

Reformed University Fellowship **Training Disciples Conference**

Session 7: More Principles of Training¹

- I. The Trainer and Trainee.
 - A. The Uniqueness of People.
 1. Personality.
 2. Talents.
 3. Spiritual gifts.
 4. Skills.
 5. Education.
 6. Experiences.
 7. Race, culture.
 8. Sex.
 - B. Individuals will train and learn differently.
 1. “SP” personalities will tend to lead with/respond best to excitement and activity.
 2. “SJ” personalities will tend to lead with/respond best to organization.
 3. “NF” personalities will tend to lead with/respond best to friendship.
 4. “NT” personalities will tend to lead with/respond best to expertise.
 5. How does your personality affect your leadership?
 6. Those gifted in preaching will tend to lead by preaching.
 7. Those gifted in service will tend to lead by serving.
 8. Those gifted in administration will tend to lead by organizing.
 9. How do your gifts affect the way you lead?
 10. If you experienced a campus ministry focused on preaching, you will tend to lead by preaching.
 11. If you experienced a campus ministry focused on counseling, you will tend to lead by counseling.
 12. If you experienced a campus ministry focused on missions, you will tend to lead by promoting missions.
 13. How does your experience affect your leadership tendencies?
 14. If you value beauty, you will tend to lead by appealing to esthetics.
 15. If you believe people are in the image of God, you will tend to lead by trusting people.
 16. Women will train differently than men.
 17. How do your personality, talents, spiritual gifts, skills, education, experiences, race, culture and sex interact to shape the way you lead?
 - C. People must be trained with these differences in mind.
 1. The trainer must thoroughly know the person he is training.
 - a. This will help him to know how the student best learns.
 - b. It will help him to know the student’s strengths – so he doesn’t overuse those.
 - c. It will help him to know the student’s weaknesses – what will need extra work.
 - d. This process takes considerable effort, and is a long-term investment; people are not developed quickly.
 2. The trainer must thoroughly know himself.
 - a. So he doesn’t miscommunicate to the student.
 - b. So he doesn’t unconsciously make the student into an image of himself.
 3. The trainer must help the student understand himself.
 - a. So he can serve with his strengths.
 - b. So he can compensate for his weaknesses.
 - c. This also is a long-term process.

- II. Motivation.
 - A. Wrong motivators.
 - 1. Cheap rewards.
 - 2. Guilt.
 - 3. Deceit.
 - B. Right motivators.
 - 1. God's blessings.
 - 2. Creating felt need from real need.
 - 3. Structured training environment.
 - 4. Personal involvement: the beneficiary is the only one who finds reading a will interesting.
 - 5. Different people are motivated differently – be creative.
- III. Principles of Teaching.
 - A. Remembering the lesson.
 - 1. "What does the lesson say?"
 - 2. *Justification is an act of God's free grace, wherein he pardoneth all our sins, and accepteth us as righteous in his sight, only for the righteousness of Christ imputed to us, and received by faith alone. (WSC 33).*
 - B. Understanding the concept of the lesson.
 - 1. "What is the meaning of the lesson?"
 - 2.
 - C. Translating the concept into his own words while preserving the meaning.
 - 1. "How can I express this meaning in my own language?"
 - 2.
 - 3. "...knowledge cannot be passed from mind to mind like objects from one receptacle to another, but must in every case be recognized and rethought and relived by the receiving mind....If the pupil himself does not think, there are no results from thinking..."
 - D. Believing the truth in the lesson.
 - 1. "Do I believe what the lesson tells me, and why?"
 - 2.
 - E. Understanding the use in daily life of the truth in the lesson.
 - 1. "What is the good of it – how may I apply and use the knowledge which it gives?"
 - 2.
- IV. Review.
 - A. The test and proof of teaching done – the finishing and fastening process – must be a reviewing, rethinking, reknowing, reproducing, and applying of the material that has been taught, the knowledge and ideals and arts that have been communicated.
 - B. Goals of review.
 - 1. Perfect knowledge.
 - 2. Confirm knowledge.
 - 3. Render knowledge ready and useful.
 - C. "One must return again and again to a lesson if he would see all there is in it, and come to a true and vivid understanding of its meaning."
 - D. The power of repetition: the three questions Jesus asked Peter at the end of John's gospel.
 - E. "The repetitions of a review are not made the same hour....The lapse of time changes the point of view."
 - F. "The lesson that is studied but once is likely learned only to be forgotten. That which is thoroughly and frequently reviewed is woven into the very fabric of our thoughts, and becomes a part of our equipment of knowledge."

- G. “The plastic power of truth in shaping conduct and molding character belongs only to the truths which have become familiar by repetitions.”
 - H. “Not to review is to leave the work half done...no successful teaching was ever done in which the review in some form...did not take place...”
 - I. Begin and end each lesson with a review of recently covered material.
 - J. Use written assignments to embed the material in the mind.
- V. Principles of Training.
- A. Expectation.
 - 1. Expect the best.
 - 2. “‘What is honored in a country is cultivated there.’ [Plato] So what do you honor in those you teach?”
 - B. Tension.
 - 1. “Tension is absolutely indispensable to the process...too little tension produces apathy.”
 - 2. “Do you keep the people in your class feeling comfortable? Or do you let their equilibrium be disturbed so they realize *I’ve got to study God’s word more, and think more; I’ve got to try this out in real life?*”
 - 3. “Studies have shown...that there’s a direct correlation between *predictability* and *impact*. The higher your predictability, the lower your impact.”
 - 4. “It’s like what the bishop from England said, ‘You know, wherever the apostle Paul went, they had a riot or a revival. Wherever I go, they serve tea.’”
 - C. Goals: Have clear cut objectives for your training.
 - D. Failure: “Failure is a necessary part of the learning process.”
 - E. Activity.
 - 1. Paragraphs 1-3, p77.
 - 2. “If teaching were only telling, my children would be incredibly brilliant; I’ve told them everything they need to know.”
 - 3. “...maximum learning is always the result of maximum involvement....with one condition: the activity...must be meaningful.”
 - a. Activity that provides direction without dictatorship.
 - b. Activity that stresses function and application.
 - c. Activity with a planned purpose....You achieve that for which you aim.
 - d. Activity that is concerned with the process as well as the product – so students not only know WHAT they believe, but WHY.
 - e. Realistic activity that includes problem-solving situations.
 - 4. Structured training environment.
 - F. Engagement.
 - 1. Teaching: causing people to learn.
 - 2. Learning: change; in thinking, feeling, behavior. Rom. 8:29; 12:2.
 - 3. Having impact.
 - a. Know your students.
 - b. Establish a trust relationship.
 - 4. “All communication has three essential components: intellect, emotion, and volition – in other words, *thought, feeling, and action*. So whatever it is I want to communicate to another individual, it involves...something I know, something I feel, and something I’m doing. If I know something thoroughly, feel it deeply, and am doing it consistently, I have great potential for being an excellent communicator.”
 - 5. “Do people ever walk away from your teaching so thirsty they can hardly wait to drink in God’s word for themselves?”

6. "The next step: I take that concept-feeling-action and translate it into *words*."
 7. "Let's review the process: We take concepts and feelings and actions, translate them into words, then communicate them through speech – which requires two things: *preparation* and *presentation*."
 8. Deut. 6:4-6. "To the Hebrews, *heart* embraced the totality of human personality – one's intellect, one's emotions, one's will."
 9. "Socrates summarized the essence of communication with three fascinating concepts that he called *ethos*, *pathos*, and *logos*. *Ethos* embraced character. *Pathos* embraced compassion. *Logos* embraced content."
 - a. *Ethos*: establishing the credibility of the teacher – people must trust you.
 - b. *Pathos*: arousing the passions of your hearers.
 - c. *Logos*: marshaling evidence, providing reasons.
 10. Encourage participation.
 - a. Wait out the silence after you pose a question.
 - b. Respond seriously to all questions.
 - c. Respond with enthusiasm to all contributions.
 - d. Show people how to find answers.
 11. Admit it if you don't know an answer.
 12. Encourage note-taking.
 13. Eliminate distractions.
 14. "The mind attends to that which makes a powerful appeal to the senses."
 15. "Resort to artificial stimuli only as a last means to gain attention."
 16. Get feedback.
- G. Principles of teaching.
1. Clearly communicate the material.
 2. Stay focused on the topic.
 3. Provide ample illustrations.
 4. Do pertinent classroom exercises.
 5. Include on-the-job experience.
 6. Start with what the students already know.
 7. Progress through the material in distinct steps.
 8. Each step must build on the previous and lead to the following.
 9. Encompass all facets of the learning environment.
 10. Operate with a multi-year plan.
- H. Readiness.
1. "The teaching process will be most effective when both student and teacher are adequately prepared."
 2. Value of assignments.
 - a. Precipitate thinking – "They preheat the mind so it's working before class time begins.
 - b. Provide background – questions surface, curiosity rises.
 - c. Develop habits of independent study.
 3. Characteristics of good assignments.
 - a. Creative, not busy work – have a clear objective.
 - b. Thought-provoking – raise more questions than answers.
 - c. Doable – not an unrealistic load.
- I. Repetition.
1. A concept may be understood in one hearing, but it will not be learned without repetition.
 2. Training involves skill development – skills are developed only through repetition.
 3. Some variety in the repetition can help alleviate boredom.

VI. Training Styles.

A. Elements of style.

1. Amount of structure.
2. Degree of intensity.
3. Depth of relationship.
4. Analytical vs. artistic.

B. How style should be determined.

1. What the trainer is like.
2. What the trainee is like.
3. What the environment is like.

VII. Training Strategy.

VIII. Resources.

- A. Robert Coleman, *Master Plan of Evangelism* (Grand Rapids, Michigan: Fleming H. Revell, 1993).
- B. Howard G. Hendricks, *Teaching to Change Lives* (Portland, Oregon: Multnomah Press, 1987).

Endnotes

1. Some of the material here was gleaned from John Milton Gregory, *The Seven Laws of Teaching* (Grand Rapids, Michigan: Baker Book House, 1992); Howard G. Hendricks, *Teaching to Change Lives* (Portland, Oregon: Multnomah Press, 1987); Robert Coleman, *Master Plan of Evangelism* (Grand Rapids, Michigan: Fleming H. Revell, 1993)