

Encouraging and Inspiring... Biblically Based Business

Preparing and Managing Groups

Excerpt of Chapter 4 of Workbook 0

*(Please be aware that this excerpt may contain traces
of references to other parts of Workbook 0)*

Author: Michael Clargo Reconxile.org

4 Preparing and Managing Groups

The plans of the diligent lead to profit as surely as haste leads to poverty

Proverbs 21:5

There are two types of groups in the Reconxile training model: Training Teams and Support Groups. Training Teams are the small teams of people who go into the Developing World to deliver the training, and Support Groups are the people who organise prayer for them, and who help them with organisation, publicity and funding – in fact most of the rest of this guide.

However, the boundaries are not so clear cut in practice. Often members of the Training Team are undertaking their own Support Group roles, and people switch between groups depending on their circumstances. But it is useful to think of them as two separate groups so that there is some clear organisation & clarity of responsibility; and when you are a Training Team out in the field, it is comforting to know you have a Support Group who have taken the responsibility to think about you and pray for you at home.



4.1 Preparing the training team

In this chapter we are looking at how to set up a Training Team so that it functions effectively in the field, working together as a unit to support each other in delivering the training and advice to those it has chosen to help in the Developing World.

Understanding and self-application of the materials

The first step is to have a group of volunteers who are equipped to train people in the skills of Workbook 1. But this is nowhere near as difficult a task as people might imagine when they first think about those words. They seem to conjure in the mind the idea of a cross between our favourite teacher and an Alan Sugar or Anita Roddick type person, but this could not be further from the truth. The first thing to realise is that just a few months after they have received the training, some of those whom you have gone to help, people with little education and understanding of western business, will be fulfilling exactly the same task as those in the Training Team – they will be training others in their community those same business skills, and they will do it successfully. And the reason they can do this is because Workbook 1 is a simple (*albeit reasonably comprehensive*) guide to basic business – a guide to the skills which are largely inherent in anybody who has grown up and gone to school in a capitalist culture such as ours.

But the best way to understand this, and fully appreciate it, is to read and apply Workbook 1 yourself. Use the exercises in the workbook to dream up your own small business, and then plan it out and see how its finances would work. You will find it surprisingly easy, and because of this you will then be keen to share your understanding with those who most need it. I pray that through this God gives you confidence and turns your heart toward those He wants you to help.

Business stall of one of the trainees from Dalanzadgad



And in any event, even if you already feel skilled and confident, even if you are Alan Sugar (*now wouldn't that be a coup?*) we would still recommend that you read, and understand, and apply through the exercises, the material which you will ultimately be training and supporting other people in.

Through reading Workbook 1 you will also begin to understand that Workbook 1 does not actually need training – it is the training, and the role of the active team is to create a situation where it can do its work through people talking together and sharing their progress through the guide. The majority of the training is simply people working together in small groups, and the only* real reason to have anybody stood up at the front of the room (*who does not necessarily need to be you, it can be someone else in the group*) is to orchestrate people through the workbook exercises and keep things to time. The key role of the members of the active group is to wander round the groups and to help them to work through things. To do this, you only need to be fully conversant with Workbook 1 – you do not need an MBA, or even a GCSE really.

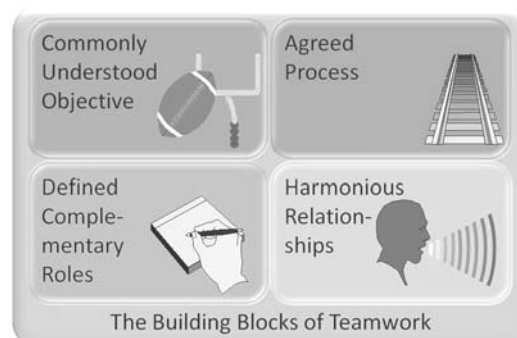
**Okay, 'only' is a bit of an overstatement, there are a couple of sections which do require a little bit of teaching, but as I said: one, it may be someone else in the Training Team who feels more comfortable with this; and two, if the people currently in poverty and without education can do it, you probably can too, particularly with a bit of help and encouragement from God.*

Coming together as a team

In coming together as a Training Team, the first step is to get people to read and feel comfortable with the materials. This can be left to them to do individually, or it may be preferable to come together as a cell group to encourage each other through the materials – meeting one evening a week to discuss people's answers to the exercises, and reading a chapter or two in between. Either way, the expectation is that when you form the team, each member will be conversant with what they will be training and supporting people in.

However a team is more than a group of people with a shared capability; a team is a group of people pursuing a commonly understood objective through an agreed process, working harmoniously in complementary roles. A team is only as effective as: the clarity of its objective; the design of its process; the appropriateness of its roles; and the quality of the relationships between the members.

Because we want our teams to be effective, the next four elements of this section will work through each of these things in turn.



Being clear on your objectives

“What, precisely, is our group trying to achieve?” Even if you have already decided the objective of the group, and even presented it to the group, this is still a good question to ask of the group. It is a source of continuing amazement to me how things that appear to have been stated clearly and even agreed with nods and murmurs of assent still have quite different interpretations in people's minds.



However, by starting with a question, and drawing the different answers onto a flipchart, people can see clearly where they are in agreement and where there are different areas of interpretation. The group can then begin to work through these areas of difference, and reach agreement on them, sensitively, harmoniously and prayerfully, until it has a clear and explicit form of words which it is confident are understood in the same way by the whole team.

Once the objectives are really clear, and owned by the whole group in this way, they provide a valuable reminder to the team of what they are trying to achieve, and they can be used to check new items and ideas which people present to the group. The question “*Can you clarify for us how and where this supports our objectives?*” can be very useful at times, and it serves to remind the group of the need for focus.

The ‘default’ objective is
“We are going to place X to train Y people in Workbook 1 by the end of the year”

If you start with this you can change it and get common agreement with everybody’s expectations clearly understood

Process Design: Using the training support guide

Most of the process has already been designed and tested for you. Of course, in reality, this is putting the cart before the horse, and you will need to review the process that we have prepared for you to check that it does help you to pursue your objectives, and adjust it if required.



That said, we also recognise the need for efficiency here. And we know that the process we have developed is successful, and will save you a lot of time if you simply adopt it largely as is. So we imagine that from a pragmatic perspective you will have taken this into account when you agreed your objectives, and so it is highly likely that you will be able to use large chunks (if not all) of our process to deliver your objectives.

However, that does not absolve you of the responsibility for understanding the process, and adjusting it where required to better suit your team and the objectives you are pursuing.

You can find the process outlined in Chapter 5, which will provide you with a clear understanding of our model for delivering the training and link you to the session plans and support materials which will help you to deliver it. Chapter 5 will also help you to equip those in the area you have been called to help to cascade the training within their community.

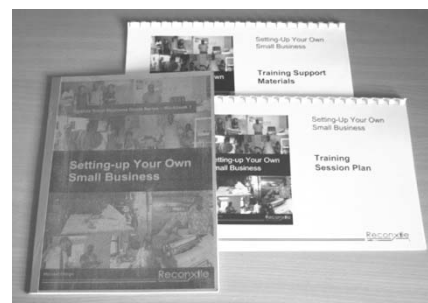


Photo of Ugandan version of Workbook 1, with the session plan & support material from Reconxile.org

It is of course possible that you will find that our training model does not suit your objectives, and cannot be made to suit your objectives, in which case you will be back where we started when we originally wrote this training, searching the internet for alternative training or writing your own. Certainly there is more training available now than when we developed this material in 2006, but we would offer the following questions for you to consider before you commit yourselves to this path:

- Is the training proven in its impact?
- Is there a practical model for those who you are training to cascade it to others in their community with the resources at their disposal?
- Is your choice of process for your convenience or theirs?

Often the reason for selecting an alternative process is one of time; people sometimes argue that a training course of 4 days is just too big an investment. If this is true in your case, we would also ask the following supplementary question: How many hours of training would you personally

want, prior to setting up your first business, given that it is likely to place at risk all of your meagre resources, **and** your family depends on it being successful, **and** you have never done anything like this before? Through the training we provide confidence, but we need to take responsibility that it is not a false confidence. They place an unwarranted level of trust in us, our words, and our decisions, and we need to live up to that, for their sakes. Eventually they will learn to be more circumspect and realistic about the quality of our judgement, but please don't cause them learn this the hard way.

Agreeing roles and responsibilities

Having developed and/or agreed your process, you next need to agree what roles are necessary to ensure the process works efficiently, and who is to take responsibility for each of those roles. Some of these will concern the logistics of getting out there (*outlined in the next section, 4.2*) but some will concern who is leading which part of the training.

In order to agree responsibilities, we suggest that you outline all of the tasks that need to be undertaken by the team (perhaps on sticky notes – one per task) and then to group them together into logical roles. At this point people can volunteer to take responsibility for the different roles, and also to trade tasks between them to ensure they feel comfortable with the role they have taken on.

Having defined the roles in this way, the team can then begin to look at what each role needs to do by when in order to ensure the objective is achieved. This becomes the plan and can be used to manage progress.

Write up the finished conclusion so that everybody has a copy of what has been agreed and can remind themselves of their responsibility and actions within it.



Building relationships and confidence

Of course, you might as well accept from the outset that despite having clear objectives, a well defined process and agreed roles, things will not go according to plan. That is life. Smelly brown lumps happen, as they say (*or rather as they say if they are writing things for the sort of audience that might be reading this!*)

The challenge then is how we work with each other to bring things back on track and adjust the plan and roles to suit, and this is where the quality of relationships within the team is so key. Saying things in the wrong way, with the wrong attitude, can make even the most innocuous of statements set people against each other. Saying things in the right way, with the right attitude, can help people to see where they may have let others down, to build in them a commitment to do better in the future, and to make everyone feel reconciled to, and even enthusiastic for, pushing a little bit harder to ensure that things work together.

The Bible has more to say on this, and more eloquently, than I am capable of, so I just ask you to use this opportunity to practice outworking passages like John 13:34, Ephesians 4:2, Philippians 2:3 and 1 Peter 3:8.

Something you might consider to help move this forward are some teambuilding sessions, like doing some activity challenges together (such as may be offered at a local outdoor centre) or even just going out for a



Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble

1 Peter 3:8

meal or some bowling – something which encourages you to get to know each other as people. You also might like to consider developing some ground rules together, some code of how you aspire to treat each other in all circumstances, such as *“We will not start side-conversations but promise to listen carefully to whoever is speaking at the time”* etcetera.

Getting in practice

Having established the group, and developed it into an effective team, one final piece of preparation you might like to consider is practicing the training delivery, and there are a number of options for this.

You could simply split up the task to whoever was going to lead each section, practice delivering the main bits of each of those sections to each other, and then give each other (*encouraging and helpful*) feedback.

Or you could identify other potential Training Team volunteers within the Church/community – ones who might lead the training somewhere else at a future time – and practice delivering the training to them, both as a way of getting feedback to yourselves, and as a way of familiarising them with the material.

Or you could offer your services to the Youth Leader, to run a short series of session for the Youth community on entrepreneurship – he or she would probably leap at the opportunity, as might a number of youth in the community who are not (yet) involved in the Youth Group. *And maybe those same Youth Group members may be drawn to preparing themselves into a Training Team of their own. See Chapter 8.*

Either way, your team would probably be happier if they have some opportunity to practice their skills and build their confidence before they go live.



With no rehearsals, our Mongolian Translators took to delivering the training like ducks to water – proof that it really is an easy thing to do. But rehearsals do help!

4.2 Preparing the ground

Having prepared the team, the next challenge is to prepare the ‘ground’ (*the place where the training is to be delivered*) to ensure that it is going to be fully receptive to what you have planned to deliver, and to ensure that it will support you in doing that efficiently and effectively. Most of what needs to be done in this area is simply about organising clear arrangements, and it may be possible to get somebody in the Support Group doing that for you.

However, it is worth remembering that if it is not done properly it is you and your team that will be dealing directly with the implications of that, and so it is important to think through exactly what is needed so that you can build confidence that it is actually happening, and to the necessary standards.



The Church in Katwe where the Kampala training was originally planned to take place

Dates and times

The first item is ensuring coordination of dates and times between the Training Team and the Host. It seems an obvious thing, and yet we have found to our cost different assumptions of what will take place when. Ensure you find a time which can not only be met by your own team, but

which is most suitable to the community you are going to support, and also when you are confident that your Host can be present for the whole training. If you pick a time of the year when there is a lot of casual work to be done (*for instance Harvest in some areas of the World*) then it is likely that you will lose some important attendees because they simply cannot afford to miss out on the opportunity of bringing some much needed money into their home. Similarly, if your Host is the sort of active person you need her or him to be, then it is likely that they will already have planned commitments in their diary.

Speak to the Host, and before setting a date, ask them about good times and bad times of the year, and about what they are doing in their own dairy. Move past the social niceties of “*No, we can do any time to suit you*” to really understand what would best suit them – you may not be able to do this because of your own team’s commitments, but you can probably identify a good compromise.

When you have agreed on dates, lay these out into a clear programme, clearly explaining which days and what times the training will run, and get this back to your Host to make sure there are no misunderstandings.

At the same time as arranging dates, you can work with your Host to arrange the other items on this list.

Transport, accommodation and food

We have so far been blessed enough to have Hosts who have had their own transport, and who ferried us to where we needed to be, and then we simply recompensed them so that they were not out of pocket. You may not be so blessed, and so you may need to consider whether you want to hire a car, or to take taxis. To help you make this decision you need some good advice from your Host, or better still from Westerners who have been there before. For instance, I would not recommend anybody hire a car in Kampala! (*see picture right*)

If you are hiring a car you will clearly need to understand the local laws as they relate to driving, and to have clear directions to where you need to go. And in many places you are likely to find yourselves, you need to be aware that road signs (*for instance directions or even place names*) may be in very scarce supply.

Taxis may be a better option, but it is good to have some insight into how they work in that area, and whether you can trust them. You are also likely to need very clear instructions on where the driver is to take you, printed in the local language. And a mobile phone number for your Host for when it all goes wrong. A better option still may be to get your Host to arrange a Taxi to meet you at the airport, and you simply pay the taxi when you arrive.

With regard to accommodation, you may have little choice in this, depending on where you are doing the training. But for the sake of your health, it may be best to stay in a bona fide hotel which is used to Western visitors, and then travel to the training each day by Taxi, than to stay somewhere local to the training which is not so familiar with the frailties of the Western digestive tract. Close fellowship is a good thing, but it is made far more difficult by being permanently affixed to a toilet (*as I was with*



Light traffic in Kampala
– there are no rules!!!

dysentery in Masaka) than it is by being very selective about what and where you eat (*as I clearly was not – but will be next time*).

Which brings us neatly on to food. The Developing World seems to be a place where eating healthily and eating unhealthily are totally transposed. For instance, I would recommend you stay well clear of the salads, and lean toward things which come pre-processed in sealed packages. I am not an expert on health in the Developing World, and you would be well served to get some detailed advice for the place you are visiting (*since this is not it*), probably through the internet, or through Rough Guides. But, what I can offer is that a large lump of mature cheddar (*which keeps surprisingly well even in warm countries*), some dry biscuits, and masses of dried fruit and nuts can be amazingly helpful at seeing you through when the other options around seem fraught with risk.

Training venue, facilities and equipment

Ensuring a suitable training venue is vitally important. The place where you do the training must be able to hold all of the planned attendees, sat around tables of 5-8 people per table, and provide (relatively) clear lines of sight to the presenter. It must have wall space, so that you can hang up some of the flipchart sheets, it must be (largely) free from disturbance, and protected from the weather, and it must allow people to hear without the presenter having to strain his or her voice. Church halls are often ideal.

The venue needs to be easily accessible to the trainees, and located within a reasonable distance of where they may need to conduct their research (*e.g. village centre, market, internet access if appropriate*). It may also need to be able to provide soft drinks and lunchtime meals if that is the cultural expectation (*and it often is*).

And you need to be confident that the venue is going to be available to you, or to have a contingency planned in advance. On two separate occasions we have had a locally reputable hotel let our room to another party at the last minute because they effectively had a better offer. As a result of this we ended up in less suitable venues, needed to move rooms twice, and lost half our participants for the first two hours while they struggled to discover where we had gone, and how they could get there. The Developing World works in different ways than we expect, and sometimes it catches us by surprise – or as they say in the film ‘Blood Diamond’: “T.I.A.” which stands for: This Is Africa! (*If your journey takes you to other continents, the acronym is conveniently valid everywhere bar Europe – There, or anywhere else for that matter, you might prefer to use ‘TINO’: This Is Not Orpington!*)

You also need to ensure that the venue has any equipment you might need, in particular a flipchart stand. And you may need to arrange for participant materials such as paper & pens; and presenter materials such as flipchart paper & flipchart pens.

Although it is possible to use a computer and projector in many places, we do not recommend it for this course, and the reason for this is in order to

Venue Checklist:

Please note, this is not complete and you will need to add your own thoughts at the bottom:

- Space for all the trainees
- Location or transport for them to get to it
- Accommodation and transport for the trainers
- Seating/tables
- Wall space
- Protection from the weather
- Available refreshments
- Training books
- Interpreters
- Pencils/pens and paper
- Flipchart stand
- Flipchart paper & pens
- Nearby areas of commerce
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set a practicable example for the cascade. The same equipment is unlikely to be available for all those wanting to cascade the material, and therefore they will miss out on the opportunity to see you model how they can take others through the materials.

Materials, translations and local printing

Ideally, the materials that you will use to do the training, Workbook 1 in particular, will have been translated, printed, and distributed to attendees for pre-reading before you get there. You can cope and adjust for the risk that they might not have been distributed within the first two days of the training (*the four day plan has red sections that indicate how*), but in a location where the attendees do not speak English, it is almost impossible to run the training effectively if there are no translations of the material available. If the translated copies of Workbook 1 do not exist when you arrive, then I am afraid that you will have had a wasted journey (*unless of course God has other plans for you that trip*).

To avoid a wasted journey, ask them to send you an electronic copy of the translation well before your visit. This at least will be evidence that you will be able to rescue something out of the trip, providing you can access copying equipment somewhere there. It will also enable you to verify the quality of the translation (*if you can find somebody local to where you live to translate it back to you*) and it will allow you to link page references back to your English version in the event that they have changed – very useful information when you are trying to get all of your trainees to the same place in their books as you are on in yours.

Identifying local printers for the book enables them to access further copies of the Workbook cheaply, and that will ensure that they can cascade the training within their own means at some point in the future. The goal is to get the workbook printed at a cost which is less than a day's wages for the poorest people attending the course (*although our hope is that the local church will eventually cover the cost, on the basis that they will eventually recover the cost many times over when that person has more income as a result of their business*) and can therefore better bless the church financially. However, cheap local printing is not of particularly good quality, and so you may need to use the 'no grey' version of the Workbook 1 template (*available through reconxile.com*) to ensure that the instructions in the exercise boxes remain legible.

Finally, you will probably need to arrange for the translators who you will be using for the training to translate the flipcharts which will be used, and as you can see from the dictionaries and discussion in the photo on the right, this requires more effort than can comfortably be achieved while expecting people to translate and write up the flipcharts in the middle of the training session.

10.05	What is a business?	30 mins	To develop a clear understanding of what is important in a successful business, and what they therefore need to work toward.	Workbooks and blank A4 paper Pencils and rubbers Diagram of guitar-maker's business	Put up the diagram of the guitar-maker's business on a flipchart, and ask the group to explain bits of what it means. Ask what makes each loop important in turn, and whether we are looking for more or less money in that loop, and what are the main influences on the amount of that money. Each table then takes a business idea of one of their members and together work on creating a similar diagram and noting down what ideas they have to get the money to balance out. Ask people about Exercise 1 on page 5* and whether they can relate reasons for success and failure to this diagram – draw out a few examples Answer any questions and concerns until you are sure that practically everybody has a basic grasp of this concept – in theory and by example <i>NTM: Ask the group to turn to page 5* and to have a go at completing Exercise 1 in pairs, just for 5 minutes – wander round the group to check their progress and prod them about 2 minutes in to tell them that they have had about half of the time and should be around the fourth question. At the end of the five minutes, ask the group in general 'what are the main reasons they listed for success?', and then when they have suggested a few of these, ask 'what are the main reasons they listed for failure?'. Ask if they can see where these comments fit in to the loops of the guitar maker's picture.</i> <small>*Please remember, if the workbook has been translated, the page numbers may well have changed in the process!!!</small>	Draft business diagrams for each table on A4 paper Illustrations of the importance of the diagram from people's own experience
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Section of Session Plan for training Workbook 1 showing one of the red sections on how to adjust for people who have not done the pre-reading. Red text is that which appears in the penultimate column after the letters NTM (New to Material)



Translating and preparing the flipcharts in Mongolian

Participants, publicity, and their preparation

It is useful to understand how the Host plans to publicise the course, how they intend to select the participants for the first course, and how they will get the relevant pre-course information to them (*particularly their copy of Workbook 1, and what we grandly tend to refer to as 'joining instructions', and they probably understand better as date, place and time*).

Start by asking the Host these questions, in part so that you can check he or she has thought about them, and then work through their answers with them until you are happy that it is all likely to work.

Preparations for travel, health, security and comfort

Finally, but probably most importantly, you need to be sure that your team can arrive at the training location safely and securely, and that you can function at your best through remaining healthy and appropriately comfortable (*discomfort can make it difficult to concentrate, so don't be too keen on going 'native' – you are there to do a job*).

This means that you will need to organise flights, transfers, visas, local taxis, vaccinations, medications, and all manner of other things. Do some internet searches to find all the items you will need to organise and pull them together into one checklist so that you do not forget anything important. The box on the right may be a useful start-point for this.

Websites which may provide useful information:

Please feel free to list further sites you find at the bottom:

- Stick the location, and 'travel' into Google
- Travel company websites to the area
- www.lonelyplanet.com
- www.worldtravelguide.net
- Local tourist board
- <https://www.cia.gov/library/publications/the-world-factbook/>
- <http://www.fco.gov.uk/en/travelling-and-living-overseas/>
- <http://www.fitfortravel.nhs.uk>
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4.3 Understanding cultural expectations and obligations

As stated earlier, T.I.N.O. (*see page 45*). They do things differently here. And they interpret things differently here. What might create offence in the suburbs of Kent may be perfectly acceptable here, and things which you find perfectly normal back at home could be the cause of upset in certain parts of the Developing World: In Jinja we found that people felt we had committed to things just because we had not said a direct 'no' to them; in Dalanzadgad, I upset Pastors by asking a young woman to pray for them, and that is just the offences I know about. How many more have I committed where they have politely kept me in ignorance of my indiscretion?

You are about to take a wonderful step of fellowship and care across continents, a step to creating blessed relationships under God which you could remember for eternity, and it would be a pity to spoil that through a cultural misunderstanding.

We therefore offer the following pointers to doing your best to keep misunderstandings to a minimum.

Sources of information

The first is to try and find sources of information about the culture you are going to. As before, the internet is an excellent free source of useful information, but there are also travel guides, novels and reference books

that you can find which may help you to better understand the people you will be working with and their customs.

The potential of a pre-training visit

Another helpful mechanism is to undertake a pre-training visit. Although the cultural pitfalls remain the same, you are not so much in the spotlight if and when they occur, and because you are not leading things, you are less likely to be put in a position to make them.

Instead, by taking time to watch what they do, and by asking questions about it, you can see the differences from a more relaxed perspective, and can gain and test out clues which will serve you well when you stand up in front of a large group. It will also enable you to use some local cultural examples to illustrate the training at appropriate points, and these, and perhaps a few simple words in their own language, are likely to help to ingratiate you into any culture (*with the possible exception of Merseyside, where they will probably think you are taking the mick!*).

The pre-training visit can also help you to build a relationship with the Host which will serve you well in subsequent email and telephone conversations, and perhaps enable you to sort out some of the arrangements in advance (*such as venue, hotels, printers, facilities etc.*).



Mealtime in Mongolia
– it is expected that you will lick the bowl. Apparently it is good muscle development for pronouncing the Mongolian language

Understanding how they see you

As we have said earlier, you are almost certainly held in unwarrantedly high regard. In some places, mere association with a white person from the West raises social kudos. They may well see you as ‘very rich’, ‘highly intelligent’, and ‘extremely important’. As a result they are likely to place greater weight on what you say or do than you might intend them to, and this is not always a good thing.

To be fair, most of the time I am right in what I say, and people can benefit from listening to what I say and putting it into practice, but I would hate anybody to treat everything I say as gospel truth and apply it without second thought; without testing it themselves and reaching agreement in their own mind that it is the right thing to do. That would be a huge burden of responsibility. But unfortunately, that can be the place where we find ourselves, and therefore we have to accept that we do carry that huge burden of responsibility, and so we have to be extra careful to double check what we say and say only what we know to be true in those places.

Acting as an Agent of God

But in Church contexts, not only are we seen to be special in our own merit, we are also seen to be sent to them by God. We are often the result of their prayers to our Lord, and He has especially selected us, and prepared us, and sent us to them to answer their prayers. Wow! We are His agent in that place. That is a big ask! And what we do reflects back on Him.

But let us face it, it is true. You have been called there by God. You are His representative to undertake the task He has selected and prepared you

for in that place. It is just that they often seem to understand those facts better, more simply, and more clearly than we do. But we need to understand them clearly too, if we are to do them justice.

Involvement in Church and ministry

Because you are an Agent of God, specially selected and sent by Him, those who attend Church will have every expectation that you will have brought some message for them. As a result you will probably be asked to talk, or even take the sermon, in Church, so you will need to be prepared to do that. But this should not be something to fear; I find that God normally does place something on my heart that I can offer back to them as a help or encouragement.

But you may also be asked your advice on topics outside of the training, and to pray with people over all sorts of things, and you need to reach your own judgement on whether that is appropriate, and respond accordingly. God sent you as part of the body, not as the whole body, and they need to understand and accept this.



Jamie, a team member, preaching at Nsambya Full Gospel Church. *(He looks like he might have done this a number of times before)*

Following up

Finally there is the expectation of follow-up. Different cultures have different expectations of friendship and of the communication that takes place within it, both frequency and intensity, and so we can sometimes leave people wondering what they have done wrong if we lose all ties with them when we return.

Among my friends, it is common for me to go for years without contact and to pick up the relationship exactly where we left off. Even my dearest friend in Canada can go months without a reply, sometimes despite two or three emails from her in the interim, but she doesn't read anything into that about my care for her – she knows that I would come running at the drop of a hat were she in trouble.

But in Asia, for instance, things are just not like that. Relationships are understood to be closer and more frequent, and we need to be aware of our responsibilities in this regard.



Everybody comes out to say goodbye in Mongolia

Summary of Chapter 4

- The training team will be far more effective and compelling if they have worked through the materials themselves, and applied the exercises to a business idea of their own
- The training team will also benefit from an opportunity to rehearse the delivery of the materials, possibly to a Youth Group
- There are four things to get right if your training team is to be fully effective, as a team:
 - Developing clear and agreed objectives
 - Agreeing on the approach to be taken
 - Clarifying what everybody's role and responsibilities are in that approach
 - And relationship building, particularly when things go wrong in the first three areas
- And there are many more things to get right if they are to be effective in training in the Developing World
 - Dates and times
 - Transport, accommodation and food
 - Training venue, facilities and equipment
 - Materials, translations and local printing
(Get copies of translations sent back to you)
 - Participants, publicity and their preparation
 - Travel, health, security and comfort
- It is important that the team understand the cultural expectations of them, particularly in respect of things which might inadvertently cause offence
- It is also important that the team recognise their role as an answer to prayer, if they are working in a Christian community in the Developing World
- The relationship does not end with the completion of the training programme(s)

What for you were the main messages of Chapter 4?

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And what do you plan to do about it?

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Actions ... **Dates**

Actions ...	Dates
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