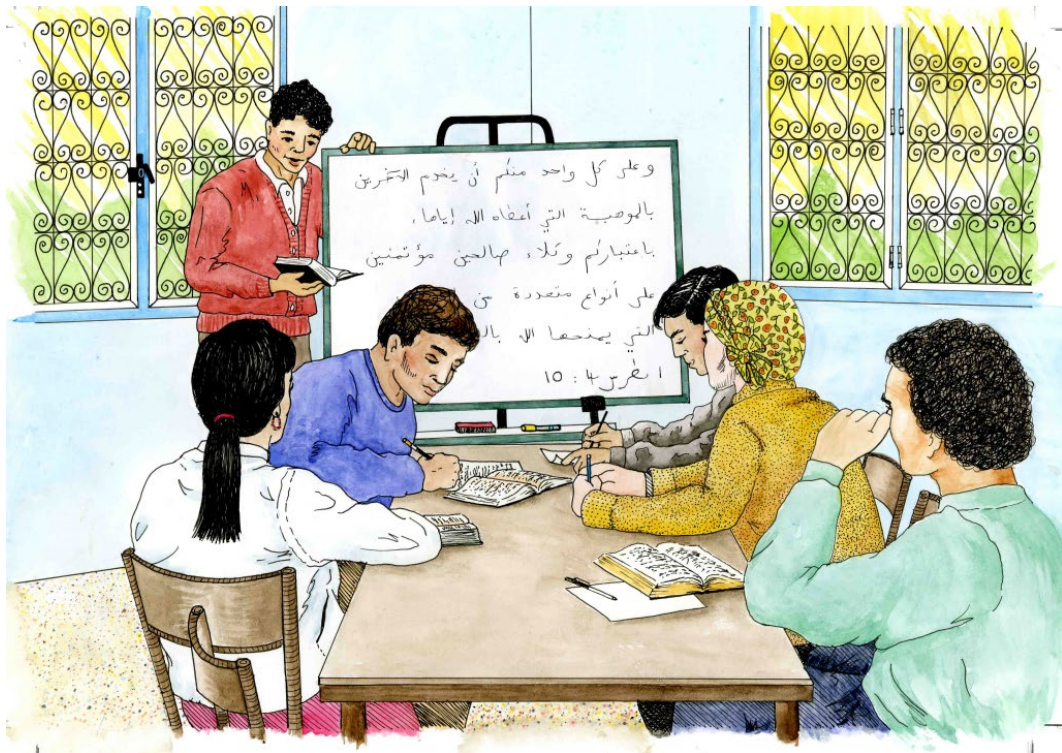


PROGRESSING TOGETHER



LEVEL 1



GROUP LEADER'S TRAINING MANUAL



And the things you have heard me say
in the presence of many witnesses
Entrust to reliable people
who will also be qualified to teach others.

2 Timothy 2:2

RECOMMENDED PROCEDURE FOR TRAINING LEVEL 1 GROUP LEADERS

TOPICS

1. **Basic Principles** (with verses)
2. **Level 1** (+ handouts)
3. **Level 2** (+ handouts)
4. **How to Lead an Inductive Study** (+ guide - Document 160 accessible on the L1 Teacher page of the PT website)
5. **Components of a Healthy Group**
6. **Spiritual Growth**
 - **Retention Rates**
 - **Pitfalls to Avoid in an Inductive Study**
 - **Leadership Styles** (+ Evaluation Sheet)
7. **Service**
 - **Balance in Group Communication**
8. **Security**
 - **Factors of One on One Contact**
9. **Intimacy**
 - **Five Levels of Communication**
 - **Mutual commitment contract**
10. **Multiplication**
11. **Managing Difficult Behaviours** (+ student copy, + guide)
12. **Administration Tasks**

PS: Everything in **bold** is provided on PowerPoint. Underlined objects are documents distributed to the participants.

SEMINAR ORGANIZATION

Option 1: 1-Day Seminar

- **Morning:** Presentation of Topics 1-7
 Small group study of lesson 1 and evaluation
- **Afternoon:** Presentation of Topics 8-12
 Small group study of lesson 2 and evaluation
 Review and organization for launching the program

Option 2: 3-Day Seminar (or 5 evenings)

- **Session 1:** Presentation of Topics 1-4, 7
 Small group studies of lesson 1 and evaluation
- **Session 2:** Presentation of Topics 5-6
 Small group studies of lesson 2 and evaluation
- **Session 3:** Presentation of Topics 8-9
 Small group studies of lesson 3 and evaluation
- **Session 4:** Presentation of Topics 10
 Small group studies of lesson 4 and evaluation
- **Session 5:** Presentation of Topics 11-12
 Small group studies of lesson 5 and evaluation
- **Session 5b-6:** Exam
 Review and organization for launching the program

WHAT IS A DISCIPLESHIP GROUP?

There are different types of groups:

1. Seeker/Discovery groups
2. New believer groups
3. Prayer groups
4. Inductive Bible study groups
5. Recovery groups
6. Emotional therapy groups
7. Etc.

Each of these groups have different goals.

When we talk about a 'Progressing Together' Discipleship group, we mean:

- A group of up to 12 believers
- Meeting in a structured way
- For **inductive Bible studies**
- With the goal of **becoming like Christ**.

"Those whom he foreknew,

he also predestined

to be conformed to the image of his son."

Romans 8:29

OBJECTIVES OF THIS TRAINING SEMINAR

By the end of this training seminar for Bible study group leaders, the participant should be able to ...

- Introduce the Progressing Together program.
- Understand the principles of leading groups and begin to put them into practice.
- Have an idea of the inductive study method and its effectiveness in a small group context.
- Lead an inductive Bible study and receive objective feedback and practical advice for improving his/her skills.
- Understand the importance of evaluation and exams at the end of a course or program.
- Better understand and apply the teaching of a Level 1 course.

(For example, in course 101, better understand the unity of the Bible's message and God's faithfulness to fulfil His promise to bless all nations through his seed, Christ; then, how this promise applies to one's own life.)

BASIC PRINCIPLES

- 1) The ability **to interpret the Bible** well is of utmost importance – more important than gaining knowledge about the Bible.

1 Thessalonians 5:21-22; 2 Timothy 2:15; 3:15-17; Hebrews 5:13-14

- 2) The importance of the **Church**: The local church should play an important role in the administration of the program, which will be under its authority. The content of the program will emphasize involvement in a local church and respect for its elders.

1 Thessalonians 5:12-13; 1 Peter 1:22

- 3) The importance of an **active relationship with God**, nourished by regular study of the Word of God.

Matthew 4:4; 1 Peter 2:2-4

- 4) The ability to discover and to defend **Biblical truth** while maintaining **unity** and peace with other Christians.

Ephesians 4:2-5; 2 Timothy 2:22-25

- 5) The ability **to share one's faith**: this includes living witness and spoken witness. The student should be able to testify, to respond to questions, to lead someone to faith and to instruct him.

2 Timothy 2:2; 1 Peter 3:15-16

THE PROGRESSING TOGETHER PROGRAM

LEVEL 1 COURSES

PART I:

ROOTED IN CHRIST

- 101.** Overview of the Bible
- 102.** Walking in the Light
- 103.** Growing in Christ
- 104.** The Church
- 105.** Persecution
- 106.** The Story of Salvation

So then, just as you received

Christ Jesus as Lord,

continue to live your lives in him,

rooted and built up in him,

strengthened in the faith

as you were taught,

and overflowing

with thankfulness.

Colossians 2:6-7

PART II:

BEARING FRUIT FOR GOD'S GLORY

- 107.** Discerning God's Will
- 108.** Transformed Relationships
- 109.** Spiritual Warfare & the Occult
- 110.** A Life of Service
- 111.** Forgiveness & Reconciliation
- 112.** Prepared to Give an Answer
(in planning)

We pray...

that you may live a life

worthy of the Lord

and may please Him

in every way;

bearing fruit

in every good work,

growing in the knowledge of God.

Colossians 1:10

THE PROGRESSING TOGETHER PROGRAM

LEVEL 2 COURSES

First Trimester:

- Bible Study Methods
- Christian Doctrinal Overview
- Church Life
- Old Testament Survey

Second Trimester:

- Revelation & Inspiration of Scripture
- The Family
- New Testament Survey

Third Trimester:

- The Doctrine of Salvation
- Church Leadership
- Evangelism & Witness for Christ

Practical Ministry Electives:

- Teaching
- Leadership
- *Discipleship**
- *Counselling**
- *Adoration & Worship**

**Courses in italics are still in preparation*

HOW TO LEAD AN INDUCTIVE BIBLE STUDY

See also the Group Leader Guide with Exam (Doc 160) on the Teacher's page of the website. Below are instructions taken from that document. The 'Guide' is followed by a question-answer section which gives the reader the possibility to self-check his/her comprehension, and the exam questions for all 12 course modules.

Group study

Even if you are able to study these courses on your own, we strongly recommend that you find a few other Christians to join you. You could then meet once a week as a small group to discuss the answers you have found beforehand in your personal study of the lesson. Each of the twelve courses has five or six lessons and finishes with an exam. We suggest that you set aside one hour for personal study per week, plus one and a half hour for group study, that is 2-1/2 hours per lesson, or 12-15 hours per course. In this way, you could complete a course in five or six weeks.

In order for a study group to get started, a church leader, or a believer who has already studied the courses, needs to take the initiative to invite others to join him to form the group. He/she must then ensure that they persevere with the study, and that the discussions remain centred on the word of God and the subject in hand. We call this person a "group leader". The leader should be a mature Christian, preferably one who has followed a group leader's training course.

The leader's role is to facilitate the study of these courses. He/she is not a teacher who knows all the answers, but rather someone who encourages mutual sharing around the word of God.

It is not necessary to do the courses in the suggested order, we strongly encourage you to follow the order of the lessons within each course.

Practical guidelines

Before the Study

- **Begin with prayer** for God to bless the study in changing lives, and for the students' needs.

- **Prepare the study** and answer all the questions for yourself first, and note possible complementary questions that you could ask.
 - Have you understood everything? Request help if necessary!
 - Are there any difficult questions or issues you may need to explain or clarify?
- **Simplify the lesson** if necessary. If the suggested questions are too difficult for your group, think of some easier questions that will help the participants find the answers. Sometimes it is good to give a personal example of how you have applied the biblical truth being discussed, or to invite others to share testimonies with regard to the passage under discussion.
- **You should avoid** questions which can be answered with a simple 'yes' or 'no'. Ask rather: 'How?', 'Why?', 'Who?', 'Where?', 'When?'
- **If the lesson seems to be too long, consider dividing it** into two. You could, for example, do questions 1-2 one week and then 3-5 the next. If you do this, be sure to end each week's study with an 'Optional Activity' or 'Application'. Each week's study should impact our thinking, our behaviour, and our heart.
- **Have copies of the next lesson** ready for each participant. Make sure there are enough Bibles, and helpful Bible study reference resources for each meeting.
- **Make sure the room is properly arranged** so that all can be seated comfortably, with everyone able to see and hear each other without distraction. Offering refreshments can help participants feel welcomed, but it should not become the centre of attention.

During the Study

- Be sure to **create a good atmosphere**. Share, and invite others to share, the week's experiences, pray together, sing and praise God.
- **Clarify the lesson**. Begin by bringing into focus the subject of the lesson and the impact of a proper understanding on our lives.

Questions, a short video or a testimony can sometimes be helpful and motivate careful attention. Then regularly check participants' understanding as you move through the lesson.

- **Guide the discussion.** Encourage the timid, by asking them questions that are a bit easier. Graciously correct those who talk too much, or who tend to wander away from the subject. A good way of directing the discussion is to ask questions which will bring it back to the main topic of the lesson.
- **Always keep the goal in mind.** It is the study of specific texts, not a "free for all" sharing. People often tend to answer a question immediately from their own personal experience. So, it may be that the question you most often ask will be: "But what does the text say?"
- **Manage your time** in order to respect the schedule agreed with the group.
- **If time runs out, break up the lesson.** Sometimes discussions about the text may take more time than expected or someone in the group needs specific prayer regarding a life situation. Be flexible and always stay sensitive to the working of the Holy Spirit. But remember to always end with an 'Application' that is pertinent to the part of the lesson you have studied so far.

After the study

- **Encourage application.** Graciously remind students of their commitment to put into practice and to share what they learn and urge them to do so.
- **Prepare the next meeting:** Make sure the participants have a copy of the next lesson. Encourage them to study the material and to come prepared to answer and discuss each question at the next meeting. Confirm the time and place of the next meeting and the different responsibilities of the group members (contacting, hosting, leading, etc.).
- **Evaluate** how your lesson went, your leadership style and the progress of your students. **Pray for them.**

- **Prepare new leaders.** As the group members grow in their knowledge, understanding and application of the Bible, you may be able to ask some of them to take responsibility for leading part or even a whole session. Be sure to give them help and encouragement as they prepare to do this.
- **Organize an exam.** After each course of five or six lessons, give the participants a short, written exam of not more than one hour. Students will choose one question from a list of four and write an answer to it of one or two pages. They will have the right to use a Bible and a concordance. Give the completed exams to a church leader or another mature Christian who will be able to correct them.
- *If you **send the results to the organisers of the 'Progressing Together' programme**, each student who successfully completes the twelve courses can receive a certificate. Whether or not you desire this, please let us know how you have been able to use the courses and any comments that you have on them. Email us at: info@ProgressingTogether.com*
- **Celebrate!** When you reach the end of a course, be sure to celebrate what the students have accomplished. Ask them to share how this course has impacted their lives and praise God together for their spiritual growth as disciples. We would love to celebrate with you also. Let us know how you are getting on by writing to info@ProgressingTogether.com or contacting your PT coordinator.

Alternative methods of study

If you cannot meet every week, we encourage you to organise **study weekends** and to study the five or six lessons of the course all together.

It is also possible to study two entire courses intensively during **one week** (Bible school format).

Students could also study the course **individually** and send their answers to the group leader. It is however recommended that they **meet with other students at least once at the end of each course** in order to:

- enjoy fellowship and mutual encouragement
- deal with misunderstood questions

- emphasise again the important points of the course
- do the exam
- prepare the following course

A word about records and exams

It is not necessary, but it can be useful to keep a **register** for each student. This is especially important if you want the students to receive a certificate at the end of the twelve modules.

An exam is available to conclude each course module (see Group Leader Guide with Exam Document 160). **Exams** should be carefully considered as they can be helpful in a number of ways:

- They require students to review what they have studied.
- Writing down one's thoughts can help clarify them in the students' mind.
- The leader, while reviewing students' work is able to see if some things were misunderstood which may need to be corrected and clarified.
- Succeeding in the exam gives the student a sense of accomplishment; conversely, failure can indicate when the student needs to review or retake a lesson or an entire course.
- Likewise, the exam tests the effectiveness of the teacher and of the course in achieving stated goals.
- The exam gives a sense of completion to the course.

Exams should be corrected with a generous spirit, with the goal of encouraging the students.

Revision Questions

Have you understood these instructions? Test yourself with the following quiz!

- 1) Is it better to study the courses on your own or in a small group?
- 2) How many hours are needed to complete each course?
 Private study: _____ hours
 Group meeting: _____ hours
 Total study time: _____ hours
- 3) What do we call the person who leads the group?
- 4) Do you need to have studied theology to lead a group?
- 5) Can you change the order of lessons within a course?
- 6) What will you do during your group meetings?
- 7) Is it helpful to give examples from personal experience in order to illustrate a biblical point?
- 8) How should you handle shy members of the group?
- 9) How should you handle over talkative members of the group?
- 10) What is a good way of guiding the conversation towards the goal of the study?
- 11) Which of the following two questions would be better to ask:
 - a) Why did Jesus die on the cross?
 - b) Jesus died on the cross to save us from eternal death, didn't he?
- 12) What should be held at the end of each course?
- 13) Who can correct the students' exam answers?
- 14) How can students receive a certificate on completion of the ten courses?
- 15) Do we want to hear your comments on this study programme?

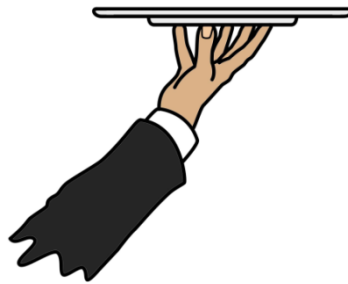
Answers:
 1) in a small group; 2) 5+7.5 = 12.5; 3) a group leader; 4) no; 5) no; 6) discuss the answers to each question, share the experiences of the past week, pray together, sing and praise God; 7) yes; 8) encourage them to participate; 9) graciously keep them in check; 10) ask suitable questions; 11) the question 'a'; 12) an exam; 13) a church leader or a mature Christian; 14) by corresponding with the organisers of the programme 'Progressing Together'; 15) Of course!

COMPONENTS OF A HEALTHY STUDY GROUP

1. Spiritual Growth



2. Service



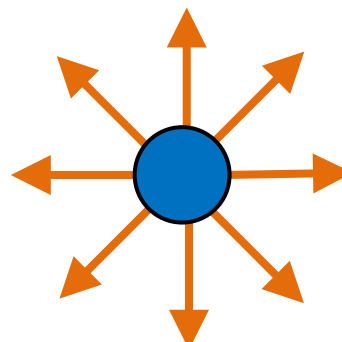
3. Security



4. Intimacy



5. Multiplication



COMPONENTS OF A HEALTHY STUDY GROUP

1. SPIRITUAL GROWTH



- To grow in the knowledge of God and of his Word
- To be encouraged to study
- To continue to discover, learn and advance
- To accept to be corrected by others
- To be encouraged to put the teaching into practice

Learning Styles

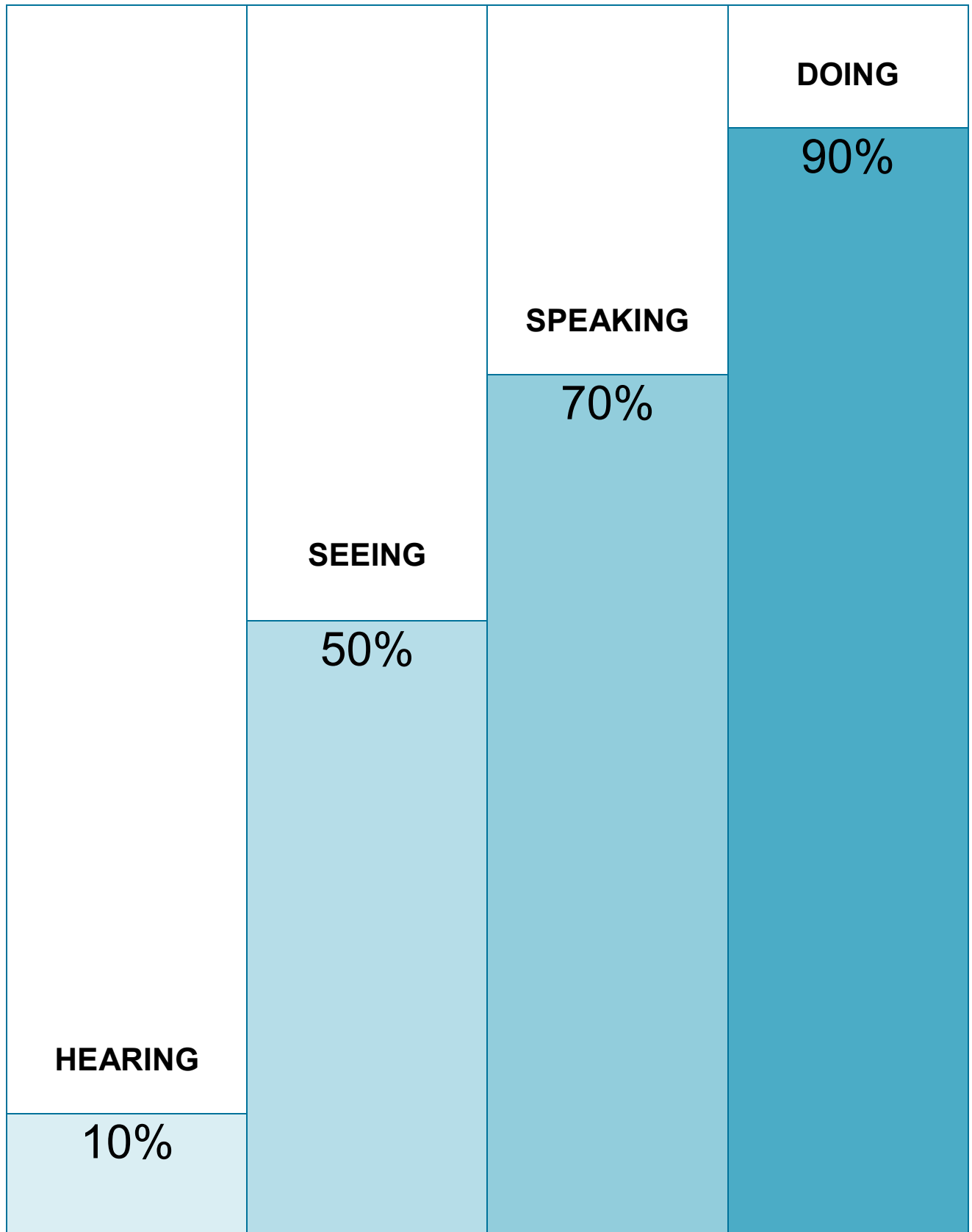
Learning styles refer to...

- the way people receive information,
- how they process it
- and how they organize it
- so they can use it later.

There are **4 common easily recognizable types** of learners:

- **Visual** learners
- **Auditory** learners
- **Verbal** learners (through reading and writing)
- **Kinaesthetic** learners (through movement)

Retention Rates



John Mallison, *Animation et Gestion des Groupes dans l'Église*, Éditions Farel, 2000, p.169

Hearing + Seeing + Expressing what you have learned
+ Putting it into practice → 90% retention rate!

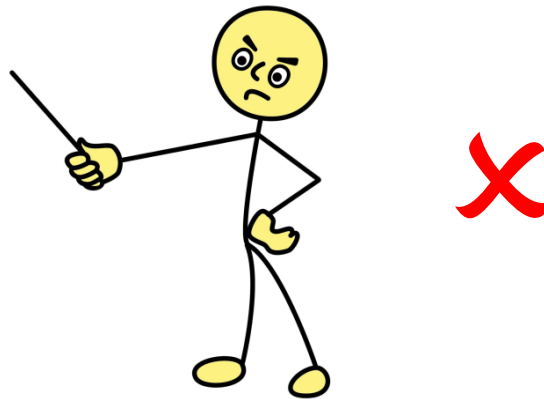
Pitfalls to Avoid in an Inductive Bible Study

- A purely intellectual approach
- Exchanging opinions instead of examining the Bible's teaching
- A superficial study
- Not giving an overview
- Not considering the context
- Not putting the study into practice

Leadership Styles

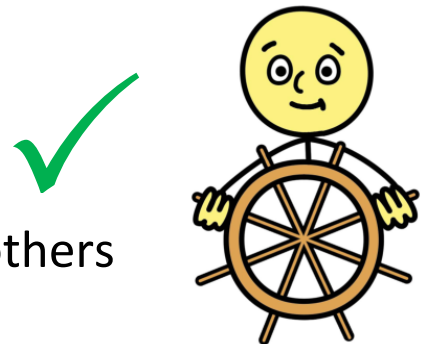
Autocratic

- Dominates
- Is despotic



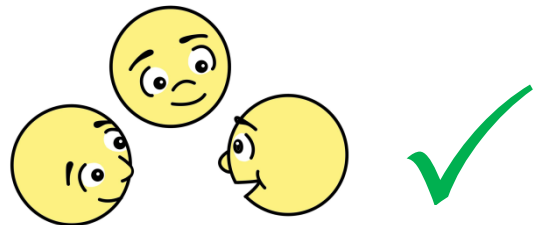
Directive

- Gives direction
- But is sensitive to the needs of others
- Encourages participation



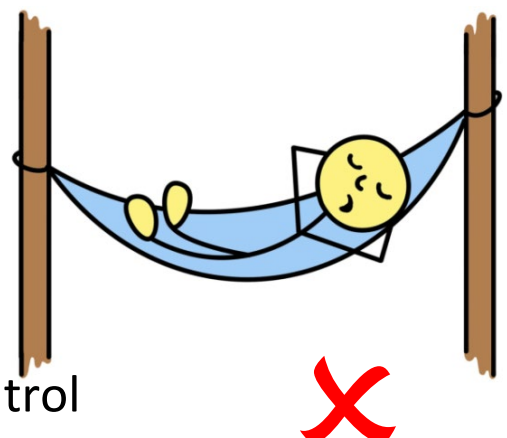
Democratic

- Is centred on the group
- Respects the contributions and decisions of the group



Lax

- Is permissive, passive
- The group members take control



Group Leader's Evaluation

Name: _____ Date: __/__/____

Evaluate (1=Insufficient ➡ 5=Well-adapted) + add comments

Group Leader's preparedness () _____

Level of depth of study () _____

Spirit of encouragement, affirmation () _____

Error correction, clarity of teaching () _____

Group participation well balanced () _____

Time management () _____

Practical application/closure () _____

Group leader's style: ☐ autocratic - ☐ directive
☐ democratic - ☐ lax

Group Leader's Evaluation

Name: _____ Date: __/__/____

Evaluate (1=Insufficient ➡ 5=Well-adapted) + add comments

Group Leader's preparedness () _____

Level of depth of study () _____

Spirit of encouragement, affirmation () _____

Error correction, clarity of teaching () _____

Group participation well balanced () _____

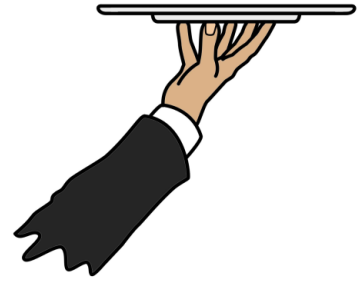
Time management () _____

Practical application/closure () _____

Group leader's style: ☐ autocratic - ☐ directive
☐ democratic - ☐ lax

COMPONENTS OF A HEALTHY STUDY GROUP

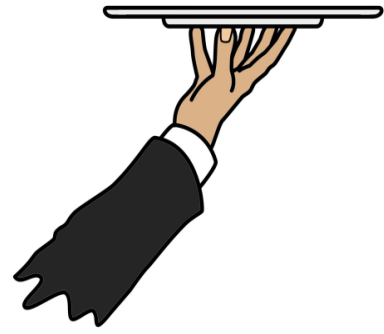
2. SERVICE



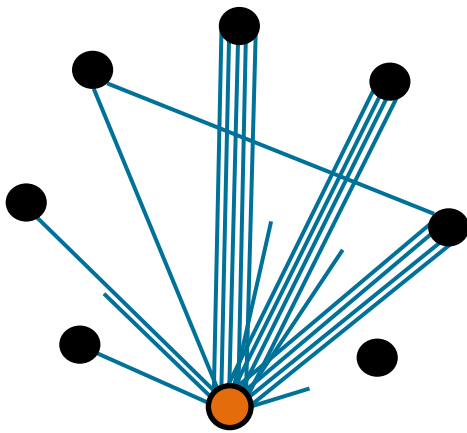
- Discovering their gifts
- Helping others
- Making use of these gifts to serve God
- Being appreciated, being heard

Important Service Gifts for Study Groups

- Discussion facilitator
- Host(-ess)
- IT technician
- Linker (communications)
- Organizer
- Treasurer
- Prayer Warrior
- Encourager



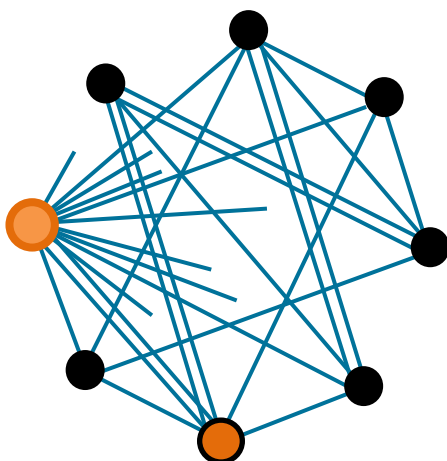
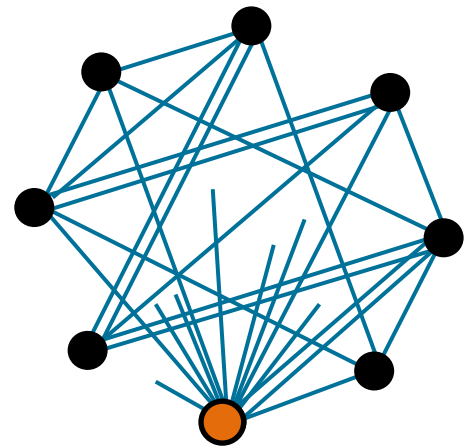
Balance in Group Communication



The leader **dominates** the group.



The leader **moderates** the group.



The leader **equips and empowers** the group for service



COMPONENTS OF A HEALTHY STUDY GROUP

3. SECURITY



- Be a good listener.
- Don't interrupt the speaker.
- Don't attack or belittle.
- Don't reproach publicly.
- Don't compare people.
- Don't interrogate.
- Don't betray trust.

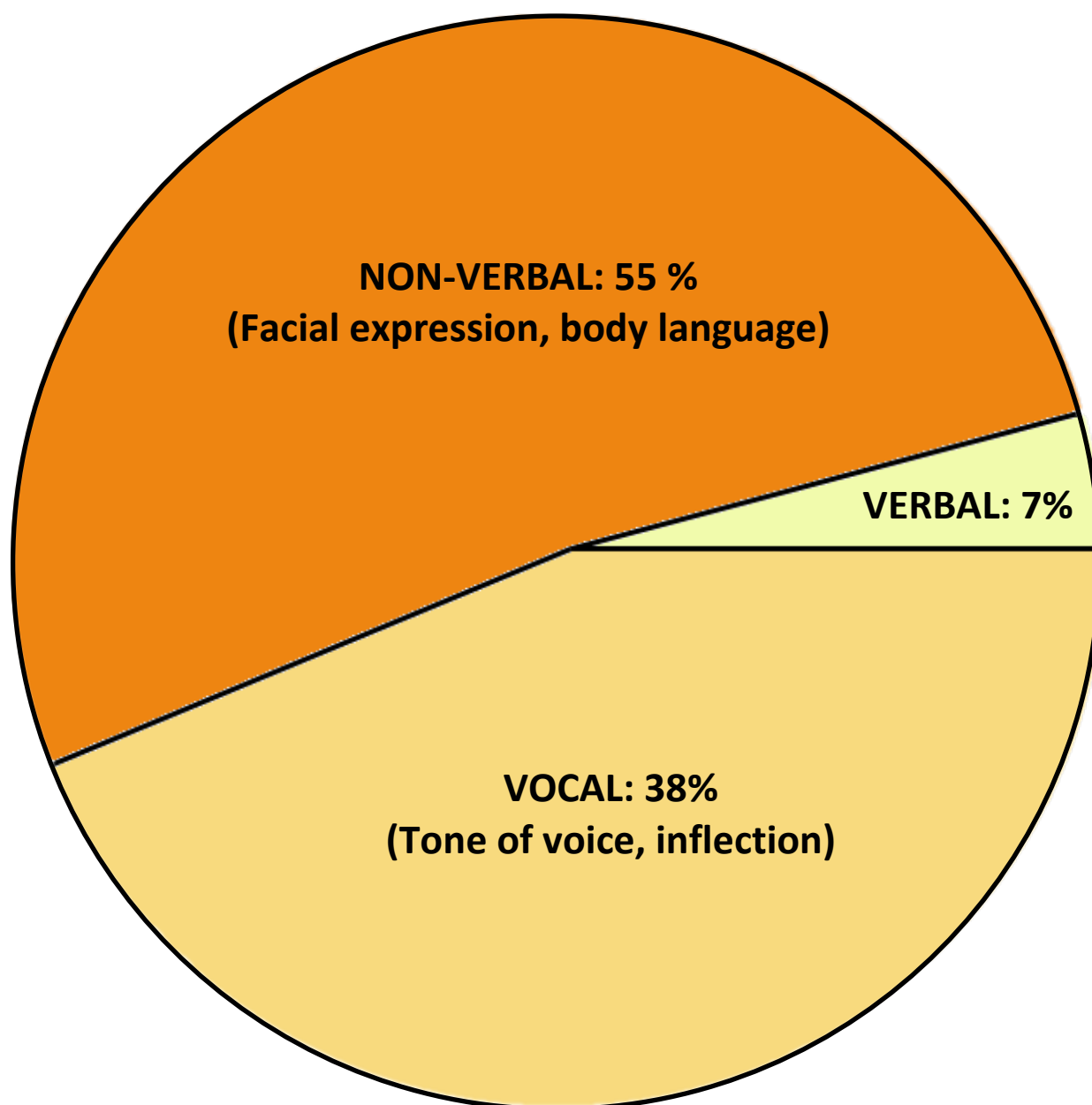
COMPONENTS OF A HEALTHY STUDY GROUP

3. SECURITY



- Do defend weaker members.
- Do gently draw out the timid.
- Do create a structure/routine.
- Do relax and have fun.
- Do take the role of a servant.

Factors in Face to Face Contact



John Mallison, Animation et Gestion des Groupes dans l'Église, Éditions Farel, 2000, p.120

Teacher page insert:

The Impact of Various Means of Face-to-Face Communication

An exercise to illustrate the above chart on the significance of various means of communication is very helpful here.

Exercise: Make the same statement 3 times and ask the students how sure they are that they have understood the message: "That was a wonderful answer."

- 1) With your face hidden or completely without expression, say the words in succession without any break or voice inflection (as a robot): "That was a wonderful answer."

Then ask:

- a. What was my intended message to the hearer?
- b. How sure are you of the accuracy of your interpretation?

(Students will likely opt for the direct meaning of the statement but be unsure of their answer.)

- 2) Then keeping your face hidden or expressionless, try to communicate with your voice inflection that your text is ironic and that you are in fact strongly disapproving and disappointed with the answer: "That was a wonderful answer."

(Your students may be surprised and suspect that they got their initial interpretation wrong.)

Ask again:

- a. What was my intended message to the hearer?
- b. How sure are you of the accuracy of your interpretation?

3) Finally, communicate the same words using voice inflection and volume for emphasis along with your face and full body (or if you prefer, add the body in a 4th step) that you are deeply dissatisfied with the student's answer. "That was a wonderful answer."

Ask again:

- a. What was my intended message to the hearer?
- b. How sure are you of the accuracy of your interpretation?

(Your students should be fully convinced you were expressing your disgust if you did it well.)

Note in closing that your body and your voice are constantly communicating along with the words you choose to express yourself. They broadcast how you truly feel about those around you.

Make sure you are affirming your interest and concern for their well-being and their spiritual growth. (You can give some examples, such as leaning toward and looking at those around you, facial expression, leg position and hand movements, etc.) This will build trust and encourage them to go deeper into the next area to develop: intimacy.

COMPONENTS OF A HEALTHY STUDY GROUP

4. INTIMACY



- a. Being aware of the 5 levels of Communication
- b. Modelling open communication
- c. Affirming others
- d. Commitment
- e. Faithfulness, persistence (It takes time!)
- f. Exclusiveness
- g. A contract (a mutual agreement)

Teacher page insert:

Creating a Climate of Confidence

4. Intimacy explained

a) 5 levels of Communication

(Show chart on next page.)

Explain the 5 levels from shallowest (bottom) to the deepest (top), illustrating each with a commonly used phrase. Then ask them to consider which levels of intimacy we should seek to achieve for effective communication and sharing to grow in Christ. Then click on the answer. (Note that this is not a marriage or a therapy/recovery group! Level 4 is quite appropriate for each one to share and grow effectively.)

b) Modelling open communication

(Come back to the first page of this section for points b-f.)

Everything you communicate should model respect, care and affirmation of others.

c) Affirming others

This will encourage the timid and give them the confidence necessary to risk expressing their struggles, personal convictions and feelings. Give some examples of affirming phrases. Ask members to repeat important insights and the group to listen carefully to them as they share.

d) Commitment

Participants can open up more freely when they know that the group members are committed to one another's welfare and progress. Regular attendance, devotion to God's word, mutual prayer and encouragement are intimacy builders.

e) **Faithfulness, persistence (It takes time!)**

Intimacy will grow as the group remains committed to Christ and to one another over time.

f) **Exclusiveness**

Restrict participation of unfamiliar guests who can lower the level of trust and intimacy. In general, after the first 2 sessions require new members to wait until the next course begins.

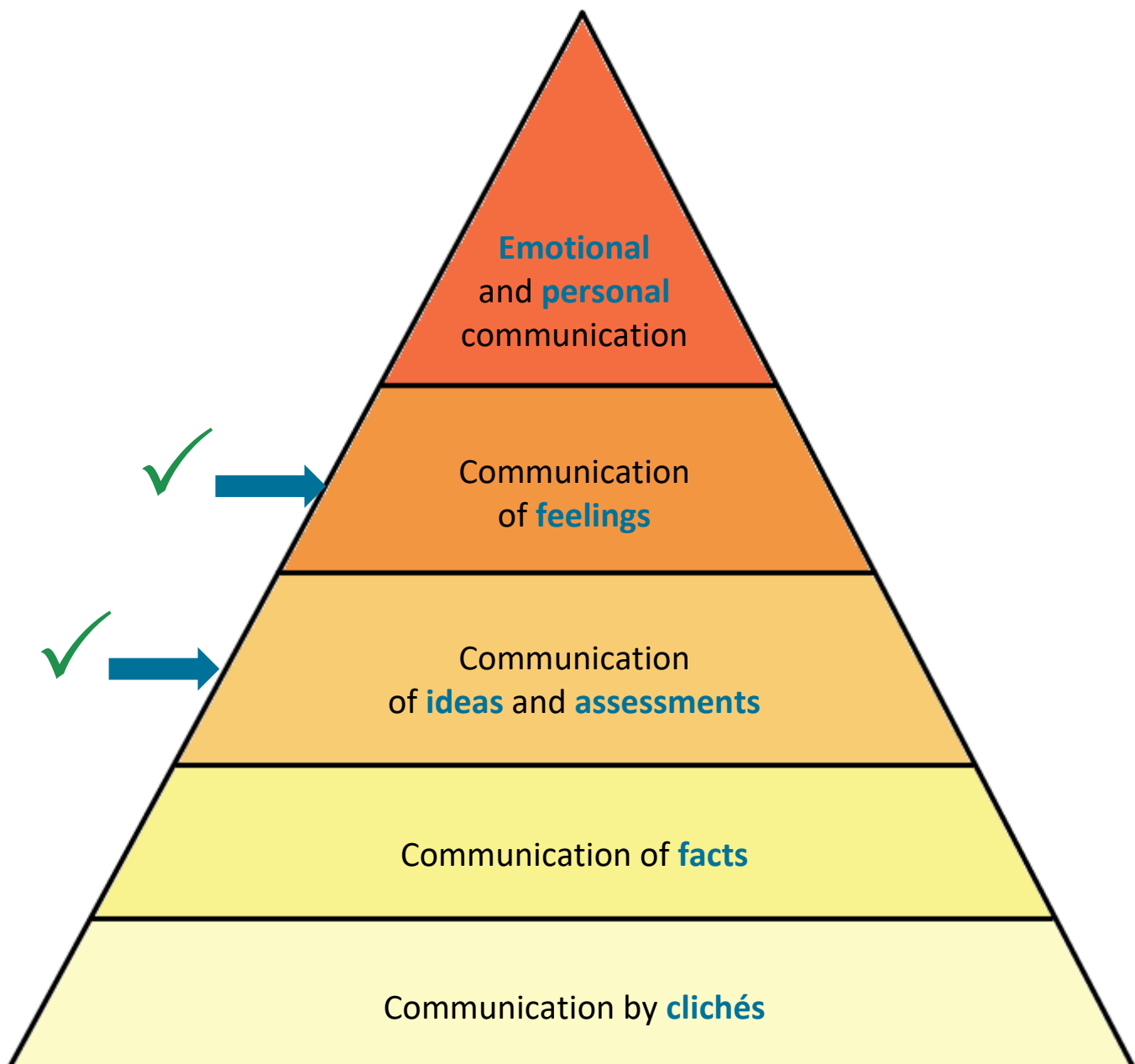
g) **A contract**, a mutual agreement

(Review the terms provided on the final page of this section.)

It can be formal or informal, but it should be enforced in the group.

5 Levels of Communication

There are 5 different levels of communication from superficial small talk to deep discussion. It all depends on our desire to open up to others.



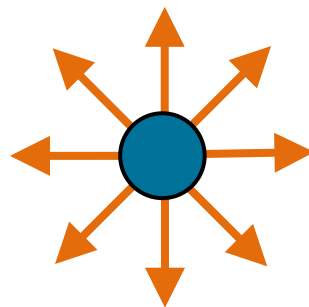
Mutual Commitment Contract

I commit myself to:

- Praying for the members of the group.
- Faithfully attending the group meeting.
- Being truthful and real.
- Serving others by using my gifts.
- Doing my lessons/homework in advance.
- Not sharing personal information without the permission of the people involved.
- Not slandering or spreading gossip about others, not allowing others to do so.
- Recognizing my own faults and forgiving others for theirs.
- Respecting others, even when we don't agree.

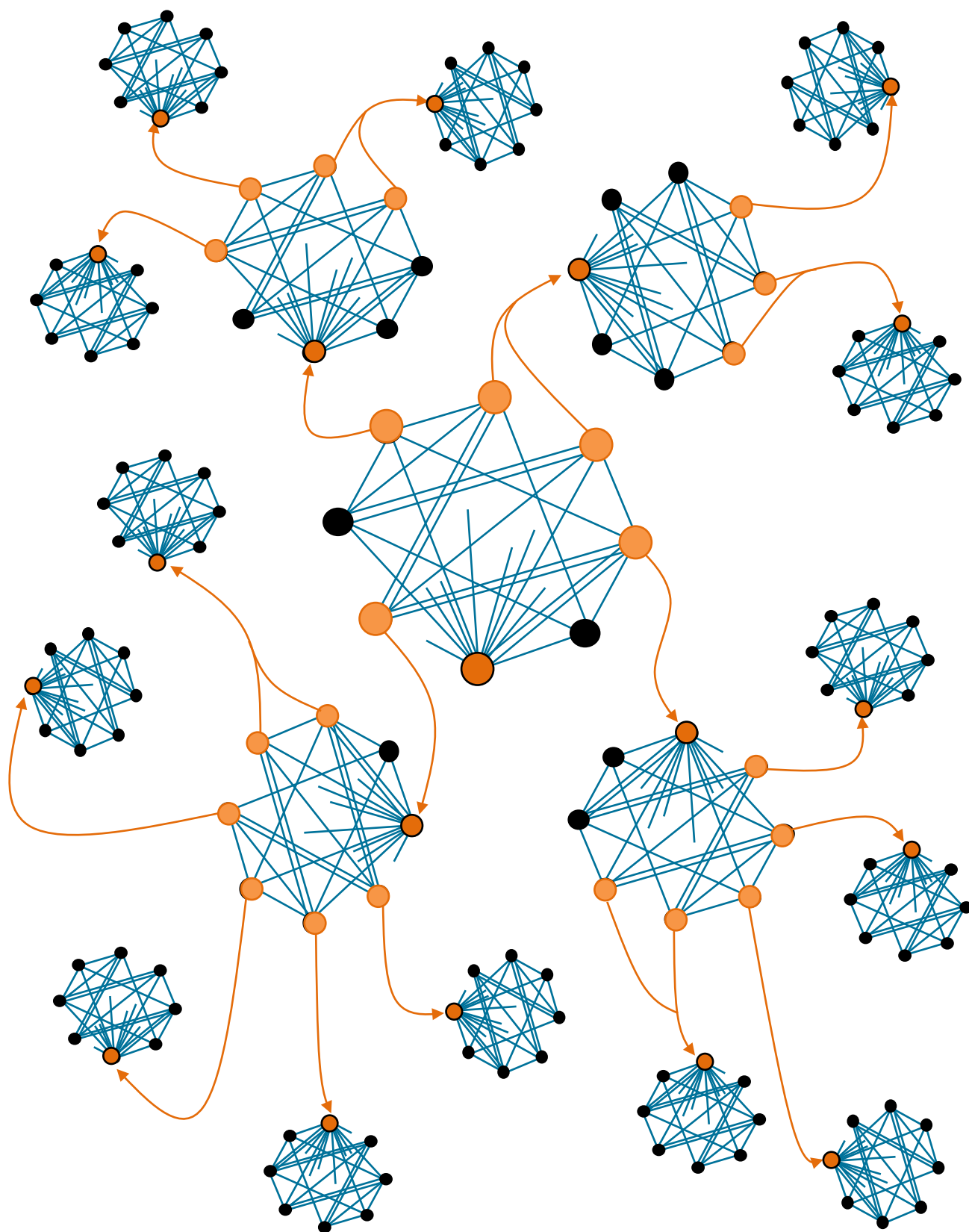
COMPONENTS OF A HEALTHY STUDY GROUP

5. MULTIPLICATION



- Training discipleship advocates
 - *Transformed lives of participants will attract new students/disciples*
- Identifying potential group leaders
 - *Look for and recognize those with spiritual maturity and ministry gifting*
- Equipping group leaders
 - *Give members opportunity to use & progressively develop their gifts within the group.*
 - *Evaluate & encourage them*
- Launching new groups
 - *As students become capable, help them lead new groups while continuing to progress with the original group.*
- Encouraging new group leaders
 - *Give feedback, counsel and encouragement as they face new challenges*
- Remaining accountable to local church leaders
 - *Work together with local church leaders & encourage students to do likewise.*

Multiplying the Number Being Discipled



Training Leaders

- **Step 1:** Be a model
 - *Demonstrate what you are expecting them to do.*

- **Step 2:** Equip and train
 - *Give participants opportunity to lead and serve others in the group*
 - *Evaluate and encourage them*

- **Step 3:** Launch new groups
 - *As participants mature and become able, organize new groups for them to lead.*

- **Step 4:** Follow up and encourage leaders
 - *Observe, counsel & encourage new leaders as they face challenges & gain in confidence*

- **Step 5:** Encourage multiplication
 - *Encourage them to look for gifts and help their participants to develop their skills in service.*
 - *Facilitate new group formation with new leaders.*

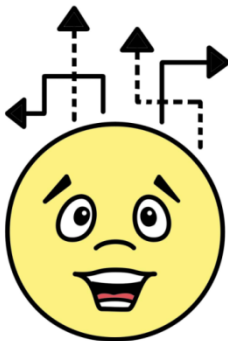
HOW TO MANAGE DIFFICULT BEHAVIOURS



The Show Stealer
(who monopolises the attention)



The Know-It-All
(who has all the answers)



The Diverter
(who loves to divert the discussion)



The Shy or Timid
(who doesn't say a word)

Managing Difficult Behaviours

The Show Stealer

Strategies:



The Know-It-All

Strategies:



The Diverter

Strategies:



The Timid/ the Shy

Strategies:



Managing Difficult Behaviours



The Show Stealer

(From lack of assurance, by habit or temperament)

Strategies:

- Sit next to this person to minimize eye contact.
- Say: "I would like someone who hasn't spoken yet to answer this question."
- When he pauses to take a breath in the middle of a long speech, thank him for his contribution and move on to the next question.
- Talk to the person about the problem after the meeting



The Expert

(Either a real scholar, or someone who merely believes to be one)

Strategies:

- Give him a specific task.

For example: Researching a background topic in the text, and giving a five-minute presentation on it the following week. (This will at least serve to test his skills, and potentially contribute to the edification of the whole group).

- Ask him to help you.

For example: "Give me feed-back on how the group interacts".



The Diverter

(This individual cannot remain focused on the subject or task. He/she asks questions or introduces subjects which have nothing to do with the study. Only sometimes, his/her questions are more interesting for the group than the discussion already started.)

Strategies:

- Sometimes it is better not to respond to the interruption. Pick up the original question once more.
- Recognize the contribution, and suggest that this question be examined after the meeting.
- Sometimes it is better to pursue the topic:
 - ✓ if the issue is important.
 - ✓ if the discussion helps build a healthy group dynamic.
- Speak to the person privately.



The Timid

(This person doesn't speak – from fear, lack of assurance, by habit or temperament)

Strategies:

- Make sure the person understands the questions. (This can be done by using different vocabulary or by asking other questions)
- Do not force him/her to respond, but give opportunities to add something to what was said, or to respond to the following question every now and then.

Affirm the value of each contribution.

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General Recommendations

- It is important to be aware of the positive and negative sides of each temperament.
- Seek to understand the reason why a person takes on a particular behaviour.
- Try to discern whether the behaviour in question is an 'isolated performance' or a well-established behaviour for this person.

Exercise:

- Establish a list of destructive behaviours which participants could manifest.
- For each one, suggest a strategy which will help you fight the negative impact it can have on the group.

ADMINISTRATION TASKS FOR A STUDY GROUP

1. Ensure the group leaders have access to all needed materials.

This includes:

- a. Printed courses / app downloads
- b. Group leader guides for each course module
- c. Administrative documents for tracking student progress

2. Encourage the group leaders by...

- a. holding regional training meetings. (Gather leaders for face-to-face or on-line meetings on a quarterly basis for mutual encouragement and on-going training. Special PT training modules are available.)
- b. occasionally visiting their study group.
- c. listening to them. (Schedule a regular time to meet.)

3. Academic role

a) Ensure the level of teaching.

Quality Indicators:

- Training of group leaders
- Total class review time per course
- Preparation and quality of course book responses & assignments
- Testimonies of changed lives or newly acquired skills
- Evaluating exams with input and oversight of PT coordinators

b) Approve and train the study group leaders.

- Provide leader training & evaluate effectiveness.
- Consult PT profile document for requirements.
- Seek approval of local church leadership.

c) Keep the student register.

- Keep one record per student for the local centre and leave a copy with each student.
- Record progress and sign both copies after completion of each course.

d) Oversee the students' mentoring

Ensure that the students are being accompanied by a mentor who encourages them to make life-application.

4. Keep in contact with PT registrar and study centre

Here's why:

- a. Collaborate on evaluations and special training events.
- b. Certify and celebrate student progress and achievement
- c. Give course progress and feedback (This encourages & teaches the PT teaching team!)
- d. Receive counsel & encouragement

5. Advise in the event of interpersonal difficulties

- a. Be available to deal with problems early on.
- b. Consult and inform local church leaders when needed.
(Remember your PT mentor is there for you)

6. Encourage them in prayer

- a. Effective leaders think God's thoughts and translate them into prayers.
- b. Effective group leaders pray as those having a relationship with God and not as a formality.
- c. Effective group leaders demonstrate by their example how to deepen prayer life.

Administrative Documents and Where to Find Them

a. Click:



On the 'For Teachers' tab.



Then, on the Level 1 Teacher/Coordinator page.



Enter the password.

b. Find and review the Academic & Administrative Documents

c. Scroll down to find:

- the Level 1 Courses with Answers for the Teacher/Coordinator
- the Preparation for Christian Baptism course

d. Review the Training Manual for Group Leaders.

e. Watch both videos on the menu page by clicking on 'Host a Training Group' or on the tab called 'Group Leader Training videos'.