MISSIONARY TRAINING ASSESSMENT

An Instrument for Evaluating and Improving Training Programs

Explanation of the MTA: The MTA is a self-assessment tool that employs seven (I-VII) standards of excellence of missionary training. Under each standard, critical areas are identified that contribute to that standard—e.g., "We regularly (annually, bi-annually, etc.) identify learners' needs."

Response Categories: You may indicate the degree to which each statement describes your training by checking (☑) one of five response categories:

- **YES!:** This strong positive response indicates the standard is clearly in place and operating effectively.
- **Yes:** This positive response indicates the standard is recognized and progress is being made.
- **Needs Work:** This response indicates the standard is not yet fully recognized or assistance is needed in knowing how to move forward.
- **HELP!** This strong negative response indicates the standard does not exist or is not recognized and significant help is needed to know how to improve.
- **N/A:** The "Not Applicable" response only should be used when your organizational structure does not accommodate the critical area stated.

Organization:_____ Name: _____

Name of Program:_____ Date:_____

We are a: _____ congregation   _____ mission agency   _____ school   _____ nonformal training organization

	YES!	Yes	Needs Work	Help!	N/A

I. NEEDS IDENTIFICATION

An excellent program of missionary training identifies the learning and performance needs of the learners, the organization, and other stakeholders.[*]

	YES!	Yes	Needs Work	Help!	N/A
A. We regularly (annually, bi-annually, etc.) identify learners' needs.	❑	❑	❑	❑	❑
B. We regularly identify training needs within the organization.	❑	❑	❑	❑	❑
C. Our training program is sensitive and responsive to the needs of our stakeholders.*	❑	❑	❑	❑	❑
D. Our training program adapts to learners' needs (including spiritual, emotional, physical, and financial) and ministry skills.	❑	❑	❑	❑	❑

II. ALIGNMENT

An excellent program of missionary training is aligned with the mission, values, and vision of the parent organization.

	YES!	Yes	Needs Work	Help!	N/A
A. Our organization has clearly stated mission, mission, and vision.	❑	❑	❑	❑	❑
B. We align our training program with organizational mission, values, and vision.	❑	❑	❑	❑	❑
C. We keep our training programs aligned with changes in organizational goals and objectives.	❑	❑	❑	❑	❑
D. Our training leadership has direct access to executive leadership.	❑	❑	❑	❑	❑

III. CORE VALUES

An excellent program of missionary training intentionally promotes spiritual formation, dependence on God, and Christian community.

	YES!	Yes	Needs Work	Help!	N/A
A. We model earnest prayer and obedience to God in all phases of training.	❑	❑	❑	❑	❑
B. Our trainers are characterized by humility, depending on God for effectiveness and training results.	❑	❑	❑	❑	❑
C. We ensure that learning happens in a safe, "grace-filled" environment.	❑	❑	❑	❑	❑
D. We build community identity and commitment.	❑	❑	❑	❑	❑
E. We provide varied opportunities for growth in personal and corporate spiritual life.	❑	❑	❑	❑	❑

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[*] **"Stakeholders"** refers to everyone affected by or invested in the training program, including trainers, learners, administrators, donors, churches, field supervisors, and host national believers.

	YES!	Yes	Needs Work	Help!	N/A

IV. TRAINING DESIGN

An excellent program of missionary training employs adult learning theory and methods.

	YES!	Yes	Needs Work	Help!	N/A
A. We respect our learners by utilizing their abilities and background.	❑	❑	❑	❑	❑
B. Our training is based on an analysis of the knowledge, skills and character of effective missionaries.	❑	❑	❑	❑	❑
C. Our learning activities help learners develop capacity for life-long growth in knowledge, skills, and character for ministry.	❑	❑	❑	❑	❑
D. The scope of our program assures training for all levels and roles in our organization.	❑	❑	❑	❑	❑
E. Our staff models cross-cultural sensitivity in training methods and manners.	❑	❑	❑	❑	❑
F. We expect trainers to actively engage in ministry beyond the training program.	❑	❑	❑	❑	❑
G. Our trainers stay current by intentionally increasing their knowledge and skills.	❑	❑	❑	❑	❑
H. Our training values are made clear in what and how we teach.	❑	❑	❑	❑	❑

V. RESOURCE STEWARDSHIP

An excellent program of missionary training makes careful use of spiritual, human, and financial resources.

	YES!	Yes	Needs Work	Help!	N/A
A. Our staff's spiritual gifts and experiences are fully utilized.	❑	❑	❑	❑	❑
B. Our program efficiently uses available financial resources (whether large or small).	❑	❑	❑	❑	❑
C. Our program measures the cost effectiveness of training against improved ministry performance.	❑	❑	❑	❑	❑
D. Our leaders encourage shared learning within the organization.	❑	❑	❑	❑	❑
E. We share training techniques and resources reciprocally with other trainers and organizations.	❑	❑	❑	❑	❑
F. We partner with receiving churches, receiving teams, sending churches, agencies, and schools.	❑	❑	❑	❑	❑

VI. EVALUATION STRATEGY

An excellent program of missionary training will have a clear, measurable, and feasible evaluation plan.

	YES!	Yes	Needs Work	Help!	N/A
A. We have a plan for regular (e.g., annual, biannual) evaluation of our training program.	❑	❑	❑	❑	❑
B. Our evaluation of learners goes beyond knowledge alone to measure skills and character.	❑	❑	❑	❑	❑
C. Our evaluation addresses four levels: reaction, learning, behavior, and organizational results, not degree of satisfaction only.	❑	❑	❑	❑	❑
D. Our evaluation assesses the extent to which training contributes to personal and organizational effectiveness.	❑	❑	❑	❑	❑
E. Our evaluation looks at various program elements including time, delivery system, accessibility, user friendliness, and stewardship of organizational resources.	❑	❑	❑	❑	❑
F. We use evaluation to make program improvements.	❑	❑	❑	❑	❑

VII. ACCOUNTABILITY

An excellent program of missionary training is accountable to stakeholders and peers.

	YES!	Yes	Needs Work	Help!	N/A
A. We have procedures in place for reporting to stakeholders on the efficiency of our training programs.	❑	❑	❑	❑	❑
B. We have procedures in place for reporting to stakeholders on the effectiveness of our training programs.	❑	❑	❑	❑	❑
C. We periodically invite review of our training program by a panel of our peers.	❑	❑	❑	❑	❑