to be provided by the lodging you chose (hotel or hosts)
  - Lunch will need to be provided at or near the meeting space
    - Having lunch provided at the meeting space will minimize the time needed for lunch in the schedule.
    - If you can't provide lunch at the meeting space, trainees should find places to eat near the meeting space. Make sure you allow enough time for this.
  - If you can't provide dinner at the meeting space or through the lodging, the trainees will need to find places to eat. This could be a good time for them to spend quality time together and enjoy the city you've chosen for the training.
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### BUDGETING AND DEVELOPING RESOURCES

#### 1. Expenses

- It is important to determine how much a training will cost before you begin spending money. Below are some basic categories that should be in your budget. When you must estimate budget items (such as meals), be sure to do enough research
  - Meeting space
  - Lodging
  - Meals
  - Coffee, Tea and Snacks
  - Gifts for hosts or pastors who are generous to you
  - Borrowed or rented equipment (projector and sound system if necessary)
  - Printing
  - Materials (pens, paper, name tags, notebooks)
  - Gifts for trainees (You might want to get a small gift that will remind the trainees of their time together. This could be something small like a postcard from the host city or something more like a customized t-shirt)
  - Travel
    - Transportation to and from the training (this will vary for each trainee)
    - Transportation between lodging and meeting space
    - Transportation on the day of exploring
  - 5% Buffer
    - It is usually a good idea to plan for the unexpected with a suggested 5% buffer. Simply multiply your total budget by .05 to determine your buffer.

### BUDGETING AND FUNDING A TRAINING

#### 1. Income

- At the end of the training, your income needs to match your expenses. Below are some potential ideas for generating income
  - Registration fee for Trainees
    - In some cases, it might not be realistic for the trainees to pay for the entire cost of the training. But generally, people give greater value to things that come at a cost. Please consider establishing a reasonable registration fee for all trainees even if it is a very small fee in comparison to the per-person cost of the training.
  - Local ministry partners
    - Are there individuals or churches who would want to invest in training people to work with volunteers to launch new movements in your scope? Ask them to consider giving toward this Catalytic training.
  - National or Area Resources
    - Could you prepare a proposal to send to your National SLM or Area SLM team leader? Explain how this training could help the ministry move toward its goals and ask if there are any funds available for this Catalytic training.
  - Global Resources
    - Developing our ability to launch student-led movements through Catalytic ministry is a priority of Global SLM leadership. Use the [Global Funding Template](#) to submit a proposal to the Global SLM office. (Ask for permission to edit.)



### A FEW TIPS

- In some cases it might be appropriate to contact team leaders before sending invitations. Do everything you can to minimize miscommunication. Communicate EARLY and CLEARLY.
  - Find someone who would be willing to provide operational support for the training. If you are overseeing the actual training, you will want to focus on the training and not the logistics. Be sure to include this person's expenses in your budget.
  - Consider using Google Forms to send a survey to the trainees asking for arrival information and special needs. Try to get all of the important questions into one form rather than constantly sending e-mails asking for more information. Here are some ideas for things to ask for:
    - Name as it appears on passport (and other personal information as needed)
    - Arrival date and time
    - Flight, bus, train information
    - Food allergies
    - Staff account number
    - Roommate preference
  - Take a cash advance so that you can give cash to everyone for the meals that they will need to buy on their own. Make sure you follow procedures to clear the advance such as getting signatures from everyone.
  - Would it be helpful to invite a leader in your country or area to be involved in the training? If so, this might be encouraging for the trainees to see that their leader is supporting them.
  - If you do not yet feel comfortable to lead the entire training, think through other Catalytic practitioners or leaders that might be able to help you. If you cannot think of anyone, contact Ben Mauch in the Global SLM office to ask for help. ([Ben.Mauch@cru.org](mailto:Ben.Mauch@cru.org))
  - How can you create an atmosphere of prayer and dependence on God before and during this training? Talk with your conference team to come up with ideas.
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## SUGGESTED SCHEDULE

		Day 1	Day 2	Day 3	Day 4
Morning	Intro	Focus Prayer & Devo	Challenging	Focused Devo: The heart of a coach	Focused Devo
	What is Student-led	Practice	Coaching	Multiply	
afternoon	Exploring:	Debrief Practice		Flexible Time: Planning, Processing, and Connecting to the Global Catalytic Community	

**Digital version available: [goo.gl/QgNRbx](https://goo.gl/QgNRbx)**

(As you think through your overall schedule, make sure to include time for the emcee, for registration, for meals, and any social time or breaks.)

## INTRODUCTION AND STUDENT-LED

### DESIRED OUTCOMES

1. Give participants an overview of what to expect during the training (schedule, main elements of catalytic, objectives, etc.)
2. Illustrate the role that catalytic strategy has in helping fulfill the Great Commission
3. Introduce emphasis on God's sovereign interaction in missions: specifically in how we see Him work preemptively in catalytic-type ministries.
4. Give attendees a chance for their personal vision to be cultivated so they can share their vision for multiple locations clearly.
5. Clarify understanding of the start-to-finish process of catalytic (explore, challenge, coach, multiply)

### INTRODUCTION/STUDENT-LED ACTIVITY GUIDES

#### INTRODUCTION (WELCOME) SLIDES

#### SUGGESTED OUTLINE

1. Welcome participants, thank them for being there, open in prayer, introduce facilitator(s)
2. Facilitator share a personal story related to Catalytic ministry/Great Commission. "Catalytic is a strategy designed to help you reach all of the universities in your scope as God opens the door."
3. Give overview of journey of Catalytic (see slide) from nothing to a Key Volunteer to teams of Key Volunteers to multiplying those teams to new campuses. Our part in that is to explore, challenge, coach, and multiply and we will be looking at each of those in depth over the next few days. At the end of our time there are things we want you be able to do and perspectives we want to embrace as foundations for Catalytic ministry.
4. Things we want you to be able to do:
  - Apply a student-led mindset to your ministry
  - Develop a plan to pursue Catalytic in your area
  - Understand what is necessary for each step in the process
  - Understand some ways to measure success in each step of Catalytic

## INTRODUCTION AND STUDENT-LED

5. Things we want you to know and embrace:
    - God is already at work preparing people and resources for new movements. His work is unstoppable and will be fulfilled.
    - Catalytic ministry is a process. It takes time.
    - The importance of having and communicating a personal vision for your scope.
    - The priority of growing in your love of God and those He is raising up
    - Our job is to look for those God has prepared; God's job is to prepare
    - Catalytic has biblical foundations and it is a valid strategy CCC is pursuing
  6. Give participants a chance to meet/greet each other/those around them.
  7. Personal Reflection (30 minutes) - Give participants a chance to reflect on the three questions about what God is doing in their midst. "Before we ever step foot on a campus, we need to ask, 'What do I believe about God and what he is doing?'" Encourage small groups/tables to share both examples and scriptural passages that point to how God goes before us. Share these with broader group, or collect on paper/Google Docs if desired. End with time of praising God for what He's doing.
  8. 2020 Prayer (10 minutes) (Mold/Multiply/Mobilize)
  9. **Activity: What is Catalytic?** (30 minutes)
  10. **Activity: Developing Your Vision** (30 minutes)
  11. **Activity: Checking for Understanding** (30 minutes)
  12. Introduce "What is Student-Led" session: "We see so many good things when students lead. They learn to depend on God, they own the ministry, they multiply spiritually, and it keeps things simple and transferable. We also find students are innovative when it comes to sustainability through generating local resources and most effective when they have team." But because there are challenges, we'll take the next session to dig into those.
  13. **Activity: What is Student-Led?** (60 minutes)
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## WHAT IS CATALYTIC?

**GOAL:** The goal of this time is to lead a discussion among trainees to draw out agreement about the essence of catalytic strategy for student-led movements.

**Suggested Time:**  
20 Minutes

**Materials:**  
Pen and paper for participants

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**INTRODUCTION**  
**STUDENT-LED**  
**EXPLORING**  
**CHALLENGING**  
**COACHING**  
**MULTIPLYING**  
**WRAP UP**

1) **EXPLAIN** “At its heart, Catalytic is an apostolic ministry, which means it is similar to the methods of the early apostles. Together we are going to work to pull out some key biblical principles from Paul’s missionary journeys.

Catalytic strategy is not a new idea. We can see through Paul’s missionary journeys that while God moved to keep many locally focused, He also moved to set aside some to focus on multiple locations and movements.”

2) **READ** Acts 13:1-4 out loud.

3) **DISTRIBUTE** pen and paper and ask group to get into pairs.

4) **ASK** pairs to read the passage again together and write down their observations about these things:

- What examples of a big scope do you find in this passage?
- How do you see movements becoming self-sustaining in the passage?
- What do you observe about Paul and Barnabas’s roles in these young movements?

5) **INSTRUCT** pairs to share what they discovered with the other groups at their table.

6) **INVITE** each table to share some of the key principles they observed with the larger group.

7) **SUMMARIZE** what the groups are saying and reflect back to them

- Do we agree on the biblical nature of catalytic strategy?
- Do we have a foundation moving forward for this type of ministry?

8) **READ** Global Catalytic Definition (slide):

**“Catalytic ministry consists of a team of catalysts who work with volunteers to build multiple movements across a broad scope (7-20 schools per team member) by exploring, challenging, and coaching key volunteers to be multiplying disciples.”**

This definition assumes a) we will work through volunteers and partners, b) we are serious about reaching the missional gap, and c) we will need to be completely dependent on the Holy Spirit.

9) **DISCUSS** Looking at this definition, what initial responses do you have?

## DEVELOPING YOUR VISION

**GOAL:** The goal of this time is to help participants reflect on and cultivate their personal vision in light of God's character.

**KEY UNDERSTANDING:** Vision flows from students and staff seeing their country or city in light of who God is and what they understand He has promised to do in their world.

**Suggested Time:**  
50 Minutes

**Materials:**  
Pen and paper for participants

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**INTRODUCTION**  
**STUDENT-LED**  
**EXPLORING**  
**CHALLENGING**  
**COACHING**  
**MULTIPLYING**  
**WRAP UP**

- 1) **EXPLAIN:** In Luke 24: 44-46, Jesus opens the minds of the disciples to understand all that was written about Him that must be fulfilled. Some of those promises have to do with building His kingdom and exalting His name among the nations. This tells us what God is doing in the cities we are seeking to reach.
- 2) **CHALLENGE:** Take a step back and think of the greatest vision you can. This can be specific for your city or country, or broader. **What has God promised to do?**
- 3) **INDIVIDUAL WORK:** Encourage participants to take some time to write or draw phrases, pictures, and scripture references related to their vision and God's promises. Give them some time to think.
- 4) **TURN AND SHARE IN GROUPS:** At your tables, minister to each other by sharing your vision. If useful, find a picture or draw one that represents the vision you are sharing. Discuss these questions:
  - As you think about this vision, what excites you?
  - What sadness or struggle do you most desire Jesus to redeem? What do you see?
  - What does God plan to do? What do you believe?
- 5) **WRITE** down your vision in a sentence or two. Share these with the rest of the room, with your table, or on a Google doc.

## CHECKING FOR UNDERSTANDING

**GOAL:** The goal of this time is to review what you covered in the morning introduction to see how well participants are tracking with some of the key ideas

**Suggested Time:** 30 Minutes      1) **DECIDE** on the method that best fits your situation to gather feedback from those in the room. Here are a few suggestions:

**Materials:**  
You will need to create some kind of survey and determine a way to gather responses ahead of time.

- 1) Google Form/poll - Create the poll ahead of time and put a link on the screen. This will only work if you are in a place with good internet connections and everyone has a device (laptop/phone/etc.)
- 2) Use a red/yellow/green system (colored pieces of paper or post-its) or some other meaning assigned to mean "I don't understand"/"I sort of understand"/"I do understand"
- 3) Do a simple thumbs up/thumbs down survey of the room or ask for a show of hands

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**INTRODUCTION**  
**STUDENT-LED**  
**EXPLORING**  
**CHALLENGING**  
**COACHING**  
**MULTIPLYING**  
**WRAP UP**

2) **WALK THROUGH** each of the following questions with the group (suggestions for follow up questions to tease out more information are in italics)

- This morning our goal was to introduce what Catalytic is and overview the process. **How well do you understand the definition of Catalytic?** (*What would be helpful for you to know so that the Catalytic process can be made clearer?*)
- **How clearly are you able to articulate your vision to a potential key volunteer?** (*Is there more we can talk about regarding vision to help you as you go forward?*)
- **Do you understand where the idea of Catalytic being apostolic comes from?** (*What questions do you have regarding the theological aspect of believing God is already at work?*)
- **How well do you understand the essential nature of believing "God is already at work," as it relates to Catalytic?**
- **How comfortable would you be taking a student through the activities we went through this morning so they might understand Catalytic?** (*If you aren't comfortable taking somebody else through the activities this morning, what is hindering you?*)

## WHAT IS STUDENT-LED?

**GOAL:** This activity is a debate about the benefits and risks of asking students to lead. The goal is to draw out strengths and address objections. You want to help the group **communicate deeply on issues of the heart and theology** and to draw out the reality that **student-led is a spectrum** and there are differing lines each of us draw in the sand for where we will “let go”. This debate and discussion is to help us be honest about that reality and move us toward talking about it more and ultimately trusting students more.

**Suggested Time:**  
60 Minutes

**Materials:**  
None

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INTRODUCTION  
STUDENT-LED  
EXPLORING  
CHALLENGING  
COACHING  
MULTIPLYING  
WRAP UP

- 1) **DIVIDE** the room into two groups and place one group on each side of the room. Do not tell the groups in advance which perspective they will take. Assign each group one of two perspectives: a) it's good to have students lead b) it's not good to have students lead.
- 2) **ALLOW** each team 10 minutes to come up with talking points that support their team's perspective. Ask them to share these talking points with the rest of the room, taking turns and alternating between teams as the groups share.
- 3) **ENCOURAGE** each team to give feedback and question some of the examples given by the opposing team. (15 minutes) At this point, allow participants to change the team that they're on if they agree more with the other team's perspective. (It is likely many will move to the pro-student-led side.)
- 4) **CLARIFY** Ask people to explain further if their points are unclear. Look for opportunities to dive deeper or ask follow up questions. You can use these questions as prompts to get the debate going again if the conversation slows down. (Divide the room again if you can draw out distinct groupings, and allow those groups to debate)
  - What does the opposite of student-led look like?
  - At what point does entrusting students to completely lead a movement on their campus become too risky?
  - On average, how long does it take for a student to be ready to lead a movement on campus?
- 5) **DEBRIEF** Help the group talk through valid points made by those in the room and emphasize the role of the Holy Spirit in helping people to lead.

Acknowledge the difficulty of letting students lead but the need to do so for the sake of reaching scope.

Pass out the article [What is Student-Led](#) and allow groups to discuss.

Wrap up the time.



## EXPLORING

### DESIRED OUTCOMES

1. Recognize that God has already prepared people to start new movements
2. Understand what a Key Volunteer is and what they will do
3. Learn different ways to explore in order to launch a new movement
4. Describe scope in terms of personal responsibility and broader national/area vision
5. Discuss how we can define success in exploring

### EXPLORING SLIDES/POWERPOINT

### EXPLORING ACTIVITY GUIDES

### SUGGESTED OUTLINE

1. Introduce Session (5 minutes)
  - Greet trainees and explain goals for the session (desired outcomes)
  - What is exploring? Take 2-3 minutes to hear answers from group
2. **Activity: Let's Explore!** (10 minutes) [Note: this will get people up and moving.]
3. Share brief definitions of Exploring and Key Volunteers (from slides) (3 minutes)
4. Acts 16 study: Ask groups to read and discuss questions on slides (20-25 minutes)
5. What are the essential characteristics of a Key Volunteer? - Discussion (15 minutes)
  - What does it mean that God has prepared someone?
  - How would we discover if they have a high level of commitment to own the vision?
  - What level of experience in ministry should they have?
6. **Activity: What is a Key Volunteer?** (Student Profiles) (20 minutes)
7. How Do We Explore? (45 minutes)
  - Share stories or examples of successful exploring - whether face to face, digitally, or through networking. Help group to brainstorm other ideas in each category.
  - Have individuals script what they might say when approaching a student on campus
8. **Activity: Finding the Key Volunteer (Student Profiles)** (10 minutes)

## EXPLORING

### SUGGESTED OUTLINE (Continued)

9. Successful Exploring (see slides) (10 minutes)
10. **Activity: Understanding and Mapping Your Scope** (30 minutes)
11. Wrap Up: Invite participants to reflect back what they have learned. Review desired outcomes if necessary and/or emphasize key points:
  - Finding Key Volunteers is critical in catalytic. Without Key Volunteers it is impossible to achieve the scope.
  - We must remember that it is God who raises up workers for the harvest.
  - We should search for KV's trusting that God will lead us to those that he has already prepared.
12. Close in prayer

## LET'S EXPLORE!

**GOAL:** The goal of this time is for participants to experience trying to find someone with very specific characteristics in a short period of time. It can also be used as a good way for them to get to know each other better.

**Suggested Time:**  
10 Minutes

- 1) **ASK** group, "What is exploring?" Allow them a few minutes to give answers.
- 2) **EXPLAIN** exercise: "You will have ten minutes to try to find people in the room who can answer "yes" to each of the questions on your sheet. You must find a different person for each question (you cannot use the same person twice.)"
- 3) If time, bring group back together and ask what they observed about the process.

**Materials:**

"Let's Explore"  
participant guide,  
pens/ pencils

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INTRODUCTION  
STUDENT-LED  
**EXPLORING**  
CHALLENGING  
COACHING  
MULTIPLYING  
WRAP UP

## LET'S EXPLORE!

### INSTRUCTIONS

Write the names of people in this room who fit the following criteria. Each name can be used only once.

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Do you know someone who speaks at least 3 languages?

Do you know someone who is a student leader?

Do you know someone who studied science at university?

Do you know someone who has lived for more than 1 year in another country?

Do you know someone from Central America?

Do you know someone who has a relative living in another country?

Do you know someone who grew up on a farm?

Do you know someone who has 3 or more siblings?

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## WHAT IS A KEY VOLUNTEER?

**GOAL:** The goal of this activity is to help participants discuss and understand the types of students they may meet when they are exploring and how to determine whether a student has the potential to be a Key Volunteer.

**Suggested Time:**  
20 Minutes

**Materials:**  
Student Profiles

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INTRODUCTION  
STUDENT-LED  
**EXPLORING**  
CHALLENGING  
COACHING  
MULTIPLYING  
WRAP UP

1) **INTRODUCE** the session: “This afternoon we want to work to develop our picture of a Key Volunteer so that others can help us find who we are looking for.”

2) Give an example of trying to find something very specific. One suggestion could be going to a hardware store to look for a particular screw.

The most successful way to find what you are looking for is to be very specific about it. It’s easiest if you actually have a picture.

3) **ASK** group: “What do you think are the characteristics of a KV?”


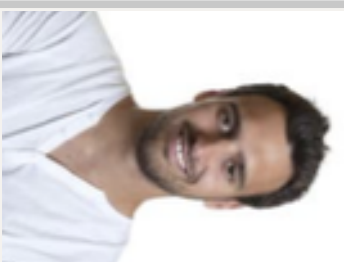
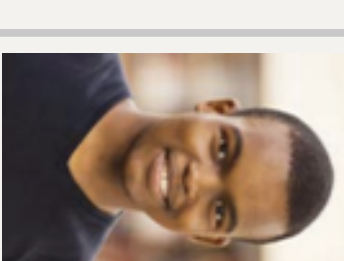
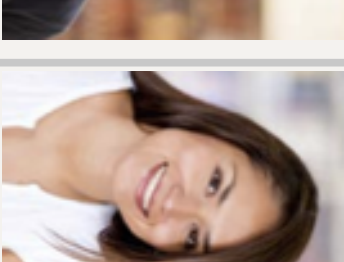
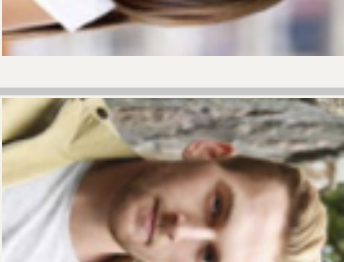
4) **PASS OUT** student profiles. Explain, “We are passing out profiles of students who were met through exploring different campuses around the world. Take 5-7 minutes to get acquainted with these students. The different profiles are probably a good representation of the types of students you will meet as you explore.”

5) Allow groups to discuss these questions by table for several minutes:

- Considering the characteristics that we just discussed, would you say that any of these students are potential Key Volunteers? Why or why not?
- What else do you think is important to know about the students before you would classify them as potential KVs?
- As a table, decide what are the 3 most essential characteristics of a Key Volunteer

6) **ASK** each table to share what they decided were the top 3 characteristics of a KV and which students they thought were potential KVs.

## STUDENT PROFILES

					
<b>Yun Mei</b>	<b>Tavni</b>	<b>Antonio</b>	<b>Amafina</b>	<b>Gabriela</b>	<b>Sebastian</b>
China	India	Italy	Nigeria	Brazil	Netherlands
"I'm not a Christian, but I would like to know more about who Jesus is."	"I'm not a Christian but I'm interested in talking about God."	"I'm a Christian involved with my local church and college ministry."	"I'm a Christian. Evangelism is the air I breathe and the clothes I wear."	I'm a new Christian. I don't know if God can use me but I want my friends to know Him."	"I'm not a Christian but I have a few friends who are."
Yun Mei likes talking about spiritual things but her parents and teachers are atheists and Buddhists. No one has ever told her about Jesus. She hangs out often with friends.	Tavni spends most of her time on school and work. She likes to talk about spiritual topics or religion, but is often more interested in proving Christianity wrong.	Antonio lives with his family and is very involved in his local church and other church groups. His classmates think he is friendly but shy. He explains he has a very busy schedule.	Amafina is a medical student who lives in the dorm with a roommate. He looks for opportunities to pray and tell others about Jesus. He wants to be a medical missionary.	Gabriela is excited and wants to grow in her faith but doesn't know how. She doesn't know many Christians. She lives at home with her family and commutes to campus.	Sebastian is the "cool kid" with lots of friends and influence. Although he lives with a Christian, he is not spiritually interested. He has limited time to hang out, but likes meeting people.
<b>Spiritual Maturity: Low</b>	<b>Spiritual Maturity: Low</b>	<b>Spiritual Maturity: High</b>	<b>Spiritual Maturity: High</b>	<b>Spiritual Maturity: Low</b>	<b>Spiritual Maturity: Low</b>
<b>Christian Community: None</b>	<b>Christian Community: Low</b>	<b>Christian Community: High</b>	<b>Christian Community: Medium</b>	<b>Christian Community: Low</b>	<b>Christian Community: Medium</b>
<b>Availability: Medium</b>	<b>Availability: High</b>	<b>Availability: Low</b>	<b>Availability: Medium</b>	<b>Availability: High</b>	<b>Availability: Medium</b>
<b>Willingness/Ownership: Medium</b>	<b>Willingness/Ownership: Low</b>	<b>Willingness/Ownership: Low</b>	<b>Willingness/Ownership: High</b>	<b>Willingness/Ownership: High</b>	<b>Willingness/Ownership: Low</b>

## FINDING THE KEY VOLUNTEER

**GOAL:** This activity uses the information from the student profiles to role play and experience trying to find someone who has the necessary qualities of a key volunteer.

**Suggested Time:**  
10 Minutes

**Materials:**  
None

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INTRODUCTION  
STUDENT-LED  
**EXPLORING**  
CHALLENGING  
COACHING  
MULTIPLYING  
WRAP UP

- 1) **EXPLAIN** to the group that this will be a role play exercise to try to find the key volunteer in the group.
- 2) **ASK** for 1-3 volunteers to be “catalysts” who will try to find the KV in the room. Once you have selected them, ask them to step outside the room for a few minutes.
- 3) **SELECT** one person in the room to be the KV who wants to reach his/her campus and one person who knows the KV. Tell everyone else that they should create a character for themselves based on some of the ideas from the student profile (but not fully a KV.) Some ideas could be
  - a non-Christian with some spiritual interest
  - a Christian who doesn’t really want to share their faith
  - a Christian who doesn’t have any time to get involved (etc)
- 4) **ANNOUNCE** that the catalysts can begin asking questions to try to find the KV. Give them 5 minutes or so to try to find the right person.
- 5) **GATHER** the group and give the catalysts a chance to reflect on what they experienced.

## UNDERSTANDING AND MAPPING YOUR SCOPE

**GOAL:** Participants will gain a solid understanding of good questions to ask in determining their scope. They will also begin answering these questions for themselves and leave with a visual representation of their scope that they are able to share with others.

**Suggested Time:**  
30 Minutes

**Materials:**

Facilitator's scope map

Paper and Markers

**Other:** Appoint someone to gather feedback

- 1) **PREPARE** tables by passing out paper and markers
- 2) **INTRODUCTION:** Take about 5 minutes to give an orientation to the activity and some principles regarding defining your scope. Key principles to touch on include:
  - Before starting to explore within your scope, it is necessary to first understand and define your scope.
  - Recommended range of 7-20 campuses per full-time staff member
  - Principle of "every": what is the gap? How many campuses do not have student-led movements? (This is more about accurately understanding what is needed than what you personally or your team might be able to do.)
  - Priority of prayer and wisdom
- 3) **DISCUSSION:** Put "Understanding Scope" questions (slide) up on screen and ask group to verbally give ideas and feedback. The person you've appointed to collect feedback should record these responses.
- 4) **SHARE** a personal example of your own scope map and your experience with how movements have developed across your scope.
- 5) **INSTRUCT** participants to use the discussion questions on the screen and what they know of their own scope to draw their own scope map. (Explain they will likely need to go back and spend more time on this; this is just a first pass.)
- 6) **TABLE SHARING:** Individuals share their scope maps with others at their table
- 7) **GROUP SHARING:** Choose three volunteers to share and describe their scope maps with the whole group
- 8) **GATHER** information from each scope map and record this for the group's future use.
- 9) **PRAY** by table for each other's scope

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INTRODUCTION  
STUDENT-LED  
**EXPLORING**  
CHALLENGING  
COACHING  
MULTIPLYING  
WRAP UP



## CHALLENGING

### DESIRED OUTCOME

1. Learn a simple and transferable way of challenging students to become key volunteers

### CHALLENGING ACTIVITY GUIDES

### SUGGESTED OUTLINE

1. Introduce Session + Review (2 Minutes)
2. **Activity: Challenging Potential Key Volunteers** (60 minutes)
3. **Activity: Key Volunteer Agreements** (10 minutes)

## CHALLENGING POTENTIAL KEY VOLUNTEERS

**GOAL:** Learn and practice a simple and transferable way of challenging key volunteers.

**Suggested Time:**  
60 Minutes

**Materials:**  
Paper and pens

**Other:** Appoint someone to gather feedback

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INTRODUCTION  
STUDENT-LED  
EXPLORING  
**CHALLENGING**  
COACHING  
MULTIPLYING  
WRAP UP

### 1) SET CONTEXT

- A Key Volunteer is someone God has prepared who owns the vision of reaching their campus through building a movement
- Remind group of the value of a specific challenge. (Possibly tie in Jesus's model and how he challenged disciples to follow him.)
- Remind group of the importance of starting with prayer.
- **A good invitation is:** simple, motivating and inspiring, focused on willingness more than skill and experience; **is not:** overwhelming, high pressure, impossible for a young student to live up to

**2) PREPARATION** Give individuals about 5-10 minutes to write out what they will say when they meet a student on campus. This should include some kind of personal introduction as well as what you are doing (in a way that is appropriate to your location.) What questions will they ask the people they meet?

**3) GROUP SHARING** Ask a few people to share with the broader group what they came up with. (One sample introduction is in the slides.)

**4) SHOW [Key Volunteer Challenge video](#)** from Expedition Teams (4 minutes)

**5) DISCUSS** and draw out key elements from the video

- We want to invite students and volunteers to be the answer to their campus's needs
- Ask students to draw out their vision
- Share about the Great Commission, win/build/send, and spiritual multiplication
- Ask them to list 5 people to share the gospel with and 5 people to share the key volunteer challenge with (who could join them in reaching the campus)
- Ask them what they need help with
- Set up another appointment

**6) PRACTICE** Arrange groups in pairs and have them practice meeting and challenging a Christian student.

## THE VALUE OF A KEY VOLUNTEER AGREEMENT

**GOAL:** Discuss and evaluate whether a key volunteer agreement might be helpful in a catalyst's context.

**Suggested Time:**  
10 Minutes

**Materials:** Digital  
or printed copy of  
sample KV  
agreement

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INTRODUCTION  
STUDENT-LED  
EXPLORING  
**CHALLENGING**  
COACHING  
MULTIPLYING  
WRAP UP

- 1) **DISCUSS** What are the advantages or disadvantages of having a student sign a formal agreement committing to be a key volunteer for their campus?
- 2) **SHOW** (on screen or printed versions) [sample KV agreement](#)
- 3) **TALKING POINTS** (bring into discussion as needed):
  - One advantage of having a written agreement is that it makes the student think twice about accepting an invitation to be a KV.
  - We have a lower risk of investing time in the wrong students
  - Some people could sign a KV agreement and not follow through with the contract
  - Some people will go above and beyond what is required without a formal agreement
- 4) **REVIEW:** When looking for KVs, our success is not determined by their response, but by our readiness to challenge them.

**PRACTICE AFTERNOON**

**DESIRED OUTCOME**

The purpose of this afternoon is to gain field experience as it relates specifically to the areas of Exploring, Challenging, and Coaching. This activity assumes the training is happening in a location that has a current Catalytic ministry to be able to provide the experiences below. *(If the training is not in a location that can provide these experiences, the afternoon can be spent practicing with each other or experimenting on a nearby university.)*

**OPTIONS**

The chart below provides four options for experience with key Catalytic ministry skills. There are also suggestions of how to organize the afternoon. If all four options are available, split the group up appropriately.

Focus	Method
<b>Exploring</b>	Go onto a university and gain experience exploring by trying “Fast and Slow” or some other method of engaging with most people quickly, and a few more intimately. Return to the main training room by 4:00 for debrief
<b>Exploring: Networking</b>	<p>Arrange meetings with church pastors or similar city gatekeepers.</p> <p>If the host location has Catalytic church partnerships already, interview them to learn about how they started their partnership and what they have found useful or would desire to change.</p> <p>If the host location has no Catalytic church partnerships, arrange to meet a well-connected pastor or gatekeeper to cast vision for Catalytic and offer a partnership relationship.</p>
<b>Challenging</b>	Arrange meetings with potential Key Volunteers so trainees can observe a student being challenged to be a Key Volunteer.
<b>Coaching</b>	Bring trainees to an actual catalytic coaching appointment. Explain to the trainee beforehand the stage of coaching you are in with the Key Volunteer (recently challenged and starting movement building activities, multiplying Key Volunteer, Key Volunteer has built a team of KV’s)

## COACHING

### DESIRED OUTCOMES

1. Understanding of the role of the Holy Spirit in developing students
2. Discuss the differences between discipleship and coaching
3. Understand practical guidelines for coaching such as the MAWL model (Model, Assist, Watch, Leave) and principles of asking good questions
4. Practice using the COACH model to lead key volunteers to clear action steps

### COACHING ACTIVITY GUIDES

### COACHING SLIDES/POWERPOINT

### SUGGESTED OUTLINE

1. **Activity: Paul in Thessalonica** (60 minutes)
2. What is Catalytic Coaching? (45 minutes)

“Catalytic coaching is about developing leaders on campuses. In catalytic coaching, we are helping the KV’s develop their own development plans so they can be empowered to do what they need to do for their own growth.

Our role as catalysts is apostolic. We build into KVs so they can build a movement locally, not so we, the catalysts, can build a movement locally.

We recognize there is a lot that happens in a person's life that contributes to him being a better disciple of Jesus. Help in their development can come from their church, their community group, their personal relationship with God, of course, and can come from key individuals.

The role we play in a KV’s life is a sliver of what he/she will need. The word coach helps us focus our efforts and encourage the Key Volunteer to find other sources for areas we are not able to come alongside them in. We use the word “coach” to more specifically describe the kind of help we are giving to a Key Volunteer, while not assuming we are fully responsible for all of their development.”

## COACHING

### SUGGESTED OUTLINE (Continued)

#### 2. What is Catalytic Coaching? (continued)

Facilitate group discussion on Coaching vs. Discipleship (see slides)

Capture and record key themes from group sharing. Some to include/draw out:

- We don't give KV's everything we know, we entrust them with the minimum they need to get to the next level
- Success is seeing the KV falling in love with Jesus and being able to multiply as they build a spiritual movement. It's also knowing that not all will succeed.
- We don't produce fruit, God does.
- Coaching is empowering students who own the vision of reaching their campus to succeed.
- We coach toward what we and the KVs have agreed to

#### 3. Foundational Coaching Principles (90 minutes)

##### 1. **Activity: First Eight Weeks** (30 minutes)

##### 2. How to Coach (20 minutes)

"We have loosely defined the role of a catalytic coach as helping prepare a Key Volunteer with the heart and the skills to become multiplying disciples who lead on their campuses."

Review slides on heart and ministry skill development

MAWL: Ask if anyone can provide a definition (Alternative: [MAWL](#) video)

How would you determine where to start coaching a new KV according to the MAWL model?

##### 3. Making it Practical (10 minutes)

As you prepare for coaching appointments, the first principle to establish is that the coach and coachee are working off the same understanding of their time together. The KV agreement provides a key part of this understanding. It is also helpful to walk a new KV through creating their own simple strategic plan in an early appointment (see slide).

(Continued next page)

## COACHING

### SUGGESTED OUTLINE (Continued)

#### 3. Foundational Coaching Principles (90 minutes)

##### 3. Making it Practical (10 minutes)

Walk through COACH model: "During the actual coaching appointments, the COACH model can give some good ideas about what questions to ask and how to guide the conversation so that the key volunteer feels cared for and empowered as well as clear on what his/her next steps are."

##### 4. **Activity: Coaching Triads** (30 minutes)

#### 4. Discussion and Wrap-Up (60 minutes) Use this time to facilitate a large group discussion to review the primary objectives and desired outcomes for coaching.

- What is different for you in thinking about coaching and discipleship?
- When we talk about Catalytic coaching, what do we know?
- Large group Q&A
- What questions/disagreements do you still have? (If any, facilitator ask 'where will you find answers to those questions?')
- What excites you? What challenges you? What has God been speaking to you about so far this week?

## PAUL IN THESSALONICA

**GOAL:** Draw out biblical principles from Paul's experiences with the Thessalonians

**Suggested Time:**  
60 Minutes

**Materials:** Google doc or large pieces of paper for participants to record observations

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INTRODUCTION  
STUDENT-LED  
EXPLORING  
CHALLENGING  
COACHING  
MULTIPLYING  
WRAP UP

- 1) **DIVIDE** room into small groups or allow people to work individually using question prompter from slides
- 2) **ASK** individuals/groups to read the passages (Acts 17 and 1 Thessalonians 1-2) several times looking for insights about the questions posted on the slide
  - What do you notice about Paul's relationship and interactions in Thessalonica?
  - Who was responsible for the growth and development in Thessalonica?
  - How is the manner in which Paul left Thessalonica significant?
- 3) **ASK** individuals/groups to post their observations on large pieces of paper or digital equivalent to learn from each other and draw out principles
- 4) **LEAD** group in discussion about main themes and takeaways they have observed. These should include most of the following:
  - Paul didn't have to spend a lot of face-of-face time with these people for them to grow.
  - He immediately got them to depend on the Holy Spirit so they didn't depend on him.
  - He allowed them space to go through persecution, conflict, and other challenges for their own growth.
  - When Paul left them--young, small, new--he wasn't abandoning them to say "I've got stuff to do." He said I'm leaving, and I care about you and I'll give you what you need even though I'm not with you in person.
  - This left the expectation that they were supposed to multiply without him there.



## FIRST EIGHT WEEKS

**GOAL:** Challenge the group to think outside the box and a) stretch their vision for spiritual multiplication b) focus on the essentials for coaching toward spiritual multiplication.

**Suggested Time:**  
30 Minutes

**Materials:** Copies of “First Eight Weeks” worksheet for each participant

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INTRODUCTION  
STUDENT-LED  
EXPLORING  
CHALLENGING  
COACHING  
MULTIPLYING  
WRAP UP

- 1) **ASK** group: “What would need to happen in order to see four generations of spiritual multiplication in eight weeks?”
- 2) **USE** slides to unpack the idea of four generations if needed (e.g. Student A reaches Student B who reaches Student C who reaches Student D)
- 3) **EXPLAIN** that this is an exercise designed to stretch your faith. The goal of this time is not to come up with a finalized curriculum so much as to consider the role of the Holy Spirit and to allow the possibility of His rapid work to bring clarity and focus to your coaching conversations.
- 4) **DIVIDE** room into groups and give them 10 minutes to come up with a brief plan using the “First Eight Weeks” worksheet. Encourage them to think in terms of content, spiritual development plans, experiences, skills training, etc.
- 5) **GROUPS SHARE** with one other group what they came up with and explain their reasoning.
- 6) **GROUPS SHARE** each others’ plans with the larger group
- 7) **COLLECT** sheets for future reference (to be made available to participants)
- 8) **DISCUSS** implications. If not already covered in conversation, emphasize these two points:
  - This is not something that can be planned and strategized but would require miracles from the Holy Spirit
  - This should also help them focus their attention on starting to sift through what is essential for coaches to cover and what could be addressed through other sources
- 9) **EXPLAIN**
  - This exercise helps us circle back to the need for simplicity in our engagement with those we coach. We are not saying this is our new discipleship curriculum plan, but learning to exercise our minds and faith so we can offer services to KV’s that multiply quickly.
  - In doing this, and encouraging our students to multiply quickly we increase the likelihood that they will learn to do ministry in simple ways and fully rely on the power of the Holy Spirit to prepare people and raise up laborers (2 Cor 2: 1-5)

## FIRST EIGHT WEEKS WORKSHEET

	WHAT DO THEY NEED?	WHO IS INVOLVED?	WHAT WILL YOU TEACH AND HOW WILL YOU DO IT?
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			

## COACHING TRIADS

**GOAL:** Give people an opportunity to practice coaching using the coachee's needs and agenda as their starting point.

**Suggested Time:**  
30 Minutes

**Materials:** Printed  
copies of  
coaching diagram

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INTRODUCTION  
STUDENT-LED  
EXPLORING  
CHALLENGING  
**COACHING**  
MULTIPLYING  
WRAP UP

- 1) **DIVIDE** room into groups of three. In each group, one person will be the coach, one will be the coachee (the person being coached), and one will be an observer who will give brief feedback and observations at the end.
- 2) **INTRODUCE** “We will spend time coaching each other using the COACH model. It may seem like this exercise requires you to pretend or give false answers. This is not a role-play. I would like you to take this opportunity to actually coach each other through a particular issue you are currently facing. It can be ministry related or anything else you're willing to freely talk about.”
- 3) **EXPLAIN** each person's role and that you will ask them to switch after about 10 minutes. The person observing should be actively listening to share observations about the coaching process (they are not trying to solve the problem stated.)
- 4) **BEGIN** timer and ask groups to switch roles every 10 minutes.

# Holy Spirit

## KV Agreement and Strategic Plan

### Connect

Build rapport and trust.  
Review past action steps.

How are you doing?  
How is your walk with the Lord?  
What has happened since we last met?  
What are you most excited about?  
(Review their vision)  
What progress did you make on your action steps?

### Outcome

Find out the KV's agenda.  
Focus on their plan.

What is most important for you to talk about?  
How would you like to use our time today?  
What on your plan do you want to focus on today?  
Where do you need help?

### Awareness

Encourage discovery and exploration.

What might be important factors to consider as you figure out what to do?  
Where do you sense God asking you to step out in faith?  
Let's brainstorm.  
What are some possible next steps you could take?

### Course

Help them come up with 3-4 action steps.

Of the options we explored, which ones do you want to try?  
How can you make these SMART goals? (Who? When? How?)  
What might hinder you from moving forward this week?  
What would make you more confident in following through?

### Highlights

Review learning, insights & action steps. Pray.

What did you learn or discover today?  
In your own words, what action points did you decide to take?  
How can we pray together for this? Who else can you ask to pray with you?  
Pray together boldly for them, their campus & their vision!

## MULTIPLYING

### DESIRED OUTCOMES

1. Participants have vision and understanding for the need to encourage student teams to reach beyond their local campuses in order to reach the broader scope
2. Understand what is required to build multiplying teams of Key Volunteers
3. Understand how we can help develop Key Volunteers into lifetime laborers by encouraging them in new levels of leadership and responsibility

### MULTIPLYING ACTIVITY GUIDE

#### MULTIPLYING SLIDES/POWERPOINT

### SUGGESTED OUTLINE

1. Introduction and Review (slides) (30 minutes)
  - Review key principles
    - God is already at work and has prepared students to own the vision
    - We find these people through exploring campuses, by initiating with both believers and non-believers
    - We mobilize these prepared people by first challenging them to spiritually own the burden of reaching their campus, then by coaching them toward their actual vision for their campus.
  - Two types of spiritual multiplication
  - Discuss as a group:
    - How does the process of helping a KV learn how to build a team enhance the ministry of the catalyst?
    - How will this affect the leadership development of the KV and their lifetime involvement in the Great Commission?
  - Pray for the Lord of the harvest to raise up student volunteer laborers in your area

## MULTIPLYING

### SUGGESTED OUTLINE

2. What is a Movement? (slides) (30 minutes)

- “We have talked a lot about building a spiritual movement. How do you know when you have one?”
- Have groups read and discuss questions from Acts 11:19-30, 13:1-3, and 14:21-28 (slides)

**3. Activity: Helping KV’s Grow Multiplying Teams** (90 minutes)

## HELPING KV'S DEVELOP MULTIPLYING TEAMS

**GOAL:** Give groups an opportunity to wrestle with what it will take to help coach key volunteers toward the goal of a team that will multiply to new locations.

**Suggested Time:**  
90 Minutes

**Materials:** Paper  
and Markers

**Other:** Appoint  
someone to  
gather feedback

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INTRODUCTION  
STUDENT-LED  
EXPLORING  
CHALLENGING  
COACHING  
MULTIPLYING  
WRAP UP

- 1) **EXPLAIN** “For this next section, we will be wrestling with the questions of what it will take and what needs to be in place in order to help KVs build teams that will multiply to new locations. This will be a chance for you to interact with others to learn from each other and share with the broader group what you come up with.”
- 2) **QUESTION 1: What are some ways a key volunteer could go about building a team to reach their campus?**
  - Allow groups 15 minutes to come up with their ideas for this question
  - After this, ask representatives from the groups to share with the broader group. Have someone record what the groups come up with
- 3) **QUESTION 2: What qualities/habits would the team need in order to multiply?**
  - Allow groups 15 minutes to come up with their ideas for this question
  - After this, ask representatives from the groups to share with the broader group. Have someone record what the groups come up with
- 4) **QUESTION 3: What will it take for this team to build another team on another campus? What might their process be?**
  - Allow groups 15 minutes to come up with their ideas for this question
  - After this, ask representatives from the groups to share with the broader group. Have someone record what the groups come up with
- 5) **TRANSITION:** Emphasize the role of the Holy Spirit in building a movement. What is our role and posture as catalysts as we wait, pray, and hope for the Lord to move? (Ask everyone to stand up.)
- 6) **EXPLAIN** At times, while we wait for God to awaken people toward their opportunity to participate in the Great Commission it is easy to grow impatient and want to “lean in” to problems that we see form.
 

Ask everyone to choose one side of the room to go to — one side if they think that in the “waiting” they would be more likely or tempted to “take over” or try to step in to save the day. On the other side should be those who would be more likely to stay out of growing problems (and possibly even engage less). Invite people on either side to share their thoughts and reflections on this.
- 7) **ASK** the group:
  - What are the benefits and drawbacks of more control versus less control?
  - How might partnerships with churches or others help in this process?
- 8) **CLOSE** acknowledging it may be hard to watch KV's struggle. Pray together for wisdom for the right balance to help the KV's develop as leaders.

## WRAP UP

### DESIRED OUTCOMES

1. Revisit unanswered questions and provide further clarity
2. Give participants space to work on things they may have started but not finished during the week.
3. Review key landing points from the training: God's work in raising up key people, the importance of personal vision, and a start-to-finish summary of the catalytic process.

### SUGGESTED OUTLINE

1. Introduce and pray for the final session

“Over the last few days, we have discussed the heart behind Catalytic, the framework of Catalytic (explore, challenge, coach, multiply), the skills of Catalytic ministry, our trust in God's sovereignty in preparing students, and our understanding of success in Catalytic.

This afternoon, we will look back over the schedule and make a quick list of the things we would like more time to work on while we have each other here to help one another. We will also write down any questions we still have at this point.

After this, we will talk about how we can stay connected. We will be encouraged by a brief video from our Vice President. Then we will pray and ask the Lord of the harvest to mold our hearts to be like God's, multiply our lives to impact others, and mobilize laborers to the harvest field.”

2. Give participants time to write down two lists. One is of questions or concerns they would like to discuss as a group. The other is a list of things they would like more time to work on (possibly skills, coaching plans, scope map, etc) Collect these lists either online (Google doc) or on a piece of paper in front of the room.
3. Divide the rest of the time up based on the felt needs of the group. This is a good opportunity to involve more senior catalytic practitioners to help with some of the groups.
4. Ideas for closing: invite sharing time (what are you dreaming/thinking about as we close our week?), fun, worship, etc.
5. Tell group about Global SLM Facebook page and encourage them to like the page and submit stories of God at work through students to [Jennifer.Phipps@cru.org](mailto:Jennifer.Phipps@cru.org)
6. Commission group: remind them of the importance of what we're doing, share videos from Steve Douglass and Roger Osbaldiston, share personal thoughts as facilitator, pray.



## SUGGESTED BIBLICAL PASSAGES

In order to be effective catalysts, we must be deeply rooted in the Word of God. Below are some suggested passages that can cultivate your faith, your belief in God's promises, and your ability to lead out of a posture of dependence on God. These passages also provide solid biblical foundations for the principles of catalytic expansion as seen in the early church.

### INTRODUCTION

- Acts 13:1-4
  - How do you see the principle of focus playing out in this passage?
  - Paul had been called from the beginning to be an apostle to the Gentiles. What is different about what the Holy Spirit is saying?
  - What was the result?
- Acts 11:19-26
  - What changed that so radically affected the development of the movement in Antioch?
  - Who is in our scope?
  - What will it take to launch new movements?

### EXPLORING

- Acts 16:11-40
  - How was God working before Paul arrived?
  - What do you observe about how Paul explored?
  - How might some of these exploring principles translate to your context?
  - Who was Paul looking for and who did he find?
- Matthew 9:35-38; Psalm 110:1-3
- Other examples from the book of Acts where God provides resources and manpower for new movements: Timothy, Aquila and Priscilla, Crispus, Lydia, the jailer, Apollos and the 12 disciples of John the Baptist, etc.

**CHALLENGING**

- Numbers 13-14:11
  - If you were Moses and Aaron, how would you feel if you were sending the spies out?
  - If you were the spies, how would you be feeling?
- Acts 18 (Church in Corinth)
  - When you think about starting ministry in a new location, what can you learn from the Apostles on launching a new movement from their experience in Corinth?
  - How did they join God where He was working?
  - What did God promise to provide?
  - What did God provide?

**COACHING**

- Acts 15:36-41; Acts 17; 1 Thessalonians 1-3
  - When you think about developing leaders in a new movement location, what can you learn from how Paul developed new believers and leaders in Thessalonica?
  - How would you describe Paul and his companions' heart for the new believers and church in Thessalonica? How did they connect?
  - Who was responsible for the growth and development in Thessalonica?
  - How is the manner in which Paul left Thessalonica significant?
- 2 Cor 7:5-12
  - What does this passage tell you about the heart of a coach?
- Acts 2:1-47 (special focus on Acts 2:40-47)
  - Based on this passage what would you say are some of the core elements that the Lord would want to incorporate into local movements?

## MULTIPLYING

- Acts 11:19-30 and 13:1-3 (Study of the church in Antioch)
    - What observations can you make about the beginning and the growth of what God was doing in Antioch?
    - How does that reflect each aspect of our definition of a movement?
    - How would you trace the development of this movement from the beginning to sending Paul and Barnabas to launch new movements?
  - Acts 14:21-28
    - How did Paul and Barnabas develop movements in multiple cities?
    - Why do you think Paul and Barnabas didn't just pick one of the cities and stay there for some years, certainly these young converts needed good models, teaching, and training?
    - How did they teach, train, model and leave? Who were the local leaders and house churches dependent on for their ongoing growth and development?
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## ADDITIONAL RESOURCES

### WEBSITES

[EveryCatalyst.com](http://EveryCatalyst.com)

[EveryStudent.com](http://EveryStudent.com)

[StartingWithGod.com](http://StartingWithGod.com)

[Catalytic GCX Site](#)

[Global SLM Facebook Page](#)

### VIDEOS

[What is Catalytic?](#)

[Key Volunteer Challenge \(Expedition Teams\)](#)

[The Importance of Catalytic for Movements Everywhere \(Steve Douglass\)](#)

[Catalytic Can Help Us Reach Every Student \(Roger Osbaldiston\)](#)

[Using Instagram to Help Launch a High School Movement](#)

[MAWL \(Model, Assist, Watch, Leave\) \(Cam Fletcher\)](#)

### ARTICLES

[A Catalysts' Prayer](#)

[Sample Key Volunteer Agreement](#)

[50 Powerful Coaching Questions](#)

[Coaching Diagram](#)

[Sample Strategic Planning Document](#)

[How to Find Potential Key Volunteers Through Facebook](#)

[What is Student-Led?](#)