

Empowering Christian Youth through Vision-Based Management Mentoring: A Community Engagement Initiative Between PCU and ROSC Singapore

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ABSTRACT

This community service project is a collaborative initiative between Petra Christian University and ROSC Singapore, designed to empower Christian youth through vision-based management mentoring. The program aims to equip participants with essential managerial, entrepreneurial, and leadership skills rooted in Christian values. A series of workshops and personal coaching sessions, facilitated by academics and industry practitioners, provided opportunities for participants to explore life vision, career choices, creativity, innovation, communication, conflict management, and servant leadership. The outcomes demonstrate the potential of building a sustainable mentoring ecosystem that nurtures future leaders who are transformative, resilient, and socially impactful. This initiative serves as a strategic model for developing Christian youth leadership with both spiritual and global relevance.

INTRODUCTION

Amid the dynamics of global social and economic change, the role of the younger generation as agents of transformation is increasingly crucial. However, many young Christians, including those in the ROSC community, do not yet have sufficient provisions in the fields of management and business. In fact, an understanding of managerial principles is very important so that they can contribute strategically in various sectors of life, including in church services, social organizations, and the professional world. Management education based on Christian values is an urgent need to bridge this gap (Northouse, 2021; Yukl, 2012). From a faith perspective, mastery of management is not just about efficiency or productivity, but about responsibility as a steward, managing resources, time, and talents for the glory of God (Tarigan & Yenawan, 2013). The concept of servant leadership, as exemplified by Jesus Christ, is an ideal model of leadership that places service above personal interests (Greenleaf, 1970; Eva et al, 2021; Newman et al, 2020; Ciriello et al, 2021). Young Christians need to be equipped to become leaders who are able to inspire, direct, and empower their communities holistically.

Furthermore, good communication skills (McLean, 2018) and innovative thinking skills (Kim & Mauborgne, 2005) are also important elements that must be developed. In a world full of complexity, young people need to be equipped with an ethical, creative, and loving managerial approach. With the integration of management science and Christian values, it is hoped that young people at ROSC can become future leaders who have an impact—both in the church, society, and the global job market. Through enrichment programs such as those carried out in the SBM-PCU and ROSC collaboration, this transformation process can be started in a focused and sustainable manner.

IMPLEMENTATION AND METHODS

The AOG Vision Mentoring program was implemented as an initial collaborative project between Petra Christian University (PCU) and ROSC Singapore, involving five speakers from PCU and two speakers from ROSC Singapore. All activities used a participatory learning approach through lecture methods, group discussions, and personal coaching sessions, designed to build in-depth reflection and develop practical skills. From more than 60 active youth in the ROSC Singapore community, ten participants were selectively selected through a psychological test, interview, and focus group discussion (FGD) process. This selection aims to identify individuals who have high commitment and readiness to develop into leaders based on Christian values.

The series of activities will take place from November 2024 to May 2025, covering eight intensive sessions with strategic topics such as life vision, business communication, conflict management, servant leadership, creativity, and professional or entrepreneurial career choices. One of the important elements of this program is the active involvement of Stephan Tanaja (<https://stephantanaja.com/>), Chairman of Boncafe Group, who has extensive experience in management and entrepreneurship. In addition to being a facilitator in several main sessions, Stephan also specifically provides time to conduct personal coaching sessions with participants separately. Through this

approach, participants gain deeper and more personal insights into the challenges and opportunities in leadership and entrepreneurship based on Christian values. This program is the first step in building a sustainable long-term mentoring ecosystem in the ROSC environment. Below is a series of sessions conducted from November to May 2025.

November 10, 2024. "Dreams and Visions". Facilitators: Stephan Tanaja (Chairman of Boncafe Group), Devie Deviesa (Director of PBS), Ph.D and Foedjiawati.,Ph.D (Vice Director of PBS). Every AOG participant is called to have a dream that is not only big, but also in line with God's will. Dreams must be the foundation of an impactful life journey. However, dreams alone are not enough. It takes planning (Direction), hard work (Diligent), and character piety (Decent) so that the vision of life can become a reality. Through the Whole Mindset Assessment (WMA), participants learn that every individual has dominant potential: Thinker, Dreamer, Challenger, and Lover. A Dreamer is someone who has creative intelligence, namely the ability to imagine, create, and envision the future openly and without limits. This talent is very important in formulating the vision and mission of AOG participants' lives. However, big dreams must be based on spiritual values. A true Dreamer does not just want to be successful or rich, but has the aspiration to create a better future for others, according to God's design. A Dreamer who successfully develops his five talents, namely Trend Watcher, Innovator, Change Agent, Synthesizer, and Learner, will become a person who builds, not only for himself, but also for society. From a spiritual perspective, the vision and mission of AOG participants' lives need to include two things: loyalty to God and service to others.

This means that when making short-term life plans (such as education, early career, campus ministry) and long-term life plans (such as marriage, work, social impact), everything must refer to God's calling in one's life. WMA also reminds us that many people have hidden talents that have not been discovered. This is a challenge for AOG participants to find and develop the potential that God has entrusted to them. With a whole mindset, a person can change negative thought patterns into positive ones, words into behaviors, and habits into characters that ultimately determine their destiny. On the other hand, the meaning of life is understood differently by each personality type. However, for an AOG participant, these four aspects: risk (Thinker), achievement (Challenger), love (Lover), and mystery (Dreamer), must be combined in a balanced way in the light of faith. Thus, this session invites participants to dare to dream, find their calling in life, make concrete plans, and develop a divine mindset so that they become agents of change in a world that needs the light of Christ. Because dreams that come from God will always be accompanied by a noble path, strength, and purpose.



Figure 1. Workshop “Dreams and Visions”

December 8, 2024. "Working Professionally or Entrepreneurship?". Facilitators: Stephan Tanaja (Chairman of Boncafe Group) and Vido Iskandar, SE, MM (Vice Dean2 of the School of Business & Management). This material reviews the journey of a professional career and entrepreneurial dreams where this topic is quite relevant for young people who are participants who want to choose and develop a career path that suits their calling in life. First, participants are invited to understand the two main career paths that can be chosen: a professional career path and an entrepreneurial path. A professional career path offers stability, mentorship opportunities, and the opportunity to deepen expertise in a particular field. On the other hand, the entrepreneurial path provides flexibility of time, freedom to explore and execute ideas, and the potential for greater impact, although it presents higher risks. Both of these paths have their own advantages and challenges, so we need to adjust our choices to our life goals and abilities. To achieve success in one of the chosen paths, there are three important steps that must be taken, namely identifying a calling in life, developing skills and planning and execution. Second, how to integrate faith into the work or business being undertaken.

Participants are asked to apply the values of faith in the workplace. Understanding that work is not only about results, but also how we give meaning to every action taken. Furthermore, business can be a means of service. Running a business is not only for personal gain, but also to make a positive contribution to others. Finally, we are reminded to always rely on God's guidance in every step, relying on His wisdom and direction in every decision. A real example used in this material is my career journey in choosing a professional career until now accompanied by the bakery business of my wife that I help and the career journey of Mr. Stephan which is so long. In closing, the main message of this material is to inspire participants to rise and lead with clear goals and high integrity. Combining skills, goals, and values of faith will help us not only succeed in work

or business, but also provide a meaningful impact on society. FaithInAction reminds us to always practice spiritual values as part of career or business success. In this journey of life full of choices, we are the ones who determine the direction wisely, while still adhering to beliefs and moral values.



Figure 2. Workshop “Working Professionally or Entrepreneurship”

February 9, 2025. “Creativity and Innovation in Business”. Facilitators: Stephan Tanaja (Chairman of Boncafe Group) and Sherly Rosalina Tanoto (Head of Business Management Program). The purpose of choosing this topic is to improve the ability of the young generation of ROSC to think creatively and innovatively to recognize opportunities in the business world and equip them with an applicable model for the process of creating and executing business ideas. The workshop was given with an adult learning approach (andragogy) by applying the concept of what, why, and how which is interactive (case study analysis, discussion, and practice) to provide space for autonomy and responsibility for their learning process which focuses on problem solving (Clair, 2024). The session began with a discussion on the biggest challenges that often arise in starting a business, where the participants answered as follows: limited capital, lack of creative ideas, difficulty finding a competent team, and fear of failure. Starting from this discussion, it was concluded that in order for a business to survive in the face of hypercompetition, it is a business that can create new value through creativity and innovation. An example discussed in the workshop was Apple, Netflix, and Gojek who transformed their businesses through innovation. To be precise, Netflix was able to transform from a DVD rental business to an international streaming service leader and Netflix was able to carry out this transformation well (Randolph, 2020). Participants were also introduced to the difference between creativity and productivity because both of these are elements of success for business execution but have distinctive differences. Creativity is born from a divergent thinking process while productivity is born from a systematic efficiency process. In short, creativity for innovation and productivity for execution. In addition, participants were also

invited to discuss the difference between improvement and innovation. If improvement is related to improving existing things, then innovation is more disruptive and can significantly change business patterns (Kim & Mauborgne, 2005).

Before participants work on creativity and innovation activities individually, they are invited to brainstorm the uses of simple objects, such as bricks to find out how far participants are able to think creatively. For the practice of creativity and innovation, there are two main models explained, namely the RARE model and the 2x2 Matrix. The RARE (Raise, Add, Reduce, Eliminate) model is adapted from Kim and Mauborgne's (2005) blue ocean strategy which plays a role in training divergent thinking patterns. An example is the success of Accor F1 Hotel from their creativity in maintaining the most beneficial/valuable features, such as bed quality and eliminating expensive facilities such as restaurants. After using the RARE model, participants applied the 2x2 Matrix (Impact vs Effort) to select ideas and prioritize convergently according to the lean prioritization principle (Ries, 2011). The session then continued with a group discussion where the group selected the best idea based on three criteria: desirable, feasible, and viable. Then they presented it in an investor role play model. One of the business ideas generated by participants with the RARE model was to improve the quality of taste and variety of beverage flavors (Raise), add interesting toppings and new products such as jelly (Add), reduce the number of less popular flavor variants (Reduce), and eliminate the use of chemical dyes (Eliminate). Overall, the workshop ran effectively and well as seen from the enthusiasm of the participants to discuss, produce the best creative ideas, and create impactful execution designs. This workshop shows that the younger generation can be honed to become solution-oriented and creative entrepreneurs.



Figure 3. Workshop "Creativity and Innovation in Business"

March 9, 2025. “Communication Skills in Business”. Facilitators: Stephan Tanaja (Chairman of Boncafe Group) and Josua Tarigan, Ph.D (Dean of SBM). This session is an important learning experience for AOG participants, offering not only strategic insights but also practical tools to face communication challenges in the workplace. This session is not only theoretical, but also invites participants to reflect deeply on the role of communication in both personal and professional spheres, based on biblical values. Interestingly, although the term “communication” only began to be commonly used around the 15th century, the King James Version of the Bible already includes this word six times, indicating the importance of communication since ancient times. Scripture repeatedly warns of the dangers of unwise or careless communication. In this session, participants explore several examples of communication in the Bible, including Jesus’ use of parables in Matthew 13 to demonstrate the power of stories, Nehemiah’s leadership in moving people through inspiring and strategic words, and Paul’s letters that demonstrate persuasive and structured communication – essential for leadership and teaching.

This session then relates communication to the context of the modern business world. Topics such as corporate branding, marketing, and strategic communication as part of the marketing mix (4Ps) are discussed in depth. Participants learn how leading companies build and maintain their brand identity through consistent, relevant, and value-based messaging. Through a case study approach, participants evaluate successful communication practices and identify the core strategies behind their effectiveness. The focus then shifts to personal branding communications. Discussions include crafting an impactful resume, developing a professional LinkedIn profile, and formulating a clear and compelling Unique Value Proposition (UVP). Participants are encouraged to reflect on their personal strengths, the audiences they want to serve, and the transformative value they want to bring. They are encouraged to communicate their identities authentically and effectively, looking to public and professional Christian leaders who have built consistent, purpose-driven personal brands. In addition to discussing ideals, the session also highlights examples of ineffective or unprofessional communication. Participants examine examples of poorly written emails, inappropriate social media messages, and communication styles that are inconsistent with a professional context. Lively group discussions ensue, where participants identify common mistakes and propose constructive solutions. The most interactive part of the session is a simulation exercise, where participants practice both effective and ineffective communication scenarios. Through role-plays, they observe how the same message can be interpreted differently depending on tone of voice, delivery, and context. This exercise emphasizes that communication is not just about content, but also about clarity, empathy, and professionalism in its delivery.



Figure 4. Workshop “Communication Skills in Business”

April 13, 2025. "Conflict Management". Facilitators: Hendro Harijogi Poedjono (Director at Blue Waves Group Ventures) and Dr. Pwee Leng (Vice Dean1 of the School of Business & Management). The training entitled "Speak Up, Stay Cool: Mastering Professional Confidence" was carried out smoothly and enthusiastically on April 13, 2025. This activity was attended by 10 young participants who were part of the youth capacity development program. The main objective of this training is to equip participants with assertive professional communication skills and the ability to manage conflict in a healthy and constructive manner. The training materials were delivered interactively using a participatory approach. Starting with an introduction to the importance of self-confidence in professional communication, participants were invited to recognize various forms of conflict, their causes, and their potential good and bad impacts. One of the main materials that interested participants was the introduction to the Thomas-Kilmann Model (TKI) which classifies five main styles in responding to conflict: competing, avoiding, accommodating, compromising, and collaborating. Conflict simulations developed from campus teamwork scenarios became the culmination of training activities. In two different simulation sessions, participants were asked to act out destructive conflict styles (angry, silent, giving in) and constructive resolution styles using I-Message, active listening, and collaboration techniques.

The simulation opened up a space for deep reflection, where participants could feel the difference in emotional impact and quality of relationships generated by each approach. As part of the active learning process, all participants were also given a worksheet designed to help them analyze their personal conflict style, evaluate their personal experiences in managing tension, and establish a commitment to grow in self-confidence and professional communication. The results of the participants' reflections showed an increased awareness of the importance of honest yet calm communication, as well as a readiness to apply the techniques learned in everyday life. The activity ran in an orderly and dynamic manner. Participants showed active involvement in both group discussions and simulation sessions. The facilitator also created an open and supportive learning atmosphere, so that participants felt safe to voice their opinions and share personal experiences. Overall, this training succeeded in achieving its objectives as an initial step in building communication competence and professional self-confidence among young people. It is hoped that similar activities can continue to be carried out sustainably to strengthen the capacity of the younger generation in facing the challenges of the increasingly complex world of work and social life.



Figure 5. Workshop “Conflict Management”

May 10, 2025. “Servant Leadership”. Facilitators: Stephan Tanaja and Josua Tarigan, Ph.D (Dean of SBM). The session began with the historical context of the concept of servant leadership, which is most clearly exemplified in the person of Jesus Christ. During the Roman Empire under the rule of Caesar Augustus and Tiberius, known for their authoritarian, militaristic, and oppressive rule Jesus introduced a radical and different model of leadership (Kezar & Holcombe, 2022; Malik et al, 2022; Lawrence & Suddaby, 2023; Brown et al, 2021; Marques & Dhiman, 2020). He did not mobilize troops, nor did he pursue wealth or political power. Instead, He stated, “Whoever wishes to become great among you must be your servant” (Mark 10:42–45). This verse confirms that servant leadership is not just a leadership style, but a theologically grounded model of leadership.

After the theological foundation is laid, participants are invited to explore the development of leadership theories. These include Trait Theory from the 1930s which emphasizes innate personal characteristics; Style Theory with the “Managerial Grid” framework in 1964 that evaluates leaders based on task orientation and interpersonal relationships; and Situational Leadership in the late 1960s that emphasized the importance of adaptability to the situation. It was at this point that servant leadership was introduced as a paradigm rooted in the spirit of service. The main framework for this session draws from Robert K. Greenleaf’s classic *The Servant as Leader* (1970), which asserts that true leaders begin their journey as servants committed first to the growth and well-being of others. To reinforce the relevance of this concept in the modern world, the session features case studies of contemporary organizations that have successfully implemented the principles of servant leadership. One example highlighted is Starbucks, where CEO Howard Schultz presented a vision of leadership rooted in empathy, inclusion, and service in his commencement address at Arizona State University. His message affirmed that Christian leadership values such as putting others first, building community, and fostering shared growth remain relevant not only in the church but also in the global corporate world. The session concludes with a time for personal reflection, encouraging each participant to imagine and embody servant leadership in their own sphere of influence whether in their church, educational institution, social organization, or professional work. This reflection is a response to Christ’s example and an answer to society’s urgent need for leaders who serve, not those who seek to be served

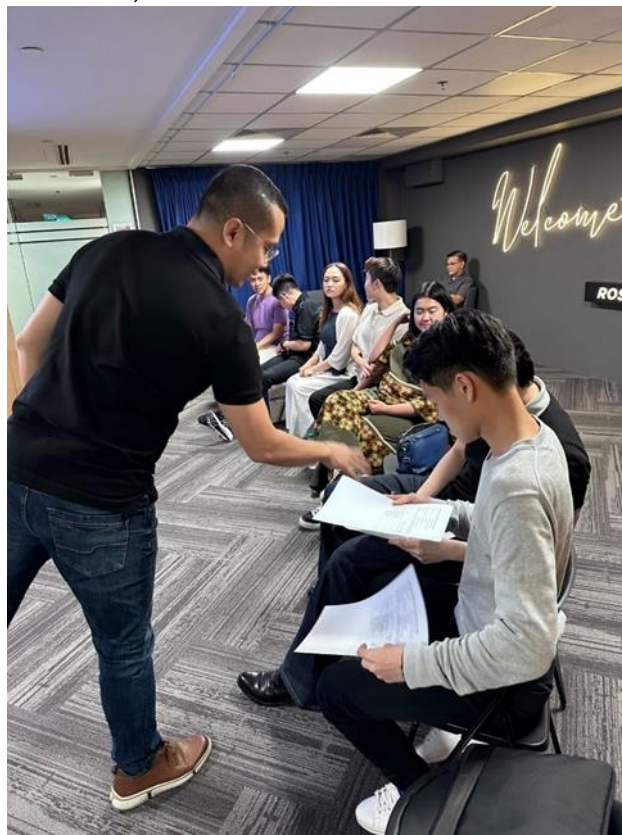


Figure 6. “Workshop “Servant Leadership”

RESULTS AND DISCUSSION

During the implementation of the program, several challenges were found that became evaluation materials for future improvements. First, most AOG participants were new graduates who did not have a concrete business or career plan. This caused several coaching sessions to be less focused because participants were still looking for direction and were not ready to discuss in depth. Second, training materials that covered both professional and entrepreneurial paths often divided the focus of the session, because the needs of the participants were not completely homogeneous. Third, the meeting schedule that took place once a month was considered too infrequent, so that participants lost continuity of learning and experienced a decrease in motivation when the next session began. Fourth, the limited number of participants to only 10 people caused the potential impact of the program to be narrow, even though there were many other young people at ROSC Singapore who also needed similar materials.

CONCLUSIONS AND RECOMMENDATIONS

As a follow-up, several strategic recommendations need to be considered. First, the development of a more structured and thematic curriculum, such as Entrepreneurship and Christianity, will help provide a clearer direction for learning. Second, the activity format can be developed into an online or hybrid, so that it reaches participants across countries and is not limited to ROSC Singapore alone. Third, the scope of participants should be expanded, not only to AOG members, but also young professionals who are interested in studying management and entrepreneurship from a Christian faith perspective. As a guide for the future curriculum, the Vision-Preneur framework is proposed, combining the principles of the Balanced Scorecard with the context of entrepreneurship (Osei-Tutu & Koomson, 2024). This framework consists of four main pillars:

1. Talent: human resource development as a foundation for leadership and spirituality.
2. Operations: efficiency and resilience of business processes.
3. Growth: continuous innovation and impactful expansion.
4. Finance: accountability and financial sustainability.

These four pillars are integrated into one Entrepreneurial Mindset (Boakye and Ng, 2021) which is the main breath of the program—encouraging participants to build businesses that are not only financially profitable, but also socially and spiritually meaningful. This framework is a strategic reference for Christian youth in building a future that has a global impact.



Figure 6 Vision-Preneur Model

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