Spring 2016

New Day Ministries International Men's Ministry Leadership Workshop

Willie Gordon
Governors State University

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New Day Ministries
International Men’s Ministry
Leadership Workshop

HPT 8981/8982 Project Proposal

(Philippians 1: 1-2)
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Acknowledgements

I would like to acknowledge God for whom nothing is impossible.

I would like to acknowledge Jose Villamar for his expertise and guidance, as well as the entire faculty, students, and alumni of the HPT program.

I would also like to acknowledge Pastor Gregory Austin for serving as client and SME, Deacon Reginald Sumner for serving as SME and Co-facilitator.

I would also like to acknowledge my wife for her infinite patience during this entire process.
I. Project Overview

This project will consist of a three (3) hour workshop designed to teach and clarify some of the roles and duties of men in church ministry leadership. It is designed to help standardize specific duties men have as members of a Christian church organization, with a focus on building up the Kingdom of God. This workshop will not include the roles of pastors, elders, and ministers, but will focus primarily on the roles and duties of Deacons, Armorbearers, and Men throughout the general congregation.

This workshop will consist of three 50 minute learning modules presenting three topics in a classroom instruction format. These three topics will form the terminal learning objectives of this workshop:

1. The leadership qualifications and duties of Deacons
2. The leadership qualifications and duties of Armorbearers
3. The general leadership duties and responsibilities of male congregants (members).

There will be a 10 minute break between each learning module, a 15 minute knowledge exam, and a 15 minute question and answer period.

This workshop is designed for client New Day Ministries International, as commissioned by Rev. Gregory C. Austin, The church’s Pastor and spiritual leader. It is being presented as the culmination of a course of study resulting in the conference of a Master of Arts in Communication and Training Degree for the author. Therefore this course fulfills an academic requirement as well as a spiritual requirement. However the primary purpose of this workshop is to teach and assist Men of God in glorifying God, and doing the work of building His Kingdom. All material and subject matter will be presented with reference to the Holy Bible as its
chief source of information. All teachings, without exception, will be scripturally based. This training will be open to any male church member who wishes to bring glory to God by working in His Kingdom. We are currently numbered at 21 members.

II. Overall Project Goal

There is a severe deficit in the number of men who attend church. Some that attend simply sit in the pews and observe the conducting of the service. In recent times women have taken a predominant role in overseeing the church when it is the duty of men to oversee the church as it was founded. (Philippians 1:1, Matthew 16:18)

The overall goal of this workshop is to move the leadership duties of the Men’s Ministry to optimal levels by teaching and clarifying the responsibilities and operational duties of men in the church. This will be done by Bible-based study of the roles of male members, Armorbearers, and Deacons. These tasks and duties will be presented not from an individual church or member mindset but from a Christ-centered, Kingdom-minded perspective.

As well as a deficit of male leaders in the church, there is also a performance gap that exists within our male membership and leaders as it pertains to specific duties. A key part of the design of this workshop will be a front-end analysis that will quantify this performance gap via a needs assessment and task analysis. In order to achieve this design a variety of input will be needed from the potential learners as well as the expertise of key personnel. All key personnel associated with the project are listed in the table on the next page:
### III. Personnel

| **Client** | New Day Ministries International (NDMI)  
Rev. Gregory C Austin; Pastor  
351 E 113<sup>th</sup> St, Chicago, IL 60628  
1-(773) 840-3074 |
| --- | --- |
| **Subject Matter Experts (SMEs)** | - Reverend Gregory C. Austin  
Pastor; NDMI  
gca_1900@hotmail.com |
|  | - Deacon Reginald Sumner  
Deacon Board Chairman; NDMI  
reginald.r.sumner@gmail.com |
| **Instructional Designer and Performance Technologist** | - Deacon Willie Gordon (Instructional Designer)  
Deacon; NDMI  
wgordon@student.govst.edu |
| **Faculty Project Committee** | - Jose Villamar; Adjunct Faculty (Project Chair)  
Governors State University  
College of Arts and Sciences  
jvillamar@govst.edu |
|  | - Yevette Brown; Associate Professor  
Governors State University  
College of Arts and Sciences  
ybrown@govst.edu |
|  | - Jayne Goode; Assistant Professor  
Governors State University  
College of Arts and Sciences  
jgoode2@govst.edu |
IV. Detailed Project Scope, Strategies, and Rationale of Product Deliverables

Preliminary Information

The initial client meeting took place Jan 19, 2016 over dinner with Pastor Austin and the members of the NDMI Deacon Board. The topic of discussion was the operational state of the Men’s Ministry, the Deacon Board, and Armorbearers. We also discussed the possible merger of another church (Gospel Truth Missionary Baptist Church) with NDMI in which we would experience a blending of their deacon board and men’s ministry with ours. We discussed the inevitability of differences in perceived duties and cultures. It was determined during this meeting that this was a daunting task that required prayer for strategic guidance.

It was during this meeting I offered my services as a performance technologist and instructional designer in order to define, clarify, and standardize the duties and responsibilities of the aforementioned areas of ministry in order to help facilitate a smoother transition. Pastor Austin accepted my offer and the Deacon Board agreed to assist in the project however they were needed. We all agreed that the end result of this project should:

1. Improve Men’s Ministry performance.
2. Define Armorbearers/Deacons tasks and procedures.
3. Improve Men’s Ministry leadership skills.
4. Enhance the Men’s Ministry overall thus, bringing glory to God.

The venue for this three (3) hour workshop will be in held in lecture hall F-1622 at Governors State University, University Park IL. The date for the presentation of this class is Saturday, April 2, 2016. The scheduled time frame will be from 11am to 2pm. The class will be facilitated by Dea. Gordon assisted by Dea. Sumner. It will be an active learning workshop with interactive input from
the target audience, augmented by a PowerPoint visual presentation. The venue will be required for 5 hours to include set-up and take-down.

This workshop will be designed using a systems approach. (Dick & Carey, 2009) The design will incorporate the ADDIE Model (Analyze, Design, Develop, Implement, and Evaluate). Other material and resources from the Communication and Training Master’s Program (Human Performance and Training Sequence) will also be used accordingly. The learning agenda will consist of three structured lesson modules. The class ends with a knowledge exam and brief survey evaluating the course from the learners’ perspective. Once the project is designed, developed, implemented, and evaluated, it will be compiled and presented to the Client and Faculty Project Chair for revue and evaluation. All project deliverables will be stored on a CD and submitted for academic evaluation to the Faculty Project Committee. The first and most important step in this process is a complete front-end analysis.

**Front-End Analysis**

To begin the design of this training workshop, a front-end analysis will be required. This will consist of a **needs assessment** and a **task analysis**. The purpose of the needs assessment will determine the exact training needs of the participants in this workshop. The task analysis will analyze the performance of the learners by quantifying the actual performance of the learners, determine the desired optimal performances so that the outcomes of the training will result in closing performance gaps. This will be accomplished by surveying all members of the Men’s Ministry (currently numbered at 21 active male members) via email with the intent of gathering data concerning to their current knowledge and attitudes regarding Men’s Ministry leadership tasks and responsibilities. The task analysis will be the result of a series of interviews with SMEs assigned to the
project as well as a focus groups conducted with all Deacons and Armorbearers. This will result in the formulation of a formal task listing.

**Needs Assessment**

The needs assessment will be conducted using two (2) survey instruments:

1. A pre-training self-efficacy survey instrument
2. A pre-training attitudinal survey instrument.

These two instruments will be distributed to all members of the Men’s Ministry and retrieved via email. The completed surveys will be tested for reliability via SPSS statistical software seeking a Cronbach’s Alpha value >.80 which indicates a high level of internal consistency. The instruments will also be tested for face validity and content validity by consensus of the SMEs with regard to their alignment with the three (3) terminal learning objectives and absence of irrelevant information. Thus, certifying them as valid instruments that will yield useful and relevant data. A similar reactionnaire will also be employed as a post-training evaluation instrument to measure the trainings’ effectiveness, by comparing pre-training learners confidence and attitudes with post-training confidence and attitudes as the relate to the desired benchmarks.

**Task Analysis**

The task analysis will be used to define the subordinate tasks that are associated with the terminal learning objectives. The tools of the task analysis are:

1. Interviews with the SMEs.
2. Focus groups with the Deacons and Armorbearers.
3. Formal task listing.
The interviews and focus groups are tools that will result in the formulation of subordinate tasks. It is important that the subordinate tasks be developed by interface and consultation of the SMEs, (Pastor, Deacons, and Armorbearers) in order to form a task listing that is accurate and scripturally adherent. The interview questions and focus group topics must be formulated and validated with the terminal learning objectives as the focus, and should be void of any irrelevant and non-scriptural subjects.

**Task Listing**

The **task listing** will be the roadmap for the design of the workshop. A formal task listing lists each task in sequential numerical order. It must utilize the correct action verbiage regarding each task, visually and logically add up, and be carried out to four (4) subordinate task levels. It must also be validated for face and content validity. Once these actions are complete, all data can be examined to determine actual performance, optimal performance, and needed course design. The next section contains a table that illustrates the entire front-end analysis process.
# Front End Analysis Chart

<table>
<thead>
<tr>
<th>Step</th>
<th>Tool</th>
<th>Data Hope to Obtain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Client Meeting</td>
<td>Determine benchmarks. Verify scriptural accuracy</td>
</tr>
<tr>
<td>2</td>
<td>Conduct interviews with SMEs</td>
<td>Initial determination of: Terminal behaviors Enabling behaviors Learning objective sequencing.</td>
</tr>
<tr>
<td>3</td>
<td>Conduct focus group with Deacons and Armorbearers</td>
<td>Clarification and defining of: Terminal behaviors Enabling behaviors Learning objective sequencing.</td>
</tr>
<tr>
<td>4</td>
<td>Create and Validate Task Listing</td>
<td>Roadmap for design Priority/emphasis on learning objectives.</td>
</tr>
<tr>
<td>5</td>
<td>Design and administer pre-workshop surveys</td>
<td>Learner knowledge skills and attitudes.</td>
</tr>
<tr>
<td>6</td>
<td>Analyze survey results</td>
<td>Determine validity and reliability</td>
</tr>
<tr>
<td>7</td>
<td>Review all data from front end analysis and report to client using a Front End Analysis Report</td>
<td>Learner attitudes Actuals Optimals Performance Gaps Workshop Objectives Terminal Learning Objectives Subordinate Learning Objectives Roadmap for design</td>
</tr>
</tbody>
</table>
Learner / Environmental/ Workshop Context Analysis

- **Learners**

The learners targeted for this workshop are all members of the Men’s Ministry at NDMI. They range in age from 18 to 80 and have one major commonality which is a commitment to using their gifts and talents to serve God (1 Corinthians 12:4-11)

- **Performance Environment**

The learners’ environment is primarily within the confines of the church, particularly on the “floor” of the church. However some tasks and duties extend to wherever needed outside the church walls. One of our duties as Men of God is mentoring which can take place anywhere in the world that God allows us to be. (Matthew 28:19-20) The needs assessment will yield data regarding specific aspects of the learners performance environment

- **Learning Context**

The training context for this workshop will be conducted in Lecture Hall F-1622, at Governors State University, University Park, IL. The location of the room is confirmed but is always subject to last minute change. The training will be conducted with live instruction, visual multimedia, and active learner participation.
o **Tentative Training Performance Objectives**

Given a Holy Bible and a participant’s guide, after completing this workshop the attendee will be able to:

1. *Describe the leadership qualifications, duties, and responsibilities of Deacons*

2. *Describe the leadership qualifications, duties, and responsibilities of Armorbearers.*

3. *Execute the leadership duties and responsibilities as a member of the Men’s Ministry.*

o **Prospective Design Documentation**

- Pre and Post Training Self Efficacy Survey
- Pre and Post Training Attitudinal Survey
- Structured Interview Outline and Summary Report
- Focus Group agenda and questions outline with Summary Report
- Task Listing
- Workshop Invitation
- Front End Analysis Report to Client
- SPSS Output
- Workshop Agenda and Participants Guide
- Knowledge exam
- Instructors Guide
- PowerPoint Presentation
- Post Training Reactionnaire

- Ideas on Participants Guide and Instructors Training Manual

There will be a participant’s guide that outlines the instructional agenda of the workshop, to include a knowledge exam. The instructors manual will include the (3) lesson modules covering the terminal and subordinate learning objectives, as well as a complete training agenda and timeline. It will also include an answer key to the knowledge exam. A printed and bound copy color will be provided as well as a corresponding CD containing the entire project file will be delivered for academic evaluation. A binder containing all design documentation and completed client approval document, with a corresponding CD will also be delivered to both academic evaluator, project committee members and client.

- Ideas on Knowledge Exam

The knowledge exam will be at least 20 questions using a mix of multiple choice and true or false question items. For validation it must parallel items in the task listing. It will require the participant to select the one best answer. It will not contain leading answer items such as “all of the above” or “none of the above.” Validity will be verified by the SMEs. It will be subjected to reliability test via a test/retest methodology applied to the SMEs as well

- Training Delivery

The training will be delivered in a live classroom setting with three (3) modules of structured lessons, each lasting 50 minutes. There will be three (3) ten minute breaks between each module, and a knowledge exam to be allotted 15 minutes to complete. There will also be time allotted for the Post-training Reactionnaire,
fellowship and questions and answers that will not be included in the 3 hour instruction period.

- **Evaluation Plan and Strategy**

Listed below are the documents I am creating for this project. They are listed in the order I will be creating and validating them. There are six documents in total that will need varying reliability and validity to obtain quality data to develop the evaluation plan and strategy.

1. **Pre Training Self-Efficacy Survey:** I will create a pre-training self-efficacy survey instrument using a 5 point Likert Scale. The questions will be measuring the respondents’ confidence in their current performance of the existing (tentative) learning performance objectives. I will task 3 SMEs with evaluating it for face validity as well as content validity as it relates to the stated performance objectives. I will use the aforementioned validity test as they are the most direct and simple methods to use for the benefit of the SMEs assigned to the project. I will then distribute the instrument to all members of the Men’s Ministry and then analyze the responses. Reliability of these instruments will be measured for internal consistency via SPSS software calculating the resulting values of Cronbach’s Alpha (.80) indicating a high level of internal consistency. This method is preferred over other methods such as test/retest for accuracy as well as delivery timeline purposes as they can be completed in a single administration.
2. *Pre Training Attitudinal Survey:* I will create a pre-training attitudinal survey instrument using a 5 point Likert Scale. The questions will be measuring the respondents’ confidence in their current performance of the existing (tentative) learning performance objectives. I will task 3 SMEs with evaluating it for face validity as well as content validity as it relates to the stated performance objectives. I will use the aforementioned validity test as they are the most direct and simple methods to use for the benefit of the SMEs assigned to the project. I will then distribute the instrument to all members of the Men’s Ministry and then analyze the responses. Reliability of these instruments will be measured for internal consistency via SPSS software calculating the resulting values of Cronbach’s Alpha (> .80) indicating a high level of internal consistency. This method is preferred over other methods such as test/retest for accuracy as well as delivery timeline purposes as they can be completed in a single administration.

3. *Task Listing:* I will use the data from the self-efficacy and attitudinal survey instruments to begin drafting the task listing. Here is where the terminal and subordinate learning objectives will be initialized from their tentative state. The task listing will be validated by the three SMEs ensuring that the learning objectives are stated using correct action verbiage, and give proper proportionality to each learning objective. The SMEs will also check the task listing for accuracy in numbering to three (4) levels, visually and logically adding up.
4. **Structured Interview Outline and Summary Report:** This document will contain a set of standardized questions based solely on the learning objectives absent of any irrelevant information (standard of validation), and directed at the SMEs assigned to the project. Each interview subject’s responses will be summarized and recorded on this document. The interviews will be conducted by telephone. This method of task analysis will be used as it is one that the SMEs will best respond to with useful data, as well as for its expediency and simplicity. Other tools such as algorithms, and consensus matrices may prove to be too time consuming and complex.

5. **Focus Group agenda and questions outline with Summary Report:** This document will be a set of questions directed at the Armorbearers and Deacons who will comprise the members of the focus group. The focus group agenda and questions will be outlined... The agenda and questions will be targeted to the learning objectives and absence of any irrelevant information. (standard of validation) Responses will be recorded and summarized. The focus group and interviews results will be used to edit and finalize the task listing. Again this task analysis methodology is being used, as opposed to other methods like S-R tables and algorithms for their ease of use for the designer, expediency, and simplicity.
6. **Knowledge exam**: A knowledge exam will be administered after the training. The exam will be designed to reflect the enabling performance objectives within the task listing. There will be 15 minutes allotted for the exam but it will not be timed. The participants will be able to reference the bible and their notes during the exam. The exam will be validated by the SMEs using face and content validity. The exam questions will parallel the subordinate learning objectives and tasks in the task listing. Its reliability will be tested using a test/re-test method administered to the SMEs.

7. **Post training reactionnaire**: This document will be in two sections. The first section will measure the participant’s self-perceived confidence in skill level upon entering the workshop and upon exiting the workshop. This section will use a 5 point Likert scale. The next section will use a 3 point Likert scale to measure the perceived quality and effectiveness of the workshop itself, to include the Facilitator, the facilities, and the training materials. The reactionnaire will be validated and analyzed in the same manner as the survey instruments. Face and content validity, and reliability established by a high level of internal consistency (Alpha >.80) via SPSS. On the following pages there are tables detailing this process in order of construction and administration:
<table>
<thead>
<tr>
<th>Type of document</th>
<th>Face Validity</th>
<th>Content Validity</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre self-efficacy instruments</td>
<td>By review of SMEs.</td>
<td>By review of SMEs. If SMEs agree that the instrument adheres to learning objectives then content validity is established</td>
<td>Cronbach’s alpha &gt; .80 establishing internal consistency</td>
</tr>
<tr>
<td>2. Structured Interview Outline and Summary Report</td>
<td>By review of SMEs.</td>
<td>By review SMEs. If SMEs agree that the instrument adheres to learning objectives, and contains no irrelavacies, then content validity is established</td>
<td>Cronbach’s alpha &gt; .80 establishing internal consistency</td>
</tr>
<tr>
<td></td>
<td>3. Focus Group agenda and questions outline with Summary Report</td>
<td>By review of SMEs. Must agree that the agenda and questions reflect learning objectives and that it does not contain irrelevant content</td>
<td>Must yield useful data regarding learning topics priority, and training emphasis.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>4. Task Listing</td>
<td>By review of SMEs. Must agree that terminal and subordinate learning performance objectives are correct in action verbiage. Also agreement that it is numerically correct, visually and logically adding up to three (3) levels.</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Knowledge Exam</td>
<td>By review of SMEs.</td>
<td>By review of SMEs. Exam questions must parallel the subordinate learning objectives and tasks in the task listing</td>
<td>Test/retest administered to SMEs</td>
</tr>
<tr>
<td>6. Post Training Reactionnaire</td>
<td>By review of SMEs.</td>
<td>By review of SMEs. If SMEs agree that the instrument adheres to learning objectives then content validity is established</td>
<td>Cronbach’s alpha &gt; .80 establishing internal consistency</td>
</tr>
</tbody>
</table>
V. List of Project Objectives

1. 2nd client meeting.

2. Draft interview questions.

3. Conduct interviews and summarize results.

4. Draft focus group agenda.

5. Conduct focus group and summarize results.


7. Create self-efficacy and attitudinal surveys.

8. Administer surveys.


10. Finalize Task Listing.

11. Meet with clients and SMEs to determine benchmarks (actuals, optimals).

12. Write and deliver Front End Analysis Report.


15. Administer knowledge exam.


17. Analyze knowledge exam results.

18. Analyze survey results via SPSS.

19. Write project evaluation report (including SPSS output, workshop evaluation).

22. Compile and deliver final project to Faculty Chair, Committee and client.

IV. Tentative Project Time Table

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Personnel Needed to Complete</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial client meeting</td>
<td>W. Gordon, G.C. Austin (client and SME)</td>
<td>01/19/2016</td>
</tr>
<tr>
<td>Confirm workshop venue</td>
<td>Willie Gordon, Sandi Kawanna (CAS Administrative Clerk)</td>
<td>02/09/2016</td>
</tr>
<tr>
<td>Send out workshop invitations</td>
<td>Willie Gordon</td>
<td>02/12/2016</td>
</tr>
<tr>
<td>Write Interview and Focus Group Outlines</td>
<td>Willie Gordon</td>
<td>02/15/2016</td>
</tr>
<tr>
<td>Conduct interviews and write summary reports</td>
<td>Willie Gordon, SMEs</td>
<td>02/17/2016</td>
</tr>
<tr>
<td>Outline focus group agenda</td>
<td>Willie Gordon</td>
<td>02/19/2016</td>
</tr>
<tr>
<td>Conduct Focus Group and write summary report</td>
<td>Willie Gordon, Deacons and Armorbearers</td>
<td>02/22/2016</td>
</tr>
<tr>
<td>Draft Task Listing</td>
<td>Willie Gordon</td>
<td>02/25/2016</td>
</tr>
<tr>
<td>Task</td>
<td>Person</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2\textsuperscript{nd} Meeting with Client and SMEs to confirm all documents face and content validity, and define benchmarks.</td>
<td>Willie Gordon, Client, SMEs</td>
<td>03/02/2016</td>
</tr>
<tr>
<td>Write Front-End Analysis report</td>
<td>Willie Gordon</td>
<td>03/10/2016</td>
</tr>
<tr>
<td>Develop Training Materials</td>
<td>Willie Gordon</td>
<td>03/12/2016</td>
</tr>
<tr>
<td>Conduct Workshop</td>
<td>Willie Gordon, Workshop Participants</td>
<td>04/02/2016</td>
</tr>
<tr>
<td>Administer Knowledge exam</td>
<td>Willie Gordon, Workshop Participants</td>
<td>04/02/2016</td>
</tr>
<tr>
<td>Administer Post training Reactionnaire</td>
<td>Willie Gordon, Workshop Participants</td>
<td>04/02/2016</td>
</tr>
<tr>
<td>Analyze survey results in SPSS</td>
<td>Willie Gordon</td>
<td>04/04/2016</td>
</tr>
<tr>
<td>Write project evaluation report.</td>
<td>Willie Gordon</td>
<td>04/11/2016</td>
</tr>
<tr>
<td>Task</td>
<td>responsible</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>Obtain completed client sign-off sheet.</td>
<td>Willie Gordon, client</td>
<td>04/15/2016</td>
</tr>
<tr>
<td>Proofread and final edit all project deliverables</td>
<td>Willie Gordon</td>
<td>04/20/2016</td>
</tr>
<tr>
<td>Deliver all project deliverables</td>
<td>Willie Gordon</td>
<td>04/27/2016</td>
</tr>
</tbody>
</table>

VII. Resources Needed

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Willie Gordon, SMEs,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>Computer w/ MS Office, SPSS, Presentation projector and screen.</td>
</tr>
<tr>
<td>Resources</td>
<td>Holy Bible, All HPT Program textbooks, instructional CDs and related resources.</td>
</tr>
<tr>
<td>Other</td>
<td>CAS lecture hall F-1622 with tech support.</td>
</tr>
</tbody>
</table>
References


### VIII. Benchmarking/Grading

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>How Item will be Measured</th>
<th>Number of points</th>
<th>Binder tab and section that shows support for these points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre self-efficacy</strong></td>
<td></td>
<td></td>
<td>Tab 3, Section C</td>
</tr>
<tr>
<td><strong>Face Validity</strong></td>
<td><strong>Using a checklist:</strong></td>
<td>/5 points</td>
<td><strong>Pre self-efficacy</strong></td>
</tr>
<tr>
<td></td>
<td>2 out of 2 SMEs concur on face validity = <strong>5 points</strong></td>
<td></td>
<td><strong>Content Validity</strong></td>
</tr>
<tr>
<td></td>
<td>1 out of 2 SMEs concur on face validity = <strong>3 points</strong></td>
<td></td>
<td><strong>Reliability</strong></td>
</tr>
<tr>
<td></td>
<td>0 out of 2 SMEs concur on face validity = <strong>1 point</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pre self-efficacy</strong></td>
<td><strong>Using a Checklist:</strong></td>
<td>/10 points</td>
<td></td>
</tr>
<tr>
<td><strong>Content Validity</strong></td>
<td>2 SMEs concur that;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Survey question items parallel the performance objectives: = <strong>4 points</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The survey questions are balanced to the learning objectives. = <strong>3 points</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The survey questions contain only relevant information then, <strong>3 points</strong> will be awarded</td>
<td></td>
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<td></td>
<td>1 SME concurs = <strong>5 points</strong></td>
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<td></td>
<td>0 SMEs concurs = <strong>1 point</strong></td>
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<tr>
<td><strong>Pre self-efficacy</strong></td>
<td>Based on information from SPSS software.</td>
<td>/10 Points</td>
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<tr>
<td><strong>Reliability</strong></td>
<td>o Alpha of .80 or higher = <strong>10 Points</strong></td>
<td></td>
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<tr>
<td></td>
<td>o Alpha of .79 to .70 = <strong>9 points</strong></td>
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<td></td>
<td>o Alpha of .69 to .60 = <strong>8 points</strong></td>
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<td>o Alpha of .59 to .50 = <strong>7 points</strong></td>
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</tr>
<tr>
<td>1. Survey question items parallel the performance objectives = 4 points</td>
<td></td>
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<tr>
<td>2. The survey questions are balanced to the learning objectives = 3 points</td>
<td></td>
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<tr>
<td>3. The survey questions contain only relevant information then, 3 points will be awarded</td>
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<td>Alpha of .79 to .70 = 9 points</td>
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<tr>
<td>Alpha of .69 to .60 = 8 points</td>
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<tr>
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<td>Alpha of .49 to .40 = 6 points</td>
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<tr>
<td>Alpha of .39 to .30 = 5 points</td>
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<td>Interview Questions Face Validity</td>
<td>Using a checklist:</td>
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<td>----------------------------------</td>
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<td>2 out of 2 SMEs concur on face validity = 5 points</td>
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<td>1 out of 2 SMEs concur on face validity = 3 points</td>
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<tr>
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<td>/5 points</td>
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<td>/5 Points</td>
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<td>Tab 4, Section B</td>
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<td>Tab 5, Section B</td>
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<td>2 SMEs concur that;</td>
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</tr>
<tr>
<td>1. The focus group question items parallel the performance objectives: = 4 points</td>
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<tr>
<td>2. The survey questions are balanced to the learning objectives. = 3 points</td>
<td></td>
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<tr>
<td>3. The survey questions contain only relevant information then, 3 points will be awarded</td>
<td></td>
</tr>
<tr>
<td>1 SME concur = 5 points</td>
<td></td>
</tr>
<tr>
<td>0 SMEs = 1 point</td>
<td>/10 Points</td>
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<td>Tab 5, Section B</td>
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<td>Task Listing Validity</td>
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<tr>
<td>• It appears to list the terminal and subordinate task</td>
<td></td>
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<tr>
<td>• Stated.</td>
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<tr>
<td>• Learning objectives are written using correct action verbiage.</td>
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<tr>
<td>• It is numbered to 4 levels.</td>
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<td>• It visually and logically adds up. =5 points</td>
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</tr>
<tr>
<td>1 SME concurs that;</td>
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</tr>
<tr>
<td>• It appears to list the terminal and subordinate task</td>
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<td>• Stated.</td>
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<td>• Learning objectives are written using correct action verbiage.</td>
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<tr>
<td>• It is numbered to 4 levels.</td>
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<tr>
<td>• It visually and logically adds up. =3 points</td>
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<tr>
<td>0 SME Input= 1 point</td>
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<table>
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<tr>
<th>Four Levels are included in the Task Listing</th>
<th>Number of levels listed in the Task Listing:</th>
<th>/5 Points</th>
<th>Tab 6, Section A,B</th>
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<tbody>
<tr>
<td>Four levels listed =</td>
<td>5 points</td>
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</tr>
<tr>
<td>Three levels listed =</td>
<td>4 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two levels listed =</td>
<td>3 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One level listed =</td>
<td>2 point</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Selecting the right action verb</th>
<th>Using a checklist:</th>
<th>/5 Points</th>
<th>Tab 6, Section A,B</th>
</tr>
</thead>
<tbody>
<tr>
<td>If 2 out of 2 SMEs agree all verbs used throughout the task listing describe actions unequivocally, that is, everyone who reads each task comes to the same conclusion of what needs to be done then 5 points.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If 2 out of 2 SMEs agree all verbs used throughout the task listing describe actions unequivocally, that is, everyone who reads each task comes to the same conclusion of what needs to be done then full credit of 3 points.</td>
<td></td>
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</tr>
<tr>
<td>If 0 out of 2 SMEs agree all verbs used throughout the task listing describe actions unequivocally, that is, everyone who reads each task comes to the same conclusion of what needs to be done then full credit of 1 points.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does the task listing visually and logically add up</td>
<td>All task numbers are logical and the task times add up, then 5 points. There are one to three tasks that are problematic, then 3 points. There are four to six tasks that are problematic, then 2 points. There are seven or more tasks that are problematic, then 1 point.</td>
<td>/5 Points</td>
<td>Tab 6, Section A, B</td>
</tr>
<tr>
<td>Does Task Listing include times to teach task</td>
<td>Times to teach level 4 tasks are listed. <em><strong>note</strong></em> Times to perform each task are not listed due to requirement of tasks being performed on a constant or ongoing basis.</td>
<td>/5 Points</td>
<td>Tab 6, Section A</td>
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</table>
| Knowledge Exam Validity | Using a checklist:  
2 SMEs concur that;  
  - Question items parallel task listing  
  - Contains no leading answer items = 5 points  
1 SME concurs = 3 points  
0 SME = 1 point | /5 Points | Tab 12, Section B |
| Knowledge Exam Reliability | Test/retest successfully administered to SMEs with minimal change in results. | /10 Points | Tab 12, Section C |
| Post training reactionnaire face validity | Using a checklist:  
SMEs concur that;  
  - 2 out of 2 SMEs concur on face validity = 5 points  
  - 1 out of 2 SMEs concur on face validity = 3 points  
  - 0 out of 2 SMEs concur on face validity = 1 point | /5 Points | Tab 13, Section B |
| Post training reactionnaire content validity | Using a checklist:  
2 SMEs concur that;  
1. Survey question items parallel the performance objectives: = 4 points  
2. The survey questions are balanced to the learning objectives. = 3 points  
3. The survey questions contain only relevant information then, 3 points will be awarded  
1 SME concurs = 5 points  
0 SME input = 1 point | /10 Points | Tab 13, Section B |
| Post training (Pre/Post Self-Assessment) reactionnaire reliability | Based on information from SPSS software.  
Alpha of .80 or higher = **10 Points**  
Alpha of .79 to .70 = **9 points**  
Alpha of .69 to .60 = **8 points**  
Alpha of .59 to .50 = **7 points**  
Alpha of .49 to .40 = **6 points**  
Alpha of .39 to .30 = **5 points** | /10 Points | Tab 13, Section C |
<table>
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<tr>
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<tbody>
<tr>
<td>Total Points Earned</td>
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<td>/ 140 Points</td>
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New Day Ministries International Men's Ministry Workshop Survey

Your feedback on this survey will help in designing the agenda for the upcoming New Day International's Men's Ministry Leadership Workshop. God Bless You and Thank you for your participation. All surveys are confidential. Please answer each question as honestly and accurately as possible:

* Required

Self-Efficacy

Please select the number that best indicates your confidence level in being able to:

Please use the scale indicated;
1= Not at all
2= Very Uncertain
3= Somewhat Uncertain
4= Somewhat Confident
5= Very Confident

1. Recognize the leadership qualifications of a Deacon.
   Mark only one oval.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
   Not at all |   |   |   |   | Very Confident |

2. Recognize the duties of a Deacon.
   Mark only one oval.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</table>
   Not at all |   |   |   |   | Very Confident |

3. Recognize the responsibilities of a Deacon.
   Mark only one oval.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
   Not at all |   |   |   |   | Very Confident |
4. Recognize the leadership qualifications of an Armorbearer *
   
   Mark only one oval.

   1  2  3  4  5
   Not at all  ☐  ☐  ☐  ☐  ☐ Very Confident

5. Recognize the duties of an Armorbearer
   
   Mark only one oval.

   1  2  3  4  5
   Not at all  ☐  ☐  ☐  ☐  ☐ Very Confident

6. Recognize the responsibilities of an Armorbearer.
   
   Mark only one oval.

   1  2  3  4  5
   Not at all  ☐  ☐  ☐  ☐  ☐ Very Confident

7. Execute leadership duties as a member of the Men's Ministry.
   
   Mark only one oval.

   1  2  3  4  5
   Not at all  ☐  ☐  ☐  ☐  ☐ Very Confident

8. Carry out your responsibilities as a member of the Men's Ministry.
   
   Mark only one oval.

   1  2  3  4  5
   Not at all  ☐  ☐  ☐  ☐  ☐ Very Confident

Attitudinal

Please select the number that best indicates your feelings towards the following:

Please use the scale indicated;
1= Very unimportant to me
2= Somewhat unimportant to me
3= indifferent
4= Somewhat important to me
5= Very important to me
9. Recognizing the leadership qualifications of a Deacon.
   *Mark only one oval.*

   1 2 3 4 5

   Very unimportant to me ☐ ☐ ☐ ☐ ☐ Very important to me

10. Recognizing the duties of a Deacon.
    *Mark only one oval.*

    1 2 3 4 5

    Very unimportant to me ☐ ☐ ☐ ☐ ☐ Very important to me

11. Recognizing the responsibilities of a Deacon.
    *Mark only one oval.*

    1 2 3 4 5

    Very unimportant to me ☐ ☐ ☐ ☐ ☐ Very important to me

12. Recognizing the leadership responsibilities of an Armorbearer.
    *Mark only one oval.*

    1 2 3 4 5

    Very unimportant to me ☐ ☐ ☐ ☐ ☐ Very important to me

13. Recognizing the duties of an Armorbearer.
    *Mark only one oval.*

    1 2 3 4 5

    Very unimportant to me ☐ ☐ ☐ ☐ ☐ Very important to me

14. Recognizing the responsibilities of an Armorbearer.
    *Mark only one oval.*

    1 2 3 4 5

    Very unimportant to me ☐ ☐ ☐ ☐ ☐ Very important to me
15. Executing leadership duties as a member of the Men's Ministry.
   *Mark only one oval.*

1  2  3  4  5
Very unimportant to me   Very important to me

16. Carrying out my responsibilities as a member of the Men's Ministry.
   *Mark only one oval.*

1  2  3  4  5
Very unimportant to me   Very important to me

Powered by

Google Forms
Men's Ministry Survey  

All changes saved in Drive

QUESTIONS

13 responses

| SUMMARY | INDIVIDUAL | Accepting responses |

Self-Efficacy

Please select the number that best indicates your confidence level in being able to:

Recognize the leadership qualifications of a Deacon.  (13 responses)

Graph showing responses:

- 0 (0%)
- 2 (50%)
- 5 (38.5%)
- 7 (63.6%)

Recognize the duties of a Deacon. (13 responses)

https://docs.google.com/forms/d/1_HSAdnZOVfqs6QI9yyfIIIhCOr5eHxXivbZkf_MY6w8...  3/16/2016
Recognize the responsibilities of a Deacon. (13 responses)

Recognize the leadership qualifications of an Armorbearer (13 responses)
Recognize the responsibilities of an Armorbearer. (13 responses)

Execute leadership duties as a member of the Men's Ministry. (13 responses)

Carry out your responsibilities as a member of the Men's Ministry. (13 responses)
Attitudinal

Please select the number that best indicates your feelings towards the following:

Recognizing the leadership qualifications of a Deacon. (13 responses)
Recognizing the responsibilities of a Deacon. (13 responses)

Recognizing the leadership responsibilities of an Armorbearer. (13 responses)

Recognizing the duties of an Armorbearer. (13 responses)
Recognizing the responsibilities of an Armorbearer. (13 responses)

Executing leadership duties as a member of the Men's Ministry. (13 responses)

Carrying out my responsibilities as a member of the Men's Ministry. (12 responses)
Mens’s Ministry Workshop

Document Validity Checklist: Pre-Training Self-Efficacy Survey Instrument

Please review the attached document and place an X in the appropriate box regarding the documents validity.

Face Validity:
It appears to be measuring what is intended to be measured for the workshop

It does  [☑]  it does not  [ ]

Content Validity:
A. Survey items are in alignment with workshop learning objectives.  [☑]
B. Survey items contain no irrelevant information.  [☑]

SME Printed Name: GREGORY C. AUSTIN SR
SME Signature: [Signature]
Date: 3/17/16
Mens's Ministry Workshop

Document Validity Checklist: Pre-Training Attitudinal Survey Instrument

Please review the attached document and place an X in the appropriate box regarding the documents validity.

Face Validity:
It appears to be measuring what is intended to be measured for the workshop

- [ ] It does
- [ ] it does not

Content Validity:
A. Survey items are in alignment with workshop learning objectives. [ ]

B. Survey items contain no irrelevant information. [ ]

SME Printed Name: GREGORY C. AUSTIN SR

SME Signature: [Signature]

Date: 3/17/16
Mens’s Ministry Workshop

Document Validity Checklist: Pre-Training Self-Efficacy Survey Instrument

Please review the attached document and place an X in the appropriate box regarding the documents validity.

Face Validity:

It appears to be measuring what is intended to be measured for the workshop

It does  [ ]

it does not  [ ]

Content Validity:

A. Survey items are in alignment with workshop learning objectives.  [ √ ]

B. Survey items contain no irrelevant information.  [ √ ]

SME Printed Name: Sumner Reginald R.

SME Signature: Reginald R. Sumner

Date: 03/17/2016
Mens’s Ministry Workshop

Document Validity Checklist: Pre-Training Attitudinal Survey Instrument

Please review the attached document and place an X in the appropriate box regarding the document's validity.

Face Validity:

It appears to be measuring what is intended to be measured for the workshop

It does

[✓]

it does not

[ ]

Content Validity:

A. Survey items are in alignment with workshop learning objectives. [✓]

B. Survey items contain no irrelevant information. [✓]

SME Printed Name: Sumner, Reginald R.

SME Signature: Reginald R. Sumner

Date: 3/17/2016
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Reliability

Scale: ALL VARIABLES

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\(^a\) Listwise deletion based on all variables in the procedure.

Reliability Statistics

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/MODEL=ALPHA.

Reliability

Scale: ALL VARIABLES

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\(^a\) Listwise deletion based on all variables in the procedure.

Reliability Statistics

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Structured Interview Outline and Summary
Reverend Austin

Interview Participant: Reverend Gregory C. Austin, Pastor

Interview Purpose: To aid in the development of learning content for the upcoming Men’s Ministry Leadership Workshop by gathering expert thoughts and opinions on strengths and weaknesses of Men’s Ministry.

Interview Benefit: The glorification of God, the building of His Kingdom, and the strengthening of the Men’s Ministry.

Question 1: In what areas of operation and service do you think our Deacon Board is doing well?

Response Summary Outline:

1. Pastoral care.
2. Member care.
3. Community service.
4. Family care.
5. Maintenance of integrity.

Question 2: What areas of operation and service do you think our Deacon Board have opportunities in which to improve?

Response Summary Outline:

1. Visits to sick and shut-in members with greater frequency.
2. Increase in open communication with less apprehension.

Question Three: In what areas of operation and service do you think our Pastors’ Armorbearers are doing well?

Response Summary Outline:

1. Pastoral care.
2. Workload rotation and management.
3. Prayer frequency.
Question Four: What area of operation and service do you think our Pastors’ Armorbearers have opportunities in which to improve?

Response Summary:

1. Increased presence at church outings.
2. Increased proximity during church outings.
3. Increased presence at pastoral meetings.

Question Five: In what areas of service and operation do you believe our Men’s’ Ministry is doing well?

Response Summary:

1. Maintenance of high integrity.
2. Community service.
4. Exhibiting high levels of maturity.

Question Six: What area of operation and service do you think our Mens’ Ministry have opportunities in which to improve?

Response Summary:

1. Increase engagement in fellowship opportunities.
2. Increased presence at all services (Sunday school, Bible study, special programs)
3. Increase mentoring opportunities.
4. Increase in evangelism (Sharing experiences with unchurched).
5. Increased support for Marriage Ministry (If married).
Structured Interview Outline and Summary

Deacon Sumner

Interview Participant: Deacon Reginald Sumner, Chairman

Interview Purpose: To aid in the development of learning content for the upcoming Men’s Ministry Leadership Workshop by gathering expert thoughts and opinions on strengths and weaknesses of Men’s Ministry.

Interview Benefit: The glorification of God, the building of His Kingdom, and the strengthening of the Men’s Ministry.

Question 1: In what areas of operation and service do you think our Deacon Board is doing well?

Response Summary Outline:

1. Problem Solving ("Putting out fires").
4. Visiting sick and shut in.
5. Supporting new deacons.

Question 2: What areas of operation and service do you think our Deacon Board have opportunities in which to improve?

Response Summary Outline:

1. Rotation of Devotion duties (i.e. who exhorts, reads scripture, sings, prays).
2. Representation and visibility outside of church.

Question Three: In what areas of operation and service do you think our Pastors’ Armorbearers are doing well?

Response Summary Outline:

1. Attention to duties.
2. Availability to Pastor.
**Question Four:** *What area of operation and service do you think our Pastors’ Armorbearers have opportunities in which to improve?*

Response Summary Outline:

1. Increased clarification of roles.
2. Reduce confusion of roles.

**Question Five:** *In what areas of service and operation do you believe our Men’s’ Ministry is doing well?*

Response Summary Outline:

1. Ensuring overall security of the church.
2. Ensuring a safe worship environment for women and children.

**Question Six:** *What area of operation and service do you think our Men’s’ Ministry have opportunities in which to improve?*

Response Summary Outline:

1. Support (financial, attendance) of the church.
2. Support of Bible Study and Sunday School.
5. Engage new male members
6. Participation in activities outside church.
7. Be present when the Men’s Ministry has a “roll call.”
Mens’s Ministry Workshop

Document Validity Checklist: Structured Interview Outline

Please review the attached document and place an X in the appropriate box regarding the documents validity.

Face Validity:

Interview questions appear to gather useful information intended for the workshop.

<table>
<thead>
<tr>
<th>It does</th>
<th>it does not</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Content Validity:

A. Interview questions are in alignment with workshop learning objectives. ✔️

B. Interview questions contain no irrelevant information. ✔️

SME Printed Name: GREGORY C. AUSTIN SR.

SME Signature: [Signature]

Date: 3/17/16
Mens’s Ministry Workshop

Document Validity Checklist: Structured Interview Outline

Please review the attached document and place an X in the appropriate box regarding the documents validity.

Face Validity:

Interview questions appear to gather useful information intended for the workshop.

It does  □  it does not □

Content Validity:

A. Interview questions are in alignment with workshop learning objectives.  □

B. Interview questions contain no irrelevant information. □

SME Printed Name:  [Signature]

SME Signature:  [Signature]  Date: 03/17/2016
Deacons and Armorbearers Focus Group

Agenda, Outline, Responses and Summary

1. Open with Prayer:
   ("Our Father and our God we are seeking to glorify you by holding this focus group of brethren with the spiritual purpose of learning to better serve your Church and Kingdom. Please bless us, guide us, and let the Holy Spirit guide our minds. May our thoughts words and actions be wholly pleasing and acceptable to You. In Jesus Name, Amen")

2. Explain Purpose:
   (The Purpose of this focus group is to gather ideas and information in order to design and implement a Men's Ministry Leadership Workshop.)

3. Explain Benefit:
   (The Benefit of this focus group is to make the workshop a success by glorifying God, building His Kingdom and edifying the Men's Ministry.)

4. Introduce Participants:
   (Deacons, Armorbearers)

5. Explain Process:
   (We will use an open roundtable format to discuss answers to the questions presented to the group, giving each participant a chance to give maximum input using the Word of God as our guide)

6. Closing
   (We will thank participants and encourage them, letting them know the value they have added to this effort, their importance to this upcoming workshop, and that they are serving God in a powerful way just by participating.

7. Closing Prayer:
   ("God we thank you for what has been accomplished here today, and we thank you for the blessings that we are soon to receive. It is You and only You that we serve. We thank you and we bless Your Holy Name. It is in Your Son Jesus Name that we pray. Amen.")
Focus Group Questions for Deacons

1. Are you familiar with the leadership duties of Deacons? If so please name what you consider the four (4) most important.

2. Are you familiar with the responsibilities of Deacons? If so please name what you consider the four (4) most important.

Focus Group Questions for Armorbearers

1. Are you familiar with the duties of Armorbearers? If so please name what you consider to be the four (4) most important.

2. Are you familiar with the responsibilities of Armorbearers? If so please name what you consider to be the four (4) most important.
**Participant A (Deacon Rick Coleman)**

Responses to Question 1 for deacons

1. Give continuous service to God.
2. Maintain availability to be of service to Pastor.
3. Maintain availability to be of service to church members.
4. Maintain spiritual vigilance.

Responses to Question 2 for deacons

1. Support and defend the Pastor.
2. Maintain vigilance for the security of the congregation.
4. Uphold safety of women and children.

**Participant B (Deacon Reginald Sumner)**

Responses to Question 1 for deacons

1. Maintain safety and security of Pastor.
3. Engage in crises management (spiritual and physical).
4. Maintain preparedness to conduct opening praise and worship.

Responses to Question 2 for deacons

1. Maintain concern for Pastors well-being
2. Maintain concern for First Families well-being
3. Practice continually in leading prayer.
4. Maintain a high level of spiritual vigilance.

**Participant C (Deacon Michael Kirby)**

Responses to Question 1 for deacons

1. Attend to physical and spiritual needs of the Pastor.
2. Maintain availability for service to the church.
4. Set an example by adherence to church rules.
Responses to Question 2 for deacons

1. Lead family in the ways of Christ
2. Protect the church
3. Protect the First Family
4. Lead in prayer.

Participant C (Deacon Anthony Lott)

Responses to Question 1 for deacons

1. Maintain preparation for defending the Gospel.
2. Serve the Pastor.
3. Assist with elderly.
4. Maintain visibility in the community.

Responses to Question 2 for deacons

1. Maintain higher knowledge of the Word.
2. Evangelize in the community.
3. Act as a buffer for the Pastor.

Participant E (Brother Elvis Hurt, Armorbearer)

Responses to Question 1 for armorbearers

1. Set an example of leadership.
3. Maintain high level of overall vigilance.
4. Pray for the Pastor and church.

Responses to Question 2 for armorbearers

1. Protect the pastor and First Family.
2. Lead in prayer.
3. Communicate with love and compassion.
4. Follow as well as lead.
Participant F (Brother Calvin Nichols, Armorbearer)

Responses to Question 1 for armorbearers

1. Maintain close proximity to the Pastor.
2. Maintain constant vigilance of the Pastor.
3. Lead in knowledge of the Word.
4. Pray continuously for the Pastor.

Responses to Question 2 for armorbearers

1. Respect all Men of God (Visiting Pastors, Ministers, Male Members of all churches)
2. Lead family in learning the Word
3. Maintain spiritual preparedness
4. Maintain spiritual preparedness to serve the Pastor as a valet.
Mens’s Ministry Workshop

Document Validity Checklist: Focus Group Agenda

Please review the attached document and place an X in the appropriate box regarding the documents validity.

Face Validity:
Focus group questions appear to gather useful information intended for the workshop.

They do          They do not

[✓]

Content Validity:

A. Focus group questions are in alignment with workshop learning objectives. [✓]

B. Focus group questions contain no irrelevant information. [✓]

SME Printed Name: GREGORY L. AUSTIN SR.

SME Signature: [Signature]

Date: 3/17/16
Mens’s Ministry Workshop

Document Validity Checklist: Focus Group Agenda

Please review the attached document and place an X in the appropriate box regarding the documents validity.

Face Validity:
Focus group questions appear to gather useful information intended for the workshop.

They do [ ]

They do not [ ]

Content Validity:
A. Focus group questions are in alignment with workshop learning objectives. [ ]

B. Focus group questions contain no irrelevant information. [ ]

SME Printed Name: Sumner, Reginald K.

SME Signature: Reginald K. Sumner

Date: 03/17/2016
Task Listing
Men’s Ministry Leadership Workshop

Level 1
1.0 Move Men’s Ministry Leadership in Christ to an optimal level.

Level 2
1.1 Describe leadership qualifications and duties of deacons.
1.2 Describe leadership qualifications and duties of armorbearers.
1.3 Describe leadership duties as members of the Men’s Ministry.

Level 3
1.1.1 Reference 1Timothy 3:8-10.
1.1.2 Strive to give continuous service to God.
1.1.3 Strive to give continuous service to the church.
1.1.4 Serve the pastor as he needs.
1.1.5 Maintain spiritual vigilance.
1.1.6 Lead in prayer, praise, and worship.

1.2.1 Reference 1Samuel 14:6-7.
1.2.2 Maintain spiritual preparation to serve as the pastors’ valet.
1.2.3 Serve the pastor as protector.

1.3.1 Reference Acts 20:28
1.3.2 Lead in the ways of the Gospel.
1.3.3 Maintain availability for service to the church.
1.3.4 Engage in worship.
1.3.5 Uphold the churches rules and ordinances.
1.3.6 Lead in prayer.
1.3.7 Engage in mentorship.
Level 4  **Deacons: Time Allowed for Instruction - 50 minutes**

1.1.1.1 Read 1 Timothy 3:8-10.

1.1.1.2 Comprehend its message.

1.1.1.3 Visualize its application to your role as a deacon.

1.1.2.1 Pray continuously.

1.1.2.2 Submit to His will and his ways.

1.1.2.3 Use your gifts to serve Him.

1.1.2.4 Acknowledge him in all that you do.

1.1.3.1 Attended church with family as often as possible.

1.1.3.2 Attend and support Sunday School, Bible Study and special programs.

1.1.3.3 Support the Ministerial staff.

1.1.3.4 Support the financial needs of the church by tithing.

1.1.3.5 Set an example of integrity.

1.1.3.6 Aid in administering the Holy Sacraments.

1.1.3.7 Maintain overall care and vigilance of the church and congregation.

1.1.3.8 Maintain visibility in the community.

1.1.4.1 Support the vision and goals of the pastor.

1.1.4.2 Carry out instructions given by the pastor.

1.1.4.3 Protect the pastors’ reputation.

1.1.4.4 Support the pastor spiritually when he is delivering the Word.

1.1.4.5 Maintain the pastors’ trust and confidence.

1.1.4.6 Protect the pastor and his family physically.

1.1.4.7 Protect the pastor and his family spiritually.

1.1.4.8 Communicate with the pastor frequently and openly.

1.1.4.9 Pray with and for the pastor.
1.1.5.1 Maintain a constant spiritual watch over the congregation.
1.1.5.2 Aid in the Christ-like application of discipline of the young members
1.1.5.3 Assist security whenever called for.
1.1.5.4 Protect the women and children of the church.

1.1.6.1 Prepare to begin worship on time.
1.1.6.2 Maintain a high level of energy and motivation.
1.1.6.3 Let the Holy Spirit guide your efforts.
1.1.6.4 Prepare an appropriate scripture for the congregation.
1.1.6.5 Read the scripture with bold authority and enthusiasm.
1.1.6.6 Exhort and exalt the Lord loudly and boldly.
1.1.6.7 Energize and encourage yourself and the congregation.
1.1.6.8 Pray with boldness and authority.
1.1.6.9 Sing loudly and boldly even if singing is not your gift.
1.1.6.10 Stay in team synchronicity with the other deacons.

Armorbearers: Time Allowed for Instruction - 50 minutes

1.2.1.1 Read 1Samuel 14: 6-7.
1.2.1.2 Comprehend its message.
1.2.1.3 Visualize its application to your role as an armorbearer.

1.2.2.1 Maintain accountability over the pastors’ tools, garments, and equipment.
1.2.2.2 Keep and carry whatever the pastor hands you as he takes the pulpit.
1.2.2.3 Place the pastors’ materials within his reach as he takes the pulpit.
1.2.2.4 Maintain close proximity to the pastor at all times.
1.2.2.5 Accompany the pastor as he moves.
1.2.2.6 Cover the pastor in prayer before, during, and after he preaches.
1.2.2.7 Carry the pastors’ garments and tools during church outings.
1.2.2.8 Accompany the pastor to meetings and events as he needs.
1.2.2.9 Maintain the pastors’ trust and confidence.

1.2.3.1 Be prepared to stand between the pastor and the enemy.
1.2.3.2 Allow no one to rush the pastor while he is preaching.
1.2.3.3 Block anyone who makes a suspicious and sudden approach to the pastor.
1.2.3.4 Refrain from restricting the pastors’ movement and activity while he is in the spirit.
1.2.3.5 Oversee the pastors’ family in their arrival and departure.
1.2.3.6 Work in close synchronicity with the deacons for the pastors’ safety.
1.2.3.7 Let the Holy Spirit guide you.

**Men’s Ministry: Time Allowed for Instruction - 50 minutes**

1.3.1.1 Read Acts 20:28
1.3.1.2 Comprehend its message.
1.3.1.3 Visualize its application to your role as a member of the Men’s Ministry.

1.3.2.1 Let the Holy Spirit guide you.
1.3.2.2 Attend church as often as possible.
1.3.2.3 Set an example as a Christian in all areas of your life.
1.3.2.4 Study the Word of God daily.
1.3.2.5 Take your family to church.
1.3.2.6 Lead your family at home in prayer and devotion.
1.3.2.7 Tell others about God and what He has done for you.
1.3.2.8 Proclaim Jesus as the head of your life and home.

1.3.3.1 Use your gifts to serve God’s church.
1.3.3.2 Volunteer for a ministry.
1.3.3.3 Aid in keeping our women and children safe.
1.3.3.4 Help with whatever maintenance work is needed when called upon.
1.3.4.1 Participate actively during service.
1.3.4.2 Participate in church outings and programs.
1.3.4.3 Sing, Praise, and Shout out to the Lord.
1.3.4.4 Worship in spirit and in truth.

1.3.5.1 Support the church financially by being a tither.
1.3.5.2 Adhere to protocol during prayer, and reading of scripture.
1.3.5.3 Obey all church rules, ordinances, bylaws, and posted signs.

1.3.6.1 Pray for yourself.
1.3.6.2 Pray for your family.
1.3.6.3 Pray for your pastor.
1.3.6.4 Pray for your church.
1.3.6.5 Pray for your community.
1.3.6.6 Pray for anyone who asks you to pray for them.

1.3.7.1 Designate a young brother anywhere.
1.3.7.2 Take him under your “wing.”
1.3.7.3 Advise and guide him in the ways of the Lord.
1.3.7.4 Set an example of Godly manhood to him.
1.3.7.5 Watch and monitor his progression.
Mens's Ministry Workshop

Document Validity Checklist: Task Listing

Please review the attached document and place an X in the appropriate box regarding the documents validity.

1. Face Validity:

It appears to list the terminal and subordinate tasks related to the workshop

<table>
<thead>
<tr>
<th>It does</th>
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<tbody>
<tr>
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</tbody>
</table>

2. Content Validity:

A. Terminal and subordinate tasks are listed. ![Checkmark]

B. Stated learning objectives and tasks are written using correct action verbiage. ![X]

C. It is numbered to four (4) levels. ![Checkmark]

D. It visually and logically adds up ![Checkmark]

SME Printed Name: GREGORY C. AUSTIN SR

SME Signature: [Signature]

Date: 3/17/16
Mens's Ministry Workshop

Document Validity Checklist: Task Listing

Please review the attached document and place an X in the appropriate box regarding the documents validity.

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   ✓

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   C. It is numbered to four (4) levels. ✓

   D. It visually and logically adds up ✓

SME Printed Name: Summer R

SME Signature: Summer R

Date: 03/17/2016
New Day Ministries International Men’s Ministry Leadership Workshop

Front-End Analysis Report

<table>
<thead>
<tr>
<th>Front-End Assessments</th>
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</thead>
<tbody>
<tr>
<td><strong>Needs Assessment/Task Analysis</strong></td>
<td><strong>Data Obtained</strong></td>
</tr>
<tr>
<td>1. Initial interview with client</td>
<td>Define project goal and objectives</td>
</tr>
<tr>
<td>2. Pre-training self-efficacy survey</td>
<td>Self-perceived initial performance objective confidence levels</td>
</tr>
<tr>
<td>3. Pre-training attitudinal survey</td>
<td>Learner attitudes regarding initial performance objectives</td>
</tr>
<tr>
<td>4. Pre-training surveys summary report</td>
<td>Summarized quantitative data measuring actual confidence levels and attitudes regarding performance objectives.</td>
</tr>
<tr>
<td>5. SME Interviews</td>
<td>Data regarding areas of leadership strengths and weaknesses within Men’s Ministry.</td>
</tr>
<tr>
<td>6. Deacons and Armorbearers Focus Group</td>
<td>Data defining tasks to formulate a formal task listing.</td>
</tr>
<tr>
<td>7. 2nd interview with client</td>
<td>Determination of actual performance levels and desired optimal levels.</td>
</tr>
<tr>
<td>8. Formal Task Listing</td>
<td>Itemized, categorized, and numerically logical listing of terminal and enabling performance objectives.</td>
</tr>
</tbody>
</table>

**Initial Client Meeting**

The initial client meeting was held during a dinner meeting on January 19, 2016 with Pastor G.C. Austin, where the idea of the workshop was presented to the client. The client agreed to serve as an SME for the workshop as well as offering the assistance of Chairman R. Sumner serving as an SME along with the workshop author and instructional designer. During this meeting the project goals were established.
Workshop Goal:

- The goal of the Client was to provide a comprehensive and quality workshop for the New Day Men’s Ministry that would define the tasks of Deacon, Armorbearers, and Male Members, as well as enhance the overall levels of male leadership, in accordance with biblical standards.

- The goal of the Instructional Designer was to design and deliver a high quality, comprehensive workshop product that encompasses all necessary components of leadership duties and responsibilities of Deacons, Armorbearers, and Male Members. This goal also includes learning materials designed to motivate learners toward optimal comprehension and performance of these duties.

Objectives:

- Be able to comprehend and describe the leadership qualifications, duties, and responsibilities of Deacons.
- Be able to comprehend and describe the leadership qualifications, duties, and responsibilities of Armorbearers.
- Be able to comprehend and describe the leadership duties of all Male Members.

Self-Efficacy and Attitudinal Survey Instruments

With the information gathered from the initial interview, I created a self-efficacy, and attitudinal survey instrument to measure the perceived confidence levels and attitudes of the workshop target audience regarding the workshop performance objectives. These instruments were designed using Google surveys and distributed to the population of the entire Men’s Ministry of 21 members via email and text message. This method was chosen for expediency as well as the survey summary data that is calculated with the responses. Of the 21 members 13 responses were received, recorded, and analyzed. The survey summaries on the pages 3 thru 8 provided the following data:
Please select the number that best indicates your confidence level in being able to:

Recognize the leadership qualifications of a Deacon. (12 responses)

Recognize the responsibilities of a Deacon. (13 responses)

Recognize the leadership qualifications of an Armorbearer (13 responses)
Recognize the duties of a Deacon. (13 responses)

Recognize the duties of an Armorbearer. (13 responses)

Recognize the responsibilities of an Armorbearer. (13 responses)
This self-efficacy data indicated that only a range of 46.2% to 61.5% of the respondents were very confident in all categories of the performance objectives. This information was critical in establishing benchmarks, actual perceptions of performance, and determining desired optimal performance levels.
Please select the number that best indicates your feelings towards the following:

**Recognizing the leadership qualifications of a Deacon.** (13 responses)

**Recognizing the duties of a Deacon.** (13 responses)

**Recognizing the responsibilities of a Deacon.** (13 responses)
The data from the attitudinal survey indicated that a range of 38.5% to 83.3% of respondents felt that the subject matter of the workshop was very important to them. This indicated a gap in motivation need for the design of the workshop to be highly motivational and inspiring to the target audience.

**Telephone Interviews with Subject Matter Experts**

On February 17, 2016, I met with two subject matter experts, Pastor GC Austin and Chairman R. Sumner. I met with each of them individually by teleconference for about an hour each. I created opened-ended interview questions that guided our discussions. These questions were generated from the learning objectives of the workshop. The responses to these questions helped me determine what task were considered critical to the functions of Men in Ministry, and to develop ideas for a baseline curriculum for the course. To view the interview questions and responses, see Section

**Focus Group with Deacons and Armourbearers**

On February 22, 2016 I conducted a focus group with the Deacons and Armorbearers of the church in order to obtain data to formulate a formal task listing. The focus group was designed and scripted in its delivery. It was conducted by asking the participants what they considered were their most important duties. The responses were recorded and summarized. The script and summarized responses of each participant can be found in Section
**Task Listing**

On February 25-27, 2016 I wrote a task listing which served as a roadmap to the design of the workshop. Using the input from the interviews and focus groups I defined the terminal performance objective of the workshop to the following:

1.0 “To Move Men’s Ministry Leadership in Christ to an Optimal Level.”

The enabling performance objectives were defined in the task listing as follows:

1.1 “Describe leadership qualifications and duties of Deacons.”
1.2 “Describe leadership qualifications and duties of Armorbearers.”
1.3 “Describe leadership duties as members of Men’s Ministry.”

The task listing was completed with subordinate tasks listed in each category to Level 4 tasks. Times to execute tasks are not included in the listing due to the ongoing requirement to achieve each task. For example, task 1.3.2.2 (“Attend church as often as possible”).

**Second Interview with Client and SMEs**

On March 10, 2016 I met with the Client and SMEs to present my findings to this point. The results of that meeting determined that the desired optimal performance would be to have all participants of the workshop to attain a confidence level of “very confident” (5 on a 5 point Likert Scale) on all performance objectives as well as a minimum of 90% on a corresponding knowledge exam. At this meeting all tools used for the Needs Assessment and Task Analysis were validated by the SMEs for face and content validity using a series of checklists that were to be completed after reviewing each document. All documents were found to be valid and yielding useful data for the formulation of this workshop.
# Front-End Analysis Results

## Performance Gap

<table>
<thead>
<tr>
<th>Task Listing</th>
<th>Optimal Performance</th>
<th>Actual Performance</th>
<th>Is there a performance gap?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 “Describe leadership qualifications and duties of Deacons.”</td>
<td>100% of the participants will be very confident. (5 on a 5pt scale)</td>
<td>Content analysis of Self-Efficacy Instrument indicate that only 53.8% of respondents are at 5 on a 5pt scale</td>
<td>yes</td>
</tr>
<tr>
<td>1.2 “Describe leadership qualifications and duties of Armorbearers.”</td>
<td>100% of the participants will be very confident. (5 on a 5pt scale)</td>
<td>Content analysis of Self-Efficacy Instrument indicate that only 53.8% of respondents are at 5 on a 5pt scale</td>
<td>yes</td>
</tr>
<tr>
<td>1.3 “Describe leadership duties as members of Men’s Ministry.”</td>
<td>100% of the participants will be confident composing a cover letter according to position applying for</td>
<td>Content analysis of Self-Efficacy Instrument indicate that only 63.5% of respondents are at 5 on a 5pt scale</td>
<td>yes</td>
</tr>
</tbody>
</table>
**Performance Objectives**

<table>
<thead>
<tr>
<th>Task Listing</th>
<th>Performance Gap</th>
<th>Performance Objective</th>
<th>Training vs. Non-Training</th>
<th>Explanation why you are training or not</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 “Describe leadership qualifications and duties of Deacons.”</td>
<td>There is a gap of 46.2% of the responses to reach 100%</td>
<td>Given a Bible and the aid of the Holy Spirit, the participant will be able to describe the leadership qualifications and duties of a Deacon.</td>
<td>training</td>
<td>I am training to increase the knowledge and the confidence of performing each of the behaviors of the task listing to 100%</td>
</tr>
<tr>
<td>1.2 “Describe leadership qualifications and duties of Armorbearers.”</td>
<td>There is a gap of 46.2% of the responses to reach 100%</td>
<td>Given a Bible and the aid of the Holy Spirit, the participant will be able to describe the leadership qualifications and duties of an Armorbearer.</td>
<td>training</td>
<td>I am training to increase the knowledge and the confidence of performing each of the behaviors of the task listing to 100%</td>
</tr>
<tr>
<td>1.3 “Describe leadership duties as members of Men’s Ministry.”</td>
<td>There is a gap of 36.5% of the responses to reach 100%</td>
<td>Given a Bible and the aid of the Holy Spirit, the participant will be able to describe leadership duties as members of Men’s Ministry.</td>
<td>training</td>
<td>I am training to increase the knowledge and the confidence of performing each of the behaviors of the task listing to 100%</td>
</tr>
</tbody>
</table>

**Conclusion**

Based on the entirety of the Needs Assessment and Task Analysis it was determined by all stakeholders that this training was needed and would serve a vital purpose within the Men’s Ministry at New Day Ministries International. A date of April 25, 2016 was set for delivery of the workshop in Lecture Hall 1622 at 10:00am, at Governors State University, University Park IL.
NEW DAY MINISTRIES
INTERNATIONAL MEN'S MINISTRY
LEADERSHIP WORKSHOP

(Philippians 1:1-2)
Saturday, April 2, 2016

Governors State University
University Park, Illinois
Lecture Hall F-1633
Enter from east parking lot, entrance F
10:00am to 2:00pm
Light Refreshments will be served
RSVP
Deacon Gordon
773-425-6636
"See You There"
New Day Ministries
International Men’s Ministry Leadership Workshop

April 2, 2016
Agenda and Learners Guide
(Philippians 1: 1-2)
Agenda

10:00am.................................Fellowship and Greetings

10:30am.................................Opening Remarks and Prayer

  Pastor Gregory C. Austin

11:00am.................................Module 1 (Deacons)

  Deacon Reginald Sumner

11:50am.................................10 minute break

12:00pm.................................Module 2 (Armorbearers)

  Deacon Willie Gordon

12:50pm.................................10 minute break

1:00pm.................................Module 3 (Men’s Ministry)

  Deacon Sumner and Gordon

1:50pm.................................Closing Remarks and Benediction

  Pastor Gregory C. Austin
Learners Guide

Module 1 (Deacons)

Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to:

1. Reference 1Timothy 3:8-10.
2. Describe the leadership qualifications and duties of Deacons

Discussion Topics:

➢ Striving to give continuous service to God.
➢ Striving to give continuous service to the Church.
➢ Serving the pastor as he needs.
➢ Maintaining spiritual vigilance.
➢ Leading in prayer, praise, and worship.
Learners Guide

Module 2 (Armorbearers)

Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to:

1. Reference 1Samuel 14:6-7.
2. Describe leadership qualifications and duties of Armorbearers.

Discussion Topics:

➢ Maintain spiritual preparation to serve as the Pastors’ valet.
➢ Serve the Pastor as protector.
Learners Guide

Module 3 (Men’s Ministry)

Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to:

1. Reference Acts 20:28
2. Describe leadership duties as members of the Men’s Ministry

Discussion Topics:

- Leading in the ways of the Gospel.
- Maintaining availability for service to the church.
- Engaging in worship.
- Upholding the churches rules and ordinances.
- Leading in prayer.
- Engage in mentorship
New Day Ministries
International Men's Ministry Leadership Workshop

April 2, 2016

Agenda and Learners Guide
Facilitator's Copy

(Philippians 1: 1-2)
Agenda

10:00am...............................Fellowship and Greetings

10:30am...............................Opening Remarks and Prayer

   Pastor Gregory C. Austin

11:00am...............................Module 1 (Deacons)

   Deacon Reginald Sumner

11:50am...............................10 minute break

12:00pm...............................Module 2 (Armorbearers)

   Deacon Willie Gordon

12:50pm...............................10 minute break

1:00pm...............................Module 3 (Men’s Ministry)

   Deacon Sumner and Gordon

1:50pm...............................Closing Remarks and Benediction

   Pastor Gregory C. Austin
Learners Guide

Module 2 (Armorbearers)

Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to:

1. Reference 1Samuel 14:6-7.
2. Describe leadership qualifications and duties of Armorbearers.

Discussion Topics:

- Maintain spiritual preparation to serve as the Pastors’ valet.
- Serve the Pastor as protector.
Learners Guide

Module 3 (Men’s Ministry)

Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to:

1. Reference Acts 20:28
2. Describe leadership duties as members of the Men’s Ministry

Discussion Topics:

➢ Leading in the ways of the Gospel.
➢ Maintaining availability for service to the church.
➢ Engaging in worship.
➢ Upholding the churches rules and ordinances.
➢ Leading in prayer.
➢ Engage in mentorship
Exam Answer Key

Please circle the best answer to the following questions.

1. A Deacon can...
   a. Never drink wine
   b. Not drink too much wine
   c. Always drink wine

2. A Deacon must be...
   a. Angry
   b. Tough
   c. Sincere

3. Serving communion is the job of...
   a. The youth ministry
   b. The choir
   c. The deacons and ministers

4. A Deacon must be tested.
   a. True
   b. False
5. Only Deacons and Armorbearers should be exempt from Tithing.
   a. True
   b. False

6. Armorbearers can serve as Deacons
   a. True
   b. False

7. Deacons can serve as Armorbearers
   a. True
   b. False

8. A deacon should...
   a. Maintain the Pastors trust and confidence.
   b. Make sure everybody knows the Pastors business.
   c. Both a and b

9. An Armorbearer may be required to...
   a. Wash the Pastors car.
   b. Account for his tools and garments.
   c. Serve communion.

10. Both Armorbearers and Deacons are required to...
    a. Visit the sick and shut in
    b. Open and begin worship service
    c. Maintain close proximity to the pastor while he preaches.
11. All Men in Ministry should...
   a. Be leaders in Prayer
   b. Be leaders in Worship
   c. Both a and b

12. All Men of God should follow...
   a. The other men in ministry
   b. The women in ministry
   c. The Holy Spirit

13. All Men of God should...
   a. Protect their own property
   b. Protect their families only
   c. Protect the women and children.

14. Only the Deacons and Armorbearers are required to Tithe.
   a. True
   b. False

15. Armorbearers should not have to make sure the pastors is safe when...
   a. Arriving at outings
   b. Leaving from outings
   c. Away on vacation.

16. Armorbearers should accompany the pastor to...
   a. Outings and Meetings.
   b. On dates with his wife.
   c. On trips to the bathroom
17. The Mens Ministry should be...
   a. Sissified
   b. Unified
   c. Hypnotized

18. The Men's Ministry is responsible for engaging in...
   a. Machinery
   b. Maintenance
   c. Mentoring

19. Leadership in Christ is...
   a. Control
   b. Service
   c. Command

20. All Men of God should serve in a ministry.
   a. True
   b. False

21. Men can lead in the ways of the Gospel by...
   a. Playing sports.
   b. Prayer and Devotion.
   c. Watching T.V.

22. We worship God by Worshiping the Pastor.
   a. True
   b. False

23. We serve God by Serving the Pastor
   a. True
   b. False
Men’s Ministry
Leadership Workshop

A LEADERSHIP WORKSHOP FOR MEN WORKING FOR THE GLORY OF GOD AND HIS KINGDOM!
Sponsored by:

Reclaim
New Day Ministries International
Recommit and
Reconnect
The Total Man to Christ
Sponsored by:

New Day Ministries International

Reclaim

Recommit and

Reconnect

The Total Man to Christ
Sponsored by:

New Day Ministries International

Pastor Gregory C. Austin
Sponsored by:
New Day Ministries International
Pastor Gregory C. Austin
And the Mighty New Day Men’s Ministry!

Reclaim
And
Recommit
Reconnect
The Total Man to Christ
Sponsored by:

New Day Ministries International

Pastor Gregory C. Austin

And the Mighty New Day Men’s Ministry!

In Conjunction with:

Governors State University
Workshop Facilitators
Workshop Facilitators

- Deacon Reginald Sumner (Chairman)
- Deacon Willie Gordon
Workshop Facilitators

- Deacon Reginald Sumner (Chairman)
- Deacon Willie Gordon
Opening Prayer
Opening Prayer
Words of Encouragement
Opening Prayer
Words of Encouragement
Introduction...
Introduction...

Purpose of this workshop:
Introduction...

- Purpose of this workshop:
  - Glorify God
Introduction...

- Purpose of this workshop:
  - Glorify God
  - Build up His Kingdom
Introduction...

- Purpose of this workshop:
  - Glorify God
  - Build up His Kingdom
  - Strengthen our Men
Introduction...

Purpose of this workshop:

- Glorify God
- Build up His Kingdom
- Strengthen our Men
- Define our Roles
Introduction...

Purpose of this workshop:

- Glorify God
- Build up His Kingdom
- Strengthen our Men
- Define our Roles
- Serve God’s Church
Introduction...

Purpose of this workshop:

- Glorify God
- Build up His Kingdom
- Strengthen our Men
- Define our Roles
- Serve God’s Church
- Move our Leadership in Christ to an Optimal Level.
Introduction...

- Benefit of this workshop:
Introduction...

- Benefit of this workshop:
- Lift up the Lord
Introduction...

Benefit of this workshop:

- Lift up the Lord
- Help us be better servants in Christ.
Introduction...

- Benefit of this workshop:
  - Lift up the Lord
  - Help us be better servants in Christ.
  - Help us better serve our Church and Pastor and Community.
Introduction...

Benefit of this workshop:

- Lift up the Lord
- Help us be better servants in Christ
- Help us better serve our Church and Pastor and Community.
- Make us better Men of God!
Introduction...

▪ Importance of this workshop:
Introduction...

- Importance of this workshop:
- Serving our God
Introduction...

Importance of this workshop:

- Serving our God
- Serving His Kingdom
Introduction...

- Importance of this workshop:
  - Serving our God
  - Serving His Kingdom
  - Serving one another
Leadership in Christ is to Serve!
Leadership in Christ is to Serve!

Mark 10:45 (NIV)
Leadership in Christ is to Serve!

“For even the Son of Man did not come to be served but to serve, and to give his life as a ransom for many.”

Mark 10:45 (NIV)
This workshop will consist of three 50 minute Learning Modules:
This workshop will consist of three 50 minute Learning Modules:

Module 1
This workshop will consist of three 50 minute Learning Modules:

Module 1
The Leadership Qualifications and Duties of Deacons.
This workshop will consist of three 50 minute Learning Modules:

**Module 1**
The Leadership Qualifications and Duties of Deacons.

**Module 2**
This workshop will consist of three 50 minute Learning Modules:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
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<td>The Leadership Qualifications and Duties of Deacons.</td>
<td>The Leadership Qualifications and Duties of Armorbearers.</td>
</tr>
</tbody>
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Module 1
The Leadership Qualifications and Duties of Deacons.

Module 2
The Leadership Qualifications and Duties of Armorbearers.
This workshop will consist of three 50 minute Learning Modules:

Module 1
The Leadership Qualifications and Duties of Deacons.

Module 2
The Leadership Qualifications and Duties of Armorbearers.

Module 3
The Leadership Duties and Responsibilities of the Men’s Ministry.
All content of this workshop is scripturally based, with the aid of the Holy Spirit.
All content of this workshop is scripturally based, with the aid of the Holy Spirit.

Our spiritual overseer during this workshop will be Pastor Gregory C. Austin
House Rules
House Rules

- Please Refrain from:
House Rules

- Please Refrain from:
  - Talking on cell phone during periods of instruction.
House Rules

- Please Refrain from:
  - Talking on cell phone during periods of instruction.
  - Eating in the auditorium.
House Rules

- Please Refrain from:
  - Talking on cell phone during periods of instruction.
  - Eating in the auditorium.
  - Contentious debate.
House Rules

- Please Refrain from:
  - Talking on cell phone during periods of instruction.
  - Eating in the auditorium.
  - Contentious debate.
  - Conduct unbecoming a Man of God.
House Rules

- Please feel free to:
House Rules

- Please feel free to:
  - Participate
House Rules

- Please feel free to:
  - Participate
  - Take notes
House Rules

- Please feel free to:
  - Participate
  - Take notes
  - Stand when addressing the class
House Rules

Please feel free to:

- Participate
- Take notes
- Stand when addressing the class
- Take a restroom break when you feel the need
House Rules

- Please feel free to:
  - Participate
  - Take notes
  - Stand when addressing the class
  - Take a restroom break when you feel the need
  - Have fun and laugh!
Module 1
Module 1
Deacons
Module 1
Deacons

Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to....
Module 1
Deacons

- Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to....

- Describe the Leadership Qualifications of a Deacon.
Module 1
Deacons

- Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to...

- Describe the Leadership Qualifications of a Deacon.

- Recognize and Describe the duties of a Deacon.
Module 1
Deacons

- Qualifications of a Deacon
Module 1
Deacons

- Qualifications of a Deacon
- Reference 1 Timothy 3:8-10

A Deacon Must Be:
Module 1
Deacons

- Qualifications of a Deacon
- Reference 1 Timothy 3:8-10

A Deacon Must Be:
- Worthy of respect,
Module 1
Deacons

- Qualifications of a Deacon
- Reference 1 Timothy 3:8-10

A Deacon Must Be:
- Worthy of respect,
- Sincere,
Module 1
Deacons

- Qualifications of a Deacon
- Reference 1 Timothy 3:8-10

A Deacon Must Be:
- Worthy of respect,
- Sincere,
- Not indulging in much wine,
Module 1
Deacons

- Qualifications of a Deacon
- Reference 1 Timothy 3:8-10

A Deacon Must Be:
- Worthy of respect,
- Sincere,
- Not indulging in much wine,
- Keeping hold of the deep truths of the faith with a clear conscience,
Module 1
Deacons

- Qualifications of a Deacon
- Reference 1 Timothy 3:8-10

A Deacon Must Be:
- Tested
Module 1
Deacons

- Duties of a Deacon
- Strive to give continuous service to God.
Module 1
Deacons

- Duties of a Deacon
- Strive to give continuous service to God.
- Strive to give continuous service to His Church.
Module 1
Deacons

- Duties of a Deacon

- Strive to give continuous service to God.
- Strive to give continuous service to His Church.
- Serve the Pastor as he needs.
Module 1
Deacons

- Duties of a Deacon

- Maintain spiritual vigilance.
Module 1
Deacons

- Duties of a Deacon
- Maintain spiritual vigilance.
- Lead in prayer, praise, and worship.
Module 1
Deacons

- Strive to give continuous service to God.
Module 1
Deacons

- Strive to give continuous service to God.
- Pray continuously.
Module 1
Deacons

- Strive to give continuous service to God.
- Pray continuously.
- Submit to His will and His ways.
Module 1
Deacons

- Strive to give continuous service to God.
- Pray continuously.
- Submit to His will and His ways.
- Use your gifts to serve Him.
Module 1
Deacons

- Strive to give continuous service to God.
- Pray continuously.
- Submit to His will and His ways.
- Use your gifts to serve Him.
- Acknowledge Him in all that you do.
Module 1
Deacons

- Strive to give continuous service to His Church.
Module 1
Deacons

- Strive to give continuous service to His Church.
- Attended church with family as often as possible.
Module 1
Deacons

- Strive to give continuous service to His Church.
- Attended church with family as often as possible.
- Attend and support Sunday School, Bible Study and special programs.
Module 1
Deacons

- Strive to give continuous service to His Church.
- Attended church with family as often as possible.
- Attend and support Sunday School, Bible Study and special programs.
- Support the Ministerial staff.
Module 1
Deacons

- Strive to give continuous service to His Church.
- Support the financial needs of the church by tithing.
Module 1
Deacons

- Strive to give continuous service to His Church.
- Support the financial needs of the church by tithing.
- Set an example of integrity.
Module 1
Deacons

- Strive to give continuous service to His Church.
- Support the financial needs of the church by tithing.
- Set an example of integrity.
- Aid in administering the Holy Sacraments (communion).
Module 1
Deacons

- Strive to give continuous service to His Church.
- Visit the sick and shut-in.
Module 1
Deacons

Serve the Pastor as he needs.
Module 1
Deacons

- Serve the Pastor as he needs.
- Support the God-given vision and goals of the Pastor.
Module 1
Deacons

- Serve the Pastor as he needs.
- Support the God-given vision and goals of the Pastor.
- Carry out instructions given by the Pastor.
Module 1
Deacons

- Serve the Pastor as he needs.
- Support the God-given vision and goals of the Pastor.
- Carry out instructions given by the Pastor.
- Protect the Pastors’ reputation.
Module 1
Deacons

- Serve the Pastor as he needs.
- Support the God-given vision and goals of the Pastor.
- Carry out instructions given by the Pastor.
- Protect the Pastors' reputation.
- Maintain the Pastors' trust and confidence.
Module 1
Deacons

- Serve the Pastor as he needs.
- Protect the Pastor and his family spiritually and physically.
Module 1  
Deacons  

- Serve the Pastor as he needs.
- Protect the Pastor and his family spiritually and physically.
- Communicate with the Pastor frequently and openly.
Module 1
Deacons

- Serve the Pastor as he needs.
- Protect the Pastor and his family spiritually and physically.
- Communicate with the Pastor frequently and openly.
- Pray with and for the Pastor.
Module 1
Deacons

- Maintain spiritual vigilance.
Module 1
Deacons

- Maintain spiritual vigilance.
- Maintain a constant spiritual watch over the congregation.
Module 1
Deacons

- Maintain spiritual vigilance.
- Maintain a constant spiritual watch over the congregation.
- Assist security whenever called for.
Module 1
Deacons

- Maintain spiritual vigilance.
- Maintain a constant spiritual watch over the congregation.
- Assist security whenever called for.
- Protect the women and children of the church.
Module 1
Deacons

- Lead in prayer, praise, and worship.
Module 1
Deacons

- Lead in prayer, praise, and worship.
- Prepare to begin worship on time.
Module 1
Deacons

- Lead in prayer, praise, and worship.
- Prepare to begin worship on time.
- Maintain a high level of energy and motivation.
Module 1
Deacons

- Lead in prayer, praise, and worship.
- Prepare to begin worship on time.
- Maintain a high level of energy and motivation.
- Let the Holy Spirit guide your efforts.
Module 1
Deacons

- Lead in prayer, praise, and worship.
- Read scripture with bold authority and enthusiasm.
Module 1
Deacons

- Lead in prayer, praise, and worship.
- Read scripture with bold authority and enthusiasm.
- Pray with boldness and authority.
Module 1
Deacons

- Lead in prayer, praise, and worship.
- Read scripture with bold authority and enthusiasm.
- Pray with boldness and authority.
- Stay in spiritual “synch” with the other deacons.
Module 1
Deacons

- Lead in prayer, praise, and worship.
- Sing loudly and boldly even if singing is not your gift!
Module 1
Deacons (Conclusion)
There are only two (2) offices authorized by God for His Church.
Module 1
Deacons (Conclusion)

- There are only two (2) offices authorized by God for His Church.
- Pastor
Module 1
Deacons (Conclusion)

- There are only two (2) offices authorized by God for His Church.
  - Pastor
  - Deacon
Module 1
Deacons (Conclusion)

- 1 Timothy 3:13
  (KJV)
Module 1
Deacons (Conclusion)

- 1 Timothy 3:13 (KJV)

“For they that have used the office of a deacon well purchase to themselves a good degree, and great boldness in the faith which is in Christ Jesus.”
Video: “Old School Deacons!”
Take a Break

See you in 10 minutes
WELCOME BACK!!
Module 2
ARMOR BEARER
Module 2
ARMOR BEARER

Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to....
Module 2
ARMORBEARER

- Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to.

- Recognize and Describe the qualifications and duties of an Armorbearer
Module 2
ARMORBEARER

1 Samuel 14:7 (NIV)
1Samuel 14:7 (NIV)

“Do all that you have in mind,” his armorbearer said. “Go ahead; I am with you heart and soul.”
Module 2
ARMORBEARER

- Duties of an Armorbearer:
Module 2
ARMORBEARER

- Duties of an Amorbearer:

- Maintain spiritual preparation to serve as the pastors’ valet.
Module 2
ARMORBEARER

- Duties of an Armorbearer:
  - Maintain spiritual preparation to serve as the pastors' valet.
  - Serve the pastor as protector.
Maintain spiritual preparation to serve as the pastors’ valet.

Let the Holy Spirit guide you.
Module 2
ARMORBEARER

- Maintain spiritual preparation to serve as the pastors’ valet.
- Let the Holy Spirit guide you.
- Maintain accountability over the pastors’ tools, garments, and equipment.
Module 2
ARMOR BEARER

- Maintain spiritual preparation to serve as the pastors’ valet.
- Keep and carry whatever the pastor hands you as he takes the pulpit.
Module 2
ARMORBEARER

- Maintain spiritual preparation to serve as the pastors' valet.
- Keep and carry whatever the pastor hands you as he takes the pulpit.
- Place the pastors' materials within his reach as he takes the pulpit.
Module 2
ARMORBEARER

- Maintain spiritual preparation to serve as the pastors’ valet.
- Carry the pastors’ garments and tools during church outings.
Module 2
ARMORBEARER

- Maintain spiritual preparation to serve as the pastors’ valet.
- Carry the pastors’ garments and tools during church outings.
- Accompany the pastor to meetings and events as he needs.
Module 2
ARMORBEARER

- Maintain spiritual preparation to serve as the pastors’ valet.
- Maintain the pastors’ trust and confidence.
Module 2
ARMORBEARER

- Serve the pastor as protector.
- Cover the pastor in prayer before, during, and after he preaches.
Module 2
ARMORBEARER

- Serve the pastor as protector.
- Cover the pastor in prayer before, during, and after he preaches.
- Maintain close proximity to the pastor at all times.
Module 2
ARMORBEARER

- Serve the pastor as protector.
- Accompany the pastor as he moves.
Module 2
ARMORBEARER

- Serve the pastor as protector.
- Accompany the pastor as he moves.
- Allow no one to rush the pastor while he is preaching.
Role Play
Module 2
ARMORBEARER

- Serve the pastor as protector.
- Be prepared to stand between the pastor and the enemy.
Module 2
ARMORBEARER

- Serve the pastor as protector.
- Be prepared to stand between the pastor and the enemy.
- Refrain from restricting the pastors’ movement and activity while he is in the spirit.
Module 2
ARMORBEARER

- Serve the pastor as protector.
- Oversee the pastors’ family in their arrival and departure.
Module 2
ARMORBEARER

- Serve the pastor as protector.
- Oversee the pastors’ family in their arrival and departure.
- Work in close synchronicity with the deacons for the pastors’ safety.
Module 2
ARMORBEARER (Conclusion)
Module 2
ARMORBEARER (Conclusion)

The armorbearer serves the Kingdom of God by serving His Chosen Emissary and His Vision.
Module 2
ARMORBEARER (Conclusion)

1 Samuel 14:6b (NIV)
1 Samuel 14:6b (NIV)  

“Nothing can hinder the Lord from saving, whether by many or by few.”
Take a Break

See you in 10 minutes
Men of God
Module 3
Men’s Ministry
Module 3
Men’s Ministry

Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to....
Module 3
Men’s Ministry

- Given a Holy Bible, the information in this workshop, and the aid of the Holy Spirit, the learner will be able to...

- Describe the Duties and responsibilities of All Men in Christian Ministry
Module 3
Men’s Ministry

Acts 20:28 (NIV)
Acts 20:28 (NIV) “Keep watch over yourselves and all the flock of which the Holy Spirit has made you overseers. Be shepherds of the church of God which He bought with His own blood.”
Module 3
Men’s Ministry

Ephesians 4:11-13

“So Christ himself gave the apostles, the prophets, the evangelists, the pastors, and teachers, to equip his people for works of service, so that the body of Christ may be built up...
Module 3
Men’s Ministry

Ephesians 4:11-13 ...until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.”
Module 3
Men’s Ministry

Leadership Duties of All Men of God
Module 3
Men’s Ministry

Leadership Duties of All Men of God

- Lead in the ways of the Gospel.
Module 3
Men’s Ministry

Leadership Duties of All Men of God

- Lead in the ways of the Gospel.
- Maintain availability for service to the church.
Module 3
Men’s Ministry

Leadership Duties of All Men of God

- Lead in the ways of the Gospel.
- Maintain availability for service to the church.
- Engage in worship.
Module 3
Men’s Ministry

Leadership Duties of All Men of God

- Lead in the ways of the Gospel.
- Maintain availability for service to the church.
- Engage in worship.
- Uphold the church rules and ordinances.
Module 3
Men’s Ministry

Leadership Duties of All Men of God

- Lead in prayer.
Module 3
Men’s Ministry

Leadership Duties of All Men of God

- Lead in prayer.
- Engage in mentorship.
Module 3
Men’s Ministry

- Lead in the ways of the Gospel.
Module 3
Men’s Ministry

- Lead in the ways of the Gospel.
- Let the Holy Spirit guide you.
Module 3
Men’s Ministry

- Lead in the ways of the Gospel.
- Let the Holy Spirit guide you.
- Attend church as often as possible.
Module 3
Men’s Ministry

- Lead in the ways of the Gospel.
- Let the Holy Spirit guide you.
- Attend church as often as possible.
- Set an example as a Christian in all areas of your life.
Module 3
Men’s Ministry

- Lead in the ways of the Gospel.
- Let the Holy Spirit guide you.
- Attend church as often as possible.
- Set an example as a Christian in all areas of your life.
- Study the Word of God daily.
Module 3
Men’s Ministry

- Lead in the ways of the Gospel.
- Take your family to church.
Module 3
Men’s Ministry

- Lead in the ways of the Gospel.
- Take your family to church.
- Lead your family at home in prayer and devotion.
Module 3
Men’s Ministry

- Lead in the ways of the Gospel.
- Take your family to church.
- Lead your family at home in prayer and devotion.
- Tell others about God and what He has done for you.
Module 3
Men’s Ministry

- Lead in the ways of the Gospel.
- Proclaim Jesus as the head of your life and home.
Module 3
Men’s Ministry

- Maintain availability for service to the church.
Module 3
Men’s Ministry

- Maintain availability for service to the church.
- Use your gifts to serve God’s church.
Module 3
Men’s Ministry

- Maintain availability for service to the church.
- Use your gifts to serve God’s church.
- Volunteer for a ministry.
Module 3
Men’s Ministry

- Maintain availability for service to the church.
- Use your gifts to serve God’s church.
- Volunteer for a ministry.
- Aid in keeping our women and children safe.
Module 3
Men’s Ministry

- Maintain availability for service to the church.
- Use your gifts to serve God’s church.
- Volunteer for a ministry.
- Aid in keeping our women and children safe.
- Be there when called upon.
Module 3
Men's Ministry

- Engage in worship.
Module 3
Men’s Ministry

- Engage in worship.
- Participate actively during service.
Module 3
Men’s Ministry

- Engage in worship.
- Participate actively during service.
- Participate in church outings and programs.
Module 3
Men’s Ministry

- Engage in worship.
- Participate actively during service.
- Participate in church outings and programs.
- Sing, Praise, and Shout out to the Lord.
Module 3
Men’s Ministry

- Engage in worship.
- Participate actively during service.
- Participate in church outings and programs.
- Sing, Praise, and Shout out to the Lord.
- Worship in spirit and in truth.
Module 3
Men’s Ministry

- Uphold the church's rules and ordinances.
Module 3
Men’s Ministry

- Uphold the church's rules and ordinances.
- Support the church financially by being a tither.
Module 3
Men’s Ministry

- Uphold the church’s rules and ordinances.
- Support the church financially by being a tither.
- Adhere to protocol during prayer, and reading of scripture.
Module 3
Men’s Ministry

- Lead in prayer.
Module 3
Men’s Ministry

- Lead in prayer.
- Pray for yourself.
Module 3
Men’s Ministry

- Lead in prayer.
- Pray for yourself.
- Pray for your family.
Module 3
Men’s Ministry

- Lead in prayer.
- Pray for yourself.
- Pray for your family.
- Pray for your pastor.
Module 3
Men’s Ministry

- Lead in prayer.
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- Pray for your pastor.
- Pray for your church.
Module 3
Men’s Ministry

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- Pray for your community.
Module 3
Men’s Ministry

- Lead in prayer.
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- Pray for your family.
- Pray for your pastor.
- Pray for your church.
- Pray for your community.
- Pray for one another.
Module 3
Men’s Ministry

- Engage in mentorship.
Module 3
Men’s Ministry

- Engage in mentorship.
- Designate a young brother anywhere.
Module 3
Men’s Ministry

► Engage in mentorship.

► Designate a young brother anywhere.
► Take him under your “wing.”
Module 3
Men’s Ministry

- Engage in mentorship.
- Designate a young brother anywhere.
- Take him under your “wing.”
- Advise and guide him in the ways of the Lord.
Module 3
Men’s Ministry

- Engage in mentorship.
- Set an example of Godly manhood to him.
Module 3
Men’s Ministry

- Engage in mentorship.
- Set an example of Godly manhood to him.
Module 3
Men’s Ministry

- Engage in mentorship.
- Set an example of Godly manhood to him.
- Watch and monitor his progression.
Module 3
Men’s Ministry (Conclusion)

- No Man is Perfect.
Module 3
Men’s Ministry (Conclusion)

- No Man is Perfect.
- No Man is Above Another
Module 3
Men’s Ministry (Conclusion)

Romans 14:11 (NIV)

It is written: “’As surely as I live,’ says the Lord, ‘every knee will bow before me; every tongue will acknowledge God.’”
Module 3
Men’s Ministry (Conclusion)

Romans 3:23
Module 3
Men’s Ministry (Conclusion)

Romans 3:23 “for all have sinned and fall short of the glory of God,”
Submit to the Will of God!
Humble Ourselves and He Will Lift Men Up!
RISE UP
O MEN
AND
OF GOD
LEAD
1 TIMOTHY 3:1
Special Thanks to:
Special Thanks to:

Gregory C. Austin,
Pastor
New Day Ministries International
Special Thanks to:

Gregory C. Austin,
Pastor
New Day Ministries International
Special Thanks to:

Governors State University
Special Thanks to:

All Guests and Visitors.
Special Thanks to:

The Mighty Men of New Day Ministries International!
Workshop Conclusion
Workshop Conclusion

- Benediction
Workshop Conclusion

- Benediction
- Closing Prayer
Workshop Conclusion

- Benediction
- Closing Prayer
New Day Ministries Workshop Exam

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Mens’s Ministry Workshop

Document Validity Checklist: Knowledge Exam

Please review the attached document and place an X in the appropriate box regarding the documents validity.

Face Validity:
It appears to be measuring what is intended to be measured for the workshop.

It does [ ]

Content Validity:
A. Exam questions parallel items in task listing. [ ]

B. Number of exam questions are proportionally balanced to the task listing. [ ]

C. Exam questions contain no leading detractors. [ ]

D. Exam questions detractors are consistent in form [ ]

SME Printed Name: GREGORY C. AUSTIN

SME Signature: [Signature]

Date: 3/17/16
Mens’s Ministry Workshop

Document Validity Checklist: Knowledge Exam

Please review the attached document and place an X in the appropriate box regarding the documents validity.

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It does

X

it does not

Content Validity:

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X

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X

SME Printed Name

Sumner Reginald R

SME Signature

Reginald R. Sumner

Date 03/17/2016
New Day Ministries International Men's Ministry Workshop Knowledge Exam Reliability Data

Method: Test/Retest

Resulting Data: The knowledge exam was administered on March 17, 2016 to both SMEs during a second client meeting to establish all Workshop design document validity. SME 1 (Dea. Sumner) scored 96% on the exam after an initial review of the training material. SME 2 (Rev. Austin) scored 100% after also reviewing the training material.

After presentation of the Workshop on April 2, 2016, both SMEs were administered the exact same knowledge exam. Both SMEs scored 100% on the exam. The minimal variance of the Test/Retest scores indicates that the knowledge exam can be safely deemed reliable.
New Day Ministries Workshop Exam

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Deacon Summer
Test 1

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**Workshop Evaluation: Reactionnaire**

Your input regarding the questions below is most appreciated. This survey is anonymous, so please feel free to answer honestly. Your input will be used to enhance future workshops.

**Section I: Self-Assessment**

For each item below, please circle the response that best reflects your confidence in each area upon entering and exiting this class.

Please use the following scale:

<table>
<thead>
<tr>
<th>High</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Confidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entering this class</th>
<th>My Confidence in being able to...</th>
<th>Exiting this class</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td>(1) Comprehend leadership qualifications of deacons.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>(2) Comprehend leadership duties of deacons.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>(3) Comprehend leadership qualifications of armorbearers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>(4) Comprehend leadership duties of armorbearers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>(5) Execute leadership duties as members of the Men's Ministry.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
Section II: Assessment Regarding the Workshop

For each statement below, please circle the response that best represents your belief about the workshop.

Please use the following scale:
3 = Perfect  2 = Too Much  1 = Too little

Facilitator Effectiveness

How would you assess the facilitator’s...?

<table>
<thead>
<tr>
<th>1. Projection of Voice?</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Knowledge of the material?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Level of enthusiasm?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Adequacy of Facilities

How would you rate the training venue in terms of...?

| 4. Comfort of the seats? (3=comfortable, 2=too comfortable, 1=uncomfortable) | 3 | 2 | 1 |
| 5. Temperature? (3=comfortable, 2=too hot, 3=too cold) | 3 | 2 | 1 |
| 6. Ability to hear others? (3=perfect, 2=too loud, 1=too soft) | 3 | 2 | 1 |
| 7. Cleanliness of the restrooms? (3=clean, 2=too sanitary, 1=too dirty) | 3 | 2 | 1 |

Participant’s Guide

For each statement below, please circle the response that best represents your belief about the participants guide.

Please use the following scale:
Excellent  3  2  1  Poor

How would you rate the participants guide in terms of...?

Module 1: Leadership qualifications and duties of Deacons

| 8. Clarity? | 3 | 2 | 1 |
| 9. Visual appeal? | 3 | 2 | 1 |
| 10. Usefulness? | 3 | 2 | 1 |
Mens's Ministry Workshop

Document Validity Checklist: Post Workshop Reactionnaire

Please review the attached document and place an X in the appropriate box regarding the documents validity.

Face Validity:
It appears to be measuring what is intended to be measured for the workshop

It does [✓]  it does not [☐]

Content Validity:
A. Survey items are in alignment with workshop learning objectives. [✓]

B. Survey items contain no irrelevant information. [☐]

SME Printed Name  GREGORY C. AUSTIN
SME Signature  [Signature]

Date  3/17/16
Mens's Ministry Workshop

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[ ]

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SME Printed Name: Summer Reginald R

SME Signature: Summer

Date: 03/17/2016
RELIABILITY
/VARIABLES=pre1 pre2 pre3 pre4 pre5 pre6
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

Reliability

[DataSet1] C:\Users\wgordon\Documents\Untitled2.sav

Scale: ALL VARIABLES

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<tr>
<th>Case Processing Summary</th>
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<tr>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Cases</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>Excluded(a)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.963</td>
<td>6</td>
</tr>
</tbody>
</table>

RELIABILITY
/VARIABLES=post1 post2 post3 post4 post5 post6
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

Reliability

Warnings

Scale has zero variance items.
Scale or part of scale has zero variance and will be bypassed.

Scale: ALL VARIABLES
Case Processing Summary

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases</td>
<td>Valid</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Excluded</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

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Scale Statistics

<table>
<thead>
<tr>
<th>Mean</th>
<th>Variance</th>
<th>Std. Deviation</th>
<th>N of Items</th>
</tr>
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<tbody>
<tr>
<td>30.0000</td>
<td>.0000</td>
<td>.000000</td>
<td>6</td>
</tr>
</tbody>
</table>

COMPUTE Totalprescore = pre1 + pre2 + pre3 + pre4 + pre5 + pre6.
EXECUTE.
COMPUTE Totalpostscore = post1 + post2 + post3 + post4 + post5 + post6.
EXECUTE.
T-TEST PAIRS=Totalprescore WITH Totalpostscore (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
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<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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</thead>
<tbody>
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<td>11</td>
<td>6.97658</td>
</tr>
<tr>
<td></td>
<td>Totalpostscore</td>
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</table>

Paired Samples Correlations

<table>
<thead>
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<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
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Paired Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
</table>
RELIABILITY
/VARIABLES=pre1 pre2 pre3 pre4 pre5 pre6
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

Reliability

[DataSet1] C:\Users\wgordon\Documents\Untitled2.sav

Scale: ALL VARIABLES

Case Processing Summary

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</thead>
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<tr>
<td>Total</td>
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a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

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RELIABILITY
/VARIABLES=post1 post2 post3 post4 post5 post6
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

Reliability

Warnings

Scale has zero variance items.
Scale or part of scale has zero variance and will be bypassed.

Scale: ALL VARIABLES
Case Processing Summary

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases</td>
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<tr>
<td>Valid</td>
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<td>100.0</td>
</tr>
<tr>
<td>Excludeda</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
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</table>

a. Listwise deletion based on all variables in the procedure.

Scale Statistics

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<th>Variance</th>
<th>Std. Deviation</th>
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<tr>
<td></td>
<td>30.0000</td>
<td>.000</td>
<td>.00000</td>
<td>6</td>
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</tbody>
</table>

COMPUTE Totalprescore=pre1 + pre2 + pre3 + pre4 + pre5 + pre6.
EXECUTE.
COMPUTE Totalpostscore=post1 + post2 + post3 + post4 + post5 + post6.
EXECUTE.
T-TEST PAIRS=Totalprescore WITH Totalpostscore (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Totalprescore</td>
<td>21.5455</td>
<td>11</td>
<td>6.97658</td>
<td>2.10352</td>
</tr>
<tr>
<td>Totalpostscore</td>
<td>30.0000</td>
<td>11</td>
<td>.00000</td>
<td>.00000</td>
</tr>
</tbody>
</table>

Paired Samples Correlations

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Totalprescore &amp; Totalpostscore</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Paired Samples Test

<table>
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<tr>
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<th>Mean</th>
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<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
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<th>Sig. (2-tailed)</th>
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Page 2
## Paired Samples Test

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<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>Lower</td>
<td>Upper</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
New Day Ministries International Men’s Ministry Leadership Workshop

Project Evaluation Report

Pre-Training Surveys

Pre-Training surveys were done to measure self-efficacy and attitudes regarding the workshop performance objectives. The instruments were validated by the project SMEs and were tested for reliability with a Cronbach’s Alpha of .976 for self-efficacy, and .974 for the attitudinal portion. Both values exceeded the >.80 benchmark. The surveys were created using Google Docs and were distributed via text message for expediency. There were a total of 13 respondents out of 21 people asked to complete the survey. The surveys indicated a performance gap ranging from 36.5% to 46.2% less than the required optimal value of 100% of respondents indicating “very confident” (5 on the Likert scale) in all performance objectives.

SME Interviews

Data regarding desired optimal performance objectives was obtain by conducting structured interviews of the SMEs. This data was instrumental in establishing the workshop learning objectives as well as useful in establishing performance benchmarks.

Focus Group

A focus group was conducted consisting of Armorbearers and Deacons. Open ended questions were fielded to the group during this session yielding useful data that was instrumental in narrowing the focus of the enabling behaviors and tasks that were to comprise a task listing and roadmap for the workshop design.

Benchmarks

The clients agreed on the need for the training, and based on the pre-survey data the client requested that the training close the performance gap to all participants indicating “extremely confident” (5 on the Likert scale) and a knowledge exam
score >80% as requested by the client based on the SME review of a draft of the workshop presentation and knowledge exam draft.

**Task Listing**

A task listing was drafted to Level 4 enabling behaviors. The task listing was directly used to develop the training presentation materials. The task listing indicates time allotted to teach all enabling behaviors. However it does not indicate the time to perform each behavior due to the ongoing nature of each behavior.

**Workshop Presentation**

An Invitation to the workshop was distributed via text message and printed flyer to the members of the men’s Ministry. The task listing was transferred into a PowerPoint presentation which included a brief video and role play segment for active learning and engagement purposes. The workshop was presented in structured form using three (3) 50 minute learning modules. The Workshop was conducted on April 2, 2016 in Lecture Hall F-1622 at Governors State University. 3 hours of instruction took place with a total attendance of 14 people to include two facilitators and the client. The presentation was successful in that there were no technical difficulties and there was a great deal of learner engagement and participation. An additional hour was scheduled for the venue for meet and greet opportunities and refreshments. 10 minute breaks were scheduled between each learning module.

**Knowledge Exam**

A 23 question knowledge exam was administered after the workshop. The exam consisted of multiple choice and true or false question items. The questions were written using the learners’ knowledge of the enabling performance objectives in the task listing. All participants scored 86% or higher with the majority of the examinees scoring 100%. This exceeded the benchmark score required by the client.
**Post- Training Reactionnaire**

A post-training reactionnaire was distributed immediately after the knowledge exam was complete. The self-assessment section of the reactionnaire measured pre and post self-efficacy. The analysis of this portion of the survey revealed a complete closing of the performance gap bringing all participants to “high confidence” on the 5 point Likert scale. The reactionnaire also measured the workshop facilitators’ effectiveness, the facilities, the presentation materials and the learners guide. This section of the reactionnaire showed a generally high level of satisfaction in all of the aforementioned categories with an average of 2.8 on a 3 point Likert scale. The pre and post reliability of the self-assessment section was indicated by a Cronbach’s Alpha value of .963, and a two-tailed t-test value of .002 indicating minimal statistical variance.

**Evaluation Conclusions**

All analysis and evaluations indicate that the workshop was a success, the benchmarks were met and exceeded. The goal of bringing participants to optimal levels of performance was achieved. The client express extreme satisfaction upon signing off on the project.
HPT 8981/8982
Overall Project Report

Front End Analysis
The process of completing the needs assessment and task analysis was minimally difficult. The target audience is a population that is geographically diverse and initial pre-training surveys had to be designed using Google Docs and distributed by text message to insure a minimum number of participants who could yield analyzable data. 13 people responded to the pre-training surveys.

The SME interviews were conducted via telephone and because I had a structured outline, I was able to gather usable data. This data helped greatly in establishing what the client considered actual performance was and what optimal performance resembles.

The focus group was an opportunity to gather usable data regarding what the actual performance objectives should be. The focus on these items was narrowed and it served to provide a basis for the task listing and a road map for design.

The task listing was a natural by-product of the needs assessment/task analysis process. Once it was drafted, the design of the instructional materials came quite easily. I designed a PowerPoint presentation that was taken directly for the task listing, and edited to fit the instructional timeframe of 3 hours.

Instructional Presentation, Materials, and &Venue
The PowerPoint presentation used for the workshop was visually appealing and authored with clarity as indicated by the reactionnaire respondents. There was a media segment as well as an opportunity for role–play included in the course of the instruction to engage the audience with active learning.
Attendance was less than expected (14 total participants), but was enough to achieve the goal of bringing the attendees to optimal performance. Thus, this is an indication that the training product is effective and will yield the same results consistently when presented to others. The Agenda and Participants Guide were written in alignment with the presentation which paralleled the task listing contributing to a more consistent learning experience. This entire experience was highly rated in the post-training reactionnaire.

The venue for the workshop (Lecture Hall F-1622, Governors State University) was complete with excellent multimedia technology for presentation audio and video, as well as audio for the facilitators. The seating was comfortable and the facilities were more than satisfactory as indicated by the ratings received from the reactionnaire. The facilitators were also rated very highly in all indicated aspects on the reactionnaire.

**Final Product Delivery**

The assembly and delivery of the final product was the most labor intensive portion of the product. Hours of documentation editing and scanning seemed somewhat redundant and laborious without the help of a small team. The SPSS portion (pre and post workshop analysis) was not very difficult, and came quite easily using the job aid in the syllabus. The only problems regarding project deliverables that I can ascertain would be the profuse use and waste of paper that is generated by this project, which has a negative environmental aspect, as well as the use of CD storage for project file which is rapidly becoming obsolete. Perhaps the project program can be audited and redesigned to address these issues.

**Conclusions**

In completing this final graduate project I am concluding that the learning experience was very rewarding and I feel as though I have mastered the basic skills of performance technology and instructional design. My final thought is that I am happy to have completed this project, as well as the entire HPT Master’s program.
Workshop Evaluation: Reactionnaire

Your input regarding the questions below is most appreciated. This survey is anonymous, so please feel free to answer honestly. Your input will be used to enhance and improve future workshops.

**Section I: Self-Assessment**

For each item below, please circle the response that best reflects your confidence in each area upon entering and exiting this class.

Please use the following scale:

<table>
<thead>
<tr>
<th>Confidence 5</th>
<th>Confidence 4</th>
<th>Confidence 3</th>
<th>Confidence 2</th>
<th>Confidence 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Entering this class</th>
<th>My Confidence in being able to...</th>
<th>Exiting this class</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td>(1) Comprehend leadership qualifications of deacons.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>(2) Comprehend leadership duties of deacons.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>(3) Comprehend leadership qualifications of armorbearers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>(4) Comprehend leadership duties of armorbearers.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>(5) Comprehend leadership duties as members of the Men’s Ministry.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>(6) Execute leadership duties as members of the Men’s Ministry.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
Section II: Assessment Regarding the Workshop

For each statement below, please circle the response that best represents your belief about the workshop.

<table>
<thead>
<tr>
<th>Statement</th>
<th>3: Perfect</th>
<th>2: Too Much</th>
<th>1: Too little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projection of Voice?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of the material?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of enthusiasm?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfort of the seats?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3=comfortable, 2=too comfortable, 1=uncomfortable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperature?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3=comfortable, 2=too hot, 3=too cold)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to hear others?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3=perfect, 2=too loud, 1=too soft)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleanliness of the restrooms?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3=clean, 2=too sanitary, 1=too dirty)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Facilitators Effectiveness

How would you assess the facilitator’s...?

<table>
<thead>
<tr>
<th>1. Projection of Voice?</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Knowledge of the material?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Level of enthusiasm?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Adequacy of Facilities

How would you rate the training venue in terms of...?

<table>
<thead>
<tr>
<th>4. Comfort of the seats?</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>(3=comfortable, 2=too comfortable, 1=uncomfortable)</td>
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<td></td>
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</tr>
<tr>
<td>5. Temperature?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(3=comfortable, 2=too hot, 3=too cold)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. Ability to hear others?</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>(3=perfect, 2=too loud, 1=too soft)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Cleanliness of the restrooms?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(3=clean, 2=too sanitary, 1=too dirty)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Participant’s Guide

For each statement below, please circle the response that best represents your belief about the participants guide.

Please use the following scale:

| 1: Excellent | 3 | 2 | 1 | 2: Poor |

How would you rate the participants guide in terms of...?

Module 1: Leadership qualifications and duties of Deacons

<table>
<thead>
<tr>
<th>8. Clarity?</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Visual appeal?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Usefulness?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Module 2: Leadership qualifications and duties of Armorbearers

11. Clarity? [3] 2 1

Module 3: Leadership duties of the Men's Ministry

14. Clarity [3] 2 1
16. Usefulness [3] 2 1

PowerPoint Presentation

For each statement below, please circle the response that best represents your belief about the participants guide. Please use the following scale:

Excellent 3 2 1 Poor

How would you rate the *PowerPoint Presentation* in terms of...?

Module 1: Leadership qualifications and duties of Deacons

17. Clarity? [3] 2 1

Module 2: Leadership qualifications and duties of Armorbearers

20. Clarity? [3] 2 1
22. Usefulness? [3] 2 1

Module 3: Leadership duties of the Men's Ministry

23. Clarity [3] 2 1
25. Usefulness [3] 2 1

Thank You for Your Participation!
Workshop Evaluation: Reactionnaire

Your input regarding the questions below is most appreciated. This survey is anonymous, so please feel free to answer honestly. Your input will be used to enhance and improve future workshops.

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<thead>
<tr>
<th>High</th>
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<th>3</th>
<th>2</th>
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<th>Low</th>
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<tbody>
<tr>
<td>Confidence</td>
<td>Confidence</td>
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</tr>
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<td>5️⃣ 4️⃣ 3️⃣ 2️⃣ 1️⃣</td>
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<td>5️⃣ 4️⃣ 3️⃣ 2️⃣ 1️⃣</td>
<td>(2) Comprehend leadership duties of deacons.</td>
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<tr>
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<td>5️⃣ 4️⃣ 3️⃣ 2️⃣ 1️⃣</td>
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<td>5️⃣ 4️⃣ 3️⃣ 2️⃣ 1️⃣</td>
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<tr>
<td>2. Knowledge of the material?</td>
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<tr>
<td>3. Level of enthusiasm?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<td>How would you rate the training venue in terms of...?</td>
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<td>5. Temperature?</td>
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<table>
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<tr>
<th>Participant’s Guide</th>
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<tbody>
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</tr>
</tbody>
</table>

<table>
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<tr>
<th>Module 1: Leadership qualifications and duties of Deacons</th>
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</thead>
<tbody>
<tr>
<td>8. Clarity?</td>
</tr>
<tr>
<td>9. Visual appeal?</td>
</tr>
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<td>10. Usefulness?</td>
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</table>
Module 2: Leadership qualifications and duties of Armorbearers

<table>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>11. Clarity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Visual appeal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Usefulness?</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Module 3: Leadership duties of the Men's Ministry

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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</table>

PowerPoint Presentation

For each statement below, please circle the response that best represents your belief about the participants guide.

Please use the following scale:

Excellent 3 2 1 Poor

How would you rate the PowerPoint Presentation in terms of...?

Module 1: Leadership qualifications and duties of Deacons

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Module 2: Leadership qualifications and duties of Armorbearers

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<th>High 5</th>
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<th>3</th>
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</table>

<table>
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<tr>
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For each statement below, please circle the response that best represents your belief about the workshop.

Please use the following scale:

3 = Perfect  
2 = Too Much  
1 = Too little

**Facilitators Effectiveness**

How would you assess the facilitator’s...?

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**Adequacy of Facilities**

How would you rate the training venue in terms of...?

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<td>4. Comfort of the seats? (3=comfortable, 2=too comfortable, 1=uncomfortable)</td>
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**Participant’s Guide**

For each statement below, please circle the response that best represents your belief about the participants guide.

Please use the following scale:

Excellent 3 2 1 Poor

How would you rate the participants guide in terms of...?

**Module 1: Leadership qualifications and duties of Deacons**

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Module 3: Leadership duties of the Men’s Ministry

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**PowerPoint Presentation**

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How would you rate the *PowerPoint Presentation* in terms of...?

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<th>Scale</th>
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</tr>
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<td>2 = Too Much</td>
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Facilitators Effectiveness

How would you assess the facilitator’s...?

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How would you rate the training venue in terms of...?

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Participant’s Guide

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<tr>
<td>3 2 1</td>
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<td>Poor</td>
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How would you rate the participants guide in terms of...?

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Facilitators Effectiveness

How would you assess the facilitator’s...?

1. Projection of Voice?  
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How would you rate the training venue in terms of...?

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Participant’s Guide

For each statement below, please circle the response that best represents your belief about the participants guide.

Please use the following scale:

Excellent  3  2  1  Poor

How would you rate the participants guide in terms of...?

Module 1: Leadership qualifications and duties of Deacons

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**PowerPoint Presentation**

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Please use the following scale:

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How would you rate the *PowerPoint Presentation* in terms of...?

Module 1: Leadership qualifications and duties of Deacons

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Module 2: Leadership qualifications and duties of Armorbearers

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Module 3: Leadership duties of the Men's Ministry

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Workshop Evaluation: Reactionnaire

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For each statement below, please circle the response that best represents your belief about the workshop.

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3= Perfect  2=Too Much  1=Too little

Facilitators Effectiveness

How would you assess the facilitator’s...?

1. Projection of Voice?  3  2  1
2. Knowledge of the material?  3  2  1
3. Level of enthusiasm?  3  2  1

Adequacy of Facilities

How would you rate the training venue in terms of...?

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   (3=comfortable, 2=too comfortable, 1=uncomfortable)
5. Temperature?  3  2  1
   (3=comfortable, 2=too hot, 3=too cold)
6. Ability to hear others?  3  2  1
   (3=perfect, 2=too loud, 1=too soft)
7. Cleanliness of the restrooms?  3  2  1
   (3=clean, 2=too sanitary, 1=too dirty)

Participant’s Guide

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Please use the following scale:

Excellent  3  2  1  Poor

How would you rate the participants guide in terms of...?

Module 1: Leadership qualifications and duties of Deacons

8. Clarity?  3  2  1
9. Visual appeal?  3  2  1
10. Usefulness?  3  2  1
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Module 3: Leadership duties of the Men’s Ministry

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PowerPoint Presentation

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Please use the following scale:

<table>
<thead>
<tr>
<th>3</th>
<th>Perfect</th>
<th>2</th>
<th>Too Much</th>
<th>1</th>
<th>Too little</th>
</tr>
</thead>
</table>

### Facilitators Effectiveness

How would you assess the facilitator's...?

1. Projection of Voice?
   - 3
2. Knowledge of the material?
   - 3
3. Level of enthusiasm?
   - 3

### Adequacy of Facilities

How would you rate the training venue in terms of...?

4. Comfort of the seats?
   - 3
   - (3=comfortable, 2=too comfortable, 1=uncomfortable)
5. Temperature?
   - 3
   - (3=comfortable, 2=too hot, 3=too cold)
6. Ability to hear others?
   - 3
   - (3=perfect, 2=too loud, 1=too soft)
7. Cleanliness of the restrooms?
   - 3
   - (3=clean, 2=too sanitary, 1=too dirty)

### Participant’s Guide

For each statement below, please circle the response that best represents your belief about the participants guide.

Please use the following scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Poor</th>
</tr>
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</table>

How would you rate the *participants guide* in terms of...?

### Module 1: Leadership qualifications and duties of Deacons

8. Clarity?
   - 3
9. Visual appeal?
   - 3
10. Usefulness?
    - 3
Module 2: Leadership qualifications and duties of Armorbearers

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Module 3: Leadership duties of the Men's Ministry

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PowerPoint Presentation

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>3</td>
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</table>

How would you rate the PowerPoint Presentation in terms of...?

Module 1: Leadership qualifications and duties of Deacons

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Adequacy of Facilities

How would you rate the training venue in terms of...?

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5. Temperature? (3=comfortable, 2=too hot, 3=too cold)  3  2  1
6. Ability to hear others? (3=perfect, 2=too loud, 1=too soft)  3  2  1
7. Cleanliness of the restrooms? (3=clean, 2=too sanitary, 1=too dirty)  3  2  1

Participant’s Guide

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Excellent  3  2  1  Poor

How would you rate the participants guide in terms of...?

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PowerPoint Presentation

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<td>2. Knowledge of the material?</td>
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</tr>
<tr>
<td>3. Level of enthusiasm?</td>
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Adequacy of Facilities

How would you rate the training venue in terms of...?

<table>
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<tr>
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<th>Response</th>
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Participant’s Guide

For each statement below, please circle the response that best represents your belief about the participants guide.

Please use the following scale:
Excellent  3  2  1  Poor

How would you rate the participants guide in terms of...?

Module 1: Leadership qualifications and duties of Deacons

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## Section II: Assessment Regarding the Workshop

For each statement below, please circle the response that best represents your belief about the workshop.

Please use the following scale:

3 = Perfect  2 = Too Much  1 = Too little

### Facilitators Effectiveness

How would you assess the facilitator’s...?

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### Adequacy of Facilities

How would you rate the training venue in terms of...?

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### Participant’s Guide

For each statement below, please circle the response that best represents your belief about the participants guide.

Please use the following scale:

Excellent  3  2  1  Poor

How would you rate the participants guide in terms of...?

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How would you assess the facilitator's...?

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2. Knowledge of the material?  
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Adequacy of Facilities

How would you rate the training venue in terms of...?

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PowerPoint Presentation

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#### Effectiveness

You assess the facilitator’s...

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<td>Knowledge of the material?</td>
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<td>Enthusiasm?</td>
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#### Facilities

You rate the training venue in terms of...

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**PowerPoint Presentation**

Please rate the PowerPoint Presentation in terms of...

Leadership qualifications and duties of Deacons

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Leadership duties of the Men's Ministry

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Thank You for Your Participation!
# Workshop Evaluation: Reactionnaire

Regarding the questions below is most appreciated. This survey is anonymous, so please feel free to answer honestly. Your input will be used to enhance and improve future workshops.

## Self-Assessment

In below, please circle the response that best reflects your confidence in each area upon exiting this class.

The following scale:

<table>
<thead>
<tr>
<th>High</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<th>1</th>
<th>Low Confidence</th>
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<tr>
<th>This class</th>
<th>My Confidence in being able to...</th>
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<tr>
<td>2 1</td>
<td>(1) Comprehend leadership qualifications of deacons.</td>
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<td>(2) Comprehend leadership duties of deacons.</td>
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<td>(4) Comprehend leadership duties of armorbearers.</td>
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<td>2 1</td>
<td>(5) Comprehend leadership duties as members of the Men’s Ministry.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>2 1</td>
<td>(6) Execute leadership duties as members of the Men’s Ministry.</td>
<td>5 4 3 2 1</td>
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Assessment Regarding the Workshop

For each item below, please circle the response that best represents your belief about the

Please use the following scale:

3 = Perfect  2 = Too Much  1 = Too little

Effectiveness

you assess the facilitator’s...

- on of Voice?
  - 3
  - 2
  - 1

- Vog of the material?
  - 3
  - 2
  - 1

- 'eusiasm?
  - 3
  - 2
  - 1

Facilities

you rate the training venue in terms of...

- t of the seats?
  - 3 = comfortable, 2 = too comfortable, 1 = uncomfortable
  - 3
  - 2
  - 1

- ature?
  - 3 = comfortable, 2 = too hot, 3 = too cold
  - 3
  - 2
  - 1

- o hear others?
  - 3 = perfect, 2 = too loud, 1 = too soft
  - 3
  - 2
  - 1

- ess of the restrooms?
  - 3 = clean, 2 = too sanitary, 1 = too dirty
  - 3
  - 2
  - 1

nt’s Guide

For each item below, please circle the response that best represents your belief about the

Please use the following scale:

Excellent  3  2  1  Poor

you rate the participants guide in terms of...

Leadership qualifications and duties of Deacons

- ppeal?
  - 3
  - 2
  - 1

- ness?
  - 3
  - 2
  - 1
Leadership qualifications and duties of Armorbearers

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**Point Presentation**

Please circle the response that best represents your belief about the importance of each of the statements below.

Please use the following scale:

Excellent  3  2  1  Poor

Rate the *PowerPoint Presentation* in terms of...

Leadership qualifications and duties of Deacons

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   c. Always drink wine

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   b. Tough
   c. Sincere

3. Serving communion is the job of...
   a. The youth ministry
   b. The choir
   c. The deacons and ministers

4. A Deacon must be tested.
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18. The Men's Ministry is responsible for engaging in...
   a. Machinery
   b. Maintenance
   c. Mentoring

19. Leadership in Christ is...
   a. Control
   b. Service
   c. Command

20. All Men of God should serve in a ministry.
   a. True
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21. Men can lead in the ways of the Gospel by...
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16. Armorbearers should accompany the pastor to...
   a. Outings and Meetings.
   b. On dates with his wife.
   c. On trips to the bathroom
17. The Mens Ministry should be...
   a. Sissified
   b. Unified
   c. Hypnotized

18. The Men's Ministry is responsible for engaging in...
   a. Machinery
   b. Maintenance
   c. Mentoring

19. Leadership in Christ is...
   a. Control
   b. Service
   c. Command

20. All Men of God should serve in a ministry.
   a. True
   b. False

21. Men can lead in the ways of the Gospel by...
   a. Playing sports.
   b. Prayer and Devotion.
   c. Watching T.V.

22. We worship God by Worshiping the Pastor.
   a. True
   b. False

23. We serve God by Serving the Pastor
   a. True
   b. False
New Day Ministries Workshop Exam

These test results are anonymous. There are no failing grades. They will be used strictly for overall evaluation only. Please do not put your name on this exam.

Please circle the best answer to the following questions.

1. A Deacon can...
   - a. Never drink wine
   - b. Not drink too much wine
   - c. Always drink wine

2. A Deacon must be...
   - a. Angry
   - b. Tough
   - c. Sincere

3. Serving communion is the job of...
   - a. The youth ministry
   - b. The choir
   - c. The deacons and ministers

4. A Deacon must be tested.
   - a. True
   - b. False
5. Only Deacons and Armorbearers should be exempt from Tithing.
   a. True
   b. False

    X Armorbearers can serve as Deacons
   a. True
   b. False

7. Deacons can serve as Armorbearers
   a. True
   b. False

8. A deacon should...
   a. Maintain the Pastors trust and confidence.
   b. Make sure everybody knows the Pastors business.
   c. Both a and b

9. An Armorbearer may be required to...
   a. Wash the Pastors car.
   b. Account for his tools and garments.
   c. Serve communion.

10. Both Armorbearers and Deacons are required to...
    a. Visit the sick and shut in
    b. Open and begin worship service
    c. Maintain close proximity to the pastor while he preaches.
11. All Men in Ministry should...
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   b. Be leaders in Worship
   C. Both a and b

12. All Men of God should follow...
   a. The other men in ministry
   b. The women in ministry
   C. The Holy Spirit

13. All Men of God should...
   a. Protect their own property
   b. Protect their families only
   C. Protect the women and children.

14. Only the Deacons and Armorbearers are required to Tithe.
   a. True
   b. False

15. Armorbearers should not have to make sure the pastors is safe when...
   a. Arriving at outings
   b. Leaving from outings
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