



## SECTION V – LESSON #23

**SUMMARY:**

Part Two of the lesson addressing the distinctions between teaching and training. In particular, this lesson focuses on levels of communication, trust, and agreements needed for training others.

**MAIN LESSON IDEAS:**

- The training process requires clearly defined expectations; emulation before individual adaptation; the nine steps of reproduction; and a clear understanding of the power of habits, correction, and specific application.
- Understanding and applying the training-student obstacles and personal learning styles is critical to obtaining successful training results.

# Understanding the Distinctions between Teaching and Training Part Two

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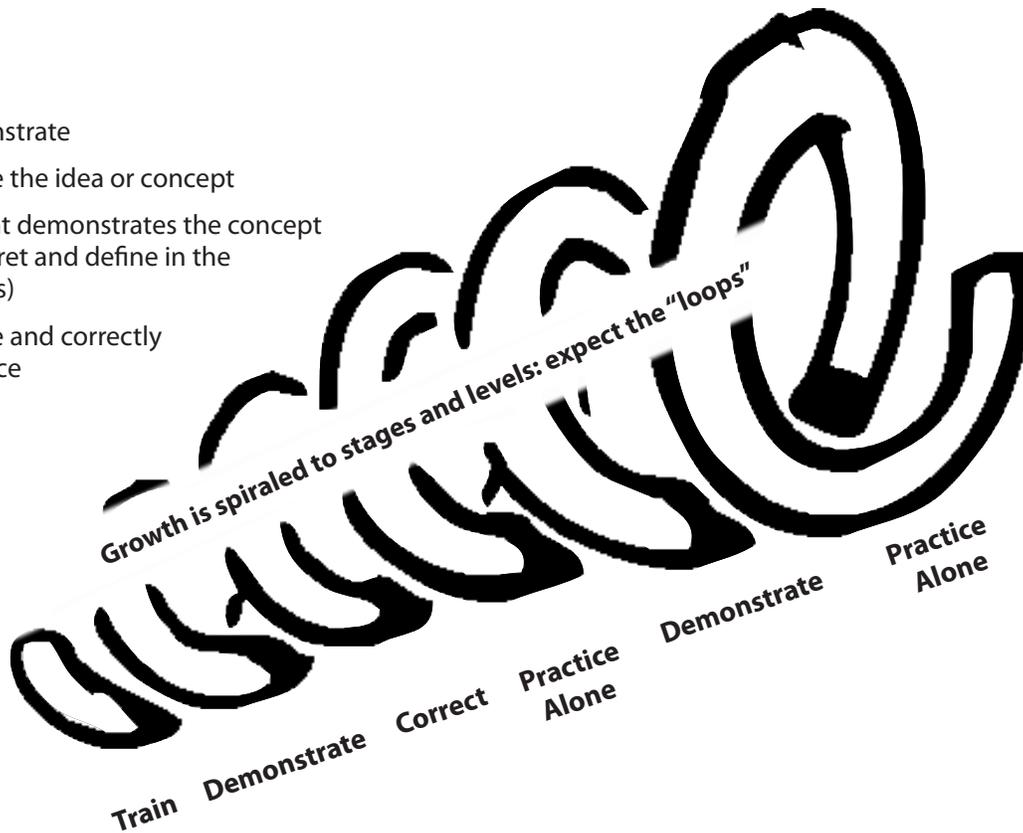
## I. The Teaching-Training Distinctive: overview concepts

## A. The main points of training methodology

1. Our two primary goals are –
  - a. To bring our student into the highest possible level of character, competency, and reproduction
  - b. To help remove any obstacles from them that prohibit this
2. Our training regimen should involve –
  - a. Our own being/knowing what we are after
  - b. Clearly agreeing upon the native terms and expectations of the relationship (write them out)
  - c. The practices of the process

## The Training Process

1. Teach
2. Demonstrate
3. Restate the idea or concept
4. Student demonstrates the concept (interpret and define in the process)
5. Restate and correctly reinforce



6. Clear parts of the whole ideas to work on
7. Watch them practice
8. Real time application with later discussion/evaluation
9. Have them begin to teach others the same things

**REAL MASTERS DEMONSTRATE!**

B. Other essential truths of discipling/training—

1. We must communicate the power of a habit pattern.
2. We must train on specific techniques for specific situations of problems.
3. We must communicate that copying and mastering the form must precede changing the form to meet your individual preferences.
4. We must communicate that correction is a clear sign of love and commitment (Heb. 12:1-10). The opposite of correction is indifference.

## SKILLS, HINDRANCES, AND ISSUES IN TRAINING/MENTORING

### OBSTACLES TO BE CLEARED IN THE TRAINER

1. **Clarity on: All Are Involved**
  - Teacher ⇔ information
  - Pastor ⇔ relational care
  - Father ⇔ belonging
  - Coach ⇔ one who presses the limits
2. **Discovery of the Pupil's Learning Patterns**
  - Inductive: part to whole
  - Deductive: whole to part
  - Reasoning ⇔ relating
  - Relating ⇔ reasoning
  - Watching
  - Hearing
  - Kinetic-moving
3. **The Trainer Must Ask their Pupils the Right Questions for Their Stage of development**
  - Build from simple to complex
  - Build from the known to the unknown

### OBSTACLES TO BE CLEARED IN THE DISCIPLE

1. **Emotional Strongholds**
  - Temperament/calling
  - Generational issues
  - Pain, fear, anger, etc.
2. **Intellectual Strongholds**
  - Education
  - Presupposition: "The mind justifies what the heart has chosen"
  - Ethnic identity (perceived loyalty)
3. **Spiritual Strongholds**
  - Heritage/loyalty
  - Demonic influences
4. **Physical Strongholds**
  - Addictions
  - Comforts
  - Fear of limits/pain
5. **The Fear of Evaluation**
  - Failure/rejection
  - Asking stupid questions

### MAJOR LEARNING ISSUES

1. **Learning How to Listen (Isa. 50:4-5)**
  - In Christ, to hear next word, we must be obeying the last word (Mt. 13:12).
  - We must be able to hear correction/instruction against ourselves.
  - We must hear with an ear to doing (James 1:22-24).
  - We must hear in relationship to a sequence (Isa. 28:9-10).
  - We must know whom to listen to and whom not to listen to ("rabbit ears").
  - Your being must not be "trafficked" (Mt.13:22) so that you can't ask the right questions (Isa. 40:6).
  - We must listen for confirming witnesses (Deut.17:6; John 5:8).
2. **Learning How to See (Isa. 11:1-3)**
  - We see out of our agenda, i.e., what we want to see or expect to see (ask).
  - We see out of the skills with which we have been trained to see (Who has taught you how to see?).
  - We see as we are trained to know what to look for. Review what they saw!
3. **Learning How to Speak (Prov. 18:21)**
  - The words must mean the same things and carry the heart as well (Transformation Principles #29-30).
  - We must speak out of unity between our inner-outer conversation.
  - We must speak in relation to our audience and our relationship, and their depth.
  - Our speech must be controlled so that our mouth creates what we want in the long run.