

Chapter 1 : Free Discipleship Training Guide

Development Training Manual is designed to ultimately strengthen, improve and effectively facilitate entrepreneurial knowledge and skills gain of young people, women and professionals who manage their own businesses.

Conference The conference method involves a series of carefully planned meetings with specific goals, in which leader and students discuss topics or problems relevant to the overall purpose of the instructional program. Usually the conference leader does not present theory, principles, doctrine, or ways of handling problems. Rather, the group is presented with a topic or problem and members speculate about possible ways of handling it. Solutions may be suggested by members and evaluated by the group through a free exchange of experiences and opinions. Thus, in its purest form, the conference method is a highly practical approach to education or training. Students are not exposed to theory, principles, doctrine, or expertise. Rather, discussions and solutions are derived from their own experiences or ideas and are applied to real-life problems. In this connection, it is important to distinguish between the "free" conference and the "directed" conference. The free conference involves a completely unguided discussion and is usually problem-centered. The agenda is developed by taking a problem-census in which participants suggest potential topics. Solutions are those freely evolved through discussion. The directed conference is more frequently used for training purposes. Here, the conference leader uses a predetermined agenda and each topic on it is discussed. The discussion may be relatively free; more frequently it is guided by the leader who makes sure certain points are covered. In some cases, the discussion is "directed" to the extent that the leader actually manipulates it to reach a predetermined conclusion. The conference method has much to recommend it, especially with reference to training management. For example, relatively inexperienced personnel can be trained to lead conferences. Subject-matter experts are not necessary although such specialists are certainly able to improve the quality of a program. If needed, a step-by-step outline can be developed to include all points to be covered, the actual words to use in opening and closing each session, conclusions to be reached, and similar materials. The method thus permits conduct of training with whatever personnel may be at hand. Furthermore, a skillful leader can control the discussion, thus making sure that school solutions are developed by the group. On the other hand, if the leader is not a content expert, there is much greater risk of superficiality in the discussions. Because of lack of expertise among students discussions tend to skirt issues unless the conference leader can skillfully probe relevant points and raise questions which will give students insight into underlying problems.. In order to accomplish this well, the leader must be sufficiently knowledgeable in content areas to identify both superficial diagnoses and critical issues so that the group can be guided into more meaningful discussions. Learning from the conference method appears to be mainly cognitive, with heavy emphasis upon insight into practical problems gained through the exchange of viewpoints. Although, as its adherents claim, the method possesses potential for changing attitudes, genuine change seems to depend more upon the competence and skill of individual conference leaders rather than upon the method itself. Because the method rests almost solely upon discussion, no opportunity is provided for skill practice. Thus, students get no experience with real behavior under either experimental or practice conditions. Some trainers attempt to overcome this limitation through the auxiliary use of role playing.

Leaderless Discussion The term "leaderless discussion" refers to a group discussion for which a formal leader has not been designated and in which an instructor does not participate. Instead, the influence of the instructor is limited to assignment of a topic, problem, or issue to be discussed. In this way, the content and course of the discussion are determined almost completely by the students. Most commonly, leaderless discussion is used in conjunction with large-group sessions to introduce issues, to generate involvement among participants, and to provide opportunity for the exchange of ideas. When used in this way, the leaderless discussion groups are, in effect, sub-groups of the larger classes. The usual procedure is for the instructor of a large class to divide it into small groups that are then required to discuss some topic, problem, or issue for a specified period of time. The discussion may occur either before a formal presentation to introduce issues or generate involvement or following it to exchange ideas. In either case, the purpose is to generate more effective learning by overcoming the formalities inherent

in large classes through subgrouping and spontaneous discussion. Brainstorming Brainstorming was initially developed in the U. The purpose of brainstorming is to generate ideas or solutions that will help to solve a problem. It works best with people, a recorder and a group leader. The brainstorming method separates idea generation from idea evaluation. Judging ideas halts idea generation and discourages contribution. Screening and evaluation of ideas comes later. The rules for brainstorming are: No critical remarks allowed during generating phase. Piggybacking is building on a team members ideas. Far-fetched ideas are helpful. They are easier to modify than more practical ideas, and they keep the group going. Many ideas make a solution more likely. Evaluation comes after idea generating. The following suggestions will make your brainstorming sessions more successful: State the purpose of the brainstorming session clearly. Have the group members give one idea at a time. Move at a quick pace. Praise the number of ideas only. Praise for good ideas will suppress idea flow. Buzz Sessions A "buzz session" is a brief but intensive discussion held among a small number of participants without advance preparation and with a minimum of formality. In this procedure, a question or issue is posed to a class. Members are then asked to turn to one or several neighbors or to form convenient groups and to engage in discussion for several minutes. Buzz sessions appear to be most useful for introducing issues and problems, and thus, laying groundwork for learning to be achieved from later formal presentations or guided class discussions. Some evidence exists that buzz sessions result in both improved problem solving and participation in class discussions. They do not appear to exert much effect upon attitudes. Topic Discussions Another type of leaderless discussion is the "topic discussion. Advance readings may be assigned to prepare students for the discussion. The instructor may also provide students with a list of issues for discussion, guidance as to questions to be answered, and so forth. In all instances, however, responsibility for the nature and quality of the discussion rests with the students. The topic discussion is useful for identifying issues or for introducing a problem to students. When students discuss a problem prior to a formal presentation such as a lecture or film, their attention becomes focused upon critical issues, and their involvement with formally presented material is greater. Another use for topic discussions is to develop solutions to problems. Here, a limitation is that clear-cut solutions are sometimes difficult to obtain because of lack of the direction that could be provided by a discussion leader. Learning achieved through topic discussions appears to be mainly in the form of increased sensitivity to issues and problems and, in better groups, perhaps a fairly superficial insight into solutions to specific problems. Case Method In general, the case method involves the exposure of students to accounts of concrete situations with some temporal and developmental span in which a variety of factors are at work. The cases are descriptions printed, tape-recorded, or filmed of actual situations from real life. Students discuss them with the objectives of discovering underlying principles, if any, and applying the principles to diagnosis and solution of the problems. Although case discussions may be held with large classes, much of the effectiveness of discussion is lost as size of class increases; the greatest learning seems to be achieved when discussion groups are small. For this reason, the case method is included in this analysis of small-group instructional methods. Several approaches to the study of cases have been developed. In fact, some practitioners consider role playing and even sensitivity training to be derivations of the case method. However, for this report, the distinction will be retained. Here, discussion of the case method will be limited to the Incident-Process method and the abbreviated case. A Case Discussion allows a group to review a printed case which describes an actual situation, together with all surrounding facts, contributing factors, and incidental conditions. Cases are presented to students for considered analysis, open discussion, and final decision as to the action that should be taken. Because cases are lengthy and complex, they must be assigned for reading and analysis prior to the class meeting. At the option of the instructor, written analyses of the cases may be required prior to the class discussion. The instructor plays an active but nondirective role in stimulating discussion and encouraging mature analysis. Composition of the case is a highly important and critical determinant of success with this method. Although single case-discussion sessions may be beneficial, maximum learning occurs from repeated exposure to analysis and discussion of a variety of cases. The quality of the printed case is critical to this method. A teaching case is a carefully designed description of a problem situation, written specifically for the purpose of provoking systematic analysis and discussion. As such, it does not necessarily represent a complete

description of all facts and events. The case must be composed with the objective of creating a challenging problem for the student and the outcome is never revealed - the case is brought to a point requiring decision and action, then it stops. Success of the method requires that cases be structured so as to challenge mature analysis and stimulate discussion. Abbreviated Case Printed When an unabbreviated case method is strictly followed, lengthy advance preparation by students is inevitable. The requirement for full access to all facts and information in the case usually results in a fairly comprehensive printed document. Accordingly, mastery of the case requires students to engage in extensive preparation for in-class discussions. In some instances, such preparation may be desirable and, certainly, intensive analysis of a complex case should be conducive to learning. However, there may be situations when caliber of students or other demands upon student time may preclude extensive preparation. One means for providing students with full access to necessary information and still avoiding the long preparation is the printed abbreviated case. The most important advantage of the abbreviated case is its brevity.

Chapter 2 : CHAPTER 6 Small Group Instruction: Theory and Practice

Inspiring life-changing community in your church by providing everything small group leaders need.

BNEXT provides extensive resources for training small group leaders by means of a 4- 5 hour training course divided into 4 sessions. A church usher team is important to a weekend gathering or service. This usher training manual provides a complete guideline for any church usher ministry. Please keep this copy in your manual regardless of whether or not your. The 3-day instructor-led course, accredited by industry certification body. Small Group Leadership Training Manual. Middle Your coach or ministry leader will frequently communicate with you via email. Points come together as a set. The first session is an exploration of the Biblical Foundation of small groups. Made in the image of God, we too, like the triune God, are to experience a shared unity in relationships. Participants discover small groups as a perfect place to experience that shared unity with fellow believers. The first session is an exploration of the Biblical Foundation of small groups from the Old to New Testaments. Jesus called twelve disciples and taught them in a group – what better way to follow the example of Jesus than in small groups? The early church grew as small communities of believers that could meet in homes in which they experienced spiritual intimacy with the risen Lord and each other by means of the Holy Spirit. Small groups are a great place to share in the same experience of spiritual intimacy. Growing a Small Group. A healthy small group includes a dynamic mix of worship, fellowship Bible study and mission. Small groups move through a cycle from initial excitement to appropriate termination. Small groups that bond together find value in establishing a mutual covenant and developing a mission statement. A spiritually maturing small group leader guides, protects, nurtures, equips others for ministry in following the example of our Lord. The dynamics of a small group are shaped by its various personalities. A skillful leader will be cognizant of who in a group might be a visionary, mediator, spectator, clown, cynic etc. Common has emerged as one of Hollywood. These downloadable resources which can be purchased from our online store will help you train your leaders to be effective in their leadership and direction of their groups.

Chapter 3 : Saddleback Church: SmallGroups

Small Group Leadership Training Manual The Purpose of this Manual This manual is designed to give guidelines to help us to understand what God.

Chapter 4 : Training Manual For Small Group Leaders Leading - groovyprogram

The Small Groups From Start To Finish production pack walks you through 10 clear steps on how to launch a healthy small group program within your youth ministry. Included in all of this information is a download with all resources used in the small group ministry at Saddleback Church.

Chapter 5 : Small Group Resources | Jim Egli

Creating a Trainer's Manual. The Trainer's Manual is a blueprint. It informs the trainer's delivery and guides him or her through the process of knowing and understanding the curriculum, preparing training, gathering needed materials, lesson planning, and one's eventual relationship with each participant.

Chapter 6 : Full text of "ERIC ED Resource Manual for Teacher Training Programs in Economics."

The training programme proposed in the manual aims at strengthening the representative role of associations, their overall management capacity and ability to offer and improve services to its members.