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Lake Hart Innovation Residency: A Journey of Surprise

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EPIGRAPH

Behold, I am doing a new thing;
now it springs forth, do you not perceive it?

—Isaiah 43:19a

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RESEARCH METHOD

This Project utilized a blended methodology that draws upon bibliographic resources, data derived from stakeholder collaboration, and human-centered design and iteration processes to create a heuristic-based, application-oriented Project.

ABSTRACT

Many large organizations inevitably lose their entrepreneurial spirit. The gravitational force descends from progress to policy, adaptability to bureaucracy, and creativity to sterility. Cru, formerly Campus Crusade for Christ, is a 70-year-old interdenominational collegiate ministry that fits this problem. In short, the culture of Cru largely inhibits innovation. In this work, I propose a robust, comprehensive approach toward increasing Cru's innovation capabilities. I identify the keystone change of developing a brave culture of disciplined experimentation. This underlying philosophy includes fostering necessary mindsets, forming a theology of making, training in Design Thinking methodology, constructing a mechanism for incubating ideas, emphasizing field ministry, and establishing an innovation network. The facets of this strategy are delivered through a nine-month residency program as the first stage of implementation.

Cru, formerly Campus Crusade for Christ, is a significant, interdenominational collegiate ministry. After serving in the field for thirteen years, I transitioned to serving in our Innovation Department. There, I discovered an urgent problem about Cru's inhibitive culture. If Cru is to avoid the pitfalls of many large organizations, it must recapture its innovative spirit.

In this work, the Lake Hart Innovation Residency is presented in detail. Fourteen residents from nine departments have devoted an entire school year to being equipped with mindsets and methodologies of effective innovation. Through weekly training, guest presenters, project incubators, and outside inspirational field trips, these residents are being formed into leaders who can thrive in perpetual uncertainty. They are developing the heart and competency of effective change agents. Over time, these residents will become hubs of healthy innovation

within their respective departments. This critical mass becomes the necessary momentum to bring about systemic culture change by providing traction to further implement my comprehensive solution. More than anything, through this work I extend an invitation for Cru to consider a journey of possibilities.

INTRODUCTION

In the followings section, I will summarize the three phases of this project: Discover, Design, and Deliver, with special focus on personal reflections and lessons learned from the journey. Following the reflection, I will present the project, the future launch plan, and a series of comprehensive appendices.

Discover

Many large organizations inevitably lose their entrepreneurial spirit. The gravitational force descends from progress to policy, adaptability to bureaucracy, and creativity to sterility. Cru, formerly Campus Crusade for Christ, is a 70-year-old interdenominational collegiate ministry that fits this problem. Three years ago, I moved from field ministry to a supporting role within our Innovation Department. Striving to help others innovate with their most pressing ministry problems quickly brought the realization that many Cru staff struggle to generate or implement innovative ideas. This realization proved to be an opportune problem riddled with questions. Why do staff struggle to innovate? Do hot spots of creativity exist within Cru? To what extent does the executive team value innovation? Was Cru ever innovative? Did Cru lose that innovative spirit altogether? If so, when? How? Questions began generating questions that were worthy of pursuing.

The initial Discovery Workshop included a riveting morning of staff candidly sharing their thoughts about organizational change and innovation. Staff gathered from the field and office—new staff, senior staff, and even someone from outside Cru. This group dissected the problem and wrestled with the notion that innovation thrives when it is both fostered from executive leadership and driven by grass-roots field endeavors. They considered the executive

team the primary audience but conceded, knowing there would be little agency and ability to create executive-level change as a mid-level leader. This debate galvanized a strategy for change: the field staff would become the focus and the resulting changes would leverage or persuade the necessary adoption at the executive level.

Another key discovery from the workshop was Cru's ambivalent posture towards innovation. Staff received mixed messages. One participant grieved that they had heard an executive leader say, "We are at a point in our ministry where we do not need entrepreneurs; we need managers."¹ At the same time, another pointed out hearing Cru's president say, "One of the greatest dangers for Cru is that we would stop innovation. If we lose that innovative spirit, we will lose something that is core to our movement."² In addition, this group helped me move beyond the obvious stakeholders of the executive team and consider the informal authority structure within Cru, where a small group of seasoned team leaders has significant sway and influence.

The one-on-one follow-ups with three innovation leaders (two in vocational ministry and one outside) confirmed the evolution of the NPO. The problem was an issue of culture, which largely inhibits innovation. Culture change is challenging, slow, and requires a comprehensive approach.

Design

Having set the primary audience of my work as field staff, a dynamic group of participants were invited to ideate around possible solutions in a Design Workshop. These

¹ See Appendix A.

² Steve Sellers in an internal Cru communication, 2017.

participants included field practitioners, Cru's Innovation Director, and other stakeholders such as area directors. Using creative workshops, three possible steps were identified to move forward.

The first workshop, "Mission Impossible," invited our staff to consider how we might foster innovation *without* directly training our staff in innovative methodologies. Our department was already pursuing this type of training, so these participants were encouraged to think outside the obvious solutions. A brief "Anti-Problem" workshop was next, where brainstorming occurred around how to squelch innovation within Cru. That upside-down exercise underscored the relational dysfunction between field staff and executive staff. After another exercise, three ideas were narrowed down:

1. A day-long innovation event (hack-a-thon) that invited participants to team up and tackle a problem in a single day.
2. A box would be sent to teams, containing all the elements they would need to creatively address a ministry problem: an article, templates, sticky notes, and more.
3. Guides would be available to offer step-by-step guidance from an abstract idea to concrete reality. These guides would help fan the flame of existing ideas of field staff.

The key discovery from the Design Workshop was the solution of serving as a guide for emerging innovators. In the past, our Innovation Department worked from a laboratory model, sending a message of "We will create innovative solutions *for* you." This required a pivot to serve as a guide that changes the message to "We will create innovative solutions *with* you." Working with our leadership the mandate of the Innovation Department was changed to read, "We exist to help create fresh, new ways to connect people to Jesus and to help others creatively

address their ministry needs.” That second part is crucial to seeing a genuine culture change. Innovative leaders inside and outside Cru positively affirmed this shift during one-on-one follow-ups.

Moving closer to the end of development, none of the prototypes had a significant enough impact. Both prototypes garnered positive feedback but did not carry the weight needed to significantly change the culture. However, that changed with a single conversation. At the onset of this program, the advice given was to be open to surprises. At this point, the biggest surprise of the project development occurred. At a chance encounter with one of our executive leaders, I shared what was developing with the project and how the prototypes did not have the necessary impact. I dreamed with him about creating a residency where our staff could be thoroughly trained, formed, and practice innovative competencies. To my surprise, he said, “Let’s do it. Send me the proposal, including a budget and consider it done.” This was the divine intervention needed to provide the right vehicle, allowing the pervasive change I was after.

Deliver

After assessing the need to change the culture of Cru, it became apparent that a solution must be equally robust and comprehensive. Offering a few tools or concepts would be insufficient; Cru’s mindsets and values needed change. My comprehensive solution included an underlying philosophy for effective innovation. Whatever project developed must be informed by these principles. I call this philosophy the “A-E of Innovation: A Bold Culture of Disciplined Experimentation,” and includes the following emphases:

1. Mindsets of experimentation
2. Making as theology
3. Methodology of Design Thinking/Human-Centered Design
4. Mechanisms of incubating projects
5. Movement back to emphasizing the field
6. Multitude of experimenters³

To create proof of a robust solution, something concrete and within my control needed to develop. The scope of this project is a nine-month residency as a vehicle for institutional, cultural change around innovation. The residency is a program within Cru that can foster innovation as an exemplar for the rest of the organization. Over time, these residents will become hubs of healthy innovation within their respective departments. This critical mass becomes a necessary momentum to bring about systemic change. In other words, the innovation residency provides traction to further implement a comprehensive solution to the overarching problem of culture change.

The following benchmarks will be put in place:

1. Retention and completion
2. Funding
3. Net promoter score
4. Supervisor satisfaction
5. Innovative projects and perceived impact

³ For a fuller explanation of these facets, see Appendix E.6.

These benchmarks will be assessed every semester through evaluations conducted by residents and their supervisors. The long-term objective is to create hubs or hot-spots of innovation that infiltrate the entire organization creating true culture change.

Evaluation of Experience

Like any good narrative, this research and project development journey was not without conflict. The most obvious challenge was navigating life, ministry, and research during COVID-19. While this demanded significant adjustments on a personal level, it provided research opportunities. Words like “reimagine,” “pivot,” and “innovate” were thrust to the front of every organization’s vocabulary, requiring a fresh look at strategy and posture towards innovation. The time was ripe for this topic.

Another challenge was the emotional journey as I assessed the possibility of a large organization making significant changes. Is Cru too set in its ways? Is there too much bureaucratic tape paralyzing Cru? Is Cru all but irrelevant to upcoming generations? Is Cru a sinking ship? I wrestled with these questions, conceding that only time will tell, and it is the role of a leader to cast a vision for an alternate future and labor towards that end.

In many ways, I knew I must both personally and professionally embody the type of innovative leader necessary for Cru’s culture change. I needed to take the risk in a risk-averse culture. Risky prototypes inevitably include gaps and shortcomings. Highlighted are two of those areas requiring further improvement. Innovation is a means to an end and must be focused on the right ministry outputs. Others described a flurry of seemingly innovative activity without

meaningful output as “innovation theater.”⁴ Lest my project be categorized as such, the implementation strategy of the content for residents needs improvement. It must be crystal clear from outside observers how the Lake Hart Innovation Residency positively impacts our most pressing problems. Supervisors mentioned the need for implementation in a preliminary “premortem” meeting, underscored this need at the semester evaluation, and the most critical feedback cited implementation as an issue. Improvements will be made to set expectations of front-loading developmental content and clarifying the path for implementation.

The second gap identified was the overarching strategy for incubating potential projects. A more formational approach for our staff has been taken, but still leaves the gap of how Cru employs a strategy to identify, fund, prioritize, and scale innovative ideas. This mechanism will need attention in the coming years as part of a comprehensive solution for culture change.

In addition to gaps, several other possible routes were discovered through this process. First, a top-down approach could have been taken, identifying the executive teams as the primary audience, which would mean spending efforts on convincing them of the needed change. Ultimately, innovation will only thrive to the extent that the executive leadership team values and fosters innovation, so it was tempting to pursue this route. However, focusing on the field and allowing those results to help persuade the executive leadership was the chosen path.

Another possible route is what I call a “project-based approach.” This route requires investing in a few important ministry outcomes and developing innovative projects around those

⁴ For an explanation of “innovation theater” see Steve Blank, “Why Companies Do ‘Innovation Theater’ Instead of Actual Innovation.” *Harvard Business Review*. October 7, 2019, accessed February 2, 2022, <https://hbr.org/2019/10/why-companies-do-innovation-theater-instead-of-actual-innovation>.

problems. This, too, could have leveraged further change, but didn't address culture directly enough.

A third alternative included an innovation lab model. Some companies and organizations have more of a "skunks-work" approach where the majority of their innovation comes from the isolated Innovation Department. This approach might bring innovative solutions but would not ultimately change the culture. Furthermore, this path would have simply been an iteration to Cru's existing approach.

Last, another viable route was to create more self-moderated experiences. The current approach is limited in scope to deeply investing in relatively few people. For example, Chick-Fil-A's innovation center in Atlanta allows individuals to self-facilitate through interactive elements, gaining a more innovative mindset. While this approach allows for more exposure, it did not resonate with the need for human interaction (it is called "*Human-Centered Design!*"), especially during an already-isolating pandemic. With many paths to select from, I choose the path outlined here.

Along this path, one of the greatest discoveries was identifying a vicious cycle of perceived anarchy and micromanagement between field staff and executive leadership. In the past, when executive leadership widened the boundaries and encouraged innovation, certain endeavors surfaced that were not in line with Cru's mission. As a result, the executive team canceled those projects and began taking a much more "hands-on" approach. This oversight felt stifling to Cru staff, and field staff interpreted the oversight as micromanagement. Fear categorizes much of this vicious cycle.

Edwin Friedman’s work of approaching organizations primarily as emotional systems became very helpful and applicable.⁵ I hope I can introduce a virtuous cycle of incubating our DNA-infused projects that have certain “gates” or “checkpoints,” ensuring these projects are directed towards the right outcome. This dynamic shifts me into a mediator position knowing the executive team *and* field staff both want radical, risk-taking, faith-filled, and creative new projects infused with our DNA and directed at ministry outcomes.

Finally, it would be a miss not to mention that one of the key discoveries was how Scripture brings richness to the creative process. Makoto Fujimura influences this project by bringing the creative impulse to life. He insists the *imago dei* includes making something in the world by situating creativity in the Trinity.⁶ These theological principles are central to the project, woven through nearly every component. Without this underlying tapestry, everything I have created would remain sterile.

Looking Ahead

Reflecting on my journey around helping others innovate, I see a progression with three stages.

1. Helping individuals connect their God-given creativity to a formational journey as they developed a personal confidence to lead in a world of perpetual uncertainty.
2. Developing the competence of helping teams tackle an isolated complex problem through a tailored process of Human-Centered Design.

⁵Edwin H. Friedman, *Failure of Nerve: Leadership in the Age of the Quick Fix* (New York, NY: Seabury, 2007).

⁶ Makoto Fujimura, *Art and Faith: A Theology of Making* (New Haven, CT: Yale University Press, 2020)

3. Looking higher and addressing innovation management within a large organization.

Prioritizing, incubating, and scaling projects in a collaborative, cross-departmental environment is necessary to see Cru move towards being an innovative organization. The third area of innovation management is the area requiring further research and development within the comprehensive solution to the NPO. Labeled as one of the supporting features of keystone change—Mechanism of Incubating Projects—I will set my sights and mental energy here when completing this program.

The innovation residency will be honed to create a more robust response to the problem while developing other components. Finding multiple vehicles will be imperative. These include launching an innovation network of like-minded staff, running a parallel virtual innovation residency, training 80% of staff in Design Thinking, and engaging with executive leadership to develop the plan in the future.

The hard work will help all levels of the organization grow in all six facets of the proposed solution. The executive team, our capacity staff, the Innovation Department, and field staff will all need to possess the hearts and competency of each facet if Cru can recover its innovative spirit.

Conclusion

Early in the research journey, the word “surprise” surfaced as a meaningful topic to consider. Great innovation also possesses this element of surprise. Wearing the concept of surprise as a lens to look at Scripture revealed that surprise is God’s *modus operandi*. Surprise: Jesus is born of a virgin. Surprise: he is born into a poor family. Surprise: he is riding in on a

donkey. I began writing “surprise” in the margin of my Bible anytime I encountered something surprising, and, to my delight, I wrote on nearly every page. I think the entire Bible can be summarized in the statement, “God breaks in and surprises.”

In my research and project journey, I was most surprised when finishing the design phase. At that time I realized the solutions were not robust enough to provide culture change. I am grateful for the executive leader who recognized the residency’s potential.

This overall process impacted me on a personal level, too. The project has galvanized a commitment towards my mission statement, “to help others’ dreams become reality.” I have also had the immense blessing of interacting with some of the best ministry innovators and thought leaders that I now call “friends.”

As I dream about the future of this project, I have a sense of hopeful anticipation. I pray and labor towards recapturing Cru’s innovative spirit. I dream of an organization that wins, builds, and sends students in a fresh way. I trust the Lake Hart Innovation Residency will become a catalyst for meaningful change; that a bold culture of disciplined experimentation becomes pervasive within Cru, and this culture provides a fresh, new, fruitful season for Cru. At the same time, Cru is not unique in its posture towards innovation. I dream of helping many organizations tap into the God-given mandate to create, make, and innovate.

Ultimately, I dream to partner with God in ushering the new. I rest knowing that is what God does—He brings life where there was death, water where there was desert, and creativity where there was sterility. He is the One who breaks the silence of the formless and void to say, “Let there be...” and He is also the One who promises, “I am making all things new.” God breaks in and surprises.

PROJECT

Introduction

Vocational Context

I serve with a large, interdenominational collegiate ministry called Cru. After 13 years in the field, I transitioned to serving the last three years in our Innovation Department. There, I discovered an urgent problem. Cru's culture largely inhibits innovation. One executive leader recently said privately, "We don't need entrepreneurs anymore, we need managers." Most institutions follow a natural life cycle where organizational "death" is preceded by nostalgia, questioning, and polarization¹, all of which are characteristic of Cru presently. If Cru is to avoid the pitfalls of many large organizations, it must recapture its innovative spirit.

Need, Problem, or Opportunity (NPO)

The culture of Cru largely inhibits innovation.

Project Rationale

After I had assessed the need to change the *culture* of Cru, it became apparent that a solution must be equally robust and comprehensive. Cru's mindsets and values need changed. My comprehensive solution includes an underlying philosophy for effective innovation. I call this philosophy the "A-E of Innovation: A Bold Culture of Disciplined Experimentation," and includes six supporting emphases.

¹ For a more thorough treatment of the lifecycle of institutions, see Alan Hirsch and Michael Frost, *The Shaping of Things to Come: Innovation and Mission for the 21st-Century Church* (Ada, MI: Baker Books, 2013).

These emphases are as follows:

1. Mindsets of experimentation
2. Making as a theology
3. Methodology of Design Thinking/Human-Centered Design
4. Mechanisms of incubating projects
5. Movement back to emphasizing the field
6. Multitude of experimenters²

In order to create proof of my robust solution, I needed to develop something concrete and within my area of control, so, with the approval and funding of one of Cru's executive leaders, the scope of this project is a nine-month residency as a vehicle for institutional change. The residency is a program within Cru that can foster innovation as an exemplar for the rest of the organization. Fourteen residents from nine departments have devoted an entire school year to be equipped with the mindsets and methodologies of effective innovation. Over time, these residents will become hubs of healthy innovation within their respective departments. This critical mass becomes the necessary momentum to bring about systemic change. In other words, the innovation residency provides traction to further implement my comprehensive solution to the overarching problem of culture change.

² See Appendix E.6 for a more thorough explanation of each of these facets and the underlying philosophy.

Scope and Benchmarks

I will know whether this residency project is successful or not by assessing the following benchmarks:³

1. Retention and Completion
2. Funding
3. Net Promoter Score
4. Supervisor Satisfaction
5. Innovative Projects and Perceived Impact

As I present the project here, I will show the purpose, format, elements, overview of the weekly sessions, and samples of the content. A full catalog of the content will be found in the Appendix E.

³ Each benchmark is further explained after the project presentation.

Documentation of Project: Lake Hart Innovation Residency

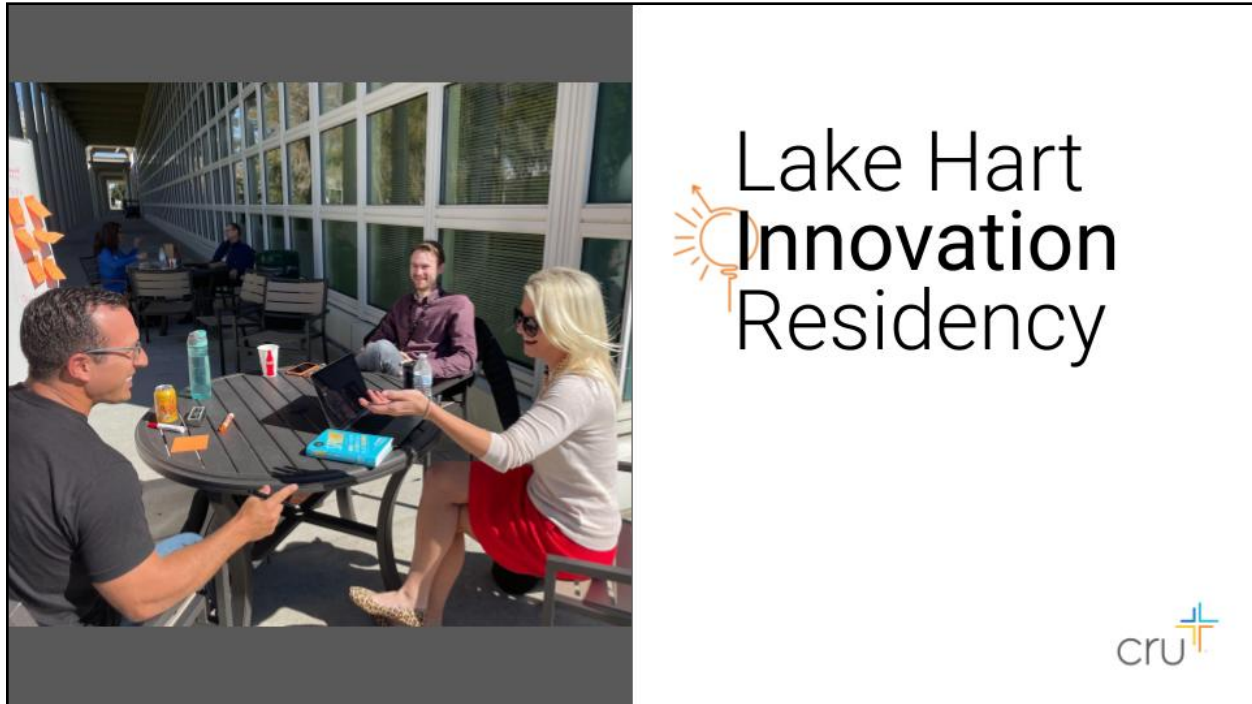


Figure 1. *Lake Hart Innovation Residency Promotional Material.*⁴

Introduction

The Lake Hart⁵ Innovation Residency is a natural and compelling vehicle to house a holistic approach to increasing Cru’s innovation capabilities. In the fall of 2021, fourteen residents applied for a nine-month learning community with the understanding of spending eight to ten hours a week to learn and practice innovation.

⁴ For a full view of the promotional material, see Appendix E.1.

⁵ Lake Hart is the name of the property where Cru’s headquarter resides.

Purpose, Goals, and Objectives

The Lake Hart Innovation Residency aims to implement the keystone change of a bold culture of disciplined experimentation. Here I present the objectives for individual residents, each ministry department involved in the residency, and for all of Cru.

For the Individual

Formation and competency

We lead out of who we are. The goal for residents is to help them transform into leaders who can lead in a climate of perpetual change. Residents must grow in heart and competencies of innovation. Upon graduation, residents will grow in their working competencies outlined in the schedule below.

Relationships

A less tangible but prioritized goal is forged relationships in the residency. Collaboration with like-minded individuals is critical in creating a sustainable environment for creativity, shared learning, and ongoing innovation. This goal largely dictates the size of the cohort (12-18), so that innovators, who often feel isolated, can connect and “spur one another on towards love and good deeds” (Heb. 10:24).

For Each Ministry Department

All departments will benefit from the residency in tangible and intangible ways. It is my goal that each ministry benefit from the residency through the following:


- Enhancing methodologies for innovation
- Sharpening organizational processes that identify and support burgeoning ideas
- Developing more innovative leaders
- Sharing ideas across ministries
- Collaborating on existing projects

For All of Cru

It is our goal that all of Cru would benefit from the residency by the following means:

- Increasing innovation knowledge and practice
- Implementing innovative ideas in a large organization (pathways)
- Building a vibrant or lively innovation network across ministries
- Increasing the Cru Innovation capabilities
- Developing transformational results from participants and their projects


Here, I present a sample of how a resident and supervisors would experience an introduction to these purposes and goals.⁶



Goals and Objectives

Innovation is a challenging topic to articulate goals around. BSC Designer contests:

Before we go ahead, let's agree that we don't pretend to measure the creative part of innovation, e.g., we won't predict here if a certain innovation will be a success or not. What we can do is to make sure that an appropriate innovative environment is created and that the most promising "aha-s" find their way to the commercially successful products.¹



Though setting innovation objectives is challenging, that doesn't excuse a diligent and robust way of looking at the goals and success criteria for innovation, in general, or the Lake Hart Innovation Residency, specifically. It's best to consider the goals for the individuals, for each ministry, and for all of Cru.

For the Individual

Formation and Competency. We lead out of who we are. The goal for the resident personally is to form them into leaders who can lead in a climate of perpetual change. Residents will need to grow in both the heart and competencies of innovation. Upon graduation, our goal is that residents will have working competencies in:

- A theological overview of making, creativity, hope, and the imagination
- Innovative methodologies like Design Thinking
 - Empathy
 - Define
 - Ideate
 - Prototype
 - Test
- A toolbox of short workshops that address creativity, innovation, and problem solving
- Design Sprints
- Navigating innovation in a large organization

¹ "25 KPIs for Innovation Balanced Scorecard" https://bscdesigner.com/innovation-kpis.htm#innovations_challenge




Figure 2. Lake Hart Innovation Residency Goals and Objectives.

⁶ For a full view of the goals and objectives, see Appendix E.2.

Format of the Residency

The residency is built on four differing elements with corresponding purposes.

Table 1. Elements of Residency

Event	Rhythm	Purpose
Residency Meetings	Weekly	The most frequent gathering is the primary touch point for conversation, learning, relational connection, and development.
Wisdom Wednesday Lunches	Monthly	These lunches provide opportunities for learning from experts inside and outside of Cru, while allowing space to include a broader group of participants.
Cohort Dinners	Monthly	Food and conversation were an integral part of Jesus' ministry, and so it will be for the residency program. These meals will also have an element of surprise to further the experiential value.
Field Trip	Quarterly	There is no substitute for immersive, experiential learning. These field trips provide invaluable opportunities to galvanize relationships, solidify learnings, and inspire Aha! moments.

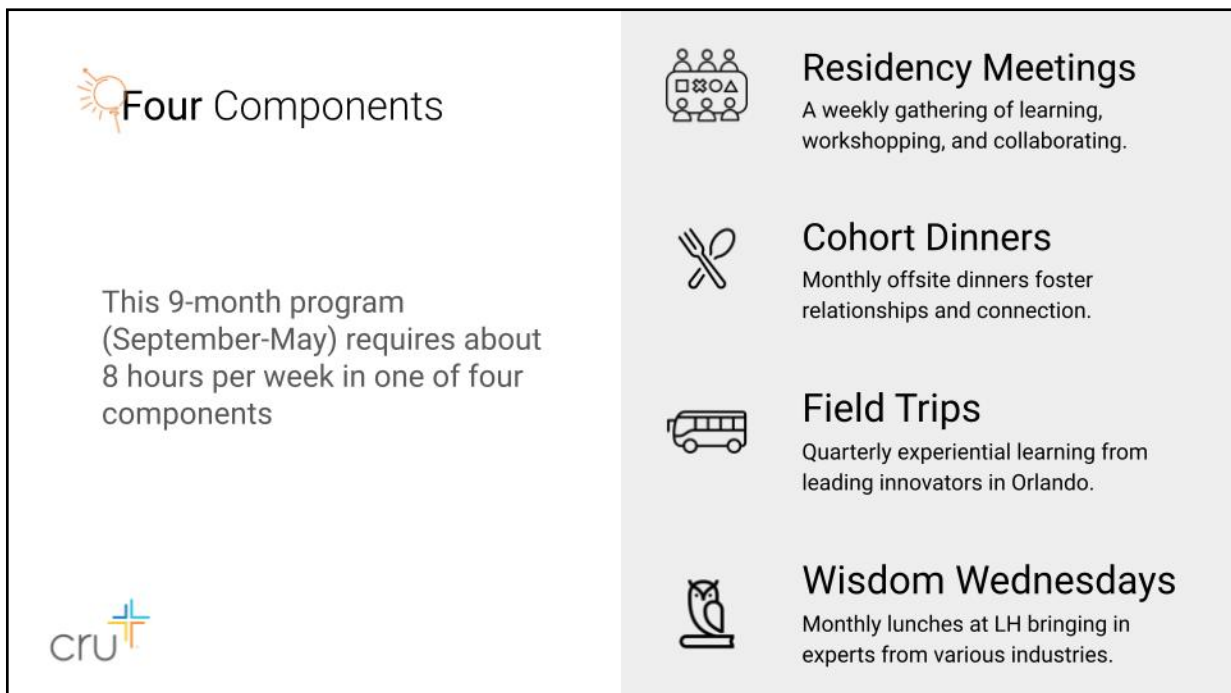


Figure 3. *Four Components of the Residency.*

I provide a sample month incorporating all four elements.

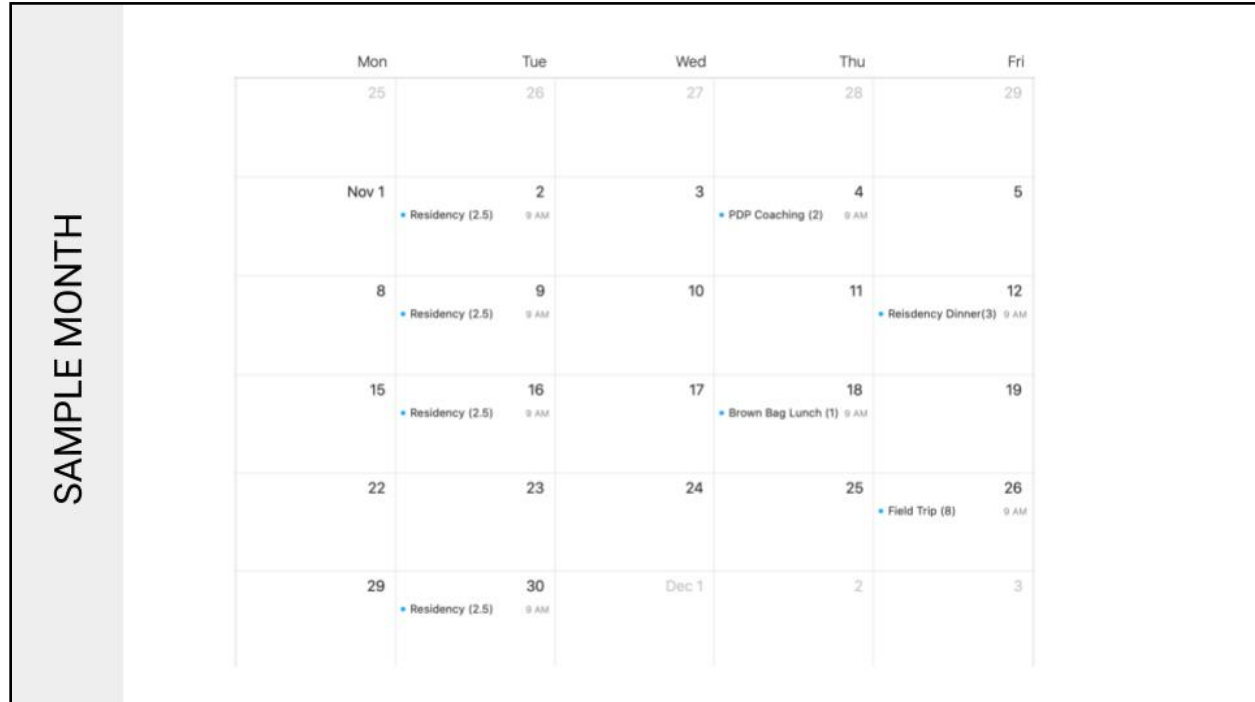


Figure 4. *Sample Month.*

Schedule of the Residency

Each week, the residency met for over two hours to learn from innovators inside and outside of Cru, engage in rigorous reading and training, and converse around the following topics and training:⁷

Table 2. Fall Schedule

	Fall		
Week	Title	Key Question	Competency
1	Foundation for Innovation	What is innovation?	Empathy and Journey Map
2	Is Cru Innovative?	What does it mean for an organization to be innovative?	Innovation Assessment
3	Defining the Problem	Are we solving the right problem?	Problem Analysis, How Might We...
4	Understanding Humans	Where do we begin in innovative processes?	Human-Centered Design
5	Ideation and Design	How can we move beyond the obvious?	New Ideation Techniques
6	Supervisor and Stakeholder Meeting	How do we innovative from the middle?	Leading Up
7	Planning and Prototyping	How do we test ideas?	User-Testing
8	Why We're Never Finished	How do we persevere as change agents?	Feature Value Matrix
9	Creating a Culture of Innovation	How do we foster a culture of innovation?	Change Theory and Management
10	The Power of Presentation	How can we develop buy-in for ideas?	Presentation Design
11	Marketing in Ministry	How do we connect audiences with ideas?	Problem Priority Matrix
12	Innovating with the Global Church	How do we catalyze a larger movement?	Collective Impact Framework
13	The Journey Ahead	What is our future as innovators?	Ten Faces of Innovation

⁷ The fall semester was designed and executed in partnership with OneHope ministry and their innovation lead, Liam Savage.

Table 3. Spring Schedule.

	Spring	
Week	Title	Description
1	Design Sprint: A Forecast	Overview of upcoming Design Sprint
2	Pitching an Idea	Developing upcoming pitches
3	Pitch Session	Deliver pitches and vote for Design Sprint projects
4	Collective Genius	Develop teams for Design Sprints
5	Innovator's Toolbox (1 of 2)	Walkthrough all tools necessary for Monday-Wednesday of the Design Sprint
6	Innovator's Toolbox (2 of 2)	Walkthrough all tools necessary for Thursday-Friday of the Design Sprint
7	The Power of Empathy	Determine primary audience and develop empathy for Design Sprint
8	Design Sprint Week	Execute Design Sprint
9	Retrospective	Evaluate Design Sprint
10-11	Rest and Recover	Rest
12-15	Coaching for Presentations	Conduct individual coaching appointments in preparation for presentations
16-17	End-of-Year Presentations	Residents deliver presentations highlighting areas of growth and application of residency
18	Wrapping Up: The Possibilities	Celebrate and Evaluate

I present a sample of what the schedule and homework looks like for the residents.⁸

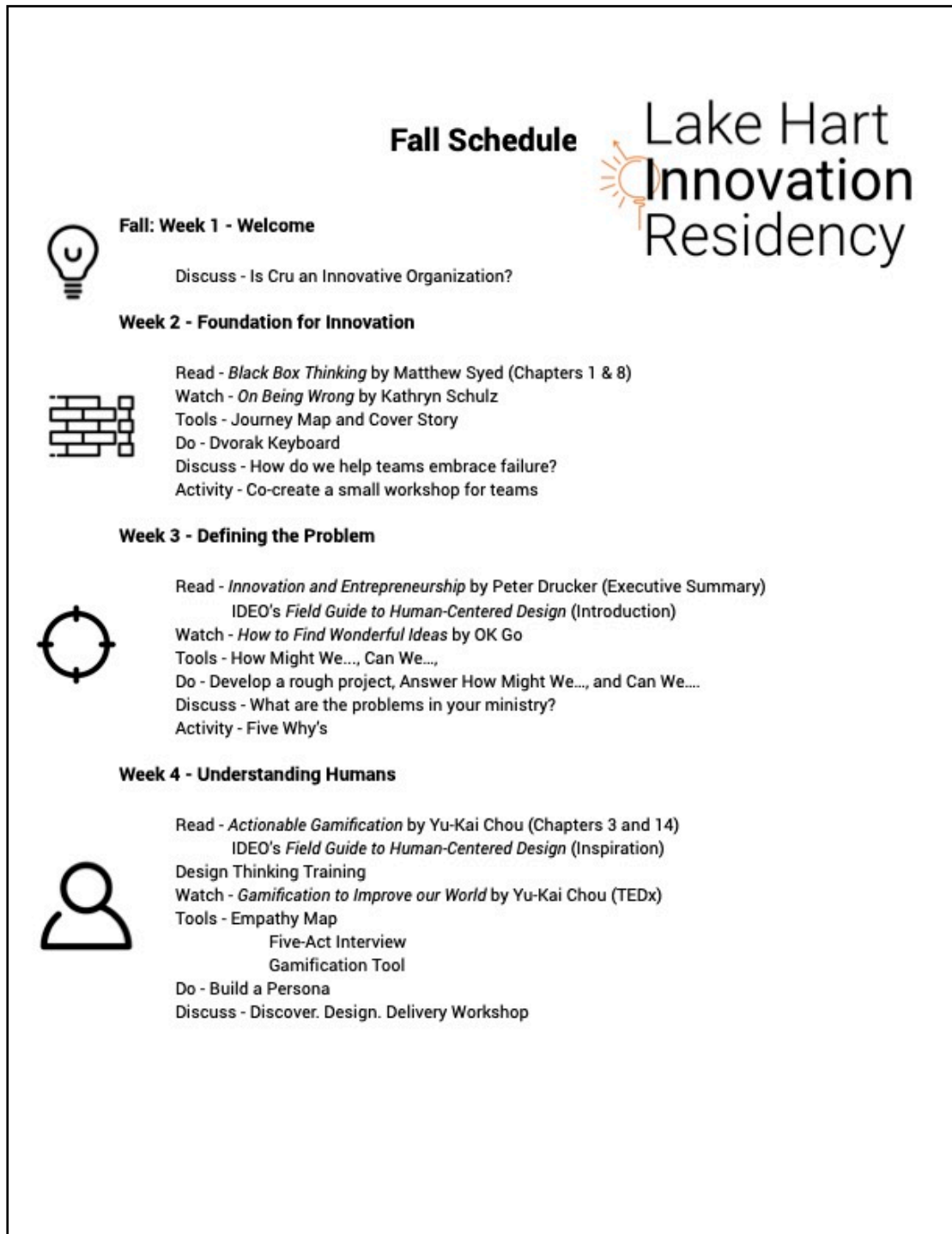



Figure 5. *Fall Schedule.*

⁸ For a full view of the week-by-week breakdown, see Appendix E.3.

Facilitator's Guide

Each week, I cataloged, in detail, the outlined plan for conversation and training. Here, I provide a sample from the ninth week in the fall.⁹



Week 9: Creating a Culture of Innovation

Discuss

We hope to better understand the underlying obstacles of innovation within our (greater) Cru culture, and what we, as innovators, can do on our teams and in our ministry departments to influence that culture.

- Discuss the obstacles and categorize them
- Vote on the top three (to narrow our focus)
- Brainstorm practical solutions and steps we can take to affect change
- Each of us will then walk away with an action item

Obstacles to Innovation

- *Right.* What are good, strengths, positives (most of the post-its will not be in this space. But, if you include something, it could give us insight on how to leverage what we are doing well, so write it down)?
 - i.e., we have executive directors' support of this program. They want to see us succeed.
- *Wrong.* What is not working? What is ineffective?
 - i.e., old guard/new guard—disunity.
- *Missing.* What is not here?
 - i.e., limited conversations with supervisors to discuss stakeholder needs?
- *Confusing.* Where do we need clarity? Clear lines or definitions?
 - i.e., Who are key stakeholders on a project?
 - i.e., Staff does not know what is going on across the ministries. Communication issues.

How might we impact the culture?

We want to brainstorm ways to influence the innovative culture of Cru. Look at the X horizontal line as a line of control. Everything below the line of control becomes

Figure 6. *Facilitator's Guide Example (Page 1).*

⁹ For a full view of the facilitator's guide, see Appendix E.4.

an item you have influence over (direct reports, peers, and teammates). Although everything above the line may feel daunting, these are items we learn to "lead up" with supervisors and key stakeholders. What actionable steps of faith can we use to lead in spaces where we do not feel we have much control?

Examples:

- Thinking through "How to win friends and influence people?"
- Daily Scrum check-in with teammates (initiate with your team)
- What do you need from your supervisor? Can you have a conversation about this?
- How often are you having conversations with your direct reports or supervisors
- Who are the influencers in your department? Creatives?
- Low hanging fruit - who has already bought into innovation. How can you work together? Align?

What items stand out on the board? Have a discussion.

Go around and share your action step between now and Thanksgiving.

Next week we will take a minute to share cool stories of how we stepped out to influence our culture for innovation.

Figure 7. *Facilitator's Guide Example (Page 2).*

Artifact

Furthermore, each week, I cataloged, when possible and appropriate, the responses to our conversations and trainings. I provide here a sample from the same ninth week as I outline in the previous section.¹⁰

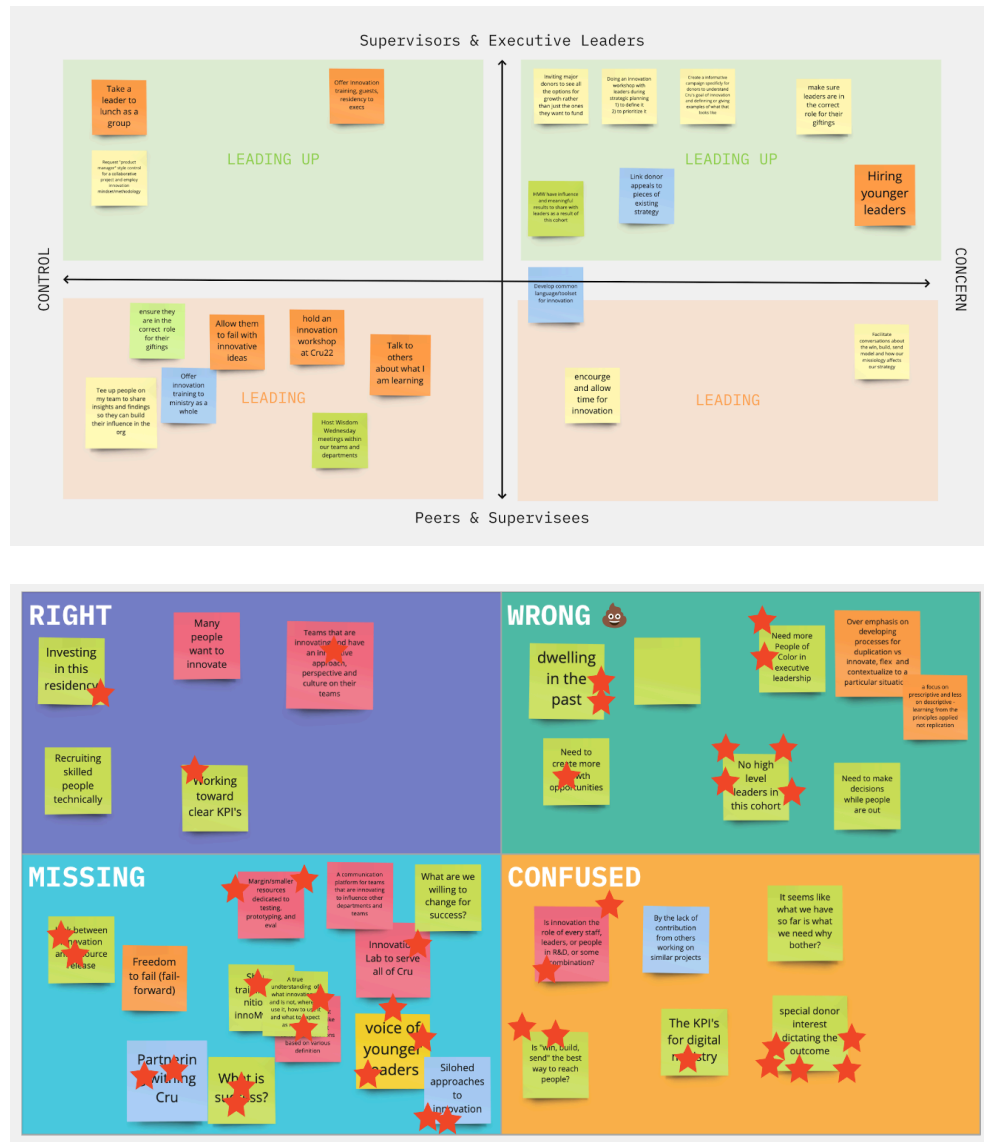


Figure 8. *Four Lists Artifact.*

¹⁰ For a full of the artifacts from the inaugural semester, see Appendix E.5.

Assessment of the Project

Retention and Completion

Measurements will be conducted around retention and completion. This metric provides a portion of perceived added value for residents. At least eleven out of fourteen must remain for this to be considered successful. I consider participating in at least 80% of the residency functions as “active.” At the midway point, and the time of this assessment, we have twelve of the fourteen residents continuing. This retention rate is well within the range to be considered successful.

Table 4. S.M.A.R.T. Assessment of Retention and Completion.

Category	Explanation	Goal in Sentence Form	At Time of Assessment
Specific	I will measure the number of residents who remain active as defined as attending 80% of the resident meetings.	At the end of each semester, I will measure the number of active (80%) involvement as an indication of the value-add for residents. I will achieve this by quickly following up with any resident that misses any portion of the residency.	12 of the 14 remained at least 80% active.
Measurable	11 of the 14 must be retained in order to be considered successful.		
Attainable	I will attain this by quickly following up with any resident that misses any portion of the residency.		
Relevant	This metric provides a portion of perceived value for residents.		
Time-Bound	Measured each semester.		

Funding

I will also measure the funding received, as a partial assessment of executive leadership sponsorship. Initial funding and ongoing funding will be measured over time. As this program continues, the amounts and ease of funding will help indicate its perceived value.

Table 5. S.M.A.R.T. Assessment of Funding.

Category	Explanation	Goal in Sentence Form	At Time of Assessment
Specific	I will measure the amount of funding procured.	Each year I will measure the amount of funding the residency receives as an indication for perceived value for leadership. I will achieve this by updating the sponsor quarterly and keeping detailed budget notes.	Full funding received for inaugural year.
Measurable	Any amount equal or greater than the first year will be considered successful.		
Attainable	I will keep sponsors updated each quarter and will keep detailed budget notes.		
Relevant	This metric provides a portion of perceived value for leadership.		
Time-Bound	Measured each year.		

Net Promoter Score (NPS)

The Net Promoter Score might be the most important key performance indicator.¹¹ This score will be gathered at end-of-semester evaluations. In the future I will also measure the number of *actual* referrals from previous residents with subsequent residencies, not intended referrals. At the time of evaluation the NPS for the residency was 83.3. Although the program is only at the onset, it is obvious to see the perceived value of our residents

Table 6. S.M.A.R.T. Assessment of Net Promoter Score.

Category	Explanation	Goal in Sentence Form	At Time of Assessment
Specific	I will measure the Net Promoter Score as defined above.	Each semester, I will calculate the Net Promoter Score as an indication for satisfaction and loyalty. I will achieve this by addressing (positively or negatively) the issues brought up in the follow-up question which asks for reasoning for their numeric answer.	NPS score of 83.3.
Measurable	0-19 Good 20-49 Favorable 50-79 Excellent 80-100 World Class		
Attainable	I will achieve this by addressing (positively or negatively) the issues brought up in the follow-up question.		
Relevant	The NPS is one of the biggest indications of satisfaction and loyalty.		
Time-Bound	Measured each semester through Google Form evaluations.		

¹¹ Net Promoter Score is calculated by asking participants, “How likely are you to recommend this program to others?” Only scores of 9 and 10 count in the total score. Scores of 6 and below count against the total score. The metric is based on the percentage of subtracting the total percentage of 6’s and below from the percentage of the total score of 9’s and 10’s. Industry standards are as follows: any number above 0 is “good,” above 20 is “favorable,” above 50 is “excellent,” and above 80 is “world-class.”

Supervisor Satisfaction

Gauging the supervisors' satisfaction will be important for continued buy-in. This, too, will be gathered at end-of-semester evaluations. At the midway point, the supervisor satisfaction was 8.5 on a scale of 1 to 10. A Net Promoter Score was measured for supervisors and that score was 71.4, rating this program as "excellent."

Table 7. S.M.A.R.T. Assessment of Supervisor Satisfaction.

Category	Explanation	Goal in Sentence Form	At Time of Assessment
Specific	I will measure supervisor satisfaction and Net Promoter Score as defined above.	Each semester, I will measure supervisor satisfaction and calculate the Net Promoter Score as an indication for satisfaction and loyalty. I will achieve this by addressing (positively or negatively) the issues brought up in the follow-up question.	Satisfaction of 8.5/10 and a NPS of 71.4.
Measurable	0-19 Good 20-49 Favorable 50-79 Excellent 80-100 World Class		
Attainable	I will achieve this by addressing (positively or negatively) the issues brought up in the follow-up question.		
Relevant	Supervisor Satisfaction and NPS are one of the biggest indications of satisfaction and loyalty.		
Time-Bound	Measured each semester through Google Form evaluations.		

Innovative Projects and Perceived Impact

I will measure the number of innovation projects and their perceived impact by residents and supervisors. This measurement will be conducted during the time residents present their projects and implementation at the end of the school year.

Table 8. S.M.A.R.T. Assessment of Innovative Projects and Perceived Impact.

Category	Explanation	Goal in Sentence Form	At Time of Assessment
Specific	I will measure the perceived impact and quality of innovative projects of residents.	Each year, I will measure the quality and perceived impact of projects as presented by the residents. A 7 out of 10 must be maintained in order to remain successful. I will achieve this by making meaningful, continual improvements.	N/A
Measurable	At least a 7 out of 10 must be met to be considered successful.		
Attainable	I will achieve this by making the changes around implementation outlined below.		
Relevant	Ultimately, an innovative culture produces innovative projects and results. While this metric is subjective, it is wildly important to measure.		
Time-Bound	Measured each year through Google Form evaluations.		

Overall Assessment

The part that needs the most work and development to move forward will be to ensure the practical implementation of this residency. At the midpoint evaluation, we had a few residents who indicated a struggle to implement the coursework into their roles. Furthermore, any supervisor who indicated a value less than nine for satisfaction noted the need for further implementation.

I will make the following changes to increase the implementation of the coursework:

1. Ensure residents and supervisors understand the project flow, Design Sprint, and final presentation at the onset of residency. This will help manage expectations better.
2. Create a weekly assignment that catalogs how residents are applying what they learn.
3. Include a 2-3 minute brainstorm session at the end of each lesson around how they can implement the content.

Having met or exceeded each of the benchmarks, the Lake Hart Innovation Residency is off to a great start.¹² I anticipate a fruitful future for the Lake Hart Innovation Residency.

¹² I have outlined the formal assessment here, and the informal feedback has been equally encouraging. Several people have come up to me personally and said something to the likes of “I love what you are doing here,” or “I cannot believe what you have accomplished in just a few months,” or “We should have started this years ago.”

PROJECT LAUNCH PLAN

Need, Problem, or Opportunity (NPO)

The culture of Cru culture largely inhibits innovation.

Project Description

The fact that many Cru staff struggle to generate or implement innovative ideas revealed a need for culture change in Cru. As a result, I have identified a keystone change and six supporting elements to bring about culture change. A keystone in architecture is the final stone placed at the top of the arch that keeps everything in place. I propose the keystone change as a bold culture of disciplined experimentation. This change is supported by the following: a movement back to the field, making as a theology, mindsets of

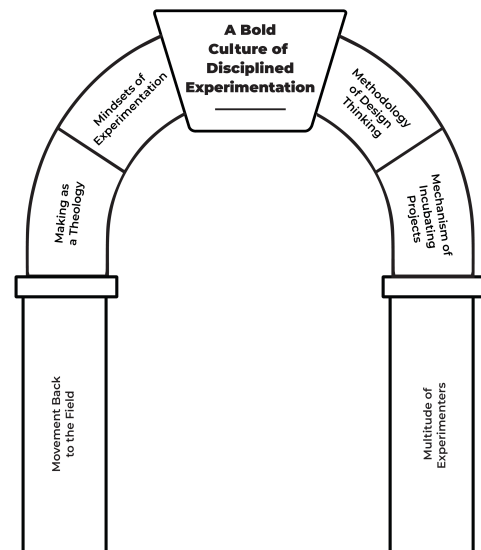


Figure 9. *Keystone Change.*

experimentation, a methodology of design thinking, a mechanism for incubating projects, and a multitude of experimenters. My comprehensive solution includes implementing more of this underlying philosophy.

For the scope of this program, however, I focused on developing a nine-month residency for local staff at Cru's headquarters in Orlando. To create a more robust response to the problem in the future, I will hone the innovation residency while developing other vehicles or

components (outlined below). Finding multiple vehicles for this culture change will be the future of developing my project.

Audience

Innovation best thrives when fostered by executive leadership, *and* is developed through grassroots initiatives. For this reason, and the fact that I serve in the “middle” of the organization, I focus on two audiences: executive leadership and field staff. While these are both important, my research and project development process revealed that field staff would be the most effective primary audience because they are more likely to change and I have more agency with field staff. The results around engaging with field staff become the leverage or persuasion to engage with executive leadership.

Development Plan

To create a more comprehensive approach to fostering a culture of innovation in the future, I will hone the innovation residency while developing other vehicles or components with the following plan:

Table 9. Project Launch Development Plan.

Timeline	Facet	Deliverables	Metrics
Spring 2022	Innovation Network	Develop formal network of staff as innovative practitioners	Weighted scoreboard assessed semesterly
Summer 2022	Residency	Strengthen innovation residency	Evaluate alumni and supervisor interviews for 5 benchmarks
2023	Virtual Innovation Track	Develop parallel virtual track for residency	Same evaluation process and benchmarks as the residency
2024	Design Thinking Training	Deliver customized training for our staff in innovation methodology.	By the end of 2024, train 80% of staff with a Net Promoter Score of at least 50
Ongoing	Executive Engagement	Executive report and suggested next steps	Semesterly evaluation and planning with executive operations leader.

Development Process

Lake Hart Innovation Residency

The Lake Hart Innovation Residency is the primary work of my project for this course. Continual refinement will happen through semester engagement and evaluations submitted by residents and supervisors. In addition, I will create a small program advisory board that will meet twice each year to help improve the program. I will continue to use the following metrics:

1. Retention and Completion
2. Funding
3. Net Promoter Score
4. Stakeholder Satisfaction
5. Innovative Projects and Perceived Impact

Innovation Network

An increasing number of staff are either current practitioners or interested in innovation. As a result, this spring I will launch an internal network within Cru to foster connections and gather fellow innovators. The network will begin with a monthly newsletter, a virtual gathering each semester, and an in-person gathering each year.

For evaluation, a weighted scoreboard will be collected and assessed twice each year at our end-of-the-semester strategic meetings, with the following metrics:

1. 1 point for every email newsletter opened
2. 10 points for every seminar attended
3. 15 points for every innovation consult with an individual or team
4. 25 points for everyone trained in Design Thinking
5. 100 points for each person coached more intimately

Virtual Innovation Track

The current in-person residency limits the number and type of staff around the country that can positively impact innovation within Cru. From the beginning of the in-person residency, I had a hunch that I would be developing a virtual track to run parallel. This virtual track will be a pared-down version and will require less time commitment, making it more likely for staff to participate. This track will launch in the fall of 2022 and use the same metrics and evaluation process as the in-person residency.

Design Thinking Training

One of the tools I developed during this program is a day-long training in Design Thinking. While it was useful for modules in the residency, I also found great receptivity to the training outside of the residency. Design Thinking is an industry standard methodology that hits the sweet spot of being robust enough for complex problems but accessible for practitioners, too. The quantity of attendees and quality of training through evaluations (given at the end of the

training), will be measured to assess areas of improvement and to calculate the Net Promoter Score. The figure above shows the milestones of a three-year goal for training 80% of our staff in Design Thinking with at least a Net Promoter Score of 50 (where 50-80 is considered “excellent.”)

Executive Engagement

As a mid-level leader, one aspect that remained at the forefront of this entire process was creating possible solutions within my range of control, trusting the process would transform from a circle of concern to a circle of control.¹ For that reason, my plan for future engagement is to have a one-on-one conversation with each of the eight executive leaders in 2022 and continue semesterly meetings with the operations executive leader (where I am situated within the organization) to assess the success of the previous semester and plan for the next.

¹ For a more thorough explanation of the circles of control and concern see Stephen Covey, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change* (New York: Free Press, 1990).

APPENDIX A—MILESTONE 1 THE NPO CHARTER

NPO CHARTER

SHAWN CRAMER
DMIN 750
PROJECT FACULTY: DR. CLIFF BERGER

Personal Research Manifesto

I commit to embodying human-centered design vs. designer-centered and safe-to-fail (i.e., “Where am I wrong?”) principles of Design Thinking as I study innovation and Design Thinking itself.

NPO Statement

Many US campus Cru teams struggle to generate and/or implement innovative ideas.

NPO Scope

My discovery session, auxiliary conversations, and one-on-one interviews all crystallized the need for a framework *and* a culture change within the campus ministry of Cru to foster innovation better. While the latter is abstract, ingrained in sixty-plus years of history, and difficult to change, my NPO will focus on delivering a theology, framework, and methodology directly to field teams. The ultimate hope is that this investment would lead to broader culture change, though it will be beyond the scope of my NPO (though not beyond the scope of my current role within Cru). I believe this scope is significant, yet manageable.

NPO Context

The context of my NPO will be within the US campus ministry of Cru. There are about 400 teams across the country. Using Everett Roger’s bell curve for innovation, the true innovators and early adopters would account for 64 of these 400 teams. I could certainly imagine working with that number of teams in some regard as I develop my research and project. In some

ways, these team leaders share many commonalities - most are white, ages 25-35, middle class, college-educated, and share a similar DNA to win, build and send college students. Over the last five years, however, Cru has focused on diversifying its leadership to include more women and people of color. This excites me, because embracing a framework and mindset of innovation will provide a methodology to handle this added complexity and further aid Cru's goal in diversity.

Discovery Session Stakeholders

HR Regional Director
 Cultural Competency Regional Director
 Field Team Leader
 Former Cru Staff; Design Firm Founder
 Director of Operations
 Ethnic Minority Contextualized Minister
 Global Missions Director

One-on-One Interviews

Executive Director of Research and Development, Cru
 Design Thinking certified staff, Cru
 Former Google exec, now ministry and innovation consultant

Root Causes

There seem to be two broad root causes under the umbrella of my NPO. The first issue is knowledge, equipping, and a process for innovation. "Teams want to be innovative, they just don't know a process to do that effectively," responded one of my Discovery Session participants.

Second, a more troubling root cause is an ambivalent culture towards innovation by the executive leadership of Cru. Over the last three years, Cru's US campus ministry has been under

a perpetual reorganization or restructuring. Staff morale is low, and even the executive director for Research and Development admitted that innovation had been stifled.

Three other problems also surfaced. First, there were time issues, where the staff was overwhelmed with tasks expected of them. Second, they described a need for routine, existing models, sacred cows, and performing towards the metrics we measure. Third, the group indicated a spiritual component of staff insecurity, fear, and a lack of living out the Spirit-filled life.

Academic Resources

For theological reflection, I am considering the works of imagination (Thomas Hart, James KA Smith), along with the overlap of creative arts and beauty (Dorothy Sayers, Makoto Fujimura), and missional innovation (Alan Hirsch). Other directions include empathy (UX), mystery, wonder, eschatological hope (N.T. Wright), and the psychology of creativity (Mihaly Csikszentmihalyi). For a framework of solving complex problems, I will investigate Google's internal research (Aristotle) and seminal works on innovation (Everett Rogers). For methodology, I will mine the depths of Design Thinking and consider the best implementation in my ministry context (IDEO, Interaction Design Thinking, Stanford d.school, and MIT).

Discovery Session Description

The problem I am addressing is, *"Many campus Cru teams in the US struggle to generate and/or implement innovative ideas."* In hopes of learning more about the problem, I invited eight staff and two non-Cru staff to engage in a conversation about related issues around innovation within Cru. The staff ranged from HR, Operations, Field Staff, Global Missions, and other

ministries within Cru (Cru City, Destino, and Jesus Film). I led them through interactive exercises to determine:

1. Which audience is the most compelling (with the best ROI)?
2. What are the surrounding needs, problems, and opportunities?
3. What are the root issues?
4. If solved, what would this mean for our audience?

The group's engagement and passion were pleasantly surprising. While they needed clarification about my definition of innovation ("fresh thinking that adds value") and admitted that not every individual is inclined to innovation, they wholeheartedly agreed on the necessity for a re-emphasis and revitalization of innovation with the campus ministry of Cru.

It is also worth noting that no one disagreed with my problem statement in dialoguing with my participants before, during, and after the discovery session. I thought I might have to qualify and argue for the problem, but that was not the case.

Discovery Statement

Filling out blanks in a predetermined statement, the group assessed:

Considering field staff, we discovered staff feels limited to develop and try new ideas, which is caused by a culture of control rather than empowerment. If solved, it would give freedom, flourishing, and freshness as new lives are changed.

Key Insights from Discovery Session

A Key Tension

The group vacillated between focusing on staff and students and the higher leadership level for the campus ministry (executive team). While they believed the most and best innovative ideas lived with staff, students, and volunteers, they would sigh and relent that there would be hindrances from this higher leadership to limit the depth and extent of the ideas developed. “If it’s a culture issue,” they agreed, “then what we have is a leadership problem.”

Other Problems within the Problem

As the group discussed why staff struggle with innovative ideas, three problems arose. First, there were time issues where the staff was overwhelmed with their expected tasks. Second, they described a need for routine, existing models, sacred cows, and an inclination towards performing towards the metrics we measure. Third, the group indicated a spiritual component of staff insecurity, fear, and a lack of living out the Spirit-filled life.

One-on-One Interview Discoveries

I had three significant takeaways or discoveries from one-on-one interviews.

1. A fundamental need for our field staff is space. There will need to be relief and space from the constant whirlwind to create a margin for innovation. I teased this out with one interviewee to encompass space in their schedule (time), space emotionally (safe-to-fail), and space intellectually (not restricted by tradition).

2. The need to consider the difference in experience and culture around innovation for our field and support staff. Not that the experience of our field staff would be any less important, but with our ministry and students, the experience of our field staff will be more heavily weighted.
3. It will remain vital for me to master a framework for complex versus complicated methodologies. Organizations are willing to solve complex problems with complicated methodology, rather than a hypothesis and testing methodology.

Synthesis

My interviews largely confirmed my intuition and discovery process. Each expert encouraged me to keep asking more questions. One consistent theme seemed to be the agreement that Cru is a large institution, which in many ways makes my problem challenging. Indeed, there is an issue within the current culture of Cru's campus ministry that has dampened and suppressed innovation. Every participant and expert were relieved and energized I was tackling a very real issue. I sensed that with a renewed focus on the Spirit, an environment of creativity and innovation could be something God uses to revitalize Cru's campus ministry, which has been significantly wounded by a two-and-a-half-year reorganization of support staff.

I gained some significant clarity through this process. In short, I can make significant progress in my problem solving if I were to provide Cru with theology, framework, and methodology in the following ways:

1. A theology of risking, safe-to-fail, and Spirit-led experimentation
2. A framework contrasting complexity and complicated problems, and

3. A practical methodology of effective experimentation around problems.

Next Steps

Without a doubt, I will conduct another virtual Discovery Session with a diverse set of field staff before the end of the calendar year. Their input was missing from my Discovery Session (due to proximity). In terms of areas to explore for academic research, several areas surfaced:

Complex versus Complicated. How do these two problem constructs differ? What factors might influence staff to change their approach to the difference?

Methodology for experimentation. What academic research has been done on experimentation within organizations?

Safe-to-fail environments. What theological wells can I draw from to think about fostering a generative environment?

Theology of creativity. There seems to be a need for deep reflection. How does the Spirit-filled life (part of Cru's DNA) intersect? A word cloud is forming in my mind that needs further exploration. It contains words like "imagination," "beauty," "wonder," "whimsy," "beauty," "mystery," "hope," and "creative."



Determining the Audience

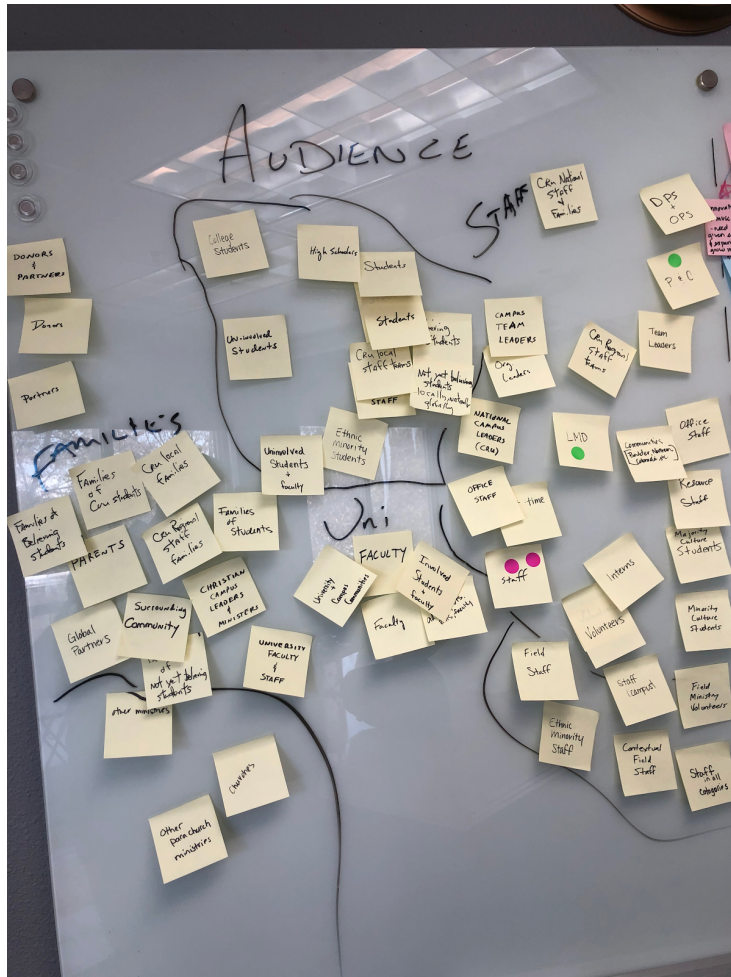


Figure A.2. *Audience Segmentation.*

The group had a hard time focusing the audience on (from left to right) students, field staff or the executive team. They ended up choosing field staff.

Dreaming about the Potential if the Problem was Solved

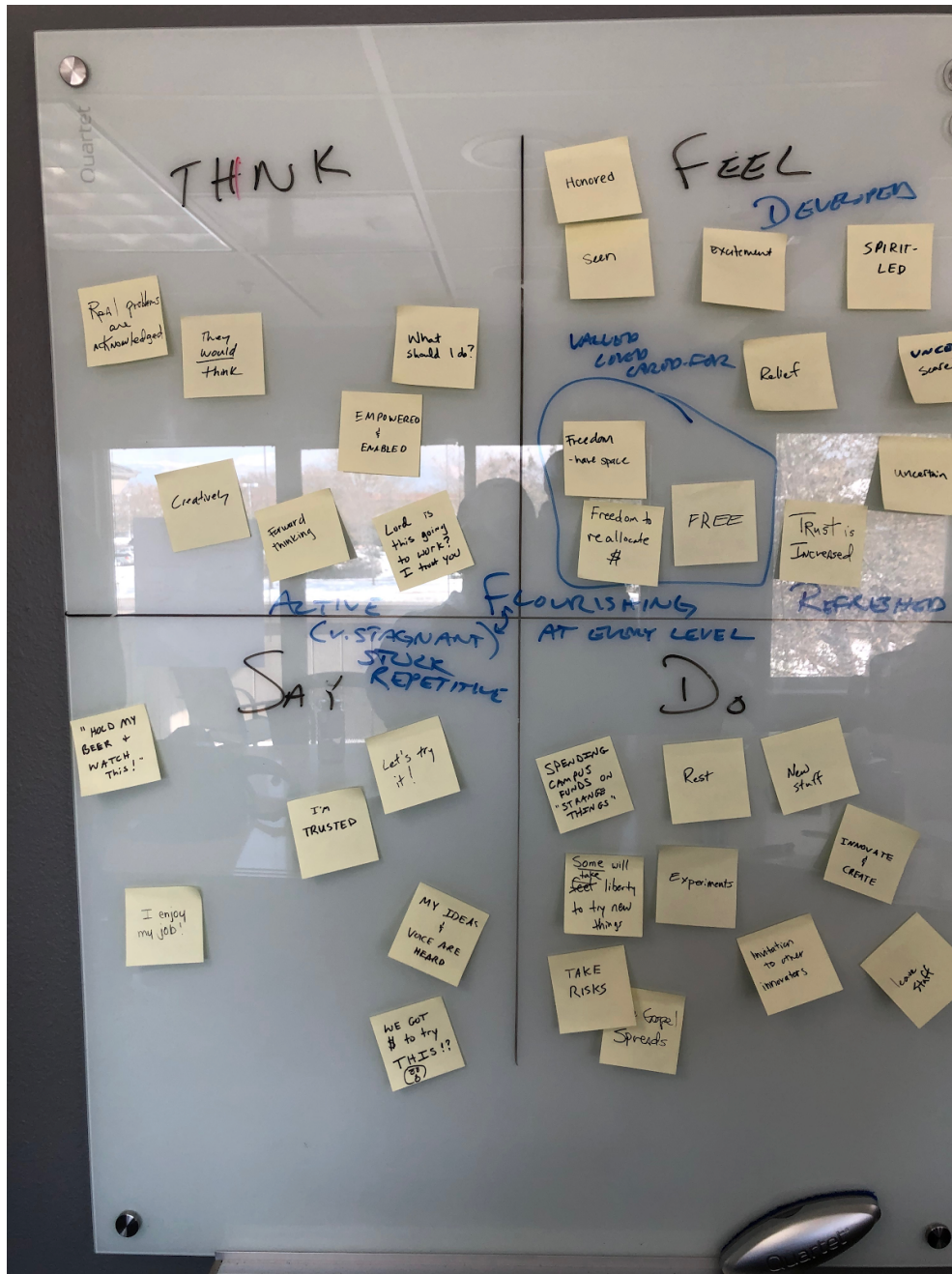


Figure A.3. Discovery Empathy Map.

The Finished Statement

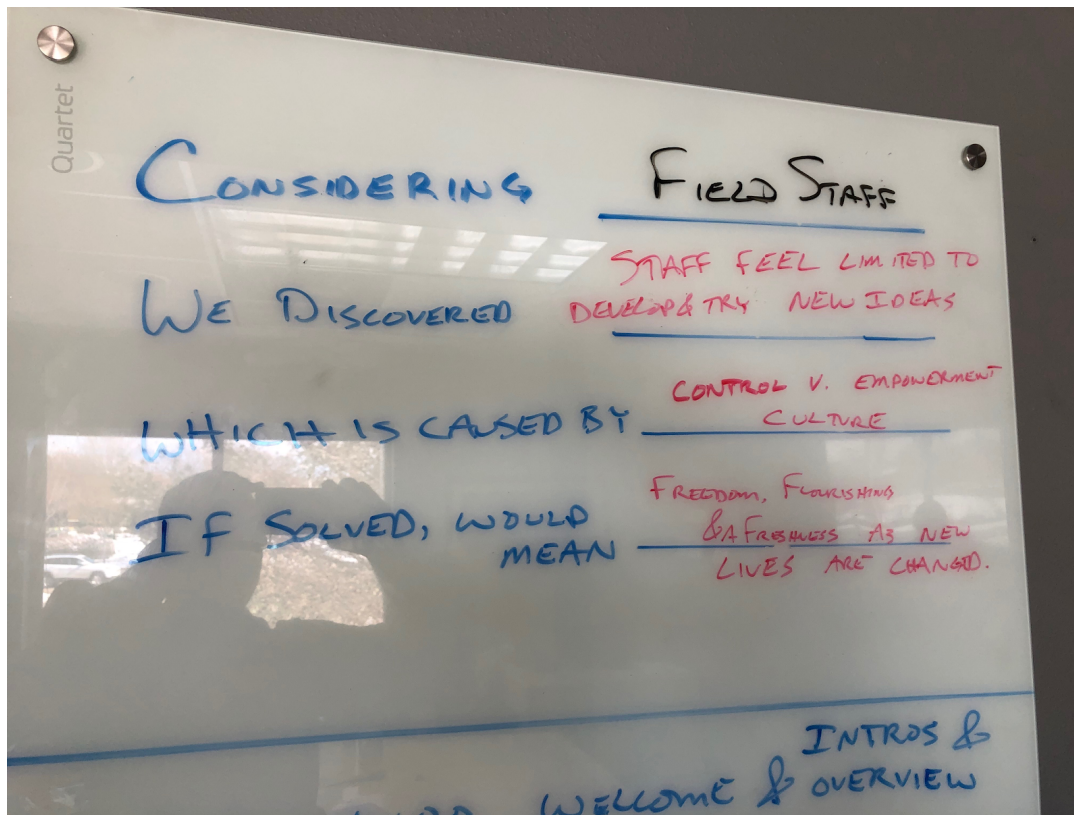


Figure A.4. *Discovery Statement.*

Notes from One-on-One Interviews

Interview # 1: Former Google Executive

Questions to consider:

- What do staff perceiving as limiting factors?
- What are the limits?
- Are examples of staff breaking that mold? If so, what are they doing?
- Is empowerment taken or given?
- What dimensions are flourishing?

What is missing?

- If solved, what would it look like?

Directions to Consider

- Google's Aristotle research and five elements of high-functioning teams.
- He observed fissions and fractures within Cru. Also, fatigue, exasperation, stifling and suppression.
- Consider innovation a lag measure and figure out three to four lead measures such as number of experiments, hypotheses, or failures.
- Consider Abraham over Moses. Moses meets with God and gets the capital-A answer to the inch. This is complex, and complicated methodology takes it out of God's hands. Abraham, however, follows God in the process without knowing the solution. He is called to go but does not know where. Likewise, for the provision of a son and later, for a sacrifice. Complex methodology allows us to trust God and lean on his help to derive the solutions.

Main Takeaways

- Cru (and many large organizations/institutions) try to solve complex problems with complicated methodology. Complex space admits, "We don't know," and invites others to help solve the problem. There is a need to embrace the culture of experimentation. The staff gets exasperated when upper-level leadership finds one solution and mandates it across the board—one local idea gets scaled globally. Staff feels like they did not help create the solutions, and they are chasing after the wind. There is a tendency to get too attached and married to *the* answer, while multiple experiments discourage that kind of attachment.
- He thinks "the play" is to get permission, especially leveraging my doctoral work, to get a small subgroup of people to experiment, then find a way to report the process (not just the answer/solution). The goal would be to hear the executive team say, "What is going on over there?" Then, if open to it, I can educate them on the framework and methodology. Success breeds success.
- Could I provide a theology, a framework (solving problems in the complex space), and a methodology (experimentations, maybe the rule of 3's)?

Interview # 2: Current Innovation Director with Cru

Agree

- Staff say there is an increased sense of complexity at the local level regarding their expectations. Is this unique to Cru, or is it "normal" for those in vocational ministry?

- Change is happening in the culture, and there is a need for a growing audience (diversity and digitally), so we need to change continually.
- The recent reorganization has damped innovation and taken an emotional toll. At the same time, as new roles are created and new people filling them, they will innovate, but more out of desperation.

Consider

- How much is reflected in office staff versus field staff?
- Consider paying attention (but not negating) where input is coming from—field or support staff?
- Strong encouragement to conduct a discovery session with field staff.

Interview # 3: Outside Ministry Innovator

- From this person's experience, they fostered a very conducive environment for innovation but were still unable to see significant progress.
- A key word seems to be "space"—of time, permission, intentionality and creating—not outcome-focused.
- The reorganization gave the unintended but loud message, "We must be doing something wrong." There also seems to be a narrowing of focus—pushing artists and creatives to the margins.

Key Takeaway

- What seems to be missing in Cru culture is Design Thinking—especially empathy and rapid prototyping. "We tend to get people sitting in a room to solve a problem, spending \$50k, then rolling it out. We think we know the problem." We need to teach people to build to learn, not to last.

Consider

- Many of our field staff are young families and are just trying to keep their heads above water and exhausted.
- Theologically reflecting on beauty as God's grace and not pragmatic.

APPENDIX B—MILESTONE 2 NPO TOPIC EXPERTISE ESSAY

TOPIC EXPERTISE ESSAY: INNOVATION AND DESIGN THINKING

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Preface: A Lament

Lament is in order when considering a eulogy of a church leader in the 19th century, where his mentee *praised* him by saying, “He waved no plumes, wreathed no garlands, but struck from the shoulder and at the vitals. He was destitute of poetry and barren of imagination.”¹ Destitute of poetry and barren of imagination. This eulogy is a snapshot depicting the stunting and impediment of imagination and innovation in Christian ministry.

Renowned Evangelical pastor Tim Keller also laments: “There is no innovation in the church world... Churches are the last thing to change... In general, the church is just terrible at innovation... utterly terrible... We have a long, long way to go. In my area, I see a complete lack of innovation and creativity.”² In light of the glaring need, this essay will investigate the guiding biblical texts and analyze prominent voices in innovation theory as it pertains to Christian ministry, particularly in the context of the collegiate campus ministry of Cru.³

Introduction: Improvisation as a Metaphor

Innovation is primarily connected to the implementation of imagination. This implementation is best utilized as a story, a journey of surprise and discovery. James K. A. Smith captures the connection between imagination and story in, *Imagining the Kingdom*. He says, “We live *into* the stories we’ve absorbed; we become characters in the drama that has captivated us.

¹ Richard T. Hughes, *Reviving the Ancient Faith: The Story of Churches of Christ in America* (Abilene Christian University Press, 2008), 36.

² “Imagination and Innovation in the City.” *YouTube/Imagination and Innovation in the City*, Redeemer Center for Faith and Work, 5 Aug. 2015, <https://www.youtube.com/watch?v=KsuLL83urkc&t=824s>. Accessed 24 Feb. 2020.

³ Formerly Campus Crusade for Christ.

Thus, much of our action is acting out a kind of script that has unconsciously captured our imaginations.”⁴

Then, it would be helpful to walk through the story arc of the Bible and consider a few passages that speak to creativity, imagination, and innovation. N.T. Wright offers the powerful metaphor of improvisation. What if, he imagines, the actors of a play realized the play’s final act had not been penned. Instead of hiring someone to write it, “We will soak ourselves in Acts 1-4. We will learn the sort of characters we are to be... we will improvise from where we start to where we have to get.”⁵

Improvisation in jazz music builds from knowing the basic rhythmic, harmonic structure and how the underlying theme works. Then (and only then), the musicians can “weave different, new creative patterns around the musical drama to get where you have to go.”⁶ This improvisation and innovation is, for Wright, “dangerous, risky, [and] exhilarating business.”⁷ Christian innovators can be these poetic agents, improvising to take the action of biblical drama in the direction Scripture is going. Like those actors above or these musicians, one must be steeped in the story to find the underlying harmonic structures, themes, notes, and verse. The story informs the types of problems worth pursuing, the posture and ethic by which we pursue them, the hope to which we aim, all with child-like wonder... “How might God surprise us?”

⁴ James K. A. Smith, *Imagining the Kingdom: How Worship Works* (Grand Rapids: Baker Academic, 2013), 32.

“And such stories capture our imagination precisely because narrative trains our emotions, and those emotions actually condition our perception of the world. Here we need to appreciate the recent insights of cognitive science and neuroscience, which then help us see the importance of the imagination and story.”

⁵ FusionUKVideos, director. N.T. Wright - Improvise - Act Play. 1/3. YouTube, Fusion, 2 Sept. 2016, <https://www.youtube.com/watch?v=b2BJdBAp7wo>. Accessed 24 Feb. 2020.

⁶ Ibid.

⁷ Ibid.

Considering the metaphor of a play, I will consider passages from different acts of the biblical narrative.

The Story Arc of Innovation

Act I: Creation (Genesis 1-2)

The Bible begins with an invitation to a story. “In the beginning” ushers the reader into a journey of discovery. “The daring claim of verse 1, which encapsulates the entire narrative, invites the reader into the story,” suggests Old Testament scholar Bruce Waltke.⁸ In the grand chapters of the Bible, of particular interest is Genesis 1:27⁹: “So God¹⁰ created¹¹ mankind in his own image, in the image of God he created them; male and female he created them.” Much has been written on the *imago dei* but suffice it to observe here that the most immediate context of this verse shows God creating humankind, so being created in the image of God means *at least* humans were designed to be creative themselves. J. R. R. Tolkien will lean on this verse for the imaginative creation of his fantasy literature as he notes, “We are made: and not only made, but

⁸ Bruce Waltke, *Genesis: A Commentary* (Grand Rapids: Zondervan, 2001), 58.

⁹ And its main cross reference in Genesis 5:1-3.

¹⁰ Some are comfortable using language around God as Innovator or God as the ultimate Design Thinker. I find that rhetoric a bit self-serving and a bit awkward. See Lanny Vincent and Ron Gammill. *Innovation Theology: A Biblical Inquiry and Exploration* (Eugene: Wipf & Stock, 2017).

¹¹ One should take a bit of caution when translating God’s creative works to ours. Consider Waltke’s warning: “Although many verbs denote God’s activity of bringing creation into existence, *bara* distinguishes itself by being used exclusively of God. His creation reveals his immeasurable power and might, his bewildering imagination and wisdom, his immortality and transcendence, ultimately leaving the finite mortal in mystery.” Waltke, *Genesis*, 58. Or consider Walton in regards to *bara*: “It takes only God as its subject and therefore must be identified as a characteristically divine activity... The essence of *bara* concerns bringing heaven and earth into existence [and not its manufacturing] and focuses on operation through organization and assignment of roles and functions.” ... Also, the “verb indicates the establishment of a role or function... When someone creates a department, a curriculum, or an advertising campaign, it is an organizational task. One puts it together and makes it work. Hebrew usage of *bara* is similar. Perhaps an English verb that captures this idea less ambiguously is ‘to design’ (though *bara* includes both planning and implementing the design).” John H. Walton, *Genesis: The NIV Application Commentary* (Grand Rapids: Zondervan 2001) 70-71.

made in the image and likeness of a Maker.”¹² Creativity, then, reflects the very identity and character of God. We have the capacity for creativity and innovation because we are made in God's creative image.

While Genesis 1 is written as what some call “elevated prose,”¹³ verse 27 is considered the first poem in Scripture.¹⁴ Both in content (“created”) *and* in form (a poem), humankind enters the scene in a creative and poetic expression. The mode matches the substance. Humans, then, are as Tolkien describes as “sub creators,”¹⁵ or Wright would say “we are ourselves creators...”¹⁶

Other commentators note the *imago dei* includes a bestowment of power given in the Cultural Mandate.¹⁷ Power becomes important to innovation theory because innovation is largely solving problems, but whose problems. Who decides which problems to address and who might have access to these solutions? These are all issues of power. Andy Crouch helps make the

¹² J. R. R. Tolkien, “On Fairy-Stories,” printed in *The Tolkien Reader* (New York: Ballantine, 1966), 75.

¹³ Gordon J. Wenham, *Genesis 1-15: Vol. 1* (Grand Rapids: Zondervan, 1987), 10. “It is indeed a great hymn,” he also writes.

¹⁴ Bruce Waltke, *Genesis: A Commentary* (Grand Rapids: Zondervan, 2001), 67. He continues, “The shift to poetry highlights God’s creation of humanity as God’s image bearers.”

¹⁵ J. R. R. Tolkien, “On Fairy-Stories,” printed in *The Tolkien Reader*, (New York: Ballantine, 1966), 88.

¹⁶ N. T. Wright, *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church* (New York: HarperCollins, 2008), 223. The extraordinary ability to bring forth new life, supremely of course through begetting children but in millions of other ways as well, is central to the mandate the human race receives in Genesis 1 and 2. To make sense of and celebrate a beautiful world through the production of artifacts that are themselves beautiful is part of the call to be stewards of creation, as was Adam’s naming of the animals.

¹⁷ Many commentaries point to one of the main meanings of the *imago dei* is “acting on god’s behalf by ruling and subduing.” Ruling and subduing takes the raw materials of people, systems, and place and *creatively* organizes, designs, and sub creates to do so. The Hebrew *bara* isn’t necessary to point to humans acting creatively. John H. Walton, *Genesis: The NIV Application Commentary*, (Grand Rapids, MI: Zondervan 2001), 131.

connection between creativity and power with his concise definition of power, “Power is the ability to make something of the world.”¹⁸

Walter Brueggemann is helpful in this conversation for his extensive work on the imagination and mastery of the Old Testament. He writes, “The image of God in the human person is a mandate of power and responsibility. But it is power exercised as God exercises power. The image images the creative use of power which invites, evokes, and permits.”¹⁹

God breaking into the void and chaos with a creative intent proves he is not distant or inaccessible.²⁰ God enters and surprisingly creates. Made in his image, humans have dignity, responsibility, and creative and generative potential to mirror the Creator.²¹ God’s immanence and active work in creation, and creative and generative redemption, encourage bold innovation.

Act II. Reductionism (Genesis 11)

Genesis quickly moves to a downward spiral of sin and chaos as Adam and Eve grasp power. Brueggemann laments, “Grasping power cannot create. Grasping power cannot enhance creation... grasping brings death.”²² The context of the Tower of Babel shows how imagination and innovation become a cog in the “idol factory” of Israel’s history. Humans have a propensity to reductionism: ideas, thinking, God, theology, imagination, and this passage shows some of the

¹⁸ Andy Crouch, *Playing God: Redeeming the Gifts of Power* (Downers Grove: InterVarsity Press, 2013), 17.

¹⁹ Walter Brueggemann, *Genesis: Interpretation, a Bible Commentary for Preaching and Teaching* (Atlanta: John Knox Press, 1982), 32.

²⁰ Gordon J. Wenham, *Genesis 1-15: Vol. 1* (Grand Rapids: Zondervan, 1987), 66.

²¹ John H. Walton, *Genesis: The NIV Application Commentary* (Grand Rapids: Zondervan 2001), 137.

²² Walter Brueggemann, *Genesis: Interpretation, a Bible Commentary for Preaching and Teaching* (Atlanta: John Knox Press, 1982), 34.

origins of this. Where God had given gifts of language, creativity, and problem-solving, these gifts were bent inwards to make a name for self and “to find fame, existential significance, and unity through technology.”²³ Human innovation was futilely attempting to procure the divine blessing and name independent of the Creator. The tower is a “symbol of their united titanic societal self-assertion against God.”²⁴

Their (our!) sin²⁵ is vividly exposed through the insignificance of their achievements from God’s perspective as God must “come down” to see it. “From the height of heaven it seems insignificant, so the Lord must come down to look at it... It is simply a brilliant and dramatic way of expressing the puniness of man’s greatest achievements, when set alongside the creator’s omnipotence.”²⁶ Much (if not all) of the secular innovation theory, both for personal growth and growth of companies, has these same autopoiesis underpinnings. “You are the designer of your life,”²⁷ Design Thinking expert Kyra Bobinet decrees with this same Babylonian spirit.

The story of the Tower of Babel stands (pun intended) as a pointed reminder of the need to repent and fulfill the full range of what metanoia means in a changing mind—a confession of a propensity to use the gifts of God for one’s name, but also the calcification of our imaginations.

²³ Bruce Waltke, *Genesis: A Commentary* (Grand Rapids: Zondervan, 2001), 180

²⁴ Ibid.

²⁵ Walton argues that it wasn’t mainly disobedience to fill the earth or pride “make a name” but takes issue about what the function of the ziggurats “assumes a particular concept of God - a function that is at the root of the babylonian religious system.” He argues in a shift of thinking towards an anthropomorphic view - “here’s god’s house.” They were trying to bring God down to the level of fallen humanity. - like the Babylonians did. He argues that trying to manipulate and tame God were the ills. In turn, making God in our own image. He uses fun phrases like “Babel syndrome” or “the ‘legacy’ of Babel.” See John H. Walton, *Genesis: The NIV Application Commentary* (Grand Rapids: Zondervan 2001), 383.

²⁶ Ibid, 240.

²⁷ Kyra Bobinet, *Well Designed Life: 10 Lessons in Brain Science and Design Thinking for a Mindful, Healthy, and Purposeful Life* (Walnut Creek: engagedIN Press, 2015), 10.

Act III: Redemption (Incarnation)

The doctrine of the incarnation (John 1, among other places) is also of great importance for innovation, especially in terms of postures. Upon hearing about my topic, Martyn Percy offered me a focusing question, “How might the gospel itself inform [innovative] problem-solving?” Jesus’ incarnation went much beyond empathy (a bedrock of Design Thinking) and incarnated into solidarity with our problem. So too when “they” become “us,” or “your people become my people,”²⁸ and their problems become our problems.

In contrast to Adam and the builders of the Tower of Babel, Jesus did not grasp for power but gave himself for others.

The key mark of Jesus in the image/form of God is that he did not grasp after equality with God, but became obedient. God is the one who does not grasp. The striking feature of Jesus is that he did not look after his interests, but always after the interests of others. That is an echo of God’s act of creation. Creation is God’s decision not to look after himself, but to focus his energies and purposes on the creation.²⁹

There are implications for problem-solving, the ethics of problem-solving, and how problems are solved. There is also an intersection of co-creating dignity and neocolonialism, of doing things “with” instead of “for.”

²⁸ Brenda Salter McNeil, *Roadmap to Reconciliation: Moving Communities into Unity, Wholeness and Justice* (Downers Grove: InterVarsity Press, 2015), 71-74.

²⁹ Walter Brueggemann, *Genesis* (Atlanta: John Knox Press, 1982), 34.

Act IV: The Already but Not Yet (Ephesians 5)

Ephesians 5 (especially verse 18) is a significant passage in the life of Cru, as the late founder, Bill Bright, emphasized the “filling of the Spirit” in his work and ministry. The Spirit’s role in innovation is important, as it was this same generative Spirit hovering over the primordial waters in Genesis 1. Poetic expression frames Verse 18. Ephesians 5:14 contains an early poem (perhaps a baptismal hymn³⁰), and the first expression listed as a result of being filled with the Spirit (v. 19). It is a musical and poetic expression of speaking in spiritual songs and hymns. Being filled with the Spirit is exegetically framed by poetic expression—a fresh, creative response awakened by the Spirit for the praise of God and the building up of other people. The commentaries seem to be void of highlighting the songs as poetic expression and dissect the language, talking about the purpose (edification or praise) and the recipient (others and God), but fail to point out it is an artistic, creative, poetic expression first mentioned.

Ephesians 5:7-21 is composed of several “perceptual metaphors: awake, sleeper, darkness, light, drunk...”³¹ One scholar traces the passage as: “Our attention (5:7-16) is altered by our perception (5:17), which is influenced by our mood (5:18-20).”³² Preceding the command to be filled with the Spirit exists another call—to awaken “from spirit lethargy and indifference.”³³ Verse 14 reads, “Wake up, sleeper, rise from the dead, and Christ will shine on you.”³⁴ Paul

³⁰ Andrew T. Lincoln, *Ephesians. Word Biblical Commentary, V. 42* (Dallas: Word Book Pub, 1990), 333.

³¹ Rick James, *Watch: Wide-awake Faith in a World Fast Asleep* (Colorado Springs: Nav Press, 2016), 111.

³² Ibid., 111-112.

³³ Harold W. Hoehner, *Ephesians : An Exegetical Commentary* (Grand Rapids: Baker Academic, 2009), 687.

³⁴ New International Version.

invites people to awaken from spiritual lethargy, walk in the transforming light, and experience the resurrection power in the present through being filled with the Spirit. There is an element of looking back at their conversion, but also looking forward, which indicates being filled in the Spirit with an “eschatological tension of the ‘already’ and ‘not yet.’”³⁵

Act V: Restoration (Revelation 21)

The image of the new creation³⁶ provides a teleological anchor for innovation. It helps answer the *why* of innovation, as well as “gives birth to creative human activity.”³⁷ Princeton professor Daniel Migliore opines, “Christian [eschatological] hope enlivens...human imagination and action in the direction of God’s coming new heaven and new earth.”³⁸ N. T. Wright concurs, “...taking creation and the new creation seriously is the way to understand and revitalize ... creativity among Christians today.”³⁹

Nearly every definition of “innovation” contains the concept of new or novel. The overwhelming “new” in Revelation 21 can be an encouragement to the Christian innovator. The voice of God breaks the narrative silence since the first chapter of revelation with his declaration

³⁵ Peter T. O'Brien, *The Letter to the Ephesians* (Grand Rapids: Eerdmans, 1998), 393.

³⁶ Scholarship is divided if this is a renovation of the old or a distinctly new creation. Quoting Beasley-Murray, Robert Mounce concludes “the real concern is not with physical geography, but to describe a context of life for God’s people which accords with the great and glorious purpose God has in mind for them.” Robert H. Mounce, *The Book of Revelation* (Grand Rapids: Eerdmans, 1998), 380.

³⁷ Daniel L. Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology* (Grand Rapids: Eerdmans, 2014), 341.

³⁸ *Ibid.*, 342.

³⁹ N. T. Wright, *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church* (New York: HarperCollins, 2008), 222.

“I am making everything new.”⁴⁰ There is a “new covenant, new life, new Jerusalem, new temple, new relationship, new advent and a new testimony.”⁴¹

With a clear allusion to Isaiah 43:19 of God doing a “new thing,”⁴² Revelation 21 and 22 invites a refurbishing of the Christian imagination and tackles one’s imaginative response to the world.⁴³ While holding the tension of the present and future⁴⁴—the already and the not yet—the vision of the new earth evokes imaginative participation⁴⁵ in working towards this reality.

Summary

Christian innovation is rooted in a discovery process of surprising newness God wants to usher in through his Spirit. Walking in step with this innovative Spirit by surrendering (offering) to his goodness and will.

In the discovery process of innovation theology, I expect to tease out the following concepts that might serve both *informational* aspects and *formational* aspects. I frame them in the direction of Micah 6:8 and consider these chapter titles of sorts.

⁴⁰ Robert H. Mounce, *The Book of Revelation* (Grand Rapids: Eerdmans, 1998), 384. Mounce concedes it may be God speaking in Revelation 16:1, 17.

⁴¹ Stephen S. Smalley, *The Revelation to John: A Commentary on the Greek Text of the Apocalypse* (Downers Grove: InterVarsity Press, 2005), 533.

⁴² David E. Aune, *Revelation* (Grand Rapids: Zondervan, 2014), 1125.

⁴³ Richard Bauckham, *The Theology of the Book of Revelation* (Cambridge University Press, 2015), 159.

⁴⁴ Stephen S. Smalley, *The Revelation to John: A Commentary on the Greek Text of the Apocalypse* (Downers Grove: InterVarsity Press, 2005), 525. He also pens, “The eschatology of this passage is dramatically poised between the present and the future.”

⁴⁵ Richard Bauckham, *The Theology of the Book of Revelation* (Cambridge University Press, 2015), 18.

Walking Humbly

- Repentance Precedes Innovation. Our Proclivity to Reductionism
- Theocentric Innovation: Moving beyond Human-centered Design
- Innovation as an Invitation: The Spirit's Role in Creative Response

Loving Mercy

- Incarnational Innovation: Moving Beyond Empathy to Solidarity
- Surprise!: A Journey of Discovering God's Will

Acting Justly

- The "Why" of Innovation: Eschatological Hope
- Justice and Innovation: A Kingdom Ethic
- Making Meaning Instead of Money: Plumb Lines Over Bottom Lines

History

As I consider helping teams in the US campus ministry of Cru generate and implement innovative ideas, an analysis of the histories of both Cru and Design Thinking is in order.

A History of Cru

Campus Crusade for Christ was one of several Evangelical parachurch organizations that found fertile soil in the years following World War II.⁴⁶ Some historians consider the "impetus for cultural adaptation and innovative evangelistic techniques has come from nondenominational megachurches and parachurch agencies."⁴⁷ In a time when Evangelicalism was defining itself,

⁴⁶ The years after World War II saw the development of scores of parachurch organizations. Turner notes, "It is difficult to overstate the significance of parachurch organizations in contemporary American evangelicalism, as they structure and direct billions of evangelical dollars toward humanitarianism, political advocacy, and evangelism," 3.

⁴⁷ John G. Turner, *Bill Bright and Campus Crusade for Christ: The Renewal of Evangelicalism in Postwar America* (University of North Carolina Press, 2008), 3.

and large-scale revivals led by Billy Graham were copious, Campus Crusade for Christ found traction on university campuses through its founder, Bill Bright.

Telling the story of campus ministry in the 1990s provides a snapshot of history, a lull, and a creative output. It also provides an example that informs the present. The first two decades of Cru's history (the 1950s and 1960s) mark rapid growth, breakneck expansion, and increased funding. Those numbers did not continue in the 1970s and 1980s. Outside church historian John Turner summarizes it this way:

After the period of stagnation in the late 1970s and 1980s, however, Crusade's campus ministry revived in the 1990s...Crusade recommitted itself "to the scope of reaching every student." Local campus directors received greater freedom to design creative evangelistic campaigns, and Crusade speakers no longer relied on the 1960s version of "God's Plan for Your Life." Crusade also embraced a different philosophy of reaching minority students... launching separate student movements for African American, Latino, and Asian American students.⁴⁸

Turner does not include what many staff recalls longingly as a revival among staff at Cru's biennial conference. There was renewal and recommitment to one of Cru's core teachings of living the Spirit-filled life.

In summary, the renewed growth in the 1990s can be attributed to a refocus of the core vision of Cru (reaching "Every student"), which was a rediscovery of their emphasis on the Spirit and an openness to move on from past approaches and embrace new ideas and philosophies. In a similar season of stagnation, Cru's trajectory seems like the late 1980s. Perhaps the 1990s can serve as a positive reminder and encouragement for Cru staff.

⁴⁸ John G. Turner, *Bill Bright and Campus Crusade for Christ: The Renewal of Evangelicalism in Postwar America* (University of North Carolina Press, 2008), 218-219.

An Analysis

Brevity lends itself to a bullet-point list of attributes from Cru's history that foster and impede innovation.

Fostering Innovation

- *"10x Goals."* Innovation theory promotes incremental growth and multiplicative growth. Bill Bright was notorious for his big visions and goals. In the early 1970s, he had a goal of gathering 100,000 students for evangelism training in 1972, intending to see evangelization of the entire United States by 1977 and the rest of the world by 1980.⁴⁹
- *Pragmatic Emphasis.* With the pragmatic north star being evangelism, Cru has historically been willing to challenge cultural and theological norms.⁵⁰
- *Creative Adjustments.* Consider the example above from the 1990s.
- *Gleaning the Best Practices outside of Ministry.* Bill Bright's background as a businessman lent itself to incorporating conventional wisdom. Early staff were asked to read *How I Raised Myself from Failure to Success in Selling* by Frank Bettger.⁵¹
- *Experimentation.* Cru has a history of experimenting with new ideas. In preparation for Cru's "I Found It" campaign, experiments were conducted in Dallas, Nashville, and Atlanta before honing in on the best approach.⁵²
- *An Open Stance Toward Culture.* This "enabled the organization to creatively adapt to future changes on campus."⁵³

Impeding Innovation

- *Control and Authoritarianism.* Turner criticizes Bill Bright with "refusal to critically examine the effectiveness of his methods."⁵⁴ Many staff under Bill Bright agreed upon the rigidity, regimentation, blindness of other's input and ideas, and

⁴⁹ Ibid., 146.

⁵⁰ Ibid., 231-232. Turner notes, "Bright recruited young evangelists who entered Greek houses that were anathema to most conservative Protestants, allowed several staff members to dress like hippies (also anathema) in the late 1960s, and hired former executives to evangelize businessmen and politicians."

⁵¹ John G. Turner, *Bill Bright and Campus Crusade for Christ: The Renewal of Evangelicalism in Postwar America* (University of North Carolina Press, 2008), 51.

⁵² Ibid., 157.

⁵³ Ibid., 84.

⁵⁴ Ibid., 170.

lamented, “There wasn’t a lot of room for creativity.”⁵⁵ Cru’s history is pockmarked with resignations and firings of dissenting voices.⁵⁶

- *Institutional Complexity.* Cru has started various ministries that still fall under their care. Nimble decisions are difficult for any complex, large, and (relatively) old institution.

- *Single Entrepreneur.* An argument could be made that the founding of new ministries under the umbrella of Campus Crusade for Christ was Bill Bright’s brainchild and not due to an innovative culture. While Bright was “starting things like it was going out of style,”⁵⁷ he also denied the start of several ministries that were not his idea.⁵⁸

- *Tainted History of Collaboration.* While Cru has historically forged strong partnerships, partnering with Cru has been challenging. On the onset of Cru’s ministry in the 1950s, an early partnership attempt with a local church led Bill Bright to resolve, “I’m going to have to go it alone.”⁵⁹ Cru also has a mixed past with “competing” campus ministries like InterVarsity.⁶⁰

- *Ambivalence towards Innovation.* Critiquing a large gathering called “Explo ’72,” Turner notes the group is “in some ways conservative and traditional, in other ways modern and innovative.”⁶¹ A recent discovery session came across the same ambivalence. Team leaders (in their words) said, “It’s like we hear Go for it!, but there’s the fine print of ‘As long as it doesn’t decrease our conference attendance, we can fund it ourselves, and other numbers don’t drop.’”

A Brief History of Design Thinking

The World Wars and their aftermath influenced thinking across many sectors. The interdisciplinary approaches applied during this time began to converge around the issues of solving complex problems. Like a jazz band, where each musician brings their talents and combines to form something new. Design Thinking was created across several disciplines of

⁵⁵ Ibid., 133.

⁵⁶ Ibid., 158.

⁵⁷ Ibid., 154.

⁵⁸ Ibid.

⁵⁹ Ibid., 44.

⁶⁰ Ibid., 70.

⁶¹ Ibid., 1-2.

engineering, product design, architecture, and cognitive psychology. Design Thinking is best described as a mindset and methodology to solve complex problems that emphasize a deep, incarnational understanding of the end-user, and a philosophy of rapid experimentation and prototyping.

Many relied heavily on the scientific method to bring consumer behavior and problem-solving into a form of science. The concept has “Design” in the title because it relied heavily on product design and architecture. The hope remained that the user-centered approach that designers instinctively used could be applied across disciplines to create a framework for problem-solving. One might be surprised to see Peter Rowe’s early book, *Design Thinking*, and find it primarily about architecture, instead of the five-step methodology currently used as the main description of “Design Thinking.” The 1960s to 1980s could aptly be titled “Design as Science.”⁶²

This convergence of many fields is observed in the titles of some notable “proto-Design Thinking” books of the 1970s. *The Universal Traveler: A Soft-Systems Guide to Creativity, Problem-Solving, and the Process of Reaching Goals* (with the back cover’s quip: “Design is a process of making dreams come true.”) by Don Koberg (1971); *How to See: A Guide to Reading Our Man-Made Environment* by George Nelson (1977); and *Experiences in Visual Thinking* by Robert McKim (1979).⁶³

⁶² Stephanie DeRusso, “Understanding the Behaviour of Design Thinking in Complex Environments.” *Academia*, 2016, https://doi.org/https://www.academia.edu/24919250/Understanding_the_behaviour_of_design_thinking_in_complex_environment. Accessed 7 Mar. 2020.

⁶³ “Design Thinking: History.” *IDEO*, <https://designthinking.ideo.com/history>. Accessed 7 Mar. 2020

The Science of the Artificial by Herbert Simon was published at the same time and is largely recognized as the first attempt to use Design Thinking as a comprehensive way to solve complex problems. Considering the overlap of engineering and behavioral sciences, Simon considered the human interaction with their environment. He is most noted for his quote, “Human beings, viewed as behaving systems, are quite simple. The apparent complexity of our behavior over time is largely a reflection of the complexity of the environment in which we find ourselves.”⁶⁴ His work laid some foundations for prototyping and artificial intelligence.

The 1980s increasingly popularized human-centered design. Notable works of this decade are Nigel Cross’s *Designerly Ways of Knowing*, Peter Rowe’s *Design Thinking*, and Donald Schön’s *Reflective Practitioner*. One begins to see more of the bedrock principles developing. Consider Cross and his trend-setting approach to complex problems as he describes a step away from overanalyzing: “A central feature of design activity, then, is its reliance on generating fairly quickly a satisfactory solution, rather than on any prolonged analysis of the problem.”⁶⁵ The 1980s could be considered the “Design as Human” decade.⁶⁶

IDEO, formed as a convergence of industrial design firms in 1991, began to codify and disseminate their methodology like no other company until that time. Heralding their success in creating Apple’s first rolling-ball computer mouse, they are a giant in the industry. The success in their methods and pedagogy became a teaching method and primarily overlapped with Stanford’s

⁶⁴ Herbert A. Simon, *The Science of the Artificial* (Cambridge: M.I.T. Press, 1969), 53.

⁶⁵ Nigel Cross, *Designerly Ways of Knowing* (London: Springer, 2006), 23.

⁶⁶ Stephanie DeRusso, “Understanding the Behaviour of Design Thinking in Complex Environments.” *Academia*, 2016, https://doi.org/https://www.academia.edu/24919250/Understanding_the_behaviour_of_design_thinking_in_complex_environment, 16. Accessed 7 Mar. 2020.

d.school (Design School, now known as the Hasso Plattner Institute of Design). Expanding to nonprofit through their work with IDEO.org and their education center, IDEO U, they situated themselves as major thought leaders for Design Thinking. The 1990s is the “Design as Innovative” decade.⁶⁷

The 2000s saw Design Thinking as a trustworthy methodology and mindset, and have been successfully implemented and adapted in government, business, education, health care, higher education, non-profit, religion, and more recently, self-help. As businesses saw great success with Design Thinking in the 1990s, the ideas became more accessible and transferable to other domains.

Key Voices: A Literature Review

Like a jazz solo building off the foundation of the chord progression and existing melodic and harmonic structures, the future of innovation theology builds on existing voices. In this section, I describe key voices of innovation theory and innovation theology. I will also introduce a categorical definition of innovation as a map to explore the key voices that speak to imagination, integrative thinking, and implementation. Last, I will briefly engage three practitioners in the space of innovation in Christian ministry.

⁶⁷ Ibid., 26.

Innovation Theory

20th Century Patriarchs

The work of several innovation theorists have made their work into “household” concepts. The concepts of early adopters and disruptive innovation come from a few dominant leaders in the field.

Everett Rogers’s *Diffusion of Innovations* is perhaps *the* seminal text of innovation theory. With over 500 pages and editions ranging from 1962 to the 21st century, it is the fount of current innovation theory. Rogers provides the base definition for innovation: “...an idea, practice, or object that is perceived as new by an individual or other unit of adoption.”⁶⁸ The text also contain concepts like the bell curve of adoption,⁶⁹ factors for the rate of adoption,⁷⁰ the Innovation-Decision Process,⁷¹ and the diffusion of ideas through various networks.⁷² Surprisingly, Rogers includes the effects of innovation adoption on socioeconomic levels and the propensity of innovations to further the divide between rich and poor. He provides practical solutions to minimize that gap.⁷³

The late Peter Drucker was the business sector’s definitive and quotable innovation guru. Capitalistic innovation became useful because the market provides almost instant accountability

⁶⁸ Everett M. Rogers, *Diffusion of Innovations*, 5th ed. (New York: Free Press, 2003), 12.

⁶⁹ Ibid., 281.

⁷⁰ Ibid., 222.

⁷¹ Ibid., 138.

⁷² Ibid., 305-308.

⁷³ Ibid., 457-467.

for the usefulness of a product or service. The “bottom line” and market share competition also provide effective motivations for organizations to innovate. Drucker was one of the first to try to codify principles of innovation⁷⁴ and identify sources of potential innovations—unexpected, incongruities, process need, industry and market structures, demographics, changes in perception, and new knowledge.⁷⁵ Most importantly, Drucker attempted to “demystify” innovation, divorce it from the muses, and presented innovation as “work rather than genius” that “requires ingenuity...and focus.”⁷⁶ As a discipline, “most innovations result from a conscious, purposeful search for opportunities.”⁷⁷

This year, the world said goodbye to another titan of innovation theory: Clayton Christensen, who served as a professor at Harvard Business School. He remains the authoritative voice on disruptive innovation. He nearly always led his presentations with a finding that 84% of global executives acknowledge that innovation is important to their growth, yet 94% are unsatisfied with current innovation performance.⁷⁸ He developed a system for generating innovative ideas that pushed against predicting future trends from big data. He called it “The Theory of Jobs to be Done.”⁷⁹ For Christensen, “customers don’t buy products or services; they pull them into their lives to make progress. We call this progress the ‘job’ they are trying to get

⁷⁴ Peter F. Drucker, *Innovation and Entrepreneurship: Practice and Principles* (New York: Harper & Row, 1985), 133-140.

⁷⁵ Ibid., 35.

⁷⁶ Peter F. Drucker, “The Discipline of Innovation,” *Harvard Business Review*, Aug. 2002, <https://doi.org/https://hbr.org/2002/08/the-discipline-of-innovation>. Accessed 12 Mar. 2020.

⁷⁷ Ibid.

⁷⁸ Clayton M. Christensen, *Competing Against Luck: The Story of Innovation and Customer Choice* (New York: Harper Business, 2016), 122.

⁷⁹ Ibid., 10.

done and we say that customers ‘hire’ products or services to solve those jobs.’”⁸⁰ This process relies heavily on a deep understanding of a customer (empathy)) and focuses on forming a helpful value proposition.

Ethnic Minority Voices

A meta-paradox exists in innovation theory when theorists proclaim new ideas developed on the fringes. Innovation theory is still dominated by white men, both as practitioners (Steve Jobs, Bill Gates, Mark Zuckerberg) and theorists. I want to include the voices of women and ethnic minorities, out of justice but also heed innovation theory, knowing that the next development in innovation theory will likely come from such a voice.

Vijay Kumar is a professor at the Illinois Institute of Technology. As a theorist and practitioner, he developed the first step-by-step guide for innovation through design thinking. As a theorist, he investigates organizations’ assumptions that prevent them from achieving systematic innovation. He identifies four:

- 1) The current practices of innovation are good enough;
- 2) Innovation is for executives;
- 3) Innovation is for practitioners; and
- 4) “Innovation planning” is an oxymoron.⁸¹

⁸⁰ Clayton M. Christensen, *Competing Against Luck: The Story of Innovation and Customer Choice* (New York: Harper Business, 2016), 27.

⁸¹ Vijay Kumar, *101 Design Methods: A Structured Approach for Driving Innovation in Your Organization* (Hoboken: John Wiley & Sons, 2013), 2.

Kumar meets each of these in turn with innovative principles. By showing and telling, he subversively bucks some of trends of white, male, US-centric business culture, emphasizing collaboration,⁸² deep empathy,⁸³ non-linear thinking,⁸⁴ and listening.⁸⁵ This is complemented by 101 team-based activities leaders can perform to generate innovative solutions along his unique 7-step path.

Similarly, Rosabeth Moss Kanter of Harvard Business School proposes solutions for teams and organizations that are more often emphasized in female and ethnic minority contexts. Her work *The Classic Innovation Traps* has been disseminated through articles, books, and lectures around the globe. She calls “structure mistakes” connections (relationships) that are too loose while communication too poor.⁸⁶ Her remedy is to foster relationships between innovators and mainstream businesses, and select leaders with interpersonal skills with a supportive culture of collaboration.⁸⁷ She praises organizational flexibility and attention to relationships as the primary attributes of an ideal leader.⁸⁸

Last, I highlight Vijay Govindarajan out of Dartmouth, New Hampshire. Govindarajan critiques the weakness of “skunk works” or isolated innovative teams within organizations. He

⁸² Ibid., 312.

⁸³ Ibid., 90.

⁸⁴ Ibid., 9.

⁸⁵ Ibid., 92.

⁸⁶ Rosabeth Moss Kanter, “Innovation: The Classic Traps.” *Harvard Business Review*, Nov. 2006, <https://doi.org/10.1108/sd.2007.05623ead.007>. Accessed 12 Mar. 2020.

⁸⁷ Ibid.

⁸⁸ Ibid.

gives a provocative analysis that isolation “neuters innovation.”⁸⁹ He also heralds partnership and conflict management as the way forward. In another work, he masterfully elevates “reverse innovation” over and above “glocalization.” Glocalization is the process of manufactures in which countries “develop high-end products at home and distribute them globally, with some adaptations to local conditions.”⁹⁰ Reverse innovation, however, is bringing “low-end products created specifically for emerging markets into wealthy markets.”⁹¹ He acknowledges a required shift in power and challenges many assumptions about emerging markets and developing countries.

None of the leaders highlighted appear to be on a feminist or ethnic diversity “crusade,” but are examples of counter-cultural voices that are re-narrating innovation theory by their content and subversive stories, examples, and embodiment.

Innovation Theology

How theology informs innovation is a relatively untouched field. A theology of the arts, creativity, and imagination is well-traversed, but there is room for reflection, scholarship, and thinking around the intersections of innovation and theology. Some have attempted to employ the strengths of innovation theory, but usually recapitulate creativity axioms, overemphasize the surrounding changing culture, awkwardly label God the Innovator, or conflate innovation with

⁸⁹ Vijay Govindarajan and Chris Trimble. “Stop the Innovation War.” *Harvard Business Review*, July-August 2010, <https://doi.org/https://hbr.org/2010/07/stop-the-innovation-wars>. Accessed 12 Mar. 2020.

⁹⁰ Ibid.

⁹¹ Ibid.

organizational change, ideating, or creativity.⁹² I highlight three helpful voices in the current landscape.

The most straightforward, and explicit innovation theology comes from an obscure publisher and voice: Lanny Vincent, a former pastor and modestly successful innovative consultant in the San Francisco Bay Area. His self-published book, *Innovation Theology: A Biblical Inquiry and Exploration*. His reflections move beyond cursory thought or blind adoption of Silicon Valley as he asked questions around the ethics of innovation. He has a witty and memorable assertion of considering “plumb lines” with bottom lines, and brings into question the basics of innovation: value, growth, sustainability, and defining success. As an example, Vincent brings into question the core motivation for innovation: “[The] urgent need [is] to focus on innovations for the common good where the motivation for innovating becomes about sufficiency rather than more, about sustainability rather than size, about substance rather than convenience, about shared rather than individual benefit.”⁹³

South African born Alan Hirsch is a provocative missiologist seeking to “reawaken latent apostolic imagination at the heart of the biblical faith and to exhort God’s people to courageous missional engagement for our time.”⁹⁴ He attempts to take the best outside thinkers like Einstein, Stephen Covey, Peter Drucker, and Seth Godin, and adapt their concepts to use in the church. Innovation is a large part of what he writes about in his theory of organizational change, where

⁹² Consider the titles *Edison Churches* or *The Agile Church*.

⁹³ Lanny Vincent and Ron Gammill, *Innovation Theology: A Biblical Inquiry and Exploration* (Eugene: Wipf & Stock, 2017), 23.

⁹⁴ Michael Frost and Alan Hirsch, *The Shaping of Things to Come: Innovation and Mission for the 21st Century* (Grand Rapids: Baker Books, 2013), 11.

we imagine, shift, innovate, and move.⁹⁵ While his innovation is focused primarily on new forms of ecclesia, much of his work can be applied elsewhere.

Perhaps the most generative source on the future of innovation theology is an inspiring yet brief lecture by Greg Thompson entitled “The End of Innovation.” He calls for a thorough and prophetic voice in the innovation space. Like others, he emphasizes the formation of innovators, hoping for those with “intellectual depth, civic imagination, more disposition, and the practical skill they need in order to serve and labor.” Along with a recommitment to formation, he suggests re-narrating innovation “in the key of love.” While acknowledging potential idealism, he proposes a new *telos* or “end” for innovation—helping our neighbor flourish.

Innovation = Imagination x Integrative Thinking x Implementation

My spin on Alan Hirsch and Dave Ferguson’s definition of innovation provides the layout for the remaining voices of innovation.⁹⁶

Imagination

Studying the intersection of imagination and theology is necessary for the thoughtful innovator to pursue. Anytime leaders consider what “could be,” as they enter the realm of imagination. Paul Gould offers a comprehensive definition of imagination, “The imagination is (1) a faculty of the mind (2) that mediates between sense and intellect (i.e., perception and

⁹⁵ Alan Hirsch and Dave Ferguson, *On the Verge: A journey into the Apostolic Future of the Church* (Grand Rapids: Zondervan, 2011), 46-47.

⁹⁶ They present “imagination x implementation = innovation” in *On the Verge: A journey into the Apostolic Future of the Church* (Grand Rapids: Zondervan, 2011).

reason) and the human mind and the divine mind (i.e., finite creatures and the infinite Creator) (3) for meaning and inventing.”⁹⁷ The imagination weaves itself around the concepts of beauty, creativity, wonder, curiosity, and surprise—all necessary building blocks for effective innovation.

One “camp” that impacts this area is the group of the Inklings. Nearly every subsequent work on the imagination is indebted to this group. C.S. Lewis noted that the imagination is the “organ of meaning” and remembers reading the prose of George MacDonald “baptizing his imagination.” Likewise, with J. R. R. Tolkien, his fantastical work was directly correlated with engaging his God-given imagination. Dorothy Sayers, whom some have called “the female Inklings,” has a thoughtful (though not uncontested) work entitled *The Mind of the Maker*, where she explores imaginative creativity through Trinitarian theology.

Another “camp” is a more informal network of thinkers called “the culture makers,” which includes writers like Andy Crouch and Makoto Fujimura. They call for a counter-cultural and intentional realization that we as humans are called to create something that adds to what God is doing in the world. Andy Crouch puts it like this, “[Culture] is what humans being make of the world. It always bears the stamp of our creativity, our God-given desire to make something more than we were given.”⁹⁸ Makoto Fujimura would say something similar: “When we are generative, we draw on creativity to bring into being something fresh and life giving.”⁹⁹ For this camp, our imaginations are put into action for culture-making and culture care.

⁹⁷ Paul M. Gould, *Cultural Apologetics: Renewing the Christian Voice, Conscience, and Imagination in a Disenchanted World* (Grand Rapids: Zondervan, 2019), 107.

⁹⁸ Andy Crouch, *Culture Making: Recovering Our Creative Calling* (Downers Grove: IVP Books, 2008), 23.

⁹⁹ Makoto Fujimura, *Culture Care: Reconnecting with Beauty for Our Common Life* (Downers Grove: IVP Books, 2017), 22.

The last complimentary “camp” to highlight is what might be called the “Christian academics.” This includes James K. A. Smith of Calvin College, Trevor Hart of the University of Saint Andrews, and Walter Brueggemann of Columbia Theological Seminary in Decatur, Georgia. These crucial authors look at formation and imagination through aesthetics, liturgies, and eschatology to live prophetically from within the culture. Hart summarizes this group best when he says, “only insofar as we are able to envisage how things might be different from the way they are in this world, how they might change in the future, how they are intended by God ultimately to be, do we have any final grounds for refusing to accept the way the world presently is.”¹⁰⁰

Integrative Thinking

Integrative thinking is the ability to hold two opposing ideas together to create new solutions.¹⁰¹ In innovation, specifically Design Thinking, integrative thinking means balancing desirability (what humans need) with technical feasibility and economic viability.¹⁰² The guru in this space is Roger Martin of the University of Toronto.¹⁰³ In his work, he talks about multi-

¹⁰⁰ Richard Bauckman and Trevor Hart, *Hope Against Hope: Christian Eschatology at the Turn of the Millennium* (Grand Rapids: Eerdmans, 1999), 56.

¹⁰¹ Roger Martin, *The Opposable Mind: How Successful Leaders Win Through Integrative Thinking* (Boston: Harvard Business School Press, 2007), 6.

¹⁰² Tim Brown. *Tedtalks: Tim Brown--Urging Designers to Think Big*. TED, 2009. Accessed 12 Mar. 2020

¹⁰³ Another helpful source is The MIT Press’s “Design Thinking, Design Theory” series of the early 2010s edited by Ken Friedman and Erik Stolterman. “Design Thinking, Design Theory.” Edited by Ken Friedman and Erik Stolterman, The MIT Press, <https://mitpress.mit.edu/books/series/design-thinking-design-theory>.

causality¹⁰⁴ and people's propensity to try to oversimplify a problem.¹⁰⁵ Challenges arise when complicated methodology (a single solution applied broadly) is used in complex spaces with many factors and variables. According to Martin, what is needed most in the complex space is a testable, working hypotheses.¹⁰⁶ His work *The Design of Business: Why Design Thinking is the Next Competitive Advantage* is a great example of attempts to take the thought process of designers and apply them to other domains. He posits abductive logic and (yet opposed to) inductive and deductive logic as one of the most helpful ingredients to complex problem-solving. Based on the work of Charles Sanders Peirce, abductive reasoning proposes what could be true. It makes "logical leaps of the mind" to causality.¹⁰⁷ This is a shortcut to creating a working hypotheses and potential testable theories.

Implementation

The pioneering and dominating leaders in innovation implementation at the moment are the collective forces of Stanford's D.School and IDEO. In many ways, nearly all innovation implementation is a derivative of their founders, the Kelley brothers, and Tim Brown. This group of men took the practices and lessons of innovation and moved them from unspoken to spoken and from the board room to the work floor. They were able to articulate the axioms and

¹⁰⁴ Roger Martin, *The Opposable Mind: How Successful Leaders Win Through Integrative Thinking* (Boston: Harvard Business School Press, 2007), 114.

¹⁰⁵ Ibid., 73.

¹⁰⁶ Ibid., 8.

¹⁰⁷ Roger Martin, *The Design of Business: Why Design Thinking is the Next Competitive Advantage* (Boston: Harvard Business School Press, 2009), 64-65.

principles of the trade: failing forward,¹⁰⁸ observing users in their context,¹⁰⁹ repeatedly asking “Why?”¹¹⁰ creating a generative workspace, rapid prototyping,¹¹¹ acknowledging the different roles needed for innovative teams,¹¹² and so much more. Most recently, Stanford has taken the principles used with businesses for years and moved into the self-help market. With an upcoming book, *Design your Work Life*, they are helping people design their life and grow in their “creative confidence.”

Practitioners of Christian Ministry Innovation

Three organizations are worth further exploration in terms of helping others generate and implement innovative ideas. The Center for Youth Ministry Training created an innovation lab in the last couple of years. They are coming alongside youth pastors and churches to reimagine youth ministry away from dated models. They are developing curriculum along with the “5 Stage Theological Process.”¹¹³ Likewise, Ministry Incubators exist to “invest our time and experience in individuals, organizations, and faith communities who want to turn hare-brained ministry

¹⁰⁸ Tom Kelley and David Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All* (New York: Crown Business, 2013), 30.

¹⁰⁹ Tom Kelley, Jonathan Littman, and Tom Peters. *The Art of Innovation: Lessons in Creativity from IDEO, America's Leading Design Firm* (New York: Crown Business, 2001), 6.

¹¹⁰ Tom Kelley and David Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All* (New York: Crown Business, 2013), 98.

¹¹¹ Tim Brown with Barry Katz, *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation* (New York: Harper Collins, 2009), 87.

¹¹² Tom Kelley and Jonathan Littman. *The Ten Faces of Innovation: IDEO's Strategies for Beating the Devil's Advocate and Driving Creativity Throughout Your Organization* (New York: Currency/Doubleday, 2005).

¹¹³ “Our Theological Innovation Process.” *CYMT Innovation Laboratory*, 7 Oct. 2020, <https://youthministrylaboratory.com/>. Accessed 12 Mar. 2021.

ideas into sustainable impact enterprises with a theological mission.”¹¹⁴ While they are focused on kingdom-minded, for-profit businesses, there is overlap in helping others with a methodology for idea implementation. Last, and most like my NPO, is Seeds Global Innovation Lab. Under the umbrella of Pioneers International, Seeds facilitates Design Think training for a wide range of faith-based non-profits.¹¹⁵ In speaking with them, they acknowledge that they are the only lab of its kind in the ministry domain.

Analysis: My Way Through Forest

Consensus

Innovation theorists largely agree upon the future of innovative solutions coming in radical collaboration. The myth of the “lone genius” is dead. Both scholarly articles and popular books and lectures call for “collective genius” and a realization that solving society’s most complex problems will come from collaboration across disciplines. There is also a large consensus on general innovative principles, the importance of design, having a human-centered (or end-user) focus, and the need for rapid prototyping.

Tensions

One of the tensions in innovation theory is assessing the limitations of Design Thinking. Designers are wary of the term “Design Thinking,” pointing to it as a jargon-filled fad with

¹¹⁴ “What Do We Do?” *Ministry Incubators*, 12 Aug. 2020, <https://ministryincubators.com/what-do-we-do/>. Accessed 12 Mar. 2021.

¹¹⁵ “Our Theological Innovation Process.” *CYMT Innovation Laboratory*, 7 Oct. 2020, <https://youthministrylaboratory.com/>. Accessed 12 Mar. 2021.

solutions generated that are more than obvious.¹¹⁶ Where innovation in the past was largely siloed to executives and loners, the other extreme is now the norm—everyone is creative, everyone can innovate, everyone has a “slice of genius.” Tensions exist around investment strategies, the development of innovation portfolios, and other for-profit tensions, but I have not addressed these as they lay outside my work.

Within organizations, others are weary of what I call the “business flavor of the day.” A person often misappropriates the latest *Harvard Business Review* article or *New York Times* bestselling leadership book only to pivot again soon after the next one creates a spirit of leeriness and fatigue. These collective tensions provide caution of focusing mindsets and practices that seem likely to transcend the current moment instead of jargon or the minutia of specific trends.

Gaps

Nearly every definition of innovation includes the notion of “added value.” I am surprised at the silence or blindness in literature where “value” is an intrinsically philosophical concept. The most significant gap in the literature is a more thoughtful reflection of the explicit intersection between innovation and theology. Many “cherry-pick” quotes and ideas from innovative thinkers without considering the telos of innovation from a kingdom perspective, speaking prophetically to critique literature from the Silicon Valley, and envisioning paths for Spirit-filled and kingdom-centered innovation.

¹¹⁶ Leandro Herrero, “Design Thinking Is Bullshit.” *Leandro Herrero*, 8 Nov. 2017, <https://leandroherrero.com/design-thinking-is-bullshit/>. Accessed 11 Mar. 2020.

I was pleasantly surprised by the helpfulness of Design Thinking mindsets and methodology in relation to injustice and problems where power structures are present. The mindset of having a deep, empathetic understanding of a group's problems, the concept of co-creation, and the flattening of power during ideation (good ideas could come from anywhere), combine to a forceful posture and practical methodology to approach such problems. This is particularly exciting when considering Cru's most significant problems. One problem Cru has is recruiting and retaining staff of color. Cru's funding models, where each staff member is responsible for raising the needed funding on a one-on-one, low context, and direct appeals, limit many without those kinds of networks and those who come from a culture that does not affirm the strategy.

Another problem to be addressed is Cru's historic struggle on campuses that are not four-year, residential, state schools. Hundreds of campuses do not have a single campus ministry (not just Cru). These are mainly where a power differential is at play. These overlooked universities are not top in a state, are more diverse, and have students from lower socioeconomic levels. In the same vein, the attributes needed in current innovative approaches are generally attributed to women and more collective cultures: collaboration, communication, listening, and non-linear thinking.

While I mentioned innovation theory and mindsets, there is also a gap for methodology in solving Christian ministry problems with Design Thinking. While generic Design Thinking methodology may be sufficient for some (and some have employed this), it is much more effective when the Christian faith is brought into the conversation. The model of the incarnation,

the doctrine of *imago dei*, and the story arc of the Bible, where God is making all things new, provide a powerful addition to current trends.

Last, in an analysis of current innovation theory, I revisit the pregnancy of jazz as the driving metaphor.¹¹⁷ It captures issues of justice and injustice based on its birthplace and time in the antebellum South. The prophetic voice of the blues become lament and hope. Jazz championed the voice of minorities. The basic building block is improvisation yet built on existing scales, chords, melodic and harmonic structures—a traditional innovation. Jazz is generative and meant to surprise and delight. Jazz founded the intension of sacred (Negro spirituals) and secular (blues). It appears, then, that jazz as a metaphor for innovation holds the cursory understanding (improvisation), as well as some more robust and deeper parallels (prophetic calling and issues of justice). “When you see a jazz musician playing,” Ken Burns relates in his massive Jazz documentary series, “you’re looking at a pioneer, an explorer, an experiment, a scientist... You’re looking at all those things because you’re looking at all those things incarnate.”¹¹⁸

¹¹⁷ This metaphor is not unique to me and is contested with some of its culturally exclusive history. See Steve Diasio, “Not All That Jazz! Jamband as a Metaphor for Organizing New Models of Innovation.” *European Management Journal*, vol. 34, no. 2, 2016, pp. 125–134., <https://doi.org/10.1016/j.emj.2016.01.006>.

¹¹⁸ Burns, Ken, and Keith David. *Jazz*, PBS, 2000, <https://www.pbs.org/kenburns/jazz/>.

APPENDIX C—MILESTONE 3 DESIGN WORKSHOP REPORT

GEORGE FOX UNIVERSITY

DESIGN WORKSHOP REPORT

DMIN 850: DISCOVERING STAKEHOLDER PERSPECTIVES

FOR ADDRESSING THE NPO

IN PARTIAL FULFILLMENT FOR THE DEGREE OF

DOCTOR OF MINISTRY

PORTLAND SEMINARY

BY:

SHAWN CRAMER
PROJECT FACULTY:
DR. PABLO MORALES
PORTLAND, OREGON
DECEMBER, 2020

NPO STATEMENT

Many Cru staff struggle to generate and/or implement innovative ideas.

NPO SCOPE AND CONSTRAINTS

I address theological, attitudinal, methodological, and organizational dynamics of innovation within Cru with this work. My research suggests Cru lacks elements of an innovative culture. Even though changing the culture is beyond my research, I will provide solutions that can serve as catalysts for change. These solutions focus on Cru's theological, attitudinal, methodological, and organizational dynamics of innovation. While the innovative culture of Cru needs to change, my attempt with the NPO is to provide creative solutions around theology, attitudes, and methodologies *to change* the culture. Significant culture change is beyond my NPO but still within my desire as a leader. This distinction allows me to create deliverables within that boundary. In other words, I am seeking to create solutions that can be measured over a relatively short amount of time and accumulate over the long run to lasting culture change. I am creating training and workshops outside the scope of this work but still within my job description. I focus on solutions I would consider outside of a "normal" consultant's work for my NPO.

NPO CONTEXT

One of my interviewed experts captured Cru's ambivalence towards innovation: "Is Cru innovative as a culture? Yes and no." Our NPO, is, in some ways, a continuation of the past 60 years of Cru and, in some ways, building on the past. In other ways, specifically in the last three

years, this work goes against several norms within Cru. As one of the largest Christian parachurch ministries, I focus on the collegiate campus field staff—the practitioners in our main ministry.

Two major factors have impacted the recent context of my NPO. First, the campus ministry has undergone a three-year, large-scale reorganization. The process has been very trying for most of the staff. A few hundred of our staff have left, impacting morale. This, coupled with COVID-19, has left many staff in “survival mode.” Engaging in new ideas seems challenging with the tyranny of the urgent, but simultaneously, it might just be the thing that would increase their morale.

ROOT CAUSES

My research has revealed three root causes of my NPO. First, many staff experience a lack of support from their leaders. For instance, an interviewer explained, “It’s like we hear ‘Go for it!’ regarding innovation, but there’s the fine print of ‘As long as it doesn’t decrease our conference attendees, we can fund it ourselves, and other numbers don’t drop.’” Cru conducts an annual survey to evaluate the environment in the workplace. This survey has revealed that the trust in executive campus directors is low, which results in an adverse environment for innovation. The executive team is working to control out of stress, afraid of the “ditch” of untethered, mission-creep experimentation. This further erodes trust and keeps field staff discouraged from experimenting with new ministry ideas. A third root cause is that staff are

expected to do too much. They do not see the return on risky experimentation when so many other things are vying for their time and attention.

DEFINITION OF “DONE”

Addressing my NPO seeks to help our field staff improve their capabilities for innovation. The increased capability could be measured over time with my innovational diagnostic assessment.

THREE BIG IDEAS

This spring, I will develop three prototypes. These prototypes include an innovation guide for our staff, proactively looking for positive deviations, and facilitating an innovation day (much like a hack-a-thon) for field staff and students.

3 NAPKIN PITCHES

Big Idea #1: Providing a guide to move field-generated ideas from concept to concrete plan.

Audience: This idea is intended for field staff looking for guidance in moving an idea forward.

NPO: While many staff have the courage to “take a step of faith,” they do not have an innovative methodology for innovation. This idea will help provide one methodology for innovation, not by reading a book but by guiding them through the process.

Benefit: Field staff benefit by receiving expertise, training, guidance, and possibly funding with their idea. I benefit from building an increased network of trained staff.

Approach: This approach combines a digital walk through with “in-person” guidance when appropriate. It is novel in that nothing like this exists in the ministry space.

Risks: This might fail if there is a lack of trust with the innovator (“I don’t want *corporate* to ruin my idea.”), or if it is challenging to identify staff who could benefit from this approach.

Assumptions/hypotheses to test: I am testing the hypothesis that if we provide innovation guidance for staff, they will desire the guidance, and it will be helpful.

Benchmarks of success: The key metrics will be staff completing the journey with satisfaction and willingness to recommend the guidance.

Other Approaches: Chick-fil-A and others have a journey approach for innovation, but my proposed guidance is different because the user gets to focus their attention on the problem and learns innovation methodology along the way, rather than *first* seeking a methodology.

Big Idea #2: Identifying and supporting positive deviations

Audience: Field staff with Cru

NPO: This idea falls under the “opportunity” section of NPO. Instead of finding and supporting potential *ideas*, this prototype finds and supports *ideators*.

Benefit: This idea increases the innovation culture by identifying younger staff to give lift, show them they are known, valued, and have a future as an innovator on Cru staff.

Approach: Reach out to the 19 sets of area directors for potential candidates. Invite these candidates to a community of practice and support, and fund their ideas.

Risks: Due to interest or time constraints, it may be challenging to identify these individuals quickly. Furthermore, it may be difficult to assess the success of a given prototype.

Assumptions/hypotheses to test: If creative staff members are encouraged to innovate early, they will remain on Cru staff, grow as innovators, and continue to impact those under their influence.

Benchmarks of success: This prototype will succeed if individuals are identified, supported, and sharpened through the practicum.

Other Approaches: Cru constantly identifies young leaders; however, it does not focus on innovation. This prototype will play nicely into existing processes while delineating itself based on the criteria of creativity.

Big Idea #3: Host an innovation day where like-minded staff from around the globe gather to creatively and rapidly attempt to solve problems.

Audience: Cru staff and students

NPO: Staff needs a methodology for innovation. If they are given one in a condensed format around a real ministry problem, they are more likely to use that framework in the rest of their ministry.

Benefit: An innovation day packs a lot of content and experience into a finite amount of time.

Approach: Invite staff to participate and form teams around a shared ministry problem. After a condensed period (48 or 72 hours), judges select the top three winners.

Risks: The needed expertise around project management is a risk. If participants feel like it was just an ideation exercise, they might not have a fond memory or participate again.

Assumptions/hypotheses to test: If we host an innovation day, it will surface creative staff and help them develop a methodology for innovation.

Benchmarks of success: This would be successful given a certain number of experimental prototypes created.

Other Approaches: Cru's Global Digital Strategy successfully hosted hack-a-thons but remains disjointed from the campus ministry. We could leverage their expertise to give a lift to a campus-based innovation day.

DESIGN WORKSHOP STAKEHOLDERS

Participants in my design workshop included Cru field staff, regional directors, former campus staff, capacity staff, and spanned a range of ethnic diversity.

ONE-ON-ONE INTERVIEWS

My expert interviews included a major consultant with the GameStorming network, a former ministry innovation director, and a Design Thinking expert with one of the leading design firms in the world.

ANNOTATED BIBLIOGRAPHY

The dissertation *Understanding the Behaviour of Design Thinking in Complex Environments* offers academic research in a field that has become largely dominated at the popular level. Based on a critical realist theoretical perspective and a systems theory approach, this dissertation provides keen insight into my research because it highlights deeper, cultural elements necessary for innovation within a more extensive system. In addition to a Ph.D., Stephanie DiRusso held prominent positions in design and strategy and was an itinerant lecturer on the subject. She shows the efficacy of design thinking beyond the trivial in complex environments where problems are unique and ill-defined.

Alexander Grashow, CEO of Wolf Group, has teamed up with Harvard professors Ronald Heifetz and Marty Linksy on many of their written works to examine organizational culture change and adaptivity. Their Harvard Business Review article, “Leadership in a (Permanent) Crisis,” was written during the economy’s downturn in 2009. That timing is helpful in the current climate of crises and change. This article (and the rest of their work, like best-selling *Adaptive Leadership*) will be essential for my research, both for the content and its existing acceptance at the executive level of leadership within Cru. These men call for empowerment and dispersal of solution generation and argue that executive teams cannot find the best solutions on their own.

Color Outside the Lines: A Revolutionary Approach to Creative Leadership presents a theological encouragement for creativity for individuals, leaders, and organizations. Late author, Howard Hendricks, held multiple theological degrees and served as a distinguished professor and chairman at Dallas Theological Seminary. While written at the popular level, this text remains

helpful as I attempt to distill the academic issues and make them accessible to our staff. It is an artifact of a theological and organizational approach to creativity.

DESIGN WORKSHOP DESCRIPTION

My design workshop was conducted on November 5th over Zoom in two parts. For the first 90 minutes, I found a broader set of participants, especially within my target audience of field staff with Cru. Participants in my design workshop included Cru field staff, regional directors, former campus staff, and capacity staff of ethnic diversity. The remainder of the time included a core group to continue to converge ideas.

The agenda was as follows:

Open (Setting the Stage)

Welcome and Icebreaker - introducing themselves and sharing their favorite board game and first Facebook profile picture.

Overview of the workshop - Explaining the two groups, the schedule, and the outcomes.

Ground Rules - Anonymous sharing

Revisiting the problem - An overview of the problem as well as the four facets of theological, attitudinal, methodological, and organizational.

Creativity Warm up

Explore

Mission Impossible. Ideation conducted this Gamestorming game in groups given a constraint. The constraint was to consider how we might help Cru staff grow in innovation capabilities without teaching them. Given the obvious answer of workshops, lectures, etc., it is to help this group stretch beyond that, and not that I am uninterested in teaching staff.

The Anti Problem. As a brief exercise, I had the remainder of the group think about the *opposite* of the problem. We verbally ideated how to *inhibit* staff from innovating.

Converge

Post up. Add any ideas that haven't been recorded to this point.

Dot Voting to begin converging.

Napkin Pitch. Break into three groups and flesh out the top three ideas.

Debrief.

On the Likert Scale, I give this workshop a four (4) because there was great excitement around the topic, ideas beyond the obvious, and confirmation of the particular NPO.

DESIGN WORKSHOP DOCUMENTATION

EXPLORE



Your mission... if you choose to accept it... is to answer this question: How can we help staff generate and implement innovative ideas without teaching them innovation methodologies?

- What new ideas emerge from this constraint?
- Why is teaching a typical \idea?
- What elements might be in conflict with helping staff innovate without teaching them?
- Be prepared to present your thought process, ideas, and insights

miro

Figure C.1. *Mission Impossible Overview.*

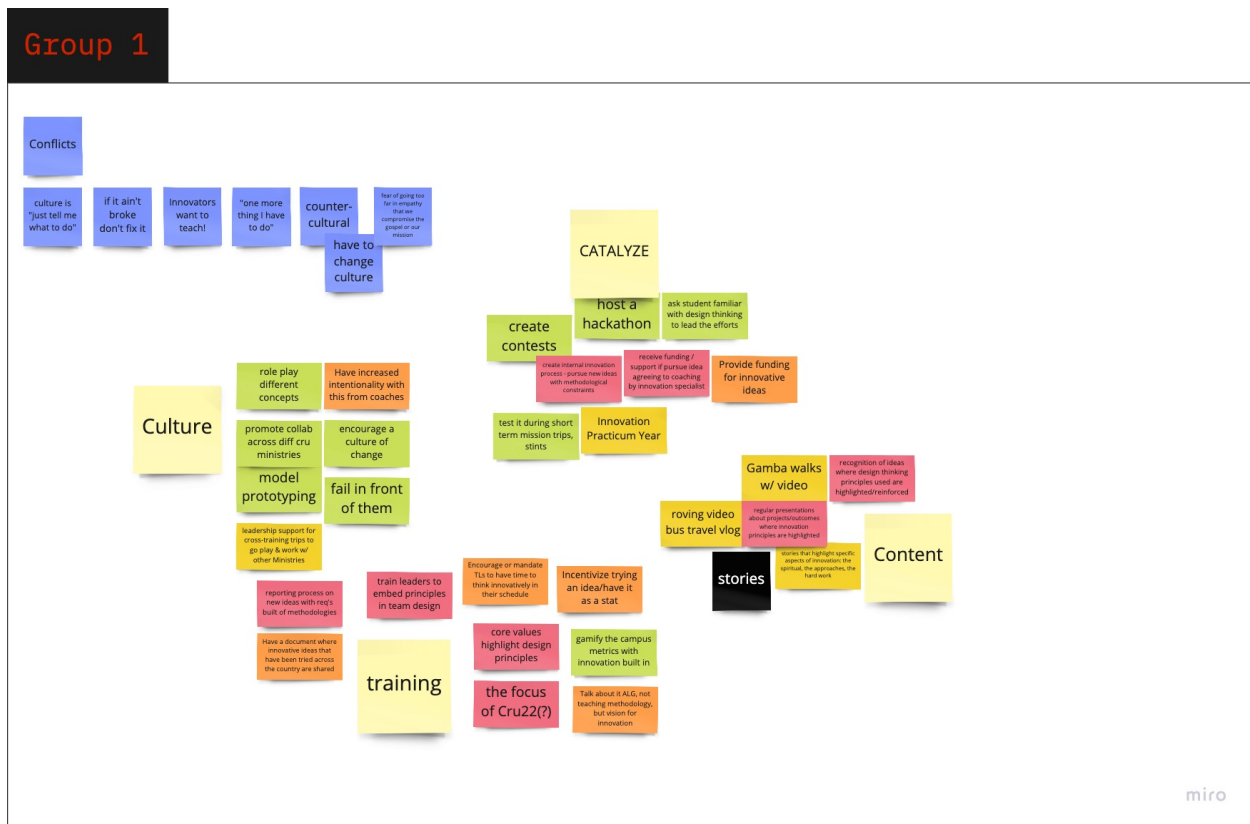


Figure C.2. *Mission Impossible Brainstorm (Group 1).*

Group 2



Figure C.3. *Mission Impossible Brainstorming (Group 2).*

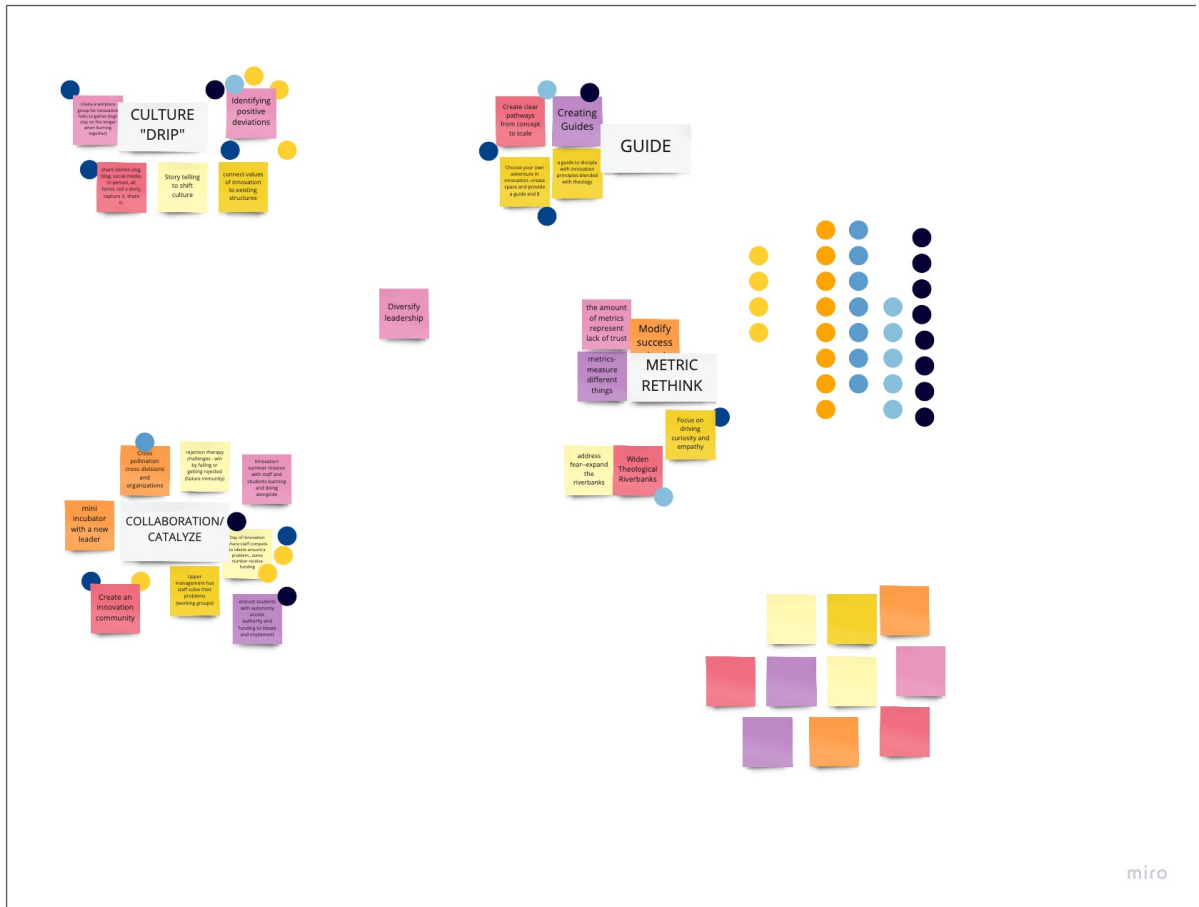
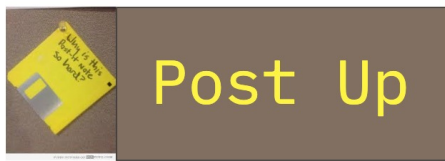


Figure C.4. Post-Up Brainstorming.

GUIDE

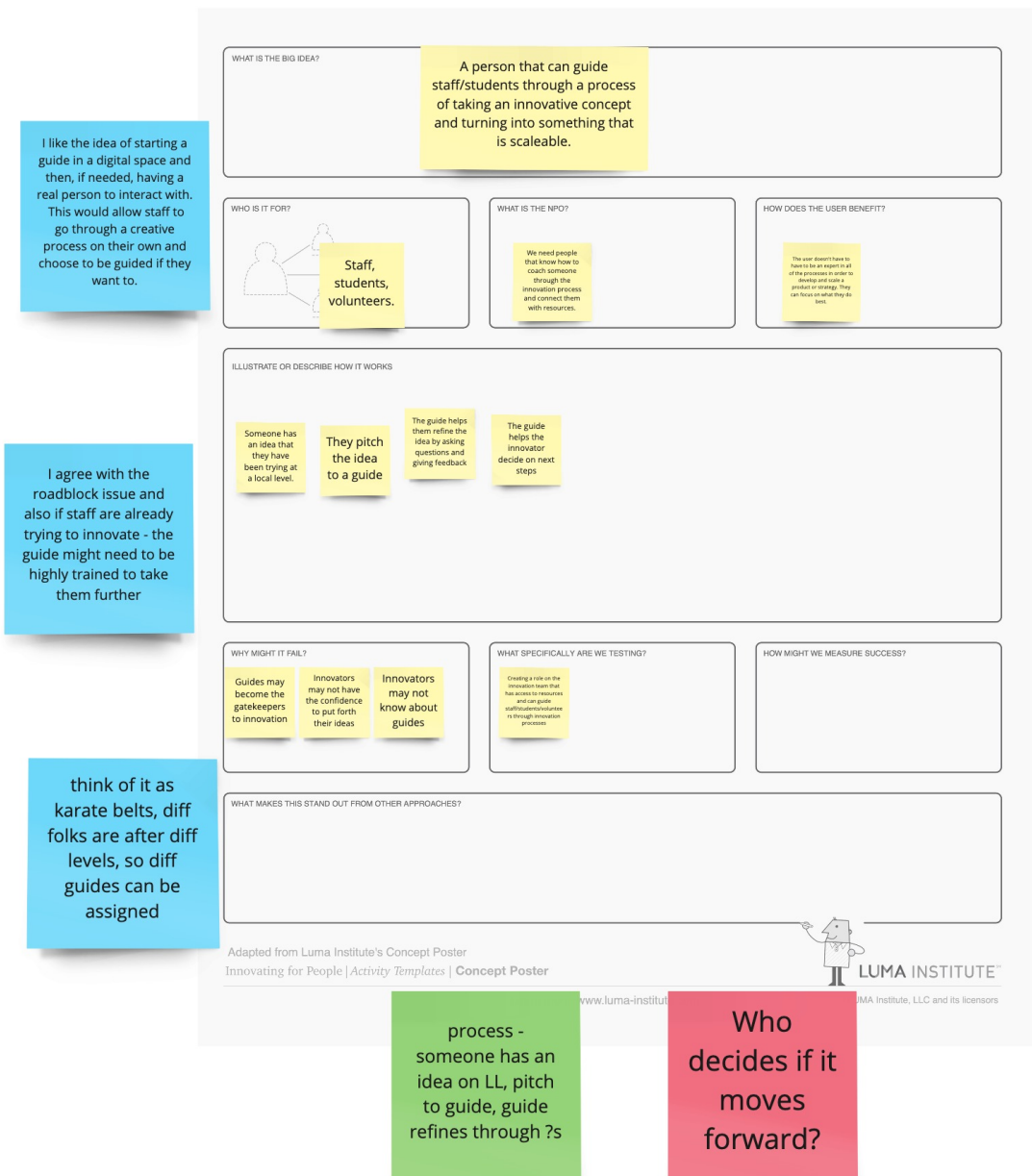


Figure C.5. Guide Prototype Overview.

+ DEVIATIONS

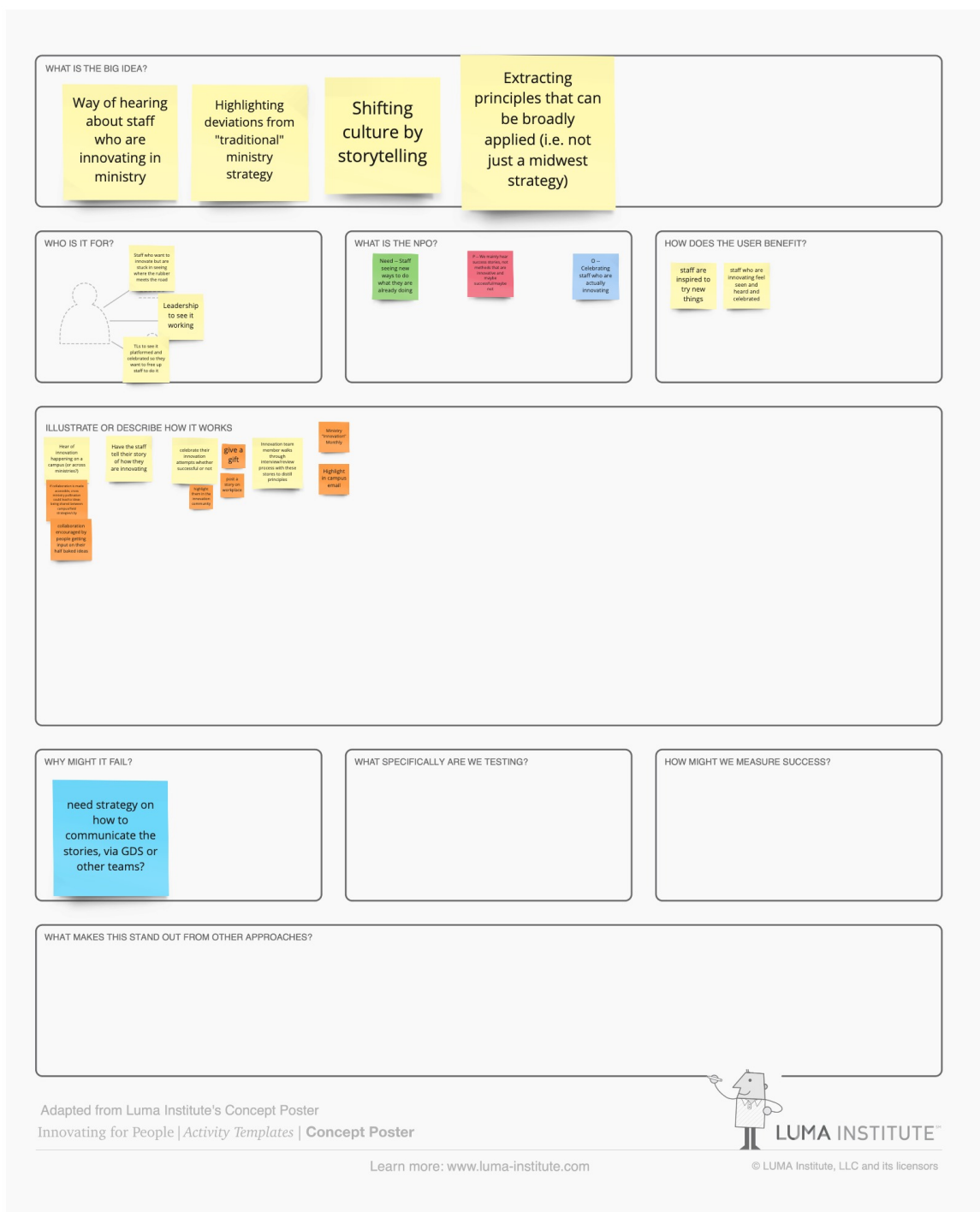


Figure C.6. *Positive Deviations Prototype Overview.*

INNOVATION DAY

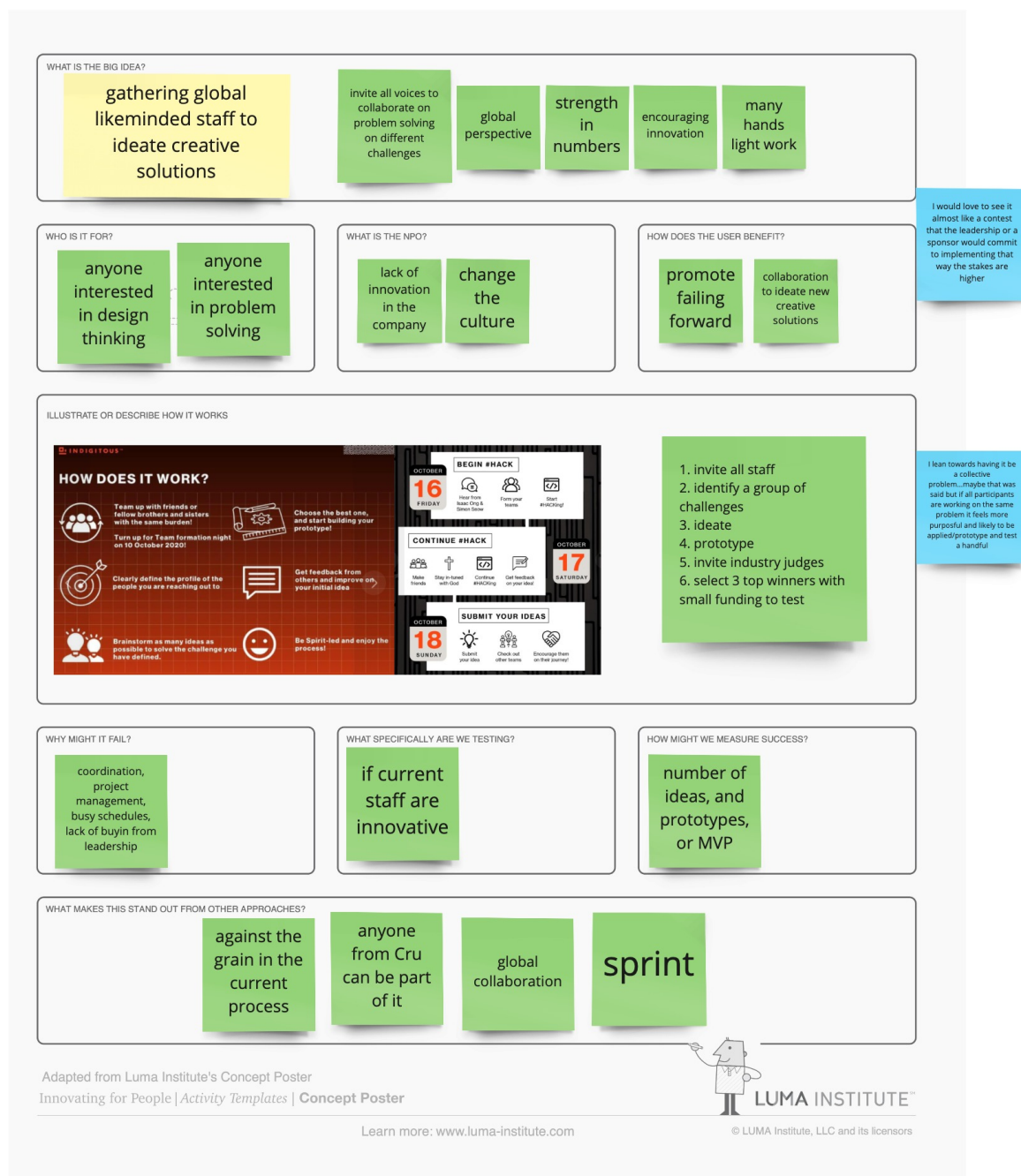


Figure C.7. Innovation Day Prototype Overview.

ONE-PAGE POST-WORKSHOP MESSAGE TO STAKEHOLDERS

Good morning,

What an invigorating time yesterday! With many things vying for our time and attention, your investment and engagement yesterday are not overlooked. I've attached three potential prototypes that I will refine, consider, and develop on a smaller scale throughout the spring. Next school year, I will choose the most viable and develop that one more fully. As time and your desire allow, please stay in the conversation! Would you please let me know if you would make any corrections or have other feedback from our time together?

In summary, we ideated around my problem that many Cru staff struggle to generate and/or implement innovative ideas. The intended outcome of addressing my NPO is an increased innovation capability within our field staff. That could be measured over time with my innovative diagnostic assessment. You unanimously agreed that the foundational need is culture change. Assessing short-term viability for prototypes will be a challenge, as we agreed that culture change takes time. Disciplined experiments will be essential for success. Three big ideas I will prototype are: 1) providing an innovation guide for our staff; 2) proactively looking for positive deviations; and, 3) facilitating an innovation day (much like a hack-a-thon) for field staff and students. Thank you again for your time. I will keep you updated with my progress.

ONE-ON-ONE INTERVIEWS DOCUMENTATION

Interview #1: Professional Innovation Consultant

- This problem seems like it is all about organizational culture. Culture must ultimately be from the top down.
- Suggests doing the Culture Map exercise from gamestorming.com. It is a complicated process, but it identifies the levers, blockers, and incentives within an organization. This is particularly helpful when a problem is “murky.” He said it might be difficult for an insider to be unbiased to complete the map. It is best to be as informed as possible.
- When testing and prototyping for the culture, it will be important to utilize control groups.
- Recommends book *Thinking in Bets*.
- When dreaming about an alternative future, ask, “What does a day/week look like in the life of the future innovative Cru?”
- You can do some things to signal a culture change, but do not confuse the signals for culture change themselves. Examples: change the physical setting to signal a shift, make explicit what practices you will shed and embrace. Rename conference rooms with the values of innovation, move to 20% innovative time
- Consider the Future Thinking and Future Scenarios activity on gamestorming.com
- “You will need to have a five to seven year vision but get specific on what you hope to see.”
- Consider Cover Story activity on gamestorming.com

Interview #2: Ministry Innovation Director

- Is Cru innovative as a culture? Yes and no. The culture of innovation is lacking.
- Categorize all training in the role of a change agent. Cru has an agreed-upon leadership framework with Director Setter, Coach, and Change Agent with little to no specific training, development, and tools for the Change Agent. This will make it much less threatening.
- Make sure staff knows the “why” of what you are doing. Empower leaders as change agents (the end) through innovation training (the means).
- Catalyze innovation by focusing on major organizational challenges. Again, innovation is the means to an end.
- The idea, then, is to build everyone’s capacity for creativity as an extension of the leadership framework.
- It is like increasing everyone’s creative confidence.
- With the guiding idea that something is missing, this concept equips them for empathy as you start with their idea versus an immersion in the user’s world. It does not go far enough back in the lifecycle of an idea.

Interview #3: Design Thinking Expert

- Don't create products or serve in isolation
- Recommends *Change by Design* by Tim Brown
- All about culture
- Behavior change - Leadership needs to buy-in
- Get commitments from leadership prior to experiments
- Give a clear picture of what's next? for leaders
- Senior leadership - pain points - use this to leverage
- Chief storyteller - tell the right story
- Help them know I care
 - Aligning to core goals of senior leadership
- Node between field and executive leadership
- Dream with executive leaders about pain points
- If we don't try, what happens
- "De-risk" and low budget
- Ultra-focused testing (ex. 2 months, 2 things, 10 people)
- Small Wins and Big Stories
- "What this could mean..."
- "Imagine if..."
- Get data and metrics

APPENDIX D—MILESTONE 4 PROTOTYPE ITERATION REPORT

GEORGE FOX UNIVERSITY

PROJECT ITERATION PLAN

DMIN 851: DISCOVERING STAKEHOLDER PERSPECTIVES

IN PARTIAL FULFILLMENT FOR THE DEGREE OF

DOCTOR OF MINISTRY

PORTLAND SEMINARY

BY:

SHAWN CRAMER
PROJECT FACULTY:
DR. PABLO MORALES
PORTLAND, OREGON
MAY, 2021

INTRODUCTION

This document follows the experiment of two prototypes aimed at the problem of interest: many Cru staff struggle to generate and/or implement innovative ideas. I will summarize each prototype and select a path forward.

PROTOTYPE #1 SUMMARY AND FINDINGS

Prototype description

This prototype assesses the hypothesis that providing a guide for Cru staff at various times of the life cycle of an idea will help staff generate and implement innovative ideas.

Goldilocks quality strategy

I will offer a digital piece, a faux flyer, employing the facade technique to evoke reactions and not simply feedback,

Research question

How will Cru staff benefit from a guide in the innovation process?

Assessment benchmarks

Ultimately, I will assess if Cru staff are eager to engage with an innovation guide. Assessing their willingness *and* honest reasons for hesitation are crucial for my research. Near

the end of the conversation, I will ask, “Would you like to set up another time to talk about the ministry problem or idea you are working on?”

Prototype participant demographic description

To ensure this prototype was tested at the field level, I identified staff that I had no previous relationships with spanning ethnicity, age, and geography. I also analyzed their creative problem-solving abilities by engaging them about a current ministry problem and their recent attempts to solve the problem.

Summarize what you learned

What worked?

- The staff loved the idea of developing *their* ideas.
- They like the idea of having specialized help.

What could be improved?

- Make it more explicit that staff are the experts in their specific context, and Innovation staff will hone those ideas, not import other ideas from different contexts.
- Another level of specificity is needed to show what expertise the Innovation Department could offer. We need to answer the unspoken question, “What are you going to do or bring that we aren’t currently doing?”

What matters to the participants?

- Knowing their ideas will be developed.
- Knowing the guide process will work and is worth the initial investment.
- That the process will relieve stress for team leaders

What was your important discovery?

To be effective in this space, my most important discovery was identifying of the three most pressing questions staff are asking when considering an opportunity like an innovation guide:

- 1) Will this work?
- 2) What will you bring that we are not currently doing?
- 3) Will this relieve stress in the long run? Satisfactory answers to these three questions will be crucial.

PROTOTYPE #2 SUMMARY AND FINDINGS

Prototype description

This prototype will assess the hypothesis that providing - as follow up to innovation training - an all-inclusive box for facilitation will help move staff from participant to teacher.

Goldilocks quality strategy

I will offer a digital piece, a faux flyer, employing the facade technique to evoke reactions and not simply feedback,.

Research question

How might Cru staff move from training participants to teachers/facilitators of innovation?

Assessment benchmarks

These interviewees are my Design Thinking course participants from the summer of 2020, and are now nine months removed from the content. I will assess their eagerness to teach and train their team in one of the most vital and overlooked portions of the innovative process—empathy. I will evaluate the box and the parts.

Prototype participant demographic description

It was important for this prototype to be tested at field level, so I identified field staff at random to participate in a week-long training on Design Thinking. These interviewees spanned ethnicity, age, and geography.

Summarize what you learned

What worked?

- Staff like the overall framework of moving from participants to trainers. I framed it as the process of “See one. Do one. Teach one.”

What could be improved?

- While staff generally liked this prototype, it seemed to lack the punch of moving my problem forward significantly. More than one staff felt the need for a presentation-ready PowerPoint of content from my Design Thinking Course,

where one staff member created his own. I think this summary would be a logical next step, not to mention easier.

What matters to the participants?

- Participants wanted to ensure they were prepared enough to facilitate the contents of the box and be worth their time.

What was your important discovery?

My hunch was correct that a follow-up training would be helpful. While the box would need significant revamps to move forward with another iteration, I validated that staff want to facilitate and train their team in innovation and Design Thinking.

MOST VIABLE PROTOTYPE

The most viable prototype is a guide to the innovation process (Prototype #1). In a candid moment, one interviewee shared with a tone of pleasant surprise, “I didn’t know Innovation comes alongside campuses and helps practically.” Field staff was eager to engage with something that would ultimately solve a problem creatively, expose their team to a process for innovation, and relieve their stress in the long run. Positive feedback was given to the premise, “You are experts in your context. We are experts in the innovative process. Let’s work together.”

As preliminary steps, I will need to consider the actual process the guide will use with teams for different entry points of the life of an idea, the content the guide might facilitate along the way, and the process of recruiting and training the guides themselves. Moving forward, I will

also need to address issues of trust field staff have from capacity and “corporate Cru” or “big Cru” in their words. Perhaps by defining what providing a guide is *not*, I need to eliminate any feeling that the subtext of this guide is, “I am smarter than you.”

My success will hinge on answering these questions for staff:

- 1) Will this work?
- 2) What will you bring that we are not currently doing? and
- 3) Will this relieve stress in the long run?

I hope to at the future of this prototype. The idea is in the sweet spot of viability, feasibility, and desirability.

RECRUITING SCREENER

Table D.1. *Recruiting Screener*

Who do you want to talk to?	<i>What exact criteria will identify the people you want to talk to?</i>	What screening questions will you ask? (Questions shouldn't reveal "right" answers.)
Field Staff	Serve with college students	What team are you on?
Range of "rank"	At least one of the following: intern, one field staff (not a team leader), and one team leader.	What best describes your status with Cru? 1) Intern, 2) Full-time field staff (not a team leader), or 3) Team Leader
Mix of ethnicity and gender	Two to three each of males and females, and two to three each of diverse ethnicity.	I will know this in advance
Who do you want to exclude?	<i>What exact criteria will identify the people you want to exclude?</i>	What screening questions will you ask? (Questions shouldn't reveal "right" answers.)
Capacity (Office) Staff	Do not serve directly with college students.	What team are you on?

Current Serial Innovators	A bit subjective, but if they successfully implemented multiple solutions over the past year.	What ministry problem currently troubles you? What ideas do you have for solving it? What steps have you taken over the past 2-3 months in addressing the problem?
Innovation Laggards	Also, a bit subjective, but if they can't articulate a problem, or openness to a new idea, and haven't taken any steps in the past two to three months.	What ministry problem currently troubles you? What ideas do you have to solve it? What steps have you taken over the past two to three months to address the problem?

INTERVIEW SCRIPT

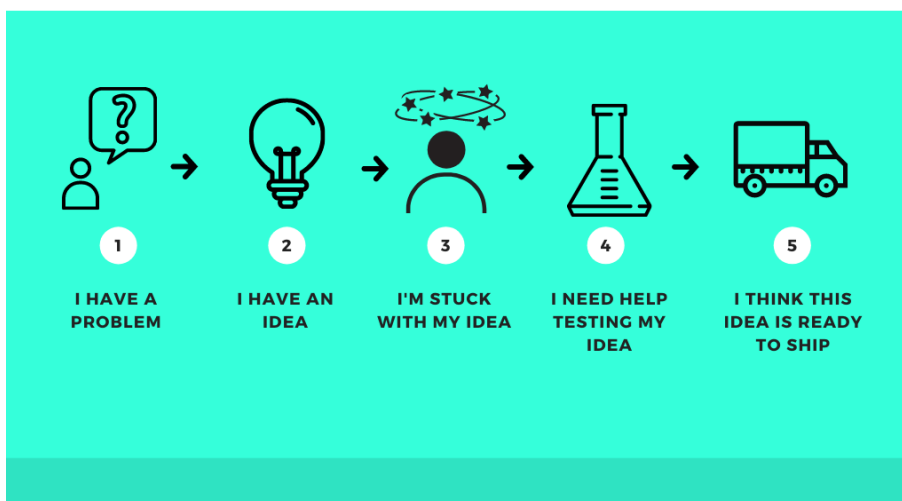
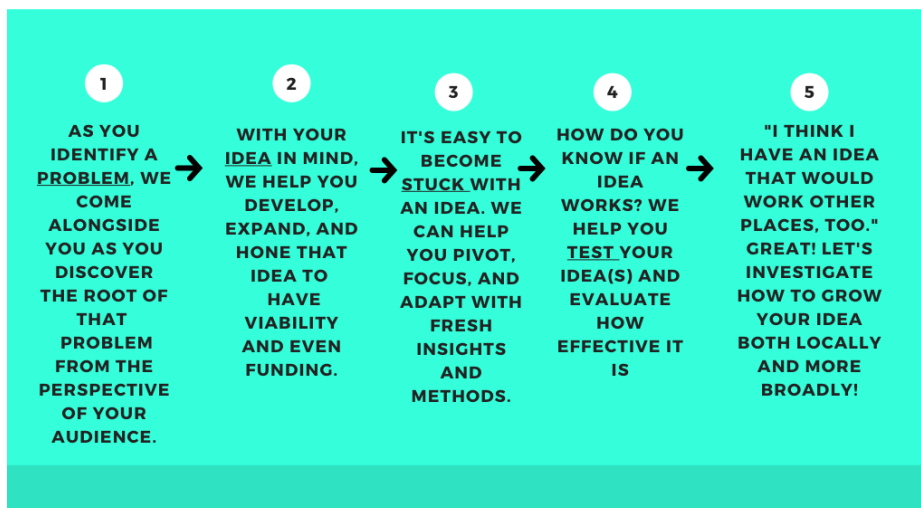
Interviews were conducted with five field staff for each prototype. Questions were asked to provide the best reaction as possible, instead of only soliciting feedback. While each conversation varied and diverged the following points of interest, the starting point of each conversation included the following questions:

- What makes you excited about this idea?
- What hesitancies do you have around this idea?
- What would make you scrap something on your priority list and replace it with this?
- Would you sign up today? Why or why not?

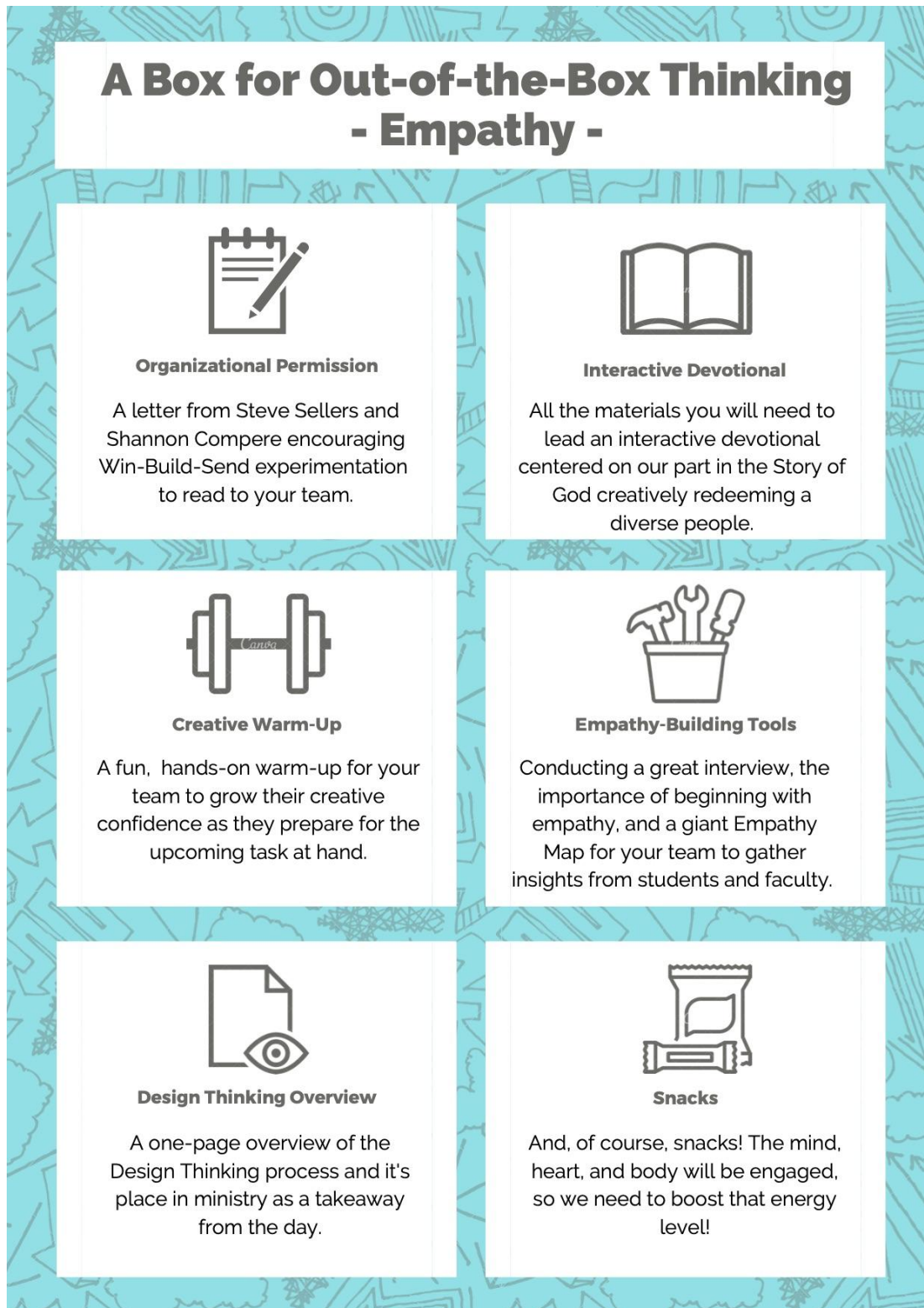
DOCUMENTATION OF PROTOTYPE 1

innovation

CRU

**MAKING YOUR IDEA
HAPPEN****A GUIDE****what we provide****TO SHARPEN YOUR IDEA**Figure D.1. *Guide Prototype.*

DOCUMENTATION OF PROTOTYPE 2

Figure D.2. *Innovation Box Prototype.*

Quotes

“I love it!”

“I didn’t know innovation comes alongside campuses and helps practically.”

“The emphasis on improving *their* ideas, not importing our own... I like that.”

“I like the different entry points or levels of help.”

Summarized Takeaways

- Some staff are skeptical that we do not know their specific context. This feedback was consistent for progressive cities and more traditional Bible-belt campuses. They assume we will have counsel for them, and that counsel will not be effective.

- They realize this may take longer to address a problem with this amount of vigor. They want to ensure it is worth their time and investment.

- We need to show another level of specificity by how we would serve them, to show that we bring expertise, knowledge, and a unique methodology. The next iteration could keep the overview and add a more detailed description. One participant stated it is still too abstract, and “Add a ‘Here is how we can help’ section with more detail.” One interview concluded with me giving a bit of coaching to a ministry problem they mentioned and discussed user testing and the power of five interviews. The team leader responded, “That! Tell us that! That is so helpful. Show us that you are bringing tools like that to help us.” Another participant said candidly, “What are you going to do that we are not doing already?” Or another: “Is this something our team could just do ourselves?”

Team leaders are tasked with problem-solving, so the impetus is on me to show how this prototype will help them, how unique a guide is to how they are currently addressing problems, and address the pride/humility that it takes to bring in some help.

- Multiple staff suggested showing a record of our effectiveness with helping teams (testimonials) and examples of problems effectively coached.

For Consideration

- One person suggested adding more of the big picture vision of why we help as a guide. Perhaps the prototype I used is in the middle of another iteration. The first section is the vision, the second as an overview, and the third, a more detailed explanation of each offer.

- The entry point *might* be to help team leaders feel less stressed. One participant mentioned that stress is a common topic discussed among team leaders, so anything that will decrease their stress will at least pique their interest.

- It is also worth noting that a couple participants were curious about the authority the Innovation department would come in with, and whether they would have the freedom to stop if it was not working. The underlying concept of serving teams and staff could be more emphasized.

ONE-ON-ONE INTERVIEW AND OBSERVATION NOTES - PROTOTYPE 2

Quotes

“This would push me in my teaching in a good way.”

“This looks fun!”

“Devotionals written by others are often hard to facilitate.”

Summarized Takeaways

- Interviewees liked the framework of “See one. Do one. Teach one.”
- Parts of the box border are “hokey” or “cheesey”
- The impact of this would vary with the audience. For interns, everything is innovation.
- Empathy would need to be put in context.
- Videos would be better than letters for the organizational permission
- What would be more helpful than this would be a powerpoint of the training I could pass on.
- Empathy building tools and the warmup have the most traction.
- A key question is “How well will the facilitator of the box be equipped with the contents and content?”

APPENDIX E—SUPPLEMENTAL PROJECT DOCUMENTATION

Appendix E.1—Promotional Material for the Lake Hart Innovation Residency

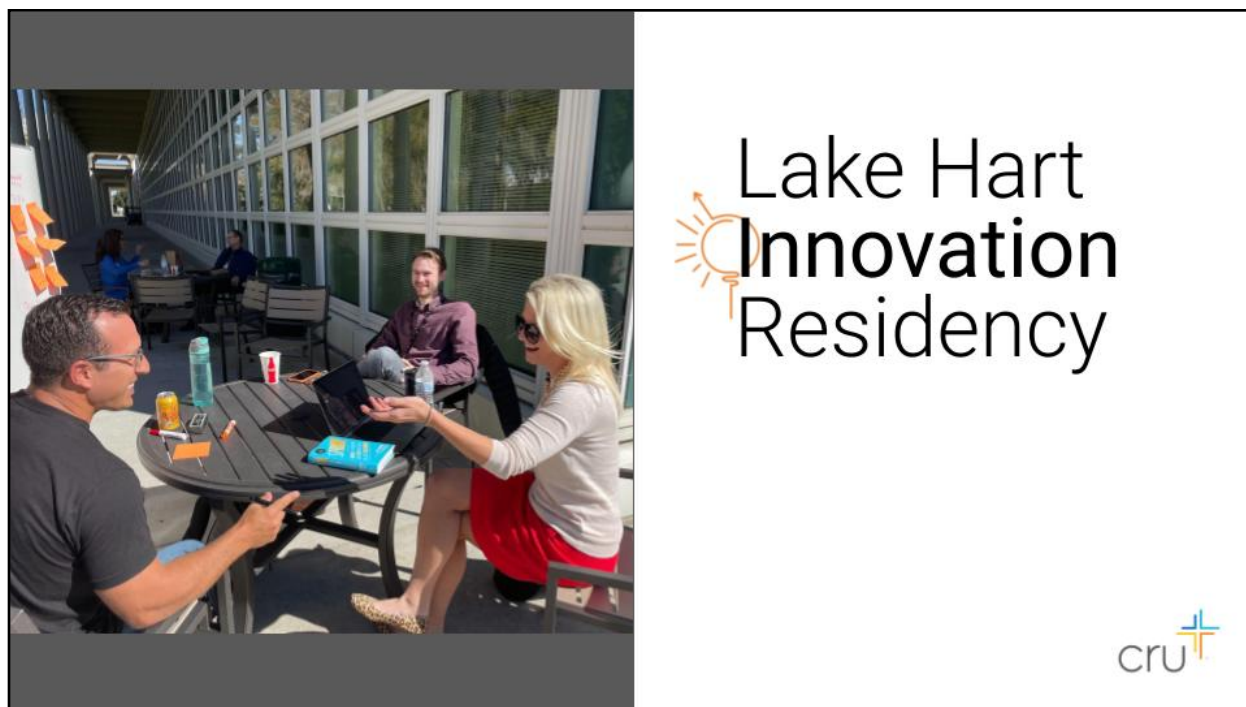


Figure E.1.1 *Promotional Material Introduction.*

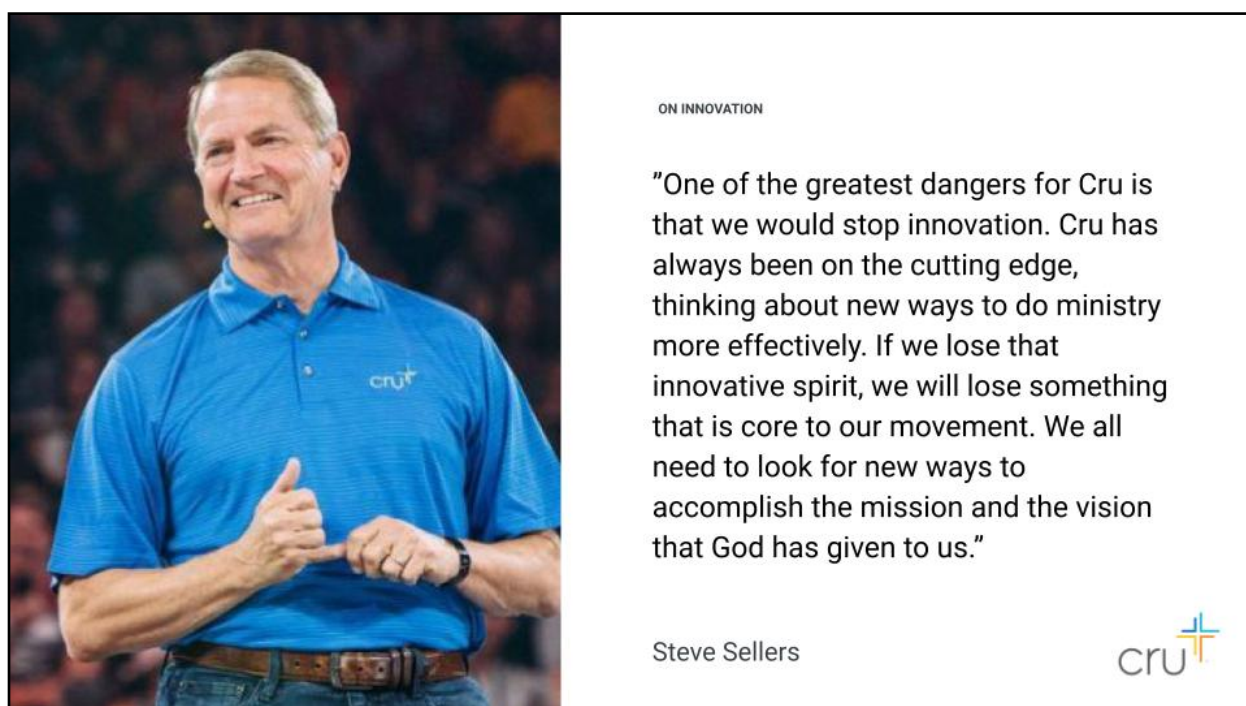


Figure E.1.2 *Cru's President on Innovation.*

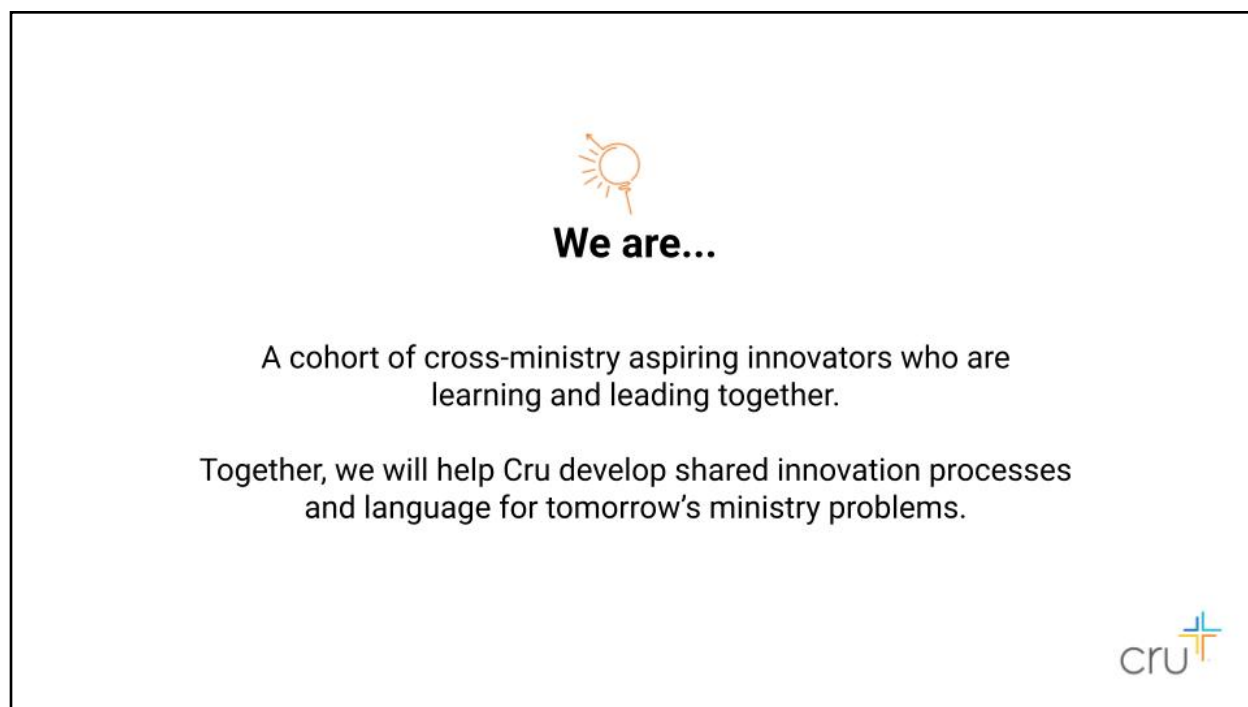


Figure E.1.3 *Residency Identity.*

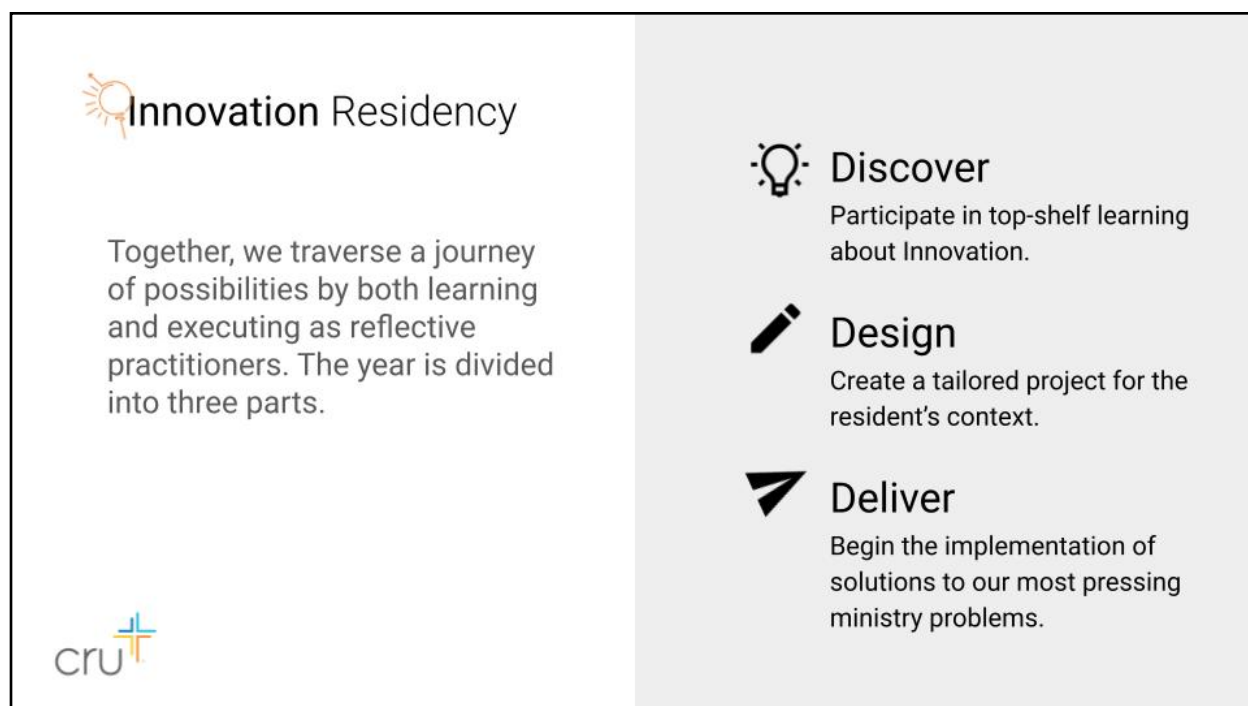
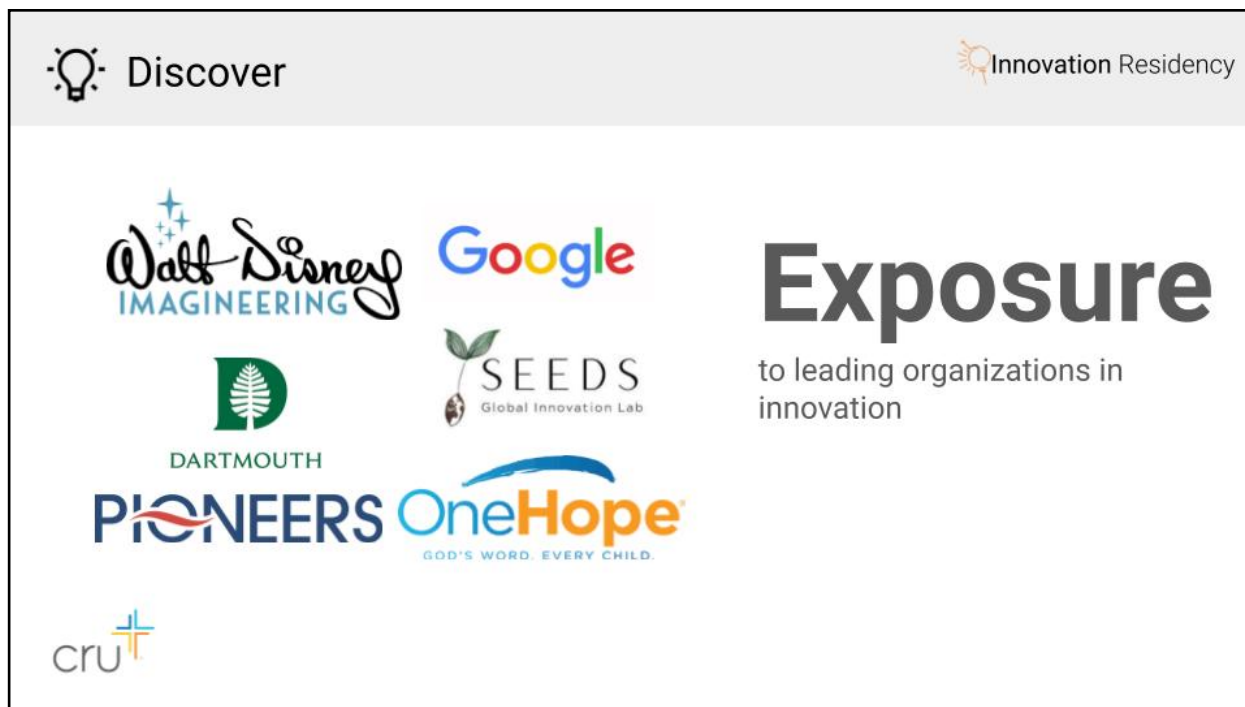
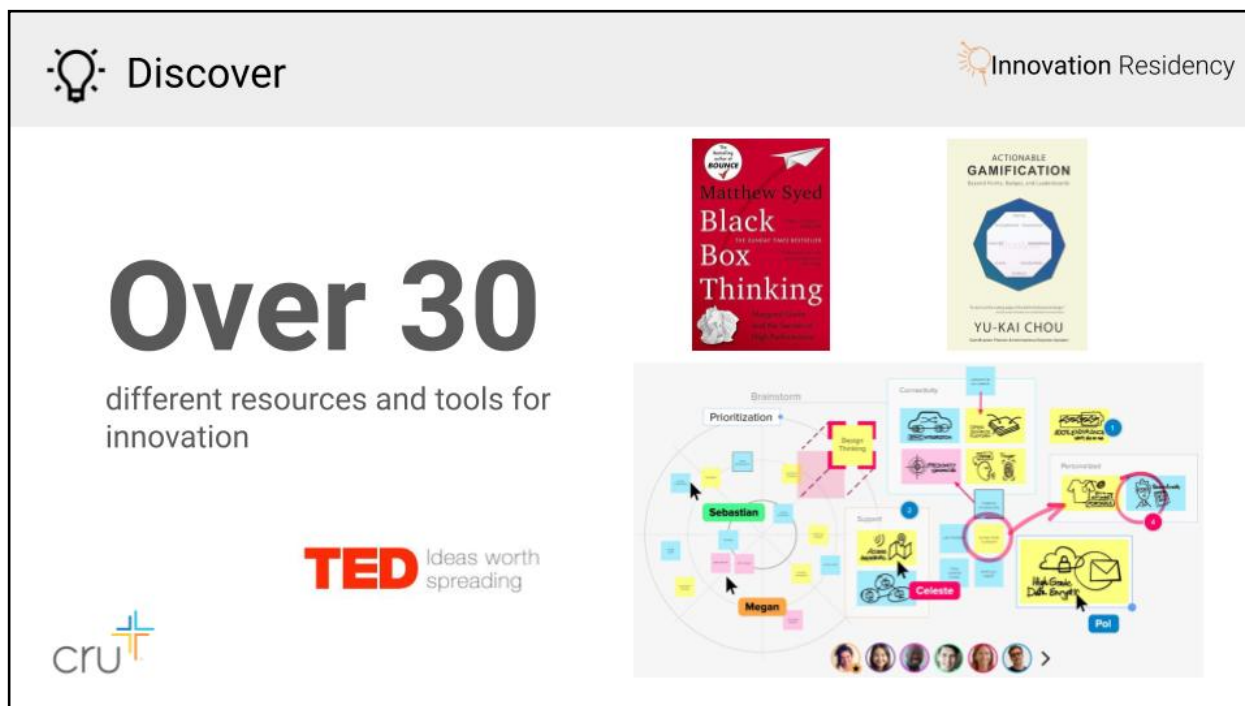


Figure E.1.4 *Residency Discover. Design. Deliver.*

Figure E.1.5 *Residency Partners.*Figure E.1.6 *Residency Resource Overview.*



Create

a unique solution through keen insights from our audiences and iterative prototypes

Figure E.1.7 *Design Overview.*

Design Sprint

Gain expertise while rapidly moving a project forward with a full design sprint in the spring.

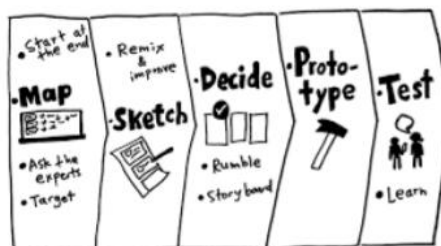

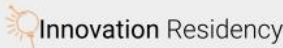




Figure E.1.8 *Design Sprint Overview.*


Deliver








Launch


something new after iterative refinement and collaboration


Figure E.1.9 *Deliver Overview.*



Four Components


This 9-month program (September-May) requires about 8 hours per week in one of four components






Residency Meetings

A weekly gathering of learning, workshopping, and collaborating.




Cohort Dinners

Monthly offsite dinners foster relationships and connection.



Field Trips

Quarterly experiential learning from leading innovators in Orlando.

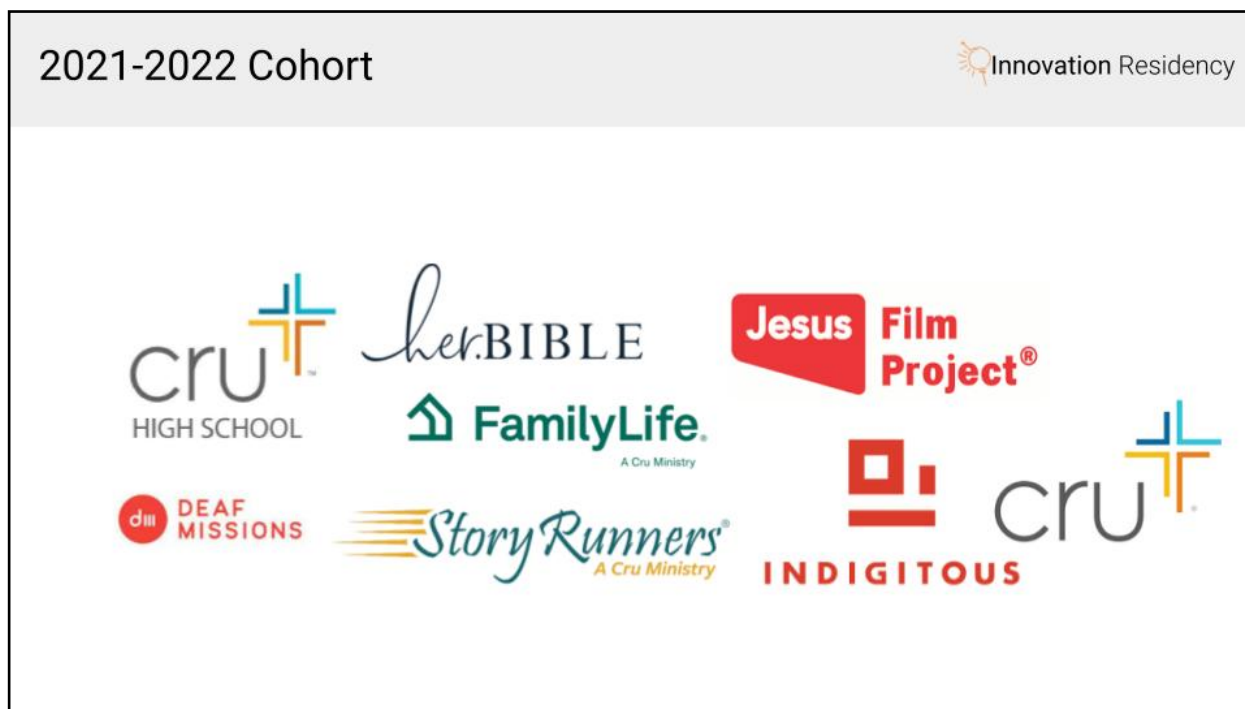


Wisdom Wednesdays


Monthly lunches at LH bringing in experts from various industries.

Figure E.1.10 *Four Components of the Residency.*

SAMPLE MONTH	Mon	Tue	Wed	Thu	Fri
	25	26	27	28	29
	Nov 1	2	3	4	5
	• Residency (2.5)	9 AM	• PDP Coaching (2)	9 AM	
	8	9	10	11	12
	• Residency (2.5)	9 AM		• Residency Dinner(3)	9 AM
	15	16	17	18	19
	• Residency (2.5)	9 AM	• Brown Bag Lunch (1)	9 AM	
	22	23	24	25	26
				• Field Trip (8)	9 AM
	29	30	Dec 1	2	3
	• Residency (2.5)	9 AM			

Figure E.1.11 *Sample Month*.Figure E.1.12 *2021-2022 Cohort*.


Appendix E.2—Goals and Objectives



Goals and Objectives

Innovation is a challenging topic to articulate goals around. BSC Designer contests:

Before we go ahead, let's agree that we don't pretend to measure the creative part of innovation, e.g., we won't predict here if a certain innovation will be a success or not. What we can do is to make sure that an appropriate innovative environment is created and that the most promising "aha-s" find their way to the commercially successful products.¹



Though setting innovation objectives is challenging, that doesn't excuse a diligent and robust way of looking at the goals and success criteria for innovation, in general, or the Lake Hart Innovation Residency, specifically. It's best to consider the goals for the individuals, for each ministry, and for all of Cru.

For the Individual

Formation and Competency. We lead out of who we are. The goal for the resident personally is to form them into leaders who can lead in a climate of perpetual change. Residents will need to grow in both the heart and competencies of innovation. Upon graduation, our goal is that residents will have working competencies in:

- A theological overview of making, creativity, hope, and the imagination
- Innovative methodologies like Design Thinking
 - Empathy
 - Define
 - Ideate
 - Prototype
 - Test
- A toolbox of short workshops that address creativity, innovation, and problem solving
- Design Sprints
- Navigating innovation in a large organization

¹ "25 KPIs for Innovation Balanced Scorecard" https://bscdesigner.com/innovation-kpis.htm#innovations_challenge




Figure E.2.1 *Goals and Objectives (Page 1)*.

- Innovation Culture
- Innovation Mindsets (like Empathy, Iterate-Iterate-Iterate, and Creative Confidence)
- User Testing
- “Leading Up” with Innovation within the context of the organization
- Conducting “Listening Tours”

Relationships. A less tangible, but prioritized goal is around the relationships forged in the residency. Collaboration with like-minded individuals is a key element in creating a sustainable environment for creativity, shared learning and ongoing innovation. This goal largely dictates the size of the cohort (12-18) so that innovators, who often feel isolated, can connect and “spur one another on towards good deeds.”

For Each Ministry Department

Each ministry will benefit from the residency in both tangible and intangible ways. It is our goal that each ministry will benefit from the residency through:

- Enhancing their methodologies for innovation
- Sharpen their organizational processes for identifying and supporting burgeoning ideas
- Developing an increasing amount of innovative leaders
- Internal workshops, trainings, and value add from residents
- Sharing of ideas across ministries
- Meaningful collaboration in existing projects. Residents will conduct workshops on current projects for others to help speak into and sharpen.

For all of Cru

It is our goal that all of Cru would benefit from the residency through:

- Increased innovation knowledge and practice
- Implementing innovative ideas in a large organization (pathways)
- More vibrant or lively innovation network across the ministries
 - Sharing of ideas across ministries
 - Have a shared language of innovation
 - Shared processes for scaling and implementing ideas
- Increasing the overall Cru Innovation capabilities
- Transformational results from participants and their projects

Figure E.2.2 *Goals and Objectives (Page 2).*

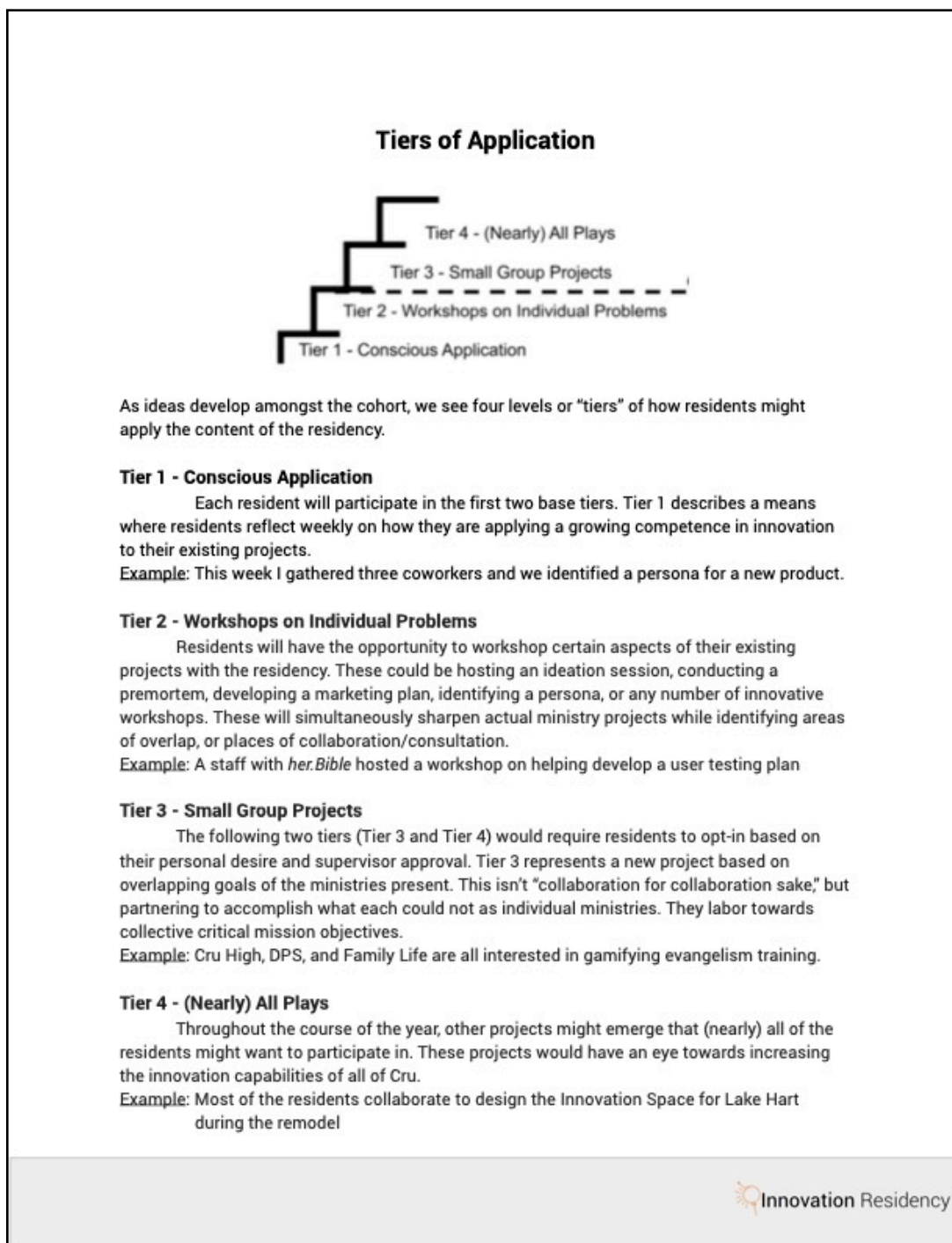



Figure E.2.3 *Tiers of Application.*



Discover. Design. Deliver

Overview

The Lake Hart Innovation Residency ultimately exists to help bring fresh, new value to the organization through its investment in burgeoning innovators, lest the program be labeled “innovation theater.” “Innovation Theater” is best described as a flurry of seemingly innovative activity (hackathons, design thinking training, innovation workshops, etc.) that rarely results in shippable products, actionable plans, or added value. To the best of our abilities, we are ensuring the residency adds value by helping the residents apply what they are learning to actual ministry projects. For that reason, we have the following values for application:

1. **Practical.** Our desire is that the residency is practical, more than just “innovation theater,” and is directly impacting our work and ministry.
2. **Cross pollination.** Sharing and sharpening ideas across ministries will be invaluable moving forward.
3. **Opportunities for Collaboration.** We believe that there are meaningful avenues for collaboration amongst ministries represented in the cohort. As relationships develop and projects are shared, natural avenues for short-term and even long-term collaboration will emerge.
4. **Something new.** We have a hunch that gathering a group such as this might spark something entirely new and want to be open to what that might be.




Figure E.2.4 *Discover. Design. Deliver.*

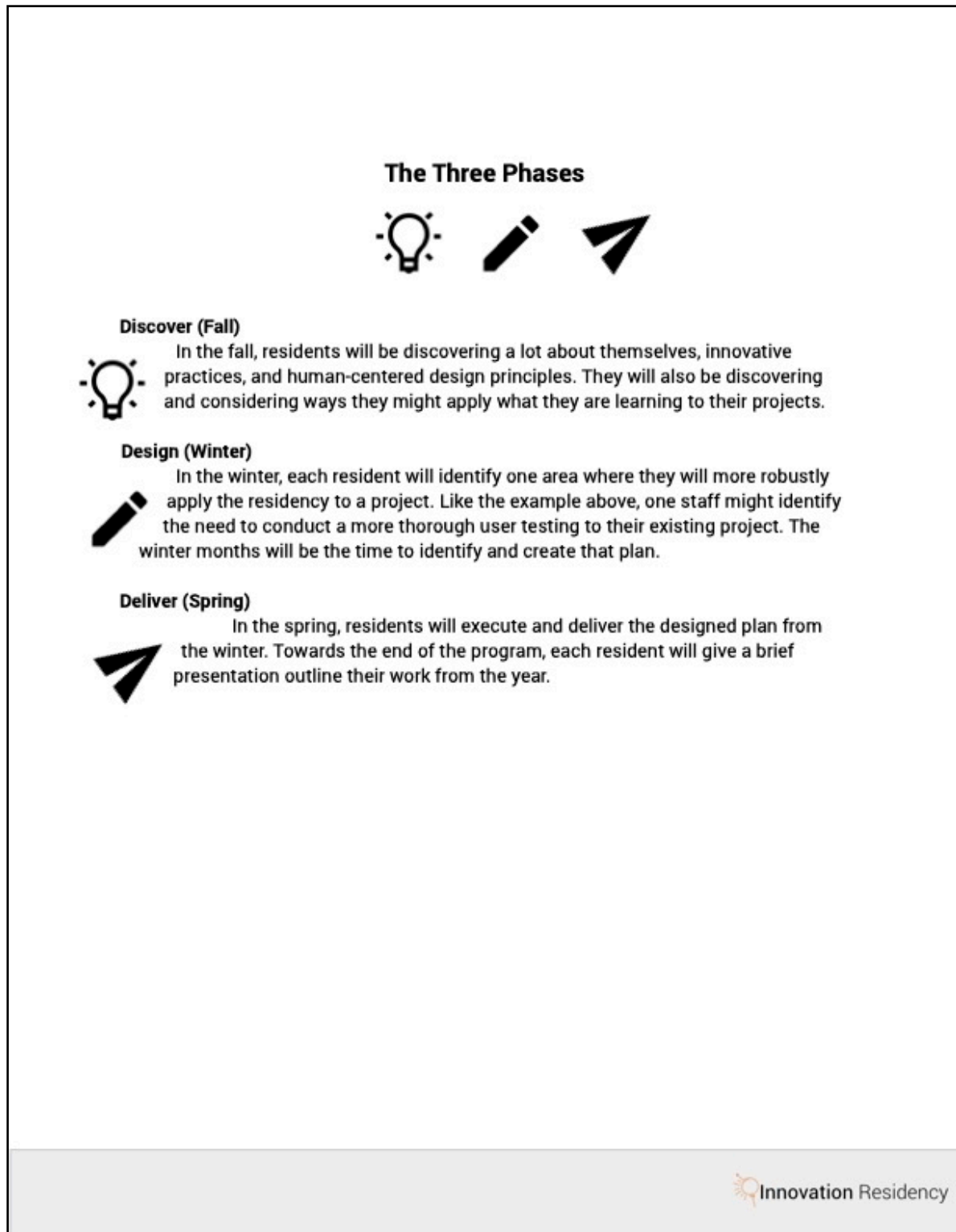


Figure E.2.5. *Three Phases.*

Presentations



The goal from the beginning has been for each of us to implement what we have learned in this residency, apply it to our current ministry projects and utilize these tools to address the challenges we face. For some that will be beginning a new project, for others, this will mean including what you're learning in an existing project. At the end of the school year, each resident will give a brief presentation answering the following questions:

Project Related

1. Describe the project you approached as a resident.
2. What were the underlying problems, key insights from the audience, prototypes and experiments? What is happening as a result?

Leadership Development Related

1. How did this residency **form** me as a leader?
2. What did I **learn** in the residency? (What were the most important takeaways? What were some of the "aha" moments that have influenced how I work on my projects?)


These presentations will be about 8 minutes long with another 8 minutes of interaction. Supervisors and stakeholders will be encouraged to attend.

Figure E.2.6 *Presentations*.

Appendix E.3—Schedule for Residents

Lake Hart Innovation Residency

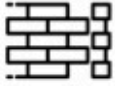
Fall Schedule



Fall: Week 1 - Welcome

Discuss - Is Cru an Innovative Organization?

Week 2 - Foundation for Innovation



Read - *Black Box Thinking* by Matthew Syed (Chapters 1 & 8)

Watch - *On Being Wrong* by Kathryn Schulz


Tools - Journey Map and Cover Story

Do - Dvorak Keyboard

Discuss - How do we help teams embrace failure?

Activity - Co-create a small workshop for teams

Week 3 - Defining the Problem



Read - *Innovation and Entrepreneurship* by Peter Drucker (Executive Summary)

IDEO's *Field Guide to Human-Centered Design* (Introduction)

Watch - *How to Find Wonderful Ideas* by OK Go


Tools - How Might We..., Can We...,

Do - Develop a rough project, Answer How Might We..., and Can We....

Discuss - What are the problems in your ministry?

Activity - Five Why's

Week 4 - Understanding Humans



Read - *Actionable Gamification* by Yu-Kai Chou (Chapters 3 and 14)

IDEO's *Field Guide to Human-Centered Design* (Inspiration)

Design Thinking Training

Watch - *Gamification to Improve our World* by Yu-Kai Chou (TEDx)

Tools - Empathy Map

Five-Act Interview

Gamification Tool

Do - Build a Persona

Discuss - Discover. Design. Delivery Workshop

Figure E.3.1 *Fall Schedule (Weeks 1-4).*

Week 5 - Ideation and Design



Read - *Defining Moments* by Chip and Dan Heath (Chapters 1 & 3)
Primary Value Proposition vs. Unique Value Proposition by Liam Savage
 HCD - Synthesis
 Watch - *3 Steps to Turn Everyday Get-Togethers into Transformative Gatherings* by Priya Parker (TED)
 Tools - Experience Map
 Lightning Demos
 4 Step Sketch
 Business Model Canvas
 Do - Four Step Sketch of Experience Map

Week 6 - Field Trip



Read- Field Trip Guide Mindset
 Morning - Walk with Disney Imagineer through Disney Springs

Week 7 - Planning and Prototyping



Read - *HCD Prototyping*
Sprint by Jake Knapp (Chapters 1-7 and summary video)
 Watch - *Validate your Business Idea: The Lean Startup* by Eric Reiss
 Tools - Storyboarding
 Mural
 Timeline

Week 8 - Why We Are Never Finished



Read - HCD Implementation
Hacking Growth by Sean Ellis and Morgan Grown (Intro and Chapter 4)
Strengths Based Innovation by Liam Savage
 Tools - Impact vs. Effort Matrix
 Feature Value Matrix
 ICE (Perceived Impact, Confidence, Effort with score of 1-10 and final score)
 Do - Conduct an interview (with tools like Five-Act Interview)
 Activity - Quarterly Evaluation for residents, supervisors, and stakeholders

Figure E.3.2 Fall Schedule (Weeks 5-8).

Week 9 - Creating a Culture of Innovation



Read - *Scrum* by Jeff Sutherland
Love 'em or Lose 'em by Kaye and Jordan Evans (Chapters 1, 20, and 25)
 Watch - *How to Win Friends and Influence People* by Dale Carnegie (overview)
Kotter's 8-Step Change Management Model
 Tools - Four Helpful Lists (Right, Wrong, Missing, Confused), Scrum Board
 Do - Four helpful lists for a project
 Activity - Four helpful lists about the residency

Week 10 - The Power of Presentation



Read - *Story or Die* by Lisa Cron
10 Tips for Better Slides that Communicate Your Idea
 Watch - *How to Speak so that People Want to Listen* by Julian Treasure
The Secret Structure of Great Talks by Nancy Duarte (TED)
 Tools - Presentation Design (Google Slides, Canva), Stock Photos (Unsplash, Pexels),
 Icons (Noun Project, Icon Finder), Presentation Tools (Mural, Google Sites)
 Do - Redo or make a presentation

Week 11 - Marketing in Ministry



Read - *Pyro Marketing* by Greg Stielstra
Selling the Invisible by Harry Beckwith
 Watch - *How Great Leaders Inspire Action* by Simon Sinek (TED)
 Tools - Audience Segmentation (and its facilitation)
 Problem Priority Matrix (Need, Problem, Solution, Segment)
 Do - Create a Circular Funnel
 Discuss Sprint Plan

Week 12 - Innovating within the Global Church



Read - *Cascades* by Greg Satell (Chapter 3 and Afterword)
Collective Impact by SSIR
Introduction to Strategic Partnerships by Liam Savage
 Watch - *Understanding Networks* by Hausmann
What is the Product Space by HBR
 Tools - Collective Impact Framework
 Spectrum of Allies
 Do - Diagram your network

Figure E.3.3 *Fall Schedule (Weeks 9-12).*

Week 13 - The Journey Ahead



Read - *What is an Innovation Designer* by The Moment
The 10 Faces of Innovation by Tom Kelley (Personas only)
 Plato's Cave Allegory from *The Republic*
The Culture Map by Erin Meyer
 Do - Innovation Design Capability Map (from The Moment article)

Week 14 - Field Trip



Week 15 - Mid Course Check-in



Activity - Quarterly Evaluation for residents, supervisors, and stakeholders

Spring Schedule

Spring: Week 1 - Sprint: A Forecast



Watch - IDEO Shopping Cart Design Process
 What is a Design Sprint?
 Peruse - AJ&Smart YouTube Channel

Discuss - Review Plan for Sprint
 - What is our collective starting point for Sprints? What has been your personal exposure/participation in formal design Sprints?
 - Forecast Pitch Session

Figure E.3.4 *Fall Schedule (Weeks 13-15) and Spring Schedule (Week 1).*

Week 2 - Pitching an Idea



Watch - How to Pitch an Idea
 Review- The Power of Presentation Module from the Launchpad
 Do - Pitch sessions with 6 to 8 Pitches
 Prioritization Process and Selection (tools & Leader inspiration)

Week 3 - Collective Genius: Forming Sprint Teams



(Re) Read: *Sprint* by Jake Knapp
 Outside experts Interview (15 Minutes) - Advice for Sprint
 Activity - Forming teams
 Discuss - Walkthrough Process (what to expect)
 - The Day-by-Day of the Sprint

Week 4 - The Innovator's Toolbox (1/2)



Outside experts Interview (10 Minutes) - Advice for Sprint
 Discuss - Share the Wealth (past experiences with fatigue rest)
 Activity - Dry Run of Tools
 "How Might We" Note Taking
 Lightning Demos
 Solution Sketches

Week 5 - The Innovator's Toolbox (2/2)



Outside experts Interview (10 Minutes) - Advice for Sprint
 Activity - Dry Runs on Tools
 Storyboarding
 Prototype Development

Week 6 - The Power of Empathy



Familiarize Technology and Logistics
 Miro Training
 Pre-work (empathy) interviews
 Interview specialist
 Read: Conducting Great Interviews
 Observe Live Interview

Figure E.3.5 *Spring Schedule (Weeks 2-6).*

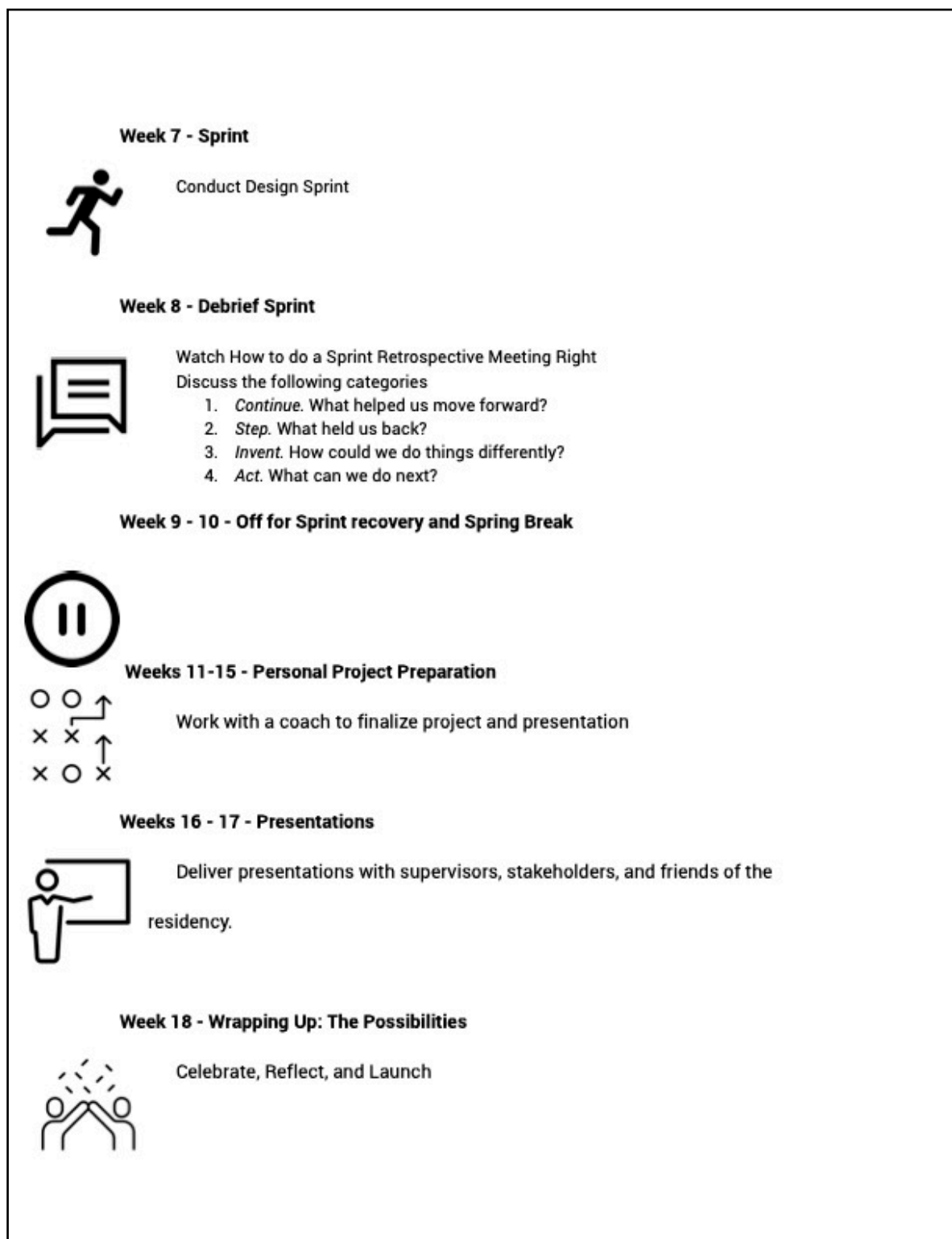


Figure E.3.6 *Spring Schedule (Weeks 7-18).*

Appendix E.4—Facilitator’s Guide

Week by Week Conversation Breakdown: Fall

Week 1: Foundation for Innovation - Relationships

Take time for extended introductions, including the following:

Name

Ministry

One area I find myself creative is...

Hopes for participating in the innovation residency program.

Week 2: Is Cru Innovative?

Discuss at length. This session fosters relationships, conversation, and getting residents comfortable with honesty.

1. Cru is an innovative organization. Rate the truth of that statement between 1 and 10 with 10 being the highest rating.
2. How does my ministry encourage innovation?
3. How does my ministry discourage innovation?
4. What are your hopes for the future of your ministry in terms of innovation?

Week 3: Defining the Problem

Discuss in varied groups and large groups

1. What are your takeaways from our time in the Launchpad? (Any “aha” moments?)
2. What advice would you give others about the “Defining the Problem” stage of innovation?
3. What are some problems you are currently addressing in your ministry?
4. What are some problems you would love to see solved in your ministry?
5. Share one problem with the group. Try to start your sharing with the phrase “I hope...”
6. As I consider the residency, what still seems unclear is...

Five Why's

- As a group, choose one ministry problem.
- Use an online platform (if virtual) to walk through the 5 Why's to identify the root problem.
- Decide which action point might be appropriate for you (a further look, a conversation, an idea, a concept), and put it in the chat.

Week 4: Understanding Humans and Project Overview

Discuss Discover. Design. Deliver Overview

The Heart

1. **Practical.** We desire the residency be practical, more than just “innovation theater,” and that it directly impact our work and ministry.
2. **Cross-pollination.** The sharing and sharpening of ideas across ministries will be invaluable moving forward.
3. **Collaboration.** We believe there are meaningful avenues for collaboration among ministries represented in the cohort.
4. **Something entirely new.** We have a hunch there might be something magical about gathering a group such as this for something entirely new.

The Framework

1. Discover
2. Design
3. Deliver

Questions

1. How might we tap into the collective genius of this group?
2. How might we ensure everyone has a “sandbox” to apply what we learn?

Week 5: Ideation and Design

We skipped the weekly discussion due to our cohort dinner.

Week 6: Supervisor/Stakeholder Meeting

Introductions

Name? Where do you serve?

What possibilities helped you decide to include a supervisee?

Premortem

- We have gathered today to celebrate the life and death of the Lake Hart Innovation Residency
- Write down every reason this residency failed
- Read them aloud, one at a time (As others share, you might think of another one. Write it down)
- Now, we are going to converge to the top ten
- For the sake of time - hand your post-it's to another table. As a group, determine which three categories these post-it's go under (minimize your "maybes")
- Three Categories - "Definitely Not Top Ten," "Maybe Top Ten," "Top Ten"
- Now, get three votes (by raise of hands)

Input

- What is important about the Lake Hart Innovation Residency?
- How would you define success for this program?
- What remains unclear, which would be helpful in understanding this program?
- What else? What did not get discussed today that you think is imperative for this program's success?

Week 7: Planning and Prototyping

Welcome. Resident shares his/her HMW experience

Ask residents how they have been implementing the residency and Launchpad within their teams

Prototype Workshop: Cru Gap Year (Resident Facilitates)

- Five minute briefing of the problem
- Five minute Q&A from residents to make sure they understand the issue
- 15 minutes in Zoom rooms discussing three areas of discussion: 1) how to market the gap year, 2) how to increase stakeholder/staff buy-in, and 3) deeper underlying issues (even if you do all the “right things,” why do people not adopt new and innovative ways? What are the underlying issues? Seven minutes for the barriers and seven quick brainstorm ideas).
- Five minutes for each room to present
- Ten minutes to distill and wrap up the call.

Week 8: Why We Are Never Finished

What remains unclear, which would be helpful in understanding this program? We often think about incremental growth, but innovative ideas birth from 10x growth. As a campus leader in Denver, we might think about going from five campuses to six or seven. What if we thought about going from five to 50? What ideas, strategies, and assumptions could be discovered?

Exercise

- Brainstorm how to get a car from 30 miles-per-gallon to 33 miles-per-gallon.
- Now, brainstorm how to get a car from 30 miles-per-gallon to 300 miles-per-gallon.

Real Life Example from the Cohort: Maximize the Advent Devotional

How might we leverage Advent season to provide 10x as many people with an appropriate next step of faith?

Week 9: Creating a Culture of Innovation

Discuss

We hope to better understand the underlying obstacles of innovation within our (greater) Cru culture, and what we, as innovators, can do on our teams and in our ministry departments to influence that culture.

- Discuss the obstacles and categorize them
- Vote on the top three (to narrow our focus)
- Brainstorm practical solutions and steps we can take to affect change
- Each of us will then walk away with an action item

Obstacles to Innovation

- *Right*. What are good, strengths, positives (most of the post-its will not be in this space. But, if you include something, it could give us insight on how to leverage what we are doing well, so write it down)
 - i.e., we have executive directors' support of this program. They want to see us succeed.
- *Wrong*. What is not working? What is ineffective?
 - i.e., old guard/new guard—disunity.
- *Missing*. What is not here?
 - i.e., limited conversations with supervisors to discuss stakeholder needs?
- *Confusing*. Where do we need clarity? Clear lines or definitions?
 - i.e., Who are key stakeholders on a project?
 - i.e., Staff does not know what is going on across the ministries. Communication issues.

How might we impact the culture?

We want to brainstorm ways to influence the innovative culture of Cru. Look at the X horizontal line as a line of control. Everything below the line of control becomes an item you have influence over (direct reports, peers, and teammates). Although everything above the line

may feel daunting, these are items we learn to “lead up” with supervisors and key stakeholders.

What actionable steps of faith can we use to lead in spaces where we do not feel we have much control?

Think through the things we learned this week and throughout the launchpad: the “tools,” case studies. What are some needs to help you be more influential (is it more conversations with your supervisor?)

Examples:

- Thinking through “How to win friends and influence people?”
- Daily Scrum check-in with teammates (initiate with your team)
- What do you need from your supervisor? Can you have a conversation about this?
- How often are you having conversations with your direct reports or supervisors
- Who are the influencers in your department? Creatives?
- Low hanging fruit - who has already bought into innovation. How can you work together? Align?

What items stand out on the board? Have a discussion.

Go around and share your action step between now and Thanksgiving.

Next week we will take a minute to share cool stories of how we stepped out to influence our culture for innovation.

A Tool to Diagnose Culture

Discuss the availability of the Innovation Culture Diagnostic Tool and its potential uses and impact.

Week 10: The Power of Presentation

Exercise: A Redesign

This week use everything you learned about design, storytelling, and casting vision, and redesign a presentation.

Break into two groups and reimagine how we communicate the innovation residency. One team will focus primarily on content and the other on design. Meet back in ten minutes to share what you accomplished.

Week 11: Marketing in Ministry

Sharing the Wealth on what has worked and not worked.

Guest Speaker from Marketing Department.

Week 12 - Innovating within the Global Church

Guest Speaker from International Missions.

Week 13: The Journey Ahead

We are wrapping up the Launchpad Training by asking questions about enduring memory, lessons, and Spring forecasting.

Desert Island Sharing

You can only take one tool, book, and experience on to a deserted island from the training. What do you choose for each of those categories? Make a collage of three pictures to depict that island and share.

Digging Deeper

The last thirteen weeks have been like drinking from a fire hose, in many ways. Identify one topic, book, or concept you would like to dig into deeper. Set a reminder for January to dig deeper.

Week 14: Field Trip

This week we continue our journey of possibilities with another immersive learning experience.

Week 15: Midway Check-in

While the field trip acts as a practical midway celebration point, we assess our benchmarks with surveys to residents and supervisors this week.

Spring

Week 1: Sprint: A Forecast

Review Plan for Sprints

What is our collective starting point for Sprints? What has been your personal exposure/ participation in formal design Sprints?

Forecast Pitch Session

Week 2: Pitching an Idea

Watch - How to Pitch an Idea

Pitch sessions - six to eight pitches - each five minutes with five minutes of interaction

Prioritization Process and Selection (tools & leader inspiration)

Week 3: Collective Genius: Forming Sprint Teams

Outside experts Interview - Advice for Sprint

Activity - Forming teams for each Sprint

Discuss - Walkthrough Process (what to expect)

- The Day-by-Day of the Sprint (watch each of the two to four minute videos together)

Week 4: The Innovator's Toolbox (1/2)

Outside experts Interview - Advice for Sprint

Discuss - Share the Wealth

Activity - Dry Run of Tools

Best way to take notes?

Lightning Demos

Solution Sketches

Week 5: The Innovator's Toolbox (2/2)

Outside experts Interview - Advice for Sprint

Activity - Dry Runs on Tools

Storyboarding

Prototype Development

Week 6: The Power of Empathy

Familiarize with Technology and Logistics

Miro Training

Pre-work (empathy) interviews

Interview specialist

Read: Conducting Great Interviews

Week 7: Sprint

This week will execute our Design Sprints.

Week 8: Sprint Retrospective

Discuss the following categories

1. Continue. What helped us move forward?
2. Step. What held us back?
3. Invent. How could we do things differently?
4. Act. What is our next best step?

Week 9: Rest & Recover - The Need for Creative Margin (Off)

Week 10: Spring Break (Off)

Week 11-15: Personal Project Preparation

Week 16 & 17: Project Presentations

The goal has been for each of us to implement what we learned in this residency, apply it to current ministry projects, and utilize tools to address challenges we face. For some, that will be starting a new project. For others, this will mean including what you are learning in an existing project. At the end of the school year, each resident will give a brief presentation answering the following questions:

Project Related

1. Describe the project you approached as a resident.
2. What were the underlying problems, key insights from the audience, prototypes, and experiments? What is happening as a result?

Leadership Development Related

1. How did this residency form me as a leader?
2. What did I learn in the residency? (What were the most important takeaways? What were some of the “aha” moments that have influenced how I work on my projects?)

These presentations will be eight minutes long with another eight minutes of interaction.

Supervisors and stakeholders will be encouraged to attend.

Week 18: Wrapping Up: The Possibilities

Perform a retrospective, celebrate, and dream together.

Administer exit interviews and evaluations.

Appendix E.5—Artifacts From Inaugural Semester

Week 1: Foundation for Innovation - Relationships

No artifact recorded. Introductions only

Week 2: Is Cru Innovative?



Figure E.5.1 *Is Cru Innovative?*

Week 3: Defining the Problem

Discuss: What are your takeaways from our time in the Launchpad? (Any aha!'s?)

- Bringing more people into the conversation - Resident
- Emotional response to seeing everyone's responses to the Mural board. We're all in the same boat. This was encouraging to hear from others in the group. How to see progress in cultural change. - Resident
- "Don't sin-afy failure." - Resident
- "Firing" people who are toxic and actively fighting against change. When does HR step in? - Resident
- We as leaders need to "sell" what we are doing more, and be good ambassadors and more effective influencers. - Jenny
- What do you do with people who don't want to innovate? What about donors who don't want to innovate? What the donors and students want are actively opposed to each other. - Resident
 - The underlying question is: For whom should the model work? - Resident
 - Does one Model have to fit all? What does it look like to have 2 models? - Resident
- The elephant in the room is: HMW innovatively move our ideas to leadership so they could see the benefit of them? How do we pray for our giftings to be used? - Resident
- What is the underlying motive for doing ministry? - Resident
 - That's really true...motive is the same, conclusions of how to get there are different. - Resident.
- Are we offering things when people don't feel the need for them? - Resident
- Sports offers a good analogy. Teams have the same goal, but different players. A good coach is always analyzing his players' strengths and playing the strategy to that. - Resident

What are some problems you are currently addressing right now in your ministry?

- FL - trying to be more intentional about gaining insight from our audience and let it shape how we move forward as a ministry. Everything is often led by "instincts." We treat innovation as this super creative thing that only certain people can do. How do we make insights and testing, etc. more democratized and bring more people into the process? Been working with the "field Expansion team" and has seen some success as they create 'loops' (WtR, neighboring, etc.) Taking people through "observe, reflect, create." loop...getting great - Resident
- How to acquire and retain new people and get them "deeper." She can help get people there, but can't define what "retention" looks like for Cru? A lot of people who come to the site don't "fit into" the model (not students, family, athletes, etc.) - Resident

- Bigger question: teammates are leaving. Why is that happening? - Resident
- Research projects that are leading to more problems? Determine the audience in the next World Youth Day in Portugal. The scope is too small? He has been halted in his research. He is getting stopped from accessing Cru people. Now he is trying to find new people outside of Cru.
- Jesus Film Anime in the next couple of years. (budget, and animation style stopped)
 - Resident - you feel like you are making progress on your project, and then key stakeholders are brought in later in the process and can completely shut your project down and you had no idea they were a stakeholder with so much influence.
- Resident - Refining how we innovate in the programming space? What is the best cadence, etc. I'd love to see some R&D think tank space for low risk environment
- Resident - We have a gap year. How to get the word out and get people behind it and recruit graduating HS students. What are the real needs and HMW offer the gap year as fulfilling some of those needs?
- Resident- providing an audio Bible in womens' voices. Producing the OT. Heading into staff training - how do we provide a solution to staff for how to use her.bible for students?
- Resident - getting FL to allocate resources to things that are leading into their future direction and create processes to make that happen. Deciding target audiences at the beginning of an idea. Which open positions are most important?
- Resident - Project management process for the innovation team. Not sure what she'd like to see solved.
- Resident - How to leverage the digital space to reach our target audience. How can I help my team to be more willing to keep up with current innovation and technologies with their problems?
- Resident- President's Special Projects group. Not sure where it is going to head. Steve Douglass realized that there were innovators that needed a "sandbox."
- Resident - Getting people deeper into the funnel (acquisition). How do we get them deeper? What does "deeper" look like if you don't fit into the mold (FL, AIA, Campus, etc) What does retention look like in Cru?
- Resident - Always learning - building a process and system for staff. Coaching FL staff on using innovation integrated into their process
- Resident - Audience research on World for Global strategies. Problem: ownership of partners would be more shared? People hold onto their contacts too tightly and don't share them.
- Resident - How do we reach these "black" spaces? How do we reach lower income areas?
- Shawn - efforts to see "body" mode: Jesus and mental health

Share one problem with the group. Try to start your sharing with the phrase "I hope..."

- Tell a compelling story about innovation to the rest of FL staff - Resident
- Learn how to create “buy in” from leadership - Resident
- We get to help each other solve problems (or gain new opportunities) - Resident
- We get to learn how to work with those who do not want innovation - Resident
- HMW develop a culture of innovation within Cru that is funded. - Resident
- We get to take an idea as far as we can in 9 months. - Resident

As I consider the Residency, what still seems unclear is...

- Whether I’ll be a black sheep in Cru or if people will respect my approach/way of thinking. - Resident
- The measurable outcomes of this course. - Resident
- Will this actually change Cru’s culture or just my personal outlook? - Resident (+1 Resident)
- How much buy in is there from Cru leadership for the approach we are learning. - Resident
- How to go from the theoretical to the actual changing of the culture at Cru. Should we be ambassadors to our own teams or to Cru overall? - Resident

Week 4: Understanding Humans

Question: How might we tap into the collective genius of this group?

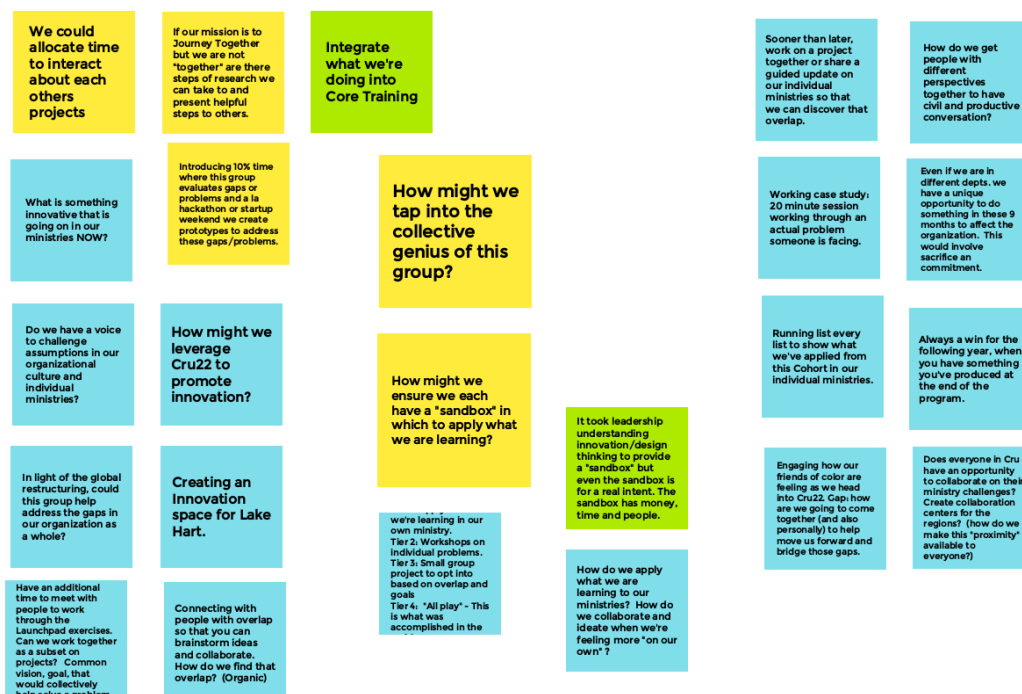


Figure E.5.2. *Collective Genius.*

Week 5: Cohort Dinner

Our first cohort dinner took us to Orland's "À La Cart," a conglomerate of food trucks. This place represents a vision of someone seeing a need and translating an idea from their place of origin. In Orlando, no spots existed to support long-term parking for food trucks.

Week 6: Supervisor Stakeholder Meeting

Session 1

Why they were interested in participating:

- Supervisor - it's a win to get creative people together
- Supervisor- interest in cross-department innovation, getting exposure/connection for small ministry
- Supervisor - building relationships with different ministries, education - innovation strategies
- Supervisor - bringing leaders from different parts of the ministry to learn is a win
- Stakeholder- collaboration among ministries, continue innovation in ministry, build common innovation language and processes
- Supervisor - desire for specific problem solving
- Stakeholder - support everyone going in the same direction, strength in collaboration

Why the residency would die:

- Less important than other things
- Not empowered by sending ministry
- Busy but not productive
- No adoption or change
- Misalignment on mission
- Residents didn't collaborate
- No tangible results
- Interpersonal conflict among residence
- Lack of cohesion, didn't bring it together at the end
- Not applicable
- Groupthink, no cross pollination
- People leave staff because they couldn't apply
- Lack of cohort buy-in
- No higher leadership buy-in
- No funding
- People became satisfied with what they accomplished
- Asks too much of residence
- Ineffective curriculum
- Residents couldn't teach other people on their team - nontransferable
- Leaders quit
- Lack of guidance from leadership
- Participants felt that none or few of their ideas would be implemented
- Big fear about not being able to implement what they learned

- Collaboration is difficult
- Expectation for implementation
- Discouragement if there's not enough buy-in or adoption
- Need alignment to ensure we are still moving in the right direction
- Level of expectation among stakeholders, supervisors, participants needs to be set
- Participants understand that not everything they want to do will be implemented
- Give participants a percentage of how many of their ideas will be implemented

Top 4 Identified Issues:

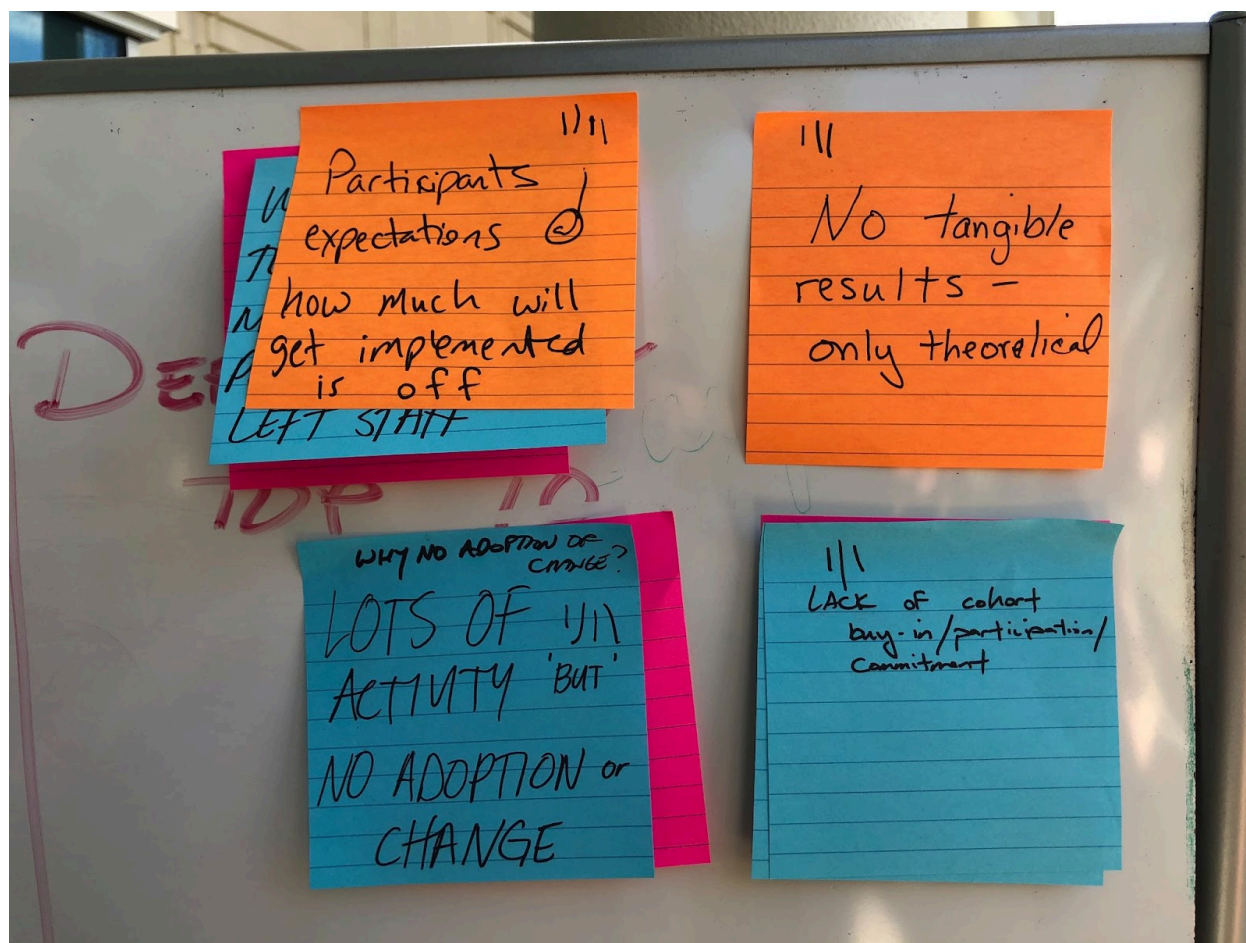


Figure E.5.3. Supervisor's Top Priorities.

Other Issues Identified:

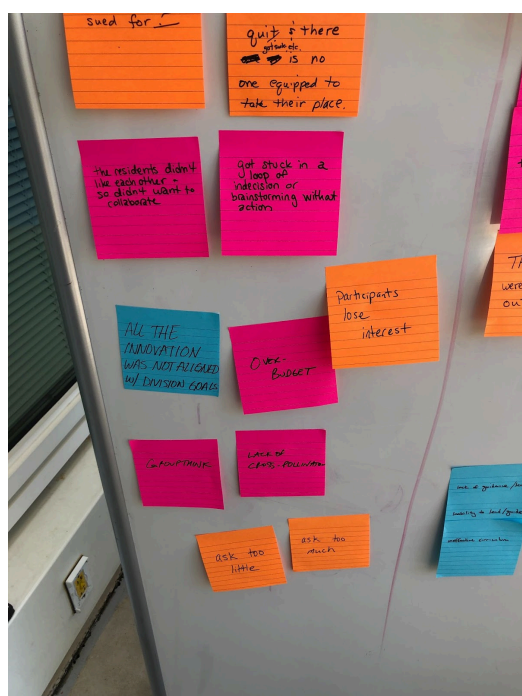
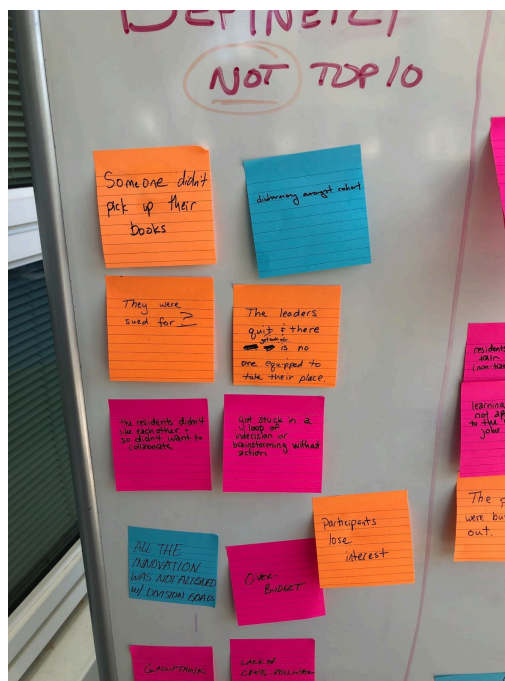
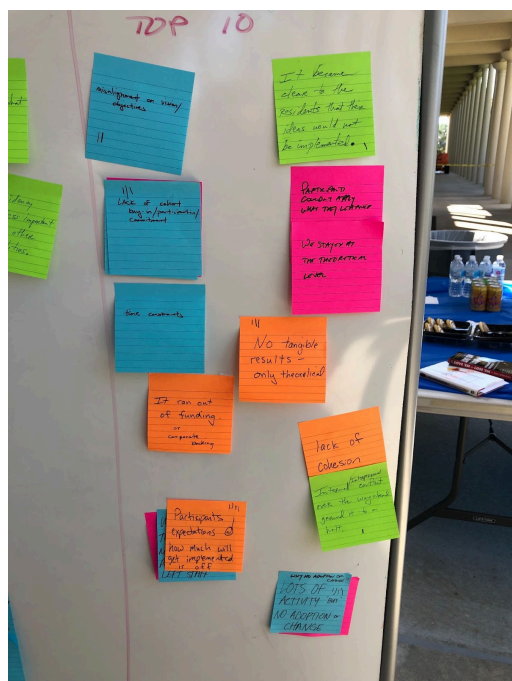
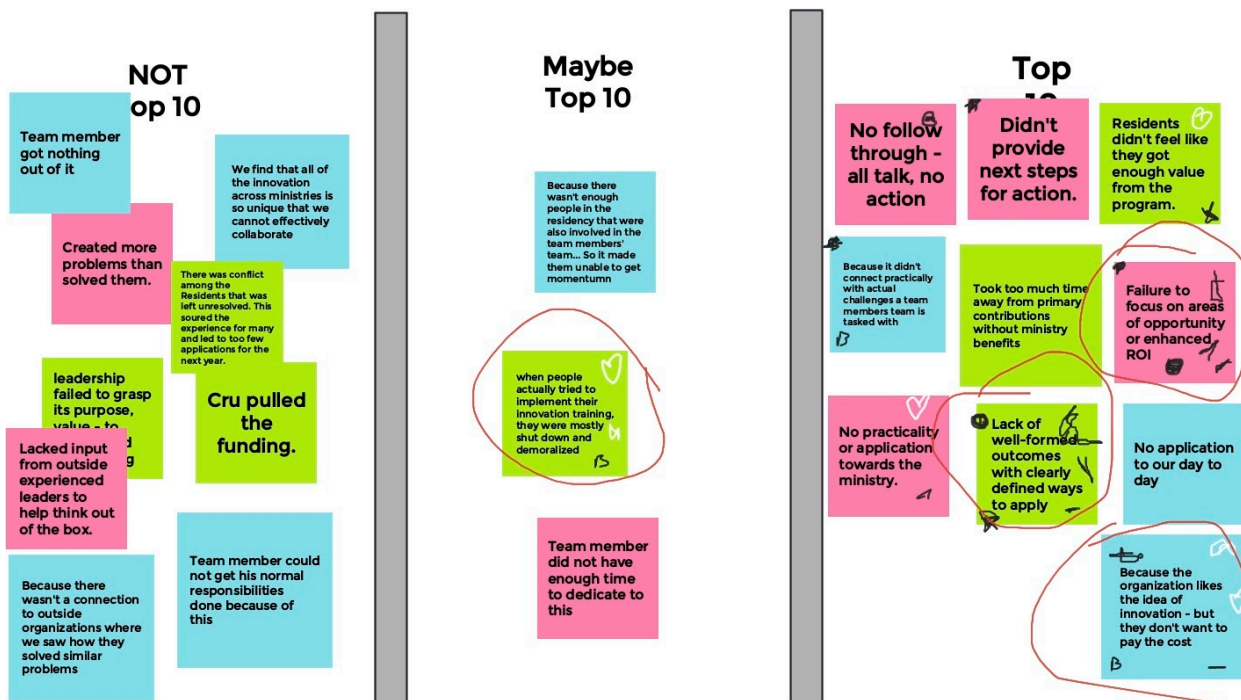


Figure E.5.4. Supervisor's Other Priorities.

Virtual Session

Figure E.5.5. *Virtual Stakeholder Session.*

Stakeholder Input

Table E.5.1. Stakeholder Input

What is important to you about the Lake Hart Innovation Residency?	How would you define success for this program?	What remains unclear that would be helpful to understand about this program?	What else? What didn't get discussed today that you think is imperative for this program's success?
Sponsoring innovation as an organization, creating a common organizational language around innovation, developing and releasing innovative leaders to work creatively and collaboratively	I think this program will be successful if the residents are able to learn and apply innovative practices, and if there is space created in the organization for innovative approaches and common language	Expectations for ministry leaders/ sponsors at the close of the process.	We hit this in some ways, but never stated it directly: the importance of ongoing communication between ministry leaders and residents. You guys are doing a great job, and this is really exciting!
Something practical comes out of it, for the staff member and the team	Something practical comes out of it, for the staff member and the team	N/A	N/A
That every area of representation shares their perspective and talents to see positive, sustainable growth in the ministry.	Well defined outcomes and next steps provided	Level of commitment for each resident in terms of hours per week total	Are there pre-identified areas the innovation team will focus?
the innovation is tangible to moving the org forward. I'm not looking for new innovated seating arrangements at the office or something but noting the tangible spaces that need the innovation...that is where time is to be spent.	Primarily adoption to a newer way of thinking. From taking design thinking courses to how to coach leaders well...those are things that have shifted how I work. Tools to change how we (or the participant...works and thinks)	Ha. Well I haven't seen any game plan, material, desires for the program...etc...maybe something there...I would assume it exists somewhere.	

Collaboration on new ideas across ministries	A new innovative idea the benefits all ministries within Cru	I feel I came late to the game so I'm still learning about the program	Great Job - looking forward to hearing from Resident all that is happening.
Well-formed outcomes and clearly-defined ways to apply.	participants are groomed to help lead organizational innovation.	Not sure I've seen an overview/schedule - but I'm processing with Resident regularly.	Continue to identify and inform added stakeholders/top leaders.
That it gets maximum organizational sponsorship	That we can tell stories about those who participated and what was practically implemented from the learning	How do we increase the base line numbers for "a basic" level of innovation while allowing certain people to dig deeper and take the residency - dont let the weight of the residency put off the broader opportunity for every one!!!	Cru's overall Digital ministry direction
Grads are competent enough at the end of the program to use the tools and train others on their normal team.	Each graduate's supervisor sends Shawn a thank you email after the Program.	What is the hoped for trajectory for the graduates? What do you envision them doing with their new knowledge and skills?	I still don't think enough people are aware this program exists or what it is trying to accomplish.
That the residents are clear regarding what innovation is and how their investment in this will help move the organization toward a culture of innovation.	A better understanding ministry wide regarding our greatest innovation opportunities and how we're committing to it.	Most great ideas for innovation come from customer/market inputs or feedback. Has anyone in the organization already done research with unbelievers to help us understand where the greatest opportunities for innovation lie?	If the residents' goals (CMOs) do not prioritize their involvement in the residency and/or supervisors aren't tasked with adjusting residents' responsibilities to make room for the residency, it's likely to exist "in the margins" and not get much traction.

Field Trip: Disney Springs

Our first field trip entailed a walk through Orlando's Disney Springs with chief Disney Imagineer, Theron Skees. Now with The Designer's Creative Studio, Theron brings 30 years of industry experience to bear in all that he does. After hearing about innovation, project management, and the concept of story, participants debriefed the day with three sentences beginning with, "I wonder...", "I noticed...", and "I will...". Those responses are noted below

Participant Reflections

I noticed... I wonder...I will...

I wonder what Cru staff would say is our core. I notice that connection to story leads to greater memory of the situation. I will make sure that those whom I lead or share make the connections to story. - Guest

I was encouraged by Theron's perfectionism to create a great experience for the guests. I have been feeling overwhelmed by my perfectionism to make sure we create an accurate audio Bible. And I am encouraged to keep the level of professionalism up for her. BIBLE - Resident

I noticed: details done well tell the story.
I wonder: how we can build in easy-flow to help remove decisions and make it easier on the use

I'm going to: try to think thru our outcomes specifically focusing on the two end users: residents and the stakeholders. - Resident

I noticed how innovation changes everything, maybe not in ways people might notice but definitely will experience and the story they tell. I wonder what Cru is going to look like in 3-5 years. I am going to be more conscious of the narratives I hold & tell about Cru and be part of the better story telling. - Guest

I noticed bringing over 100 differing and divergent brands into one unified experience
I wonder if mission organizations can do the same with their individual ministry websites...share resources with each other.

I'm going to keep engaging with Deaf ministries in the resources to see how we can incorporate them into the Jesus Film website and digital channels. - Resident

I noticed how true to the story the whole place is. I wonder what the dark sides of the story are. What failed? Design regrets? I will think about the value of story to drive a project. - Guest

I noticed how important good storytelling is to getting but-in from leadership, coworkers, end users, etc. I wonder how to incorporate story in my communications with my team at work—reminding programmers the “why” of what we do. I will try to look deeper at Cru’s history and connecting my work to the greater story. - Resident

I noticed how much I don’t notice, but how that could be a sign of design success. I wonder how to help Cru become more like Disney Springs and less like Las Vegas. ;) I will work on my storytelling, particularly around digital transformation broadly and GodTools specifically. I’ve focused a lot on using accessible language, but have not capitalized on the power of story and how it can encompass the “why” and the key criteria for work to be done.

I noticed that there were translatable ways to problem solve (Disney and Cru). I wonder what would be accomplished if we collaborated not just more but creatively. I will follow up with some people I met today on collaboration.

I noticed that a culture of excellence and innovation is essential for user centered effectiveness. I wonder how Cru can change faster. I will share more user stories and insights within and beyond our team.

I noticed how it’s the things that break the story, not just the things that create the story, that you have to consider. I wonder how we can create immersive story brand experience on a tight budget. I’m going to schedule time next week to innovate new approaches to trouble spots I’ve been facing in my team.

I noticed how much detail goes into everything. I wonder how the negotiations went for what was important. I will incorporate more story into my methodology.- Resident

I notice that tomorrow casts a shadow on today. I wonder how we might release our affections of what we have built to pursue what has yet to be built. I plan to ask leaders in the ministry to think about what we have today as pillars and not statues. - Resident

I noticed DS big and individual stories are not easily accessible to learn or hear about. I wonder if they could put a QR code linked to stories. I’m going to ask Theron about that idea. -Guest

Week 7: Planning and Prototyping

Welcome, etc. Resident shares her HMW experience (5 minutes)

Ask residents how they have been implementing the residency and launchpad within their teams

- Resident tried a modified SPRINT with her team?

Clarify the agenda

Resident Facilitates

- 5 minutes briefing of the problem
- 5 minutes Q&A from the residents to make sure they understand the issue
- 15 minutes in the zoom rooms discussing the 3 areas of discussion:
 - 1) how to market the gap year.
 - 2) How to increase stakeholder/staff buy in.
 - 3) Deeper underlying issues (even if you do all the “right things” but why don’t people adopt new and innovative ways. What are the underlying issues? 7 minutes for the barriers 7 quick brainstorm ideas.

Use these as a scratch pad. Take all the notes. Keep all the ideas so that if something doesn’t work, Resident will be able to go back without having to start from scratch. And so she can know who to talk to for follow up questions.

Marketing and Recruiting

How might we be effective in marketing the gap year within and outside of Cru in order to have consistent applicants and send gap teams each year?

Internal Audience

Work within Cru

- Have alumni of the program talk about their experiences with other students who might be interested in doing a gap year
- Get buy-in from high school Cru staff
- Rotating banner on Cru.org site and other sites including FamilyLife
- Could put in plugs in streaming radio programs
- Target parents, legacy staff who have grandchildren
- Leader Impact

External Audience

- There's not a lot of traffic from high school students to Cru.org
 - We cannot target minors when marketing (legal issue)

Messaging around “experiences” and “culture”

Two different buttons to click on depending on audience: If you are a parent, click here; If you are a student considering a gap year, click here

- Target some Christian schools
- Home school co-ops

Stakeholder and Staff Buy In

How might we get Cru staff and other stakeholders to get behind/excited about the gap year?

(Stakeholders: youth pastors, parents, high school staff, other ministries within Cru such as AIA, Family Life, Global Church Movements, City and others)

Why have we identified these as the stakeholders?

- Need Cru support (major groups/ministries)
- Need Student support

One Resident's Ideas:

- As staff member, portal/dashboard for the program
- Maybe through Cru Workplace? (group for the students)
- Bring in the vision, the "Why"
- Testimonies, showing the benefit for the students
- Capitalizing on digital opportunities
- Diversify connections between students and stakeholders

Another Resident's Ideas:

- Look into similar programs at Cru (internship, HQ, Gain, etc.)
- Who are the other stakeholders? (Campus?)
- Should be a Campus program, with recruitment from High School Ministry
- "Transitions" ministry
- For Campus, how good would it be to have students coming in already knowing what Cru is?
- Buy-in from Catalytic? (Understaffed campuses)
- Ask Stakeholders, what needs do you have? Can a gap year serve those needs?
- Play off of student's desire for international travel: global missions

Another Resident's Ideas:

- High School and Campus both have different expertise that would be helpful (Context vs. Preparing for future)
- Use testimonials from previous Gap Year attendees, evaluate the effectiveness of the program in their lives

Another Resident's Ideas:

- High School and Campus ministries both don't see benefit of this for their ministry
- Appeal to students: international travel

Deeper Issues of the Cru Gap Year

How might we make the Cru Gap Year attractive to students and parents

Promote it as an adventure to students

Benefits for student: Young, opportunity to travel, exciting

How is the gap year perceived by students?

Missing piece for successful input

Do students want to "grow up"?

Does research exist on Student responses and growth afterwards?

Does it need to be in one place or could there be several places for a month?

Work away model allows monthly opportunities through a website that manages it

<https://www.workaway.info/en/stories/tag/international>

Week 8: Why We're Never Finished

Going after 10x Growth

We often think about incremental growth, but innovative ideas can be birthed from thinking about 10x growth. As a campus leader in Denver, we might think about going from having a presence on 5 campuses to 6-7, but what if we thought about going from 5 to 50? What ideas, strategies, and assumptions might be unearthed?

Exercise

Brainstorm about taking a car from 30 miles-per-gallon to 33.

Now brainstorm about taking a car from 30 miles-per-gallon to 300.

Real Life Example from the Cohort: Maximizes the Advent Devotional

How might we leverage the Advent season to provide 10x as many people with an appropriate next step of faith?

Cohort Dinner: Avalon Marketplace

Our second cohort dinner brought us to Marketplace at Avalon that describes itself as “an innovative food hall, general store, commissary kitchen and event space. While the 2nd floor innovation space wasn’t available to tour that evening, we were invited back to experience their innovation floor and learn more about how Marketplace incubates burgeoning chefs in the city. The evening ended in an impromptu conversation about cultivating innovative culture.



Figure E.5.7. *Cohort Dinner: Marketplace.*



Figure E.5.8. *Cohort Dinner Conversation.*

Week 9: Creating a Culture of Innovation

Share Quotes about Innovation at Cru (5 minutes)

One of our very first conversations we had within the Residency was about evaluating whether or not Cru was “innovative.” **We asked you to rate Cru. We asked you what ways your area of ministry encouraged and discouraged innovation.** Here are a couple quotes from those earlier conversations.

- What do you do with people who don’t want to innovate? What about donors who don’t want to innovate? What the donors and students want are actively opposed to each other. - Resident
- The underlying question is: For whom should the model work? - Resident
- Does one Model have to fit all? What does it look like to have 2 models? - Resident
- The elephant in the room is: HMW innovatively move our ideas to leadership so they could see the benefit of them? How do we pray for our giftings to be used? - Resident

In regards to what are some problems you are currently addressing right now in your ministry, you shared this:

- FL ... How do we make insights and testing, etc. more democratized and bring more people into the process?
- ...you feel like you are making progress on your project, and then key stakeholders are brought in later in the process and can completely shut your project down and you had no idea they were a stakeholder with so much influence. - Resident
- Refining how we innovate in the programming space? What is the best cadence, etc. I’d love to see some R&D think tank space for low risk environment- Resident

We asked you to share one obstacle with the group. Starting with the phrase “I hope...”

- Tell a compelling story about innovation to the rest of FL staff - Resident
- Learn how to create “buy in” from leadership - Resident
- We get to help each other solve problems (or gain new opportunities) - Resident
- We get to learn how to work with those who do not want innovation - Resident
- HMW develop a culture of innovation within Cru **that is funded.** - Resident

As I consider the Residency, what still seems unclear is...

- Whether I'll be a black sheep in Cru or if people will respect my approach/way of thinking. - Resident
- Will this actually change Cru's culture or just my personal outlook? - Resident (+1 Resident)

When we did a pre-mortem back at the beginning of October, this is what they deemed as the TOP reasons why this Residency could fail:

- Because the organization likes the idea of innovation - but they don't want to pay the cost
- Lack of well-formed outcomes with clearly defined ways to apply
- Failure to focus on areas of opportunity or enhanced ROI
- When people actually tried to implement their innovation training, they were mostly shut down and demoralized (maybe pile that got 3 votes)
- Participants' expectations of how much will get implemented is off.
- Lots of activity, but no adoption or change
-

Explain the agenda.

Our hope is to drill down to better understand the underlying obstacles to innovation that exist within our (greater) Cru culture AND what we as innovators can do on our teams and in our ministry departments in order to influence that culture.

- Discuss the obstacles and categorize them.
- Vote on the top 3 (in order to narrow our focus just a bit)
- Brainstorm practical solutions and steps we can take to affect change.
- Each of us will then walk away with an action item

Obstacles to Innovation (10 minutes TOTAL)

We don't want this to be a complaint and gripe session (though that's easy to do because we all see areas that need improvement or changed. We'll be using the Four Lists tools of brainstorming what is right, wrong, missing, or confusing.

Right. What is really good, strengths, positives (most of your post-its won't be in this space. but, if you want to include something, it could give us insight later as to how to leverage what we're doing right in the organization, so write it down)

Wrong. What's not working? Ineffective?

Missing. What's not here?

Confusing. Where do we need clarity? Clear lines or definitions?

How Might we Impact the Culture

We want to brainstorm ways that we can influence the innovative culture of Cru. Look at the X horizontal line as a “line of control.” Everything below the line, you feel like you can have influence over (these would include your direct reports, or MAYBE peers, or teammates). Everything ABOVE the line may feel a little more daunting, but that is where we can learn to “lead up” with our supervisors and key stakeholders. What actionable steps of faith can we take to lead in the spaces we don't feel like we have much control?

Brainstorming

Grab a post it and brainstorm your ideas and place it on the graph where you think it belongs. Think through some of the things we learned this week and throughout the launchpad. Some of our “tools” or case studies or what we learned from Rob and Jacob the other week or Theron. What are some of *your* needs that would help you be more influential (is it more conversations with your supervisor?)

Examples (if they need any):

- Thinking through “How to win friends and influence people?”
- Secret sauce from Rob and Jacob
- Daily Scrum Check in with teammates (initiate with your team)
- What do you need from your supervisor? Can you have a conversation about this?
- How often are you having conversations with your direct reports or supervisors about
- Who are the influencers in your department? Creatives?
- Low hanging fruit - who already buy-into innovation. How can you work together? Align?

Application

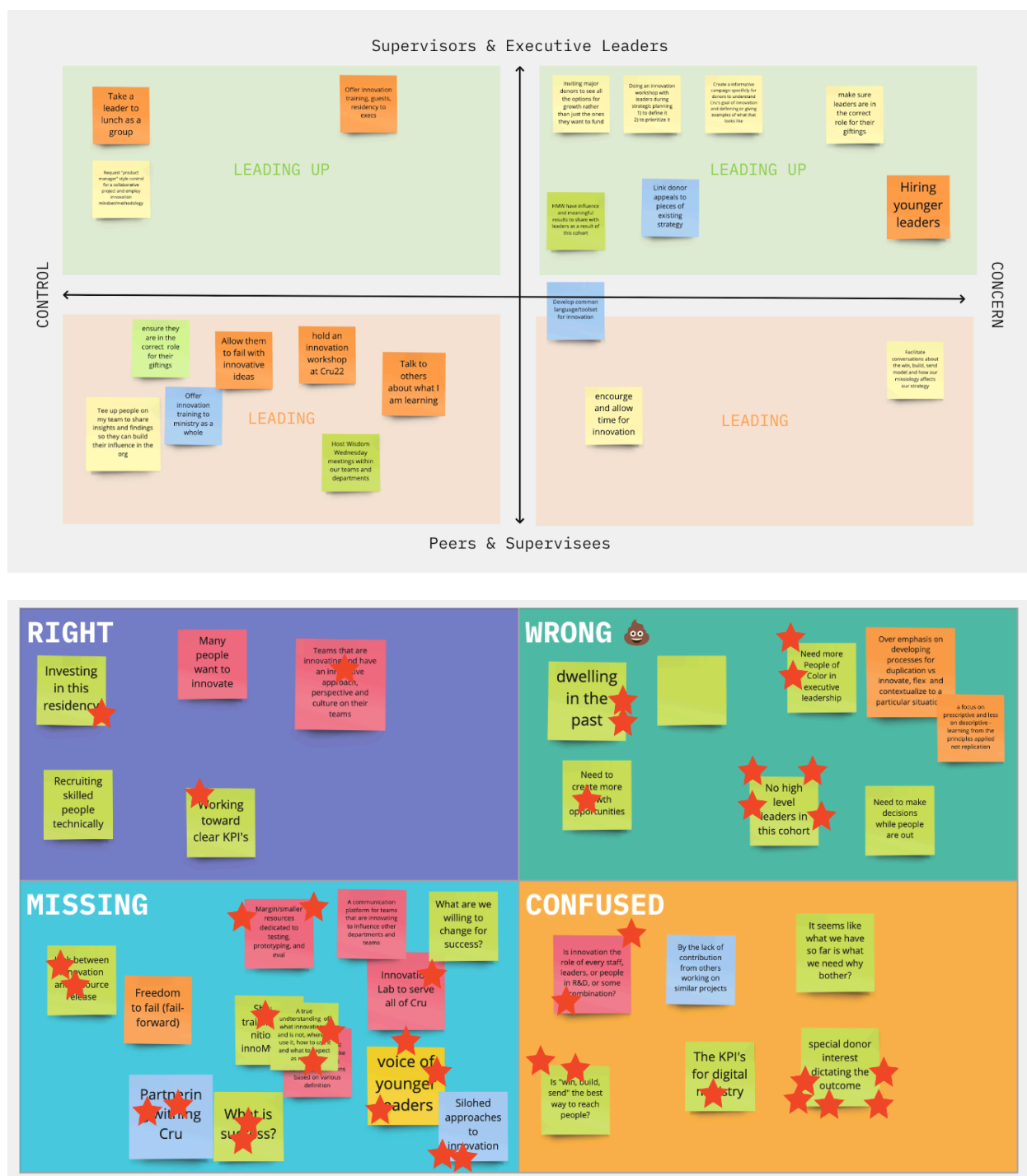
Go around and share your action step between now and Thanksgiving? Next week, we'll take a minute to share any cool stories of how we stepped out to influence our culture for innovation.

Tabulated Results

Top 3-4 Obstacles to Innovation:

1. Confused - Special donor interest dictating the outcome
2. WRONG - No high level leaders in this cohort
3. MISSING - shared definition/practices of innovation
4. voices of younger leaders

Figure E.5.9. *Innovation Obstacles.*

Figure E.5.10. *Four Lists Exercise.*

Week 10: The Power of Presentation

Exercise: A Redesign

This week we have the opportunity to redesign a presentation taking into account everything you have learned in this lesson, both about design and about story-telling and casting vision.

Break into two groups and reimagine how we communicate about the innovation residency. One team will focus primarily on content and the other on design. Meet back with 10 minutes in order to share what you've accomplished.

Before

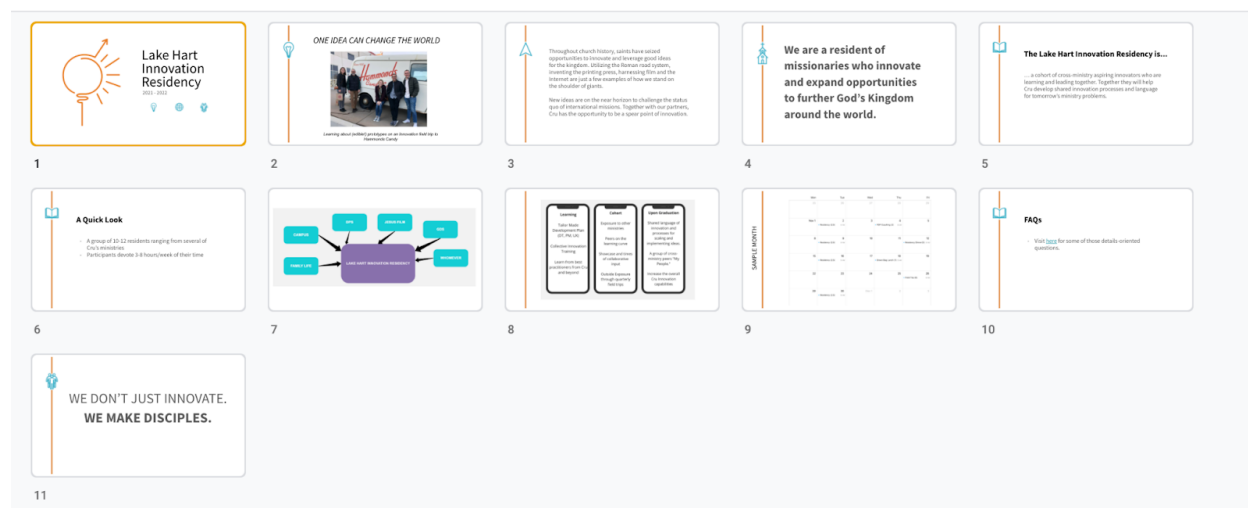


Figure E.5.11. *Power of Presentation (Before).*

After

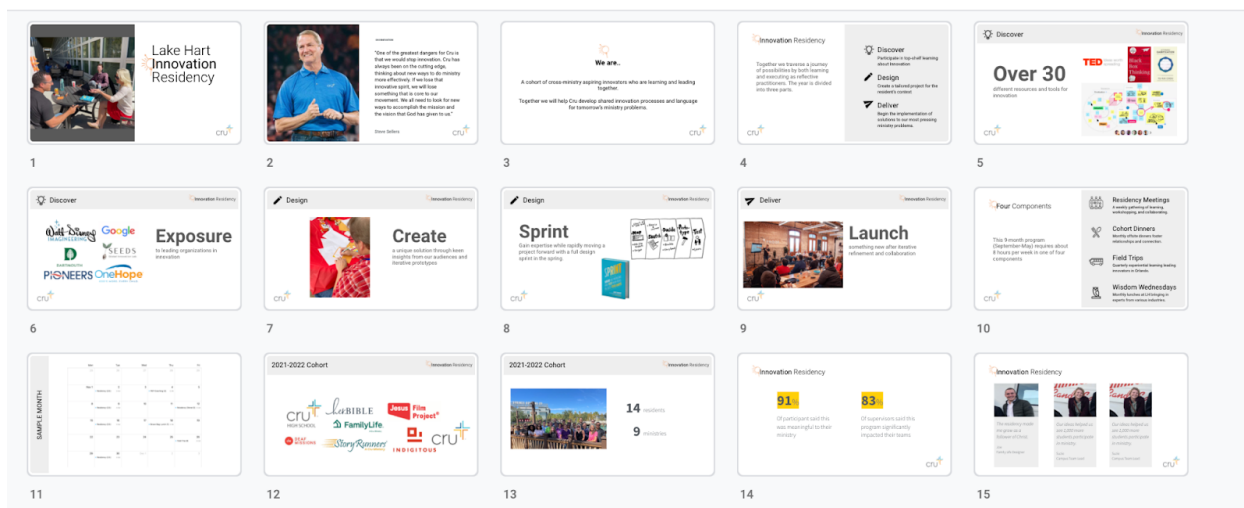


Figure E.5.12. *Power of Presentation (After)*.

Appendix E.6—Underlying Philosophy

Keystone Change

Cultural change is complex and comprehensive, so I know I needed to simplify the call to action for the organization. Movement expert, Greg Satell, describes a tangible keystone change that paves the way for future transformation.¹ This change acts as the lead domino that catalyzes lasting impact. Like the keystone in an arch, without it, everything topples. As Cru leans on innovation for a path to renewal, a necessary keystone change is the A-E of innovation—A Bold Culture of Disciplined Experimentation.

Bold is an act of Spirit-filled courage while *Culture* permeates who we are, not just a peripheral skill. *Disciplined* is hard work and iterative prototypes, and not just flippant tinkering. *Experimentation* is a journey with God to discern where He might be at work.



Figure E.6.1 *A Bold Culture of Disciplined Experimentation*.

¹ Greg Satell, *Cascades: How to Create a Movement That Drives Transformational Change* (New York: McGraw Hill, 2019) 212-213.

This keystone change is buttressed by the following six supporting goals and activities:

1. Mindsets of Experimentation
2. Making as a Theology
3. Methodology of Design Thinking/Human-Centered Design
4. Mechanisms of Incubating Projects
5. Movement Back to Emphasizing the Field
6. Multitude of Experimenters (A Network).

Mindsets of Experimentation

Ministry is more complex than it is complicated. Complicated problems have a single solution that an expert identifies. When the check engine light comes on, it is for a particular reason. We do not need someone to experiment on our car. Complex problems, however, have too many variables and factors in diagnosing a single solution. Complex problems require thoughtful hypotheses and disciplined prototypes. While a methodology is necessary, more vital is the mindset of “Let us try it!” Our best learning is not from laboring in extended discussion but from creating and experimenting. We learn by doing, not deliberating.

Making as a Theology

The sacred art of creating and making is woven into the essence of what it means to be human. As God’s *poema*, we live out part of what it means to be created in God’s image as we creatively approach the world. The whole story of the Bible is found between God’s creative act of speaking the world into existence and, in the end, a declaration that he is re-creating and making all things new. Our innovation must be rooted in this narrative if we innovate in harmony with the Creator. Making theology is not a peripheral “add-on” to innovation, but the water in which meaningful innovation swims.

Methodology of Design Thinking

Even if someone had organizational permission and creative confidence, it would not suffice; the innovator would need a plan. Furthermore, as we collaborate more and more inside and outside Cru, we need a shared vocabulary and basic process by which we can follow and walk with God on a journey of possibilities. Design Thinking is an industry standard that hits the sweet spot of being robust enough for complex problems, but not inaccessible for practitioners.

Mechanism of Incubating Projects

Increasing innovation capabilities for any organization includes fostering, funding, incubating, and scaling new ideas. We need to formalize a process that makes it easy for staff to participate, is equitable for anyone to seek funding and support (not based on “whom you know”), is effective for selecting projects, and leads to transformational results.

Movement Back to the Field

This emphasis is perhaps the most radical and has the greatest potency. Organizational life cycles often move from a season of success to becoming an institution, to closing in, and then dying. These pitfalls can be avoided by redreaming the dream and recapturing the missionary spirit.² If all staff made a significant contribution to the field, it would re-prioritize problems and projects, reorient our staff’s perspective, and rejuvenate the ministry for a new season of fruitfulness.

² Bridges, *Managing Transitions*. 89 & 101. Bridges uses the term “venture spirit” but is best contextualized to Cru’s context as “missionary spirit.”

A Multitude of Experimenters

The myth of the lone genius was convincingly shattered. The future of innovation will be found by those who courageously create in the community. Our next meaningful new endeavors will be to collaborate, and even more, by co-creating with students and faculty.

Internal Document

I offer the following as the most distilled essence of my work to dialogue with Cru staff at any level in the organization:




A Keystone Change

A tangible Keystone Change paves the way future transformation. This change acts as the lead domino that catalyzes lasting impact. Like the keystone in an arch, without it, everything topples. As Cru leans on innovation for a path to renewal, a necessary keystone change is the A-E of innovation - A Bold Culture of Disciplined Experimentation. Bold in that it is marked by Spirit-filled courage, A Culture in that it permeates who we are, not just a peripheral skill, Disciplined in that it is hard work and iterative prototypes and not just flippant tinkering, and Experimentation in that it's a journey with God of discerning where He might be at work. This Keystone Change is buttressed by the following 6 supporting goals and activities



A Bold Culture of Disciplined Experimentation

<p>Methodology of Design Thinking A methodology is vital for holistic innovation. Design Thinking is the industry standard for following a process that is rooted in the lives of those we minister to and quickly iterates potential solution through thoughtful experiments and prototypes.</p>	<p>Mindset of Experimentation Nothing solves complex problems better than mindful hypotheses and disciplined experiments. Tinkering, experimenting, or "trying something new" should be in the DNA for change.</p>
<p>Making as a Theology The same creative Spirit that hovered over the chaotic, primordial water now resides in our hearts. Keeping in step with the Spirit births creative ministry solutions as we experiment.</p>	<p>Mechanism of Incubating Projects A thorough organizational pipeline must exist to incubate fledging ideas, support successful experiments, and scale shining strategies.</p>
<p>A Multitude of Experimenters Cru's future won't be marked by a single, golden child, but by a living network of those walking with one another, possessing the courage to co-create innovative solutions.</p>	<p>Movement Back to the Field Institutions lose their vitality over time as too much distance is created between staff and their audience. A new era of effectiveness for Cru could be linked to this recommitment to nearly every staff member experimenting in the field.</p>

Iconography by Amelia at the NounProject

Figure E.6.2 *Keystone Change Overview.*

Appendix E.7—Resident and Supervisor Feedback

Resident Feedback

In response to asking residents to justify their response to “How likely are you to recommend the Lake Hart Innovation Residency?”, they answered as follows:

Table E.7.1 Resident Feedback.

It has been refreshing and stimulating as an ideator and innovator.
I want this to gain momentum and more people to be equipped with an innovation mindset. Plus, it's been fun to meet with people from other parts of Cru and break down silos.
I know I don't have the time or expertise to communicate all this content, and it's so broad that it would benefit most anyone.
This is a huge breath of fresh air for me personally
My thinking and confidence have changed.
It has tremendous value for going deep into innovation theory but lacks regular opportunities for application.
I think this helps Cru excel in living out our call and mission.
This has really helped me have a more innovative mindset in my new role, which I know my coworkers will also appreciate.
The residency teaches tools and ideas that can be applied to anyone's ministry. It is truly transferrable, which makes it a great value.
We don't have many people who have the time or are willing to do something like this, but I would challenge them to do it. We need more people thinking this way!
It is good for everybody to interact with those outside their team and share successes and challenges they face in their work setting.

Supervisor Feedback

In response to asking supervisors to justify their response to “How likely are you to recommend the Lake Hart Innovation Residency?”, they answered as follows:

Table E.7.2 Supervisor Feedback.

It’s been very valuable, and I’d love to see others participate.
I think in some ways, some of the greatest value comes from having supervisors and org leaders exposed to the content of the residency and creating space and opportunity for innovation, as an organization. I think the program is excelling at creating that space, at least for us, and is probably its greatest contribution
Obviously, high quality offering

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