

## PRINCIPLES FOR EFFECTIVE TRAINING

**Purpose:** To help the mentor better understand how the training process works in the context of a local ministry.

**Objectives:** By the end of this session, the student will be able to:

1. State the purpose of training in the Leadership Training Curriculum.
2. Define and distinguish between training, teaching, and education.
3. Identify the most common training misunderstandings and the negative trends they set in motion.
4. Articulate the five basic principles of training in a ministry.

**Key Verse:** 2 Timothy 2:2

*Note to instructor: Perhaps share with the class why you are involved in this training. How has your involvement in a training such as this had an impact on your life?*

### I. The Purpose of Training in the Leadership Training Curriculum.

The purpose of our training is to equip and develop people for a task, which is the fulfillment of the Great Commission locally and worldwide. This is accomplished by developing ministries of evangelism and spiritual multiplication with the aim of saturating target areas with the gospel. Training is to be done in the context of ministry. We want the disciples/students to succeed in fulfilling the Great Commission due to their:

- ▶ Skill
- ▶ Biblical knowledge
- ▶ Spiritual depth and maturity
- ▶ Character
- ▶ Vision

Our training is interested in the disciple's comprehensive development for a specific task.

### II. Training, Teaching, and Education.

#### A. Defined.

1. **Training:** To render skillful; to cultivate our capacities and capabilities to fuller development.
2. **Teaching:** To impart ideas and experience that will be embraced by our increasing capacity to learn. Teaching implies the impartation of ideas that will, ideally, lead to the practical expression of improved performance.
3. **Education:** Process of translating one's capacities and capabilities into actual abilities. Systematic development of the mind, capabilities, or character through instruction, study, and practice. The process of making one able in mind, character, and skill. A person is made "able" through a) the transmission of ideas

and information (teaching) and b) participation in actual experience which applies that teaching (training).

B. Contrasted.

1. Training better describes the transmission of skill (not so much “what” and “why” questions).
2. Teaching best describes transmission of information, like biblical content. It doesn’t always insist on practical application. It answers “what” and “why” questions.
3. Education brings the two above together – “what” “why” and “how-to.”

C. Related.

Teaching and training are partners, brought together by a proper understanding of the educational process. Teaching imparts the information necessary to enhance our practical performance in a skill area. It is training which makes teaching practical. The content and principles imparted through teaching must be translated into practical procedures through training.

We want the disciples to be skillful and informed; able to think and do.

### III. The Five Pillars of Training.

- A. Disciples need changing in attitude and action. That’s what they’re in the training for. They need to have an attitude that they are willing and ready for change.
- B. The mentor has a clear picture of what needs changing and building. He/she must have an idea of what God wants the disciple to become. He/she should also have an idea of what the disciple wants to become.
- C. The ultimate goal for any trainee is to become like Jesus Christ in character and commitment. 2 Corinthians 3:18.
- D. The mentor is praying and loving the disciple into the image of Christ. John 17:1; 1 Thessalonians 2:7, 8.
- E. Mentor views their disciples as an integral, not incidental or supplemental, part of their personal ministry. Disciples are potential multipliers who will contribute greatly to the local and worldwide movement.

### IV. Training Misunderstandings.

- A. Training as an end in itself.  
Disciples become proficient in skills, but don’t know what’s important or why. They were not encouraged to think. They could feel used since they were not trained to think and develop.

