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FEDERAL BUREAU OF INVESTIGATION
U.S. DEPARTMENT OF JUSTICE

PLANNING FOR TRAINING:

A PROLEGOMENON

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March 1, 1967

The growth in church-sponsored training programs is a counterpart of the rapid development of educational training in other sectors of the society. Education is increasingly viewed as a life-time process. "Continuing education" programs are becoming a part of every profession; and special training programs are being devised for such diverse goals as preparing children for kindergarten or providing a "second chance" for high school drop-outs. Speculation is that a \$60 billion educational enterprise in 1966 may become a \$100 billion endeavor in 1970 if the Vietnam war should cool down.

The scale and diversity of educational efforts of the churches and the wide range of possibilities for future programs is placing a heavier burden on the decision-making bodies in the churches. This burden of choice calls for some more systematic way of evaluating the training options.

In the process of exploring training and communication options in Chicago, Dr. Alva Cox, Jr., spent several weeks in the summer of 1966 trying to look at these options systematically. This paper draws heavily on the analysis which he developed.

The basic framework for analysis includes:

1. The training or communication of participants or audiences.
2. The objectives of the training or communication program.
3. The methods or media used.
4. The organizational base or the communication of the training program, agency, or sponsor.
5. The curriculum or materials development process.
6. The evaluation or feed-back processes.

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The scale and diversity of educational efforts of the churches and the wide range of possibilities for future programs is placing a heavier burden on the decision-making bodies in the churches. This burden of choice calls for some more systematic way of evaluating the training options.

In the process of exploring training and community action options in Chicago, Dr. Alvin Cohn, Jr., spent several weeks in the summer of 1966 trying to look at these options systematically. This paper reports briefly on the analysis which he developed.

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1. The training or communication of participants or audience.
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Among the training participants for which programs are being proposed, the following groups can be distinguished:

1. Pre-school children (inner-city)
2. Youth (inner-city and suburban)
 - a. School drop-outs and potential drop-outs
 - b. College potential youth
 - c. Teen gangs
 - d. Summer college students
3. "Remedial" or "Entry"
 - a. Unemployed persons
 - b. Functional illiterates
 - c. Welfare recipients
 - d. Migrants
 - e. Indians and Appalachian newcomers
4. "Renewal" or Community Development Agents
 - a. Lay participants in service activities
 - b. Community organizers
 - c. "Indigenous" leadership for special tasks
 - d. Teachers in public schools
 - e. Political action or potential voters
 - f. Specialized agents in housing, arts, planning, research, consumer action, etc.
 - g. Non-violent demonstrations
 - h. Vocational groupings
5. Local Church Members
6. Clergy
 - a. Inner city
 - b. Suburban
 - c. Newcomers to city
 - d. Denominational executives
 - e. Seminary students, interns, etc.

Objectives of communication may include:

1. Organizational or Internal
 - a. Administrative
 - b. Coordination
 - c. Contention
 - d. Planning
2. Public or External
 - a. Information
 - b. Motivation
 - c. Support

Objectives of these training programs may include the following:

1. Exploration of areas of concern.
2. Development of sensitivity and awareness.
3. Development of specific skills or competence.
4. Change or development of commitment.

Methods vary widely and may include:

1. Training events, such as colloquies, exposures, e. g. , orientation for new ministers.
2. Short-term concentrated programs, e. g. , special planning workshop.
3. Supervision and/or internship, e. g. , seminary student intern year.
4. Periodic conferences or seminars, e. g. , community organization seminars.
5. Continuing staff conferences, e. g. , mission development team.
6. Long-term training programs, e. g. , seminary graduate schools.

Media include:

1. Television and Radio
2. Newspapers, metropolitan and neighborhood
3. Metropolitan church periodical, e. g. , Renewal
4. Telephone conference calls
5. Denominational newsletter
6. Bulletin board and displays
7. Films
8. Photo essays
9. Church bulletins
10. Closed circuit TV
11. Interpersonal contact
12. Forums or assemblies
13. Direct mail

The role of the church in training or education needs to be viewed in relationship to other institutions. The roles of the church may include:

1. Primary responsibility
2. Supporting action or criticism and review
3. Special staff training
4. Development of model programs to effect change in the institutions with primary responsibility
5. Development of a "para-system" that exists along side as a standard setter
6. Provision of facilities

7. Curriculum development
8. Cooperating (e. g. , providing the basic program but participating with a private corporation in research)

A careful analysis of training audiences, needs, objectives, resources, and agencies is needed in each metropolitan area. The beginnings of such an analysis in Chicago was done by Dr. Cox and is included as Appendix A.

Several basic questions are emerging as criteria for training programs:

1. Does the proposed training connect with the current directions of commitment and flow of action?
2. Does the training bring to bear the resource of actual experience in the line of development pursued?
3. Are there solid connections in action between the leadership of the training program and the participants?
4. Is the training sequence meaningful and can it connect with a growing flow of action? (E. g. Native bookkeepers trained for Operation Headstart in Eskimo villages in Alaska were the key persons needed for the development of cooperatives.)
5. Does the training program provide the opportunity to develop the ability to ask probing questions of the action, and bring to bear a variety of perspectives?
6. Does the training program provide adequate support for the "trainers" so that the most highly qualified persons are given an adequate base from which to work?

These types of questions suggest the need for training centers and networks in metropolitan areas. This is necessary to draw together the resources of the metropolis. These centers and networks need to have general perspectives on human development in the metropolis, pursuing studies like the Sviridoff reports on Development of Human Resources in New York City. This calls for a decentralization of some of the educational resources of the denominations and the development of flexible funding processes to enable some training to stay close to the action.

The institutional issues for training, however, are secondary to the fundamental theological, philosophical, and ethical issues. And the current state of definition of these issues seems to require a mixture of institutional forms. There is need for centers where advanced work can be done in exploring these issues, as well as a variety of programs in which specific skills are taught. Judgment is required to establish this mix or blend. The development of more systematic descriptions and evaluations of training programs may assist such judgment, but large areas of ambiguity and uncertainty will remain.

Neither education nor planning nor the two combined will provide the escape from serious encounter with the problems of the church and the emerging society. Yet both are needed, and they are needed together if the encounter is to be taken seriously.

APPENDIX A

Analysis of Training Audiences, Needs and Objectives

<u>Audience - Objective</u>	<u>Methodology or Agency</u>
A. Participants in service activities	
1. Knowledge of community & people	Metropolitan Lay Ministry
2. Skill-technical	Ecumenical Institute
3. Sensitivity	
4. Theological Skills	
5. Communications skills	
B. Pre-school	
1. Supplement family and community experience	Television with supporting materials and organization
2. Overcome unequal background	Pre-school nursery training experience-art-self-expression
C. Suburban Youth	
1. Theologizing competence	R. E. A. C. H.
2. Change of value system	Ecumenical Institute
3. Motivation to participate in reform and change	
4. Develop freedom in response	
D. Community Organizers	
1. Develop organizational skills	Industrial Areas Foundation
2. Develop human relations sensitivity	SCLS
3. Communications skills	Political movements
E. Renewal Agents (Housing)	
1. Develop investigative skills	Community Renewal Foundation
2. Develop organizational skills	
3. Develop political skills	
4. Develop communication skills	
F. Welfare Recipients	
1. Develop organizing skills	Welfare unions
2. Develop political skills	
3. Redirect value orientation (Away from "work ethic")	
G. Migrants (Objectives outlined in proposal)	Illinois Migrant Council Already funded (800,000)

- H. Vocational Groupings
1. Theological skills
 2. Service opportunities within professions (Legal, Personnel, Medical, etc.)
- I. Church Lay Leadership
1. Reality of metropolitan issues
 2. Theological skills
 3. Service opportunities
 4. Sensitivity training
 5. How to effect change
- J. Elementary & Secondary School Teachers
1. Counselling skills
 2. Sensitivity training
 3. Communications skills
 4. Forming goals and objectives
 5. Methodologies (esp. arts and life experiences)
- K. Consumers
1. Budget skills
 2. Quality purchasing
 3. Consumer credit
- L. Home Owners (Selected neighborhood leaders)
1. Coping with racial change
 2. Value system re-orientation
 3. Change economic forms
 4. Communications skills
- M. Suburban Clergy
1. Realities of metropolitan life
 2. Communication skills
 3. Sensitivity training
 4. Skills as change agents
 5. Teaching skills
- N. City Clergy (especially Negro clergy)
1. Communication skills
 2. Skills as change agent
 3. Realities of metropolitan life
 4. Political skills
- Legal Advice Clinic
Chicago Section,
American Institute of Planners
- Ecumenical Institute
Lay retreats
Communications seminars
- School system training program
(cf. I.E.P. - Berkeley, Calif.)
Communications seminars
Community Arts Foundation
Sensitivity training labs
- Social Agencies
- Ecumenical Institute
Inter-faith training opportunity
Community organization seminars
- Urban Training Center
Ecumenical Institute
Ministerial Associations
- Urban Training Center
Ecumenical Institute
Community Training Seminars

O. Political Organizers

- 1. Organizing skills
- 2. Communication skills
- 3. Skills as change agent

Urban Training Center
Community Action Agencies

P. Functional Illiterates

- 1. Basic adult education
- 2. Skill training (reality oriented)

Public and private schools
Local church centers

Q. Drop-outs and potential drop-outs

- 1. Remedial training
- 2. Motivational change

Tutorial services through
churches, schools and agencies

R. Unemployed

- 1. Skill training (reality oriented)
- 2. Motivation and identity

Conference on Religion and Race
Industry Training Programs
Union training programs
Government training

S. College Potential Youth

- 1. Motivation
- 2. Academic skills

School guidance programs
R. E. A. C. H.
Tutorial services

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