

## CHAPTER 4

### PROJECT DESIGN AND METHODOLOGY

Teen Challenge is about to celebrate its 50<sup>th</sup> anniversary. Is it possible for an organization like Teen Challenge New England to stay true to its original vision after this amount of time? History teaches us that many Gospel organizations morph into completely secular institutions. For example, Harvard University, as well as other Ivy League colleges, began to prepare missionaries and ministers of the gospel to reach the new world. Today, they are recognized worldwide as some of the greatest universities for higher education, not for preparing preachers and missionaries to reach the world for Christ. The focus of this thesis is to explore and question the process of institutionalization of evangelical ministries. It has often been said, that history repeats itself. Someone also once said, the only thing that we learn from history, is that we never learn from history. Hopefully, through this study TCNE can learn from history.

What can Teen Challenge learn from the history of other organizations like, Alcoholics Anonymous, The YMCA, and the Salvation Army? We have looked at the genesis and development of these organizations, which were born in the passion of the great commission (Matthew 28:18-20), to reach a marginalized segment of society with the gospel of Jesus Christ. In each of these case studies we discovered that a shift occurred from being a Christ-centered and Kingdom mission focused, to a social service and social justice focused organization. They are still operating around the world and are

fantastic organizations. Yet, they are not gospel preaching organizations like they once were. In the case of the “Y” and “AA” they have eliminated Jesus from any part of their organizational mission. With the Salvation Army, it is still a Christian organization with incredibly committed Christian workers and volunteers. They have their own evangelical churches that preach the gospel week in and week out. Their social service outreaches (rehabilitation work, disaster relief) were all born out of a desire to enhance the preaching the gospel, for conversion to Christ. This is not the case today.

With the social service arm of the Salvation Army, the acceptance of direct federal funding prohibits proselytizing of any kind. This restriction has had a profound effect upon their rehabilitation program. They can not preach conversion to Christ as the answer to addiction like they once did. They have adopted a medical-model approach in order to be eligible for funding. The medical- model treatment approach, teaches that addiction is an incurable disease. The Salvation Army used to preach on the streets that Jesus could save and deliver the addicted from their vices. All anyone needed to do is repent of sin and put their Faith and trust, in the finished work of Christ. This simple approach, the foolishness of preaching, resulted in thousands of drunks and prostitutes converting to Christ. These converts became the rank and file soldiers of the Salvation Army.

We used the research method to compare and contrast these organizations with TC. In chapter two we developed a theology that serves as the foundation for TCNE. A firm theological understanding of TC will keeps its mission Christ-centered. In addition to the theological reflection used to understand TC, we also formed learning teams and conducted two different hexagon studies that will be the framework of this chapter.

Hexagonning is a tool for collaborative systems thinking that is especially helpful for visually modeling complex group thought. Gregg Detwiler, describes it this way,

The “hexagon process” is a systems thinking activity used to brainstorm with learning teams. It is an effective means for groups to comprehend complex social reality in a systemic way, while at the same time utilizing and building the strength of the learning team. At an initial hexagon meeting, each attendee is asked to respond to a key question that is of interest to the whole group. The responses are recorded on magnetic (or paper) hexagons, numbered sequentially, and placed randomly on a large white board. This process can work with a group size ranging from six to sixty, but an ideal size would be thirty. After acquiring thirty to sixty responses, the hexagons are grouped into five to seven common categories, with each category being given a name. The category names should be short descriptive phrases that give part of the answer to the initial question. After the initial meeting, a smaller core group meets to refine the categories and seek to understand how the categories interrelate. One way to do this is by seeking to create a “causal loop” which illustrates how the categories interrelate as a whole system.<sup>88</sup>

The first hexagon study we did asked this question, “What produces a successful Teen Challenge Graduate?” TCNE formed this question with a desire to revisit the ministry vision. This question was open enough for us to begin to dialogue about what is crucial for TCNE to consider, to be effective as a ministry. All paid TCNE staff (forty) participated in the initial hexagonning. This was conducted at our first spiritual emphasis.<sup>89</sup>

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<sup>88</sup> Gregg Detwiler, “Nurturing Diaspora Ministry and Mission in and through a Euro-American Majority Congregation” (Doctoral Thesis, Gordon- Conwell Theological Seminary, 2001), 105.

<sup>89</sup> Spiritual emphasis refers to a TCNE conference. All staff and all students come together for three days. There are training sessions for staff and students during the day. There is corporate prayer, worship and praise, and preaching each evening.

**TABLE 3. What Produces a Successful Teen Challenge Graduate?****(Part 1: Thursday, July 28, 2000)**

1. Obedience	26. Mercy / Forgiveness
2. Standing in God's Word	27. New family
3. Stay in fellowship with other Christians	28. Trust
4. God-fearing heart	29. Perseverance
5. Commitment to service	30. Being yielded
6. Humble reverence	31. Hard worker
7. Receiving God's Word	32. Faith
8. Being content	33. Friendship
9. Faithfulness to God	34. Good attitude
10. Vital prayer life	35. Repentant / Sorrow
11. Gratitude (Gratefulness)	36. The Holy Spirit
12. Discipleship	37. Abiding in Christ
13. Sound counsel	38. Discipline
14. Good testimony	39. Fruit Bearing
15. Love	40. Accountability
16. Positive role model	41. Responsibility
17. Extra mile ministry	42. Truthfulness
18. Salvation	43. Willingness
19. Teachable spirit	44. Hope
20. Encouragement	45. Discernment
21. Preaching for born again experience	46. Communion with God
22. Strong teaching	47. Recognizing the sovereignty of God
23. Consistent leadership	48. Long-suffering
24. Strong foundation built on the Word of God	49. Striving for excellence
25. Safe and secure place	50. Desire for change
	51. Participation in Ministry
	52. Anointed leadership

In the first session we began to group the 52 hexagons as listed below. We ran out of time before we could name the groupings.

**TABLE 4. What Produces a Successful Teen Challenge Graduate?  
(By Untitled Category)**

<u>Untitled Category</u>	<u>Attributes</u>
<b>A</b>	Strong Teaching Fruit Bearing Striving for Excellence Preaching for born again experience Abiding in Christ Teachable Spirit
<b>B</b>	Discernment Positive role model Extra mile ministry Encouragement Appointment Leadership Sound Counsel
<b>C</b>	Truthfulness Safe secure place Trust Love
<b>D</b>	Being yielded

	<p>Willingness</p> <p>Desire for change</p> <p>Participation in Ministry</p>
<b>E</b>	<p>Good Attitude</p> <p>God-fearing heart</p> <p>Gratitude</p> <p>Being content</p> <p>Perseverance</p> <p>Hard worker</p> <p>Longsuffering</p> <p>Humble reverence</p>
<b>F</b>	<p>Obedience</p> <p>Recognizing the sovereignty of God</p> <p>Faithfulness to God</p> <p>Vital prayer life</p> <p>Responsibility</p> <p>Standing in God's Word</p> <p>Discipline</p> <p>Good Testimony</p> <p>Receiving God's Word</p>
<b>G</b>	<p>Faith</p> <p>Hope</p> <p>Foundation built on the Word of God</p>

	<p>Mercy/Forgiveness</p> <p>Salvation</p> <p>Repentant/Sorrow</p>
<b>H</b>	<p>Accountability</p> <p>New Family</p> <p>Friendship</p> <p>Stay in fellowship with other Christians</p>

The next session we listed the hindrances to producing successful TC graduates.

**TABLE 5. What Hinders a TC Student from Graduating?**

<ol style="list-style-type: none"> <li>1. Bitterness</li> <li>2. Resentment</li> <li>3. Anger</li> <li>4. Pride</li> <li>5. Girlfriends, boyfriends, spouses</li> <li>6. Wanting to use drugs</li> <li>7. Rebellious attitude</li> <li>8. Past failures</li> <li>9. Marital pressure</li> <li>10. Worldly pleasures / Materialism</li> <li>11. Persecution</li> <li>12. Troubles at home</li> <li>13. Poor leadership</li> <li>14. Lack of faith</li> <li>15. Strife / Discord</li> <li>16. Spiritual pride</li> <li>17. Not teachable</li> <li>18. Selfishness</li> <li>19. Comprising spirit</li> <li>20. Hidden sins</li> <li>21. Double-minded</li> </ol>	<ol style="list-style-type: none"> <li>22. Disobedience</li> <li>23. Legal issues</li> <li>24. Sickness</li> <li>25. Deceitfulness</li> <li>26. Lack of vision</li> <li>27. Lack of prayer life</li> <li>28. Negative peer pressure</li> <li>29. Lack of commitment / Length of program</li> <li>30. Self Dependency</li> <li>31. Poor counsel</li> <li>32. Lack of spirituality / Carnal</li> <li>33. Prejudice</li> <li>34. Feelings of inferiority / Insecurity</li> <li>35. Know it all</li> <li>36. Self righteous</li> <li>37. Ungrateful / Attitude</li> <li>38. Doing time</li> <li>39. Immorality / Staff inconsistencies</li> <li>40. Sin in the camp</li> <li>41. Comparing yourselves with others</li> <li>42. Abilities that become disabilities</li> </ol>
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After the list of forty two hexagons was created, the following groups and categories were assigned to them.

**TABLE 6. What Hinders a TC Student from Graduating?  
(By Category)**

<u>Category</u>	<u>Attributes</u>
<b>Personal Worries &amp; Distractions</b>	Marital pressure Persecution Troubles at home Sickness Legal issues Girlfriends/boyfriends/spouses Past failures Negative peer pressure
<b>Besetting Sins</b>	Hidden Sins Worldly pleasure & materialism Compromise spirit Sin in the camp Immorality
<b>Undeveloped staff</b>	Strife/Discord Staff inconsistencies Poor leadership

	<p>Lack of vision</p> <p>Poor counsel</p> <p>Deceitfulness</p>
<b>Character flaws/Old Nature</b>	<p>Rebellion</p> <p>Pride</p> <p>Resentment</p> <p>Anger</p> <p>Bitterness</p> <p>Prejudice</p> <p>Not teachable</p> <p>Ungrateful attitude</p> <p>Deceitfulness</p> <p>Spiritual Immaturity</p> <p>Lack of spirituality/Carnal</p> <p>Ungrateful attitude</p> <p>Lack of prayer life</p>
<b>Self-Centeredness</b>	<p>Comparing yourselves to others</p> <p>Self-dependency</p> <p>Selfishness</p> <p>Know-it-all</p> <p>Abilities to become disabilities</p> <p>Self-righteous</p> <p>Spiritual pride</p>

	Feelings of inferiority/Insecurity
<b>Deep-Rooted Rebellion</b>	Disobedience
<b>Lack of Spirituality</b>	Lack of commitment Doing time Wanting to use drugs Double-mindedness

The first sessions on July 28, 2000 were very good. There was a large group of forty. These sessions allowed me the opportunity to introduce the principles of Systems Thinking to the leadership. The group's participation was active and engaging. The next time we went back to the Hexagons was four months later. The group's size was reduced to ten and we worked with the hexagons for 2 days, five hours each day. I began our time together with a fresh look at the principles of Systems Thinking and team learning. This time together we engaged in a free flowing dialogue that was energizing to all. We organized the hexagons into the following clusters:

**TABLE 7. What Produces a Successful Teen Challenge Graduate?**

**(Part 2 & 3: November 9-10, 2000, By Category)**

<u>Character</u>	<u>Attributes</u>
<b>Mature Staff Produces</b>	Encouragement Sound counsel Positive role model Appointed leadership

	<p>Strong Bible teaching</p> <p>Preaching of born again experience</p> <p>Accountability</p> <p>Commitment to service</p>
<b>Desire to Change</b>	<p>Being yielded</p> <p>Willingness</p> <p>Humility (Humble Reverence)</p> <p>Truthfulness</p> <p>Repentant/Sorrow</p> <p>Teachable spirit</p>
<b>Support Systems</b>	<p>Safe secure place</p> <p>Stay in fellowship with other Christians</p> <p>Friendship</p> <p>New family Relationships</p> <p>Sense of belonging</p>
<b>Spiritual Growth</b>	<p>God-fearing heart</p> <p>Gratitude</p> <p>Perseverance</p> <p>Good attitude</p> <p>Longsuffering</p>

	<p>Being content</p> <p>Faith</p> <p>Love</p> <p>Discernment</p> <p>Fruit bearing</p>
<b>Program Structure</b>	<p>Participating in ministry</p> <p>Discipline guidelines</p> <p>Foundation built on the Word</p> <p>Chapel</p>
<b>New Nature</b>	<p>Salvation</p> <p>Recognize sovereignty of God</p> <p>Obedience to God</p> <p>Mercy &amp; Forgiveness</p> <p>Trust</p> <p>Hope</p> <p>Standing on God's Word</p> <p>Vital prayer life</p>
<b>Accepting New Attitudes &amp; Responsibilities</b>	<p>Extra mile ministry</p> <p>Hard worker</p> <p>Abiding in Christ</p> <p>Good testimony</p> <p>Responsibility</p> <p>Striving for excellence</p>

### **Narrative of the Systemic Study**

The desire for change was the key influence in our study. The key influence in a student's life that leads him or her to experience the new birth in Christ is the increased desire for change. 2 Peter 1:4-5 says, "and into an inheritance that can never perish, spoil or fade-kept in heaven for you...who through faith are shielded by God's power until the coming of the salvation that is ready to be revealed in the last time." Repentance, *Metanoia*, takes place. An addict can see the hope of a totally new life in Christ. A complete mind shift can occur as one sees himself in the light of the scripture, 2 Corinthians 5:17, which says, "Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come!" God's Love and forgiveness frees the addict from the guilt and shame of their past sins. The work of redemption begins to empower the addict with a new, divine nature, making him able to overcome his addiction and begin to follow the high calling that God has purposed for him.

Diligence and effort lead to spiritual growth. Everyday the flesh and the old ways, which can be defined as mental models, need to be overcome. As they are overcome, the individual grows in the confidence of the Lord's ability to keep him from going back to his old ways of doing things. New attitudes and responsibilities are developed based upon the Word of God, which has begun to transform their minds and hearts to understand God's will and purpose for their lives. This transformation becomes a reinforcing loop that influences one to want one to keep on growing in faith and obedience. Repentance like this causes a major shift in the way one interprets his life. Galatians 2:20 says, "it is no longer I that lives, but Christ who lives in me." There are new marching orders given by the new commander and chief, Jesus Christ. We are being changed daily as we surrender our will to do God's will.

There is a powerful balancing loop that is ever present to oppose this powerful spiritual transformation that is taking place. At anytime the old nature, with all the character flaws, mental models of patterns of behavior in the past, can come in forms of trials and temptations. Spiritual warfare is very real and personal. The new convert learns that temptations need to be overcome if spiritual growth is to take place. The temptation to quit the TCNE ministry before graduation, the urge to use drugs or compromise what they know is right to do, may cause the new believer to backslide if he gives into temptation.

That is where the program structure, a chapel service, a staff member or even a roommate may discern the struggle and intervene. All have this common struggle, but as they yield to the Lord and not to their flesh, the fallen nature, victory is won! The new nature overcomes the fallen nature! Perseverance in the face of adversity yields the fruit of character and maturity. Every trial that God allows to come our way is to bring us to a mature faith. That is the power of being in step with the Spirit and the powerful influence of the healing community of Teen Challenge. Teen Challenge provides a support system that influences a struggling individual to hang on and overcome.

The *Koinonia* of the Teen Challenge program is a powerful force to guide and hold one in pursuit of the high calling in Christ Jesus. The healing community and body of Teen Challenge is a powerful leverage point to increase the outcomes we desire to see in the lives of our students. It is imperative for the leadership to embrace the principles of Personal Mastery; they are on the same faith journey as the students. When our leadership is growing and maturing, we will see a greater increase in students successfully graduating the ministry.

In the same way a mature staff can increase the effectiveness of our ministry, an immature or negligent staff can decrease our effectiveness. No one is perfect; we are all dealing with a fallen nature that is why our greatest leverage is unity and a commitment to ongoing learning, a call and commitment to personal mastery on this journey of faith. The program structure, daily activities of prayer, chapel, study and work are all enhanced by the moving of the Spirit of God in our midst. He is working in and through us all to do his good pleasure (Philippians 1:6 & 13). As a result of this systemic study, key insights came forth. We need to work intentionally to make the first few days new students arrive important, to make them feel welcome, accepted and loved. To show them in practical ways that God loves them and has a plan for their lives.

When TCNE began this study, it was believed that the highest purpose for the organization was to produce successful graduates. After its conclusion, this assumption (mental model) was challenged. TCNE began to see their highest purpose in direct relationship to being a part of the people He has called out, (*ekklesia*) the church, to forcefully advance his Kingdom (Matthew 11:12). In the light of this theological reflection, the model of TC as a *para-church* ministry is challenged. TCNE believes a shared vision of our organization is to see everything they do as a part of advancing the Kingdom of God. This model demands that we interpret our mission as only partially completed when a student graduates.

We recognized that Pastoral discipleship must be at the heart of everything we do. The leadership of each ministry department must be responsible for the nurture and spiritual development of the students in their departments. The car wash, the kitchen, the fundraising teams, the maintenance department and the thrift stores all must be led and

guided by pastoral servant leadership. This kind of leadership will increase the effectiveness of the ministry in every way. The line, between students and staff, needs to be invisible. We are all on the same journey, and we can all learn from each other and grow together in the Lord. We are all in it together.

### **Reflection of the Process**

*The Fifth Discipline* challenged me to look at the “mental models” that our staff had about what Teen Challenge is all about. I wanted us to take a fresh look at the ministry. I was somewhat uncomfortable and anxious to facilitate the first hexagon session. The mechanical part of writing on the tiles and hanging them was awkward. I kept getting one word replies that I was not able to redirect in a form which would clarify what they were thinking. Although, I did not feel comfortable, the flow of dialogue and participation from the staff was active.

There was a very positive feedback on the part of all the staff participating in the exercise. I kept feeling that maybe some were not with what it was all about. Most “mental models” of staff training were lectures where the staff could take notes in an outline form.

Frankly, I did not know what I was doing, if it was right or wrong. I wished I had asked a more experienced person to help me with the whole process. The second and third time that we met to group the tiles and name them was a much better experience for me; our group really did begin to flow together. We began to experience the first steps toward group learning in a significant way. At the end of the process, I still struggled hard to put the tiles in a causal loop diagram. I scheduled a meeting at the Center for Urban Ministerial Education (C.U.M.E.) with Dr. Bruce Jackson. He worked with me to

help me put together the causal loop diagram as it is seen in this paper. He was able to put the loop in place as I shared with him the story we put together as a staff from the hexagon study.

What surprised me most about the whole process were the continual insights that have come forth. Our high calling is not to process students to graduation. It is about Teen Challenge seeing itself as a Gospel ministry forcefully advancing the Kingdom of God in everything we do. The staff members are as much a part of the ministry as the students in the call to grow and walk in repentance everyday. The idea that staff have arrived and become the experts to tell students what to do is very counterproductive in the residential rehabilitation discipleship process.

The first hexagon study was conducted in the year 2000. It was at the very beginning of our merger together of three autonomous TC systems. We experienced unprecedented growth and development of the ministry in the years that followed. Chapter five of this thesis will demonstrate empirically the growth patterns of the TCNE ministry over a seven year period. In January 2006 TCNE contracted consultants from Emanuel Gospel Center, Applied Evaluation Systems, to facilitate our next hexagon study.<sup>90</sup> The planning phase of the project began in January and continued for a span of eight months.

Early in the planning phase TCNE articulated seven goals for the project:

1. Staff clearly understands how the TC System works.
2. Clarify how to grow TC in terms of capacity & personal growth.

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<sup>90</sup> Much of the material following are taken from the systemic study done in collaboration with Emmanuel Gospel Center's Applied Evaluation Systems, "Strategic Action Project: Planning Phase Final Report," (Boston: Applied Evaluation Systems, 2006).

3. Learn how to be multiply productive on many levels.
4. Discern what God wants to do through TC (not just doing what were are already doing).
5. Discern leverage points for growth and understanding of what “not” to do.
6. Foster transformational leadership at TC.
7. Nurture a healthy learning organization at all levels.

### **Formatting Relevant Questions for our Study**

TCNE thought carefully about the wording of a question, which if answered comprehensively enough, would help to describe God’s vision for TCNE to forcefully advance his Kingdom.

#### **Positive Question**

- 1. What are the essential elements involved in nurturing (“forcefully advancing”) Kingdom development in and through TCNE?**

#### **Negative Question**

- 2. What are the potential hindrances to Kingdom development (“forcefully advancing”) in and through TCNE?**

After brainstorming answers to the questions, the large group looked for common themes and began to cluster related answers in groups. These groups are then given a title that encapsulates all the hexagons in its cluster. Afterwards the core group relied upon meeting notes, intuition, and shared experiences to continue reflecting and interpreting the categories formed at the group meeting. We have included group observations for each of the clusters. These observations summarize the dialogue that the core group had which are not obvious from the hexagons themselves.

**Positive Hexagons:** *What are the essential elements involved in nurturing Kingdom development ('forcefully advancing') in and through Teen Challenge?*

**A. Effective Visioning and Administration**

- 22 Strategy development
- 19 Resource development
- 25 Set up goals
- 65 Developing a learning organization
- 63 Effective administration
- 26 Finding the path (tactical strategy)
- 33 Clear communication on every level
- 39 Practical means to carry out mission
- 64 Open to new ideas
- 20 Repentance on every level
- 21 Unified vision
- 41 Demonstrate and communicate results and fruit



**Group Observations:** At its most effective, TCNE administration is not only seen as the traditional policies and infrastructures, but also as the cultural and attitude factors that foster strategic and “out of the box” thinking. Vision is an integral part of administration, and unified visioning takes place on every level—from students to the directors.

## B. Growing Kingdom Community (Size and Depth) through Relationship



	3	Community
	56	Visitation, pastoral care
	57	Hospitality/welcoming fellowship
	36	Passion for the mission
	32	Harvesting souls
	62	Church planting
	31	Heart for missions
	27	Socially engaging community
60		Collaboration w/ other ministries
18		Connection to the Kingdom
12		Have a Kingdom vision
66		Enlarging an outward focus
14		Passion for the lost
34		Personal 1-on-1 evangelism
58		Servant orientation
23		Completely sold out for mission vision of ministry
68		Spiritual warfare and opposition

**Group Observations:** TC related Kingdom growth is most sustainable when solid relationships are at the root. Practical, tangible matters, such as visitation, are balanced with spiritual and supernatural understanding and intervention. Some of the intangibles

are hard to measure. However, TC can monitor choices to focus on Kingdom growth as an end goal of relational development.

### **C. Modeling Transformational Leadership**

- 51 Integrity
- 37 Staff that is growing
- 9 Encouragement
- 46 Reproduction on many levels
- 45 Identifying gifting
- 17 Consistency
- 59 Courageous leadership
- 61 Be a good listener
- 28 Discipline, correcting and rebuking
- 2 Strong leadership
- 6 Personal effort to develop new attitude
- 49 Growing in self discipline
- 13 Self nurturing
- 4 Willingness to serve
- 67 Willingness to be stretched and go the extra mile
- 40 Anointed love
- 30 Confession and willingness to admit wrong



**Group Observations:** Strong TC leadership is not limited to traditional positions of authority. It is also not limited to the rewards and consequences of completing tasks well or poorly. Transformational leaders develop the disciplines of modeling core values and inspiring and encouraging peers and followers on every organizational level. A strong TC culture, therefore, equips both staff and students to practice transformational leadership and nurtures an environment that is safe for taking healthy emotional and professional risks.

#### **D. Nurturing Personal Development through Training and Discipleship**



- 7 Character development
- 11 Willingness to learn and grow
- 5 Willingness to train others
- 16 Continue to disciple at every level
- 55 Stewardship training
- 15 Continued education on a personal level
- 52 Understanding spiritual warfare individually and

collectively

**Group Observations:** At its best, TC promotes continual training at every level. This happens formally and informally through courses, workshops, mentoring and shadowing.

## **E. Discerning and Responding Boldly to God's Call**

- 43 Element of faith and hope involved
- 1 Individual responsibility to the call of God
- 42 Total dependency on God
- 44 Trusting God
- 50 To hear call and obey
- 48 Pit bull faith
- 29 Leading of the Holy Spirit
- 54 Pentecostal prayer
- 24 Willingness to sacrifice
- 47 Revival and awakening
- 10 Daring to be different and surrender
- 53 Healing
- 35 Persevering and growing through trials
- 38 Holy Ghost corporate worship, teaching and preaching
- 8 Vital spirituality



**Group Observations:** This cluster suggests that the boldness so characteristic of the TCNE culture is derived from the Holy Spirit. In order to steward this gift of action-orientated faith, the TCNE community must maintain an attitude and mindset that prepares the community to both discern and respond boldly and continually to the leading of the Holy Spirit. This applies on both individual and corporate levels.

**Negative Hexagons: *What are the potential hindrances to Kingdom development ('forcefully advancing') in and through Teen Challenge?***

**A/B. Lacking Competency in Leadership Skills**

- 69 Lacking competency in leadership skills
- 23 Fearful & timid leadership
- 18 Lack of accountability
- 12 Building your own Kingdom
- 3 Immature/ unready leaders
- 7 Showing favoritism
- 39 Lack of commitment to ongoing discipleship
- 6 Personal agenda
- 51 Lack of connection beyond TC (“parochialism”)



**Group Observations:** A TCNE environment that fosters transformational leadership does not depend on a single leader figure, but rather requires continuous growth in competency on the part of all staff and students. Competency, as depicted here, refers mainly to skills and knowledge of the qualities and practices befitting transformational leaders. The cluster reflects the delicate balance of spiritual and natural wisdom. It is important for members of the TC community to feel empowered to grow as leaders, regardless of their role or position. This suggests there are some obstacles in the TCNE “system” to this taking place on a reliable basis.

**C. Unsafe Environment for Repentance and Growth**

- 17 “Know it all”
- 34 Negative inter-personal relationships
- 42 Unsafe environment for repentance
- 44 Lack of trust
- 43 Judgmental spirit
- 27 Not having compassion
- 52 Lack of love
- 40 Insecurity



**Group Observations:** A safe environment is one where staff and students are supported in going outside of their comfort zones for their own growth or for the good of the group. When individuals do not feel comfortable discussing and sharing mistakes and shortcomings internally, Kingdom growth suffers. Repentance here refers to a turning from sin, as well as from dysfunctional or imprudent practices.

**D. Personal Sin Goes Unchecked**

- 9 Greed
- 19 Staff/leadership moral failure
- 8 Poor attitude
- 47 Mediocrity
- 45 Deceitfulness
- 36 Old mental models return



33	Social or ethical issues
11	Bitterness
10	Pride
4	Selfishness
14	Abusive leadership
32	Ego
31	Rebellion
46	Laziness
5	Complacency
30	Worldliness
29	Hypocrisy
41	Wrong motive
48	Double minded
13	Sin
49	Self-righteousness

**Group Observations:** The focus here is not the mere, and unavoidable, presence of sin. The problem surfaces when sin goes unchecked. Fear and lack of awareness can both lead to a failure to deal appropriately with problems like pride or greed. Or, sometimes, individuals have not been trained to recognize that certain attitudes are in fact sinful at root, and cannot be blamed on the environment or on “that’s just the way I am.”

**E. Stagnant Administration Systems Prevent Organizational Growth**

- 50 Not upgrading policy and procedures
- 26 Lack of communication
- 15 Lack of knowledge/training
- 28 Tradition
- 22 Institutionalization
- 38 Inadequate staff/on-going training



**Group Observations:** Even in the healthy life of a TC, administration systems sometimes change and sometimes stay the same. But, when stagnant administration prevents growth, the whole system suffers. As is intuitively clear from responses like “lack of communication,” this problem needs to be addressed on the personal level as well as the infrastructural level.

**F. Staff and Students Distracted and Confused about Priorities**

- 37 Frustrating Board of Directors
- 35 Distractions: Cares and worries of the world (parable of sinner)
- 24 Priorities out of whack
- 20 Lack of focus
- 2 No goals
- 1 Financial pressure
- 21 Losing focus on why we work for TC



- 53 Lack of vision
- 16 Too busy

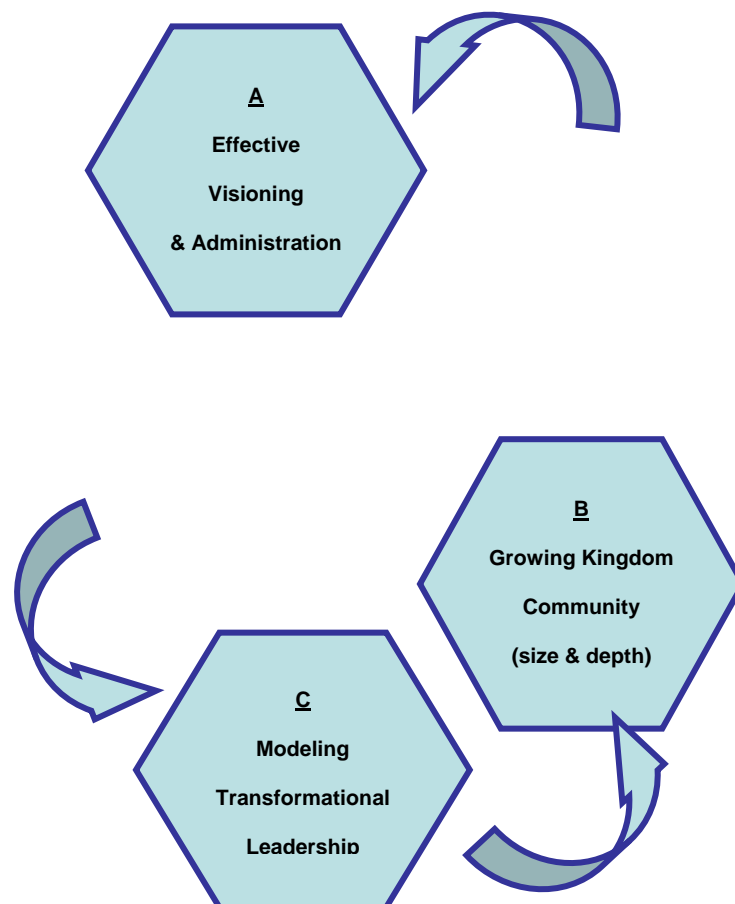
**Group Observations:** When regular concerns are blown out of proportion, the ability to develop and focus TCNE vision and priorities decreases significantly. It is important to note that even relevant and meaningful priorities, such as “financial pressure” were sited as serious distractions from Christ-centeredness. TCNE’s challenge is to deal with these concerns with wisdom, without allowing them to take the organization’s corporate eye off of Christ.

**The interrelated themes on the positive question:**

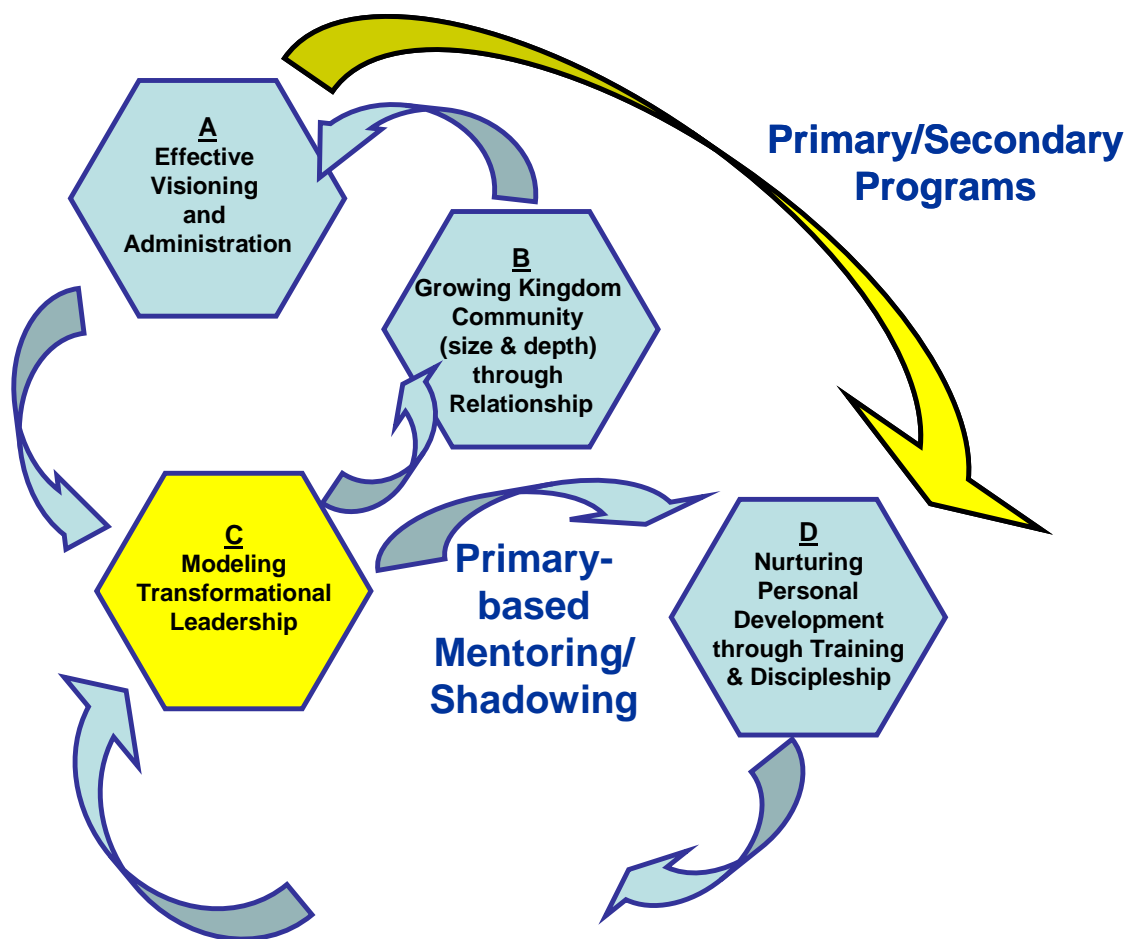
- A. Effective Visioning and Administration
- B. Growing Kingdom Community (size and depth) through relationship
- C. Modeling Transformational Leadership
- D. Nurturing Personal Development through Training and Discipleship
- E. Discerning and Responding Boldly to God’s Call

The core group, (learning team) asked, “Which of these themes most directly impact the others?” Using the most basic systems thinking rules, the learning team developed simple causal loop diagrams to gain insight into TCNE’s unique organizational system. The learning team draws on personal experiences of TC, intuitive thinking and processing, and in-depth discussions guided the formation of the causal loop diagrams.

Effective visioning and administration (Hex. A) lead to the modeling of transformational leadership. Transformational leadership empowers Kingdom growth through relationship, which in turn improves effective visioning and administration. This represents the first reinforcing loop in the diagram. A reinforcing loop is self-perpetuating. Any part of the loop strengthens the next, and so forth.



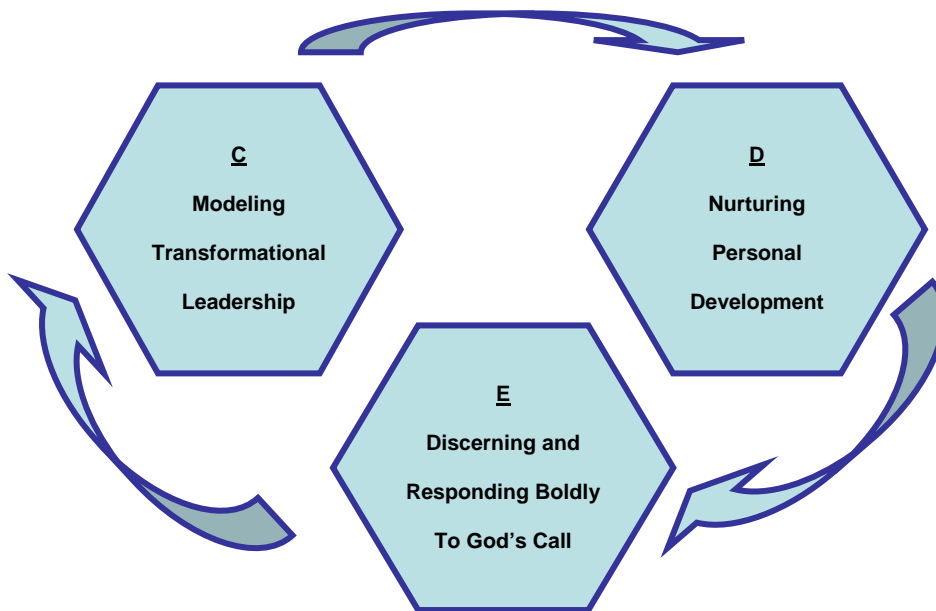
The positive diagram has another reinforcing loop that includes “modeling transformational leadership.” In this cycle, strong leadership enables the nurturing of personal development through training, which empowers discernment and a bold response to God’s call, on the individual, program and organizational levels.



The complete diagram, shown above, emphasizes the primacy of transformational leadership. This hexagon acts as a change agent, affecting visioning and administration through growing Kingdom relationships, and impacting personal and corporate discernment and obedience to God by strengthening training and discipleship. In the TCNE context, the upper loop is governed primarily by relationship (primary) and technical infrastructure-based (secondary) programming or policies. The lower loop, on

the other hand, is driven by mostly one-on-one mentoring and shadowing. These connect, however through programs that formalize training and discipleship.

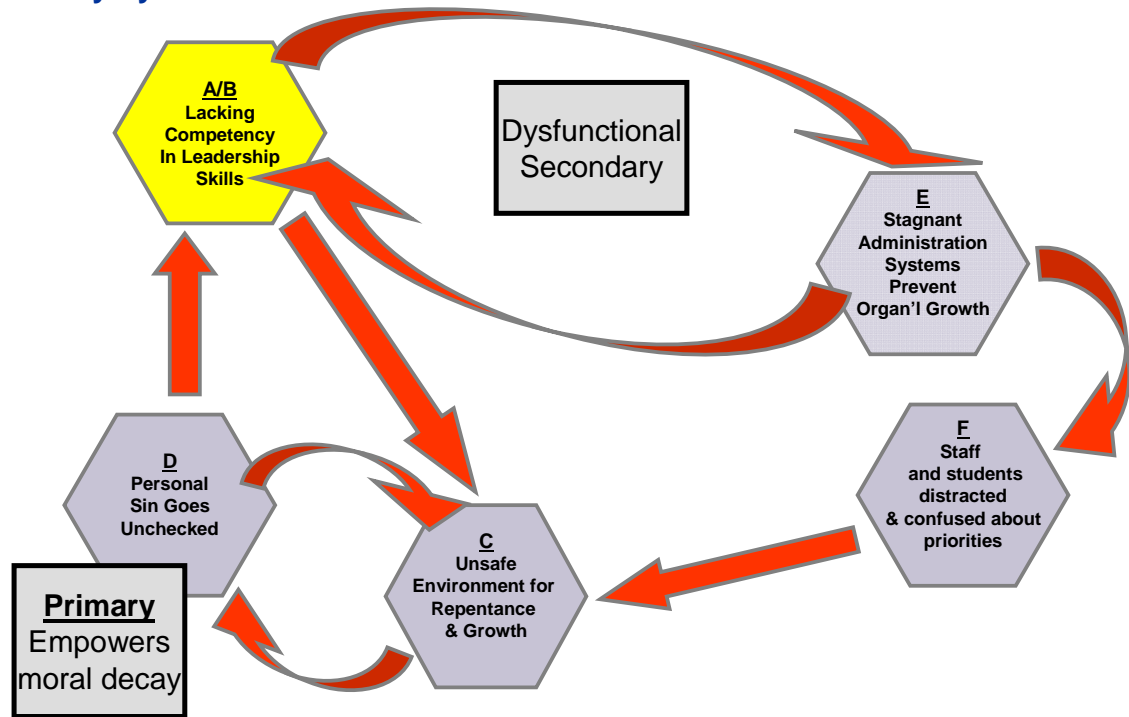
Transformational leadership is the key entry point into the TCNE system. An entry point is the most effective point (leverage) to positively intervene. When you invest at the entry point, it is likely to leverage good results throughout.



Now we turn our focus to the barriers that TCNE faces in order to Forcefully Advance God's Kingdom in and through Teen Challenge. The following causal loop identifies how these hindrances work against being able to forcefully advance the Kingdom of God.

## *FINAL: Barriers to Forcefully Advancing God's Kingdom in and Through Teen Challenge*

### Primary System Failure

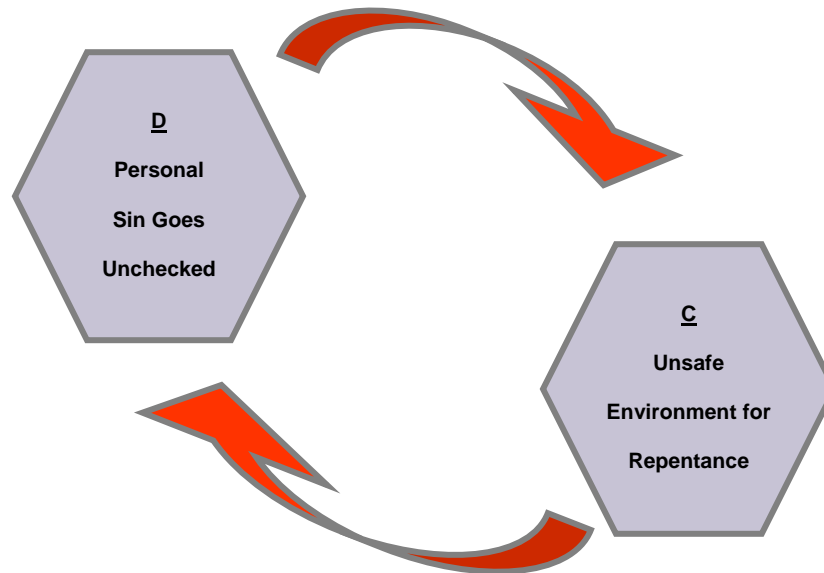


### The interrelated themes on the negative question:

- A/B. Lacking Competency in Leadership Skills
- C. Unsafe Environment for Repentance and Growth
- D. Personal Sin Goes Unchecked
- E. Stagnant Administration Systems Prevent Organizational Growth
- F. Staff and Students Distracted and Confused about Priorities

Interestingly, the negative diagram contains two reinforcing loops, as well. This indicates that negative dynamics can spiral out of control and actually counterbalance the productive elements of the system. The first counterbalancing loop links unchecked sin

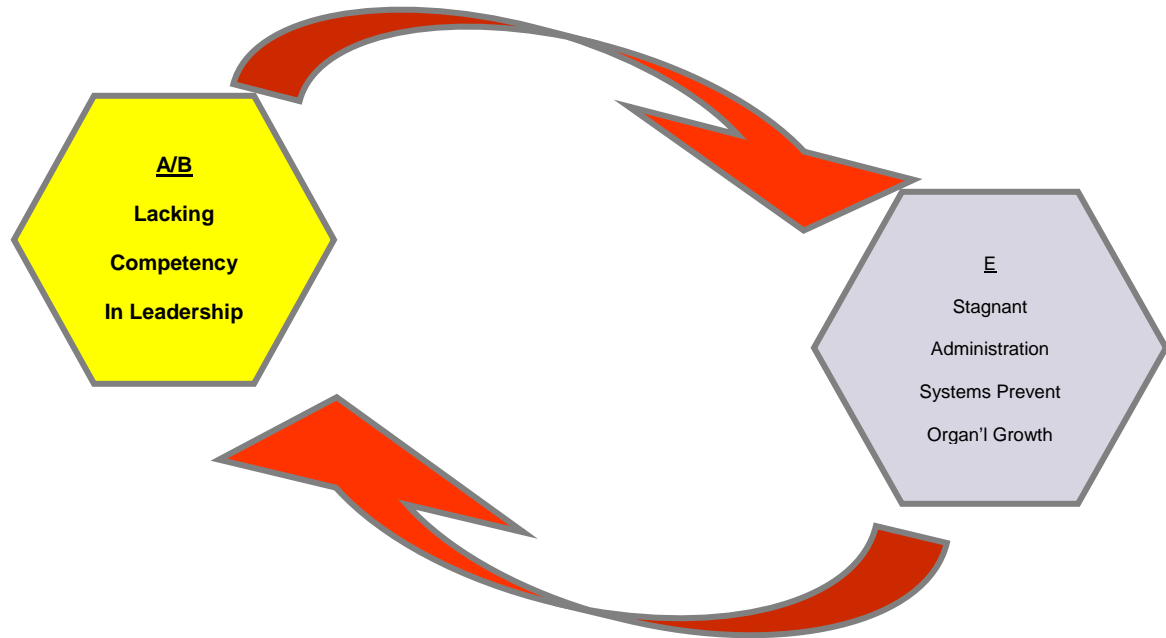
to unsafe environment. This loop was labeled “primary dysfunction.” It represents the most direct attack on the primary (or relational) systems, such as mentoring and shadowing, described in the positive cycle. This self-perpetuating cycle is also part of a larger loop leading to and reinforced by lacking competency in leadership.



The second counterbalancing loop illustrates the reinforcing relationship between stagnant administration systems that prevent organizational growth and lack of competency in leadership. Labeled “Secondary Dysfunction,” it relates to failures in technical failures in technical infrastructure. This is a reminder that leadership impacts both primary (relational networks) and secondary (organizational procedures) systems.

Examining the entire loop diagram, “lacking competency in leadership” leverages moral and spiritual decay, and it is the singular driver for secondary decline. If you remove it, most of the loop collapses and the primary dysfunction is greatly

disempowered. It is clear that the leadership-related hexagon is the primary entry point. This represents counter-productive leveraging throughout the TCNE system.



The primary dysfunction loop empowers incompetence and makes the broader cycle of barriers more difficult to break. The unsafe environment is a result of both incompetent leadership and confused priorities. These two areas are influenced by the stagnant administration, (secondary dysfunction) which reflect policies and practices that work against the health of the overall organization. TCNE recognizes the need for an action plan to be developed based upon the insights gained from this strategic study. This will be the framework and focus for chapter five of this thesis.