DSL Action Research Project Prospectus

Reversing the Trend of Lost Faith in 18 - 26 Year Olds Using the

STRIVE Training Method In Grades 9-12

Carrie Hayashida

Omega Graduate School

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Professor

Dr. A. McCullough

# Assignment 4: Compile the Prospectus

# -Compile all four sections together in the DSL Project Template as a Prospectus.

# Introduction (2-3 pages)

The proposed DSL Project objectives include: 1) reversing the negative trend of faith lost among college students; 2) increasing % of students discovering their vocational calling; 3) # of students completing the STRIVE Workshop; and 4) increasing # of churches offering a Career Ministry.

The Project scope consists of three phases. Phase I is where we will collect data to learn which churches/schools do and do not currently have a Career Ministry. At that time an inquiry will be conducted to share the Barna Group’s results showing significant lost faith among college students. Additionally, identifying who has and doesn’t have a Career Ministry. Then introducing the “STRIVE to Thrive” Training Program. The hope is to survey and hopefully find participants to partner with.

Phase II is hosting a “STRIVE to Thrive” Training for students. Prayer includes allowing God to work within the congregation/school for financial direction and funds to pilot one successful cohort. The 3 Step program is then pilot tested with a cohort of 15 - 20 students. Step 1 - career assessment & consultation; Step 2 - developing a strategic career plan; and Step 3 - facilitating a STRIVE Workshop providing resources and next steps.

With positive results, the next step would be to implement Phase III to plant a “STRIVE to Thrive” Career Ministry within the church/school. This includes praying for God to move the right congregants to serve. It is imperative that we wait on God to bring the right people forward and put them through the program because “the work focuses on the positive probability of influencing young people to achieve education in the real chance of getting meaningful, long and dignified work and thus prevent poverty due to unemployment” (Arpova, A. (2023). p74).

**Statement of the Problem (1-2 pages)**

After reading a study by the Barna Group, where they found that 80% of Christian students had walked away from their faith between college and career. The study showed that the statistic has steadily increased approximately 10% per year since the research began. As a Christian professional, whose discipline is vocational calling, this issue led me to conduct a literature review about deconversion, career choices, and job satisfaction. And, as only God could have orchestrated it, the non-profit organization that I work for is developing a career ministry that I believe can reverse the trend. This is what I want to study for my DSL project.

# Background of the Problem (3-4 pages)

The problem itself is simple (i.e., 80% of college students have walked away from their faith). The reasons however, are numerous and extremely complex; and have come together like the perfect storm. Examples include: not knowing spiritual gifts or vocational calling, not being more firmly rooted in the word, or not being connected with a church or Christian group at college. A deeper dive reveals that few churches offer career ministries, teach vocational calling, or equip students to disciple and to know their spiritual gifts.

## Additionally, the Christian business community is extremely disjointed where Christian owners operate as a secular facing business and do not take the opportunity to offer faith at work practices. Workers who are Christian do not share their faith at work. Nor do they know about faith at work practices and therefore are not equipped to disciple at work.

How this came to be is just as complex with numerous factors also coming together like the perfect storm. Churches & christian schools do not teach biblical vocation, spiritual gifts, or Business As Mission (BAM) principles. As a result, students often choose the wrong major or start undeclared. This leads to numerous major changes and added stress that contributes to drop out rates, added years in college, and spiritual drift.

Students are not taught how to disciple, nor do they know their spiritual gifts, which sends them off to college ill equipped to lead unbelievers to Christ, may impact who they develop friendships with, and what clubs they join. This can lead to spiritual drift and lead to walking away from one’s faith altogether.

American parents tend to “separate” from their children on their 18th birthday or by the time they leave for college. As a single parent of three boys who went to college I experienced this first-hand. While the boys did graduate and are productive adults, they did not attend church and they did not join a Christian fellowship. Hindsight, I wish their church youth group would have played a more integral role in leading them to a Christian fellowship.

In the 1980’s public schools began to drop vocation programs like wood shop from their programs. In recent years, 2018 at my son’s high school, did the district begin to focus on career pathways. Unfortunately, they are using programs built on traditional research and assessments based on psychology (e.g., Myers Briggs) instead of using action research and biblical approaches. These programs are something, but the disproportionate ratio of students to instructors makes 1:1 assistance impossible. All students are exposed to the course offering, which was Kinesiology and Sports Medicine in 2018. The result was hundreds of kids planning to go into that field.

For those not in school (i.e., drop outs) or experiencing situations like homelessness and foster care, their predicament can be even more dismal. **“**Youth Not in Education, Employment, or Training (NEET) struggle to navigate school to work transitions and experience difficulties accessing jobs. These youth are disconnected from school, have limited work experience [2], and experience a loss of economic, social, and human capital. NEET status is associated with lower education, parental unemployment, low socioeconomic status, low self-confidence, more precarious housing, and young parenthood” (Quinlan-Davidson, M., (2024). p2).

As a result of any combination of these factors, thousands of Christian students going to college without will experience increased stress levels during college. These students are more prone to experience numerous major changes, feeling unfulfilled, experiencing “drift” (i.e., dissatisfaction, burnout, deconversion), and leaving college, graduated or dropped out, with no sense of direction.

The impact on students was first revealed when David Kinnaman published his 2011 book *You Lost Me*, the Barna Group’s research found that 59% of Christians in their 20’s had walked away from faith. In 2019, research showed a negative trend with an increase to 64%.

This declining trend echoes the trend occurring within the Christian church that “the share of practicing Christians has nearly dropped in half since 2000” (Barna, 2020, p.2).

It is my humble opinion that something must be done to reverse this trend among college students. They are the next generation we need to help by bringing them back to God. We also need to equip them to be the future leaders of the Kingdom.

# Analysis through Sociological Theory (3-4 pages)

Society’s “way of getting through high school” that leads to a career you will work for 40+ years is less than adequate in today’s society. It especially doesn’t work for the Christian student who is supposed to be a disciple for Jesus!

Christian students need more than just a class on a career pathway. They need guidance on how to pray and disciple. They need help discovering their vocational calling and spiritual gifts; and how to use them for the Kingdom.

In contrast, Social Constructionism is the theory where societal beliefs shape perception of problems. In this case, the Christian community’s belief that overlooks the loss of faith among college students shapes the perception that there is NO problem.

Dr. Reichard’s explanation of What “is” vs What “ought” to be and that Social Constructionism is within the What “is” in society realm leads me to believe as support for the sociological theory that can explain the problem. Or lack of a problem because I do not see churches making moves to start career ministries to equip their youth prior to going to college.

Peter Berger believed that society learns their ways of doing things from society's members, who portray or follow the set ways internalized by society. For instance, Americans start school at age 3-4 and graduate high school after completing the 12th grade after which students either go to college or get a job.

The problem is that while this is the pathway to adulthood, the Christian community (Christians, churches, and Christian business owners) has not created support to ensure that students are going to college wearing the armor of God.

# Faith-Based Analysis (2-3 pages)

Utilizing NT Wright's "7 universal human longings” I believe the proposed DSL project can minimize the brokenness Wright depicts in his book. At the same time, for those like myself, who often reflect on the past, it reveals areas for us to pray over and work through to heal or confess sin.

Justice. People definitely hold on to when they’ve been wronged. I was too scared of failure to try out for the high school softball team and often wonder if my life would have been different had I tried out. My ex husband leaving just after I had our third child impacted my career and I wonder where I would have been today if he hadn’t left. Not living with Jesus at the helm impacts today and our future. Students need help to discover their calling in high school so they can make better decisions about their future.

Love. Going to college is often a lonely time. Preparing Christian students for college through equipping them in various ways and connecting them to their chosen college ahead of time can help them in many ways. One of my work partner organizations is working to help connect students to churches and fellowship organizations on college campuses nationwide. Imagine if every student had a friend/contact before they landed on campus. They’d feel safe and loved. They would experience less stress, which could result in a better experience.

Spirituality. It would be great if all colleges were Christian, but the majority of secular colleges have Christian organizations like CRU and InterVarsity. They also have Christian staff and professors. Local churches should also be connected to college campuses to invite students to visit which can lead to more connections, better experience, and a reduction of lost faith.

Beauty. Is truly in the eye of the beholder. Society has put a distorted definition on beauty to the extent of fake eyelashes that are distracting and fake nails that are an art form. However, I choose to look at the beauty God has given us in flowers and simple hospitality treats that bring joy to those around us. Everyone gets distracted by shiny things and it takes discipline and being rooted in God’s word to avoid the distraction. Society is caught up in stuff and status that they do not see the benefit of biblical vocation and Business as Mission (BAM); and how collectively these along with my training program will help alleviate the problems associated with and resulting from lost faith in college students.

Freedom. When we discover our calling it gives us freedom to know that we are doing what God designed us to do. Not knowing is stressful because we worry and are unable to find peace. In the same way, when we trust God knowing he will provide for us it gives us freedom from worry.

Truth. Christians know the truth about life on earth and heaven. Trusting that allows us to experience God’s goodness daily. Public schools teach their narrative of truth. When it comes to vocation, the districts choose a path for students to follow. Unfortunately, the massive number of students they need to work with makes it impossible to run effective programs that will catch everyone. In the same way, the Christian community knows the bible is the foundation for life, yet churches don’t teach the biblical principles of work, nor do they make it a priority to equip people to disciple.

Power. NT Wright mentions the “Christian community was basically all about God’s taking charge and running the world in a whole new way”. (Wright, . p132) I have wondered about this. Why doesn’t the Christian community do more for the community and the world? Why are mission trips mostly overseas? Why aren’t there more Christian politicians? Why does my church NOT have a directory of businesses so people can support them? Why did BAM go overseas and not replicate in the USA? To see churches struggle and be influenced by the congregation instead of God led shows where the power is.

“There is a lack of knowledge of how to (re)engage upcoming youth in general education and employment support services” (Quinlan-Davidson, M., et al. (2024). p2). It is important that we address the gap in services to minimize the amount of brokenness that results when students enter adulthood without direction. Providing support through a Christian based training program prior to college could significantly reduce the amount of mental stress experienced during the college years, and the years beyond.

It has been shown that “young people who already consider applicability on the labor market when choosing an education have a significantly better quality of life than young adults who cannot find employment on the labor market due to an inappropriate choice of school” (Arpova, A. (2023). p76). If the outcome was positive for the general population, imagine how good the results could be using a biblically based intervention in the Christian community.

Providing a Christian vocational training program encourages a “stronger commitment to professional roles, empowers employees to actively shape their careers, gain control, and ultimately attain higher levels of subjective career success. Understanding these factors is crucial for organizations that maintain a motivated and content workforce while educating professionals on long-term career commitment. Furthermore, it emphasizes the importance of commitment, perseverance, and adaptability in achieving career success, especially for boundaryless and versatile careerists who rely on self-efficacy and resilience” (Bhawna, P., et al. (2024). p61).

**“**The perspectives, principles, and critical factors in strategic management have assisted in formulating the strategy to strengthen youth ministry involvement in community development. The Msebi, M. & Beukes, J.W. (2024) study determined gaps and recommended further empirical studies on youth ministry and community development among local churches” (p8).

The Action Research model is encouraging when planning a study of students to reverse the trend of lost faith in the Christian community. The hope is that the Christian training program will reverse the trend as we equip students before they leave for college.

# Designing the Intervention (3-4 pages)

In response to the significant increase in lost faith, I am developing a training program (proposed DSL Project) to address the existing need within the Christian community to prepare students before they leave for college.

The United States, once the world leader, has fallen behind significantly, especially in education. Where **“**students schooled in the Singapore education system are expected to have 21st-century competencies, and student outcomes include the need for civic literacy, global awareness and cross-cultural skills” (Chong, M., et al. (2022). p165), the United States, today is focused heavily on socio-emotional learning. While I am less familiar as to whether Christian education across the nation in comparison to Singapore education, I have found few Christian schools, colleges, and churches that offer a career ministry. As such, this researcher surmises there is a need for career ministry offerings nationally and looks forward to gathering this information in tandem with marketing the proposed DSL Project.

Otilia, S. B., et al’s research (2024) found that “emergent themes developed from the participants’ responses align with concepts of servant leadership theory, (and that) one thought from the study is the importance of developing the knowledge, skills, and abilities of attendees to complete unique events or special operations” (p291). I believe this evidence will correlate with the concept that a biblical vocational training program provides the necessary foundation to graduate college (i.e., unique event) without losing one’s faith.

The Career Ministry, STRIVE to Thrive, is a three-step program that helps students discover their biblical vocational calling (Step 1), guides students to create a strategic plan for their career journey (Step 2), and facilitates the STRIVE Workshop that equips students with tools to navigate their career journey.

The non-profit I work for intends to speak with Pastors, Church leaders, School Principals, students and parents to share the career ministry opportunity, which is a biblical vocational training program. The goal is to “plant” the STRIVE to Thrive in churches and schools.

## Purpose and Objectives

While the college years are designed for personal growth and career preparation, there is a negative trend among Christian students where they are walking away from their faith by the time they graduate college. Reasons include, but are not limited to stress, lack of guidance, and being unequipped for adulthood. The primary goal of this proposed intervention is to reverse the negative trend of lost faith among college students; and to increase those coming to Christ through Christian college students discipling them.

One objective is to recruit retirees and business owners to help provide mentor and internship opportunities. This is where second halfers who are retired can serve. The double blessing is that they can also mentor students sharing their experience and offer guidance that can make a significant difference in a young person’s life. This opportunity is not limited to retirees, but should also encourage adults with several years of experience. Mitchell’s (2021) “qualitative research project allowed the researcher to reflect on various aspects of the Christian worldview in the workplace. During these reflections, personal and professional growth opportunities were identified” (p180). Two disciplines that need to reach today’s 20 somethings are Faith At Work and Business As Mission (BAM). Faith At Work began in the late 1980’s and BAM in 2004, having recently gained momentum with my generation, who identified the need to reach today’s youth.

The prayer is that God will open doors and hearts so that the “STRIVE To Thrive” Training Program/Career Ministry will gain momentum and be impactful in reversing the trend of lost faith at the college level. Students should have the mindset that the college campus is their mission field while they are there. This includes being salt and light to the lost; and being grounded in the Word.

“The Business As Ministry model may aid Christian entrepreneurs in comprehending and managing a business as a Christian ministry” (Ma, E. Z. (2024). p. 26). Teaching this is to Christian business owners along with providing resources to create opportunities within their company to be salt and light to others will be impactful.

There is hope in the disciplines of BAM and Faith at Work. I see a direct connection between STRIVE To Thrive at the high school level with the business world because students need internships and mentors, as well as job opportunities.

Lastly, as part of the Action Research project. is assessment and evaluation before replicating the program again. Program exit and follow up surveys will be used and our team will be available to support those trained, as well as students that have gone through the program.

## Sociological Theory

The following is an example of Action Research that supports working with youth to engage them in the change process. **“**The Mayibuye community faces several socio-economic challenges. Most importantly, young people are the most affected. Furthermore, the findings exposed that youth involvement is limited in community development processes within local communities. As a result, the article proposes implementing a pragmatic strategy to enhance the youth ministry’s involvement in community development” (Msebi, M. & Beukes, J.W. (2024). p10).

Since 2015, my team has introduced STRIVE to many Southern California churches. While pastors, as well as all of our clients and their parents like the opportunity, they are not willing to adopt it. This road block made no sense to me until studying at OGS where several issues were revealed to me. Issues included church staff and pastors already at their capacity for more programs and responsibilities, churches and schools seeing financial constraints as a roadblock, churches not teaching concepts (i.e., the biblical foundation of work, vocational calling, and spiritual gifts).

It occurred to me that coming to a church from a Christian social research perspective may improve the potential partnership opportunity. The Training Program is the intervention that follows:

Phase I is where we will collect data to learn which churches/schools do and do not currently have a Career Ministry. At that time an inquiry will be conducted to share the Barna Group’s results showing significant lost faith among college students. Additionally, identifying who has and doesn’t have a Career Ministry. Then introducing the “STRIVE to Thrive” Training Program. The hope is to survey and hopefully find participants to partner with.

Phase II is hosting a “STRIVE to Thrive” Training for students. Prayer includes allowing God to work within the congregation/school for financial direction and funds to pilot one successful cohort.

With positive results, the next step would be to implement Phase III to plant a “STRIVE to Thrive” Career Ministry within the church/school. This includes praying for God to move the right congregants to serve. It is imperative that we wait on God to bring the right people forward and put them through the program because “the work focuses on the positive probability of influencing young people to achieve education in the real chance of getting meaningful, long and dignified work and thus prevent poverty due to unemployment” (Arpova, A. (2023). p74).

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Lastly, as part of the Action Research project. is assessment and evaluation before replicating the program again. Program exit and follow up surveys will be used and our team will be available to support those trained, as well as students that have gone through the program.

## Faith-Based Considerations

The entire project is faith based (e.g., participants, program components, recommendations, teaching topics, assessment, resources, etc). The prayer is that churches will be more open to working together to help the youth. It is unfortunate that the church has become almost blinded to how it is treating Christians that want to help. They do not submit the opportunity to God in prayer and they make excuses as to why it won’t work in their church. Hopefully, what I believe is God’s will is right and he will help move this forward.

## Target Group or Issue

Initially the intervention targets high school students grades 9 - 12. There are thousands however that we will miss as a result of our start date. As such, we are working on a college intervention. Similarly, there are numerous adults who are in transition due to job loss, not liking their job or retirees who want to find something to fill some of their time. To accommodate this group, we designed an Adult in Transition intervention and intend to revise it slightly for the retirees.

## Strategies and Activities

see above.

## Resources Needed

The resources (e.g., personnel, materials, funding) required for the intervention primarily include funding to host the training program. The online assessment and report are available, the Workshop and resources have been compiled. Personnel are also trained and ready to get started.

Time is needed to organize (in-person or virtual) the event, meetings with stakeholders (i.e., churches and schools), then coordinating the event.

## Timeline

One cohort of 15 students can complete the STRIVE To Thrive Program in 4 weeks. The additional next steps can take up to 6 months.

## Anticipated Challenges

Anticipate potential challenges and propose solutions. Students must take the assessment and meet with the consultant to review the report prior to coming to the Workshop. Students also will need to take the initiative to follow through with researching identified career options, and updating their strategic plan as time goes by. If they lose motivation, they will not keep their plan current and that could impact their success.

## Measuring Success

Pre and post surveys will be completed by students and parents regarding a student’s participation in the training program. A longitudinal study may be developed where we follow students through their career to see how they used what they learned to succeed in their career and life!

# Ethical Considerations (2-3 pages)

Barna (2020) found that “three in 10 practicing Christians (31%) and one-third of evangelicals (33%) express interest in ‘continued professional development that focuses on integrating faith and applying it to (their) career” ( p1) because Christians are often silent about their faith in the workplace. Sharing at work can pose ethical issues with fear of “harassment” accusations. As we share Faith at Work and BAM strategies, and encourage Christian companies to offer opportunities (e.g., bible study and prayer) for their staff, we will also emphasize the need for prayer and faith in God’s plan, as well as trust in God’s Word.

Assisting students on this journey through high school and preparation for college can be stressful. **“**The fact that educational decision-making can be challenging, especially at a relatively young age, also is reflected in an increasing number of adolescents who are postponing this choice by taking one or multiple gap years before starting a major in higher education” (Van der Aar, L., et al., (2022). p 341). The gap year is a newer concept, but gaining momentum with students opting for the easy way out!

This is where I believe a network of Christian organizations and businesses will provide an added value to the Career Ministry. The mental health issue is a hot topic in schools and American culture right now. We need to be aware of these issues and make the best effort to support each individual. Students that want a gap year can be encouraged to go on a mission trip and be prayed over. This can be a growing experience where students gain “the ability to interact positively with people of different national, social, ethnic and religious backgrounds” (Chong, M., et al. (2022). p179). This is just one aspect of growth that can help prepare them for what they choose following the gap year.

“Indoctrination to the importance of a leadership perspective is essential during the formative years of education so that students enter practice knowing that leadership is not just related to their specific position” (Recigno, T. E., & Kramer, P. (2022). p1). While indoctrination is seen as a negative word in today’s society, it is a word that conveys a level of importance that all Christians should understand. We have a duty to be salt and light. We also are to live by the biblical principles written for us. It is imperative that parents, pastors, elders, and teachers convey that to others. To use NT Wright’s 7 signposts as a guide to address what is broken in us and the world in order that we understand how we are to live as Christians.

“The individual’s ability to self direct is of great importance to the society, working life, and social development” (Loeng, S. (2020). p10). However, there is an ethical line in the sand that society has drawn. Christians need to understand God also drew a line and that it is up to us to avoid society’s darkness and pitfalls; and instead be light and salt; and be bold for God. If we can convey this to students they may grasp the concept of college as their mission field; and carry that to their job.

Students who arebold for Christ will **“**also experience and perceive that wisdom, values, culture, and ministry are all components of spiritual capital that represent the spiritual aspects of the common good in their business as ministry. They also experienced and perceived that relationships, trust, goodwill, and cooperation all contribute to social capital, which can be categorized as the social aspects of the common good in their business as ministry” (Ma, E. Z. (2024). p. 165).

## Adherence to Professional Ethics

Discuss the importance of following ethical guidelines in sociological research.

## Respect for Persons

Ensure respect for the individuals and communities involved in your research, even though observational or indirect data collection will be employed.

## Confidentiality and Privacy

Outline how you will protect the privacy and confidentiality of any information gathered, even in anecdotal or observational contexts.

## Avoiding Harm

Address how your project will avoid causing harm, including avoiding iatrogenic interventions that inadvertently cause more problems or dependencies.

## Cultural Sensitivity

Ensure your research and intervention are culturally sensitive and appropriate.

## Addressing and Disclosing Bias

Acknowledge and discuss how you will address potential biases in your research approach and analysis.

## Transparency and Accountability

Maintain transparency in your methods and be accountable for the intervention's impact.

## Site Permissions

If required, detail how you will obtain permission from relevant authorities or organizations for conducting research at specific sites. Include permission as an appendix.

# Delivery and Evaluation Plan (3-4 pages)

The training program is delivered and evaluated as follows: Students meet one on one virtual or in-person with their consultant. This initial meeting is for the consultant to get to know the student better, asking questions about the student that help the consultant better understand the assessment results.

Next the student takes the online assessment. Upon completion a report is generated and sent to the consultant. The consultant schedules a 2-hour meeting (virtual or in-person) with the student to review the report. This is a great opportunity for parents, pastors, and principals to observe the consultation. This is where God shows up and helps the student understand themself better. At the end of the meeting, students receive additional resources they will need to work on.

The STRIVE Workshop will be held (virtual or in-person) when all 15-20 students have completed the Steps 1 & 2. The 4 hour Workshop provides tools and resources for students to prepare for internships, jobs, careers, and life. It is a time for them to apply what they learned in the consultation about themselves to future scenarios. Practice using gained insights is critical to improving skills needed to interview and make choices based on how one is wired by God.

Pre and Post surveys will be used to determine satisfaction with the training program. A longitudinal study needs to be researched and developed in order to identify what to look for and the other details related to career journey, satisfaction, and achievement.

# Evaluation of Results (2-3 pages)

**“**By nurturing these factors, organizations can create an environment that promotes career commitment and supports individuals in reaching their career goals, ultimately benefiting managers and organizations by providing insights into how commitment and self-efficacy influence employees' perceptions of career success and encouraging the establishment of career advancement opportunities” (Bhawna, P., et al., (2024). p61).

Johnson (2021) mentioned the importance of a “meaningful measurable program of Spiritual Self-Audit… that BAMers and missionaries can engage in” (p 448). BAM is not just business, it is God in business. BAM is about teaching business from a biblical perspective and that includes making sure the business is the right one for the owner (i.e., a match to their Godly design).

# Reflection (3-4 pages)

“The emergent themes developed from the participants’ responses align with concepts of servant leadership theory. One thought from the study is the importance of developing the knowledge, skills, and abilities of attendees to complete unique events or special operations” (Mitchell, Booker. (2021). p. 147).

Otilia, S. B., et al. (2024) states that “training teachers for career-guidance activities is a solution for empowering students in a rapidly changing society. Similar training initiatives have been found to be beneficial for developing the career-guidance competencies of teachers as career-guidance advisors, provided they receive initial training, information, and preparation for this role” (p. 292).

Rovner (2020) said it best in his book about Supernatural Business. “We’ve always tried to bring people to the next level. We do that by coaching and mentoring” (p99). This additive quote is a part of BAM, is a part of servant leadership, and is a fundamental part of biblical principles for business and life. Helping others one way Christians can impact social change. Equipping them to be servant leaders and change makers so they can be used by God is important. Often bosses withhold because they are threatened by the thought of someone lower in rank surpassing them. That is not how Jesus wants us to serve.

The training program is important to today’s youth and can significantly impact the Kingdom on many levels, even with adults. This training can be offered toadults in transition to help them find their calling; and to retirees (i.e., second halter’s) to potentially mentor because“as (many) adult learners near retirement age, their personal goals as lifelong learners are to access …opportunities and to utilize this learning in their remaining work and retirement futures as well as for personal fulfillment” (Broughton, P., et al. (2023). p60).

# Conclusion (1-2 pages)

“Training teachers for career-guidance activities is a solution for empowering students in a rapidly changing society. Similar training initiatives have been found to be beneficial for developing the career-guidance competencies of teachers as career-guidance advisors, provided they receive initial training, information, and preparation for this role” (Otilia, S. B., et al., (2024) p. 292).

Preliminary inquiry of pastors resulted in a desire to use this training. With the integration of social action research and the Barna report, it appears there is a greater likelihood that churches and schools will agree to pilot this training program. The prayer is that a successful cohort will result in the request to implement the program again and advance to phase III - planting a career ministry.

**“**All people require goods and services to survive. These must come from their own hands or from trade with others. Every economic system, from the most primitive to the most sophisticated, is built on this foundation” (Johnson, C.N., (2022) p7). This is so true and inspires me to believe that the Christian community can be the salt and light in a greater capacity for the Kingdom. This requires prayer and more planning. The STRIVE To Thrive Program as discussed above will first work with high school age students, then college, adults in transition, and retirees. The expansion reaches beyond STRIVE To Thrive in that we want to also develop/compile resources for Christian businesses to learn to practice faith at work; and to develop a network for the Christian community bringing businesses and Christians together for jobs, internships, mentoring, and missions.

# References

Cite 20-30 scholarly sources in APA 7th edition format.

Arpova, A. (2023). Unemployment as a Predictor of Poverty and direct Impact on the Quality of Life of young Adults.[*Clinical Social Work and Health Intervention*](https://doi.org/10.22359/cswhi_14_2_10)*, 14*(2), 74-78.

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