

BCN Adult Discipleship Academy Restructuring
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Executive Summary

The restructuring of BCN's Discipleship Academy is necessary to ensure that the adult members both know what they believe and why, while also assisting them in articulating their core beliefs in multiple scenarios. This task is central to the adult education component of BCN ministries. This report presents an analysis of all systems of the BCN organization in order to properly diagnose all areas affected by the proposed restructuring. Suggested interventions are also presented, along with the proper support systems to ensure continued success in BCN's adult education before, during, and after the intervention process.

Highlight of Stages

The following stages are itemized to facilitate understanding of the solutions proposed for BCN's Discipleship Academy Restructuring.

Stage 1: Client Selection (Background Section)

This stage identifies the general background of the performance problem, presenting the relevant information in three steps, while also specifying the specific responsibilities of the key contact between the Senior Pastor and the Performance Consultant.

Stage 2: Business Analysis

This stage identifies the organizational policies and procedures of BCN that are specifically involved in the proposed restructuring. Simply re-arranging the Adult Discipleship component will not be complete if not addressed from the foundation up.

Stage 3: Performance Analysis

This stage provides a focus for the proposed restructuring. It is necessary to be aware throughout the proposed restructuring process that these changes will affect more than just those who attend the classes.

Stage 4: Gap Analysis

This stage addresses the core of the Discipleship Academy issues and identifies the overall importance of solving it appropriately. We are looking at BCN as an entire system, not just the Discipleship Academy itself.

Stage 5: Cause Analysis

This stage continues from the previous stage and serves to identify what exactly is occurring at the Discipleship Academy level itself. We are focusing on just the Adult Discipleship Academy level in relation to the overall BCN structure.

Stage 6: Training Intervention Plan

This stage presents the recommended restructuring of the Adult Discipleship Academy, including a sample curriculum map.

Stage 7: Non-Training Intervention Plan

This stage continues the previous stage, addressing those areas that are meant to support the adult classroom training. This is a continued systems focus of the BCN organization and proposed restructuring.

Stage 8: Support Plan

This stage identifies key persons in the BCN organization, specifying who will be responsible for what before, during, and after the implementation of both intervention plans. The only groups of people not specified but who will benefit from this systems approach are the non-members who attend and those from the community who do not attend.

Stage 9: Evaluation Plan

This stage is the most important as it presents a continual system of feedback regarding the proposed restructuring. We need to know if the changes are working, how much they are working and why they are working. This stage will also lead to further improvement suggestions from those whom we serve.

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Background

Step 1: The Client

The Human Performance Improvement Consultant for this project is Kerrie Vytlačil. The client selected for this project is Pastor Gholson, the Senior Pastor of BCN. The specific area of involvement would be the Discipleship Academy, the Christian Education component of BCN, consisting of sporadic attempts to address this area's needs as they occur. The Academy is responsible to develop and maintain the continuing education of the new and current membership of BCN. These activities are not currently assigned to a single ministry department head nor are they programmed into a specific educational path. Currently, education efforts are haphazard, with topics depending upon the various volunteer instructors.

The goal is to establish a baseline understanding of the faith for all BCN members through specific educational activities while also structuring the general faith education of the members of BCN. A hindrance is the fact that about 90% of the congregants are new and young or inexperienced in their faith, leaving the 10% in the leadership tree to teach and do the work until more workers are raised up. Also, 50% of the entire membership comprises children of all ages (0 to 17 years). Significant to understanding is the fact that BCN is a small church plant of a much larger congregation in another city. Many members of BCN have never seen this "big church" and have only known this "small church."

Table 1: *Selection Criteria*

Criteria used by the HPI Consultant (Kerrie Vytlačil) to select Client	Criteria used by the Client (Pastor Gholson, BCN) to select HPI Consultant
The ideal client:	The ideal consultant:
Enjoys strong leadership credibility within all levels of the organization	Maintains credibility as one who gets things done and can be counted on to follow-through until completion
Has reputation of being highly successful in achieving business goals	Has reputation of being goal-oriented and focused on business
Demonstrates willingness to take calculated risks	Works with clients outside traditional scope of training
Has underperforming business unit with performance gaps appropriate for intervention (Discipleship Academy)	Is proactive in identifying opportunities to help client, maintaining contact, and communicating effectively
Demonstrates willingness to own or take responsibility for successes or misses in the business	Shares credit for successes or misses and jointly owns projects
Has decision-making authority to approve business initiatives and allocate resources	Commits to working on an intervention and seeing to completion
Demonstrates willingness to invest budget, staff, facilities, and equipment in growth opportunities	Is willing to share resources

Step 2: Problem and Solution

There are four types of performance gaps or barriers: work environment, client, learning, and human resource. These are applied to BCN as follows:

Table 2: *Initial Performance Gaps*

Performance Gaps (Barriers)	Possible Actions
Barrier 1: Work Environment <ul style="list-style-type: none"> • No specifically stated policies and procedures • Unclear position accountabilities • Inadequate staffing levels 	<ul style="list-style-type: none"> ➤ Develop the missing policies and procedures ➤ Assign specific people to specific positions ➤ Acquire the appropriate staff through hiring and volunteerism
Barrier 2: Client <ul style="list-style-type: none"> • Lack of relevant instruction • Lack of specific educational paths available • Too few instructors 	<ul style="list-style-type: none"> ➤ Curriculum mapping ➤ Course scopes and sequences ➤ Multi-tiered educational structure: Basic, Intermediate, Advanced levels ➤ Course catalogue ➤ Volunteer teacher training in instructional strategies and methods ➤ Assignment of educational ministry head and curriculum committee
Barrier 3: Learning <ul style="list-style-type: none"> • Lack of relevant instruction • No communication of educational rewards or recognition of achieved training • No learner resources 	<ul style="list-style-type: none"> ➤ Survey or questionnaire to obtain current levels of knowledge ➤ Achievement certificates for learner completion of courses ➤ Creation and distribution of student workbooks for each class to increase learner retention
Barrier 4: Human Resources <ul style="list-style-type: none"> • Lack of employee recruitment 	<ul style="list-style-type: none"> ➤ More hiring of needed personnel ➤ Increase volunteer participation

Step 3: Contract

Questions to be answered by the agreement or contract between the Client and the Consultant:

- What is the performance gap between expected and current performance that forms the core of the proposed intervention?
- Are the proposed actions and priorities of the intervention aligned with the client's business and performance needs?
- What are the accountabilities of the performance consultant and the client?
- What are the priorities that must be addressed?
- How will success be defined?

- What resources are needed from the HPI department and the client to complete the intervention?
- What information needs to be shared? Who needs to know? How frequently will the communications occur?

Business Analysis

Stage 1: Entry

This is significantly covered in the Background section.

Stage 2: Data Collection

What are the relevant business goals?

Mission, Vision, and Values.

BCN's mission statement is the following, as listed in the weekly service bulletin:

“Motivated by love and empowered by the Holy Spirit, My Church endeavors to serve our community, equip our members, and spread the Gospel of the Lord Jesus Christ from the city of Norfolk to the nations of the world.” (Bethel Church of Norfolk, n.d.)

BCN's vision statement is the following, as listed in the weekly service bulletin:

“To be established in the city of Norfolk as a light that shines with the Glory of God; Visible to the world; Relevant to our generation; Enduring until the day Jesus returns.” (Bethel Church of Norfolk, n.d.)

BCN's purpose statement is the following, as listed in the weekly service bulletin:

“To receive, to know and to show the love of God. 1 John 3:23 NKJV” (Bethel Church of Norfolk, n.d.)

BCN's yearly motto is the following, as listed in the weekly service bulletin:

“Establish the Vision. Habakkuk 2:2-3” (Bethel Church of Norfolk, n.d.)

Priority Business Goals.

On January 18, 2008, Pastor Gholson mentioned that

- A reorganization of the Discipleship Academy was needed
- A curriculum committee would be appointed, which would include the participation of the HPI consultant and spouse.
- A hierarchy of educational achievement levels would be established: Basic, Intermediate, and Advanced
- Specific deadlines were not mentioned at this time.

Proper business goals will represent prime targets and will be

- Measurable to track progress and evaluate results
- Time-bound to indicate when the goal should be reached
- Output-focused (for example, improve member retention of educational information)
- Important and relevant so that the organization believes that progress in that area would constitute a success

Pastor Gholson's stated goals meet all criteria except for a timeline.

Questions the Business Analysis Answers:

- How important is this goal to the business? How do you know the degree of importance?
- Are there alternative goals that warrant more attention than the goal targeted by your client?
- To what extent is the goal congruent with business strategy, values, and other goals? Are there competing goals? Are there goals that supersede this one?
- Is the goal likely to remain stable?
- What degree of buy-in on this goal is there by stakeholders?
- To what extent are business goals supported by reliable and valid data?
- How does the organization measure progress on the goal at present?
- What forces (external and internal) are working for and against achievement of this goal?

In answer to these questions, there is an apparent validity to proceed. The goals are very important, as they directly reflect BCN's mission to "equip" the members. Because these goals affect an overall educational structure, once implemented these goals will remain stable, with ready buy-in from all involved stakeholders. Stakeholders include BCN leadership and volunteer instructors under the direction of Pastor Gholson, the Senior Pastor. Currently, the only way to measure progress of the present goals is through observation of members as they interact with each other. There are no objective sources of data to support these goals aside from BCN's core statements and Pastor Gholson's overall vision of those for whom he is spiritually responsible. Forces that may work against the achievement of these goals may be a lack of timely communication to the members, delayed structural organization, and the lack of identification of necessary curricular resources.

Organizational Rationale for Business Goals.

Pastor Gholson desires the membership to become strong in what they know about the faith and why, in order to avoid the temptations and deceptions of other forms of knowledge (Pastor Gholson, Personal Communication, January 18, 2008).

Relevant Strategies to Attain Business Goals

Strategies include reorganizing the curricular path of the Discipleship Academy that occurs one hour before the weekly service into a three-level achievement structure, assembling a curriculum committee, and allowing the work of the HPI consultant to inform the direction of these goals.

Stage 3: Agreement

Are Pastor Gholson, client, and Kerrie Vytlačil, HPI Consultant, on the same page? Do they have the same priorities and direction so far? This needs to be confirmed.

Performance Analysis

Central Accomplishment

The central accomplishment of this performance analysis is for the adult membership to attend a structured discipleship training program with the result of being able to articulate what they believe and why. Others would include the children in membership, and the BCN

leadership. For the purposes of this performance analysis, the target population will be restricted to the adult membership only.

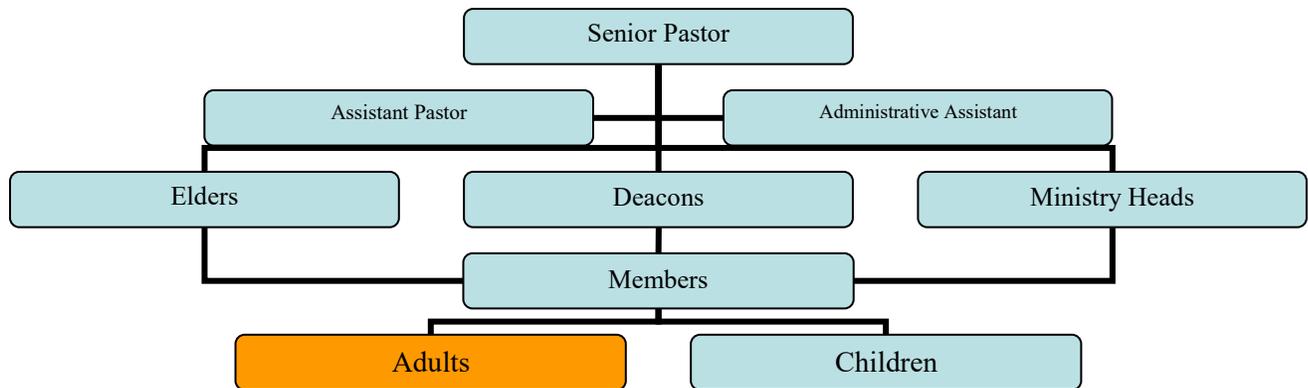
Customer and Marketplace

The customer is the general membership and the community of Norfolk. The structuring of the educational program would impact the general membership by providing a curricular map, or a kind of formal training program, in which there are definite levels of achievement. This structure would assist the membership in retaining the needed information while allowing the instructors and leadership to move forward in the depth of the educational content. In turn, BCN would no longer be restrained to the covering “the basics” of the faith. This affects the community of Norfolk indirectly, by providing a stronger BCN membership to assist its various physical and spiritual needs.

Existing Performance Setting

Current roles can be understood in the following relationship map:

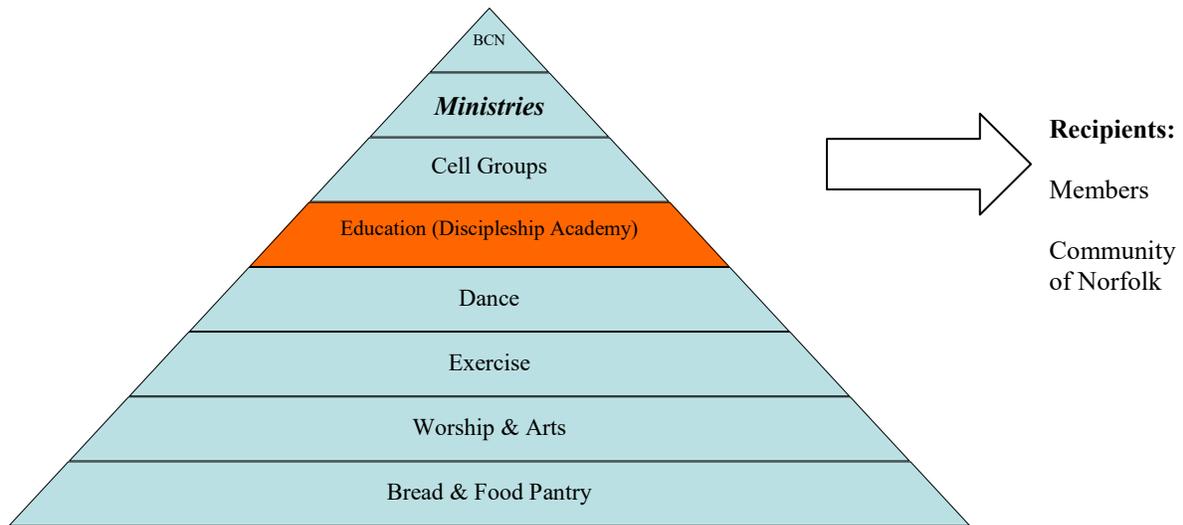
Figure 1: Structure Map.



The Senior Pastor also reports to a larger leadership structure, that of BTAG Hampton, as well as, AG. The proposed goal from the business analysis, that of reorganizing the Discipleship Academy, would include the formation of a curriculum committee which would be a combination of the roles in the second level of this map.

The following process map shows the relationship between the various functions of BCN and the recipients:

Figure 2: Ministry Structure Map.



Members may also be active participants rather than just recipients of the ministries of BCN. Some members may also be ministry heads.

Discussion based on the above two figures:

Expectations.

Adult members are informed of the various functions and ministries via announcements and bulletins at the weekly services. However, there is no communication of any standards or criteria to meet other than the fact that all ministries are open to all members and that a membership class is strongly suggested. Adult members tend not to seek out much beyond this one initial membership class.

Resources.

For most ministries and functions, whatever resources provided are at the discretion of the individual instructors and leaders. At the least, a membership book is provided at the expense of BCN for those who attend the member's class. Adult members do not receive much beyond this initial introductory manual which is not continually updated after the course attendance is completed.

Consequences.

Incentives are not mentioned in conjunction with participation in the various ministries and functions. Forms of recognition are minimal. Those who graduate the member's class receive a certificate in an informal introductory ceremony to the congregants of BCN. Adult members tend not to perceive and understand any rewards for any participation beyond service attendance.

Feedback.

This component is rarely given on a formal or regular basis, unless specifically sought. For the most part, Ministry heads and volunteer leaders and instructors may receive some form of verbal feedback as it occurs spontaneously among the pastors, elders, and deacons. The same may also be true from these leaders to the membership. Adult members, the focus of this analysis, do not receive feedback unless they participate in a class where this may or may not occur.

Overall, the performance setting does not meet the system requirements very well. All four components need to be addressed, especially the strengthening of the components of consequences, resources, and feedback.

Gap Analysis

The following table presents the performance gaps identified thus far.

Table 3: *Final Performance Gaps*

Performance Gaps (Barriers)	Possible Actions
Barrier 1: Work Environment <ul style="list-style-type: none"> • No specifically stated policies and procedures • Unclear position accountabilities • Inadequate staffing levels 	<ul style="list-style-type: none"> ➤ Develop the missing policies and procedures ➤ Assign specific people to specific positions ➤ Acquire the appropriate staff through hiring and volunteerism
Barrier 2: Client <ul style="list-style-type: none"> • Lack of relevant instruction • Lack of specific educational paths available • Too few instructors 	<ul style="list-style-type: none"> ➤ Curriculum mapping ➤ Course scopes and sequences ➤ Multi-tiered educational structure: Basic, Intermediate, Advanced levels ➤ Course catalogue ➤ Volunteer teacher training in instructional strategies and methods ➤ Assignment of educational ministry head and curriculum committee
Barrier 3: Learning <ul style="list-style-type: none"> • Lack of relevant instruction • No communication of educational rewards or recognition of achieved training • No learner resources 	<ul style="list-style-type: none"> ➤ Survey or questionnaire to obtain current levels of knowledge ➤ Achievement certificates for learner completion of courses ➤ Creation and distribution of student workbooks for each

	class to increase learner retention
Barrier 4: Human Resources <ul style="list-style-type: none"> • Lack of employee recruitment 	<ul style="list-style-type: none"> ➤ More hiring of needed personnel ➤ Increase volunteer participation

Description of Customer Affected by Performance Issue

The persons affected by the performance issue of an incomplete educational program structure include members of BCN, and non-members in the community of Norfolk, as well as various ministry heads and volunteer leaders.

Persons at the Root of the Problem

The primary root problem is that the adult members cannot state what they believe and why they believe it. The secondary root problem would be the current BCN leadership, specifically those with formal governing authority, such as the pastors, elders, and possibly the deacons. This is due to the incompleteness of essential and critical structures and resources that only they have the authority to develop and provide. In order for the adult members to state what they believe and why they believe it, the educational program would need to be restructured by the leadership.

Actual and Desired Performance Levels

The actual performance level consists of an educational program whose courses and topics rely on the individual instructors, most that are devoid of clear relationships to other classes by other teachers, and most that exclude substantial training resources for the class participants.

The desired performance level would be a three-tier curriculum, ranging from basic to intermediate to advanced level topics and knowledge levels. Ideally, multiple teachers and classes would adhere to a formal map of provided courses, and participants would be made aware of which level they are at and need to achieve to. Ideally, all participants will receive appropriate resources to review once the courses have come to completion. Ideally, the completion of each course and tier level would be formally acknowledged and/or recorded for each member who participates and graduates. Overall, current performance is less than expected.

Importance of the Performance Gap

The identified gap is very important as it keeps the knowledge level of the BCN congregation at a basic minimum in general. This means that there will continue to be a 90/10 split between those who lead and those who attend without participation.

Frequency of the Occurrence

This gap occurs weekly, which is every time a weekly class meets.

Cost of Resolving the Gap

The cost of resolution would be minimal. This is because there are several highly qualified professionals in attendance and leadership who are capable of developing and steering curriculum, inclusive of the HPI consultant. The only tangible costs would be planning and organizational time, as well as the costs of producing and reproducing the curriculum products.

Cause Analysis

The central question to be answered is this: Why are the adult members of BCN not able to articulate what they believe and why they believe it?

Structure of Methods Used

Cause analysis methods used consist of the five whys, brainstorming, and affinity diagrams. Other methods to be used will include surveys to the adult members to obtain interest levels in various topics to be taught, and interviews with BCN leadership for their views on BCN education.

The Five Whys.

The adult members cannot articulate what they believe and why they believe it.

Why?

They do not know the basic tenets of the faith.

Why?

There is no one to teach these to them.

Why?

There are no classes at My Church to address the topic of the Basic Tenets of the Faith.

Why?

The Discipleship Academy for adult members is not structured for various levels of knowledge in the faith.

Why?

The Discipleship Academy for adult members needs to be restructured to accommodate various levels at the same time, with an educational pathway that increases in depth for each level.

The figure on the following page illustrates the brainstorming session to identify the gaps and is further expanded in the affinity diagram that follows the figure.

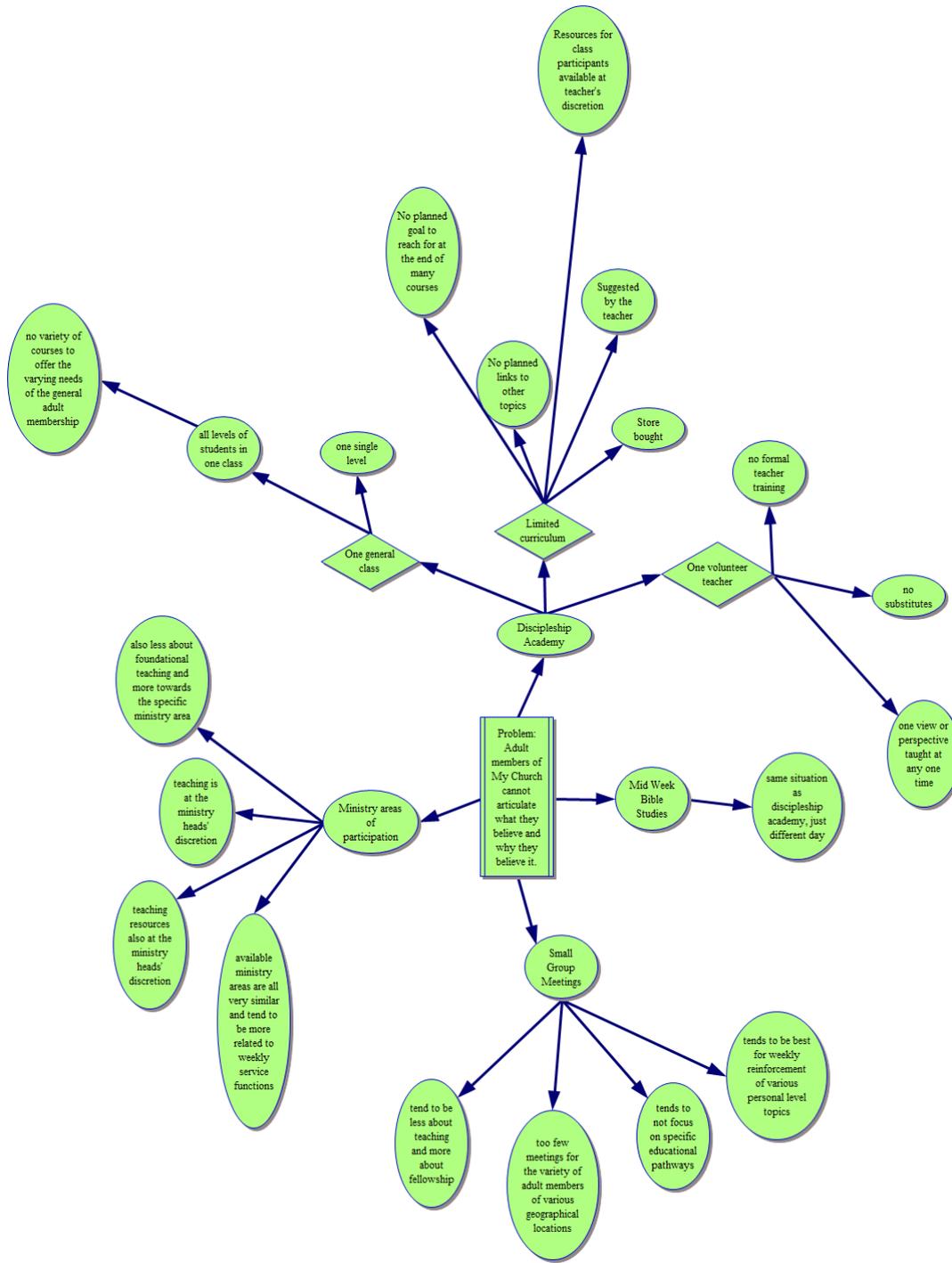


Figure 3. : Inspiration Brainstorm.

Affinity Diagram.

Problem: Adult members of BCN cannot articulate what they believe and why they believe it.

Discipleship Academy

- One general class

- One single level

- All levels of students in one class

- No variety of courses to offer the varying needs of the general adult membership

One volunteer teacher

- One view or perspective taught at any one time

- No substitutes

- No formal teacher training

Limited curriculum

- Store bought

- Suggested by the teacher

- Resources for class participants available at teacher's discretion

- No planned links to other topics

- No planned goal to reach for at the end of many courses

Mid Week Bible Studies

- Same situation as discipleship academy, just different day

Small Group Meetings

- Tend to be less about teaching and more about fellowship

- Too few meetings for the variety of adult members of various geographical locations

- Tends to not focus on specific educational pathways

- Tends to be best for weekly reinforcement of various personal level topics

Ministry areas of participation

- Also less about foundational teaching and more towards the specific ministry area

- Teaching is at the ministry heads' discretion

- Teaching resources also at the ministry heads' discretion

- Available ministry areas are all very similar and tend to be more related to weekly service functions

*Preliminary Results Obtained**Market/Organizational.*

There is a need to restructure the educational paths at BCN (no apparent pathways exist), as well as various missing components including a lack of procedures for class enrollment of adult members and a lack of direct alignment of educational structure to foundational My Church statements.

Management.

There is a lack in the quantity of trained teachers, no incentives, sparse feedback, no formal feedback process in place for students and teachers, and a tready accountability structure.

Process/Function.

Adult members do not know the beginnings and endings of classes, links between classes not in place, there is a shortage of classrooms and meeting spaces, the topics of classes are not programmed for steady increase in depth and scope, there is a teacher shortage, there is space competition due to the fact that current classroom spaces are also multifunctional for weekly services and ministry meetings, and current topics do not meet all of the learning needs of adult members.

Job Performance.

Adult members are not given opportunities to test or apply new knowledge with experienced BCN mentors, the perspective of the class quality from adult members is not sought and/or a procedure is not in place for this, student resources are not made available for later reference, incentives are not communicated, low motivation for active participation, and one hour before service in the sanctuary may be a logistical problem for timing and focus in classes.

Knowledge-Based Intervention (KBI) Analysis Process

Central to the Knowledge-based Intervention process is the ADDIE Instructional Design Model which provides the blueprint for addressing client needs involving training. The framework involves four phases. The first phase, A, Analysis, represents the series of Needs Analyses consisting of the Business, Performance, Gap, and Cause analyses that preceded this current step of planning the knowledge-based intervention, and which exposed the conditions and causes for the training needs. According to Ford (2002), “performance gaps [are] attributable to a lack of knowledge, skill, aptitude, or information” and are due to the following conditions: 1) performers having to do something new or different, 2) performers not knowing how to meet the standards, 3) performers lacking information to meet the standards, and 4) performers lacking the capacity or underlying attitudes of the standards (p.116). Only the first three conditions are applicable to BCN.

The second phase, D/D, or Design and Develop, is the designing of the training program, including the objectives and lesson plans.

The third phase, I, or Implement is the delivery or presentation of the above lesson with adaptations for various learning styles and multiple intelligences.

The final phase, E, or Evaluate is the Assessment of the successes and weakness of the above lesson or program, and possibly the results of the improved performance by the trainees.

Appropriateness of the Knowledge Interventions

A Knowledge Intervention is appropriate for the addressing the central need of BCN for the following reasons:

First, the BCN Adult Discipleship Academy is responsible to develop and maintain the continuing education of the new and current membership of BCN. These activities are not programmed into a specific educational path. Currently, education efforts are haphazard, with topics depending upon the various volunteer instructors. Knowledge Intervention would assist in structuring and developing a program to train the adult members in faith concepts.

Second, the overall goal of BCN is to establish a baseline understanding of the faith for all BCN members through specific educational activities while also structuring the general faith education of the members of BCN. The primary root problem, as exposed by the Cause Analysis, is that the adult members cannot state what they believe and why they believe it. Knowledge Intervention would assist in training these adult members to articulate what they believe and why they believe it.

Third, a Knowledge Based Intervention would assist in closing the identified client and learning gaps. To address the Client Gap, training would be needed to raise the quantity and quality of volunteer teachers. A training intervention would also assist in communicating the proposed three-tier curricular structure to the current teachers. To address the Learning Gap, training would be needed for the teachers in devising a survey or questionnaire to assess the learning needs and to prepare materials for the adult learners in classes now.

Fourth, a Knowledge Based Intervention would assist in addressing the categories of causes identified in the Cause Analysis:

1) Market/Organizational: Teachers and other leaders would be trained in the need for a formal enrollment process and in the need for a planned scope and sequence of the various topics.

2) Management: Teachers and leaders would be trained in the importance of formal and informal forms of feedback for learners and volunteers, in formal and informal forms of accountability for all members and leaders, and also in the need for a volunteer teacher or leader orientation program.

3) Process/Function: Teachers and leaders would need to be trained in the effects of the learning environment on the learners and how to design them more effectively, and also in the need for topics to be grouped and sequenced by skill levels and depth of concepts.

4) Job Performance: Training of leaders and teachers is necessary to communicate the need for the logistical planning of BCN space usage, the need for learner take home references for every class, the need for opportunities for forms of learner coaching and mentoring, and the need for other procedures in the communication and training network of BCN.

Specific Tools Helpful in the KBI Analysis

The General Lesson Plan Template, Figure 5-2 (Werner, J. M., & DeSimone, R. L., 2006, p.178) is useful for planning instructional programs for adult training and becomes the facilitator’s game plan during the implementation or delivery of instruction (Figure 4).

Figure 4 : Nadler & Nadler Lesson Plan Template.

Program Title:					
Lesson Objectives:					
Preparation:					
Physical environment					
Equipment and materials					
Instructor					
Trainee(s)					
<u>Time</u>	<u>Major Topics</u>	<u>Instructor Activity</u>	<u>Trainee Activity</u>	<u>Instructional Strategies to be achieved</u>	

The following figures are other tools to be considered:

Figure 5 : Hunter Lesson Plan Template.

Title: _____	Grade: ____	Bell/Time: _____	Instructor: _____
<p>1. Anticipatory Set (focus) - A short activity or prompt that focuses the students' attention before the actual lesson begins. Used when students enter the room or in a transition. A hand-out given to students at the door, review question written on the board, "two problems" on the overhead are examples of the anticipatory set.</p> <p>2. Purpose (objective) - The purpose of today's lesson, why the students need to learn it, what they will be able to "do", and how they will show learning as a result are made clear by the teacher.</p> <p>3. Input - The vocabulary, skills, and concepts the teacher will impart to the students - the "stuff" the kids need to know in order to be successful.</p> <p>4. Modeling (show) - The teacher shows in graphic form or demonstrates what the finished product looks like - a picture worth a thousand words.</p> <p>5. Guided Practice (follow me) - The teacher leads the students through the steps necessary to perform the skill using the trimodal approach - hear/see/do.</p> <p>6. Checking For Understanding (CFU) - The teacher uses a variety of questioning strategies to determine "Got it yet?" and to pace the lesson - move forward?/back up?</p> <p>7. Independent Practice - The teacher releases students to practice on their own based on #3-#6.</p> <p>8. Closure - A review or wrap-up of the lesson - "Tell me/show me what you have learned today".</p> <p>Follow-Up: Materials & References: Reflection:</p>			

Figure 6 : Virginia Wesleyan College, Education Dept., Lesson Plan Guide.

Materials needed for this lesson:		
1	Student Objectives	<p>Know where you want to go! Focus students' attention on objectives</p> <input type="checkbox"/> Limit the number of objectives <input type="checkbox"/> State the objectives in student outcomes – SWBAT (The student will be able to...) <input type="checkbox"/> State the objectives in behavioral (observable) terms – use verbs from Bloom's Taxonomy <input type="checkbox"/> List grade appropriate SOLs
2	Anticipatory Set (3-5 minutes)	<p>Set an invitation to learning! <i>Set the stage – invite motivation and readiness to learn.</i> Examples – subject related materials, pictures, riddles, quotes, stories, newspaper features</p> <input type="checkbox"/> Introduce the lesson <input type="checkbox"/> Stimulate interest in learning <input type="checkbox"/> Generate enthusiasm for lesson
3	Instruction	<p>Take time to hear the learning! <i>Less teacher talk and more student involvement. Use your expertise. Be a facilitator.</i></p> <input type="checkbox"/> Chunking – Break learning into parts through teaching by objectives <input type="checkbox"/> Plan input to teach each objective <input type="checkbox"/> Plan to students' attention spans <input type="checkbox"/> Plan for student feedback to help with teaching modification <input type="checkbox"/> Incorporate checks for understanding and guided practice activities <input type="checkbox"/> Implement the active/passive switch
4	Closure (3-5 minutes)	<p>Pack it up so they can take the learning with them.</p> <input type="checkbox"/> Level 1 – Tell me what you have learned today or from this lesson. <input type="checkbox"/> Level 2 – How can you use what you have learned? <input type="checkbox"/> Level 3 – Why is this learning important?
5	Independent Practice	<p>Transfer ownership of the learning!</p> <input type="checkbox"/> Practice that is usually unassisted <input type="checkbox"/> Practice that is individualized
6	Evaluation Assessment	<p>Refer back to behavioral objectives!</p> <input type="checkbox"/> Outline ways to assess student learning <input type="checkbox"/> Prepare rubrics if necessary
7	Follow-Up	<p>Remediation and/or Enrichment</p> <input type="checkbox"/> Include plans for remediation and enrichment <input type="checkbox"/> Consider options for tangents or further exploration
8	Critique Reflection	<p>Assess your teaching (after the lesson)</p> <input type="checkbox"/> Reflect on your lesson plan, content, teaching and learning <input type="checkbox"/> Bring focus to differentiation <input type="checkbox"/> Provide suggestions for self-improvement <input type="checkbox"/> Highlight your lesson component successes <input type="checkbox"/> Provide strengthening ideas and changes <input type="checkbox"/> Plan classroom management tools as needed

Table 4: *Training Classification System*

Learning Methods	Presentation Methods	Distribution Methods
Action learning	Illustrations	Audiotape
Case study	Audio	CD-I (interactive)
Demonstration	Classroom trainer	CD-ROM
Discussion	CBT	DVD
Expert panel	Dialogue	Live speech
Game	Job aid	
Homework	Learning group	
Lecture	Multimedia	
Mentoring	Print	
Role play	Video	
Self-study		
Small group activity		

Table 5: *Training Methods and Techniques*

On-the-job training	Coaching
	Mentoring
Classroom	Lecture
	Conference/discussion
	Audiovisual – static, print
	Audiovisual – dynamic, DVD
	Experiential, case study
	Experiential, role play
	CBT, classroom-based
Self-paced	Paper-based, workbooks
	CBT, CAI, multimedia CD-ROM

Sample KBI Plan for BCN Adult Learners in the Adult Discipleship Academy

The following is a proposed curriculum map for the entire training program under consideration. Table 6 presents a proposition for a three-tiered Adult Bible Study Program for the Discipleship Academy of BCN. Table 7 presents a single tier of short intensives of other types of training for lay leaders and life cycle events in BCN membership.

Items that are still to be determined include the selection of instructors, instructional techniques and methods, evaluation and assessment methods, course materials, scope and sequence, curriculum map, and class schedules.

Table 6: *Three-tier Adult Bible Study Program*

Program Title	Course Title	Basic Level	Intermediate Level	Advanced Level	Program Objective
Get a Clue: Salvation, Evangelism, and Apologetics	What I Believe and Why I Believe It	What I Believe and Why I'm a Believer (Core of Salvation/ Young Believers Bible Boot Camp)	What Happens at My Church and Why I attend My Church (Denominational Core Values/ Young Members)	What Makes Me a Christian and Why I Don't Attend Your Church or Believe in Your Religion (Core Faith and Apologetics)	Upon completion of this program, learners will be able to state what they believe and explain why they believe it, with 100% assurance of faith at the completion of the Basic Level, and 100% accuracy at the completion of the Intermediate and Advanced Levels.
Govern Yourself: Morality and Ethics in the Torah (the First Five)	How I Know What's Right and What's Wrong	The Two – Loving God and Loving Others	The Ten Commandments	The 613 Laws of the OT	Upon completion of this program, learners will be able to articulate and demonstrate an understanding of biblical ethics and morality, with 100% assurance of faith at the completion of the Basic

					Level, and 100% accuracy at the completion of the Intermediate and Advanced Levels.
Govern Your Walk: Tools for Daily Life with God from Psalms, Proverbs, and the NT	Tools for the Journey	Tools in the Psalms – Worship and Prayer	Tools in the Proverbs – Wisdom and Character	Tools in the NT – Upside-Down in a Right-Side-Up World	Upon completion of this program, learners will be able to articulate and demonstrate an understanding of biblical disciplines, with 100% assurance of faith at the completion of the Basic Level, and 100% accuracy at the completion of the Intermediate and Advanced Levels.
Get a Bigger Clue: The Why Answers from the Books of the Prophets, History, and Revelations	What the Bible says About Life, the Universe and Everything In It	The Prophets Answer Why: Basics in Biblical Prophecy	The Historical Books Answer Why: Future Trends in the Bible	The Book of Revelations Answers Why: The End Game	Upon completion of this program, learners will be able to articulate and demonstrate an understanding of the end

					times, with 100% assurance of faith at the completion of the Basic Level, and 100% accuracy at the completion of the Intermediate and Advanced Levels.
Jesus was Jewish: Messianic Jewish Perspectives of the Faith	Why Israel and the Jews Matter to God and to Non-Jewish Believers	God's Appointed Times	What is Messianic Judaism and Why Do I Need to Know About It?	One New Man: Unity of Jew and non-Jew Believers	Upon completion of this program, learners will be able to articulate and demonstrate an understanding of Messianic Judaism, with 100% assurance of faith at the completion of the Basic Level, and 100% accuracy at the completion of the Intermediate and Advanced Levels.

Table 7: *Program Cycles: Short Intensives to Repeat as necessary*

Lay Leader/Volunteer Training:	New Teachers/ Substitute Teachers
	New Ministry Leaders
	New Volunteers (areas other than leading and teaching)
	New Members to Worship and Arts Ministry
Rites of the Faith (Life Cycles):	Very New Believers – Salvation Topics Overview
	Very New Members – condensed version of What I Believe and Why I Believe It, Intermediate Level: What Happens at My Church and Why I attend My Church (Denominational Core Values/ Young Members)
	Water Baptism
	Marriage
	Baby Dedication
Disciplines of the Faith: basic introduction or refresher on selected topical studies	Prayer
	Worship
	Service/Servanthood
	Tithing
	Spiritual Warfare
	Prophecy
	God’s Appointed Times

Non-Training-Based Intervention Plan

This non-training-based intervention plan will supplement and support the goals of the previously-presented knowledge-based intervention plan so that BCN’s overall goal of enabling the adult members in their articulation and defense of their core beliefs will be met.

Because BCN depends mainly on classroom-based training as its current educational format, more attention needs to be made in the physical environment. According to Werner, J. M., & DeSimone, R. L. (2006), “classroom training remains the dominant form of instructional delivery” (p.218) and, therefore, the factors of seating arrangement, comfort, and physical distractions, as well as wall and floor treatments, chairs, lighting, acoustics, electrical outlets, and other technological equipment (p.219) should be considered as part of the training solution.

Overall Problem and Solution

The following table illustrates the performance gaps to be closed by this non-training-based intervention plan.

Table 8: *Non-Training Based Performance Gaps*

Performance Gaps (Barriers)	Possible Actions
Barrier 1: Work Environment <ul style="list-style-type: none"> • No specifically stated policies and procedures • Unclear position accountabilities • Inadequate staffing levels 	<ul style="list-style-type: none"> ➤ Develop the missing policies and procedures ➤ Assign specific people to specific positions ➤ Acquire the appropriate staff through hiring and volunteerism
Barrier 2: Client <ul style="list-style-type: none"> • Lack of specific educational paths available • Too few instructors 	<ul style="list-style-type: none"> ➤ Structure of educational ministry to support continuous growth ➤ Assignment of educational ministry head and curriculum committee
Barrier 3: Learning <ul style="list-style-type: none"> • No communication of educational rewards or recognition of achieved training 	<ul style="list-style-type: none"> ➤ Achievement certificates for learner completion of courses
Barrier 4: Human Resources <ul style="list-style-type: none"> • Lack of employee recruitment 	<ul style="list-style-type: none"> ➤ More hiring of needed personnel ➤ Increase volunteer participation

Non-training Performance Gap Causes

There are four categories of performance gap causes to be addressed by this non-training-based intervention plan.

1) Market/Organizational: lack of procedures for class enrollment of adult members, lack of direct alignment of educational structure to foundational BCN statements.

2) Management: lack of quantity of trained teachers, no incentives, sparse feedback, no formal feedback process in place for students and teachers, thready accountability structure.

3) Process/Function: shortage of classrooms and meeting spaces, topics of classes not programmed for steady increase in depth and scope, teacher shortage, space competition due to the fact that current classroom spaces are also multifunctional for weekly services and ministry meetings, current topics do not meet all of the learning needs of adult members.

And 4) Job Performance: perspective of class quality from adult members not sought and/or procedure not in place for this, student resources not made available for later reference, incentives not communicated, low motivation for active participation, one hour before service in the sanctuary may be a logistical problem for timing and focus in classes.

Intervention Tools Selected

There are four main tools to guide the non-training-based intervention. Main's five high-level questions will serve as the initial diagnostic and guiding structure throughout this intervention. To assist in the actual intervention, Main's TIME framework, Stolovitch's Environmental Interventions, and Types of Incentive/Consequence/Motivation Interventions will be utilized.

The Five High-Level Questions

- Do the workers have the right training?
- Are sufficient incentives to perform present?
- Do the workers have the motivation to perform?
- Is the work environment supporting them?
- Is there a shared commitment and vision that align the work, the worker, and the workplace?

Table 9: *TIME framework*

Performance Clock Component	Intervention Group	Proposed Intervention(s)
Training	Acquisition of knowledge, skills, and abilities	See Knowledge-Based Intervention Plan.
Incentives and Motivation	Motivation of the desired human performance	Certificates and recognition for graduates of each class at each level. Support and recognition for teachers, leaders and volunteers.
Environment	Adjustment or modification of the work environment	More classrooms, less disturbances, better classroom scheduling.
Clock Frame	Alignment of the key organizational structural components of work, worker, and workplace	Culture and relationships support the above (see environmental and incentive interventions below).

Table 10: *Environmental Interventions*

Type of Intervention	Explanation	Specific Interventions
Provision of information	Clarity of performance expectations and feedback on performance according to those expectations	<ul style="list-style-type: none"> • Access to required information: curriculum resources • Clear and available policies and procedures: teacher manuals, binder of operations and procedures, Discipleship

		<p>Academy/Adult Education Ministry standards and expectations</p> <ul style="list-style-type: none"> • Accurate and up-to-date information: curriculum committee and ministry heads to collate curricular resources into accessible and regularly maintained database • Communication about curriculum, Discipleship Academy events and decisions
Provision of resources	Performance as expected	<ul style="list-style-type: none"> • Tools and equipment to aid teachers and students • Sufficient time for teacher preparation and student interaction • Access to ministry heads, curriculum specialists, and administrative support • Efficient procedures that work
Redesign of the work environment	Adequate organizational structure, communications systems, work processes, and physical/administrative infrastructures	<ul style="list-style-type: none"> • Increased cooperation between ministry departments for aligned decision-making and beneficial resource sharing • Regular e-mail updates to all ministry heads and volunteer workers • Attention to the workflow: time and logistical transition between Academy time and Service time • Elimination of bureaucratic procedures: do all

		<p>procedures support the end goal of teaching the adult students to both articulate and defend their core beliefs?</p> <ul style="list-style-type: none"> • Better lighting and sound buffers for Discipleship Academy classroom spaces to avoid disruptions • Database network for curricular file sharing between leadership and ministry heads/volunteer workers
Elimination of task interferences	<p>Environments that create priorities that do not conflict: for example, In classes that use the sanctuary space and take up the entire hour before service – those teachers and students who also minister during the service would be expected to participate in the pre-service prayer time would have decreased focus at the end of classes, especially when times overlap and members begin entering the sanctuary</p>	<ul style="list-style-type: none"> • Adjust time schedules to allow for the unexpected overlaps and the conditions in which teachers and students must attend pre-service activities • Assign a logistics coordinator to oversee room allocations and overall time schedules • Audit current time and room allocations • Assign teacher assistants and substitutes • Create options and procedures for early arrivals
Selection	<p>Essential prerequisite skills and knowledge or appropriate characteristics and talents</p>	<ul style="list-style-type: none"> • Establish competency and characteristics requirements along with performance-based measures for selection of ministry heads/teachers and other volunteer workers: match giftings and talents

		<p>with needs</p> <ul style="list-style-type: none"> • Create a performance-based assessment center so students and teachers can self-evaluate their progress • Set clear performance goals (both behavior and accomplishments) with set checkpoints during a specified trial or apprenticeship period (as part of new teacher orientation) • Train selection committee members on performance-based selection methods and provide clear examples of poor selection (matching teachers to courses taught)
Provision of support	Encouragement monitoring and support during early stages of performance	<ul style="list-style-type: none"> • Create initial meetings that cooperatively define expectations (orientation) • Encourage and reward initial performance attempts for new teachers and new ministry heads/volunteers (part of mentoring and coaching) • Build regular monitoring and support systems that include coaching and mentoring by more experienced teachers and workers • Create a performance tracking system for use by teachers and ministry heads as checkpoints (self-

		evaluations and accountability system) <ul style="list-style-type: none"> • Recognize accomplishments • Build in regular meetings for performance reviews and support • Provide adequate resources to demonstrate support
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Table 11: *Types of Incentive/Consequence/Motivation Interventions*

Type of implementation	Explanation	Specific Intervention(s)
Provision of incentives/consequences	Clear meaningful, equitable rewards for performance	<ul style="list-style-type: none"> • Recognition for superior performance of teachers, ministry heads, volunteers • Enhanced status system (formal symbols of responsibilities and credibility, like pins and certificates) • Provision of additional resources
Enhancement of motivation	Performers value what they do, feel secure in their work, yet are challenged by it and believe that with reasonable effort they can achieve success	<ul style="list-style-type: none"> • Value of required performance through meaningful explanation of impact (Why teach/lead? Why learn?) • Links established between performance and personal growth (each level and course leads to what?) • Value of performance tied to incentives (why keep going through the levels – three tiers, why?)

		<ul style="list-style-type: none"> • Elimination of unnecessary threats to “job positions” (monitor and support) • Desired performance made challenging, yet attainable (communicate levels and goals) • Meaningful “contests” to stimulate self-challenges (instructional strategies and methods beyond lecture) • Clear impact of performance (what teaching and learning has accomplished so far and will accomplish in the future) • Support systems that build confidence (open door policy to leadership)
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Support Plan

BCN seeks to fulfill its core mission and philosophies. According to Werner, J. M., & DeSimone, R. L. (2006), when an organization wishes to initiate “change in the configuration of an existing paradigm, without the addition of new variables,” it is a Gamma (A) change (p. 569), which necessitates the active involvement of the key stakeholders “to ensure accomplishment of the desired results” (Broad, M., 2002, p.134). The following stakeholders will be critical in the change process of BCN’s intervention plans.

Introducing the Stakeholders

The Senior Pastor of BCN is equivalent to the CEO or President of an organization. This person is responsible to lead the intervention, communicate it to the entire constituency of BCN, and facilitate the work of the other stakeholders.

The Assistant Pastor of BCN is equivalent to a Vice President or General Manager of an organization. As such, this person will be responsible to assist the efforts of the Senior Pastor and manage the rest of the stakeholders.

The Elders of BCN are equivalent to Senior Managers in an organization. They will be responsible to directly lead and implement the interventions.

The Deacons of BCN are equivalent to Department level managers in an organization. They will be responsible for directing the implementation of the interventions in their specific areas of responsibility.

The Ministry Coordinators of BCN are equivalent to Supervisors in an organization. As such, they are the closest leaders and implementers of the interventions to the general membership in their areas of responsibility.

Ministry members are specialists in the organization of BCN. Within their areas of service under any of the above stakeholders, they will be the first examples of what successful interventions will look like with the rest of the membership and will also serve as encouragement to the membership to pursue the changes positively and with enthusiasm.

Members who volunteer are the same as the above Ministry Members stakeholders, yet they do not serve in a formalized ministry area.

The HPI Professional is the person consulting with the above stakeholders for the design and implementation of both training and non-training interventions. This person will work closely with the Senior levels of authority, particularly the Senior Pastor, and may be expected to also design and develop the instructional materials.

The SME (s) are any Subject Matter Experts the Senior Pastor identifies and involves in the intervention process. These experts will work closely with the HPI Professional to design and develop any instructional materials.

Other stakeholders may include persons of authority above the Senior Pastor. They will be as involved as the Senior Pastor suggests for the purposes of accountability in the organizational re-structuring and of the content of the instructional materials.

The following matrix (Table 12) presents the key stakeholders and their roles before, during, and after the implementation of the overall intervention plan. Participation roles of the stakeholders during the interventions depend upon who is actually assigned which interventions. This assignment process will more than likely be the joint decisions of the HPI Professional, the Senior Pastor, the Assistant Pastor, and the Elders, and, for this reason, specific details cannot be provided at this time.

Table 12: *Model of transfer strategies matrix*

Stakeholder	Before Intervention	During Intervention	After Intervention
Senior Pastor	Communicates the need and importance of the interventions; Facilitates the	Communicates interventions to all, Provides resources	Monitors and assesses performance data

	<p>planning for the intervention process; Participates in business, performance, gap and cause analyses, Assigns stakeholders to their various roles</p>		
Assistant Pastor	<p>Communicates the need and importance of the interventions; Facilitates the planning for the intervention process; Participates in business, performance, gap and cause analyses, Assigns stakeholders to their various roles</p>	<p>Communicates interventions to all; Assists with and participates in interventions</p>	<p>Monitors and assesses performance data</p>
Elders	<p>Assists with communication of interventions; Assists with analyses, Assigns stakeholders to their various roles</p>	<p>Communicates interventions to all; Assists with and participates in interventions</p>	<p>Regular contact with pastors; Continue with interventions (monitor and refine with pastors and HPI Professional)</p>
Deacons	<p>Assists with communication of interventions; Assists with analyses</p>	<p>Assists with and participates in interventions</p>	<p>Regular contact with elders and pastors; Continue with interventions (monitor and refine with pastors and HPI Professional)</p>
Ministry Coordinators	<p>Assists with communication of interventions; Participates with analyses</p>	<p>Assists with and participates in interventions</p>	<p>Regular contact with deacons, elders and pastors; Continue with interventions (monitor and refine with pastors and HPI Professional)</p>
Ministry Members	<p>Participates with analyses</p>	<p>Participates in interventions</p>	<p>Continue with interventions (monitor and refine with pastors and other leaders and HPI Professional)</p>

Members who volunteer	Participates with analyses	Participates in interventions	Continue with interventions (monitor and refine with pastors and other leaders and HPI Professional)
HPI Professional	Plans and performs analyses with stakeholders, Assigns stakeholders to their various roles	Design and facilitates interventions	Monitors and assesses performance data; Continue with interventions (monitor and refine with pastors)
SME (s)	Participates with analyses	Assists with interventions	Monitors and assesses performance data; Continue with interventions (monitor and refine with pastors and other leaders and HPI Professional)
Others	Participates with analyses	Assists with interventions	Monitors and assesses performance data (monitor and refine with pastors and HPI Professional)
Adult members not in leadership or ministry roles	Subjects of analyses for the interventions	Learners and recipients of the various interventions	Learner feedback on the various interventions

Evaluation Plan

The evaluation plan is crucial to the demonstrating of an intervention program's effectiveness. In order to validate the impact of the intervention program developed for BCN, the following six components comprising the evaluation plan process that will also be integrated throughout the interventions.

Evaluation Framework

The model to be used to guide this evaluation will be Phillips's ROI model (1997). This five level model shows "a proven, step-by-step process for collecting data across all five levels, isolating the effects of a performance improvement program, converting data to monetary value, and identifying the intangible benefits of an HPI intervention" (Burkett, 2002, p.159). This model is illustrated below.

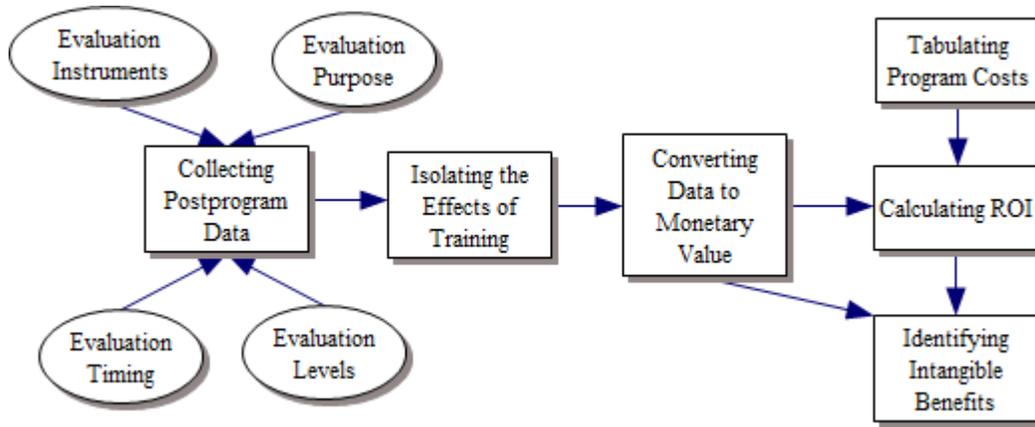


Figure 7: Phillips's ROI model

Data Collection Plan

Data to be collected should relate back to the HPI objectives identified in the needs analysis. This data will be obtained in five levels.

The data collection plan will involve obtaining samples from the BCN adult membership throughout the intervention process. Because this membership pool is low in numbers, caution must be taken during the sampling procedures. A sample data collection plan is presented to illustrate possible approaches.

Table 13: Five level data collection plan

Program: Discipleship Academy
Date: _____

Responsibility: Adult Religious Education

Evaluation Level	Objective(s)	Data Collection Method	Data Sources	Timing	Responsibilities
1 Reaction	<ul style="list-style-type: none"> To measure participant satisfaction with Disciples Academy training program To identify recommendations for improvements to course design To identify recommendations for improvement in linkage of 	<ul style="list-style-type: none"> Questionnaire 	<ul style="list-style-type: none"> Participants BCN Leadership Committee 	<ul style="list-style-type: none"> After each course Before each course After each program level After entire program completion 	<ul style="list-style-type: none"> HPI consultant Participants

	program objectives to discipleship needs				
2 Learning	<ul style="list-style-type: none"> To measure participants' learning gains with the Discipleship Academy program objectives 	<ul style="list-style-type: none"> Pre-and post-tests Observation of role play scenarios 	<ul style="list-style-type: none"> Participants BCN Leadership HPI consultant 	<ul style="list-style-type: none"> During courses Before and after courses 	<ul style="list-style-type: none"> Participants BCN Leadership HPI consultant
3 Application	<ul style="list-style-type: none"> To measure participants' application of Discipleship Academy program objectives To measure relevance of use To identify barriers in applying learning 	<ul style="list-style-type: none"> Individual action plans Follow-up meetings Questionnaire 	<ul style="list-style-type: none"> Participants Curriculum Committee BCN Leadership 	<ul style="list-style-type: none"> During action plan implementation At course half-way points 	<ul style="list-style-type: none"> Participants BCN Leadership HPI consultant Curriculum Committee
4 Business Results	<ul style="list-style-type: none"> To measure extent to which applied knowledge affected strategic goals of BCN mandates 	<ul style="list-style-type: none"> Performance monitoring of Discipleship Academy Questionnaire 	<ul style="list-style-type: none"> Curriculum Committee Participants BCN records 	<ul style="list-style-type: none"> After each program level 	<ul style="list-style-type: none"> HPI consultant Subject Matter Experts Participants BCN Leadership
5 ROI	<ul style="list-style-type: none"> To measure ROI for HPI strategy To measure benefits-to-cost ratio 	<ul style="list-style-type: none"> Analysis Questionnaire 	<ul style="list-style-type: none"> Participants BCN records Cost conversions 	<ul style="list-style-type: none"> After each program level Between program repeats 	<ul style="list-style-type: none"> HPI consultant Subject Matter Experts BCN Leadership

Evaluation Purpose

Because this evaluation plan is a “continuous improvement strategy” (Burkett, 2002, p.162), it is also accompanied by “distinct purposes” (Burkett, 2002, p.161). The purposes for this evaluation plan include 1) determining if the “program or intervention is accomplishing its objectives”, 2) “finding out if the human performance gap was closed or narrowed”, 3) “gauging the extent of transfer” and “identifying barriers and enablers to transfer”, 4) “assessing improvement areas in the needs assessment and the program or intervention”, and 5) “providing data for decision making about expanding or discontinuing programs” (Burkett, 2002, pp.161-162).

Evaluation Levels or Targets

While the sample data collection plan included all five levels of evaluation (see Table 15 for an explanation of the levels and how they will be used), levels four and five will be determined by the Senior Pastor of BCN. Unless it is necessary to justify costs through ROI or measure specific business impact, these two levels may not be required. Changes at these levels will be evident through increased membership numbers and increased member participation in the life cycle of BCN.

The first three levels will be applicable to BCN. At level one, the goal is to gauge member motivations and expectations. At level two, the goal is to isolate and close the gap in the adult members' knowledge base. At level three, the goal is to gauge the amount of knowledge transfer. Both levels two and three will result in an adult membership comprising more mature believers who are able to articulate what they believe and why with complete confidence.

Table 14: *Phillips's five-level framework for evaluation*

Level	Measures
1. Reaction and Planned Action	Participants' reaction to the program and outlines specific plans for implementation
2. Learning	Skills, knowledge, or attitude changes
3. Application	Changes in behavior and specific application of the training material
4. Business Impact	Business impact of the program
5. ROI	Monetary value of the results and costs for the program, usually expressed as a percentage

Evaluation Instruments

Evaluation instruments are tools for collecting the evaluation data. According to Burkett (2002), there are seven common instruments: 1) surveys, 2) questionnaires, 3) interviews, 4) focus groups, 5) tests, 6) observations, and 7) performance records (p. 162).

Other instruments under consideration are presented on the following page:

Table 15: Model Action Plan for Discipleship Academy Program

Name _____ Instructor Signature _____ Follow-up Date _____	
Objective: <u>To apply skills and knowledge from Discipleship Academy Program</u> Evaluation Period ____ to ____	
Improvement Measures: <u>(Communication, Other)</u>	
Action Step	Analysis
As a result of this program, what specific actions will you apply based upon what you have learned?	What specific unit of measure will change as a result of your actions?
1.	1.
2.	2.
3.	3.
4.	4.
Comments:	5.
	6. What other factors, besides training, may contribute to benefits associated with (specific course) changes?
Intangible Benefits:	7. What barriers, if any, may prevent you from using skills or knowledge gained from this program?

Table 16: Application Questions for Learners

Listed below are the performance objectives from the Discipleship Academy Program Course: What I Believe & Why I Believe It. After reflecting on this training one month later, please use the following scale to circle the degree to which you have a) applied the following skills and knowledge in your life; and b) the degree to which application of skills and knowledge has improved your effectiveness on the job or other life area.

Scale	1	2	3	4	5
Frequency of Application	Rarely (once a month)	Seldom (once every 2 weeks)	Occasionally (1-2 times a week)	Frequently (once a day)	Very frequently (several times a day)
Improved Job/Life Effectiveness	Not much improvement	Somewhat improved	Moderately improved	Definitely improved	Significantly improved
	Performance Objective (s)			Frequency	Effectiveness
	1. Apply salvation message to sharing of 30-sec. testimony.			1 2 3 4 5	1 2 3 4 5
	2. Define components of salvation path.			1 2 3 4 5	1 2 3 4 5
	3. Analyze stages of salvation process.			1 2 3 4 5	1 2 3 4 5
	4. Identify weak apologetic statements.			1 2 3 4 5	1 2 3 4 5
	5. Demonstrate communication skills in presentation of salvation message to various audiences.			1 2 3 4 5	1 2 3 4 5
	6. Increase capability to articulate why you believe what you believe.			1 2 3 4 5	1 2 3 4 5

The ROI Analysis Plan and the ROI Calculation would be used depending upon the decision of the Senior Pastor who must warrant a level four or five evaluation which may not be necessary at all. Changes occurring at these levels in BCN would be reflected in increased membership numbers and increased member participation.

Evaluation Timing

This component of the evaluation plan concerns follow-up. According to Burkett (2002), “follow-up with action plan implementation is usually conducted three weeks after the program, whereas follow-up with questionnaires and surveys can range from two to six months later” (p.163).

Communicating the Evaluation Plan

The final version of this evaluation plan will be communicated in a summary report. This report will contain the components of a “background statement, a description of the evaluation strategy and data collected, an analysis of the findings, as well as assumptions used in the analysis” (Burkett, 2002, p.172). In this way, those involved in the intervention process will be kept informed and apprised of progress on a regular basis to avoid the potential for misunderstandings (Burkett, 2002, p.172).

Conclusion

This project completes the development of an initial iteration of the HPI consultation process with BCN, beginning with client selection to the business, performance, gap and cause analyses, and finishing with the design of both training and non-training based interventions. These are all then supported by evaluation and support plans after the interventions. This entire project is designed to be integrated throughout the entire process, before, during and after the interventions. The next stage is to meet with the Senior Pastor to confirm the entire direction of this plan and revise as necessary. This action may be accompanied by other members of BCN leadership.