ABSTRACT

Employee retention is an issue facing most organizations today; this study looks at the factors that improve emerging leadership persistence within an organization. A ten-year study of new staff retention within YoungLife reveals that 40% of new staff members are retained after three years. YoungLife is losing more new staff than they are keeping. This problem is not only financial, but is a mission compromise that involves talent stewardship. This dissertation identifies, explores, and examines factors within comparator organizations' leadership development practices that might be helpful for YoungLife to learn from and possibly implement as it pertains to staff retention.

The objective of this study is to provide a descriptive analysis of factors that have impacted other organizations' retention positively and to translate those factors into the YoungLife Raceway Region's[1] context. The research is supported by a theoretical construct that involves Victor Turner's Theory of Communitas during Liminality, Jeffrey Arnett's Theory of Emerging Adulthood, Frederick Reichheld's Theory of the Loyalty Effect, and Craig Taylor's Theory of Retention Management. This dissertation addresses the question: What can be done in YoungLife's Raceway Region to improve paid staff retention rates during the first three years? It involves qualitative data from interviews of past and present YoungLife trainers as well as leaders within comparator organizations in ministry, the military, the Mcfood industry, and Major League Baseball. Findings from the research offer hope that some unwanted and unnecessary attrition can be combated. Practical insight of retention strategies during the gaining, training, and sustaining timeframes of leadership development within an organization are discussed.

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[1]The YoungLife Raceway Region includes all of Kentucky and Indiana.

Approval Sheet

Plugging the Leak in the Emerging Leadership Pipeline:

Strategies to Improve the Retention of New Staff in YoungLife's Raceway Region

A Dissertation

Presented to the Faculty of

Asbury Theological Seminary

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Requirements for the Degree

Doctor of Missiology

Dissertation Committee:

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By
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November 2007

Plugging the Leak in the Emerging Leadership Pipeline: Strategies to Improve the Retention of New Staff in YoungLife's Raceway Region

CONTENTS

ILLUSTRATIONS

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Chapter One

Overview of the Study

Overview of the Chapter

      The YoungLife mission is facing a problem with staff retention. The following chapter both introduces and states the problem to be studied. The chapter also includes the significance of the study, research objectives and research questions. In addition, the chapter describes how data is to be collected, coded, and analyzed. Finally, key terminology within the study is presented and defined.

Introduction of the Problem

      In the spring of 2006, Cliff, a senior at Centre College and on YoungLife student

staff at Lincoln County High School, called me early one morning. I had the privilege of

training Cliff and walking alongside him throughout his four college years. He was

calling on his way to the high school and wanted me to pray for him. The principal of the

High School called Cliff at 7:00 a.m. that morning informing him that one of the students

had committed suicide the night before. The principal wanted Cliff to be at the high

school when he told the students the sobering news that morning because Cliff knew both

the deceased student and many other students at the high school. Cliff had logged many

hours over the past four years at Lincoln County High School; listening to and loving on

kids as he built friendships and began to earn the right to, perhaps, verbally share the

gospel with them. Cliff was trained to lead a team, build a mission community, have a

prayer strategy, and to minister. We met every Tuesday and talked two or three times a

week on the phone, but nothing could prepare Cliff for this. As it turned out, Cliff spent

the next nine hours sitting in the school library as over 500 kids came to talk with him

that day. The irony is that adults in Lincoln County wanted to hire a trained and seasoned

YoungLife staff person for the ministry there four years prior. However, there was no young, trained staff to interview for the position, so Cliff, as a college student, answered the call and took the mission mantle for that year. Cliff is now training for full-time staff in another region and Lincoln County ended up hiring a young, untrained intern because there was still no trained staff available to interview. That intern left Lincoln County after eighteen months and the area is searching once again for a seasoned staff person to lead the mission. There are still many open YoungLife areas all over the Midwest waiting for young staffers like Cliff (See Appendix A).

Statement of the Problem

Within the YoungLife mission, there is a perceived need for new leadership that both will replace the staff that will depart existing mission leadership and will fill new staff positions created through growth. The problem is that the organization does not have enough staff members for either replacement or expansion and in fact, does not even retain enough of the ones that they have. Even as YoungLife continues to hire and invest over $60,000 of organizational resources[1] and two years of time in new young interns YoungLife is losing the majority of trained staff within three years and all of the reasons for this are unknown. Therefore, the problem for YoungLife is an issue of missional stewardship of staff talent, effective long-term relational ministry, and finances. Simply

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[1] Figure taken from a phone conversation with Cliff Anderson, retired Vice President of Training for YoungLife when considering the average cost of mission training/ supervision salaries, mission support and material costs and travel expenses over a normal two year training period for the training of an intern.

put, it would be a "shame for YoungLife to lose anyone that we should have or could have kept."[2]

Missional Significance of the Problem

The position assumed by this study is that improved retention is good for YoungLife, which is both based on building trustworthy, long-term relationships within a community and is limited in the staff available to continuously train new staff for deployment on the field. The focus of my investigation of YoungLife missional organization is on the states of Kentucky and Indiana, this is the Raceway Region, in order to discover the cause or causes for the specific leadership development pipeline problem area of retention. I understand that recruiting and leadership development both precede retention and they are specifically addressed in this study as integral components of retention. I also recognize there is a diminishing global pool of candidates and a diminishing pool of middle class, missional, evangelical Christians[3] in the United States that are compatible with YoungLife's mission statement [4] and the specific Anglo-

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[2] This information is from a phone conversation with Ken Knipp, Vice President of YoungLife Training. This information also emanates from a similar phone conversation with Gail Ebersol in the Northern Division who states that YoungLife lost five of its new staff in the Northern Division before their first year of their internship was completed in 2006-2007.

[3] "Poll: Protestant majority in U.S. eroding. Dropped from 63 percent to 52 percent in a decade," The Associated Press, 2004-JUL-20, at: http://www.msnbc.msn.com/id/5465761/. The proportion of the [American] population that can be classified as Christian has declined from 86% in 1990 to 77% in 2001." ARIS Study. The Barna Group, 2005-APR-11, at: http://www.barna.org/ states," ... evangelicals remain just 7% of the adult population. That number has not changed since the Barna Group began measuring the size of the evangelical public in 1994. ... less than one out of five born-again adults (18%) meet the evangelical criteria. Children between the ages of 5 and 13 have a 32% probability of accepting Jesus Christ as their savior. … The probability of accepting Christ drops to 4% for those who are between the ages of 14 and 18. … Those older than 18 have a 6% probability of accepting Jesus Christ as their savior." Josh McDowell says, "88% of Active Christians who graduate from High School will not even attend church at all by the end of their freshman year of college," from http://www.beyondbelief.com. This statement addresses the unique subset of population that would want to engage their faith in a relational and missional way towards the adolescent culture in the U.S. Given that corporations are reporting a decline in organizational leadership candidates; a parallel is drawn with Christian missional leadership candidates as well.

suburban cultural subset within which I have a sphere of influence as the Regional

Trainer in YoungLife's Raceway Region[5]. Both of those factors impact the ability for

YoungLife to fill their future pipeline of Christian missional leadership. As the

diminishing pool of leadership candidates intensifies, YoungLife has a greater need to

retain those whom they recruit and train, as well as to identify and combat, if possible,

the cause or causes of the attrition[6]. My hope is that some of the discoveries from this

study can positively impact YoungLife's leadership development pipeline, specifically in

the area of retention, and can impact other missional organizations that have similar

problems. Even though the problem for this study focuses on YoungLife in Kentucky and

Indiana, the scope of the insights from this research hopefully have missional

implications far beyond YoungLife's Raceway Region and far beyond just the YoungLife

mission.

Objective of the Study

During a ten year period in which YoungLife intentionally invested in emerging

leadership "intern" training (targeting the post college age 21-25 year old), the mission

experienced an average retention rate of 40% after three years on staff (See Appendix B).

Although this appears to be good news because YoungLife's retention rate is twice as

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[4]According to YoungLife's mission statement as stated on the website www.younglife.org: "To introduce adolescents to Jesus Christ and help them grow in their faith."

[5]Although the clear goal within the YoungLife Raceway Region is reaching every type of adolescent, the current leadership ethnicity does not reflect the cultural diversity that is targeted (i.e., to reflect that of the ethnic composition of Kentucky and Indiana)

[6]Talent Keepers delineates between a healthy leaving or necessary attrition and a preventable attrition. Necessary attrition allows for those to leave for whatever reason, to leave the organization and in effect benefit all parties. It is the preventable attrition that is addressed in this study. This concept is further discussed in the literature review and the theoretical framework sections of this project.

good as the national corporate average,[7] as a non-profit organization with a specific skill and value set required of its staff, reducing attrition and improving retention by any amount will eliminate some of the financial waste attributed to employee turnover. In addition, because the YoungLife mission is focused on having staff consistently spend time with adolescents who are "disinterested" in the gospel, consistency and longevity in relationships are very important factors for ministry.

One should note that with twenty plus years of service within the YoungLife mission, the author has clear biases that are addressed in order to effectively carry out a study that addresses the noted problem without unsubstantiated opinions bleeding though. With that in mind, the first major objective of this study is to identify a broad scope of comparator organizations outside of the YoungLife Raceway Region and the YoungLife mission from which to gather data. The second objective of this study is the strategic collection of a corpus of data on retention factors within those comparator organizations. The third objective is to perform a careful analysis of the collected data. The fourth objective of the study is to discuss the implications of the findings as they relate to improved retention among YoungLife Raceway Region's emerging leadership.

With these objectives in mind, this researcher investigated what other comparator organizations are doing about retention. Specifically, those comparator organizations investigated are considered industry leaders in retention focus and results and their particular strategies for these two factors were observed. The proposed objective, from this study, then, is to provide an informed analysis of factors that have impacted

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[7]Experience, Inc.'s "2006 Life After College" survey found that the average tenure at a first full-time job is 1.6 years. More than a third (36%) of respondents stayed less than 1 year at their first job. Just over half (51%) of those out of school for 1-2 years have changed jobs from their first job, and more than three-quarters (77%) of those out of school for 3-5 years have switched positions.

comparator organizations' retention positively and appropriately translate such factors

into the YoungLife Raceway Region leadership development pipeline context.

Significance of the Study

The significance of this study for the YoungLife mission is confirmed by the fact

that the pipeline of recruiting, the process of training, and the goal of increasing staff

retention is listed as the "number two" mission goal for 2006-2008.[8] Additionally, there

are four reasons why this study is important. First, the specific intention of this study is to

directly focus on addressing the leakages in the leadership pipeline and offer insights that

will improve the retention of intern candidates within the YoungLife Raceway Region's

leadership development pipeline. Second, this is designed to provide a staff retention

model for the Northern Division[9] of YoungLife to test within broader ministry

perspectives. Third, this study is designed to give opportunity to describe factors about

the effectiveness of introducing specific practices and conditions in leadership

development and the timing of that training that will positively impact staff retention

mission-wide. Fourth, this study is designed to provide translatable applications, which

can be offered to other mission organizations that are or will be impacted by retention

issues. The broader implications of this study could impact the leadership development of

emerging adults within higher education, Wesley Foundations and other campus

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[8]YoungLife's website (http://www.younglife.org) states that Missional Goal #2 is Personnel Growth and Recruitment. Each area/region will develop and implement its own annual written plan, with numerical targets, for strengthening the leadership pipeline (kid discipleship/Campaigners, work crew, summer staff, student staff, volunteers and volunteer team leaders, and full and part-time staff), which will be presented to the area's or region's supervisor for input, approval and encouragement.

[9]The Raceway Region is part of YoungLife's Northern Division, which encompasses 17 states reaching from Kentucky at the Southeast corner to Alaska in its Northwest corner (Excluding Canada).

ministries, as well as corporate and ministry recruiting, leadership development and retention for those organizations with a missional focus.

Research Objectives

The research objectives for this research are as follows: (1) To determine what factors, if any, prior to their internship, enable current or future interns to feel like they are set up for success and will be retained by YoungLife; (2) to determine what current and former YoungLife interns would recommend as being a part of training in the future that might enhance the possibility of staff retention;(3) to determine best practices on the field by looking at benchmark organizations in the area of missional leadership training of emerging adults.

Research Questions

There are four questions that drive this study. These questions formed lens through which all literature was read, all framing theories understood, and all collected data analyzed. The four questions that are asked in this study are as follows: (1) What are the nature and status of staff retention, replacement, and expansion within YoungLife? (2) What are the characteristics or key shaping influences of staff retention in YoungLife? (3) What can be learned from comparator organizations[10] about leadership development and its importance for retention? (4) What do comparator organizations

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[10]Comparators, like those used in stocks or in real estate are selected through a clear set of criteria (usually including similar facets to the base organization) and are used to evaluate specific factors, operations and/or outcomes within those organizations. This is a similar concept to that of peer practice analysis.

specifically do to build loyalty[11] and retain their trained emerging leadership that might

impact retention within the YoungLife leadership development pipeline?

Data Collection

In order to read the current status of retention within YoungLife, the researcher

investigated, through a questionnaire-based survey, a specific class of YoungLife New

Staff (roughly 200 individuals) who had been on staff for fewer than six months and were

entering the intern program (see Appendix C). In addition, the researcher interviewed a

representative group of a training cohort of no fewer than six people, who were exiting

the YoungLife intern training experience in the Northern Division (some moving into

Area Director roles and others leaving the mission) (see Appendix D and E). Finally, the

research interviewed no less than six former and current YoungLife staff [12] who were

involved in leadership training at a divisional or national level to record their

observations and insights into their retention practices both past and present that might

improve YoungLife staff retention in the future (see Appendix F). It was the intention

that through this study emerging patterns would be observed that might enhance future

staff retention within the YoungLife mission. The process for interviewing those directly

related to YoungLife included the following:

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[11]This is based on *The Loyalty Effect* by Fred Reichheld, which focuses on the concept of "loyalty." He notes that major (healthy) companies replace half their customers in five years, half their employees in four and a half and their investors in less than one. To counteract this trend, he recommends loyalty-based management, in which businesses not only make a conscious effort to retain customers but also develop strategies for attracting the kind who are likely to remain loyal. Frederick F. Reichheld, *The Loyalty Effect: The Hidden Force Behind Growth, Profits, and Lasting Value* (Boston: Bain & Company, 1996). Reichheld is assuming that loyalty building is a factor in organizational retention and thus helpful in the growth of the organization.

[12]Dr. Herb Wagemaker, author, Clinical Psychiatrist, and active in training college age YoungLife leaders and interns since 1965. Tom Wilson, CEO of the Buford Foundation and Leadership Network and the former Senior Vice President of YoungLife. Ken Knipp is the Vice President of Training for YoungLife. Ray Donatucci is the Northern Divisional Training Coordinator for YoungLife. Margie Atkinson is the Vice President of Human Resources for YoungLife.

- *Administer simple Likert scale questionnaire to 200 new interns at New Staff Training.*
- *Interview no fewer than three trained interns in the Northern Division of YoungLife who did not remain with YoungLife after their training.*
- *Interview no fewer than three trained interns in the Northern Division of YoungLife who remained with YoungLife after their training.*
- *Interview three former YoungLife staff involved with training and retaining new staff at a national or divisional level.*
(Tom Wilson, Wayne Smith, and Herb Wagemaker).
- *Interview three current YoungLife staff involved with training and retaining new staff at a national or divisional level. (Ray Donatucci, Ken Knipp, and Margie Atkinson).*

In order to gain perspective from the way that other organizations address issues of leadership retention, researcher selected comparator organizations to put side by side with YoungLife in order to observe and analyze similarities and differences in their strategies to improve retention. Representative members of these comparator organizations were interviewed to discover best practices and influences that have positively influenced retention (see Appendix G). The selection style for this choice group sampling was criterion based, affected by convenience, and included several forms of sampling. The criteria used to find analogous organizations were based on basic components of the YoungLife mission's focus, approach, and desired outcome of leadership development and included the following: (1) a missional focus; (2) leadership development through a pipeline method of recruiting and training (A strategic focus on getting leadership candidates into a clear development process through which organizational leaders emerge.); (3) a recognized need to improve retention rates of trained leadership.

The practice of "benchmarking"was adopted. Benchmarking is a strategic planning practice in which industry leaders are selected and observed in order to acquire translatable best practice strategies into one's own context to enhance some type of

organizational performance.[13] Benchmark organizations were identified to interview

individuals, and these were limited to four broad sectors; government, for-profit business,

sports, and religious based organizations [14] (both church based and parachurch based)

(see figure 1) in order to cover a varied range of perspectives that are all missional in a

sense. Each of these selections were convenience based and in the case of the Air Force

under the military[15] sector, do not correlate to the sector focused on in the literature

review due to availability. Because of the approach to the group to be studied, the utility

of the results have limitations but contain principles within other's best practices that are

translatable to issues of retention within the YoungLife Raceway Region leadership

development pipeline.

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[13]The Benchmarking Exchange is an electronic data based focused on providing businesses with strategies and a network for incorporating benchmarking in a business strategy. They note "one of the biggest mistakes people make when beginning their benchmarking endeavor is that they only look to benchmark someone within their own industry. Although this doesn't hurt, you probably already know enough about your industry to know what works and what doesn't. Sometimes referred to as Best Practices, Exemplary Practices, and Business Excellence. http://www.benchnet.com. This idea first introduced into business practice by Robert C. Camp, *Benchmarking: The Search for Industry Best Practices That Lead to Superior Performance* (Milwaukee, WI: ASCQ Quality Press, 1989).

[14]A term defined in the scholarly article *Theorizing Religiously Based Organizational Leadership: Mapping the Intersections* by Russell W. West and John Stoekle. (April 2005).

[15]The military is benchmarked for their missional approach to leadership development and no moral judgment as to their motives or morality in action is made.

Sector	Organization	Contact
Military Government	**Air Force**	**Lt. Colonel Tom Wells** [16] Pentagon Operational Training
McFood / Fast food (For Profit/Business)	**Chick-fil-A**	**Mark Miller** [17] Vice President of Training
Maj. League Baseball Professional Sports	**L.A. Dodgers**	**Logan White** [18] Asst. Gen. Mgr/Former Scouting Dir.
Methodist Religious-based	**Wesley Foundation** University of Arkansas	**Gregg Taylor** [19] Executive Director
Methodist Religious-based	**Wesley Foundation** Auburn University	**David Goolsby** [20] Executive Director
Missional Parachurch (Religious – based	**Youth For Christ** **(YFC)**[21]	**Debi McCusker**[23] Director of Human Resources
Missional Parachurch	**F. C. A.** [22]	

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[16]Military.com notes that the overall ASVAB (Armed Services Vocational Aptitude Battery) scores for entrance in the Air force are higher than other military branches. Although much of the literature review focuses on the Marines, the interview will be of the Air Force because they are most analogous to YoungLife in their large college population.

[17]According to press releases on Chick-fil-A.com; a) free standing restaurants achieve higher sales per unit than McDonald's and Burger King, in spite the fact that they are closed on Sundays, b) remains the second-largest quick-service chicken restaurant chain in the country and one of the nation's largest privately held restaurant chains, c) has been recognized as an industry leader for its customer service, d) is an eleven-time recipient – including the past 11 of 12 years – of *Restaurants and Institutions* Magazine's "Choice in Chains" Customer Satisfaction Award, e) is a three-time winner of "Best Drive-Thru in America" by *QSR* Magazine. In 2004, Chick-fil-A received one of *Fast Company* business magazine's inaugural "Customers First Awards," f) the "Customer-Centered Leader" among all types of businesses in recognition of the chain's success in the areas of service, satisfaction and loyalty. *Fast Company*.

[18]Ken Grunick, MLB.com, 12/04/2006 noted the Los Angeles Dodgers and Baseball America's Organization of the Year. "The editors pick a selection based on a franchise's performance during the season with the team, coach, general manager and organization taken as a whole … The Dodgers have always been at their best when they have nurtured young players through the farm system and as we saw this year, the Dodger rookies were outstanding," said Frank McCourt, owner and chairman. "We believe this season marked the beginning of the next great era of Dodger baseball and being named 'Organization of the Year' indicates we have returned to our rightful spot as one of sports' model franchises. … Much of the credit for the talent in the farm system belongs to Logan White, recently promoted from director of scouting to assistant general manager.

[19]Gregg Taylor has been at University of Arkansas Wesley Foundation for over 15 years.

[20]David Goolsby has been at Auburn University Wesley Foundation for over 20 years.

[21]From www.yfc.org: YFC reaches young people everywhere, working together with the local church and other likeminded partners to raise up lifelong followers of Jesus who lead by their godliness in lifestyle, devotion to the Word of God and prayer, passion for sharing the love of Christ and commitment to social involvement. I will interview their H.R. director to determine the effectiveness and translatability of any retention strategies.

[22]From www.fca.org: The Fellowship of Christian Athletes (F.C.A.) mission: To present to athletes and coaches and all whom they influence the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships and in the fellowship of the church.

(Religious – based)		Ken Williams
		Chief Operating Officer

Figure 1: Representative Comparator Organizations to be interviewed

In this dissertation a qualitative research design was adopted. Data was collected through questionnaires and interviews. The data from interviews and organizational observations was collected to determine an emerging commonality about missional leadership development and its impact on retention. Beginning with interviews of YoungLife staff, both those just entering the training process and those exiting, the focus was on their training history and the factors that helped them get advancement and the factors, which both have and will keep them on staff. Through interviews and organizational observations of best field practices of the comparator organizations observed were recruiting practices, training and development procedures, current retention rates, and strategic measures taken to insure and/or improve retention rates. From this research, a practical theory or model emerged from patterns observed in the research on emerging missional leadership training.

Analytical Framework

In order to gain deeper understanding of this research problem, the researcher analyzed this data through no less than two means. The first was by using the grounded theory approach where the purpose of the analysis is to build a theory as it emerges from the data seen through the lenses of the literature review and the theoretical framework.[24]

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[23]Greg Boyer, the VP for Organizational Leadership for YFC had just resigned and had not yet been replaced at the time of the requested interview with YFC. Debi McCusker was a direct report to the VP of OL and agreed to be interviewed.

[24]Grounded theory involves using multiple stages of data collection and the refinement and interrelationship of categories of information. R.E. Stake, *The Art of Case Study Research* (Thousand Oaks, CA: Sage Publishing, 1995); Anselm Strauss and Juliet Corbin, *Basics of Qualitative Research* (Thousand Oaks, CA: Sage Publications, 1998).

The theories and literature constructs that have been presented in the "Theoretical Framework" and "Literature Survey" sections will act as filters through which the data was analyzed. The researcher also investigated the data for constructs, themes, and patterns that were used to describe and explain the phenomenon studied. This method of analysis examines the data collected through multiple sources that solidifies both the project's internal and external validity. This expectation is supported by understanding the meaning and nature of a grounded theory, which Creswell states as looking at "different groups to maximize the similarities and differences."[25]

The second means of analysis for this study was an organizational study including surveying, interviewing, observation, and analysis of a choice based group of comparator organizations. Qualitative methods were employed for this study involving direct participant observation and multiple organizational analyses as follows:

> Qualitative methods represent a mixture of rational, serendipitous, and intuitive in which the personal experiences of the organizational researcher are often key events to be understood and analyzed as data quantitative investigations tend also to describe the unfolding of social process rather than the social structure … claim to forcefully know relatively little about what a given piece of observed behavior means until they have developed a description of the context in which the behavior takes place and attempted to see that behavior for a position of its originator.[26]

Through interviews with and observations of specific comparator organizations, this organizational study describes favorable factors that positively influence retention, factors that might be translatable into the YoungLife Raceway regional context.

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[25]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 2003), page 14.

[26]John Van Maanen, "Reclaiming Qualitative Methods for Organizational Research: A Preface," *Administrative Science Quarterly* 24, no. 4 (1979): page 520.

In both situations, interviews and organizational studies, the researcher coded results to conceptualize and reduce the data, and then suggest theoretical propositions.[27] Open coding was used first in a meta-analysis of each interview document as the entire document was examined to determine the answer to the macro-question "What's going on here?" Next the researcher conducted a whole sentence or paragraph analysis and coded each to determine overall concepts or trends in the recorded interview answer. Then with that coded data the researcher preceded from conceptualizing to grouping in commonality of categories. This follows a basic data analysis procedure outlined by Creswell. Creswell also lays out a multi-step "general process" for data analysis and interpretation,[28] which was adapted to a specific step-by-step process for this project as follows:

- organize and prepare the data through transcription
- read through all the data for a macro understanding
- code to associate data
- describe the interview data gathered
- extract themes or categories

Based on observations resultant from distilling the interviews and looking at variety and similarity of each case and interview, the researcher observed patterns that are to become the foundation of an emerging theory. Once themes began to emerge, the thematic results were filtered through the theoretical framework and then through the initial research questions. A narrative plan was then established for representing the findings, interpreting the data, and offering insight for the problem at hand.

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[27]Strauss and Corbin, *Basics of Qualitative Research*, (Thousand Oaks, CA: Sage Publications, 1998), 11.

[28]John W. Creswell, *Research Design,* 193-195.

As an additional part of this analysis, the available numerical data was examined as a result of the questionnaire given to the interns that had just begun their YoungLife staff training. This information was reviewed seeking similar trends of what is stated as needed for retention, which emerge as the coding and extracted conclusions were observed of the organizational studies from the comparator organizations.

Data was collected first through the use of a questionnaire, which was distributed to 200 new YoungLife interns at New Staff Training in Colorado. Likert scale questionnaires were translated to an Excel spreadsheet for analysis with the cooperation of YoungLife's Service Center. Following the questionnaire, a series of interviews were arranged and executed including: (a) up to six former interns that had completed their training (three that had left staff and three that continued on); (b) both current and former YoungLife staff involved in staff training and retention at a divisional or national level; and (c) selected candidates from the six organizations representing the four comparator categories in figure 4. All interviews were transcribed from audio recording and full written field notes were typed into Word format for coding. Once all information was collected, the data was analyzed.

Data from the Likert scale questionnaire, typed in Excel format, was viewed to determine if there were perceived factors from the incoming interns that they felt positively impacted their retention length with the YoungLife mission. Typed data from interviews of YoungLife interns, past and present YoungLife training staff, and representatives from comparator organizations were reviewed from a macro perspective to extract any obvious similarities, trends, and practices that had positively impacted retention. The macro analysis followed by specific open coding of the transcriptions of

the comparator organizations as a group and the YoungLife interviews as a group. The coding was based on trends observed in the macro view. Specific coding analysis was performed on each of the groups and finally the YoungLife analysis was compared to the comparator organization analysis. Results from the analysis were further interpreted through the lenses formed through the literature review and theoretical constructs to observe any trends and form recommendations. Specific proposals for improved intern retention were made in regards to the YoungLife Raceway Region Leadership Development Pipeline or LDP.

Definition of Key Terms

The following terms used in this study are defined as follows:

1. Emerging Adult – Jeffrey Arnett coined the phrase in his article "Emerging Adulthood" which defines those United States citizens 18-25 years old. Traditionally, many would call this period late adolescence. Arnett argues that in America the moment of reincorporation into American society as adults with responsibility has been delayed. Emerging adulthood is proposed as a new conception of development for the period from the late teens through the twenties, with a focus on ages 18-25 (which also refers to the traditional college age). Recently, David Brooks, a writer from New York Times wrote an article entitled "The Odyssey Years" which further defines and adds to the knowledge that Jeffrey Arnett has begun on this unique liminal period within our current culture.[29] The introduction of this new term for the 18-25 year old in America just two weeks before the conclusion of this project, shows that study, knowledge, and literature in this area continues to surface and needs to be pursued.

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[29]David Brooks, "The Odyssey Years," *New York Times Magazine*, 7 October 2007.

2) Intern – An intern is a paid staff person in the YoungLife mission who, through both formal training and direct field ministry experience, learns how to effectively carry out and manage YoungLife ministry (see Appendix H). According to the YoungLife Human Resource department, the cost to the organization for training an intern for two years is over $60,000. The expectation is that interns will remain in the organization after they are trained to take on the role of Area Director in which they will manage a local mission.

3) LDP--Leadership Development Pipeline; this will represent how organizations recruit, develop and train and retain their emerging leadership.

4) Leadership training – Leadership training in YoungLife involves a series of modules aimed at preparing an adult desirous of becoming a leader in an organization. Learning material is delivered over the course of time to expose the leadership candidate to specific methodologies, practices and important organizational information, history and culture. Training prepares a leader candidate to meet minimum competencies in order to perform expected actions for the organization or corporation in which they lead.

5) Liminality – In Victor Turner's work *The Ritual Process***,** the liminal stage is an ambiguous period that acts as a threshold between former and latter, in which the "neophyte"[30] is broken down socially in order to be rebuilt or incorporate it. This transitional period is characterized by a sense of limbo, where the training or rites of passage may be highly structured yet from the participants' perspective it is a time of great unknown and "anti-structure." Within the experience of liminality, *communitas* appears where structure does not. *Communitas* is much more than community that would connote a locational gathering or some sense of unification of a group due to a

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[30]Victor Turner, *The Ritual Process: Structure and Anti-Structure* (Chicago: Aldin Publishing 1969), 95.

commonality. *Communitas* involves common movement towards a goal, or a shared deep moment or experience. Victor Turner's concept of liminality is often criticized for the lack of an ordeal, which would act as a catalyst in a crucible and produce true experience of *communitas*. If those within liminality experience a substantial missional-like ordeal as the catalyst, they will emerge in a much more cohesive manner than if this ordeal was not present. It is a reason why more veterans attend war reunions than graduates attend high school reunions.[31]

6) Millennials – Howe and Strauss in their book *Millennials Rising* describe the generation born after Gen X and Gen Y as "the Millennials."

> Millennials overwhelmingly favor the teaching of values in schools-including honesty, caring, moral courage, patriotism, democracy, and the Golden Rule … [they] are becoming a corrective generation … they've started to reverse the negative youth trends that boomers initiated in the '50s and was fully launched in the '60s, and that Gen Xers propelled in the '80s and pushed to culmination in the early '90s. There is still a long way to go, but Millennials have turned the corner. In part, that's because of what Boomers and Gen Xers are demanding of them in schools, on the streets and at home. But it's also the result of negative object lessons these older generations are setting for them, in the public and private life and in the culture.[32]

Although Postmodernism has been entering the culture in America since the 1980s Howe and Strauss believe that the Millennials are the first fully flavored Postmoderns.

7) Missional Church--A term used by Alan Roxburgh from his book entitled *Missional Leadership*, which he describes as:

> A community of God's people who live into the imagination that they are, by their very nature, God's missionary people living as a demonstration of what God plans to do in and for all creation in Jesus Christ."[33]

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[31]According to Edith Wagoner, editor of Reunion Magazine in a phone interview on April 30, 2007 who notes that more veterans return to reunions for the sake of community and comradeship than curiosity.

[32]Neil Howe and William Strauss, *Millennials Rising* (New York: Vintage, 2000), 188, 190.

Missional leadership is born out of the question: how do we lead these missional communities?

8) Retention Management – Traditionally the business world was concerned with retaining their customer base, yet due to a decline in degreed leadership, retiring of the baby boomer generation and a diminished population of busters, employee retention is a growing issue. Retention management is a strategic organizational endeavor to keep more of the people that an organization does not want to lose to other organizations. [34] A 1998 study noted that the cost of losing a managerial employee was approximately 150% to 200% of annual salary.[35] Ultimately retention management is a strategic plan for talent stewardship within an organization. The timing of attrition is an important factor within retention management. Early filtration through the use of self-sorting strategies like the FCA Tryout Training allows for natural attrition to happen earlier in the process when the leadership candidates are less invested in relationships and the organization is less financially invested in them. Full retention is not the target, but keeping the right ones is the key and becomes a matter of effective return on training investment for an organization when it can retain the right segment of the developed leader population.

9) Student Staff – These are trained YoungLife leaders who are college students and are moving towards or currently leading a mission team at a High School or Middle School. Additional regional training is offered monthly for the Student Staff that is focused on

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[33]Alan J. Roxburgh, "Missional Leadership: Equipping God's People for Mission," in *Missional Church: A Vision for the Sending of the Church in North America*, ed. D.J. Guder (Grand Rapids: Eerdmans, 1998), xv.

[34]"Retention Management" as well as "Retention Leadership" are terms used by Craig Taylor who is Senior Vice President of Marketing for TalentKeepers.

[35] This data is reported by Leon Rubis in his article, "Brookings Institute study reported in HR Update," *HR Magazine*, May 1998.

Christian missional leadership principles and practice in an effort to better equip them for

leading their team and to expose them to some of what YoungLife staff is like. Many of

the student staff in the region fill the leadership development pipeline and become the

candidates who are interviewed for future intern positions (see Appendix I).

10) Talent Wars – This term is derived from the book *The War For Talent*[36] that notes

that very few companies are addressing the impending need for strengthening their pool

of "talent" even though the sources for talent (potential business leadership) are declining

and the global needs are growing. The business world clearly foresees the impending

perfect storm of global economic growth with the addition of free market consumption

appetites of emerging China and Latin America and the declining numbers of competent

leaders within the global workforce. The trend of leadership limitations is both global and

cross-industry and has enormous implications for missional leadership. Additional

resources focused on Christian missional leadership include Michael Frost and Alan

Hirsch's *The Shaping of Things to Come: Innovation and Mission for the 21st Century

Church*, Alan Hirsch's *The Forgotten Ways*, and Alan Roxburgh's *The Sky is Falling*.[37]

These authors have been noted for their integration of biblical missional leadership

paradigms into current postmodern settings.

11) YoungLife – YoungLife is a Parachurch mission begun in the United States in the

1940s by Jim Rayburn[38] whose focus is to introduce adolescents to Jesus Christ and help

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[36]Thomas L. Friedman, *The World is Flat: A Brief History of the Twenty-First Century*, 1st ed. (New York: Farrar, Straus, and Giroux, 2006); Ed Michaels, Helen Handfield-Jones, and Beth Axelrod, *The War for Talent* (Boston: Harvard Business School Press, 2001).

[37]Michael Frost and Alan Hirsch, *The Shaping of Things to Come: Innovation and Mission for the 21st-Century Church* (Peabody, MA: Hendrickson Publishers, 2003); Alan Hirsch, *The Forgotten Ways* (Peabody, MA: Hendrickson Publishers, 2006); Alan J. Roxburgh, *The Sky Is Falling* (Eagle, ID: ACI Publications, 2005).

them grow in their faith and whose relational methodology can be best summed up in the phrase "Earn the right to be heard." The YoungLife leader must allow time for a relationship of trust built by showing up with students consistently on their turf and listening long before they ever speak.

Summary of the Chapter

In this chapter, the issue of retention of trained YoungLife staff particularly in the Raceway Region (Kentucky and Indiana) was defined as the problem that this dissertation addresses. The proposed objective for this study is to provide a descriptive analysis of factors that have affected comparator organization's retention positively and can be appropriately translated into the YoungLife Raceway Region Leadership Development Pipeline context. Consideration was given to the type and collection of data. Finally, there was an explanation of the process for analyzing the data. The next chapter will provide an overview of the literature.

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[38]Jim Rayburn, *Dance, Children, Dance* (Carol Stream, IL: Tyndale House, 1984).

Chapter Two

Review of Relevant Literature

Overview of the Chapter

In order to establish a foundation for this study, this chapter explores representative literature that orbits the central theme of emerging adult missional leadership training as it relates to a Christian theological perspective, human development stages, postmodern culture, the United States college environment, and the best practices of select benchmark organizations in regards to loyalty and retention. Key literature in each of these areas will be summarized and reviewed as to their utility for this study. As a result of this process literature review lens will be shaped from which the data may be analyzed.

Review of Relevant Literature

This literature review is woven from three distinct issues; emerging missional leadership, emerging adulthood, and the retention of trained leaders within an organization. Thus, the literature review is presented in three subsections or strands: (1) A Christian missional perspective on leadership retention; (2) the perspective of emerging adulthood encompassing identity formation within the postmodern, United States, college culture; (3) leadership both in theory and practice as it relates to retention and loyalty. The literature surveys of these three representative, specific components of the complex issue are braided together to create a construct that both supports and informs this study.

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Strand 1: Christian Missional Perspective of Leadership Training and Retention.

Robert Coleman's classic work *The Master Plan of Evangelism* biblically outlines

Jesus' strategy for developing leadership for missional outreach. It remains the

pedagogical and paradigmatic benchmark in the area of biblical missional leadership

training and mission perpetuation. Coleman's study presents Jesus' model of *selection,*

association, consecration, impartation, demonstration, delegation, supervision, and

reproduction as a successful model for a lasting and effective leadership strategy.[39] Jesus

told his friends in John 13:35 that their love for one another would be the demonstrative

hallmark that would either perpetuate a legacy of following Christ or eradicate

themselves as the last generation of Christ-ones. Coleman expresses that Jesus' only

strategy was a three-year relational leadership-training program with twelve men.

Coleman points out again and again that Jesus did not have another plan. Therefore, Jesus

had an expectation that those he selected and trained would stay:

> [Jesus'] concern was not with programs to reach multitudes, but with men whom
> multitudes would follow … Jesus started to gather these men before he ever
> organized an evangelistic campaign or even preach a sermon in public. Men were
> to be his method of winning the world to God … Jesus devoted most of his
> remaining life on earth to these few disciples. Jesus literally staked his whole
> ministry on them … Without fanfare and unnoticed by the world, Jesus was
> saying that he had been training men to be his witnesses after he was gone, and
> his method of doing it was simply by being "with them."[40]

If Jesus' missional leader trainees did not understand what he was doing by making them

leaders and calling them to reproduce the next generation of mission community, once He

left to be with the Father in heaven, then the mission would literally die with them:

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[39]Robert Coleman, *The Master Plan of Evangelism* (Grand Rapids: Baker Publishing, 1993).

[40]Ibid., 42.

> All the disciples had to teach them was a teacher who practiced with them what he expected them to learn … In all types of situations and among all kinds of people, rich and poor, healthy and sick, friend and foe alike, the disciples watched the master soul winner at work. [41]

Jesus staked the whole of his enterprise's perpetuation on this relational and intimate model of reproduction through apprenticeship and their (disciples) subsequent commitment to both stay and then train the following generation of missional leadership development. It was tedious, frustrating, and left few results at first. However, like good business principles today, strong foundations and investing in appropriate training in the short run lead to slow, steady, and long lasting growth in the long run. Many Christians today opt for the fast fix of mass evangelism, which often dies out over time because there is no sustained leadership. Jesus' perspective on leadership development was a crock-pot style–cooking a perpetual missional community, which contrasts the current perspective of fast food, instant leadership development that leaves one wanting. Missional leadership is becoming a popular investigation in Christian academics and understandably so, it is a return to the basic principles that Jesus established.

Other scholars and writers have chronicled the New Testament strategy of missional leadership training, loyalty, retention, and succession.[42] Steven B. Samples noted in *The Contrarian's Guide to Leadership*:

> Jesus was extraordinarily effective in achieving leadership leverage through people chains. He recruited a dozen principal followers, who in turn recruited hundreds of others, who in turn recruited thousands of others, and so forth to a cumulative total of billions of followers over the past two thousand years. It's

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[41]Ibid., 74.

[42]Ken Blanchard and Phil Hodges, *Lead Like Jesus: Lessons from the Greatest Leadership Role Model of All Time* (Nashville: Thomas Nelson Publishers, 2005); Helen Doohan, *Leadership in Paul* (Wilmington: Michael Glazier, Inc., 1984); Tom and Gabrielle Marshall, *Understanding Leadership* (Grand Rapids: Baker Books, 2003).

important to note that the vast majority of Jesus' followers during these two millennia have been recruited through the spoken word.[43]

Darrell Guder notes that the foundations for *Missional Leadership* are shaped by the revelation of Jesus Christ and by the Spirit's formation in the post-Pentecost community and carried out through the apostolic impact of Paul:

> In calling and sending out disciples, in his prayer for those who followed him that they would, in their love and unity, be the new people who belong to God (John 17), Jesus indicated that his mission was the formation, fulfillment, and empowerment of a new community, a new people created and sent by God. By implication leadership finds its most significant definition in the same mission.[44]

Ken Blanchard and Phil Hodges are some of the scholars who investigate and present the global impact of this sacred model of leadership in their book *Lead like Jesus*, nothing that "Christians have more in Jesus than just a spiritual leader; we have a practical and effective leadership model for all organizations, for all people, for all situations."[45] The leadership model seen in both Jesus and Paul is captured in and described as "life role leaders:"

> Life role leaders function in enduring life-long relationships … where duty and obligation cannot be easily relinquished or discarded. … Organizational leaders, on the other hand, operate for a season in an environment of temporary relationships and change.[46]

Forman, Jones, and Miller's *The Leadership Baton* notes this style as being highly relational, extremely interactive, involved in both dialogue, example and review; and tends to create both a loyal and perpetual missional following.[47] Their similar style in

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[43]Steven B. Sample, *The Contrarian's Guide to Leadership* (San Francisco: Jossey-Bass, 2002), 156.

[44]Darrell Guder, ed., *Missional Leadership* (Grand Rapids: Eerdmans, 1998), 185.

[45]Blanchard and Hodges, *Lead Like Jesus*, xiii.

[46]Ibid., 10.

leadership development happened over an extended period of time in the midst of a small team setting while doing missional ministry and allowing for reflection and processing with particular focus on internal character rather than on external results. [48] Each of these perspectives is valuable for this study that is so clearly about missional leadership.

Leadership development is also a threaded theme in the Old Testament which chronicles the way that the faith of God's people is sustained as a result of passing that faith on from generation to generation. This biblical view challenges the current ministry training model, which, has progressed into an institutional and professional training island isolated from both the world and the local church. Blanchard and Hodges call for the restoration of the church as the local training ground, citing that it is "by design the most effective incubator of spiritual leaders on the planet."[49] Relevant missional leadership must be field trained following the model prescribed by Jesus. However, due to the professionalization of clergy, there has been a historical decline of lay leadership. Missional leadership differs from the traditional voluntary nature of our current denominational paradigm and will call for the elimination of the pastor-teacher model to embrace the missional leadership-training model employed by Jesus. With the complexity of culture and growth in church expectations, the assumed role of leader must be overtly integrated into the job description of the pastor, who by cultural definition focuses more on relational care-giving; and teacher who focuses more on delivery of Scripture and doctrine. Leadership development within a missional church entails assessing gifts,

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[47]Rowland Forman, Jeff Jones, and Bruce Miller, *The Leadership Baton: An Intentional Strategy for Developing Leaders in Your Church* (Grand Rapids: Zondervan, 2004).

[48]Ibid.

[49]Forman, Jones, and Miller, 25; Guder, ed., 200.

experiences, and skills of members; while clearly defining roles within the local church where one can serve in leadership and matching the two.

Henri Nouwen describes Jesus' leadership training style as one of a contrarian's to culture in his book *In the Name of Jesus: Reflections of Christian Leadership.*[50] Focusing on the gospel stories of Jesus' temptation in the desert (Matthew 4:1-11) and Peter's call to be a 'shepherd' (John 21:12-19), Nouwen's interpretation of those texts calls Christian leaders to follow the Kingdom-minded leadership Jesus modeled–a leadership style in which leaders willfully resign their desire to be powerful and, thus, embrace authority based on prayer and forgiveness.[51] Paul describes this model: "Jesus, 'who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant '" (Philippians 2:6-7 NIV).

Jesus' willingness to do this "giving away" to set up leaders to do that, which is greater, is our model for leadership and leadership development. Given the current culture of power, notoriety, and celebrity within business leadership, Nouwen's work, although important, might need contextual translation within the arena of leadership development.

Leighton Ford in his work *Transforming Leadership* observes the vast need for emerging Christian leadership globally and focuses his training efforts to concentrate on the development of younger leaders as the key target, noting that 60% of the global

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[50]Henri J. M. Nouwen, *In the Name of Jesus: Reflections on Christian Leadership* (New York: Crossroad Publishing, 1989).

[51]Ibid., 91-93.

population is under the age of 24.[52] Ford challenges current leadership to focus on this

group that is often overlooked, under nurtured, and under-prepared for leadership. [53] This

transformative style modeled by Jesus needs to be adopted today and expressed in the

younger generation in order to continue the perpetuation of Christ's mission. Ford's work

builds a strong case for emphasizing equipping leadership during the traditional college

years, which may improve retention. This prospect is discussed in detail later in the

presentation.

Missional leadership continued beyond Jesus and beyond Paul in the life of

the St. Patrick and in the lives of the Jesuits. In George G. Hunter III's *The Celtic*

***Way of Evangelism*, one can clearly see the leadership model of Jesus and Paul**

effectively replicated in Ireland where Patrick lived among and identified with the

barbarians.[54] By relating to the people of a settlement, identifying with the people,

and engaging in friendship, conversation, ministry, and witness, Patrick's monastic

community prepared people to live with depth, compassion, and power in the

mission.[55] Both hospitality and community were effective tools in training others to

relationally win others to become a part of their community. It also created a

continued climate of tribal/communal connection (i.e., Christian Community),

which later produced a great throng of Christian missional leaders who influenced

the expansion of Christian missional leadership training globally. Although the

principles of Patrick's effectiveness in raising up leaders and sustaining Christian

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[52]Leighton Ford, *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values & Empowering Change* (Downers Grove: InterVarsity Press, 1991), 20.

[53]Ibid., 24.

[54]George Hunter, *The Celtic Way of Evangelism* (Nashville: Abingdon, 2000).

[55]Ibid., 95.

mission integrity and retaining participants even within a foreign land are clear, the culture of today must be equated somewhat to the "Barbarian"[56] context of Patrick and may not completely translate but this issue will be addressed.

Chris Lowney catalogues the Jesuits'[57] immense organizational growth and missional effectiveness in his book *Heroic Leadership*.[58] Through their recruitment of the very best talent "*aptissimi*," rigorous training methods (taking mission candidates through spiritual boot camp that lasted twice as long as other orders), building leadership upon the four pillars of success (*Self Awareness, Ingenuity, Love, and Heroism*) and building a "heroic" mission culture, the Jesuits personified biblical missional leadership training and kept their leadership pipeline full for over 450 years. Lowney does the work within the book to connect the context of the Jesuits into the United States culture and it is quite convincing.

Two things appear to be happening currently in the area of Christian missional leadership training; one is identification of this postmodern United States culture with "New Barbarianism,"[59] and the second is a cultural crossing-over of covertly Christian principled leadership theory into secular leadership culture. Hunter notes these "New Barbarians" in the United States are fully "secular" with no Christian memory whatsoever and their lives are at least sometimes out of control

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[56]The term "Barbarian" is sometimes characterized as "secular," yet, looking at today's culture, the United States is not experiencing a new Secularism (the absence of religion) but a new Paganism or neo-Paganism (with the allowance for both the mystical and the spiritual). It is a culture of boutique religions where spirituality is wedded to individualism. Robert Bellah, et al., *Habits of the Heart: Individualism and Commitment in American Life*, (Los Angeles: University of California Press, 1996), 163.

[57]The Jesuits are seen a model for missional leadership development practices and no judgment as to their tactics, effectiveness or morality is made.

[58]Chris Lowney, *Heroic Leadership: Best Practices from a 450-Year-Old Company that Changed the World* (Chicago: Loyola Press, 2003).

[59]Hunter, *The Celtic Way of Evangelism*.

around some substance.[60] Recently, a few of the voices in the Emergent Church or post-Christian Institutional Church Movement (Erwin McManus, George Barna, and Brian McLaren), having observed the United States Christian cultural cues of this "New Barbarianism" have tried to address this new environment. Collectively they have observed that a new form of missional leadership is being called forth. They provide a model for those who are seeking to "develop, nurture, and practice a postmodern, ecumenical, and missional Christian faith."[61] There is a call for conversation which McLaren challenges would hold a "generous orthodoxy." Never pitching its tent in the valley of relativism, nevertheless seeks to see members of other religions and non-religions not as enemies but as beloved neighbors, and whenever possible, as dialogue partners and even collaborators.[62]

The leadership conversation emerges from a collaborative leadership community that draws on the continuum of the leadership meta-narrative woven through the generations. Although, at first glance these works may appear lacking in academic substance or even in theological depth, the author feels that their observations of Christian culture and the style of missional leadership needed as well as insights into retaining loyalty of followers, is important for this study.

Parallel to this new "barbarian leadership" is a Christian-leadership that addresses the currently hot secular market's voracious appetite. Many of these leadership guides have become very accessible to those in Christian business leadership who lack the time to dive deeper into historical methods and academic theories. Epitomized by Laurie Beth

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[60]Ibid., 96.

[61]Brian D. McLaren, *The Story We Find Ourselves in: Further Adventures of a New Kind of Christian,* 1st ed. (San Francisco: Jossey-Bass, 2003), 12.

[62]Ibid., 35.

Jones' *Jesus CEO*,[63] Christian flavored authorship has crossed over into the secular

business market and vice versa (see *Good to Great* in the final section of this literature

review). Jones argues that Jesus' leadership techniques can be simply boiled down to:

self-mastery, action, and relationships. These techniques are fundamentally and

formulaically translatable into creating the *empowered leaders* who will succeed in our

millennial culture.[64] Jones' oversimplification of Jesus' leadership methodology makes

Jesus appear more Eastern (mystical) than Christian. Interestingly, there is no chapter on

Jesus' corporation (which was both non-profit and paid taxes). Other such works attempt

to seamlessly integrate the sacred leadership principles into the secular capitalistic

management arena such as John Maxwell's (*The 17 Qualities of a Team Player:*

Becoming the Kind of Person Every Team Wants)[65] and the Patrick Lencioni series on

management (*The Five Dysfunctions of a Team: A Leadership Fable)* [66] or Mankin,

Cohen and Bikson's popular book *Team Leadership*.[67] The reality is that the integration is

not that simple, or that seamless. Jesus was not a capitalist, a CEO, or a manager of a

business team. Interestingly enough the word or even concept of "team" is not a New

Testament term. The team approach to leadership is very popular and research in this

field is growing, yet it is still an approach and not a theory. Even so it has spawned many

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[63]Laurie Beth Jones, *Jesus CEO* (New York: Hyperion, 1995).

[64]Ibid.

[65]John Maxwell, *The 17 Essential Qualities of a Team Player: Becoming the Kind of Person Every Team Wants* (Nashville: Thomas Nelson Publishers, 2002).

[66]Patrick Lencioni, *The Five Dysfunctions of a Team: A Leadership Fable* (San Francisco: Jossey-Bass, 2002).

[67]Donald Mankin, Susan G. Cohen, and Tora K. Bikson, *Teams and Technology: Fulfilling the Promise of the New Organization* (Boston: Harvard Business School Press, 1996).

studies, books, and even organizations that focus on identifying gifts, affinities, talents, personality types, dispositions, and interests of team members.[68]

This type of leadership based on Christian principles is not new. Three decades ago a similar phenomenon happened with noted business leader Robert Greenleaf's book *Servant Leadership*. [69] In fact, in many leadership circles, he is credited with coining the term "Servant Leader" that other Christian authors had already used to refer to Jesus. Although Greenleaf's now classic book was seen as revolutionary, it is rooted in covert biblical principles. While Greenleaf's inspiration for the idea of servant as leader came out of reading Herman Hesse's *Journey to the East*, the characteristics he accredits to Leo are conspicuously similar to Jesus', yet Greenleaf never draws the parallel. His noted principles of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of the people, and commitment to the growth of the community[70] are clearly translatable into the missional leadership venue and would lead one to conclude that a servant leader, whether sacred or secular, has the high call to "grow people." Unfortunately, Greenleaf gives no focus to Jesus who truly defined servant leadership.

Since the inception of Christian mission with Jesus' choosing of the twelve to train and deploy for the mission leadership when He left, there has been a protocol established to recruit, train, and retain missional leadership.[71] With the continuation of

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[68]Edward "Chip" Anderson and Donald O. Clifton, *Strengths Quest* (Washington, D.C.: The Gallup Organization, 2002); Bruce Bugbee, *What You Do Best in the Body of Christ* (Grand Rapids: Zondervan, 1995).

[69]Robert Greenleaf, *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness* (Mahwah, NJ: Paulist Press, 1977).

[70]Ibid., 21-61.

the faith, the legacy has been sustained. However, with the unique cultural shift that faces the United States today, little is said about the best methods and practices to retain Christian missional leadership.

Strand 2: Emerging Adulthood, Traditional United States College Culture, Postmodernism, and Identity Formation

Victor Turner's concept of liminality describes the transition many young adults go through. This is a period in which recipients would be most receptive to a formational process and through which a bond of both identity and loyalty is built. According to Turner, this liminal phase is an appropriate time to introduce transformational instruction to the participants and rites of passage to mark their journey through this period of transition into a reincorporated state. During this liminal stage where participants are extracted from their normal structure, community forms among them due to shared experience. Although Turner never applies this theory to a generation or an age group, he does link it to a stage in a ritual, particularly a rite of passage. In the United States, adolescence is that space in between childhood and adulthood, in which one "…engage[s]) in a process of identity formation with asynchronous, non-dimensional, liminal space made possible and shaped by and with the support of experienced mentor teachers."[72] However, this identified target liminal stage of adolescence in the United States is a developmental phase that is relatively new in society. What we have known to be adolescence (13-18 years old) was preceded in the secular world by a European concept of apprenticeship in which a young person who began puberty would begin a

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[71]Ford, *Transforming Leadership*.

[72]Sue Tempest and Ken Starker, "The Effects of Liminality on Individual and Organizational Learning," *Organizational Studies* 25.4 (2004); Alison Cook-Sather, "Newly Betwixt and Between: Revising Liminality in the Context of a Teachers Preparation Program," *Anthropology and Education Quarterly* 37.2 (2006).

training process from novice to master in order to become professional and mark

progression. (See figure 2).[73] Adulthood was marked at the period of Journeyman when

there was independence and often marriage. This could happen as early as fifteen years of

age.

Basic information: What, How, Where, When, Why	Instruction, Practice, and Evaluation	Assignment and Encouragement	Affirmation and Autonomy
NOVICE (Someone just starting out)	APPRENTICE (Someone in training)	JOURNEYMAN (Someone able to work independently)	MASTER (Someone able to teach others)

Figure 2: European Developmental Stages that preceded the concept of adolescence. From Blanchard and Hodges *Lead Like Jesus,* 2005.

"Adolescence" was originally an evolutionary term about animals growing and

transitioning and was non-existent, as children would pass directly into adulthood in the

eyes of society.[74] In the sacred arena it was the time of the catechumen, which is

chronicled in Thomas Finn's article, "Ritual Process and the Survival of Early

Christianity: A Study of the Apostolic Traditions of Hippolytus."

> The catechumenate covered three years, involved two careful screenings, and required daily oral instruction and prayer … The first rite called *episteme* consisted of a formal inquiry into the motives, status, and occupation of those aspiring to become Christians … At the end of three years stood a second inquiry, this time into the catechumen's way of life, seeking to what extent the catechumenate thus far had been effective for conversion … Emergence was full and complete only when each one—naked, upright, and in his or her own voice— offered a personal and public renunciation … the survival of Christianity before Constantine depended heavily on the development of an effective catechumenate, a powerful ritual process. [75]

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[73]Blanchard and Hodges, *Lead Like Jesus*, 138.

[74]Chap Clark, *Hurt: Inside the World of Today's Teenagers* Youth, Family, and Culture (Grand Rapids: Baker Academic, 2004).

[75]Thomas M. Finn, "Ritual Process and the Survival of Early Christianity: A Study of the Apostolic Traditions of Hippolytus," *Journal of Ritual Studies* 3.1 (1999), 70-80.

The term "adolescent" formally developed after secondary education was mandated in the United States in the 1930s, creating a longer period of time in High School to bridge childhood and adulthood. The period was further expanded with the introduction of middle or junior high schools in the 1960s and 1970s. Now, in the new millennium, many would say that adolescence has widened its range to include traditional college age students.[76] There exists a notion that true adulthood is achieved when the markers of financial independence, living on one's own, beginning a career, and moving toward more permanent relationships, are achieved. The three key questions of individuation must be answered: "Who am I? Do I/my choices matter? And where do I fit in?"[77] Although "adolescence" may seem to be the liminal phase Turner refers to, this is not so. First, clearly the middle school and high school years are not the only time when a transition to adulthood takes place and at which independence is arrived. This period of true transition into adulthood may better be defined as the traditional college age years (18-25)[78] which some refer to as "Late Adolescence,"[79] some as "Arrested Adulthood,[80] some as the "novice phase,"[81] some as a continuum of developmental eras between

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[76]Clark, *Hurt*; Rusty George and Jeff Krajewski, *Herding Cats: Teaching and Leadership in a Postmodern World* (Joplin, MO: College Press, 2001).

[77]Clark*, Hurt;* Arnett, *Emerging Adulthood*.

[78]Roy F. Baumeister and Mark Muraven, "Identity as Adaptation to Social, Cultural, and Historical Context," *Journal of Adolescence* 19 (1996); Bill Wade, "The Future of Collegiate Ministry," *Leading Student Ministry* 6 (2006); R. Montemayor, Brown, B., and G. Adams, "Changes in Identity Status and Psychological Adjustment after Leaving Home and Entering College," in *Biennial meeting of the Society for Research on Child Development* (Toronto, Ontario, Canada: 1985); G.A. Valde, "Identity Closure: A Fifth Identiy Status," *Journal of Genetic Psychology*, no. 157 (1996); A.S. Waterman, "Identity Development from Adolescence to Adulthood: An Extension of Theory and a Review of Research," *Developmental Psychology* 75, no. 3 (1982).

[79]Clark, *Hurt.*

[80] James E. Cote, *Arrested Adulthood: The Changing Nature of Maturity and Identity* (New York: New York University Press, 2000).

conventional adolescence and mature adulthood including "Conventional Adolescence" and "Young Adulthood" [82] and some as "Emerging Adulthood."[83] Second, Turner's term "liminality" was more a momentary occurrence than it was an extended, transitional period.

Despite declining markers, the United States still identifies the exiting of childhood and the emergence into adulthood as a stage in the developmental continuum. Although this is not said to be a ritual or rite of passage overtly, entering into adulthood is analogous to a ritual process even if the rites of passage may not be universal. For this study, note that college graduation is seen as a ritual for such a rite of passage.

Some could contest that Turner's liminality was relative for the tribal situations that he studied and is not analogous to United States traditional college age culture. However, the work of Patricia Hurst, Robert Putnam, and Tony Jones[84] would all support the correlation and agree that the teenage years and the college age years in North America are very tribal and that Postmodernism encourages a mixed metaphor of relationships: a tribal mosaic. In addition, tribalism is not the key issue here but ritual process is, and moving into adulthood in the United States still encompasses a ritual process of sorts. That being the case, if we are to overlook this opportune time for introducing lasting leadership principles, serious consequences will result for both

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[81]Daniel J. Levinson, *The Seasons of a Man's Life*, 1st ed. (New York: Knopf, 1978).

[82]Sharon Daloz Parks, *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith*, 1st ed. (San Francisco, Jossey-Bass, 2000).

[83]Arnett, *Emerging Adulthood*.

[84]Patricia Hersch, *A Tribe Apart: A Journey into the Heart of American Adolescence* (New York: Ballantine, 1998); Robert D. Putnam, *Bowling Alone: The Collapse and Revival of American Community* (New York: Simon & Schuster, 2000); Tony Jones, *Postmodern Youth Ministry* (Grand Rapids, Youth Specialties, 2001).

students and our society. Hara Estraoff Marano in her November/December 2004

Psychology Today magazine article, "A Nation of Wimps," states that because of parental

over protectionism prior to college and students' inability to manage themselves, "The

mental state of students is now so precarious for so many that, says Steven Hyman,

provost of Harvard … it is interfering with the core mission of the university … students

are becoming weaker".[85] In many cases, they are "failing to launch!"

> Sweeping demographic shifts have taken place over the past half century that
> have made the late teens and early twenties not simply a brief period of transition
> into adult roles, but a distinct period of the life course, characterized by change
> and exploration of possible life directions … a new conception of development
> for the period from the late teens through the twenties, with a focus on ages 18-25
> … distinct period demographically.[86]

This becomes a critical issue to investigate in terms of both missional leadership training

and retention and one that seems to be observable to the average person, that adolescence

is extending and the post-college age young adults are not becoming independent as

quickly upon graduation as in the past. Steve Garber, in his book *Fabric of Faithfulness*[87]

states that the traditional college years are a crucible in which moral meaning is being

formed. Central to that formation is a vision of integrity, which coherently connects

belief to behavior personally as well as publicly. If the university overlooks the

opportunity to more than "process" a graduate, it is shameful.[88] Based on these

observations, I will proceed with the assumption that the liminal period in which to best

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[85]Hara Etraoff Marano, "A Nation of Wimps," *Psychology Today Magazine* (2004).

[86]Arnett, *Emerging Adulthood*.

[87]Steven Garber, *The Fabric of Faithfulness: Weaving Together Belief & Behavior During the University Years* (Downers Grove, IL: InterVarsity Press, 1996).

[88]Ibid., 81.

introduce transformational issues in our current United States culture will be in the

"Emerging Adult" years as defined by Arnett as eighteen to twenty-five years old.

To further refine the literature review, one must first look at the changing current

United States Christian spiritual culture and practices and then overlay those perspectives

on both the sacred and secular college campus arenas. Clearly, in the early twenty-first

century the spiritual climate on United States college campuses is radically different than

it was in past decades.

> We are undergoing one of the most radical cultural transformations of the last three or four centuries, and there is a very real danger that Christians will again find themselves on the sidelines, helplessly watching the world transform. If the church is determined to do no more than preserve the past, we will lose the future. But if we seize the future that is already upon us, we stand a good chance of reinserting Christian faith into the life of our dominant culture to the degree that has been unknown in the last two hundred years.[89]

In many ways there is a paradox between individuals exhibiting openness to seeing

genuine Christian faith demonstrated on their campuses and a growing intolerance for

Christian "religious" rhetoric. Specifically, there is a resistance to a verbally professed

Christian faith that is contradicted by the hypocrisy seen in many Christians' actions,

which are often incongruent with that rhetoric.

> Students and adults want the church to deal with the issues that the church should deal with. They want to see religious, spiritual people who are useful in our world. The bait and switch is detrimental because it takes the church away from what it ought be about--"caring for orphans and widows in their distress and keeping oneself from being corrupted by the world."[90]

Current United States Christian sentiment swings from a sense of demise of the faith to

one of great optimism for the faith to spread at such a unique time in our culture's

history. Robert Fuller describes the current period as one where people would rather be

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[89]Howe and Strauss, *Millennials Rising*, xiv.

[90]Jones, *Postmodern Youth Ministry*.

described as "spiritual" but not "religious" and includes a strong interest in the mysterious and miraculous.[91] The call of Christians is to be relevant and to contextualize the faith to unique subcultures.[92] Postmoderns want to see Christianity genuinely demonstrated, but not necessarily the Americanized version that some non-believers observe as benign or as cultural but not integrated into real life. There is a desire to try it on for size and experience it, not read about it or hear lengthy lectures on it.[93] "They simply want to see a real, honest-to-goodness Christian, someone who truly follows the merciful, compassionate, healing example of Jesus."[94]

In addition to the current changing religious landscape in the United States, ecclesiology is transforming as well. The church has been criticized as being both irrelevant and impotent. There is a call for the gathered body of believers to avoid the zoo trip mentality when it comes to missions and serving, and to be called back to "being" the church that is both relevant and dynamic, rather than "going" to church.[95] George Barna in his recent Christian culture survey *Revolution* notes there are approximately 20 million vibrant United States Christians who are not institutional but are "revolutionaries."[96] The "ecclesia" is poised in our current culture to be transformed into a body that is both relevant and influential, yet it may be institutionally unorthodox.

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[91]Howe and Strauss, *Millennials Rising*, 196, and Jones, *Postmodern Youth Ministry*, 31, 39.

[92]Frost and Hirsch, *Shaping of Things*; Robert C. Fuller, *Spiritual, but Not Religion: Understanding Unchurched America* (Oxford, NY: Oxford University Press, 2001); Miller, *Reinventing American Protestantism*.

[93]This follows the thinking of Rogers' *Diffusion of Innovation,* which states that change comes when new ideas exhibit 1) observability, and 2) trialability. Everett M. Rogers, *Diffusion of Innovations*, 5th ed. (New York: The Free Press, 1995).

[94]Howe and Strauss, *Millenial's Rising*, 196.

[95]Guder, *Missional Leadership*.

[96]George Barna, *Revolution* (Carol Stream, IL: Tyndale House, 2005), 13.

It is important to note the qualities of character and leadership in the prototypical

postmodern emerging adult in order to understand whom, what, and when to train in

order to reach the best retention outcome. Rusty George catalogues the traditional college

age student in his book *Herding Cats* and notes Postmoderns desire an authenticity of the

Christian gospel to be fleshed out in serving as Christian activists, even though they are

biblically illiterate. "They don't find ministry fulfillment in simply knowing what

percentage of their tithe goes to missions. In fact they would rather take that percentage

to the missionaries with their own hands. They want to simplify their lives and work less,

volunteer more".[97] I have noticed this to be true. In this transition from traditional modern

Christianity to postmodern missional and actively engaged Christianity, there is a need

for a new type of leadership, an apostolic leadership.[98]

Studies of college age leadership training have produced clear observations. First,

college student's benefit from involvement in leadership development programs[99] and

most United States colleges and universities do not offer formal leadership development

programs for their students.[100]

> The heart of the Great Commission is discipleship, and yet in most campus and
> church-based college ministries, discipleship is given the least emphasis.
> Importance the past few years has been placed solely on the worship experience
> … spiritual training has to be foundational in these ministries. Today's college

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[97]George and Krajewski, *Herding Cats*; Bruce McNicol, Ken McElrath, and Bill Thrall, *The Ascent of a Leader* (San Francisco: Jossey-Bass, 1999).

[98]McNicol, McElrath, and Thrall, *Ascent of a Leader*.

[99]Christine M. Cress, Helen S. Astin, Kathleen Zimmerman-Oster, and John C. Burkhardt, "Developmental Outcomes of College Students' Involvement in Leadership Activities," *Journal of College Student Development* 42.1, January/February (2001), 23; Steven L. Bovee and Marcia O'Brien, "Designing and Implementing an Integrated Experiential Model for Total Student Transformation," in *Christian Business Faculty Association 2004 Annual Conference* (2004).

[100]Kathleen Zimmerman-Oster and John C. Burkhardt, "Leadership in the Making: A Comprehensive Examination of the Impact of Leadership Development Programs on Students," *Journal of Leadership Studies* (1999).

students have an extreme interest in spirituality … (and yet there is) a void created in church ministry for young adults aged 18-24.[101]

Looking at the prototypical training pedagogy of Jesus, one can note that it was and still is very interactive and experiential and thus the process is timeless.

The opinion about the current state of Christianity on American campuses is mixed, often due to the perspective of the observer and the atmosphere of the college environment observed (i.e., Land Grant State schools, Private Universities or Christian Colleges). It is not the goal of this research to assess the state of Christianity on college campuses, but a brief review of the arguments are given. Some claim the Christian DNA within the American campus has evaporated and has been replaced by worldliness and others state that a Christian campus atmosphere is alive and well. George Marsden's sentiment in his book *The Secularization of the Academy* is that America's Colleges and Universities initially founded on Christian principle have sold out to secularism. Marsden states

> Despite the presence of many religion departments and a few university divinity schools, religion has moved from near the center a century or so ago to the incidental periphery. Apart from voluntary student religious groups, religion in most universities is about as important as the baseball team. [102]

Although, clearly an extremist viewpoint, this type of thinking has led to some abandoning Christian missional leadership development on college campuses in order to wait for the observable Christians to emerge first and then recruited for training after college. Cherry, DeBerg, and Porterfield investigated spiritual vital signs from four representative Christian colleges in their book *Religion on Campus* and concluded that

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[101]Bill Wade, "The Future of Collegiate Ministry," *Leading Student Ministry* (2006): 17-18; George M. Marsden and Bradley J. Longfield, *The Secularization of the Academy* (New York: Oxford University Press, 1992). 16, see also 21, 25, 33 and 37.

despite a culture of pluralism, religion is alive and well on Christian campuses. [103] They

discovered a strong Christian presence that has been sustained. Many agree with author

Rick Kennedy, that "current United States culture is not only permitting, but also

embracing a Christian perspective to be representative within the diverse milieu of

worldviews present on today's big secular universities where "most Christians go."[104] He

also states there is a role for Christian living and learning in a secular university.

"Christians have a responsibility to be involved at every level in public universities,

where public funds are spent for the purpose of making a better, more informed

world."[105]

Others add that this particular moment in the United States college culture is a unique

period of spiritual formation for students[106] and a unique opportunity of influence and

impact both within places like student affairs[107] and outside the classroom for faculty and

staff with Christian perspective.[108] This spiritual openness coupled with the fact that the

traditional college age population is growing around the world, appears to make this

moment in time on United States college campuses spiritually significant. "College

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[103]Conrad Cherry, Betty A. Deberg, and Amanda Porterfield, *Religion on Campus* (Chapel Hill, NC: The University of North Carolina Press, 2000).

[104]Robert Benne, *Quality with Soul: How Six Premier Colleges and Universities Keep Faith with Their Religious Traditions* (Grand Rapids, MI: W.B. Eerdmans, 2001); Rick Kennedy, *Faith at State: A Handbook for Christians at Secular Universities* (Downers Grove, IL: InterVarsity Press, 1995).

[105]Kennedy, *Faith at State*, 13.

[106]David M. Hindman, "From Splintered Lives to Whole Persons: Facilitating Spiritual Development in College Students," *Routledge* 97.2, spring (2002).
[107]Margaret A. Jablonski, *The Implications of Student Spirituality for Student Affairs Practice*, New Directions for Student Services (San Francisco: Jossey-Bass, 2001).

[108]Stephen R. Haynes, *Professing in the Postmodern Academy: Faculty and the Future of Church-Related Colleges*, Issues in Religion and Higher Education (Waco: Baylor University Press, 2002).

freshmen enrollment is rising by 300,000 per year."[109] Steve Moore in his work *The University Through the Eyes of Faith* states: "If higher education is to recover its sense of purpose and hope, it will be because of its member's commitment to reclaim the dialogue in discourse, which has provided the framework within which the academies of values have been and could be shaped."[110]

Thus, here is a great opportunity, but it must be seized in order to impact the next generation. This is the position that gives fuel to the investigation of the factors that positively impact retention in the Christian leadership development pipeline that can begin during the college years.

To review the current academic culture three specific arenas are looked at as defined by Steve Garber in *Fabric of Faithfulness,*[111] which others like Hesselbein and Johnson's *On Mission and Leadership*[112] have addressed in their literature:

> Over the course of hours of listening to people who still believe in the vision of a coherent faith, one that meaningfully connects personal disciplines with public duties, again and again I saw that they were people (1) who had formed a worldview sufficient for the challenges of the modern world; (2) who had found a teacher who incarnated that worldview; and (3) who had forged friendships with folk whose common life was embedded in that worldview. There were no exceptions.[113]

Garber views culture as the first area that impacts the worldview of a traditional college age student. In the current age, culture in the United States is changing rapidly and the

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[109]Howe and Strauss, *Millennials Rising.*

[110]Steve Moore, ed., *The University through the Eyes of Faith* (Indianapolis, IN: Light and Life Communications, 1998).

[111] Garber, *Fabric of Faithfulness*.

[112]Frances Hesselbein and Rob Johnston, *On Mission and Leadership: A Leader-to Leader-Guide* (San Francisco: Jossey-Bass, 2002).

[113]Garber, *Fabric of Faithfulness*, 111.

cycle of cultural changes is speeding up as Chuck Smith notes in his book, *It's the End of the World As We Know It.* "Nowadays because of the speed-up of our lives, we can almost define a generation gap as the psychological distance between graduating high school seniors and incoming freshmen."[114]

In addition, the current postmodern culture is one that equates feelings with truth, and opinions with reality as Smith also observes." An individual's personal feelings carry as much weight in his or her thinking as a scientific experiment. Other people within postmodern culture will defend the rights of individuals to their own feelings and sense of truth. The facts are irrelevant if people feel strongly about an issue." [115] Leonard Sweet also notes this phenomenon in his book *Quantum Spirituality: A Postmodern Apologetic* observing that Postmoderns do not need the world to make sense as modernity required. Rather "there is a 'New Sensibility' … about life that is not based exclusively on rational credibility, but also on imagination, analogy, and intuition."[116] Thus, the combination of rapid culture change, and the evaporation of a truth standard makes it particularly difficult for a lagging Christian culture to relevantly permeate the ever changing current non-Christian culture.

> Christian's failure to appropriately respond to modernity – overconfidence of the church prevented leaders from recognizing the threat, … the irrelevance of the church's response made its attempts to influence intellectuals ineffective, … the gradual slippage of the church was almost imperceptible at least at the beginning, … and the church underestimated the long-range impact of the philosophical changes taking place" – in other words – 'the game has changed and Christians aren't ready'.[117]

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[114]Chuck Smith, Jr., *It's the End of the World as We Know It* (Colorado Springs, Waterbrook, 2001).

[115]Ibid, 85.

[116]Leonard Sweet, *Quantum Spirituality: A Postmodern Apologetic* (Dayton, OH: Whalesprints, 1991), 265.

Garber notes it is becoming more and more of a battle to stand for faith, act on faith, and remain in faith for today's college student. The current campus culture is bifurcated, consisting of a modern academic teaching approach and a universalistic and postmodern student culture, which makes it extremely difficult for a student of faith to see a coherent link between faith and action. Although this is difficult, it is not necessarily a bad thing because students of Christian faith will be challenged to know what they believe in light of the culture around them.[118] In light of what culture has shown this generation with leaders lacking integrity, culture has shaped this next generation of Millennials who are seen to have great promise[119] and seek to exemplify character.[120] This generation of Millennials will be the first fully culturally flavored Postmoderns[121] who have a "beyond science," a culturally blended and tolerant worldview where power is leveled, coalition embraced, and theory and practice are integrated. In the midst of this emerging cultural shift, this millennial generation is seen by many as a next great generation, a hero generation, a generation of correctors ready to face and lead through global hardship and conflict and a predicted season of "Crisis" or winter.[122] This literature creates a lens to search for a hands-on approach or element in training, which might positively influence retention.

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[117]Ibid., 23-24.

[118]Frances Hesselbein and Rob Johnson, On *Mission and Leadership: A Leader to Leader Guide* (San Francisco: Jossey-Bass, 2002); Moore, *The University*; Sharon Daloz Parks, *Big Questions, Worthy Dreams: Mentoring Young Adults in their Search for Meaning, Purpose, and Faith,* 1st ed. (San Francisco: Jossey-Bass, 2000)

[119]Howe and Strauss, *Millennials Rising*, 46.

[120]Ibid., 152.

[121]Ibid., 86.

According to Garber, the second clear need for a Christian student is godly counsel. Teenagers (including college students) are often asking all the right questions, they are just asking all the wrong people (often each other). Garber states that the university setting is not conducive to a mentor/mentee perspective outside of the professor/student relationship. The role of professor as a mentor has been quashed over time and bottom line academic production has been lifted as the virtue. Garber describes the case of the disenchanted professor who desires the "master/apprentice" relationship over the "lecturer/audience,"[123] yet the university sets her up to be "crowd control" and thus she remains anonymous with students. Although the researcher has not personally felt that in his educational context, he has heard it stated from many students at state universities. Because so many YoungLife staff were students at state universities, this research must take heed to this viewpoint within the study. Garber continues, adding that the most successful students have coaches who have developed their depth, or mentors who intentionally disciple them until maturity, or have been invited to enter a clearly defined process of leadership development with their goals and opportunities clearly defined and their progress clearly charted. Garber says if a student finds a mentor, then the college years can be a time where students are helped in the development of "ways of thinking and living that are coherent, that make sense of the whole of life."[124]

Forman, Rowland, Jones, and Miller in their book *The Leadership Baton* also address the connection between mentoring and successful leadership development and replacement, noting, "Mentoring present and future church leaders is essential, not

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[122]Ibid.

[123]Garber, *Fabric of Faithfulness*, 126.

[124]Ibid., 112, 145-149.

optional. … We must train our replacements. … Mentoring involves bringing all people to maturity in Jesus Christ (Ephesians 4:13)."[125] Although the YoungLife mission has used the term mentor often in the leadership development pipeline, rarely has it been defined or a part of overt training.

Dr. Herb Wagemaker, in his book *Taming Oedipus–Boys and Violence: Why,* explains the need for all those who are "emerging" to have adults other than parents to train them in adult ways.

> Kids need adults whom they can admire and who have their lives together. They need adults who have discovered that life is a great adventure with meaning and purpose, worth living. That doesn't mean, however, that the adult has a perfect life with everything figured out. Kids also need be exposed to adults vulnerable side and realize that adults are sometimes discouraged and disappointed-that everything doesn't always go the way they want. In addition, kids need a social network beyond their own families. They need be part of a broader community one that accepts them and cares for them ... families need all the help they can get.[126]

Sharon Daloz Park adds to that thought in her book *Big Questions, Worthy Dreams*. She states that those who are emerging, who are reaching for a "place of belonging, integrity and contribution,"[127] need to learn how to become responsible adults in the greater community. Even though higher education is designed to influence this time of emergence into adulthood, and that "the role of mentor has weakened," it is still necessary to provide a safe platform for one to "Ask big questions … extract worthy

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[125]Robert W Clinton, *Selecting and Developing Emerging Leaders* (Pasadena: Barnabas, 2001), 67; Jim Collins, *Good to Great* (New York: HarperCollins, 2001); Steven M. Farmer and Donald B. Fedor, "Volunteer Participation and Withdrawal," *Nonprofit Management and Leadership* 9.4 (2003); Forman Jones, and Miller, *The Leadership Baton*, 100; Hessebein and Johnson, *Mission and Leadership*.

[126]Herbert Wagemaker and Ann Buchholz, *Taming Oedipus - Boys and Violence: Why?* (Ponte Vedra Beach, FL: Ponte Vedra Publishing, 1999), 145.

[127]Parks, *Big Questions*, 3.

dreams and speak into a positive image of self.[128] Again the principles of wise counsel

and coaching as it relates to leadership development have been observed within this

context of this research and are a part of the foundational constructs that impact data

analysis later in the study.

Finally, Garber notes that community is the third and final necessary component

in shaping students during the formative college years. He defines community as "the

people you surround yourself with."[129] Although this may seem obvious, Garber's point

is that "community" is an overused and misunderstood term, especially among college

students who see it as a sensation, not a commitment. Therefore in developing emerging

leaders, helping them to create an intentional and significant community around them is

an important factor during that time of life. True community is hard to find, hard to

establish, and hard to sustain. Nevertheless, as Garber states, a Christian needs to be "part

of a community of character, one which has a reason for being that can provide meaning

and coherence between the personal and the public world.[130] Tony Jones, in his book

Postmodern Youth Ministry states that the postmodern culture of emerging adult's

screams for community:

> For the greater part of the history of humankind, we have been living in
> community – making decisions with, sharing resources with, and staying
> committed to others. Postmoderns are returning to community and family, albeit
> untraditional ways such as co-housing. TV's Survivor and Big Brother exploit this
> postmodern interest in community.[131]

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[128]Ibid.

[129]Garber, *Fabric of Faithfulness*, 158.

[130]Ibid., 145.

[131]Jones, *Postmodern Youth Ministry*, 35.

The statistics indicate 85 percent of all graduating seniors drop out of church in their first year of college[132] and despite the fact that many are ill-equipped to build genuine relationships, postmodern emerging adults desire them and would choose being together over being alone.[133] George Hunter notes in *Radical Outreach* that one's sense of belonging, one's "location, social context, and general surroundings play a central role in the formation of meaning and faith (providing) networks of belonging (and experiencing) the power of tribe."[134] Although postmodern emerging adults have better options for entertainment in this day and age, they have few options for community. Community is what draws them and community is what keeps them. When evidence of true community begins between emerging adults, there is a good chance that those individuals will be un-recruitable to other organizations or affiliations for life. From my perspective, "communitas" as defined by Victor Turner is a better term here than community. Because communitas implies a shared mission (this is an important ingredient that is not necessarily defined in fellowship but much more so in ministry), battle, adventure, or moment within a transitional time that first levels a group from very different places and then joins them. The journey to adulthood of shared missional experiences bonds a group of initiates together even after they are incorporated. This might affect long-term retention more than community that does not imply as much.

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[132]George and Krajewski, *Herding Cats*, 153.

[133]Ibid.; Hesselbein and Johnson, *Mission and Leadership*; Howe and Strauss, *Millenial's Rising*.

[134]George Hunter, *Radical Outreach: The Recovery of Apostolic Ministry and Evangelism* (Nashville: Abingdon Press, 2003).

Strand 3: The Theory and Praxis of Leadership Recruiting, Training and Retaining

> All organizations now say routinely, "People are our greatest asset." Yet few practice what they preach, let alone truly believe it. Most still believe, though perhaps not consciously, what nineteenth-century employers believed: People need us more than we need them. But, in fact, organizations have to market membership as much as they market products and services—and perhaps more. They have to attract people, hold people, recognize and reward people, motivate people, and serve and satisfy people.[135]

The issue at hand for this project is to discover how to effectively lead and/or train emerging leaders in such a way that a sense of loyalty and commitment to YoungLife might result, which might increase the possibility of retaining those staff beyond three years. Historically the type of leadership that would be needed here emanates from Fiedler's Contingency Leadership Theory,[136] which was initially based upon military observations in the early 1960s. Fiedler declared the effectiveness of a leader is contingent on the demands imposed by the situation and the key is to match a uniquely gifted leader to a corresponding situation. In the case of YoungLife, those leaders who could lead in such a way as to retain new staff would be the best suited for this specific role but that will not always be the case to produce that match. This also does not address what skills or principles can be infused into the leader in training. Subsequent generations of theories including the Leader Member Exchange (LMX) theory noted relationally each leader had a tendency to invest more in one group of followers than another,[137] and the Organizational Commitment theory, where a sense of

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[135]Peter F. Drucker, "The New Society of Organizations," *Harvard Business Review,* September-October (1992), 100.

[136]Bass, *Bass and Stogdill's*; Peter G. Northouse, *Leadership: Theory and Practice*, 3rd ed. (Thousand Oaks, CA: Sage Publications, 2004).

[137]Bass, *Bass and Stogdill's*; F. Dansereau, G.B. Graen, and W.J. Haga, "A Vertical Dyad Linkage Approach to Leadership within Formal Organizations: A Longitudinal Investigation of the Role Making Process," *Organizational Behavior & Human Performance* 13 (1975); G. Graen and J.F. Cashman, "A

connection with the organization is developed resulting in 'above and beyond' follower behavior,[138] moved towards a more specific type of leadership that would produce employee retention. Again this could be a factor in the mission of YoungLife to have an "in" group, and certainly follows the disciple model that Jesus used. However, Jesus' selection was more strategic than just "good chemistry" which LMX might insinuate.

Literature in the area of leadership development is being produced at an increasing rate as much of the current scholarly work addresses emerging global leadership and retention issues like attrition, culture of choice, and the leadership vacuum. The Center for Creative Learning produces an ever-expanding bibliography of works, studies and articles that address these issues from which a sampling of literature was reviewed. This cursory overview of some of the titles available is in no way exhaustive, yet representative of leadership development theory and practice as it relates to retention.

Sue Vineyard in her book *Megatrends & Volunteerism: Mapping the Future of Volunteer Programs* was able to project ahead ten years and see some of the upcoming trends facing the leadership development culture particularly in the area of volunteerism. She recognizes:

> The population is aging. This has two major impacts on community service. ... We will experience a larger pool of potential volunteers ready, willing and able to serve community needs alongside a shrinking teen population. We will especially enjoy more career women entering the ranks of the retired who come with a broad expanse of skills, experiences and vital creative energy.[139]

Role-Making Model of Leadership in Formal Organizations: A Developmental Approach," in *Leadership Frontiers*, ed. James G. Hunt and Lars L. Larson (Kent, OH: Kent State University Press, 1975); G.B. Graen, "Role Making Processes within Complex Organizations," in *Handbook of Industrial and Organizational Psychology*, ed. M.D. Dunnette (Chicago, IL: Rand-McNally, 1976).

[138]D. W. Organ, *Organizational Citizenship Behavior, 1st ed.* (Lexington, MS: D. C. Heath and Company, 1988).

Much of the leadership writing focuses on the vacuum created by departing leaders upon retirement. Vineyard addresses the other side of the equation here, noting the potential incoming pool of volunteers and missional leaders, although not "emerging" per se, should not be overlooked as a viable source of personnel. In addition, she foresees the need to develop youth and expose them to leadership development early, noting such efforts as positive steps to put youth on the "right path," diverting them from negative influences, experiences, and environments. Leadership development and its success could not be measured by just "getting someone on board; success is keeping them on board in fulfilling and effective service" (retention & persistence).[140] She clearly sees a correlation with developing loyalty and persistence as a preventative ingredient for future persistence.

> With the anticipated variety of culture and age in volunteerism due
> to a potential influx of older volunteers, Vineyard also foresees the
> essential ingredient of a multi-generational community as being integral
> for effective leadership training and volunteerism. She identifies the
> importance of 'community' within the volunteer experience: "Where
> community exists it confers upon its members identity, a sense of
> belonging, a measure of security. Individuals acquire a sense of self partly
> from their continuous relationships to others, and from the culture of their
> native place. The ideas of justice and compassion are nurtured in

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[139]Sue Vineyard, *Megatrends & Volunteerism: Mapping the Future of Volunteer Programs* (Downers Grove: Heritage Arts Publishing, 1993), 14.
    [140]Ibid., 20.

communities."[141]

Due to the upcoming complexity of focus and the variety of workers/volunteers, Vineyard also calls for a "leadershift" which denotes an adaptability of leader and team member and an attitude of coalition among a leadership team. She further describes this new way of missional leading as "a flexible, fair, fast-paced, and future-oriented way of dealing with assignments, that shifts people in and out of work circles according to the strengths and gifts each can bring to the task at hand."[142] With this shift in composition of volunteer teams, Vineyard notes the ultimate leader will be one who can facilitate and empower a diverse team comprised of a variety of people possessing a variety of gifts in such a way that a variety of needs can be met. In essence, this is her prescription for effective leadership development today, and given the reality of our current cultural status, she was right on the mark ten years ago.

Charles J. Palus and Wilfred H. Drath address leadership development technique in the book *Evolving Leaders*, noting that leadership development is largely an implicit operation. Palus and Drath present what they term "an explicit model of how leadership development can be promoted using programs."[143] Early in their presentation they draw an important distinction between training programs and development programs. "A training program attempts to impart skills. A development program helps a person stretch toward a qualitatively new set of meaning."[144] One of their key findings in prescribing

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[141]Ibid., 107.
[142]Ibid., 184.

[143]Charles J. Palus and Wilfred H. Drath, *Evolving Leaders: A Model for Promoting Leadership Development in Programs*, Center for Creative Leadership (Greensboro: Center for Creative Leadership, 1995), 3.

[144]Ibid., 5.

effective leadership development is the ability for a leader-developer to answer the

question as to whether or not the follower is ready both internally and externally, both in

their traits and in their state of mind. Those being trained must be truly ready, and

readiness can and should be measured prior to engagement in training. As a matter of

stewardship of training time and resources and a challenge for an efficient selection plan,

Palus and Drath speak to a rising area of candidate competency prior to engagement in

the investment of leadership development. The onus for this process falls clearly on those

who teach leadership development. "Those who run the leadership development

programs have a deep responsibility to address the risk involved, including maximizing

the possibilities for beneficial outcomes, and obtaining informed consent from

participants."[145] Once training commences, the authors note as well that the environment

into which a candidate is placed for training, leading, and future ongoing development is

critical. They refer to such environments as "communities of practice, which are holding

environments for leadership."[146] In addition, they note "leadership development is best

considered over a span of years,"[147] citing that an emerging and developing leader would

benefit from pairing with a trained "consultative coach"[148] who would advise and train

through the process and journey of leadership development as long as that emerging

leader is within the organization. In this book, selection, placement, coaching, and a

perspective of a leadership development continuum are all important ingredients in

developing leaders within an organization. The challenge comes to develop an explicit

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[145]Ibid., 20.

[146]Ibid., 25.

[147]Ibid., 26.

[148]Ibid., 3.

model of leadership development.

In their book *Love 'Em or Lose 'Em: Getting Good People to Stay*, Beverly Kay and Sharon Jordan-Evans address the ABCs of retention leadership before the term was truly coined. They creatively chronicle practical methodology in management, leadership development, and training with the ultimate desire to keep good people within an organization. It is in this book that the idea of the "Staying Interview" appears. The challenge is not to wait until it is too late at an exit interview to discover what practices could have been employed to counteract the attrition of a departed employee, but to ask the same questions before they depart in order to develop retention strategies. The process of retention leadership development is categorically organized in an A to Z recommendation format.

> Ask What Keeps You? … Buck--It Stops Here … Careers Support Growth … Dignity--Show Respect … Enrich - Energize the Job … Family--Get Friendly … Goals--Expand Options … Hire - Fit is it … Information--Share It … Jerk - Don't Be One … Kicks--Get Some … Link - Create Connections … Mentor--Be One … Numbers--Run Them … Opportunities--Mine Them … Passion--Encourage It … Question--Reconsider the Rules … Reward - Provide Recognition … Space--Give It … Truth--Tell It … Understand--Listen Deeper … Values--Define and Align … Wellness--Sustain It … Xers and Other Generations--Handle with Care … Yield--Power Down … Zenith--Go For It[149]

For Beverly Kaye, whose writing continues to be featured in *Training and Developing Journal*, the use of ongoing, intentional, and strategic leadership development is vital to produce improved employee retention within an organization.

Michael Watkins in his book *The First 90 Days: Critical Success Strategies For New Leaders at All Levels* focuses on the seminal and critical first moment on the job. Watkins believes the "actions you take during your first three months in a new job will

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[149] Michael Watkins, *The First 90 Days: Critical Success Strategies for New Leaders at All Levels* Boston: Harvard Business School Press, 2003).

largely determine whether you succeed or fail."[150] He unpacks the potential roadblocks

that might prevent newly hired staff from persisting, noting that these times of

"transitions are a crucible for leadership development and should be managed

accordingly."[151] Watkins offers specific leadership development and coaching tips within

those first three months that both supervisor and employee can strategically embrace to

confidently proceed through the precarious threshold into longevity within the

organization. As employee retention is such a growing issue in businesses and

organizations, Watkins observes, "Given the stakes, it is surprising how little good

guidance is available to new leaders about how to transition more effectively into new

roles."[152] He insinuates this lack of assimilation is an easy problem to fix and should

result in a portion of unnecessary attrition[153] being counter-acted. Watkins challenges

companies to have a strategic plan for each of their employees. Ongoing leadership

development is in his opinion a viable retention strategy. "Companies need to move their

best people through positions of increasing responsibility to ensure development. If they

do not do so, they risk losing their best talent to competitors."[154] Noting as well that data

show company insiders who move through a company's leadership are significantly more

successful at remaining than those who are hired from outside the company. It is in the

best interest of companies to work at developing and training their best employees in

order to retain them as a talent pool from which to draw for future successful leadership

succession. Among his many recommendations to avoid common leadership traps are

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[150]Ibid., 1.
[151]Paulus and Drath, *Evolving Leaders*, 4.
[152]Ibid., 6.

[154]Ibid., 7.

four that seem particularly pertinent as seen through the lens of missional leadership development. First, "it is crucial to get early wins (for a new employee) but it is also important to secure them in the right way. Above all, of course, you want to avoid early losses, because it is tough to recover once the tide is running against you."[155] Second, for each new employee a "90-day plan should be written to specify priorities and goals as well as milestones."[156] Third, it is vital to coach new hires how to assess other people around them, which they inherit, and then how to build an effective team around them.[157] Finally, Watkins challenges supervisors of new employees to help new employees and "plan to plan" as part of their integral work patterns. Planning will help them to succeed and ultimately help them to persist.

> Do you devote time daily and weekly to a plan-work-evaluate cycle? If not, or if you do so irregularly, you need to be more disciplined about planning. At the end of each day, spend ten minutes evaluating how well you met the goals you set the previous day and planning for the next day. Do the same at the end of each week. Get into the habit of doing this. Even if you fall behind, you will be more in control.[158]

Watkins, who also writes on succession management, believes that ongoing leadership development, if launched properly, will produce ongoing returns to any organization in the area of employee retention and future corporate leadership availability.

Finally, M.W. McCall's *High Flyers: Developing the Next Generation of Leaders* is representative of leadership development planning that involves analysis and prescription that addresses the many specific factors each unique setting presents. What is prescribed in this book is a methodical and comprehensive leadership development

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[155]Ibid., 81-82.

[156] Ibid., 124.

[157]Ibid., 166-167.

[158]Ibid., 213-214.

practicum, which presents potential shortfalls, hardships as well as strategies, and

assignments for developing leaders who will both succeed in performance and succeed

the present leadership. McCall takes into consideration other people and other events and

how they shape and influence leadership development. He presents detection of leader

potential and provides experiential exposure that will shape that potential over a

continuum of training. In addition, styles of learning and catalysts for learning are

explored (this touches on some for the work that Daniel Goleman has done in his book

Emotional Intelligence which addresses the impact on this unnoticed capacity and wiring

within on the learning process).[159] McCall calls for continual motivation of developing

leaders, improving both employee information and feedback, providing ongoing

incentives, offering customized resources, and giving both practical and personal support

throughout an employee's tenure, far beyond their first ninety days.

As the culture has shifted in the beginning of the third millennium in so many

ways, leadership theories based on needs have continued to evolve. Many refer to the

impending, if not already arrived, problem identified as a "Talent Shortage." This

problem is confirmed by Manpower's recent Talent Shortage Survey[160] of "33,000

employers across 23 countries … (which revealed) that 40% of employers worldwide are

having difficulty filling positions due to lack of suitable talent in their markets" (see

Appendix J). This crisis is also referred to as "The War for Talent,"[161] "The Leadership

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[159]Daniel Goleman, *Emotional Intelligence: Why it can matter more than I* (New York: Bantam Books, 1995).

[160]For nearly sixty years Manpower, Inc. (www.manpower.com) has been providing recruitment, training, assessment and selection, outsourcing and consulting services.

[161]Michaels, Handfield-Jones, and Axelrod, *The War for Talent*.

Gap,"[162] the "Crisis of Leadership"[163] and the "Perfect Storm" which Thomas Friedman

refers to in *The World is Flat* [164] as the convergence of three factors. The first factor is the

numerical decline in baby boomers in the workforce due to retirement combined with the

subsequent lower populated generations behind them. In most companies in developed

nations, 50% of the current leadership will be eligible for retirement in the next five

years. Current government estimates say there will be a shortage of 10 million workers

by 2010.[165] David Baldwin and Stephanie Trovas, in their article "X Marks the Spot:

Developing and Retaining Emerging Leaders," clearly state the problem that

organizations face: "The ability to recruit, train, develop, and retain people for top

leadership positions is essential if organizations are to succeed—or even survive—in

such an environment emerging leaders [because] there are too few of them. … "[166] The

demand for authentic and courageous leadership that will provide workers with

fulfillment, meaning, mission, power, structure, resources, and existence is very high.

The difficulty in retaining those types of leaders within an organization is essential. The

need for an intentional leadership pipeline to keep a constant pool full of potential future

leaders for an organization is crucial. In recent years, the balance of power has shifted to

favor talented people (now a hot commodity in the global market) and for the first time

since the Industrial Revolution, companies are finding a limited talent pool of potential

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[162]Molinaro and Weiss, *The Leadership Gap*.

[163]R.J. Rothwell, *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within* (New York: Amacom, 1994).
[164]Friedman, *The World is Flat*.

[165]Friedman, *The World is Flat*; Michaels, Handfield-Jones, and Axelrod, *The War for Talent*; Charles Stein, "Working Past Retirement: You May Be Needed," *The Boston Globe* (2004).

[166]Baldwin, *X Marks the Spot*, 14-15.

employees. Critical to the process of investing in emerging leaders is deliberate coaching

and training, clear feedback and markers of progress through rites and passages and a

relational sense of loyalty.[167]

The second factor in this perfect storm is the growing global market with the

emergence of China into the global capital picture which Freeman refers to as

"Globalization 3.0." The increased demands for global capital goods in the past decade

between India and China alone has increased global production and increased the need

for leaders.

The final factor is the decline of trained, skilled leaders emerging from post-

secondary schools, particularly in the United States.[168] Caudron states, according to a

Workforce online poll conducted in September, 83 percent of almost 700 respondents

believe there is a leadership vacuum in their organizations.[169]

Added to these factors, the Postmodern United States has a transient work culture

and even if trained leaders are available chances are they will not stay with an

organization long term. "Today, an American worker holds an average of 8.6 jobs …

most of them before the age of 27".[170] *USA Today* recently reported that, "78% of young

workers said that they remained at the 'first full-time job' in two years or less".[171] Thus

the need is critical. In *Building a Strategy to Keep Good People* (1999) it is reported,

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[167]Michaels Handfield-Jones, and Axelrod, *The War for Talent*.

[168]Friedman, *The World is Flat.*

[169]Shari Caudron, "The Looming Leadership Crisis," *Workforce Management* 78, no. 9 (1999).

[170]D. Hvass et al., *Retaining Talent: A Strategy for Understanding Turnover and Improving Retention.* (Scoenecjers, Inc., 2000), 6.

[171]"Revolving Door on the First Job" Oct 31, 2006 USA Today

"The 'psychological contract' between individual and organization is weaker than ever. Good performance is not a guarantee for employment. Employees have less loyalty to an organization and are more likely to move from one organization to another. … Is it any wonder that employee loyalty is on the demise and talented individual contributors and managers feel less bonded to their organizations?"[172] This is far from being isolated to the business leadership community and all three of these converging factors are impacting the diminishing pool of potential YoungLife staff, which is already a small subset of the overall population.

In addition to a sense of nomadic career transience, workers are placing a greater emphasis on corporate culture and management quality as they decide whether or not to stay. Kimberlee J. Rhule wrote a dissertation entitled "The Effects of the Manager's Behavior on the Retention of High Potential Employees from Different Generations."[173] She concluded another factor that impacts retention in postmodern culture is how employees "identify the behavior of the manager that affects the retention of high potential individuals within an organization. Research suggests that the reason why employees leave organizations is their manager."[174] The results also indicate there are four managerial behaviors that affect the retention of high potential individuals. They are: (1) utilizing their talents and strengths, (2) providing challenging job assignments, (3) providing opportunities to contribute and make a difference, and (4) allocating appropriate salary increases based on their job performance. When managers develop and

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[172]B.L. Ware and B. Fern, "The Challenge of Retaining Top Talent: The Workforce Attrition Crisis," *Integral Training Systems* (1997), 2.

[173]Rhule, *Effects of Manager's Behaviors*.

[174]Ibid., 169.

utilize these key behaviors with high potential individuals, they increase the overall

likelihood for the high potential individuals to remain with the organization.[175] In *First

Break All the Rules* Buckingham and Coffman note, "People leave managers, not

companies."[176] In these cases there is a call for corporations and organizations to provide

some type of retention management training or coaching to help stave off attrition due to

a managerial factor. Employee turnover is costly, especially when time and money are

spent on recruiting and training. Buckingham and Coffman note that, "Using

conservative calculations, one technical company in California's Silicon Valley estimates

that it costs them an average of $125,000 when just one employee leaves. Other

companies calculate that attrition costs them annual productivity losses of 65-75 percent

of one year's pay in the position the employee departs."[177] Frederick F. Reichheld in his

book, *The Loyalty Effect: The Hidden Force Behind Growth, Profits, and Lasting Value,*

speaks to the broker attrition pattern, which shows the costliness of the current attrition

issue within industry.

> Given 80 percent retention (a figure typical of most firms today), more than 50
> percent of new hires have left by the end of the third year—just as they're
> beginning to earn a profit for the company … (upon their departure) the firm will
> actually have to hire and train *three* new brokers to get one who survives long
> enough to make an acceptable return. So the true investment in each long-term
> broker asset is closer to $300,000."[178]

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[175]Ibid., 34.

[176]Marcus Buckingham and Curt Coffman, *First, Break All the Rules: What the World's Greatest Managers Do Differently* (London: Simon & Schuster, 1999), 33.

[177]Buckingham and Coffman, *First, Break All the Rules*, 33; Ware and Fern, *Challenge of Retaining Top Talent*.

[178]Reichheld, *The Loyalty Effect*, 105.

Therefore, these findings in the "for profit" context certainly build a strong case that

staying is better than leaving certainly from a stewardship issue in the not-for-profit arena

that YoungLife participates in. Many organizations like YoungLife spend a significant

amount of capital on developing people with high leadership potential who will not be in

the organization in three years. For these reasons, organizations must take "proactive

steps to plan for future talent needs at all levels and implement programs designed to

ensure that the right leaders are available for the right jobs in the right places and at the

right times to meet organizational requirements."[179] Adding all these factors that Freeman

addresses together, one thing is clear; there is a need for a leadership strategy to gain and

retain good people at every level in all organizations.

Many have made the connection between leader member exchange (LMX) theory

and organizational retention on a micro level.[180] However, literature is suggesting that

same relational connection is a growing trend at the macro level as well:

> Development of social capital through effective relationship-building among
> organizational members is an important but under-explored area in strategic
> human resource management (HRM) research…. strategic HR system
> configurations should involve HR components that focus on the building of social
> capital through: (1) facilitation of high quality relationship development that
> results from interpersonal interactions and exchanges: (2) formation of strong
> networks linking people throughout the organization through interpersonal
> relationships; and (3) generation of a culture of shared meaning that creates a
> feeling of relational identification with others and with the organization.[181]

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[179]Buckingham and Coffman, *First, Break All the Rules*, xii.

[180]Dansereau et. al., *A Vertical Dyad*; G.B. Graen, R. Liden, and W. Hoel, "The Role of Leadership in the Employee Withdrawal Process," *Journal of Applied Psychology* 67 (1982), 868-872.

[181]J. Pfeffer, *Competitive Advantage through People* (Boston: Harvard Business School Press, 1994); J. Pfeffer, *The Human Equation: Building Profits by Putting People First* (Boston: Harvard Business School Press, 1998); C.K. Prahalad, "Developing Strategic Capability: An Agenda for Top Management," *Human Resource Management* 22 (1983); Mary Uhl-Bien, George B. Graen, and Terri A. Scandura, "Implications of Leader-Member Exchange (LMX) for Strategic Human Resource Management Systems: Relationships as Social Capital for Competitive Advantage," *Research in Personnel and Human Resources Management* 18 (2000); P.M. Wright, D. Smart, and G.C. McMahan, "Matches between Human

LMX improves job performance and satisfaction and thus an increased rate of
retention.[182] Research investigating pro-social behavior,[183] organizational citizenship
behavior and social exchange[184] suggests that the supervisory behaviors associated with
LMX are likely to encourage subordinates to reciprocate with interpersonally helpful,
considerate, and cooperative behaviors.[185] Thus, in a corporate setting, the intentionality
of LMX has improved an overall positive relational reciprocation to those subordinate,
resulting in improved loyalty and retention. Despite not finding research that relates this
type of result to the non-profit missional sector, one could deduce though that a mission
like YoungLife, that is based on building relationships to earn the right to be heard with
non-Christians, would also benefit in the area of staff retention is staff/supervisor or
staff/trainer relationships were improved.

    With the impact of turnover, many organizations are focused on strategies to both
gain and retain talent and are paying attention to theoretical research, particularly in the
arena of organizational commitment, citizenship, loyalty leadership, and retention
management. The name of the game these days is keeping what we have! According to

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Resources and Strategy among NCAA Basketball Teams," *Academy of Management Journal* 23.4 (1995), 137, 138, 143.

    [182]Jean Hartley and Barrie Hinksman, *Leadership Development: A Systematic Review of the Literature: A Report for the NHS Leadership Centre* (Warwick Institute of Governance and Management, 2003).

    [183]J.M. George and A.P. Brief, "Feeling Good-Doing Good: A Conceptual Analysis of the Mood at Work-Organizational Spontaneity Relationship," *Psychological Bulletin* 112 (1992).

    [184]S. J. Wayne, L. M. Shore, and R. C. Liden, "Perceived Organizational Support and Leader-Member Exchange," *Academy of Management Journal* 40 (1997).

    [185]Seung Yong Kim and James Van Scotter, "Influence of Contextual Performance and Leader-Member Exchange (LMX) Relationships on Group Cohesion and Group Performance: A Preliminary Model," *Midwest Academy of Management Conference* (2002).

Scott Camp, over three decades ago there had already been three thousand studies on job satisfaction alone prior to the Locke study in 1976.[186] Most previous research has suggested that organizational commitment is more strongly related to turnover than job satisfaction and the results have repeated themselves over the years.[187] It is important for companies to identify leadership potential and succession timelines while simultaneously monitoring both broad talent pools and targeted candidates to map and analyze different succession scenarios.[188] In hopes to better predict an organization's propensity to retain good talent, a study entitled "Development of Organizational Commitment During the First Year of Employment: A Longitudinal Study of Pre- and Post-entry influences"[189] measured both affective and continuance commitment three times during the first year along with noting variables present before hiring and during employment. They join others in concluding, "There is now a sizable body of literature linking organizational commitment to important work behaviors, including turnover,"[190] further noting, "It has been urged previously that commitment, particularly affective commitment, is least stable and most easily influenced during these early stages."[191] Understanding these interactions

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[186]The 1976 Locke Study.

[187]J. E. Finegan, "The Impact of Person and Organizational Values on Organization Commitment," *Journal of Occupational Psychology* 73 (2000); J. P. Meyer and N. J. Allen, "A Three-Component Conceptualization of Organizational Commitment," *Human Resource Management Review* 1 (1991); L.W. Porter and others, "Organizational Commitment, Job Satisfaction and Turnover among Psychiatric Technicians," *Journal of Applied Psychology* 59 (1974); R. M. Steers, "Antecedents and Outcomes of Organizational Commitment," *Administrative Science Quarterly* 27 (1977); Yolanda B. Truckenbrodt, "The Relationship between Leader-Member Exchange and Commitment and Organizational Citizenship Behavior," *Acquisition Review Quarterly* (2000).

[188]Stein, *Working Past Retirement*.

[189]Meyer, "Development of Organizational Commitment"

[190]e.g., Porter et. al., *Organizational Commitment*; L .J. Williams and J. T. Hazer, "Antecedents and Consequence of Satisfaction and Commitment in Turnover Models: A Reanalysis Using Latent Variable Structural Equation Models," *Journal of Applied Psychology* 71 (1986).

should provide the organization the ability to positively influence commitment by communicating the most effective recruiting and retention messages for its members and its organizational model. This appears to be a factor that could influence what questions are to be asked in the research particularly what factors in the early stages intentionalize retention management of new employees.

Recognizing this impending need within the organized church, the Episcopal Bishop of San Diego has recently released a call to double the clergy of the Episcopal Church of the USA by 2020. Their strategy is to focus on children, youth, and campus ministries, emphasizing their goal to "recruit, educate, and train evangelists and church planters who were born after 1964."[192] They note their own "pressing shortage of young leaders (is seen in) a mere four percent of our ordained leadership under the age of 35."[193] For many churches, high turnover might be due to lack of real ministry purpose or mission and very little support, thus eliminating people from the potential leadership pipeline before they get started.[194] What is particularly interesting about this Episcopal report is that it was released before the first ripples of the "Perfect Storm" were being felt. If there is a report of an immense need for leadership in the global business economy and a mainline United States denomination, one could only imagine it would exist in a greater degree in a narrowly focused field like YoungLife. Obviously, the institutional church has some clear differences from a missional organization, and a formal clergy has

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[191]e.g., Meyer & Allen, *Three-Component*; R. T. Mowday and T. W. McDade, "Linking Behavioral and Attitudinal Commitment: A Longitudinal Analysis of Job Choice and Job Attitudes.," *Applied Psychology* 74 (1979); Porter et al., *Organizational Commitment*.

[192]The Rt. Rev. Gethin B. Hughes, *Doubling by 2020: Building a Church of Disciples Who Make Disciples* (Episcopal Church of the United States of America, October 15, 2001).

[193]Ibid., 23.

[194]George and Krajewski, *Herding Cats*; Farmer and Fedor, *Volunteer Participation*.

many differences from a YoungLife staff, but there are more similarities here than differences. The question also remains in non-profits of how to not only gain, but also, how to retain leadership. Doyle Shea addresses this in his dissertation "The Role of Organizational Citizenship Behavior in Volunteer Organizations" noting, "within the context of the volunteer organization, psychological attachment, leader-member exchange, perceived organizational support, altruistic motivation, and strategic volunteerism were positively related to Organizational Citizenship Behaviors."[195]

In the past twenty years in the Christian organization sector there has been a rise in popularity of literature on how to gain and train emerging leadership, but little has directly answered the questions of when to introduce retention strategies and how the factors and principles work in improving retention. In *Selecting and Developing Emerging Leaders* (which is based on *Leadership Emergence Theory* and *The Making of a Leader* by Bobby Clinton)[196] Richard W. Clinton notes, leadership crisis or not, "Leaders are made in the sense that without opportunity, training and experience, their leadership doesn't have a chance to emerge."[197] In the case of spiritual leaders, "… it is assumed that spiritual formation has already been done and is the responsibility of the individual to keep things together. What happens many times is that many leaders grow in their effectiveness in ministry but do not grow in their character. Eventually, the

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[195]Carolyn Ban, Alexis Drahnak, and Marcia Towers, *Human Resource Challenges of Human Service and Community Development Organizations: Recruitment and Retention of Professional Staff in the Not-for-Profit Sector* (Pittsburgh: The Forbes Funds, 2002).

[196]J. Robert Clinton, *Leadership Emergence Theory* (Altadena, CA: Barnabas Publishers, 1999); J. Robert Clinton, *The Making of a Leader* (Colorado Springs, CO: Navpress, 1988); J. Robert Clinton, *Leadership Emergence Theory* (Altadena, CA: Barnabas Publishers, 1999).

[197]Clinton, *Selecting and Developing Emerging Leaders*, 54.

weaknesses in the character will emerge and the leader falls."[198] Many others have

attempted to modify business-like books as recipes of successful Christian Leadership

production. Some do it with a bit of theoretical depth like Jim Collins, who followed up

his *Good to Great* with *Good to Great and the Social Sectors: A Monograph to*

Accompany Good to Great[199] noting the need to be very selective about who we choose

to lead, even in volunteer positions.[200] He also observes, "Time and talent can

compensate for the lack of money, but money cannot ever compensate for the lack of the

right people."[201] Others, in my opinion, offer far too simplistic a road map for the

leadership crisis at hand, such as: *The Next Generation Leader* – Andy Stanley,[202]

Developing the Leaders Around You – John C. Maxwell,[203] *A Fish out of Water* - George

Barna,[204] and *Courageous Leadership* – Bill Hybels.[205] Pop leadership is full of lists with

little academic backing as evidenced by their bibliographies. Pop culture, even Christian

pop culture, is keenly aware there is a talent war at hand and at least tries to address it.

Selection therefore is actually an important part of retention, however, selection

possibilities are shrinking and more people are competing for the same good candidates.

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[198]Ibid., 66.

[199]Jim Collins, *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great* (Boulder: Jim Collins, 2005).

[200]Ibid., 16; Hesselbein and Johnson, *Mission and Leadership*; Reichheld, *Loyalty Effect*.

[201]Collins, *Good to Great and the Social Sectors*, 17.

[202]Andy Stanley, *The Next Generation Leader* (Sisters, OR: Multnomah Publishers, Inc., 2003).

[203]John Maxwell, *Developing the Leaders around You* (Nashville: Thomas Nelson Publishers, 1995).

[204]George Barna, *A Fish out of Water* (Nashville: Integrity Publishers, 2002).

[205]Bill Hybels, *Courageous Leadership* (Grand Rapids: Zondervan, 2002).

The problem has been referred to as a talent shortage. In his recent book *The World is Flat,* Thomas Freidman anticipates a leadership shortfall in the global business world of nearly 60 percent of the need by the year 2020.[206] With the growth in business and the evacuation through retirement of most of the United States baby boomers, there are not enough potential leader candidates in the pipeline to begin to meet the demand. If this is the case in the business sector with a very broad umbrella of possible candidates, how much more will the deficit be for YoungLife, which is laser-focused on its need of leaders who reach out in mission to the lost and unchurched adolescents?

Within most organizations, the issue of retention is a priority. A surprising 88 percent of United States corporate managers believe that retaining good people is harder than ever.[207] How and when organizations address that becomes an important factor. I have looked in the literature to find the Medical field (particularly in nursing), the Fast Food Industry, Non Profit Social Workers, Businesses and the Military all have the most studies on retaining good leaders. Each of these fields is somewhat missional (not spiritual) in nature and is concerned both economically and practically with improving retention. As a result of this wide survey, relevant data was found concerning retention within these fields.

In *The Loyalty Effect,* Frederick Reichheld writes about a few benchmark organizations. In the fast food industry, Chick-fil-A stands out as an industry leader in loyalty.

> … over the past five decades it has grown from a single diner to a chain of more than six hundred quick-service restaurants by means of superior loyalty. The company hit our radar screen when we discovered that its turnover in store

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[206]Friedman, *The World is Flat.*
[207]From a Towers Perrin report, a global human resources consulting firm

operators ran at 4 to 6 percent per year in an industry where average turnover runs 40 to 50 percent. Then we found out that Chick-fil-A 's store operators earn an average of 50 percent more than the operators at other fast food chains."[208]

Mark Miller, Chick-fil-A 's Senior Vice President of Training, teamed up with Ken Blanchard to write *The Secret* which literally spells out their corporate training methodology which has produced unprecedented retention at every level. The essence of their "secret" is to, "*S*ee and Shape the Future, *E*ngage and Develop Others, *R*einvent Continuously, *V*alue Results and Relationships, and *E*mbody the Values of the organization."[209] They take every level of training seriously from breading chicken to managing a restaurant. Chick-fil-A believes the first year is most important. New hires are in orientation for the first year and take part in core curriculum that involves policy, procedures, corporate culture, job skills, life skills, leadership skills, and all through they are tested, tracked and recognized. This adds up to industry high retention rates at all levels. Andrew Feinstein's study on restaurant management *A Study of Relationships Between Job Satisfaction and Organizational Commitment Among Restaurant Employees* reveals industry turnover is often due to the fact:

> New employees are unable to determine their level of satisfaction because of their relative inexperience with their new employer. They then settle into a transitional period where their satisfaction levels significantly drop and then increase as they become more experienced. At the 3-year point, the majority of employees might have mastered their position and satisfaction levels begin to stabilize due to lack of learning or challenges. In this instance, foodservice operators could try to compensate for this dilemma by cross-training their employees in other positions or by providing a structure for advancement.[210]

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[208]Reichheld, *The Loyalty Effect*, 7.

[209]Mark Miller and Ken Blanchard, *The Secret* (Escondido: Blanchard Family Partnership and Mark T. Miller, 2003).

[210]Andrew Hale Feinstein, *A Study of Relationships between Job Satisfaction and Organizational Commitment among Restaurant Employees.* (Las Vegas, NV: Department of Food and Beverage Management, William F. Harrah College of Hotel Administration.).

With a continuous training investment, a clear path of progress and advancement, mentoring and continual measurement and feedback, Chick-fil-A tends to produce results that are contrary to the norm. Although fast food and youth ministry may appear world's apart, the material that was reviewed from Chick-fil-A confirms that they should be further researched because of their Christian influence, relational and missional approach to business, and their strategy to retain good people within the organization, from the lowest level on up.

In the representative literature reviewed on the military, again and again there is a precedent set of high standards for recruiting, calculated and repeated training to assure flawless leadership performance, organizational connection and promotion leading to unparalleled allegiance.[211] The Marine Corps, with slogans like, "The few, the proud, the Marines," pride themselves on training and have exhibited impressive results in leadership development that have been translated into the business culture. "The Marine Corps does not believe in "sink or swim," they believe in teaching how to swim."[212] Yet all branches of the United States military have a long history and renowned practices in the areas of recruiting and training of leadership. Like all organizations, the United States Army is faced with a great need to gain, train, and retain leadership. Colonel Kelly R. Fraser in his 2004 study *Manning the Future Force* notes:

> The Future Force will be very different from the Army of today. New equipment, technologies and tactics will require soldiers with different skill sets than those of today's soldiers. New soldiers in the Future Force will be recruited from the

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[211]Ibid.; Anonymous, *Team Secrets of the Navy Seals* (Kansas City, KS: Anderws McMeel Publishing, 2003).

[212]Dan Carrison and Rod Walsh, *Semper-Fi: Business Leadership the Marine Corps Way* (New York: Amacom1, 1999), 85.

generation of Americans referred to as the Millennials--those born in 1982 and later.[213]

Understanding the need and the changing culture he concludes that, "The Army's success in recruiting and integrating the Millennial generation into the Army of the future will ultimately determine the success of transformation, and the success of the Army in the emerging strategic environment."[214]

Each of the United States service branches are faced daily with reviewing the effectiveness of recruiting methodologies, especially during a non-draft wartime. Dan Carrison and Rod Walsh in their book *Semper-Fi: The Marine Corps Way* address this important issue, suggesting that it is strategic to have the best recruiter. "Because attracting the right kinds of individuals is considered so critical for the well-being of the Corps, the recruiting billet is a very high-profile post."[215] The Marines set their standards high and ask the recruit, "Do you have what it takes to be one of us?" This question attracts a certain kind of individual, one who would be likely to value membership in the Corps. They are looking for a few, the right few, who can do the job at hand and handle the intensity and high call of a Marine."[216]

Military training is legendary as well. The insistence on repetition and accuracy is seen everywhere; "each block, or phase, will follow the same basic pattern: Learn, apply, review, evaluate, reapply, reevaluate, and then SOP (standard operating

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[213]Colonel Kelly R. Fraser, *Manning the Future Force*.
[214]Ibid.

[215]Carrison and Walsh, *Semper Fi*, 7.

[216]Ibid., 154.

procedure)."[217] Training is part of the rite of passage, training is an important first impression and training is an investment in the future.

Because the Marines believe leaders are made, not born, they incrementally train leaders along the way. "It's training, not screening, that creates Marine Corps leaders of all ranks … leadership is something to be cultivated and that virtually every recruit has the potential … if the company has a reputation for offering the most complete, albeit rigorous training in the world, one will feel cheated by working anywhere else."[218]

Retention of the military's professional core of officers and non-commissioned officers remains a special emphasis item at the highest levels. In Cheri Avigne, Dave Fisch, Chad Holmes, and Jamie Posten's article "Military Retention: Identifying and Influencing Commitment Levels in Your Organization," they conclude that based on their research and subsequent new models for commitment measurement (The Specific Propensity Model and The Interactive Model) they can characteristically predict an individual's inclination to commit in an organization. "The loyalty of Marines–to each other, to their superiors and to the corps itself, is legendary. … Its rite of passage–boot camp--creates a sense of mutual trust … Marines fight for each other."[219] Similar to what Victor Turner says, the crucible of liminality (in this case intensive training) brings about communitas–loyalty. To reiterate, communitas is more than community, it is a deep bonding that comes through the journey of emergence into a greater incorporation. Although one might observe that Turner notes anti-structure as being a common result of

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[217]Anonymous, *Team Secrets*, 8, 112.
[218]Carrison and Walsh, *Semper Fi*, 131.

[219]Ibid., 154; Avigne, *Military Retention: Identifying and Influencing Commitment Levels in Your Organization*.

liminality and thus would appear contrary to the very rigid structure within military training, it is important to note that Turner is referring to the anti-structure that the initiates experience in light of their former status or place in society. With this in mind, the association works well. The connections between military training of leadership and missional training of leadership are as clear as are the differences. Yet much of the principles should translate to similar outcomes in loyalty due to the battle and missional imagery that are associated with both.

Insights from the Literature Review

Leadership development and retention impacts every organization. Stogdill and Bass note in their *Handbook of Leadership* that while "*the Oxford English Dictionary* (1933) noted the appearance of the word 'leader' in the English language as early as the year 1300, yet the word 'leadership' did not appear until the first half of the nineteenth century."[220] If the phrase "leadership development" is typed into a Google search, there are literally over 100 million sites that can be accessed on that subject. A resource search on *Harvard Business School's* website produced over 300 separate resources on leadership development alone. A similar search on the *Center for Creative Leadership* website, yielded over 400 separate documents that they have published. Clearly, others are both curious about and have written on leadership development. In addition, many have looked closely at the emerging leader population and the traditional college age student as a demographic.[221] Many theories have been postulated about what factors increase worker satisfaction and ultimately improve commitment.[222]

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[220]Bernard Bass, *Bass and Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*, 3rd ed. (New York: The Free Press, 1990).

Due to many converging factors: cultural and demographic shifts that have effected numbers of potential emerging leaders in the workforce (see Appendix I),[223] a rising unwillingness among young adults to take on the responsibility of leadership,[224] and a declining probability of extended loyalty with one organization,[225] the problem of emerging missional leadership training and retention for a non-profit Christian organization has its unique aspects at this particular time in history and thus deserves some distinct attention. According to Margie Atkinson, the Vice President of Human Resources for YoungLife, to date, no one either within or outside the organization of YoungLife, has specifically focused a doctoral study on identifying the factors, issues,

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[221]Cote, *Arrested Adulthood*. According to Cote, arrested adulthood has diminished the potential leader pool in the United States.

[222]Dennis Organ's work on Organizational Citizenship behavior spawned further study in organizational commitment and worker loyalty. D.W. Organ, *Organizational Citizenship Behavior*, 1st Ed. ed. (Lexington, MS: D.C. Heath and Company, 1988); John P. and Natalie J. Allen Meyer, *Commitment in the Workplace: Theory, Research, and Application* (Thousand Oaks, CA: Sage Publications, 1997); John P. Meyer, D. Ramona Bobocel, and Natalie J. Allen, "Development of Organizational Commitment During the First Year of Employment: A Longtudinal Study of Pre- and Post-Entry Influences," *Journal of Management*, December (1991); Kimberlee J. Rhule, "The Effects of the Manager's Behavior on the Retention of High Potential Employees from Different Generations" (Duquesne University, 2004); R. H. Moorman and G. L. Blakely, "Individualism-Collectivism as an Individual Difference Predictor of Organizational Citizenship Behavior," *Journal of Organizational Behavior* (1995); Philip M. Podsakoff, et al., "Organizational Citizenship Behaviors: A Critical Review of the Theoretical and Empirical Literature and Suggestions for Future Research," *Journal of Management* 26.3 (2000).

[223]Vince Molinaro and David Weiss, *The Leadership Gap: Building Leadership Capacity for Competitive Advantage,* (Hoboken: John Wiley and Sons, 2005).

[224]See footnote 2.

[225]"The 'psychological contract' between individual and organization is weaker than ever. Good performance isn't a guarantee for employment. Employees have less loyalty to an organization and are more likely to move from one organization to another." Rhule, "Effects of Manager's Behavior"; see also Cheri Avigne, Dave Fisch, Chad Holmes, and Jamie Posten, *Military Retention: Identifying and Influencing Commitment Levels in Your Organization* (2000); available from http://www.ou.edu/deptcomm/dodjcc/groups/01A2/index.htm; Cheri Avigne and others, *The Wild Card Effect and Military Retention: Latent Social Identities in an Interactive Organizational Commitment Model*, DOD Course in Communication (2000); David Baldwin and Stephanie Trovas, "X Marks the Spot: Developing and Retaining Emerging Leaders," *LIA* 21.6, January/February (2002); Robert L. Manning and Glenn Cunningham, *USAWC Strategy Research Project: The Importance of Maintaining an All-Volunteer Army During and Extended War* (Carlisle Barracks, PA: US Army War College).

and practices that impact YoungLife intern retention. [226] I have not been able to identify any studies that have looked to secular, benchmark, and comparator organizations from which to specifically draw principles of leadership training and retaining within a wholly Christian missional organization.

Because the problem of unwanted attrition within the YoungLife mission is complicated, multidimensional, and uninvestigated due to its specificity, a woven literature review was necessitated. From reviewing this literature, both an informed and formed voice will speak into the question of how the YoungLife Raceway Region can best recruit, develop, and particularly retain missional leadership in the years ahead.

The first strand of the literature reviewed involved missional leadership recruitment, training, and retention. The literature has confirmed that Christian missional leadership persistence has been an issue that has been written on extensively and practiced historically. The collective voices from the literature regarding missional leadership perspective warrant further investigation into researching best practices of current missional organizations in the areas of recruiting, training, and the retention of emerging leadership.

The second strand, looked at literature that helped define the moment in life's continuum of the current United States culture, which would best be defined as "traditional college age."' From the literature addressed this developmental, instructional, and formational moment during a person's lifespan, the target time appears to be a eighteen to twenty-five as the strategic moment to introduce leadership development, organizational branding, preliminary introduction of new information, personal character

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[226]Discussed in a phone conversation fall of 2006 and verified by phone April 12, 2007.

formation, and self discovery. The literature in this area gives me confidence to further investigate this unique moment, defined by Jeffrey Arnett as "emerging adulthood." Therefore, in gathering and analyzing the research, the researcher will pay careful attention to when (during what years) do organizations and institutions strategically develop leadership.

The third and final strand in the literature reviewed in this section revealed a clear methodology of leadership development, which strategically focused on building loyalty and strategic retention among a varied host of businesses and organizations. The literature in this area confirmed that the stewardship of organizational talent is a very important and current issue. The collective voices from the literature regarding both theory and practice of organizational retention, and loyalty and persistence warrant a wide view investigation into researching best practices looking at a variety of organizations.

> The seemingly diverse topics of literature reviewed, once woven together, form a strong stand that specifically addresses the issue of emerging missional leadership selection, development, and retention. Collectively, the review has supported the hunch that this issue in YoungLife is addressed widely outside of just this mission. In addition, the reviewed literature gives warrant for further investigation of this issue within YoungLife's Raceway Region.

Summary of the Chapter

This chapter has provided an overview of research and theory pertaining to issues of Christian missional and secular leadership development, emerging adulthood and

retention management. This literature review highlighted a few of the many studies, articles, dissertations, abstracts, popular literature, and books in the area of emerging missional leadership training and its impact on organizational loyalty and retention. The review shows that the solutions that specifically address the retention problem defined within the Raceway Region LDP are limited. Thus, the field is wide open to explore, to describe, and to implement strategies for effective emerging leadership training and retention. In the next chapter, the theoretical framework for this project will be outlined.

Chapter Three

Theoretical Framework

Overview of the Chapter

In this third chapter, through combining three different theoretic positions, one from missional formation, one from identity formation, and one from leadership development, and covering them with a Christian Missional perspective, the researcher will build a theoretical construct that will be foundational for this project. In many ways each theory in the construct will function as one of three legs to a stool whose seat is the theology of biblical missional leadership development and thus allow a strong base upon which to build the study. This project will focus on questions within the specific YoungLife context of who, when, where, and why to train future staff, but will not necessarily address the content of what specific material to use in training as it pertains to extending staff retention.

Theoretical Framework

The study of emerging missional leadership retention can be understood within the context of at least three theories from different disciplines. The combining of these three perspectives will be seemingly independent and remain isolated until they are collectively recognized as integral to a certain construct, that of emerging missional leadership training and retaining. Collectively these theories frame the asking of the research questions for this study, which are:

1. What is the nature and status of staff retention within YoungLife?
2. What are the characteristics or key shaping influences of staff retention in YoungLife?

3. What can be learned from comparator organizations about leadership development and its importance for retention?
4. What do comparator organizations specifically do to build loyalty and retain their trained emerging leadership that might impact retention within the YoungLife leadership development pipeline?

Therefore, from a missional perspective the theory of communitas in liminality will address the timing issue of when, during the course of life, is the best time to introduce leadership develop in relation to its positive impact on retention and how this should be done. Data will be analyzed through this theoretical lens, specifically noting any correlation in comparator organizations' identification and employment of the most strategic time to introduce leadership development, corporate branding, and loyalty and positive trends in retention within those organizations. From the discipline of social and developmental sciences, the theory of emerging adulthood helps define when that current time of liminality would be within the United States culture. Data will be analyzed through this theoretical lens specifically noting any correlation between comparator organizations' timing (paying specific attention to visible factors during the traditional college and emerging adult stages) of recruiting, hiring, and leadership development, etc. and positive trends in retention within those organizations. From organizational leadership theory both loyalty effect and retention management theory address the focus of the training as it relates to the problem at hand. Data will be analyzed through this theoretical lens specifically noting any correlation in comparator organizations' introduction of specific loyalty and retention strategies and positive trends in retention within those organizations. Thus these three theories connected to the seat of emerging missional leadership development will form a construct for this investigation (see figure 3).

Christian Missional Theory of
Emerging Leadership Development

Turner's Theory or Liminality and Communitas

Arnett's Theory of Emerging Adulthood

Reichheld's Theory of Loyalty Effect
Taylor's Theory of Retention Leadership
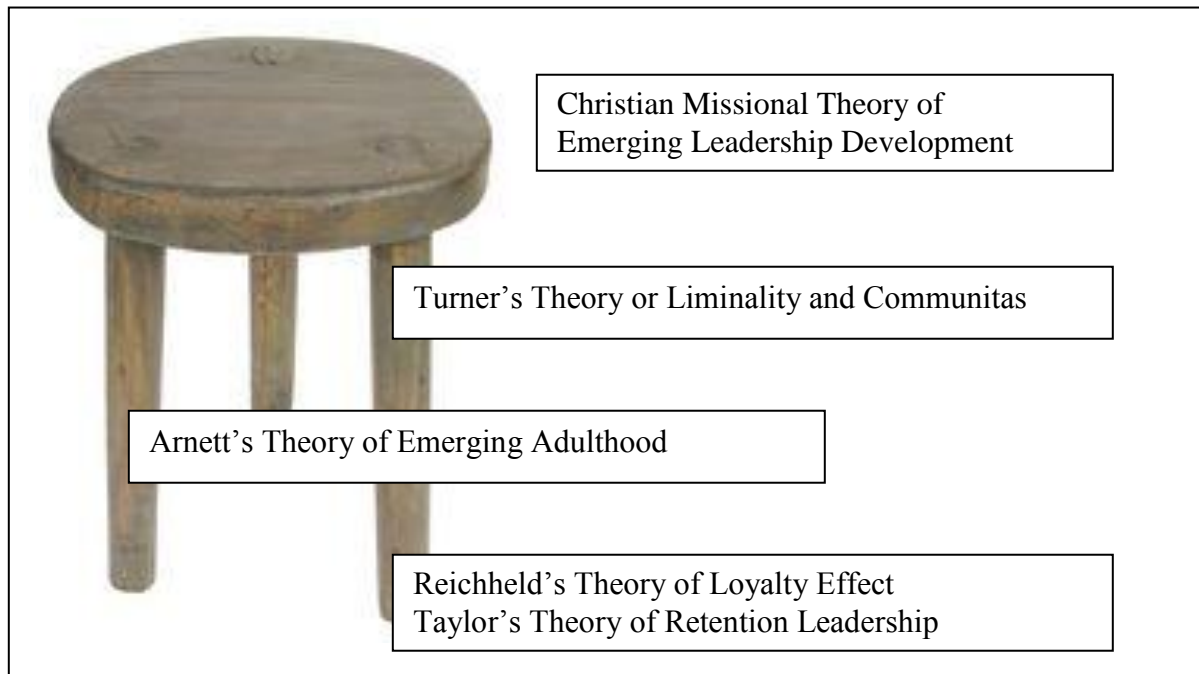
Figure 3: Theoretical Construct

Before I investigate the theories that comprise each of the legs it is worth stating the obvious. Much of this investigation is built upon biblical and theological theory involving emerging missional leadership development, which is a major thematic thread throughout the Bible. The theoretical legs literally find their commonality because they are set into the surface of missional leadership succession and thus can even form a construct that can support this endeavor. YoungLife as a Christian mission was launched in response to taking the two-fold great commission to preach the gospel and to make disciples. Together this calls for a plan to both train and retain missional leadership in order for the movement to be sustained and to grow. If one were to encapsulate all of scripture into one verse which represents the missional perspective to train and retain leadership it would be Paul's admonition to Timothy to raise up retainable and reliable leaders to continue the legacy of Christian mission: "what you have heard from me in the

presence of many witnesses entrust to faithful men who will be able to teach others also"
(2 Timothy 2:22).

The first leg, which is from a missional theoretical background, is "*communitas*"
or deep community building experienced during a specific and strategic formational time
in a tribal setting during "liminality," which acts as a gateway or threshold from the
before to the after**.** In his book *The Ritual Process*,[227] Victor Turner discusses the nature
and function of a rite of passage and discipleship within the rites of passage structure. He
introduces the concepts of "*liminality*" and "*communitas*."

The ritual process is a helpful lens through which one may surface analogies in
the development of adults as they are incorporated into communities of mission (even
though this is not Turner's context and application). He begins with the premise that in all
phases of "separation," there is a phase of "detachment" from a group; followed by a
phase of "*liminality*" (or threshold) and finally a phase of reincorporation. The liminal
stage is an ambiguous period that acts as a threshold between former and latter, in which
the "neophyte"[228] is broken down in order for that same neophyte to be rebuilt or re-
incorporated into adulthood. It is often ritual that moves one from separation, through
liminality (which is the means), into a *communitas* or "common living"[229] incorporation
(which is a byproduct of the journey to adult reincorporation). *Communitas* appears
where structure does not. Turner describes this liminal period as the period in which
those initiates are truly separated from family and reemerge as adults as the period where
one is most malleable for formation and open for information. In many ways total

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[227]Turner, *Ritual Process*.

[228]Ibid., 95.

[229]Ibid., 96.

communion implies loyalty to this group and would assume that with this type of intense bond. Communitas followed by reincorporation would translate to a strong retention of these members within the given society.

It is worth mentioning that Turner was not theory building to prescribe what ought to occur in the development of children and adults at the macro societal level. Obvious differences exist between the pre-modern Ndembu tribe of Northern Rhodesia (now Malawi) and moments within the postmodern United States traditional college age experience. However, both share some analogies; this has been acknowledged in the writings of adult life cycle development theorists, even if not necessarily linked back to the observations of Turner. The liminality described by Turner was descriptive of the induction into a tribe or secret society and would often involve seclusion and symbolism, like circumcision or the killing of a lion during liminality to move though rites of passage to become a man or warrior. The timeframe for such liminality was defined, temporary and often momentary. The concept of strategic separation from society that Turner speaks of in the first phase of his theory and the movement from the home away to college for a college student presents easy concept transference. However, translating the liminal moment within a tribal rite of passage onto an entire college experience presents a problem unless many liminal moments or passages toward maturity can be seen as composing that college period. Some have spoken to these liminal moments of passage in the adult life cycle. In her book *Passages*, Gail Sheehy made an comparable quantum leap as she named transformational strategic moments of crisis that often were the gateway to developmental advancement, "passages." She noted that she replaced crisis "with a less loaded word for the critical transitions between stages, and called them

passages." [230] She investigated many people's stories [231]and noted "crises all along, or rather, points of turning … came up with relentless regularity at the same ages." Sheehy specifically noted that the progress and journey through childhood is in many ways well studied but it is different about the journey into adulthood:

> Yet having applied this understanding of personality growth chapter and verse to guide our offspring from crib to college, we leave them at the door to adulthood like windup dolls: technologically proficient, geared for problem solving, trained to maneuver around obstacles. But equipped without any real understanding of the inner works, of the notion that even as grown-ups we may alternate between being in step and being off balance with ourselves and the forces of our world.[232]

In many ways she recognizes these periods of liminality within development that are passages but in the United States are often without form or format to be seized and used as an intentional time of shaping and emerging into a new stage of life. David Elkind in his book *All Grown Up and No Place to Go*,[233] addresses the liminal phases during the process of moving into adulthood noting that they are missing symbols or "vanishing markers" within the United States society with which adolescents can visually, psychologically, and socially progress into adulthood through specific phases which can mark movement through self understanding, the acquiring of adult skills and behaviors into a position of responsibility. Elkind contends that these "rites of passage" are decreasingly available through traditional societal means and those who are separating from childhood and moving but not yet in adulthood would create their own customary markers for the passage into maturity as they proceed in the societal adult life

[230]Sheehy, Gail. *Passages: Predictable Crises of Adult Life* (New York: Dutton, 1976).

[231]Ibid., 10.

[232]Ibid., 11.

[233]David Elkind, *All Grown Up and No Place to Go: Teenagers in Crisis* (New York: Perseus Books, 1998).

cycle. This observation would make Turner's rites of passage even more important as a foundational piece to this study in order to allow movement into adulthood. Although the college age experience between eighteen and twenty-one years old or up to twenty-five years with a Masters degree cannot be seen aggregately as a liminal phase, this researcher suggests that Sheehy and Elkind make way to consider that there might exist more than one liminal period in that time of clear transition (perhaps annually) in which a cohort of students, either formally or informally, already extracted from childhood and family, could be intentionally given leadership development, go through rites of passage and both symbolically and definitively progress emerging closer toward assimilated adulthood or leadership. They set the stage and close the gap a bit to allow this researcher to leap from Turner's liminality to what might be called multiple liminal moments. It is here in these intentional, special liminal moments, or passages during the extended natural period of separation that is college, that Turner's theory could be seen as compatible as students could move through rites of passage and emerge experiencing some type of social order change.

If organizations, in this case, missional organizations were to intentionally view these many possible liminal times at college as strategic moments of separation from parental structures and opportune times for the shaping of leadership, then movement toward organizational leadership would occur. Specific training, rites of passage, recognition/symbols of maturation, and developmental passage all could be inserted during these selected moments of ambiguity to produce recognized emerging missional leadership. After which, reincorporated into missional leadership at a new level of responsibility could happen all throughout the college years and crescendo upon

graduation as they could be reincorporated into the organization as graduated adults.

Liminal moments throughout the college years may not naturally be as point specific in

time as Turner notes in a tribal setting, however, it could be seen as such if an

organization makes it a liminal point in time with a given purpose. This process would be

more than just a shared college experience, similar to a fraternity or sorority membership,

but would be more akin to the moment of formation with an element of difficulty (much

more akin to Turner's intent) that would be associated with fraternity pledging. This

experience would more reflect a boot-camp experience and produce a deeper sense of

communitas. Equating this type of *communitas* experienced among postmodern emerging

adults to the tribal affinity experienced when premodern neophytes emerged from

liminality is not a stretch especially, if the organization were to represent that tribe.[234]

The kinship desired within college students can be seen in the popularity of fraternities,

sororities, and clubs on campus and a missional organization could also meet that need

for familial belonging. Finally, the reintegration into society as adult members needs to

be intentional and recognized through symbol and ceremony to counteract much of what

is currently happening or not happening to post college students both developmentally

and within society.[235] Figure 4 visually compares Turners theory of liminality and

communitas to the translation of that theory into the current United States college

moment if strategically seized by a missional organization.

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[234]Although the use of "tribal" in United States culture may appear pejorative, it is not intended to have that meaning in this context but is more likened to a kinship group and will continue to be used within the description of Turner's theory in order to retain integrity to that theory.

[235]Jeffrey Jensen Arnett, *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*, (New York: Oxford University Press, 2004); George Barna, *Generation Next: What You Need to Know About Today's Youth* (Ventura: Regal Books, 1995); Dean Borgman, *Hear My Story* (Boston: Hendrickson, 2003); Chap Clark and E. H. Erikson, *Identity: Youth and Crisis* (New York: Norton, 1968).

Application of Turner's Ritual Process to the current United States College age.

Stage	Turner's theoretical definition	Missional application to current college age setting
A) Childhood	Full tribal incorporation with no independent status	Missional connection. Under the authority of their parents. No missional authority but possible involvement.
B) Separation	Intentional separation from family and/or tribe usually at the physical onset of puberty with the intention of moving through a prescribed rite of passage.	Voluntary separation from family upon graduation from High School to pursue higher education and graduate in four years to enter the adult work force.
C) Liminality	An intentional time of formation during extraction from the family or tribe in which the initiates experience anti-structure and sense of communitas	During college, it is a an extended threshold between childhood and adulthood during which college students experience anti-structure from society. During this time there exist many opportunities of liminality which missions or organizations could seize leadership development.
D) Reincorporation	Upon completion of Rites of Passage during the liminal phase.	After celebrating each passage along the organizational maturity continuum
E) Adult	Reintegrated with a new identity and full status into the family, society or tribe	Upon completion of liminal training moments during college and upon graduation, there can be reintegration with new status into the mission or organization as an adult staff.

Figure 4 Application of Victor Turner's Ritual Process

The second stool leg, which emanates from a developmental theoretical

perspective, is emerging adulthood. If liminality is a target time to both strategically

introduce developmental and leadership training and produce a strong sense of real

communitas during the leadership development process, then it will be important to identify exactly when that occurs in one's life in North America. Jeffrey Arnett in a recent book *Emerging Adulthood*,[236] based on a research article entitled the same, puts a theoretical name to what many have observed in the United States culture over the past decade among those who fit in the late teens through twenties phase of life–the liminal traditional college age years. Some would contest that the traditional college years emerging adulthood are not necessarily analogous to Turner's time of liminality, yet all factors of Turner's description seem more aligned to multiple moment during this developmental period than during any other. Also, some might argue that focusing too much on taking advantage of a natural communitas during this may not lead to loyalty and better organizational retention down the line but merely to a "Lord of the Flies" fellowship that will result in a repelling closed society and not a compelling Christian mission. However, evidence from the literature, particularly from the military, dispels this notion and certainly would affirm a study of benchmark organizations in order to find out what, if anything, they do to build loyalty at this strategic stage of training.

Why then particularly target college students as those where leadership development might begin? First, the college target cohort contains the densest collection of emerging adults; "About one third of emerging adults go off to college after high school."[237] Arnett states, "over the course of their college years, emerging adults have often committed themselves to a worldview different from the one they brought in, while remaining open to further modifications of it."[238] College is the best concentration in one

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[236]Arnett, "Emerging Adulthood: A Theory."

[237]Goldscheider, "Leaving," 1-35.

location of people in liminality, which according to Victor Turner would produce the greatest sense of communitas or unity/loyalty. Charles Malik, former UN General Assembly President and Security Council Minister, said it best; "The university is a clear-cut fulcrum with which to move the world, change the university and you will change the world … their influence is so pervasive and total that whatever problem afflicts them is bound to have far-reaching repercussions through the entire fabric of Western Civilization."[239] Although, as I will get into detail later, some feel that college age and early post-college age is too early to expect a true shift into adulthood.[240] This researcher is proceeding with Arnett's position on emerging adulthood as a period of beginning development towards independence.

The third leg, from an organizational theoretical standpoint is "Loyalty Effect" and "Retention Management." In order to grasp these theories, one must look back at the lineage and the subsequent marriage of Organizational Theory and Leadership Theory offspring, which produced the fraternal twins of the Loyalty Effect Theory and Retention Management Theory. On one side of the family tree is Organizational Theory. In post World War II industrial America, the business world was curious about what shaped organizations and subsequently many questions were asked and studies taken to better understand the behavior in corporate America. One such question asked why people stay and why people leave within organizations. Organizational behavior was studied with new intensity as business operations grew in size and scope. Solid quantitative research

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[238]Arnett, *Emerging Adulthood*: A Theory, 13.

[239]C. H. Malik, *A Christian Critique of the University* (Downers Grove: InterVarsity Press, 1982), 20.

[240]Clark, *Hurt*; Cote, *Arrested Adulthood*.

flavored by anthropology, psychology, and sociology provided more specific information of external factors (job, location, and supervision) that might cause one to stay or leave and internal factors within the employee (attachment to the organization) that might promote organizational commitment. Thus, The Organizational Commitment Theory was born. John P. Meyer and Natalie J. Allen[241] delineated organizational commitment even further through the identification of Affective Commitment[242] (due to organizational goal affinity and desire to stay), Continuance Commitment (due to feeling of economic obligation because of time already invested) and the Normative Commitment (due to a feeling of duty, gratitude, and responsibility). From this theory, the Organizational Citizenship Behavior Theory was born. The offspring of Organizational Commitment Theory was Organizational Citizenship Behavior Theory or OCB, which is attributed to D. W. Organ from Indiana University. Organ recognizes five unique perspectives within the OCB: Conscientiousness, Courtesy, Civic Virtue, Altruism, and Sportsmanship. To this list others like Graham, Morman, and Blakely have added other perspectives like loyalty, whose genetic coding directly influences loyalty leadership.

Concurrently, questions were being raised in the field of leadership on the other side of the family tree. Who or what made a leader a leader was the basic question that spawned research and continues to spin theories today. Fred Fiedler's contributions through researching leader traits, styles, characteristics, and behaviors led organizational theory to a more specific understanding about how a leader's effectiveness is contingent

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[241]John P. Meyer and Natalie J. Allen, *Commitment in the Workplace: Theory, Research, and Application* (Thousand Oaks: Sage Publications, 1997).

[242]Affective commitment seems most analogous to what can be developed with volunteers in a non-profit organization that would promote persistence within that organization as one would proceed in leading within that organization.

to her style and the situations receptivity to that style. The Contingency Theory was formalized in the mid 1960s. A theory spawned from contingency theory was the Leader Member Exchange theory or LMX. LMX is a specific contingency theory, which emphasizes that due to time pressure, leaders establish a unique relationship with a specific group of followers that they have an affinity to. "When these relationships are of a high quality, the goals of the leader, the followers … [and the] organization are all advanced."[243] This theory challenges leaders to build unique relationships resulting in increased loyalty and productivity.

As we entered the new millennium in America with weakened employee loyalty resultant from corporate scandals, corporate downsizing, and an increase in the popularity of career variety, more and more corporations and leaders have asked the question how to keep what they have. These fraternal twins, what Craig Taylor refers to as "Retention Leadership"[244] and Fred Reichheld calls "Loyalty Effect" address that issue directly. Traditionally, one would assume the issue was keeping the customer base. In light of culture, the times indicate that organizations now need to strategically lead in such a way as to keep good employees. Reichheld notes, "Loyalty is dead, the experts proclaim, and the statistics seem to bear them out. On average, United States corporations now lose half their customers in five years, half their employees in four, and half their investors in less than one."[245] The key for any organization is to select carefully, invest in people wisely, build loyalty, and retain their most important asset – people. Further, they need to "view

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[243]Peter G. Northouse, *Leadership: theory and Practice*, 3rd ed. (Thousand Oaks, CA: 2004), 154.

[244]Craig R. Taylor, "Retention Leadership," TD (March 2004).

[245]Frederick F. Reichheld, *The Loyalty Effect: The Hidden Force Behind Growth, Profits, and Lasting Value* (Boston: Bain & Company, 1996), 1.

asset defections as unacceptable value-destroying failures. …" [246] Reichheld's Loyalty

Effect theory sees "the fundamental mission of a business not as profit, but as value

creation. It sees profit as a vital consequence of value creation—a means rather than an

end, a result as opposed to a purpose."[247] He notes what differentiates successful from

unsuccessful is measurable loyalty among people. This appears to be some of what

YoungLife may be facing and thus is worth investigating.

Craig Taylor is the author of *Training and Development* article "Retention

Leadership" and has been an integral part of the Talent Keepers organization for the past

five years. Prior to that Craig was a leader in the training, talent management, and

performance improvement profession for over twenty-two years with companies such as

the Walt Disney Company, American Express, and the University of Louisville. Craig is

also connected with the American Society, which produces the *Training and*

Development Magazine . The TalentKeepers' website notes their mission is to be the

"preeminent provider of employee retention solutions to the corporate marketplace by

offering the only web-based, integrated employee retention solution"[248] The sole focus of

their organization is employee retention, which they state is "one of the greatest unmet

opportunities in business today." Their strategies enable organizations to keep talented

people by reducing unwanted turnover and improving employee retention.

In his article and on the Talent Keepers website, Taylor defines Retention

Leadership as "the practice of leading people and organizations with the

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[246]Ibid., 4.

[247]Ibid., 5.

[248]From the TalentKeepers Website: www.talentkeepers.org. In 2002 TalentKeepers' RetentionWorks ™ program was named "Product of the Year" by Human Resource Executive Magazine for its innovative and effective approach to employee retention. RetentionWorks ™ has been proven to reduce employee attrition within organizations around the world.

explicit intent of improving employee retention, building positive

relationships that contribute to reducing unwanted turnover, and

encouraging employees to be fully engaged in their work." As Taylor

observes the current business culture, he notes the immanent shift in

conditions that will negatively impact employee retention in all sectors.

> It is well documented that just over the horizon lies a demographically driven labor and skill shortage unlike any seen before. Growth of the United States born workforce during the last 20 years was 44%. For the next 20 years that growth will drop to zero. In one of the most comprehensive studies on the subject to date, The Aspen Institute's Domestic Strategy Group summarizes it this way: Ignoring the labor and skill shortages "will threaten our productivity and growth, (and) our international competitiveness…The combination of slowing labor force growth and slowing skills growth looks particularly ominous." Hanging on to well-performing employees will reach a new level of urgency for organizations of all types and sizes.

> At the same time, it's now widely understood that leaders, and the quality of the relationships they build with their direct reports, are the key to why people stay and what usually drives them away. It's also true that leadership development consistently appears at the top of the strategy list for organizations trying to remain successful and competitive. Companies consistently invest more time, energy and resources in developing present and future leaders than nearly any other business and performance improvement effort.

> But here's the problem. The philosophies, principles, beliefs, and teachings of leadership are largely based on the availability of an ever-expanding and perpetually better-educated talent pool. These dynamics may, quite simply, no longer apply. It's time to look at leaders and their development in a new light. As the competition for talent heats up, leaders, and their skill in building trusting relationships and retention-oriented climates, will become critical. [249]

On May 31, 2007 this researcher attended a TalentKeepers executive briefing at

the Chicago Hard Rock Hotel. During a three-hour presentation, Chris Mulligan, the co-

founder of TalentKeepers, presented their most recent research findings and offered

solutions they had discovered. Much of the material presented in the seminar was new

data based on the original findings of R. Craig Taylor. Mulligan noted that there is a

"decreasing supply of qualified workers choosing from an expanding supply of jobs"[250]

currently in the global market, and they project that by 2010 there will be 10,000,000

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[249]Taylor, "Retention Leadership," 42-43.

[250]From Chris Mulligan's presentation "TalentKeepers executive briefing on retention research" on May 31, 2007 at the Chicago Hard Rock Hotel.

more jobs than workers globally. Mulligan also noted that "in United States there are 10,000 people turning 50 every day and there are not enough people behind them to fill their shoes."[251] As Talent Keepers looks at turnover, they have recognized there are various types of turnover due to a variety of causes or factors. Desirable turnover means that the right people are leaving the company or organization. Every company has some people that do not fit the culture, are unproductive, and/or are not a positive influence and their departure is actually seen as beneficial. Therefore, some turnover is healthy. Undesirable turnover is when good people are leaving and the cause, if identified can be strategically addressed and the unwelcome or unwanted attrition can be counter-acted. This is the type of turnover that hurts a company or organization and requires retention leadership. Controllable turnover is when the company can make changes using retention leadership and realize an increase in retention rates for the right people. Uncontrollable turnover is often due to factors or circumstances that are out of the company's control (i.e., scandal, economic shifting, leadership change, or catastrophe). Here the turnover is both inevitable and uncontrollable. According to Mulligan

> 60% of all turnover is controllable (like pay increase, promotion, benefits) and 40% of company's turnovers are undesired. In addition, 50% of those undesired turnovers are controllable, if an organization knows the factors that lead to that turnover and has an established plan to combat that turnover. The best way to enact good retention leadership is to know factors, conditions, and people well enough that an organization knows what they can change to keep the 'keep-able' people.[252]

For those at TalentKeepers, exit interviews alone often give unreliable data due to employee availability and frame of mind. Instead, they agree with Beverly Kaye's

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[251]Ibid. 42-45.

[252]Ibid.

strategy to incorporate "staying interviews" along with exit interviews and ask employees that they know they are thinking of leaving in addition, to those who have left "Is there anything we can do to keep you?" or "If we could address what is causing you (or in many cases) has caused you to leave, would you be re-recruited?"[253] They note, if this simple retention question is asked of employees according to their data pool, 74% will say yes.

Mulligan concludes with some universal directives for all organizations to begin as foundational for their own unique retention management plan. First, each company or organization needs to be committed to gather, track, and report all relevant data involving employee retention. Some of the information that is imperative in helping to build an effective retention leadership strategy is: How many leave after training? What is the average length of stay for an employee? What is the specific timing of turnover? What are the time increments in which employees are retained? What is the composition of employees and what factors, traits, or influences impact their retention or attrition? Second, organizations need to engage leaders at all levels, setting clear retention expectations and goals that are universally understood and agreed upon. Organizations and corporations must establish retention teams, admitting that retention is not just a Human Resources problem. Within every organization or company there should be an integration of efforts cross-functionally through hiring, training, and career development, etc. TalentKeepers has identified the top ten Retention Talents that should be represented on a retention team:

1. Trust Builder: Creates a sense of trust and concern with team members.
2. Esteem Builder: Develops ways to give team member's responsibility, freedom to act, and feel good about his or her self.

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[253]Ibid.

3. Communicator: Communicates the importance of retention to team members and other's effectively.
4. Climate Builder: Develops ways to make work and the workplace enjoyable.
5. Flexibility Expert: Recognizes, understands, and adapts to individual needs and views.
6. Talent Developer and Coach: Develops and coaches team members to help them grow, which results in greater commitment to the organization.
7. High Performance Builder: Creates conditions that reinforce high levels of team member performance, particularly, critical for retaining the most talented people.
8. Retention Expert: Develops retention knowledge and an understanding of the supporting values central to initiating effective retention- focused actions.
9. Retention Monitor: Demonstrates ability to measure and identify potential retention problems and take preemptive action.
10. Talent Finder: Within the scope of his or her role, actively seeks to source and select qualified people effectively.[254]

In addition there needs to be a method employed to measure success or failure in meeting those goals and reward or accountability accordingly. Third, understanding that because people join companies for organizational factors such as compensation, benefits, and reputation in addition to job factors such as duties, schedule, training, and leave because of leader factors such as trustworthiness, coaching, and fair treatment from managers (they did not quote Marcus Buckingham although this is clearly from his work "First Break All the Rules"), leaders must be trained in the basic retention skills of respecting, treasuring, and building talent. Supervisors must be very aware there is employee conversation about leaving long before they find out and they must find a way to be a part of that conversation so they can be a part of the unwanted attrition's solution.

Fourth, it is important to know whom the new employees bond with. Normally new employees bond with peers first, and if it is a good bonding then job abandonment goes down. In essence peers create the best retention agents, or at least the first line of defense. TalentKeepers Data has shown that if initial peer employee bonding is good, then retention increases. Therefore, it is important to engage the front line in the process

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[254]Ibid.

through education of the impact of peer relationships, training, and encouragement in peer coaching and building a culture for peers to reflexively report and allow problems to surface as they arise.

Finally, they challenge companies and organizations to manage the employee experience by creating a personal retention roadmap for those employees whose talent, if lost, will impair the organization. In addition, TalentKeepers has found it essential for each corporation or organization to determine critical timeframes in the continuum of employment that might be launching points for attrition (i.e., birth of a child, completion of a degree, length of stay in one position, etc.) and have counter-active strategies and conversations with employees who are approaching those identified thresholds. The identification and creation of these incremental touch-points in one's career become an obvious opportunity to retain. Retention leadership theory is foundational for this study.

Insights from the Theoretical Framework

Through the construction of the Theoretical "stool" proves a foundation upon which to stand and do the research. Again, due to the complexity and uniqueness of the specific retention issue within the YoungLife Raceway Region, the framework id constructed from four perspectives, all housed under missional leadership development.

First, after looking deeper into Turners Theory of Liminality and Communitas the researcher was challenged to find ways to link what was seen as ceremonial rites of passage in a Premodern, tribal setting into a postmodern mosaic that exists within the United States today without compromising the integrity of the theory in its original setting. This was done through looking at many liminal opportunities during the college age years. With the extension of adolescence later into the twenties, the liminal moments

during this time of intentional extraction from family into an ant-structure atmosphere extends well beyond puberty, like Turner would note, or beyond the early teen years, like European apprenticeships would note and would be placed more akin to military boot camp after high school which also presents many liminal opportunities within that extended threshold time of extracted and not yet fully reintegrated. If missional or organizational agencies can intentionalize the college timeframe with a definitive start and finish and have intent for shaping towards reintegration into a specific body along with responsibilities, then Turner's theory is translatable.

Second, Arnett's Theory of Emerging Adulthood piggybacks on the previous assumption about college age having the potential to be seen and acted upon as including multiple periods of liminality. Researching opposing theories (noted in chapter two, Review of Relevant Literature) that college age students are either already integrated into adulthood or are not yet ready for adulthood has allowed the researcher to critique those positions and settle on Arnett's theory to use as foundational for this project. The position that post-high school equates to societal maturity and adult integration is flawed due to the evidence that former markers (home ownership, financial independence, and establishing family) are postponed. The position of extended adolescence stating that college age students are not yet ready for responsibility actually can contribute to both attitudinal and experiential delay of maturity. Arnett's position is somewhat centrist and in a sense defines a limbo state of moving toward, but not fully adult. If this moment were intentionally captured, and included instruction, formation, clear rites of passage, and a re-introduction into an organizational or missional leadership position upon completion, then it would align itself well with Turner's theory. I am suggesting that

Arnett gives credibility to appropriately translating Turner into the current United States culture.

Third, Reichheld's Theory of Loyalty Effect coupled with Taylor's Theory of Retention Management both speak to the notion of organizational or missional persistence. Loyalty building can begin early in a life continuum and that principle is used often in product marketing. A sense of identity, worth, and belonging are essential ingredients to loyalty. Loyalty is a factor in retention and persistence. According to Turner, a byproduct of these liminal moments is communitas (or deep belonging.) Therefore, if the expectation that communitas forms in the intentional capturing of college age students as a mission specific or organizationally specific liminal experience, then improved loyalty or retention to that organization could be expected once they are reintegrated into it as adults upon completion of their college training.

Finally, the missional leadership development theory challenges one to look at comparator organizations missionally speaking and not just as businesses. By looking at these organizations missionally in research, focusing on; when, whom, and how they select, develop, and keep their talent, that information can be interpreted within a missional context and applied to a YoungLife setting.

Based on these theories, this researcher has a hunch that if one were to study representative benchmark organizations to see how to identify when the window of opportunity to build loyalty within emerging leaders is discerned and what factors and principles are introduced during the time of training of those emerging leaders, one might discover some insights that might improve YoungLife's ability to keep what they have. Usually Grounded theory allows a theory to emerge solely from the data, but as is

discussed more fully in the chapter four, the Analysis section, defines relationship with this theoretical construct and the data using it as a refining tool for analysis with the intention that the results will build onto those theories within the construct.

Summary of the Chapter

This chapter discusses the theoretical construct composed of four unique theories; one from missional formation, one from identity formation, one from leadership development, and one covering them with a Christian Missional perspective. These theories together frame this research project. They will act as a filter through which research data can be sifted and analyzed in the next chapter, which will describe the research and analysis for this project and present the data and analyze the data.

Chapter Four

Research Data and Analysis

Overview of the Chapter

This chapter will present the results of the research from this project, which is seeking factors within YoungLife, and comparator organizations that could positively impact retention of YoungLife staff within the Raceway Region. After the corpus of data is distilled and analyzed, insights and findings will be discussed in chapter five. In order to look specifically at factors within YoungLife and comparator organizations that could positively impact retention of YoungLife staff within the Raceway Region, there needs to be a clear process of data distillation. For this study, the process includes three specific stages of information distillation similar to the process noted in Grounded Theory (see figure 5).

For the first distillation, the corpus of data is viewed as two separate clusters. The first cluster of data forming a YoungLife voice is from interviews of former and current YoungLife trainers as well as from the surveys of the emerging leaders who have recently been or are currently being trained. The second cluster of data forming a non-YoungLife voice is from organizational studies and interviews with comparator or referent organizations. In each case, the cluster of data will be dealt with in a manner typical of the first step of grounded theory analysis. The corpus of data will be coded and a cursory investigation of the data for constructs, themes, and patterns that can be used to describe and explain the when and how leadership development is best introduced within YoungLife in order to promote loyalty and retention. From this process of open coding, a

collective voice for both the YoungLife data and non-YoungLife data will emerge and proceed to the next distillation.

The second distillation correlates to the Axial coding step in Grounded Theory, which will take the results of the open coded data from the first distillation and "look for answers to questions such as "why or how come, where, when, how and with what results, and so doing they uncover relationships among categories."[255] The theoretical construct for this project addresses these questions and becomes the axis around which the data is analyzed. The aggregate voice will be compared and contrasted for broad themes of leadership development timing, content introduction timing (which are representative of Arnett's Emerging Adulthood theory), environmental factors that positively contribute to staff persisting (which is representative of Turner's theory of *communitas*), and specific factors within leadership development that positively or negatively impact loyalty retention (which is representative of Taylor's Retention Leadership theory and Reichheld's Loyalty Effect Theory). Although, typically a Grounded Theory Study will allow a theory to be derived solely from the data, there are exceptions. In their Basics of Qualitative Research, Strauss and Corbin state "a researcher does not begin a project with a preconceived theory in mind (unless his or her purpose is to elaborate and extend on existing theory)."[256] In this case, this researcher is choosing to make that exception and have the analyzed data extend on the theoretical construct.

From this analysis through axial coding an aggregate voice speaking to the YoungLife Raceway Region will emerge, then the data will be strained through the third and final filtration process.

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[255]Strauss and Corbin, *Basics*, 127.
[256]Ibid., 12.

For the final filtration, the data in the form of this aggregate voice will be distilled through a third phase of analysis, which will correlate to the selective coding process of Grounded Theory. In this phase the analyzed data will be related back to the original research questions that were informed by the theoretical construct and act as a very fine filter through which the corpus of research data is refined. Those research questions being:

1. What is the nature and status of staff retention within YoungLife?
2. What are the characteristics or key shaping influences of staff retention in YoungLife?
3. What can be learned from comparator organizations about leadership development and its importance for retention?
4. What do comparator organizations specifically do to build loyalty and retain their trained emerging leadership that might impact retention within the YoungLife

leadership development pipeline?

Through this final filtration process information will emerge that will build on those theories already used for this project.

The Three Distillations of Grounded Theory Data Analysis for this Project

1) **Open Coding:** Take the aggregate data within the YoungLife and Non YoungLife corpus separately and search for constructs, themes and patters. The analysis is to produce a unified voice for each corpus.

2) **Axilary Coding:** Filter the YoungLife and Non YoungLife voice through the Theoretical construct. The analysis is to produce an aggregate voice to the Raceway Region.

3) **Selective Coding:** Sift the data from the second filtration through the original research questions which are informed by the Theoretical construct. From the analysis of this data a Grounded Theory will emerge.

Figure 5: The Three Grounded Theory Distillations of Data Analysis for this Project

Once the Grounded Theory emerges after the final distillation, the theoretical insights will be named–it is not likely to be a full-blown theory--that emerges in chapter five. Next a discussion of insights and findings from analysis identifying if there is a best time and if so, when is that time in the continuum of organizational influence to introduce leadership development, specifically addressing what factors or principles should be introduced within that training to produce improved loyalty and retention within that organization. In addition, insights from the analysis will also inform suggestions for a specific retention strategy.

Research Methodology

For this project, the predominant research method used is interviewing organized categorically. Each interview is both recorded and transcribed or field notes were taken during the interview and transcribed at a later time. Each survey was administered in a unique manner, which is described prior to the presentation of the survey data. Pertinent excerpts from the interviews and surveys are presented in data sections that are categorically similar. The information in each category is distilled, analyzed through the lens of the theoretical framework established in Chapter Three of this project, and synthesized to produce a consolidated voice for each category.

The figure below shows the nineteen interviews and four separate surveys (including over 350 YoungLife participants), which are separated into two main sections, YoungLife related and non-YoungLife related. Each section is broken down into smaller categories. The figure also includes the aggregate of collective years of experience within each category.

Sources for YoungLife Voice Data to be Analyzed
Interviews with four former YoungLife Trainers Representing over 145 years of collective experience
Interviews with seven current YoungLife Staff involved in training Representing over 300 years of collective experience
Four surveys of 366 representatives of those in training or who have recently trained Representing over 500 years of collective experience
Sources for Non-YoungLife Voice Data to be Analyzed
Four Religious Comparator Organizations Representing over 85 years of collective experience
Three Non-Religious Comparator Organizations Representing over 75 years of collective experience

Figure 6: Sources for Voice Data to be analyzed.

The first section will focus on information from YoungLife sources. The first category in the YoungLife section includes data from interviews with former YoungLife

staff who were involved with training and retention of emerging YoungLife staff: Herb Wagemaker, Tom Wilson, Wayne Smith, and Cliff Anderson.

The second category of data includes interviews with current YoungLife staff involved in training and retention of emerging YoungLife staff: Ken Knipp, Margie Atkinson, Mike O'Leary, Mike Gaffney, Gail Ebersole, Ray Donatucci, and George Sheffer III.

The third category includes information from the surveys taken of Student Staff, first year staff, third year staff, and staff that left the mission before becoming Area Directors. Each category voice is then combined to give an analytical voice to the YoungLife data.

The second section will focus on information from non-YoungLife arenas. The first category in the non-YoungLife section includes interviews from comparator religious organizations: Wesley Foundations, Youth for Christ, and Fellowship of Christian Athletes. The second category includes interviews with not-for-profit and for-profit comparator organization: the Military, Major League Baseball, and McManagement Training. Each category voice is combined to give one analysis voice to the non-YoungLife data. Finally, both the YoungLife and non-YoungLife analysis are synthesized to launch the discussion of insights and findings in the final chapter of this project, which focuses on conclusions from the research.

Interviews and Surveys from Former and Current YoungLife Staff
A. Past YoungLife Training Voices

The first YoungLife category of interviews is with those who were formally involved with YoungLife training: Dr. Herb Wagemaker, Tom Wilson, Wayne Smith,

and Dr. Cliff Anderson. Each individual was either interviewed in person or on the phone. Each interview was either recorded or field notes taken. All data was later transcribed from and analytical comparisons made. The following exhibits selected portions of those interviews.

        The first interview of former YoungLife staff that were involved with the training and retention of emerging staff was with Dr Herb Wagemaker, M.D. At seventy-seven years old, Dr. Wagemaker is still a practicing psychiatrist, author (his twelfth book had just gone to his editor), teacher, and a medical researcher--focusing lately on autism studies. He has been a perpetual student having studied both theology and medicine at Hope College, Wheaton College, Columbia Bible College, Wheaton and Fuller Seminaries, University of Michigan, Hannemann Medical School, University of Florida Medical and Surgical Center, and University of Florida Psychiatric Hospital. He continues to have regular involvement in training emerging leaders for Christian endeavor, hosting college students weekly at his home for a chicken dinner and Bible study. He has been directly connected with the YoungLife mission in one way or another since 1965.At that time, in Gainesville Florida, he was introduced to the YoungLife mission while serving as a team doctor to the high school football team. Shortly after launching the outreach to the unreached students at Gainesville High School, Wagemaker became aware that mission effectiveness and expansion was directly correlated to the recruiting and training of missional partners. With the University of

Florida in his backyard, he began recruiting and training college leaders in

1966. During that time Wagemaker developed a passion to equip college-

age leaders to emerge as young adults who would persist both in faith and

mission. Herb repeatedly says, "YoungLife is the best structure for

evangelism of young people because it understands and aggressively

invades the youth subculture."

In a recent face-to-face interview with Dr. Wagemaker in which I took field notes,

he noted that shortly after beginning leadership training with students at the University of

Florida he could clearly see "the window of opportunity during the ages of eighteen

through twenty-one." He noted that those college years were a unique time of opportunity

to shape and form emerging adults both psychologically and religiously while laying a

"life groundwork" because students were "not yet encumbered by family and career and

were also free from their family of origin context to make real life decisions on their

own."[257]

For Dr. Wagemaker, discipleship includes "a leadership process of teaching

young Christians to reproduce themselves in those they evangelize so they can live out

the context of the great commission in postmodern culture (in which the foundation has

shifted from a propositional to a relational experience)."[258] The essence of gospel

proclamation for him is that "the only way to be propositional is to be relational."[259]

Convinced that community addresses all aspects of life and allows for genuine

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[257]Herb Wagemaker, M.D., interview by author, 19 July 2006, field notes, Panera Bread, Jacksonville, FL.

[258]Ibid.

[259]Ibid.

accountability of connecting to Jesus, being disciplined in our journey with Him and connecting with others, Herb is passionate for YoungLife. He states "genuine *Koinonia* is where we can tell our stories and hear others' stories," and this is integral to creating good YoungLife leaders and future staff. His challenge to those who train leaders is to create an environment of mission community where leaders can "live out the Great Commission in the midst of a training environment that integrates spiritual formation, ministry skills, and a Kingdom worldview."[260] His critique of training in the mission is that "we are good at Paul but are we good at Matthew?"[261] Methodologically speaking, Herb advocates a highly relational training setting including a mentoring/coaching/ apprentice approach noting, "I learned YoungLife leadership in Silver Cliff's pool" (through informal conversations with mentors). He also draws his recommended model of intern training from his days in medicine where he was taught, empowered, reviewed, and then launched into responsibility.

Having spanned all generations from the "Builders" to the "Millennials" Dr. Wagemaker reflects on the composition and learning style of the current culture, noting that in the 60s and 70s "when community was being rediscovered"[262] in many ways Christian individuals were more "individualistic" than now. However, in the most recent generation (Generation Y) even as they are discovering community, Christians are more "narcissistic" and ask "Jesus, what have you done for me lately?"[263] This is evidenced in

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[260]Ibid.

[261]Ibid. Wagemaker is referring to YoungLife's persistent attention to Pauline Epistles, which become more descriptive of Christian image management than the essence of the Kingdom (i.e., the Sermon on the Mount).

[262]Ibid.

[263]Ibid.

the worship music that reflects the same theology. Herb seems hopeful that the rising Postmodern Millennial Mosaic generation can be shaped by relational mentors as they seek Christian community and "rediscover Christ as servant"[264] noting that that theology is discovered best in community as well; but application of principles fleshed out in community are best processed with a mentor. Herb emphatically states, "Every young Christian needs a mentor!"[265] He cautioned that there is a limit to how many one mentor can influence and that we must be strategic like Jesus in who and how many we select, noting that "Henrietta Mears at Hollywood Presbyterian shaped and influenced Christian Leadership by selecting three mentees a year from her Sunday school class"[266] including the likes of Dr. Dale Bruner, Bill Bright, and Billy Graham.

Wagemaker notes that the fruits from his Gainesville YoungLife experience resulted in " over a hundred kids now in full time ministry and many others who are in full time ministry in secular settings."[267] He passionately recommends that the YoungLife organization focus their funds on "international leadership centers at universities and not on camp expansion."[268]

The second interview in the YoungLife section under the category of former YoungLife staff involved with the training and retention of emerging staff was with Tom Wilson. Tom Wilson has been the President/CEO of Leadership Network and The Buford Foundation since 2001. Prior to that he was on the YoungLife staff for over thirty years,

[264]Ibid.
[265]Ibid.

[266]Ibid.

[267]Ibid.

[268] Ibid.

most recently as a senior executive overseeing ministry in nearly half of the leaders in the

United States. The researcher met with Wilson at the Leadership Network office in Dallas

and interviewed him face-to-face and took field notes as he reflected on YoungLife

leadership training and staff persistence in light of his time at the Leadership network.

Wilson describes his call to leadership and his growth in leadership as "God continually

putting me in circumstances where I was over my head and relied on God and where I

was fortunate enough to have a mentor that I could seek counsel from."[269] From his

observation he notes "most churches are not finding their leadership from Seminary but

from the pool of leaders already existing in the marketplace."[270] In his own journey he

describes his call to YoungLife and then his need for seminary education to ground his

practice in theology and theory. Within the leadership network Wilson states that his

current leader development philosophy emanates from Peter Drucker's work which

focuses on "leading where … [one] can make the greatest impact"[271] stating that he

would "rather take an A to an A+ then to take a B to an A."[272] The key is to leverage all

opportunities to develop leadership.

When asked when is the best time to start leadership training, Tom states that the

need (particularly within the YoungLife setting where there is a continuum of a shapeable

life which potentially extends from middle school to young adulthood) to start early

"even in Senior High to challenge a student to give their life away."[273] The earlier that

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[269]Tom Wilson, CEO of Buford Foundation, interview by author, 19 July 2006, field notes, Leadership Network Headquarters, Dallas, TX.

[270]Ibid.

[271]Ibid.

[272]Ibid.

they "get in the game" the better chance that they will become lifers in terms of their commitment to leading and possibly their commitment to the organization. He has observed that "this generation out of the womb is thinking how they can help their external focus and keep a kingdom mindset … they are willing to give up perks that former generations wanted to acquire and want to make a difference."[274]

Wilson also notes where churches often have the "professional mindset" of leadership in which they need to produce pedigreed, certified, and sanctioned ministers, missions like YoungLife "can give people permission to lead quickly out of the gate"[275] and deploy them into ministry. He notes that if High Schoolers have been given appropriate opportunities to lead in high school then when they get to college "you can give them more tools to continue leading."[276] They do not have to be engaged to start leading because they have already experienced that. He also notes the earlier that they "get in the game" the better chance that they will become lifers in terms of their commitment to leading and possibly their commitment to and sense of "unrecruitability" from the organization that allows them to lead.

When specifically addressing what YoungLife could do to better help emerging leaders persist, Wilson recommends "there needs to be a clear and evident theology of failure and an allowance for authentic brokenness"[277] within all the leadership. If those who are training emerging leaders can give them a clear understanding of the journey and embrace that so many young people are already on an accelerated "Half Time Journey"

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[273]Ibid.
[274]Ibid.

[275]Ibid.

[276]Ibid.

[277]Ibid.

then it will help "emerging leaders avoid derailment" when they reach their numeric half-time. In addition, Wilson challenges the mission to figure out how to measure successes in ministry and to clearly define "healthy ministry" and what in ministry deserves "our standing ovations." This re-clarification of success, attributed largely to Jim Collins' monograph, Wilson believes is key to keeping good leadership within the mission, and allows trainers to figure out who are the key "successful" people in the mission where time and training should be invested.

The third interview of former YoungLife staff that were involved in the training and retention of emerging staff was with Wayne Smith. Wayne Smith has been the Director of the Strategic Church Initiative for the Halftime arm of the Leadership Network since 2005. The majority of his career was with Young Life, where he served twenty-three years most recently having focused on mission wide leadership pipelining, paying particular attention to leadership development in university settings. During this face-to-face interview which I took field notes, Smith reflects on his life recalling that his personal leadership development style that he brings to ministry was shaped by the fact that he remembers being "both recognized and developed as a leader at every stage of life beginning in the third grade when elected by … peers as the class judge."[278] Thus, Smith has a leadership development philosophy that is always preparing for the next chapter of leadership "like spring training"[279] is to the baseball season. Reflecting on his years in YoungLife focusing on college leadership development, Wayne speaks to the unique time in leadership that the university years are by stating that all leaders "need a moment (or

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[278]Wayne Smith, Leadership Community Director for Leadership Network, interview by author, 20 May 2006, field notes, Leadership Network Headquarters, Dallas, TX.

[279]Ibid.

moments) in their life to emerge … it is essential to have some rite of passage particularly during college" in which emerging leaders can point to as being significant in their journey.

He notes that there has been a clear shift or societal change from "apprenticeship to autonomy"[280] in light of leadership development and that in light of that societal shift; all organizations need to be more intentional in developing their leadership, particularly at earlier moments in the life continuum. In applying this challenge to YoungLife, Smith felt it was essential for the organization to realize not every former baseball player (referring to those in direct ministry) would want to linger on the playing field like "Julio Franco" (who is, at the time of writing, forty-eight years old and still on the active player roster for the Atlanta Braves) and not all of them can move on to be "baseball managers or GMs of an organization."[281] For Smith, the key in missional leadership emergence and evolution is to both recognize and embrace those who want to be "player developers" and other roles early enough to re-track them and thus retain them. Wayne also cautions the mission not to develop short-term leadership "that will produce results today" if they do "not value longevity" [282] because this type of growth strategy is both short lived and unsustainable. Leadership Development must be both intentional and long term focused. He also notes that he is seeing "Churches beginning to say that college age leadership is important."[283]

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[280]Ibid.

[281]Ibid.

[282]Ibid.

[283]Ibid.

A final interview in the category of former YoungLife staff that were involved with the training and retention of emerging staff was with Dr. Cliff Anderson. Cliff Anderson is the former Vice President of training for YoungLife and has retired after having served for nearly forty years. The interview was done as an informal phone conversation and field notes were taken during that conversation. In our conversation, it was clear that Dr. Anderson had thought much about this issue stating "There is a concern within YoungLife that the attrition from ministry is still too high and does not seem to be going down, even with strong Leadership Training efforts during the first two years on staff."[284] Anderson was already asking the questions before he retired and preparing to reassess and address training both prior to (identifying and investing in quality emerging leaders while still in college) and following (allowing for the staff who are retained to benefit from continued world class training) the traditional two year internship. In addition, he felt it necessary "to define what is 'long lasting leadership' within YoungLife,"[285] implying that there is no clear stated or unstated retention goal of the staff.

During the conversation Dr. Anderson noted that he was curious how incoming staff "processed their calling"[286] and how staff that had been around for a long time had understood their calling and challenged the mission to compare our staff over a thirty year view. He also wondered how the future staff would need to be trained, (i.e., content, delivery, time period, technology, cohort/relationships, etc.) in order to meet their

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[284]Cliff Anderson, Ph.D., Vice President of Training for YoungLife, interview by author, 5 February 2006, field notes of phone conversation, YoungLife Service Center, Colorado Springs, CO.

[285]Ibid.

[286]Ibid.

anticipated needs that would potentially encourage their persistence in the mission. As a result of this conversation, the research may hopefully answer some of Dr. Anderson's questions (which are very similar to the researcher's). This interview was an encouragement to the researcher.

Collective Voice from Analysis of Past YoungLife Training Voices. Data from these interviews from former staff involved with YoungLife training was reviewed, compared, and contrasted for similar codes, themes, and/or voices. Each of these interviews from those previously involved in training within YoungLife produced some thematic data that addresses missional leadership retention, the synopsis of which can be seen in figure 5. First, the theme of the importance of earlier training in the leader continuum emerged in each of the four cases. Coupled with this was the consensus that College years within YoungLife leadership is an essential and strategic moment to shape future leadership. This period during college was likened to a developmental league in Baseball, which should not only train players with skills but also, develop them as players through the delivery of life-relevant content during this formational time. This college age is a unique time to take advantage of natural rites of passage in which emerging leaders could be officially launched. It was also pointed out that training within community during those years would enhance a future loyalty to YoungLife. The unified thought explained that if training started early enough, then leadership retention could be improved.

Secondly, there was consensus for intentional and ongoing development of staff throughout their career. With that in mind, the need for a systematic clear continuum of developmental training both prior to and after hiring would be necessitated. Composition within that training would include an under riding allowance for brokenness, failure, and

the prospect that training, life and faith are journey oriented. Thirdly, throughout the staff training experience inclusion of an attrition-combative mentoring relationship was offered, one, which would take advantage of natural loyalty in this apprentice-like affiliation. Fourthly, the mission needed to set a retention goal that those who recruit, hire, train, and supervise would be aware of and collectively work towards. Fifthly, a clear and comprehensive study needed to be taken of the effectiveness of YoungLife's training material at every level of training, assessing the content, style, delivery, and deliverer of the material.

Synopsis of Data Collected from Former YoungLife Trainers

a) Introduce mission wide strategic leadership development earlier in the continuum, taking full advantage of the college years to invest in future potential mission leadership.
b) Establish ongoing career based leadership development focusing on authentic missional leadership.
c) Set a mission-wide retention goal.
d) Perform a comprehensive analysis of all training and delivery within the mission, understanding what is done, why, and how effective it is in meeting the desired results.

Figure 7: Synopsis of data collected from former YoungLife Trainers

B. Current YoungLife Training Voices

The second YoungLife category of interviews is with those who are presently involved with training YoungLife staff and are clearly thinking through the issue of staff persisting in ministry: Gail Ebersole, Margie Atkinson, Ken Knipp, Mike O'Leary, Mike Gaffney, Ray Donatucci, and George Sheffer III. Each individual was either interviewed in person or on the phone. Each interview was either recorded or field notes taken. All data was later transcribed from which analytical comparisons were made. The following exhibits selected portions of those interviews.

The first interview in the category of current YoungLife staff that is involved in staff training and retention is with Gail Ebersole. Ebersole is the Divisional Vice President of YoungLife's Northern Division, which covers all ministries extending from the state of Alaska to Kentucky. Gail has been connected with YoungLife for over thirty years. A recent phone interview was conducted Ebersole, which was recorded and later transcribed. She began the interview, which was more like a continuation of a five year conversation about emerging leadership training and staff persistence in YoungLife, pointing out a recent news article which stated that 30% of West Point graduates in the past five years have quit before they finished their six year commitment, which they promised to give back to the military. As she thinks about staffing needs and expanding ministry, all her peers (the other Vice Presidents in the mission) agree that the only thing that is halting the mission from ministry growth right now is "the pipeline."

In regards to assessing if a specific college environment produces a persistent missional leader, Ebersole states that at one time, mission minded places like Seattle Pacific and Wheaton would consistently produce mission minded people, "but even they are kind of frustrated with kids (now)."[287] Without a clear environment that might produce a better, more retainable staff person, she has observed those who have a prior involvement with YoungLife as a college age leader and those who are not burdened by debt coming out of college tend to have a better probability of persisting in ministry.

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[287]Gail Ebersole, Senior Vice President of YoungLife Northern Division., interview by author, 8 June 2007, tape recording of phone conversation, YoungLife Service Center: Colorado Springs, CO.

Having been involved in the ministry over various culture shifts, Ebersole has

observed that this current generation has a different perspective on calling than she did

when she came on staff.

> So, I think theology today and God's work in someone's life is all based in feeling 'it's all about me.' The culture today of 20-somethings is constantly asking 'how do I feel?' Maybe it's because I've had to take care of myself all my life because I've been abandoned so I'm going to take care of myself now.' I don't know. Like Gina with this church partnership, I don't know if she's going to stay with the job because, she doesn't feel 'energized by worship." All this 'I' stuff, there's no sense of community, no sense of Jesus telling us to pick up our cross daily and carry it, none of that. I believe this really hurts us in that we don't have as much theological training as we had when we were starting out … there is no place for people to come out and deal with it. We don't have a place where people have to grapple with their theology in community. Most people worship in churches that are feel-good churches.[288]

When viewing the emerging generation as a whole, Ebersole states, "We're into

the thick of kids who were latchkey kids and day care kids. I think it impacts staff

retention."[289] Over the years, Gail has seen some clear moments when staff would

naturally leave, after year three is not a surprise because that is the first opportunity

young staff interns have had to try an Area Director role on for size and if it does not fit

they leave. Again after seven years, many of the staff are married and have a few kids

and are faced with the reality that they may not be able to raise a family on a YoungLife

salary and they leave to make more money. However, Ebersole notes that

> This is my first year of feeling like I have people leaving the internship program after the first year versus at least waiting it out the second year. Most of those reasons they left have been over depression. I don't know if its depression over the fact that life is not what I thought it would be or … I can remember sitting with a bunch of staff people who when they go from college to the world, basically, meaning the YoungLife world for a job. We do such a lousy job preparing them for life, 'we' meaning the world, not us. All of a sudden it's not instant community. All of a sudden, you do have a job. All of a sudden you do have

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[288]Ibid.

[289]Ibid.

somebody saying I have to have you in the office at nine o'clock. You're used to going out for pizza at one o'clock because there's always somebody ready to go ... I think because a lot of these kids came up without community growing up, or that sense of abandonment, when they got to college they found community and it became family, which meant they feel life is going to be like family … we can look back on it after twenty some years and think, you know, it's not realistic to expect YoungLife or the Area Director to be my family. So then they want to go somewhere that is family, or what looks like pseudo-family, just to be let down again … I think somehow the intern program perpetuates the issue of not growing up.[290]

But to Ebersole, those that are most vulnerable to attrition are women, because as she states, "even though Area Directors, who are mostly male, can sign our mission form stating that they believe in women in ministry, unless they have the same kind of goals they do for women in ministry (that they do for any other type of ministry they are committed to because of a change of heart), then they will not just wake up and get it."[291]

When asked why, even with our learning opportunities, does YoungLife have a retention rate twice that of the business world she stated the two factors impacting that success are: "Young Life retains people because they are invited to a higher call and they are given the chance to experience mission ownership."[292] An additional factor that will breed persistence is having an opportunity to empower an intern to lead a ministry team while in college so that they can experience what will be expected behavior on staff and they will have a portfolio of experience to offer those who will hire them. Finally, there are clear ministry circumstances or ingredients that can be provided for a young staff person that will later allow them to persist, these include: the presence of a healthy supervisor, financial stability in the area, a functioning committee of adults representative

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[290]Ibid.
[291]Ibid.

[292]Ibid.

of the community, and a good region to be in community with. Simply put "healthy interns in healthy settings tend to stay longer!"[293]

When asked about the role of supervisor and trainer and their impact on the retention of a young staff, Ebersole states that communication is essential between supervisor and trainer and the best situation is one where there is a mentor in place too. However, as supervisors have the most direct impact on staff, and staff will leave because of poor relationships with supervisors, it is important to train supervisors to know cues for someone leaving and to do whatever it takes to keep their very best. One strategy to do this is to supplement training of best emerging staff with additional coaching and attention from the trainer.

Ebersole feels that some of the responsibility for the attrition over the years is a by-product of the mission itself. She reflected on the RTD (Recruiting, Training, and Deploying) initiative, which was a growth effort for the mission during the 1990s that focused on "ministry growth and not healthy human growth."[294] Because of that, one could contest that the mission grew at the cost of people. The ten-year ministry retention study was an effectiveness assessment tool for this growth initiative and revealed that even after a ten-year growth effort, only 40% of the staff persisted more than three years. She also observes that many interns were placed for two years in places and plucked out from the systems of healthy ministry and personal support that they developed which in turn collapsed upon their departure. Upon reflecting, she felt like the healthiest model for

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[293]Ibid.
[294]Ibid.

growth was those places where "the senior staff people were willing to start new schools."[295]

In response to specifically knowing why YoungLife is able to retain 40% of staff when the industry in general can only keep 20%, Ebersole mentions two things.

> I think there are some structural reasons, because people feel indebted to YoungLife because that's how they became Christians. Natural loyalty, and I think we attract people who need to be needed. This is a great place to work out of that dysfunction. I would bet we're losing some of our best people though. I'll bet we're keeping some of the middle of the road people because they don't know what else they could go do. Our best people can go do a hundred things.[296]

We are branded well and for those who have been raised in the culture and are called to serve in it, they already know a lot of what they are getting into and flow naturally into the system. However, the challenging question is "are we keeping the very best?' must be raised.

Ebersole thinks about the future of the mission and the need for missional leadership. Challenged by this generation, she concludes "If you had to put me on the witness stand today and asked me what kind of people would you want to hire, I'd say I want to hire people in their thirties probably (intimating that this was unrealistic). That's why I think the student staff program is so important. I think we can weed people out there so much better than the training program, which costs so much. That's one of my biggest dreams about the student staff program."[297]

The second interview in the category of current YoungLife staff that is involved in staff training and retention was with Margie Atkinson. Margie Atkinson has been a part of the YoungLife mission for nearly forty years and has served as the Vice President

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[295]Ibid.
[296]Ibid.

[297]Ibid.

of Human Resources for the past thirteen years. Atkinson was interviewed face-to-face at her office in Colorado Springs at YoungLife's Service Center. The conversation was recorded and later transcribed. When asked about observations of qualities interns have that might lead them to persist longer Atkinson states that what type of college setting prior to their internship is not as important as "the YoungLife community they've experienced in their college years."[298] If it has been a good experience, then they do not want to give that up. In addition, she points out that both their family of origin and their post college debt position impact intern persistence. When discussing what behavioral or attitudinal differences associated with generational composition, if any, are impacting staff persistence, she felt like this emerging generation has a reputation for questioning everything more, perhaps because the culture is more suspicious than curious.

Looking specifically at retention figures and trends that are generated out of Atkinson's office, she notes that in our mission we do have a number of staff that stays a long time in the mission and there are now people retiring out of YoungLife. However, she does see some clear thresholds when people leave, noting the three-to-five year mark when they become fully immersed in the area director role and the seven-to-ten year mark when marriage, children, and financial need all impact staying. In specifically addressing the impact of staff leaving after their internship and its impact on the mission, she indicates that the president's office expects that staff will not persist forever, "yet there are a lot of field people who are frustrated with two years and out and you're supposed to be a relational ministry so that's hard."[299] She believes the hardest cohort to

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[298]Margie Atkinson, Vice President of Human Resources for YoungLife, interview by author, 25 June 2007, tape recording, YoungLife Service Center, Colorado Springs, CO.

[299]Ibid.

retain is newly married female staff who either do not have a model for balancing

ministry and children or do not desire it.

When addressing what factors in ministry would best retain staff Atkinson notes

that in a relational ministry, healthy staff and supervisory relationships are essential if

staff are to persist.

> In HR, one of the things I've read over the years is the key thing in retention is the relationship with the supervisor. I don't think there's any way to get around it in an incarnational ministry. The relationship is the key. Maybe it's not that your trainer or regional director is the best, but there's somebody in YL that believes in you and you can go to. That's a huge deal. I can't even say enough about the relationship with somebody you admire in YL. There's a study, which claims that one of the key things to keeping people is if they have a best friend at work. There are a lot of things you can do, but a best friend is someone who knows you and believes in you and all of that … Who do you have to talk with about your future and if that person has any power within the organization then there may be a better chance of you staying with the organization.[300]

When asked why YoungLife does keep as many staff as it does, Atkinson refers to a one

question survey, offered online. The single question survey conducted by the Lockton

Companies and completed on April 29, 2006 asked the question "What is the primary

reason you stay with YoungLife?" The staff was allowed to respond openly with no

limitations of format or length. Atkinson handed me the forty pages of printed responses

and analyzed the data from her perspective, which is pictorially presented in Figure 8. (A

sample of those results is included in Appendix K.)

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[300]Ibid.

God's call

Passion for YoungLife

Love to see kids come to Christ
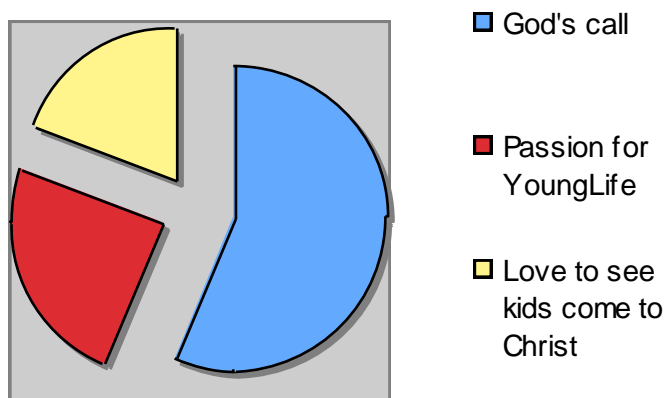
Figure 8: Responses to "What is the primary reason you stay with YoungLife?"

Atkinson concludes that from her perspective a strong sense of calling and a sense

of belonging to a community are the essential ingredients for staff persistence saying

"when all are added up, it means that 94% of our respondents said they stay for a

wonderful reason, don't you think?"[301]

The third interview in the category of current YoungLife staff that is involved in

staff training and retention was with Ken Knipp. Ken Knipp currently serves as the Vice

President of Training for YoungLife and has been with the mission over thirty-three

years. Knipp's interview was recorded in the YoungLife training offices in Colorado

Springs, and later transcribed. Although Knipp has a bias toward Christian Colleges

producing more persistent YoungLife Staff, he noted that was not backed up with any

data. However when it came to the factors in one's background that might impact

persistence, he was emphatic that three ingredients were essential: "a sense of calling and

historically observed a high degree of faithfulness so far in their life and one that they

have seen demonstrated in another's life, someone of influence in the mission having and

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[301]Ibid.

sharing a vision for the intern, and a direct relationship with an affirming supervisor."[302]

In addition, he adheres to the perspective that an intern needs to have some natural, innate

leadership gifting noting a friend who said, "it is easier to help someone lose ten pounds

than to grow two inches."[303] There are clearly mission-specific innate traits (i.e., taking

initiative, self management, creativity, entrepreneurial spirit) that would better suit an

intern candidate to the YoungLife culture.

When commenting on the attitudes and actions of the current culture Knipp

observes that this current flavor of intern is asking the question "what's in it for me more

than am I called" but noted that "individuals are shaped more by primary relationships

than their generational context."[304] He also notes that Christians dealing with

postmodernism is no different than Christians dealing with modernism. In other words

the context is not as important as equipping staff to be aware of and work within a

context just like Jesus did. The key for all emerging leaders is not to be told what to do,

but to understand the why behind doing it.

Knipp's current role allows him to focus on training of staff, and in the past year

he has assessed the current state of the training programs in YoungLife and their

effectiveness in producing desired results. One of the observations that he has made over

the past year is "a gap between (the intern) finishing the intern program and their ability

to go to an area that is a bit shaky and direct." He notes that many people leave because

the mission has done a poor job of placing them in the right area. He further states that

retention is a supervision issue citing Marcus Buckingham's book "First Break All the

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[302]Ken Knipp, Vice President of Training for YoungLife, interview by author, 25 June 2007, tape recording, YoungLife Service Center, Colorado Springs, CO.

[303]Ibid.
[304]Ibid.

Rules" noting that people need to be happy in their jobs and people "quit their boss and not their job."[305]

When focusing on the ingredients needed within a training environment that would produce the most persistent staff, he notes that the environment needs the right balance of risk and security, stating, "With no risk or all risk, quality people leave. All transcends the context. Some people have a higher capacity for risk or a higher need for security."[306] That discernment must be made during the interview process and prior to placement. In assessing the importance of the role of trainer and supervisor, he notes a clear need for connection and communication between the two saying "what we say is important needs to be supervised as behavior."[307] He has observed that within this culture of choice and this generation of intern, coaching and supervision are both important to help interns both overcome a "paralysis of choice" and to teach them to "discern consequences" and help them to mature, which he defines as "the ability to anticipate the consequences of their actions."[308]

In closing the interview Knipp describes YoungLife training as "democratic/non-autocratic, servant, involved leadership."[309] When reflecting on what in our training has been successful, he notes, "building community builds retention more than skill training."[310] Further, training interns who will persist requires encouraging supervision as

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[305]Ibid.
[306]Ibid.

[307]Ibid.

[308]Ibid.

[309]Ibid.

[310]Ibid.

well as a connection during training times that is beyond kids but allows for true

relational connection.

The fourth interview in the category of current YoungLife staff that is involved in

staff training and retention was with Mike O'Leary. Having been a YoungLife club kid in

the early 1970s Mike O'Leary recently returned from a six and a half year hiatus including

time as an airline manager. He was recently hired as Director of Volunteers for

YoungLife, where he now wakes up thinking about "why is it that we stop reaching kids at

a certain level (having experienced mission growth from 1993–2003 and a plateauing of

growth from 2003--2007)?" The interview was conducted over the phone and the

conversation was recorded and later transcribed.

O'Leary named the crucial factors for future growth that he was already aware of:

1. Leadership Pipeline – how to prepare our staff for activity and action
2. Ministry lines restructuring – logos/product lines
3. Understanding of how we gain capacity – how do we add on
4. Ascertaining our financial capabilities and limitations for further growth.[311]

As a former Regional Director, Associate Divisional Director, and Director of Training,

O'Leary has a long history of seeing emerging leadership and staff persistence. He also

feels that he has a good handle on picking up cues in the ever-changing cultural landscape,

being a father of two "twenty-something's" and having spent the past five years at

Frontier Airlines managing baggage handlers. In observing the current culture, O'Leary

notes that this "Incoming generation does not know how to cross a culture … no one has

ever asked them to cross the culture … they want to stay in their culture … do they

understand a professional culture."[312] From that observation at Frontier Airlines, he

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[311]Ibid.

[312]Ibid.

translates into a training need within YoungLife asking if we are "preparing leaders to transcend Christ and culture … and to somehow not let cultural traditions be an impediment to the Gospel being incarnated … and yet know where the line is in culture that cannot be crossed. O'Leary thinks "postmodernism has snuck up on us … and in postmodernism we've got to prepare leaders to be effective in the culture or they won't stay around. … I don't think people come to be leaders in YoungLife primarily to interpret the culture for kids. They come to interpret incarnation to kids!"

In the area of staff retention, Mike knows there is no written expectation. However he believes the unwritten retention figure needs to be at least five years. "Whether or not to persist in the role one was called to and trained for can only be considered after five years based on successes. If you leave after two years, I don't know that you know that you are successful or not."[313] Even if after five years there is a sense of call to the mission but not to the specific and only job of Area Director, he feels the mission needs to provide better "career-pathing" to retain good people who don't fit into the only basic job that is offered, and YoungLife is" just not equipped to do that yet."[314] Often within YoungLife staff development is spoken about using funnel imagery. He feels that is an inferior image and prefers the analogy to a siphon. "When a siphon works, once it gets going, it is effortless in drawing people, and good people leak out"[315] into the emerging leader network. O'Leary describes this analogy further:

> If you get the siphon going, and it takes a little skill to get a siphon going, but if you get it going, and you can point those people out, the people who've got the pipeline siphoning. They don't have to spend a whole lot of time and people are

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[313]Ibid.

[314]Ibid.

[315]Ibid.

getting sucked in one end and dumping out the other. And career-pathing is a part of that at the upper levels. There is no siphon for Young Life because there's no career-pathing. You know you get people into, you pack them into the pipeline, they get in the big Area Director pipeline and then a few squeeze out or leak out, but most of them leak out, they don't continue in the pipeline.[316]

O'Leary, also feels that it is important to know what kind of mission community an intern had "been recruited to in the beginning and grown up in"[317] as an emerging leader (referring to their college experience) in order to predict their chance of persisting. In addition, it would also be important to know what O'Leary calls the candidate's "threshold of personal health,"[318] noting that with all intern candidates, "there needs to be a level of personal mental, social, emotional health, below which nothing good can come."[319] O'Leary feels that having some type of personnel file that precedes hiring would be an important addition to the hiring process.

Part of the challenge in young staff persistence can be addressed in creating what O'Leary terms an environment of "unrecruitability," meaning that there is no other place that the young staff would rather be, and no external option is tempting enough to leave. O'Leary suggests that part of this unrecruitable environment consists of a culture of affirmation for the efforts of the interns while weeding out those who would threaten that type of environment.

> Build an atmosphere of affirmation for every effort in Christ. So if I'm a Regional Director and I can build an affirmation for the effort of my people, I've got a chance of retaining them. If they're battling every minute to wonder whether they're successful, if they're weighed down by the thought that no one cares what they're doing, so affirmation about their effort in Christ is crucial. … That's the art of it. … So, part of the reason that we, part of the reason I think is that we're a

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[316]Ibid.

[317]Ibid.
[318]Ibid.

[319]Ibid.

little soft on removing people who threaten the atmosphere.[320]

Additionally, O'Leary noted that the unrecruitable training environment must have a strong sense of community in which there is a group of emerging leaders "growing and learning and sharing."[321] He believes "people can change when they have a community. They can weather storms and deal with failures."[322] If that is not present then persistence is threatened. You put an intern alone out somewhere in the forest, you could meet with him every day as the area director, but that's not community. He or she needs a community of others who are growing and learning and sharing their hurts. In turn, the opposite is true. O'Leary recalled a quote from a Parent Effectiveness Training program that he felt captured how community can lead to an environment of unrecruitability. "People can change significantly when they get the opportunity to have a group experience and can talk openly and honestly with each other, sharing feelings and discussing problems in an atmosphere where they feel empathetically understood and warmly accepted."[323] A training community is a key component for staff persistence.

Finally, O'Leary explains it is not only a communal and safe training environment that will keep staff, but the attitudes and actions of the direct supervisor is key. He has observed that many Area Directors see the training component as a necessary evil for local ministry and they find no joy in doing it. In looking at the model of Jesus, O'Leary notes that Jesus gave ministry away, but not "automatically", there was a developmental strategy involving "asking the right questions, opportunities for self discovery and the

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[320]Ibid.

[321]Ibid.

[322]Ibid.
[323]Ibid.

provision of space and time for struggle."[324] He notes the key for those who supervise is, like Jesus, to have "joy in developing disciples"[325] and that means that not all Area Directors should supervise and train interns.

The fifth interview in the category of current YoungLife staff that is involved in staff training and retention was with Mike Gaffney. Gaffney was recently hired by YL to help explore and expand College outreach in the U. S. after twenty years on the field as a congregational campus minister in Boulder, Colorado and Seattle, Washington. He has been aware of and involved with the YoungLife mission for quite a long time and can integrate his direct ministry experience with emerging leaders and the needs for leader persistence that the ministry faces. Gaffney was interviewed by phone and the conversation was recorded and later transcribed.

When asked what factors in circumstance or background might improve staff persistence, Gaffney states that in his opinion, the type of college setting was not a factor but that the experience while at college was an important factor for persistence. Other than status and gender (stating that in his experience married women do not persist long) he found an additional factor impacting persistence was whether your family embraces you in a ministry setting. If they did not, it makes persistence more difficult. In addition, Gaffney feels like the organization that captured your heart in college would be the one you would be loyal towards. Gaffney states "if a person's life, you know there's a significant impact on their life by that mission or by that organization, seems to retain

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[324]Ibid.

[325]Ibid.

people for a longer period of time. People that are in college ministry longer term seem to

be people whose life was changed in college."[326]

A culture that Gaffney observes across church dynamics is that "young staffers

are ready to shift out quicker. … I've watched much higher turnover is occurring

currently in these church settings with young staff. … Turnover is a problem."[327] He went

on to suggest why that might be happening. … "Because they're (the business across the

street) offering something better or different, or a little bit of disgruntlement or a little bit

of discomfort, and I'm going to jump ship and do something different. But we're seeing it

all around us, to the point where it's a pretty big issue in the context of our church. We

are losing young people way too quickly!"[328] In addition, Gaffney describes another

cultural observation naming it a "multi-loyalty" dynamic.

> It's part of the byproduct that leads to kind of a disloyalty or maybe multi-loyalty.
> I don't think it's a disloyalty. I think we have a tendency to say of young people
> because of the postmodern dynamics, young people aren't loyal to some things,
> you know the pluralistic realm, and I would say it's more of a multi-loyalty
> dynamic, in other words they'll be committed to multiple things, organizations,
> ministries, churches, whatever, they'll be involved in multiple venues and thus it's
> hard to get them deeply committed to anything, so therefore their longevity is not
> there. They're loyal but their loyalty isn't deep enough because their loyalty is in
> multiple places, I guess is the best way to say it.[329]
>
> When considering standard retention rates and how long an ideal staff stay would

be, Gaffney said "I'm not looking at it that way … what's the point of an internship?"[330]

From his perspective the intern system is supposed to train interns for two years and let

them go, so a 50% retention seems expected … if you're doing your job well with them,

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[326]Mike Gaffney, Director of YoungLife College, interview by author, 19 July 2007, tape recording of phone conversation, YoungLife Service Center, Colorado Springs, CO.

[327]Ibid.
[328]Ibid.

[329]Ibid.

[330]Ibid.

you wouldn't probably want to retain all of them."[331] He observes that retention fell into stages and that in his experience only a quarter of all the people who began campus ministry over the past twenty years appear to be "lifers."

When considering both internal (traits or experiences that the intern brought to the table) and external (training environmental) factors that might enhance persistence, Gaffney expresses some clear observations of what he considers helpful in each arena. In terms of the intern, he feels the parent who gives away age appropriate responsibility can lead an emerging leader to persist later on. It would therefore be important to somehow know the candidates history of responsibility during their upbringing:

> So I think there is something that develops in a child, steadfastness. But anyway, one of the little things that emerged from that was the amount of responsibility given away, the sooner parents live just an every day natural giving away of responsibility to that child and not being a helicopter has produced, to me again in my view, has produced an adult that's much more steadfast, that's much more apt to endure and persevere through difficulties. I know that was a long way of getting around that but at the end of the day it's not being a helicopter parent, it's not, it's really knowing how to give away age-appropriate responsibility seems to produce steadfastness.[332]

When looking specifically at the training environment and trainer, Gaffney expresses that from his perspective, the greater benefit to an intern in training came from an inter-generational, multi-staff location, allowing for a broader perspective. He also notes that a key to persistence was getting an intern into a community that can speak into their lives, noting that both these factors "broaden their perspective on possibilities, the way at which God can be at work in and through their lives, so I think that helps retention

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[331]Ibid.
[332]Ibid.

because it gives people a broader sense of what can happen."[333] In the case of the trainer,

Gaffney's scriptural model is derived from the varietal paradigm outlined in Ephesians 4

and that the role of the trainer is to "equip people to do the work they have been called to

do."[334] For Gaffney part of the responsibility in hiring and training is to help the

candidate know who they are and what they are called to as well as calling forth who they

are in what you challenge them to do as a supervisor, trainer, coach or developer:

> My model is that we need to come to a place where we understand our strengths, understand our gifts and live into those, and as a leader, not make the mistake of doing work that we're not intended to do, but be equipping the people to do the work they've been called to do…. That's my call, my vision is let your vision come alive whether you're a staff member, an intern, a student. What is God doing in your life and how can I fan the flames that you can be that part of the body that God's calling you, inviting you to be?[335]

Gaffney was personally challenged while in campus ministry and extends that

challenge to those in YoungLife who are training up college leaders to come alongside

earlier in the journey. Specifically, Gaffney felt like YoungLife could "invest and ask

better questions earlier in a kids life"[336] as soon as the relationship is established and in so

doing, we would "guide them into loyalty."[337] He has observed that "we spend too much

of our time running around getting our programs done and trying to get people to apply for

something, sign up for something, that we don't really do the filtering work earlier on that

could be done so that a person is making a decision out of a community in their life

speaking into it."[338] His specific challenge was to "push down" training a little bit,

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[333]Ibid.

[334]Ibid.
[335]Ibid.

[336]Ibid.

[337]Ibid.

explaining that a college "pre-internship" could be a part of the filtering process. During

that time of emergence Gaffney also saw the need to help process calling by helping

potential candidates or pre-interns think theologically about calling. He saw that during

the college years, these trainers of emerging leaders "have an incredible opportunity when

dialogue comes along to then put the interns and staff into a situation where they are really

able to take that information and dialogue about it on a personal level with each other"[339]

in a safe community setting. Gaffney describes this time as a pre-internship:

> I think it needs to be part of a pretty consistent, faithful journey in those latter
> years of college for a person to really understand that (sense of calling to full time
> ministry) . . . the pre-internships that probably do a better job of helping a
> candidate figure out whether this (real ministry internship) was a good step for
> them before they ever signed up.[340]

Gaffney's concept of a staged internship would address calling early on and begin

to build ministry skills, theological framework, experience, and a foundation for future

ministry later on. The pre-seminarian internship of one year clearly helps one decide

whether or not this is the place from them to be. "It shouldn't take two years to figure this

out."[341] He notes that established ministry relationships are harder to break after two years

than after one year. If there were to be a type of post-seminary internship where interns

were equipped and trained to work in a real ministry environment and not just launched to

fail, then persistence might increase. For Gaffney, defining an internship's purpose is

extremely important, and describing what this time should and should not be:

> It's again a question of what are you trying to do. Are you trying to … hire interns
> because it's cheap labor? And I said first of all, I'd never do that. That's just so

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[338]Ibid.

[339]Ibid.
[340]Ibid.

[341]Ibid.

disrespectful to somebody. But second of all, are we trying to get interns, are we investing in the person in order to determine where they are going in the future?[342]

Gaffney believes that when considering the bottom line for training emerging leaders, one must ask the question "is there a real investment in the life of the person as they're journeying through these experiences?"[343] If an emerging leader-training situation is "not creating a meaningful connectedness with an individual that can speak into his or her life, then I think we're just going to continue to see people leave constantly!"[344] That safe place for experience, coaching, failure, process, and training must be safe enough for doubts and complaints and must include affirming and probing questions like "how are you doing, are you hurting?"[345] It is in such an environment that leadership is developed, potential is tapped into, and appropriate persistence is addressed.

The sixth interview in the category of current YoungLife staff that is involved in staff training and retention is with Ray Donatucci. Ray Donatucci is the Divisional Trainer for the Northern Division of YoungLife and has been involved with the mission for thirty-four years, the past fifteen specifically focused on training within the mission. I interviewed Ray was interviewed by phone and the same series of questions were asked as with other staff. This conversation was recorded and later transcribed.

Donatucci felt that staff persistence had little to do with the college setting but much to do with the YoungLife environment within that setting. When it came to distinguishable factors that might enhance persistence of staff, Ray speculated that the family of origin could contribute to positive retention:

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[342]Ibid.

[343]Ibid.

[344]Ibid.
[345]Ibid.

> When hiring, whether just as a volunteer leader or as an intern, somebody from a larger family tends to help longevity. … They need less hand holding, they are less entitled and demanding, more able to work, cooperate with others, build team, and function in a team. … I can't scientifically prove that, but I've just noticed over the years my best folks have come out of larger families.[346]

In considering if a YoungLife background is an asset, Ray said it clearly is although it can lead to a sense of "entitlement" which creates a whole other set of problems.

Donatucci, like most of the others being interviewed has been around the mission through generational changes among the staff. He describes what he has seen as attitudinal hallmarks of young staff over the decades:

> Think back when we came on staff … we wanted to change the world and the graduate degrees were a big pull so early on in the '70s you had to work toward a masters which sort of weeded out the people who weren't moving in that direction, so it would have been a rarity to have somebody on staff who wasn't going to Fountain Valley or working toward a master's degree. We wanted to change the world. Then I think kind of the financial benefits. What's the pension, what's the pay scale, came in more in the '80s and less emphasis on education, more emphasis on job description maybe. And then I think we sort of cycled back through that whole Peace Corps idea, not so much change the world as I want to give a couple years to do something before I start my big professional career and buy my house and my lake house, and have four cars and all that kind of stuff. Now I think we're still sorting through where we are.[347]

Donatucci notes that in the last decade as YoungLife marketed internships as a trial, as a short-term mission stint, and that's exactly what they got out of folks–short-term commitments. Now in the "'00s" it will be essential to help interns connect with their passion within the mission while providing important training ingredients of a missional community, a sense of missional organism versus organization and a family feel coupled with an effective training environment in order to give them a chance to

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[346]Ray Donatucci, Northern Divisional Training Coordinator for YoungLife, interview by author, 18 July 2007, tape recording of phone conversation, YoungLife Northern Division Training Office: Boulder, CO.
[347]Ibid.

persist. Donatucci notes the least effective scenario for a young staff to persist would be one where a young staff was placed alone in a ministry setting in which they were acting as a trained area director. From Donatucci's perspective "often 'unrecruitability' happens in a cohort when care is present."[348] In addition, Donatucci states that "in these postmodern times it is important to provide the right ingredients so that leaders can 'evolve,' not be produced (which is a very modernistic perspective)."[349] When faced with describing why a retention rate that is double the average of corporate America, he reflects on his position and asks:

> How is 40% retention after all we've put together for this training program, financial incentives, training materials, new staff training, winter-training, area director's school … acceptable? … and when I've raised that in that tone the reaction I get is "oh yeah." So there must be an assumed retention rate somewhere. It's not written down, but I think it's probably, somebody's talked about this because I've heard from several different people 40-45% is alright … When I came out here on staff, I wasn't thinking I'll do this for two years and then go somewhere else. I mean when I came on I put my head down, here I am. And until they boot me out or until the Lord just makes it so totally obvious that this isn't where I should be, I'm in this thing. So I guess my experience and my personality is such that I am probably not a good person to even deal with this issue. I would hope, when I think of calling, I think of people that go to seminary and go in the church. It's a rarity, I would imagine it's a rarity, for them to serve in the church two years and then go sell real estate. I think eventually you get to a place where you know this is where I'm going to camp out and make a difference. And that doesn't seem to be the company line in Young Life and it doesn't seem to be a dominant more if you will, of the present generation. Somehow whatever you do, there's a hundred other things you could do and maybe it's a small step to you should be doing. So if you're working in Young Life you really could be, fill in the blank with any other job, graduate school, traveling, you know all that stuff. So that's a characteristic of the generation, so it's sort of your deal of perfect storm. You've got a generation that doesn't want to camp out and you've got a corporation that's saying a low retention rate is okay. And so they kind of merge together.[350]

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[348]Ibid.

[349]Ibid.
[350]Ibid.

Donatucci offers some solutions to the current situation advising that the mission spend less money for early training and focus more on emphasizing the call of new staff and expectations of their roles within the mission. He even suggests, "Calling should be framed in a way that is age appropriate and understandable and actually *SHOULD* be introduced during the college years in a way that a twenty- year old would hear it."[351] This contextualization of calling is important so that new staff would not be dealing with it for the first time after they are hired. In addition, persistence would be lifted up, as a virtue within the mission and through life coaching so that interns would feel better equipped to remain in the mission, as it gets harder. This delay of all the training content would give the young staff a chance to "figure it out and in year three I'd do the academics of new staff training with people after we've weeded through who's on and who's not, who's caught a vision and who hasn't, who's heard the call and who hasn't."[352] For Donatucci, it is an issue of timing and stewardship of when and how much training to offer in a staff person's career. He challenges YoungLife to "give our best to our best as opposed as giving our best to those who two years from now may not even be with us,"[353] stating that training should continue throughout one's career.

When discussing regional trainers, he notes that from his perspective, the role of trainer in a region is like that of a favorite uncle in an extended family–well-liked, offering supplemental support and can help clarify things. However, the role for supervision/authority is usually that of the parent in a family, and in the case of YoungLife that of the Area Director, the direct supervisor. To Donatucci, trainers are

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[351]Ibid.
[352]Ibid.

[353]Ibid.

essential to the mission for encouragement, coaching, delivery of information, and even

as a sounding board for one's continued persistence. However, the key to retention will

be the role the area director takes with the intern, one likened to a rabbi with an

apprentice.

> In closing, he reflects about what was keeping the 40% who do persist:

> I don't think our … kind of seminary, the academic piece, is keeping people around. I think more often than not people resent the intrusion of study, reading, writing, being tested, so I don't know that the academic piece helps us. I think it's the life-on-life thing. I think giving people a significant purpose, you could be selling real estate or you could be helping kids make life choices that will change them for eternity. I think it's life-on-life and the high sense of what we get to do keeps the retention.[354]

He warns the mission to avoid a growth mentality that built in an attrition or casualty rate

of growth similar to the Chinese strategy in the Korean War to just throw troops, massive

troops at the battle in order that some would persist. Donatucci notes that we will have to

account for our lost lives in the mission and as the commodity of emerging leaders

declines and our need rises, we as a mission will be held even more accountable for our

stewardship of these young people, our greatest resource.

The seventh and final interview in the category of current YoungLife staff that is

involved in staff training and retention was with George Sheffer. George Sheffer III is the

director of YoungLife's Dale House and it is a non traditional YoungLife related entity,

Sheffer at sixty-one years old, has been around the YL culture his whole life and trains

one year post college interns at the Dale House where he has been involved since its

inception thirty-six years ago. Sheffer was interviewed by phone where he began by

describing The Dale House ministry. Although it is informally connected with

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[354]Ibid.

YoungLife, Sheffer describes how the Dale House is very different in its focus and mission:

> For the last twenty years, we have been a residential treatment facility for troubled adolescents who are placed here by the courts and the Division of Youth Corrections and we deal primarily with seventeen-year-old males and females who have been locked up in the juvenile prison system and are then being released back into the community to prepare to live on their own and we kind of help them do that. The second major focus of the Dale House is a training program. Each year we have eight young college graduate students who come and train and work with these kids during the year that they are here.[355]

Sheffer describes his recruiting process of post college students from all over the place as "calling people into Christ's heart for the outcast,"[356] citing Frederick Buechner's understanding of calling as a model for the Dale House; "where the world's deep need and your deep joy meet."[357] To Sheffer, a strong awareness of the deep need to process calling precedes and pervades the intern experience–calling at the Dale House is constantly filtered through Matthew 25 "what will you do for the least of these?" Although the Dale house internship is a clear, twelve month commitment, it is within a fully present and highly caustic environment--and despite that, interns persist the whole twelve months. Sheffer attributes this good track record of persistence to three factors:

> First, the interns are constantly presented a strong theology of suffering. Second, people come here for a year's commitment; they have a starting point and an ending point, something to shoot for and to plan for, so it's kind of like you run this race for a year and you see the end in sight or whatever, and people can generally finish. The other thing I would say to that is we have such a strong emphasis on nurturing and caring for our staff, it's like a year at boot camp here for them, so we plan all kinds of staff activities, there's all kinds of training. We're probably putting more emphasis into their growth and nurture than we are

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[355]George Sheffer, III, Residential Project Director for the YoungLife Dale House Project, phone interview by author, 16 July 2007, tape recording of phone conversation, Dale House, Colorado Springs, CO.

[356]Ibid.

[357]Ibid.

the kids that we're working with.[358]

Certainly the fact that most of the training staff has been there fifteen-thirty years and

offer a model of persistence is clearly a factor understated by Sheffer. As he considers the

range of culture he has been able to observe over time, Sheffer comments;

> We started kind of at the end of the hippie era and it was interesting that people back then were very much into, I guess I could say a lot of things. We had a lot of radicals here that were into a kind of an anti-materialism deal. They were into protests. They were kind of coming out of the hippie lifestyle. For example, the most popular room we had in our staff living quarters was the smallest one thirty years ago. People don't quite have that perspective now. I think people have been more pampered and want to be more comfortable. I need to be careful saying this because I'm old now, but I would say that a lot of our staff come from a much more religiously, politically, conservative background than they used to anyway. I think for a lot of young college graduates, it's much more difficult for them to commit themselves to something today than a number of years ago. They're up for a year, or kind of a brief experience, but I just think there is a lot more restlessness and unwillingness or inability to commit oneself over a long haul, I guess.[359]

Sheffer also reflects on what is unique about the Dale House situation that might enhance

one's ability to persist; training in a communal context in the midst of crisis and with a

flavor of combat. There was a sense of necessary community in the midst of struggle that

was essential for both survival and sanity. He describes the reality that "You see people

you care about getting blown up. That's the kind of environment here and kind of a

spiritual war here that it is and I think that quite naturally as you see all these guys that

landed on Iwo Jima during the war or wherever there's a bond that forms there among

staff that is really profound I think."[360] This type of training is very different than the

traditional YoungLife field staff experience. Sheffer states that his personal leadership

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[358]Ibid.
[359]Ibid.

[360]Ibid.

theology that leaks into the Dale House style of leadership training is heavily flavored by Mother Theresa, Henri Nouwen, and a keen awareness of global needs for the lost and the least.

When asked to give words of counsel to YoungLife for intern training today, he cautiously states that he would continue to challenge the mission to seek ways to train "in the midst of intentional missional community, to deal with real life and present a "practical faith, talk about it and process it (in context)."[361] He is concerned that the current emphasis on summer camping in the mission with its clear high costs and copious forms is somewhat counter productive to the original intent of the mission founders to make Christ both available and relevant to all–not just the privileged. For Sheffer, leaders are able easily to "do Jesus" with kids because their needs are so clear: "to love the lost and needy."

Collective Voice from Analysis of Present YoungLife Training. Voices. Data from these interviews from current staff involved with YoungLife training was reviewed, compared, and contrasted for similar codes, themes, or voices. Each of these interviews from those currently involved in training within YoungLife produces some thematic data that addresses missional leadership retention, the synopsis of which can be seen in figure 9.

First, the theme of knowing all about the future staff candidate emerges. It is evident that all those that are currently involved with training new staff and concerned about their retention believe more can be done prior to hiring in knowing the candidate. A profile should be sought, including:

1. innate and mission specific gifting
2. personal health

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[361]Ibid.

3. family background including responsibilities as a child
4. their history of commitment and persistence in hard situations
5. their interests, gifts, and passions
6. their debt position
7. relational status
8. their theology of suffering
9. their attitude, theology, and history of serving
10. their expectations of standard of living
11. their expectations of being led
12. their sense of calling and the process by which they determined that calling
13. what specific voices have spoken into their lives about coming on staff

Although all difficult information to get, given current employee disclosure constraints, is essential to make an informed decision as to whether or not the candidate has the propensity to persist. It was also evident that there is a need for a clear profile of prior YoungLife experience and performance. Information on a candidate's prior college YoungLife experience, including the depth of mission community, the amount, content and quality of his or her training and level of responsibility is extremely important.

Secondly, there was consensus for the importance of training placement for the intern. Most of the interviewees specifically stated that careful placement into the right training situation with the right supervision was probably the most important ingredient for aiding staff persistence. The training that the interns received needs to be intentional, relational and missional and should include ministry skills, life skills, and a theology of commitment, persistence, and suffering. All agrees that the person who supervised and trained the intern was very important. Some of the qualities that those interviewed note as being essential for a good trainer were experience, duration to the training process (if an expectation is for an intern to persist five years the supervisor should be around as long), enjoyment of training, a strong theology of failure (allowing for the intern to be free to fail and recover), a disposition of patience and affirmation, a model of persistence, ability

to coach through multi-loyalty to other causes, competing choices and a quick shift

mentality that many interns possess. There was a clear call for a healthy training

environment that each intern was called into. This environment was described as one

where the intern could both have a peer friend in ministry nearby, be a part of a local

mission community, and have access to a ministry coach. This ministry coach would not

be their supervisor, but deliver information, be a source of encouragement, and assist the

intern in proceeding on to an Area Director role.

> Finally, this collective voice from previous trainers has specific counsel
>
> for the YoungLife mission. There is a universal call for specific study
>
> within the YoungLife mission to help understand the natural attrition
>
> thresholds in the mission and possible causes of them. Specifically, there
>
> is a suggestion to study who leaves the mission, when they leave, and why
>
> they leave. Knowing who remains, and if they are our best and brightest
>
> candidates, seems of importance as well. In addition, setting a retention
>
> goal was suggested. This group seems to believe that our most persistent
>
> and best-qualified staff would be grown from within and that the mission
>
> should focus financial and personnel resources to address that opportunity.

Synopsis of data collected from current YoungLife Trainers

a) Develop a hiring system that provides a comprehensive profile of each staff candidate (including experience, gifting, history of persistence, commitment and leadership, sense of calling, etc.)
b) Strategic placement of interns into an area with ingredients that are identified as persistence enhancing (i.e., adult support, supervision and nurture, and resources).
c) Careful mission-wide study on causes of attrition and strategic responses to those causes.

Figure 9: Synopsis of data collected from current YoungLife Trainers

C. YoungLife Voice of those Currently in Training or Recently Trained

This third category within the YoungLife section includes information from the surveys taken of Student Staff, first year staff, third year staff, and staff that left the mission before becoming Area Directors. Although each of these surveys varied in scope and content, when synthesized they provide additional information that is representative of those on the field on factors that might inhibit or promote staff persistence past three years. The information from these surveys was collected, counted, and recorded electronically.

> The first survey taken was an informal questionnaire at a seminar on April 2, 2007 during a YoungLife Divisional Student Staff Weekend in Chicago with over 250 students from the YoungLife Northern Division in attendance. The researcher led a seminar entitled "Failure to Launch." The seminar focused on the current phenomenon of extended adolescence and a diminishing pool of committed leaders during the traditional college years. Many of those attending the seminar were frustrated with "Failure to Launch" in their local ministry setting, yet many of the same principles presented applied to those student-leaders who attended. The seminar was offered twice with over fifty different students attending each time. At the end of the seminar, the attendees were asked two questions: "What do you think will keep more people in the pipeline?" and "What do you need in Student Staff to be more supported as YoungLife team leaders?" Their responses were recorded on a flip chart during the seminar and later

categorically condensed and emailed as a synopsis. The results presented

in figure 10 represent the en responses that were expressed by at least two

different Student Staff out of the 100 who attended the seminar.

Synopsis of responses to the questions:

What do you think will keep more people in the pipeline?
What do you need in Student Staff to be more supported as a YoungLife team leader?

1. **Increase the education about current and future staff needs within YoungLife:** Expose the student staff to specific staff needs in the mission and be clear about the expectations and process to interview on staff and to perform as an intern. Begin training or exposing Student Staff to some of the issues and skills required for successful staff while they are still in college.

2. **A modeled theology and demonstration within the mission of the supremacy of Christ, a life of prayer, and a theology failure and Lifelong learning:** A modeling from mission leadership that they a) love Jesus more than YoungLife and family; b) demonstration of the importance of prayer in the ministry in addition to the demonstration that is already evident for leadership, strategy, and technique; and c) embrace a theology of failure and a culture of learning (allowing Student Staff to learn from mistakes and not be paralyzed by the fear of making mistakes).

3. **Establishment of a mission community and an accessible seasoned staff supervisor for each student staff in a non-traditional YoungLife area without a fulltime staff person:** There needs to be community and accountability for new leaders in areas without staff. More accessible input and direction from seasoned leaders into the lives of student staff who need counsel, resources, and modeling from available experienced staff people. Student Staff need to know who to turn to for support, questions, and coaching.

4. **An increased mentoring and spiritual formation opportunities for student staff:** Provide and help set up mentor relationships for all student staff, especially for those who are pursuing staff careers. Give people resources for mentor relationships focusing on life coaching, responsibility, and growing up. The provision from the area and the region for on-going training in spiritual formation.

5. **The valuing and protecting of YoungLife's young human resources:** Area Directors and Regional Directors need to care deeply for student staff and avoid seeing them as disposable ministry production commodities that can burnout before they ever interview for fulltime staff positions. YoungLife needs to present a strategic plan that can build balance earlier in the lives of Student Staff and stop burnout, so that those who feel called can persist.

6. **An allowance and acceptance of necessary attrition within the mission:** Especially during the volunteer and early student staff years, some leaders must be let go. The mission must have a good evaluation procedure throughout the college years so that if someone who wants to apply for staff is not qualified, they know why they would not be hired. The mission must maintain a clear and universal performance standard for all volunteers and student staff.

7. **The provision of coaching to clarify calling and combat choice paralysis during the college years:** A need to emphasize the work ethic and commitment level required for effective ministry at every level of training. To ask the question of calling and clearly define the commitment required following that calling. Somehow safely eliminate all the options that can paralyze an emerging leader. Provide coaching and strategies for helping Student staff hear God's call, make good choices and be content with the status quo if that is what God wants.

8. **The celebration of successes in the midst of defeats:** Offering encouragement when ministry is "down" or it doesn't "look like" YL right now (club numbers are down, etc.). Area Directors need to know how to celebrate some true successes in ministry during times when the defeats are very apparent.

Figure 10: Synopsis of responses to the questions: "What do you think will keep more people in the pipeline?" and "What do you need in Student Staff to be more supported as a YoungLife team leader?"

The second survey described in chapter one and available in Appendix C was administered to YoungLife interns, who in large part had been on the job less than six months. This survey was pre-tested by the senior trainers and Vice Presidents in the mission to validate its appropriateness for this study. In January of 2007, 223 new staff, YoungLife Interns from around the globe, assembled at Frontier Ranch for two weeks of missional orientation, leadership and theological, and biblical training. This survey was handed out after one of the classes and 93% of the students filled out and returned the survey (203 out of the 223 interns present filled out the survey.) The variation in total numbers reflects the fact that not everyone who took the survey answered every question. The questionnaire was distributed and the data collected by Dan Lewis, compiled and analyzed by Dan Lewis, Justus Hunter, and Justin Bryant (both former YoungLife Student Staff in the Raceway Region). The following representative findings in figure 11 correspond to the compositional make up of the interns and their expectations for persistence (see additional results in Appendix L).

Respondents	Indications

Prior Involvement with YoungLife

19 out of 190	Indicated they were involved in WYL'd in middle school
128 out of 190	Indicated they were involved in YL in high school
74 out of 128	Indicated they were involved for 2 or more years

117 out of 190	Indicated they had been to a YL camp in high school
37 out of 190	Indicated that they had served on WC
89 out of 190	Indicated that they had a church that they had served on SS
13 out of 190	Indicated that they had been a volunteer leader less than 1 year prior to coming on staff
120 out of 190	Indicated that they had been a volunteer between 1 and 4 years prior to coming on staff
53 out of 190	Indicated that they had volunteer for more than 4 years (the highest being 15years)
154 out of 196	Indicated that they had gone through leadership training in college (the predominate average length of training was 12-15 weeks.)
63 out of 195	Indicated they had a student staff experience while in college.
42 out of those 63	Indicated that training was above average
50 out of those 63	Indicated that they were involved with fundraising.

Gender/Race/Education

112 out of 194	Indicated that they were Male
165 out of 181	Indicated that they were Caucasian.
105 out of 182	Indicated that they graduated from a State University
11 out of 194	Indicated that they had some college education
5 out of 194	Indicated they had an Associates degree
25out of 194	Indicated that they graduated from a private college
36 out of 194	Indicated that they graduated from a Christian College

Current Training Situation

171 out of 186	Indicated that they had a Leadership I trainer in their first year on staff.
141 out of 190	Indicated that they came from an area that had an Area Director.

Church Involvement

172 out of 185	Indicated that they had a church they regularly attended.
74 out of 165	Indicated that they went to a church that affirmed women's gifting to preach in front of the church.
70 out of 168	Indicated that they attended a nondenominational church, the other
98 out of 168	Indicated affiliation with one of 28 specific denominations

Feelings

Males are more likely to feel that they will still be on staff in three years and in five years than females

People who are called to staff at the age of three1 on up are more likely to feel that they will be on staff in five years than those who are called to staff at the age of 21-30.

People who attended state universities are more likely to feel that they will still be on staff in three years than people who attended private colleges (non-Christian)

Those who thought highly of their pre-leader training are more likely to feel that they will be on staff in three years than those who thought their pre-leader training was below average

Those who thought highly of their pre-leader training (3, 4, or 5) are more likely to feel that they will be on staff in five years than those who thought their pre-leader training was below average (2).

Those who raised funds while on student staff are more likely to believe that they will still be on staff in three years than those who did not raise funds. The same can be said with some certainty about a five year outlook.

Those who are currently in a small group are more likely to believe that they will still be on staff in three years than those who are not in a small group.

Figure 11: Condensed results from survey at New Staff Training

The third survey was administered during March of 2007 to a group of seventy-eight YoungLife staff who were just finishing their internships and attended a week long training at YoungLife's camp Sharp Top Cove in Jasper, Georgia (available in Appendix D) and presented in Figure 12. This training is called Area Director School and is intended to give this cohort of staff an overview of the roles and responsibilities that they will assume as YoungLife Area Directors. This group represented those who persisted on staff for the past two years and many of whom would continue on and emerge as Area Directors. This online survey was completed by sixty-three of the seventy-eight staff. Rick Beckwith and Josh Griffin of YoungLife interpreted the data.

**Staff Pipeline Survey
ADS 2007**

In an effort to determine how to fill the pipeline with potential staff, a survey was given to 63 area directors at AD school in February 2007. The intent was to get a sense for what brought each of them to Young Life staff. The large chart shows the variety of paths taken through the pipeline. Percentages and an **"impact factor"** (explained in detail on the chart) are shown for each. This page details some more specific observations at each level that may not be apparent on the chart. It may helpful to peruse the chart first, and then read through the thoughts below.

Being a "Young Life kid"

→ **Observations:**
- 60% of surveyed ADs were involved with Young Life in high school, with an average impact of 7.8. This percentage was lower than anticipated.
- The "impact factor" for Campaigners was 5.9; this is the lowest number in the survey. This begs the question, "Does this bother us?" If it does, then we need to examine what we can do to further maximize the potential of Campaigners.
- It would be interesting to know, in the future, how many people were involved with WyldLife. That way, we could see if a longer involvement as a kid leads to increased involvement as a young adult.

Serving on Work Crew

→ **Observations:**
- 25% of those surveyed did work crew. The average impact factor was 7.9.
- Serving on work crew makes one much more likely to do summer staff.

Serving on Summer Staff

→ **Observations:**
- 40% of those surveyed did summer staff. The average impact factor was 8.0.
- 61% percent of staff who were also involved with Young Life as a student did summer staff. This underscores the importance of long-term investment in our club kids, and offering them continual opportunities for growth and leadership.
- For a small group of staff, summer staff was their first experience with Young Life. For that group, the summer staff experience had incredible impact (10).
- Excluding people who had no official Young Life involvement prior to coming on staff, all respondents who **weren't** volunteer leaders **were** on summer staff.

Serving as a Volunteer Leader

→ **Observations:**
- 86% of those surveyed were volunteer leaders. This has the highest impact on recruitment to Young Life staff.
- The average impact factor of volunteer leading was 9.1. It was even higher (9.3) for those who were a team leader. This matches the overall trend of each higher level of responsibility (kid—work crew—summer staff—volunteer—team leader) having a higher impact.
- There is no clear path to volunteer leadership. A wide variety of Young Life backgrounds (including none at all) brought people to be volunteers.
- 92% of staff who were involved with Young Life as kids were also volunteer leaders; this is a critical part of the staff recruitment pipeline. If they weren't volunteer leaders, they were on summer staff.

General Conclusions and Actions Steps:
- Clearly, the more kids are given their own ministry and are challenged to be leaders, the more likely they are to desire Young Life staff.
- Many potential staff are in Campaigner groups but won't go on work crew or summer staff. We must be more intentional to give these kids vision for leadership down the road.
- Staff and volunteers need to understand their privileged role to walk with kids for many years and invest in them appropriately.

Summary of paths taken to staff:

VOL only	28.6%	YL (kid)—SS—VOL	15.9%	YL (kid)—WC—VOL	4.8
YL (kid)—VOL	19%	Directly to staff	7.9%	SS—VOL	1.6%
YL (kid)—WC—SS—VOL	15.9%	YL (kid)—WC—SS	4.8%	SS only	1.6%

Figure 12: YoungLife Staff Pipeline Survey

The fourth and final survey was a ten-question survey emailed to three former staff in the Raceway Region that left before becoming Area Directors (Available in Appendix E). The researcher was extremely limited in the scope of this survey due to a standing mandate from the YoungLife President's office and the Human Resources Department, which categorically denies any interviews of former staff due to previous poor use of that information. YoungLife offers exit interview questions to Regional Directors but few use them and even if used, none are available for anyone else on the field to view. Therefore, the researcher had to negotiate to use a simple questionnaire with three former YoungLife interns, all of whom was personally involved within the Region and all who left before becoming area directors. The researcher was given permission at every level to administer a simple ten-question questionnaire to these three former staff only. The first eight questions addressed compositional and situational factors of the staff and produced uniform results. In this case, the sample pool was all male, and all three had a middle school and/or high school YoungLife experience. All three had conversion experiences resultant from their involvement with YoungLife. All were involved with Student Staff training in college and were hired to staff positions in established metropolitan YoungLife areas immediately following their graduation from college. While on staff, all three young men, got engaged and married wives who were either believers and supportive of and or actively involved with YoungLife. All had clear expectations as interns of what the job was that they were being trained for as Area Directors but all left before becoming Area Directors. Each pursued non-Masters of Divinity higher education. From all indications, these three young men were some of the

missions very best and prototypical of the intern that would persist in ministry as Area

Directors.

In presenting data from and analyzing this questionnaire, the researcher will focus

specifically on the final two questions which pertain to factors that contributes to their

leaving and factors that, if present, might have extended their persistence; "name three

factors that contributed to your leaving staff," and "Name three factors if possible that

might have caused you to persist on staff?" The following is a presentation of their

answers to these questions in their entirety and the interns will be noted as Intern A, B,

and C.

When asked to name three factors that contributed to the former intern leaving

staff, the interns answered the following:

> **Intern A)** The biggest reason was because I felt like I wasn't in a place where I was using my gifts well. Because I was working outside of my gift set, I was experiencing a lot of frustration and, honestly, the staff role started to become more of a job than a joy. Another factor was that my wife wasn't involved, and we wanted to serve in some capacity together. Another factor is that I was out so many nights a week and felt like I couldn't plan anything on the weekends. Honestly, I felt like I didn't have much of a life or many friends aside from Young Life stuff. I also desire a life of simplicity. Everything about me is simple and predictable. That is the opposite of the YL job description!

> **Intern B)** Feeling called to more education (seminary or business school were the two I felt I needed to explore). 2. Burnout and not feeling encouraged (felt I never was quite doing enough) 3. Not a clearly defined role at the current time and not enough understanding of what my role was to be in the future as I felt called to stay in the area. Didn't feel that I would be able to stay on as a second staff. In a sense I knew I would eventually want to be an area director but I was not ready for taking over in the area I was trained in, it was not ready for me, and I didn't feel that "Direct Ministry" level fit me anymore.

> **Intern C)** The first and most important reason for leaving staff was my desire to further my education. My decision to leave staff was less of a call out of Young Life, but a call to further my education and pursue counseling full-time. A second factor was the challenge of being on reduced pay. During my internship, there

were a number of months where I was on 75 or 50% pay. This fluctuation in pay was hard for me to deal with. Lastly, it would be naive to say that the situation regarding my Area Director leaving had no influence on my decision to leave staff. Although not my primary reason for leaving staff, I was very close with my former Area Director and felt the loss of a mentor in my development on staff.

The second question from the survey that will be focused on is "name three factors if possible that might have caused you to persist on staff?" The following are the answers in their entirety from each of the former interns.

Intern A) Well, the biggest one for me would have to be if I felt like it was a good fit for me. Like I said before, I didn't feel like I was using my gifts well. So, with that being said, if the job description is changed to match my gifts, it would look completely different. I think I desired to have a job where I knew when I was on and when I was off. I need that boundary. I need to be able to know that I can have time with family and friends with no Young Life attached. It's just hard when it's all you think about. So, if there weren't as many nights out that would help. Also, if there was more structure to the schedule, that would have helped too. However, when you are working with two schools, two teams, doing fundraising, an adult support group, club, campaigners, etc., it's just not feasible.

Intern B)
1. More encouragement and someone pouring into me (Area Director, Regional Director, Committee, didn't feel that anyone poured into me, I had to seek that myself)
2. A more defined role.
3. Someone telling me I could take a day off (was out five-six nights a week for about forty weeks a year). I didn't feel I could "slow down" because I would not be doing enough. Some of this was my own fault. As I matured, I finally quit worrying about it and I started to draw boundaries to protect my family, my wife, and myself.

Intern C) At this time I am confident in my decision to pursue my education. I am not convinced that there is much that could have changed this decision, but I would not completely rule out the possibility of returning to staff after getting my masters and doctorate degrees.

Collective Voice from Analysis of the Surveys of Those Being Trained. Data from these interviews from those who have recently received some level of YoungLife training was reviewed, compared, and contrasted for similar codes, themes, or voices. Each of these surveys from those who are currently being trained or have just moved beyond training

within YoungLife produced some thematic data that addresses missional leadership

retention, the synopsis of which can be seen in figure 13. First, the theme of a prior

connection to YoungLife appears as important to future persistence for this cohort. The

data appears to support that those who had volunteered prior to coming on staff were

most likely to come on staff and to persist. This group also indicates that understanding

how to hear a call into ministry as well as how to pace and balance in ministry in order to

persist in that call was difficult. Prior to coming on staff this group indicates that there

was a desire for earlier training and coaching in spiritual formation, ministry skills,

leadership, and coaching in calling to ministry and combating both the paralysis of choice

and the potential for burnout.

> Secondly, there was consensus on the need for healthy ingredients within a
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> training situation that would lead to healthy interns and potential
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> persistence (although there was some diversity about specific ingredients).
>
> This cohort describes some of those ingredients as models of how to
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> recover from and permission to experience failure, models of commitment,
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> ministry community, and accountability from a mentor and coach.

Finally, some of the data from this collection of those being trained spoke directly

into the YoungLife mission as it considers a macro perspective on retention strategy. It

seems clear that further study is needed in following specific cohorts like those surveyed.

A year-to-year study of who stays and who leaves would appear invaluable to the mission

in determining course of action for recruiting and training of interns in the future. It

seems important as well to determine why there is a disconnect between what first year

staff perceive as their persistence level after three years (94% of those surveyed "felt"

like they would be on staff in three years) and the actual number of those who do persist

(the 10 year YoungLife study indicated only 40% of new staff persist beyond the third

year). Finally, the data seemed to indicate that those on the field desired more personal

input and specific training in their lives as new staff, i.e., gift awareness and celebration,

vision for their future, general encouragement in their life, and coaching to persist in their

call.

Synopsis of data from those currently trained within YoungLife

a) Those who have prior involvement and embrace the YoungLife brand are most likely to persist in ministry longer.
b) Healthy training environments (including models of commitment and balance, a healthy adult committee and a mentor or coach) will improve retention.
c) YoungLife needs to track specific training cohorts of new staff and exit interview to see when, where, and why staff leaves, and who specifically leaves.
d) The availability of personal new staff attention in areas of calling, gifting, and vision for the future, and strategies for balance/pace and endurance will positively impact retention.

Figure 13: Synopsis of data from those currently trained within YoungLife

An Aggregate YoungLife Voice Spoken Atop the Theoretical Stool and Supported by the Literature

This previous section contains three distinct vantage points within

YoungLife. The first group was reflective about their experience training

people in the past and the second group was reflective about how they are

currently training staff, and the third group was reflective about how they

are being or were trained. Collectively they represent nearly 1000 years of

experiential perspective. All perspectives provide invaluable data that once

analyzed appears to produce some consistent findings of factors that could

improve the rate of staff persistence beyond three years within

YoungLife's Raceway Region. The aggregate collection of a unified voice

from these various interviews and surveys were then filtered through the

theoretical construct lens which includes Arnett's Emerging Adulthood

theory, Turner's theory of communitas, Taylor's Retention Leadership

theory, and Reichheld's Loyalty Leadership. From this Axillary process a

voice to the Raceway Region emerges. These prescriptives are supported

by literature reviewed in this study. These findings will be organized to

focus on three specific arenas: Emerging talent identification, selection

and development, organizational leadership development, and a word to

the YoungLife mission as an organization, a synopsis of which can be seen

in figure 14.

First, the aggregate YoungLife voice clearly agrees that early involvement in

YoungLife is an essential ingredient to aid future staff retention. The strategic moment

during traditional college years must be deliberately focused on to develop a pool of our

very best candidates out of which future selection can be made. This is supported by the

challenge in Leighton Ford's book *Transforming Leadership* to take advantage of

traditional college years.[362] This traditional college time also seems analogous to the

catechumen's three year period of training for church membership as outlined in Thomas

Fine's article *The Apostolic traditions of Hippolytus*.[363] It is in these college years, this

liminal time in the United States culture, that leadership is most malleable. C. H. Malik

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[362]Ford, *Transforming Leadership.*

[363]Thomas M. Finn, "Ritual Process and the Survival of Early Christianity: A Study of the Apostolic Traditions of Hippolytus," *Journal of Ritual Studies*, 69 (1989).

speaks to the strategic target that college campuses were for shaping culture in his book *A Christian Critique of the University.*[364]

The aggregate YoungLife voice also speaks to some specific components within a college setting that will contribute positively to improved persistence later in ministry. These ingredients are best housed in what Darrell Guder refers to as missional community in his book *Missional Leadership.*[365] This is a safe community setting in which spiritual formation, ministry training, life and ministry experience, exploration of calling and gifting and voices both older and peer level can speak truth into one's life. All are listed as necessary ingredients out of which healthy missional leaders can emerge. It this type of community, that George Hunter III says in his book *Radical Outreach,* which both draws people and keeps people![366] It is in close community that the potential YoungLife intern can be observed for cues of persistence. It is in this community and with an older mentor that the emerging leader's potential for missional persistence can be shaped and past hurts and deficits can be worked through. In this type of setting the factors that have contributes to what Chap Clark refers to as those hurts from abandonment that paralyze leadership potential can be addressed head on so that healing and growing up can begin.[367] The YoungLife voice speaks of the role of a mentor in this college setting, someone older who can, as Sharon Daloz Clark speaks of in *Big Questions, Worthy Dreams*, clearly speak into the life of these emerging leaders to

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[364]Malik, *A Christian Critique.*
[365]Guder, *Missional Leadership.*

[366]Hunter, *Radical Outreach.*

[367]Clark, *Hurt.*

develop them into emerging and persisting staff.[368] In their book *The Leadership Baton,* Forman, Jones, and Miller describe this mentoring relationship as relational, interactive, dialogical, and one that involves continuous review and refinement of the developing leader.[369] For the YoungLife voice, allowing talent to emerge from a healthy and safe college missional community in which brand identification, affiliation, and loyalty to YoungLife can be formed and missional leadership can be shaped, tested, and observed is essential in providing the mission with a growing pool of candidates who are more likely to persist. Organizational theory uses the concept of "affective commitment" defined as goal affinity and desire to stay. The YoungLife mission would be best served to hire candidates who have been bred during the college years to demonstrate this affective commitment.

Secondly, the aggregate YoungLife voice speaks to the training environment where the intern is placed and the specific supervisor that they are placed with as being critical for future persistence. Marcus Buckingham and Curt Coffman say that people leave because of their supervisor in their book, *First Break All the Rules.* This statement is confirmed by the overwhelmingly clear mandate from all those interviewed and surveyed in YoungLife. Loyalty is bred through relationship, and there is no more important relationship in YoungLife than the intern with his or her immediate supervisor. As Ken Knipp stated, "retention is a supervision issue!" Dennis Organ calls this loyalty "Organizational Commitment" in his book *Organizational Citizenship Behavior*. He says this relationship must have good chemistry if we expect employees to attach to the

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[368]Parks, *Big Questions.*
[369]Forman, Jones, and Miller, *The Leadership Baton.*

organization,[370] and it is no different for YoungLife. Therefore the training environment as well as the trainer must be clearly focused on the development of the intern. It must be an environment that is intentional, relational, encouraging, safe, missional and one where the trainer is a model of persistence, allows for discovery through trial and failure and personally demonstrates a 'side' of vulnerability, similar to what Dr. Herbert Wagemaker calls for in his book *Taming Oedipus.*[371] The trainer must be both experienced in what they are training and committed to the process, which looks much like what Blanchard and Hodges refer to in their book *Lead Like Jesus* as an apprenticeship.[372]

It is interesting that so many of the ingredients those who comprise the YoungLife voice describe as being important during the first years on staff as interns are trained are the very ingredients that Steven Garber in his book *The Fabric of Faithfulness,* describes as being necessary within the college setting: commitment to develop a worldview that challenges culture, availability of Godly counsel and community.[373] It is out of these ingredients that the shaping and not the processing of leadership happens, this sounds similar to what Ray Donatucci said in his interview about evolving leaders and not producing them. In any case, mission leadership emanates from leadership development not just leadership training, like Palus and Drath note in their book *Evolving Leaders*, and in order for leaders to emerge whether they be college YoungLife leaders who are potential YoungLife intern candidates, or YoungLife interns who are potential YoungLife

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[370]Organ, *Organizational Citizenshipr.*
[371]Wagemaker and Buchholz*, Taming Oedipus.*

[372]Blanchard and Hodges, *Lead Like Jesus.*

[373]Garber, *The Fabric of Faithfulness.*

Area Directors, environment is crucial.[374] In all cases, it appears that pre-interns (Student

Staff) as well as interns all desire a personal touch and personal investment within their

leadership development experience that would address ongoing issues like calling and

ministry pacing to avoid burnout. There is a clear call for personal training and coaching

during the entire career leadership development continuum, or what the Talent Keepers

pointed out in their seminar on retention a "personal retention roadmap," both for the

mission and for each staff member during their tenure.

Finally the aggregate YoungLife voice speaks to the mission itself, calling for it to

study who is leaving the mission, when and why. As TalentKeepers also noted, the best

way to enact good leadership is to "know factors, conditions and people well enough that

an organization knows what they can change."[375] Therefore careful study of attrition and

retention within YoungLife is essential in order to develop an effective retention strategy.

From that specific tracking, even within a New Staff cohort, mission prescriptions for

hiring, training content and delivery, supervision and coaching can all be made with a

cohesive retention plan. Because of the disparity between perceived persistence and

actual persistence, it is important for the mission to find out why staff leave and what, if

any, of the attrition is preventable. In addition it is important to know all the factors that

lead to the natural attrition points and to address each of their potential preventability. If a

portion of attrition is preventable then further study must be made in order to discover a

combative strategy. B.L. Ware and B. Firth in their article *The Challenge of Retaining the*

Top Talent: The Workforce Attrition Crisis, state that it is very important to know who is

leaving, and also note that often the best leave and many organizations have no idea

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[374]Palus and Drath, *Evolving Leaders.*
[375]From presentation at TalentKeepers Executive Briefing, May 2007 in Chicago, IL.

why.[376] This is especially important with the impending Talent Wars that will further

limit the YoungLife pool of staff. In addition, setting a retention goal for the mission will

both clarify the need to review the effectiveness of training material content, style, format

and delivery as well as unify the mission at every level to retain more of the departing

young staff. The mission might begin to have a more intentional training of trainers how

to coach, encourage, train and retain staff through attrition crises. Perhaps this would also

allow for innovation of strategy in how to keep specific groups who have attrition, like

young women, with specific retention strategies. YoungLife is clear that although the

most desirable candidate for a persisting staff person is a stable 30 year old, the reality is

that the organization must raise up, train, and keep its own. Seeing this reality, Gail

Ebersole said "and this is why I am so committed to the Student Staff program in

YoungLife's Northern Division."[377]

An aggregate of YoungLife voices including insights to improve retention

a) Allow for early leadership development and missional leadership involvement during the college years in a healthy missional community setting. Use scouting reports to keep record of gifting and potential of emerging leadership to succeed and persist in the mission.
b) Carefully prepare and select an interns training environment for supervisory relationship and healthy ministry ingredients that will promote persistence. This is cause for further study within YoungLife to identify what factors are necessary in an area in order to receive an intern.
c) Track and study staff attrition to develop a comprehensive mission retention strategy.

Figure 14: The aggregate YoungLife voice including insights to improve the retention rates of emerging missional leadership.

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[376]B.L. Ware and B. Fern, *The Challenge of Retaining the Top Talent: The Workforce Attrition Crisis.* http://www.perfcon.com/challenge.pdf.
[377]Ebersole, phone interview.

Interviews with Comparator Organizations

This second section of data will include interviews from comparator organizations, beginning with not for profit or religious organizational interviews and then concluding with for-profit comparator organizations.

A. Not-for-Profit Religious Comparator Organizations

The first category of Comparator Organizations is the Not-for-Profit and Religious Organizations. The data for this category includes interviews with Wesley Foundation Directors Gregg Taylor and David Goolsby, Youth For Christ Human Resource Director Debi McCusker, and Fellowship of Christian Athletes Chief Operating Officer, Ken Williams. Each individual was either interviewed in person or on the phone. Each interview was either recorded or field notes taken. All data was later transcribed from which analytical comparisons were made. The following exhibits selected portions of those interviews.

The first interview in the category of Not-for-Profit and Religious Comparator Organizations was with Gregg Taylor. Gregg Taylor is starting into his eighteenth year as Executive Director of the Wesley Foundation at the University of Arkansas. I was able to interview Gregg by phone gleaning from his perspective of developing emerging Christian leadership at the Foundation over the years. The interview was recorded and later transcribed. His is a unique perspective as he has been able to stay connected with many former students and track them as they proceed from college into adulthood.

When asked what type of college setting and what preceding life factors might produce a more persistent missional leader, Gregg stated that a first

generation Christian who seems to have more of a passion to learn at a

state school where they are confronted with oppositional perspectives

might be the most successful combination in regards to producing a

persistent missional leader. He noted that on a secular campus naturally

one would tend to get a "smorgasbord" of world culture and world

engagement in which one would be forced to wrestle with issues. The key

for building missional longevity in such a setting would be to provide a

safe place and an entry point to carry out such a discourse.

They get a wide view of world culture on a large university campus. They get
tough questions asked not only by professors but also by students, students of
other countries. It actually produces a nice dynamic in terms of how they engage
the world. I think that contributes to their long-term commitment because they're
forced to wrestle with questions and issues that a student in a more closed
environment wouldn't have to wrestle with. … If you can get them to embrace the
why's behind the what's they'll have a longer faithfulness in their journey.[378]

In observing the current generational culture, Taylor observed that in regards to

ministry, they were "no longer limited to an institutional call (into ministry) but seemed

to respond creatively as an expression of their unique wiring."[379] When the institution

puts certain parameters on what a person looks like, and the person doesn't fit that, they

think, "Oh well, there's not a place for me here."[380] As a result of this phenomena, Taylor

believes we "find people who are very gifted leaving the church because they feel like the

church, in terms of the institution/bureaucracy of the church, stifles creativity, and

actually stifles calling and movement in that calling … The unlucky ones, and the ones

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[378]Gregg Taylor, Executive Director of the University of Arkansas Wesley Foundation, phone
interview by author, 13 June 2007, tape recording of phone conversation, University of Arkansas Wesley
Foundation, Fayetteville, AR.

[379]Ibid.

[380]Ibid.

that typically fall away from ministry are those who let the bureaucracy stifle and squelch

the calling within them."[381]

Taylor also cited both the internet, which has increased an awareness of "out of

the box" ministry options, a broader perspective of an emerging leader's unique role in

world missions, as well as a new paradigmatic model of apostolic leadership as causes for

diminishing denominational and institutional loyalty. He observed that "Postmoderns are

not waiting for the church to endorse them to be a Christian or a leader"[382] but they go

out and serve in Christian leadership whether they are ordained or not.

> Basically communicating that God calls us first and foremost to himself and then
> out of that relationship comes what you do. The identity of the student is priority
> to understanding what that person does in terms of occupation. The vocation
> precedes occupation. So if there's not something that looks like what your passion
> and giftedness is, God might be calling you to create that … God is not stifled by
> those parameters. I think one of those things we're trying to help them
> communicate is to understand apostolic kinds of things.[383]

Taylor expressed the clear need during the college years to prepare this generation

of emerging leaders to understand God's call, to help with their identity that is in Christ

and who they are is not what they do, the need for teaching and coaching in the areas of

spiritual disciplines especially fasting and Sabbath and to help them in their

understanding of missional expression of God's kingdom versus traditional Christendom.

> What they do flows out of who they are … we really tried to focus more on
> developing spiritual formation and practice that helps them listen to the heart of
> God and respond that way. What I try to tell our kids is that it's not about a
> purpose driven life, it's about a person-centered life. If you get the person-
> centeredness, you'll get the purpose-drivenness. But if you seek the purpose-
> drivenness, you're going to miss the person-centeredness. So, calling first and
> foremost comes from the person of Christ and relationship with him and

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[381]Ibid.
[382]Ibid.

[383]Ibid.

understanding yourself within that relationship, which opens up all kinds of opportunities. If we can help them be still, develop a spiritual formation practice/lifestyle that lets Jesus into their hearts so that he can communicate with them and they can listen to him. I think, too, an understanding of a history of what the church is and a Christendom mentality is not necessarily Biblical.[384]

During this unique time of development Taylor desired to help shape the future generation of leaders and offer candidates that would demonstrate the qualities that he felt important to missional leadership:

> an intentional growing relationship with Christ, the capacity to reflect theologically, a history of following through and evidence of commitment to something over time, faithfulness, curiosity, humility, a healthy desire for and history of working within a community and a journey perspective of leadership development, an other oriented perspective, an openness to change and a vulnerability and an honest assessment of who they are.[385]

For Taylor these qualities are not necessarily systematically presented, yet they evolve "organically" in an experiential community setting where they are free to discover and fail. It is a place where "its leaders are willing to enter into the manure with them and get messy with them and help them come out of that."[386] Gregg has developed a "seminarius" where students voluntarily commit to formation rigorously and informational meetings from which they practice their faith on the field. Taylor challenges the institutional norm of ministry training and leadership development for post-college and offers it while they are still engaged in the struggle of college.

> I think the institutional church needs to take a hard look at embracing new kinds of ministry and embracing people who are actually doing it, rather than trying to reinvent something programmatically. I think postmodernism, in that it's relationally driven, and I think young adults are drawn to that and they see God working through the stories of those people through relationships, and that's the place they really want to plug in. That's where the impacts happening. And I think

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[384]Ibid.
[385]Ibid.

[386]Ibid.

that's right, for instance, in communities where they can be a part, so they can see actual life change happening within a certain set of relationships, rather than some pre-packaged programs. I think they see more of that, and I think that's good.[387]

Taylor continues to explore new ways to communicate effectively and allow students to experience missional leadership as they emerge so that they can launch from their college experience already having tasted missional leadership.

The second interview in the category of Not-for-Profit and Religious Comparator Organizations was with David Goolsby. David Goolsby has been the Executive Director of the Wesley Foundation at Auburn University for twenty-three years. The following are excerpts from a phone interview with Goolsby as he shares what he has seen over three different decades of campus ministry in the same location. The interview was recorded and later transcribed.

Contrary to Taylor, Goolsby believes that a campus like Auburn that still has "a little bit of 'Christendom' here where the ratio of students that have 'DNA' from churched Christian homes may be higher than most other campuses is advantageous to building persisting leaders. The primary reason for this is because they are aware of both the Christian culture and the places to serve. When looking at this current generation, Goolsby observes a "generational shift from denominationalism into more creative ministries"[388] which he explains as a byproduct of postmodernism's paradigm shift from brand loyalty and structure becoming less important and community and experience becoming more important.

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[387]Ibid.
[388]David Goolsby, Executive Director of the Wesley Foundation at Auburn University, phone interview by author, 14 June 2007, tape recording of phone conversation, Auburn University Wesley Foundation, Auburn, AL.

One of the things was the idea that Millennials will be more community-oriented than those before them … brand loyalty is way down … There's more and more reports of struggle to find a church/community when they leave. We've always had that, but it seems to be higher. So we stay connected through weddings … and alumni retreat every eighteen months … We've had to layer in some things to keep that connection, to address this whole idea of attachment.[389]

As a result of this, even within his ministry, he is experiencing some struggle in keeping people committed, and this has challenged him to reassess what they are doing and how they are doing it. In addition, Goolsby notes that "we have growing numbers of people who want to serve but they don't have a niche, they don't have a way to get paid and to eat. It's a different time."[390]

Understanding that his call is to pass on leadership, a model that has proved helpful for Goolsby as he has trained emerging leaders has been the four stage model: "I do it, I do and you help, you do it and I help, you do it and I move on."[391] He also has realizes the need to address the paralysis of choice that overcomes emerging leaders during their college years and focuses on coaching them on "how to deal with call in the midst of so many choices."[392] It is in the college years that Goolsby feels he can be most effective in influencing future leadership, which at one time almost solely pipelined the Methodist Conference that he serves, but as of late serves many ministries. In any case, he believes there is a need during college to "create space and opportunity to launch kids into leadership and prior to that launch there is a need for a boot camp experience and

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[389]Ibid.
[390]Ibid.

[391]Ibid.

[392]Ibid.

exposure to poverty and hardship where a 'wounded healer theology' can be experienced

and hard service can make them rugged so they will persist in leadership."[393]

In considering the profile of a persisting missional leader, Goolsby expresses

Those who do have more church background, if they commit here, and get into leadership here, and listen to the next comma, and go on missions with us, we have them. … If they do those, regardless of their background, if they get into that level we have a high rate of those folks not only staying with it but serving down the road.[394]

In addition, he believes that a cross-generational, and multi-staffed missional community

is the best placement environment for an emerging leader to start.

The third interview in the category of Not-for-Profit and Religious Comparator

Organizations was with Debi McCusker. Debi McCusker has been on the Youth for

Christ (YFC) staff for twenty-nine years and is the Human Resource Director for that

ministry. Goolsby was interviewed face-to-face in her office at YFC's headquarters in

Englewood, Colorado. The interview was recorded and later transcribed.

As McCusker reflects on where Youth For Christ gained their candidates, she

notes that the many walks of life from where they come is part of their story and that

most of their staff comes from their volunteer base and not from any particular setting.

Thus, "loyalty to the training and investment in the person starts long before they are able

to come on staff."[395] She did mention they use a "predictive index to note the wiring and

calling" which is compatible with the organization, noting that those staff who thrive and

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[393]Ibid.

[394]Ibid.

[395]Debi McCusker, Director of Human Resources for Youth For Christ, interview by author, 26 June 2007, tape recording, Youth For Christ Headquarters, Englewood, CO.

persist are prototypically entrepreneurial by nature.[396] McCusker describes Youth for

Christ's staff training as a **"**Journey of Credentialing" for each staff person as he or she

determine the course of training in the first two years as each one's competencies are

assessed. Based on their assessments, candidates will head in one of four tracks for

further training: Executive Director, Ministry Director, Administration, and Specialist.

> Basically what we have today is called your career path or competency journal. It is four different areas of competencies where you track all through. The four areas would be Executive Director, Ministry Director, and then we have an Administrative track and a Specialist track (like HR). The degree of what is necessary in each of those four tracks varies. The credentialing track is determining what the first two years of your training looks like. So, after those two years there's opportunity to do self-study or seminary or whatever. But we pretty much design and track the first two years.[397]

McCusker also explains "the assessment tool I mentioned earlier called Predictive Index.

It has a tool in cooperation with it called a probe. You basically design what you are

looking for; a round hole, and then the predictive index assesses the applicant to see if

they are a square peg or a round peg." For YFC, the candidate is usually someone within

the organization, so they have a volunteer they want to hire into this role, but it is not just

a volunteer role. So, with the Predictive Index and the Position Probe they can marry who

the person is (their work style, etc.) and the position.

> Each Executive Director is responsible for training the new staff and their goal is to retain them. They need the assistance and they actually need the compliance…. You have to do this. Someone is now confirming this is being done. And with our structure, having the independent business owners, we struggle with mandating anything. It's more that we have to influence. Almost to the point of saying this is voluntary, but if you want to be successful you have to use it. But, that often has to come from the grassroots level up.[398]

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[396]Debi McCusker administered this online, twenty-minute profiling tool to me and spent an additional half hour interpreting my results. A copy of my Predictive Index is included in the Appendix. My particular "PI" profile indicated that I was likely to persist on Youth for Christ staff as an Executive Director. Results included in Appendix R.

[397]Ibid.

[398]Ibid.

McCusker also notes some factors and training strategies that she has observed that have helped staff persist are other models of persistence on staff, the flexibility and freedom across the organization to live your own style, and an allowance of ownership where staff members are able to live out their passion in how they do ministry. As the Human Resource Department they do have a simple existing process to help the organization learn how to better train and retain staff by asking a simple question to those who do leave. "On the termination form, because all fulltime staff have benefits and have to fill out that form, they declare on their boxes why they are leaving."[399] From that one simple question, they can begin to determine what if anything can be altered to retain more staff.

Most of Youth For Christ's (YFC) core ministry (High School, Middle School, Urban, Youth Guidance, Teen Parents, and Student Led) leaders are less than three years on the job, and McCusker notes that retention of emerging leaders is an issue that HR (Human Resources) is aware of, but they are not the only area to oversee retention. As I shared the retention report figures that YoungLife released, she notes "Youth for Christ's information would be somewhat the same if we keep staff over the three year mark, the retention of staff increases exponentially, but if it is less than three years, it tends to be lower. ... I think fundraising may be the thing we lose a lot of staff to."[400] When considering a target retention rate or a national retention strategy for YFC, she notes.

> No one today, I believe, in YFC is asking those questions, and if they are they aren't asking them within my earshot. I would think the typical National Field Director (NFD) would say the philosophy is to hire people that know us, do a

[399]Ibid.

[400]Ibid.

great orientation, start them on the leadership journey, and then they think there's a certain level we can invest in the person and the rest is between God and them. … It seems like the cream that's rising to the top, their DNA fits so well they couldn't imagine leaving.[401]

For McCusker, the prototypes for loyalty within the staff are those people who believe "they're viewed as their potential, and then are personally developed, that's very fulfilling. That brings that sense of loyalty to those people who have invested so much into you."[402] In addition, she notes that loyal and persisting staff, usually have a model of persistence that is speaking into their lives, noting, "We have almost third-generational staff because of those saints!"[403]

The fourth and final interview in the category of Not-for-Profit and Religious Comparator Organizations was with Ken Williams. Ken Williams is the Chief Operating Officer of Fellowship of Christian Athletes (FCA). He was interviewed by phone. The conversation was recorded and later transcribed. Williams has been with FCA for nearly eight years and oversees operations, human resources, and training. Prior to his time, he spent twenty-seven years in the restaurant business "mostly with larger chain restaurants, where I spent the first few years in operations, was in training for about eight years, and then in Human Resources for the remainder of that time … some people say that para-churches are some of the worlds worst run franchises. But there are similarities between the two!"[404] For Williams it is not which college the staff comes from but whether they buy into the FCA culture that really impacts persistence.

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[401]Ibid.

[402]Ibid.
[403]Ibid.

[404]Ken Williams, CEO for Fellowship of Christian Athletes, phone interview by author, 30 July 2007, tape recording of phone conversation, Fellowship of Christian Athletes Headquarters, Kansas City, KS.

17183

> [The best candidate is usually] somebody who has had experience or background with FCA's ministry. … I think they understand the culture of the ministry and how we operate … if someone is looking for youth ministry and they choose FCA they are probably going to be disappointed because primarily our ministry is to athletes and coaches.[405]

In order to help determine ministry cultural compatibility, FCA pre-screens candidates

for thirteen core competencies.

> Competencies are the knowledge, skills, gifts, abilities, or motivations necessary to perform successfully in a given position. Competencies are developed from knowledge of the organization's vision, mission, values, and the position description. There are two types of competencies. They are: *core competencies*, which are competencies that everyone in the organization needs to support the organization's vision, mission and values; and *job competencies* which are the competencies necessary for success in a given position.[406]

These core competencies (see figure 15) function as a hiring filter because the

organization feels they are essential for a person to possess if they are to be on FCA staff.

FCA COMPETENCIES	Field Associate	Area Representative	Area Director	Regional Director
A call to FCA	X	X	X	X
FCA Values:	X	X	X	X
Evangelistic Heart	X	X	X	X
Vision		X	X	X
Initiative	X	X	X	X
Servant		X	X	X
Training Skills		X	X	X
People Skills	X	X	X	X
Communication Skills	X	X	X	X
Written			X	X
Verbal		X	X	X
Presentation	X		X	X
Development		X	X	X

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[405]Ibid.
[406]Ibid.

(fund raising)				
Athletic Interest	X	X	X	X
Planning	X	X	X	X
Problem Solving Skills		X	X	X
Multi - Tasking		X	X	X
Delegation			X	X
Staffing and Staff Development			X	X
Understanding the Ministry of FCA	X	X	X	X
Technology	X	X	X	X
Diversity	X	X	X	X

Figure 15: FCA Core Competencies

In addition, Williams believes each supervisor needs to know who the people are whom they will train and supervise and what they uniquely need. Then they can attempt to meet those needs and retain those people. He observes that within this current generation.

> There is a decreasing sense of loyalty and more of a sense of individuality, 'what's in it for me?' … Younger people want to pick and chose what they will do and what they won't do, they don't want to do the whole package of what comes with their particular job.[407]

Prior to the hiring of a staff member FCA has recently added something called the "Tryout Training" which they believe has significantly improved staff retention.

> It's about ten hours of orientation and training about the ministry that people have to do before they are hired; we actually built it into the hiring process. Where they go through about eight to ten hours of work that's a combination of training manual and online training and responses that someone goes through even before they are hired. It's usually between the first interview and the second interview we ask them to do the tryout training and that gives them a good overview of the ministry.[408]

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[407]Ibid.

[408]Dave Kubal, Vice President of Training for FCA provided me the entire 98-page hard copy of the Web-based tool. Portions of the "Tryout Training" are included with an expanded copy of FCA's Core Competencies in Appendix O.

In addition to the tryout training, which acts, as a filter to help determine calling, FCA

also requires their staff have their funding in place prior to beginning. Williams explains,

"seven years ago we never did that, we just hired anybody that wanted to go on staff and

hopefully they raised the funds but now we've tightened up the criteria on how much

funding base they need to have."[409] He states that between the addition of the tryout

training and the funding expectations, over 40% of staff candidates take themselves out

of the process before they are even hired. This leads to an incredibly high retention rate

after the first few years and has eliminated the financial and relational cost of failed

ministry start-ups due to attrition.

> We're thinking if we didn't have the tryout training those would be people we
> would have lost in the first year anyway (referring to the 40%). Because if they
> come and get started and leave in a year it does more harm then good actually.
> You invest a lot of money in them, and they get the ministry going and then they
> leave and the relationships developed locally get broken and the people who were
> involved who are volunteers in the ministry are turned off because you had that
> guy in here working and then he left. So they feel somewhat hurt by the whole
> thing too. We can't afford to lose anybody![410]

Therefore, FCA has taken extreme measures to begin retention management as part of the

hiring process.

Williams further explains that once an individual is hired he or she goes through

"the fundamentals which is basically our ninety day training program., a new hire has

ninety days to complete the different training modules and the fundamentals."[411] Due to

the fact that staff are hired at different times during the year, this web based training

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[409]Williams.
[410]Ibid.

[411]Ibid.

allows all new hires to get on the same page during the first year and for their immediate

supervisors to receive their training assignments to review them personally. Williams

adds that the quality of regional leadership supervision has improved markedly "Because

we made a change back in 2001where we increased the number of Regional Directors so

they could work more effectively with their staff."[412] Annually everyone who has

completed the ninety-day training during the previous twelve months comes to Kansas

City for what we call "training camp," which is a "weeklong interactive classroom

experience and exposure to the leadership of the ministry and people from other parts of

the country."[413] Williams further explains that FCA has "a leadership institute that we run

which is a two-year program. It's really designed to help develop future leaders for the

ministry."[414] For FCA, training escalates into this select two-year leader training, which

is a reward for persisting.

During the journey of training in the first two years, each new hire considers as

well what kind of ministry focus track they want to follow, "there are specific sports

ministries for people who are passionate about a particular sport they could pursue

mentoring coaches or athletes in that sport. There is the regular FCA and then the whole

aspect of ministering just to coaches. So we think there is enough choices in there and

there is enough opportunities to be creative on the regular ministry alone and then having

some choices on the other things you can do."[415] This variety of focus is a factor

Williams believes allows staff to persist as well.

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[412]Ibid.
[413]Ibid.

[414]Ibid.

[415] Ibid.

Williams observes a cultural shift reflected in the evidence that "today's people expect to change five to seven times in a career."[416] Thus, for Williams, retention management is needed from day one and loyalty cannot be expected from the staff, but the mission must work hard to earn their staff's loyalty. He believes that loyalty has been and always will be an issue for any organization and that commitment is given voluntarily. FCA has a retention strategy: the HR and training department works with supervisors "on their ability to serve staff and support in just helping them with issues that they deal with in their local ministry."[417] So for Williams the top four areas that the FCA mission focuses on for retention are "leadership, direction, serving, and support."[418]

Williams also notes that first eighteen-month timeframe on staff is a "critical, shaping time in which our staff will give if they are given to."[419] No organization can expect or demand loyalty any more and "just because people are hired does not mean they will stay! 'Re-recruiting' people is an ongoing process."[420] It is clear that FCA has given a lot of thought to this part of the ministry and that is further evidence by the fact that their ministry retains "at a 90% rate for the first three to five years."[421] Williams reiterates that the keys they focus on are: "slow and careful hiring, great and timely training, providing a healthy working environment, offering competitive pay and

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[416]Ibid.
[417]Ibid.

[418]Ibid.

[419]Ibid.

[420]Ibid.

[421]Ibid.

benefits, and working to know who they are, what they need, and demonstrating commitment to them by serving their needs and that has not changed in thirty years!"[422]

A. Collective Voice from Analysis of Comparator Religious Organizations' Voices

Data from these interviews from these comparator religious organizations was reviewed, compared, and contrasted for similar codes, themes, or voices. Each of these interviews from the comparator religious organizations produced some thematic data that addresses missional leadership retention, the synopsis of which can be seen in figure 14. The first factor that emerges is the importance of knowing the background of the candidate as far as their Christian, missional and leadership exposure, and experience during the college years. Although there was not consensus on what type of college (state school, private, or Christian) produces the best leadership potential there was full agreement that college is a strategic time to prepare, test, engage, and observe in mission leadership. Those with prior ministry involvement including exposure with the poor seem to persist. What is also evidenced was a feeling that current campus Christian culture is both post Institutional and post Denominational. For each of the religious organizations there is an oppositional force that they faced when recruiting participants in College and later staff as evidenced in our culture of choice and the emerging leader's desire to create a ministry niche. Therefore, the non-YoungLife religious voice spoke to the need to see the hiring process is part of the retention strategy. Each has its own tool, but each is very concerned in knowing what the staff candidate is composed of in experience, environment, and ideology.

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[422]Ibid.

Secondly, all agree that they could help shape those factors that they desire to see in

potential ministry candidates if they have strong involvement with their candidates during

the college years. There is agreement for an intentional ministry leadership during the

college years that is non-institutional and marries both theory and practice. This

development would involve training and trying out of each candidate's faith. Faith is to

be explored in community and in action. The need in college is observed to space an

opportunity for college students to explore, themselves, their faith, their calling, and their

ministry, to expose them to the poor, to service, and to prepare them to launch in

missional leadership after they leave. In order for this to happen there needs to be a

committed coach to encourage them in their faith journey, to train them in ministry skills,

walk them through failure and recovery, work through calling in the midst of choices, to

know them, and to evaluate them in order to help them find their specific ministry niche.

This will give each of them a good start through good placement and good training and to

steer them in the right direction to serve. This type of training starts in college to build

loyalty and continues organizationally for newly hired staff.

Finally, this voice from comparator religious organizations offers some counsel

for a mission like YoungLife. Specifically, that with training being so intense and costly

in the midst of attrition, there is a recommendation for training opportunities to escalate

over time spent in mission. Persistence is rewarded with further training. In addition, part

of the ongoing training should involve options for placement if a staff member is not a fit.

Part of retention management is continual re-recruiting to keep good staff, knowing that

loyalty is earned but not expected. In addition, the use of consistent and brief exit

interviews helps discover issues like funding or the lack of as being one of the biggest

causes of attrition. Then a front-end preventative strategy can be enacted to combat this possible preventable attrition factor.

Synopsis of data collected from Non-YoungLife Religious Comparator Organizations

a) There was a call for a fuller picture of a candidate's background including Christian, missional and leadership exposure and experiences during the college years.
b) Capacity to persist could increase if the hiring organization had their opportunity to shape the candidate during the college years within an activistic missional community setting.
c) Persistence could increase if leadership development escalates over time as a reward for loyalty. In addition to ongoing training, is ongoing retention management including exit interviews that would help inform a strategy for combating preventable attrition.

Figure 16: Synopsis of data collected from Non-YoungLife Religious Comparator Organizations

B. Not-for-Profit Non-Religious and For Profit Comparator Organizations

The second category of Comparator Organizations is the Not-for-Profit/ Non-Religious and for-Profit Organizations. The data for this category includes interviews with representatives from the Military: Lieutenant Colonel Tom Wells of the United Sates Air Force; from Major League Baseball: Marty Lamb and Logan White of the Los Angeles Dodgers; and McManagement Training: Mark Miller of Chick-Fil-A. Each individual specifically focuses on new talent recruiting, training and retention and was

either interviewed in person or on the phone. Each interview was either recorded or field

notes taken. All data was later transcribed from which analytical comparisons were made.

The following exhibits selected portions of those interviews.

The first interview in the category of Not-for-Profit/ Non-Religious and for-Profit

Comparator Organizations is Tom Wells. Lieutenant Colonel Tom Wells is the Branch

Chief of the Division Air Staff at the Pentagon. He was interviewed face-to-face over

lunch at the Pentagon. The researcher took field notes of the conversation, which, were

later transcribed. During the interview Lieutenant Colonel Wells particularly focused on

the Air Force training strategy for officers, which Wells, believes contributes heavily to

Air Force leadership persisting in military service. He notes that the Air Force takes

training seriously and in "1986 it cost $1 million to graduate a trained pilot!" [423] The

status of the pilot is esteemed within that branch because there are relatively few (16,000)

and their initial and ongoing training is so rigorous. In order to be considered to be a

pilot, the process is extremely rigorous:

> Basic leadership training during the traditional four-year academy route or the
> six-year Reserve Officer Training Corps (ROTC) route in which there is a
> continual screening process. After that initial four or six years there is Officer
> Training School, which lasts ninety days. Following that there is specific training
> for each aircraft a pilot is certified and for all pilot training everything is
> observed, and at each specialized training further limitations wash out (those who
> left before fully deployed) more – they are sent elsewhere. Three times a year a
> pilot is screened and must be re-qualified medically, academically, and in
> aptitude. [424]

Pilots are scored all the time in the areas of officership, performance, and

leadership because according to Wells, "The Air Force does not want you just to fly, they

want you to serve your county and lead!" Due to all these levels of continuous training

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[423]Tom Wells, Lt. Col. United States Air Force, the Branch Chief of the Division Air Staff at the
Pentagon, interview by author, 28 December 2006, field notes, The Pentagon: Washington, DC.
[424]Ibid.

Wells notes that the original washout rate used to be 46%, but now it is 10%. Even if one is considered "Mission Ready to Fly," there are monthly requirements in order to retain your flight status. In Well's own career he notes his training, which was additional to all that aforementioned, included: "Aero Space Basic Course, Squadron Officer School (which he likened to Charm school for pilots), Air Command and Staff College (which was Charm school for Majors on a leadership track) and Air War College (which placed him on a track to Colonel)."[425] All the while Wells notes he was trained to know the protocol and parameters, to be aware of all the resources, and to lead reflexively under different circumstances.

Now involved in training, Wells notes, "You can identify some people early on and know their potential."[426] During the ongoing training throughout an officer's career, the key to progress is honest feedback along the way. The process of leadership development moves from: "being in charge of oneself to being in charge of a few, to being in charge of many."[427] Throughout the training, which Wells refers to as "Situational Progressive Leadership" candidates were given safe opportunities to lead before being deployed so that they could be monitored and given honest feedback in order to improve as leaders, which is the ultimate goal in training.

The second and third interviews in the category of Not-for-Profit/ Non-Religious and for-Profit Comparator Organizations were with Marty Lamb and Logan White who are both with the Los Angeles Dodgers organization. Logan White is the Assistant General Manager of Scouting for the Los Angeles Dodgers Organization. He was

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[425]Ibid.

[426]Ibid.
[427]Ibid.

interviewed by phone and the conversation was recorded and later transcribed. Logan began in that role in December of 2001 when, the Dodgers were ranked twenty-eighth in player development in the league (out of thirty teams). Last year, the Dodgers were ranked first in player development. Shortly after the summer trading deadlines for baseball the researcher had a phone interview with White in which he describes his job and the baseball philosophy and methodology of player development within the "system." White oversees all fifty baseball scouts in the Dodger Organization that are constantly looking for, analyzing, and reporting on promising players rising through the ranks in high schools and colleges all over the globe. One of those scouts for the Dodgers is Marty Lamb, whom the researcher interviewed in person prior to the interview with Logan White. Field notes of that conversation were taken and later transcribed. Lamb is a former college baseball coach and has been a scout in the Los Angeles Dodgers organization for seven seasons, focusing on scouting both high school and college baseball players in Indiana, Ohio, Kentucky, and Tennessee. For Lamb, that translates to over 600 high school teams and 100 college teams. He observes and monitors player statistics, performance, and intangibles each year. The researcher interviewed Lamb in one of the rare days that he was not traveling. In particular the interview focused on his perspective of player development and retention within Major League Baseball in order to understand the context better before his boss, White was interviewed. The following is a compilation of the transcribed field notes from both interviews.

In scouting a player Lamb notes that, for every player he scouts he produces a scouting report on their physical profile (strengths and weaknesses) and their tools in their field position and batting (both present and future–including everything from speed

to eyesight), and then any intuition the scout might have of intangibles, attitudes, and what others perceive (see Appendix M). These intangibles are in addition to the hard facts of field performance, so it is key for him to investigate player make up. In doing so he talks to any adult who can attest to certain of the player's non-baseball skill factors. Marty lists the top five intangibles that he feels are most important to each player to further investigate:

1) What was their work ethic like on and off the field?
2) How did the player compete?
3) How did the player deal with travel?
4) How did they deal with teammates and how did the teammates deal with them?
5) How did they deal with adversity?[428]

Within baseball Lamb notes that it is a "cream rises to the top mentality"[429] and that professionally most players sink or swim in the big leagues that is why scouting is so important. He sees his job as identifying potential cream so that those players that might rise can get into the Dodger system as "their property" as soon as possible.

Once scouted, every year a draft is held and players are selected by each team as signed property of that team to start their journey, which might ultimately end in the big leagues. The Major League Baseball Draft happens annually in the summer and consists of fifty rounds of all thirty teams selecting players to join their organization. Every year 1500 players are drafted and begin the journey to fill one of the 750 spots on a Major League Baseball team. Logan White notes that for those first six years signed players are the "property" of the Dodger Organization and are "stuck with us in some ways. Our

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[428]Marty Lamb, Baseball Scout for the Los Angeles Dodgers, interview by author, 2 January 2007, field notes, Solomon's Porch: Wilmore, KY.

[429]Ibid.

incentive is to have them produce while they are with us"[430] and so player development is very important. After the six years are up, players are entitled to compete in the Baseball free agency market for current market value. They can be resigned by their original "signing" organization or choose to sign with another team (whoever is willing to pay them an agreed upon contractual amount.) For the best players, "each originally signing organization desires to keep the rising stars."[431] Yet even with relationships and rapport being established and built over six years, White likens the "first team they sign with being like a first girl friend that they remember,"[432] players often move to another team despite feeling loyal. "The difference in Baseball is that even after six years with a team, money trumps loyalty!"[433]

Currently there are 150 players in the farm systems that have been signed by the Dodgers and are being developed to field their big league team of twenty-five. There is a systematic player development progression through specific leagues within baseball. As players develop in mechanics, physical stature and endurance and professionalism, they are "called up" to the next league. The journey moves from Rookie to High Rookie, Low A, to High A, to AA, to AAA, and then ultimately the very best of the best reach the Major League level.

White wakes up thinking about the development of all the players somewhere in the Dodger organization. Certainly, not every signed player makes it to the big leagues.

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[430]Logan White, Assistant General Manager of Scouting for the Los Angeles Dodgers Organization, phone interview by author, 6 August 2007, field notes from phone conversation, Los Angeles International Airport: Los Angeles, CA.

[431]Ibid.

[432]Ibid.

[433]Ibid.

For White, "if 35 of those 150 players make it to the majors, that is good."[434] For baseball, retention is desired so that players will persist and help the organization win, ultimately at the Major League Level. However, the reality is that most of those who enter the system for development will not emerge as "Big League Players." Yet for White, the protocol of development is consistent; "individual care and value for each player regardless of whether they make it to the 'Bigs' or not."[435] The process of development focuses first "on talent above and beyond in the organization."[436] Player development develops the person with baseball skills and " begins as soon as you sign the player. The goal for each player is the same, to help players achieve their highest level." Logan reminded me that in baseball; the bottom line is that "the player is the product." The desire is to assimilate new players into the organization quickly. Therefore "the sooner you can identify talent and potential in them, the sooner you get them into the organization and the training system. If you believe in your system, you have a chance to train the player before bad habits begin. The organization tries "to do the right thing for each individual player by honing physical skills, monitoring their play and practice each day, cleaning up any mechanicals, and then developing their mental side to persist as a player and deal with failure."[437] In addition to field skills, White also notes "off field issues" such as cultural assimilation to the industry and team, values, attitude, and character matter very much to the organization. Even with great physical abilities, if a player is lacking work ethic, confidence, and a desire to be great or if a player has a fear

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[434]Ibid.

[435]Ibid.

[436]Ibid.
[437]Ibid.

of failure or an inability to handle failure, pressure or fame, then it will affect their play on the field. Earlier Lamb noted the importance of this other side of the player. "Other than talent and skills, player makeup is the key ingredient for a ball player to succeed. The reality is that some are not ready just out of high school to be on their own and to go pro."[438] Many of these "off field issues" are introduced early on through informal training and mentoring from a lot of coaches and managers, most of whom have been former players. For White "it takes a village" to develop a player. For players there is more to development than just baseball skills--character and leadership is organizationally trained but not specifically assigned–input into who they are--life coaching is given at every opportunity and they are evaluated along the way. Coaches are the ones who teach them how to be "professional."

Finally, because White has been in the business long enough to observe generational changes in player attitude and behavior, he is able to describe the compositional difference in today's player. He observes that the "difference today is that players today are much more structured and not as good at improvising. Baseball (like youth culture in America) is 'so organized,' that creativity and self-leadership are lacking in players."[439] In addition, the pervading culture is of "relativism" where truth lines have been blurred so that the focus today in coaching and training is more about opinions than directives to follow. "Kids are reached differently and we need to communicate with them differently."[440] White adds, "it is as important as ever that each player knows that our organization is about the individual… they will want to succeed if they know that you

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[438]Lamb.
[439]White.

[440]Ibid.

care about them. We try to put the individual needs first but continually demonstrate that the whole organization is important as well."[441] In so doing, White believes if the Dodgers can "keep people as people and not as product"[442] then they will keep players longer.

The fourth and final interview in the category of Not-for-Profit/ Non-Religious and for-Profit Comparator Organizations was with Mark Miller from Chick-Fil-A. Despite the fact that the researcher interviewed a regional trainer and a twenty year old that had been trained by the McDonald's Corporation, the fast food industry leader in volume, and had open doors to investigate their corporate training office, this researcher chose to focus on Chick-Fil-A (CFA) as a franchise based Fast Food Corporation. This decision is largely due to its Christian under-pinning, industry recognized employee development; missional approach to the restaurant franchising, and unique desire to develop people first and the profits will follow. From these observations it appears that CFA is more of an analogous comparator organization to YoungLife than McDonald's and thus was chosen for this study.

The researcher had the opportunity to observe a CFA Emerging Leadership Training Conference at Stone Mountain, Georgia and after that event had an informal conversation with Mark Miller, the Senior Vice President of Training and Development for CFA. Miller invited me back to interview him face-to-face at the CFA corporate headquarters just north of Atlanta. The conversation was recorded and later transcribed.

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[441]Ibid.

[442]Ibid.

Mark has been connected to the company since 1968 when he was the

sixteenth corporate employee hired. Over the past thirty years of his career

he has seen CFA corporate development evolve from an

immersion/osmosis emanating from the environment methodology into

one of a strategic field leadership development partnership between the

corporate headquarters and local owner/managers. He has also seen

leadership selection change from just going out and finding leaders to one

where leaders are produced in a training journey. He recalls a time when

leader selection was easy:

> When you needed more leaders from within your ranks, there was a strong belief that leaders would make themselves known. You just look around and pick them out. He is, she is, he isn't, she isn't. And then from a development standpoint, I have often described it as osmosis and immersion. Kind of an environmental approach, which I think in our early years was quite successful, because, take me, a nineteen year old kid on the corporate staff, and I'm sitting at lunch every day with the founder, the president, the CEO, and the Executive Vice President because there weren't but fifteen/sixteen of us. I'm working projects with them. I'm planning with them. But it's all as you go. It's an informal, pay attention, you didn't do that well, I wouldn't even call it mentoring because no one was thinking about mentoring. It was good job, okay I better do more of that because they said good job.[443]

He explains that during these past "seven years CFA has been in this conscious shift to be

more purposeful and intentional to try to articulate a strategy and a point of view on

leadership development, and we're working on it." He notes that during that time, two

things happened: "we saw these (leadership) cracks here at the home office and we saw

these cracks in the restaurants, and we thought, what's that about?" It wasn't until we got

around a billion dollars in sales that we began to say, "Hey, we need a few more leaders,

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[443]Mark Miller, Senior Vice President of Training and Development for Chick-Fil-A., interview by author, 21 July 2006, tape recording of phone conversation, Chick-Fil-A Headquarters, Atlanta, GA.

and we don't see them. They're not making themselves known." He explained the CFA

model:

> Because prior to the year 2000 (plus or minus), we basically told our operators, "You need leaders, good luck." We never told them what they look like, how to train them, how to find them, how to retain them, how to grow them. That really fits our model. Our model is, if you get the right leader in the restaurant, he or she doesn't need a lot from the home office.[444]

Miller states that within CFA there is a cultural bias against bringing in people from the

outside into the leadership. In addition, he reports "Sixty percent of store operators came

through the restaurants and that Chick-fil-A sees leadership training as *the* method to

shape emerging leaders working at local restaurants into good candidates for future

franchise owners and operators."[445] This was the impetus for the corporate office to offer

training resources and a training partnership with the local operators:

> Our secondary motivation is that in the last couple years about 60% of our operators have come through the restaurants. In the next 10 years we're going to need to select about 1500 operators. So, we need to start shaping them now to be good candidates. Immediately, it helps the operator, it helps the customer, it helps the bottom line. Long term, it helps sustain the organization.[446]

From that point forward, corporate training focuses on providing valuable,

optional training resources that could assist a local owner in developing leadership within

their staff. CFA corporate training is meant to be a Win-Win-Win for everyone involved.

Miller provided me with their entire training video collection entitled "Seasoned

Professionals."[447] In addition, the Emerging Leadership training summit was "put on" by

the corporate headquarters but served the local franchises that sent their most promising

young (eighteen-twenty-five year old) employees. Knowing that the corporation views

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[444]Ibid.

[445]Ibid.

[446]Ibid.
[447]Mark Miller shared a copy of the Seasoned Professionals Leadership Skills DVDs.

these owner/operators as their greatest asset, it sees training and developing as an "issue of stewardship" and can boast a 96% annual retention figure for store managers. The training partnership involves the local store manager teaching the hard leader skills (quality control, restaurant operations and management, food processing skills and basic employee supervision) and the corporation providing soft skills (corporate culture, values, leadership development, and intangible corporate contribution) in fifteen self paced video based modules. He mentions "we've got one on building relationships with trust, one on delegation, one on problem-solving, one on team building…soft skills, managing food cost, managing labor cost, hard skills. We've got a module for leaders on how to implement this training process, because it has a lot of moving parts."[448] The training, which is seen as a service provided from corporate CFA, is a tool to help the manager help his employees help the customer. Miller said that his training department is "now actively working, almost on a daily basis, on how we raise the leadership quotient of our staff leaders, and how do we help our operators raise the leadership quotient of their leadership team."[449] In this process, ultimately everyone benefits!

When considering the factors that improve employees persisting in the organization, Miller notes what he considers the top three: selection, environment, and coaching progressive leadership. For Miller, the selection process is just as important in employee retention as any other training or management process is in the continuum of leadership. "If you select wisely, that affects retention."[450] Operators tell us that good employees are harder to find, "less motivated, less driven these days." However, Miller

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[448]Miller.
[449]Ibid.

[450]Ibid.

also notes "the best operators don't have that problem. …They may have to recruit a little harder, or different, but this generation is still willing to lead, to be led, to step up. They may have to try some different methods, some different techniques, and some different approaches, but it's still very doable."[451] For Mark, one of the keys for good hiring and thus good retention is the need for each operator to "define leadership for your culture and your context, because if nothing else, emerging leaders will know what you're looking for."[452] Those who are self-initiated, those who may in fact be gifted leaders leave unless they know that you desire their quality of leadership. Those who are most likely to be retained are the prototypical solid young, emerging leaders who are usually "active in school, good students and well-seasoned in life experiences including responsibility and leadership."[453]

Miller spoke of the work atmosphere as an additional factor in retention, noting that those who come from a strong family at home and connect with a "sense of family in a work environment and personal attention given by the operator."[454] He describes the variables that impact retention at CFA:

> We believe retention is driven by another set of variables in our environment. Part of what we did is research with people who have great retention. We found they do things differently. If you look at the top ten operators from a retention standpoint, and go to their restaurants, they're doing things differently. They're doing a couple of things: they're creating a sense of community, and a sense of family. ... Where we see high retention, I'm assuming there's a bell curve, we see a sense of community, we see personal attention by the operator–he knows about the people, their lives, families, and struggles. So there's not only a community

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[451]Ibid.

[452]Ibid.

[453]Ibid.
[454]Ibid.

with each other, there's a relationship with a person. In our context it's the head person.[455]

Finally, Miller feels that an increase in responsibility was one of the keys to keeping good people. When discussing the corporate methodology for leadership development within Chick-fil-A, Mark refers to the five points stressed in his book *The Secret*, "*S*ee and Shape the Future*, E*ngage and Develop Others*, R*einvent Continuously, *V*alue Results and Relationships, *E*mbody the Values"[456] that was addressed in the Review of Literature section. The model is one of mentoring where emerging leaders are poured into, challenged, championed, and connected to older more successful staff. The key relationship in both development and retention is the local and closest manager who takes interest in the employee and provides support for that employee to work to his or her fullest capacity. According to Miller, "if you're testing, you're tracking, providing recognition, have someone responsible for the administration of this--you can have sustainability"[457] of your employees and your operation. He describes the continuum of leadership development:

> You take the kid doing chicken, and you make him in charge of inventory. I want you to count the chicken, do you understand how important the chicken is? You're not a team leader, you don't supervise people, but you have more responsibility today than you did yesterday. That probably pushes retention up. Just as making a person a team leader increases retention. It may not be because they're a team leader, but because they've got more responsibility.[458]

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[455]Ibid.

[456]Ibid.
[457]Ibid.

[458]Ibid.

Therefore in Chick-fil-A, the corporate training department serves the local trainer to better pour into emerging leadership and thus benefits the future of the organization by providing a pool of future leaders who will remain with the organization.

An Aggregate Non-YoungLife Voice

Data from these interviews from these comparator religious organizations was reviewed, compared, and contrasted for similar codes, themes, or voices. Each of these interviews from non-religious organizations (both non-profit and for profit) produced some thematic data that addresses missional leadership retention the synopsis of which can be seen in figure 17. First, the theme of talent identification and selection emerged. Identification of leadership needs to happen early in the process, therefore candidates for leadership should be given opportunities to lead early and observed so that they can be given feedback for improvement. The working environment is both communal and formational for leadership development. Direct supervisors are expected to prepare, train, coach, observe, evaluate, and give feed back for emerging leaders at every level. With that being a daunting task for one person, these non-religious comparator organizations have an expectation that the organizational village both on and off the field trains them formally and informally. Organizationally, their needs to be a consolidated effort to scout out emerging talent and to keep clear records and reports on each emerging leader or player. In some cases, that is a specific job task of identifying rising talent, and other jobs develop rising talent. The use of a clear selection process seems to add to keeping talent within an organization. Selection is based on prior observed evidences of qualities desired for the position. In each case, the key of successful leadership within the

organization is to develop its own talent, creating a pool of leaders within, who embrace corporate culture, and from which to select the best candidates.

Secondly the factor of progressive leadership development, which moves one "on and up", emerged. There was a unified voice with this cohort that training needed to be rigorous, ongoing, expensive, extensive, comprehensive and specific. The existence of ongoing training indirectly states that all leaders must maintain their status with continued learning and testing. The Air Force says that the goal not just for skill preparation but also to be "Mission Ready to Lead", this adage would apply for each of these non-religious organizations. Leaders are prepared to move and advance within the organization.

Finally, there was specific counsel for the YoungLife mission. In each of these arenas, there were specific people within the organization that thought through and provided training resources for the local level. In essence, the corporate umbrella partners with local franchise to deliver training for hard and soft skills that will serve not only quality of local training, but also, build up the greater organization

> **Synopsis of data collected from Non-Religious Organizations (both non-profit and for profit)**
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> a) A talent pool is created through a unified corporate effort, which includes early opportunities to input leadership development, delegate leadership responsibilities, and observe leadership performance within a communal working environment. Identification and selection are taken. Once the talent pool is created, candidates are identified and selected through a uniform process.
> b) As part of ongoing retention, an organization should consider progressive leadership development.
> c) Establish a working partnership between the corporate umbrella of the organization and the local entity to create and deliver leadership development resources.

Figure 17: Synopsis of data collected from Non-Religious Organizations (both non-profit and for profit)

An Aggregate Non-YoungLife Voice Spoken Atop the Theoretical Stool and Supported by Literature

This previous section contained two distinct vantage points of non-YoungLife comparator organizations. The first group was religious and missional in nature and the second group was non-religious and missional in nature. All perspectives provides invaluable data that once analyzed appears to produce some consistent findings of factors that could improve the rate of staff persistence beyond three years within YoungLife's Raceway Region. The aggregate collection of a unified voice from these various interviews and surveys were then filtered through the theoretical construct lens which includes Arnett's Emerging Adulthood theory, Turner's theory of communitas, Taylor's Retention Leadership theory, and Reichheld's Loyalty Leadership. From this axillary process a voice to the Raceway Region emerges. These prescriptives are supported by literature reviewed in this study. These findings will be organized to focus on three specific arenas: Emerging talent identification, selection and development, organizational leadership development, and a word to the YoungLife mission as an organization, a synopsis of which can be seen in figure 18.

The first arena of analysis of the corpus of data from non-YoungLife organizations speak to internal talent development. These organizations employ a journey of training, supervising, preparing, testing, careful observing (scouting), reporting, and identification of gifting, talents, experiences and expectations of those in the hiring pool. This makes the process of selection easier down the road. In some ways this is reminiscent of Robert Coleman's explanation of Jesus' cross training[459] of his disciples to assure their readiness for leadership upon his departure in *The Master Plan of Evangelism*[460]. In addition, this type of active involvement in training is very conducive to the involved and activistic culture of emerging leaders that Rusty George describes in his book *Herding Cats*[461]. Overall, in these non-YoungLife organizations, there seems to be a modus operand of coaching emerging leaders early through difficult experiences that they are intentionally exposed to grow leadership talent. This shaping or toughening of emerging leadership through working and training hard and early on seems to take on Hara Estroff Marano's article *A Nation of Wimps* which contends that we are overprotecting our future leaders and causing the emerging talent to become benign.[462] In addition, this type of preparation coalesces with Henri Nouwen's perspective in his book *In the Name of Jesus* that true leaders must head toward suffering.[463] It appears that rigorous preparation whether it is in baseball, the military, or in a ministry like FCA can

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[459]Although cross-training is a contemporary exercise term involving a combination of exercises to work different parts of the body, it can be analogous to Jesus' methodology of exposing his disciples to a variety of missional leadership opportunities within various settings in order that various spiritual leadership muscles would be built within his protégés.

[460]Coleman, *The Master Plan of Evangelism.*

[461]George, *Herding Cats.*

[462]Marano, *A Nation of Wimps.*
[463]Nouwen, *In the Name of Jesus.*

be endured with a community surrounding one. The impact of community on the

development process is as import in the Air Force as it is in Wesley Foundations as it is

in Chick-fil-A stores. George Hunter III in his book *The Celtic Way of Evangelism*

reveals that part of the effectiveness of St. Patrick's development of prolific and lasting

missional leadership development is attributed to his effective use of community to

prepare people to live with depth, compassion, and power while on mission.[464] In

addition, good selection, organization community, and direct leadership/supervision seem

to be the three most important factors for retention among these organizations. When

thinking of baseball and the extent to which talent is scouted, recruited, selected, and

developed, the researcher thinks of the iron of George Marsden making the reference to

Christianity and Baseball in his book, *The Secularization of the Academy*.[465] If only he

knew how rigorous baseball training is. If only religion was as important to the campus as

a baseball team, or ROTC, or Chick-Fil-A management training for a college age

manager!

Second, these non-YoungLife organizations collectively address organizational

leadership development as an important factor in organizational retention. Many of these

organizations that were interviewed provide ongoing development of their leaders.

Training precedes most of their hiring and certainly follows it. The Meyer study

Developing Organizational commitment during the first year of employment speaks to the

importance that early training and relationships can have with future retention of

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[464]Hunter, *The Celtic Way of Evangelism.*

[465]Marsden and Bradley, *The Secularization of the Academy.*

employees.[466] Most of these organizations appear to follow that practice. Some even reward persistence within the organization with increased training. Many of these organizations are also committed to the continued identification of their employees, teammates, or organizational members' gifts and abilities and strategically shift them to different positions if that task is a better fit. J. Pfeffer, in his book *Competitive Advantage Through People*, speaks to this importance of making sure employees are functioning in a position where they are most effectively used.[467] This often does not happen in the first placement. Thus ongoing training, observing, and recruiting are necessary. All the while, most of these organizations have a coach who is keeping an eye on individual ongoing development. Training and ongoing training is a strategic part of organizational leadership development, which benefits the organizations as a whole because, in most cases organizational leadership is promoted from within. R.J. Rothwell's book *Effective Succession Planning* notices that many companies do not think strategically when it comes to training up the next generation of organizational leaders. Many organizations are forced to hire from the outside and take the risk of the new leader not being a fit with corporate culture. If training, observing, and reporting are a continual part of an organization's natural human resource development process, then promotion from within should become natural. Therefore, there can be a partnering between the organization and its franchises to offer field tested supplemental training that can be administered locally but keep the quality of organizational leadership high.

Finally, these non-YoungLife organizations speak a word to the YoungLife mission as an organization particularly in the area of mission talent stewardship. With the reality

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[466]Meyer, Bobocel, and Allen, "Developing of Organizational Commitment."

[467]Pfeffer, *Competitive Advantage.*

of the impending crisis of leadership[468], most of these companies have developing

retention strategies, knowing that if we cannot find as many new leaders for our

organizations, it will be very important to keep what we have. Their voices speak clearly

to the mission of YoungLife and addresses why and when people leave. Using exit

interviews helps an organization have a clear working knowledge of the causes for

attrition and development strategic retention strategies to combat that portion of attrition,

which is preventable.

An aggregate Non-YoungLife Voice on the Retention of Staff

a) Establish an internal talent production strategy to create a pool of emerging talent from which to select organizational leadership.
b) Collectively address an ongoing organizational leadership development program, which is an important factor in organizational retention. Leadership development can both precedes (through voluntary training during the college years) and follows (with continued training) hiring.
c) Employ mission talent stewardship at all levels of the organization.

Figure 18: An Aggregate Non-YoungLife Voice on the Retention of Staff

For the final step of data analysis, the aggregate YoungLife voice and the

aggregate non-YoungLife voice must be compared to the original research

questions. Those questions are:

1. What is the nature and status of staff retention within YoungLife?
2. What are the characteristics or key shaping influences of staff retention in YoungLife?
3. What can be learned from comparator organizations about leadership development and its importance for retention?
4. What do comparator organizations specifically do to build loyalty and retain their trained emerging leadership that might impact retention within the YoungLife leadership development pipeline?

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[468]Michaels, Handfield-Jones, and Axelrod, *War for Talent*; Friedman, *The World is Flat*.

The two voices are filtered through those questions to produce insights pertaining to the issues of retention within the YoungLife region that will be discussed in the final chapter.

Chapter Five

Discussion of findings and implications for the YoungLife Raceway Region

Overview of the Chapter

This final chapter is a composite of the investigative journey of this research. The grounded theory from the distilled data that was analyzed in chapter four will be discussed. Implications and insights from that grounded theory will be spelled out as potential action plans that will positively impact retention for YoungLife in the Raceway Region.

The Grounded Theory Named

This research journey attempted questions involved with positively impacting staff retention within the Raceway Region. Research data both from YoungLife and other organizations was analyzed noting any correlation between comparator organizations' identification and employment of the most strategic time to introduce leadership development, corporate branding and loyalty, and positive trends in retention within those organizations. The open coding of the data represented the first level of analytical filtration.

> The second filtration process for the data involved a uniting of the literature reviewed for and the theories that framed this project. Representative literature that orbited around the central theme of emerging adult missional leadership training as it relates to a Christian theological perspective, human development stages, postmodern culture, the United States environment was summarized and reviewed as to their utility for this study. Three different theoretic positions, one from missional

formation, one from identity formation, and one from leadership

development, and covering them with the biblical and theological theoretic

position. From the discipline of social and developmental sciences, the

theory of emerging adulthood helped define when that current time of

liminality would be within the United States culture. Data was analyzed

specifically noting any correlation between comparator organizations'

timing (paying specific attention to visible factors during the traditional

college and emerging adult stages) of recruiting, hiring, and leadership

development, etc. and positive trends in retention within those

organizations. From organizational leadership theory both loyalty effect

and retention management theory address the focus of the training as it

relates to the problem at hand. Data was analyzed specifically noting any

correlation in comparator organizations' introduction of specific loyalty

and retention strategies and positive trends in retention within those

organizations.

Finally the data was sifted back through the initial research questions for further refinement and the discovery of a grounded theory:

1. What is the nature and status of staff retention within YoungLife?
2. What are the characteristics or key shaping influences of staff retention in YoungLife?
3. What can be learned from comparator organizations about leadership development and its importance for retention?
4. What do comparator organizations specifically do to build loyalty and retain their trained emerging leadership that might impact retention within the YoungLife leadership development pipeline?

From this three-step data filtration process the theory that emerges is that there appears to exist within a missional organization a **Loyalty and Retention Continuum** (named by researcher) through which ongoing and intentional leadership development can be inserted to combat unwanted and unnecessary attrition.

This Loyalty and Retention Continuum appears to have three distinct moments: (1) during the candidate selection process; (2) during the strategic training that focuses on missional and organizational skills as well as corporate culture and leadership development that prepares candidates for positions of leadership within the organization; and (3) the ongoing supervision, continued leadership development, promotion and support of staff which can enhance capacity to persist within that organization. Categorically these three distinct moments in the Loyalty and Retention Continuum will be named: "Gaining," "Training," and "Retaining". Within each category the researcher will note specific findings and insights that relate to staff persistence in the Raceway Region. A synopsis of these Gaining, Training, and Sustaining insights from this study can be seen in figure 19.

The First Implication from the Study: Seizing the Gaining Moment

The first study implication focuses on the selection process of an Area Director candidate. This looks at the "who, what, when, where, and how" of recruiting future mission leadership. Within this action step of gaining, three clear components can be addressed; an early heart level connection with the mission, seizing an opportunity to observe and assess candidates' performance and composition prior to hiring, and the introduction of some sort of compatibility testing with the role each candidate would be trained for, before the process is begun. The focus of this step would be to get more

candidates who are likely to persist in the pipeline earlier in the process and to weed out

the potential non-persisting staff before they are even hired.

Capturing Their Hearts During the Gaining Moment

First, the key in the area of gaining future persisting YoungLife staff is to capture

their heart through a meaningful connection with YoungLife leadership prior to the hiring

stage as noted by Gaffney. Gaining happens long before college graduation, career fairs,

and interviews. In light of the literature and the theoretical framework it appears that the

strategic moment during the college years would be an opportune time to capture hearts,

build a brand identity, develop these potential candidates as emerging missional leaders,

and begin to build organizational and missional loyalty. This methodology is validated by

the fact that so many of the staff is involved in YoungLife during the college years. In

addition, all comparator organizations in this study had some type of formal and integral

training during the college years, which precedes a fulltime staff experience. The idea of

brand loyalty being introduced at this moment seems more effective with a Parachurch

context (note interview with O'Leary) than a denominational context (note interview with

Taylor). Because many high school students are involved with YoungLife and might

consider training to be YoungLife leaders in college, the researcher is suggesting that an

intentional pipeline of YoungLife information be established to note which incoming

freshmen at each of the college campuses in the Raceway Region are involved with

YoungLife during high school. It is also important that YoungLife partner with network

organizations like the recently formed Leadership Transition Network in order to spread

the net of identifying and connecting possible incoming college freshmen who might be YoungLife leadership candidates.[469] With this established, every potential brand aware student could be identified early and followed up and contacted before he or she even reach campus and are faced with so many other choices.

Providing Opportunities During the College Years to Observe Potential Candidates as They Try on Missional Leadership

Second, training and engaging college age YoungLife leaders, would provide an observable experience both in a YoungLife Mission Community and in leading a team, which would precede individual candidacy and allow ample opportunity for compatibility within the mission to be observed and confirmed. During the college years, the candidate can be trained for and have an experiential opportunity to exhibit competencies for ministry through an intentional regional student staff training experience and local supervision. This regional student staff training experience would be open to anyone willing to commit to the time, but would absolutely include those recruits who were recognized locally as possessing strong gifting to proceed and persist on staff. The training would focus to expose these college age students to missional leadership and give them a strategic opportunity to begin to learn skills that would be necessary in eventually persisting on staff. During this training and "trying on" of ministry responsibility, there would be a clear opportunity to begin developing a sustainable ministry pace that would prevent future burnout in emerging leaders. Specific attention would be paid to exposing them to an ongoing understanding of God's call (listening for and following), God's economy (the theology of fundraising), and God's authority

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[469]YouthTranisitonNetwork.org is an alliance between secondary education ministries and College ministries.

(understanding their role in ministry which will impact life balance). Because fundraising continues to emerge as a possible inhibitor for ministry persistence, the researcher is proposing that fundraising opportunities be extended to emerging leaders early and often so that the stigma can be dispelled and victories can be experienced. In addition, the researcher is also suggesting that all potential intern candidates go through a wealth and stewardship Bible study similar to Crown Financial Ministries[470] in order to get exposure to a biblical perspective on money and giving. The regional training team would be another set of eyes and ears that could help support or reject a future candidate.

In addition, the suggestion is made that a strategic use of Summer Staff and weekend assignments for potential candidates assigned with the Regional Trainer as their Summer Staff boss during their rising junior year summer. Summer Staff is a month long volunteer service opportunity at a YoungLife property. It is in this intense community environment, that the best and brightest potential staff can be recognized for this specific assignment. Because this assignment, unlike others, contains a specifically selected group of regional emerging leaders, it should include supplemental training, individual nurturing, investing, and coaching in each Summer Staff participant. Subsequently, after the assignment, a ''scouting report'' can be written and submitted to the Regional Director containing first hand observations in areas that would be critical to staff persisting (i.e., work ethic, initiation, leadership potential, servanthood, and persistence/endurance). In addition, this month long experience could

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[470]The mission of Crown Financial Ministries is Equip people worldwide to learn, apply, and teach God's financial principles so they may know Christ more intimately, be free to serve Him, and help fund the Great Commission

further build loyalty for that potential candidate for the Raceway Region,

due to the opportunity for the Trainer to have intense relational time and

bonding opportunity with the emerging staff candidates. Finally, provision

should be made for yearlong opportunities for Student Staff who have

been identified as potential staff candidates to be mentored by and

shadowed by Area Directors and staff within the Region. This process of

observing local ministry management, camp roles on regional weekends,

and other specifics of the YoungLife staff job would allow the potential

candidate to better self-assess if they are suited for the role and evaluate if

they could persist in such an environment long before they enter it.

Needless to say, there would need to be buy-in from the staff. Therefore,

the researcher is endorsing that all staff who currently supervise volunteer

emerging staff candidates would need to be exposed to this strategy for

regional staffing and to be trained in how to identify and portfolio

potential persisting candidates (similar to a local scouting report), how to

mentor inquirers and expose them to the complexities of their jobs, and

then finally how to take full advantage of regional training for their student

staff.

Finally, under the category of observing potential for persisting among staff

candidates, it seems important to perform a critical investigation of life composition,

calling, competencies, and leadership qualities for each candidate. The researcher is

suggesting a multi-dimensional awareness of gifts, dreams, attitudes (especially as it

relates to fundraising, the ministry life style, and a persistence in following a call even

when it is difficult), values, experiences, skills, and performance. Tools similar to the

Performance Index used by YFC could be administered to Student Staff to aid further in

the identification process for candidates who are likely to persist in the role of Area

Director. Once a student has had the opportunity to explore, be exposed to, and

experience the job of a persisting YoungLife staff, those who have observed them along

the way need to contribute carefully their informed observation of that potential hire's

persisting possibilities in what would be similar to a personnel file or a scouting report in

baseball (see scouting report in Appendix L). Each supervisor and trainer must reflect on

whether or not they have observed an unmistakable compulsion of Christ to join the work

in reaching lost kids. This must be articulated clearly as a calling to Kingdom work, not

just YoungLife, and must exhibit a sense of loyalty to the mission that, given the right

circumstances following in their training and ongoing sustaining, would make this

candidate unrecruitable. In addition, similar to a competency list used in the military for

staff progression, certain ministry leadership competencies must be clearly observed and

met prior to each being considered as a candidate (see Air Force competency report in

Appendix M). Finally, prior to their official staff candidacy, in addition to observed

skills, experience, impressions, and competencies, The researcher is proposing that each

Student Staff complete a comprehensive evaluation of family background, personality

profile, examples or models of persistence in their life, and spiritual gifting to be included

in their file. The current staff application (included in Appendix N) does not ask for any

of these qualities to be listed and it is believed their addition will help those hiring to staff

positions make a better informed decision on hiring candidates who may be more likely

to persist on staff.

Pre-candidate Compatibility Assessment with YoungLife

Thirdly, during Gaining moment, it seems equally important to employ a tool that could confirm the compatibility of a potential staff candidate with the calling needed to pursue a persisting ministry in YoungLife, compatibility with what is unique to the YoungLife culture and style of ministry, and compatibility with the expectations of staff responsibilities. Further research will need to be done in order to design such a tool, however the researcher recommends the "Tryout Training" tool used by FCA, discussed in the field research chapter (see Appendix O) be the prototype from which to design a YoungLife specific tool. This tool should be designed to filter out some of the candidates that might naturally succumb to attrition during the first two years of an internship. Subsequently, it is recommended that YoungLife create a thorough process for staff departure including a carefully crafted exit interview for all non-persisting young staff. In addition, the job description of the Area Director (included in Appendix P) is ultimately what these candidates will be trained for and should be hired for. The composite of these exit interviews over time will help shape some of the questions in the "Tryout Training" test and help indicate which candidates are more likely to persist given the unique climate of the YoungLife mission. This "Tryout Training" assessment tool should include specific questions as to the candidate's willingness and ability to perform the specific tasks that are identified as unique to the YoungLife Area Director position (i.e., Conflict resolution, fundraising, moving, etc.) If employed, this tool might provide YoungLife with a natural selection tool that would allow the candidate to decide before their hiring if they might not persist in ministry and allow the hiring process to cease early on.. This

could potentially reduce attrition rates during the first few years by identifying those issues that produce unwanted attrition and address them prior to hiring.

Overall, these three insights that could be introduced in the college moment of "Gaining" new staff candidates within the Loyalty and Retention Continuum all challenge the Raceway Region to do a more careful job of identifying ministry candidates earlier in the process. If a three-fold composite were to be initiated, including an early exposure to the mission and missional leadership training within the context of liminality and communitas during the traditional college years, a careful profile created for each candidate by their immediate supervisor and trainer as they observed specific traits, gifting, performance, attitude and aptitudes, and a tool used in order to strain out those who were not clearly called to or desirous of persisting in the unique mission culture or YoungLife, then, it is the researcher's informed opinion that retention levels would increase during the first few years of staff. The YoungLife mission already operates and embraces the theory of Emerging Adulthood and Liminality/Communitas. The researcher is merely suggesting that the mission: (1) be more intentional about seizing the opportunity for leadership development and deployment at an earlier age; and (2) to take full advantage of building loyalty during the college years as college age leaders experience mission community. In addition, it would seem that creating rites of passage, and ceremony as potential staff candidates proceed through this college liminal period could further establish a loyalty later. Events like volunteer leader graduation, Student Staff leadership certification upon completion of training, and some type of annual award for each year of service during the college years might be considered as examples of rites of passage within the YoungLife context. Like Chick-Fil-A, most of YoungLife's adult

management comes from within the organization and therefore the liminal emerging adult stage must be intentionally seized to begin to select, develop, observe, and build loyalty into those future organizational leaders. YoungLife needs to take full advantage of shaping future leadership by grooming and developing those emerging Area Directors earlier in the Loyalty and Retention Continuum, specifically targeting the college years.

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The Second Implication of the Study: The Training Moment

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The Second implication involves leveraging the focus moment along the Loyalty and Retention Continuum identified as the training moment. Once selected, out of college, candidates re-enter another moment of liminality as they train for competency to eventually become a paid staff leading a YoungLife area. This moment of 'training' an Area Director Candidate has traditionally happened during the first two years on staff. There are three specific insights made in this section based on the research; ongoing call clarification, continual celebration and critique, and connection within a cohort or a mission community.

Title Change in this Second Liminality, Changes Expectations

The first insight is actually a clarification. The researcher is suggesting the term "Intern" be replaced with the term "Area Director in Training" or "Area Staff" for two reasons. The first reason is that the word "intern" initially meant to connote the intensity and training involved in a medical internship in preparing a doctor in training to practice medicine. This is out of context for our audience. None of the 193 "interns" at New Staff Training were in medical school and any internship they experienced probably involved getting coffee and making copies. This is certainly not what we want an "internship" in YoungLife to connote. In fact, most of the 193 interns were leaders during their college

years, which the researcher recommends be treated more like an internship that can give substance to their candidacy as an Area Director in Training. The second reason for this insight is that within the title change itself, it clearly lays out both the expectation of training and the vision that the mission has for their lives. In many ways, this post college training moment is a second liminality for the future staff in that they are extracted from college and their YoungLife community and placed within a cohort of trainees who are without full YoungLife structure while they are trained to re-emerge as a full YoungLife staff. This liminal period needs to reflect where they are heading in their training. Similar to "emerging Adult" speaking more positively than "Extended Adolescence," it is my opinion that "Area Director in Training" speaks more positively than "Intern." This concept is backed up by the fact that both FCA and YFC use similar, positional language for those who are heading towards a director position. Gaffney notes that he thought a pre–internship should preceded a paid internship. The pre-internship or perhaps true internship would involve trying the job on during college without all the responsibility. This second internship, which it is suggested by titled Area-Director in Training is more focused on preparation and building confidence and competency to emerge from this second liminality to be reincorporated as a full time YoungLife Area Director.

Re-recruitment and Ongoing Clarification of Call

The first official suggestion in the moment of training is for ongoing clarification of calling, expectations, and gift awareness at various stages in the continuum of staff. During the first year recruitment is ongoing, as noted by Williams of F.C.A. Part of the initial training time within YoungLife would need to involve re-recruitment to the mission. This would be implemented at critical stages in those first three years and

certainly needs to be presented and wrestled with prior to a candidate coming on staff.

During that same time an awareness of the call to being an Area Director must be clearly

presented again and again. If the mission has done a good job in selecting the right

candidates, then this process will merely confirm the "fit" and "call" for the job during

training. Those who train and supervise should be overt in what each module of training

is focused on in relation to the job at hand and the "why" behind each training

opportunity. The Raceway Region should train for the end in mind, an Area Director role,

and all the while clarify what the candidate is going to be doing and how they are

uniquely gifted for the job. As the candidate proceeds through training, the researcher is

advising that the supervisor incorporate the creative use of each candidate's gifts within a

variety of ministry opportunities that allow the staff candidate to experience and discover

the specific role in the mission that they might be best suited for. In addition, each

candidate should be tested and evaluated in order to further determine strengths and

weaknesses and progress in competency for the role of Area Director. Similar to the Air

Force, the YoungLife mission should be involved in ongoing observation and feedback of

staff not only to assure quality control, but also to open opportunity for encouragement

and supplement all training in areas of observed deficiency. Although there are national

resources for training and a determined universal level to which staff are trained, much

like the situation in CFA, the researcher is proposing that the local supervisor (usually the

Area Director) and Regional Trainer customize each emerging staff's training to affect

positively, his or her incompetencies and expectations as well as develop a personalized

retention plan for each Area Director in Training. As this ongoing training occurs over

the two-year period so does the portfolio competencies and observations of deficiencies.

Current evaluation is on completion of the training material and not competency of a missional leadership or operational skills. The researcher suggests that the ongoing assessment of each candidate be documented for the entire two-year journey similar to a baseball player who is continuing development and in-house scouting in the minor leagues after one are already signed with the organization. Emerging staff needs to be continually trained and encouraged to keep balanced in their ministry work schedule. This type of balance needs to be demonstrated by supervisors and other staff. In order for balance in ministry to be a lifestyle and not another thing to work for, it is recommended that a sample weekly schedule be introduced to all Area Directors in Training in order for them to realize what is a realistic and sustainable ministry schedule. Some ministry growth expectations might need to be altered in order to allow for a life of balance. This would be a clear area for further study within the mission.

It goes without saying all research has indicated no matter how good the training is, the training environment or ministry area into which an Area Director in Training is placed must be healthy (including a strong adult support network, the financial support to sustain ministry, and a local Area Director who is gifted, trained, and desirous of guiding this emerging staff person.) Each receiving area should be made to sign a covenant to provide the necessary ingredients of financial stability, adult support, and community involvement in order to receive a candidate. Further study is necessary in order to produce the composite of an area environment and adult menu for all the ingredients that must be in place and remain in place for the duration of the Area Director in Training. In all cases, if any of those conditions is not met, the region would have the right to re-place the candidate in another area that is healthy.

Ongoing Celebration and Critique

A second major insight in the area of training is the use of common celebration of successes coupled with constant critique of self and performance**.** It is proposed that someone in addition to the immediate supervisor continually engage the staff in training in a conversation about the role of Area Director. Some specific areas to talk through are both the joys of the job and the need to note little victories. In many ways these victory recognitions of ministry competencies or annual anniversaries will acts as symbols and ceremonies marking perhaps the end of a liminal training time and a reemergence into the mission with new status of skill. At the same time it is also important to discuss the enormity of the job and present a solid theology of failure so that the emerging staff can journey into leadership. Because the voice of the immediate supervisor is the most important voice in the life of the Area Director in Training, the supervisor must be the voice to recognize and celebrate all the little successes and thus must be trained to do so. There must exist an ongoing dialogue all through the two year journey that identifies training moments even if unplanned, provides enough affirmation to keep the emerging staff encouraged to press on and to seize the teachable moments through failure to help the staff fail forward and learn from mistakes. In some ways these conversations would help shape an individualized staying strategy for each candidate that is training, addressing not only identified attrition points within the ministry continuum but to know personalized potential attrition points for each Area Director in Training.

An insight that is also spawned from this process is to evaluate trainers and only place emerging staff in areas with proven and competent direct supervisors. Like in the military, YoungLife needs to note not every Area Director is gifted or desires to train or

develop future staff. In order to address this insight, the mission must be willing to provide tools for assessment and ways to evaluate progress along the journey that are more than an end of a semester report card. Staff candidates must be able to clearly see progress and markers for ministry movement at regular intervals. Specifically, it is proposed, on a quarterly basis, to have the local committee, supervisor, and leaders that work with that the emerging Area Director to be involved in a simple and ongoing evaluation especially during those first three years. At any point in the evaluation process, if a staff is found to be deficient in an area of required competency for an Area Director, then the Regional Trainer can offer supplemental curriculum. During the whole process of evaluation both trainer and supervisor need to help the candidate to self evaluate for missional leadership competency as well as personal health (balance, pacing and burnout prevention) teaching the Area Director in Training how to ask for help and where to find help to address specific needs.

One final point would be to allow each individual Area Director in Training to be recognized and celebrated when they complete their competency training and to be ceremonially inaugurated or commissioned when they are placed into their own area as an adult YoungLife staff person. Up to this point, the training program is time based and not competency based. Because of the uniqueness of each candidate and each area, marking training competency progression should be the focus more than the duration because training is not as clear cut time wise like a recipe for a cake: the right ingredients, at the right temperature, at the right time, will consistently produce a cake. Therefore it is proposed that the YoungLife Raceway Region recognize when candidates master

ministry proficiencies with some type of ceremony or rites of passage and that the reincorporation moment be marked by competence and not timing.

Taking Advantage of Communitas in a Cohort and a Summer Assignment

The final insight in the moment of training is one that involves connecting an Area Director in Training with a cohort of mission companions and a mission community. Ii is suggested that in each annual cohort of a candidate's training, the mission should select a team of regional trainers to see this cohort through the journey until they are fully launched into the role of Area Director. This should also be considered at a national level where candidates are gathered for intensive training weeks over a three-year period. If this is indeed a secondary liminality, then communitas is capable to emerge as well, then it is proposed that the same National Training Team (comprised mostly of regional trainers) follow each cohort through the three event national training journey until their successful completion and celebration of them as being launched as Area Directors. Research in this study has consistently shown that missional community setting at both a local and a macro level among emerging missional leaders can enhance retention. With the expense of National Training events, it is proposed these events not last more than one week in duration (currently the initial New Staff Training is two weeks which includes two seminary courses, and the second year training and Area Director School are one week). With attrition after the first year being so high, it seems prudent to cut back the expense of the gathering by shortening it and perhaps adding an additional week with the same cohort into a fourth training event after their first year as Area Directors.

In order to shorten the week but increase connectivity, it is suggested the creative use of networking technology to gather and connect cohorts and even supplement regional training with a monthly check in or case study. In order to accomplish this effectively nationally, YoungLife would have to invest in technology that is compatible with Mac computers as well as PC. Using such resources as "Facebook" groups and web conferences, small groups assembled face to face at New Staff Training can be reconnected on a regular basis in a "Cyber Upper Room" where encouragement and connection can be extended and hosted by their New Staff Training small group leader. Based on CFA's "Seasoned Professionals" and FCA's online training, it is suggested that some of the information training be web based so that the times when staff cohorts are gathered can be more focused on community building, life sharing, and connection which all will enhance a sense of belonging and possibly improve loyalty to the mission. In addition, "webinars" and "podcasts" from Regional Directors, Divisional Directors, Trainers and authors and Christian speakers who love the mission can be exported to our emerging leaders giving them both content and encouragement as they press on to follow their call. The loss of one seminary class due to the shortening of new staff training could be substituted with an Extended Learning class that all Area Directors in Training would be required to take during their first year of training or offered online over the summer after their first year.

Finally, it is proposed the summer assignment placements of Area Director candidates from a region with their Regional Trainer or with their Regional Director to take advantage of the natural community during the month long ministry assignment. Perhaps, the best time for this to be done is during the second summer on staff before

they are placed into the role of an Area Director. On an assignment the "assigned team"

of staff lives and works in close proximity for an entire month. The opportunity for

continual observation of strengths and weakness and specific gift flavoring are readily

available. This would allow the Regional Director who does most of the direct staff

placing to better assess what type of an area the Area Director candidate would be best

suited for and to have many opportunities to discuss intentions and options. It is during

this time as well that the Area Director Candidate could continue to assess their

relationship and loyalty to the Regional Director. Research and literature both state that

the direct supervisor relationship is the most important factor in keeping good employees.

Therefore, if the emerging Area Director had ample time to assess that they are both loyal

to and willing to follow their Regional Director in assignment they will probably have a

better likelihood of persisting on staff with that same Regional Director once they are

placed as a full time Area Director.

> In many ways, each of the previous training moments can be seen as a
> liminal subset in a multi-liminal continuum as staff proceeds through
> training. This is especially so for the times that staff are extracted for
> training and can re-emerge in their areas as recognized in their
> advancement. Each of the non-religious comparator organizations both
> recognized and named advancement in training proficiency and increase in
> responsibility with a rank and/or pay increase. It is suggested that there is
> something to this as far as moving staff up and along the persistence
> continuum and should be considered within the YoungLife context.

The specific content of national training events should be considered in further study. However, it is this researcher's opinion that even more important is the creation of community within the training situation, the sense of individual attention each 'Area Director in Training' receives from their Regional team to develop them specifically to full missional leadership potential and their direct relationship with their immediate supervisor that are the most important factors of training in regards to their persistence on staff.

The Third Implication from the Study:
Capturing the Ongoing Ministry Moments of Retaining and Sustaining

The final implication from this study is the introduction of specific retention management and staying supervision strategies established regionally during the first three years and beyond in order to keep the newly placed Area Directors persisting long after they are launched. The role of the Regional Director who directly supervises full time Area Directors must have the opportunity to connect with the emerging Area Directors in training and develop rapport. However, the expectation that the Regional Director will be the sole voice speaking retention into Area Directors must be dispelled.

Addition of a Regional Retention Manager and Management Team

The researcher suggests that the Regional Director develop and train a Regional Retention Management Team similar to what is talked about in the Talent Keepers writing. This team can be comprised of older, more seasoned Area Directors, former staff who are still in the region, retired pastors or YoungLife committee who have a passion for coaching staff along with the Regional Trainer. There must be intentional training of regional and Area Directors to understand they have the most influential role in the

mission in keeping good people. The goal is to create continual communication with the Area Director candidate prior to them becoming an Area Director and certainly after they are launched that first year. I recommend regular use of "staying interviews"[471] which is a term coined by Kaye and Evans in their book *Love 'Em or Lose 'Em*. The point of these "staying interviews" is to assist each young Area Director in developing a personal vision for a future, specifically addressing critical needs that could cause them to leave. Identifying such factors as a desire for further education, needs in personal and ministry financial management, a desire for stability, understanding the change of needs and roles in ministry as marriage and children become a part of the scenario, and basic ministry and life balance issues, will be important as will be a hand crafted regional staying plan to train both the Area Director to address some of these needs as well as the region directly assisting in meeting these needs when possible.

Continual Challenge of Commitment Continuance

A second insight in the area of retention management is the challenge of staff for a continuance of commitment**.** Specifically, the mission must **c**learly and continually state the reality of the difficulty of the task as expressed in the Stockdale Paradox from Jim Collin's *Good to Great*. The Stockdale paradox challenges one to "retain absolute faith that you can and will prevail in the end, regardless of the difficulties, AND at the same time confront the most brutal facts of your current reality whatever that might be.[472] Max DePree states "the first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant."[473] In a culture of comfort and privilege it

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[471] Kay, Beverly, and Sharon Jordan-Evans. *Love 'Em or Lose 'Em: Getting Good People to Stay,* 2nd ed. (San Francisco, 2002).
[472]Collins, *Good to Great*. 88.

is important to communicate that the job we are asking Area Director's to do is difficult, and we must assure them that we are confident they are worthy of the task. At the same time, we must regularly showcase in a very visible and variety of ways that the job of an Area Director is a joyful privilege. In addition, I am recommending that despite the culture of choice we live in, we regularly ask our Area Directors to stay committed to the calling or perhaps even re-enlist similar to the military. At these key moments that are identified as attrition points, extra coaching might be in order to get the staff through the difficult threshold of additional children, responsibility in their job, financial need or aging. Further study must be given to these attrition points in order to address appropriately the specific needs or concerns for that specific time of leaving.

Incorporation of Exit Interviews

Additionally, it is my insight that YoungLife do a comprehensive longitudinal study of exactly when and why staff leaves the mission. The use of an exit interview tool for each departing staff could be compiled and give insight into what the mission could own and what strategy taken to counteract the preventable early departures. Persisting in the mission must be held as a virtue and the champions of persistence must be visible. I am recommending that those who have stayed in the race be celebrated and visibly recognized and showcased on the web and in publications for the sake of others who are behind them to have a model of persistence that they might aspire to. I note that this practice is already in place but could be enhanced to be an intentional retention management strategy. What does not seem to be in place within the mission is a way to appropriately honor and celebrate those who are leaving as a result of necessary attrition.

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[473]Max DePree, *Leadership is an Art* (New York: Currency Press, 1990), 11.

I am also proposing that there would be further study done on how to help effectively celebrate staff who are leaving because it is the right thing to do for them and it is good for the mission.

Addition of Regional Coach

The final insight under the umbrella of ongoing retention management is to provide external coaching from a trainer in addition to voice of the immediate supervisor. The familial role would be that of a favorite uncle that is actively listening and networking, or in sports that of a pastoral assistant coach, or in the military the chaplain, or in fast food the shift manager that speaks into a younger workers life. Within the mission of YoungLife there is currently a National Coach and coaching training, however it is completely voluntary. The researcher recommends Raceway region provide a coach or coaches to be trained and deployed as needed for the staff**.** This designated coach would be a conduit for information delivery for both ministry and life skills as they become aware of the need. In addition they would be an informal sounding board to talk through difficulties in a safe setting and alleviate some of the unnecessary conversations with a Regional Director. Also, in this role, the coach could act as a third party encourager and "thanks" giver, adding the value of recognition and appreciation which is an important factor in retention management. The trainer/coach could also fill the role of a networker for the staff with the people that can impact or meet needs, and to advocate for the staff for further training or experience as they develop. Finally, the Regional trainer/coach could lead staff to further career training and educational opportunities both inside and outside the mission. Because the job of the Raceway Regional Director involves supervision of all staff, the role of coach would supplement all the areas that are

necessary for staff development and retention but are not necessarily seen as supervisory. Currently YoungLife has a Career Development Process tool that is eleven years old and underused. As a note for further study, Regional Trainers and coaches should be solicited to create some type of career development tool and be trained in how to use it effectively along with other established development tools such as the Meyers Briggs or Predictive Index. This role of coach would both assure staff that staff personal development is important to the mission and each staff is on a specific career track within the mission, which could avoid unnecessary and premature departure due to poor placement, under usage or incompatible job description. As an additional side note, further study in the area of job branding or categorization within the mission, would both add variety of choice within the mission and allow for career progress within the mission. In many ways the Regional trainer would work as the lead retention manager among the staff.

Synopsis of Strategies for Each of the Moments within the Loyalty and Retention Continuum

The Gaining Moment
a) Early formation, identification and selection of a leadership talent pool during the college years.
b) Establish a comprehensive scouting report of all YoungLife staff candidates.
c) YoungLife compatibility testing of all staff candidates prior to their official interview (including compatibility with YoungLife culture, expectations, skills and responsibilities).

The Training Moment (of Area Directors in Training)
a) Establish an ongoing journey of leadership development of staff including assessment of gall, ministry placement and balance within ministry.
b) Establish ongoing conversation, evaluation and coaching of all Area Directors in Training.
c) Create a training cohort and a Cyber-community streamlining costly training and utilizing all modes of creative electronic information delivery.

Ongoing Retaining and Sustaining
a) Create a Regional Retention Management Team that will shape personal retention strategies of each of the staff including staying interviews, continual gift assessment, career development and placement compatibility.
b) Recognize and affirm models of persistence within the ministry particularly focusing on the stories, events and strategies of balance within ministry that have allowed these staff to persist within the Raceway Region.
c) Provide a Regional Trainer/Coach to supplement the Regional Director to act as the lead Retentions Manager.

Figure 19: A synopsis of suggested action for the Raceway Region to take during the Gaining, Training and Sustaining moments of the Loyalty and Retention Continuum.

Evaluation of the Study

In a study that uses a Grounded Theory method, it is expected that a person's hunches are either confirmed or disconfirmed. I went into the study expecting that the results would indicate:

- A clear emphasis must be placed on building organizational loyalty and infusing missional culture and developing some leadership and ministry skills to give a staff candidate a chance in being hired and persisting in ministry.
- I assumed, the earlier this began, the better chances for longer persistence.

The researcher's hunch that a prior involvement and opportunity with the mission does help a hired staff person persist was confirmed. However, this is not the whole story, It was also discovered that the data which pointed out that there are loyalty building and retention management moments all throughout an organizational members tenure, even well after hiring, disconfirmed this as the only strategic time to build loyalty. The factors involved in military continued training, recognized advancement, and opportunities to re-enlist spoke into this discovery. In addition, Williams', from FCA, comment of re-recruiting also challenged the initial assumption that pre-recruiting before hiring was the best place to focus loyalty efforts. Although each organization interviewed did some type of pre recruiting loyalty building, the assumption that it was a single moment opportunity during college was also dispelled. In fact it was discovered that there even were multiple liminal moments in college and in early training, which were pregnant with opportunity to build into emerging and existing staff. In doing this allowed them to exit that experience, closer bonded with each other and recognized as having progressed in responsibility and stature.

As noted earlier this process of the identified opportunities to build factors that would enhance persistence is named *the Loyalty and Retention Continuum.* This process extends from an individual's first encounter with YoungLife to the moment after they do their exit interview. This is the tine in which the mission can strategically build into these individuals and subsequently combat unwanted attrition. Throughout the research data pointed retention management and loyalty building from early on in the continuum as was seen in Chic-Fil-A recognizing leaders out of the breading chicken line, or Mary Lamb scouting Major League potential at a high school game to late in the continuum

like the Air Force's annual retraining for active flying duty in which the Air Force's mission could be reinstalled. From these results, the researcher is challenged to investigate further study of how other organizations take advantage all along this Loyalty and Retention Continuum with the possibility of translating this into the YoungLife context.

Upon further reflection of this study, one can see some areas of deficiency that could be addressed or enhanced secure the vulnerable places. First, as information and literature on the specific period of emerging adulthood, loyalty management specific to this culture of choice, and Christian missional perspective and practices continue to be produced, this study, particularly in the area of literature review, could continue forward with additional data. Second, as noted earlier, this study provides a snapshot of a specific moment of missional compromise, however, it might prove more helpful, if time allowed, to do a longitudinal study of cohorts of YoungLife staff as they persists or exit in order to get a fuller picture of factors that might cause one to stay or leave the organization. Third, lack of institutional permission to conduct official and comprehensive exit interviews has severely limited the collection of data, might have helped greatly in answer the question: "Why do people leave YoungLife?" Fourth, due to the natural limitations of this small study, additional comparator organizations that might give deeper insight into the retention factors if they might have been included. The study, given time and volume, could further probe other retention practices in the military, the McFood industry and Major League Baseball organizations, let alone other organizations that address retention issues outside the scope of these three categories. Finally, although the researcher attempted to address the natural biases and opinions that would be expected from anyone

who has been involved with an organization for over twenty years, it is the researchers

opinion that occasionally a bias may have slightly hampered the results of this study.

However, enough new information was discovered, and the researcher's curiosity peeked

enough to launch an ongoing personal learning endeavor in this area, in order to continue

to discover causes for unwanted attrition and develop strategies for effective retention of

those emerging leaders who are essential for mission perpetuation.

Upon reflection, the researcher's hunch or initial assumption that the traditional
college setting was a strategic moment to build organizational loyalty, which would
positively impact retention after hiring, was confirmed. However, the assumption that the
college moment was the only or best time to introduce that was disconfirmed. It was
discovered that so many more opportunities during the continuum to combat unwanted
attrition exist. This leads to my next section, which considers "Future Directions of the
Study."

Future Directions of the Study

In addition to the ongoing endeavor to continue learning in the area of retention

management within a missional organization, during this investigative journey many

questions have been raised outside the scope of the study. It is hoped that others might

pick up an investigation of these new directions for future research. First, a

comprehensive longitudinal study of YoungLife staff that has persisted could be

launched. This study could focus on identifying what individuals with which personality

types, spiritual gifts, birth order, family of origin types, etc. are more likely to persist over

time and to integrate that information into an application process for future staff**.**

Second, there is a need for further study of persistence by gender. Research within

this study indicates that women's issues involving marriage, family, and pregnancy

impact retention. The data reveals that males stay longer in YoungLife and married

women are most likely to leave. Further investigation, including a study on why some

women do persist, would be required to offer any suggestions to the mission in this area.

Third, a study to determine which specific ingredients within areas that receive new Area Directors in training could be initiated. This area for further study could include an investigation of specific ingredients that would create healthy areas and characteristics and qualities of the supervisor. Also within this area of retention ingredients could be a specific investigation on how to promote mentoring, which research indicates is a helpful retention ingredient.

Fourth, further study in the uniqueness of cultural conditions and personal attributes that result in an emerging adult launching or failing to launch might be done. As this new development stage, post-adolescent and pre-adulthood, continues to present new challenges and opportunities, continued study will be important as this is the pool from which most emerging staff will come. As stated earlier, the recent introduction of David Brooks' term "The Odyssey Years " for the eighteen-twenty-five-year olds in America shows that study, knowledge, and literature in this area continues to surface and needs to be pursued.

Finally, there are retention factors data and literature has proposed that have not been addressed in this study. For instance, issues like the four managerial behaviors that Kimberlee J. Rhule notes in her study, "The Effects of the Manager's Behavior on the Retention of High Potential Employees from Different Generations" can be investigated.[474] Knowing what factors will motivate this new generation to stay will be

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[474]Kimberlee J. Rhule, "The Effects of the Manager's Behavior on the Retention of High Potential Employees from Different Generations," (Duquesne University, 2004). These are: utilizing their talents and strengths, providing challenging job assignments, providing opportunities to contribute and make a difference, and allocating appropriate salary increases based on their job performance.

vital as missional leadership transfers hands. This list of areas of further study is not limited to but should include those noted above.

Missional Implications of the Study

Although this study focuses on the mission compromise within YoungLife specifically in Kentucky and Indiana, clearly some of the findings can impact the YoungLife mission both divisionally and internationally as well as other Non-YoungLife missional organizations (both religious and non-religious). The basic action plans outlined during the Gaining, Training, and Sustaining moments in the Loyalty and Retention Continuum of the YoungLife Raceway Region were extracted from non-YoungLife organizations therefore reciprocally might also benefit non-YoungLife organizations to combat unwanted attrition of emerging organizational leadership.

Perpetuation of Christian mission was at the heart of the early church and is no less important today for the legacy of the faith and for missions like YoungLife. However, this study has shown, that organizations outside of the Christian realm are carefully thinking about these problems as well. If the Fast Food industry is thinking about how to continue their organization's leadership by shaping those they will eventually choose to lead from the minute they start breading chicken, then certainly YoungLife needs to initiate an extensive mission wide study of how to gain, train, and sustain mission talent within mission by identifying, training, and shaping future leaders earlier in the continuum. If professional baseball is intentionally prospecting tomorrow's superstars noting their potential long before they even have a chance to make it to the major leagues, then certainly YoungLife needs to establish a network to identify and track rising talent into the pipeline of tomorrow's potential mission leaders. If the military

extracts young recruits to deconstruct and reconstruct them on a regular basis during the college years so that they will be ready for leadership during combat duty upon graduation, then certainly YoungLife will need to think more seriously about readying their troops earlier and to take full advantage of opportunities during the college years both to extract and to train. If YoungLife develops such strategies, they can be shared with other missional organizations who could potentially be a part of an alliance or network of like minded missional organizations who can help get rising Christian missional leadership talent to the right specific organization during college.

The thought that organizational loyalty can be built prior to hiring during the college years has many missional implications both within and outside of YoungLife. Further strategies for branding, building community, and trying on the role during college should easily translate into organizations outside of YoungLife. It is possible that organizations other than YoungLife can adopt pre-recruiting strategies that would take on consumption marketing and vie for time and space at college sponsored events just so future potential employees can receive a positive brand image. The possibility of a utilities company sponsoring a college spring break mission trip for engineers to dig wells in a third world country or a home builder sponsoring a Habitat for Humanity building project during a college semester for architecture majors is not so far fetched. Internationalizing the liminality of the college years or even their management training moment within organizational formation opportunities can build a sense of belonging (communitas) and act as a pre-recruiting and a loyalty builder that will come into play after hiring.

The opportunity to invest continuously in an individual taking into to account gifting, skills, and passions as for specific job competency will positively impact loyalty. Money is not the only reason people leave, the data shows that over and over again YoungLife ministry staff stays not because of the money, but because they feel like they fit the mission! This has major implications for other non-profits and for profit organizations. We are entering a causal working society. Perhaps corporations need to think missionally and even causally in order to attract and keep the best talent. There are glimpses now of companies that are advertising how they are positively impacting their communities or the environment. This is good public relations, however it is also making a public statement of what they stand for and allowing loyal employees to feel proud of their association with their company.

The reality is that in the emerging United States culture of choice that is now competing globally for talent, many organizations can no longer expect that good talent will stay with them because of factors that kept people ten years ago. Creative research through staying interviews and exit interviews may reveal more factors that help build loyalty and promote persistence in the YoungLife Raceway Region. This research project could function as an organizational research template to discover factors within specific organizations that will positively impact retention. This study assumes that if results from a research project like this can positively influence YoungLife, then focused studies can work for other organizations as well.

> With an impending global talent and leadership crisis, rising unwanted
>
> attrition and diminishing organizational loyalty, it would appear most
>
> organizations would benefit from many of the insights from this study. It

would also appear that most organizations would want to keep good people as is evidenced by the growing industry of retention management and organizations like Talent Keepers. Thus the missional and organizational impact for this project is as wide in scope as the research was and should be translatable into nearly any missional organization concerned with combating preventable attrition.

Conclusion

The insights from this project that focus on selection, training (both strategic and supplemental), and the ongoing supervision and support of staff as they pertain to enhancing emerging missional leaders' capacity to persist can be easily translated into real action plans within the Raceway Region of YoungLife and begin to be implemented immediately. As the researcher begins another cycle of training new college age leaders, new Student Staff, and new Interns this fall, he will hopefully be able to initiate the action plans that are formed from this project and apply them directly to the mission at hand. Ultimately, the hope is that more YoungLife staff talent will be persist in Kentucky and Indiana so that more and more of the teenagers who are going to bed tonight without the hope of Christ will have the opportunity to encounter Christ and be given an invitation to follow Him. As a result of increased staff persistence and a growing pipeline of YoungLife Area Directors in Training, the next time a tragedy strikes a high school in Kentucky or Indiana, they might have a seasoned staff that has persisted beyond the first three years in ministry to be the presence of Christ on that campus.

Appendix A
YoungLife Northern Division Staffing Needs as of October 2006

Area open	Position	Date Added
Bozeman, MT	AD	9/13/06
Great Falls, MT	AD	9/22/05
McCall, ID	Intern	9/13/06
Sun Valley, ID	AD	1/6/06
Baker City, OR	Intern / AD	4/18/05
Chemawa Indian School, OR	Mission Staff	9/13/06
Grants Pass, OR	AD	7/24/06
Lebanon, OR	Church Partner	7/24/06
McMinnville, OR	AD	9/13/06
North Coast, OR	Fast Track / AD	2/1/05
North Coast, OR	Fast Track / AD	2/1/05
Sunriver, OR	Intern	7/24/06
Lincoln County, WA	AD	1/6/06
Chicago - LaSalle St, IL	AD / Urban	1/6/06
Northern Fox Valley, IL	AD	5/19/06
Anchorage, AK	Church Partner	9/13/06
Kodiak, AK	Mission S / AD	6/1/02
Lake Country, AK	AD	9/13/06
Methow Valley, WA	Intern	5/17/04
Cascades Gateway, WA	Fast Track / AD	9/1/06
Greater Pasco, WA	AD, WyldLife focused	9/1/06
Richland, WA	Intern	9/1/06
LewisClark Valley, WA	Church Partner	4/18/05
Ann Arbor, MI	AD	5/9/05
Jackson, MI	AD	9/13/06
South Lyon, MI	Intern	9/13/06
Walled Lake, MI	Intern	9/13/06
Ely, MN	AD	7/24/06
Minnesota Valley. MN	AD	7/24/06
Franklin Co., MO	AD	9/13/06
Central Seattle, WA	AD	9/6/06
Renton Highlands, WA	AD	9/6/06
Sammamish, WA	WyldLife Intern	10/5/06

Appendix B: Sampling of YoungLife's Ten-Year Intern Program Retention Report

Class 1:95-97

Job Title	Male	Female	Total	Terminated	Males Remain	Females Remain	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	69	36	105	76	22	7	**105**	32%	19%	28%
Fast Track	1	0	1	1	0	0	**1**	0%	N/A	0%
Second Wind	1	1	2	1	0	1	**2**	0%	100%	50%
Totals	**71**	**37**	**108**	**78**	**22**	**8**	**108**	**31%**	**22%**	**28%**

Class 2:96-98

Job Title	Male	Female	Total	Terminated	Males Remain	Females Remain	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	77	62	139	101	24	14	**139**	31%	23%	27%
Fast Track	32	9	41	24	14	3	**41**	44%	33%	41%
Second Wind	0	0	0	0	0	0	**0**	N/A	N/A	N/A
Totals	**109**	**71**	**180**	**125**	**38**	**17**	**180**	**35%**	**24%**	**31%**

Class 3:97-99

Job Title	Male	Female	Total	Terminated	Males Remain	Females Remain	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	77	66	143	106	29	8	**143**	38%	12%	26%
Fast Track	40	16	56	42	12	2	**56**	30%	13%	25%
Second Wind	10	1	11	8	3	0	**11**	30%	0%	27%
FT Total	**127**	**83**	**210**	**156**	**44**	**10**	**210**	**35%**	**12%**	**26%**
Mission Staff	3	2	5	5	0	0	**5**	0%	0%	0%
Totals	130	85	215	161	44	10	215	34%	12%	25%

Class 4:98-00

Job Title	Male	Female	Total	Terminated	Males Remain	Females Remain	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	79	69	148	116	18	14	**148**	23%	20%	22%
Fast Track	37	14	51	32	15	4	**51**	41%	29%	37%
Second Wind	21	0	21	12	9	0	**21**	43%	N/A	43%
FT Total	**137**	**83**	**220**	**160**	**42**	**18**	**220**	**31%**	**22%**	**27%**
Mission Staff	25	23	48	42	4	2	**48**	16%	9%	4%
Totals	162	106	268	202	46	20	268	28%	19%	25%

Class 5:99-01

	Male	Female	Total	Terminated	Males Remain	Females Remain	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	74	64	138	94	29	15	**138**	39%	23%	32%
Fast Track	60	21	81	54	23	4	**81**	38%	19%	33%
Second Wind	12	2	14	10	3	1	**14**	25%	N/A	29%
FT Total	**146**	**87**	**233**	**158**	**55**	**20**	**233**	**38%**	**23%**	**32%**
Mission Staff	44	50	94	76	9	9	**94**	20%	18%	19%
Totals	190	137	327	234	64	29	327	34%	21%	28%

Class 6:00-02

Job Title	Male	Female	Total	Terminated	Males Remain	Females Remain	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	76	99	175	109	35	31	**175**	46%	31%	38%
Fast Track	58	26	84	48	28	8	**84**	48%	31%	43%
Second Wind	13	3	16	9	6	1	**16**	46%	33%	44%
FT Total	**147**	**128**	**275**	**166**	**69**	**40**	**275**	**47%**	**31%**	**40%**
Teacher Staff	14	3	17	10	6	1	**17**	43%	33%	41%
Mission Staff	46	53	99	84	9	6	**99**	20%	11%	15%
Totals	207	184	391	260	84	47	391	41%	26%	34%

Class 7:01-03

Job Title	Male	Female	Total	Terminated	Males Remain	Females Remain	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	90	81	171	101	39	31	**171**	43%	38%	41%
Fast Track	46	28	74	34	26	14	**74**	57%	50%	54%
Second Wind	22	5	27	10	13	4	**27**	59%	80%	63%
FT Total	**158**	**114**	**272**	**145**	**78**	**49**	**272**	**49%**	**43%**	**47%**
Teacher Staff	10	13	23	15	6	2	**23**	60%	15%	35%
Mission Staff	35	51	86	59	9	18	**86**	26%	35%	31%
Totals	203	178	381	219	93	69	381	46%	39%	43%

Class8:02-04

Job Title	Male	Female	Total	Terminated	Males Remain	Females Remain	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	60	76	136	46	40	50	**136**	67%	66%	66%
Fast Track	38	12	50	15	30	5	**50**	79%	42%	70%
Second Wind	13	3	16	7	8	1	**16**	62%	33%	56%
FT Total	**111**	**91**	**202**	**68**	**78**	**56**	**202**	**70%**	**62%**	**66%**
Teacher Staff	10	6	16	10	4	2	**16**	40%	33%	38%
Mission Staff	51	96	147	95	22	30	**147**	43%	31%	35%
Totals	172	193	365	173	104	88	365	60%	46%	53%

Class 9:03-05

Job Title	Male	Female	Total	Terminated	Males Remain	Females Remain	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	73	71	144	16	65	63	**144**	89%	89%	89%
Fast Track	36	19	55	13	29	13	**55**	81%	68%	76%
Second Wind	10	1	11	0	10	1	**11**	100%	100%	100%
FT Total	**119**	**91**	**210**	**29**	**104**	**77**	**210**	**87%**	**85%**	**86%**
Teacher Staff	8	7	15	7	5	3	**15**	63%	43%	53%

Mission Staff	58	67	125	53	33	39	**125**	57%	58%	58%
Totals	185	165	350	89	142	119	350	77%	72%	75%

Class 10:04-06

Job Title	Male	Female	Total	Terminated	Males Remaining	Females Remaining	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	58	45	103	2	57	44	**103**	98%	98%	98%
Fast Track	31	11	42	4	28	10	**42**	90%	91%	90%
Second Wind	10	1	11	1	9	1	**11**	90%	100%	91%
FT Total	**99**	**57**	**156**	**7**	**94**	**55**	**156**	**95%**	**96%**	**96%**
Teacher Staff	8	8	16	1	8	7	**16**	100%	88%	94%
Mission Staff	52	43	95	16	43	36	**95**	83%	84%	83%
Totals	159	108	267	24	145	98	267	91%	91%	91%

TOTAL

Job Title	Male	Female	Total	Terminated	Males Remaining	Females Remaining	Total	% Males Remaining	% Females Remaining	% Total Remaining
Intern	733	669	1,402	767	358	277	**1402**	49%	41%	45%
Fast Track	379	156	535	267	205	63	**535**	54%	40%	50%
Second Wind	112	17	129	58	61	10	**129**	54%	59%	55%
FT Total	**1,224**	**842**	**2,066**	**1,092**	**624**	**350**	**2066**	**51%**	**42%**	**47%**
Teacher Staff	50	37	87	43	29	15	**87**	58%	41%	51%
Mission Staff	314	385	699	430	129	140	**699**	41%	36%	38%
Totals	1,588	1,264	2,852	1,565	782	505	2852	49%	40%	45%

Appendix C
Questionnaire for YoungLife Interns (Less than six months on job)

Region
Age
Sex
Race

Previous Schooling (please check education and type of school)
      Some college level classes
      Associates Degree
      Bachelors Degree
            State University
            Private College
            Private Christian College

Did you attend WYL'd Life in Middle School (if yes, how many years?)

Did you attend YoungLife in High School (if yes, how many years?)

Did you attend a YoungLife summer camp as a camper?

Did you ever serve as YoungLife Work Crew for a month at a YoungLife camp?

Did you ever serve as Summer Staff for a month at a YoungLife camp?

How many years did you volunteer with YL prior to beginning your internship?

Did you go through Leadership training in your area or at college – if so, how many weeks was your formal training?

Rate your pre-leader training experience: 1 ineffective, 5 very effective 1 2 3 4 5

Were you a part of a student staff training experience (training beyond area leadership)?

Rate your student staff training experience as it relates to you being prepared to enter your internship: 1 ineffective, 5 very effective 1 2 3 4 5

Did you raise funds for your student staff position?

Were you ever involved in any other Christian Ministry on your campus?

Do you have a trainer for Leadership I?

Are you currently in an area with an Area Director?

Are you currently involved in a local church? Y N What denomination?

Do women regularly preach at your church or does your denomination theologically affirm women preaching? Y N

Are you in a small group? Y N

Rank each question as to how likely these are to keep you on YL Staff : On a scale of 1 – 5: 1 not important in my staying; 5 very important in effecting me staying more than 5 years.

Ongoing national training (New Staff, Winter training, AD Sch)	1 2 3 4 5
Opportunity for seminary education	1 2 3 4 5
Local supervision and relationship with Area Director of staff	1 2 3 4 5
Regional training and relationship with regional trainer	1 2 3 4 5
Autonomy within internship (little direct supervision)	1 2 3 4 5
Sense of care and concern for your growth and balance in internship (lots of direct supervision)	1 2 3 4 5
Financial stability in my area	1 2 3 4 5
Benefits package	1 2 3 4 5
Location – ability to stay where I am after internship	1 2 3 4 5
Location – opportunity to move after internship	1 2 3 4 5
Opportunity for increased ministry possibility	1 2 3 4 5
Clarity of calling to area director role after internship	1 2 3 4 5
If single, getting married	1 2 3 4 5
If single, staying single	1 2 3 4 5
If married, having children	1 2 3 4 5
If married with children, having children grow older	1 2 3 4 5

Based on how you feel at this point in your internship, rate from 1 – 5 how likely do you feel that you will still be with the YoungLife mission on staff in the stated number of years? (1 as highly unlikely to 5 most likely.)

3 years   1 2 3 4 5

5 years   1 2 3 4 5

Appendix D
Questions to those who finished the intern program in the Raceway Region
but left staff prior to becoming an Area Director

To Be Filled out online and emailed back to Dan Lewis:

1 Name:

2. YL Experience in HS or MS:

3. Did you become a Christian through YL?

4. Were You a YL leader in College?

5. Did you have a new leader training?

6 Were you on Student staff?

7 Did you have Student staff training?

8. Looking back, was the internship clearly defined to you and did it reflect what you were told it would be?

9. Name three factors that contributed to your leaving staff:

10. Name three factors if possible that might have caused you to persist on staff:

Appendix E
Questionnaire for YoungLife interns who are moving beyond their internship

Region
Age
Sex
Race

Previous Schooling (please check education and type of school)
      Some college level classes
      Associates Degree
      Bachelors Degree
            State University
            Private College
            Private Christian College

Did you attend WYL'd Life in Middle School (if yes, how many years?)

Did you attend YoungLife in High School (if yes, how many years?)

Did you attend a YoungLife summer camp as a camper?

Did you ever serve as YoungLife Work Crew for a month at a YoungLife camp?

Did you ever serve as Summer Staff for a month at a YoungLife camp?

How many years did you volunteer with YL prior to beginning your internship?

Did you go through Leadership training in your area or at college – if so, how many weeks was your formal training?

Rate your pre-leader training experience: 1 ineffective, 5 very effective 1 2 3 4 5

Were you a part of a student staff training experience (training beyond area leadership)?

Rate your student staff training experience as it relates to you being prepared to enter your internship: 1 ineffective, 5 very effective 1 2 3 4 5

Did you raise funds for your student staff position?

Were you ever involved in any other Christian Ministry on your campus?

Did you have a trainer for Leadership I?

Are you currently in an area with an Area Director?

Are you currently involved in a local church? Do women regularly preach at your church or does your denomination theologically affirm women preaching? Y N What denomination? _____   Are you in a small group? Y N

Rank these as to how likely these are to keep you on YL Staff : On a scale of 1 – 5: 1 not important in my staying; 5 very important in effecting me staying more than 5 years.

Ongoing national training (New Staff, Winter training, AD Sch)   1 2 3 4 5

Opportunity for seminary education   1 2 3 4 5

Local supervision and relationship with Area Director of staff 1 2 3 4 5

Regional training and relationship with regional trainer   1 2 3 4 5

Autonomy within internship (little direct supervision)   1 2 3 4 5

Sense of care and concern for your growth and balance in internship
(lots of direct supervision)   1 2 3 4 5

Financial stability in my area   1 2 3 4 5

Benefits package   1 2 3 4 5

Location – ability to stay where I am after internship   1 2 3 4 5

Location – opportunity to move after internship   1 2 3 4 5

Opportunity for increased ministry possibility   1 2 3 4 5

Clarity of calling to area director role after internship   1 2 3 4 5

If single, getting married   1 2 3 4 5

If single, staying single   1 2 3 4 5

If married, having children   1 2 3 4 5

If married with children, having children grow older   1 2 3 4 5

If you are staying, based on how you feel at this point in your internship, rate from 1 – 5 how likely do you feel that you will still be with the YoungLife mission on staff in the stated number of years? (1 as highly unlikely to 5 most likely.)

5 years   1 2 3 4 5

10 years   1 2 3 4 5

If you are leaving, what are the three factors that have most effected your leaving the internship?

Margie Attkinson – VP of Human Resources
Ken Knipp – VP of Training
Ray Donnatucci – Northern Divisional Training Coordinator

Within the YoungLife context:

1. In your experience, which type of college setting produces better long term leaders (Christian, private, community or state) and why do you think that is?

2. How does the training environment (i.e., Multi –staffed area, only intern, rural, urban, suburban, new or established) impact leadership training, loyalty and retention?

3. How does the intern's relationship with the trainer impact leadership training, loyalty and retention?

4. How does the trainer's personal preparation, philosophy and methodology of the training process impact leadership training, loyalty and retention?

5. How does the background of the intern (sociologically, economically, family structure, prior spiritual experience, prior lifestyle, married or single, previous history and involvement with the mission, level of lifestyle expectancy, current financial position or level of education) impact leadership training, loyalty and retention?

6. How much of this problem is a generational or historical issue? Does the delineation and specific attitudinal composition of a Gen X or

7. Gen Y or millennial impact leadership training, loyalty and retention?

8. How much is the lack of loyalty a resultant reaction from corporate downsizing, outsourcing of jobs to cheaper overseas companies and corporate executive scandals of the late 90's and early 2000's?

9. How will postmodernism directly impact the future production of leadership?

10. What is the leadership difference between parachurch relational youth outreach and church youth ministry?

11. Does the nature/nurture debate impact leadership training, loyalty and retention?

12. What is the anticipated difference in attitudes and outcome of leadership training, loyalty, and retention between the public and private sector?

13. How much does the post college shift from "career track" to "multi-choice and varietal experience" impact leadership training, loyalty, and retention?

14. What leadership theory drives YoungLife?

Appendix G
Questions for those Comparator Organizations
Developing Leadership Outside of YoungLife

Objective: Through the informal interviews which will include but not be limited to the following questions the researcher will record results, transcribe, code and then watch for a grounded theory to emerge.

Sample Questions for Research

1) Personal History that has shaped you in Leadership training (education and Experience)

2) The history of your company or ministry in regards to LT

3) What is your/your company/mission's training philosophy –
    Prioritize what you train people to:
        a) Leadership
        b) An operational task or skill
        c) Management
        d) Assimilation of Corporate culture

4).Explain the practice of leadership training at your company/mission: at which point are most resources (both human and financial) invested? How are they invested and for how long?

5) Identify the process of how you train emerging leaders (what age, what inputs etc)

6) What are the Leadership Theories that Guide you (i.e., transactional, transformational, LMX, Great man etc)

7) What voices in leadership have shaped you (what books are on your "hot shelf")

8) What are the important issues you face in the area of emerging leadership training?

9) What has been your history in retaining leadership after training and what do you attribute to that? What is your benchmark for retention?

10) What checks and measures are in place for timely review of performance and allowance for further growth in the area of leadership?

11) In your opinion what factors (training style, methodology, timing etc) has contributed most to retaining leadership within your organization?

12) Any thing else you would like to say about Emerging leadership training for your mission/business?

Appendix H
YoungLife Intern Job Description

Job Title: <u>Intern</u>

Reports To: <u>Area/Regional Director</u>

Department: <u>RTD Field Ministry</u>

Salaried or Hourly: <u>Salaried</u>   Exempt or Nonexempt: <u>Exempt</u>

Supervisory (# of staff supervised): <u>None</u>

Job Titles Supervised: <u>Volunteers</u>

Mission / Authority

Through both formal training and direct field ministry experience, learn how to effectively

---

ESSENTIAL PREREQUISITES (FROM YOUNG LIFE'S BYLAWS – ARTICLE VII):
"Because of Young Life's exclusive Christian purposes of evangelism and discipleship as set forth in its Articles of Incorporation and in these Bylaws, and to reflect what has always been and will continue to be the position of Young Life, specifically the Christian belief that each and every employee and volunteer of the corporation should minister as a servant of God whose primary responsibility is proclaiming the gospel of Jesus Christ and, as such, is an integral part of the Christian mission and ministry of the corporation, **Young Life shall only employ individuals or enlist volunteer leaders who: (a) profess a belief in Jesus Christ as their personal Savior and Lord; and (b) subscribe to the statements and policies required of all Young Life staff, including the Young Life Statement of Faith. Therefore, employees and volunteers of Young Life, during working and nonworking hours, shall: (i) be ready, willing and able to fulfill such ministry functions as may be required by the organization; (ii) refrain from conduct and statements that detract from the biblical standards taught and supported by Young Life, and (iii) abide by all policies and practices of Young Life including, without limitation, those related to religious belief or ministry activities."**

Essential Duties:

I. Training
  A.   Mission-Wide Training
      1. **Complete and pass all required RTD training classes in the first two years on full-time staff. Will receive the Certificate of Ministry upon completion.**
      2. **The components are Personal Stewardship, New Staff Training, Leadership I, Leadership II, Winter Training and Apologetics.**
  B.   Regional Training
      1. **Implement Basic Elements for Interns in personal fund-raising.**
      2. **Individualized training supervised by the regional director designed to develop personal spiritual maturity and enhance personal character.**
      3. **Complete Leadership I and II courses.**
      4. **Participate in assigned regional training based upon Leadership I and II.**
  C.   Area Training
      1. **Actively engage in area training as assigned by the area director.**
      2. **Individualized program to learn and gain competency in ministry skills (i.e., The 5 C's)**
      3. **Learn principles and practices of area strategy and ministry health as assigned by the area director.**
      4. **Participate in area staff meetings.**

D. Mentor Training
   1. **Meet at least 18 times per year with a mentor assigned by the regional or area director.**
   2. **Maintain accountable, personal, spiritual growth disciplines.**

II. Ministry
   A. Club – Preferably Start a New Club
      1. **Be active in all three levels of contact work.**
      2. **Preferably limit direct involvement to one club.**
      3. **Lead a team to plan and implement a regular outreach meeting with excellence.**
      4. **Lead a Campaigner group with excellence.**
      5. **Lead a team to implement a summer and school-season camping strategy for a campus.**
      6. **Develop relationships with key adults in the ministry community (e.g., principals, pastors, parents).**

   B. Leaders
      1. **On a regular basis, meet with leaders with whom you work in club.**
      2. **Be involved in area leadership as assigned.**
      3. **Work to recruit and train new leaders.**
      4. **Train a replacement leader by the end of the internship period.**

   C. Other
      1. **Probable summer camp assignment at a YoungLife property at the end of the first year.**
      2. **Attend committee and adult functions as assigned.**
      3. **Spend no more than half a day weekly in ministry administration.**
      4. **Communicate ministry progress to personal donor partners.**
      5. **Raise financial support as directed.**

Education:

- **College degree preferred.**

Working Conditions:

- **Will include the extremes of a camp assignment, i.e., heat/cold, dirt, long hours, and the physical demands of hiking, horseback riding, boating, etc. Staff person must be able to handle these conditions.**

Qualifications Required for the Job:

- **Proven relational skills with both kids and adults.**
- **Demonstrated verbal and written communication skills.**
- **Ability to maintain confidentiality.**

Appendix I
YoungLife Student Staff I and II Job Descriptions

Job Title: <u>Student Staff I</u>

Reports To: <u>Area Director</u>

Department: <u>RTD Field Ministry</u>

Salaried or Hourly: <u>Salaried, Part-time</u>   Exempt or Nonexempt: <u>Exempt</u>

Supervisory (# of staff supervised): <u> None</u>

Job Titles Supervised: <u>Volunteers</u>

Mission / Authority

Through both training and direct field ministry experience, learn how to participate in effective Young Life ministry.

ESSENTIAL PREREQUISITES (FROM YOUNG LIFE'S BYLAWS – ARTICLE VII):

"Because of Young Life's exclusive Christian purposes of evangelism and discipleship as set forth in its Articles of Incorporation and in these Bylaws, and to reflect what has always been and will continue to be the position of Young Life, specifically the Christian belief that each and every employee and volunteer of the corporation should minister as a servant of God whose primary responsibility is proclaiming the gospel of Jesus Christ and, as such, is an integral part of the Christian mission and ministry of the corporation, **Young Life shall only employ individuals or enlist volunteer leaders who: (a) profess a belief in Jesus Christ as their personal Savior and Lord; and (b) subscribe to the statements and policies required of all Young Life staff, including the Young Life Statement of Faith. Therefore, employees and volunteers of Young Life, during working and nonworking hours, shall: (i) be ready, willing and able to fulfill such ministry functions as may be required by the organization; (ii) refrain from conduct and statements that detract from the biblical standards taught and supported by Young Life, and (iii) abide by all policies and practices of Young Life including, without limitation, those related to religious belief or ministry activities."**

Essential Duties:

I. Ministry
A. Club
    1. Be active in all three levels of contact work.
    2. Involvement in leadership with a team to implement a regular outreach meeting with excellence.
    3. Involvement in and possible leading of Campaigner meetings with excellence as assigned by the area director.
    4. Involvement with a team to implement a summer and school-season camping strategy for a campus.

B. Leaders
    1. On a regular basis, meet with leaders with whom you work in club.
    2. Attend area leadership and be involved as assigned.
    3. Learn basic principles of recruitment and training of new leaders.

C. Other
1. **Encouraged to have a summer assignment at a Young Life property.**
2. **Attend occasional committee and adult functions as assigned.**
   Raise financial support as directed.

II. Training
   A. Missionwide Training
   None is required or recommended.

   B. Regional Training
   1. **There is no missionwide regional-level training curriculum.**
   2. **At the regional director's prerogative, certain regional training events may be required.**

   C. Area Training
   1. **Work through job assignments under the supervision of the area director or assigned mentor (assignments may be adapted to fit individual needs and the area situation)**
   2. **Receive individualized training supervised by the area director designed to develop personal spiritual maturity and enhance personal character.**
   3. **Give particular focus to an individualized program to learn and gain competency in ministry skills (i.e., The 5 C's).**
   4. **Become familiar with area strategy and ministry health as assigned by the area director.**
   5. **Receive introduction to personal fund-raising principles, including familiarity with Basic Elements for Part-Time Staff**
   6. **Take advantage of Young Life discipleship experiences (e.g., summer staff, discipleship focus, adventure camping).**

Education:

   Pursuing a college degree.

Working Conditions:

   Will include the extremes of a camp assignment, i.e., heat/cold, dirt, long hours and the physical demands of hiking, horseback riding, boating, etc. Staff person must be able to handle these conditions.

Qualifications Required For The Job:

- **Proven relational skills with both kids and adults.**
- **Demonstrated verbal and written communication skills.**
- **Ability to maintain confidentiality.**

REGIONAL AND INTERNATIONAL COMPARISONS
TREND QUESTIONS Q4 2006

Manpower Professional

	YES %	NO %	D/K %	N/A %	YES %	NO %	D/K %	N/A %
GLOBAL MEAN	29	66	4	1	25	69	6	0

AMERICAS	Talent Shortages				Wage Inflation			
	YES	NO	DON'T KNOW	NOT APPLICABLE	YES	NO	DON'T KNOW	NOT APPLICABLE
	%	%	%	%	%	%	%	%
CANADA	26	74	0	0	24	76	0	0
COSTA RICA	34	65	1	0	21	78	1	0
MEXICO	41	58	1	0	25	74	1	0
PERU	46	51	3	0	26	74	1	0
UNITED STATES	45	46	9	0	38	53	9	0

ASIA PACIFIC	Talent Shortages				Wage Inflation			
	YES	NO	DON'T KNOW	NOT APPLICABLE	YES	NO	DON'T KNOW	NOT APPLICABLE
	%	%	%	%	%	%	%	%
AUSTRALIA	32	67	1	0	38	59	3	0
CHINA	31	56	12	1	32	56	10	2
HONG KONG	32	61	4	3	31	63	6	0
INDIA	33	52	15	0	21	62	17	0
JAPAN	45	42	13	0	21	68	11	0
NEW ZEALAND	32	67	1	0	40	55	4	1
SINGAPORE	21	74	4	1	55	38	6	1
TAIWAN	22	68	10	0	18	71	11	0

EUROPE, MIDDLE EAST & AFRICA (EMEA)	Talent Shortages				Wage Inflation			
	YES	NO	DON'T KNOW	NOT APPLICABLE	YES	NO	DON'T KNOW	NOT APPLICABLE
	%	%	%	%	%	%	%	%
AUSTRIA	23	76	1	0	26	70	4	0
BELGIUM	15	83	2	0	13	82	5	0
FRANCE	12	86	2	0	8	88	4	0
GERMANY	16	84	0	0	16	79	5	0
IRELAND	17	79	3	1	13	84	3	0
ITALY	18	81	0	1	16	82	1	1
NETHERLANDS	13	86	1	0	10	84	6	0
NORWAY	14	82	4	0	24	69	7	0
SPAIN	23	76	1	0	20	75	5	0
SWEDEN	16	79	5	0	12	80	8	0
SWITZERLAND	18	78	4	0	11	83	6	0
UK	23	55	3	19	17	77	6	0
SOUTH AFRICA	37	60	3	0	33	62	4	1

Appendix K

Young Life HR Survey 2006
Text Single Question Summary

Sample of Page 1 of 40

The question: "What is the Primary reason you stay with YoungLife?

It is a fun job, every day is different, I work with great people, and, most importantly, in my own way, helping to lead kids to Christ.
I am switching positions within YL.
I get to be apart of a ministry that truly does evangelism like no other ministry I know of and I want to be apart of that.
Going to where people are at is a powerful Jesus method of reaching people.
I'm thrilled to reach kids for Christ within the YL ministry and I feel that the place where I'm at and the gifts I've been given are clearly ordained for where I am and whom I'm reaching out to.
I am called by God to be here. Young Life is the vehicle He is using to allow me to answer my call to youth ministry.
I appreciate YoungLife's approach to ministry, respecting young people's freedom to make decisions about faith, showing Christ's love through this relational ministry, and meeting them where they are. And I appreciate the organization's commitment to the furthest out kids, especially in urban settings.
Same as the above. YoungLife is the best vehicle I know to reach the kind of kids we are going after. As a former youth pastor, I have seen all sides. There is no better mission in the world and if there were, I would join it.
To support my spouse who is an area director.
Because I am confident in that God has not called me to anything else. Thus, I stay and serve Him.
This is where I feel God wants me to be.
I love kid and I love sharing Christ with teens!
The paycheck-just kidding! I stay with Young Life because I feel it is where God wants me and how he can best use me for his Kingdom at this point in my life.
I feel that my call is to build a healthy, locally supported Young Life Area in which Leaders are walking with kids, telling them about Jesus and helping them to grow in their faith.
I feel that God has called me to this mission.

Appendix L

Sample of Results to Questionnaire for YoungLife Interns (on the job for less than six months)

Local supervision and relationship with Area Director or staff	Regional training and relationship with regional trainer
5	4
5	4
4	4
2	3
5	5
4	4
3	5
5	5
5	3
5	5
3	3
4	4
5	5
5	4
5	4
4	4
3	3
4	4
5	4
4	4
3	3
4	2
5	4
5	2
5	5
4	2
3	4
5	4
5	4
5	4
5	NO RESPONSE
4	4
2	3
5	5
5	3
3	4
5	4
5	4
3	5
5	4
5	3
5	5
5	5
5	5
3	5
5	3

Appendix M
Air Force Competency Report

Area of Supervision and Reference to USAF Chaplain Service Mentoring Handbook	Evaluation Score	
	By Candidate	*By Supervisor*
1) **LEADERSHIP**		
a. USAF and Chaplain Service Mentoring Program ➢ Air Force Policy Directive 36-34 ➢ Air Force Instruction 36-3401		
b. The Mission and Structure of the Chaplain Service ➢ AFPD 52-1, The Chaplain Service ➢ AFI 52-101, Planning and Organizing		
c. The Strategic Plan of the Chaplain Service ➢ Chaplain Service Strategic Plan ➢ Global Ministry – Vision 2020 Pamphlet		
d. The Role of the Chaplain as Both Clergy Person and Officer ➢ AFMAN 36-2105, Attachment 38, Chaplain Service Utilization, pp. 226-228 ➢ AFPD 36-29, Air Force Standards		
e. Doing Global Ministry ➢ Video on Mentoring Handbook CD ➢ Global Ministry: Vision 2020 Handbook		
f. Chaplain Code of Ethics ➢ "The Covenant & Code of Ethics for Chaplains of the Armed Forces," a project of the National Conference on Ministry to the Armed Forces		
g. Developing Leadership Skills ➢ AF Form 724B, Company Grade Officer Performance Feedback Worksheet		
h. Legal Issues and the Chaplain ➢ The Military Commander and the Law, AF Judge Advocate General School (http://milcom.jag.af.mil)		
SUPERVISOR'S REMARKS ON CANDIDATE'S UNDERSTANDING OF LEADERSHIP		

2) STAFF DEVELOPMENT		
a. The Role of the Chaplain Assistant 　➢ AFMAN 36-2108, Attachment 35, Chaplain Assistant Career Field		
b. Professional Military Education (PME) and Career Progression 　➢ AFI 52-102, Professional Development 　➢ Chaplain Officer Career Path Guide 　➢ Chaplain Career Path Chart 　➢ Discussion of the AF Assignment System		
c. The Officer Evaluation System ➢ Officer Evaluation System Guide ➢ AF Form 707B, Company Grade Officer Performance Report (OPR) ➢ AF Form 709, Promotion Recommendation		
d. Written Communications 　➢ AFH 33-337, <u>Tongue and Quill</u>		
SUPERVISOR'S REMARKS ON CANDIDATE'S UNDERSTANDING OF STAFF DEVELOPMENT		

Young Life Employment Application

Young Life's mission is introducing adolescents to Jesus Christ and helping them grow in their faith.

Name: Preferred Name: Date:

Address, City, State, Zip:

Phone: ( )   Cell Phone: **( )**

E-mail:

Position applying for:

Available: Full time Part time Temporary

Employment Experience

Please complete this section for each of your employers, starting with your current employer and working backward.

Employer	Full time Part time From To
Address	Position
Phone ( )	Starting Salary Final
Supervisor	Responsibilities
Reason for leaving	
Employer	Full time Part time From To
Address	Position
Phone ( )	Starting Salary Final
Supervisor	Responsibilities
Reason for leaving	
Employer	Full time Part time From To
Address	Position
Phone ( )	Starting Salary Final
Supervisor	Responsibilities
Reason for leaving	

How did you hear about the position available at Young Life?

May we contact your current employer? If so, when?

Within the past three years, what job responsibilities have given you the most personal satisfaction and why?

Indicate Preferred Area of Ministry (if applicable to position applying for):

High School International Urban Troubled Youth Teen Moms
Middle School Rural/Small Town Suburban Disabled Youth

References

Reference Name	E-Mail Address/Address	Phone
Supervisor Company Name		( )
Young Life Staff (if possible)		( )
Coworker Company Name		( )
Pastor/Spiritual Leader		( )
Other		( )

Years in Young Life *(previous and current)*

Role	Number of Years of Service	Position	Supervisor
Paid full-time staff			
Paid part-time staff			
Young Life Volunteer Leader			

Previous Related Job/Volunteer Experience *(outside of Young Life, kids, adults, committees)*

Position	Duties/Responsibilities	Number of Years of Service

Education/Background

List schools attended, beginning with high school – include technical schools and other special training.

Level Name of School	City/State	Major/Minor	Completed	Degree
High School/ Secondary				
University/ College				
Technical/ Vocational				
Graduate School/ Seminary				

Administrative Skills (if applicable to position applying for)

Typing: wpm Data entry key strokes per hour:

Computer hardware/software applications used with proficiency:

Related equipment/machines you operate:

Describe your abilities, gifts, skills and training:

List your interests and hobbies:

List your career goals for the next three to five years:

Personal Background

Because of the nature of our ministry, it is important that our staff join us in making a personal commitment to Young Life's Christian purpose.
Please answer the following questions to help us in evaluating your compatibility.

Thank you for sharing your thoughts with us.

Please describe your personal relationship with Jesus Christ:

Are you active in a local church? Is so, how and where?

Summarize the history of your relationship with the local church:

Describe ways you have personally served others for Christ:

List your ministry goals for the next three to five years:

Have you ever been convicted of a criminal offense (misdemeanor or felony, other than a parking violation) in a court of law? If so, provide nature of the offense, date of conviction and location of the court:

Has any employer ever subjected you to disciplinary action, or suspended, terminated or asked you to leave a job or volunteer position on the grounds that you engaged in child sexual abuse or neglect, or other unlawful sexual behavior, or on grounds that you violated an employer's sexual misconduct or harassment policy? If so, provide an explanation.

Applicant's Statement

I authorize, at Young Life's discretion, investigation of all statements made by me in this application, and review of any civil or criminal records which may exist, concerning me, except for such records as are sealed according to state or federal law. I further authorize Young Life, at its discretion, to contact employers, references and others whose names are provided on this application form, or whose names may be identified by me in a job interview, and I authorize such persons to provide Young Life with information requested by Young Life regarding me. I further release any such individuals, as well as Young Life, for any claims I might have arising out of any discussions involving me, or the provision of any information or records regarding me. (Initials)

In the event of employment with Young Life, I understand that false or misleading information given in my application or interviews may result in discharge. (Initials)

Young Life Service Center P.O. Box 520 Colorado Springs, CO 80901

YoungLife's Statement of Faith

All those who participate in the ongoing work and witness of the Campaign shall be in sympathy with its central purpose of proclaiming the gospel of Jesus Christ. In order to qualify for office, members of the Board of Directors, members of the regular and volunteer Staff and professors at the Young Life Institute shall subscribe to the following articles of faith:

Article I
The Scriptures of the Old and New Testaments being given by divine inspiration, are the word of God, the final and supreme authority in all matters of faith and conduct.

Article II
In the Scriptures God reveals himself as the living and true God, Creator of all things. Perfect in love and righteous in all his ways this one God exists eternally as a Trinity of persons: the Father, the Son, and the Holy Spirit.

Article III
God made man in his image that he might have fellowship with him. Being estranged from God by his disobedience, sinful man is incapable of a right relationship to God apart from divine grace.

Article IV
The only Mediator between God and man is Jesus Christ our Lord, God's eternal Son, who as man fully shared and fulfilled our humanity in a life of perfect obedience.

Article V
By his death in our place, Jesus revealed the divine love and upheld divine justice, removing our guilt and reconciling us to God. Having risen bodily from the dead and ascended into heaven, he rules as Lord over all and intercedes for us as our great high priest.

Article VI
The Holy Spirit, through the proclamation of the gospel, renews our hearts, persuading us to repent of our sins and confess Jesus as Lord. By the same Spirit we are led to trust in divine mercy, whereby we are forgiven all our sins, justified by faith through the merit of Christ our Savior, adopted into God's family as his children and enabled so to live in the world that men may see our good works and glorify our Father who is in heaven.

Article VII
God by his word and Spirit, calls sinful men into the fellowship of Christ's body. Thus he creates the one holy, catholic and apostolic church, united in the bonds of love, endowed with the gifts of the Spirit and summoned by Christ to preach the gospel and to administer the sacraments, to relieve human need and to strive for social justice.

Article VIII
God's redemptive purpose will be consummated by the return of Christ to raise the dead, judge all men and establish his glorious kingdom. Those who are apart from Christ shall be eternally separated from God's presence, but the righteous shall live and reign with him forever.

Appendix O
Scouting Reports

New Scouting Report

Player   Height   OFP

Scout's Name   Weight
Date Completed   Throws   Category

School   Bats
Position reported   DOB 09/20/81
on

Date of Game

Pitcher Evaluation
Total Innings Pitched:

Rating Key	Pitching	Present	Future	Stalker Gun High	Stalker Gun Low	Miscellaneous	
70-80 A Very Good - Outstanding	Fast Ball Velocity					Arm Action	
60-69 B Above Average	Fast Ball Movement.					Delivery	
55-59 C+ Solid Average	Curve Ball					Best Used As	
50-54 C Average	Slider					Aggressiveness	
45-49 D Below Average	Change-Up					Agility	
42-44 D- Well Below Avg.	Other					Other Pitch Type	
40-41 J/O Jr. College / Org.	Overall Control						
	Instincts						
	Poise						

Physical Description & Injuries

Abilities

Weaknesses:

Summation:

Player   Height   OFP

Scout's Name   Weight

Date Completed   Throws   Category

School   Bats

Position reported   DOB

on

Date of Game

Player Evaluation

Total: AT BATS   Innings Seen

Rating Key	Ratings	Present	Future		Running and Hitting	
70-80 A Very Good -Outstanding	Hitting Ability				Time to 1B	
60-69 B Above Average	Raw Power				60 Yard	
55-59 C+ Solid Average	Game Power				Steal Time	
50-54 C Average	Running Speed				Work Habits	
45-49 D Below Average	Base Running				Aggressiveness	
42-44 D- Well Below Avg.	Arm Strength				Make Up	
40-41 J/O Jr. College / Org.	Fielding					
	Range					
	Instincts					

Base steal   Time to 1B Type

Physical Description & Injuries

Abilities

Weaknesses:

Summation:

KANSAS CITY ROYALS
FREE AGENT REPORT

Overall Future Potential ____60____

Nat'l. Double Check   Yes __✓__ No _____

Scout's Report # _____1_____   Scout ___FERRICK___

PLAYER ___BIGGIO___ ___CRAIG___ Pos. ___C___ Date ___APR 15 87___
Last Name   First Name   Middle Initial

School or Team ___SETON HALL UNIVERSITY___ City and State ___S. ORANGE___ ___NJ___

Permanent Address _____
Scout   City   St   Zip   Phone

Current Address _____
Scout   City   St   Zip   Phone

Date of Birth ____ Ht. _6.0_ Wt. _185_ Bats _R_ Throws _R_ DATE ELIGIBLE _JUNE 87_ PHASE _R_

Game Date(s) _APR. 15 1987_ Games __3__   Innings __21__ Graduation _JUNE '88_

No. RATING KEY	M.P.H.	NON-PITCHERS	Pres.	Fut.	PITCHERS	Pres.	Fut.	MAKEUP				
8—Outstanding	94-	Hitting Ability	3	4	Fast Ball				Ex.	Good	Fair	Poor
7—Very Good	91-93	Power	3	3	Life of Fastball			Habits	4	8	2	1
6—Above Average	88-90	Running Speed	7	7	Curve			Dedication	4	8	2	1
5—Average	85-87	Base Running	5	5	Control			Agility	✓	3	2	1
4—Below Average	82-84	Arm Strength	5	5	Change of Pace			Aptitude	4	3	2	1
3—Well Below Ave.	79-81	Arm Accuracy	5	6	Slider			Phys. Mat.	4	8	2	1
2—Poor	0-78	Fielding	5	6	Other			Emot. Mat.	4	3	2	1
		Range	5	6	Poise			Baseball Inst.	4	8	2	1

USE ONE GRADE   Hitting: (√)
Grade On   Pull .... 3 ✓
Major League   St. Away .... 2 ____
Standard   Opp. Field .. 1 ____

Running Time To 1st Base   4.04.1

	EX	GOOD	FAIR	POOR
Arm Action	4	3	2	1

	¾	OH	SIDE	OTHER
Delivery	4	3	2	1

Gun Reading _____ to _____ MPH

	Ex	Good	Fair	Poor
Aggressive-ness	4	3	2	1
OVERALL	4	8	2	1

Physical Description (Injuries, Glasses, etc.) WIRM - LIVE BODY. NO GLASSES. NO KNOWN INJURIES. WELL PROPORTIONED

Abilities AGGRESSIVE - TAKE CHARGE TYPE. NOT AFRAID OF CONTACT AT PLATE. QUICK - AGILE IN ALL MOVEMENTS. HANDS - RECEIVING - BLOCKS BALL IN DIRT WELL. ARM - SML - CLOSE TO 6 M. QUICK RELEASE. ALERT IN GAME - HUSTLES WELL - FAIR CONTACT WITH BAT. LINE DRIVE TYPE HITTER

Weaknesses NONE APPARENT AT THIS TIME.

Signability: Ex. _____ Good _____ Fair ✓ Poor _____ Worth: $ _55-60000_
MIKE SHEPARD - COACH - ALWAYS GETS INVOLVED IN SOME WAY WITH SIGNING HIS PLAYERS. CAN BE TOUGH.

Makeup Evaluation and Player Summation GOOD MAKEUP - MENTALLY TOUGH. HAS THE PHYSICAL TOOLS TO BE M.L. CATCHER. NOT A POWER HITTER. CONTACT + LINE DRIVE TYPE. HIS BAT WILL DETERMINE NO. 1 OR 2 STATUS. CAN ALSO STEAL BASES. GOOD SPEED FOR CATCHER.

Appendix P
A Sample of the FCA Tryout Training Manual

Table of Contents

Welcome to The Tryout Training!

Over the next few weeks as you go through this experience we pray that God would speak clearly to you as you determine God's will for you and how you could join FCA in ministering to coaches and athletes. The Tryout Training is designed to be an introduction to the ministry of FCA.

The purpose of this training experience is for you to see if God is calling you to serve Him through FCA. You will have an opportunity to seek God's call for your life by writing a mission statement, learning about the ministries of FCA and having a chance to visit a campus and raise money. We have prepared for you a checklist of The Tryout Training for you to keep track of where you are in the process. You can check them off as you go and you can use the blank date line to enter the date the person that is guiding you through this training would like you complete the different steps. The training is approximately twelve hours, plus building your Home Team, reading the book Funding Your Ministry and a visit to a Campus with the staff person guiding you through this.

Please begin reading Funding Your Ministry right away. You will need to understand the concepts in that book Session 10. It's important for you to know the e-mail address of the person guiding you. If they haven't written it in the blank below, please contact them and write it here. Each session will have a web exercise, so you will need to have access to the Internet after each session_____

The Hiring Process.
We want you to understand thoroughly the steps of the hiring process. In this session you will have the opportunity to see all the steps. Date:_____

Your Calling Personal Retreat.
This three-hour experience is designed to help you get a better sense of what God has been preparing you to do in His Kingdom. As a result of the experience you will have the opportunity to write your personal mission statement. Date:_____

- **The Tryout Training Checklist**

The Vision, Mission and Values of FCA.
At the core of FCA are a few guiding statements that God has given us to bring unity around His purpose for us and to give us a clear direction of the future. Date:_____

The Four Ministries.
We have divided the ministry of FCA into four natural areas: Coaches, Campus, Camps and Community. We believe that all of FCA's ministry begins with the Coaches, flows through them to the Campuses, is then expressed in Camping and it will take an entire Community to accomplish all of this. Date:_____

The Coaches Ministry.
This session will give you an understanding of the three categories of Coaches Ministry. Date:_____

The Campus Ministry. This session will give you an understanding of what we believe FCA's ministry looks like on junior high/middle school, high school and college campuses. Date:_____

The Camp Ministry.
This session will give you an overview of the Camp Ministry. Date:_____

Community Ministry.
This session will give you an overview of how your local Community needs to help FCA accomplish the vision and mission of FCA through Adult Leadership and Stewardship. Date:_____

- **Practical Experience:**

Building Your Home Team.
This session will start you on the way of building your Home Team based on a goal that has been given to you. Not only will you build your Home Team, but you will read the book Funding Your Ministry, a valuable tool. Date:_____

Visiting a Campus.
This session will guide you through the experience of visiting a Campus with your local staff person and give you a chance to debrief. Date:_____

Appendix Q
YoungLife Area Director Job Description

Job Title: <u>Area Director I</u>
Reports To: <u>Regional Director</u>
Department: <u>Field Ministry</u>
Salaried or Hourly: <u>Salaried</u>   Exempt or Nonexempt: <u>Exempt</u>

Scope of Supervision:
 Must meet the following requirements:
   Number of full-time staff supervised: <u>Zero to two</u>
   Number of clubs/ministries supervised: <u>One to three</u>
 May supervise the following job titles: <u>Part-Time Staff, Interns, Direct Ministry Staff,</u>
  <u>Office Staff and Volunteer Team Leaders (VTLs)</u>

Mission / Authority

Through spiritual leadership and good management, implement the necessary actions in his/her area to carry out Young Life's vision of introducing every kid to Christ.

ESSENTIAL PREREQUISITES (FROM YOUNG LIFE'S BYLAWS – ARTICLE VII):
"Because of Young Life's exclusive Christian purposes of evangelism and discipleship as set forth in its Articles of Incorporation and in these Bylaws, and to reflect what has always been and will continue to be the position of Young Life, specifically the Christian belief that each and every employee and volunteer of the corporation should minister as a servant of God whose primary responsibility is proclaiming the gospel of Jesus Christ and, as such, is an integral part of the Christian mission and ministry of the corporation, **Young Life shall only employ individuals or enlist volunteer leaders who: (a) profess a belief in Jesus Christ as their personal Savior and Lord; and (b) subscribe to the statements and policies required of all Young Life staff, including the Young Life Statement of Faith. Therefore, employees and volunteers of Young Life, during working and nonworking hours, shall: (i) be ready, willing and able to fulfill such ministry functions as may be required by the organization; (ii) refrain from conduct and statements that detract from the biblical standards taught and supported by Young Life, and (iii) abide by all policies and practices of Young Life including, without limitation, those related to religious belief or ministry activities."**

Essential Duties:

I. *Ministry*
 E. Spiritual Leadership
- **Ensure that all ministry in the area is designed and carried out with a dependence on prayer that takes place out of the overflow of a personal relationship with Jesus Christ.**

 F. Staff and Leaders
1. **Recruit, screen, place, train, supervise, support, encourage and evaluate volunteer leaders for both high school and WyldLife ministry.**
2. **Ensure area leadership strategy is producing healthy people, healthy teams and healthy ministry.**
3. **Supervise and evaluate supervisees in their leadership development, personal spiritual formation and their area ministry.**
4. **Develop training and supervisory structure appropriate for leaders involved in any specialized ministries.**

G.   Kids
1.   **Be active in all three levels of contact work.**
2.   **Lead a model Young Life club or Wildlife club.**
3.   **Ensure the health of all existing area club ministries.**
4.   **Develop a plan for reaching every high school and middle school community in the area. Work with committee to develop and implement that plan.**
5.   **Lead or co-lead a model Campaigner ministry.**

6.   **Develop an area discipleship plan.**
7.   **Coordinate any all-area Young Life ministry events.**

H.   Camping
1.   **Develop and implement a summer and school-season camping strategy that reflects the potential of seven years of involvement, from Wildlife through high school.**
2.   **Make use of Young Life camp facilities and programs as a tool for evangelism and discipleship.**
3.   **Serve on a Young Life summer camp assignment as directed.**
4.   **Provide quality summer staff, trained work crew and strategic adult guests for summer camps.**
5.   **Serve in leadership positions at school-season area and regional camps.**

I.   Area Ministry Management
1.   **Plan and implement a strategy for area ministry development and growth with an eye toward every kid and every high school and middle school.**
2.   **Consider resources for beginning ministries such as urban outreach, Young*Lives,* and Capernaum.**
3.   **Maintain an office that operates professionally and efficiently.**
4.   **Ensure that all Young Life policies and procedures for area management are followed.**
5.   **Plan and implement a strategy for area mailings and other avenues of communication.**

J.   Committee
1.   **Recruit, develop, encourage and sustain a local area committee as partners in ministry.**
2.   **Ensure that a trained volunteer, in the role of committee chairperson, leads the committee.**
3.   **Strive for committee diversity – of age, ethnicity, church attendance, etc., with representation from every ministry or club in the area.**
4.   **Work with the committee to develop good community relationships.**
5.   **Ensure a taking donors seriously (TDS) leadership team is in place and functioning.**

G.   Financial Management
1.   **Oversee development and management of the local area budget with committee leadership.**
2.   **Turn in budget with supporting field development tool one month prior to the start of the fiscal year.**

3. Ensure a TDS plan involving an area vision statement, field development tool, priority prospect list, strategy and financial master plan, is implemented and reviewed.
4. Ensure that all Young Life financial policies and procedures are implemented.
5. Ensure adequate financial support is raised to fund area expenses.
6. Continue to be attentive to personal fundraising to supplement area fundraising as needed.

H. Other
1. Perform other duties as assigned by the regional director.
2. Actively participate in a local church.

II. Training
A. Mission-Wide Training
1. Area Director School is required.
2. Participation in any required TDS training as available.
3. Participation in All Staff Conference every four years, and available Young Life training conferences.
4. Participation in additional training or experiences if deemed necessary (e.g.,, more urban exposure).

B. Regional Training
1. There is no mission-wide regional-level training curriculum.
2. At the regional director's prerogative, certain regional training events may be required.

C. Personal Development
1. Encouragement to pursue continuing educational opportunities including graduate degrees.
2. Encouragement to pursue seminars designed to enhance professional skills.
3. Encouragement to participate in programs designed for personal spiritual maturity or personal enrichment.

Education:

- College degree preferred.

Working Conditions:

- Will include the extremes of a camp assignment, i.e., heat/cold, dirt, long hours and the physical demands of hiking, horseback riding, boating, etc. Staff person must be able to handle these conditions.

Qualifications Required for the Job:

- Proven relational skills with both kids and adults.
- Demonstrated verbal and written communication skills.
- Ability to maintain confidentiality.

Appendix R
Predictive Index Results

Dan Lewis
Survey Date : 8/17/2007
Report Date : 8/20/2007
The results of the Predictive Index® survey should always be reviewed by a trained
Predictive Index analyst. The PI Reporter® provides you with a brief overview of the
results of the Predictive Index® and prompts you to consider many aspects of the results
not contained in the overview. If you have not yet attended the Predictive Index®
Management Workshop, please consult someone who has attended in order to complete
the report.

STRONGEST BEHAVIORS
Dan's PI Pattern is extremely wide, which means that his behaviors are very strongly
expressed and his needs are very strongly felt.
Dan will most strongly express the following behaviors:
Connecting very quickly to others, he's strongly motivated to build and leverage
relationships to get work done. Openly and easily shares information about himself.
Strikingly expressive, effusive, and verbal in communicating; he talks a lot, and very
quickly. Enthusiastically persuades and motivates others by adjusting his message and
delivery to the current recipient.
Very collaborative, he works almost exclusively with and through others. Strong intuitive
understanding of team cohesion, dynamics, and interpersonal relations.
Proactivity in driving to reach his goals while moving at a faster-than-average pace.
Inquisitive about the world around him.
Relatively independent in taking action on his own ideas. Resourcefully works around
most obstacles blocking completion of what he wants to accomplish.
Eager for results, his drive is for swift implementation. He works best in fast-paced
environments offering a variety of activities, rather than routines.

SUMMARY
Dan is an engaging, stimulating communicator, poised and capable of projecting
enthusiasm and warmth, and of motivating other people. He has a strong sense of
urgency, initiative and competitive drive to get things done, with emphasis on working
with and through people in the process. He understands people well and uses that
understanding effectively in influencing and persuading others to act. Impatient for
results and particularly impatient with details and routines, Dan is a confident and
venturesome "doer" and decision-maker who will delegate details and can also delegate
responsibility and authority when necessary. Dan is a self-starter who can also be skillful
at training and developing others. He applies pressure for results, but in doing so, his
style is more "selling" than "telling". At ease and self-assured with groups or in making
new contacts, Dan is gregarious and extroverted, has an invigorating impact on people,
and is always "selling" in a general sense. He learns and reacts quickly and works at a
faster-than-average pace. Able to adapt quickly to change and variety in his work, he will
become impatient and less effective if required to work primarily with repetitive routines
and details. In general terms, Dan is an ambitious and driving person who is motivated by

opportunity for advancement to levels of responsibility where he can use his skills as team builder, motivator and mover.

MANAGEMENT STYLE

As a manager of people or projects, Dan will be:

Broadly focused; his attention is on where he's bringing his team, and what goals he wants them to achieve, rather than on the specifics of how they will get there.

Strongly focused on cohesion, communication, morale, and team accomplishment; he achieves his goals through them and with them.

Comfortable delegating authority; he is eager to discuss his ideas with others is amenable to changing his mind if it helps his overall goal.

At ease in delegating details and implementation plans.

Quick, friendly and broadly-focused when following-up on delegated tasks; he is eager to get details completed quickly, freeing up his team to work on the next objective.

Flexible in working with different kinds of people.

Engaging and enthusiastic – confident in his ability to persuade others towards his point-of-view.

MANAGEMENT STRATEGIES

To maximize his effectiveness, productivity, and job satisfaction, consider providing Dan with the following:

Opportunities for involvement and interaction with people

Some independence and flexibility in his activities

Freedom from repetitive routine and details in work which provides variety and change of pace

Opportunities to learn and advance at a fairly fast pace

Recognition and reward for communications and leadership skills demonstrated

Social and status recognition as rewards for achievement.

Prepared by Debi McCusker on 8/20/2007

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