

TRAINING SELF-ASSESSMENT

On a scale of 1 to 5 (1 = Not true at all; 5 = Consistently true) rate your current training competence and practice. There are no right answers. Honesty is the goal.

8 TRAINING ESSENTIALS	1	2	3	4	5
I can clearly explain and model the difference between teaching and training.					
When I design training, I begin by naming a specific skill or ability learners should be able to perform better after the training than they can before the training.					
I design training with the actual people in mind and adjust based on their current level of knowledge, confidence, and experience.					
I clearly communicate why the training matters by connecting it to benefits for learners' lives, leadership, or ministry—not just the topic itself.					
I intentionally start a training session by engaging learners in dialogue, reflection, or activity rather than starting with information delivery.					
I have a set of trusted training approaches or templates that help me move learners from passive listening to active participation and practice.					
When learners practice a skill during training, I know how to show up as a “guide on the side”; I am able to offer the right balance of encouragement, support, challenge, and feedback.					
I intentionally end trainings in a way that helps learners name what they will put into practice and, when possible, generate accountability.					