

CREATING THE TRAINING ENVIRONMENT

Purpose: To help the mentor understand how to create an effective training environment.

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

1. List the six principles of an effective training environment.
2. Explain how each principle can be applied to a specific training situation.
3. State the negative consequences if any one of these principles is ignored.

Key Verses: John 15:1-8

I. Introduction

When you have gone through previous trainings, what was the environment of the training like?

Note to instructor: Share your answer to this question. What was done well? What was not done well? How could it have been improved? After sharing your answer to this, allow some from the class to share their answers. If they didn't include it in their sharing, ask them what was done well; what was not done well; and how could it have been improved?

Program vs. Environment.

The "Program" is the class, check-out, and field experience. The "Environment" is the relationships and experiences of the disciple in the training experience. Seventy to ninety per cent of successful training is due to environment, not program.

II. Six Principles of Effective Training Environments.

A. The Training Curriculum is designed for the students/disciples, not visa-versa.

1. How can this be applied to our training?

(If not mentioned by the students, instructor could say, "Be willing to adjust the schedule to meet the personal needs of the students; Be aware of the personal needs and problems of the students; Schedule individual sessions to meet important personal needs.")

2. What consequences could result if this is not applied?

(If not mentioned, instructor could say, "Students will feel used and not loved; Students will feel more like a part of a machine instead of a part of a team.")

B. The Training Environment must balance ministry activity with the satisfaction of personal and family needs.

1. How can this be applied to our training?

(If not mentioned, instructor could say, “Mentors need to ask disciples how things are going at home and with the family, not just asking about their ministry; Mentors need to try to work with their disciples when there are pressing family needs; Mentors need to be in communication with the training director when difficult circumstances come up in a disciple’s life to keep the director informed and to get advice on the situation.”)

2. What consequences could result if this is not applied?

(If not mentioned, instructor could say, “We would be communicating to the students that ministry is more important than their personal and family well-being; The students could experience physical exhaustion; Family tensions could get worse.”)

C. The Training Environment must reflect the atmosphere of a Movement.

1. How can this be applied to our training?

(If not mentioned, instructor could say, “Place an emphasis on reaching the world with the gospel, not just our Target Area; Have faith-stretching events; Be sure evangelism continues in the context of discipleship.”)

2. What consequences could result if this is not applied?

(If not mentioned, instructor could say, “Students will think that fulfilling Check-out is their goal; They will forget the ministry goal of reaching their Target Area.”)

D. The Training Environment must reflect an atmosphere of Faith.

1. How can this be applied to our training?

(If not mentioned, instructor could say, “Help disciples take bigger and bigger steps of faith; Insist on practical application of the classroom knowledge; Share with your disciple your vision for their personal progress; Express confidence in your disciples.”)

2. What consequences could result if this is not applied?

(If not mentioned, instructor could say, “Unbelief will sneak in; The training may become ingrown (members only concerned with their own group) with no desire for outreach; Disciples may become discouraged by their lack of progress in personal or ministry goals.”)

E. The Training Environment must reflect an attitude of Prayer.

1. How can this be applied to our training?

(If not mentioned, instructor could say, “Have regular days of prayer; Schedule days of prayer and fasting; Have movement-wide prayer emphasis. Remember to pray when sharing Christ or anywhere and at anytime when the need arises.”)

2. What consequences could result if this is not applied?

(If not mentioned, instructor could say, “The unconscious drawing upon human resources instead of God’s; The implication that the program is more important than spirituality.”)

F. The Training Environment must emphasize a Personal Walk with God.

1. How can this be applied to our training?

(If not mentioned, instructor could say, “Have individual studies in needed areas of growth; Accountability in personal devotional life (ask each other what you are learning in your personal walk with God); Be sure there are class sessions that address more than just ministry skills. The mentor could talk about some of these things when he/she meets with his/her disciples.”)

2. What consequences could result if this is not applied?

(If not mentioned, instructor could say, “Disciples will lose heart and “burn out” (give up) since they would be working out of the resources of their own flesh; Training would be a waste of time.”)

This last one is the most important. Mentors, instructors, and students/disciples must be regularly cultivating their personal walk with God. We need to draw near to God often for guidance and strength to do what He has called us to do (James 1:5; Philippians 4:13). We need Him to work in our lives to shape and form us to be more and more like Christ (Romans 8:29). We need Him to work in our Target Areas drawing people to Himself (John 6:44). Apart from Him, we can do nothing (John 15:5).