

SRS Bootcamp

Workbook & Reference Guide

Bootcamp Schedule – Day 1

8:30am

Orientation

Facilitator & Bootcamp Introduction

Table Introductions

We have used this seminar and schedule for groups of 60 and 6. We have found the time allowances for each session are pretty close to the same. A smaller group with 10 or less will usually save an hour or two.

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Session 3 Why Get Fully Funded? 12

Q & A

Section | II Biblical Basis for Support Raising

Session 4 Is Living on Support Biblical?

Session 5 Is Asking for Support Biblical?

Session 6 What’s in it for Supporters?

Session 7 Questions that Deserve an Answer.

Q & A

Prep Talk for Lunch Support Appointment

Lunch Support Appointments & Evaluation.

Support Appointment Debrief

The old Bootcamp seminar was two 9-hour days of lecture that left the participants drained and overwhelmed. The new Bootcamp workshop still has two 9-hour days, but with the majority of the workshop being discussion, activities, and role plays, the participants now leave energized and ready for an appointment the next day. We have moved from teaching content, to synthesizing what they learned during the preparation and putting everything into practice.

Section | III Right Perspective of a God-Asker

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Q & A

Support Appointment Prep Talk

Group Picture

Bootcamp Schedule – Day 2

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Sharing Time
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Current Pulse

Session 1

Activity

Starting with the table facilitator, each person take a minute to share about your past support raising experiences. If you have not yet raised support, share about your experiences being asked for support.

Activity

Use this grid to compare your competence and confidence levels in support raising both before and after completing the preparation packet for Bootcamp.

1a. Write #1 in the square that best represents how you felt before your Bootcamp prep.

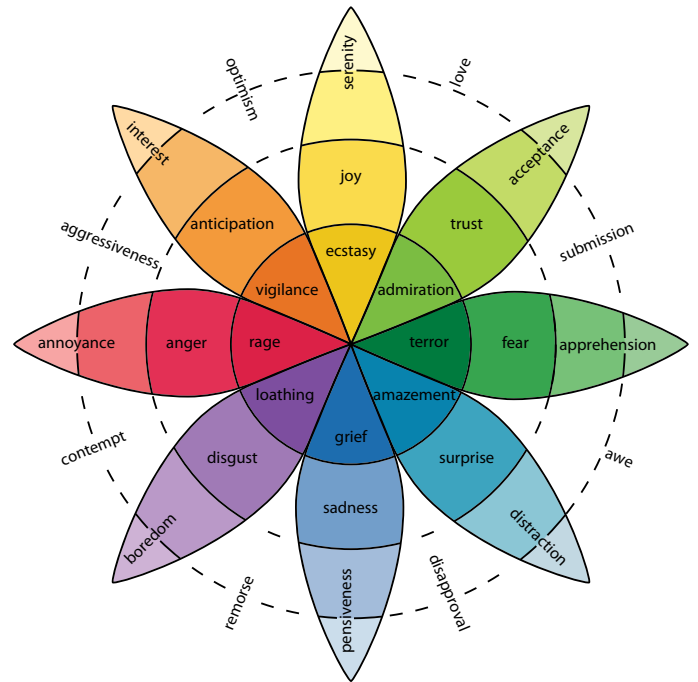
1b. Now take a look at Plutchik's Wheel of Emotion and pick the color that best represented your emotions before your Bootcamp prep. Color in the box that you labeled #1.

2a. Write #2 in the square that best represents how you now feel after your Bootcamp prep.

2b. Then color the box that best represents your emotion.

High					
C o n f i d e n c e					
Low					
	Competence				
					High

Plutchik's Wheel of Emotion



Why Get Fully Funded?

Session 3

Being fully funded means you have enough support to:

- Receive a full pay check every pay period
- Reimburse all your ministry expenses monthly
- Maintain a healthy reserve

Fully Funded = Having the funds to maximize the fruitfulness of your family and ministry.

What might the impact be if you move to your assignment or start your ministry before being fully funded?

Why is it dangerous or unwise to count pledges toward your fully funded goal?

How much of a reserve fund do you think would be adequate?

Activity

Divide into groups of men and women. Take about three minutes to discuss each question.

What would it mean to me as a person (or my family) to be fully funded?

What would it mean to my ministry to be fully funded?

Activity

Take 3 minutes and write down a short summary statement describing why you think it's important to get to full support. If there is a verse of Scripture that you would like to insert into your statement as a basis for your conviction, please do.

A photograph of two men sitting at a table in a bright, modern setting, possibly a cafe or office. They are both looking at a tablet computer on the table. The man on the left is wearing a light blue button-down shirt and has a beard. The man on the right is wearing a red long-sleeved shirt. There are two white mugs of coffee and a plate with a donut on the table. The background shows a large window with a view of a city.

SRS Bootcamp

Facilitator's Guide

Session 1

Current Pulse

CLOCK
8:55 – 9:15

TOTAL SESSION TIME
20 min

PROP/RESOURCE

NOTES

Action: ➔ Show PPT slide of session overview.

This is our first section of the Bootcamp called Current Thinking, and the first session we are calling Current Pulse. Most, if not all of us, have had some experience either raising support ourselves, or being asked by someone who was looking for support. These experiences have an influence on how we feel about support raising. Starting with the Table Leader and going clockwise around the table, each person take about a minute to share about your experiences in raising support, good or bad. If you have not yet raised support, share about your experiences looking for support. In either instance, share how you felt about it, what seemed right, and what you learned.

To help pace the Bootcamp and keep it on time, we have a time allotment for each activity and session.

Action Time: 5 min ⌚

Action: Participants share their past experiences with raising support.

We want to take a few moments to go through a brief personal reflection exercise concerning your attitude and disposition toward the support raising journey ahead of you. In your workbooks, you will notice something called the Competence-Confidence grid on page 10.

Action: ➔ Show PPT slide of Competence-Confidence grid.

The purpose is for you to monitor your growth in terms of how competent and confident you feel about raising support. It's a pretty simple grid to fill in. The horizontal axis shows competence and the vertical axis shows confidence. You will determine which square best represents what your competence and confidence levels were *before* you prepped for this Bootcamp, and you'll plot that by putting a number one in that box. ➔ You will also notice Plutchik's Wheel of Emotion on that same page. Albert Plutchik was a professor and psychologist who researched many things, including human emotions. His Wheel of Emotion suggests eight emotions, and how they are related to each other — the different shades representing different levels of intensity. You will pick a color that best represented your emotional state *before* you prepped for this Bootcamp, and color in that box where you put your number one using a crayon on the table. ➔

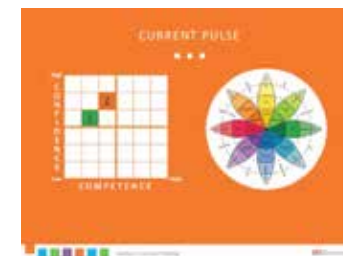
OK, take a moment and plot yourself on the grid, then use the crayons to fill in the color that best represented your emotional state. Remember, this is all *before* you began any preparation for this Bootcamp.

Action Time: 1 min

Action: Participants plot their confidence and competence BEFORE going through the prep, and color in their emotional state.



We have scripted the entire Bootcamp. With practice, the facilitating will become more natural.



There is a place for facilitators to put their own notes or talking points.

Session 1 (Cont.)

Current Pulse

CLOCK

8:55 – 9:15

TOTAL SESSION TIME

20 min

PROP/RESOURCE

NOTES

OK, we are going to plot ourselves once again on the grid. This time, however, we want you to put a number two in the square that best represents your competence-confidence level *after* going through the prep work for the Bootcamp — where are you now. ➔ Do the same for the color on the color wheel.

**Action Time:** 1 min**Action:** Participants plot their confidence and competence AFTER going through the prep, and color in their emotional state.

Now taking one minute each, go around the table and share why you plotted yourself in those two places on the grid, and describe the change (if any) in your first plot and your second plot, and your emotional state. Was there any transformation in your thinking as a result of going through the prep?

Action Time: 6 min ⌚**Action:** Participants share at tables about the differences in their competence-confidence plots and emotional states.

Let's hear from some of you. Were there any folks who had a radical shift between the two, and why?

Action Time: 3 min**Action:** Participants share in large group about the differences in their competence-confidence plots and emotional states.

The purpose of this exercise is to help you realize that your confidence, competence and even emotional state all have an impact on how you will raise support. We will be coming back to this at the end of Bootcamp. Our hope and prayer is that as after engaging in this Bootcamp, you will leave here not just more energized and fired up about raising support, but also more confident and competent on how to do that. If we can do that, we would accomplish our goal.

End of Session

Session 2

Identifying Obstacles

CLOCK

9:15 – 9:35

TOTAL SESSION TIME

20 min

PROP/RESOURCE

NOTES

Action: ▶ Show PPT slide of session overview.

Some of you shared some interesting thoughts related to your past experiences with support raising. These experiences can have an impact in how we go about fundraising. In many ways, they may reveal what we consider obstacles in raising support. We are going to work through a discussion activity I think you will enjoy. ▶ But first, let's watch this brief video that sort of sets the context of this section of Current Thinking.

Action Time: 6.5 min

Action: ▶ Play video – Fundraising Blues

What were some of the struggles you noticed in the video?

Action Time: 2 min

Action: Field responses and lead brief recap of video main points.

One of the things that is important in any task is the ability to overcome obstacles. When it comes to support raising, there are some perceived obstacles that we all must face. Before we can deal with them, it is best to determine what they are. To do this, we are going to try to stimulate your thinking, and have a little fun in the process.

Action: ▶ Play music Advance to next slide and let it play the theme song while explaining the below items.

How many of you have seen the game Family Feud on TV? Well, we are going to play a different version right now will be more like Table Feud.

Action Time: 1 min

Action: Table Feud Game: Pick two energetic tables, have them line up facing the audience on two separate sides of where you are standing.

I want [this] table to stand up and line up over here to my right. I want [this] table to stand up and line up over here on my left, facing the audience. ▶ Stop Music

▶ Here is how the game will be played. We are going to flip a coin to determine which team will answer first. That team will get the chance to huddle for a few seconds, though only one person at a time will give the answer. If they answer correctly, that team will get the points shown for that answer. They will keep going until they get a wrong answer. Then it will switch to the other team. We'll keep playing until all the answers are turned over, or until each team gets three wrong answers. Can we ask you [facilitator pick a person from a table up front] to come up and keep score for us? Whichever team has the most points wins. And we have a prize for the winning team.

[Facilitator selects someone close to keep score on the white board]



Session 2 (Cont.)

Identifying Obstacles

CLOCK
9:15 – 9:35

TOTAL SESSION TIME
20 min

PROP/RESOURCE

NOTES

Any questions? ... OK, we surveyed 100 people and got the top eight answers to this question:

➔ What do you see as the biggest obstacle to overcome in raising support?

Action Time: 7 min

Action: ➕ Go to the first person in line of the team going first and ask them to give you an answer to the question. If it is on the answer card, turn over that sheet to reveal the answer. If so, they continue answering down the line. If not, move to the other team.

Have someone from another table keep score on the white board, AND write down the wrong answers, so they can discuss them afterward.

Give bag of candy to the winning table. ➕

Action Time: 3 min

Action: Go through list, as well as the wrong answers people gave that were written on the white board. Comment accordingly.

Let's take a few moments to talk about these obstacles. Why do you think the number one obstacle people see for raising support is fear? [Field responses] Why is discipline and perseverance number two? Do you think one's confidence and competence has anything to do with that?

[Continue through list, field responses] What about some of the obstacles you mentioned that were not part of the top eight? Why do you see these as obstacles?

What Do You See as the Biggest Obstacle to Overcome in Raising Support?

Fear	28 pts
Discipline/Perseverance	16 pts
Finding Contacts/Reaching People	14 pts
Lies I Believe/Falsehoods	12 pts
Time	10 pts
My Own Weaknesses/No Training	8 pts
Discouragement	6 pts
Pride	6 pts

Our hope is that by the end of our time together, you will not see these as obstacles, but rather opportunities for growth and maturity. ➔ Let's show our appreciation for our two teams. ➔

End of Session



Prize for winning table



Session 3

Why Get Fully Funded?

CLOCK

9:35 – 10:00

TOTAL SESSION TIME

25 min

PROP/RESOURCE

NOTES

Action: ➔ Show PPT slide of session overview.

People have a lot of misconceptions about raising support, and we will address many of those throughout this Bootcamp. One of the first misconceptions has to do with being fully funded. If you do not have a clear understanding of why that's important, and a strong conviction that you need to be fully funded, you can spend the rest of your days in ministry focusing on things other than the kingdom work God has called you to. In this next session, we want to talk about why it is important to be fully funded. Can we all just say that phrase? "Fully funded."

This underscores the significance of the three conditions that define what it means to be fully funded.

1. ➔ To be fully funded means **that you have a full paycheck coming in every month.**
2. ➔ To be fully funded means **that you have enough to reimburse yourself for your full ministry expenses each month,** and
3. ➔ To be fully funded means **that you have a healthy reserve fund.**

➔ In short, to be fully funded means **you have sufficient funds to maximize the fruitfulness of your family and ministry.**

We believe there are three main principles or conditions that define what it means to be fully funded. Let's consider a few questions to help set the context for what we will be discussing.

Action Time: 8 min

Action: Lead a brief large group interactive session with three questions, fielding responses from the participants.

➔ **First question:** *What might the impact be if you move to your assignment or start your ministry before being fully funded?* [Field responses]

➔ **Second question:** *Why do you think it is dangerous or unwise to count pledges toward your fully funded goal?* [Field responses]

➔ **Third question:** *Few would doubt the wisdom of having a reserve fund. How much of a reserve fund do you think would be adequate?* [Field responses]

We are going to divide ourselves up into groups. Men on this side of the room, women on the other. Men divide yourselves into three groups of about equal size, and women do the same. One of the Table Scribes grab a marker board to write down the answers for the group.



Session 3 (Cont.)

Why Get Fully Funded?

CLOCK

9:35 – 10:00

TOTAL SESSION TIME

25 min

PROP/RESOURCE

NOTES

Action Time: 2 min**Action:** Participants break up into different sections of the room as directed.

Each group is going to discuss the same two questions, while the designated Scribes write down the responses. The questions are these: ➔ First question ... **What would it mean to me (or my family) to be fully funded?** Take 3 minutes to discuss the answer to that question.

Action Time: 3 min ⌚ +**Action:** Participants take 3 minutes to discuss first question only.

➔ Second question ... **What would it mean to my ministry to be fully funded?** Take 3 minutes to answer this question.

Action Time: 3 min ⌚ +**Action:** Participants take 3 minutes to discuss second question only.

OK, everyone can return to their seats to take notes, except the Table Scribes. Starting with the first group, what did you come up with for the first question ... "What would it mean to me as a person or (if you are married) my family, to be fully funded?" [Field responses] Second group, can you add to that? Third? Etc.

Action Time: 4 min**Action:** Table Scribes share what their groups came up with for the first question. Facilitator asks other groups to ADD to the responses.

How about that second question: "What would it mean to my ministry to be fully funded?" [Table Scribes respond] OK, next group, can you add anything to that? Third group? Fourth group? Etc ...

Action Time: 3 min**Action:** Table Scribes share what their groups came up with for the second question. Facilitator asks other groups to ADD to the responses.*Whiteboards and markers*

Session 3 (Cont.)

Why Get Fully Funded?

CLOCK

9:35 – 10:00

TOTAL SESSION TIME

25 min

PROP/RESOURCE

NOTES

We hope you have a strong sense of the importance to you, to your ministry, and to your spouse and family to be fully funded in your ministry. Before we leave this subject, take 3 minutes as individuals to write down on the bottom of page 12 a short conviction statement describing why you think it is critical to get to full support. If there is a verse of Scripture you feel is important to insert into your statement as a basis for your conviction, please do so. [Optional – have them post this statement on Facebook]

Action Time: 4 min ⌚**Action:** ▶ Play music Participants take 3 minutes to write down a short conviction statement.

▶ Stop music

Lastly, before we move away from the question of “Why Get Fully Funded?” take turns around your tables reading your conviction statements. No need to comment, just read it, but with conviction!

Action Time: 2 min**Action:** Participants take turns reading their convictions statements.**End of Session**