

Paul Timothy Trainers

Consultant's Manual



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You Are a CPM Training Consultant

You converse with ministry leaders and their appointed training officers, about subjects that you know well. You normally do not converse with field personnel, unless their leaders ask you to do so.

Your Tasks

Ministry leaders or training officers call on you, when they want you:

- To assess and “troubleshoot” church planting methods and practices
- To assess and “troubleshoot” training methods and materials
- To measure and to evaluate ministry outcomes, when asked to do so
- To make recommendations on ways in which to improve outcomes
- To demonstrate proven training methods, tools and materials
- To share with ministry leaders your frank, candid observations.

Your Skills

You are able to do the following, or you are learning to do so:

- Discern and distinguish strong training methods from weak ones
- Demonstrate widely-proven methods and materials
- Design monitoring and evaluation guidelines and tools
- Coach leaders and training officers through changes they seek to make.
- Recommend support services available from other ministries

Your Tools

You can employ several kinds of resources, or you know others who can do so. These include:

- Inventories of principles and practices that normally cause outcomes to increase
- Guidelines, manuals and assessment forms, tested and proven in other fields
- The generic planning modules included in this book
- Sample training materials and monitoring tools

Your Procedure

Agree in advance the purpose of your visit and what your host expects from you.

- Dates of your visit and places to which you will go
- Persons whom you will meet and subjects you will discuss with them
- Situations that you will observe and assessments that you will make
- Any demonstrations you will present and any training workshops that you will conduct
- Reports that you will write on observations you made, actions you took and kinds of recommendations you will make.

Of course, your host leaders and officers may modify their request after you arrive.

Your Limits

Unless any of the following is true of you:

- You are not your hosts’ employee; they do not assign tasks to which you do not agree.
- You are not an expert on all topics, so you must tell what you can do.
- You are not an implementer; you do not perform others’ jobs for them.
- You are not a funder, grantor or donor, so you do not find money in behalf of others
- You are not a cultural insider, so you cannot demonstrate methods in the field.

Your Aim

Whilst you may present a one-off training workshop or demonstration for a ministry, your aim is to enter into a long-term advisory role with leaders, by which you and they discover and implement highly reproductive methods that multiply leaders, disciples and churches.

How to Employ these Modules

These modules describe actions that leaders and mentors are to undertake. Your task is to recommend modules that they can employ in their work.

1. Become familiar with the topics dealt with in the modules.
2. Review the index and read through modules that look like they relate to local needs.
3. Understand the meaning of the terms in the modules:

Vision: A statement that describes how we hope things will look in the future.

Model: A biblical personage who can serve as an example of the actions the recommends.

Goal: A statement of changes that this will help workers to accomplish.

Learning objectives: Specific ideas that workers will learn, attitudes they will adopt and actions they will implement.

Training activities: Formal subjects that mentors will teach, non-formal experiences learners will gain in the field, and informal ways in which learners will adopt new attitudes.

Studies: Biblical text references and training materials that deal with the subject.

Assignment: Particular biblical texts and materials that mentors and learners agree to study.

Date assigned: When mentor and learner agreed on training activities and study materials.

Date verified: When mentor and learner agree that the activities were done and materials studied.

Output indicators: Ways in which learners and mentors will know that they have implemented their assigned activities and studies. Outputs are what trainees do.

Outcome indicators: Ways in which to verify changes that have happened in the field. Outcomes are what others accomplish.

Assessment: Examination scores from formal learning. Written reports on agreed activities, outputs and expected outcomes.

Mentor's signature: Mentor is any person who provides training, advice or oversight. A signature attests to a learner's having followed an agreed plan.

4. As you discuss situations with leaders and officers, consult any of the modules that deal with needs.
5. Edit the to fit local needs. If no seems to fit their needs, then write up a new module, following the template supplied in **Appendix A**.
6. Recommend a suitable module to a leader or mentor for each situation with which they want help. Consult the Table of Contents and **Appendix B**.
7. Provide a copy of the module to a mentor. If the mentor's learners are literate, then the mentor can provide a copy of it to them, as well.
8. When mentors meet with their learners, they agree on a plan made from the module. Next time they meet, they review that plan and make a new plan.

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

A0: Introduction to PTT

Model: Jesus

Goal: All leaders empowering apprentices to multiply churches and to train new leaders.

Learning Objectives

Knowledge: Describe skills and activities that drive church planting movements.

Attitude: Envision churches multiplying and leaders reproducing.

Practice: Implement and supervise on-going training where you are responsible.

Training Activities

Formal: Describe to ministry leaders structures, personnel and modules that facilitate PTT.

Non-formal: Assess with regional and local leaders their personnel's learning needs.

Informal: Choose PTT modules suitable to each apprentice leader's learning need.

Studies

Biblical: Matthew 10. Mark 6. Luke 9; 10. Revelation 2 & 3.

Materials: T&M Student Activity Guide, Introduction.

P-T 1, 2, 3, 4 Introduction

MentorNet 44 Guidelines for training CPers & Shepherds on the job

JUMP Orientation, 13:1-c, 2a

Storybook III-06

RPT 1 Permit the setting to shape your methods

58 List optional studies in a training menu

CMG 08b,d,e. On-going renewal, prayer for spiritual reproduction

12m. Help new leaders to take pastoral responsibility as soon as possible

12n. Avoid overwork by turning problems over to new elders

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Ministry leaders issued a decision to adopt PTT. _____
- One or more training supervisors were appointed. _____
- PTT modules were translated into users' languages. _____

Outcome Indicators

- In introductory workshop was held with training supervisors. _____
- Training supervisors followed PTT modules in training leaders. _____
- Supervisors signed off their apprentices' completed PTT modules. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

A1: Develop Leaders' Ministries

Model: Jethro

Goal: Help leaders develop their ministry, as you and they hear God's voice and lead His people.

Learning Objectives

Knowledge: How to write up Statements of Vision and Mission.

Attitude: Envision your co-workers' success.

Practice: Update Vision and Mission statements and plans.

Training Activities

Formal: Review ministry-wide reports and planning documents, if any exist.

Non-formal: Learn field realities from experienced workers by accompanying them in their work, coaching by email, chatting, phone calls, workshops, or face-to-face meetings.

Informal: Listen carefully to workers who talk about their dreams and field realities.

Studies

Biblical: Exodus 18:19-22. Acts 16:8-12. Romans 15:15-21.

Materials: T&M Activities 49, 70; booklet 24

MentorNet 33 Coaches Empowering Shepherds

P-T 102 Mentor new shepherds like Paul did.

JUMP 06-1a Discern and develop leaders' identity, gifts & limitations

RPT 22 Oversee work in a region in a liberating, reproductive way

CMG 16o,q; 17a. Rate training by trainee's output, model skills, mobilize.

06h. Detect gifts by freeing workers to serve new churches or cells

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Identified and visited every apprentice. _____
- Asked God to reveal to every ministry leader a vision and a ministry description. _____
- Read existing ministry document, plans and reports. _____

Outcome Indicators

- Pray with every ministry leader for whom you have responsibility. _____
- Every ministry leader recites his from memory his vision and mission statements. _____
- Wrote a one-year strategy plan with every ministry leader, from his vision & mission. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

A2: All God Requires

Model: Timothy

Goal: Coach shepherds to help their flocks do all that God requires of a Christ-centred community, as Timothy did.

Learning Objectives

Knowledge: Know the elements of a coaching session.

Attitude: Love apprentices gatherings.

Practice:

- Train new leaders like Christ and Paul did, modelling skills, discussing truths and planning fieldwork.
- Keep being Timothy at least until a new shepherd's flock is doing all vital N.T. ministries.
- Use the *PTT Menu* to select resources when needed.
- Develop Timothy's skills to coach new workers, or experienced workers who are expanding their ministries.

Training Activities

Formal: Describe and practice live mentoring sessions.

Non-formal: Have apprentices do the same with their churches' leaders.

Informal: Listen, discuss and counsel leaders as unplanned opportunities arise.

Assigned Studies

Biblical: Exodus 18. Mark 6:7-13, 30. Colossians 1 & 4. 2Timothy 2:1-2.

Materials: T&M Activity 22, 43; booklet 7, 60
P-T 11 Church ministries, menu of vital activities
JUMP 06-1c Release many for ministry, including women
RPT 21 Develop all activities that God requires a flock to do
CMG 17b. Help your people do gift-based ministries
Other

Assignment: Describe the activities and relationships you find in those biblical texts.

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed Jesus' and apostles' requirements for gatherings. _____
- Worker assessed needed growth in his and apprentices gatherings. _____
- Worker laid a plan to strengthen his and apprentices gatherings in areas of weakness. _____

Outcome Indicators

- Worker and his apprentices taught on NT requirements in their gatherings. _____
- Worker and his apprentices introduced required activities into their gatherings. _____
- Worker and apprentices reported on how gatherings have grown as the NT requires. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Moses legislated laws. Timothy coached in grace.

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

A3: Reclaim Territory and Peoples

Model: Joshua

Goal: Learning from Joshua and other leaders, reclaim territory and people groups from the enemy.

Learning Objectives

Knowledge: How training chains form, extend, function, reproduce, and reorganize, as new churches reproduce.

Attitude: Trust the Holy Spirit to gift, to empower and to guide new workers.

Practice:

- Implement your own plans that you and your Moses pray about, agree on and learn to do, together.
- Raise up new leaders of 10s, 50s, 100s and 1000s in a continually expanding network of churches.
- Extend generational 'chains' of leaders who mentor newer ones, as Paul and Timothy did.

Training Activities

Formal: Prepare plans, draw maps.

Non-formal: Consult with co-workers in the field and help them to plan and map.

Informal: Talk up reproduction with other workers and swap stories of success and failure.

Assigned Studies

Biblical: Psalm 2; Exodus 17:8-16; 18:19-26; 2 Timothy 2:1-2

Materials: T&M Activity 20, booklet 52

MentorNet 51 Seeing the Harvest through Simple Maps

P-T 75 Travelling teams reaching neglected places.

JUMP 03-1b Adopt a neglected people group and take steps to disciple it.

RPT 13 Find pointers to Christ in pagan lore

CMG 13b; 18a,b,c. Choose field, bond, evaluate outreach, career counselling,

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed history of Joshua and Caleb. _____
- Worker and mentor reviewed Book of Acts on reaching ethnic communities. _____
- Worker laid a plan for himself and his apprentices to reclaim peoples and lands. _____

Outcome Indicators

- Worker and apprentices taught in congregations of reclaiming peoples and lands. _____
- Worker and apprentices identified next peoples and places to reclaim. _____
- Worker and apprentices conducted prayer walks and enter homes where invited. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

B1: Apprentice Evangelists

Model: Barnabas

Goal: Take apprentices along when proclaiming the gospel, as Barnabas did for Saul, at first. (Modules might include names & addresses of assistant mentors. Luke 10 stuff.)

Learning Objectives

Knowledge: Model networks of generational training chains.

Attitude: Trust the Holy Spirit to distribute gifts, and empower apprentice workers.
Comfortable delegating and releasing power and persons.

Practice:

- Mentor apprentice church planters.
- Pray for harvesters, and send them to ripe fields in twos or more.

Training Activities

Formal: Review Jethro's advice to Moses, and Paul's several missionary teams.

Non-formal: Hold review and plan sessions with apprentices.

Informal: Travel, lodge, relax and work together.

Assigned Studies

Biblical: Luke 10:1-17; Acts 11:19-30; 13:1-5; 14:19-23

Materials: T&M Activity 6;booklets 2, 5, 32
P-T 103 Train Novice Leaders as Jesus and Paul Did
JUMP 01-1a, 2a Mobilize many to witness
CMG 13e. Help task groups to make new disciples the way Jesus commanded
16e,i. Apprentices apply teaching to lives, train other leaders.
16l,t. Focus on needs, develop caring relationship
16v. In planning sessions, keep apprentices of the same level together

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker demonstrates from Scripture that apostles had apprentices. _____
- Worker identifies potential apprentices and prays for them by name. _____
- Worker lays an action plan to take apprentice evangelists with him. _____

Outcome Indicators

- Worker and apprentices take others along with them when evangelizing. _____
- Assistant evangelists become competent and induct other assistants. _____
- Evangelistic teams continually carry the gospel to neglected households. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

B2: Work through Children of Peace

Model: Lydia

Goal: Find and work with a 'child of peace' who receives God's workers within a neglected community.

Objectives

Knowledge: Jesus instructions to the 12 and the 72 about entering homes of the receptive.

Attitude: By faith, expect God to prepare households to receive the Good News.

Practice: Seek to enter the household of 'children of peace' over random witnessing.

Activities

Formal: Prepare methods and materials to present to households when invited to do so.

Non-formal: Prayer-walk with workers, neglected communities, looking for a child of peace.

Informal: Take apprentices workers into households where they can relate in normal ways.

Studies

Biblical: Acts 16:11-15, 40.

Materials: T&M Activities 3, 20; booklets 2, 15, 16, 17, 52

MentorNet 32 Man of Peace

P-T 45 A Tax-collector Welcomed Sinners to his House

JUMP 01-1c Let the gospel flow through networks

RPT 8 Find a hospitable person of peace

CMG 10f. Find neglected people, child of peace, work in that social web

10i. Give ample time for the Holy Spirit to convince an entire family

11e. Help family heads who are new in the faith to lead gathering meetings

11f. In hostile societies, let new believers decide how to testify for Christ

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor review the biblical teaching on children of peace. _____
- Worker compiled stories from the Acts and wrote guidelines on children of peace. _____
- Worker laid a plan to guide apprentices in seeking out children of peace. _____

Outcome Indicators

- Worker reports on finding children of peace and evangelizing their household. _____
- Worker's apprentices report on evangelizing households of children of peace. _____
- Worker reports data on households penetrated and on those baptized. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

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B3: Let the Good News Flow

Model: Cornelius

Goal: Let the Good News flow from friend to friend and among kin within their social networks.

Learning Objectives

Knowledge: The priority of working existing social networks over mass methods.

Attitude: Trust seekers and believers to identify receptive others and to relate the Good News.

Practice: Let the Good News flow from friend to friend and among kin within their social networks

Training Activities

Formal: Map out existing social networks of believers and seekers, identifying households.

Non-formal: Plan with believers whom they will evangelize, how and when.

Informal: During visits in homes of seekers and believers, inquire about friends and kin who would like to hear the Good News.

Assigned Studies

Biblical: John 1:40-41; Acts 10:24-33; 16:14-15, 30-34

Materials: T&M Activity 3; booklets 2, 15, 16

P-T 50-55 Family & friends gather to hear about Jesus

JUMP 05-3c Keep on multiplying home groups or cells.

RPT 9 Proclaim the good news with a power that keeps it flowing

CMG 10b. Evangelize within existing networks of relationships

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical examples of gospel sharing within networks. _____
- Worker identified the places and ethnies of current believers' social networks. _____
- Worker laid a plan to make social networks the main arena for evangelistic action. _____

Outcome Indicators

- Workers and apprentices have made social networks their main evangelistic arena. _____
- The Good News is flowing within social networks. _____
- The Good News is bearing fruit as more households come to faith in Jesus. _____

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

B4: Ascended Christ

Model: John

Goal: Present the risen, ascended, living Christ who is in us, and we in Him.

Learning Objectives

Knowledge: Know the theology of union with Christ.

Attitude: Believe in union with Christ.

Practice: Affirm union with Christ.

Training Activities

Formal: Learn the theology of union with Christ.

Non-formal: Teach the theology of union with Christ.

Informal: Experience the reality of union with Christ.

Assigned Studies

Biblical: John 20. Colossians 2:6-15. 1 John 2:20-29

Materials: T&M Activity 10, Booklet 34

P-T 61-63 Spirit-filled life & character transformation

MentorNet 56 Let Believers Experience the Presence of Christ

JUMP 14-2c Enable everyone to participate in solemn praise

RPT 25 Lead with the Spirit's power; do not simply enforce rules

CMG 04c. Assure believers of Jesus' loving presence & indwelling Holy Spirit

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker taught back to his mentor essential truths about unity with Christ. _____
- Worker compiled biblical passages and practical teachings on unity with Christ. _____
- Worker laid a plan to introduce biblical teaching and experience of Christ in us. _____

Outcome Indicators

- Worker and his apprentices implemented worker's plan by teaching in churches. _____
- Worker's and his apprentices' congregations practice experiencing Christ in them. _____
- Believers in congregations report and testify about their experience of Christ in them. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

One practical implication of union with Christ is the authority that Christ shares with his follower.

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B5: Good News and Power

Model: Peter

Goal: *Proclaim the Gospel with power:* Jesus' death and resurrection; forgiveness for all who repent.

Learning Objectives

Knowledge: The original, apostolic Good News, as Jesus outlined it and the apostles proclaimed it.

Attitude: Confidence in the power of the Good News to bring salvation to all who believe it.

Practice: Keep the Good News flowing between households that have it and those that do not.

Training Activities

Formal: Study and outline the Good News. Memorize the message.

Non-formal: Proclaim, sing, dramatize, recite the Good News in receptive households.

Informal: Recount and discuss casually the Good News with whoever is willing to listen.

Assigned Studies

Biblical: Luke 24:46-48; Acts (eight apostolic sermons); 1 Cor. 15:1-8.

Materials: T&M Activities 20, 55; booklets 37, 52, 55

P-T #53 Witness for Jesus with the Spirit's power

JUMP 01: 1b Witness in the power of the Holy Spirit

Storybook I-4, Escape Powers of Evil & Death

RPT 34 Dramatize biblical events

CMG 03b. Holy Spirit's conviction and repentance.

10a. Deal wisely with the seeker who is not yet firm in the faith

10d. Recount redemptive events, in stories of scripture

10e. Help new believers to pass on the good news at once

15g. Give missionary trainees practice in effective witnessing

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker told the original gospel story to his mentor and fellow learners. _____
- Worker proclaimed the gospel in homes in the company of others. _____
- Worker demonstrated the use of agree gospel materials. _____

Outcome Indicators

- Worker and his apprentices proclaimed the gospel at agreed venues. _____
- Worker and his apprentices taught the original gospel story to believers. _____
- Believers from worker's apprentices' churches are proclaiming the gospel. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

B6: Pray for Healing

Model: Elisha
Goal: Pray for *healing*.

Learning Objectives

Knowledge: Know the NT teaching about physical, emotional and spiritual healing.
Attitude: Expect God to answer prayer for healing.
Practice: Pray for the sick to be healed, in evangelism and in pastoral care.

Training Activities

Formal: Learn the NT teaching about physical, emotional and spiritual healing.
Non-formal: Introduce prayer for the sick in evangelism and in worship gatherings.
Informal: Pray for physical, emotional and spiritual healing as part of pastoral care.

Assigned Studies

Biblical: 2 Kings 4:18-37. Luke 10:8-9; 1 Corinthians 12:9, 38. James 5:13-20.
Materials: T&M Activity 5; booklet 25
MentorNet 71 Integrate Healing with Evangelism and Church Planting
P-T 92 Healing in Jesus' name.
JUMP 07-1c Pray for the sick and demon-oppressed
RPT 10 Pray for healing of body, heart and soul
CMG 08a. Pray using Jesus' name
Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor review teaching on spiritual, emotional and physical healing. _____
- Workers pray together for known cases of spiritual, emotional and physical needs. _____
- Worker lays plan to introduce prayer for healing in gatherings and in evangelism. _____

Outcome Indicators

- Workers' and apprentices' report on healing effected in gatherings and families. _____
- Worker compiled reports on healing effected and lessons learned about healing. _____
- Evangelists and church planters report on healing effected in outreach efforts. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

B7: Wage Spiritual Warfare

Model: Elijah
Goal: Wage *spiritual warfare*; bind the 'strong man'.

Learning Objectives

Knowledge: Understand how Sin, Satan and Society hold folk in bondage.
Attitude: Have confidence in the powerful name of Jesus to break bondage.
Practice: Employ the authority gave to bind and to loose through agreement in prayer.

Training Activities

Formal: Learn the theology of the cosmic conflict and Jesus' victory over Satan at the Cross.
Non-formal: Lead believers into targeting deliverance prayer on communities and households.
Informal: Practice deliverance prayer on known persons and households held in bondage.

Assigned Studies

Biblical: Mark 3:27; 9:17-29; 1 Cor 6:9-11.
Materials: T&M Activities 2, 24, 25; booklets 13, 25, 62
MentorNet 58 Don't Let Government Laws Over-ride God's Guidelines
P-T 95 Free from Satan in Jesus' name
JUMP 07 Prayer and Spiritual Warfare
Storybook I-4: Escape Powers of Evil & Death
RPT 28 Watch out! Here come wolves, 29 Resist demons in a biblical way
CMG 08a Pray using Jesus' name
16s. Avoid modelling values rooted in the paganism of your own culture
Other

Assignment: _____
Date assigned: _____
Date verified: _____

Output Indicators

- Worker and mentor review biblical teaching on spiritual warfare and binding evil. _____
- Worker marshalled teaching materials suitable for mentoring on spiritual warfare. _____
- Worker laid plan to introduce spiritual warfare praying into congregations. _____

Outcome Indicators

- Worker and apprentices reported on teaching how to conduct spiritual warfare. _____
- Worker and apprentices reported on effective spiritual warfare practices. _____
- Localities, ethnic groups and households report freedom from oppression. _____

Assessment

Exam score: _____
Work plan on file: _____
Mentor's signature: _____
Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

B8: Baptise to Confirm Faith

Model: Philip

Goal: *Baptize* new believers as Philip did, without needless delay, to confirm their faith and repentance.

Learning Objectives

Knowledge: The biblical teaching on baptism. Baptism's importance for confirming faith.

Attitude: Faith in the Spirit's work of regenerating the repent who come for baptism.

Practice: Baptize new believers as Philip did, without needless delay.

Training Activities

Formal: Read Scripture and studies on baptism.

Non-formal: Attend baptisms. Practice performing baptisms. Discuss issues with a mentor.

Informal: Remind troubled believers of all that their baptism means in relation to the death, burial, resurrection and new life of Jesus, to whom believers are united through baptism.

Assigned Studies

Biblical: Matthew 28:18-20. Acts 2:37-41; 10:44-48; 16:30-34 1 Peter 3:21.

Materials: T&M Activity 4; booklet 1

MentorNet 55 Keeping New Believers Faithful

P-T 52 Baptise, confirm repentance and faith.

JUMP 01-1d Confirm repentance by baptizing without undue delay.

Storybook II-2: Baptize

RPT 15 Baptize without delaying for legalistic reasons

CMG 04b. Confirm salvation with baptism without excessive delay.

10a. Deal wisely with the seeker who is not yet firm in the faith.

10j. Help seekers to affirm verbally the essential gospel truths

10k. Avoid manipulating people into making emotional decisions

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Report on study of NT teaching about baptism. _____
- Demonstrate ability to baptise in an agreed, culturally-appropriate manner. _____
- Lay a plan to baptise newly-repentant folk without undue delay. _____

Outcome Indicators

- Baptismal candidates have been contacted, prepared and made ready. _____
- All current believers have been baptised. _____
- Congregations are often baptising the newly repentant without undue delay. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

B9: Perseverance through Persecution

Model: Daniel

Goal: *Persevere* in extending Jesus' reign in spite of persecution.

Learning Objectives

Knowledge: Know Jesus' instruction for those who are being persecuted.

Attitude: Experience the grace that God gives to those who are being persecuted.

Practice: Visit those who are persecuted or in prison for their faith, and encourage them.

Training Activities

Formal: Discuss what to do and say when visiting those who are persecuted.

Non-formal: Plan to visit those who are persecuted or in prison for their faith, and encourage them.

Informal: Visit those who are persecuted or in prison for their faith, and encourage them.

Assigned Studies

Biblical: Matthew 10:16-33. Mark 10:30. Romans 8:35. 2 Thessalonians 1:4. 2 Timothy 3:11.

Materials:	T&M	Activity 25; booklet 62
	P-T	#94 Enduring persecution
	MentorNet	#62 Moving Our Churches 'Underground'
	JUMP	07-2d Deal positively with unjust opposition from those in power
	Storybook	III-12: Talk with God
	RPT	49 When storms rage, stay focused on crucial objectives
	CMG	13c. Evangelize victims of brutal discrimination in resistant fields
	Other	

Assignment: Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical examples of persevering under persecution. _____
- Worker and mentor agreed on a strategy for persevering under persecution. _____
- Worker laid a plan to persevere wisely in regions suffering persecution. _____

Outcome Indicators

- Worker persevered in his strategy in spite of persecution. _____
- Worker's apprentices persevered in their strategy in spite of persecution. _____
- Worker reported on strategic advances made in the face of persecution. _____

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

C1: Repentance and Baptism

Model: John the Baptist

Goal: Call people to *repent* and *be baptized*. (Explain repentance, which is, since Pentecost, inextricably linked to faith in Christ and the Holy Spirit's conviction.)
Consider as part of this goal that trainees would be convinced to

Learning Objectives

Knowledge: Know the meaning and evidence of repentance, according to the NT.

Attitude: Seek repentance instead of calling for conversion rituals, before baptism.

Practice: Offer opportunities to repent from unbelief and to get baptized.

Training Activities

Formal: Learn how to recognize the same and how baptism confirms repentance.

Non-formal: Teach believers how to call for repentance and how recognize the same.

Informal: Share with seekers how to repent and how to request baptism to confirm repentance.

Assigned Studies

Biblical: Matthew 21:28-32. Luke 18:10-14. Acts 2:37-41 10:44-48 19:1-7

Materials: T&M Activity 4; booklet 1

MentorNet 55 Baptism, importance in encouraging new believers

P-T 51, 52 Baptise, confirm repentance and faith

JUMP 01-1d Confirm repentance by baptizing without undue delay.

Storybook II-1, 2: Repent, Believe, and Receive the Holy Spirit

RPT 15. Baptize without delaying for legalistic reasons.

CMG 03a & 04a. Importance of repentance, God's purpose for baptism
10m. Follow up conversion with baptism, communion without delay
10n. Assure converts at once that you and God love & accept them
11b. Aim for repentance born of Holy Spirit, not mere decisions

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker explained how to call for repentance. _____
- Worker made repentance a part of his gospel proclamation. _____
- Worker planned to make baptism a confirmation of repentance. _____

Outcome Indicators

- Repentance and baptism replaced unbiblical, Western conversion rituals. _____
- Numbers of sinners submitted to baptism to show their repentance. _____
- New believers recall their baptism as their act of repentance. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

C2: Communion

Model: Upper room disciples

Goal: Call believers to celebrate *Communion* with Christ and each other.

Learning Objectives

Knowledge: Know what Jesus commanded about communion, and what the apostles practiced.

Attitude: Experience together the presence of Christ through the Lord's Supper.

Practice: Hold appropriate, participative, worshipful communion celebrations.

Training Activities

Formal: Examine the Lord's supper in Scripture and review its theological theories.

Non-formal: Celebrate the Lord's supper in a variety of ways in temporary training gatherings.

Informal: Introduce appropriate, participative, worshipful communion celebrations in gatherings.

Assigned Studies

Biblical: OT sacrifices. Isaiah 53. Acts 20:7. 1 Corinthians 10:15-22; 11:17-24.

Materials: T&M Activity 10; booklet 18

MentorNet 55 Lord's Table, important in encouraging new believer

P-T 105 The Lord's Table (Communion)

JUMP 14-1b Experience God's presence in celebrating communion

Storybook II-6: Break Bread

RPT 17 Worship and break bread in a way that fits small flocks

CMG 07a,c,d. Break bread, avoid rationalist view, let God give *koinonia*

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker celebrates communion along with other apprentices. _____
- Worker leads other apprentices in celebrating communion. _____
- Worker has an action plan to celebrate communion in his congregation. _____

Outcome Indicators

- Worker led congregation in communion. _____
- Worker's apprentices led congregations in communion. _____
- Worker's and apprentices congregations celebrate communion regularly. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Brainstorm various culturally resonant ways to explore the various aspects of sacrifice, fellowship, and anticipation that are inherent in the Lord's Supper. BG

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

C3: Love believers

Model: Dorcas

Goal: Show love for fellow believers by serving them in time of need.

Learning Objectives

Knowledge: Learn the basic commandments of Jesus and the fruit of the Spirit.

Attitude: Value loving actions amongst believers above all other spiritual evidences.

Practice: Show *love for fellow believers* by serving them in time of need.

Training Activities

Formal: Learn the NT examples of loving action.

Non-formal: Plan for times of sharing needs with in gatherings and every day.

Informal: Have believers call on each other to show loving compassion.

Assigned Studies

Biblical: John 15:7-17. Romans 12:9-21. 1 Corinthians 13. Gal. 6:9-10. 2 Cor. 9

Materials: T&M Activities 13, 41; booklet 21, 40

P-T 69-73 Showing love in a practical ways, 20-24 Counselling

JUMP 08 Develop sensitivity to needs, and meet them with love

Storybook II-4 Love

RPT 26 Cultivate the fruit of the Spirit

CMG 06a & 06d. Teach believers to love God and others, serve the needy

05c. New believers become disciples in a loving church body

05f. Teach with loving authority

06c. Give new believers much loving care while they learn discipleship

15e. Help workers to love and esteem God's church

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical teaching on loving service to needy believers. _____
- Worker and mentor compiled guidelines on loving service to needy believers. _____
- Worker laid a plan to ensure all congregations practices _____

Outcome Indicators

- Worker's congregations show loving service to believers in need. _____
- Worker's apprentices' congregations show loving service to believers in need. _____
- There are destitute members in regular fellowship with congregations or cell groups. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

C4: Show love for neighbour

Model: A good Samaritan

Goal: Show love for neighbours in need, especially in emergency relief.

Learning Objectives

Knowledge: Know Jesus NT teaching on showing love to fellow human beings.

Attitude: Esteem practical good deeds and social development projects.

Practice: Respond actively to social needs and to disasters.

Training Activities

Formal: Develop a theology of good works and guidelines for cooperative efforts.

Non-formal: Have congregational leaders propose projects to bring relief to the needy.

Informal: Have believers watch out for opportunities and report these in their gatherings.

Assigned Studies

Biblical: Matthew 24:31-46. Luke 10:25-37. Gal. 6:9-10 2 Cor. 9

Materials: T&M Activity 68
P-T 69 Showing compassion by helping others
JUMP 08-1b Show love for neighbours in practical ways
Storybook III-10 Care for the Sick, Needy & Mistreated
CMG 06e. In poverty areas wed church planting to development work
09c. Avoid causing dependency, resentment when fighting poverty
Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed Jesus' teaching on mercy and relief for the poor. _____
- Worker and mentor compiled guidelines on mercy and relief for the poor. _____
- Worker laid a plan to include mercy and relief for the poor in current ministries. _____

Outcome Indicators

- Worker and apprentices report on their analysis on needy in their work regions. _____
- Worker's and apprentices' congregations got engaged in fresh initiatives to the poor. _____
- Mercy and relief to the poor became on-going components of congregational action. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

C5: Forgive Offenders

Model: Joseph

Goal: Show *loving forgiveness* for those who have mistreated you.

Learning Objectives

Knowledge: Know Jesus' and NT teaching on forgiveness from God and for others.

Attitude: Forgive one another sincerely, from the heart.

Practice: Christians seek out those they have offended, asking to be forgiven.

Training Activities

Formal: Review NT teaching on forgiveness.

Non-formal: Teach on forgiveness in gatherings, especially at the Lord's supper.

Informal: Plan with believers to receive and extend forgiveness between each other.

Assigned Studies

Biblical: Genesis 50:15-21. Matt 5:21-26; 18:21-35. Ephesians 4:32. Colossians 3:13.

Materials: T&M Activity 7; booklets 7, 30, 33

JUMP 10-2a: Resolve conflicts and correct unruly behaviour in love and meekness

Storybook II-4: Love

RPT 36 Boldly affirm the Almighty's forgiveness

CMG 11d, 14k. Use the promised *keys* to release from sin, forgive others

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical teaching on forgiving and forgiveness. _____
- Worker and mentor gathered or wrote teaching material on forgiving and forgiveness. _____
- Worker laid plan to teach on forgiveness in apprentice's gatherings. _____

Outcome Indicators

- Worker and apprentices taught on forgiving and forgiveness in gatherings. _____
- These reported on how believers have forgiven one another and enemies. _____
- These reported on how believers have restored broken relationships of all kinds. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

C6: Good Stewards

Model: Joseph

Goal: Prove to be good *stewards* of what God has given us. (giving)

Learning Objectives

Knowledge: Learn a theology of providence and biblical guidelines for stewardship.

Attitude: Expect God to bless new believers and for these to give generously to meet needs.

Practice: Believers regard all of creation as God's, and themselves as stewards thereof.

Training Activities

Formal: Study on divine providence and work up guidelines for stewardship.

Non-formal: Work into weekly ministry plans to teach on giving to meet urgent needs.

Informal: Demonstrate biblical stewardship of goods and generous giving to meet needs.

Assigned Studies

Biblical: Genesis 1:27-31. Luke 6:37-38. 2 Corinthians 8:1-15. Gal. 6:9-10. 2 Cor. 9

Materials: T&M Activities 15, 42, 68; booklet 3

P-T 58-60 Stewardship, use well what God entrusts to us

JUMP 11-1a Teach and practice stewardship in all areas of life

Storybook III-13: Steward God's Resources

RPT 30 Let the poor give sacrificially

43 Make sure mission funds meet real needs

CMG 09a & 09b Obey Jesus' command to give, escape poverty by giving

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker teaches his congregations biblical stewardship practices. _____
- Worker sets up an account book in his and apprentices' congregations. _____
- Worker and apprentices informs their congregations of giving opportunities. _____

Outcome Indicators

- Congregations give significantly more than they did at their beginning. _____
- Church treasurers render regular financial reports to congregations. _____
- Congregations finance their own ministries and church planting projects. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

C7: Pray and Intercede

Model: Mary

Goal: Pray passionately to praise God and intercede for others.

Learning Objectives

Knowledge: Know biblical commands to pray and promises to those who do.

Attitude: Remain totally dependent on God to accomplish everything of eternal value.

Practice: Pray passionately to praise God and intercede for others.

Training Activities

Formal: Compile and memorize biblical commands to pray and promises to those who do.

Non-formal: Have all leaders plan to make prayer part of every meeting, gathering and ministry.

Informal: Pray mentally throughout the day and pray spontaneously over every need and challenge.

Studies

Biblical: 1 Kings 13:36-39. Matthew 18:18-20. Acts 4:24-31. 1 Timothy 2:1-8.

Materials: T&M Activities 19, 64; booklets 47, 57
P-T 90 Shepherds: Praying with effective faith
JUMP 07-2a Practice prayer & intercession as part of church life and renewal
Storybook II-5 Pray
RPT 27 Listen as the Lord speaks through His Word
CMG 08c. Practice personal and family prayers and intercession
Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Inquired of all apprentices about current intercessory needs of their congregations. _____
- Compiled and memorized biblical commands and promises on praise and intercession. _____
- Laid a plan to introduce praise and intercessory prayer. _____

Outcome Indicators

- All congregations have laid plans to ensure praise and intercessory prayer. _____
- Including praise and intercession in all mentoring and training sessions. _____
- Apprentices report from congregations their prayer practices and God's answers. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

C8: Teach God's Word

Model: Ezra

Goal: *Teach* God's Word, making disciples and shepherding God's people.

Learning Objectives

Knowledge: Know how to prepare bible teaching and messages.

Attitude: Have confidence in the power of God's Word to transform sinners and grow saints.

Practice: Make bible discovery a part of most seeker, seeder and feeder gatherings.

Training Activities

Formal: Practice interpreting the Bible and preparing bible-discovery lessons.

Non-formal: Read, discuss and apply the bible in big and little gatherings of seekers and of believers.

Informal: Bring biblical truth into all conversations between believers and with seekers.

Assigned Studies

Biblical: John 8:31; 15:7. 1 John 2:14. 2 Timothy 4:1-2.

Materials: T&M Activities 9, 23, 58, 59; booklets 9, 14, 42, 51, 61
MentorNet 40 Alternatives to Monologue; interactive teaching
P-T 96 Using stories to teach, 25-43 Bible lessons, 64-68 Church History
JUMP 12 Interpreting, teaching, integrating, storying God's Word
Storybook III-04: Study, Teach & Apply God's Word
RPT 12 Use stories and the arts to teach with greater effect
CMG 05d. Relate the word to life and ministry as Jesus and his apostles did
05e. Make disciples at all levels of maturity
05h. Help new believers to teach their families
16m. Assign reading that supports an apprentice's pastoral work
16n. Use materials on trainee's level, that deal with his people's needs
16p. Be creative in communicating God's word
16r. Use equipment available to those for whom you model skills
16u. Augment mentoring with teaching in larger groups
16w. Review a church's activities to connect doctrine and duty

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor identified discipleship 'gaps' of ministry groups. _____
- Worker identified actual or potential group shepherds. _____
- Worker and training officer approved a disciple-making curriculum. _____

Outcome Indicators

- Shepherds are performing while being mentored. _____
- Believers and seekers are obeying agree commandments of Jesus and the NT. _____
- Scripture is being discovered, taught, read, discussed, applied, and implemented. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

D2: Penetrate a Neglected Culture

Model: Paul

Goal: Penetrate a neglected *culture* and respect it. (If selecting a mission agency, then let its directors know what the worker has been commissioned to do. For cultural stuff: Acts 10)

Learning Objectives

Knowledge: Know what culture is and what a culture's main components are.

Attitude: Respect the local culture for its many qualities and social benefits.

Practice: Adopt many cultural behaviours and make use of its communication system.

Training Activities

Formal: Teach insights from sociology and cultural anthropology.

Non-formal: Have workers collect cultural information and share insights, regularly.

Informal: Let local believers make their own judgments about facets of culture to change.

Assigned Studies

Biblical: Philippians 2:5-11. Acts 15. Romans 14. Revelation 7:9-10.

Materials: T&M Activity 17, 51; booklet 27, 55

MentorNet 41 Witnessing for Christ in Other Cultures

P-T 76 Working with other cultures.

JUMP 03-1b Adopt a neglected people group and take steps to disciple it

Storybook III-14: Send Missionaries

RPT 13 Find pointers to Christ in pagan lore,

50 Send the right harvesters to the right fields

59 Deal prudently with movements to Christ within other religions

60 Follow up mission courses with useful action

CMG 10c. Pioneer fields, work in ways that fit culture of working class

11a. Bring Christ to the people--the role of the evangelist

12a. Commission task groups to go to distant fields with a serious ceremony

12h. Appreciate the variety that God has put into different cultures

12k. Give on-the-job training to workers who join a task group on the field

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Review of research findings. _____
- Strategic plan drawn up. _____
- Potential team members identified. _____

Outcome Indicators

- Team formed and oriented. _____
- Finances and mentoring secured. _____
- Team at work in the field with the concerned ethny. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

D3: Bond with a Culture

Model: Ruth

Goal: Bond lovingly with the people of another culture. (Avoid bonding only with fellow expatriates instead of with those whom God sent you to serve)

Learning Objectives

Knowledge: Describe the common relationships within the local society.

Attitude: View relationships with local folk as both enjoyable and learning opportunities.

Practice: Maintain a few interpersonal relationships that you can approve.

Training Activities

Formal: Read and investigate proper roles for you and your colleagues in local settings.

Non-formal: Participate in regular social events that you and others can enjoy.

Informal: Participate with local folk in some of their daily activities.

Assigned Studies

Biblical: Ruth 1:14-18. Luke 2:51-52. 1 Thessalonians 2:7-12.

Materials: T&M Activity 73; booklet 55.

P-T 77 Send Missionaries to neglected peoples

JUMP 03-3d Evangelize ... using indigenous forms of communication

RPT 5 Bond with the people and their culture

CMG 13d Live among the people, bond with them and their culture

07f. Celebrate in a culturally relevant way sacred seasons and holidays

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical teaching on cross-cultural life and ministry. _____
- Worker and mentor discussed political, emotional and cultural facets of bonding. _____
- Worker laid a plan to form a variety of relationships within a local population. _____

Outcome Indicators

- Worker reported on cross-cultural friendships and working relations. _____
- Workers apprentices reported on cross-cultural friendships and working relations. _____
- Local folk comment on their friendship and admiration for worker. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

D4: Worship Music

Model: Asaph

Goal: Develop worship music that is relevant to local culture, and easily sung by all ages.

Learning Objectives

Knowledge: Know the biblical role of music and expressive arts in faith and worship.

Attitude: Hold local music and arts in high esteem.

Practice: Have local folk create and express their music and arts in worship and elsewhere.

Training Activities

Formal: Learn the elements and distinctive features of local music and arts.

Non-formal: Experiment with local music and arts in worship gatherings.

Informal: Personally encourage musicians and artists to worship Jesus, then to lead worship.

Assigned Studies

Biblical: Psalm 150. Galatians 5:15-21. 1 Corinthians 14:26.

Materials: T&M Activities 10, 61; booklets 31, 34
MentorNet #02 Worship, what to do with children
JUMP 14-2a Develop the music ministry
Storybook III-03: Worship God
RPT 12. Use stories and the arts to teach with greater effect.
CMG 07e. Practice all vital elements of worship
Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor review biblical teaching on music in worship. _____
- Worker and mentor analysed current musical practices of gatherings. _____
- Worker laid a plan to 'contextualize' worship music of gatherings. _____

Outcome Indicators

- Worker introduced contextual music into his gatherings. _____
- Worker's apprentices introduced contextual music into their gatherings. _____
- Gatherings and outreach ministries employ contextual music. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

D5: Form Task Groups

Model: Barnabas

Goal: *Recruit* workers and trainees, and form *task groups* made up mainly or entirely of nationals, commission new leaders to baptize and lead Communion.

Learning Objectives

Knowledge: Know optimal *task group* size, composition, duration and functions.

Attitude: Prefer to work in small *task groups* and be ready to dissolve or reform teams.

Practice: Work and train in small *task groups*.

Training Activities

Formal: Study biblical and apostolic task groups. Coach leaders in task group formation.

Non-formal: Pray and plan to for task groups, defining size, composition, duration and functions.

Informal: Choose task group members, work with them locally, then go with them to other places.

Assigned Studies

Biblical: Individuals called *synergoi* by Paul include Prisca and Aquila (Rom 16:3), Urbanus (Rom 16:9), Timothy (Rom 16:21; 1Thess 3:2), Titus (2Cor 8:23), Epaphroditus (Phil 2:25), Clement (Phil 4:3), Aristarchus, Mark, and Justus (Col 4:10-11), Philemon (Philemon 1), Mark, Aristarchus, Demas, and Luke (Philemon 24)

Materials: T&M Activity 73; booklets 27, 37, 55

MentorNet 12 Church-planting team building

P-T 75 Travelling teams reaching neglected places

JUMP 03-2d Send a short-term or career missionary team.

RPT 6 Form and train the right kind of task group

CMG 12d,e,f,g; 15b. Equip team, wives' roles, keep focused, apostolic gift

12p Avoid unnecessary equipment, complex methods

12q. Select co-workers who qualify for a particular field and ministry

12r. Discern and list vital activities for a church planting task group

Other http://catholic-resources.org/Bible/Pauline_Associates.htm

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical teaching on task group formation. _____
- Worker and mentor identified and prayed for potential workers for task groups. _____
- Worker laid plan to recruit workers and form task groups. _____

Outcome Indicators

- Worker and apprentices taught Bible in congregations on task group formation. _____
- Worker and apprentices recruited new workers for task groups. _____
- Worker and apprentices formed up task groups. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

D6: Define Responsibilities

Model: Nehemiah

Goal: Define *areas of responsibility*. (Make maps that show who should work where and with whom.)

Learning Objectives

Knowledge: Analyse all the KAP sets required in the ministries that you oversee.
(KAP = Knowledge, Attitude and Practice)

Attitude: Seek the success of every worker whom you oversee.

Practice: Draw maps and organograms of the regions and ministries that you oversee.

Training Activities

Formal: Teach and explain your KAP analyses.

Non-formal: Review with workers maps and organograms that they operate in.

Informal: Let your conversation with workers express your desire for their success and influence.

Assigned Studies

Biblical: Exodus 38:21. Nehemiah 4:13-23. 2 Timothy 4:9-13.

Materials:	T&M	Activity 12; booklets 3, 23
	MentorNet	72 A System Approach to Church Planting Endeavours
	P-T	79-87 Organize believers and flocks to serve one another seriously
	RPT	25 Lead with the Spirit's power; do not simply enforce rules
		33 Organize women for significant ministry
		44 Lead humbly and firmly
	CMG	12i & 12j Examine a new field, focus on a specific group or subculture
	Other	

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical teaching on gifts, offices and duties. _____
- Worker and mentor reviewed current personnel tasks, KAP and responsibilities. _____
- Worker laid a plan to define and map personnel responsibilities. _____

Outcome Indicators

- Worker defined his own ministry KAP requirements and responsibilities. _____
- Worker's apprentices defined his their ministry KAP requirements and responsibilities. _____
- All ministry leaders and personnel know their responsibilities and required KAP. _____

Outcomes

Households reached (numbers, locality, ethnicity, etc.): _____

Households worshipping (numbers, locality, ethnicity, etc.): _____

Baptisms (numbers, genders, age, ethnicity, etc.): _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

D7: Multiplication Strategies

Model: Joshua

Goal: Carry out *strategies* that multiply Christ-centred communities. Display plans and progress on maps. (Initiate and lead church reproduction training in pioneer fields.)

Learning Objectives

Knowledge: Know elements of a strategic plan

Attitude: Believe that God reveals strategies.

Practice: Map out expansion based on a strategy.

Training Activities

Formal: Lay out a strategic plan for immediate implementation.

Non-formal: Share plan with field workers, planning their activities with them.

Informal: Listen everywhere for strategic opportunities.

Assigned Studies

Biblical: Genesis 1:27-28. Joshua 1 & 2. Great Commission texts. Acts 1:8,

Materials: T&M Activities 21, 56, 57; booklets 37, 50, 37

P-T Booklets 44, 45, 46 Reproducing congregations and cell groups

MentorNet #48 "Multiply House Churches in Your City"

JUMP 05:1a, 2b, 3b, 3c New Congregations & Home Groups

Storybook III-05 Start New Congregations

RPT 14 Reach entire families for Christ

39 Let God's Spirit play the midwife as flocks reproduce

40 Envision what God will enable his people to do in pioneer fields

51 Apply God's oil to rusty organization

65 Equip sending churches like the one in Antioch

67 Commission and send out workers, 68 Uphold a high view of the flocks

CMG 01c,d. Keep church planting simple, pray, plan with co-workers to multiply

15a,d,f,h. Sending church, strategic planning to multiply, career counselling

17c. Organization grows out of relationships, goals, not other way around

13g. "Backward" planning for realistic plans

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical strategies and demographics. _____
- Worker and mentor reviewed modern strategies that have proven effective. _____
- Worker and mentor mapped and planned out strategies to be implemented. _____

Outcome Indicators

- Worker has communicated agreed strategies to apprentices. _____
- Worker and apprentices have implemented agreed strategies. _____
- Worker displayed maps showing progress of the implemented strategies. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

E1: Inspiring Worship

Model: David

Goal: Lead inspiring *worship*, during which believers are mobilized for action.

Learning Objectives

Knowledge: Know the elements of both OT and NT worship.

Attitude: Seek to experience the presence of Christ and the mind of the Lord.
Cultivate an attitude of worship, in all its forms, all through the week

Practice: Mobilize believers for action during worship.

Training Activities

Formal: Analyse worship psalms and examine the activities of NT churches.

Non-formal: Make plans during worship to tell friends about Jesus, form new flocks, serve the sick or needy, etc.

Informal: Have believers pray together and form task groups.

Assigned Studies

Biblical: Psalms 66, 86, 96. Acts 2:42-47. Titus 3:1-8. Rev. Ch. 4, 5, 7,

Materials: T&M Activities 10, 26, 60, 61; booklets 43, 58, 59.

P-T 108 Aaron and Other Worship Leaders, 5 Children's teachers

JUMP 14-1a, 1b Experience God's presence in celebrating

CMG 06g,h; 07b. 'One another' activities, break bread, use spiritual gifts

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and Mentor reviewed biblical teaching on inspiring worship. _____
- Worker and Mentor compiled guidelines to create inspiring worship. _____
- Worker laid a plan to implement guidelines to create inspiring worship. _____

Outcome Indicators

- Worker has created more inspiring worship that mobilizes believers for action. _____
- Worker's apprentices have created more inspiring worship that mobilizes believers. _____
- Inspiring worship is mobilizing believers for action in most churches and cell groups. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

E2: Serve Interactively by Spiritual Gifts

Model: Ephesians saints

Goal: Believers serve each other interactively, using their spiritual gifts, doing the 'one anothers'. (Keep groups small enough to have interactive communication, balance the body.)

Learning Objectives

Knowledge: Learn the NT spiritual gifts and guidelines for their exercise.

Attitude: Highly value interaction between believers in gatherings.

Practice: Have believers serve each other interactively.

Training Activities

Formal: Compile scriptural gift lists. Induce guidelines from gift texts.

Non-formal: Plan to teach in gatherings about each gift over several weeks.

Informal: Leaders visit believers in their homes and affirm their gifts and spiritual skills.

Assigned Studies

Biblical: Romans 12:3-17. 1 Corinthians 14:26. 1 Peter 4:7-11.

Materials:	T&M	Activity 43; booklet 60
	MentorNet	74 Integrate Vital Ministries in the Biblical Way
	P-T	72 Shepherds: Congregations & cells serve each other
	JUMP	02-1c Form groups small enough to cultivate "one another" life
	Storybook	III-02: Serve One Another Using Spiritual Gifts
	RPT	20 Promote dynamic interaction in small groups
		24 Let everyone in their flock serve in a vital ministry
		35 Build mutually edifying relationships
		47 Organize for dynamic body life in the way that Scripture prescribes
	CMG	06i, 1b. Spiritual gifts in New Testament , "one another" body life
	Other	

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed NT teaching on gifts and interactive ministries. _____
- Worker and mentor analysed advantages of interactive, gift-based ministries. _____
- Worker laid a plan to promote interactive, gift-based ministries. _____

Outcome Indicators

- Worker adopted implemented new, interactive, gift-based ministries. _____
- Worker's apprentices adopted implemented new, interactive, gift-based ministries. _____
- Congregations and cell groups are performing more interactive, gift-based ministries. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

E3: Obey Jesus and Apostles

Model: Jerusalem saints

Goal: Obey from the start all of Jesus' commands, and do all the ministries that the Apostles required of a congregation.

Learning Objectives

Knowledge: Know the commands of Jesus and all the ministries the NT requires of gatherings.

Attitude: Value obedience over sacrifice, as the primary evidence of true faith.

Practice: Introduce NT commands as the basis for all matters of faith and practice.

Training Activities

Formal: Compile commands of Jesus and the NT related to current beliefs and practices.

Non-formal: Introduce those commands into gatherings through reading, discussion and teaching.

Informal: Have leaders visit believers in their homes and introduce a catechism of NT commands.

Assigned Studies

Biblical: 1 Samuel 15:22. Matthew 28:18-28. Acts 2:37-47. Hebrews 5:7-10.

Materials:	T&M	Study 9; booklets 9, 14
	P-T	47, 48 We Obey our Great King Jesus, 49 Teach Children
	JUMP	12-3a Make obedient disciples before all else
	Storybook	II-0: Establish Congregations that Obey Jesus
	RPT	16 Make disciples in a New Testament way
		37 Connect Jesus' commission with His commandments
		42 Encourage flocks to follow God's rules rather than men's
		53 Train new shepherds to obey Jesus first
	CMG	02a,b,c. Aim first for obedience to Jesus, know his commands
		02d,e. Assess growth by loving obedience, keep men's rules temporary
		02f. Three levels of authority for church activities
		05a,b. Help all believers to obey Jesus' commands, be doers of the word
	Other	Patterson, <i>Obedience-Oriented Education</i>

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed Jesus' basic commandments and NT requirements. _____
- Worker gathered or wrote materials on the same. _____
- Worker laid plan to introduce obedience to Jesus into all new gatherings. _____

Outcome Indicators

- Worker and apprentices taught on Jesus commands & NT requirements in gatherings. _____
- All new gatherings have begun practicing Jesus basic commandments. _____
- All gatherings have begun practicing all NT requirements for churches.. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

E4: Interaction between Congregations

Model: Macedonia saints

Goal: Practice 'one another' interaction between congregations, looking after the needs of fellow believers in other places.

Learning Objectives

Knowledge: Know what the interactive commands of the New Testament are.

Attitude: Prefer interactive worship to exclusively platform-controlled services.

Practice: Implement ways in which to encourage and to

Training Activities

Formal: Compile an outline of interactive commands from the New Testament.

Non-formal: Introduce the interactive commands into gatherings over several months or as needed.

Informal: Spend time with trainers and trainees, interacting over life, ministry and personal needs.

Assigned Studies

Biblical: Ephesians 4:23-32

Materials: T&M Activities 60, 64; Booklet 63

P-T #72 Congregations & cells serve each other.

MentorNet #10 Body Life Between Churches

JUMP 02-3a-c Build inter-church relationships for mutual edification

Storybook III-07: Fellowship within & between Congregations

RPT 38 Keep church body balanced; avoid stressing pet ministries

48 Create inter-church cooperation and friendship

CMG 14I. Vital interaction between congregations, regional leaders meet to plan

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed scriptural examples of inter-congregational caring. _____
- Worker assessed current inter-congregational caring. _____
- Worker lays a plan to start or to expand inter-congregational caring. _____

Outcome Indicators

- Workers congregation acted cooperatively with other to meet needs of believers. _____
- Workers apprentices' congregations acted cooperatively in similar ways. _____
- Distant believers reported on benefits enjoyed from inter-congregational actions. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

E5: Personal Discipline

Model: Archippus

Goal: Shepherding elders grow in their personal discipline, fulfilling their duties.

Learning Objectives

Knowledge: Know the duties and discipline that the NT expects of elders.

Attitude: Serve willingly, neither for profit nor for power.

Practice: Ensuring pastoral care of gatherings.

Training Activities

Formal: Model pastoral care and coach others in providing the same.

Non-formal: Plan with leaders of big and of small gatherings to ensure pastoral care.

Informal: "Talk shop" with pastoral elders wherever you meet them, praying with them for the needy in their gatherings.

Assigned Studies

Biblical: Criteria for choosing elders. Colossians 4:12-18. 1 Timothy 3:1-3. 1 Peter 5:1-4.

Materials:	T&M	Activity 70
	P-T	62 Spiritual transformation and godly character
	JUMP	13-3d Take leaders through a process of character development
	Storybook	III-11: Become Like Christ and Maintain Discipline
	CMG	06j. Detect, deal with cell group members' personal or family needs
		06k. Keep in balance three vital components of disciple making
		13h. Use time wisely as you serve in ministry
		18d. Let people serve out of love for Jesus

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor review biblical teaching on elders' discipline and duties. _____
- Worker assessed his and apprentices' gaps and lapses. _____
- Worker laid a plan for his and apprentices' discipline in performing pastoral duties. _____

Outcome Indicators

- Worker helped his apprentices gaps and lapses in their work as elder types. _____
- Worker helped his apprentices lay their plan for growth and discipline as elder types. _____
- Worker and apprentices report on progress in performing elder activities. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

E6: Host Congregations

Model: Nympha
Goal: Provide a welcoming atmosphere of hospitality, food and camaraderie where the congregation can meet comfortably.

Learning Objectives

Knowledge: Understand the role of hospitality in church planting.
Attitude: Regard 'refreshing the hearts of the saints' to be satisfying and essential.
Practice: Encourage all believers to open their homes to others.

Training Activities

Formal: Examine biblical and actual cases of hosting little congregations.
Non-formal: Plan to seek, train, and encourage hosts and hostesses.
Informal: Spend time encouraging and coaching hosts of little congregations.

Assigned Studies

Biblical: Colossians 4:15. Acts 18:3, 26. Romans 12:13. Philemon 2, 7. 3 John 5-8; 2 John 10-11.
Materials: T&M Activity 21, 70; booklet 50
P-T 44, 45, 46 Reproducing congregations and cell groups
MentorNet #13 "Identifying New Shepherds"
JUMP 05-1b, 1c Help elders and new leaders to form small groups
Storybook III-5 Start New Congregations
RPT 11 Let seekers and new believers host harvesting meetings
45 Let a big church form tiny ones within it
CMG 14c,e,j,k. Small group discipling, seeker cell, keep family together, love pact
Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical teaching on hosting congregations. _____
- Worker and mentor agreed on advantages of hosting congregations. _____
- Worker laid a plan to locate homes with willing hosts for congregations. _____

Outcome Indicators

- Worker started a new congregation or cell group within a host home. _____
- Worker's apprentices started new congregations within host homes. _____
- New hosts have opened their homes to congregations or workers. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

F1: Let Congregations Multiply

Model: Antioch saints

Goal: Let a congregation multiply in the normal way, sending workers with its DNA.

Learning Objectives

Knowledge: Describe biblical models of congregational multiplication.

Attitude: Expect the Holy Spirit to help every congregation to multiply.

Practice: Continually help congregations plan for multiplication.

Training Activities

Formal:

- Study the Book of Acts for biblical models of multiplication.
- Read on how congregations are multiplying in other regions and countries.
- Analyse how congregations are multiplying in your own society or region.

Non-formal: Lay plans to guide every congregation in finding ways in which to multiply.

Informal: Talk with ministry leaders who have multiplied congregations.

Assigned Studies

Biblical: Acts 2:46-47; 8:1-4; 13:1-3; 14:21-23; 19:8-10. Colossians 4:12-13.

Materials:

T&M	Activities 21, 55, 56; booklets 37, 50, 55
MentorNet	16 Freedoms of Christian Churches
P-T	46 Start New Flocks.
JUMP	05-1a, 3c Keep on multiplying home groups or cells.
Storybook	III-05 Start New Congregations
RPT	46. Let house churches and cells reproduce normally.
CMG	01b. <i>Normal</i> church multiplication; add <i>and</i> multiply 01f. New workers practice needed skills in in mother church 14a. Keep churches reproducing by starting cells or house churches 14g. Be content with a house church if that is how God leads you 14h. Train apprentices leaders on the job so groups can multiply 14i. If you meet as a house church, affirm other churches

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker illustrated normal church reproduction from the NT. _____
- Worker taught congregations about sending workers to start churches. _____
- Worker identifies willing CP team members to coach as church planters. _____

Outcome Indicators

- Churches commissioned and sent CP teams. _____
- Worker coached CP teams in the field, in person or electronically. _____
- CP teams planted countable new churches. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Be prepared to explain the differences between 'grow my church' and 'start many churches'

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

F2: Bi-vocations

Model: Priscilla and Aquila

Goal: Mobilize bi-vocational 'tent making' harvesters. ('Light baton' with essential truths and activities, 2 Tim. 2:2.) Plan and develop a self-sustaining movement, not dependent on outside [funding].

Learning Objectives

Knowledge: Learn the way in which NT apostles served as bi-vocational workers.

Attitude: Prefer a balance of many bi-vocational harvesters with a few salaried grassroots workers. [Remain wary of dependence on] outsiders for support.

Practice: Name bi-vocational harvesters and back them up with on-going coaching.

Training Activities

Formal:

- Discover ways in which bi-vocational harvesters can be mobilised.
- Have bi-vocational harvesters bring their example and testimonial into training events.

Non-formal: Plan with congregations to send out bi-vocational harvesters.

Informal: Visit bi-vocational harvesters in the field and learn from them how they support themselves.
Talk to gifted business or trades persons to get useful ideas for bi-vocational workers to try out.

Assigned Studies

Biblical: Acts 18:1-4. 2 Thessalonians 3:6-13.

Materials: T&M [ignores bi-vocational]
P-T 58 Self-supporting, bi-vocational 'tentmakers'
JUMP 11-3d Mobilize many volunteer workers
RPT 2 Let the right people do the work
CMG 15c. Arrange for bi-vocational workers to serve on task groups
Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical examples of 'tentmaker' harvesters. _____
- Worker and mentor compiled guidelines on fielding 'tentmaker' harvesters. _____
- Worker laid a plan to mobilize tent makers for the remaining harvest. _____

Outcome Indicators

- Worker fielded tentmaker harvesters. _____
- Worker's apprentices fielded tentmaker harvesters. _____
- A majority of harvesters are now bi-vocational or self-supported 'tentmakers'. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

F3: Start Congregations

Model: Silas

Goal: Work with others to *start Christ-centred* congregations or cell groups in large churches.

Learning Objectives

Knowledge: Distinguish authentic little congregations within a big congregation.

Attitude: Regard little gatherings as authentic churches with all the privileges and duties thereof.

Practice: Ensure that every believer and seeker has an opportunity to fellowship in a little congregation.

Training Activities

Formal: Examine biblical and actual cases of little congregations within a big congregation.

Non-formal: Plan to provide seeker, seeder and feeder groups within every big congregation.

Informal: Spend time encouraging and coaching little congregation planters and shepherds.

Assigned Studies

Biblical: Matthew 18:20. Acts 2:42-47. Romans 16:5 with 1 Corinthians 6:19.

Materials: T&M Activity 57, booklets 12, 37

MentorNet 08 Starting Small Groups: Prepare Your People

P-T 44, 46 For shepherds: Start New Flocks

JUMP 05-1a Start daughter churches; multiply home groups

Storybook III-05: Start New Congregations

RPT 3 Follow proven guidelines to gather flocks

45 Let a big church form tiny ones within it

CMG 05g. Integrate church planting with pastoral training

10g,h; 12c. Birth a church or cell within a social network, as apostles did

16c. If there are few experienced workers, then name 'provisional elders'

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical teaching on Christ-centred communities. _____
- Worker and mentor agreed on advantages of congregations and cell groups. _____
- Worker laid a plan to start congregations or cell groups in larger churches. _____

Outcome Indicators

- Worker started a new congregation or cell group. _____
- Worker's apprentices started new congregations or cell groups. _____
- Congregations or cell groups reproduced in a new congregation or cell group. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

F4: Monitor Progress

Model: Mordecai

Goal: Monitor progress in God’s work, analyse snags, resolve, or bypass them. Make strategic plans to extend outreach.

Learning Objectives

Knowledge: Learn what is happening in the field with every new congregation.

Attitude: Desire the progress and victory of the Lord’s congregations. Love their workers.

Practice: Monitor progress in God’s work, analyse snags, resolve, or bypass them. Make strategic plans to extend outreach.

Training Activities

Formal: Every apprentice reports on progress in new congregations.

Non-formal: Plans are laid to solve or bypass problems and to keep extending outreach.

Informal: Spot visit outreach efforts, listen to challenges, pray and offer counsel.

Assigned Studies

Biblical: Acts 6:1-7; 18:5-18.

Materials: T&M Activities 32, 36, 65; booklet 39.
MentorNet 52 Timely Reporting in Church Planting Movements
RPT 52 Tap others’ experience to solve snags with a troubleshooting chart
CMG 12b, 16h. Progress charts for new leaders and churches
Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical examples of monitoring and problem solving. _____
- Worker and mentor compiled guidelines for monitoring and problem solving. _____
- Worker laid plans to monitor progress in God’s work and to lay strategic plans. _____

Outcome Indicators

- Worker and apprentices wrote out goals for every facet of their ministries. _____
- Worker and apprentices took baseline measure of every facet of their ministries. _____
- Worker and apprentices monitored their ministries’ progress for a period of time. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor’s signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

F5: Organise Essential Tasks

Model: Joab

Module: *Organize* the 'troops' locally and regionally to coordinate all essential tasks.

Learning Objectives

Knowledge: Know the basics of personnel supervision and project management.

Attitude: Respect your personnel's desire to do a good job and make a big impact.

Practice: Ensure that all know their goals, tasks, assets and authority.

Training Activities

Formal: Hold leadership training workshops at every level for all personnel.

Non-formal: Directors and supervisors meet with personnel regularly to bring needed leadership.

Informal: Directors and supervisors remain accessible day and night to advise and encourage project leaders.

Assigned Studies

Biblical: Nehemiah 4:15-23. 1 Corinthians 15:58. 2 Timothy 4:9-13

Materials: T&M Activities 30, 63; booklet 45

MentorNet 25 Defragmenting Christian Theology

P-T 83 Organizing the flock to serve one another

JUMP 06-2a Plan ministry and delegate responsibilities

RPT 32 Let children do serious ministry

CMG 06b. Let new leaders develop ministries without fearing their superiors

06f. Let the Holy Spirit harmonize gift-based ministries in love

13a. Oversee God's work in a large area the way Christ says

13i. Organize to reproduce congregations

16d. Chart progress in all tasks required by New Testament

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Essential tasks identified, described and filed. _____
- Task guidelines edited and reproduced.. _____
- Leadership training workshops planned. _____

Outcome Indicators

- Leadership training workshops conducted. _____
- Mentors and leaders draw up task schedules, standards and plans. _____
- Mentors verify that tasks are performed timely and to standard. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

F6: Persevere through Difficulties

Model: Job

Goal: Persevere through ... stiff opposition to rapid multiplication. (Common objections)

Learning Objectives

Knowledge: Know the common objections to rapid multiplication, and know how to answer.

Attitude: Desire to spark rapid multiplication and to maintain it till Jesus returns. at all costs.

Practice: Resist the devil, justify multiplication and keep on training new multiplication workers.

Training Activities

Formal: Analyse objections and work up biblical responses related to mentoring chains.

Non-formal: Introduce into mentoring chains multiplication concepts responses to objections.

Informal: Pray for discouraged workers and appeal to resistant leaders.

Assigned Studies

Biblical: Acts 11:1-4, 17-18 15:1-2, 24-28. James 4:1-12. 1 Peter 5:6-11.

Materials: T&M 2, 25; Booklets 13, 25, 62

MentorNet 76 15 reasons for face-to-face mentoring in CPMs

JUMP 07-2d Deal positively with unjust opposition from people in power

RPT 42. Encourage flocks to follow God's rules rather than men's.

49. When storms rage, stay focused on crucial objectives.

CMG 16J. Help participants make commitments needed for churches to multiply

12o Recruit workers who will persevere

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor review biblical practices that led to rapid multiplication. _____
- Worker and mentor assessed and analysed current opposition to rapid multiplication.
- _____
- Worker laid a plan to respond wisely to those opposing rapid multiplication. _____

Outcome Indicators

- Worker taught in his congregations wise ways in which to respond to opposition. _____
- His apprentices taught in their congregations wise ways to respond to opposition. _____
- Workers congregations kept on multiplying rapidly in spite of opposition. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

G1: Extension Training

Model: Jehoshaphat

Goal: This king instituted theological training by extension (2 Chron. 17). Use appropriate pastoral training materials and workshop manuals. (Provide or translate materials, name new trainers and regional coordinators. Include menu options to deal with urgent needs. Apprentices accompany an experienced trainer to help with training in pioneer field.)

Learning Objectives

Knowledge: Understand TEE and mentor-apprentice arrangements.

Attitude: Affirm decentralized training as adequate and appropriate for most new leaders.

Practice: Keep enrolling students in a TEE, and keep developing the programme.

Training Activities

Formal: Trainers meet with a few apprentices at arranged times and venues.

Non-formal: Apprentices apply immediately their learning in their congregations.

Informal: Trainers model ministry for their apprentices, sharing life experiences.

Assigned Studies

Biblical: Acts 16:16-24; 18:9-11, 24-28. 2 Timothy 4:9-13.

Materials: T&M Activities 16, 49, 70, 72; booklet 24.

MentorNet 06, 37 Shift from Big Group Training to Mentoring Chains

P-T 104 Obedience-oriented training

JUMP 104 Supplement: Obedience-oriented training

RPT 18 Train shepherding elders, 19 Teach the Bible biblically,

31 Equip lay workers, 54 Learn and do God's Word; teach integrated units

CMG 16a,f,k. Trainees train others, focus on their churches, biblical mentoring

16g. To train pastors on another field, get skills you need before you go

16m. Assign reading that supports an apprentice's pastoral work

16n. Use materials on trainee's level, that deal with his people's needs

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker and mentor reviewed biblical examples of extension training. _____
- Worker and mentor outlined a program to extend TEEE into new churches. _____
- Worker laid a plan to implement TEEE amongst all his current and new apprentices. _____

Outcome Indicators

- Worker enrolled his apprentices in a TEEE program. _____
- Worker's apprentices enrolled new leaders in a TEEE program. _____
- All new leaders were enrolled in a TEEE program. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

G2: Meet and Mentor Faithful Workers

Model: Timothy

Goal: As an extension trainer, coach 'faithful men' (new leaders) until their church or cell is doing the activities required by the apostles of a congregation. Good coaching requires modelling and meetings (What to do during meetings. Balance mentoring & lecture. Train leaders and mentors to multiply churches). Lead training workshops in a pioneer field. (Tasks of a regional TEE coordinator)

Learning Objectives

Knowledge: Know the unique value and place of classroom instruction and interpersonal mentoring.

Attitude: Esteem mentoring equally with other forms of training.

Practice: Keep churches and leaders multiplying in under-served regions and ethnies.

Training Activities

Formal: Hold workshops that model mentoring that keeps mentoring and lecture in balance.

Non-formal: Extend mentoring into new gatherings and to church-planting teams.

Informal: Take apprentice trainers along to mentoring sessions, and talk about it afterwards.

Assigned Studies

Biblical: Acts 19:8-10. 1 & 2 Timothy.

Materials: T&M Activities 49, 69; booklet 24

P-T 6, Ten Tasks, 34 Mentoring, general guidelines, 101-104 How to Mentor

JUMP 13-1d, 2d Prepare for Effective Mentoring

Storybook III-06: Train Shepherding Elders & Other Leaders

RPT 41 Mentor in the background to sustain genuine apostolic succession

55 Listen to flocks and shepherds before instructing them

56 Keep a useful balance between the classroom and mentoring

61 Mentor workers with proper authority

62 Write training materials that fit specific fields

63 Identify servants with a shepherd's heart

64 Discern how and how long to mentor

66 Decide wisely who should mentor new leaders

CMG 13f. Train new leaders the way Jesus and his apostles modelled it

16b. Train new pastors on the job mentoring as Jesus and his apostles did

Other <http://renewalfellowship.presbyterian.ca/channels/r00164-4.html>

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker identified current and potential Timothies whom me will train and mentor. _____
- Worker and mentor lay a plan to provide extension training and mentoring. _____
- Worker laid plan to extend training chains through current and potential mentees. _____

Outcome Indicators

- Extension school and courses are prepared and approved. _____
- New students and new mentees enrolled in TEE and for regular mentoring. _____
- TEE instructors and mentors started meeting with students and mentees. _____

Assignment:

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

H1: Count Baptisms, Disciples, Groups

Model: Luke

Goal: Keep counts of baptisms, men & women disciples, and responsive social groups.

Learning Objectives

Knowledge: The ways in which the apostles tracked disciples, new churches and receptive populations.

Attitude: Hold to the importance of baptism to identify countable disciples.

Practice:

- Keep counts of baptisms, men & women disciples, and responsive social groups.
- Make reports available throughout the ministry, to cooperating ministries and to national mapping services.

Training Activities

Formal: Hold workshops in which ministry leaders set up procedures for tracking outcomes.

Non-formal: Introduce into grassroots efforts appropriate procedures for tracking outcomes.

Informal: Discuss with ministry leaders implications from their reports, visualizing what God wants to do.

Assigned Studies

Biblical: Acts 2:41, 2:47, 5:14, 6:1, 6:7, 7:17, 9:31, 11:24, 12:24, 19:20; 2 Cor 9:10, Heb 6:14

Materials: T&M Activity 67

MentorNet 73 Tracking Progress of the Gospel: Monitoring the

JUMP 01-2b Call converts to repentance, not to mere

RPT 23. Evaluate results with ruthless honesty.

CMG 01ek, 10l. Keep records, review progress, count converts as apostles did

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker demonstrates from Scripture how the apostles kept counts. _____
- Worker demonstrates how to fill in monitoring report forms. _____
- Worker introduces monitoring into his congregations. _____

Outcome Indicators

- Worker's apprentices regularly fill in and submit monitoring report forms. _____
- Monitoring data are regularly compiled, analysed and reported. _____
- Ministry leaders lay strategic plans based on compiled monitoring data. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Discuss with local leaders and agree on what will actually be feasible and sustainable with their population in their setting, at little or no cost.

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

H2: Detect & Verify Responsive Populations

Model: Caleb, Peter and John

Goal: Reconnoitre neglected territories; verify geographical locations and ethnic groups that are responding to the Good News. Use maps and demographics to cast vision and plan, at local and regional levels.

Learning Objectives

Knowledge: Know how to gather and interpret demographic information and statistics.

Attitude: Put a priority on reaching into neglected communities and ethnies.

Practice: Monitor all church planting, prepare reports and target receptive, neglected folk.

Training Activities

Formal: Construct monitoring tools and train a few computer operators for statistical work

Non-formal: Introduce monitoring and statistical reporting into mentoring.

Informal: Talk up with ministry leaders and field workers findings from monitoring reports.

Studies

Biblical: Psalm 67. Matthew 24:9-14. Acts 1:8; 6:7; 8:1, 14; 11:1, 18; 13:49; 21:20; 26:20

Materials: T&M Activity 50, 51; booklets 27, 37, 55

MentorNet 73 Tracking Progress of the Gospel: Monitoring the Indicators;
74 Detecting ripe fields in other cultures

RPT 7 Find the receptive vein within a society

CMG 01g. Recognize and replace traditions that stifle church reproduction

12l. Find the responsive segment of the population

11c. Focus on neglected people

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker identified neglected regions and population groups in or near your responsibilities. _____
- Worker laid a plan to research the neglected population groups. _____
- Worker inquired about where to obtain recent spiritual demographic data and maps. _____
- Worker and mentor reviewed biblical teaching on responsive ethnic groups. _____
- Worker laid plan to lead apprentices in an assessment of responsive ethnic groups. _____
- Worker fixed a date for him and apprentices to report on responsive ethnic groups. _____

Outcome Indicators

- Worker obtained spiritual demographic data and maps. _____
- Worker compiled a spiritual status report on neglected groups from the data. _____
- Worker Called or participated in a cooperative or ministry-wide conference to lay plans. _____
- Worker drew up a map on which to indicate responsive ethnic groups. _____
- Worker reports on the geographical location of responsive ethnic groups. _____
- Worker laid a plan to guide apprentices in moving resources into responsive regions. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Vision Leaders equip leaders who multiply Christian congregations and cells, in a culturally-relevant, self-sustaining movement that saves the lost, makes loving disciples, and transforms society.

H3: Track Church Reproduction

Model: Apostles

Goal: Track where churches are being added and where they are multiplying.

Learning Objectives

Knowledge: Know how to track church expansion and extension.

Attitude: Knowledge of facts helps leaders make better decisions.

Practice: Set up and maintain regular tracking, reporting and analysis.

Training Activities

Formal: Explain the logic, methods and tools of timely tracking and reporting.

Non-formal: Identify economic output and outcome indicators.

Explain why it is important to know the places and groups where there is more and less multiplication, and what to do about it,

Informal: Introduce tracking reports into mentoring chains.

Assigned Studies

Biblical: Acts 5:14 9:31 12:24

Materials: T&M Activities 56, 57; booklet 37

MentorNet #73, Tracking Progress of the Gospel: Monitoring the Indicators

JUMP 05: 3b, Coordinate continued multiplication of new churches

RPT 23 Evaluate results with ruthless honesty

46 Let house churches and cells reproduce normally

CMG 1e, 14d,f,m. Records, progress review, verify need for small flocks

Other

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- Worker explained how he and his apprentices will tract church planting. _____
- Worker demonstrated filling in tracking tools. _____
- Worker has a supply of tracking tools. _____

Outcome Indicators

- Worker and his apprentices regularly fill in tracking tools. _____
- Worker and his apprentices regularly submit tracking reports regularly. _____
- Worker and his mentor regularly discuss tracking results, regularly. _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Appendix A: Template

Title _____

Model:

Goal:

Learning Objectives

Knowledge:

Attitude:

Practice:

Training Activities

Formal:

Non-formal:

Informal:

Assigned Studies

Biblical:

Materials:

Assignment: _____

Date assigned: _____

Date verified: _____

Output Indicators

- _____ _____
- _____ _____
- _____ _____

Outcome Indicators

- _____ _____
- _____ _____
- _____ _____

Assessment

Exam score: _____

Work plan on file: _____

Mentor's signature: _____

Date: _____

Comments

Appendix B: PTT Process Chart

