

THE LEADERSHIP TRAINING PROCESS PART I (Model –Assist – Watch – Launch)

领袖培育进程第一部（示范-协助-观察-开展）

TRAINER'S OUTLINE 培训者大纲

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INTRODUCTION 引言

ICE BREAKER ACTIVITY 破冰活动

Divide the trainees into groups of 2 people per group. Ask each person to teach their partner to do something simple, for example, whistle, download an APP on their phone, tie their shoes, make a ponytail in their hair, draw something, or crack open a sunflower seed. First have one person teach their partner to do something. There is a 2-minute time limit. Then have them switch roles. The other person teaches their partner to do something.

把受训者分成两人一组，每人各自教导对方一样简单的事，比如说：吹口哨、下载手机 Apps、穿鞋带、绑头发、画圆圈、啃瓜子等。先由这一方教导，另一方跟着学，限时 2 分钟。然后交换角色，由另一方教导，这一方跟着学，也限时 2 分钟。两方所教导对方学的内容，最好是不一样的事。

DEBRIEF 回顾（1-2 MINUTES 限时 1-2 分钟）

1. As you were teaching, what did you do to help them learn the skill?
2. Of these things, what do you think was the most important?

1. 有什么因素使对方能成功学到你所教导的？
2. 哪一些因素是你认为最重要的？

INTRODUCTION OF MODEL-ASSIST-WATCH-LAUNCH PROCESS 介绍示范、协助、观察、开展的进程

OVERVIEW 概览

Many church planters use a leadership development process that has proven to be effective in almost any situation. This process is referred to as M.A.W.L., which is an acronym for Model, Assist, Watch, and Launch. At times, we even see Jesus and Paul applying these principles in the New Testament, which we'll look at later.

许多教会植立者使用以下的领袖培育进程已被证实在任何情况下几乎都有效。此进程被称为 M. A. W. L. , 既是示范、协助、观察、开展 (Model, Assist, Watch 和 Launch 的首字母缩写词)。我们稍后会看到耶稣和保罗在新约中也应用了以上所提的(一部分)原则。

Here is what the process looks like. 以下是整个进程的图示。



This process is not even necessarily specific to ministry. How does one effectively teach another person to do anything? Riding a bike. Baking a cake. Sharing the Gospel. Planting churches. Ultimately, the model-assist-watch-launch process can be used in any environment, teaching anyone anything.

这个进程不限制于使用在事工上，而是如何有效地教导他人做任何事。比如说：骑自行车、烤蛋糕、分享福音、植立教会等。最终，“示范-协助-观察-开展”进程，是可以使用在任何环境中教导任何人做任何事。

Why is this process so important? The simple answer is empowerment. We will see that Jesus empowered his disciples to continue his ministry after he was gone. Paul did the same. So, we have to ask ourselves, “When I’m gone, what kind of disciples will I leave behind? Do I want to be the kind of leader that simply did some good things while I was here or do I want to be the kind of leader that empowered those I led that so that when I’m gone generations of disciples were impacted?”

为什么这个进程如此重要？简单的说，就是授权。我们下面会看到耶稣授权祂的门徒继续祂的事工。保罗也是如此。所以我们要问自己，“当我离开时，我会留下什么样的徒弟？”

我是那种只是在的时候做了一些事情的领袖吗？或者我是那种授权给我所带领的人，以致当我离开后几代人能继续被影响的领袖？

A PRACTICAL EXAMPLE OF MODEL-ASSIST-WATCH-LAUNCH 示范-协助-观察-开展的实例

Trainer, step-by-step, discuss as a group how this process could be applied to teaching a child how to ride a bike.

培训师：带领大家逐步讨论，此进程怎样能被应用于教导孩子如何骑自行车。

“As an example, let’s look at how we would teach a child to ride a bike.”

“让我们来看看此进程怎样能被应用于教导孩子如何骑自行车。”

Model: “How would riding a bike be modeled?” 示范: “如何示范骑自行车?”

A child has probably seen either friends or family riding before. They have seen an example. You would bring your own bike and show the child how you do it. The training process has begun *before* the child has even sat on the bike.

孩子可能以前见过朋友或家人骑自行车。他们看见过实际的例子。当一个人想要教导孩子骑自行车，他应该会带上自行车来示范给孩子看该怎么样骑。整个训练的过程在孩子还未开始骑在自行车上之前就已经开始。

Assist: “How would you assist a child learning to ride a bike?” 协助: “你如何协助孩子骑自行车?”

The child sits on the bike, initially fearful of falling and getting hurt. Think of what the adult typically does. The child isn't able to balance so the adult may brace the bike using the handlebars or seat. Often with great trepidation, the child then begins to pedal. Is the child riding on his/her own? No. Essentially, both the adult and the child are involved in the bike riding process together. Eventually as the child learns to balance, the adult may just run alongside them placing their hand on the still wobbly child's back.

孩子开始骑在自行车上时，会害怕摔倒受伤。想想大人通常会怎么做。当孩子无法保持平衡时，大人可以帮他扶着车把或座位。虽然孩子带着恐惧感，他还是会开始踩动自行车的踏板。孩子是自己骑自行车吗？不。基本上，是大人和孩子一起参与骑自行车的过程。最终当孩子学会保持平衡时，大人可能会在他旁边一起跑，把手放在依然摇摇晃晃的孩子背上帮助他。

Watch: “How does the concept of watch apply teaching a child to ride a bike?” 观察: “如何将观察的概念应用在教导孩子骑自行车?”

Eventually the child starts to get the hang of it. They can pedal. Their balance is improving though still shaky. Turning may still be quite difficult. Does the adult just leave them and say, “Good luck?” Of course not. They stand to the side and watch, offering tips and instruction. This may go on for several bike riding sessions.

孩子已开始渐渐掌握骑自行车的窍门。他可以踩动自行车的踏板。他的平衡力也正在改善中，但仍然不是很稳定。转弯也可能还是非常困难。这时大人是否只是离开，对他说：“自行保重？”当然不是。他会站在一旁观看，并适时提供必要的提示和说明。这样的情况，在骑自行车的练习中可能会继续持续几次。

Launch: “What does the launch phase of this process look like?” 开展: “在整个进程中，开展的阶段会是什么?”

Once the child has both the confidence and the competence that they can ride a bike on their own, the constant supervision of the adult is no longer needed. The child may go ride on his/her own. However, when they come home, the adult may ask, “How did it go?” And the child responds, “It was great, but I fell a few times when I was turning.” And the adult gives some directions or tips on how to improve. This process may repeat itself a few times, but each time, the falling decreases, and the need for direction and tips may decrease, too. Eventually, they'll even teach others to ride a bike, maybe a sibling, friend, or their own children someday.

一旦孩子有了可以自己骑自行车的信心和能力，就不再需要大人的持续监督了。孩子可以自己骑自行车。然而，当他回到家时，大人可能会问：“骑得怎么样？”而孩子回答说：“很棒，但是我在转弯的时候摔倒了幾次。”大人会给孩子一些提升骑自行车技术的指导或提示。这个过程可能会重复几次，但

在每次摔倒的次数减少时，指导和提示的需要也会跟着减少。最终，孩子学会了骑自行车，甚至会教导别人骑自行车，可能是兄弟姐妹、朋友或将来他自己的孩子。如果孩子还需要指导，他会再来找你的。

With the model-assist-watch-launch process, we are basically going to be applying this same process to train someone in various ministry activities.

有了这个示范-协助-观察-开展的进程，我们基本可以在事工上采用此进程来培育领袖。