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Oregon Conference Pathfinders' Teen Leadership Development Program as a Model for the North American Division

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Andrews University
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ABSTRACT

OREGON CONFERENCE PATHFINDERS’ TEEN LEADERSHIP DEVELOPMENT PROGRAM AS A MODEL FOR THE NORTH AMERICAN DIVISION

by

Tracy Leon Wood

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ABSTRACT OF GRADUATE STUDENT RESEARCH

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Andrews University

Seventh-day Adventist Theological Seminary

Title: OREGON CONFERENCE PATHFINDERS’ TEEN LEADERSHIP DEVELOPMENT PROGRAM AS A MODEL FOR THE NORTH AMERICAN DIVISION

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Problem

The Pathfinder Teen Leadership Training (TLT) program was introduced in 1994 in the North American Division. Although the TLT Manual had gone through three revisions, there had never been any staff training or conference-level leader training resources developed. Because the TLT program was an NAD Pathfinder curriculum, it was imperative that the components of the Conference-level Leadership Skills Development Program be consistent throughout the division. The problem was that there were no developed processes or guidelines that conferences could follow to develop their TLT conference-sponsored program from the TLT Manual. The Oregon Conference had developed a TLT academic credit option where TLTs were receiving secondary
education elective credit for participating in TLT ministry and other conferences were interested in learning how to provide this for their teens. This created a need for a standardized training program for TLTs as well as for conference staff.

Method

The Oregon Conference invited inquiring conference Pathfinder directors to attend their TLT Convention so they could model how the conference provided conference-sponsored TLT training. Over the course of the project, conference Pathfinder leaders from ten conferences who attended the Oregon Conference TLT training events were invited to participate because they had already shown an interest in developing their own conference-sponsored TLT program. Because there was no conference-sponsored NAD model for conferences to replicate, this project developed many TLT staff training resources.

Results

Pathfinder directors and coordinators who attended the Oregon Conference TLT Conventions were given TLT staff resources to begin creating their own conference-sponsored TLT training conventions. The *TLT Manual* (2011 edition) was revised by editing and adding club-staff and conference-level training components and processes. Then TLT staff training resources were developed using the revised *TLT Manual* as the primary source material. These included handouts, workshop training outlines, and step-by-step procedures used by staff and teens. Also, 14 short videos were produced to assist in training staff on how to implement the TLT requirements. In addition, five online staff training courses were developed, incorporating the videos and the staff resources. All
these resources were posted on the NAD TLT webpage so that they are immediately accessible.

Conclusion

Some conferences that did not have a conference-sponsored TLT program are now providing TLT training using the revised *TLT Manual* and resources as their primary source materials. Other conferences continue to work toward developing their conference-sponsored TLT academic credit option. Pathfinder staff are using the online staff-training courses that integrate all the resources that have been developed. Therefore, this project filled a great need in Pathfinder ministry and the resources will continue to be used to develop teen leaders throughout the North American Division.
Andrews University
Seventh-day Adventist Theological Seminary

OREGON CONFERENCE PATHFINDERS’ TEEN LEADERSHIP DEVELOPMENT PROGRAM AS A MODEL FOR THE NORTH AMERICAN DIVISION

A Project Document
Presented in Partial Fulfillment of the Requirements for the Degree
Doctor of Ministry

by
Tracy Leon Wood
October 2018
OREGON CONFERENCE PATHFINDERS’ TEEN
LEADERSHIP DEVELOPMENT PROGRAM
AS A MODEL FOR THE NORTH
AMERICAN DIVISION

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CHAPTER 1

INTRODUCTION

Description of the Ministry Context

In 1994, the North American Division (NAD) of Seventh-day Adventists Pathfinder Teen Leadership Training (TLT) program was established. The intent was to create a leadership-mentoring culture between teen Pathfinders in grades 9-12 and adult Pathfinder staff. The TLT program was originally intended to provide club-level leadership training and mentoring using the Teen Leadership Training Manual as the resource that provided the training curricula and structure. When the Oregon Conference Pathfinder leaders adopted the TLT program in 2000, they began hosting an annual conference-sponsored TLT convention. The purpose of the TLT convention was to provide conference-wide leadership training for teen Pathfinders in grades 9-12 who are registered with the conference in the TLT program (TLTs).

At the start of this Doctor of Ministry project, in February of 2014, I was employed by the Oregon Conference of Seventh-day Adventists, serving as the Youth Director and Pathfinder Director. I had served as the Pathfinder Director for the previous eight years, implementing the conference TLT program. For the previous five years, Oregon Conference Pathfinder Ministries had 45-65 TLTs and 20-30 club staff participating in the Oregon conference-sponsored TLT program.

From 2007-2014, I worked with a group of conference Pathfinder staff, area
coordinators, club staff, and TLTs to developed some conference-level TLT components beyond what was specified at that time in the *TLT Manual*, version 2011. First, we reorganized and standardized the existing TLT training requirements of the *TLT Manual* for our conference’s training purposes and coordinated it with the Master Guide training requirements that Pathfinder staff were to complete. This link provided specific leadership training curricula, roles, and functions for teen Pathfinders, while at the same time prepared them to become adult staff once they graduated from secondary education. Second, we incorporated a leadership training model for Pathfinder staff. The TLT program had nothing specified for TLT staff training and we were continually being asked for mentor training by club directors and staff. Third, we worked together with our conference education department to develop and pilot an academic credit option for home-schooled, public-schooled, online-schooled, and Adventist-schooled teens. As a result of this pilot project, the TLT Pathfinders who chose to participate began receiving elective credit for “teen leadership training” on their academic transcripts. Also, academy administrators began supporting the conference Pathfinder program. Because of the TLT academic credit designation, Walla Walla University and Pacific Union College awarded leadership scholarships in 2012 and 2013 to Oregon Conference TLTs who earned TLT academic credit.

As Pathfinder leaders around the North American Division heard about the Oregon Conference TLT program, some of them wanted to develop similar conference-sponsored TLT programs in their conferences. This project addressed that interest and was implemented as a pilot-model within the NAD.
Statement of the Problem

Conference Pathfinder directors around the NAD began requesting assistance from the NAD Pathfinder Department and the Oregon Conference Pathfinder Department so the TLTs in their conferences could get similar college scholarships. This desire from other conference leaders wanting to learn what the Oregon Conference Pathfinder leaders had done to create an academic credit option that would provide college admissions officers with documentation of leadership training created the need for a standardized training program for TLTs as well as conference staff.

Although the TLT program was introduced in 1994 in the North American Division and the TLT Manual had gone through three revisions, there had never been any staff training or conference leader training resources developed. The conference-level teen leadership development program specified in the TLT Manual had not been developed beyond just a title and some suggested activities. Also, because the TLT requirements in the TLT Manual were not written for standardized conference-level convention-style leadership training, the development of an academic credit option was challenging and complicated. Also, because the TLT program was an NAD Pathfinder curriculum, it was imperative that the components of the Conference-level Leadership Development Program be consistent throughout the division. The problem was that there were no developed processes or guidelines that conferences could follow to develop their TLT Conference-level Leadership Development Program as specified in the TLT Manual.

Statement of the Task

This project developed, implemented, and evaluated a process for creating components of the TLT Conference-level Leadership Development Program that
connected various leadership levels of Pathfinder ministry: the club, the area/district, and the conference. It was built on the TLT components that Oregon Conference Pathfinders developed and piloted from 2007-2014.

Because there was no conference-sponsored NAD model for conferences to replicate, this project provided a TLT Conference-level Leadership Development Program for Pathfinder leaders to pilot and contextualize within their conference and union. Therefore, this project filled a great need in Pathfinder ministry NAD-wide.

**Delimitations of the Project**

This project only focused on research relevant to leadership development of teenagers specifically in grades 9 to 12 in North America. This would include young people in the age range of 12 to 19 years old.

This project only involved conference Pathfinder directors and coordinators who had Pathfinder clubs operating a TLT program using the most current edition of the *TLT Manual*. It focused on developing components of the TLT Conference-level Leadership Development Program which included the following aspects. First, each participating conference was to provide conference-sponsored leadership training events for TLTs, Mentors, and Area/District Coordinators where everyone received training based on the *TLT Manual* requirements. Second, the conference was to develop a TLT academic credit option where TLTs could receive a “Teen Leadership Training” specification on their academic transcripts. Third, the conference was to establish an Area/District-level TLT structure where TLTs would be involved in leadership roles at their area-level and be mentored by their Coordinators. This project limited the participation and focused training to within five to ten conferences of the North American Division.
Description of the Project Process

Because of the interest of conference Pathfinder directors wanting to know how to get scholarships for TLTs the Oregon Conference invited inquiring conference Pathfinder directors to attend their TLT Convention for free. There were two conference Pathfinder directors with their conference TLT coordinators who attended the Oregon Conference TLT Convention in January 2013. These leaders came to observe and learn the conference-sponsored TLT program that the Oregon Conference had developed. These conference Pathfinder leaders were from the Pennsylvania Conference and the Texas Conference. In addition, there were more conference-level Pathfinder leaders from other conferences that expressed interest in attending the following Oregon Pathfinder TLT Convention in January of 2014. Because these conferences had already shown an interest in developing their own conference-sponsored TLT program each of them were invited to participate in this project. Over the course of the project conference Pathfinder leaders from an additional seven conferences were invited to participate with the hope that there would be a conference representing each of the nine unions of the NAD.

This project included reviewing current literature on the topics of leadership development, leadership styles, Pathfinder leadership resources, and learning styles. In addition, teen leadership development programs and materials were reviewed in the areas of summer camp staff-in-training (SIT) manuals along with leadership curriculums used in Adventist secondary schools from throughout the NAD. Also, other nationwide youth organizations’ leadership training programs were researched and compared with the Pathfinder TLT program.
The theological reflection for this project focused on the prophecy of Acts 2:17-18. It involved biblical study in the original Greek language along with the writings of Ellen G. White. It also included research in the specific area of corporate vision casting. Combining the biblical study of intergenerational “prophesying” in Acts 2:18 and the research of corporate vision casting resulted in the development of practical applications of teens and adults learning intergenerational leadership practices within the framework of the Seventh-day Adventist Church and specifically the TLT Conference-level Leadership Development Program project.

The development of this project included preparing training documents, presentations, and structural processes outlining the minimum requirements for establishing a TLT Conference-level Leadership Development Program that can be replicated throughout the NAD. The first and primary task involved updating the *TLT Manual*, version 2011. This was done to reorganize and rewrite some of the TLT operational tasks in ways that they could be taught not only in the local club setting but also in small group settings at TLT conventions. In addition, club staff and conference-level training components and processes were included in the revised *TLT Manual* since they had not been developed previously.

There were four conference-level components added to the revised *TLT Manual*. The first outlined how to organize a conference-level TLT administrative team. This was necessary because, up to then, there was only a conference TLT Coordinator specified. To operate a conference-level program there needed to be a TLT administrative team in order to cover all the conference-level TLT aspects. The second addition was aspects of planning a conference-sponsored TLT training event that included the required TLT class
curricula. Third, specifications for the number of class hours, lab hours, and TLT instructor requirements were added to the *TLT Manual* for the purpose of the academic credit option. The fourth addition was the development of an area/district-level TLT component as part of the overall conference Pathfinder program. This was necessary because older TLTs need mentors who can provide leadership opportunities and tasks beyond their local club and church.

The implementation of this project was carried out in four steps by the participating conferences. First, the conference Pathfinder directors and coordinators were taught the TLT Conference-level Leadership Development Program components listed above by attending the Oregon Conference TLT Convention. It was necessary that they attend the TLT Convention so they could see all the TLT conference-level components in action. Following the convention, they returned home to create their own conference TLT administrative teams. The purpose of this was so they would begin to hold twice-a-year conference-sponsored TLT training events where TLTs could fulfill the academic credit option requirements. After at least one year of TLT record-keeping, the conference TLT administrative team developed a TLT academic credit proposal using the documents included in the revised *TLT Manual* along with their union’s educational requirements. This proposal was presented to their conference and union education superintendents for approval of granting academic elective credit to TLTs completing the requirements. During the time it took to establish the academic credit option proposal each conference worked to establish an area/district-level TLT mentoring-structure. This was necessary for providing leadership experiences and tasks beyond the local club and church.
The success of this project was evaluated in the following three areas. The first area was the effectiveness of the staff training resources and process to inspire and equip conference Pathfinder leaders to host conference-sponsored TLT training events where the TLT academic credit requirements were being facilitated. The evaluative measurement for this area was by the participating conference Pathfinder leaders determining if the training resources provided what they needed to develop their administrative teams and host the training conventions within their conference. Many components were part of this area of evaluation and a survey was used. The second area of evaluation was the number of conferences that had established an area/district-level TLT structure where TLTs were being mentored by their coordinators as well as their club leaders. Again, a survey was used identifying which conferences had TLTs serving at their area/district level of leadership. The third area of evaluation was the number of conferences that had successfully established and were awarding TLT academic credit through their conference’s education department. Because it takes at least one year to keep TLT records before presenting a proposal to the conference education department, this evaluation was premature for the short duration of this project.

The timeframe for this project was a minimum of two years for participating conferences to establish their Conference-level Leadership Development Program. Some conferences that started at the beginning of this project had three years of participation. The project ended by June 2017, but the process continues to be ongoing through the NAD Pathfinder Ministries Department.
Definition of Terms

*Area/District Coordinator:* A Pathfinder leader who is appointed or elected to provide staff support and resources for a group of Pathfinder clubs within a geographical area of the conference on behalf of the conference Pathfinder office.

*Teen Leadership Training:* A leadership training program of the NAD Pathfinder department for grade 9-12 teenagers that is facilitated in the local Pathfinder club.

*TLTs:* Teen Pathfinders in grades 9-12 who are accepted into the Teen Leadership Training program by a local Pathfinder club and registered with the conference Pathfinder department.
CHAPTER 2
THEOLOGICAL REFLECTION

Introduction

The fundamental purpose of this theological reflection is to determine if there is biblical support for providing an intergenerational-mentoring teen leadership development program that would be useful in the North American Division of the Seventh-day Adventist Church and that could be shared worldwide. Secondly, if so, is there a way to gather consensus and cast a shared vision for its biblical importance and relevance to the church at large?

Young People Prophecying

In Acts 2:17-18 the Bible speaks of young people prophesying in the last days.

And it shall come to pass in the last days, says God, That I will pour out of My Spirit on all flesh; Your sons and your daughters shall prophesy, Your young men shall see visions, Your old men shall dream dreams. And on My menservants and on My maidservants I will pour out My Spirit in those days; And they shall prophesy. (Acts 2:17-18, NKJV)

“And It Shall Come to Pass in the Last Days, says God”

The apostle Peter stood up in the temple in Jerusalem on the day of Pentecost and quoted the Old Testament prophecy of Joel 2:28. However, he changed the wording from “afterwards” to the Greek words ἐσχάταις ἡμέραις, λέγει ο θεός (Alund, Black, Martini, Metzger, & Kikgren, 1983) or the English translation “last days, says God.” Peter made
it clear to his hearers that these were God’s words through him and not merely a 
restatement of the prophet Joel’s words in Joel 2:28 (Nichol, 1957, pp. 142-143). 
Through the inspiration of the Holy Spirit, it was God who was re-proclaiming this 
prophecy through Peter for his days. Peter understood that he was living in the “last 
days” and he expected that Jesus would be returning soon. However, now that we are 
living almost two millennia after Peter lived, it can be understood that God was also re-
prophesying this promise through Peter to us living in the “last days” (Hatchett, 1991, pp. 
1141-1143). The Greek words Peter spoke refer to the literal last days of this earth. 
Therefore, this prophecy can be understood as relevant to Joel hundreds of years before 
Christ, to Peter after the death, resurrection, and ascension of Christ, and to us living at 
the end of time right before Christ’s second coming (Nichol, 1955, p. 1175).

“I Will Pour Out of My Spirit”

Why did God have Peter use the Greek words ἐκχέω ἀπό, translated as “I will 
pour out,” rather than a verb for “rain down” when talking about the Holy Spirit? The 
implication is that God’s “pouring out” will be much more than just a sprinkle or a 
raining down. It has been understood that it is a “latter rain,” and yet, God spoke through 
Peter, saying “I will ‘pour out’ My Spirit.” It could be said that it is a down-pour or a 
pouring-down rain (White, 1911b, p. 611).

“So All Flesh”

The Greek words are, ἐπὶ πᾶσαν σὰρκα. They can be translated “on,” “at,” or 
“upon all flesh,” which is inclusive of everyone. Nobody is left out. The “pouring out of 
My Spirit” is for all people, whether we have a portion of the Holy Spirit’s filling or not
We naturally “live by the flesh and not by the Spirit” (Rom 8:1-5).

God wants to flood us with His Holy Spirit in ways that previous generations have never experienced (Rev 18:1). God is in the process of wrapping up this old world of sin and bringing it to an end so He can come again and take His children to heaven.

“Your Sons and Your Daughters
Shall Prophesy”

In the Greek text, it specifically designates οἱ νἱοὶ ὑμῶν καὶ οἱ γυναῖκες ὑμῶν. It can be literally translated, “the sons of yours and the daughters of yours” (Alund et al., 1983, pp. 84, 184). Both genders will prophesy.

Also in the Greek text the word for “shall prophesy” is προφητεύσουσιν. It is a verb (future, indicative, active, 3rd person, plural) and is literally translated, “they will prophesy.” The root word προφητεύω is used 28 times in the New Testament (Strong, 1990, p. 815). Depending on the context, this word has been translated several ways.

1. They will proclaim God’s message (Alund et al., 1983, p. 156)
2. They will preach (Alund et al., 1983, p. 156)
3. They will speak under inspiration (Strong, 1990, p. 62)
4. They will foretell events (Strong, 1990, p. 62)

Notice that the sons and daughters will be speaking out for God. They will be telling others what Jesus wants them to say, prompted by the inspiration of the Holy Spirit through them. Both genders will be preaching His last-days message. They will be telling of things to come, including last-day events culminating at the second coming of Jesus Christ, and life with Him forever. It can be expected that this will happen in our churches and outside of them even more (White, 1946, p. 700).

“Your Young Men Shall See Visions”

The Greek words that Peter spoke are οἱ νεανίσκοι ὑμῶν ὀράσεις διψονται.
Literally translated, they mean; “the young men of yours, visions or inspired appearances they will see” (Alund et al., 1983, p. 126) (Strong, 1990, p. 52). Notice that there is no gender reference to young women, even though there was reference to daughters previously. However, it is noticed that there is a generational distinction between the “sons and daughters” and the “young men.”

Obviously, this prophecy is generational even though it does not use the distinct Greek words for fathers or mothers. This young adult generation is visionary (Nichol, 1957, p. 143). They see things differently than the generation of the “sons and daughters.” And they have a global worldview that is different than the older generation. They share the reality of Jesus in their world with a fresh vision of His prophetic message for this time (White, 1962, pp. 511-512). It could be said that they see God and experience Jesus in ways their children (the younger generation) and their parents (the older generation) are unfamiliar with. They are not afraid to be creative and try new approaches to sharing the story of Jesus and His love. They have the Holy Spirit pushing them outside the church structures and systems (White, 1946, pp. 567-568). They are not dependent on their church organization to give acceptance and approval to their God-given, Holy Spirit-inspired visionary ideas. They are not afraid to live on nothing for the sake of spreading the gospel. They see that the “last days” message must be proclaimed in all the world and they are not afraid to rely on God to make this happen. They follow the council of White (1945), as she states the following.

I recommend to you, dear reader, the Word of God as the rule of your faith and practice. By that Word we are to be judged. God has, in that Word, promised to give visions in the “last days”; not for a new rule of faith, but for the comfort of His people, and to correct those who err from Bible truth. Thus God dealt with Peter when He was about to send him to preach to the Gentiles. (p. 78)
“Your Old Men Shall Dream Dreams”

The Greek words here are οἱ πρεσβύτεροι ὑμῶν ἐνυπνίοις ἐνυπνιασθήσονται. The “old men” as translated does not necessarily exclude the older ladies. It can be understood as inclusive of women and translated as the “elderly” (Alund et al., 1983, p. 149). These older people could be considered the parents of the “young men” and the grandparents of the “sons and daughters.” They are the older generation of believers—those who have walked with Christ for a long time. They have tried many approaches to sharing their faith and have determined what works and what does not. They have strong opinions about how and when and where the gospel should be proclaimed. They have a natural tendency to think that those younger than them, their children and grandchildren, need to understand faith in Jesus and involvement with their church as they do (Kinnaman, 2011). They may not realize that and spiritual issues they had during their youth and young adult years may not be the same as their children’s or grandchildren’s spiritual challenges of today (White, 1962, pp. 507-508).

The Greek words for “shall dream dreams” are ἐνυπνίοις ἐνυπνιασθήσονται. They will dream dreams, referring to “something seen in sleep” (Strong, 1990, p. 29). It should be noted that this is the only verse in the Greek New Testament that uses these two words. The only other place where there is a derivative of these words is in the book of Jude, verse 8. Here, it states, “these dreamers defile the flesh, reject authority, and speak evil of dignitaries.” What a contrast between the godly elderly who prophesy under the influence of the Holy Spirit and those who destroy faith and trust in God!

The Holy Spirit gives these older people dreams that grow them beyond their entrenched thinking. These dreams help the older generation to not give up nor become
discouraged along their journey of life. And older people can share their God-given dreams with the younger generations (White, 1942, pp. 569-570). They believe and hope that, even though they may not understand what God is doing, He will fulfill His promises to them as recorded in the Bible.

Times have changed for the older-generation believers. However, they embrace this prophecy that God’s Spirit is poured out on all flesh. Based on God’s promise, they have hope even when their children and grandchildren are not walking with God in the same way they are (Prov 22:6). As they realize that the Holy Spirit inspires their children (the young men and women) with spiritual insights (visions) of when, where, and how He wants to work through them to fulfill His final conclusions, hope revives. And when they see their grandchildren proclaim their own experiences of the simple gospel of Jesus, fears dissipate and hope comes alive. They believe the Lord is leading His people to the conclusions He has shared with them in their dreams.

“And On My Menservants and Maidservants
I Will Pour Out My Spirit in Those Days”

The Greek of this phrase reads as follows: καὶ γε ἐπὶ τοὺς δούλους μου καὶ ἐπὶ τὰς δούλας μου ἐν ταῖς ἡμέραις ἐκείναις ἐκχέω ἀπὸ τοῦ πνεύματός μου. Notice the second Greek word, “γε.” This is an enclitic particle—a non-translated word that is inserted to add emphasis to the word preceding it. The word preceding it is “καὶ” translated as “and” (Alund et al., 1983, p. 36). This enclitic particle is not found in the Septuagint version of Joel 2:29. It can be understood to mean that Peter, whether he is aware of it or not, is putting emphasis on this statement (Strong, 1990, p. 20). It is like underlining or bolding the text. And what is God saying? God is repeating His promise of pouring out His
Spirit in “those days”—the “last days,” as mentioned previously. Such repetition suggests a grammatical chiastic structure of Acts 2:17-18, and yet an emphasis on a second pouring out, or God’s double portion of the Spirit upon His servants. White (1911a) states the following.

But near the close of earth’s harvest, a special bestowal of spiritual grace is promised to prepare the church for the coming of the Son of man. This outpouring of the Spirit is likened to the falling of the latter rain; and it is for this added power that Christians are to send their petitions to the Lord of the harvest “in the time of the latter rain.” In response, “the Lord shall make bright clouds, and give them showers of rain.” “He will cause to come down ... the rain, the former rain, and the latter rain,” Zechariah 10:1; Joel 2:23. (p. 55)

It is God’s servants, both male and female, who He is giving the second portion of His Spirit. The Greek says, “ἐπὶ τοὺς δούλους μου καὶ ἐπὶ τὰς δούλας μου.” The literal English translation reads, “upon the masculine servants of mine and upon the feminine servants of mine” (Alund et al., 1983, Greek Dictionary, p. 48). The double portion, the second pouring, or the latter rain of the Holy Spirit is poured on those who have chosen to be God’s servants, who have surrendered their hearts, their minds, and their wills to Him. They have laid down their lives for Christ. They have surrendered all for the sake of experiencing a continual personal growing relationship with Jesus (White, 1962, p. 506). They have chosen to be His servants continually. They receive the double portion of the Holy Spirit!

Once again, God specifies both genders; however, generational designations do not get mentioned this time. Instead, there is the assumption that all generations are working together as “menservants” and “maidservants” for the Lord and His cause. Regardless of their unique gender and generational differences, it is only the servants of
God who receive the second pouring out of God’s Spirit. This time it is not poured out on all flesh, but only on God’s servants (White, 1911b, p. 612).

The pouring out of the Spirit on His servants also includes the idea that God’s Spirit is not reserved or limited to the elite. Racial, social, economic, or any other status does not determine who receives the double portion of His Spirit. Rather, all who follow Jesus and have committed to be His servants are given the double portion of the Holy Spirit. White (1946) describes it this way:

Many . . . will be seen hurrying hither and thither, constrained by the Spirit of God to bring the light to others. The truth, the Word of God, is as a fire in their bones, filling them with a burning desire to enlighten those who sit in darkness. Many, even among the uneducated, now proclaim the words of the Lord. Children are impelled by the Spirit to go forth and declare the message from heaven. The Spirit is poured out upon all who will yield to its promptings, and, casting off all man’s machinery, his binding rules and cautious methods, they will declare the truth with the might of the Spirit’s power. Multitudes will receive the faith and join the armies of the Lord. (p. 700)

“And They Shall Prophesy”

God’s servants, males and females of all ages, prophesy. They proclaim God’s last-days messages with power in their various contexts. They speak under the inspiration of the Holy Spirit in ways that are meaningful to their gender. They preach inside and outside their Adventist Church the end-time message of righteousness by faith in Christ alone! (this is what Peter did on the day of Pentecost – see Acts 2:36-40). And they tell others of things to come based on the biblical teachings of Jesus’ second coming and life with Him forever! They will not hold back in timidity! They have been filled with the holy boldness of the Spirit and they live their faith out loud for God! They prophesy!
The Continuation of the Prophecy

In Acts 2:19-21, Peter continued to quote Joel’s prophecy found in Joel 2:30-32. It should be noted that Peter did not modify any of the remaining prophecy quoted from Joel. This gives support to the added emphasis Peter gave by repeating the previous phrase, “and they shall prophesy.” With further reading of the chapter, you will notice that there is no reference made back to Acts 2:19-21. Within the context of Acts, 2 Peter’s focus was on those who have been filled with the Holy Spirit and “they shall prophesy.”

Insights Gleaned From the Study of This Prophecy

As we consider our “sons and daughters prophesying,” will they be so inspired by the Holy Spirit that they will not need the young adults or the older generation to assist them in learning or training for leadership? Conversely, will they need the older generations to help them learn what to proclaim and how to proclaim effectively, or will the Holy Spirit do all the training? Will they need mentors who can open doors of opportunity for them and be right beside them encouraging and supporting them, or will the Holy Spirit accomplish this work exclusively? Will each generation learn from the other generations how to be more relationally effective, generationally relevant, and spiritually influential, or will each be isolated and independent from the other generations? The answers to these questions should not be assumed.

Times have changed for the older generation believers. As they embrace this prophecy that God’s Spirit is poured out on all flesh, they can have confidence in God’s prophetic promises. There is hope, even if their children (the young adults) and their
grandchildren (the sons and daughters) are not walking with God in the same way the older generation did when they were their ages. When they realize that the Holy Spirit inspires their second-generation young adults with spiritual insights (visions) of when and how He wants to work through them to fulfill His divine plans, and the young adults choose to be God’s servants, then hope revives. And when they see their third-generation grandchildren proclaim their own experiences of the simple gospel of Jesus, fears dissipate and hope comes alive. They experience the Lord leading His people collaboratively, regardless of their generational differences, and they all share from their experiences and their generational contexts unitedly. The second out-pouring of the Holy Spirit unites and empowers them prophesying together in ways they have never experienced before (White, 1911b, p. 611).

When last day events are spoken about or preached seldom, if ever, is the prophecy of Acts 2:17-18 included. And yet this is the only Bible prophecy that starts with the words “And it will come to pass in the last days.” As Seventh-day Adventist Church leaders we must begin focusing our discussions on this prophecy more. Our children, young adults, and older generations prophesying together is the sign of the “last days” according to the Bible!

Ellen White’s Call for Leadership Education

White has much to say about teaching and training our youth and young adults to be “gospel workers.” We can quote her from compilations such as Adventist Home, Evangelism, Gospel Workers, Messages to Young People, Testimonies for the Church, and others. White calls for action in leadership education. Following are two examples.
We should educate the youth to help the youth; and as they seek to do this work, they will gain an experience that will qualify them to become consecrated workers in a larger sphere. Thousands of hearts can be reached in the most simple, humble way. The most intellectual, those who are looked upon and praised as the world’s most gifted men and women, are often refreshed by the simple words that flow from the heart of one who loves God, and who can speak of that love as naturally as the worldling speaks of the things that his mind contemplates and feeds upon. Often the words well prepared and studied have little influence. But the true, honest words of a son or daughter of God, spoken in natural simplicity, will open the door to hearts that have long been locked. (White, 1948b, p. 115)

White also admonished:

Young men and women should be educated to become workers in their own neighborhoods and in other places. Let all set their hearts and minds to become intelligent in regard to the work for this time, qualifying themselves to do that for which they are best adapted. (White, 1948a, pp. 118-119)

To reiterate, it should be noted that this call to youth leadership development is to be done in a way that qualifies them “to do that for which they are best adapted.” It is apparent that we who are identified as the older generation have a significant role in the development of the younger generation of sons and daughters as well as the generation of young men and women.

**A Renewed Teen Leadership Development Vision**

Next, we will focus on the second aspect of this theological reflection – creating a way to gather consensus and cast a shared vision of the importance and relevance of a renewed teen leadership development program for the North American Division and throughout the world field. This theological reflection focuses on a biblical servant-style leadership model based on Jesus’ words to His disciples in Matthew 20:25-28 (Bell, 2014, p. 279). Administering a biblically-based vision-casting plan is fundamental to the implementation of this Doctor of Ministry project, its ongoing progress, and its long-term success.
Creating Consensus and Casting a Shared Vision

Those who aspire to a servant-style leadership model should start with an understanding of where their people are and work together to create visionary consensus among them (Bell, 2014, pp. 389-390). Then, through continual earnest prayer and seeking the Lord, together they can cast God’s vision. Through this ongoing process of prayer and seeking God, it is the leader’s responsibility to God and to his/her people to help them take the steps necessary to reach God’s vision for them all. Consensus gathering is a journey—it is a process that takes time. This is a much better approach than casting a vision and then trying to create consensus around it (Bell, 2003).

As leaders, it is natural to assume that God puts us in leadership roles to accomplish tasks and projects that would not be accomplished if we do not make them happen. However, it is vitally important to realize that God does not expect us to do it on our own.

God does not ask leaders to dream big dreams for him or to solve the problems that confront them. He asks leaders to walk with him so intimately that, when he reveals what is on his agenda, they will immediately adjust their lives to his will and the result will bring glory to God. . . . Jesus did not develop a plan nor did he cast a vision. He sought his Father’s will. (Blackaby & Blackaby, 2001, pp. 29-30)

The concept of waiting on God to give direction and yet knowing that there are expectations and impatience by those “following” is what makes the difference between secular and spiritual vision casting. The challenge for leaders is that, while waiting to get direction from God, they must not overlook the reality that sometimes God uses the “followers” to share and shape His vision (Rodin, 2010, p. 16). Therefore, servant-style-leadership vision casting is the process of working together in community with others and watching to see what God is doing among us all (Bell, 2014, p. 380).
This working-together process is much more interactive than leaders usually recognize or even realize. It involves five steps that build on each other. First, leaders helping those involved understand the definition of vision. Second, sharing ideas and concepts about what is happening day-to-day and how those experiences could be relevant to vision. From those conversations come the process of (Third) sorting and shaping the ideas and experiences that are relevant and formulating a vision. Once a vision is articulated, then starts the process of (Fourth) casting it. Finally, the integration of the vision into the life processes is what (Fifth) sustains a vision. We will review these five steps in detail.

Understanding Visioning

Visioning is being able to see something that is not yet clearly visible. It is realizing that there may be more possibilities and opportunities to be developed than what has already been understood or experienced. Collaborative visioning has the potential to create perspectives beyond the immediate circumstances. It can inspire and motivate people and organizations on to realities that previously were beyond their ability to intellectually understand or physically accomplish.

It is suggested that vision is what moves leaders forward when most people hold back (Phillipy, 2010). Being able to see potential possibilities and having the courage and inspiration to act upon them is what causes people to see a leader as visionary. It is the accomplishment of a vision that differentiates leaders from followers within a group. And it is important to recognize that God-inspired visionary leaders do not become visionary because of positions they hold or titles they have. They become visionary
through the solitary time they spend with God and by empowering others to do the same (Bell, 2014, p. 386).

Of course, if the accomplishment of a vision is never achieved, then leaders are not viewed as visionary. It takes more than just great ideas for them to become a vision. It takes people supporting the ideas and considering their possibilities. It takes times of discussion and sharing of concepts. It takes the effort of gathering consensus and shaping plans. As ideas are being processed and individuals are beginning to see where they can fit into a plan, then shared vision is being formed and people begin to let go of their hesitations and become supportive. Martin Luther King Jr.’s I Have a Dream speech is an example of how his dream, over time, developed into a shared vision that eventually changed the laws and customs of the United States (Hansen, 2013).

“Vision defines what or where the organization wants or needs to be. It is a statement of the likely, necessary or desired future of a group, organization or nation” (Gill, 2011, p. 109). In reviewing this source and many others, it is challenging to put into one sentence an all-inclusive definition. Therefore, what is important to recognize is that a vision is not something that is developed by one person. It is developed through a process which involves people working toward a common goal. Visioning is a group-process of sharing ideas with others. It involves talking about the ideas and concepts with individuals and among groups and inviting them to give feedback.

Engaging in discussions about the “last days” prophecy of Acts 2:17-18 is what needs to happen throughout the leadership-levels of our church. It is this sharing process that will be addressed next.
Sharing Vision

Sharing vision involves two aspects. The first aspect is talking about ideas, values, and concepts with friends, fellow workers, or associates. It requires helping others grasp the perspectives that one has and inviting them to share their opinions and reactions along with their own personal values (Kouzes & Posner, 2010). Discussing ideas, values, and concepts can be a very sensitive experience for those who have opened up and shared their innermost perspectives with others. If an idea or concept is going to develop into a shared vision, then it is very important that the originator of that idea allows others to take it and run with it—maybe even farther than they imagined them self. They should anticipate that others do not have the same emotional attachment to their idea and may tear it up, throw it on the floor, stomp on it, and then pick it back up and reassemble it in a new form—if there is anything left of it at all. The originator must transition their thinking to move away from the concept of “my” idea, and in its place, embrace it as “our” idea (Phillipy, 2010). However, the melting pot of ideas into collaborative concepts must still be individualized enough so that all who are participating can recognize a part that inspires their participation.

Those who are effective at sharing vision know that one-to-one encounters are most important. They continually make personal appointments to listen to others’ responses and to share their ideas and concepts. They call others to join them in the dialogue of their pursuit. They are not afraid to talk about their ideas, ask for opinions and better options, and then make an appeal to join together as a team (Hybels, 2009).

To share vision effectively, one must be able not only to speak well, but even more importantly, to listen well. There is no substitute for empathetic listening. Most
people do not care what we think until they know that we care about what they think. Therefore, sharing vision is very relational—it requires relationship building. For our relationships to be strong, we must listen with our heart more than our head. We must be able to sit still and listen to the needs and concerns of others. We must be able to respond with empathetic reflective-hearing (Heifetz, Grashow, & Linsky, 2009). This is the fundamental core ingredient of sharing vision. It is being able to hear what is going on in the lives and hearts of others so that one understands when the timing and the place are appropriate to share visionary ideas and concepts. Then, when one is confident that it is God’s timing, they can share ideas and extend an invitation to join in dialogue asking for interaction and feedback.

It is crucially important that sharing and listening to visionary ideas and concepts among colleagues is what will bring success to this project. It will build a community of those with shared values. Leadership requires building relationships around mutual understandings through sharing values, ideas, and concepts (Kouzes & Posner, 2010).

The second aspect of sharing vision is enabling others to take ownership of ideas and concepts. This is challenging since, most often, for someone to take ownership they need to feel like they have some input and involvement. The act of being able to buy-in requires intellectual and emotional investment (Gill, 2011, p. 115). We invest in what we value, what we can understand, and what we believe in. Therefore, shared visionary concepts must be simple, understandable, and of value to the participants. If ideas and concepts are simple and uncomplicated, then people will quickly understand them and see potential for even more possibilities. Additionally, if ideas have valuable positive mental and emotional qualities that can be shared enthusiastically, then the potential is
Shaping a Vision

The process of shaping a vision is collective. Gather all the visionary ideas and all the supportive people together and start the process of gathering consensus. It is crucial to have participation at as many different levels of leadership as possible. Each organizational level of leaders sees and experiences visionary ideas and concepts differently, depending on how they will influence and impact those ideas (Heifetz et al., 2009). Shaping vision involves taking all the ideas and concepts that have been previously discussed and sitting down together to determine the collective goals. Questions can be asked such as, “What is our purpose? What are our core values? What do we want to change? What do we want to accomplish” (Gill, 2011, p. 119)? Participating together in the vision-shaping process continues to develop a shared vision with increased commitment and buy-in by those involved. It is fundamentally imperative that all levels of leaders have a voice in the shaping process of a vision so that the final conclusions can be supported and endorsed by everyone.

The challenge of shaping a vision within a group of people is that there are so many ways to view things. Personality types, gender perceptions, learning styles, multiple intelligences, core values … all come into play (Bolman & Deal, 2008). It requires much time, relational skills, personal tact, continued God-inspired prayer, and
commitment on every participant’s part to accomplish shaping vision. In our Adventist church structure, most of our decision-making processes are collective around an operating board. We well understand the challenges of consensus gathering and that it is not something that is easily achieved. Many times, we make quick decisions based on a simple majority vote and then wonder why we do not have support and buy-in for our “great” ideas. We may assume that the vote has killed our vision and it dies for lack of support. But hold it! As relates to this theological reflection, Acts 2:17-18 is more than a paper and a project. It is a prophecy of what will happen in the last days and we have the calling to be an active part of teen leadership development! We must continue gathering consensus rather than allow one decision to stop the vision-shaping process. Consensus gathering is not an event, but a continual process for the successful outcome of shaping a vision.

When a group successfully works its way through a vision-shaping process, the process itself develops the ideas and concepts into shared goals. Next, the group can begin to sort out which processes will be useable and useful to achieve the shared goals. What resources do we have? What do we do best? (Gill, 2011). Through the consensus-gathering vision-shaping process it is important to consider how the vision will be cast and by whom.

Casting a Vision

Vision casting is a continual process that effective leaders practice every day. It enables them to never lose focus of who they are and where they are going. It calls leaders, and those that follow, to serious commitments. Vision casting creates shared meanings among its adherents. It has the potential to set standards of excellence.
Effective vision casting bridges the present to the future (Phillipy, 2010).

There are many ways to cast a vision and this is what the marketing industry is about. However, the simple concepts are still the same: make people aware of their need and convince them that you have the solution. How is this done best? Through short storytelling. It is the age-old method of engaging the mind to enable the imagination to see the solution. Whether it be one-to-one storytelling, small group storytelling, multimedia storytelling, or mass-media storytelling, the most effective way of casting vision is continually using short storytelling techniques (Gill, 2010).

It is the poignant narrative of a master storyteller that has the potential to inspire a vision beyond all expectations. Creating vivid mental images through detailed explanations can transport one’s imagination to see objectives and possibilities that may never have been considered before. It is the engagement created through the storytelling process that influences people. When one hears a story, and allows oneself to enter into the narrative intellectually and emotionally, then new perspectives and insights can be achieved. Therefore, storytelling is fundamental for casting vision because it enables the hearer to experience future possibilities mentally and emotionally without experiencing them physically.

The most effective storytellers describe and explain the setting or context involving the use of all the five senses. It is through the senses that the hearer can begin to experience the smells and tastes, the sights and sounds, the physical touches and emotional feelings as a setting is described. Then, as the story unfolds, many times the listener is unaware that they are allowing themselves to be drawn into the context and setting. Before they are aware of it, they may begin to sense emotional responses that
may even surprise them. The amazing power of the imagination is engaged by the simple use of a well-told story (Patterson, Grenny, Maxfield, McMillan, & Switzler, 2008).

To cast vision, one must be able to inspire people. This does not mean that one must come up with the best ideas so that others will be inspired. It has to do with much simpler concepts. Not only listening before a vision is cast, but also listening while casting a vision is crucial. Are those whom you are casting a vision to understanding and grasping the visionary goals? Listening skills are invaluable to vision casting. Hearing from people what they say they have heard is vitally important. Do they understand accurately the vision that is being articulated? One must be able not only to hear their words but also to grasp their concepts, their viewpoints, their values, and their needs that prompt their words. It also takes time listening long enough to be sure that what they have said is indeed the core issue of how the vision will affect them and their situation (Heifetz et al., 2009). Listening to what is being said about the vision that is being cast is what keeps the casting process on track with the intended vision. People misunderstand concepts and conclusions even when the best practices of storytelling and conversations are used. This is why listening is so important – to redirect vision toward its intended goal if it has gotten off-course.

Another factor of the vision casting process is the need to reframe the vision according to the hearer or the situation. Reframing is necessary when someone totally misunderstands what has been shared about a vision. The vision caster must find a more relevant way to explain it. It will involve sharing the vision from different perspectives, using different concepts. It may even require contextualizing it by developing a number of completely different approaches. The need for reframing is the case with the prophecy
of Acts 2:17-18. In the past, it has been used as a proof-text for the gift of prophecy in
the last days, as seen in the life and writings of Ellen G. White. And yet, the prophecy
itself specifies that all God’s menservants and maidservants “will prophesy.”

Again, because of the many different personality types, gender perceptions,
learning styles, multiple intelligences, core values, fundamental beliefs … the vision
casting process is constantly diverse. Multi-frame thinking enables leaders to be
effective, especially as it relates to vision casting. Leaders must be able to think flexibly
and view people and situations from multiple angles in order to deal with the many
possible options of diversity (Bolman & Deal, 2008). The need for multi-frame thinking
is crucial. Vision casting from many different perspectives with multiple methods
enables a vision to continue to build and last. For example, the need to continue to keep
the prophecy of Acts 2:17-18 in front of our people is more important than ever before
because it is for the “last days” in which we are living now. Also, the importance of
casting this vision of developing teen leaders throughout the NAD, in the present and not
the future, is absolutely imperative.

Sustaining a Vision

Sustaining a vision is accomplished only as it is being cast on a daily or continual
basis. It takes repeating the vision over and over again in as many different modes as
possible. Because effective vision casting is a constant process, some get tired or
distracted by other causes. When this happens, a vision will not be sustained. You see,
sustaining a vision is hard work only if it has not become one’s integrated purpose.
Therefore, if a vision is going to be sustained over time, then it must become one’s core
value.
The work of sustaining a vision is directly connected to the development of people who surround that vision (Phillipy 2010). People-development is the most important factor for a long-term vision. It is easy to get more focused on the vision and its cause rather than on the people who support it. Servant-leaders recognize the importance of empowering and encouraging supporters into leadership roles themselves. They must pass on not only the vision but also the responsibilities, the possibilities, and the positions that can empower the vision. All tasks that can be given over to others who are capable of learning them should be passed on (Heifetz et al., 2009). The goal of leadership development is to work towards making oneself dispensable by enabling those close at hand to learn and accomplish all that needs to be done. As this is accomplished the vision is sustained.

**Conclusion**

This theological reflection has focused on the prophecy of Acts 2:17-18 and the task of creating a consensus-gathering vision-casting process that will be uniquely relevant for this Doctor of Ministry (DMin) project. It has taken into consideration some questions about whether the Holy Spirit is going to do all the work of leading, training, and empowering the servants of God to fulfill their calling to prophecy in the last days, or whether we will be working together generationally to fulfill God’s call.

Without a doubt, we must provide leadership training as well as create opportunities for young people to speak out and be bold for God. The Holy Spirit-prompted inspiration of the older generation teaching and creating leadership training opportunities for the younger generations is not a new concept. In the Old Testament the prophets Samuel, Elijah, and Elisha established and supported the schools of the prophets
with the purpose of training and mentoring young men to “work in the ways of the Lord” (White, 1917, pp. 224). In the New Testament, we see throughout the Gospels Jesus calling His Twelve disciples to Him to train and mentor them to carry forward the Gospel following His ascension (Acts 1:8). Also, Paul had many protegees: John Mark, Silas, Timothy, Titus, and others. As in biblical times, now is the time for the older generation to continue stepping up and creating opportunities for youth and young adults to be trained and equipped to participate in leadership roles whether in the church or the school. This theological reflection has given impetus to the expansion of a teen leadership development curriculum that is used internationally throughout the North American Division and beyond.

The major insights gained from this theological reflection include the realization that defining a vision is not a one-person job. It is the starting place for a group of people to journey together. Determining the direction of where God wants a group of leaders to be headed is a developmental process which involves people working toward a common goal or a defined vision. The process of working together creates opportunities to share ideas and dreams. Letting go of personal agendas and being willing to let others change details about one’s ideas is part of the process of sharing a vision. As positive visionary concepts are mentally and emotionally grasped, enthusiasm builds and the shaping of a vision emerges. Shaping a vision involves deciphering the collective goals of a group and strategically focusing them. The challenge is that, within any group of leaders, there are so many diverse ways to view things. Once a group has successfully worked its way through a vision-shaping process, they are now ready to cast their vision. Vision casting is a continual process. The age-old use of storytelling in its many forms is one of the
most effective means. It is crucial that vision casters be listening to how people are interpreting and understanding the vision. It may be that they must reframe or even contextualize the vision so that it is not misunderstood. Vision casting from multiple perspectives with diverse methods enables the vision to build and grow. People-development is the most important factor for sustaining the vision. Servant-leadership development calls for passing on the abilities, responsibilities, possibilities, and the positions that can empower the vision. As this is accomplished, the vision is sustained.

The biblical study of Acts 2:17-18 and the application of the visioning process described above are being used to promote teen leadership development concepts of this DMin project throughout the North American Division and beyond.
CHAPTER 3

LITERATURE REVIEW

Introduction

This DMin project is entitled, “Oregon Conference Pathfinders’ Teen Leadership Development Program as a Model for the North American Division.”

Leadership development for teenagers is a concept that many question is even relevant. The age-old question, “Can leadership skills be learned, or must leaders be born?” will be explored. Stages of leadership development will be considered, as well as leadership curriculum components and competencies.

The Pathfinder Teen Leadership Training (TLT) program is internationally used and followed throughout the North American Division of Seventh-day Adventists (NAD). Because of this, aspects of the TLT program will be compared with other leadership curricula used North America-wide. NAD Adventist secondary education leadership curricula and summer camp Staff-in-Training (SIT) curricula will be reviewed. Other nationally recognized youth-focused leadership training programs will also be reviewed. These comparisons will be made for the purpose of strengthening the TLT curriculum.

The conclusions from this literature review will be implemented to make for a successful DMin project, as outlined in the project proposal.
Leadership Development of Teenagers

Are children born as leaders, or can children be taught to be leaders? The answer to this question is “yes” and “yes.”

Leaders are born in the sense that all people are born. They are born into families that have a powerful modeling impact on them from infancy. The family environment significantly affects the leadership development of a child. There are a number of factors that play a significant role. Birth order and the responsibility that a child is given in caring for younger siblings is a huge factor in shaping leadership responsibilities (Henein & Morissette, 2009, p. 58). The size of the family is another factor—whether it is a single-child family or a family with many children. The more younger siblings there are to take care of, the more expectations come from parents. Family crises and the death of a parent can force children to become self-caring among themselves and they develop coping skills that relate to leadership skills (Henein & Morissette, 2009, p. 59). Parental expectations is another factor that can strongly motivate children to become articulate and influential in adult circles. It is the parents’ role and influence on their children at a young age that sets the direction and shapes the character to become leaders. Parents should not underestimate the influence their leadership actions, or lack thereof, has on their children. They are being watched, studied, and analyzed continuously by their kids, from infancy throughout adulthood, and their children will subconsciously mimic what has been modeled for them (Henein & Morissette, 2009, p. 59). Children who are involved with their parents in community projects, school activities, athletics, church congregations, and other areas where relationships are built and maintained, have a huge advantage in their leadership development skills because they have watched their parents
and other influential adults model relationships successfully (Henein & Morissette, 2009, p. 60). Yes, leaders are born, but specifically born into family environments that are diverse and ever changing (Horn, 2011, p. 7). It is the early years of childhood that have a huge impact on their ability to be consistent yet adaptive, structured yet flexible, fundamental yet creative, and safe yet adventurous. Now we will turn our attention to the second part of the previous question. “Can children be taught to be leaders?”

Leadership skills can be learned and they become more and more developed as they are practiced. (Kouzes & Posner, 2010, pp. 120-122). The greatest hindrance to leadership skill development is the myth that leadership cannot be learned—that people are born as leaders and that is their lot in life (De Simone, 2012, pp. 2-3). Kouzes and Posner (2010) discovered that “the best leaders are the best learners” (p. 133). Those who want to learn and have a desire to develop leadership skills become the best leaders. It is their quest to not only learn new leadership concepts but also to experiment with and put into practice what has been learned that makes good leaders.

Teen Leadership Development Stages

By searching on the internet for the phrase “leadership development stages,” there are literally hundreds of models that come up. After reviewing many of them, it was determined to pursue exploring and applying one that seemed most congruent with late adolescent development, which is the life-stage of this DMin project—the high-school-aged teenager. The Leadership Garden (Henein & Morissette, 2009, pp. 47 ff) identifies four stages: seeding, growing, blooming, and pollinating. Even though this model does not identify developmental characteristics as tied to age, it can be adapted according to youth in their realm of influence and leadership.
Stage 1 – Seeding. This stage is where the teen first discovers that he/she has leadership potential. It may first come from affirmation of others or may be discovered by internal reflection. The teen may discover that he/she has the ability to accomplish tasks that bring leadership recognition. Also, the discovery that when a teen partners together with others they can influence other’s ideas and get them to participate together in project accomplishments that make a difference to others. There is the realization at this stage that not everything gets completed as quickly as desired, and also that there are some who do not appreciate their leadership practices. This brings about the experience of self-doubt and the uncertainty of where one fits into their social structure. Henein and Morissette (2009) state, “It is the realm of trial and error, or, possibly, trial and terror” (p. 49).

Stage 2 – Growing. The transition to this stage is when teens come to the realization that, in order to succeed, they need more than themselves on their team (Chang, 2010). They discover that the way others will want to work with them is by them serving others—not by directing others (Fields, 2009, p. 27-29). This stage is tied to the realization that serving others is primary in leadership; therefore, the need to develop facilitation skills rather than directive skills becomes paramount. Teens recognize the need to improve their communication skills, understand relationship dynamics, and learn facilitation practices (Henein & Morissette, 2009, p. 49).

Stage 3 – Blooming. This stage is characteristic of teens when they begin to recognize that their leadership skills are impacting and making a difference in the overall organization they are associated with. At this stage, the teens’ leadership tasks have long-term influence and are affecting the organization’s future. The ideas and concepts
of the teens are taken seriously and put into practice and they realize that the organization’s culture and infrastructure are being shaped by their input. At this stage, they see and understand that their leadership must be more mature because they are affecting more people beyond themselves. They work together for high performance and realize the broader scope of their decisions and influence (Henein & Morissette, 2009, p. 49).

Stage 4 – Pollinating. This stage is recognized when teens come to the place where they want to give back and develop other leaders. They want to teach other teens the leadership practices and concepts they have discovered by coaching, teaching, leading, advising, guiding … Some teens will become mentors because they have a longing to help other teens succeed. They discover that empowering others to become leaders gives credibility to their leadership. Their giving back goes beyond their organization and into other areas of their community. Their goal is to make the world a better place and they work to make it happen (Henein & Morissette, 2009, p. 49).

As teens mature in their leadership capacity, they progress through the aforementioned stages. In the TLT program we have seen this year after year. The beginner TLTs take about one to two years of participation in the program to establish themselves as leaders, as outlined in the seeding stage. As they mature, we see them in their second and third year begin to transition into the growing stage. They begin to show signs and skills in helping others become part of a team rather than being individualistic. During their third and fourth years we see them moving toward the blooming stage. They really begin to feel confident as TLTs and are ready to champion the cause of TLT ministry. They are proud of the TLT ministry and their Pathfinder
uniform. They support the conference TLT program not just to benefit themselves, but even more so, to empower others in leadership. By the time TLTs complete the program in their fourth year, they are already moving into the pollinating stage. They want to mentor other TLTs and even new TLT staff mentors by transferring their Pathfinder knowledge and TLT experience. Indeed, the leadership garden of seeding, growing, blooming, and pollinating is definitely descriptive of the TLT developmental stages. Again, it is not based on age development as much as it is indicative of leadership development. With this, we will turn to another aspect of leadership training – that being the type and style of training to be facilitated.

Teen Leadership Learning Styles

Pathfinder ministry is intended to be an outdoor educational experience. In examining the many learning styles that one can find discussed in books and throughout the internet, it was exciting to me to stumble upon David Kolb’s experiential learning model (Wikipedia, 2014b). Experiential learning is the Pathfinder way (Wikipedia, 2014a). Even prior to the Pathfinder program’s inception in 1950 by the General Conference of Seventh-day Adventists (Oliver & Humphrey, 2000, p. 29), the church had developed an educational curriculum and system of teaching basic life skills to youth (NAD Honors Handbook, 2001, Introduction). This system of education was and still is called Adventist Youth (AY) honors (NAD Pathfinder Staff Manual, 2007, p. 127). Each AY honor has a list of activities that an instructor is required to facilitate and the student to learn before the student receives an AY honor patch. The intent of all AY honor instruction is to be activity-based with the focus of experiential learning rather than lecture-based in a sedentary environment. As I worked on this literature review, I
discovered Kolb’s Experiential Learning Theory (Kolb, 1983). This is a learning cycle of activity-based learning that became known in the 70s and 80s. It involves a four-part cycle: Concrete Experience – doing / having an experience; Reflective Observation – reviewing / reflecting on the experience; Abstract Conceptualization – concluding / learning from the experience; and Active Experimentation – planning / trying out what you have learned. Then the cycle repeats (Wikipedia, 2014b).

Over time, many have studied, experimented with, and taken aspects from Kolb’s theory and applied it to their educational or business applications (Joy & Kolb, 2009; Okaty, 2012). Experiential learning is the way Pathfinder learning was conceived and has endeavored to facilitate through outdoor education and AY honor instruction over the years. The 24 TLT training workshops that are provided to teens must follow an experiential learning model and not digress to lecture-based classroom learning, even though most of the training workshops may be held indoors (NAD TLT Manual, 2016, pp. 19-22). It is imperative for the effective success of teen leadership training to make sure that those responsible for planning, hosting, and inviting instructors to teach leadership skills to TLTs and mentors be mindful and careful to provide experiential leadership training. As experiential learning continues to be the style of instruction, it will be natural for mentoring to remain the strength of the TLT program.

Mentoring Relationships and Teen Leadership Development

An analysis of materials covering teen leadership development would not be complete without a discussion on the effects of mentoring relationships. Tim Elmore defines mentoring as “A relational experience where one person empowers another by sharing their wisdom and resources” (Elmore, 2008, p. 2). Of the many styles of teaching
methods, a mentoring relationship is the most effective for leadership development because it is based on interactive relational experiences. Many young people are looking for adults who will mentor them – who will show them how to be successful in leadership and in life (McFadden, 2010). They are not looking for any random person to be a mentor, but rather, they choose those who they highly respect and who they want to pattern their leadership life-skills after (Elmore, 2008, p. 7). Therefore, effective mentoring relationships are not necessarily selected from a list of available mentors, but are developed from relationships that already exist. Consequently, anyone could be mentoring at any time without realizing it (Stanley & Clinton, 1992, pp. 41-42).

Mentors who are intentional about developing teens into leaders will have an interest and seek training in areas of relationship developmental processes and procedures. Mentor training can enhance their effectiveness beyond their expectations and become a life-long process that creates a legacy of leaders (Maxwell, 2011, pp. 192-194). Some of the qualities that make for a great mentor are: time and energy to invest, knowing oneself well, generosity, understanding leadership skills, willing to be vulnerable, intentionally model character qualities, and visionary (Elmore, 2008, pp. 81-82). However, just having these qualities does not necessarily make one a great mentor.

In the church context of leadership development there is also the need for mentors to be spiritually focused as well. Spiritual mentors will have a personal friendship with Jesus that permeates all areas of their lives. They will invite young people to follow Christ in a natural way because of their own relationship with Him (McKey & Smith, 2011).

Spiritual mentors also endeavor to involve those in leadership opportunities who do not seem interested. They are always looking for ways to help young people connect a head
knowledge of God with a heart experience with Jesus through involvement of activities (Gillespie & Gillespie, 2011, pp. 94-99).

The ultimate goal of mentoring youth in leadership within the church is the development of pastors, teachers, medical professionals, business professionals, and vocational leaders in their communities and throughout the world (Perkins & Gordon, 2012). Specifically, we need more leadership development processes that enhance our Adventist education system. It is the mentors in the lives of young people influencing them during their school-age years, when they are making life-long decisions, who help them determine what they will study in college and what career options they will pursue (Valley, 2008, pp. 28-29). It is the powerful influence of mentors who can have a persuasive influence on whether youth will commit their lives to mission-minded vocations (Tutsch, 2008, p. 84). However, even if youth do not choose to pursue a spiritual life with God they have still developed leadership competencies by association with caring mentors who may continue to speak into their lives for years to come (Tetz & Hopkins, 2004).

Leadership Competencies and Teen Leadership Development

In leadership nomenclature, the term competency is used to describe skills and abilities of individuals (Leadership Competencies List, 2015). The goal of any leadership development program is for those who have completed it to have achieved a level of competence in areas relevant to their leadership roles (MacGregor, 2007). In reading leadership books and searching the internet on the topic of leadership competencies, one discovers that there is no universal list of leadership skills or competencies that is standard to all applications of leadership. Establishing what competencies should be
expected for a youth leadership development program is determined by those who are
developing the curriculum (Maynard, 2008). The competency outcomes should be a
result of the program objectives and expectations, assuming that the implementation of
the program follows the prescribed curriculum process. However, some who are
experienced in developing leadership programs have found that, over time, curriculum
design becomes secondary to infrastructure design (Henein & Morissette, 2009, pp. 130).
There is an equally important need to create interactive educational processes that
develop relational networks. Interpersonal skill-building processes must be a part of any
leadership development program if it is going to be effective and relevant. It is
improbable that any distance-learning leadership development program is going to be
effective to accomplish what is fundamental to leadership—interacting together to
accomplish common causes.

The TLT program goals and objectives are specified in the *TLT Manual* on page 4. In addition, there are “General” tasks that are common to each of the six operational
departments which are required to be fulfilled. Nowhere in the manual is there an
explanation on how the goals, objectives, and general tasks are to be integrated or
connected in order to accomplish competency outcomes. Thus, the desired expectations
of the TLT program are not clearly articulated nor defined. This is a crucial area where
the TLT program needs improvement in order for it to be more focused and effective in
youth leadership development.

**Comparisons of Leadership Training Programs for Youth**

We now turn our attention to comparing the existing Pathfinder TLT program
with other nationally recognized leadership training programs for youth. From a review
of many youth programs, most of the leadership programs for youth are localized within an organization or a church. Five programs were deemed “nationally recognized” and are used extensively throughout North America. They include: Pathfinder Teen Leadership Training Program, Toastmasters International Youth Leadership Program, 4-H Youth Leadership and Personal Development Program, Boy Scout Youth Leadership Training Continuum, and YMCA Teen Leadership Programs.

Research was done on two additional programs within the Seventh-day Adventist system, but findings did not deem them to be “nationally recognized.” They are: NAD Secondary Leadership Curricula, and Summer Camp Staff in Training (SIT) Programs.

Pathfinder Teen Leadership Training Program

The Pathfinder Teen Leadership Training (TLT) program is an optional four-year course designed to mentor and train Pathfinders in grades 9-12. Each teen must be a member of a Pathfinder club. They must fill out an application along with three letters of recommendation and be accepted into the program by the local Pathfinder Club Director. The teen and staff are registered with the Conference Pathfinder Director. There are two levels of leadership training: Conference-level training conventions, and Club-level activity-based learning each week during the club meeting. The trainings are focused on developing leadership skills using all aspects of the Pathfinder program. These aspects include participation with administrative responsibilities, teaching Investiture Achievement and honor requirements to Junior Pathfinders, planning outreach activities, organizing camping trips, developing unit activities with counselors, and working with club records and finances. Throughout the program, the mentor and TLT work together to accomplish assigned activities. After an operation is completed, the TLT and mentor
have an evaluation interview with a TLT Director. They meet to determine how assignments are progressing, review completed work, and sign-off tasks that have been completed. Participants receive a pin for their Pathfinder uniform as they complete each of the four training levels (*TLT Manual*, 2011).

**Toastmasters International Youth Leadership Program**

The Youth Leadership Program of Toastmasters is intended to help young people build their communication and leadership skills. The program can be provided for any group of youth, regardless of membership in Toastmasters. The curriculum is designed for eight sessions or meetings. Each session is hosted by two adults: one is the Coordinator, and the other is the Assistant Coordinator. Participants are selected by a sponsoring Toastmasters club or by a sponsoring organization; therefore, it appears that students are recommended for the program. All participants are in grades 9-12. The learning style is activity-based in a group setting. There are no training conventions in addition to the training by the club. After each training session there is an evaluation of how presenters have done. This is done both verbally with interactive feedback and written, using a standard evaluation form (*Toastmasters*, 2012).

**4-H Youth Leadership and Personal Development Program**

The 4-H Youth Leadership and Personal Development program is intended for 4-H members. The program is not well developed into a step-by-step curriculum, but rather designed around topics that youth can choose from. Adults volunteer as instructors and mentors but there is no established adult-to-teen ratio. For teens to participate in the Youth Leadership program there does not seem to be an application process or any
recommendations required. The curriculum is designated for teens ages 14-19. The training is activity-based, however there does not appear to be an evaluation process that determines the competencies learned. The 4-H program is connected with public schools and state universities. It is geographically-based in counties and function at county and state fairs. Most of the state offices for 4-H are located on state-sponsored universities. They are integrated into the academic program with collegiate scholarships available for participants. Each year there are national conventions focused on 4-H themes held in Chevy Chase, MD, at the National 4-H Youth Conference Center (4-H, 2013).

Boy Scout Youth Leadership Training Continuum

The Boy Scouts of America have a youth leadership training program for each level of participation. Those who participate in these leadership training levels must be members of a troop.

Troop Leadership Training (TLT) consists of three one-hour modules taught by the Scoutmaster to all the boys in the troop. This is taught whenever leadership within the troop changes or when new members join the troop.

The second level of Boy Scout youth leadership training is the National Youth Leadership Training (NYLT) course. This is a one-week course taught at the council-level. There is no application process or letter of recommendation requirement. The Scoutmaster is the mentor. To participate, teens must be 13 years of age or older with a First-Class rank; however, any troop leader can attend. The training is done in an outdoor camp setting and is activity-based. The curriculum covers eight key elements: (a) troop life, (b) stages of team development, (c) leadership vision, goals, and plans, (d)
leadership skills, (e) leadership modeling, (f) scout oath and law, (g) fun, (h) traditions. There is no evaluation process of what has been learned.

The highest level of Boy Scout youth leadership training is the National Advanced Youth Leadership Experience (NAYLE). This is also a one-week course taught at the national level. It is held in a wilderness setting at the Philmont Rocky Mountain Scout Camp in New Mexico. The curriculum incorporates teamwork and leadership skills based on the NYLT course. The learning process is to resolve challenging backcountry situations. Participants must have approval by their unit leader to attend and the Scoutmaster is the mentor. Participants must be 14 years of age or older with previous NYLT experience. There is no apparent evaluation process following this training experience (Boy Scouts of America, 2013).

YMCA Teen Leadership Programs

The YMCA has the following leadership programs for youth: (a) Leaders Club; (b) Youth in Government; and (c) Counselor in Training (CIT) and Leader in Training (LIT) programs for camp. There is no application process or required recommendations other than YMCA membership (YMCA, 2013).

Leaders Club is for teens age 12-18. Adult mentors lead the program which meets weekly during the school year. The focus of the training is on developing a culture of volunteer service. The training curriculum is entitled Engaging Teens with their Community (Esikoff, Ragsdale, & Tuminelly, 2008). An example of what a program covers is: (a) development of positive life skills and leadership skills through community service projects; (b) exercises in democratic decision-making processes; (c) learning about community needs; (d) understanding cultural diversity and (e) participating in
team-building projects. There are no regional or state-level training events.

Youth in Government is a national program for grades 9-12 students. There are county and state-wide programs where students can experientially practice democratic processes. Teens meet throughout the year in their local groups to debate and discuss issues that affect the citizens of their state. They can also propose legislation and serve at their state’s conferences, debating bills on the floor of the legislature (Community, 2013).

The CIT and LIT camp programs are facilitated through YMCA camps. The programs teach leadership skills that can be used not only at camp but also in everyday life. There are many options such as: Staff in Training (SIT), Counselor in Training (CIT), Leader in Training (LIT), Wrangler in Training (WIT), Wilderness Leadership, and Specialist in Training, which focuses leadership training on specific outdoor activities. Each camp determines its own training curriculum. Some are focused on teaching skills for campers, whereas others are focused on teaching skills for future employees (Camp Chief Ouray, 2013).

NAD Secondary Education Leadership Curricula

A search for leadership curricula approved by the North American Division and used in Seventh-day Adventist secondary schools throughout the division has been fruitless. There is reference to a book entitled Christian Service Curriculum Guide, published by the North American Division Office of Education. There were three editions published sometime in the 1980s and early 1990s. This curriculum was used with students in grades 9-12. It does not make reference to leadership training. Therefore, up to now, there has not been any discovery of NAD-wide leadership training curricula used in the secondary education system.
Summer Camp Staff-in-Training (SIT) Programs

In searching for Staff-in-Training programs there are camp resources available (Brandwein, 2003). It has been determined there is no officially approved North American Division-wide training curriculum. Each Adventist camp develops its own training program.

Conclusion

As a recap of the leadership development of teenagers section of this paper, there are five concluding points to be considered.

The family structure and dynamics are the first influences that shape and develop leaders. Children who are born into family environments that are diverse and ever-changing have a higher chance of becoming leaders. Additionally, children who enjoy learning are more prone to develop into leaders.

Teenagers become leaders as they progress through stages of leadership development. The developmental stages can be seen and become more intentional as teens discover their needs and as mentors recognize and affirm their progress.

Because activity-based learning is the Pathfinder way, experiential learning must continue to be the instructional method of education for the TLT program. Kolb’s experiential learning theory, and other theories derived from it, must become the standard – the model for the Pathfinder teen leadership training curriculum.

A fundamental practice of the TLT program is the relational experience between teens and adult staff members. There is a continual need for Pathfinder staff and parents
to learn the difference between parenting skills and mentoring practices. Mentor-training resources will continue to be developed that correspond to and address the needs of successful teen leadership development and the TLT program.

The leadership competencies seen in teens who have completed a leadership development program are what determines whether that program is truly effective. This intervention has endeavored to integrate the TLT goals, objectives, and general tasks into the TLT curriculum and specify what the competency outcomes should be.

In comparing the Pathfinder TLT program with other nationally supported and recognized leadership training curricula, it has been surprising to see that there are not very many of them. I expected that there would be some leadership curricula developed and endorsed within the Adventist education system and the summer camp ministries of the NAD.

Within the Adventist secondary education system, there may be some leadership curricula developed at the union-level, but these were not discovered. This assumption is based on the fact that, within the NAD, the union education departments determine the curricula taught in the Adventist schools in their geographic areas.

In the NAD, the Association of Adventist Camp Professionals (AACP) is the organization that provides collaboration and leadership among the 67 camps owned by the conferences. Since its inception in 1995, there has never been a unified Staff-in-Training (SIT) curriculum developed. Since summer camps are conference-sponsored and have their own unique programs, it would take some collaboration through AACP to develop a SIT curriculum. Many camps have some form of an SIT program that high school-aged campers take each summer and a simple leadership training curriculum
based on best practices from camps throughout the NAD could be developed. These areas could be explored for further research.

There are many insights gained from the comparisons of the Pathfinder TLT program to the youth organizations researched and reviewed.

The strength of the Toastmasters International Youth Leadership Program is its curriculum and structure. It is very intentional about developing interactive skills in up-front settings with immediate feedback to produce optimum learning. A weakness of this program is that it is limited to eight sessions of instruction and the curriculum’s content is very narrowly focused. One can definitely say that the skills learned in this program are leadership oriented. The TLT program does not have anything in its curriculum for teaching public speaking or leading meetings. It would do well to include instruction in these areas of leadership development.

The strength of the 4-H Youth Leadership and Personal Development Program is its focus on development training in the context of husbandry. Also, its connection with educational programs and its integration with state universities create many opportunities for educational credits. A weakness of this program is that its leadership curriculum only has two topics: government and personal finance. One can hardly say that this program teaches leadership skills. Additional research into how college scholarships relate to the 4-H experience could benefit the TLT program.

The strength of the Boy Scouts NYLT program is the comprehensiveness of its leadership training curriculum and its integration into the lives and lifestyles of its members. Its leadership focus is on building relationships within the troop. The weakness of the NYLT program is that it is only a one-week program. It does not have
continuation at the council-level that is progressive toward more responsibilities. Because of this, it also does not develop additional mentors at different leadership levels beyond the local troop. One can conclude that leadership skills learned in this program will be personally beneficial. The TLT program could benefit by incorporating more personal leadership skills into its program.

The strength of the YMCA Teen Leadership Program is its curriculum in developing community volunteer service. In addition, the Youth in Government program can actually get youth integrated with community leaders and help facilitate making a difference for their neighbors. A weakness of the program is that there are no application, recommendations, or evaluation processes that can help to keep youth committed and responsible to leadership learning. One can conclude that the leadership skills learned will be effective if youth stay connected with the program. The integration of community leadership involvement could greatly enhance the TLT program.

Comparisons and conclusions of the youth leadership programs above will be used to evaluate and strengthen the curriculum of the Pathfinder Teen Leadership Training program.

Additional research could be done in the area of Summer Camp SIT programs. This would be a rich area of study not only for the purpose of gleaning leadership practices from around the NAD, but also to gather a collection of best-practices that could be developed into a Staff in Training curriculum.
CHAPTER 4

PROJECT INTERVENTION

Introduction

There are currently conference Pathfinder directors and coordinators around the North American Division (NAD) who have requested assistance in developing an academic credit option for the TLTs in their conferences. The Oregon Conference Teen Leadership Training (TLT) academic credit option is the result of implementing a TLT conference-level leadership development program. Because the TLT requirements in the previous TLT Manual were not written for use as an academic curriculum, the development of an academic credit option is challenging. Furthermore, awarding secondary education academic credit is a function of the conference’s education department with approval by their union’s education department. The Oregon Conference Pathfinder Department, in collaboration with the Oregon Conference Education Department, has developed resources to award TLT academic credit to academy, high school, and home-schooled students. This chapter covers the development of training resources and their use in teaching conference Pathfinder leaders the TLT conference-level Leadership Skills Development Program (TLT Manual, 2011, p. 13).

Application of the Theological Reflection

We concluded in the Theological Reflection chapter of this study that the last-
days prophecy of Acts 2:17-18, when our “sons and daughters will prophesy,” is going to be a cooperative intergenerational experience. The Holy Spirit’s double portion of pouring His Spirit out on all of God’s servants will improve and empower their already-learned leadership skills and developed abilities. The biblical example of the school of the prophets for leadership training and the Adventist pioneers of the 1800s starting a school system for training young people for ministry is evidence of the need for youth and young adult leadership development processes and programs (White, 1903, p. 46.2).

In addition, we examined the process of developing a shared vision, shaping it through consensus, casting it, and then sustaining it. This process is accomplished collaboratively and takes much time and commitment. Casting the vision of youth and young adult leadership development becomes successful only as aspects of creating consensus and sustaining a shared vision are integrated into leadership development processes.

As stated in the theological reflection, the first step in the vision-casting process of youth and young adult leadership development is engaging leaders at all levels of church leadership in discussion of the “last days” prophecy of Acts 2:17-18. As discussions begin to happen, it will be necessary to call leaders together who have an interest in developing a shared vision. Next, shaping of a shared vision will take place as consensus gathering is facilitated. Shared goals will be the outcome of successful vision shaping. Then the process of vision casting, listening, clarifying, and reframing will be normal as individuals contextualize the vision for themselves. The sustaining of the vision of Acts 2:17-18 will happen only as it is continually studied, prayed over, contextualized, and adopted by leaders throughout all levels of the church. It is the intent
of this project intervention to intentionally coordinate and enhance the purpose, goals, and objectives of the Teen Leadership Training program toward the fulfillment of the prophecy of Acts 2:17-18.

Integration of the Literature Review

In the conclusion of the Literature Review chapter of this study, five considerations were noted. They are listed here as a leadership development continuum from young children through young adults.

Family environments shape and influence children to become learners, which prompts them to also become leaders. We can see the application of this in families that get involved in the Seventh-day Adventist Church’s Adventurers ministry. The diversity of activities and experiences help not only the children, but also the parents, to learn and participate in leadership roles within the home as well as the church.

As children become teenagers, they begin to discover their own developmental needs. If they are active in the church’s Pathfinder ministry, parents and teenagers alike will continue to develop life skills as well as leadership skills. Adult staff will become mentors who continually recognize and affirm teenagers in their learning and leadership development.

Experiential learning involves many learning styles (kinesthetic, auditory, visual) and is most effective in leadership training and development. Through their high school years, teenage Pathfinders who participate in the TLT program learn practical leadership skills that help them become successful in life as leaders.

Mentoring relationships are a key component of the TLT program. Adult staff become effective mentors to teenagers who are not their own children as they learn
mentoring skills and techniques. Teens value the adult relationships they develop as they
learn leadership skills in supportive non-threatening environments. There is a continual
need for mentor training resources to help parents learn the differences between parenting
skills and mentoring skills. Both are necessary in leadership development for teens as
well as adults.

Leadership competencies are evident in young adults who have participated in a
leadership development program throughout their teenage years. They are not inhibited
about accepting or even creating leadership opportunities. They have developed talents
and learned skills that enable them to accomplish leadership tasks and fill leadership
roles. It is the leadership competency outcomes that determine the effectiveness of a
leadership development program.

Research was conducted for this intervention in search of all high school-aged
youth leadership development programs that are sponsored by national organizations.
Only five were discovered, including the Pathfinder Teen Leadership Training program.
These included: Toastmasters International Youth Leadership Program, 4-H Youth
Leadership and Personal Development Program, Boy Scouts National Youth Leadership
Training course, and YMCA Teen Leadership Program. In the conclusion of the
Literature Review chapter of this study, these national youth leadership development
programs were compared with the TLT program. From these programs, four
considerations were noted. They are as follows.

The strength of the Toastmasters Youth Leadership Program is its focus on public
speaking and leading meetings. Because the TLT program does not have any curriculum
requirement for developing public speaking skills or leading board meetings, it would be
beneficial to add these components to the program.

The strength of the 4-H Youth Leadership Program is its collaboration between high school and college programs. The integration of the TLT program into college leadership programs needs to be developed further.

The strength of the Boy Scouts National Youth Leadership Training Program is its focus on relationship building. Relational leadership skills and team-building processes are part of the TLT program but not written into the workshop curriculum. One of the expectations is to work together without prodding. This expectation needs to be developed into a TLT competency.

The strength of the YMCA Teen Leadership Program is its integration of youth into community leadership roles. Pathfinder ministry already has a strong share-your-faith and community service component, however, getting TLTs involved in the leadership roles of local community programs and projects would enhance the experience of TLTs and the program. Becoming part of the leadership team of the community network (government, police, fire, EMS, hospital, ministerial or teachers’ associations) would greatly enhance all TLT’s development.

The development and enhancement of the TLT competency outcomes is a strength that this project intervention will accomplish.

**Development of the Intervention**

The first step in the process of developing leadership training resources will be to update the *TLT Manual* (North American Division office of Pathfinder Ministries Teen Leadership Training, 2011), since it is the source material for all the TLT training. This will involve adding components necessary for a more comprehensive leadership skills
development program to the existing manual training. These components will include: (a) adding how to organize a conference-level TLT council to provide conference-sponsored TLT training events that include the required TLT class curricula, (b) revising and updating the TLT workshop curricula to include additional leadership training components discovered from the theological reflection and the literature review, (c) adding an area/district-level TLT component as part of the overall conference Pathfinder program, and (d) adding components to establish a TLT academic credit option in collaboration with a conference education department.

The addition of a conference-level TLT council involves approval from the conference Pathfinder director and an understanding that the conference TLT council is a sub-committee of the conference Pathfinder executive committee. This will be the first step for conference Pathfinder leaders to accomplish. Once a conference TLT council is established, the conference leaders can begin planning together for conference-sponsored TLT training events. These will be events intended for teens and staff who are registered with the conference TLT program. This intervention of adding the conference-level TLT Council to the TLT Manual will create the organizational structure needed for a successful conference leadership development program.

The revision and restructuring of the operational departments will be necessary so that classes/workshops can be added and standardized into specific topics. To incorporate conclusions from the theological reflection and review of the youth leadership programs mentioned above, there will also be some additions made to the program’s purpose, goals, objectives, program expectations, and competencies. These changes are crucial for providing an enhanced and unified training curriculum in which
all participants will receive instruction and mentoring in the same areas.

The addition of incorporating an area/district-level of leadership development involving area coordinators is the missing link between the local club and the conference. This will allow TLTs and club staff to learn skills and experience leadership beyond their club. Since this is a new area of leadership and responsibility for the area coordinator, it will be imperative that leadership development training is created and provided so they will know their responsibilities and can develop their area-level leadership practices. This intervention will add and expand the leadership development of TLTs, club staff, and area coordinators.

The additional components necessary to establish a TLT academic credit option with a conference education department are completely new to the TLT program. TLT academic credit will be designated as an “option” because it will involve the collaboration between the conference Pathfinder department and the conference education department. There are no guarantees that a collaborative relationship will be established in each conference. The additions to the TLT Manual will include: the explanation of how the TLT academic credit option works, guidelines for recording class/workshop hours and lab hours, instructions in how to request academic credit educational documentation, workshop instructors’ qualifications, and documents that comprise the academic grade book. The success of this intervention will be dependent on the working relationships of the two departments and their determination of who will be responsible for managing the educational documentation.
Description of the Intervention

Development of Staff Training Resources

The development of staff training resources will include preparing training documents, presentations, and processes outlining TLT staff training requirements that can be used throughout the NAD. Up to this time, there have been no staff training resources available for the TLT program. One of the purposes of this intervention is to create and provide a staff training program with resources that will be used throughout the NAD to help conference Pathfinder leaders establish their own conference-level TLT program. This intervention will provide three types of training resources: (a) hardcopy training documents and manuals, (b) downloadable media resources, and (c) live presentations.

The primary TLT training document will be the revised *TLT Manual*, as mentioned above. There will be additional staff-training concepts and practices throughout the revised *TLT Manual* that will be gleaned and developed into standardized staff training material. The TLT staff training resources will consist of six training courses with four workshops in each course. Each workshop will be relevant for staff members’ responsibilities and tasks. The workshops will reference materials primarily from the *TLT Manual*, the *Pathfinder Staff Manual*, and the *Tools for Teen Leaders* book. Additional sources will be included as well.

Intro to TLT Ministry will be the first staff training course. This will be an introductory course for adult staff and mentors who are new to the TLT program. The purpose of this training course will be to give an overview of the TLT program. It will consist of four workshops: TLT Ministry – the Club, Teen Developmental Stages, TLT
Mentor Practices, and TLT Safety.

TLT Mentor Operations will be the title of the next staff training course. This will be a basic mentor training course for TLT mentors. The purpose of this training course will be to teach the roles and responsibilities for serving as a mentor in a Pathfinder club, as opposed to being a parent or a Pathfinder counselor. It will consist of the following four workshops: TLT Purpose, Goals, Objectives, followed by TLT Program Outline and Operations, TLT Mentor Practices, and TLT Mentor Safety.

Club/TLT Director Operations will be the title of another training course. The purpose of this training course will be to teach club directors and associate TLT directors all the aspects of operating a TLT program at the club-level. It will consist of the following four workshops: TLT Club Council, TLT Program Outline & Operations, Lab Planning, Evaluations, Check lists, followed by Planning Special Operations.

Area Coordinator Operations will be another staff training course. The purpose of this training course will be to provide area coordinators with the resources and know-how to establish their area-wide TLT program as part of the overall conference leadership development program. This course will consist of the following four workshops: TLTs & Area/District Staff, Planning Special Operations, Facilitating Department Evaluations, and Providing Pathfinder Basic Staff Training (BST) & Master Guide (MG) Trainings.

Conference Director/TLT Coordinator Operations will be another staff training course. It will provide conference leaders with the necessary aspects of operating a conference-level TLT program. In addition, this course will help conference coordinators and support staff put into practice the necessary pieces and processes for developing an academic credit option for their TLTs. This course will consist of four workshops: TLT
Conference Council, Planning Conference TLT Events, Facilitating Department Evaluations, and Conference TLT Records & Academic Credit.

TLT Instructor Operations will be the final staff training course. The purpose for this course will be to provide standardized instructional methods to be followed throughout the NAD. It is intended that TLT workshops be activity-based rather than a lecture-style format. The four workshops of this course will consist of: Teaching TLT Operations, Preparing Activity-based Workshops, Facilitating Department Evaluations, and Conference TLT Records & Academic Credit.

Some of the staff training workshops are designated in more than one training course. This is because TLT staff serving in multiple roles need to be cross-trained in many of the same aspects (see Table 1). Because TLT staff training will be offered at conference-level staff training conventions, it is important to have a standardized staff training curriculum. This will help to unify the TLT program throughout the NAD. Also, because mentoring is the primary focus of TLT ministry, advanced level mentor tracts need to be developed.
Table 1

**TLT Staff Training Workshops and Source Material by Operations**

<table>
<thead>
<tr>
<th>Wksp #</th>
<th>Intro to TLT Ministry</th>
<th>TLT Mentor Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>TLT Ministry – the Club (from <em>TLT Manual</em> pp. 5-14)</td>
<td>TLT Purpose, Goals, Objectives (from <em>TLT Manual</em> p. 7)</td>
</tr>
<tr>
<td>#2</td>
<td>Teen Developmental Stages (from <em>PF Staff Manual</em> pp. 28-30)</td>
<td>TLT Program Outline &amp; Operations (from <em>TLT Manual</em> p. 10-12, 19-22)</td>
</tr>
<tr>
<td>#3</td>
<td>Intro to TLT Mentoring (from <em>TLT Manual</em> p. 10, <em>Tools for Teen Leaders</em>)</td>
<td>TLT Mentor Practices</td>
</tr>
<tr>
<td>#4</td>
<td>TLT Safety (from <em>ARM Pathfinder Safety Booklet</em>)</td>
<td>TLT Mentor Safety Volunteer Code of Conduct</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Club/TLT Director Operations</th>
<th>Area/District Coordinator Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wksp #1</td>
<td>TLT Club Council (from <em>TLT Manual</em> pp. 9&amp;10 sidebars)</td>
</tr>
<tr>
<td>Wksp #2</td>
<td>TLT Program Outline &amp; Operations (from <em>TLT Manual</em> pp. 10-12, 19-22)</td>
</tr>
<tr>
<td>Wksp #3</td>
<td>Lab Planning &amp; Evaluations (from <em>TLT Manual</em> pp. 9, 29-36)</td>
</tr>
<tr>
<td>Wksp #4</td>
<td>Planning Special Operations (from <em>TLT Manual</em> pp. 16, 22)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conf. Dir/TLT Coord Operations</th>
<th>TLT Instructor Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wksp #1</td>
<td>TLT Conference Council (from <em>TLT Manual</em> pp. 8, 9, 9 sb, 25-28)</td>
</tr>
<tr>
<td>Wksp #2</td>
<td>Planning Conference TLT Events (from <em>TLT Manual</em> pp. 14, 15 sb)</td>
</tr>
<tr>
<td>Wksp #3</td>
<td>Facilitating Department Evaluations (from <em>TLT Manual</em> pp. 9, 29-36)</td>
</tr>
<tr>
<td>Wksp #4</td>
<td>Conf. TLT Records &amp; Academic Credit (from <em>TLT Manual</em> pp. 15, 37-40)</td>
</tr>
</tbody>
</table>

Media resources will be developed to be used with the staff training workshops.

Power Point slideshows will be developed for each workshop to be used in conjunction with handouts that reference the *TLT Manual*. In addition, 14 short videos will be produced to correspond with the handouts for some of the workshops.

The NAD utilizes AdventSource, located in Lincoln, Nebraska, as the distribution organization for church resources. AdventSource will publish and distribute the
resources that this intervention will create. It is important to note that all Pathfinder resources for the NAD are provided through AdventSource.

**Use of Staff Training Resources**

The resources being developed are intended to be used at Pathfinder staff training events. Two examples of these are: conference-sponsored Pathfinder Leadership Conventions where adult staff and TLTs attend to receive training, and conference-sponsored TLT Conventions. The TLT conventions are the best venue for TLT staff training because the staff can experience actual conference-level leadership training for TLTs, where evaluations, workshops, and planning are facilitated, and, at the same time, TLT staff training workshops are provided.

In recent years, the Oregon Conference has extended an invitation to the conference Pathfinder directors throughout the NAD inviting them and their TLT Coordinators to attend the Oregon Conference TLT Convention. Most conferences have not hosted a TLT convention where they provide conference-sponsored TLT training to their teens and staff. One of the goals of this intervention is to help conference Pathfinder leaders learn how to provide a TLT training program for their TLT staff using the resources being created.

In addition, virtual presentations like webinars and other interactive web-based seminars will incorporate the use of these training resources as well.

The NAD Pathfinder website will host the resources that are created where Pathfinder staff and teens can download them for free. This will make these resources accessible as self-study tools where staff can learn on their own.
How to Participate in This Intervention

Recruiting

A general announcement at the yearly NAD Pathfinder committee will be given inviting conference Pathfinder directors to attend the Oregon Conference Pathfinder TLT Convention each January. To those who attend, personal invitations to participate in the intervention will be extended to conference youth/Pathfinder directors and Pathfinder coordinators interested in developing a TLT Conference-level Leadership Skills Development Program within their conference. In order to participate, each conference will need to have clubs using the existing TLT program following the latest version of the TLT Manual.

Participants

The participants of this intervention will include conference and union Pathfinder directors, as well as Pathfinder coordinators. All participants will be 18 years of age and older. Participation will be voluntary and participating conferences will be free to join or leave at will. It is hoped that the conference leaders will continue participating over a three-year period.

Objective

The objective of this intervention will be to develop, implement, and evaluate a Teen Leadership Training (TLT) model for conference-level Pathfinder leaders to pilot and follow within their conference and union that can be consistently replicated throughout the North American Division. It is expected that there will be modifications
and additional materials developed as conferences contextualize this intervention for their context.

What Kind of Sessions and How Many?

The procedure for implementing this intervention by conferences will be carried out in four steps over three years.

The first step will be that conference Pathfinder directors and coordinators will be taught the TLT Conference-level Leadership Development Program components at a training convention. This will include the TLT application process to enter the TLT program, the TLT acceptance process to be registered in the TLT program, the assignment of a TLT mentor, the implementation of the TLT curriculum, and the department evaluation process for progression through the program. After the training convention, the attending conference Pathfinder directors and coordinators will be invited to participate in the project intervention. If they choose to participate, they will be given additional conference-level TLT resources that have been created. They will also be invited to attend and participate with the NAD TLT Focus Group, which meets once per year.

The second step of the intervention is that participants will return to their conference, where they will establish their own conference-level TLT council and hold twice-a-year conference-provided TLT training events within their conference. They will begin to keep training records of participating TLTs at the conference, as outlined in the TLT Manual.

The third step is that each participating conference will establish an area/district-level TLT mentoring-structure with their Pathfinder executive board.
Finally, each participating conference TLT council will develop a TLT academic credit proposal based on the records that they have kept. They will present it to their conference education superintendent with the intent of developing a close working relationship. If their superintendent agrees, then the superintendent may present to the union education superintendent a request for approval to grant elective academic credit by the conference schools. Because acceptance of granting academic credit is determined by the conference and union education superintendents working together, it is out of the hands of the Pathfinder department and is therefore not included as part of the intervention. The intervention will conclude with the presentation of TLT academic records to the conference education superintendent.

**Conclusion**

This Project Intervention chapter has addressed the process of updating the current *TLT Manual* – the only TLT training resource available up to this time. It also includes the creation of TLT staff training resources relevant to all levels of Pathfinder leadership.

The application of the Theological Reflection chapter can be seen by the intent of this project intervention to coordinate and enhance the purpose, goals, and objectives of the TLT program. These objectives are intended to build confidence and leadership abilities in our “sons and daughters” toward the fulfillment of the prophecy of Acts 2:17-18, where it specifies that they will “prophesy” by boldly speaking under the inspiration of the Holy Spirit!

The discoveries made in the Literature Review chapter concerning age-related leadership development processes and the integration of leadership practices gleaned
from other existing youth leadership training programs will make the TLT program even more effective. This project intervention will develop and enhance the TLT competency outcomes of TLTs, as well as TLT staff.

There will be two accomplishments from the development of this intervention. The first is the updating of the existing *TLT Manual* with additional materials added that will accomplish the desired competency outcomes. The second is the development and implementation of TLT staff training resources based on the revised *TLT Manual* and other resources.

This intervention will develop staff training resources to be used as interactive workshops at conference-sponsored TLT conventions. These workshop resources will be organized around staff responsibilities and leadership roles. Some workshops will be common to multiple training courses for cross-training purposes. The newly developed staff training resources will be available throughout the North American Division.

Conference Pathfinder directors and coordinators are invited to attend TLT training events where they can see the components of the updated *TLT Manual* facilitated at a conference-sponsored TLT Convention. In addition, they will be able to receive staff training as well as develop networking relationships with other conference directors and coordinators from around the NAD.

For conference Pathfinder directors and coordinators to participate in this intervention, they are required to attend a conference-sponsored TLT Convention where staff training created by this intervention is offered. They must be at least 18 years old and commit to a three-year pilot project for their conference. After attending a TLT Convention, participants will return to their conference and establish a conference-level
TLT council. Then the council will plan and host their own TLT Convention the following year. Next, they will develop an area/district-level TLT mentoring program. Finally, they will develop a TLT academic credit proposal to submit to their education superintendent. This will complete their participation in this intervention.
CHAPTER 5

PROJECT NARRATIVE

Introduction

This project is part of the Teen Leadership Development program of the Oregon Conference, which became the model for the North American Division. This chapter gives the narrative account of the process that was followed to accomplish this Doctor of Ministry project. There were three portions of this project: the development of Teen Leadership Training (TLT) staff training resources, the training of conference-level leaders in TLT components implemented at conference-sponsored TLT conventions, and assisting conference leaders in development of a TLT academic credit option for their conference that could lead to college scholarships for their TLTs. This chapter will also include the outcome of the TLT academic credit option and the Adventist universities who have granted Leadership Scholarships to TLTs.

For the history of the Oregon Conference TLT staff training program and the development of the academic credit option that led up to this project, see Appendix A.

Doctor of Ministry Project Focused on Pathfinder Ministries

In January of 2013, I started the coursework for the Doctor of Ministry Cohort in Leadership. While preparing my application, I discovered that the majority of the leadership books I had read over the previous five years were Pathfinder leadership
training resources. It had never occurred to me, nor had I ever heard anyone refer to the fact, that Pathfinder ministry is the primary teen leadership development ministry of the Adventist Church.

With much prayer and encouragement from Glen Milam, NAD Pathfinder Coordinator, and the Oregon Conference Pathfinder Coordinator team, I wrote the proposal of this project entitled “Oregon Conference Pathfinders’ Teen Leadership Development Program as a Model for the North American Division.”

There had been much development of the Oregon Conference TLT program prior to this doctoral project and it had progressed far beyond where the NAD originators had intended. The outcome was that Walla Walla University had awarded a scholarship to a TLT in 2012 on account of the academic credit option that the Oregon Conference had developed. (See the Appendix for the development of TLT staff training and academic credit prior to this project.)

Conference Leaders Invited to the Oregon Conference TLT Convention 2013

Glen Milam was continuing to get questions about how to help club staff implement the TLT program. Also, word was continuing to circulate around the division about the academic credit option that Oregon Conference Pathfinder Ministries had developed. I was receiving invitations from conference Pathfinder directors to come and teach their leaders how to facilitate TLT staff trainings and how to develop academic credit. It was decided by Al Reimche, Oregon Conference President, and I that we would host any conference Pathfinder director and conference TLT coordinator at our Oregon Pathfinder TLT Convention for free if they could cover their transportation. This way
they could not only hear, but also see modeled, how to facilitate staff training at a conference-sponsored TLT Convention with the aspects of the academic credit option. We shared this information with Glen Milam and with those who were calling me to come and teach at their conferences. Our next Oregon Conference TLT Convention was scheduled for the first weekend of February 2013.

The conference-level leaders who attended were Pam Scheib (Pennsylvania Conference Pathfinder Director), Ron and Cheryl Goff (Pennsylvania Conference TLT Coordinators), and Gene Clapp (Texas Conference Pathfinder Director). I taught three staff training courses that had been developed for our guests and our Oregon Conference area coordinators. They were entitled: The Convention, The Curriculum, and The Conference. Also, four workshops that we had taught for years were taught for new TLT mentors. (See Appendix B)

**First NAD TLT Focus Group**

In March of 2013, the first NAD Pathfinder TLT Focus Group was held in conjunction with the NAD Pathfinder Committee in Lincoln, Nebraska. Glen Milam was the chairperson and the topics of discussion were the need for staff training resources, the development of the Oregon Conference academic credit option, and the TLT scarf. There were six Pathfinder leaders who attended the Focus Group. This was the beginning of gathering conference Pathfinder directors and coordinators together to discuss the needs and direction of TLT ministry throughout the NAD.

The following day, the NAD Pathfinder Committee was held. This committee included the conference and union youth directors and Pathfinder directors from around the NAD along with many Pathfinder coordinators. During the committee, Glen Milam
gave a brief report on the need for a TLT Focus Group. Then I was asked to give a report on the Oregon Conference TLT program. I presented the academic credit option we had developed and its result of Walla Walla University offering its first leadership scholarship to a Pathfinder TLT on account of the TLT academic credit. The committee was awe-struck and James Black (NAD Youth Director) was silent. All he said was, “Wow!” It was a defining moment in the committee room and a vision had been cast. Most youth leaders and Pathfinder leaders had never thought of Pathfinder ministry being linked to college scholarships. Some youth and Pathfinder directors came to me following the TLT report with many questions. I invited those interested to attend our Oregon Pathfinder TLT Convention the following January so they could observe and learn the components of the TLT academic credit option and develop it in their conferences.

Scholarship Requests to Walla Walla University and Pacific Union College

In April 2013, I wrote to the admissions offices at Walla Walla University and Pacific Union College letting them know the names of the TLTs that would be graduating in June and asking them to consider providing leadership scholarship awards for those who had earned TLT academic credit. Walla Walla University responded by offering eight leadership scholarship awards for $500 each to the graduating TLTs considering attending there the upcoming fall.

Pacific Union College also responded by offering one leadership scholarship award for $2,000 to the TLT that was considering attending there. This scholarship award was a huge surprise because of the amount and also because the student was from the Oregon Conference in the North Pacific Union rather than from one of the
conferences within the Pacific Union. In addition, it was the second higher-education institution who had caught the vision of the TLT program and could see the leadership abilities it develops in the lives of young people.

**Updating the TLT Manual**

Glen Milam, editor for the NAD Pathfinder resources publications, wanted to update the *TLT Manual*. He was supportive of the TLT academic credit option and was ready to incorporate the components into the manual. In November of 2013, our Oregon Conference TLT Administrative Team began giving input and suggestions as we started the process of updating and rewriting the curriculum requirements for the six TLT Operations as listed in the *TLT Manual*. By the end of December, the Oregon Conference Pathfinder coordinators and TLT Administrative Team had processed through the 72 task descriptions of the six TLT Operations and we submitted the extensive changes to Glen Milam for review. Glen and I continued to work on the *TLT Manual*, editing sections and adding new content that was relevant to staff training and the academic credit option. All of these changes were in anticipation of presenting them to the NAD Pathfinder Committee in 2014 for review, editing, and approval.

**Conference Leaders Attend TLT Convention 2014**

From January 31 to February 2, 2014, the Oregon Conference again hosted conference-level TLT leaders at their annual TLT Convention. Angeline Gardner, TLT Coordinator from the Lake Region Conference, had attended the TLT seminars that were held in Greensboro, North Carolina, in 2012. She came for staff training and to learn the components of the academic credit option. Desiree Tomlinson and her son Leo drove
from the Nevada-Utah Conference. They had heard about the TLT program and wanted to come and see how it operated so they could start one in their club. Also, Marcia John, the TLT coordinator for the South England Conference, came for the TLT Convention. South England Conference Youth Director, Pastor Kevin Johns, had attended the TLT staff training in Greensboro. He sent Marcia on the long trip to come and observe the Oregon Conference TLT program so they could continue to develop TLT ministry in their conference. It is important to note that this was the first conference outside the division to implement the NAD Pathfinder TLT program.

These three leaders were also joined by club staff from the Washington Conference, as well as area coordinators from the Oregon Conference for the conference-level training workshops.

The training workshops provided for staff included two tracks, as in the previous two years; one for mentors and one for coordinators and conference directors. However, this was the first time the content taught in the workshops were referenced to source material from Pathfinder resources (See Appendix B).

Invitations to Participate in the DMin Project

Within weeks following the TLT Convention, I wrote letters to the conference leaders who had attended the previous Oregon TLT Convention in 2013, inviting them to participate in this DMin project. These included Pam Scheib from the Pennsylvania Conference and Gene Clapp from the Texas Conference. From the follow-up conversations that I had with them over the previous year, they were already implementing the practices they had seen modeled at the Oregon TLT Convention. They responded with confirmation that they were willing to participate. I did not invite the
Lake Region Conference, the Nevada-Utah Conference, nor the South England Conference to participate at that time because those who had attended were not the conference directors. I had learned that it takes the conference director to initiate the transformational leadership changes needed to move TLT ministry into a conference-sponsored program.

**Approval of the Proposed TLT Manual Revisions**

The week of February 16-19, 2014, the NAD hosted their yearly Pathfinder committee and focus groups. This was the second year of hosting the TLT Focus Group. By this time, Glen Milam and I had proofread many times the proposed revisions to the existing *TLT Manual* (2011). We were ready to present them to the TLT Focus Group for review. We assumed that there would be many questions and much discussion since we were proposing extensive additions and revisions. Because of flight scheduling issues, I was not able to attend the TLT Focus Group as I was in transit at the time; therefore, Glen presented the proposed *TLT Manuel* revisions to the Focus Group. I arrived later that evening and learned from Glen that there were only a few questions concerning the revisions and that the Focus Group recommended to forward it on to the NAD Pathfinder Committee for approval. In addition, the focus group also discussed some TLT uniform items.

Glen asked me to present the proposed *TLT Manual* revisions the next morning to the NAD Pathfinder Committee for a vote. This committee included all the conference and union youth and Pathfinder directors, along with a lay-representative from each union. I presented the proposed items by topic only. I did not explain any details. At the end of the short presentation, I made a motion for acceptance. The motion was seconded
and the floor was opened for questions and discussion. To my surprise, there were no questions asked and the proposed revisions to the *TLT Manual* were voted unanimously. I was shocked! I could not believe that there were no questions. I knew that there should have been a lot of discussion based on the requests that Glen Milam was continually receiving from around the division on how to operate a TLT program in a club or conference. The presentation of the proposed *TLT Manual* took less than five minutes from the start of the presentation to the vote. What was even more astonishing to me was that, following the vote of the proposed *TLT Manual*, Glen Milam presented recommendations from the TLT Focus Group on uniform items. The Pathfinder committee took about half an hour discussing the concept and color of a proposed “official” NAD TLT scarf. Following this, the committee got hung up on what title a TLT who has completed the TLT program should be called. As I watched the dynamics of conference and union-level youth and Pathfinder leaders vote through extensive revisions to the *TLT Manual* without questions—a curriculum that most of them knew nothing about—and then see them debate issues around uniform items, I was speechless!

This experience was a defining moment for me in my ministry and specifically in my leadership role as a youth ministry professional. I was very happy as related to the proposed *TLT Manual* revisions being approved so quickly—especially since it directly affected my DMin project. I expected that it would take a couple of years for the aspects of the Oregon Pathfinder Teen Leadership Development program to become a model for the NAD—if ever. And to have the components of the TLT academic credit option included in the *TLT Manual* was a dream come true. One of the greatest challenges of my project to get accomplished was already done! I saw God’s hand in this and an
affirmation that He was leading this project beyond my understanding. That defining leadership moment was on February 17, 2014. I saw the weakness of Adventist youth ministries and the great need for youth leadership development! What shapes leadership culture is not necessarily what is pinned, sewn, or worn on clothing, but rather what is modeled, mentored, and taught.

Additional Participants for the DMin Project

I needed more conferences to participate in the project as required by my project proposal—it stated a minimum of five. I already had two conferences and so I invited conference Pathfinder directors from two other conferences to participate. I had been in conversation with them about how to help develop their own conference-sponsored TLT programs. These were Sherilyn O’Ffill from Potomac Conference and Fernando Verduzco from Georgia-Cumberland Conference. Before I left the NAD committees, I spoke with both of these conference leaders. They were eager to participate and began planning to attend the Oregon Conference TLT Convention the following January. This now gave me four of the five conferences needed to participate in my DMin project.

University Scholarship Awards for 2014-2015

In April, I again wrote a letter to the Walla Walla University Admissions Office asking for them to consider awarding teen leadership scholarships to Oregon Conference TLTs who were graduating that spring. We had five seniors graduating – four from academies and one from an on-line school. The university immediately replied back stating that they were happy to do so and would award $500 Leadership Scholarships to
each one, along with other scholarships that they would qualify for. Four out of the five students attended Walla Walla University the next fall.

Preparation of Revised TLT Manual for Distribution

With the decision by the NAD Pathfinder Committee to accept the revised TLT Manual, Glen Milam and I began working with Brad Forbes, Director of AdventSource, to publish and distribute it. The revised version was designated as Teen Leadership Training Manual - V2.0 with a copyright date of 2014. The abbreviated title remained as it always has been called, the TLT Manual.

It had already been agreed upon by the Oregon Conference administration that any materials and resources that were created in the Oregon Conference for this DMin project would be given to the NAD. With this arrangement already in place, Glen and I began doing copy-editing and content placement adjustments throughout the manual. Brad’s involvement helped us discover areas that needed more explanation and clarity. After months of working together, the revised TLT Manual was released for publication to AdventSource on July 25, 2014.

The plan was developed that we would add a TLT webpage to the NAD Pathfinder website where the TLT Manual and future TLT resources could be downloaded. Up to this time, the TLT Manual was only available in a hardcopy format by purchasing it from AdventSource. Brad Forbes was instrumental in making the online copy downloadable for free. This was evidence of Brad’s involvement and support to help TLTs and staff get the training and resources for teen leadership development division-wide and around the world.

In order to create the TLT webpage, Mark O’Ffill, NAD Youth Ministries
webmaster, purchased the domain name TLTMinistry.org. He uploaded a pdf version of the \textit{TLT Manual} on August 13, 2014.

\textbf{The \textit{TLT Manual} Introduced at the International Pathfinder Camporee 2014}

Because of the approving action taken at the Pathfinder Committee in February, there were Pathfinder leaders from around the division wanting to know what the changes to the TLT program entailed. So, leading up to the International Pathfinder Camporee in Oshkosh, Wisconsin, Glen Milam invited me to present a seminar on the differences between the old \textit{TLT Manual} and the new one. Brad Forbes had AdventSource print 50 hard copies of the revised \textit{TLT Manual} which we would use. Glen and I hosted the seminar at the camporee for conference directors and coordinators on Sabbath afternoon, August 16, 2014. The Oregon Pathfinder coordinators and TLT administrative team, who had helped develop and pilot the additions to the manual, were present to answer questions. There were 62 people who signed the attendance sheet from conferences throughout the NAD and beyond. Elder Norm Middag, who was the NAD Pathfinder Director in 1994 and the one responsible for developing the TLT program, was present at the seminar. The \textit{TLT Manuals} were distributed and a PowerPoint slideshow was used to lead the participants step-by-step through the revisions to the TLT program. Following the presentation, the Oregon Pathfinder coordinators answered questions from those present.

\textbf{Preparation of New TLT Staff Training Resources}

With the \textit{TLT Manual} revised, published, and available online it was time to start producing staff training resources that would make reference to it. The TLT webpage
was ready for additional materials to be posted online as free downloads. Everything was in place to move TLT ministry forward digitally and quickly. I began reorganizing the existing staff training resources that I had used over the previous two years. The *TLT Manual* pagination had changed because it had grown by eight pages. Therefore, I needed to change all the handouts and PowerPoint presentations that I had created and used up to that point. I took the four previous staff training workshops: The Club, The Convention, The Curriculum, and The Conference, and began sorting through what was not necessary to present anymore because much of the material was now included in the *TLT Manual*.

Advanced TLT mentor training was being asked for by our Oregon Conference coordinators and TLT mentors. Also, Gene Clapp, Texas Conference Pathfinder Director, was asking for it. I encouraged our coordinators, and Gene, to go ahead and find resources that could be used to develop advanced TLT mentor training curricula.

With the Oregon Conference Pathfinder Leaders Convention coming up in October of 2014, we decided to offer two TLT staff training certifications following the Pathfinder Certification model. We also would offer six basic TLT mentor workshops for new TLT mentors. Then, in addition to the basic mentoring workshops, we decided to offer four advanced TLT mentor training workshops at the upcoming TLT Convention in January 2015.

I developed a series of four Pathfinder Staff TLT Certifications that would incorporate the aspects of the revised *TLT Manual*. They were categorized as TLT Mentor Certification (intended for new mentors), TLT Specialist Certification (intended for club staff), TLT Instructor Certification (intended for post-Master Guide instructor
training), and TLT Coordinator Certification (intended for conference-level leaders) (See Appendix C). We offered the TLT Mentor Certification and the TLT Instructor Certification at the Pathfinder Leaders Convention in October. From the feedback of those that took the two courses, we learned that the certification process was not what club staff and TLT mentors were needing or wanting. They wanted more specific training focused on the TLT staff responsibilities as specified in the *TLT Manual*. It was time to again re-think what would be the most effective TLT staff training content and format.

As the Oregon Conference TLT Administrative Team began planning for the upcoming TLT Convention in January of 2015, we decided to abandon the certification format that we used at the leaders’ convention. We chose to stay with our previous plan and offered four advanced TLT mentoring workshops for club staff, but not tied to a certification process. We also taught the conference-level components for academic credit from the *TLT Manual*, and provided coaching to conference leaders by our coordinators and myself.

Development of TLT Staff Training Videos

Rachel Scribner was a young adult who had completed all four levels of the TLT program in 2011. She had graduated from Walla Walla University with a double major in Religion and Communications and was interested in developing short promo videos for TLT ministry. One afternoon, we met in my office and, by reviewing the staff training resources I had created, we brainstormed about creating 14 short videos that would explain specific aspects of the TLT program to staff. We did not have a budget nor an idea of how we were going to produce them, but Rachel was motivated to write the
scripts and then we would move to the next steps when we were ready.

Oregon Conference TLT Convention in
January 2015

There were nine conference leaders that attended from five conferences. In addition, Brad Forbes (AdventSource Director), along with other club directors and staff from five clubs in the Washington Conference, attended. I had decided to not follow the certification courses, so I developed two tracks with four workshops in each track. I combined content from the previous courses that were taught in 2014 with the content I had developed in the certification courses. I made a hybrid of the best of both courses and referenced specific content all from the TLT Manual (See Appendix B). The format of the workshops were 30 minutes of workshop time followed by 30 minutes of observation with a coach. The conference leaders from around the division were greatly appreciative of the training that was provided, along with the coaching offered by the Oregon Conference coordinators and TLT administrative team members. This was our most effective TLT staff training that we had done up to that time.

During the TLT Convention, Brad Forbes met the Master TLTs (young adults who had completed all four levels of the TLT program) who were assisting throughout the convention and, before he left, he and Rachel Scribner discussed her vision of the TLT videos for which she was writing the scripts. Brad was impressed and encouraged Rachel to continue to write the rest of the scripts and share them with him if she was willing.
The third annual TLT Focus Group was hosted prior to the annual NAD Pathfinder Committee in Lincoln, Nebraska, on March 8, 2015. The group started with 12 attendees and increased to about 20 throughout the morning. The topics of discussion were answering questions about content in the *TLT Manual* and how to develop TLT academic credit in a conference. Then, the “Master TLT” designation that was pending approval by NAD PF Committee from the previous year was addressed and supported. Glen Milam had prepared a pin and patch design for Master TLTs if the title was approved.

The next day was the Pathfinder Committee and Glen Milam presented a recommendation for the title of “Master TLT” to be used for those who complete the program. It was approved without much discussion. The pin design was also approved. The patch design was postponed to give more study to it because there was disagreement about the design. I gave a report on the TLT scholarship awards that were offered the previous year by Walla Walla University.

Pathfinder Coordinators Convention Held with Master TLTs Facilitating

The following weekend, the North Pacific Union Conference (NPUC) held the first ever Pathfinder Coordinators Convention. I had the opportunity to direct this event under the leadership of Elder Alphonso McCarthy (NPUC Youth and Young Adult Ministries Director). It was hosted by the Oregon Conference and had taken five years to plan. Many leaders from around the NAD were involved as presenters, including: Glen Milam (NAD Pathfinder Coordinator), Arnold and Dixie Plata (NAD Youth Ministries
Historians), Brad Forbes (AdventSource Director), and Elder Norm Middag (former
NAD Pathfinder Director). The significance of this training was that it was the first time
a union had intentionally integrated Master TLTs (young adults who had completed the
TLT program) into one of its events where they facilitated the entire event themselves as
the support staff. Usually, at Pathfinder events, the coordinators facilitate the events
while mentoring the TLTs, but because this event was specifically for coordinator
training, the roles were switched and the coordinators from around the union were served
and mentored by the Master TLTs. These Master TLTs were excited that they had been
given the opportunity to lead out and facilitate this convention. In addition, the
coordinators who attended were also pleased with the excellence with which the TLTs
provided leadership to them! This event was a modeled example of the possibilities of
the Union Leadership Skills Development program as outlined in the TLT Manual.

During the convention, Rachel Scribner updated Brad Forbes and I on her
development of the TLT video scripts. Brad invited Oregon Conference Pathfinder
Ministries to partner with NAD Pathfinder Ministries and AdventSource to produce 14
TLT videos. This was a pleasant surprise and so, over the next few months, a contract
was developed between the Oregon Conference and NAD Youth Ministries for
AdventSource to work with the conference on this project. The NAD would pay the
Oregon Conference for the development and production of the TLT videos and then
would own them when they were completed.
University TLT Scholarships Provided
for the 2015-2016 School Year

In April, I again wrote a letter to the Walla Walla University Admissions Office asking for them to consider awarding teen leadership scholarships to our Oregon Conference TLTs who were graduating that spring. We had two seniors graduating from academy and already planning on attending Walla Walla University. The university replied stating that they were happy to do so and would award $500 leadership scholarships to each one, along with other scholarships that they would qualify for.

Around the same time, Gene Clapp (Texas Conference Pathfinder Director) contacted Southwestern Adventist University and requested a leadership scholarship for a TLT from the Texas Conference. The university granted a $1,000 award to this TLT who had only been in the Texas Conference TLT program for one year. Now there were three universities recognizing the significance of Pathfinder Teen Leadership Training and the desire to have these students on their campuses: Walla Walla University, Pacific Union College, and Southwestern Adventist University!

Redesign of TLT Staff Training Resources

Along with the development of the TLT staff training videos that Rachel Scribner was working on, and continued feedback from Brad Forbes and Glen Milam about what TLT staff around the division were asking for, I began to redesign the TLT Staff Training curricula. During the spring of 2015, I categorized all the components of the TLT program by staff tasks and organized them into six staff categories. I called them operations, following the nomenclature used in the *TLT Manual*. Each operation was designed with four workshops, also following the structure of the *TLT Manual* curricula.
The six operations were: Intro to TLT Ministry, TLT Mentor Operations, Club/TLT Director Operations, Area/District Coordinator Operations, Conference Director/TLT Coordinator Operations, and TLT Instructor Operations. The content of these six staff training operations are specified in chapter 4—Project Intervention, Table 1.

Transition to NAD Youth & Young Adult Ministries Associate Director

While in the middle of redeveloping the TLT staff training program, I received an invitation in April and May of 2015 to serve as the Associate Director for Young Adult Ministries at the North American Division. After struggling with this invitation, I accepted it, along with the responsibility to continue developing TLT resources and complete my doctoral studies.

I was scheduled to be at the Oregon Conference TLT Convention in January 2016, to again host conference Pathfinder directors and TLT coordinators from around the division. However, my wife and I ended up selling our house in Oregon and moving to Maryland the week of the TLT Convention so I had to cancel my involvement in facilitating conference-level training.

NAD Pathfinder Committee 2016

The NAD Pathfinder Committee for 2016 was scheduled for February 15, at Ontario, California. The TLT Focus Group was not scheduled to meet that year. I met with the Pathfinder Resources Focus Group the day before the Pathfinder Committee to confirm any TLT items that needed to be brought to the Pathfinder Committee. The next day, Glen Milam presented two design options for a Master TLT patch, which was pending approval by the Pathfinder Committee from the previous year. The Pathfinder
Committee approved a design without discussion. I again gave a report of the universities that had given TLT scholarship awards the previous year.

University TLT Scholarships Provided for the 2016-2017 School Year

In the spring of 2016, Walla Walla University confirmed that they would again provide scholarships for graduating Oregon Conference TLTs who had earned academic credit. In addition to this, Southern Adventist University provided their first leadership scholarship of $2,500 to a TLT with academic credit from the Oregon Conference Pathfinder program who was interested in attending there the following year. Now there were four Adventist higher-education institutions providing teen leadership scholarships: Walla Walla University, Pacific Union College, Southwestern Adventist University, and Southern Adventist University. (See Appendix D)

TLT Staff Training Develops Online

The 14 TLT staff training videos that Rachel Scribner had been developing through the Oregon Conference were finished and ready for use (See Appendix E). In discussions with Armando Miranda, Jr. (NAD Associate Youth Director for Club Ministries) and Brad Forbes, we decided in May that we needed to provide online Pathfinder staff training. The TLT videos would work perfectly for this style of training. Brad confirmed that the most pressing online training needed was Pathfinder Basic Staff Training and TLT staff training for club directors. I began working with Sharon Aka at the Adventist Learning Community (ALC). ALC is an online continuing-education website for teachers, pastors, and lay-leaders that the NAD had developed over the previous five years. Sharon showed me how to create online courses that can integrate
video content, can be interactive, can have links to other online resources, and can provide simple quizzes all within the ALC platform. This was the answer to the ongoing question of what format and process to use for TLT staff training. Now, Pathfinder staff could do the TLT staff training on their own time, build a portfolio of their learning activities, and sit for a review of their portfolio with their area coordinator or conference director. This was the solution for TLT staff training!

With a new vision for online staff training and a clear path forward, in May I began working on six TLT staff training operations. I wrote detailed outlines for each of the six operations with the plan to incorporate the TLT staff training videos throughout the four workshops of each operation. Because Brad Forbes had confirmed that the Club Director/Associate TLT Director Operations was most needed, I began with that one. I wrote a draft of the course, integrating some of the TLT videos, and submitted it to Sharon Aka at the Adventist Learning Community to build on their platform and get it ready for review and piloting.

**TLT Staff Training at Conferences**

With the transition from being a conference Pathfinder director to now serving at the division, my opportunity for hosting a conference-sponsored TLT convention was no longer available to me. Therefore, I began accepting invitations to teach TLT staff training at conference leadership conventions with conference leaders who had previously come to the Oregon TLT Conventions. This is because they were implementing TLT ministry in their conferences following the revised *TLT Manual.*

In July 2016, I attended the Florida Conference Youth Leaders Convention. I did not teach any TLT courses, but did present a Question and Answer (Q & A) session on
TLT Ministry in a Master Guide workshop. Most of the questions centered around how to incorporate the Master Guide requirements into the TLT program.

In August 2016, I attended the Georgia-Cumberland Conference Pathfinder Leadership Convention. They launched their conference-sponsored TLT program that year. I spoke for their general sessions and taught conference-level TLT staff training practices and principles from the *TLT Manual* to the Conference Pathfinder Director and the TLT coordinators.

These two conventions were the only ones I was able to attend.

**Finishing the TLT Staff Training Resources**

Staff training resources continued to be developed throughout 2016 and into 2017. While working on them, I decided to combine the TLT Mentor course with the Intro to TLT Ministry course, therefore, only writing five courses rather than six as previously planned (See Appendix F). After attending the two conference-sponsored training conventions, I completed the Club Director & TLT Associate Director Course (See Appendix F). I had requests to write the Conference Director & TLT Coordinator course so I wrote it next (See Appendix F). Then I wrote the TLT Mentor course (See Appendix F). Next, I wrote the Area Coordinator course (See Appendix F). I finished with the TLT Instructor course, for a total of five online staff training courses (See Appendix F).

Along with these five courses, I developed 13 TLT Workshop Outlines to be used by staff when teaching TLTs (See Appendix G). Also, 18 documents were created to assist club staff, area coordinators, and conference staff in teaching TLT workshops, facilitating TLT planning and evaluations, and keeping TLT academic credit records. (See Appendix H)
This project intervention was scheduled to finish in June 2017, but I was still writing the online TLT staff training courses and resources until the fall of 2017. Also, the Adventist Learning Community (ALC) staff were continuing to take my work and build the online courses. It was the end of December 2017 before all of the resources were accessible online.

These courses completed the resources portion of this project intervention. All that was left was to get reports back from the conference leaders who had participated in this project indicating their progress in the development of their conference-sponsored TLT programs. These will be addressed in the next chapter.
CHAPTER 6

LEARNING OBSERVATIONS

Introduction

The learning observations from this Doctor of Ministry program have been personally impactful and extensive throughout the years of this study. In this chapter, I will comment on some of the learning components, give a summary of the project, describe the method of evaluation with interpretation of the data, examine the project outcomes, provide an overall conclusion of the project, and suggest some further recommendations. Throughout this chapter I will refer to the Appendix where the project documents and resources that have been created are listed. They are also found on the TLT ministry website at www.TLTMinistry.org.

Summary of the Project

Within the Oregon Conference, I had worked closely with Pathfinder area coordinators and the conference education department to develop a conference-sponsored teen leadership development program where academy, high school, and home-schooled Pathfinders were earning secondary academic credit. This was reported at the yearly NAD Pathfinder Committee and other conference directors were asking how this was developed. Invitations were given to come to the Oregon Conference Teen Leadership Training (TLT) Convention to see the details and learn the processes we were doing.
Conference Pathfinder directors and coordinators began attending the TLT Convention throughout the duration of this project.

Because there was no conference-sponsored TLT model for conferences to replicate, this project provided a TLT Conference-level Leadership Development Program for Pathfinder leaders to pilot and contextualize within their conference and union. The implementation of this project included preparing training documents, presentations, and structural processes outlining the minimum requirements for establishing a TLT conference-sponsored leadership development program that can be replicated throughout the NAD.

This project involved Pathfinder directors and coordinators from ten conference who had attended the Oregon Conference TLT Conventions from 2013-2015 (See Appendix I). They were given some TLT resources to begin creating their conference’s record-keeping system. Some of them began working toward the development of academic credit over the two to three-year span of the project.

The first and primary task of the project involved updating the existing TLT Manual (2011 edition) by editing and adding club-staff and conference-level training components and processes. There was great concern that getting the manual approved by the NAD Pathfinder Committee would be a long process. Surprisingly, when the revised manual was presented, it was approved without any edits. Later it was given the new title TLT Director’s Guide. The TLT Ministry webpage was created on the NAD Pathfinder website to host all the TLT resources being developed and make them available as free downloads.

The next step was to develop TLT staff training resources derived from the
revised TLT Manual. These included handouts, workshop training outlines, and step-by-step procedures to be used with staff and teens in leadership training (See Appendices G and H). Also, 14 short videos were produced to assist in training staff on how to implement the TLT requirements from the revised TLT Manual (See Appendix E). In addition, five online staff training courses were developed, incorporating the videos and the staff resources in ways that a staff portfolio binder could be created for each course (See Appendix F).

**Evaluation Method Description**

The success of this project was evaluated in three areas: the number of conference Pathfinder leaders that hosted conference-sponsored TLT training events (quantitative) where the TLT academic credit requirements were being facilitated (qualitative), the number of conferences that had TLTs being mentored by their coordinators (quantitative), and the number of conferences that were awarding TLT academic credit through their conference’s education department.

**Evaluation Method Employed**

During the three-year span of 2013-2015, conference-level Pathfinder leaders representing 10 conferences attended the Oregon Conference TLT Convention to learn how to facilitate the TLT academic credit requirements. Out of those 10 conferences, five responded with evaluative data (See Appendix J).

**Interpretation of the Data**

For the three years of 2014 through 2016, all five conferences began offering TLT training at conference-sponsored training events. These events typically are the annual
Pathfinder Leaders Conventions where Pathfinder staff throughout the conference attend and receive staff training, or a TLT Convention just for teens and staff. Out of the five conferences, three held TLT training at both events. Of these conferences, four provided training following the revised *TLT Manual*. Offering specific TLT academic credit training as outlined in the revised *TLT Manual* is significant because, prior to its revision, many conferences held what they called TLT Conventions, but did not follow the *TLT Manual* curricula.

Of the five conferences reporting, four indicated that area coordinators were involved as mentors over the three-year period. This involvement of area coordinators as mentors is a significant addition to the updated TLT program, because before there was no specification for area coordinator involvement. Also, the four conferences indicated that the number of area coordinators increased over the years.

Only one of the five conferences reported that they awarded TLT academic credit through their education department. This was the Oregon Conference, which had developed the academic credit process. None of the other conferences awarded academic credit; however, three of the four indicated that they are working toward academic credit by offering the specific workshops and keeping the required records.

**Conclusions From the Data**

Conference leaders are not accustomed to providing TLT training at two events per year because of the time commitments. The two conferences that only host one event per year have not had the conference Pathfinder director significantly involved in the TLT training. The other three conferences involve the Pathfinder director in teaching TLT workshops. Also, the one conference that is not teaching the TLT academic credit
curricula does not have the conference Pathfinder director involved. Therefore; if a conference-sponsored TLT program is going to develop TLT academic credit, it is crucial that the Conference Pathfinder Director be actively involved and give direction to the conference-sponsored TLT program.

When considering the significance of area coordinator involvement as mentors, it is this factor alone that enables a conference-sponsored TLT ministry to become truly supported throughout the conference. The Conference Pathfinder Director can be involved and give direction to the TLT program, but it is the area coordinators that provide strength and development throughout the conference. Prior to the revised TLT Manual, area coordinators had no specified TLT functions. Now with the revision, it takes a year or two for coordinators to understand and develop the powerful influence they have as mentors. As more area coordinators get involved as mentors, the number of clubs that attend conference-sponsored training events increase.

Regarding the TLT academic credit option, it takes at least one year to develop a conference TLT administrative team that can facilitate and teach the revised TLT curricula. Then it takes at least another year to keep the TLT academic records before presenting a proposal to the conference education department. The timeframe for this project was a minimum of two to three years of participation; therefore, this evaluation factor was premature for the short duration of this project. The project was to end by June 2017, but the process continues to be ongoing through the NAD Pathfinder Ministries Department.

Outcomes of the Intervention

The revised TLT Manual was voted by the NAD Pathfinder Committee in 2014
and in 2016, it was renamed the *TLT Director’s Guide*. It included the addition of the area coordinator involvement, as well as the TLT academic credit option. All five conferences that participated in this intervention use the *TLT Director’s Guide*. Without this doctoral project, the *TLT Director’s Guide* would probably have been completed; however, the staff training documents and resources would not have been developed.

The number of TLTs completing the program is not statistically tied to receiving TLT academic credit. Early on in this project, it was assumed that the TLT academic credit would be instrumental in motivating TLTs to complete the program. Only two conferences reported the number of TLTs completing the program; therefore, this has not been statistically proven to be true.

Two conferences (Georgia-Cumberland & Florida) of the four that made the transition to start following the TLT academic credit curricula requirements had a drop in the number of TLTs participating in the program. From reports received, the intentionality of following the TLT curricula focused the training on leadership development and some teens dropped out because it was too intentional for their interest. These conferences indicated that this was acceptable, since they felt this transition more effectively develops teens as leaders.

It was expected that, for a TLT to receive scholarship funding for Teen Leadership Training, it would need to show on their academic transcript or they would need to provide documentation that they received formalized leadership training. For most colleges, this is required. Because of the positive reputation TLTs are earning throughout the NAD on account of this project, some Adventist college and university
admissions officers have offered leadership awards to TLTs, whether they complete the TLT program or not.

Recap of Chapter Conclusions
Recap of the Project Problem and Task: Chapter 1 Conclusions

The Pathfinder Teen Leadership Training (TLT) program was introduced in the North American Division in 1994. Although the TLT Manual had gone through three revisions from 1994-2011, there had never been any staff training or conference leader training resources developed. The conference-level Teen Leadership Skills Development Program, as specified in the TLT Manual, had not been developed beyond just a title and some suggested activities. Because the TLT program is an NAD Pathfinder curriculum, it was imperative that the components of the program be consistent throughout the division. This project developed, implemented, and evaluated a process for creating components of the conference-level Leadership Skills Development Program for Pathfinder leaders to pilot and contextualize within their conferences. Therefore, this project filled a great need in Pathfinder ministry division-wide.

Recap of the Theological Reflection: Chapter 2 Conclusions

The theological reflection of this project focused on the biblical prophecy of Acts 2:17-18 and the task of creating a consensus-gathering, vision-casting process of developing our young people into Holy Spirit-inspired leaders. The major insights gained started with the realization that defining a vision is not a one-person job. It is the starting place for a group of people to journey together. This has been seen throughout the project by the initial gathering of leaders from 10 conferences who observed a model
of the conference-level Leadership Skills Development Program at the Oregon Conference TLT Conventions. They returned to their conferences intending to develop their conference-sponsored TLT program to assist their clubs in developing their teen leaders.

Determining the direction of where God wants a group of leaders to go is a process of working together to shape a shared vision. This has prompted different types of training resources to be developed based on requests from those involved. As more conferences begin using the resources, it is expected that vision casting will continue by conference leaders telling stories about how they are training their teens with the TLT resources available.

People-development is the most important factor for sustaining a vision and servant-leadership development calls for sharing abilities, responsibilities, and positions. It is expected that, as more conference Pathfinder leaders throughout the division learn and facilitate the conference-sponsored Teen Leadership Skills Development Program this vision will be sustained.

Recap of the Literature Review: Chapter 3 Conclusions

The family structure and dynamics that children are born into are the first influences that shape and develop them into leaders. If they enjoy experiential learning and are taught not to be afraid of new adventures, then they are more prone to develop into leaders. Leader-training can become more intentional as teens discover their developmental needs and parents, as well as mentors, recognize and affirm their progress.

The Pathfinder way of experiential learning continues to be the instructional method for the TLT curriculum. The fundamental TLT practice of relationship-building
experiences between teens and adult staff require that mentor-training activities and resources continue to be developed. The ultimate test of the success of a conference’s TLT program is seen in the leadership competencies that teens, turned young adults, live out in their daily lives.

To define and strengthen the TLT competencies, five international youth organizations’ youth leader training curricula were researched.

In reviewing the Toastmasters International Youth Leadership Program, it was realized that the TLT program has nothing in its curriculum for teaching public speaking or chairing meetings. It would do well to include instruction in these areas or participate with Toastmasters as a TLT Special Operations project.

The strength of the 4-H Youth Leadership and Personal Development Program is its connection with educational programs and its integration with universities that provide educational credit. The TLT academic credit option endeavors to accomplish similar results.

The strength of the Boy Scouts NYLT program is its leadership focus on building relationships within the troop (club). There are many learning activities throughout the TLT curriculum that intentionally provide training for relational development within the club as well as leader training within each Pathfinder unit.

The strength of the YMCA Youth in Government program integrates youth with community government leaders and helps facilitate making a difference for their neighbors. The TLT curriculum has a required task where TLTs are to “assist in establishing or continuing contact with local emergency and police agencies.” It also has an optional task of planning a “Community Service” project (TLT Directors Guide, 2016,
Other than these two tasks it does not have a section requiring involvement with community leaders. This requirement could greatly enhance the TLT program and would engage teens in relationship-building activities with community government leaders.

The conclusions of these youth leadership programs have strengthened the TLT staff training resources that have been created for this project.

Recap of the Project Intervention:
Chapter 4 Conclusions

The Project Intervention detailed the process for developing two outcomes from this project. First, it specified the components that would be added to the TLT Manual to accomplish the additional competency outcomes that were concluded from the Literature Review. Second, it outlined the development and implementation of the TLT staff training resources to be created based on the revised TLT Manual and other resources.

Recap of the Project Narrative:
Chapter 5 Conclusions

The project accomplished updating the TLT Manual and the creation of TLT resources, which strengthened and enhanced the purpose, goals, and objectives of the TLT program. As a result, TLT competencies were identified, developed, and integrated into the training processes. The revision of the TLT Manual was accepted by the NAD Pathfinder Committee without any additional edits.

Also, the project developed TLT staff training resources based on the revised TLT Manual. The TLT staff training resources were organized around staff responsibilities and leadership roles. Originally, they were to be taught at conference-sponsored TLT conventions, but during the project it was determined that they would be more helpful as online training courses because then anyone anywhere could get TLT staff training
without having to travel to a convention. Throughout this project, five staff training courses with over 30 resources were developed and are available online on the NAD Pathfinder website (See Appendices F, G, and H).

This project took about six months longer than expected because of the job transition I went through halfway through the project; from being a conference youth director to being the NAD Youth Director.

**Final Overarching Conclusions**

This Doctor of Ministry study and project has successfully accomplished what the intent of the title indicates, Oregon Conference Pathfinder’s Teen Leadership Development Program as a Model for the North American Division. At the beginning of this study, there was skepticism about the extent of what this project was attempting to accomplish. However, among NAD Pathfinder leaders there was a desire for the grass-roots development that was happening with Oregon Conference TLT ministry to become the model for the division. In reflecting over the project since 2013, I am amazed to see how the Lord has guided and directed. It was never expected that the revised *TLT Manual*, with the additional staff training components and the academic credit option, would be accepted the first time it was presented to the NAD Pathfinder Committee. Also, it was never expected that online TLT staff training courses would be written as the primary training resources and distribution medium for the project. In addition, it was never anticipated that halfway through the project I would transition from being a conference Pathfinder director to a division Young Adult Ministries Director. It is important to understand that the success of this project was not the result of this employment transition. Rather, conference pathfinder leaders were already participating
in the project before the transition happened. This grass-roots project was successful only because God was leading through Pathfinder teens, club staff, area coordinators, and conference leaders who were committed to His calling of developing teen leaders.

The exegetical study of Acts 2:17-18, combined with the extensive research done on how a vision is developed and sustained corporately, are crucial factors not only to this project but also to the future developments of TLT ministry. If Acts 2:17-18 is separated from corporate vision development and sustaining, then they are verses in the Bible without any relevant context. If vision development and sustaining are separated from Acts 2:17-18, then all that is left is corporate visionary processes without a divine context. It is imperative to keep these united and to build on them further. Why? Because it is the prophetic voice of Acts 2:17-18 that empowers and motivates youth leaders to do the hard work of developing, involving, and integrating teens and young adults into corporate church leadership roles as employees or lay people in these last days.

There are many youth organizations throughout North America that have youth leadership development programs. The only ones researched for this project were those which had a common curriculum that was used internationally. Out of the five national and international organizations researched, the amount of time spent with mentors working intentionally in leadership roles is greater with the TLT program. This is primarily because the TLT curriculum is designed for four years of mentor-inspired leadership training with its many required tasks.

It was discovered early on that the success of a conference TLT program is not so much dependent on the training resources for TLTs as much as it is on the training
resources for staff. The TLT Manual already had excellent training resources for teens. Because the TLT program is mentor-based, it is highly dependent on staff to teach and model leadership skills and practices for it to be effective. Therefore, the project was primarily focused on developing staff-training resources from the revised TLT Manual. Many insights learned from the research have been integrated into the TLT staff training courses and have strengthened the mentoring influence of TLT staff, as well as teens.

Over the three-year period of the project, the staff training resources morphed and changed from what was originally anticipated as needed. This is the nature of grass-roots pilot projects. Based on feedback from those involved in the field, it was determined that all TLT resources needed to be free and downloadable. Also, because of the development of the NAD Adventist Learning Community (ALC), which provides online continuing education, TLT staff training could transition from being convention-focused to web-based online education. The challenge was to develop online TLT staff training courses that would provide activity-based education. After learning how to write online courses and incorporating the Adventist Youth Ministries Training portfolio process, five TLT staff training courses were developed along with 31 resources. These are being used throughout the division, and beyond, by staff who are learning the TLT program and providing Teen Leadership Training to their Pathfinders and staff.

This Doctor of Ministry study in leadership has been life-transforming for me personally. The format of the cohort classes, with the required reading and reports, have been the most effective learning experience for me, compared to all the education I have received over the years. The more than 70 books I have read on leadership since 2012 have expanded and shaped my leadership knowledge exponentially. In addition, I have
been reading the six-volume *Biography of the Ellen G. White*, written by Arthur White, over the past four years and this has profoundly impacted my understanding of our early Adventist church leaders and their work. My in-depth Scripture study using the original languages has refocused my personal devotional life and greatly broadened my biblical understandings. And, with the transition from conference work to division work, the insights on leadership that I have gained have been highly relevant. As I continue to work with conference, union, division, and the General Conference youth and young adult ministries directors and church leaders, I have opportunity to give shape and direction to youth ministry worldwide. I praise God that His Spirit prompted me to take this cohort study on leadership back in the spring of 2012. Also, I continually thank God for my wife, Angelina Cameron-Wood, who has stood by my side encouraging, supporting, and at times demanding for me to keep on reading and writing during the many times I was ready to give up.

**Recommendations for Further Action**

Additional Academic Advisors and Research Needed in Pathfinder Ministry

It was surprising to me when I began looking for an advisor for this Doctor of Ministry project that I could not find any youth leaders in the North American Division who had done doctoral work in Pathfinder ministry. Eventually, I chose Dr. Luis Fernando Ortiz, who has a Doctor of Ministry degree in youth ministry to be my advisor. Also, I chose Dr. Denis Fortin to be my second reader, since he has many years of experience as a Pathfinder club director and staff member. What I learned from this is that, within the NAD where we have a strong Pathfinder ministry, we, as leaders and
educators, have not considered Pathfinder ministry as needing academic research and development. Rather, we have taken it for granted that it is a ministry that anyone can do effectively. In reality, the Pathfinder ministry network of volunteers, including every level of church governance, is one of the largest volunteer organizations in our division with the most extensive leadership training resources. We need more research done in teen leadership development and integration. Therefore, because it is crucial, as we continue to develop youth pastors and youth directors throughout the NAD, that we integrate teen leadership development into our undergraduate, graduate, and post-graduate studies.

**Additional Teen/Adult Mentoring Resources Needed**

Because effective teen leadership development is based on mentoring relationships, additional biblical research and writing needs to be done on teen-adult mentoring. Specific studies should include: Eli to Samuel, Samuel to David, Paul to John Mark, Paul to Timothy, and Paul to Titus, to name a few. Books written on this topic would be extremely beneficial to youth leaders, pastors, and youth directors. Also, advanced level teen-adult mentor training courses need to be developed to strengthen and enhance TLT staff training.

**Additional Summer Camp Ministry Research Needed**

Additional research should be done with summer camp Staff-in-Training (SIT) programs. This would be a rich area of study not only for gleaning leadership practices from around the NAD, but also for gathering a collection of best-practices that could be developed into a Staff-in-Training curriculum. Unique to Adventist youth ministries in
our division as well as to other Christian denominations is the extent and strength of summer camp evangelism that happens every year throughout the NAD. Because I now serve as the Camp Ministries Director for the NAD, this type of study and many others could easily be accomplished by doctoral students who are involved as conference youth/camp directors.

Continued TLT Academic Credit Research Needed

From this project, it was discovered that it takes more than three years to transition a conference TLT program into the TLT academic credit curricula with the record-keeping requirements. This is longer than any of the conferences that participated in this intervention had time to accomplish because of the maximum three-year limit of the project. Four of the five conferences in this intervention were teaching the TLT curriculum and keeping the academic credit records. They intend to submit their records to their conference education department for academic credit as soon as possible.

Out of the ten conferences that visited the Oregon Conference TLT Conventions during the project years of 2014-2017, eight are planning to hold conference or area-sponsored TLT training events in 2018. This is an increase from the previous years. There are also other conferences in the NAD that have been hosting conference-sponsored TLT trainings that are not part of this intervention. Whether they are following the revised TLT Manual as their training curriculum is to be determined. They will be included in future TLT reports that include all conferences of the North American Division.

None of the conferences that participated in this intervention reported that they developed their conference-sponsored TLT academic credit option during the three-year
timeframe. Therefore, there was no way in determining how many TLTs stayed active in the TLT program because of the TLT academic credit option. There is much further development to be done with Adventist college and university admissions officers in understanding the significance of the TLT academic credit option. It is important that they understand the difference between conferences that follow the *TLT Manual* for their curriculum and the conferences that do not. This is because many Pathfinders who become TLTs for one year and then drop out of the program may say that they have been TLTs and receive a leadership award when, in reality, they have not had the TLT academic credit training required to legitimize their leadership training.

**Additional TLT Tracking Research Needed**

In my years as a conference youth director tracking 30 TLTs in the Oregon Conference who completed the program, 29 remained active in their churches and participated at conference events as young adults. Tracking TLTs who finish the program in other conferences would be very insightful future youth ministry research.
APPENDIX A

OREGON CONFERENCE-SPONSORED TLT DEVELOPMENT

PRIOR TO THIS DOCTORAL PROJECT
In 1994, the North American Division of Seventh-day Adventists (NAD) introduced the Pathfinder Teen Leadership Training (TLT) program under the leadership of Elder Norm Middag, NAD Pathfinder Ministries Director. The Oregon Conference TLT program began in January 2000, with the hosting of a conference-sponsored TLT Convention led by the Conference Pathfinder Director, Rick Silvestri. Since then, the conference has continued to host an annual TLT Convention where teen Pathfinders in grades 9-12 (TLTs) come and receive leadership training and then return to their clubs for implementation. From 2007-2012, three significant developments were implemented in the Oregon Conference Pathfinder TLT program. First, because of the continued request and need for staff support, TLT mentor training was developed. Also, a TLT academic credit option was developed in collaboration with the conference Pathfinder director and the conference education superintendent. Because of the academic credit requirements, it was necessary that TLT training workshops become standardized, based on the *TLT Manual*, along with a TLT convention schedule that would provide the necessary educational components required to receive academic credit. The development of the TLT Academic Credit Option received attention and interest from Glen Milam, North American Division (NAD) Pathfinder Ministries Coordinator. In 2011, Glen was invited to the Oregon Conference Pathfinder Leaders Convention as our guest speaker so he could see how we implemented our TLT training and academic credit requirements. After being at the convention he saw a new model for TLT training that included staff training as well as TLT academic credit.
Walla Walla University Recruiter to the TLT Convention

In January of 2012, we again held our annual Oregon Conference Pathfinder TLT Convention and invited Gerry Larson, a student recruiter from Walla Walla University, to come and see our academic credit program. In addition, we wanted him to be able to connect with our home-schooled, online-schooled, and public-schooled TLTs with the hope that Walla Walla University would offer them leadership scholarships based on their years of teen leadership training. Gerry came and was very impressed and inspired by the intentional and extensive leadership mentoring that the TLTs received throughout the conference TLT program.

First TLT Staff Training Offered by the NAD

I was invited by Glen Milam to teach some TLT staff training workshops at the NAD Youth Ministries Training Convention in Greensboro, North Carolina, in March of 2012. Glen was receiving requests from conference Pathfinder directors and coordinators from around the division for help in developing TLT ministry. He wanted me to present what had been piloted in the Oregon Conference, so we decided on three one-hour staff training presentations. Glen would teach the first presentation on basic TLT mentoring and I would teach the following two presentations on the TLT curriculum and how to develop a conference-sponsored TLT ministry.

The invitation to teach these three workshops at the NAD-level meant that the staff training concepts we had been refining over the years and the curriculum resources we had developed for our conference-sponsored conventions needed to be organized into training workshops. This was the start of developing staff training resources and workshops beyond just the mentor training we had been providing at our TLT
Conventions. In preparation for the NAD training, I developed a handout along with a
Power Point slide presentation for each of the training workshops.

TLT Staff Training and Academic Credit Option Introduced

In March of 2012, the NAD Pathfinder Committee was held one day prior to the
NAD Youth Leaders Convention in Greensboro. During the committee I was invited by
Glen Milam to give a short report about the Oregon Conference TLT staff training and
academic credit option we had developed. I introduced three staff training courses: TLT
Ministry – The Club, TLT Ministry – The Curriculum, and TLT Ministry – The
Conference. I also presented the concept that the TLT academic credit option could lead
to college scholarships. Immediately there were conference and union youth and
Pathfinder directors who wanted more information – they were inspired! Over the next
two days Glen and I taught the three TLT staff training courses we had developed. The
attendance at all three seminars was between 25-30 people at each seminar. From this
convention began the start of TLT staff trainings for the NAD.

First TLT Scholarship Award

In May of 2012, the first leadership scholarship for Pathfinder Teen Leadership
Training was awarded by Walla Walla University to Stephanie Graham, a senior
graduating from Portland Adventist Academy. The amount of the scholarship was $500.
This was the fulfillment of the dream that the TLT academic credit option would provide
the designation “teen leadership training” on student transcripts that could produce
Leadership Scholarship funds for TLTs when they enroll in college.
TLT Staff Training Course Taught in Spanish

In August of 2012, at the Oregon Conference Pathfinder Leaders Convention, the first TLT staff training course was taught in Spanish. Because Spanish clubs were participating in the conference TLT program, there was a need for staff to be able to learn the TLT requirements. We invited Judith Mendoza, a young adult who had gone through the TLT program, to teach the staff training workshops with the assistance of her mother. Judith took the handouts and Power Point presentations, translated them into Spanish, and taught them. Her teaching was greatly appreciated by the staff!

(Note: The continued history of the Oregon Conference TLT staff training and academic credit option is written in chapter 5 of this document.)
APPENDIX B

OREGON CONFERENCE TLT CONVENTIONS
2013 – Staff Training Workshops

<table>
<thead>
<tr>
<th>Wksp #1</th>
<th>Mentor Operations</th>
<th>Coordinator Operations</th>
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2014 – Staff Training Workshops

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Note: *TLT Manual* pagination based on the 2011 edition

2015 – Staff Training Workshops

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Note: *TLT Manual* pagination based on the 2014 edition
APPENDIX C

PROPOSED OREGON CONFERENCE TLT STAFF TRAINING
CERTIFICATION COURSES – DRAFTS
AYMT – TLT Mentor Certification (PCA) – Draft

(To be pilot-tested at Oregon Conference Pathfinder Leaders Convention Oct. 3-5, 2014)

TLT Mentor Certification

• Prerequisites
  1. Be at least 21 years old (8 years older than TLT Pathfinders)
  2. Hold a Pathfinder Basic Staff Training Certification
  3. Hold a Pathfinder Counselor JumpStart Certification
  4. Be a Master Guide
  5. Be an active Pathfinder staff member

• Seminars (source material for workshops in parenthesis)
  o PFAD  Intro to TLT Ministry – The Club (TLT pgs. 5-7)
  o PYSO  Understanding the TLT Mind (Norm Middag resources – to be created)
  o PYSO  TLT Mentor Practices (TLT pg. 10)
  o RCSF  TLT Safety – First Aid Kits (to be created)
  o PFAD  Club Orientation Program & Department Evaluation Review (TLT pg. 9, 10)
  o EDUC  TLT Lab Planning (TLT pgs. 15, 29-36)
  o Attend two (2) TLT Operations Workshops

• Required Field Work
  1. Read AY Encounter Series IV, or participate in another daily Bible reading plan for at least six months
  2. Hold current First Aid / CPR / AED Certification
  3. Read the book Tools for Teen Leaders and complete the training course exercises
  4. Be assigned as a TLT Mentor. Make copies of your TLTs’ signed Application form, Recommendation forms, and Operation Evaluation forms which contain their TLT Lab planning notes.
  5. Develop a written comprehensive plan for two semesters of events and activities where you will model and mentor your TLTs to complete their assigned tasks.
  6. Create a Portfolio that contains copies of your notes, plans and work as you complete requirements 1 to 5. Include handouts and your personal notes from the seminars you attend.

9/3/2014 (revision date)  Tracy Wood – Oregon Pathfinders Director
AYMT – TLT Specialist Certification (PLA) – Draft

(To be pilot-tested at Oregon Conference Pathfinders TLT Convention Jan. 30 – Feb. 1, 2015)

TLT Specialist Certification

- Prerequisites
  1. Be at least 21 years old (8 years older than TLT Pathfinders)
  2. Hold a Pathfinder Basic Staff Training Certification
  3. Hold a Pathfinder Director or Secretary/Treasurer Certification
  4. Be a Master Guide
  5. Be an active Pathfinder staff member

- Seminars (source material for workshops in parenthesis)
  o PFAD  Club TLT Council – Purpose & Structure (TLT pgs. 8 & 9 sidebar)
  o LEAD  Recruiting TLTs & Selecting TLT Mentors (TLT pg. 10)
  o SPRT  TLT Objectives, Expectations, and Competencies (TLT pgs. 6, 16 sidebar)
  o PFAD  Understanding the TLT Program Outline (TLT pgs. 10-12)
  o PFAD  Club Orientation Program & Department Evaluation Review (TLT pg. 9, 10)
  o EDUC  TLT Lab Planning (TLT pgs. 15, 29-36)
  o Attend two (2) TLT Operations Workshops

- Required Field Work
  1. Read AY Encounter Series II, or participate in another daily Bible reading plan for at least six months.
  2. Hold current First Aid / CPR / AED Certification
  3. Read the book Tools for Teen Leaders and facilitate the training course exercises with your club staff.
  4. In cooperation with your club director and deputy directors, develop a written comprehensive plan of how you will organize a Club TLT Council. Include task descriptions and responsibilities.
  5. Attend a conference-level TLT Convention where TLT Operations are taught. Upon returning plan and carry out Operation Tasks with TLTs and Mentors
  6. Create a Portfolio that contains copies of your notes, plans and work as you complete requirements 1 to 5. Include handouts and your personal notes from the seminars you attend.

9/3/2014 (revision date)  Tracy Wood – Oregon Pathfinders Director
AYMT – TLT Instructor Certification (PIA) – Draft

(To be pilot-tested at Oregon Conference Pathfinder Leaders Convention Oct. 3-5, 2014)

TLT Instructor Certification

- Prerequisites
  1. Be at least 21 years old (8 years older than TLT Pathfinders)
  2. Hold a Pathfinder Basic Staff Training Certification
  3. Hold a Pathfinder Instructor Certification
  4. Be a Master Guide
  5. Be an active Pathfinder staff member

- Seminars (source material for workshops in parenthesis)
  - EDUC Understanding TLT Operations (TLT pgs. 16, 19-21)
  - EDUC Developing TLT Special Operations (TLT pgs. 16, 22)
  - EDUC Preparing Activity-based Lesson Plans (to be created)
  - EDUC TLT Academic Credit Option & TLT Grade Book (TLT pgs. 15, 38-40)
  - PFAD Club Orientation Program & Department Evaluation Review (TLT pgs. 9-10, 17-18)
  - EDUC TLT Lab Planning (TLT pgs. 15, 29-36)
  - Attend two (2) TLT Operations Workshops

- Required Field Work
  1. Read AY Encounter Series III, or participate in another daily Bible reading plan for at least six months.
  2. Hold current First Aid / CPR / AED Certification.
  3. Read the book Tools for Teen Leaders and complete the training course exercises. Then write another training course similar to the existing one you took.
  4. Develop written activity-based lesson plan outlines following the format you learned in the workshop you took.
  5. Write a personal evaluation of your workshop teaching experience specifying things you will repeat next you teach the workshop and things you will change.
  6. Create a Portfolio that contains copies of your notes, plans and work as you complete requirements 1 to 5. Include handouts and your personal notes from the seminars you attend.

9/3/2014 (revision date)    Tracy Wood – Oregon Pathfinders Director
AYMT – TLT Coordinator Certification – Draft

(To be pilot-tested at Oregon Conference Pathfinders TLT Convention Jan. 30 – Feb. 1, 2015)

TLT Coordinator Certification

- Prerequisites
  1. Be at least 21 years old (8 years older than TLT Pathfinders)
  2. Be an active Pathfinder staff member
  3. Be a Master Guide
  4. Should hold a PLA, PIA, or PCA Award

- Seminars (source material for workshops in parenthesis)
  - LEAD Leadership Skills Development Program – Conference-level (TLT pg. 14)
  - PFAD Conference TLT Council – Purpose & Structure (TLT pgs. 8 & 9 sidebar)
  - PYSO TLT Convention – Workshop Hours & Lab Hours (TLT pg. 15)
  - EDUC TLT Academic Records – Instructors & Grade Book (TLT pgs. 14-15, 37-40)
  - PFAD Club Orientation Program & Department Evaluation Review (TLT pgs. 25-28)
  - EDUC TLT Lab Planning (TLT pgs. 15, 29-36)
  - Attend two (2) TLT Operations Workshops

- Required Field Work
  1. Read AY Encounter Series IV, or participate in another daily Bible reading plan for at least six months.
  2. Hold current First Aid / CPR / AED Certification.
  3. Read the book Tools for Teen Leaders and facilitate the training course exercises with your conference Pathfinder Council.
  4. In cooperation with your conference Pathfinder director develop a written comprehensive plan of how you will organize a Conference TLT Council. Include task descriptions and responsibilities.
  5. Plan, carry out, and evaluate a conference-level TLT Convention where some of the TLT Operations are taught.
  6. Create a Portfolio that contains copies of your notes, plans and work as you complete requirements 1 to 5. Include handouts and your personal notes from the seminars you attend.

9/3/2014 (revision date)  Tracy Wood – Oregon Pathfinders Director
APPENDIX D

COLLEGE TLT SCHOLARSHIP AWARDS LIST
College TLT Scholarship Awards List

Walla Walla University (Jody Wagner – Admissions)
2012 – Oregon TLT (1)
2013 – Oregon TLTs (11)
2014 – Oregon TLTs (5)
2015 – Oregon TLTs (2)
2016 – Oregon TLTs (4)
2017 – Oregon TLTs (2)

Pacific Union College (Jay Miller – Admissions)
2013 – Oregon TLT (1)

Southwestern Adventist University (Inga Alameda – Admissions)
2013 – Oregon TLT (1)
2016 – Texas TLT (1)

Southern Adventist University
2016 – Oregon TLT (1)
APPENDIX E

TLT STAFF TRAINING VIDEOS
TLT Staff Training Videos

The following videos are posted on the TLT Ministry website at www.TLTMinistry.org

Video 1 - About TLT
Video 2 - TLT Program Sequence
Video 3 - TLT Club Staff Structure
Video 4 - Mentoring Essentials
Video 5 - Lab Planning
Video 6 - Operation Review
Video 7 - Level Checklists and Insignia
Video 8 - Convention Planning
Video 9 - Area and Conference Staff
Video 10 - Academic Credit Option
Video 11 - Workshop Instructors
Video 12 - Conference TLT Council
Video 13 - Pathfindering for All Ages
Video 14 - The Heart of TLT
APPENDIX F

TLT STAFF TRAINING ONLINE COURSES
The following courses are posted on the TLT Ministry website at www.TLTMinistry.org

TLT STAFF TRAINING PROGRAM

This document can be viewed on-line at www.TLTMinistry.org

Program Outline

The Pathfinder Teen Leadership Training (TLT) Staff Training Program is intended to help Pathfinder club staff learn about and discover how to implement the Pathfinder TLT program of the North American Division of Seventh-day Adventists.

The TLT program is an extensive leadership development process that continues through four years of training. Historically it was designed for teens to develop their leadership skills through a “shared service experience” with adult mentors. In recent years it has been expanded to provide leadership training for adults to become proficient in mentoring skills and practices. There are many aspects of the TLT program and this TLT staff training program addresses the components.

The outline below is intended for Pathfinder staff who work with the TLT program at all levels of leadership. Because the staff training courses are organized around Pathfinder ministry positions it is suggested that staff take training operations that are relevant to their staff responsibilities. The TLT Mentor Operations course is intended for all staff working with the TLT program. The TLT Instructor Operations are for anyone teaching TLT workshops at conference-sponsored trainings.

The TLT staff training courses are designed as online training self-study courses under the guidance of a mentor. The TLT Mentor Operations and the Club Director/ TLT Associate Director Operations could be offered by conferences that host a Pathfinder TLT Convention. The staff workshops can be held at the same time the TLTs are receiving their required workshop trainings. Note: TLT staff training workshops are not intended to be held at conference-sponsored Pathfinder Leadership Conventions in the place of Pathfinder certifications and Master Guide trainings.

TLT Curriculum


Supplemental Materials:
- Voyager and Guide Investiture Achievement requirements
- Basic Staff Training Certification requirements
- Maser Guide requirements
- Pathfinder Leadership Award materials
- Pathfinder Instructor Award materials

7/31/2017 (revision date)
## TLT Staff Workshops by Operations

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<td>Club TLT Council</td>
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<td>Wksp #2</td>
<td>TLT Program Outline &amp; Operations</td>
<td>TLT Program Outline &amp; Operations</td>
</tr>
<tr>
<td>Wksp #3</td>
<td>TLT Mentor Practices</td>
<td>Lab Planning &amp; Evaluation Preparation</td>
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<td>TLT Mentor Safety</td>
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<td>Area-wide Events &amp; Trainings</td>
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Club Director/TLT Associate Director
Operations – Outline

Module 1 – Club TLT Council

A. Purpose of Club TLT Council (pg. 9 Acceptance, pg. 9 sidebar)
   i. Club TLT Council members (pg. 9 sidebar, pg. 10 sidebar)
   ii. TLT Application & Recommendations Review (pgs. 23, 24)
   iii. Selecting TLT Mentors (pg. 10)

B. Coordinating TLT Operational Assignments
   i. Review Operational Required Tasks (pg. 19 as example)
   ii. How many TLTs per operation at the same time? (groups of 2 or 3 recommend)
   iii. Coordinating operations with your Conference TLT Coordinator

C. Keeping TLT Club Records
   i. Create TLT Portfolio binders for each TLT
   ii. Create a club file system for the Club TLT Council
   iii. Recording TLT Program Level Checklists (Handout)

D. Leadership Development Program Mentoring Networks (pg. 14)
   i. Typical Club Organizational Flow Charts (pg. 8 sidebar)
   ii. Typical Area Organizational Flow Chart (pg. 8)
   iii. Typical Conference Organizational Flow Chart (pg. 8)

Module 2 – TLT Program Outline & Operations

A. Club Orientation Program (pg. 10)
   i. Develop your club’s Orientation Program
   ii. Prepare, Review, Update your club’s Pathfinder Handbook

B. Program Outline (pgs. 10-12)
   i. Recommended Operational Rotations & Other Options (pgs. 10-12 sidebars)
   ii. Entry Requirements
   iii. TLT Duties

C. Operational Departments Grid (pg. 16)
   i. 6 Operational Departments (pgs. 19-21)
   ii. Special Operations (pg. 22)
   iii. Operations Grid – vertical & horizontal

D. Incorporating AY Levels, Basic Staff Training, Master Guide Training
   i. Voyager, Guide (pg. 11 sidebar)
   ii. Basic Staff Training – When & Where (pg. 11 sidebar)
   iii. Master Guide Training – What parts, When & Where (pgs. 11-12 sidebar)

3/6/2017 (revision date)
Module 3 – Lab Planning & Evaluation Preparation

A. Lab Planning
   i. Purposes of Lab Planning
   ii. Lab Planning Process – handout
   iii. Lab Planning Challenge

B. Department Evaluation Preparation
   i. Purposes of Department Evaluations
   ii. Department Evaluation Preparation – handout
   iii. TLT Expectations and Competencies

Module 4 – Planning Special Operations

A. Purpose of Special Operations
   i. Leadership development beyond the local club
   ii. Involving Area Coordinators
   iii. Involving Conference Departmental Directors

B. Special Operations Requirements
   i. Club Requirements – existing & created operations
   ii. Special Projects
   iii. Master Guide Training
Conference Director / TLT Coordinator Operations

1. Conference TLT Council
   A. Purpose of Conference TLT Council (video #12 – Conference TLT Council)
      i. Conference TLT Council – Recommended (pg. 9 sidebar)
      ii. Conference TLT Council – Academic Credit Option (Sample Conference TLT Council handout)
   B. Supporting Club TLT Staff (video #9 – Area & Conference Staff)
      i. Area/District TLT Organization (pg. 8)
      ii. Conference TLT Organization (pg. 8)
   C. Leadership Skills Development Program (pg. 14)
      i. Club-level Leadership Development
      ii. Conference-level Leadership Development
      iii. Union-level Leadership Development
   D. Special Operations (video #2 – Program Sequence)
      i. Purpose of Special Operations (pg. 16)
      ii. Special Project Requirements (pg. 22)
      iii. Project Mentors beyond Pathfinder Ministry (pg. 16)

2. Conference-sponsored TLT Trainings
   A. Convention Components – Video #13, Pathfinders for All
      i. Club Orientation Program (pg. 10)
      ii. Department Evaluations (pg. 9) – Video #6, Operation Review
      iii. TLT Operational Workshops (pg. 15 sidebar)
      iv. Lab Planning – Video #5, Lab Planning
   B. Convention Planning – Video #8, Convention Planning
      i. Convention schedule (Sample TLT Convention Schedule handout)
      ii. Workshop Grid (Sample Workshop Grid handout)
      iii. “Mentors Model” Principle (Sample Convention Guidelines handout)
      iv. Spiritual Leadership Training (Sample TLT Convention Teams handout)
   C. Workshop Instructors – Video #11 – Workshop Instructors
      i. TLT Instructor’s Information (TLT Instructors Info Form, pg. 37)
      ii. College Degree in Ministry or Education (pg. 14)
      iii. Pathfinder Instructor’s Award (pg.14)
      iv. Expert in the Field (pg.14)
   D. Activity-based Workshops – TLT Workshops by Operation handout
      i. Source Material (pgs. 19-21)
      ii. Operational Key Words (pg. 16 sidebar)
      iii. Activity-based Lesson Plans (Sample Lesson Plan handout)

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https://www.adventistlearningcommunity.com/courses/157
3. Facilitating Department Evaluations
   A. Department Evaluation Preparation – Video #6 – Operational Review
      i. TLT & Mentor Preparation (TLT Department Evaluation Prep handout)
      ii. Conf. Reviewing Staff Preparation (Department Evaluation Outline handout)
   B. Reviewing Operational Tasks (pgs. 29-36)
      i. Additional Plans for Incomplete Tasks
      ii. Reviewing Expectations Tasks
      iii. Approved for Advance
      iv. Update TLT Personal Record Chart (pg. 40)
   C. Recording TLT Program Level Checklists – Video #7 TLT Insignia & Awards (handout)
      i. Purpose of the TLT Program Level Checklists (pgs. 25-28)
   D. TLT Insignia & Awards
      i. TLT Induction
      ii. TLT Level Star Pins
      iii. TLT Certificate of Completion, Master TLT Pin, TLT Pencil Device

4. Conference TLT Records & Academic Credit
   A. Developing Conference Record-keeping System – Video #12, Conference TLT Council
      i. TLT Applications & Recommendation Forms (pgs. 23, 24)
      ii. Conference TLT Member Spreadsheet
      iii. TLT Instructor’s Information Forms (pg. 37) – Video #11, Workshop Instructors
   B. TLT Academic Credit Grade Book (pg. 15 sidebar) include photo
      i. TLT Workshop Attendance Sheet (pg. 38)
      ii. TLT Lab Hours Report Form (pg. 39)
      iii. TLT Personal Record Chart (pg. 40)
   C. Develop Academic Credit Option (pg. 15) – Video #10, Academic Credit Option
      i. TLT Records & Conference Education Superintendent (pg. 15)
      ii. TLT Credit & Union Education Department (pg. 15)
      iii. Education Department & Credit Application Process
      iv. TLT’s Academic Record Storage
   D. College Scholarship Requests (pg. 15 sidebar)
      i. Contacting College Admissions Officers
      ii. College Recruiters at Training Conventions
      iii. Contacting Public Schooled and Home Schooled TLTs

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TLT Mentor Operations

1. TLT Staff Influence
   A. TLT Mission & Goals – Video #1, About TLT
      i. The “Shared Service Experience” Principle (pg. 5)
      ii. TLT Mission Statement (pg. 5 sidebar)
      iii. TLT Goals (pg. 6)
   B. TLT Purpose & Pledge
      i. TLT Purpose (pg. 6)
      ii. TLT Pledge (pg. 6 sidebar)
      iii. The “Mentors Model” Principle
   C. TLT Objectives & Communication
      i. TLT Objectives (pg. 6)
      ii. Maximize Adult Involvement (pg. 7) – Video #2 Program Sequence
      iii. The Key to Success (pg. 7)
      iv. Structured for Success (pg. 7) – Video #3, Club Staff Structure
   D. TLT Expectations & Competencies – Video #4, Mentoring Essentials
      i. TLT Program Expectations (pgs. 19-22)
      ii. TLT Competencies (pg. 16 sidebar)
      iii. Correlating Expectations & Competencies
      iv. Additional Expectations for Mentors

2. TLT Program Outline & Operations – Video #2, TLT Program Sequence
   A. Club Orientation Program (pg. 10)
      i. Facilitate Club Orientation Program Training
      ii. Update your Club’s Handbook
   B. Program Outline (pgs. 10-12)
      i. Recommended Operational Rotations & Other Options (pgs. 10-12 sidebars)
      ii. Entry Requirements
      iii. TLT Duties
   C. Operational Departments (pg. 16)
      i. Six Operational Departments (pgs. 19-21)
      ii. Special Operations (pgs. 16 & 22)
      iii. Operational Key Words (pg. 16 sidebar)
   D. Incorporating AV Levels, Basic Staff Training, Master Guide Training
      i. Voyager & Guide (pg. 11 sidebar)
      ii. Basic Staff Training (pg. 11 sidebar)
      iii. Master Guide Training (pgs. 11-12 sidebar)
3. **TLT Mentor Practices**
   A. Selecting TLT Mentors (pg. 10) — Video #3, Club Staff Structure
      i. Assigned TLT Mentors
      ii. Operational Mentors
      iii. TLT Mentor Criteria
   B. Lab Planning — Video #5, Lab Planning
      i. Lab Planning Purpose
      ii. Lab Planning Process – handout
      iii. Lab Planning Challenge
   C. Department Evaluation Preparation — Video #6, Operation Overview
      i. Purposes of Department Evaluations
      ii. Department Evaluation Preparation – handout
   D. Leadership Development Program Mentoring Networks (pg. 14)
      i. Club-Level Leadership Development
      ii. Conference-Level Leadership Development – handout
      iii. Union-Level Leadership Development

4. **TLT Mentor Safety**
   A. Protecting Teens & Adults
      i. Signing TLT Documents
      ii. NAD Child Protection Policy — handout
      iii. NAD Code of Conduct — handout
      iv. TLT Challenge
   B. Supervision, Trips, Transportation
      i. Supervision Guidelines – 2 handouts
      ii. Trips & Off-Site Activity Planning – handout
      iii. Transportation Safety – 2 handouts
   C. Medical Care & First Aid
      i. Permission to Transport & Medical Consent Forms
      ii. First Aid/CPR/AED & Emergency Medical Care
      iii. First Aid Kits
   D. Technology & Social Media Safety
      i. Smart Phone Usage
      ii. Online Safety – handout – 3 videos, ARM Social Media Strategy to Success
      iii. Social Media Guidelines – handout
Area Coordinator Operations

1. Area-level TLT Ministry
   A. Area Coordinators & TLT Ministry – Video #14, The Heart of TLT
      i. Building Relationships with Teens
      ii. Area Coordinators as Mentors
      iii. Coordinators as Conference-level Leaders
   B. Purpose of Area TLT Council (pg. 8) – Video #9, Area & Conference Staff
      i. Area TLT Council – Recommended (Sample Area TLT Council handout)
      ii. Area TLT Organization (pg. 8)
      iii. Conference TLT Organization (pg. 8)
   C. Leadership Development Program (pg. 14)
      i. Club-level Leadership Development
      ii. Conference-level Leadership Development (TLT Involvement at Conf Events)
      iii. Union-level Leadership Development

2. Area-wide Events & Trainings
   A. Area-wide Event Planning – Video #8, Convention Planning
      i. Purpose of Area Events
      ii. Grade-level Planning – Video #13, Pathfinders for All (Grade-level handout)
      iii. Planning Events as TLT Special Projects
   B. Area-wide Trainings – Video #4, Mentoring Essentials
      i. Honors Day – TLTs planning & teaching
      ii. Basic Staff Training for Level 3 TLTs (pg. 11 sidebar)
      iii. Collaborating with other Areas/Districts
      iv. Involving Pastors in Leadership Training
   C. TLTs & Master Guide Training – Video #2, Program Sequence
      i. Meeting Master Guide Prerequisites (Master Guide Card)
      ii. TLTs & Master Guide Leadership Development (pg. 11 sidebar)
      iii. TLTs & Master Guide New Skills (pg. 12 sidebar)
3. Facilitating Department Evaluations
   A. Operational Department Evaluations – Video #6 – Operation Review
      i. Purpose of Evaluation Preparation (TLT Department Evaluation Prep handout)
      ii. Evaluation Participants & Process (Department Evaluation Outline handout)
      iii. Conference-sponsored Review
   B. Reviewing Operational Tasks (pgs. 29-36)
      i. Additional Plans for Incomplete Tasks
      ii. Reviewing Expectations Tasks
      iii. Approved for Advance
      iv. Continuing to the Next Operation
      v. Update TLT Personal Record Chart (pg. 40)
   C. Recording TLT Program Level Checklists – Video #7 TLT Insignia & Awards (handout)
      i. Purpose of the TLT Program Level Checklists (pgs. 25-28) (Level Checklists handout)
   D. TLT Insignia & Awards (pg. 13)
      i. TLT Induction
      ii. TLT Level Star Pins
      iii. TLT Certificate of Completion, Master TLT Pin, TLT Pencil Device

4. Special Operations & Academic Credit
   A. Leadership Development Beyond the Club – Video #2, Program Sequence
      i. Purpose of Special Operations (pg. 16)
      ii. Program Sequence & Special Operations (sidebar pgs. 11-12)
      iii. Area Special Projects (pg. 16)
      iv. Conference Special Projects (TLT Involvement at Conference Events handout)
   B. Special Operations Requirements – Video #9, Area & Conference Staff
      i. Club Requirements (pg. 22)
      ii. Special Projects
      iii. Master Guide Training
   C. Academic Credit Option – Video #10, Academic Credit
      i. TLT Workshop Instructors (pgs. 14, 37)
      ii. Academic Records (pgs. 37-40)
      iii. How Academic Credit Works (pg. 15)
      iv. College Scholarships (pg. 15)
1. Understanding TLT Operations
   A. Workshop Instructors – Video #11 – Workshop Instructors
      i. TLT Instructor’s Information (TLT Instructors Info Form, pg. 37)
      ii. College Degree in Ministry or Education (pg. 14)
      iii. Pathfinder Instructor’s Award (pg. 14)
      iv. Expert in the Field (pg. 14)
   B. Operational Departments – Video #2, TLT Program Sequence
      i. Six Operational Departments (pgs. 19-21)
      ii. Special Operations (pg. 22)
      iii. TLT Program Expectations (pgs. 19-22)
   C. Required & Optional Tasks (pgs. 16, 19-22) – Video #8, Convention Planning
      i. Required Tasks – TLT Workshops by Operations handout
      ii. Optional Tasks
   D. Operational Key Words (pg. 16 sidebar)
      iii. Assist – learning to lead
      iv. Coordinate – leading together
      v. Develop – leading leaders

2. Teaching Toward TLT Outcomes
   A. Lab Planning – Video #5, Lab Planning
      i. Lab Planning Purpose
      ii. Lab Planning Process (TLT Lab Planning Process handout)
      iii. Lab Planning Challenge
      iv. TLT Workshop Instructors & Lab Planning
   B. Department Evaluation Review – Video #6, Operation Review
      i. Purposes of Department Evaluations
      ii. Department Evaluation Planning (TLT Dept Evaluation Preparation handout)
      iii. Conference Reviewing Staff (Department Evaluation Online handout)
   C. TLT Expectations and Competencies – Video #4, Mentoring Practices
      i. TLT Program Expectations
      ii. TLT Competencies
      iii. Correlating Expectations & Competencies
      iv. Developing Additional Expectations

7/9/2017
TLT Staff Training Program
TLT Instructor Ops 1
3. Creating Activity-based TLT Workshops
   A. Source Material for TLT Workshops
      i. Operational Tasks (pgs. 19-21)
      ii. Operational Key Words
      iii. Expectations & TLT Competencies
   B. Activity-based Teaching
      i. Interactive Activity-based Instruction
      ii. One-hour Workshops
      iii. Using Handouts
      iv. Developing Worksheets
   C. TLT Workshop Lesson Plans
      i. Purpose of TLT Lesson Plans
      ii. Writing TLT Lesson Plans
      iii. Six Components of TLT Lesson Plans

4. Conf. TLT Records & Academic Credit (see Conference Director Operations, Workshop #4)
   A. Developing Conference Record-keeping System – Video #12, Conference TLT Council
      i. TLT Applications & Recommendation Forms (pgs. 23, 24)
      ii. Conference TLT Member Spreadsheet (Registered TLTs & Mentors Form)
      iii. TLT Instructor’s Information Forms (pg. 37) – Video #11, Workshop Instructors
   B. TLT Academic Credit Grade Book (pg. 15 sidebar) include photo
      i. TLT Workshop Attendance Sheet (pg. 38)
      ii. TLT Lab Hours Report Form (pg. 39)
      iii. TLT Personal Record Chart (pg. 40)
   C. Develop Academic Credit Option (pg. 15) – Video #10, Academic Credit Option
      i. TLT Records & Conference Education Superintendent (pg. 15)
      ii. TLT Credit & Union Education Department (pg. 15)
      iii. Education Department & Credit Application Process (Sample Credit App Form)
      iv. TLT’s Academic Record Storage
   D. College Scholarship Requests (pg. 15 sidebar)
      i. Contacting College Admissions Officers
      ii. College Recruiters at Training Conventions
      iii. Contacting Public Schooled and Home Schooled TLTs
APPENDIX G

TLT WORKSHOP OUTLINES
# TLT Workshops by Operations

This chart can be used when planning for a conference-sponsored TLT Convention.

1. **Workshop Title** – These titles are only suggestions. Use titles that are activity-based.
2. **Source Material** – References are from the TLT Directors’ Guide, pages 19-21. Follow the task descriptions as closely as possible especially if providing TLT academic credit.
3. **Instructor** – Write in the names of those who will teach activity-based workshops.

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<th>Administrative Operations</th>
<th>Outreach Operations</th>
<th>Teaching Operations</th>
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<td><strong>Wksp #1</strong></td>
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<td><strong>Source</strong></td>
<td>Scheduling &amp; Planning</td>
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<td>Creative Worships</td>
<td>Making Outreach Happen</td>
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<td>Logistics #1,2</td>
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<td><strong>Source</strong></td>
<td>Calling the Commands</td>
<td>Getting the Word Out</td>
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<td>Communications #1,2</td>
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<td><strong>Source</strong></td>
<td>Keeping it Safe</td>
<td>Speaking Out for God</td>
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<td>On-Site Safety #1,2</td>
<td>Share Your Faith #1,2</td>
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<th>Counseling Operations</th>
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<td>Event Planning #1,2</td>
<td>Clerical #1,2</td>
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<td>Logistics #1,2</td>
<td>Reports #1,2</td>
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<td><strong>Source</strong></td>
<td>Gear Packing &amp; Care</td>
<td>Sharing Pathfinder Details</td>
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<td><strong>Source</strong></td>
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<td>Collecting Pathfinder Money</td>
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<td>Accounting #1,2</td>
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APPENDIX H

TLT STAFF TRAINING HANDOUTS
Local Club Organization:

Club Orientation Program Outline
Creating a TLT Portfolio Binder
Creating a TLT Staff Portfolio
Department Evaluation Guidelines
Grade Level Planning
Lab Planning Process
Recording TLT Program Level Checklist
Registered TLTs and Mentors Form - Sample

Conference/Area Organization:

Academic Credit Application Form - Sample
Area TLT Council - Sample
Conference TLT Council - Sample
Convention Guidelines - Sample
Convention Schedule - Sample
Convention Planning Team - Sample
Convention Workshop Grid - Sample
Department Evaluation Outline
Registered TLTs and Mentors Form - Sample
TLT Involvement at Conference Events
**Risk Management:**
- ARM Off-site Activity Planning Checklist
- ARM Quick Tips for Student's Online Safety
- ARM Vehicle Pre-trip Inspection Form
- ARM Youth Supervision Guidelines

**Safety and Security:**
- NAD Child Protection Policy
- NAD Traveling, Trips, and Transportation Guidelines
- NAD Volunteer Code of Conduct
- NAD Youth Ministry Social Media Guidelines
- NAD Youth Ministry Supervision Requirements
APPENDIX I

CONFERENCE-LEVEL TLT MINISTRY

DEVELOPMENT PARTICIPANTS
# Conference-level TLT Ministry Development

## North American Division
- **NAD Pathfinder Coordinator**
  - Attended OR Conf Pathfinder Leaders Conv 2013
  - Attended Oshkosh Camporee TLT Training 2014

- **Advent Source Director**
  - Attended Oregon Conf TLT Convention 2015

## Oregon Conference (North Pacific Union)
- **Conference Pathfinder Director**
  - Led Oregon Conf TLT Conv 2016-17

- **Conference Coordinators & TLT Council**
  - Taught at Oregon Conf TLT Conv 2013-2017

## Pennsylvania Conference (Columbia Union)
- **Conference Pathfinder Director**
  - Attended Oregon Conf TLT Convention 2013

## Texas Conference (Southwestern Union)
- **Conference Pathfinder Director**
  - Attended Oregon Conf TLT Convention 2013

## Carolina Conference (Southern Union)
- **Tam Adams – Conf. TLT Coordinator**
  - Visited Oregon Conf PF Director at office 2013

## Potomac Conference (Columbia Union)
- **Conference Pathfinder Director**
  - Visited Oregon Conf PF Director at office 2013

## Lake Region Conference (Lake Union)
- **Angeline Gardner – Conf. TLT Coordinator**
  - Attended Oregon Conf TLT Convention 2014

## Florida Conference (Southern Union)
- **Kim Lucas – Conference TLT Coordinator**
  - Attended Oregon Conf TLT Convention 2015

## Georgia-Cumberland Conference (Southern Union)
- **Conference Pathfinder Director**
  - Attended Oregon Conf TLT Convention 2015

## Southern New England Conference (Atlantic Union)
- **Conference TLT Coordinators**
  - Attended Oregon Conf TLT Convention 2015

---

12/20/2017

Tracy Wood – TLT Project
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| **South England Conference, UK (British Union)** | Marcia John – Conference TLT Coordinator  
Attended Oregon Conf TLT Convention 2014 |
| **Washington Conference (North Pacific Union)**     | Nilda Piland – Club Director  
Attended Oregon Conf TLT Conv 2013-2017 |
| **Nevada / Utah Conference (Pacific Union)**         | Conference Pathfinder Director  
Attended Oshkosh Camporee TLT Training 2014  
Club Director  
Attended Oregon Conf TLT Convention 2014  
Attended Oshkosh Camporee TLT Training 2014 |
APPENDIX J

CONFERENCE-SPONSORED TLT MINISTRY

DEVELOPMENT REPORTS
<table>
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<th>Conference Name: Carolina Conference</th>
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<th>2015</th>
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<td>2. Held Area-sponsored or Conference-sponsored TLT Convention?</td>
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<td>3. Number of clubs in the conference with registered TLTs</td>
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<td>4. Number of registered TLTs &amp; Mentors (from TLT Registration Form)</td>
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<td>b) Number of Club Staff/Mentors</td>
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<td>5. Number of TLTs who completed the TLT program?</td>
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Report filled out by:

Report date:

Return to: TracyWood@nadAdventist.org

Additional Notes:
# Pathfinder Teen Leadership Training

## Conference-Sponsored Development Program

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Report filled out by: Kim Lucas

Report date: 12/11/17

Return to: TracyWood@nadAdventist.org

Additional Notes:
# Pathfinder Teen Leadership Training

## Conference-Sponsored Development Program

**Conference Name:** Georgia-Cumberland Conference

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<td>c) Number of Conference &amp; Area Coordinator/Mentors</td>
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<td>6. Number of TLTs who received academic credit option?</td>
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<td>7. Number of TLTs who received leadership scholarships from a college?</td>
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Report filled out by: Tracy Wood for Fernando Verduzco

Report date: 12/14/2017

Return to: TracyWood@nadAdventist.org

Additional Notes:

see document entitled TLT Development in Georgia Cumberland Conference
Pathfinder Teen Leadership Training  
Conference-Sponsored Development Program

<table>
<thead>
<tr>
<th>Conference Name: Oregon Conference</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided TLT training workshops at a Pathfinder Leaders Convention?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Held Area-sponsored or Conference-sponsored TLT Convention?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Number of clubs in the conference with registered TLTs</td>
<td>15</td>
<td>17</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>4. Number of registered TLTs &amp; Mentors (from TLT Registration Form)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Number of TLTs</td>
<td>34</td>
<td>47</td>
<td>54</td>
<td>68</td>
</tr>
<tr>
<td>b) Number of Club Staff/Mentors</td>
<td>29</td>
<td>29</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>c) Number of Conference &amp; Area Coordinator/Mentors</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>5. Number of TLTs who completed the TLT program?</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6. Number of TLTs who received academic credit option?</td>
<td>25</td>
<td>37</td>
<td>48</td>
<td>57</td>
</tr>
<tr>
<td>7. Number of TLTs who received leadership scholarships from a college?</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Report filled out by: Randy Hill
Report date: 12-21-2917
Return to: TracyWood@nadAdventist.org

Additional Notes:
### Pathfinder Teen Leadership Training
#### Conference-Sponsored Development Program

<table>
<thead>
<tr>
<th>Conference Name: South England Conference UK</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided TLT training workshops at a Pathfinder Leaders Convention?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2. Held Area-sponsored or Conference-sponsored TLT Convention?</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3. Number of clubs in the conference with registered TLTs</td>
<td>4</td>
<td>9</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>4. Number of registered TLTs &amp; Mentors (from TLT Registration Form)</td>
<td>13</td>
<td>39</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td>a) Number of TLTs</td>
<td>9</td>
<td>22</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>b) Number of Club Staff/Mentors</td>
<td>4</td>
<td>17</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>c) Number of Conference &amp; Area Coordinator/Mentors</td>
<td>5</td>
<td>5</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>5. Number of TLTs who completed the TLT program?</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Number of TLTs who received academic credit option?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Number of TLTs who received leadership scholarships from a college?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Report filled out by: Marcia John

Report date: 17th Dec 2018

Return to: TracyWood@nadAdventist.org

Additional Notes:
Please note that the no of TLTs that have completed the program is for each level.
Eg 2014 - 9 TLTs, 2015 - 20 TLT's etc
Only 5 TLT's have completed the full 4 years. The 2nd 4 year program will start in 2018
REFERENCE LIST
REFERENCE LIST


Oliver, W., & Humphrey, P. (2000). *We are the Pathfinders strong*. Hagerstown, MD: Review and Herald.


CURRICULUM VITA
Name: Tracy Leon Wood
Date of Birth: April 3, 1962
Family: Angelina Cameron-Wood; 2 married children

Education:

2013-2018 Doctor of Ministry – Emphasis in Leadership Seventh-day Adventist Theological Seminary, Berrien Springs, MI
1997-2000 Master of Divinity – Emphasis in Youth Ministries and Education Seventh-day Adventist Theological Seminary, Berrien Springs, MI
1989-1991 Bachelor of Arts – Theology, Union College, Lincoln, NE
1983-1985 Associate of Applied Science – Mechanical Engineering Technology Oregon Polytechnic Institute, Portland, OR
1978-1981 High school diploma from Columbia Adventist Academy, Battle Ground, WA

Ordained:

2006-Present Oregon Conference of Seventh-day Adventists.

Experience:

2013-Present Youth & Young Adult Ministries Director (was Associate Director 2013-2015), North American Division of Seventh-day Adventists, Columbia, MD
2005-2015 Youth & Young Adult Ministries Director (was Associate Director 2005-2013), Oregon Conference of Seventh-day Adventists, Gladstone, OR
2000-2004 Contract Teacher, Berrien Springs Public High School, Berrien Springs, MI
1997-2005 Architectural Technician, Dr. Stanley M. Bell – Architect, Berrien Springs, MI
1992-1997 Licensed Minister, 3-church District, Astoria & Seaside, OR, Long Beach, WA
1992 Youth Pastor, Meadow Glade Adventist Church, Battle Ground, WA
1990-1991 Assistant Pastor, Piedmont Park Adventist Church, Lincoln, NE
1985-1989 Production Engineering Draftsman & Checker, Tidland Corporation, Camas, WA