

## THE 7 STEP PROCESS TO DESIGNING A TRAINING PLAN

Most training plans are designed to fit the desires of and learning styles of the teacher. The following 7 steps are designed to help you to design your training so that it truly accomplishes the vision and objectives you desire but also to provide the participant the training that meets their need in the best method and environment possible for learning. The following order is suggested as the best way to design the training. If later elements are already known from the start, then start with the givens and then go through the rest of the process in this order.

### Overview:

1. What is the purpose of and reasons for (WHY) the training?
2. WHAT will be learned? (Training Objectives)
3. WHO will be trained?
4. HOW will the content be taught so the result is achievement based objectives?
5. WHEN and WHERE is the best time and place to do the training?
6. WHO will facilitate or lead the training?
7. How will the training be EVALUATED?

### Description of each element:

1. **What is the purpose of and reasons for (WHY) the training?** You will be sharing your vision, objectives, and goals that God has shown you from Scripture and how the training fits into those. Also you will share what in the present situation is lacking or is an obstacle to your vision and objectives. Motivations and understanding why are keys to the participant continuing on after the training. For Strategy Coordinators most of their visions will be centered on seeing a movement like in the Book of Acts of reproducing, discipling churches across all segments of their target Unreached people group for the Glory of God.
2. **WHAT will be learned?** (Training Objectives) Each training plan needs to initially lay out exactly what you want the participants to know, do, and be. These should stay focused on what are the pressing needs of the participants (to know, to do, and to be) in order for the purpose of the training to be accomplished. When we are doing church planting training or SC trainings, the objectives should be coming from the Bible so that the result is Biblical churches. The content should be challenging to the participant but not overwhelming. It is best but not always practical to allow the participants to participate in deciding what topics will be covered. In this way their most pressing needs are addressed. Sometimes this is called Just-in-time training.
3. **WHO will be trained?** You will need to decide the type of person you will be training. What are their backgrounds, needs, expectations, learning styles, experiences, etc? What do they already know, do, and be? Do they come with a blank slate on this topic or do they have baggage that must be dealt with? We will construct the training in such a way that best allows the participant to learn in the easiest way. If you decide that the people that will be trained are urban professionals who are very literate but have little free time the training will be different than if you are training rural non-literate farmers who have lots of time. Jesus chose apostles by who obeyed immediately (faithful), was willing to leave everything and do anything Jesus said (available and teachable), and who humbly persevere in trusting Jesus. A

person of F.A.I.T.H. (Faithful, Available, Integrity, Teachable, Humble). For the church planting training it is vital that we set obedience as a prerequisite for the training, otherwise people who are not committed will come and be passive and drag down the others. Also we assume the average believer will be trained.

4. **HOW will the content be taught?** You will need to decide the best method for teaching each of the objectives of the training. Adults usually learn best when there is much dialogue and participation. It usually takes adults 3-7 times hearing something before they really understand it, so repetition is vital (reinforcement). The following are 6 common learning styles that you can use:
- a. *Linguistic* – Learns by reading, writing, and talking. These people are sensitive to the meaning and order of words. They are good at word games, trivia, and oratory. They love to read, write, and talk; and can talk or write clearly with meaning. This is the most common form of educational style in the Western world.
  - b. *Logical-Mathematical* – The ability to handle chains of reasoning and to recognize patterns and order. Good engineers, strategists, researchers, and mathematicians usually fall into this category. These people always are asking the question “why” or “how does that fit together with what I already know”? They think analytically and use “common sense”. They enjoy discussion and battling ideas back and forth to find a solution. They try to find patterns in everything.
  - c. *Auditory or Oral (Hearing)* – Sensitivity to pitch, melody, rhythm, and tone. Musical people usually fall into this category. They like to hear and sing.
  - d. *Bodily-Kinesthetic (Touch or Doing)* – The ability to use the body skillfully and handle objects adroitly. They like to do and be hands-on. These people usually do not like to sit in classrooms and in the United States they commonly are labeled ADD. People skilled in sports, dance, construction, and any body who would prefer to be hands-on rather than theoretical fits into this area.
  - e. *Spatial-Pictorial (Visual)* – The ability to perceive the world accurately and to re-create or transform aspects of that world. These people think in images and pictures. They are good at orienting themselves in 3 dimensional spaces – pilots, photographers, architects, artists, etc.
  - f. *Interpersonal (learn in groups)* – The ability to understand people and relationships. These people like to be in groups and can usually tell what a person is thinking or feeling by their actions. These people like to solve problems in groups and usually are deep feelers. They want to know how others feel and how they can relate to them. Counselors, politicians, negotiators, and networkers fall into this category.

Looking at the people that you will be training, what are the preferred 2-3 styles of learning for your people group? Choose methods that use those learning styles but remain Biblical. Also, how the objectives are taught includes more than just classroom time. Most learning is completed as the participant begins to actually do and be what is taught. Therefore, mentoring is a key part of the learning process. 3 of the most common mentoring styles in use today for church planting is 1) M.O.D.E.L. (Modeling, Observing, Delegating, Encouraging/Evaluating, Leaving); 2) M.A.W.L. (Model, Assist, Watch, and Leave); 3) The 4 quadrant square of Situation Leadership 2.

come to a farm to learning farming, healthcare and Bible can be very advantageous because the students would grow their own food and the profits gained from the farm could be used to support the trainer and on-going needs of the program.

Disadvantages: The students are still out of their area for several months which may be hard for some types of farming and fishing. There also is a travel cost for the participants. The start up and maintenance costs of Short Term Residential programs may be hard to reproduce without some type of support from outside – which means non-reproducibility. Also though a lot of knowledge is learned and more practical skills are learned in this compared to the Long Term Residential, character is not always emphasized. There can be a big problem when people return home if they have problems, can't remember exactly what to do, as well as character issues. In the BOOST program only about 30% of students are successful when they go back after 3 months. When there is on-going follow-up from extensionist then the success rate rises to over 70% and if they are married men with a family with follow-up the success rate is over 90%. The short term residential programs also have a problem of bottle necking and have more students ready to be trained as leaders than their programs can handle. Lastly, Short Term Residential programs do not usually handle the upper level leadership training elements, though theoretically they could.

- c. **Semi or Non-Formal (Extension)** – Examples of this include TEE and Train & Multiply.

Advantages: You can get the practical parts of a residential program without having to leave home for several years or months. Also usually the trainer usually acts as a mentor and since the number of people in each class is less, there can be more individual attention to the student's particular needs. You usually received some type of certificate for completion. If there is a mentor who lives in the area and follows up closely with the student and if the topics can be in an order that is the greatest need for the student then this can be a very advantageous training.

Disadvantages: Many extension trainers have to be paid and have their transportation taken care of. Also, you can not cover all the topics as quickly as you can in a residential program, so the program takes longer than in a residential setting. Third, there is little time for reflection and assimilation because life around you goes on. The material is usual geared toward literate cities where resources are available and many times is very academic (most extension matter is made to prepare people to enter seminary). Since most of these are programmed approaches they have to cover certain topics in a certain order.

- d. **Small Groups (Locally Church Based)** – 1-2 days but trainer and students eat and sleep at home. This or the Non-Formal, I believe, is the best model for training.

Advantages: The cost is minimal or nothing because you meet where you meet as the church and at a time best suited for the students. The participants do not have to leave their livelihood or oikos areas and ministry is done hands-on and bite sized. Each person who has been trained trains others, therefore there is not a bottleneck problem and CPMs are free to run as quickly as possible. There is no cost to pay a trainer because he has a job in the community. Also the topics that are most needed by the participants are covered when they need it. The training is very practical and has much accountability locally to someone who sees your life. The character and skills aspects (which are more caught than taught) are more easily done.

## 5. WHEN and WHERE is the best time and place to do the training?

There are several common places for doing training. Each has its own advantages and disadvantages.

- a. **Long Term Residential (Formal)** – more than 6 months. Examples of this would be any schools such as Seminaries, Bible Schools, and Church Planting Schools where you have to travel to a certain place and live for an extended period of time.

Advantages: You can complete a rather lengthy training in a short amount of time such as 1 year. The training is very intense and you can keep focused on learning and not be distracted by ministry. There is high accountability for learning and credentials are attained. The campus, when done correctly, is a model for Christian living and in the environment much is learned about how to function in community as a believer. Much is caught as you live in a Christian community. Christian community is modeled for many who have no idea how it looks. Also a good residential school will have godly professors who are experts in their field who can help you find Biblical resources and answers to your questions.

Disadvantages: The financial cost of Long Term Residential is great, so it can not be sustained by a small group of poor churches and may not be reproducible. Even in wealthy areas the residential center takes much money to maintain therefore they are usually spread out and most are in urban areas. Most of the learning is only knowledge learning and most skills and character objectives can not be addressed fully in a classroom setting. Since most schools need a large number of students in each class to maintain costs, the teacher to student ratio is high and many students get left behind. Most of the teaching has a time limit therefore the teachers push to finish the course rather than ensuring that all the students have understood. Most Residential programs require a highly educated person to teach which takes a lot of time and money to get. Since most residential programs have a limit to the number of people they can teach at one time, if the residential training is all you have it will bottle neck a CPM. Also, Long Term Residential training usually takes people out of their natural living environment and ships them off to a city. Few desire to return to provincial living once they get use to the city. For a pastor working in a poor community, or working in a persecuted environment, or who has to travel a long way for training, Long Term Residential is not a viable option and will not be much help. Long Term Residential Schools work best for people needing to learn a lot about the Bible (basic need is knowledge) in a short amount of time and the person will be working in wealthy, highly educated cities which are not heavily persecuted and emphasize the need for properly accredited training. A residential school which has become purely academic rather than church oriented, which has a poor example of Christian community or in which the professors never have time to deal personally with students can do more harm than good for the Kingdom. Residential Schools which show little interest in Extension are usually becoming more academic rather than church oriented.

- b. **Short Term Residential** – 1 month to 6 months. Examples of this include the BOOST/PREACH/CWCM training and 6 month church planting institutes.

Advantages: The genius of the Short Term Residential is that it has all the advantages of the Long Term Residential – concentrated learning, model Christian Community, expert teachers, usual some type of certificate - but also is usually practical and does not become academic. Also it does not cost as much since it is not as long a time period and the participant is not away as long from his ministry area. In rural areas, having students

Disadvantages: No mentoring, little skills and character training. Cost may be high. Not a high success rate without follow-up.

- i. **Informal** – more relational than intentional. There is no set curriculum.

Advantages: Very student centered and very OJT. Character is emphasized because relationship is emphasized. Many of us have been mentored in this way in certain character and skills areas without us knowing it.

Disadvantages: Very few actually reach most of the objectives in this environment. This takes a very long time to do it this way. Usually this is best only if there are very few things that need to be taught and it would be awkward to make a formal training relationship.

- j. **1 on 1 Training** –

Advantages: The participants needs are the only focus so it is very practical. The rest of the advantages are the same as the small group.

Disadvantages: Jesus never did training this way. It usually creates co-dependency, where as doing the same thing in a small group of 3-5 gives the same advantages without the disadvantages. It is hard for the student to have everything total catered to his needs and then later the train has to leave. We spend a lot of time training one person when the same amount of time could be used to train 3-5. In small groups if something happens to one participant or the trainer there is still a group to go on and the group is not just learning from the trainer but also the other participants. One on one can mean the student is dependent on the trainer and also if the one student does not produce then the trainer has spent a lot of time with no fruit. The other disadvantages are the same as the small group.

Things to watch out for: God has given the responsibility of training and equipping to the church (Eph 4:11-12). Training schools both formal and non-formal are para-church organizations that are intended to train churches how to do training. When a church leaves the responsibility of training up to the schools, they are abdicating their God-given responsibility. Also be careful of bottleneck training - where you have to go back to a certain place or teacher to get the “best” training. Training should be done in such a way that the participant can train others and not have to send those they want trained back to the original trainer.

6. **WHO will facilitate or lead the training?** Who is the person that can best train or facilitate the training that the people need? This may mean that some parts are taught by one person while other parts are taught by someone else. Of course, sometimes you have limits in finances, time or distance but the best possible person available should be chosen to facilitate. This may mean that you need to train the person who will be leading before they lead. Ideally each mentor is intentionally training in each of the aspects and when he is uncertain about something the mentor and the mentee both go to someone else in the network to find help.
7. **How will the training be EVALUATED?** We do not consider the training objectives met until we see them knowing, doing, and being all that we planned as well as them training others as well. We should base the success of our training on if the participants achieved everything that we and they desired to achieve from the training. This is called achievement based objectives. Sometimes trainers teach with the main focus being getting finished with

Disadvantages: The knowledge content cannot be covered as quickly because of the limitation of time. The accountability and content of the training can erode if not vigilant. There is little time for reflection and assimilation because life around you goes on. The trainer may not be an expert on everything and may not have some of the answers. If there are only a few believers in an area, how to live in community as a believer may not come as quickly.

- e. **Retreats** – 2-5 days. Examples of this include K3, Pagsangkap/Pagtubo, BTCP, G-12 EGR, and many 1 topic retreats such as marriage retreats.

Advantages: This has become very popular for 1 topic for each retreat where they need the participants to get away to concentrate for a few days. Many things can be covered in a concentrated few days. Usually an expert is brought in for each topic. There is some reflection time for this one topic.

Disadvantages: Sometimes the trainer does not see the every day life of the person participating. Paying for the travel, food, etc of the outsider trainer. The training takes a long time because on-going retreats can not be less than 1 month apart, so it takes longer to get a trainer. Several days of night and day retreats can become tiresome. The participants are not always consistent from retreat to retreat so they may have missed certain topics. The big issue is usually the cost. Since they are not sleeping and eating at home there is a cost involved for food and lodging as well as travel which can limit participation.

- f. **Seminars** – 5 days to 3 weeks; some seminaries are now starting programs of formal training in a seminar style.

Advantages: This can be done closer to home. Several topics can be covered in a concentrated amount of time. These along with the mobile residential have been used well to offset the disadvantages of the Small group training with out having a large cost. Usually an expert is brought in for each topic. There is some reflection time for these topics.

Disadvantages: Cost for the seminar. Cost of the trainer to come. An outsider trainer may not see the day to day lifestyles of the participants so character is usually not dealt with.

- g. **Mobile** – May be done for a certain number of days per week or can be the short term residential that moves from place to place.

Advantages: This has been used widely in areas to get training started quickly in an area. This has many of the advantages of the short-term residential but it allows the participants to stay at home, which decreases costs for the participants. All the advantages of the Short-Term Residential, but adds the cost benefit plus the training is done on home soil rather than far away.

Disadvantages: The cost of the trainer's food, lodging, travel, etc has to come from some where. When the training leaves for another area, the model has been a very concentrated method and the participants may not know how to model it any other way. If there are problems, your expert has left.

- h. **Correspondence** – May be done by book, radio, or TV. With correspondence, follow-up is very important. No interaction with the trainer when there is questions.

Advantages: When there is no one locally to train people and there are security issues or accessibility issues that do not allow a trainer to travel in, then correspondence is a way to get at least knowledge and some skill training in an area. The other time that correspondence has been successful is when needing to answer one particular knowledge issue.

the content. As a result they do not stop when participants are not understanding or when the participants have not done their assignment because they are just out of time on that topic and must move on to other topics. This is called outcome based objectives. We should be bearing fruit with our training. Trainers who go from place to place training but never following up or ever evaluating are setting themselves up for spending a lot of time training with little fruit to show for it. Also, participants feed back is important to know if the training really is meeting their exact need. How will you evaluate the training and how will the participants give feed back?

### **Suggestions and Ideas:**

1. Find out where the participants are and start there.  
Boredom and Frustration usually means needs are not being met or the facilitator has not started where the participants are.
2. Create safety and trust in the group, if the training is done in groups.
3. If the training is in a group, then facilitators or mentors need to schedule 1 on 1 time with the participant before, during, and after the training to apply the training to their specific situation and to further help understanding.
4. When there are multiple facilitators and coaches in one training, they should meet together during the training to hear what different people understand and are saying.
5. Don't ever do what the participants can do. Don't ever decide what they can decide.
6. Training should be immediately practiced during or right after the training. They should see the immediate usefulness of the training.
7. PRAXIS – training by doing (practice) with reflection afterwards. If people are expressing that they are overwhelmed then that usually means that there has not been enough reflection and practice before going on to the next topic.
8. Ways to keep their attention: much interaction and dialog, discussion groups, having people to repeat back things said every 20 minutes, frequent breaks, loud noises, stretching, etc.

