

# **L.E.A.D.\* MANUAL**

## ***For Theological Institutions***

**\*Leadership Enhancement And Development**

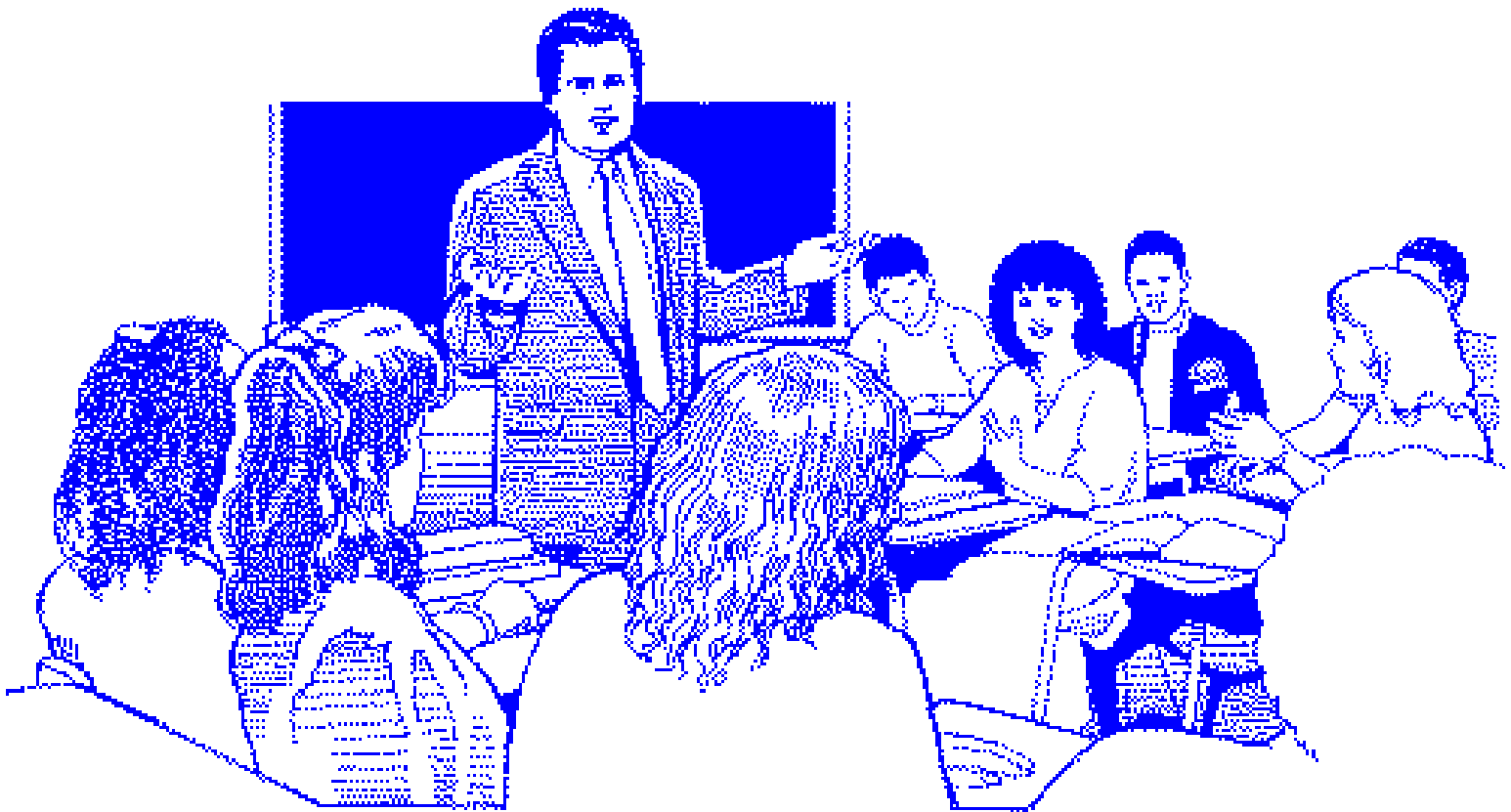


**ASIA PACIFIC EDUCATION OFFICE  
BIBLE SCHOOLS DIVISION**

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Dr. Marla Campbell  
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**ASIA PACIFIC EDUCATION OFFICE  
BIBLE SCHOOLS DIVISION**

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## Foreword

As we enter the year 2001, there is a natural increase of curiosity among Christian leaders in Asia Pacific about the future of the church. Many are asking: Where is the church heading? Where should it be heading? Will we like it when we get there? We need God's guidance and the collaborative efforts of Christian leaders in finding answers to these questions.

Such a time of transition and change brings challenges and opportunities. It inspires hope and promises for the future. We at the APEO Bible Schools Division are committed to work with theological institutions in Asia Pacific in training effective Christian leaders to serve in tomorrow's world. We believe these emerging leaders are at the heart of leading growing churches.

At the 1998 Annual APEO Strategic Meeting, the personnel of the Bible Schools Division received a vision to start the L.E.A.D. Workshop. This vision excited us. L.E.A.D. stands for **L**eadership **E**nhancement **A**nd **D**evelopment. These workshops are designed to assist theological institution administrators and faculty to link arms and form strategic alliances with churches in developing tomorrow's leaders. We believe this collaborative approach is vital to the success of ministerial training.

My thanks go to the people who have made this L.E.A.D. Manual a possibility. Dr. Marla Campbell has done a tremendous job in coordinating the project. She helped to put this Manual and the L.E.A.D. video together. The APEO theological institutions consultants have spent hours with the Manual giving their valuable input. I trust this will be a useful tool to our theological institutions in Asia Pacific.

Benjamin Sun  
APEO Interim Director



## PREFACE

Leadership encompasses a broad arena of styles and methods. It includes countless methodologies and pedagogies. Teaching, training and leadership is as broad in scope as the Asia-Pacific field we serve. For this reason, we have attempted to step back and take a panoramic look at the need for improving these methodologies. Current research indicates ways in which motivation may be higher and retention greater as educators enhance traditional lecture.

The Bible Schools Division of Asia-Pacific Education listened to the concerns from the field at two annual strategy conferences, many onsite visits and other input from the field. From the collection of field input, this Leadership Enhancement and Development (L.E.A.D.) Program emerged. The program is divided into three parts and targets educators and administrators as well as others in leadership positions primarily serving in theological institutions. The intent is that the material is universal enough to accommodate all cultures. The three parts can be utilized together in any combination or each separately. This will allow for flexibility and maximum usage despite the availability of APEO staff for onsites. Institutions will be able to begin prior to personnel arrival and follow-up once the individual instructors are gone.

*The three L.E.A.D. components are:*

- 1. Workshops*
- 2. Video*
- 3. Manual*

**WORKSHOPS:** Workshop format consists of three or five days of seminars with three different topics each day. APEO personnel run the workshops but the choice of topics and workshop length is up to the institution administrator or facilitator. It is suggested that the workshop include institution faculty, administration and staff as well as stakeholders such as pastors who are involved with or interested in the institution. [Refer to pages 1-22]

**VIDEO:** The one hour video contains explanation of teaching methods used in the L.E.A.D. program. It is designed to be used as an in-service tool to teach and demonstrate techniques for educators. The video begins with an explanation of L.E.A.D. and the educational philosophy behind it. A variety of lessons and teaching methods are depicted throughout the video with introductory and debriefing explanations. [Refer to pages 55-73] Each Assemblies of God theological institution in Asia-Pacific has a copy of the video.

**MANUAL:** The manual compliments both the workshops and the video. It contains educational theories

along with practical lessons. There is a section in this manual given as a sample of what would be sent to any institution desiring to have workshops. That section is a short “pre-session” portion to help prepare participants in advance of the workshops. A bibliography and other resource references are intended to further assist educators in locating teaching tools and additional information.

The entire L.E.A.D. program stemmed from growing concern that Asia-Pacific Theological institutions gain momentum in reaching the field and being equipped for the 21<sup>st</sup> century. Training teachers in ways that enhance the traditional lecture mode of education will help them to identify onsite needs more effectively teach their students and prepare them to minister.

The APEO team would especially like to thank Boys and Girls Missionary Crusade (BGMC). The monies collected by boys and girls in churches throughout America during weekly offerings have covered the cost of publishing and distribution for the entire L.E.A.D. project to go to the Theological institutions in Asia and the Pacific.

For further information or to schedule workshops, please contact the Asia-Pacific Education Office located at 23232 Peralta Suite 212, Laguna Hills, CA 92653, USA. Phone: 01-949-472-1122 or fax: 01-949-472-2022.

Dr. Marla Campbell  
APEO Educational Specialist

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**SECTION ONE**

**INTRODUCTION TO  
L.E.A.D. WORKSHOP**



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# LEADERSHIP ENHANCEMENT AND DEVELOPMENT (L.E.A.D.) WORKSHOP

Notes

## *Overview:*

L.E.A.D. Workshop is a three-day, nine-session or five-day, fifteen-session opportunity for a theological institution to explore a variety of functions in an onsite context. The workshop helps institution administrators and faculty to define goals and objectives for their specific institution needs. During the sessions, L.E.A.D. provides tools for the institution to do strategic planning [Track A - Refer to page 15]; or Human Resource Development that will enhance the educational process in areas of teacher training, methodologies, and curriculum design [Track B - Refer to page 16]. Each L.E.A.D. onsite workshop is tailored to the requests of that particular institution as sessions are chosen by the staff from a list of over 20 possible topics. At the conclusion of the three days, a specifically tailor-made workbook for each site is given which includes the activities and information from the sessions as well as resources and bibliography of further assistance.

## *Advanced Preparation and Planning:*

Once an institution has received the L.E.A.D. brochure and decided that they are interested, they contact the APEO office by phone, fax, e-mail or airmail to schedule dates. The institution will be provided with a list of available topics. From the topics offered, they may choose nine titles geared to needs identified by and for that institution. The nine sessions will be scheduled in a logical order for the three days.

The APEO staff will send pre-session worksheets [Refer to pages 20-22] for the onsite administrator to disperse to those planning to participate in the workshop. This will allow all participants to prepare in advance, thinking toward the goals of the nine (or fifteen) workshops. It is suggested that the participants complete the worksheets on their own. The administrator in charge may choose for everyone to then come together prior to the workshop to discuss their answers or leave them for the first part of the first session's discussion. It is important that everyone completes the worksheets and has them ready when the APEO team arrives for the first session. In this manner, processing of information and goals will be expedited.

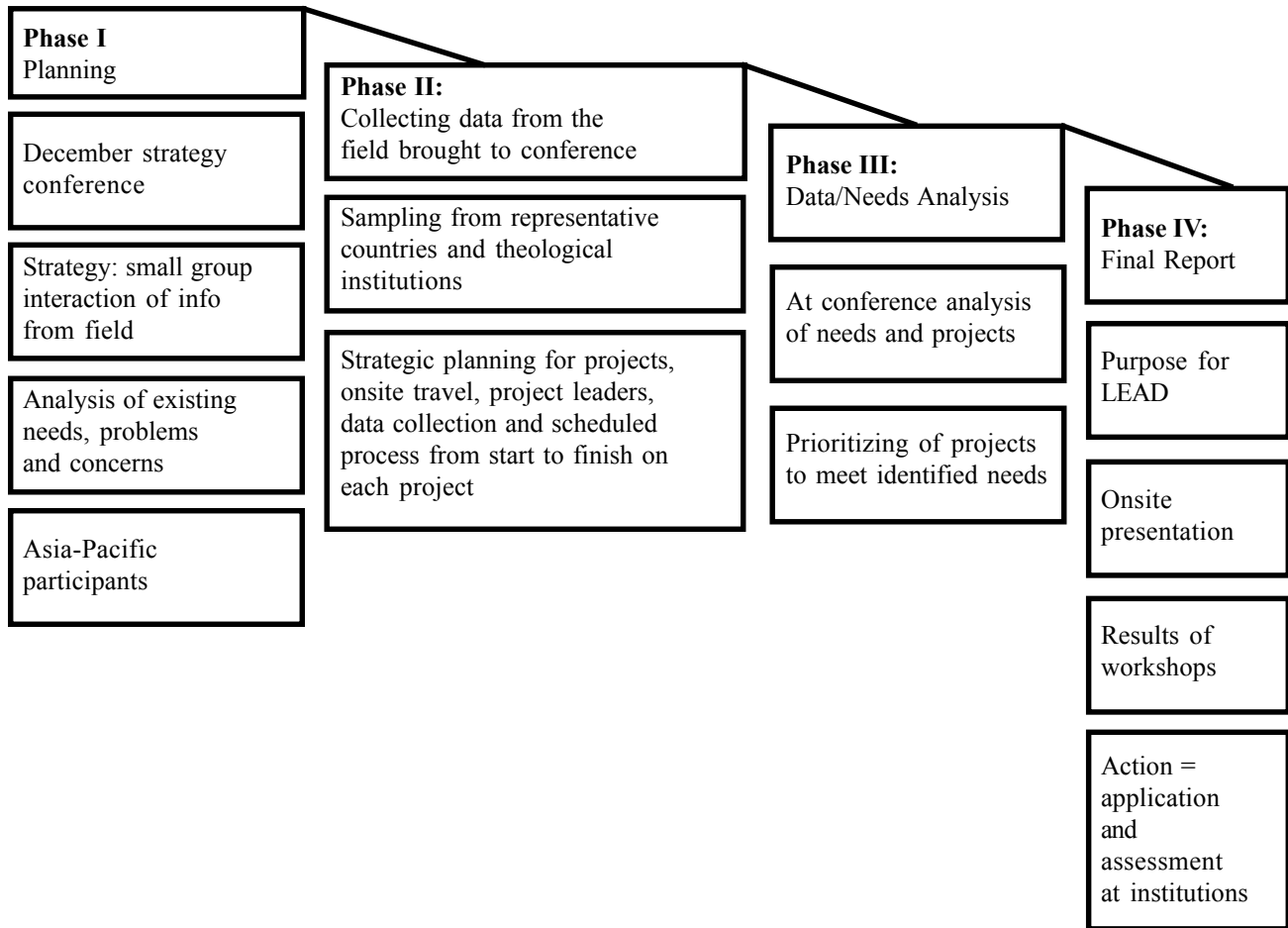
## *Onsite Workshops:*

The design of the workshops allows for active involvement from all attendees. There are many ways in which participants take ownership as they get involved with expressing ideas, strategizing and creating solutions, goals and plans for enhancing the function and educational practices at their specific location. [Refer to page 12 for further explanation].

# NEEDS ASSESSMENT

The assessment of existing needs, which promoted the design of L.E.A.D., came out of the Strategy Conference held in December 1998. At that conference educators from throughout the Asia-Pacific field participated in an eight day conference in Laguna Hills, CA hosted by the APEO home office staff. The purpose was to address the present needs on the field and to look toward the future in preparing theological institutions to address an ever-changing world and constituency. Initially the thought was to revise the core curriculum but a greater need emerged in the lack of teacher training and resultant disconnects between them and the students, stakeholders and local pastors.

Kemp, Morrison and Ross in their book *Designing Effective Instruction*, present a model (1994, p. 31) that succinctly illustrated the process used at APEO. Here it is applied to the specific APEO situation.



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# Program Design for L.E.A.D. Workshops

## [Leadership Enhancement and Development]

Notes

*NOTE: The title may be changed in order to be used for theological institution faculty, staff and administration as well as Church Ministries or Christian Education including Pastors, church staff and laity. It may also involve the integration of these two divisions.*

### I. Participants

The workshops are designed by the Asia-Pacific Education Office [a branch of the Division of Foreign Missions for the Assemblies of God]. It will be conducted on two levels:

**A. The APEO staff** — Stateside the home office staff will be trained to use the experiential learning techniques that will be used on the field for the workshops. Each member will determine which topics they will prepare of the offered topics. As a team, the presentation techniques will be determined in order to bring cohesion to the onsite workshops.

**B. Theological institution faculty, staff, administration, invited local pastors and staffs**—These positions comprise the target audience for the LEAD program. Since the institutions are the primary audience, it is their prerogative to involve stakeholders such as local pastors to be involved in some of the first day's workshops. The goal in so doing is to bridge the existing gap between churches and theological institutions wherein churches contend that the product of the institution does not fill the present church staff need.

### II. Pre-Session

Prior to the arrival of APEO staff on site, the following will be done:

**A. APEO staff comes at invitation of national hosts** — This is imperative to the success of the project in that the host institution has realized a need and requested assistance in fulfilling it with tools, information and resources possibly unavailable on site.

**B.** The attached letter and **pre-session packet** will be sent to each institution. The participants are asked to complete the packet prior to the opening workshop session and bring the completed pages with them to the seminar.

**C.** Institution will **select nine topical workshops** for the three-day seminar and submit those topics to the APEO office two weeks prior to their departure.

---

**Notes**

**D.** At the discretion of the administration, **local pastors will be invited** by the institution to participate in day one of the seminars.

**III. Format**

**A.** As seen on the attached charts, the seminar conference will consist of **three days each containing three slots for workshops**. Participants review the offering sent to them a month in advance. They then return nine choices for workshops to the APEO office. The APEO staff determines the content, composition and ordering of the nine topics within the three day schedule of events.

**B. Workshops** will be held in **an interactive mode** through a variety of experiential learning techniques as described on the following pages.

**IV. Rationale**

It is the philosophy of APEO that, rather than suggesting that the staff can identify existing needs and entering a country with the answers, the need should be generated from the field as well as request for assistance. Once the request has been received, the pre-session packet allows the national host(s) to identify which workshops best speak to their situation. Further, the onsite seminar is conducted in a fashion that creates an atmosphere for continued host input. The questions generate responses drawn from the participants in order for them to better identify their problems *AND* their solutions. The use of small group interactions, simulations and so on provide means for the participants to internalize teaching techniques and method while resolving current concerns. It theoretically puts tools in their hands which will be used for their own teaching while answering questions of content, design, assessment, and so on.

---

# Leadership Enhancement and Development Workshops Topics

Notes

*Topics to be offered in the nine proposed slots stem from the following categories:*

- I. Issues raised onsite (Brook, p. 21, Vella, chapt. 3)  
As consultants meet with onsite personnel, they should bring an outline of the following:
  - A. Discussion stimuli
  - B. Survey/interview tools to identify needs
  - C. Clear goals and directions for the meeting
  
- II. Topics covered by instruction presented and developed by APEO staff  
These represent areas where APEO should have content, handouts and tools to offer.
  - A. Curriculum development and assessment tools
  - B. Scope and Sequence information (Brook, p. 22-26)
  - C. Lesson Planning (Brook, p. 95)
  - D. Mission/Vision/Purpose Statement
  - E. Continuing Education
  - F. “How tos” in all areas to encourage participation through instruction (Gagne, p. 304)  
*[Begin with APEO staff model: 1. Questioning 2. Design that involves teachers in: a. Simulations and b. Specifics practical to their institution/class needs].*
  
- III. Areas for collaborative dialogue – Stakeholders’ Involvement
  - A. Possible invitation of pastors and church staff by institution administration
  - B. Small group interaction between administration, faculty and staff
  - C. APEO as support to felt and defined needs of specific location
  
- IV. Interactive workshops (Kohls, p. 119ff)
  - A. Teamwork – not an exhaustive list
    1. Strategize
    2. Problem Solving
    3. Case Studies (Kohls and Knight)
    4. Group Techniques
    5. Simulations (Gedler)
    6. Games
    7. Role Plays
    8. Critical Incidents (Brislin)



---

**Notes**

B. Small group – Seven Steps of Planning Questions (Vella, p. 23-28)

1. Who?
2. Why?
3. When?
4. Where?
5. What For?
6. What?
7. How?

*[Goal: Establishment needs assessment]*

C. HRD and Leadership (to be determined issues) such as:

1. Team building
2. Strategic planning
3. Faculty relationships
4. Working with stakeholders

V. Onsite personnel input (desired outcomes)

- A. Profiles of a faculty
- B. Profiles of graduates (may also be expressed by local pastors)
- C. Implementing change
- D. Identifying societal factors affecting the institution
- E. Job Descriptions

VI. Onsite personnel “hands-on” products

- A. Determining goals and implementation
- B. Writing or re-writing Mission Statement
- C. Fleshing out of proposed skeleton curriculum
- D. Design scope and sequence of program curriculum (not individual courses)

VII. Spiritual Components

Although this should be integrated throughout each area, time should be taken to specifically discuss the integration of the following into faculty/staff training and into course curriculum.

- A. Pentecostal distinctives
- B. Student ministries
- C. Spiritual life on campus
- D. Biblical integration of curricular and co-curricular experiences

---

## **SPECIAL FEATURES of the L.E.A.D. PROGRAM**

Notes

- Collaborative effort of theological institution and stakeholders
- Small group activities
- Tailor made program for each institution involved
- Strategic planning
- Interactive workshops and discussions
- Curriculum issues
- Scope and sequence
- Integration of faith with different disciplines
- Human resources development
- Building team spirit

### ***Small Group Activity Includes:***

- Problem solving
- Simulations
- Case studies
- Questioning
- Design projects
- Critical incidents
- Role plays
- Discussion/Analysis/Evaluation
- Games

### **Experiential Learning Model (Kolb):**

This model is the essence of interactive learning for the teacher to consider and to utilize in the group settings as well as for the individual learner.

- Concrete experience
- Reflective observation
- Abstract concept
- Active experimentation

***Suggested rationale for presentation and organization:***

Onsite personnel may choose from a variety of topics. The following suggest the criterion on which to base choices and the order best suitable to building a cohesive presentation.

- I. Day One
  - A. Begin with sessions combining local pastors, their staffs and the institution administration and staff IF the administration has previously initiated contact with the local church constituency.
  - B. Address issues affecting the churches, outreach and ministry such as:
    - 1. graduate profiles
    - 2. working relationship between church and institution
    - 3. continuing education
- II. Day Two
  - A. Institution staff should establish target goals:
    - 1. Mission statement
    - 2. Core values
    - 3. Concerns
    - 4. Felt needs and desired issues for addressing
  - B. Either begin to address these topics by:
    - 1. Scope and sequence seminar
    - 2. Assessment and evaluation tools
    - 3. Sessions related to instruction for A above

—OR—

Begin with HRD and leadership training for administration and faculty

- C. Spiritual components [VII above] – This provides the foundation of core curriculum and ministry within in the institution setting.
- III. Day Three
    - A. Whichever of II.B. was not covered on Day Two
    - B. Implementation and simulations of team work and relationship building
    - C. Administration and staff determination of:
      - 1. Goals and Objectives for areas covered during conference sessions
      - 2. Action Plans

Sample Schedule

**Leadership Enhancement and Development Workshop**

Rationale and Proposed Order of presentation  
Sample Schedule for Track A

	Day One	Day Two	Day Three
Morning	<ul style="list-style-type: none"> <li>• Collaboration of church/institution</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Processing data From the first day</li> </ul>	<ul style="list-style-type: none"> <li>• External Analysis using SWOT</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>• Graduate Profile</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• Core Value</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Goals and Action Plans</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>• Continuing Education</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Analysis using SWOT</li> </ul>	<ul style="list-style-type: none"> <li>• Goals and Action Plans</li> </ul>

Sample Schedule for Track B

	Day One	Day Two	Day Three
Morning	<ul style="list-style-type: none"> <li>• HRD for Administrators &amp; Faculty</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Pentecostal Distinctives</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Team Work Building</li> <li>• Small Group</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>• Spiritual Formation</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Scope/Sequence</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Team Work Building</li> <li>• Small Group</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>• Practical Ministry</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Wrap Up</li> <li>• Praying together</li> </ul>

\* Track A and B can be combined to a five-day workshop

## THE WORKSHOPS

The previous pages represent possible choices for the nine workshops over the three-day seminar/conference. This is a suggested ordering of those choices with the logical flow explained in the “suggested rationale and presentation” page. National hosts have the prerogative to choose from the list of twenty offerings and may also alter the order if they so desire.

To begin with, two workshops are explained in more detail. There is allowance for flexibility both for the workshop leader and the participants. Suggestions are given for such latitude. The diagrams indicate the process of planning for track A, B or combined tracks.

---

# Sample Workshop

Notes

## Collaboration of Church and Institution

Participants are to bring with them the pre-session worksheets.

The workshop facilitator will divide participants into small groups. Within the groups two questions will be discussed from the worksheets:

1. Identify Key Concerns
2. Identify Operating Values

Each group will be given two blank overhead slides, one for each question, and a marker. As the group identifies each person's five points for questions #1 and #2 above, they will discuss the contributions and come to a consensus listing generally agreed upon items on the overhead slides.

In turn, each group will place their slides on the overhead for the entire group to view, compare to their own and discuss.

The workshop facilitator will assist in drawing conclusions and integrating church and institution viewpoints. This could (depending on relationships and group dynamics) lead into a workshop interaction of bridging the gap between church and institution goals.

Lastly, the "Seven Questions" from Vella (1994, p. 23) as adapted on the pre-session worksheet will be presented. On the dry erase board, overhead or power point, this worksheet will appear. Participants will respond to each question as they have it on their worksheet and then as they may have changed their answer in light of the small group interaction.

**Alternative activity:** Present a case study of a church situation to the institution participants and a institution situation to the church participants that addresses issues of the existing disconnect between church and institution. In this manner the church participants will have to resolve and/or address the case as if they were members of the institution staff and conversely the institution staff will answer as if they were on the church staff. Case studies can be devised within the cultural context by prior notification of existing problems or difficulties for each respective sector.

## Sample Workshop

### Scope and Sequence, Curriculum or Lesson Plans

Throughout the LEAD program the goal is to teach in such a way that participants will embrace not only the content but also the teaching methodology. Hopefully educators will come away with applicable content, tools and techniques by which to improve their own teaching.

Endless requests come from the field for determining a scope and sequence for the curriculum that needs assistance in design and lesson plans within the curriculum. Either one of these topics may be chosen near the end of the three day event or the workshop leaders may choose to integrate the three into one session.

Combining excerpts from Kirkpatrick's *Evaluating Training Programs* (1994), Meyers and Jones' *Promoting Active Learning* (1993), Brook's *How to Develop a Curriculum* (1995) and Gredler's *Designing and Evaluating Games and Simulations* (1994) a multi-level session can be designed.

The workshop facilitator begins by taking responses from the audience to questions such as:

What is scope and sequence?

What is curriculum?

How does that differ from lesson plans?

What part do instructional objectives play in this?

Identify problems your institution has with any or all of these.

Specifically what do you hope to glean from this workshop?

Once those responses have been listed on a board or overhead, the leader begins a short lecture on the "how to's" of any or all of this educational groundwork. The leader requests that they take notes. After a short time of lecturing, the leader stops. The lecture is discontinued and participants are asked the interest level of that sort of presentation.

For the remainder of the workshop, the leader divides the participants into small groups. Each group has one of the following assignments:

1. Choose from one of the Brook handouts on curriculum design and work together on filling in the grid or model.
2. Make a chart of the core courses in your department and how each main content might build on or integrate with the other courses.
3. Write a case study (preferably factual) that indicates the need for revision in one of the areas being discussed.

- 
4. Decide on a way that your faculty might use power point, overheads or other means by which to lay out courses that each one teaches and identify the overlap.

*(This is not an exhaustive list. Other small groups projects can be related to the content and goals of this assignment. These four are merely suggestions).*

After a half an hour, each group is to present their findings to the entire group in such a manner that they are involving the whole group as they would a class. All class participants will then have experienced the following:

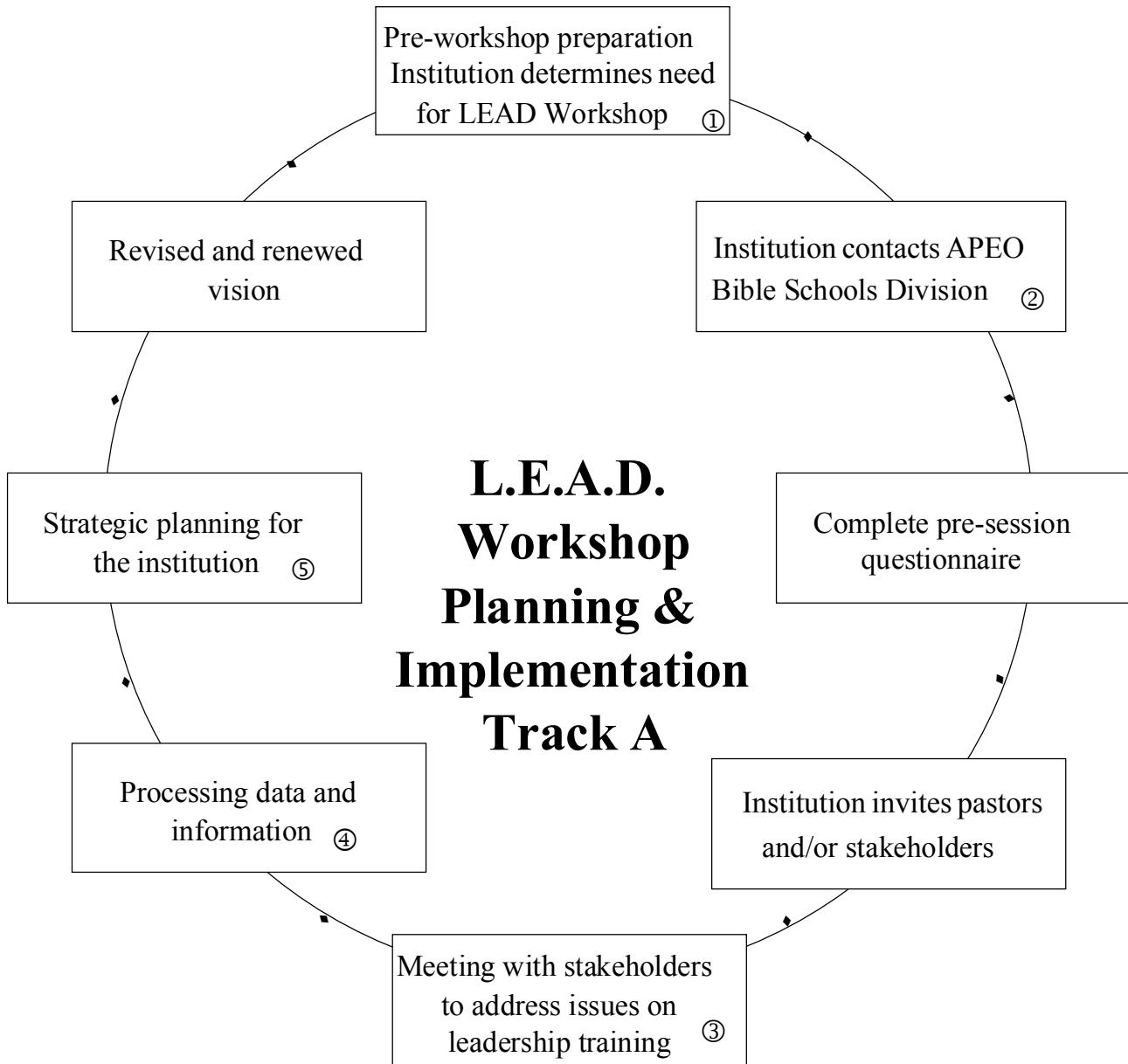
1. The opportunity to learning by doing through small group interaction and drawing answers from self and others.
2. The consequent practice of new teaching methods techniques in an experiential and interactive mode.
3. As many topics/contents as there are groups presenting.
4. Identification of problems and solutions in the areas addressed.
5. Opportunity to model a new technique while teaching newly discovered information.

The assessment of the workshop exercise will involve the facilitator recapping the items listed above as well as gathering the data on the specific content for application at the represented institutions. An oral evaluation from participants about the effectiveness of the workshop in comparison to the beginning lecture and dispensing of information further solidifies participants' internalization of both content and methodology.

## Notes



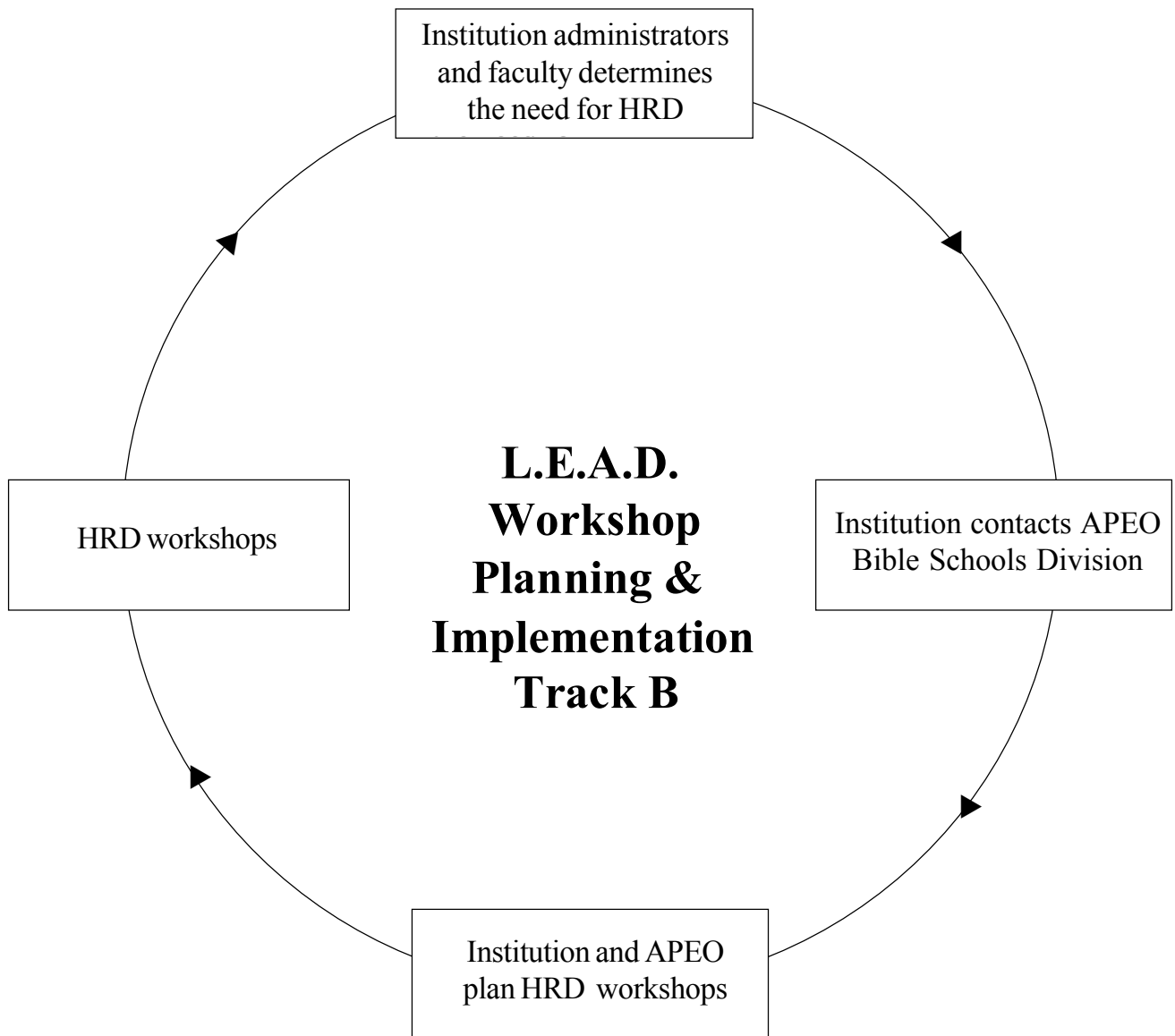
## Planning Process Track A



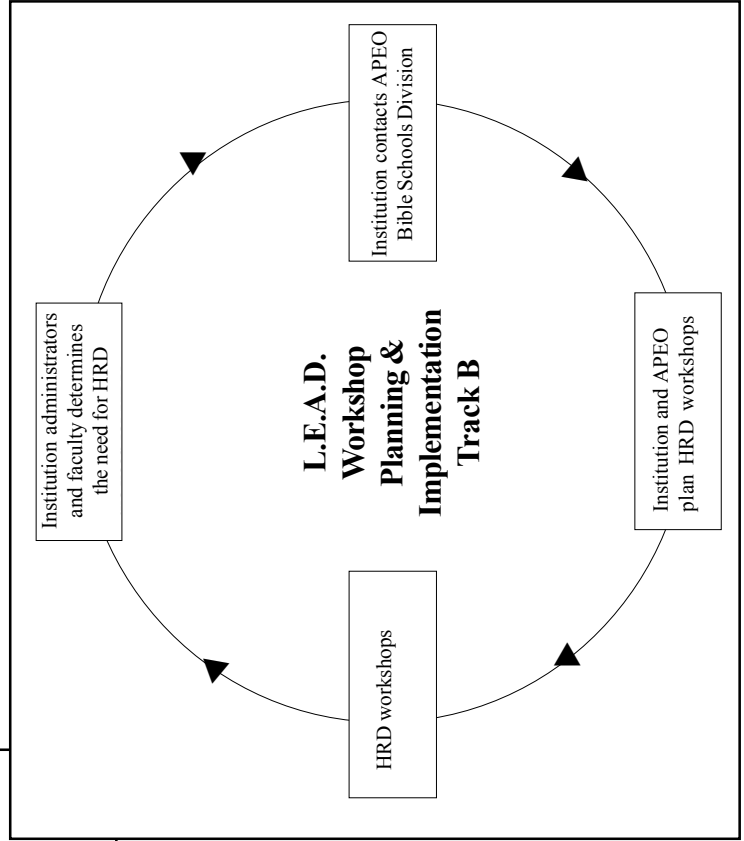
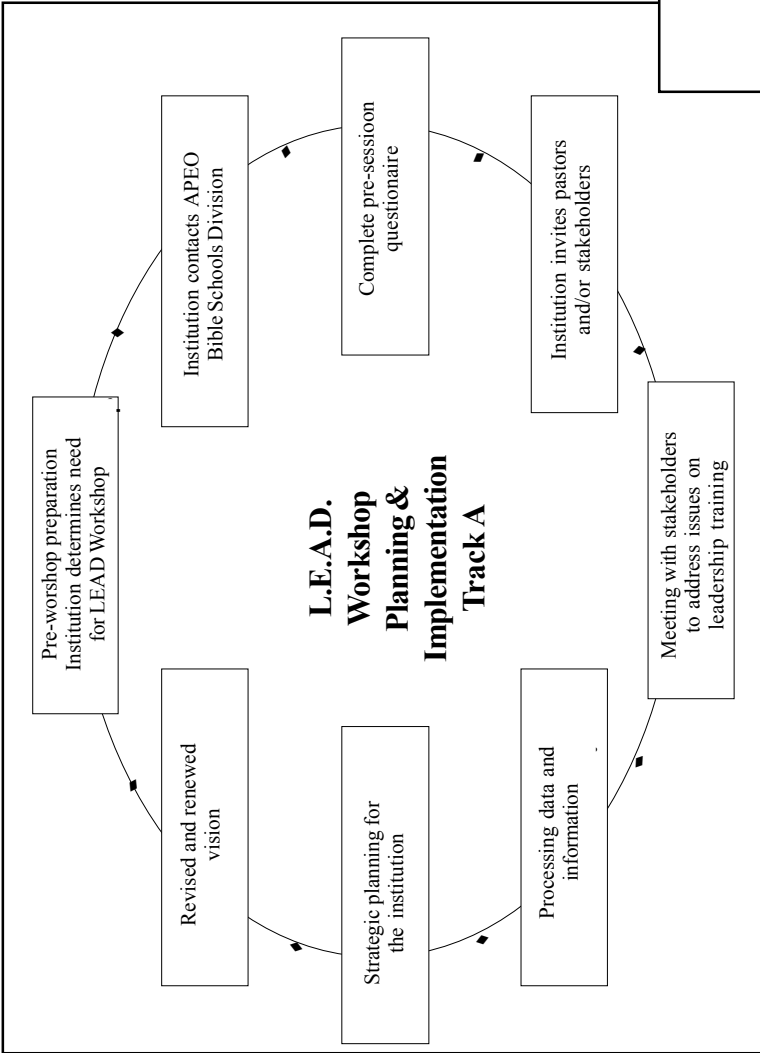
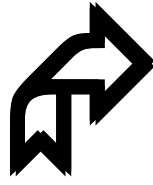
### NOTES

1. Institution administrators and faculty study the LEAD workshop and determine the need and time for the workshop.
2. This step could be omitted. But if needed theological institution and APEO Bible School Division can set goals and plan the LEAD workshop together.
3. Addressing issues and needs identified on the pre-session questionnaire.
4. Data and information gathered from meeting with stakeholders.
5. Institution will choose topics that are relevant to the needs of the administrator and faculty.

## Planning Process Track B



# Planning Process Track A & B



# Five-day Workshop Option

---

## PRE-SESSION PACKET

Cover letter:

Notes

Dear Administrators, Faculty and Staff:

We are looking forward to joining you for a time of planning or in-service training. As we prepare to visit your site, we are committed to prayer that this will be a fruitful time for everyone involved. Our desire is to assist you in defining your goals and objectives while providing tools that will enhance the educational process.

Most importantly, we want to know from you what is needed in your unique setting. Attached you'll find a suggested list of workshops which may be arranged in the nine workshop sessions over our three days together. Please look over the list and feel free to give additional suggestions if we've not covered an area of concern for you.

Prior to our arrival and the beginning of the conference, please indicate your nine choices plus a couple of extra optional sessions in case of extra time or any unforeseen inability to conduct one of the sessions. Then fax or e-mail your choices to the addresses given below.

Secondly, if you would take a moment as individuals and/or as a group and reflect on the attached worksheet pages, we will all be focused on the same concepts for beginning the workshops. It might be a positive consideration for you to invite local pastors to the first workshop in order to get their feedback and input on graduates coming out of your institution and entering into local ministry. Sometimes these dialogues and interactions assist in clarifying our purposes as we teach and train. We will leave that option to you as well as the invitation extended to pastors and church staffs.

***To recap the pre-session preparation:***

1. Review nine possible workshops to meet your needs.
2. Send those nine choices and any other suggestions to the APEO office.
3. Reflect on and complete the attached preparation worksheets.
4. Invite local pastors and staffs to whom the institution provides graduates to the first session. *THIS IS OPTIONAL.*

Once again, we look forward to our time together and pray God's clear direction as we seek to better serve Him through theological institution education.

In His Service,

Dr. Benjamin Sun  
Bible Schools Division Coordinator  
fax: 949-472-2022  
e-mail: 104331.426@compuserve.com

## Pre-Session Worksheet

Prior to the opening of the conference, individually and as a group reflect on the items below. Write in your thoughts as you think through the topics for the workshops.

### *Identifying Key Concerns:*

List some significant concerns you have for your institution, faculty and students. These can include items related to teaching techniques, connection between the institution and the churches in which students will serve, the spiritual growth of staff and students and so on. Examine areas where you'd like to see improvements and where you'd like to focus the conference. (Please use the back or a separate sheet if you need more space).

1.

2.

3.

4.

5.

### *Defining Your Purpose:*

Write or attach the current Mission Statement or Statement of Purpose of your institution. In a statement or paragraph, this should present the reasons for your institution's existence.

How does this reflect current goals and directions?

What service is provided to students and to churches that is expressed in this statement?

What, if anything, would you change about your mission statement in order to meet current and future goals of the institution?

***Identify Your Operating Values:***

Name the primary values (or what's important) that you feel should be the motivation behind education at your theological institution. These could include your instructional objectives or goals as well as desired outcomes. Reflect on how theological education is taught, learned and made practical outside of the institution.

1.

2.

3.

4.

5.

How are the items above valuable to what is actually done on campus? Discuss your operating values with other members of your administration, faculty and staff and others who will participate in the conference. Write a brief summary of your group discussion as together you determine what is important in operating and developing your institution and staff.

In relation to the students you teach or those taught at your institution, reflect on and briefly answer the following strategic questions:

***Who:*** Who are we teaching? (In other words, who makes up the student population?)

***Why:*** Why do we have an institution?

---

**Notes**

**When:** When do classes meet?

When are students engaged in learning?

**What:** What is the goal of our faculty, administration and staff for the institution?

What is the goal for having this type of in-service training time?

**Where:** Where will we be meeting for the workshops?

Where do students meet to learn?

**What For:** What is this type of workshop conference for?

**How:** How would you like to see the workshops be conducted?

How might you take the information back to your institution, faculty and students?

**SECTION TWO**

**HUMAN RESOURCE  
DEVELOPMENT**





---

# HUMAN RESOURCE DEVELOPMENT

Notes

Within this section, it is the desire of APEO that those involved with and interested in education will find opportunity to be more fully equipped. The suggestions for enhancing present teaching methods are given with some rationale for understanding how and why these tools and theories are used.

The L.E.A.D. program is largely based on David Kolb's theory of Experiential Learning. The following page presents a model of this theory. It is Kolb's contention that learning comes through experience. Whether the experience is physical, cognitive/academic, emotional or spiritual, it lends itself to learning.

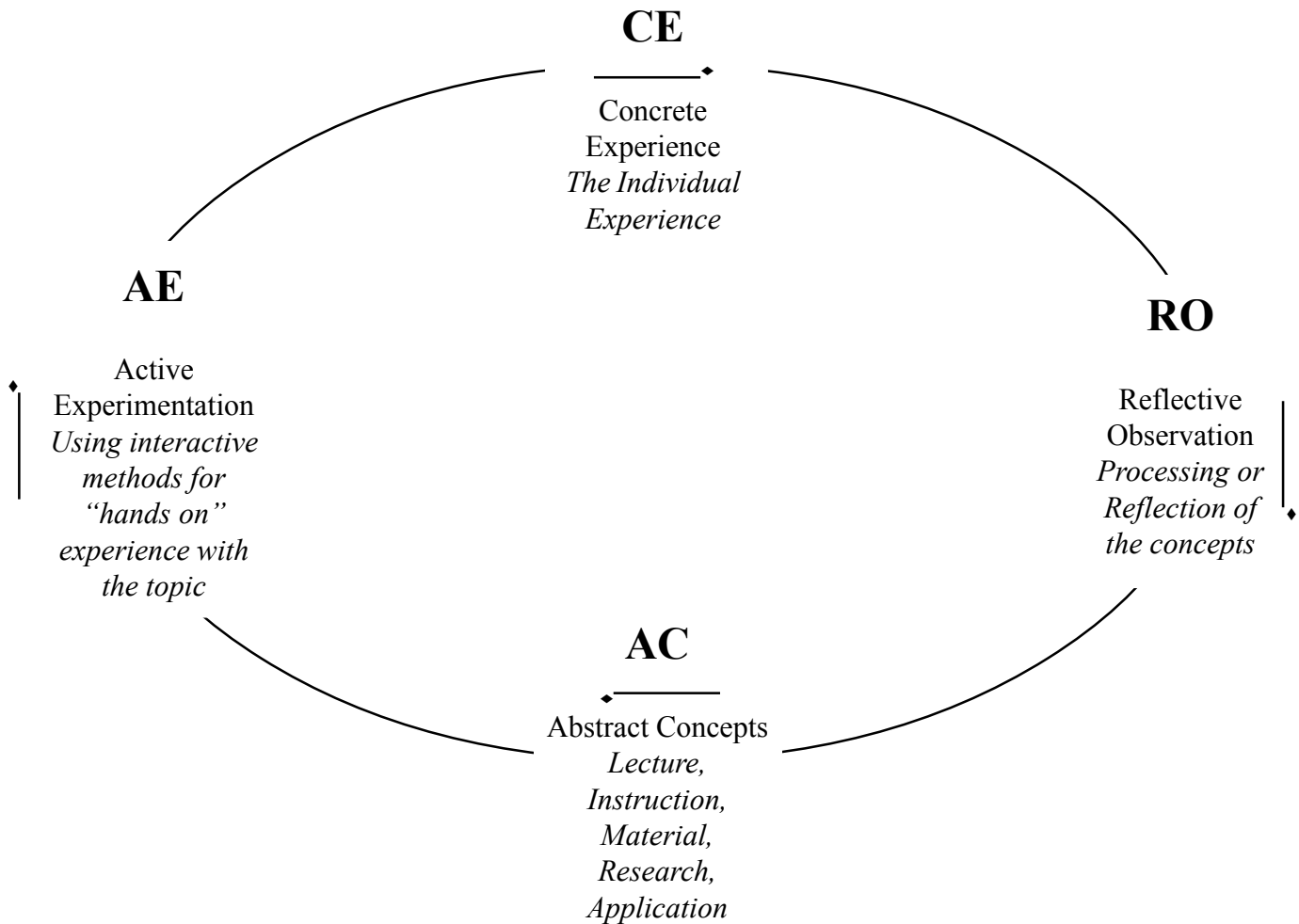
Kolb's cycle begins with any Concrete Experience, as he terms it. Whatever an individual experiences causes him to move to Reflective Observation. In this second step on Kolb's model, the individual looks at what has happened and begins to think about it. Reasoning and logic cause analysis and evaluation of the experience. This moves the individual to a third step known as Abstract Concept. Once an individual has reflected on the experience, he makes some kind of "sense" out of it by producing a concept from which he can learn and grow. If it's been a negative experience, a person would think of a way to prevent the same from recurring. If it's a positive experience, repetition might be desirable. At any rate personal application and decision occur at this step.

Finally Kolb suggests that the completion of the cycle is Active Experimentation. This final step allows an individual to decide what action will be taken in light of the original Concrete Experience, the Reflection on it and the analysis/evaluation or Abstract Concept he/she has resolved. But the cycle continues. The Active Experimentation governs what the person has learned and how it might be applied to life. This results in another Concrete Experience. And so the cycle continues throughout one's education and life.

The application of this for teachers is to develop experiential lessons and provide students with experiences by which they learn the desired content. Section four which covers the video content also provides a variety of such experiential learning lessons.

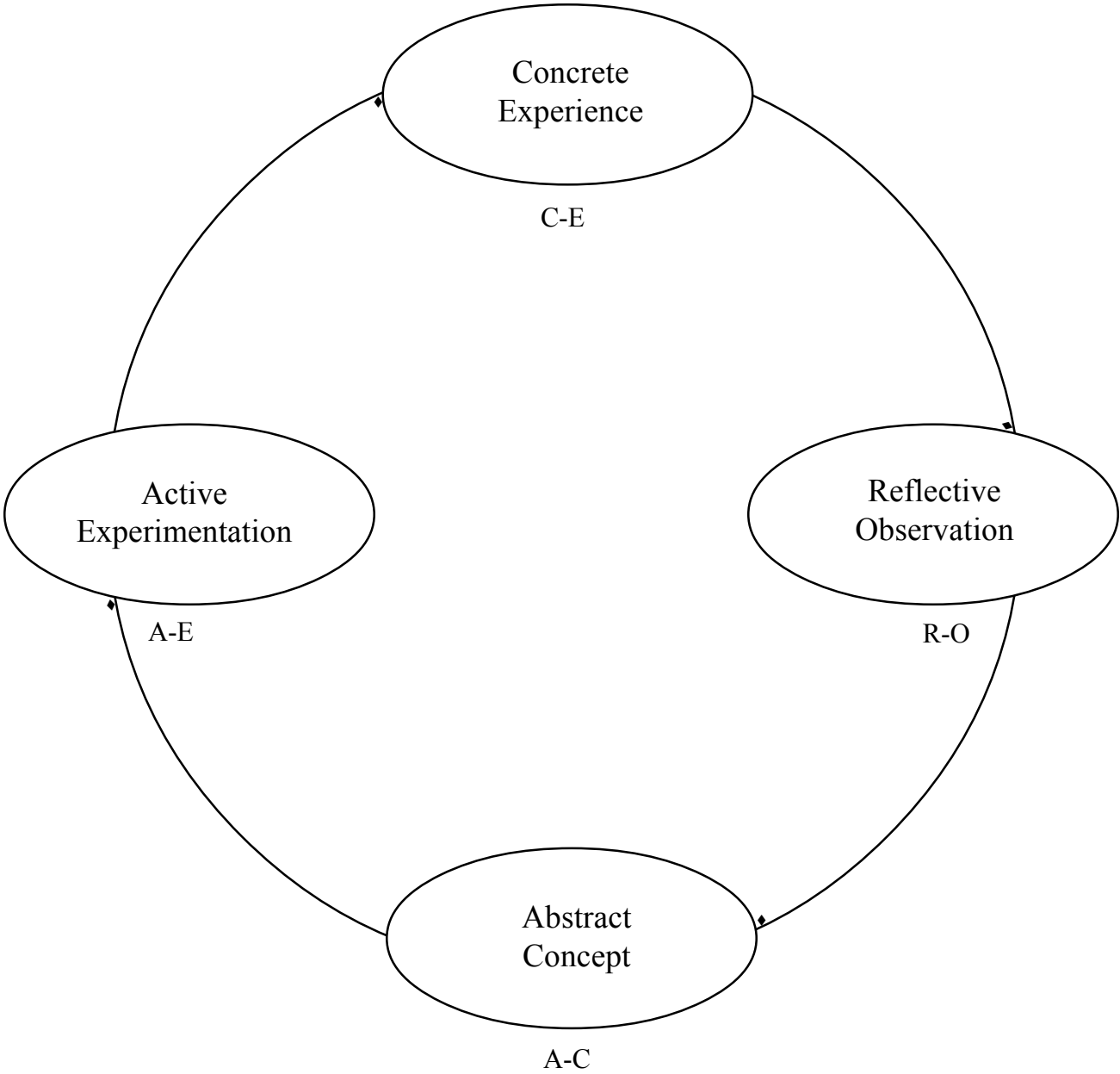
Following Kolb's model, there is a single page outline of a seminar provided for South Pacific Bible College in Fiji. This two day seminar is an example of inservice teacher training which APEO can provide for theological institution and is similar to the entire L.E.A.D. workshop presentation.

# EXPERIENTIAL LEARNING MODEL

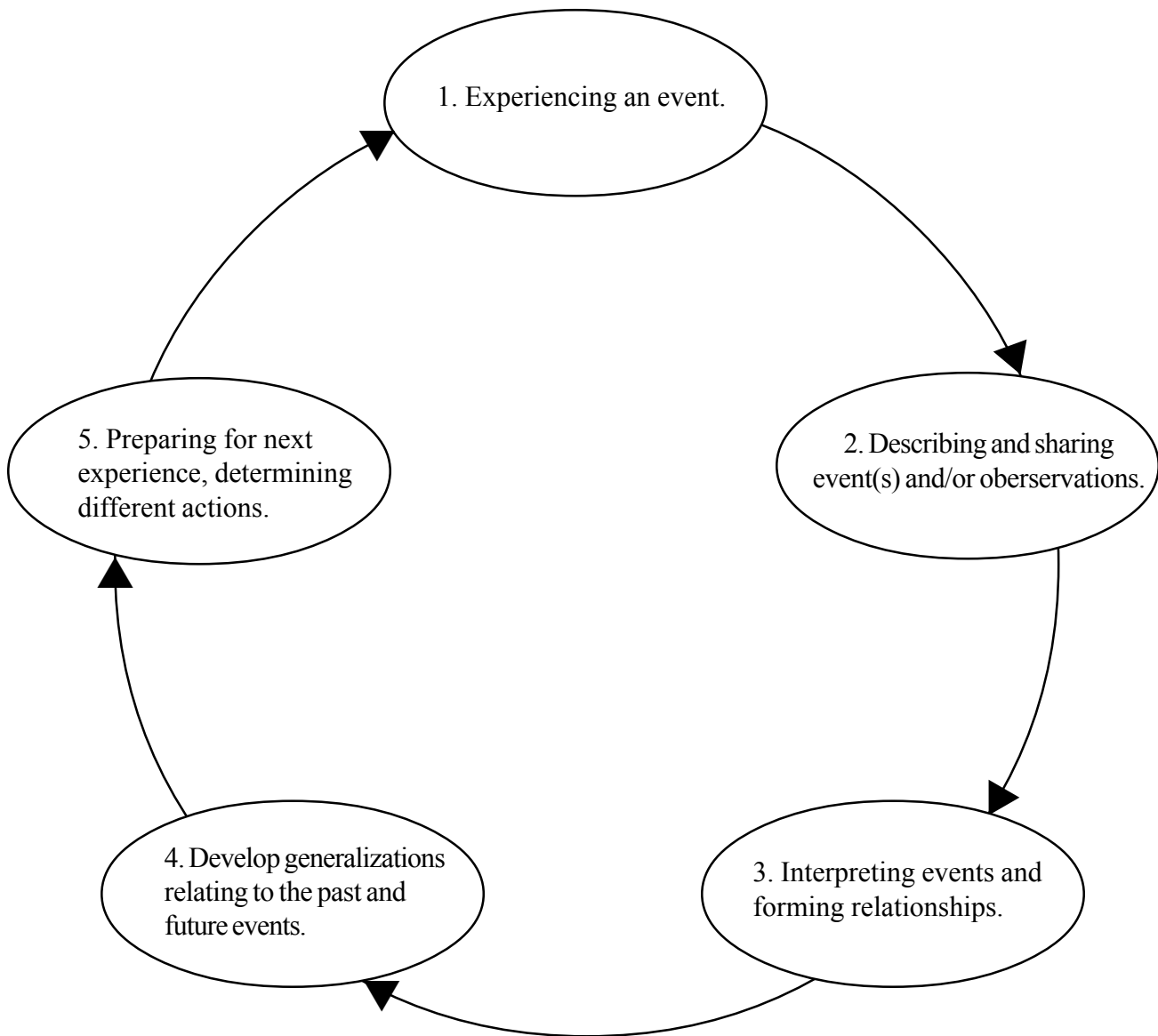


From: David Kolb - "Experiential Learning"  
This allows for different learning styles to be utilized.

# Experiential Learning (David Kolb)



# Experiential Learning Model



---

## **Experiential Learning Teacher Preparation Seminar South Pacific Bible College**

**Notes**

October 13-14, 1999

Instructors: Marla Campbell and Barbara Houger

### Seminar Description:

The two-day seminar exposes students to the theory and practice of Experiential Learning. The seminar is designed to familiarize students with a variety of types of Interactive teaching techniques. Although more training may be necessary, such an introduction should provide practical suggestions for integrating the theory and methods into one's own style of teaching.

### Instructional Objectives:

1. To gain an understanding of various teaching theories such as:
  - a. Howard Gardner's Multiple Intelligences
  - b. Benjamin Bloom's Taxonomy
  - c. David Kolb's Experiential Learning
  - d. Jesus' parabolic and interrogative methods
2. To be able to experience experiential/interactive learning.
3. To develop elements of student's own teaching style by practical application of experiential learning.

### Methodologies:

1. Lecture
2. Discussion
3. Questions and answer
4. Small group
5. Clustering
6. Storytelling
7. Evaluation and analysis of current events
8. Various other interactive educational activities

### Materials:

1. Bible
2. Newspapers
3. Fruit
4. Handouts

### Class Requirements:

Active participation is required for all class members during each activity for the duration of the seminar. Discussion and questioning is also encouraged. There will be one short homework assignment for Wednesday night.

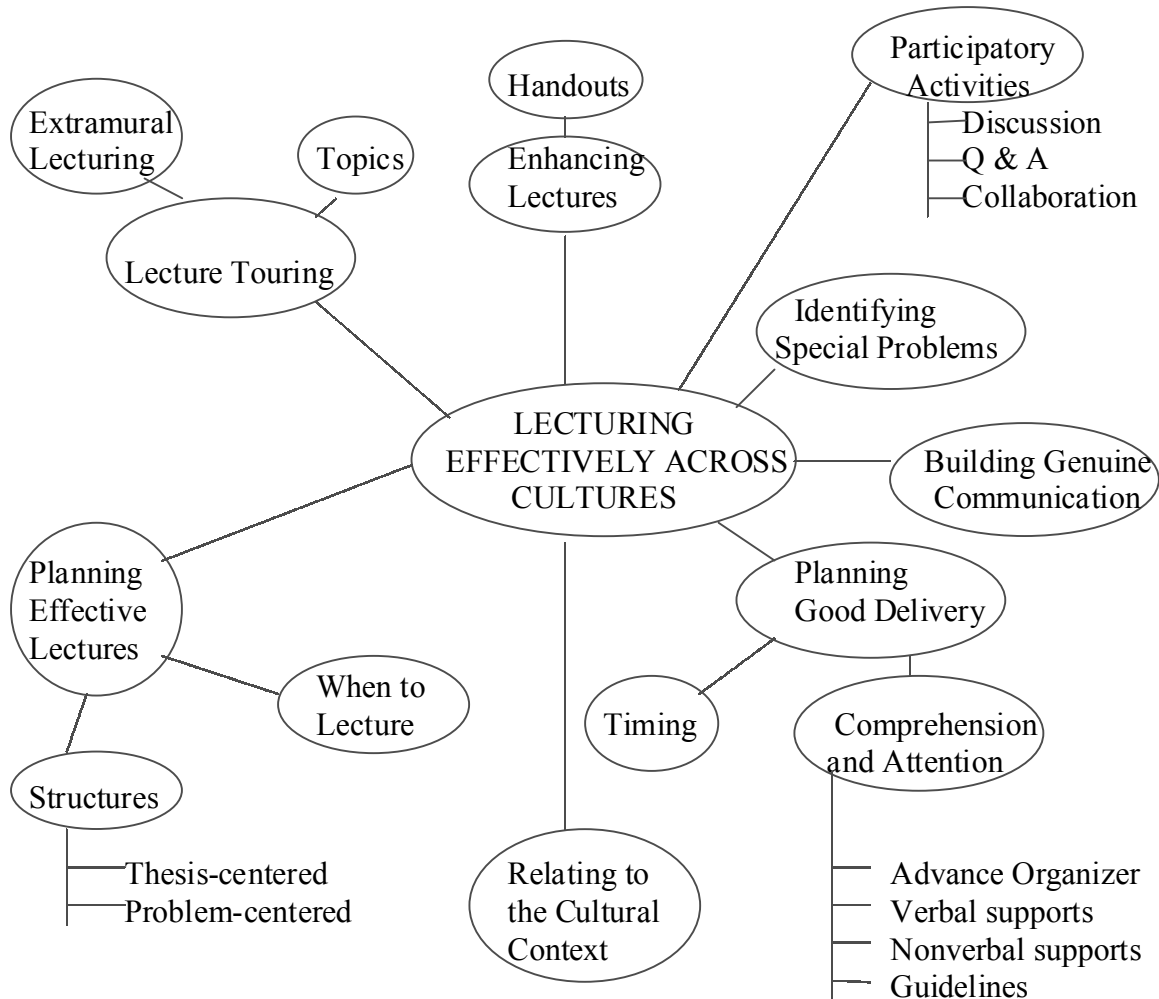
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**Notes**

This “outside the box classroom” contained four instructional objectives related to the methodology.

1. “Class” is where experience becomes education. If in the island’s interior or an outlying island with only the Bible and nature — you can teach!
2. Storytelling is culturally appealing and metaphoric, analogous stories punctuate Biblical truths.
3. No loss of academic or biblical content or integrity occurred in the exercise but rather enhancements of the content and principles.
4. Questioning develops self-discovery for students anywhere just as Jesus demonstrated with the disciples.

## Lecturing Effectively Across Cultures



**Concept map: lecturing effectively across cultures**  
 (Source: George 1995: 68, reprinted with permission.)

Believing that lecture accommodates very few learners and only one learning style, it limits motivation, retention and certainly creativity. But there is much merit in Pamela George's theory. Lecture can not and should not be eliminated by supplanting it with Experiential Learning. It is a part of many cultures' educational traditions. Instead, a careful integration of Experiential Learning and lecture will account for Multiple Intelligences thereby enhancing concerns of motivation of students and retention of information. This strikes at the root of the primary research question of aiding educators in helping students to internalize Biblical truth.



## The Progression Model

Over a period of time, the facilitator can move, in a planned and systematic manner, from the most didactic to more experiential. The move will most likely involve some disequilibrium on the part of the learner in order to advance through more risk-taking opportunities for deeper level learning.

1. Lecture



2. Lectures followed by Question and Answer Sessions



3. Whole-Group Discussing



4. Small Group Discussion then Reporting to Entire Class or Group



5. Discussion Based on Agree/Disagree Statements  
(possible small group assigned to the task of consensus component prior to joining entire group)



6. Case Studies  
(emphasizing multiple acceptable solutions as opposed to one correct answer)

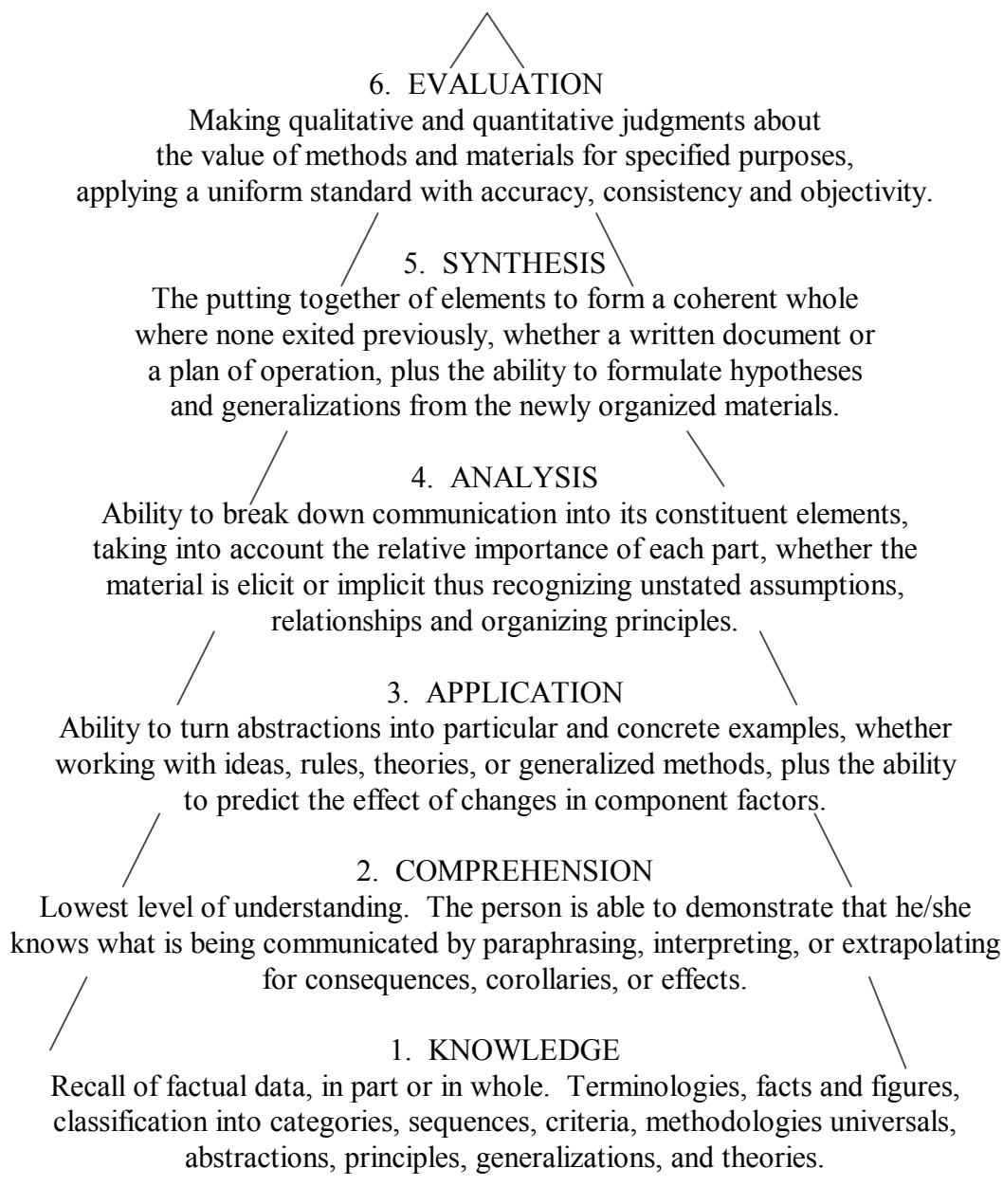


7. Single-Solution Case Studies



8. Role Plays  
(start with low risk/non-threatening scenarios and move to increased risk/more threatening ones)

# Hierarchy of Learning Skills



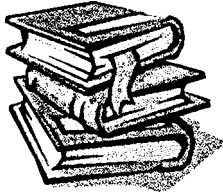
Adapted with permission from L. Robert Kohls, Meridian House International 1984 as adapted from Bloom, et al, 1956.

## The Eight Intelligences

(Armstrong, p. 2-3, Hoerr 1996, p. 9 and Checkley, p. 12)

1. *Linguistic Intelligence* — The capacity to use words effectively; sensitivity to the meaning and order of words.
2. *Logical-Mathematical Intelligence* — The capacity to use numbers effectively; ability to handle chains of reasoning and to recognize patterns and order.
3. *Spatial Intelligence* — The ability to perceive the visual-spatial world accurately; ability to re-create or transform aspects of that world.
4. *Bodily-Kinesthetic Intelligence* — Expertise in using one's whole body to express ideas and feelings; ability to use the body skillfully and handle objects proficiently.
5. *Musical Intelligence* — The capacity to perceive, discriminate, transform and express musical forms; sensitivity to pitch, melody, rhythm and tone.
6. *Interpersonal Intelligence* — The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people.
7. *Intrapersonal Intelligence* — Self-knowledge and the ability to act adaptively on the basis of that knowledge.
8. *Naturalistic Intelligence* — Designates the human ability to discriminate among living things as well as sensitivity to other features of the natural world; ability to recognize flora and fauna and to use this ability productively in hunting, farming and biological science.

# MULTIPLE INTELLIGENCES



## LINGUISTIC

Ability to think in words and to use language. Authors, poets, journalists, speakers, and newscasters.



## SPATIAL

Capacity to think in three-dimensional ways. Sailors, pilots, sculptors, painters, and architects.

## LOGICAL-MATHEMATIC



Makes it possible to calculate, quantify and carry out complex mathematical operations. Scientists, mathematicians, accountants, engineers, and computer programmers.

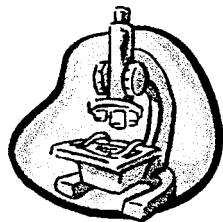


## MUSICAL

Individuals possess a sensitivity to pitch, melody, rhythm, and tone. Composers, conductors, musicians, critics, instrument makers, as well as sensitive listeners.

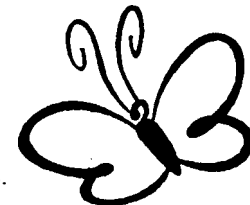
## BODILY-KINESTHETIC

Enables one to manipulate objects and fine-tune physical skills. Athletes, dancers, surgeons, and craftspeople.



## NATURALISTIC

Appreciation of natural world and outdoors. Scientists, botanist, florist, and forest rangers.



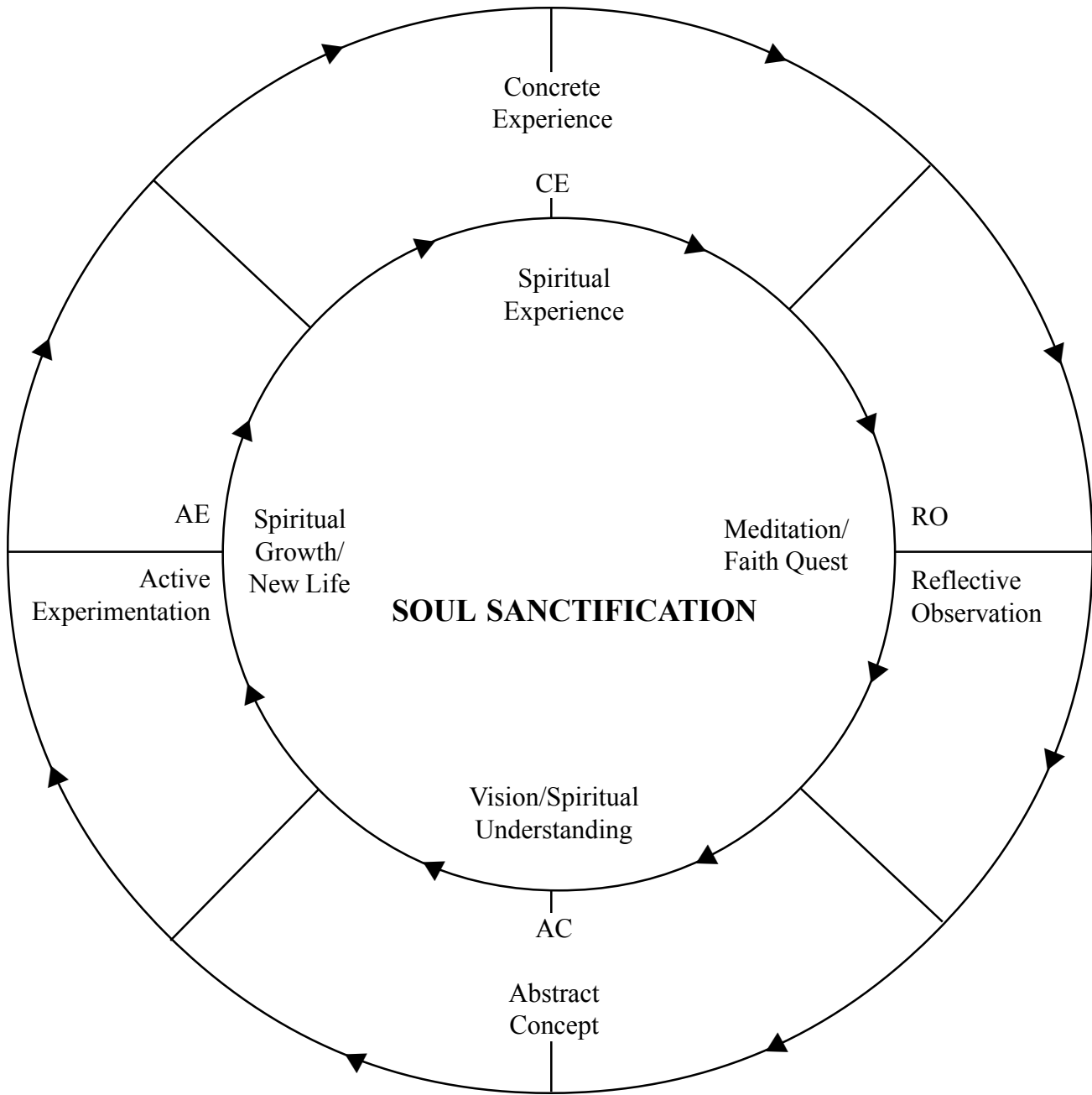
## INTERPERSONAL

Capacity to understand and interact effectively with others. Teachers, social workers, actors, and politicians.



## INTRAPERSONAL

Ability to construct an accurate perception of oneself. Theologians, psychologists, and philosophers.



*Life experience model of spiritual growth and cognitive learning*  
 (Source: Campbell, 2000. Reprinted with permission.)

This model serves as an experiential model of the holistic integration of education and character development. It also applies to Biblical integration in education and the sanctification process known as spiritual growth and development.

**SECTION THREE**

**STRATEGIC PLANNING  
FOR THEOLOGICAL INSTITUTIONS**



# Strategic Thinking And Planning

The educational leaders of today need to be prepared to lead their institutions strategically. With the help of the Holy Spirit, they must look to the future and plan objectives and initiate strategies for their institutions. They should be ready to ask strategic questions like:

- Where is the institution now?
- If no changes are made, where will the institution be in one year? Five years? Ten years? Are the answers acceptable?
- If not, what specific actions should be taken?

For leaders strategic thinking is crucial. It is a process of thought that goes on inside the minds of the leaders that helps them to shape the future of their institutions.

An educational institution, after serving for several years, needs to review its vision and mission. Strategic planning provides the opportunity for them to develop plans to guide and shape their future.

Track A of the L.E.A.D. Workshop will help the education institution to do strategic planning [Refer page 11]. APEO personnel will work with each institution to provide opportunities:

- For the institution and stakeholders to work together to discuss issues and find solutions for better ministerial training.
- To review missions statement, vision and core values of the institution.
- To conduct internal and external assessment of the institution.
- To set goals and action plans for the institution.

In this section of the manual we have included several helpful resources on strategic planning for your reference:

- Introduction to strategic planning
- Strategic planning process
- Mission statement
- Visionary focus
- Core values
- Building successful strategic alliances or networks
- A paradigm for holistic ministry training

For a further reference please refer to *Guide for Strategic Planning for Assemblies of God Educational Institutions and Ministries in Asia Pacific* by Dr. Dan Anglin. Published by Asia Pacific Education Office (1996). ( The following pages 41 - 46 are taken from Dr. Dan Anglin's above mentioned book.)





# INTRODUCTION TO STRATEGIC PLANNING

## Education institutions are in rapid transition

The Assemblies of God (A/G) educational institutions and ministries are in rapid transition. During a 1994 education conference in Seoul, Korea, international A/G education leaders reported that over the past 20 years, theological institutions in many countries have developed into accredited national and international colleges and universities offering multi-level diploma, baccalaureate, and graduate study programs.

## Leadership needs are changing

The leadership needs of the local churches are also changing. The changing needs of the community, and in some cases, phenomenal church growth, have resulted in churches that today require the pastoral, leadership, and educational staff to offer a wide variety of educational ministry programs for adults, youth, and children.

***✓ Change has a cost! To shape the destiny of your education institution to fulfill its mission and goals, your leaders will be required to align the existing organization structure, programs, services, and activities to the changes taking place around them.***

## Strategic plans are needed to guide the organization

The purpose of this guide for strategic planning is to provide a resource tool to assist the leaders of the A/G educational institutions and church ministry programs in Asia Pacific to develop strategic plans to direct, shape, and guide these institutions as they experience times of transition and change.

An old Chinese proverb says that “unless you change direction, you are likely to arrive at where you are headed” (Nanus, 1992, p. 7). This simple but profound statement raises some important questions that every education leader needs to answer:

## Where is your institution headed

- ↪ ***Where is your educational institution or ministry headed? Do you have a clear vision of where it should be going, and goals and objectives to guide you the right way?***
- ↪ ***Will your governance structure and management policies and practices help get you where you want to go?***
- ↪ ***Are your programs, services, activities, and spiritual values pointing the right direction?***
- ↪ ***What can you do to guarantee your institution the best possible success of arriving at your desired destination?***

**Reach your target by building consensus**

Strategic planning is a simple, rational method for proper planning to point you in the right direction to fulfill the vision of your organization (Krallinger & Hellebust, 1993, p. x). It will help you get where you want to go!

Strategic planning provides an opportunity to build consensus for mission, vision, participation, commitment, urgency, and action. It will actively enlist all of your institution's constituents in the process—board members, administrators, faculty, alumni, staff, students, pastors, as well as the members of your church community.

**What is vision**

Vision is a realistic, credible, attractive future for your institution. It is the explanation of your destination—the target toward which you should aim. Also, vision is a future that in important ways is better, more successful, or more desirable for your institution than is the present. It is the role of the director to continually communicate the vision of your institution so that it becomes the target for everyone's activities and efforts (Nanus, 1992, p. 8).

✓ ***Vision is where you are going! It is not where you are—nor where you have been***

The challenge for those involved in strategic planning is to make well-conceived, long-run decisions that meet the constituents' needs.

**Move forward with a clear vision**

⇒ ***The task of strategic planning is to formulate and explain a clear vision and simple strategic goals and objectives to guide the decisions of those who lead your institution.***

⇒ ***The outcome of strategic planning is to implement those activities and efforts that shape your institution to "fit" its mission and vision, and discard or reject those activities and efforts that do not.***

**Strategic planning will help shape the destiny of your organization**

**In summary, strategic planning will help you shape the destiny of your institution and ministry by:**

- ◆ **Defining mission, vision, goals, objectives**
- ◆ **Assessing your progress and defining strategy**
- ◆ **Building consensus among your constituency**
- ◆ **Aligning structure, people, programs, services**
- ◆ **Helping you successfully arrive at the destination**

# STRATEGIC PLANNING PROCESS

## Strategic planning schedule

Strategic planning is normally a 12- to 15-month process—not including the time it takes to implement the plan. The length of the planning time is related to the number of constituents or ‘stakeholders’ that you will want to involve in the planning process” (Burkhart & Reuss, 1993, p. xix).

*Example: A newly established theological institution in a country with only a few churches, a small team of administrators and faculty, and a small number of alumni might require much less time to build the communication and consensus needed for planning than a college serving a wide geographical area with many churches, a large team of administrators and faculty, and many alumni.*

## Nine planning steps

- ✓ *There are nine important steps for you to follow in the strategic planning process. It will be valuable for you to spend as much time as you need with each step in the process.*

## Pre-plan your activities

↳ **Step 1. Pre-plan the strategic planning activity (1-3 months)**

During the pre-planning activity:

1. Meet with the board, administrators, and faculty, and also communicate with all constituency groups to plan the activity, the time frame, and the various types of group involvement.
2. Decide who will be the project manager to oversee the strategic planning process.
3. Decide what small-groups will be responsible for the various (one or more) parts of the plan.
4. Help team members understand the process and work as a large group to brainstorm and dissect examples of doing an analysis.
5. Develop ongoing group training meetings to write strategies, evaluate progress, and implement change.

**Perform  
internal and  
external as-  
sessments**

**Analyze both  
strengths and  
weaknesses**

**State your  
mission and  
vision clearly**

**Create  
practical  
objectives**

↪ ***Step 2. Small-groups perform internal audit and external assessment of the organization (2-3 months)***

Meet with your various internal (*board, administrative committee, faculty, etc.*) and external (*pastors, alumni, church leaders, etc.*) constituency groups to find out:

1. What has been done in the past to meet their needs?
2. What is being done now?
3. What needs to be done in the future?

✓ ***Be sure to analyze both the strengths and weaknesses of each issue (see the assessment samples and worksheets throughout the guide for assessment ideas and specific questions and issues)***

↪ ***Step 3. Identify mission and vision of institution (1-2 months)***

1. Build consensus for the mission and vision among both the internal and external constituency of your institution.
2. Determine if the assessment information indicates that the institution is aligned with the primary objective.

↪ ***Step 4. Each small-group identifies and fashions simple and practical objectives (and strategies for reaching them) for their assigned part of the plan (1-3 months)***

Each small-group works to:

1. Build consensus.
2. Develop a good fit between the organization's activities and the demands of the surrounding environment.
3. Identify strengths and weaknesses for each part of the plan.
4. Identify all possible strategies—ranging from expanding present activities to eliminating them if they hinder or are out of alignment with the mission and primary objectives of your institution.

## Draft the plan

### **Step 5. Draft the strategic plan (1-2 months)**

1. Allow time for the complete picture of the plan to emerge—take your time before drawing conclusions.
2. Establish the picture from records, files, previous outcomes, and feedback from all individuals and groups within the organization as well as the community served by your institution.

## Build consensus

### **Step 6. Gain consensus for the draft of the strategic plan from all groups (2 months)**

- ✓ ***Please refer to the “Building Consensus” section of the guide for information on how to accomplish this step.***

## Gain board approval for the final plan

### **Step 7. Board approves plan (1 month)**

- ✓ ***Even though you include your governing board in the strategic planning process, it will still be important for the board to receive and have time to review the entire completed plan for final approval.***

## Implement the plan

### **Step 8. Implement the plan (12-15 months)**

1. Each small-group may be asked to be actively involved in developing implementation procedures and overseeing the implementation of the segment of the plan they design.
2. Each member of the constituency should be provided with a copy of the vision statement to review.
3. Each member will need to receive a copy of all parts of the strategic plan that relates to their areas of responsibility.
4. Each member will need a clear understanding of what they will need to do in order to fulfill their part of the plan.

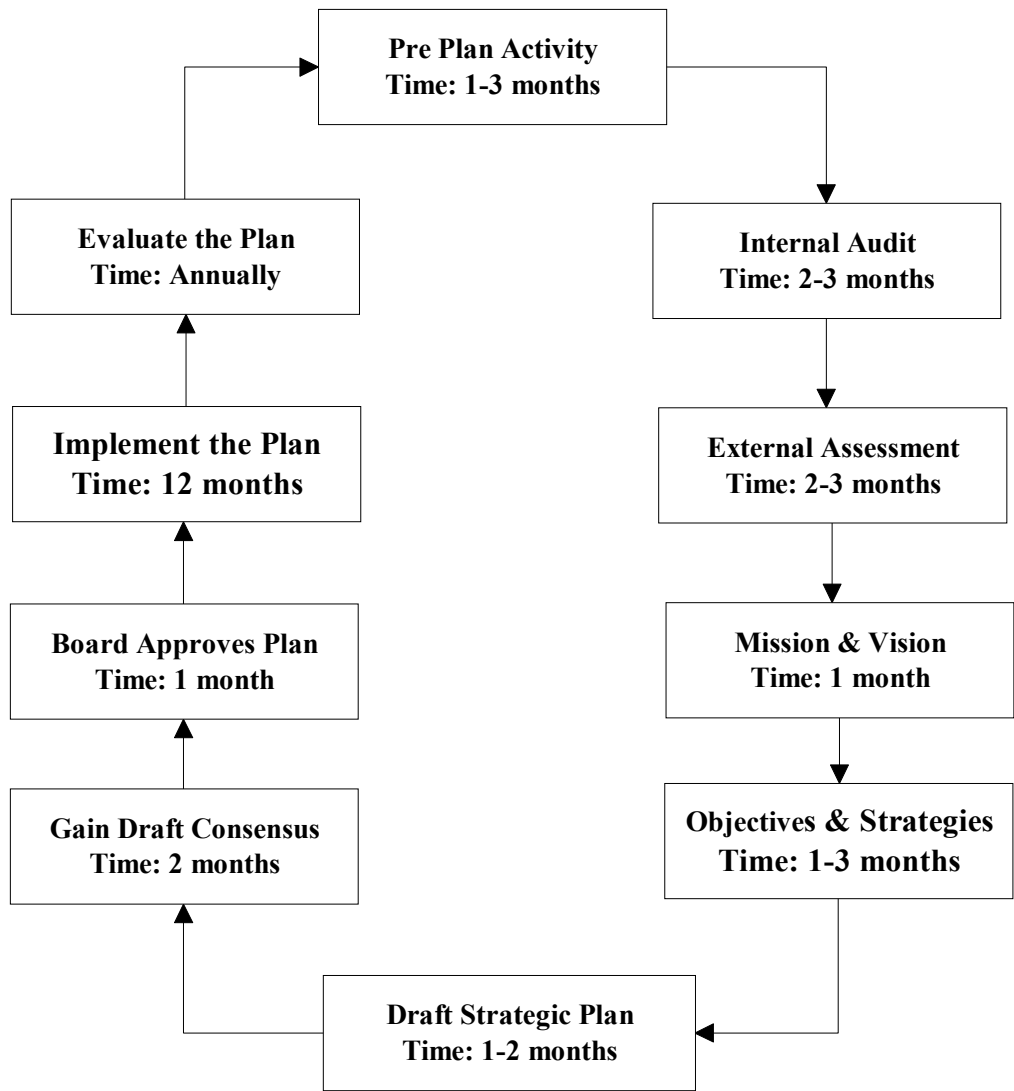
**Evaluate the plan**

**↩ Step 9. Evaluate progress for each step of plan (annually)**

1. Each small-group may be requested to evaluate the progress of the segments of the plan assigned to them on an annual basis.
2. A special evaluation team may be developed for the purpose of evaluating the progress of each segment of the strategic plan.
3. Please see the annual goal program assessment forms in the assessment section of the guide.

**Figure 1: Summary of Steps in Strategic Planning Process**

**Summary of planning steps**



# **Mission Statement**

**The mission statement of an organization states the purpose, or the reason for being of the organization. It puts into words, not only where the organization is now but also where it wants to go.**

## **Develop A Mission Statement**

**To clearly Indicate The  
Direction The Organization  
Is To Be Headed**

**(To be used for transparency)**



# HAS THE MISSION STATEMENT LOST ITS POTENCY?

**If your organization has drifted away from its mission, or if the original mission may have changed, ask yourself the following questions:**

- **For what significant reasons does the organization exist?**
- **What was the original reason why it was established?**
- **Did the reasons change?**
- **Who will be affected by the organization?**
- **What are their characteristics, needs, and relationships?**
- **What is the scope & influence of the organization?**

**(To be used for transparency)**

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## VISIONARY FOCUS

### Notes

Visionary Focus: involves some areas to consider when developing visionary focus for a institution.

- Reframe a clear mission of what God would have the institution accomplish as it moves into the future. Define what the institution is and why it exists.
- Restructure the institution for academic vitality, personal and ministry formation, and life-long learning.
- Renew and strengthen the institution through strategic alliance and partnerships with churches and para-church organizations.
- Revitalize the institution's emphasis on the Holy Spirit and missions.
- Renew and strengthen faculty-staff-student relationships in the institution.
- Reaffirm the importance of cultivating a dynamic spiritual fervor on campus.
- Re-engineer to keep resources and technology strategically developed and to ensure maximum efficiency and continuous improvement.

## Core Values

An organization's core values are the constant, passionate, biblical core beliefs that drives its ministry.\*

Theological institution core values:

- Biblical, Christ-centered education
- Personal and spiritual maturity
- Academic excellence and integrity
- Partnership in mission
- Contemporary focus
- Pentecostal distinctives
- Leadership development for churches
- Learner-centered education
- Institutional integrity

\*Aubrey Malphur, *Values-Driven Leadership* (Grand Rapids: Baker Books, 1996), p.34.

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## Building Successful Strategic Alliances or Networks

Notes

The team-building ministry in a theological institution should go beyond the institution board, administrative committee, and faculty and students councils of the institution. If the institution is to be effective in training Christian workers for the harvest field, the institution should establish partnerships with its General Council, churches, alumni, and other stakeholders. It has been said, “Networking is people connecting with people, linking ideas and resources.” Your theological institution should also network with other education entities like APTA (Asia Pacific Theological Association), APEO (Asia Pacific Education Office), and other theological institutions in Asia Pacific. Such networking will make it possible to:

- Achieve dreams and aspirations that will not be attainable by an individual institution alone.
- Think and work with others who see and respond differently from us.
- Participate in deeply spirited, generative conversations that will result in new-shared understandings, as well as in creating something that never existed before.
- Be a part of a committed network where learning and exploring are important. (Hargrove 1998, p. 1).

How can a theological institution collaborate successfully with its stakeholders, other education entities and theological institutions in Asia Pacific? The following model is used to illustrate the collaborative effort between a theological institution and the churches in developing future Christian leaders (Hargrove 1998, pp. 34-38 ). When the theological institution and church leaderships meet together:

Step 1: Clarify the purpose of the collaborative effort between the theological institution and the churches-- what both sides have passionately cared about and what common good will result in working together in training Christian workers. Create an atmosphere of openness and trust. Allow each one to share their ideas in a creative and productive way. Gather divergent views and ideas. Build a shared understanding from the discussion.

Step 2: Make a bold declaration of the thing(s) they want to accomplish as a team. Example: “To collaboratively create, implement, and support a dynamic training program for equipping 21<sup>st</sup> century Christian leaders for the churches.” The mission of the collaborative effort must be clear.

Step 3: Bring a virtual/dream team together that can make the impossible a reality. Put a team of creative people together with ideas, skills and expertise, and authority to act (movers). Example: Establish a Leadership Training Committee (LTC), which is made up of theological institution and church leaders. Ask people what they want to be responsible for in light of their talents and gifts, and what needs to be done. Create a community of commitment for the

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**Notes**

team to work together.

Step 4: Use SWOT analysis. Let the LTC do an external and internal assessment of the theological institution and churches to determine the needs and issues involved in training. Identify key factors that would produce a successful training program. Focus on what's possible to do with existing resources, authority, and change readiness.

Step 5: Build shared understood goals that will transform the mission into a live project. A shared goal is the single most common important building block in bringing a cohesive team of people together for a task. Rob Manning of the Mars Project says, "...what happened on July 4<sup>th</sup> when we landed on Mars wasn't the most significant event. It happened when we created the shared goal of landing there and our combined commitment to it" (Hargrove 1998, p. 101). Set shared goals for the training program of Christian leaders.

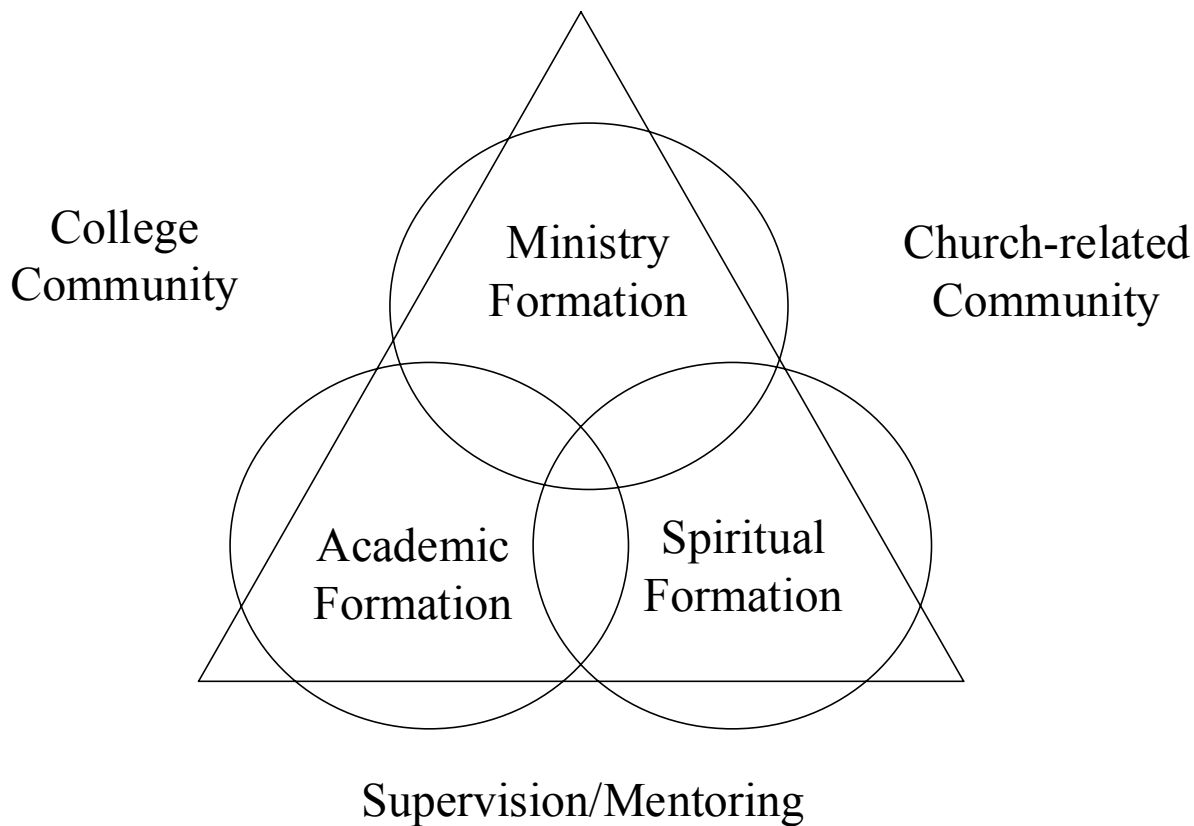
Step 6: Action plans. Create short and long term plans. Build a prototype/model that the group can work together.

Step 7: Evaluation. Provide periodic feedback and evaluation on the development and implementation of the training program. Make adjustments and changes as needed.

Four key collaboration factors:

- Try to establish an atmosphere of cheerfulness, of friendship, of fun, and of trust in addition to creating a setting for very serious tasks to take place. Build good relationships. Share leaderships begin with the sharing of lives and building up deep relationships of love, commitment, and trust.
- Have a strong commitment to the task. Believe what you do is needed to make each member believe in the goodwill of the other members and believe in the idea that there is at least a possibility of a solution.
- Spends lots of time in dialogue and interaction. Create a structured meeting time regularly.
- Share information. Keep the line of communication open.

## A Paradigm for Holistic Ministry Training



### On Campus

- Chapel
- Classes
- Counseling
- Small Groups
- Vocational Guidance
- Retreats
- Seminars

### Off Campus

- Body life
- Supervised Ministries
- Leadership Development
- Relationship/Network
- Mentoring
- Support



# **SECTION FOUR**

## **L.E.A.D. VIDEO**





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# L.E.A.D. VIDEO

Notes

## Introduction

Although the L.E.A.D. video does not follow the L.E.A.D. manual exactly, it was designed to enhance the manual by providing visual examples and verbal explanations of the theories and methodologies contained herein. The video begins with approximately 10 minutes of lecture style explanation of the L.E.A.D. program and the rationale behind it.

Following the opening segment, the remaining 50 minutes contain a variety of teaching methodologies presented in several different venues. Hopefully teachers and students alike will view the video and realize that it is quite feasible to incorporate a diversity of teaching styles and activities into their own classroom whether that class is geared toward children or adults, whether in theological institutions or church settings.

Furthermore, the video contains both explanation and example of the theory and practice of Experiential Learning. The activities are designed in such a way as to involve the students giving them an “experience” from which they can extract meaning. Desiring to increase motivation, peak interest and raise retention in student learners, the video makes practical application of educational theories explored in this manual. Hopefully students and teachers alike will realize that the individuals on the tape have presented in real life settings without any rehearsal or scripting. Consequently ANYONE can attempt and be successful at this!

### RECOMMENDATIONS:

Probably the best use of the video comes through:

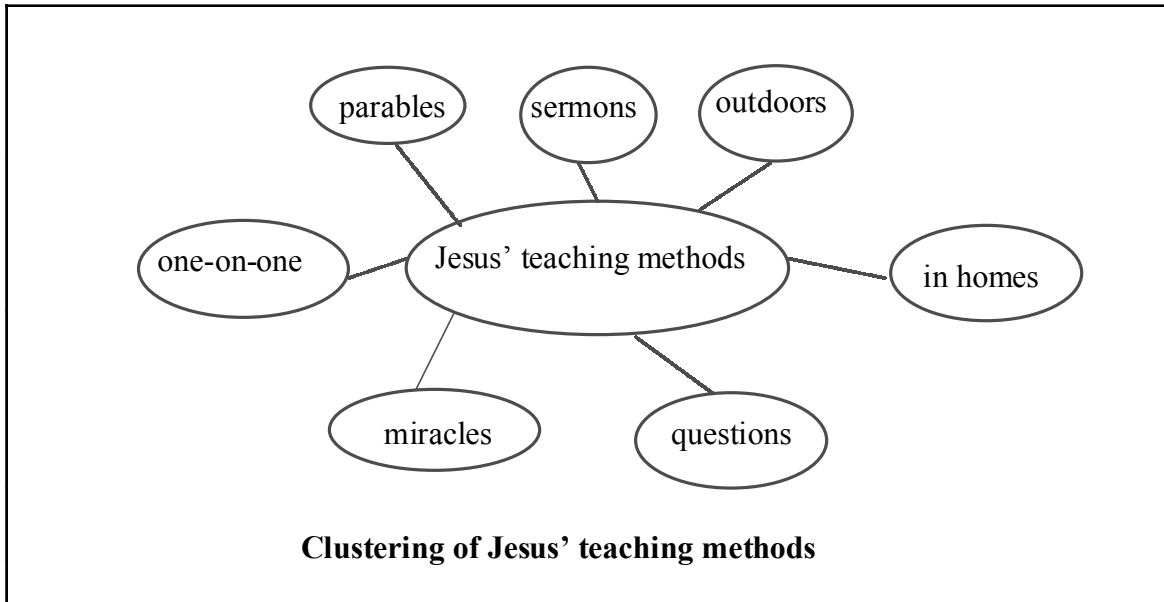
1. Listening to the speaker on the tape, taking notes and then stopping the tape to discuss.
2. Targeting a particular type of lesson and watching that segment followed by replicating the activity.
3. Viewing lessons one at a time and then assigning student(s) to design a similar lesson.
4. Focusing on only one teaching style and/or activity and utilizing it for specific content until both content and activity are learned.
5. Allowing students to experiment with application of content into various activities AND as the teacher, utilizing various methods for dispensing content and enhancing lecture.

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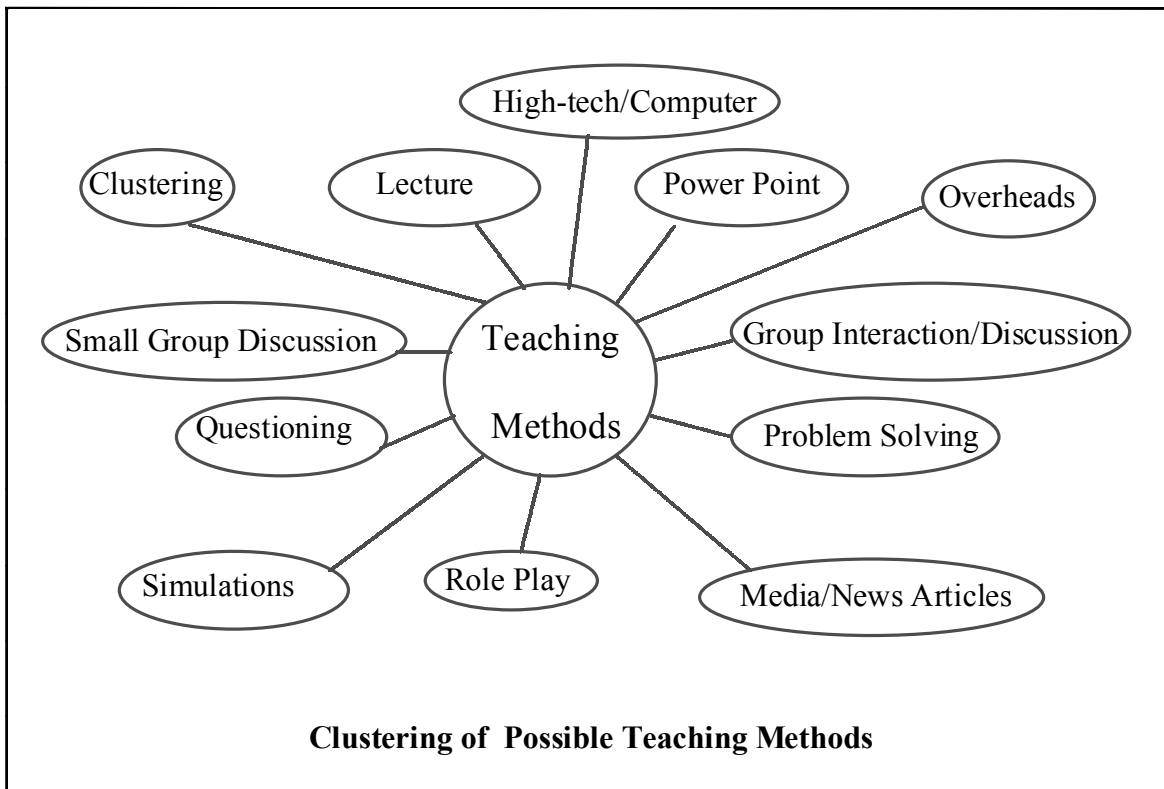
**Notes**

Here are some simple definitions of some of the teaching techniques included in Experiential Learning and used from time to time in APEO's instruction:

1. Simulation — using activities to simulate experience.
2. Games — to sponsor interaction and openness.
3. Small Group Interaction — to deal with topic, issues or work on a project.
4. Self-Evaluation — to examine a subject so that the workshop can zero in on real issues or to let the group see how they stand in relation to the topic.
5. Case Studies — studies based on anonymous real life situations where they can open discussion on the topic.
6. Orientation Model — such as worldview, crisis or non-crisis, value systems.
7. Critical Incidents — Like case studies but more directed to issues common to the group with several options for correct answers.
8. Clustering — Shared ideas arranged around a central topic. (See next page)



## USING CLUSTERING FOR CONTENT



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## Questioning and Acting

A variety of other experiential learning lessons gave students a broad, although brief, exposure. Newspapers from three different countries provided one way that a small group could determine societal values to contrast with Christian values in various cultures. Allowing students to use some of the methods at age specific levels when planning their lessons demonstrated the latitude available within these methods.

The use of questioning helped to give understanding of the taxonomy while allowing for group interaction and self-discovery. The principles of questioning that Jesus used as delineated in James Dillon's books (1988, 1995), provided a backdrop as well as instructional models. The teacher carefully chose portions of the Gospel that would allow groups to experiment with questioning, locate the taxonomic level and include in role plays using scripture. These six were distributed to six groups:

1. John 4 — Samaritan Woman — “May I have a drink of water?”
2. Luke 10:25-37 — “What is the Law?”
3. Matthew 8:23-27 — “Which of these three was a neighbor to the man who fell into the hands of robbers?”
4. Matthew 14:28-32 — “Why did you doubt?”
5. Matthew 8:26 — “Why are you so afraid?”
6. Matthew 7:3 — “Why look at the speck in his eye, not the plank in yours?”

The group may choose to use the question as a discussion prompt only. Some have taken the question a step further. They have developed short skits or role plays to convey the deeper implications of the Biblical question.

# Cyclic Experiential Learning Theory

Example: Beatitudes -- Matthew 5:1-2

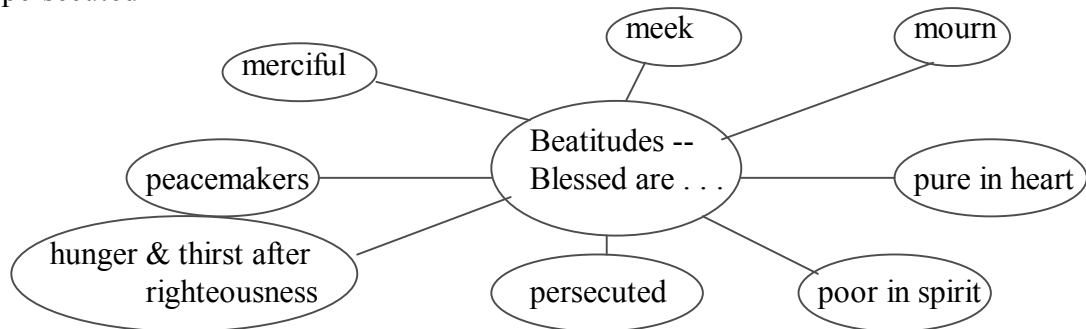
Method used: Clustering (also known as mapping or webbing)

## I. Concrete Experience:

Use the clustering process with the center being “Beatitudes -- Blessed are . . .”

Ask: According to Scripture, what type of person will be blessed? Students from past knowledge name the different characteristics:

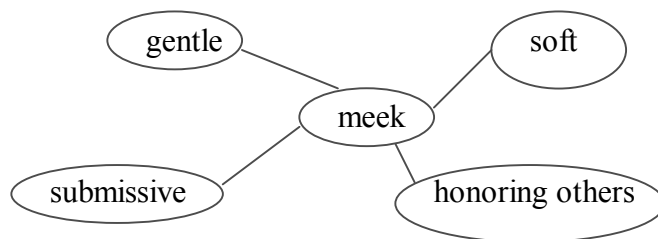
- poor in spirit
- meek
- mourn
- hunger & thirst after righteousness
- merciful
- pure in heart
- peacemakers
- persecuted



If they can't think of any more, then they can find them in the Bible text.

## II. Reflective Observation:

Divide into small groups with each group taking a “Beatitude.” They can continue in their own group to map around the “Beatitude” given to them. They will discuss and reflect on the meaning or attributes of that Beatitude.



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**Notes**

- What does that “Beatitude” mean?
- What are different terms that would describe it?
- What would be characteristics that are opposite of that?
- Do our ideas have Biblical base and if so, where?
- Do we need to take some ideas off as they are not Biblical?

III. Abstract Concepts:

Continuing in the small group they can discuss: (At this point they can use the Bible and other helps.)

- How can I apply it to my life?
- Give them case studies or they make them up and the group comes up with possible ways to show their characteristic or beatitude that they are studying.
- Why do I need this characteristic in my life?
- What difference will it make in the world around me if I show this characteristic or not?
- What kind of impact am I making right now in my environment?
- Does that impact need to change and will this characteristic help make the right change?

IV. Active Experimentation:

Each one in the group goes home with at least one goal in mind for the week. Study that Beatitude and pray for changes in your life that are needed. Make sure you apply it to situations faced that week. Return the next week ready to share that. . . Concrete Experience.

One could even have each group share their findings at each level by teaching that “Beatitude” to the rest of the class.

Developed by Barbara Houger, Consultant, APEO

September 1999

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# BEATITUDES

Notes

Following Bloom's Taxonomy

## Evaluation

They can then decide if they are practical ideas, ones that they can apply to their life. Or have they made them unreachable goals? Is it working when I am away from church, away from other Christians, etc.?

## Synthesis

The students will then be able to take all of the "Beatitudes" with special terms for each one and put them back together in a plan with goals for making them a part of their life.

## Analysis

The students will be able to break down each "Beatitude" into other terms, ideas, etc. finding more in-depth meaning from Scripture, dictionaries, commentaries, etc.

## Application

The students will be able to give ideas on how each "Beatitude" can be a part of their life. They could do it through drama, role-play, and actual happenings in their every day life.

## Comprehension

The students will be able to show that they understand each "Beatitude" by using different words to explain each "Beatitude."

## Knowledge

The fact: name the "Beatitudes" from Matthew 5:1-12

Developed by Barbara Houger, Consultant, APEO  
September 1999  
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## **Workshop: Building Team Ministry in Theological Institution**

(Using the Experiential Learning Model by David Kolb)

Introduction to the workshop.

### 1. Concrete Experience

Invite a team from a theological institution to work out a task: planning a faculty retreat. Include case studies.

### 2. Reflective Observation.

Ask the group to reflect on the experience:

- Make some positive observations about the effectiveness of the team (leadership, participation, communication, decision making, utilization of team members abilities)
- What's the difference between a team and a committee/group?
- What are some of the benefits for team ministry in theological institutions?

### 3. Abstract Concepts

a. How to start a team ministry in a theological institution.

- Is your institution ready for team ministry?  
Group exercise: Checking the readiness exercise. Share.
- Developing purpose, goals and values for a team.  
Group exercise: Ask each group to list what they believe are some key team values. Share.
- Does the structure of your institution support team ministry?

b. How to keep the team going.

- Handling team conflicts.  
Group exercise: Ask the team to do team conflict exercise and discuss their conflict management style.
- How to build team spirit.

### 4. Active Experimentation

- Based on what they have learned, ask each institution to review the team(s) at their institution. What suggestions would they make to make the team(s) more effective? Would this be applicable to the faculty retreat plan?

Developed by Dr. Benjamin Sun, Bible Schools Division Director, APEO

August 1999

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## Cyclic Experiential Learning Theory

Example: Basic Christian Values

Notes

I. Concrete Experience:

Magazine or newspaper article — Have students find the values of the people in the articles. Discuss the findings.

II. Reflective Observation:

List parents' values:

Mother's

Father's

How did they communicate their values to you?

List your values. Are they similar to your parents'?

How do these compare with those found in the newspaper articles?

III. Abstract Concept:

Value — What is important to me?

II Timothy 4:10

verse 10: "For Demas, because he loved this world, has deserted me and has gone to Thessalonica. Crescens has gone to Galatia, Titus to Dalmatia."

Christian Values — What is important to God?

What are God's values? Why do you think this?

Colossians 3:1-3

verses 1-2: "Since, then, you have been raised with Christ, set your hearts on things above, where Christ is seated at the right hand of God. Set your minds on things above, not on earthly things."

Matthew 6:33-7:1:

verses 33-34: "But seek first His kingdom and His righteousness, and all these things will be given to you as well. Therefore do not worry about tomorrow, for tomorrow will worry about itself. Each day has enough troubles of its own."

Process of Growth

1. I discover or state what I believe is important.
2. As opportunities come, I choose daily to act on what I believe is important.

Philippians 3:12-15

verse 13-14: "Brothers, I do not consider myself yet to have taken hold of it. But one thing I do. Forgetting what is behind and straining toward what is ahead, I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus."

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**Notes**

3. As I consistently make such choices the belief becomes part of my character and lifestyle.

4. Then it truly becomes a value to me — important enough to me to be consistently expressed in daily choices.

READ: Philippians 3:7-11

IV. Active Experimentation:

List: (Using Daniel 1:8-15, 6:7-22)

Beliefs

Choices

Evidence of Belief = Value

Now list your beliefs, choices that you make. Does it give evidence that your beliefs equal your value? Are you growing as a Christian? Give your plan for application in the days to come.

(Other scripture can be added to support the need for application).

Developed by Jeannette Robertson, Consultant, APEO

May 1999

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## Palm Tree Saints Lesson

Notes

PURPOSE: To help people recognize who they are in Christ.

SCRIPTURES: Psalm 1:3 and Psalm 92:12

DEVOTION: Psalm 92:12 “The righteous will flourish like a palm tree.”

OUTLINE:

A. Characteristics of the palm tree.

1. The tree is anchored by deep, strong, roots which draw moisture from the ground.
2. In other trees sap travels upward between the bark and wood. The sap of the palm — its life — comes through the heart of the tree.
3. On most trees, if a band of bark more than an inch or two wide is removed from the tree, it will die. Yet the palm is not affected if the bark is completely removed. The only way to kill the palm tree is to cut it off from its roots.
4. Life flows continually within the palm tree regardless of the conditions around it.
5. Because the palm’s position is secure, it weathers storms well.
6. The palm tree has a stately body and large boughs.

B. Saints are represented as “trees of righteousness” in the text.

1. God plants His “trees” in His house and nurtures them.
2. Their life comes from Christ within. (Read John 10:10)
  - a. They are rooted and grounded in Christ Who satisfies their thirst.
  - b. In Him they live, and move, and have their being. He is the heart of all they do, think, and say. (Read Acts 17:28)
3. The storms of life press against them, but keeping their eyes on Jesus, they grow in faith.
4. Like the palm tree, they have to be completely cut off to die. (Read John 15:5) Even if the body is destroyed, Satan cannot touch the soul that is hid with Christ in God. (Read Colossians 3:3)
5. The righteous serve an unchanging God and can trust Him through the storms of life.

C. God’s cultivating promise

1. “The righteous will flourish.” (Read Psalm 92:12)
2. God is God of His Word. He cannot lie. His word stands forever. (Read Isaiah 40:8)
3. The righteous shall still bring forth fruit in old age. (Read Psalm 92:14)  
Many trees stop bearing fruit with age, but God’s trees remain fruitful by His grace. The last days of a saint are sometimes the most productive.

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**Notes**

**CONCLUSION:**

Determine to become like a palm tree in your spiritual walk, trusting God's promises and grace as you develop in Him.

**CLOSING:**

Pray for everyone to be all they can be in Christ, realizing that each one is of special value to God.

Adapted by Bettye Trask, Consultant, APEO  
October 1999  
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## Humble Servanthood — The Context of Leadership

Notes

This activity may be adapted to the content of the instructor's lesson on Biblical leadership. Originally it was designed within a course that involved the students in "a shared journey into the personality and character qualities of effective leaders." It is suggested that this is done by examining historical leaders, contemporary leaders and Biblical leaders. Recognition of the relationships between the leader's behavior and the context will receive special attention. Students should be helped to develop an understanding, with personal applications and discussions, of the various dimensions of leadership. The information may be given in lecture form, but then discussion and related activities wherein students examine leadership will culminate in a foot washing activity.

### ***Objectives:***

- To acquaint the student with example of leadership from the Bible
- To acquaint the student with examples of leadership from history
- To assist the student in locating the proper context for biblical leadership
- To equip the student with skills necessary in analyzing and critiquing their own leadership practices
- To challenge the student towards grounding their own leadership practice in the context of humble servanthood among God's people
- To demonstrate servanthood through a practical example from the Bible

### ***Bible examples:***

These are some suggested topics and personalities for studying leadership:

- David provided leadership needed for battle.
- Solomon provided the leadership needed for the worship of Yahweh.
- Daniel provided the leadership needed for keeping God's people focused on Yahweh in captivity in a strange land.
- Nehemiah and Ezra provided the leadership needed for rebuilding and restoring the nation of Israel to the true worship of Yahweh
- Paul provided the leadership for first century Christians that included Gentiles.

### ***Example of Jesus:***

Consideration of Jesus as the Master-teacher and Servant-leader could be taken from a variety of New Testament scriptures. Mark 9:33-41 and John 13:1-20 are two such examples. Suggestion: Have students locate these passages either individually or in small groups and then explain to the class how the passage they located shows these characteristics of Jesus' leadership style.

### ***Foot washing:***

The conclusion of the lesson is a surprise to the students. Instructor(s) take bowls of water and towels to each student requesting that they remove their shoes so that the teacher might wash the feet of the student just as Jesus washed the Disciples' feet. Once all feet are washed, the instructor(s) resumes by asking students how they felt having him or her wash their feet. How does this relate to Jesus' example? What does

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**Notes**

this teach about the humble servant as a leader? Of course there are many other questions and discussion stimuli which could also be included.

Developed by Clement Muwele and Maggie Sizer  
Biola University, School of Intercultural Studies  
April 2000  
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## CASE STUDIES

## Notes

Case studies are real life situations which posed a problem or conflict. Participants in case studies are given only the situation. They are to discuss the “givens” and decide on a reasonable resolve as if they, the small group, were advising the actual individuals involved in the conflict.

### ***Case Study #1***

[Taken from Kohls and Knight]

Country: Portugal

Issue: Concept of Time

Source: *The Cultural Dimension of International Business*. Gary P. Ferraro.  
Englewood Cliffs, NJ: Prentice-Hall, 1990.

Fred Gardener, a 31-year old sales manager for a small boat building firm in Connecticut, decided to stop off in Lisbon to call on several potential clients after a skiing trip in Switzerland. Having set up three appointments in two days, he arrived for the first two scheduled meetings at the appointed times but was kept waiting for over a half hour in each instance. Based on these two experiences, Fred assumed that the Portuguese, like other “Latin” types, must be *manana* oriented and not particularly concerned about being on time for his third appointment. Instead, he extended his visit to the local museum and arrived at his third appointment more than forty minutes late. However, Fred sensed that the Portuguese businessperson was quite displeased with his tardiness.

How would you explain this reaction?

### ***Some helpful information:***

The meaning of time and punctuality varies not only from culture to culture but also within any culture, depending on the *social context*. In Portugal a person of high status should never be kept waiting by a person of lesser status. A woman may keep a man waiting, but it would be considered very bad form for a man to keep a woman waiting; an older person can be late for an appointment with a younger person, but the reverse is not true. Although punctuality for its own sake is not valued in the same absolute sense as it is in the United States, there are some social situations that demand punctuality and others that do not.



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Notes

**Case Study #2**

[Taken from Kohls and Knight]

Country: India

Issue: Work Value Differences; Volunteerism

Source: *The Volunteer and the Bureaucrat: Case Studies from India*. Training Manual for India Volunteers. Vol. B. Prepared by Allen Bradford, Peace Corps.

When I arrived on the scene, my supervisor had absolutely no idea what I was supposed to do. I wasn't sure exactly what I was supposed to do either.

The man was very hospitable. However, he had the attitude that I should just sit around and talk and drink tea and enjoy the two years. Because of this, it's a good thing he was transferred. I'd tell him I wanted to start some project, and he'd talk me out of it.

People constantly were asking me, "How much are you making?" I'd tell them, "I'm making \$55 a month, which is about 400 rupees." Then they would want to know, "How much could you make in the United States?" "Five hundred dollars," I'd say. "Well, why did you come here?" "I came here because I wanted to. I'm a volunteer." Then they would give me their "ah-ha" look.

The intensity may vary, but they all have their suspicions about us. They don't understand why I've come. They think I'm here for some ulterior motive.

# SIMULATIONS

**Description:** An attempt to recreate a real-life situation in the classroom so that issues can be explored, dilemmas felt and understood, beliefs and values understood, and decisions made and lived with.

**Variations:**

- 1) Extended lived out experiences: “Let it Growl,” “Refugee Camp”
- 2) Short recreated situations: “Underground Church”
- 3) Role-playing games: “Trouble Down at the Church”

**Strengths, Uses and Values:**

- 1) Allows the instructor to observe the student’s beliefs, values, and what they understand of biblical principles.
- 2) Allows students to experience situations that are hard to understand.
- 3) Allows students to experience the consequences of their actions safely.
- 4) Helps develop decision making skills.
- 5) Challenges “pat answers” and stereotyped behavior.
- 6) Raises the motivation to learn.
- 7) Draws the person into the learning situation, including both mind and emotions.

**Weaknesses and Dangers:**

- 1) Since the consequences aren’t real and lasting, and the students know it, some may still behave in idealized ways to look good.
- 2) Simulations can be emotionally loaded. Students may overreact to what they experience. Debriefing is a must. There may even be ethical concerns about using a simulation (psychological harm).
- 3) Simulations require adequate time to set-up, carry out, and discuss. Rushed cases can be detrimental to attitudes and beliefs.

**Principles, Guidelines, Practical Tips:**

- 1) Simulations die if they drag due to the leader being unprepared. Be sure to have everything prepared and ready to go.
- 2) Make sure the students understand that they are to enter into the simulation as a learning game. Encourage them to take it seriously.
- 3) Allow enough time for the students to “enter into” the situation,
- 4) Closely monitor the simulation and cut it off when your objective has been accomplished. Don’t let the simulation drag past the peak of involvement.
- 5) Debriefing is crucial. Be sure to take time to cover the following:
  - the feelings of the participants
  - the issues involved
  - the perspectives of the different characters
  - the biblical principles that apply
  - the consequences of various courses of action
  - the difficulty of choices/carrying out what we believe
  - is there need for forgiveness for how anyone acted?

**Ideas:** Use simulations to introduce your students to situations in life that they have never faced: a biblical setting, missions, hunger, poverty, refugee status, persecution, prejudice, leadership, ethical dilemmas, etc.

**Resources:** World Vision  
Compassion International, P.O. Box 5591, London, ON N6A 5G8  
*Using Biblical Simulations*, Donald E. Miller, Craydon F. Snyder, Robert W. Neff. Judson Press, 1973-75, Vol. 1.  
*Designing Games and Simulations: An Illustrated Handbook*, Cathy S. Greenblat, Sage Publications, 1988.

Kevin E. Lawson, 1997



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# **APPENDIX**





Approximately what percentage of the time in your classroom...

Do you talk/lecture/present %?

Do students talk/respond %?

Does everyone interact/discuss %?

Do students interact in groups %?

Do students present %?

Do you do a strictly media presentation %?

How effective do you feel your present style of teaching is toward student learning and retention? Please explain.

What would you consider necessary to keep your teaching style fresh and current? What might improve your students' level of interest and retention?

From the list on page one, which methods would you use if you had further training in their implementation?

From the same list, which would you assume to be fairly ineffective toward academic goals?

Please express your thought, perceptions and comments regarding interactive teaching methodologies, as you presently understand them:

# FOLLOW-UP SURVEY

## Interactive Learning

1 How would you rate the lecture? [circle one]

Highly interesting

Interesting

Not very interesting

Boring

2. Which interactive methods did you like the most? (Please list)

\_\_\_\_\_

3. Do you feel you learned and retained more through lecture or interaction?

4. Which method would you use in your classroom?

If so, explain how you might implement it.

5. How do you feel your students could benefit from these methods?

6. What would hinder you from integrating Interactive Learning into your present teaching methods and lesson plans?

7. If you were to adapt your teaching methods, what percentage of the following presentation style would you incorporate?

Lecture?

%

Interactive Learning?

%

8. What type of training would help you to incorporate, interactive learning? (check any or all)

Teacher training seminar(s)

L.E.A.D. workshops

Onsite training

Resource books with examples and explanations

Other: (please give suggestions) \_\_\_\_\_

Please rate the following using the scale below:

1 = superior      2 = good      3 = fair      4 = poor

- Effectiveness of the presentation for you as a teacher
- Possibility of beneficial usage on your site with your students
- Interest level
- Academic content level
- Student/participant involvement opportunity
- Motivation
- Retention
- Enhancement of current teaching methods
- Assistance in meeting instructional objectives
- Relates to and encourages educational goals of your site
- Please comment on additional concerns or problems you foresee for you, other teachers, and students in using interactive teaching methods?

# INSTRUCTIONAL METHODOLOGIES AND LEARNING STRATEGIES

L. Robert Kohls

## INSTRUCTIONAL METHODS

- Teaching Machines
  - Programmed Instruction (PI)
  - Computer-Assisted instruction (CAI)
  - Computer-Managed Instruction (CMI)
- Learning Activity Package (LAP)
- Information-Collecting Assignments
- Reading Assignments
- Textbooks
- Photocopied Handouts
- Vertical File
- Models
- Role Modeling
- Lecture
  - Lecturette (Mini-Lecture)
  - Illustrated Presentation
- “Sibling” Teaching
- Peer Teaching
- Relay Teaching
- Team Teaching
- Co-Teaching Conversation
- Question-and-Answer Sessions
- Socratic Method

## GROUP TECHNIQUES

- Panel Discussion
- Panel Forum
- Veterans’ Panel
- Colloquy
- Symposium
- Symposium Forum
- Seminar
- Conference
- Workshop
- Clinic
- Small Group Discussion
- Interviewing Techniques
- Brain Storming
- Force-Field Analysis
- Decision by Consensus
- Agree-Disagree Statements
- Buzz Groups
- Task Force Assignment
- Delphi Technique
- Micro-Teaching
- Fishbowl Meeting
- Group-on-Group Meetings
- Charette
- Structured Experiences
- Laboratory Experiments
- Human Relations Training (Learning Laboratory)
- D-Groups (Developmental Groups [Leader-less Groups])

## SIMULATION TECHNIQUES

- Case Study Method
  - Multiple-Attack Approach
  - Maze Technique
- Critical Incidents
- Problem Solving/Scenario Technique
- In-Basket Exercise
- Plays/Skits
- Role Playing
  - Single Role Plays
  - Multiple Role Plays
  - Role Rotation
  - Spontaneous Role Playing
- Sociodrama
- Non-Verbal Exercises
- Games and Simulations
  - Game
  - Simulation
  - Gaming Simulation
  - Community Simulation

## PRACTICAL EXPERIENCES

- Field Trips
- Use of Community Resources
- Community Analysis
- Live-Ins
- Third-Cultural Experience
- Direct Manipulation Laboratories
- Experiment
- On-the-Job Training (OJT)

## AUDIO-VISUAL SUPPORT SYSTEMS

- Chalkboard (Blackboard)
- Flip Chart
  - Flannel Board
  - Charts
  - Graphs
  - Diagrams
  - Illustrations
  - Posters
- Opaque Projector
- Overhead Projector (Vu-Master)
- Audio Tape Recorder
- Slides/Filmstrip
- Sound Slide Film
- Films-Motion Pictures (Movies)
- Single Concept Film (Loops)
- Television
  - Closed Circuit Television
- Polaroid Camera (Still; Motion)
- Videotape Cameras (VTR)
- Immediate Playback Critique

## EVALUATIVE ACTIVITIES

- Individual Reports
- Questionnaires
- Open-book Exams
- Instrumentation
- Testing
  - Paper-and-Pencil Tests
  - Performance Tests
  - Simulation Modes
  - Interactive Methods
  - Norm-Referenced Tests
  - Criterion-Referenced Tests
  - Content-Referenced Tests
- Oral Questioning
- Critique
- Videotape Playback Critique
- Multiple Group Presentation
- Feedback Session

For descriptions and tips refer to L. Robert Kohls. (1979). *Methodologies for Trainers a Compendium of Learning Strategies*. Washington, DC: Future Life Press.



# ADVANTAGES AND DISADVANTAGES OF A DOZEN TEACHING/TRAINING METHODOLOGIES

L. Robert Kohls

## LECTURE

### Plus

- Lots of information
- Likely to be accurate information
- Structured
- Definite beginning and ending
- Definitive
- Comfortable setting for learning
- Can be organized for summary
- Some content fits better into lecture format
- Cheap
- Can address a large group
- Expert lecturer can create interest in topic
- Speedier and economical way to share new information at times
- Can present large amount of content

### Minus

- One-way communication
- Can present overlap of information
- Dependent on lecturer (if good or bad)
- Takes longer to integrate information
- Short attention span
- More difficult to retain verbal (cf. visual/experiential)
- Information easily missed
- Impersonal
- Non-participatory
- One-sided information
- Reaches only a certain type of learner
- A great deal of preparation required for a good lecture
- Can put you to sleep (hence less learning)

## BRIEFING/DEBRIEFING

### Plus

- Time and cost effective
- Direct
- Resolution usually occurs
- Controlled
- Efficient
- Requires little equipment
- Preparation time is minimal
- Brief presentations hold attention of audience (briefing)
- Good processing (to debrief)
- Good introduction
- Good deal of information can be given in a short time
- Develops excellent communication flow within organization
- Goal directed
- Ties multiple ideas together
- Easy to do if you know your subject

### Minus

- One-way communication
- Can be too controlled
- Limited to short-term coverage
- No alternate solutions/discussion
- Can easily forget to give One time deal
- Superficial
- May not be cost effective
- Easy to manipulate audience
- Often used to sell instead of inform
- Minimal interaction
- For passing information only (not instructions)

## INTERVIEW

### Plus

- Very specific information
- Controlled
- Allows for exchange of information
- Personal (one on one)
- Allows you to observe interpersonal skills
- Immediate feedback
- Can change structure according to responses
- With preparation/research, interview, can bring out more information faster
- Reveals more about interviewee
- Better than lecture in that it provides two viewpoints

### Minus

- Missed information
- Closed questions
- Might lead interviewee
- Lacks spontaneity
- Bias can show
- Validity of information
- Intimidating
- Dependent on interviewer's skills
- Misinterpretation very likely
- Too much depends on first impression
- Requires good questions (preplanning)
- Corny; contrived
- Observers could feel left out if interview not handled well
- Interviewer can be manipulative

## DISCUSSION

### Plus

- Involves most group members
- Generate many ideas
- Interaction high
  - Uses other's experiences
- More candid expressions
- Synergism
- Leadership changes
- Attention-grabbing
- Permits variety of options to be explored
- Varied backgrounds can introduce more possibilities

### Minus

- Easy to get off track
- Dominance of self-appointed leader or a few members
- More difficult to control output
- Time consuming
- Some members may be intimidated and not participate
- Risky (input may not be complete)
- Requires trainer to stay on track and encourage mass participation
- Can be boring
- Effectiveness depends on group's composition

## ROLE PLAY

### Plus

- Experiential
- Holds learner's attention
- Learning by doing (practice of performance)
- Forces different role identification
- Perceives different opinions
- Spontaneity
- Holds group's attention
- Higher level of retention
- Discover hidden attitudes
- Teaches better listening skills and interpersonal skills

### Minus

- Can be unrealistic
- Idealistic; limited focus
- Withholding; reluctance to enter into fully
- Intimidating/uncomfortable
- Lacks resolution
- Insensitive use or application could do more damage
- Too risky
- Very difficult
- Dependent on leader for direction/ structure
- Can be forced to take on unacceptable role or position
- Requires preparation for role
- Must be taken seriously by trainees
- Depends on trainee's acting ability and imagination
- Forced participation may limit effectiveness

## SIMULATION

### Plus

- Practice Session for future skills
- Develops attitude and cultural awareness
- Experiential
- Holds learners' attention
- Can be a fun way of learning
- Involves everyone's participation
- More flexible than games
- Effective simulation can increase group cohesiveness
- Open-ended
- Helps anticipate possible problems
- Easy to make relevant
- Can invoke strong feelings

### Minus

- Time required is longer
- Less incentive than in actual situation
- The actual simulation can be limiting and unrealistic
- May be too abstract for some participants to see real world application
- Takes lots of preparation
- Difficult to maintain big picture
- Meaning (application to real world is lost if trainer doesn't process skillfully)

## GAME

### Plus

Explicit rules  
Competition  
Good training for dealing with failure  
Holds learner's attention  
Fun!  
An excellent facilitation will help  
    make this a positive learning experience  
Encourages creativity  
Encourages interaction  
High level of retention  
Encourages informal atmosphere  
Less stressful environment  
Holds interest longer

### Minus

Explicit rules  
Competition  
May get too involved  
May create unnecessary hostilities  
Must have skilled instructor who can explain  
    application to real life  
Can be unrealistic  
Rules may be constricting  
Time consuming  
Some participants may feel that the applications are  
    not valuable enough for the time involved  
Expensive  
Unrealistic expectations of end product  
Discourages interpersonal interaction

## FILM/SLIDE SHOW

### Plus

Can be entertaining  
Provides good backup clarification for  
    a lecture  
Adds another sense (sight)  
Easier for people to retain information  
    when presented both orally and visually  
Easily obtainable  
Can be multi-sensory: (slide/tape,  
    audio-visual)  
Anyone can make film/slide presentations  
Visual stimulation may *reach* more people  
Provides a wealth of information not  
    normally obtained through lectures  
Can be very stimulating

### Minus

No interaction  
One viewpoint  
Equipment laden  
Expense  
Time consuming  
Requires high-level professionalism in production  
Must operate A/V equipment  
Material becomes quickly outdated  
Limits where to hold session (have to be able to  
    darken room)  
Not too portable (especially A/V equipment)

## CRITICAL INCIDENT

### Plus

Skill directed  
Experiential  
Gives clear focus  
Specifics Applicable to real life situation  
Resolution of "snags" that could hinder  
Elicits creativity  
Serves as good example  
Individual growth  
Process oriented  
Easy to manage training of skill  
Flexibility  
Usually effective in bringing out useful change  
    in trainees

### Minus

Too specific to generalize  
Contrived  
Volatile incident could create hostilities  
Could be costly due to limited application to a  
    specific group  
Limited application to organization at large  
Difficult to tie into overall big picture  
Time-consuming  
Confusing concept as a methodology  
Still requires someone to decide whether to  
    implement suggested solution or not, or to  
    select from several, possible solutions

## **VIDEO (WITH IMMEDIATE PLAYBACK CAPABILITY)**

### **Plus**

Brings out hidden items  
A permanent record for analysis  
Detailed/fine-tuning  
See self from trainees' perspective (and as you  
    have never seen yourself before)  
Shows how you use space/body language  
Economical for wide distribution  
Comparison shows growth  
Objective feedback  
Can't argue with video

### **Minus**

Gets in the way of presentation  
Disruptive to group  
Equipment can be cumbersome and technical to  
    operate  
May not work (break)  
Dependent on operator  
Can be humiliating or degrading  
Expensive equipment  
Alters behavior of individual being taped

## **OJT (ON-THE-JOB TRAINING)**

### **Plus**

Individual attention  
Tailored to specific needs  
Learn company methods  
Immediate application  
Skill development  
Daily monitoring  
Trainee can ask appropriate questions  
Usually highly motivated  
Develop working relationship with  
    colleague  
Direct displaying of skills  
Mentorship  
Networking  
Looks good on resume

### **Minus**

Time consuming for supervisor  
Lower pay/no benefits  
OJT supervisor does not always accept  
    responsibility or share all information  
Trainee under pressure  
Expensive  
OJT is only as good as the Trainer's and Trainee's  
    self-motivation  
If training time is not adjusted for each trainee there  
    may be unrealistic expectations for training time  
Traumatic/stressful  
Can cause resentment from other employees

## **CASE STUDY**

### **Plus**

Real-life application  
Active participation  
Holds learner's attention  
Can be effective to teach both technical skills  
    and attitudes  
Proactive  
Serves as good example  
"Real life" example makes it more  
    meaningful  
Interesting to see other aspects (as others  
    point them out)  
Known outcome (unless case is purposely  
    open-ended)  
Immediate feedback  
Good test of trainee's skills

### **Minus**

May be too general  
May be too abstract  
Topics may be limited  
If poorly written, can be confusing  
Requires skillful trainer  
Limited application  
Can be boring if too lengthy  
Over-intellectual  
Backgrounds of trainees may not be  
    applicable  
Not flexible

**DOCTOR OF EDUCATION READING LIST  
TEACHING & CURRICULUM THEORY  
TALBOT SCHOOL OF THEOLOGY  
1998**

**RECOMMENDED READINGS:**

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