

# LRI Manual

Tools for executing our strategy

# Partnership

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Partnerships are our life-blood, and relationships are the dominant aspect of our work. We could never survive for a moment without our partners. Considering their importance, it is imperative to think through the expectations and desires that we have for our partners.

When joining forces with a partner, we have to ask ourselves whether they have a complimentary vision of ministry, and whether they have the conviction for this work. It may be a matter of allowing room for growth as well, considering that we are seeking to develop them in certain ways.

The partner must take ownership for this process, as they are the ones who are on the ground day in and day out, both before and after we spend time with them and do workshops together. Our partners need to have a deep conviction that God has intended his gospel to move along through the use of partners, as outlined in Philippians. Again, we can expect that this ownership and conviction will likely grow as the process continues, and as they see first-hand the work that God is doing.

We must examine our goals (namely, a Movement of the Word), and our partner's goals. How can we help them accomplish their goals? How can they help us accomplish ours?

Considering the level of importance of this relationship – and we must always be evaluating the strength and quality of it – it makes sense to require certain commitments from our partner. They need to be able to agree to the Memorandum of Understanding (MOU) found in the appendix, and they need to be able to provide some resources to make this an effective movement.

“In relationship, we want to have lots of conversation, just like in a marriage. So having these more formal evaluative questions at stages 1, 3 and 5 provides for key conversations at key moments within the development of the movement.” (which ones are these?!) Along with this, the partner has to be able to evaluate us as well – evaluation has to go both ways.

Consider some of these fundamental aspects of partnership:

- Are they wanting what we bring in?
- Are they willing to receive and embrace our vision?
- Can they provide concretes, such as a translator, and a sub-group of pastors who fit the description?
- Will they be committed to the time-frame that's agreed upon? The actual scheduling?
- Will they provide the accountability? (Networks and denominations often help bring this accountability in.)

**“We need a tool here with a set of questions, similar to the individual TNTer. Who would make a good partner here?”** comment from meeting

*See Appendix for the Memorandum of Understanding and Partnership Agreement Outline.*

## Selection

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Selection of people is of paramount importance. The selection process begins with an in-country partner, moves to selecting men to go through the training process (TNTers), and continues with identifying candidates to become Mentor Trainers (MTs).

### Partners

The selection process should be a matter of serious prayer and discernment, looking to God and His Word for direction. A partner must understand our vision and strategy first, and then we have to decide whether it will be a good fit. We are looking for people who can work creatively, take initiative, be insightful and wise.

### TNTers

Our partner is deeply involved in the selection process of the men who are invited to TNT. We hold 2 Timothy 2:2 as our measuring stick. In this verse, Paul gave Timothy two basic qualities that he should consider as he looked for men to mentor.

1. They must be **faithful** or reliable men.
2. They must be men who are **able to teach others also**.

This does not primarily mean that these men are naturally gifted public speakers. Notice how Paul shapes our understanding of the kind of teaching he is talking about a few verses later. He writes, “The Lord’s servant must not be quarrelsome but kind to everyone, **able to teach**, patiently enduring evil, correcting his opponents with gentleness” (2 Timothy 2:24).

We use the acronym **FAT**, **F**aithful and **A**ble to **T**each, to remind ourselves of these two qualities. In our minds these are the two leading character traits and we will do well to carefully consider them before and during the time we are selecting men to participate in the TNT program. The success of the program and the process of mentoring and multiplying leadership will depend in large part on this selection. Thus, we are looking for **FAT** men to take part in the TNT training process.

It may even be necessary to slim down a group of TNTers at the beginning of the process. If, for example, a group of 40 men has been selected in a certain venue, it may be necessary to further trim down that group after a training session with them, and assign those who do not continue to be trained by those who do.

### MTers

After approximately two years of the four-year TNT program, it will be time to identify people who can be developed into Mentor Trainers. We will need to meet separately with them for training and development, and finally begin actually having them leading sessions by the end of the four-year program. These men will be the ones to further the Movements of the Word that develop. They must understand that the goal is a conversation, not a presentation, and must be able to think on their feet, and work off-book whenever necessary. Looking at the evaluative measures for MTs contained in the appendix will give a good picture of the necessary qualities for this position.

*See Appendix for documents related to the selection process, including Exploring Expectations for TNT and Profile of a TNTer.*

# Resources

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Every work requires resources; they are a key component of a successful venue.

Resources must be secured for each individual field, and include more than simply finances.

Questions to consider concerning resources include:

- Does our potential partner have a network?
- What kind of network is it?
- Are they a partnership that can influence other churches?
- What type of fellowship do they have?
- Do their resources have an inclination and willingness and time to look beyond what they are already doing?

We will likely need to allow for a growth of expanding vision. It may not be fully there when you first contact them.

Questions to consider concerning financial resources include:

- What resources, including finances, are they willing to commit?
- Financial outlay includes items such as venue, housing, and meals.

## **Division of Costs**

Initially we often have to provide everything, but as time goes on, the partners may be able to provide more and more. We like to follow a schedule whereby we provide 90% of funding the first year, decreasing to 60% the second, third and fourth years. If we are looking at only two years, then it would be 90% for the first year and 60% for the second.

The finances may start out a little shakier than what would be ideal, but by year 2, it needs to be very solid that the funding is there, and that we have gone through the security assessment.

## **Categories of Resources**

Category 1: In-country partner resources

Category 2: LRI Resources

- Who are the resources needed to do the work?

Category 3: Developed-world partner resources

- This could be foundation-based, church-based or individual-based.

# Evaluation

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Evaluation necessarily forms an important component of our work, both in-house and with the participants in our training. This allows an objective view of progress, and a prompt to be accountable and move forward in our work.

## **Moving to the Right**

We use the concept of Moving to the Right as a baseline for our evaluation. It is a method of evaluating our ultimate goal, which is to move closer and closer to Christlikeness (the right). It both charts and encourages this growth in individuals and organizations. The ultimate goals are increasing in Christlikeness and competency. Setting specific goals along the way provides both direction and a form of measurement, and sets standards for accountability.

In thinking through goals for individuals, teams, and organizations, it is helpful to define the desired performance goal, work out the requirements to meet that goal, and identify potential performance gaps. *See the appendix for detailed evaluative measures, including a set of extensive questions.*

## **The Timing of Evaluations**

- LRI Staff – yearly
- MTs – \_\_\_\_\_ *See appendix for a set of evaluative questions and a list of goals.*
- TNTers – \_\_\_\_\_ *See appendix for a set of evaluative questions.*
  - The whole process embeds evaluation into it. Even as a participant does a ‘do’ session, there is evaluation.

All of these evaluations need to be done at a concrete, individual level. We are responsible for helping our brothers grow, and for being very directed about staying on the course to reach our mutual goals.

\*\*Needed sections:

- a. What would lead us to say yes to your 1? To your 3? To your 5?
- b. What happens when we say no at the Level 4 to the group?
- c. “Put all of the questions on one page, broken down into stages.” This was an instruction from our meeting.
- d. “Sometimes it means looking at the bigger picture (is this area a strategic entrance to something else – like Kazakhstan) – or just take one guy, and work on focusing on just him”

Talk to Joe about the TRF form **(I have asked him for it)**.

*See Appendix for Moving to the Right Evaluative Measures, Mentor Trainer Evaluation 1 and 2, and TNT Training Evaluation.*

## Training vs. Development

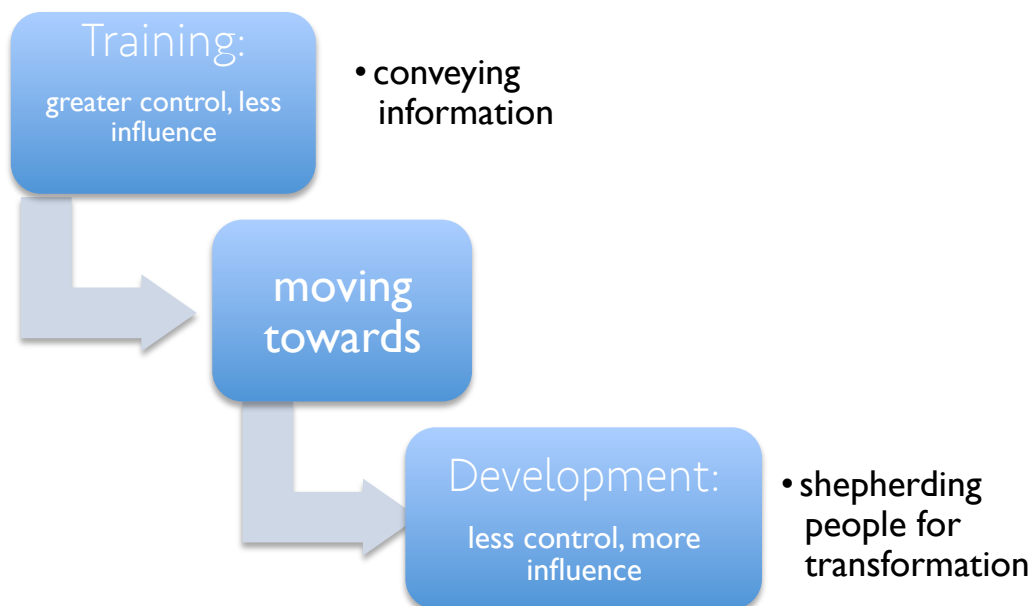
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In our work, we aim to progress on a continuum beginning with training, and moving to development. Participants begin with training, where information is conveyed. This includes the content of books of the Bible, and hermeneutical skills – how to think and read, and how to see a text contextually.

Participants progress through this time, and from here our goal is to move towards development. The information they've been trained in is being absorbed and causing transformation. At this point, our role is focused on developing people, as we work towards shepherding the pastors through their transformation. Working through the context of a shepherding model also teaches participants a discipleship approach.

As the participants move down the continuum from training to development, our control over the process lessens, and our influence in developing people increases.

### Moving from Training towards Development: A Continuum



## Presentation vs. Conversation

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Our goal is to lead our workshops through conversation, not presentation. Conversation reveals how each member is processing the content at hand. It allows every session to be tailored to the group, while still retaining foundational content.

Initially, in the early stages of the training, you are going to have a principle, explain it, and then work through it in context. As the training goes on, though, the process has to become much more dynamic. It needs to shift to a conversational style.

The content remains the same as that of an expository sermon, answering two questions: (1) What did this passage mean to the original audience? And (2) In light of that, how does this passage apply to us today? In conversational teaching, it is only the format that changes.

Use the question format to intentionally and strategically move the group toward a deep understanding of the passage at hand. Ideally, we want to start with questions, and end with questions. This creates a dynamic process, and through the interaction of a conversation, we reach our goal. The leader must know the passage so well that he is able to take it in different directions according to the conversations that arise.

### **Moving from Presentation to Conversation**

Look at the statements that you want to make, and realize that each one is the answer to a question. Practice reformulating that statement into a question that could help someone understand and verify what is being declared.

### **Practice**

Have the leader take one of their sermons, and then decide how they could make that into a conversation by asking certain questions which are going to shape a discussion.

*See Appendix for additional guided practice on moving from Presentation to Conversation.*

## Security

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Some of our fields of work are locations which pose security risks. We rejoice that God has given us access to these places. At the same time, we want to exercise caution and not take any unnecessary risks.

For this purpose, we have developed a security protocol to be used in times of danger..... **(I have asked Joe to forward it to me).**

We need to make an assessment of the likely top dangers, and put a contingency plan into place.



# Appendix

## Item I: Memorandum of Understanding

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### MEMORANDUM OF UNDERSTANDING

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This Memorandum of Understanding (MOU) serves to outline the roles and responsibilities of individual partners as together we seek to encourage and equip pastors to preach God's Word with God's Heart through the ministry of Training National Trainers (TNT). May God bless our efforts and endeavors as we seek to strengthen and deepen His Church!

#### **TNT Overview**

**Pre - TNT:** This is a one-time event that introduces pastors and church leaders to the work and ministry of TNT. In this event, we will introduce you to the concepts of biblical exposition and several essential principles for exposition. Based on this event, the decision will be made as to whether or not we move forward together with establishing a TNT training venue.

**TNT 1:** The focus during this first training segment (2 years, 4 workshops) is on the transforming work of God through His Word in the hearts, minds, lives, and ministries of our pastors and church leaders. There will be the expectation that as God works in the lives of the pastors, we will begin to see change, transformation in them and how they seek to do ministry. We should see begin to see change in how they preach and teach in their own churches/ministries. Moreover, there should be the seeds of desire to pass on this training to others.

**TNT 2:** During this second training segment (2 years, 4 workshops), we are seeking to establish the centrality of the Word and exposition in the life and ministry of the pastors and their churches/ministries. While continuing to develop and strengthen their ability to read, study, teach and preach the Word of God, we also begin to emphasize the importance of training others, of multiplying what they have learned into the lives of others. Such multiplication seeks to move exposition from the pulpit into the pew of the church, that is into the life of every member of the congregation.

**Mentor Trainer:** While leading TNT work, we are constantly watching and evaluating the hearts, minds and skills of the pastors and church leaders involved. When we find men who demonstrate extraordinary character, competency, and capacity, we seek to recruit them for advanced training as we prepare them to become Mentor Trainers, men who are trained to become TNT leaders themselves. Such men are few and far between but we are seeking to discover them wherever we are working as they will provide the leadership for a pastoral training movement.

#### **Roles and Responsibilities**

The Country Director and Mentor Trainers (in conjunction with Leadership Resources) shall:

- Facilitate all training workshops and mid-program evaluations;
- Provide faithful leadership in all essential details and directions pertaining to the training itself, logistics, finances, communications, curriculum, etc.
- Coordinate all efforts through the local TNT Coordinator; and,
- Shepherd pastors and church leaders in applying their learning to life and ministry.

The TNT training partners shall:

- Provide one capable and available individual to serve as the TNT Coordinator. The TNT Coordinator shall be responsible to coordinate all details, logistics, materials, and communications pertaining to the training workshops in conjunction with the Mentor Trainers who are leading TNT. This role is critical to the potential success of a TNT training venue.
- Select pastors and church leaders who have proven themselves to be faithful men of godly character, with God-given passion and ability to teach. Such qualities come directly from the 2 Timothy 2:2, "*what you have heard from me in the presence of many witnesses entrust to faithful men who will be able to teach others also.*" As such, we may not be looking for the most well-known or influential men; rather, we are looking for the humble, faithful, godly men who have hearts to pass on the Word of God to their people and to train others in doing so. (*For more information, please see the TNT Profile.*) The exact number of TNTers shall be agreed upon by all parties and partners involved.
- Submit themselves to the humble leadership and counsel of the Mentor Trainers, as together you work through the training process for the glory of God and the good of His Church.

## **Finances**

Understanding that not all individual pastors and partners organizations will be able to afford the expenses associated with the four years of TNT training, we are prepared to share the costs as best we are able. The exact details of the cost sharing is to be delineated below based on the particular situation and circumstance of the partners involved.

## Item 2: Partnership Agreement Outline

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### Partnership Agreement Outline

#### Leadership Resources International

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#### **Introductory Paragraph(s)**

The introductory paragraphs should include a description of the partners involved, the nature of the national partners' ministry, and the reason(s) for the establishment of a partnership.

#### **TNT Ministry Description**

In every partnership agreement there needs to be a significant description of TNT – the purpose, goals, multiplication, and process of establishing and leading a TNT venue.

#### **Ministry Partner Expectations/Responsibilities**

##### *National Partner*

- In-Country Mentor (see separate ministry description)
- Selection (see attached description of "Profile of a TNTer")
- Location of Training Venue
- General Training Schedule (2 months per year that work with their schedule)
- Language for Training
- Translation of Curriculum
- Multiplication and Second Generation Training Efforts (strategic plans)

##### *Leadership Resources*

- Training Staff
- Curriculum
- Materials/Resources

#### **Financial**

Who is financially responsible for:

##### *LRI Training Team*

- International Travel
- In-country Travel
- Lodging and Hospitality
- Curriculum and Materials

##### *National Partner*

- In-Country Coordinator Salary/Stipend
- First Generation TNTers
- Training Venue
- In-country Travel for TNTers
- Lodging and Hospitality
- Site-specific Needs (translation, interpreters, etc)

##### *Second Generation*

- Curriculum
- Local/Regional Transportation
- Lodging and Hospitality

#### **Summary Statement**

#### **Signatures**

## Item 3: Exploring Expectations for TNT

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The following questions are designed to be a discussion tool for exploring expectations regarding TNT in the initial phase of partnership development.

### **1. Partnership**

- a. Is there a spirit of mutual cooperation and personal appreciation among the potential partners? How has this changed/grown over time?
- b. Is there a sense of shared ownership and ministry partnership?
- c. Do all partners share the core convictions as to the centrality and sufficiency of Word and Spirit ministry?
- d. Is there a shared sense of the vision and purpose of TNT – to nurture a pastoral training movement that emphasizes the transforming power of the Word and Spirit in the pastor, church, community?
- e. Has TNT previously impacted or affected the ministry of the potential partner(s)? If so, what has changed in how they seek to do ministry as a result of TNT?

### **2. Transformation**

- a. Is “heart change” within the TNTer the desired result for TNT? IF so, what does that look like?
- b. How does such transformation impact ministry?
- c. How do we anticipate the “people in the pews” being affected by the change in their pastor?
- d. What does it look like for the TNTer to integrate the principles into his everyday ministry work?
- e. How do we measure a growing sense of conviction as to the centrality and sufficiency of the Word of God for ministry in the lives of the TNTers?
- f. Do the potential TNTers possess the capacity for TNT training?

### **3. Multiplication**

- a. Is there a shared commitment to multiplying the training into the hearts and lives of others?
- b. What level of competency is necessary to accomplish multiplication?
- c. How will we encourage multiplication in the ministry of TNTers?
- d. What are some potential hindrances or barriers to multiplication?

## Item 4: Profile of a TNTer

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**Who would make a good TNTer?** This is an extremely important question. The success of mentoring and multiplying leaders through TNT is directly tied to the choice and selection of the right men to take part in this training ministry. Therefore, the selection process should be a matter of serious prayer and discernment, looking to God and His Word for direction.

In 2 Timothy 2:2, Paul gave Timothy two basic qualities that he should consider as he looked for men to mentor.

1. They must be **faithful** or reliable men.
2. They must be men who are **able to teach others also**.  
This does not primarily mean that these men are naturally gifted public speakers. Notice how Paul shapes our understanding of the kind of teaching he is talking about a few verses later. He writes, “The Lord’s servant must not be quarrelsome but kind to everyone, **able to teach**, patiently enduring evil, correcting his opponents with gentleness” (2 Timothy 2:24).

We use the acronym **FAT**, **F**aithful and **A**ble to **T**each, to remind ourselves of these two qualities. In our minds these are the two leading character traits and we will do well to carefully consider them before and during the time we are selecting men to participate in the TNT program. The success of the program and the process of mentoring and multiplying leadership will depend in large part on this selection. Thus, we are looking for **FAT** men to take part in the TNT training process.



In addition, here are a few more questions to ask:

1. Is this person teachable? Is he able to think outside the box?
2. Is this person a good teacher or does he show signs of having teaching gifts and abilities?
3. Does this person have the vision and/or desire to mentor others and multiply himself in the lives of others? Does he have a track record of doing it? If he does not have this vision/desire, could he easily get it?
4. Does this person feel good about seeing leaders grow up around him? Is he willing to share leadership with others? Is he interested in developing a team of leaders? Or does he feel threatened by seeing other leaders emerge?
5. Is this person a man of influence? Does he have a natural network for multiplying himself in the lives of others?
6. Does this person have the time and desire to be involved?
7. Does this person exhibit self-initiative?
8. Will this person take the program seriously, own it, and work hard?
9. Is this person respected by peer leaders and others in the church? Is he a godly man? Does he have integrity? Is he a man of prayer?
10. Will this person’s wife, pastor/elders/church recommend and support him in this program? Why or why not?

## Item 5: Moving to the Right Evaluative Measures

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A possible evaluative tool follows below, and includes the two ministry strands of administrative work and people work.

Administrative Work 			
	Desired Performance Goal	Baseline Performance Requirements	Performance Gap
Contacts			
Planning			
Preparation			
Self-Evaluation			
People Work 			
	Desired Performance Goal	Baseline Performance Requirements	Performance Gap
Relationship			
Field Interaction			
Self-Evaluation			

What follows are a set of specific potential questions to be used for Moving to the Right.

### **Eight Principles**

1. Since beginning your time with LRI, how has your philosophy or perspective on studying the Bible and preaching/teaching changed?
2. Since beginning your time with LRI, how has your methodology of study changed?
3. Are there particular books or genres in which applying these principles seem harder for you? Why?
4. How do you employ the eight principles beyond your work with LRI and the 7-9 books we teach and study?
5. What other books of the Bible have you studied independently or with others using the eight principles?
6. Have you ever had a sense that the TNTers you are working with were struggling to understand and/or apply the principles as a result of your teaching/training style? Please describe examples of this and how you handled it.
7. Describe times when you have moved intentionally from teaching to shepherding.
8. What is your goal in teaching a principle, such as structure?

9. In what ways do you feel you could grow in the area of using the eight principles?

### **Biblical Theology**

1. How would you describe your level of exposure to Biblical Theology prior to joining LRI?
2. How have you grown in your understanding of Biblical Theology since joining LRI?
3. How would you describe the importance of Biblical Theology for reading, studying, teaching and preaching the Word of God?
4. When teaching or preaching, give an example of how you integrate Biblical Theology into your preparation, and then your preaching.
5. Are there particular parts of genres of the Bible that you struggle with more than others to fit into the overarching story of the Bible?
6. In what ways do you feel you could grow in the area of using Biblical Theology?

### **Heart of God**

1. When you use the phrase, “Heart of God,” what do you mean?
2. What does it mean to find the heart of God within a text? What is important about that?
3. How do you shepherd your people (TNTers, congregation) through what you learned about the heart of God?
4. What are your strengths and weaknesses in shepherding people through the intent (heart of God) within a text?

### **Facilitating Venues**

1. What steps need to be taken with partners in preparing for a TNT or MT training workshop?
2. What do you see as essential to launching a movement?
3. How have you been able to build financial partnerships for ministry projects?
4. How would you go about encouraging and empowering MTs in the process of launching and leading a movement?
5. What relational qualities do you think are necessary for building and maintaining long-term partnerships?
6. Where do you see your strengths and weaknesses in building and maintaining long-term partnerships? Provide examples.
7. Describe examples of conversations about difficult issues that you’ve had and/or haven’t been able to have with your in-country partner.
8. In what ways do you feel you could grow in the area of facilitating venues?

### **Training MTs**

1. How would you define teaching, training, and coaching?
2. In which of these categories does shepherding fit, and how?
3. How do these different elements manifest themselves in a workshop?
4. As you consider the elements of teaching, training, coaching, and shepherding, where do you see your greatest strengths and weaknesses?
5. How would you describe your leadership style? Describe how this works in the field.
6. Do MTers gravitate toward your leadership and feel empowered by you to establish independent TNT work? Give an example or two.
7. What things do you look for in identifying MT candidates?



8. How do you envision helping MTs develop and implement a TNT strategy for their area?
9. In what ways do you feel you could grow in the area of training MTs?

## Item 6: Mentor Trainer Evaluation I

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C – Content

P – Process

1. Did the trainer demonstrate an understanding of the main goal? (C)
2. Was the main goal clearly presented throughout? (P)
3. Did the trainer demonstrate the ability to both stay on task while engaging the learners and inviting conversation and comments along the way? (P)
4. Was the content explained and structured in a way that was understandable for the learners? (C&P)
5. Was the trainer able to identify key learning moments and willing to pause to explore those moments? (P)
6. When the Bible was being taught, was it understood correctly? (C) Was it clearly explained and applied? (P)
7. Did the trainer demonstrate the ability to listen to comments and questions and link them to the training? (P&C)
8. How much time was spent talking? How much time was spent listening, asking questions, and inviting questions and comments? (P)
9. When questions were asked or comments made, was the trainer able to relate them back to the teaching? (P&C)
10. Were there any distractions, such as facial expressions, body language, tone of voice, or speed of presentation)? (P)
11. When questions were used as a teaching method, were a variety of questions (open, closed, leading, guiding) used? (P)
12. Did the trainer demonstrate a sufficient grasp of the material that enabled him to be flexible and work out what to focus on and what to possibly not worry about covering? (C&P)
13. Did learning take place? How do we know? In what ways? (P)
14. Were the trainees developed as expositors who can train others? (P)
15. Did the trainer demonstrate an understanding of the link between content and process? In other words, was this an information delivery time, or a moment of transformation occurring as the content was taught in such a way as there was engagement? Was this time filled with teaching moments and training moments? (C&P)

## Item 7: Mentor Trainer Evaluation 2

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Evaluation of MTers with expert LRI staff observation:

After 2 years of Mentor Training, our goal is to have 70% of our MTers be able:

- To clearly articulate a vision of launching a pastoral training movement in their geographical region
- To demonstrate relational insight in connecting and partnering with other people in organizing TNT venues
- To wisely select TNTers for venues based on qualities provided by LRI
- To effectively organize and facilitate an original training workshop based on LRI's TNT model
- To skillfully teach the eight key hermeneutical principles in a variety of biblical genres that leads to a faithfully accurate understanding of the text by the students
- To reinforce the students' understanding of the biblical author's intended response and can focus intentionally on bringing transformation in the participants through discussion of the biblical text
- To appropriately and frequently introduce prayer throughout the training workshop along with biblical instruction and discussion on the role of prayer in the life and ministry of the TNTer
- To effectively shepherd a discussion with an awareness of educational dynamics to bring about interactive learning experiences
- To faithfully provide pertinent information of training venues with an effective reporting system
- To sustain an increasing number of venues with an equally increasing base of financial partners

## Item 8 – TNT Training Evaluation

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The following questions are designed to be an evaluative tool for assessing the overall training progress of TNTers within the training process.

### 1) **Partnership**

- a. Has a spirit of mutual cooperation and personal appreciation developed among partners? How has this changed/grown over time?
- b. Is there a sense of shared ownership and ministry partnership?
- c. Have all partners come to share the core convictions as to the centrality and sufficiency of Word and Spirit ministry?
- d. Is there a shared sense of the vision and purpose of TNT – to nurture a pastoral training movement that emphasizes the transforming power of the Word and Spirit in the pastor, church, and community?
- e. How was TNT impacted or affected the ministry of the in-country partner? Has anything changed in how they seek to do ministry as a result of TNT?
- f. Has In-Country Coordinator been given the necessary affirmation and tangible support to advance the work of TNT in the launching of the larger pastoral training movement?

### 2) **Transformation**

- a. Has the heart of the TNTer been changed, transformed as a result of participating in the training? If so, how?
- b. Has the ministry of the TNTer been transformed? If so, how?
- c. Have the “people in the pews” been affected by the change in their pastor? If so, how?
- d. Is the TNTer integrating the principles into his everyday ministry work?
- e. Has the TNTer demonstrated a growing conviction as to the centrality and sufficiency of the Word of God for ministry?
- f. Does the TNTer possess the capacity for further training?

### 3) **Multiplication**

- a. Has the TNTer demonstrated a growing competency in faithfully handling the Word of God?
- b. Has the TNTer demonstrated a commitment to multiplying the training into the hearts and lives of others?
- c. Has the TNTer demonstrated a competency in multiplying the training?
- d. How has he been working to integrate multiplication into his ministry? With whom has he been working and training?
- e. What are some hindrances or barriers experienced by the TNTer in working to multiply the training?
- f. Has an in-country mentoring team been developed?

### 4) **Movement (Deepen & Expand)**

- a. Is there evidence of an emerging movement?
- b. Is there a credible core of potential Mentor-Trainers emerging from within the group?
- c. Can we answer the strategic question of “What’s next?”
- d. Has the partner assessed the needs of sustaining a pastoral training movement in their context? Does the partner have the resources to launch/sustain movement?

## Item 9 - Guided Practice for Moving from Presentation to Conversation

### **Exercise 1:**

Now let's practice. Look at the following excerpt from a sermon and ask what major question(s) this excerpt is answering.

*It is interesting: Paul's confidence about this church is **not because of** their unique giftedness, or their unique giftedness, or their amazing talent and abilities. His confidence was **not because of** their great energy for gospel ministry or their special connections in Roman society. His confidence was **in God**, and **the work He was accomplishing in their lives through the gospel**.*

If we wanted to create an application question based on the above excerpt, what would we ask?

### **Exercise 2:**

Let's look at another excerpt and ask what major question(s) that this excerpt is answering.

*The shared vision, common interest and mutual pursuit which brought the church at Philippi into partnership with Paul, was the ministry of the gospel. From the moment of the first conversion these believers had become united with Paul with all of their "heart, mind and soul" for the advancement of the gospel.*

If we wanted to create an application question or two, what questions would we ask?

### **Further practice:**

Now, let's make it more personal. Work through one of your sermons changing your major statements into questions.

### **A Few More Thoughts about Questions:**

1. What questions built your statement? In other words, what questions were going through your mind, or did you work through, that led you to make the statement?
2. Train your eye to spot the questions in the text and the questions behind the text (in the mind of the author).
3. Learn to form good questions that engage your listeners and guide them to see the text better.

### **Suggested Answers to Exercises:**

Exercise 1: 1. Where is Paul's confidence placed? (Observation/Interpretation)  
2. Where is our confidence often placed? (Interpretation/Application)

Exercise 2: 1. What brought the church at Philippi into partnership with Paul? When did these believers become united to Paul? How deep was their bond of unity with Paul?  
1. What is the basis of our unity? Where do we see visible evidences of our unity?