WaPac District

Supervised Ministry Experience Module

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Edited by
Margaret Scott

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Obs: the page numbering is non-sequential and skips from 55 to 100.

LETTER OF INSTRUCTION: To the WaPac District MIDs (Ministers-in-Development), Pastor-Coaches and Supervised Congregational Team Members

This module is specific to our WaPac District. On the international level of our denomination, the responsibility of supervising the MID in your congregation was given to districts and local churches.

This Supervised Ministry Experience is required for completion of the course of study for ordination. We can agree that the future success of those who are preparing to be Nazarene ministers can be improved by careful and prayerful attention to the way they carry out ministry among us in our local churches. As these MIDs minister, they demonstrate character traits. Observing these details at a distance is difficult. It is best carried out in the local church of the MID, hence, this set up for supervision.

There are three parts to the team: 1) the MID, 2) a pastor-coach and 3) a few members of the congregation who will form a Congregational Support Team (CST). This team will accompany the MID as he or she performs ministerial experiences. There are 45 required experiences, 35 designated ones, plus 10 elective ones.

The amount of time it will take the MID to complete this set of experiences will vary from 6 months to 2 years. The pace and timing is up to each local team.

The steps for completion of this module are these:
1. The MID talks with pastor coach, who helps select the Congregational Support Team
2. The MID recruits those for the CST and sets up meeting with them and the pastor-coach to make a plan
3. The MID enrolls as a student of this module with Kaleidoscope and pays $25 to the WaPac district.
4. The team works through the 45 ministerial experiences, meeting regularly, reporting to the MID and pastor coach.
5. On completion, the pastor-coach reports to Kaleidoscope.

The MID's District Mentor will also add support the MID but will not participate in the supervision process.

This journey is truly Wesleyan in practice as the MID and the support team are accountable to each other. Hoping you will greatly enjoy it and be encouraged by what God does through it,

Margaret Scott
WaPac District Mentor Coach

Supervised Ministry Experience
(SME)

Washington Pacific District
Church of the Nazarene

Sign-in Sheet

Name of Minister-in-Development _____

Location of the SME: _____

Name of the Pastor-Coach: _____

Pastor-Coach's Address, Telephone, and E-mail Address:

_____

_____

**Name, Address, Telephone, and E-mail Address of the MID's
    District Mentor:**

_____

_____

**Names, Phone Numbers and E-mail Addresses of People on
    the Congregational Support Team (CST):**

_____

_____

_____

Beginning Date: _____ **End Date:** _____

Vision Statement of Module:

Preparation for ordination as prescribed in *Manual* ¶424.3 requires "partnering of the educational provider with a local church to direct students in ministerial practices and competency development." The purpose of this module is to direct candidates in developing competency through practical ministry experiences in a real world setting.

This module is different from others in the Modular Course of Study. It takes place over a longer period time. The primary learning environment is the local church rather than the classroom. The team meetings focus on the student's reports to their team about real-life experiences in which he or she is engaged.

The major purpose of this module is to link theory with practice by providing regular, structured, and supervised opportunities for students to apply and test knowledge, skills, and attitudes developed largely during classroom-based studies, in concrete experiences in the church and community. The student will be required to demonstrate a range of skills appropriate for his or her ministry context. Issues of character development are also addressed.

The blending of biblical, theoretical, and philosophical tenets with practical ministry provides the student with a balanced perspective. Guided learning and reflective evaluation are vital learning components of this program as preparation is made for life-long learning in the Christian minister.

The original student manual was licensed from Queensland Baptist College of Ministries, Queensland, Australia, and is used by permission. The faculty at NTC—Australia spent countless hours providing a Wesleyan perspective to the introductory material and activities for the manual. NTC—Australia applied for and received a grant administered by Harvest Partners to license the manual for use by the Church of the Nazarene for ministerial preparation.

Foundational Principles and Goals

Supervised Ministry Experience is a competency-based module. The term competency is used in a broad sense to include all aspects of ministry performance and not just simple trained behaviors. Our understanding of competency recognizes that performance is underpinned not only by skill but also by knowledge and understanding, and that competence involves both the ability to perform in a given context and the capacity to transfer knowledge and skills to new tasks and situations.

It is important that the student be fully committed to the theological principles behind his or her actions as well as to the gaining of skills of understanding. The development of competency in ministry requires an intentional balance between a "hearts on" commitment as well as "heads on" understanding and "hands on" skills.

The following are the foundation principles upon which the Supervised Ministry Experience Module is designed:

1. It is responsive to the needs of the range of Nazarene churches and the people our churches seek to reach.
2. It allows students to experience a wide range and responsibility of church ministry.
3. It is flexible enough to accommodate the differing needs and capacities of a range of individual students.
4. The processes of coaching and the relationship-building associated with coaching are foundational to successful Supervised Ministry.
5. It is competency-based with an emphasis on attaining actual ministry-related skills.
6. Progression through the course of study is based on the achievement of competencies.
7. Learning strategies in the workplace—as elsewhere—must give due sensitivity to the unique character of adult learning styles.

Educational Assumptions

1. The work of the Holy Spirit is essential to any process of Christian education at any level. We will consistently request and expect the Spirit's presence within and among us.
2. Christian teaching and learning is best done in the context of community (people being and working together). Community is the gift of the Spirit but may be enhanced or hindered by human effort. Communities have common values, stories, practices, and goals. Explicit effort will be invested to enhance

community within the class. Group work will take place in every lesson.
3. Every adult student has knowledge and experiences to contribute to the class. We learn not only from the instructor and the reading assignments, but also from each other. Each student is valued not only as a learner but also as a teacher. That is one reason that so many exercises in this course are cooperative and collaborative in nature.
4. Journaling is an ideal way to bring theory and practice together as students synthesize the principles and content of the lessons with their own experiences, preferences, and ideas.

Course Requirements

Planning and Progress Meetings should be held biweekly between the Minister-in-Development (MID) and the pastor-coach. The two should reflect and evaluate completed experiences, discuss progress toward fulfilling current experiences, plan further actions to complete all experiences within the time parameters of the module, and review monthly reports to be submitted to the facilitator. At this time the MID and the pastor-coach should approve and sign Ministry Function Reports.

Congregational Support Team Meetings should be held as needed. You are generally responsible for seeking advice and assistance from the team. The team can help you reflect on and evaluate decisions and actions taken in completing ministry experiences. They will be asked to submit a report at the end of the module that addresses student growth, the learning environment and general comments as shown in the forms section of this guide. You should include a copy of each Congregational Support Team—Meeting Report in your portfolio.

Completion of Supervised Ministry Experiences

This Student Guide contains detailed descriptions of 53 ministry experiences. The MID must satisfactorily complete and report on 45 of the 53 experiences during this module. Thirty-five experiences are prescribed and must be completed by every student. An additional 10 will be selected by the MID and pastor-coach from the remaining experiences to make a total of 45.

Prescribed Experiences: Satisfactory completion of the following experiences is required for all students. Satisfactory

completion includes engaging in the experience under the supervision of your pastor-coach and submitting a signed Ministry Function Report to the facilitator. The level of student involvement in some activities may be limited at the coach's discretion. The coach and student may need to discuss, plan, and then role-play some experiences like Communion and baptism. If an experience was completed in this manner, it should be noted in the Ministry Function Report.

The sequence of experience opportunities within the life of a local congregation will vary from location to location. There is no predetermined order in which the 45 experiences need to be completed. The coach and the student should produce a plan so that the student can complete all required and optional experiences within the module time frame set up by the team.

Prescribed Experience (Complete all 35) *Note: The level of student involvement in experiences with an * is at the coach's discretion.*	**Plan**	**Done**
1. C101 Relationship Building		
2. C102 Pastoral Visitation		
3. C103 Ministry to New Members		
4. C104 Sunday School/Small-Group Ministry		
5. C105 Conflict Management		
6. C106 Ministry to Former and Inactive' Members*		
7. C107 Pastoral Compassion*		
8. C108 Chaplaincy		
9. W101 Worship Service		
10. W102 Dedications and Installations*		
11. W103 Reception of Church Members*		
12. W104 Preaching		
13. W105 Baptism*		
14. W106 Communion Service		
15. W107 Funeral Service*		
16. W108 Wedding Ceremony*		
17. O101 Equipping and Assimilating Members		
18. O102 Facilitating Personal Decisions		
19. O103 Evangelism		
20. O104 Effective Communication		
21. M101 Time Management		
22. M102 Church Strategic Planning		
23. M103 Local Church Administration		
24. M104 Local Church Financial Management		
25. M105 Church Board Meeting		
26. M106 Denominational Administration		

27. M107 Leadership Ability		
28. M108 Pastoral Team Relationships		
29. P101 Personal Devotions		
30. P102 General Education		
31. P103 Health		
32. P104 Call to Ministry		
33. P105 Role Expectations		
34. P106 Ministerial Ethics		
35. P107 Spouse and Family Relation to Ministry		

Optional Experiences: To complete a total of 45 experiences you will need to choose 10 additional ones from this list. Your list may differ from other students because of the experiences that are available in your congregation.

Optional Experiences: (Select 10 of these 18)	
C201 Pastoral Visitation	
C202 Sunday School/Small-Group Ministry	
C203 Ministry to Erring Members*	
C204 Marriage Counseling*	
W201 Teaching	
W202 Evangelistic Preaching	
O201 Involving the Church in the Community	
O202 Social Justice Issues	
O203 Media Promotion	
M201 Filing and Library Systems	
M202 Evaluation	
P201 Personal Devotions	
P202 General Education	
P203 Health	
P204 Call to Ministry	
P205 Role Expectations	
P206 Ministerial Ethics	
P207 Spouse and Family Relation to Ministry	

GENERAL GOALS

- To involve students fully in a structured field learning situation, facilitated by pastors and church lay mentors.
- To enable students to share experiences form a wide range and responsibility of church ministry.
- To provide a sound basis upon which students can develop a practical model for their own ministry functions.

- To nurture in students, participation pastors and church laity the ability to think theologically about the practical tasks of ministry.
- To develop in students, pastors, and laity a biblical view of ministry with a proactive orientation to the future.

Additional enabling outcomes are listed for each activity in the student guide.

Outcome Statements

This module contributes to the development of the following abilities as defined in the *U.S. Sourcebook for Ministerial Development*. Other modules in the program may also address the same outcomes. *Supervised Ministry Experience* offers students the opportunity to test and develop ministry skills in practical situations. The list of outcomes is long because of the variety of experiences in which the student should participate. The specific outcomes that relate to this module are:

PROGRAM OUTCOMES

CN18: Ability to list and explain the Nazarene Articles of Faith

CN29: Ability to identify the directives of the *Manual* of the Church of the Nazarene that pertain to the organization and ministry of the local church and to the responsibilities of the pastor at local and district levels

CP3: Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts

CP5: Ability to provide oversight of one's ministry using management skills including servant leadership, conflict resolution, and administration

CP6: Ability to manage the resources of one's ministry (time, human, financial, etc.) in a way consistent with a church's size and characteristics

CP7: Ability to conceive and articulate purpose, mission, vision, and to develop strategic plans in ways that strengthen a unified vision

CP8: Ability to develop team-building skills, identify and cultivate spiritual gifts, recruit volunteers, empower laity, diagnose and intervene in problems

CP9: Ability to appropriately manage personal finance and budget for one's ministry

CP12: Ability to appropriately express pastoral care and concern for individuals and families in crises, passages, and the normal routines of life

CP13: Ability to offer spiritual counseling and to discern for referral counseling needs beyond the minister's ability

CP15: Ability to think globally and engage cross-culturally for the purpose of mission

CP16: Ability to preach evangelistically and to be engaged with and equip others in personal and congregational evangelism

CP17: Ability to lead in discipling and assimilating new converts into the church

CP18: Ability to identify social and congregational factors that influence church growth

CP19: Ability to describe the stages of human development and apply that knowledge in leading people to Christian maturity

CP20: Ability to envision Christian education most appropriate for a local church and to assure the development and empowerment of those serving it

Personal Growth: The development of a portfolio for assessing personal growth in character. This portfolio would include periodic self-assessment and assessment by significant others. These assessments would evaluate the minister with the "BE" categories

CP21: Ability to envision, order and participate in contextualized theologically grounded worship and to develop and lead appropriate services for special occasions (i.e., wedding, funeral, baptism, and the Lord's Supper)

CP22: (Elder) Ability to prepare, organize, and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways

CH2: Ability to discern and make theologically based ethical decisions in the midst of a complex and/or paradoxical context

CH3: Ability to teach and model sexual purity

CH5: Ability to apply Christian ethics to the issues of integrity, specifically as they relate to ministers and laity for authentic Christian faithfulness and public witness

CH6: Ability to pursue holy character (Christlikeness) by practicing faith formation and the classic Christian disciplines as a means of grace

CH8: Ability to take responsibility for his or her own continuing spiritual development

CH9: Ability to apply understanding of his or her ongoing developmental needs across the life course of the minister to the pursuit of holy character

CH10: Ability to demonstrate a realistic self-understanding including personal strengths, gifts, weaknesses, and areas of needed growth

CH11: Ability to maintain the practice of the Sabbath and healthy self-care

CH12: Ability to practice faithful stewardship of personal relations including gender relationships, marriage and family, personal finance, and professional conduct

CH13: Ability to describe and apply healthy interpersonal relationships through personal communication skills, conflict resolution skills, nurturing relational strategies for marriage/family and congregational interaction

CH14: Ability to maintain a healthy balance between family, church, and community commitments

CX1: Ability to discover sociological dynamics and trends and to apply that information to specific ministry settings

CX2: Ability to analyze and describe congregations and communities

CX3: Ability to describe socialization and to apply its dynamics to the life of the Christian community

Recommended Reading

See the bibliography and the resource section of each ministry experience for suggested reading. Your mentor, church, or local library may have some of these books. The bibliography lists resources that you may wish to add to your personal library.

1. Reports

Monthly Progress Report. Each student must submit a monthly progress report to the facilitator or pastor-coach. The report should include a brief description of current and planned experiences showing how you will complete all course requirements within the allotted time. You may also address questions or concerns to the pastor-coach. During bimonthly class sessions you will have an opportunity to share ideas for completing experiences with other students.

A Ministry Function Report must be submitted to the facilitator or pastor-coach for each experience completed by the student. Include one report for each experience and include it with your monthly progress report to the facilitator. The report should follow the format shown in the forms section, and be signed and dated by the student and the pastor-coach. A copy of the

Ministry Function Report should be included in your portfolio along with your detailed report of the experience.

2.   **Ministry Experience Portfolio: A record of ministry experience. <u>This portfolio is not required for completion</u>.**

In any outcome-based educational experience like the Modular Course of Study, the challenge for the learner is to document the experiences and skills that he or she has mastered. The Ministry Experience Portfolio will help provide evidence for your District Ministerial Studies Board and others that must determine your readiness for ordination. During this module you will/MAY prepare a notebook (portfolio) of your ministry experiences.

Students are recommended to keep a portfolio of their ministry experiences and to submit completed portfolios for assessment to the facilitator by _____. Portfolios are intended to document important facets of ministry experience so that students can learn from the experience and integrate it into their own belief and practice.

The portfolio is meant to be a means to help the MIDs reflect about the tasks of ministry and the process of their own growth in ministry and to clarify their feelings about particular ministry events. The application of theological understanding to practical situations is enhanced through the formal process of recording factual data and matching that record with the reflected feelings and beliefs of the student.

In their Ministry Experience Portfolio, students focus on raising their own self-awareness of their performance of ministry skills; on the insights they develop into their capacity to serve God through pastoring His people; and on the theological basis for their belief and action.

Design of a Portfolio
Portfolios should be designed primarily to suit the ministry needs of each student—the fact that portfolios are assessed should not affect their practical value to students.

Since portfolios will be returned to students following assessment, the student should design them in the user-friendliest way for further use. This may well be a loose-leaf folder arrangement so that the various records of the portfolio may be filed into an existing filing system or it may be a "bound" booklet format or even a scrapbook style.

Students need to plan their portfolio design to suit their own systems of records and referencing.

Portfolio Contents
The portfolio is intended to contain items that are of genuine value to students, both for their current growth in ministry experience and for their future reference.

As a minimum the portfolio should contain:
- the module planner
- weekly planners for each week of the module
- written reports as prescribed for each function (see details which follow on Ministry Observation Reports and Ministry Action Reports)
- an updated Ministry Functions Guide showing progression through the Supervised Ministry module
- a Ministry Function Report for each Ministry Function completed during the year
- samples and examples, etc., of useful practical information for each of the Ministry Functions completed

Examples
For the Ministry Function, Funerals (which will most likely be observed rather than experienced), the portfolio may contain
- a written report of the pastoral visit to the bereaved (observed)
- the order of service
- details of arrangements with the funeral director
- details of planning with family/church organist, etc.
- information on funeral service formats
- the prepared notes of the pastor's homily

For the Ministry Function, Conflict Management, the portfolio may contain

- a written report of an actual conflict situation
- observation notes of the pastor dealing with conflict
- details of conflict management strategies

These are examples only and are not intended in any sense to be complete.

Time Spent on the Portfolio
The proportion of Supervised Ministry time spent on planning, reflecting, and writing should be no more than 40% of the time allowed for Supervised Ministry.

Length of the Portfolio
No length is specified for the portfolio or for written reports. Portfolios should contain what is useful to the student and should not be repetitive or time wasting.

Confidentiality of the Portfolio
Information in the portfolio is confidential and must be treated as such by the student and by the facilitator. Initials or assumed names may be used in reports where this is deemed appropriate.

Due date for the Portfolio is (optional) _____.

Evaluation of the Portfolio
The satisfactory completion of a portfolio is NOT A necessary condition for completion of this module within the Modular Course of Study.

The criteria used in assessing portfolios are
- ability to demonstrate an integration of theoretical knowledge and practical ministry situations
- ability to self-evaluate and to raise self-awareness
- evidence of spiritual development

the student was observing the church pastor (or another church leader) performing a ministry task or was engaged in the actual performance of the task. They are
- Ministry Observation Report (MOR) and
- Ministry Action Report (MAR)

Ministry Observation Report (MOR)

The following outline will help organize the reporting of observations of ministry experiences.

Background Information
- identify the persons involved in the experience, their roles, and pertinent data, such as age, sex, race, vocation, marital status, socioeconomics, etc.
- identify the conditions under which the experience was observed (e.g., time, place, agenda, who initiated, emotional states of those involved, etc.)
- identify the relationships which exist among/between those involved in the experience

Reporting the Observation
See later for specific genre which may be used.
- determine in advance which aspects of the incident should be observed and reported
- report fully and chronologically, using actual words spoken and actions taken
- code events and people to make report easily understood (e.g., E2, P3)
- note significant body language and expression of feelings

Personal Reflections
Analyze the observation using probes such as
- What was the outcome of the experience?
- What were the underlying reasons/causes?
- What roles did people play?
- What were the turning points?
- What would have happened if . . . ?
- What skills did you observe?
- Which of these skills do you need to practice?
- What did you learn about the participants?
- What did you learn about yourself?

Theological Reflections
- What theology did you observe? (grace, mercy, love, judgment, revelation, etc.)
- What were the theological positions taken by participants?
- What was the relationship between theological position and actual actions?
- What biblical models and/or traditions did you observe?

Personal Future

- What more do you need to know about this kind of experience?
- What do you need to do now? In the near future? What are your alternatives?
- How will you minister in this kind of situation?

Genre for MORs

It is rarely possible to record everything that is observed during a ministry experience. The following are a few different techniques for observing which may be useful.

Selective verbatim: Select a category of concern and record, verbatim, what happens in that area. For example, you may be interested in the use of open and closed questions in a counseling situation, and so may just record all questions asked by the counselor. You may be interested in the responses to questions, so you may record, verbatim, the questions and responses. For example, if you wish to examine the methods of self-disclosure, record statements of disclosure.

Global scan: Global scan is an observation of the overall effectiveness of the implementation of the initial plan. The observer matches the plan against the actual experience, and records brief notes on what happens over time, with comments on effectiveness. Global scanning can be used to review plans and as a basis for restructuring future plans.

Script-taping: The purpose of script-taping is to make a sequential record of what actually happened. The observer records the "events" in order, with as much detail as possible. A prepared record sheet can be very useful (e.g., Observation of team of people working on church strategic planning might use a record sheet as below).

Topic_____

Date_____

Time	Plan, Proposal	Proposers	Acceptance by Team

Students are encouraged to develop their own script-taping observation sheets.

Audio-video taping

Audio and/or videotapes can be very useful records allowing the student to revisit the experience many times. The use of audio/video taping, however, should be restricted to situations where their use will not intrude on the experience (e.g., Audio taping a counseling session will almost certainly inhibit the free disclosure of sensitive information—video taping a visiting evangelist preaching probably would not).

Ministry Action Report (MAR)

Students should not be inhibited by the formats and other guides given in this section, and should feel free to record ministry experiences in ways that are most useful to them. The important criteria remain:
- The event is a significant ministry experience.
- Recording the event and reflecting on it is a maturing experience for the student and will assist in developing improved ministry skills.

The following outline will help organize the reporting of actual involvement in ministry.

Background Information
- identify the persons involved, including yourself, and the various roles. Pertinent data such as age, sex, race, vocation, marital status, socio-economics, etc., should be recorded.
- identify the conditions under which the experience was observed (e.g., time, place, agenda, who initiated, emotional states of those involved, etc.).
- identify the relationships which you have developed with those involved in the experience.

Reporting the Experience *See later for specific genre that may be used.*
- report fully and chronologically, using actual words spoken and actions taken
- note significant body language and expression of feelings
- be factual about your own role, record your actions "blunders and all"
- code events and people to make report easily understood (e.g., E1, P2)

Personal Reflections: Analyze the experience using probes such as
- What were the outcomes of the experience?

- What roles did others play?
- What role did you play?
- What were the turning points?
- What were the underlying influences on others? On you?
- What skills did you practice?
- How did you perform these skills?
- Which of these skills do you need to practice?
- What did you learn about others?
- What did you learn about building relationships?
- What did you learn about yourself?

Theological Reflections
- What theology did you practice? (grace, mercy, love, etc.)
- What theological position was taken by others? By yourself?
- What was the link between your theological position and your actions?
- What biblical models/characters/traditions did you follow?
- What theological background/knowledge do you need to strengthen?

Personal Future
- What further practice do you need for this kind of experience?
- What do you need to do now? In the near future? What are your alternatives?
- How will you minister when next you meet this kind of experience?

Genre for MARs

Ministry Action Reports may cover a wide range of actual ministry experience, of which the following are examples:

- *A pastoral visit.* It is important to reflect on the facts of pastoral visits as well as what is learned and how theology relates to the experience.
- *A critical incident.* Incidents which are particularly gratifying or which cause anxiety should be documented and used as a learning exercise. Critical incidents may happen informally (e.g., Talking after church or at a social outing); or more formally (e.g., During teaching, or as part of a business meeting).
- *A case study.* When you have continued contact with a person or family or small group, it may be profitable to record these experiences as a case study. The report section Reporting the Experience may well be longer for a case study and may include further details.
  - the general appearance of the person(s)

- family background, relevant childhood or adolescent experiences
- information about schooling, work, hobbies, interests
- the personal, social, professional goals of the person(s)
- any other details of help the person(s) have been receiving

Experience Evaluation

The progress of MIDs will be evaluated with an eye for enhancing the learning experience by:

1. Carefully observing meetings with team members noting the competence of reports, the balance of discussion, the quality of the relationships, the cooperation level, and the achievement of assigned tasks
2. Careful reading of reports
3. Portfolio review
4. Recommendations from the Pastor-coach and the Congregational Support Team

Some objectives will not be measurable for years to come. If students encounter the transforming power of God at deeper levels than ever before, learn devotional skills and practice them with discipline, and incorporate the best of this course into their own ministries, the fruit of this educational endeavor could go on for a long time. In truth, that is what we expect.
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Lesson 1: Coaching and Supervised Ministry Experience

Learner Objectives

At the end of this lesson, participants should

- describe the roles as outlined in the Supervised Ministry Experience
- be able to prepare the written reports required of the student and the pastor
- understand the requirements for the portfolio
- understand the difference between coaching and mentoring
- know the scriptural models of coaching
- review the ministry functions of the course
- have a realistic view of the time commitment needed for this course over the next few months

Homework Assignments Due by 2nd session dated _____

Complete 8-10 of the ministry experiences listed in the Syllabus and submit the corresponding report for each.

Prepare a presentation for one of the experiences. The presentation should be 8-10 minutes in length and will be given during the next lesson. It should follow the format of the report that you select. Include why you chose this experience.

Complete and turn in a copy of the Module Plan b for completing the requirements for this module. The functions do not have to be completed in any particular order. However, the topics of the first two lessons may lead to your working on many functions in that area after the lesson. Additional discussion material is found in Appendix A.

Turn in an up-to-date copy of the Ministries Function Guide—pages 134-135.

Pastor-coach—read Resource 1-9 and Resource 1-10, "Mentoring," by Wesley G. Campbell, and "Calling Distance," by Kenneth Clair MacMillan.

Resource 1-1

The Learning Team

Introduction

Supervised Ministry is a cooperative enterprise involving:

• a student

• a pastor-coach

• a congregational support team

• the facilitator

With such a range of participants contributing to the conduct of Supervised Ministry, and with the likelihood of non-uniform expectations across the participants, it is imperative that we utilize a system that leads all the students to the intended outcomes. What the students learn in the field, and how this learning is assessed should be comparable across the different churches that have Ministers in Development (MIDs). It is important that we on WaPac are united in making the effort.

The processes and procedures used throughout this Supervised Ministry feature the following management principle:

A Predictable Degree of Uniformity

All participants in Supervised Ministry should be able to confidently expect that the systems and processes used will be predictably uniform. While the actual learning experiences across many churches may not be the same, they should however, contribute in predictably similar ways to the achievement of predictably uniform sets of skills.

Achieving a predictable degree of uniformity in Supervised Ministry will be managed within the following three-fold structure

• unity of purpose

• consistency of roles

• commonality of procedures

Resource 1-2
The Pastor-Coach

Unity of Purpose

The foundation principles and goals for Supervised Ministry are
stated in the syllabus. It is important for the pastor-coach to
be conversant with the principles and goals and to be
committed to a faithful implementation of them.

The specific goals for pastor-coach:

• To work in a key partnership with the educational provider
(WaPac District Board of Ministerial Development) in the
motivation and equipping of students for ministry
• To initiate the building of a true working partnership with
students
• To promote the convergence of the student's theological
education and practical field experience
• To reflect jointly with students on the theological basis for
everyday ministry experience
• To facilitate the student's spiritual and personal growth

Clearly these goals establish the role of pastor-coach as a major
influence on the student's life and future ministry, and indeed
critical to future success.

A Future's Orientation

The general goal purposes the development of "A biblical view of
ministry with a proactive orientation to the future."

The Bible teaches that Jesus Christ is the same yesterday, today,
and forever; the message of salvation does not change with
time. However, the skills which are needed to communicate
this message in an age dominated by rapid growth of
knowledge and information are constantly changing.

We have the message (which does not change); we need to ensure
that the skills of ministering the message to a needy world

meet the quality demanded by that world. Yesterday's methods are simply not adequate.

The Uniqueness of Students

It is not the purpose of effective coaching to produce a clone of the pastor-coach. Rather the purpose is to facilitate a move towards that uniqueness of personhood under God which individual gifts and graces make possible.

Action and Reflection

We learn when we reflect on our experiences. This sequence of action and reflection operates most effectively when there is support from an empathetic person who can be trusted—hence the vital role of a pastor-coach in leading the action and reflection process. This may be seen as the natural extension of a pastoral ministry.

Pastor-coaches are uniquely placed to provide the practical field experiences that ministry students need; to do so in the environment of their church; at the same time, to meet the goals approved for this course of study. Pastor-coaches become a part of the educational system. Without abdicating their church role—they provide a bridge between the classroom and the church.

Consistency of Role

The role of pastor-coach is clearly expressed in the name. Pastor-coaches are always pastors, caring for the student as a child of God; and always coaches, seeking to impart knowledge, wisdom, and experience.

The definition of coaching developed for Supervised Ministry is as follows:

Coaches are influential people who significantly help others, both personally and professionally, to reach major life goals. Coaching is evaluative in nature. Pastor-coaches, above all else, are helpers of students; the role is primarily one of support.

The relationships between pastor and student which develop during the coaching process enhance the feelings of mutuality and compatibility, and encourage the development of respect, while building a climate of professionalism and creativity.

Pastor and student work as a team, sharing aspirations, consulting for ideas, developing joint ownership of a shared ministry. The pastor believes that the growth of the student in ministry is the goal to be achieved, and supports and challenges the student to achieve that end.

The following four characteristics of coaching are essential to the success of the process:
- It is **relational**. Jesus appointed His disciples that "they might be with him." Coaching builds caring, loving relationships which are the foundation of mutual growth.
- It is **planned**. Jesus demonstrated the learning experiences to His disciples, increased their knowledge with His teaching, and involved them in carefully planned Supervised Ministry.
- It leads to **independence**. The training Jesus gave was based on co- operation, but not of co-dependency. He encouraged individual initiative by building trust. Remember He said, "You will do greater things than these."
- It is **evaluative**. Following learning experiences, Jesus led the disciples in evaluative discussions.

From the many published lists of the qualities of a good coach, the following have been distilled:

- Desirous of being a coach
- A role model
- A guide, an adviser, a supporter
- A leader, initiator, a networker
- Knowledgeable, experienced, interested
- A friend, shows affection
- A trusted counselor, a listener, observes confidentiality
- Accessible, shows mutual respect
- Shares resources

They are, in fact, the qualities that most of us aspire to, and qualities, that those who minister the gospel are well experienced in.

Role of Pastor-Coach

- Collaborate with the student to develop an agreed set of Ministry Functions to be studied.
- Meet biweekly with the student to reflect on the progress being made.
- Assist students in finding appropriate practical experiences, which meet their needs.
- Provide opportunities for students to engage in actual ministry situations, through observation and participation.
- Collaborate with students in planning and preparing for their ministry experiences.
- Assist students to evaluate the strengths and weaknesses of their ministry performance, while leaving the student in control of subsequent action and learning.
- Model the ministry functions and demonstrate the component skills.
- Collaborate with the student, the lay supporters, and facilitator to assess the student's achievements.

Commonality of Procedures

The procedures for pastor-coach are set out below:

Time Period	Task	Responsibility for Completion
First Month	Assist the Student to: Plan the year's work:	Student
	• complete Ministry Functions Planning Guide	Student
		Student
	• complete Module Plan	Student
	• complete the first Weekly Planner	Student
	• establish a Congregational Support Team	
The middle months	Coach the student's development:	Student
	• meet biweekly for at least 1 hour	Pastor
	• build relationship	Pastor
	• review progress	Pastor

	• reflect on performance	Pastor
		Pastor
	• plan ministry tasks	Student
	• plan observations	Student
	• review Written Reports	Student
	• review Ministry Function Reports	Student
	• review Weekly Planners	
During last month	Assess the student's progress:	Student
		Pastor
	• meet for at least 2 hours	Student
	• reflect on progress and performance	
	• update Ministry Functions Planning Guide	
	• complete Course Assessment Report	
Last session	Evaluate the whole module: complete the Pastor-Coach's Evaluation Report	Pastor

The Student or MID (Minister in Development)

Unity of Purpose

The foundation principles and goals for Supervised Ministry are
stated in the syllabus. It is important for MIDs to be
conversant with these principles and goals and to be
committed to a faithful implementation of them.

The specific goals for MIDs are:
• To acquire skills in ministry functions
• To determine purpose in ministry, becoming intentional
rather than reactive
• To learn to evaluate experiences and to gain from the
evaluation
• To learn to think theologically about the practical tasks of
ministry, and to reflect theologically on everyday ministry
experiences
• To use the experiences gained as a basis for examining one's
call and vocation

Clearly these goals establish the place of Supervised Ministry as a
major component of preparation for ministry.

A close adherence to the principles of Supervised Ministry and to the
specific goals for students is essential in achieving a unity of
purpose.

Most students will commence their educational experience
(including Supervised Ministry) with a great deal of vision and
idealism. The transition from vision to practice which is faced
in Supervised Ministry can be quite traumatic, as the realities
of real-life ministry are balanced against the ideal.

The inspiration and dedication which characterize the lives of
students entering ministry is bathed in liberal amounts of
sweat and tears.

To achieve the fulfilling rewards of ministry demands that students
develop both adequate skills and correct attitudes. We will

address skill development later in this statement, but turn our attention to attitudes at this stage.

Openness to Growth

It is essential that the student have an open attitude to growth, both personally and professionally. A genuine commitment to learning as much as possible from the field experiences will bring its own rewards.

Openness to growth requires that we accept ourselves as persons, based on our worth in the sight of God—even when we fail (or perhaps succeed less well). The value of field experience, with all its achievements and shortcomings, is affirmed by the insights which emerge and by the incorporation of experience into further acts of ministry.

Remember that we are justified, not by works, but by grace; an open commitment to God in the whole of a student's field experience is possible through His grace.

Future's Orientation

One of the general goals for Supervised Ministry proposes the development of: "A biblical view of ministry with a proactive orientation to the future."

Students in Supervised Ministry need to develop an open and welcoming attitude to the future and the changes that are ahead.

The Bible teaches that Jesus Christ is the same yesterday, today, and forever. The message of salvation does not change with time, however the skills needed to communicate this message in an age dominated by rapid growth of knowledge and information are constantly changing. We have the message (which does not change); we need to ensure that the skills of ministering the message to a needy world meet the quality demanded by that world.

A Sense of Call

It is the sense of being called of God that is basic to the assurance that a student is correctly placed in life as God's servant, doing His work in the right place and at the right time.

Students need to develop a belief in the sovereignty of God, despite the shortcomings of those involved in His work. Clarification of this sense of a call from God will enable a student to change doubts to certainties, crises to opportunities, and negatives to positives.

Spiritual Substance

Ministry of the gospel is spiritual work. A student cannot give what is not first possessed; the spoken word will lack conviction if it does not come from first-hand experience.

Establishing and maintaining a close and personal spiritual relationship with God is of primary importance in ministry. No matter how demanding the course of studies and field experience becomes, a student must protect that priority time of prayer, Bible study, and meditation.

Common attitudes among students to open growth, a future's orientation, a sense of call and spiritual substance will be a major influence towards unity of purpose.

Consistency of Role

Students are at all times students, learning by applying God's Word to everyday experience; and also protégés, relating as disciples to those of mature Christian faith and practice with growth towards that position.

The relationships between student and coach, that develop during the coaching process enhance the feelings of mutuality and compatibility, and encourage the development of respect, while building a climate of professionalism and creativity. Student and pastor-coach work as a team, sharing aspirations, consulting for ideas, and developing joint ownership of a

shared ministry. The following four characteristics of being a student/protégé are basic to the success of this process:

1. **Expectations should be realistic**. No one is able to master all of the diverse skills of ministry needed to meet the needs of people in our complex and pluralist society. The Supervised Ministry program allows students to build on their giftedness and to gain experience in less gifted areas.
2. **Learning is planned**. The disciples of Jesus were involved in careful planning and given clear directions before their field experience.
3. **Responsibility starts at home**. The student has primary responsibility under God for his or her own personal and professional learning.
4. **Progress is based on shared reflection**. The process of reflecting spiritually on all ministry experiences will encourage growth from failure towards fruitfulness.

Role Statement for Students
- Collaboratively design an agreed set of ministry functions to be studied.
- Meet biweekly with the coach to reflect on the progress being made.
- Provide written and other reports to the coach to assist the process of reflection.
- Observe the coach and other nominated leaders in the conduct of their ministry responsibilities.
- Participate in planned practical experiences, which contribute to the ministry functions being studied.
- Collaborate with the coach and other leaders in planning and preparing for ministry responsibilities.
- Establish a Congregational Support Team; plan meetings and agenda for the CST.
- Reflect collaboratively on ministry skill and the theological basis of ministry experiences.
- Evaluate personal achievement of ministry skill.
- Report experiences and achievements to the facilitator of Supervised Ministry.

Implicit in the above role statement is the understanding that the student is the manager of his or her Field Experience.

Commonality of Procedures
The procedures for student are set out below:

Time Period	Task	Responsibility for Completion
First Month	**PLAN** the course in collaboration with the pastor/coach: • Complete Ministry Functions Planning Guide • Complete Module Plan • Complete the first Weekly Planner • Establish a Congregational Support Team Student	 Student Student Student Student
Middle Months	**PRACTICE** ministry skills: • Meet biweekly for at least 1 hour with pastor-coach • Meet at least 3 times with CST • Practice the actual skills listed on the Ministry Function sheets • Observe the skills of others • Reflect on performance • Compile Written Reports (from the Written Reports details) and discuss these with pastor-coach	 Student Student Student Student Student Student

	• Compile a Portfolio which contains all planners, written reports, notes, sample details of ministry tasks experienced or observe	Student
	• Complete Ministry Function Reports and discuss these with pastor-coach	Student
	• Complete Weekly Planner and discuss with pastor-coach	Student
Last session	ASSESS progress:	
	• Meet for at least 2 hours with pastor-coach	Student
	• Reflect on progress and performance	Student
	• Update Ministry Functions Planning Guide	Student
	• Complete Course Assessment Report	Student
	• Submit Portfolio to facilitator of Supervised Ministry	Student

Resource 1-4
The Congregational Support Team

Unity of Purpose

The foundation principles and goals for Supervised Ministry are
stated in the syllabus. It is important for members of the
Congregational Support Team to be conversant with these
principles and goals and to be committed to a faithful
implementation of them.

The specific goals for CSTs are:
- To encourage and assist students in meeting the practical
  learning goals for ministry
- To initiate discussion of practical ministry skills with students
- To assist students to reflect on their performance in identified
  skill areas
- To guide students in developing successful interpersonal
  relationships

Clearly these goals establish the role of CST members as a major
influence on the student's present development and future
ministry. The successful preparation of students for Christian
ministry depends in no small measure on the degree of
sincerity and dedication that CST members bring to their role.

The Bible teaches that Jesus Christ is the same yesterday, today,
and forever; the message of salvation does not change with
time. However, the skills needed to communicate this message
in an age dominated by rapid growth of knowledge and
information are constantly changing.

Congregational Support Team members are reminded that the
students who are training now will be ministering during the
twenty-first century. To meet the demands of the future, we
need a future's orientation to the skills learned today.

Members of CSTs are uniquely placed to support and advise
students throughout their practical field experiences; to hold a
mirror to students, reflecting how they are seen by those being
ministered to; and at the same time engage in local church

ministry of their own. CST members become an active arm of the educational provider in training students for pastoral ministry without abdicating their own role as church members. Adherence to the principles and goals of Supervised Ministry is the essential component of **Unity of Purpose**.

Consistency of Role

The role of CST members is clearly expressed in the name. Congregational Support Team members are at all times members of their congregation, engaging cooperatively in gospel ministry to their particular church area; and at the same time exercising special support to students in training.

The support role should be characterized by mutual reflection rather than direction— the student bears responsibility for his or her own actions and decisions, the CST assists in the processes which lead to actions and decisions and which reflect on them.

In the normal course of events the responsibility for seeking assistance belongs to the student, however members of CSTs should not hesitate to be proactive in organizing and giving feedback when it is necessary.

Composition of CST

A CST should have 3-4 members to allow for the development of close bonds with the student. The team should represent both women and men, with a range of ages if possible. The pastor-coach should not be a member of the CST.

Role of Congregational Support Team Members

- Support the development of successful ministry skills by the student.
- Meet regularly with the student, using a planned agenda which allows for open feedback and mutual reflection.
- Give feedback voluntarily to the student on informal occasions and in incidental ways.
- Critique constructively specific skills of ministry for the student.

- Reflect mutually with the student on his or her spiritual giftedness.

COMMONALITY OF PROCEDURES

The procedures for Congregational Support Teams are set out below:

Time Period	Task	Responsibility for Completion
First month	**Meet** the student: • Form a Congregational Support Team • Familiarize with student's plans	Student Student
Middle Months	**Support** the student: • Meet regularly with the student • Feedback on ministry skills • Complete CST Meeting Reports	Student CST CST
Last session	**Evaluate** the course: • Complete CST Evaluation Report	CST

Learning Teaching Strategies

Before the specific skills of ministry are listed in detail, it is necessary to discuss the learning and teaching strategies to be used during Supervised Ministry.

The foundation principles and goals of Supervised Ministry state a commitment to three significant learning teaching strategies:

1. Flexibility - To cater for the differing needs and capacities of students and churches, the course is structured on a core plus electives basis. Required ministry functions have been identified with a set of skills specific to each function. The extent to which elective functions are studied will be negotiated between the student and pastor-coach.

2. Coaching - Coaches are influential people who significantly help others in a management style of leadership, both personally and professionally, to reach major life goals. The relationships developed in coaching enhance the feeling of mutuality and compatibility, resulting in outcomes of respect, creativity, and professionalism. Furthermore, coaches walk with their people, teaching as much by their actions as by their words.

The learning and teaching that takes place in Supervised Ministry flows most naturally and productively within the attitudes and practices which are developed within the coaching process. Some of the reasons for this are:

- Coaching encourages a participative approach to leadership.
- Characteristics of trust, loyalty and affection are developed.
- Team skills are enhanced.
- Productivity of both coach and student usually improves.

Students involved in Supervised Ministry will form coaching relationships with a church pastor and with a small Congregational Support Team.

3.   Adult Learning Styles - As students in Supervised Ministry are all adults with, in most cases, experience and education in some other vocation, it is important that the principles of adult learning are adhered to. The more important of these principles are:

- The purpose of Supervised Ministry must be clear to students and acceptable to them.
- Supervised Ministry needs to be overtly practical and be seen to be useful.
- Freedom to make choices and negotiate pathways should be available to students at all stages.

Students are valued participants in the decision-making process of the course.

Resource 1-6

Coaching vs. Mentoring

In the book **Relational Leaders**, Walter Wright said,

Coaching is a participative approach to leadership rather than a directive approach. It sees the leaders as a servant and friend, not ruler or boss. Coaches walk with their people, teaching as much by their actions as by their words. Coaching moves people along the maturity development continuum by walking alongside them.

Mentoring as defined by Paul Stanley and Robert Clinton *is a relational experience where one person empowers another by sharing God given resources.*

Lesson 2: Pastoral Care Experience

Due This Lesson

- ministry reports submitted presentation of
one report Module Plan

Up-to-date Ministries Function Guide

Learner Objectives

At the end of this lesson, participants will be able

- to preach the Word
- to equip the saints for the work of the ministry
- to administer the sacraments
- to care for the people by pastoral visitation, particularly the sick and needy
- to comfort those who mourn
- to correct, rebuke, and encourage, with great patience and careful instruction
- to seek, by all means, the conversion of sinners, the entire sanctification of the converted, and the upbuilding of God's people in the most holy faith

Homework Assignments which repeat for each of the future sessions:

1. Complete 8-10 of the ministry experiences listed in the Syllabus and submit the corresponding report for each.

2. Prepare a presentation to your pastor-coach for one of the experiences. The presentation should be 8-10 minutes in length and will be given during the next lesson. It should follow the format of the report you select. Include why you chose this experience.

3. Update the Ministries Functions Guide.

Resource 2-1

The follow three paragraphs describe what an ideal minister in the Church of the Nazarene is, knows and knows how to do. They are standards maintained for Nazarene ministry in every district of the world, including the Washington Pacific District.

WaPac leaders encourage MIDs and their pastor-coach to reflect carefully on these descriptions and prayerfully seek for the Lord to develop and improve these qualities and skills.

Desired Outcomes of Educational Preparation

For the minister **"to be,"** the desired outcomes are expressed in:

1. loving God with all the heart, soul, mind, and strength and the neighbor as oneself as expressed in Christian holiness
2. a deep spirituality with an abiding sense of God's call
3. existence as a person in relationship to the community of faith
4. unquestioned integrity and honor
5. compassion, patience, and perseverance
6. self-discipline and self-control
7. humility, gentleness, and sensitivity to others
8. passion and courage
9. wisdom and discernment
10. vision and commitment

For the minister **"to know,"** the desired outcomes are to have:

1. a thorough knowledge of the holy Scriptures and methods of interpretation
2. a clear understanding of Christian theology and especially the place of Christian holiness within it
3. a solid grasp of the history of the Christian church and its mission through the centuries
4. a knowledge of the Wesleyan theological heritage and traditions
5. a working knowledge of the disciplines of the spiritual life
6. an understanding of the significance, forms, and place of Christian worship in the community of faith
7. a firm understanding of Christian personal and social ethics
8. a knowledge of communication theory and skills, especially preaching and including teaching and interpersonal skills
9. a clear understanding of the dynamics of Christian servant leadership, local church administration, and models of mission and ministry, and the similarities to and distinctions from secular models of leadership and management

10. an awareness of the brokenness of the human condition—
both personal and societal
11. an understanding of the dynamics of the human life,
groups within the local church and society, including
marriage and family
12. a grasp of the span of human history and culture,
particularly of the minister's own context
13. an awareness of cultural trends and influences in
contemporary society, including religious pluralism
14. a knowledge of the operation of the polity and practice of
the Church of the Nazarene
15. an awareness of the legal framework in the society
in which the congregation functions

For the minister **"to do,"** desired outcomes are to:

1. model a godly life and vital piety
2. think prayerfully about personal, familial and
congregational development
3. act with integrity and honor in all relationships
4. respond to others with the love of God
5. lead the people of God in worship, mission, and service
6. equip the saints for the work of ministry
7. preach the Word of God with clarity in a culturally appropriate
fashion
8. teach by word and example
9. evangelize the lost, feed the flock
10. articulate clearly the mission of the congregation and the
Church
11. minister to the brokenness of persons and society
12. communicate the truth in love
13. listen with care and discretion
14. facilitate the ministry of all the people of God at the local level
15. organize the local congregation as needed and appropriate
16. assess the effectiveness of programs and plans
17. acquire skills in information technology and other media
essential for ministry and mission
18. pursue lifelong learning

Resource 2-1

Pastoral Care

Select four of the scriptural models of pastoral care and examine and
write about the following before meeting with your Pastor-
Coach

1. What is the context of the passage of scripture? How did
   this message impact the first hearers?
2. How does this passage speak to ministers today?
3. What are the applications for you in your assignment?

Scriptural models of pastoral care:

- Shepherds who neglect to care: Ez 34:1-10
- Caring for the needy: Mt 9:11-13
- Care expressed through love: 1 Cor 13:1-7
- Preparation and admonition to care: 2 Tim 4:1-5
- Care for the Body of Christ: Eph 4:11-16
- Genuine care will bear fruit: Mt 7:18-23
- Care in reaching the wayward: Jas 5:19-20
- Care expressed through our character and conduct: Phil 2:1-
  16a
- Care expressed through pastoral prayer: 1 Thess 3:10, 13;
  5:19-24
- Pastoral care: Acts 20:27-31

The Appendices of this manual contain

1. Resources for Optional Class Discussions according to the choices
   of the SME team:
   a. Worship
   b. Outreach
   c. Management
        i. Church board
        ii. Personal mastery
        iii. Change
   d. Personal learning experience – care for self and family

2. Recommended Websites which inform the MIDs and their Pastor-
   Coaches

MINISTRY FUNCTIONS

CARE	WORSHIP	OUTREACH	MANAGEMENT	PERSONAL/ LEARNING
C101 Relationship Building	W101 Worship Service	O101 Equipping & Assimilating Members	M101 Time Management	P101 Personal Devotions
C102 Pastoral Visitation	W102 Dedications & Installations		M102 Church Strategic Planning	P102 General Education
C103 Ministry to New Members	W103 Reception of Church Members	O102 Facilitating Personal Decisions	M103 Local Church Administration	P103 Health
C104 Sunday School/Small Group Ministry	W104 Preaching	O103 Evangelism	M104 Local Church Financial Management	P104 Call to Ministry
C105 Conflict Management	W105 Baptism	O104 Effective Communication		P105 Role Expectation
C106 Ministry to Former & Inactive Members	W106 Communion Service		M105 Church Board Meeting	P106 Ministerial Ethics
C107 Pastoral Compassion	W107 Funeral Service		M106 Denominational Administration	P107 Spouse & Family Relation to Ministry
C108 Chaplaincy	W108 Wedding Ceremony		M107 Leadership Ability	
			M108 Pastoral Team Relationships	
C201 Pastoral Visitation	W201 Teaching	O201 Involving the Church in the Community	M201 Filing & Library Systems	P201 Personal Devotions
C202 Sunday School/Small Group Ministry	W202 Preaching Evangelistically	O202 Social Justice Issues	M202 Evaluation	P202 General Education
C203 Ministry to Erring Members		O203 Media Promotion		P203 Health
C204 Marriage Counseling				P204 Call to Ministry
				P205 Role Expectation
				P206 Ministerial Ethics
				P207 Spouse & Family Relation to Ministry

100s Required
200s Electives

Supervised Ministry—Care

REQUIRED MINISTRY FUNCTION: C101, RELATIONSHIP BUILDING

Ministry Skills	Pointers	Notes
Listens with interest; listens empathically	• The speaker's message is clearly understood. • Body messages are open and welcoming.	
Responds to others in a caring, supportive, nonjudgmental way	• Careful listening and thinking precedes replies. • Encouragement and reassurance are given. • Understanding of other's message is expressed. • Probing questions are used to gain more information.	
Shares from the "heart" as well as from the "head"	• Personal feelings are carefully disclosed. • Emotions are related to God's truth. • Trust in others is modeled and	
Values people individually	• A genuine interest is shown in each person. • Acceptance of others is modeled on God's acceptance.	
Demonstrates warmth, openness, and approachability	• Welcomes time with others. • Interest in the needs of others is shown. • Acceptance of others as	
Builds an atmosphere of love, acceptance, and forgiveness	• Love is genuinely expressed and modeled. • Forgiveness for wrong is sought and given readily. • Friendships are developed throughout	

SOME PRACTICAL RESOURCES:

Bolton, R. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. East Roseville, NSW: Simon & Schuster, 1986.
Borchers, T. *Interpersonal Communication.* http://www.abacon.com/commstudies/interpersonal/interpersonal.html (1999).
Brown, Stephen W. *How to Talk So People Will Listen*. Grand Rapids: Baker Book House, 1993.
Doyle, T. A. *The Interpersonal Web*. http://novaonline.nv.cc.va.us/eli/spd110td/interper/ (18 March 2001).
Savage, John S. *Listening and Caring Skills in Ministry: A Guide for Pastors, Counselors, and Small Groups*. Nashville: Abingdon Press, 1996.
Montgomery, B. *Living and Loving Together: A Practical Manual for Better Relationships*. Melbourne: Thomas Nelson, 1983.
Wakefield, N. *Listening: A Christian's Guide to Loving Relationships.* Waco, TX: Word, 1981.
Weaver, R. L. *Understanding Interpersonal Communication*. Dallas: Scott, Foresman, 1978.

Supervised Ministry—Care

REQUIRED MINISTRY FUNCTION: C102, PASTORAL VISITATION

Ministry	Pointers	Notes
Initiates pastoral visitation	• Reasons for pastoral visits are clarified. • Plans for visits are systematically made, and records kept. • People needing visits are identified and targeted.	
Prepares for visit	• Pastoral content of visit is planned.	
Uses modern communication methods when appropriate	• Telephone contacts are made regularly. • Other electronic communications are used when suitable.	
Recognizes when the timing of visit is appropriate	• Timing of arrival is suitable. • Length of visit is appropriate. • Closure of visit ensures purposes are met.	
Establishes friendship and trust	• Home hospitality is used as a vehicle for pastoral care. • Interest in the "tasks of the day" is shown. • Personal and spiritual needs are ascertained.	

SOME PRACTICAL RESOURCES:

Arnold, W. V. *Introduction to Pastoral Care*. Philadelphia: Westminster Press, 1982.
Benner, D. G. *Care of Souls: Revisioning Christian Nurture and Counsel*. Carlisle: Paternoster, 1998.

Oden, T. C. *Pastoral Theology: Essentials of Ministry*. New York: Harper & Row, 1983.
Swinton, John. *Building a Church for Strangers*. Edinburgh: Contact Pastoral Trust, 1999.

Supervised Ministry—Care

REQUIRED MINISTRY FUNCTION: C103, MINISTRY TO NEW MEMBERS

Ministry	Pointers	Notes
Initiates meeting and welcoming new members	• Records of visits to new members and prospective members are kept. • Systems are in place to involve others in the	
Plans and prepares for ministry to new members	• The care needs of new people are ascertained. • Plans to meet the needs are made. • Involvement of congregation	
Shows hospitality to new members	• Planned home hospitality is featured for newcomers. • Bonding of newcomers to congregational groups is achieved.	

SOME PRACTICAL RESOURCES:

Corney, P. *The Welcoming Church*. Sydney: Anglican, 1996.

Kuhne, G. W. *The Dynamics of Personal Follow-up.* Grand Rapids: Zondervan, 1976.

McIntosh, G. *Finding Them, Keeping Them*: *Effective Strategies for Evangelism and Assimilation in the Local Church.* Nashville: Broadman, 1992.

Rainer, T. *High Expectations: The Remarkable Secret for Keeping People in Your Church*. Nashville: Broadman & Holman, 1999.

Richards, Kel. *Hospitality Evangelism: A Practical Step-by-Step Handbook.* Sydney: Beacon, 1994

Richter, P. J. *Gone but Not Forgotten: Church Leaving and Returning.* London: Darton, Longman and Todd, 1998.

Supervised Ministry—Care

REQUIRED MINISTRY FUNCTION: C104, SUNDAY SCHOOL/SMALL GROUP MINISTRY

Ministry Skills	Pointers
Involved in a small group in the local church	• Faithful attendance at the group meetings • Displays good listening skills as a member of the group
Works comfortably with the dynamics of small groups	• Relationships with people in small groups is relaxed and informal. • Operations in small groups are characterized by empowerment of others.
Encourages group participation and involvement	• Group members participate in the worship and other aspects of the group and the congregation.

SOME PRACTICAL RESOURCES:

Henderson, D. M. *John Wesley's Class Meeting: A Model for Making Disciples*. Nappanee, IL: Evangel, 1997.

Leslie, R. C. *Sharing Groups in the Church: An Invitation to Involvement*. Nashville: Abingdon, 1979.
McBride, N. F. *How to Lead Small Groups.* Colorado Springs: NavPress, 1990.
Schwanz, F. L. *Growing Small Groups*. Kansas City: Beacon Hill Press of Kansas City, 1985.

Small Groups.Com. http://smallgroups.com/ (11 January 2002).
Webminister.com. *Group Dynamics and Small Groups.* http://webminister.com/growth01/home.htm (11 January 2002).

Supervised Ministry—Care

REQUIRED MINISTRY FUNCTION: C105, CONFLICT MANAGEMENT

Ministry Skills	Pointers
Is actively aware of the sensitivities, needs, and feelings of others	• Awareness of the expressions of feeling and need from others is developed. • Voice tone and body language is interpreted for feelings and needs.
Assesses situations for conflict	• Knowledge of the conflict managing strategies of self and others is understood. • Interpersonal conflicts are seen as potential for growth. • The problem solving/decision making potential through conflict is constructively realized.
Identifies tension	• Tension-reducing language and actions are used. • Solutions which produce win-win situations are found.
Resolves disagreements and conflicts effectively	• Communication channels are always kept open. • Mutual trust is always maintained. • An agreement which is honorable to God and to all people involved is reached. • Improved capacity to grow constructively through conflict is developed.

SOME PRACTICAL RESOURCES:

Augsburger, D. W. *Caring Enough to Confront*. Revised edition, Ventura, CA: Regal Books, 1981.

Bolton, R. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. East Roseville, NSW: Simon & Schuster, 1986.

Conflict Resolutions in Church. http://www.resolvechurchconflict.com/index.htm (11 January 2002).

Conflict Resolution Information Source. http://www.crinfo.org/ (11 January 2002).

Dale, R. D. *Surviving Difficult Church Members*. Nashville: Abingdon, 1984.

Gangel, K. O. *Communications and Conflict Management in Churches and Christian Organizations*. Nashville: Broadman Press, 1992.

Lowry, R. L., and R. W. Meyers. *Resources for Christian Counseling.* Vol. 29, *Conflict Management and Counseling*. Dallas: Word, 1991.

Supervised Ministry—Care

**REQUIRED MINISTRY FUNCTION: C106, MINISTRY TO FORMER AND
                                INACTIVE MEMBERS**

Ministry Skills	Pointers
Is proactive to identify inactive and nonparticipating members	• Records of attendances and absences are checked regularly • After consultation with the pastor, a program of visitation is developed.
Is proactive in meeting with former members	• After consultation with the pastor, plans and preparation for meeting are made in advance.
Gives clear messages of love and concern	• Approaches are made in love, valuing the persons even as God does. • Expression of the concern of God's fellowship is made. • A visitation report is made to the pastor and further visits are arranged in consultation with the pastor.

SOME PRACTICAL RESOURCES:

Association of Nazarene Social Researchers. *Resource Information from ANSR on Congregational Attrition*.
    http://www.nazarene.org/cg/research/ansr/articles/t9.html (11 January 2002).
Gibbs, E. *Winning Them Back: Tackling the Problem of Nominal Christianity*. Tunbridge Wells, UK: Monarch, 1993.
McIntosh, G. *Finding Them, Keeping Them: Effective Strategies for Evangelism and Assimilation in the Local Church*. Nashville: Broadman, 1992.
Randell, R. L. *What People Expect from Church: Why Meeting People's Needs Is More Important than Church Meetings*. Nashville: Abingdon Press, 1992.
Rainer, T. *High Expectations: The Remarkable Secret for Keeping People in Your Church*. Nashville: Broadman & Holman, 1999.
Richter, P. J. *Gone but Not Forgotten: Church Leaving and Returning*. London: Darton, Longman and Todd, 1998.

NOTE: The level of involvement by the student is to be approved by the pastor of the church.

Supervised Ministry—Care

REQUIRED MINISTRY FUNCTION: C107, PASTORAL COMPASSION

Ministry Skills	Pointers
Is proactive to recognize the unspoken needs and to meet them	• Awareness of the hurts of others is evident. • Consultation with and reporting to the pastor before and after visiting. • Congregational systems are in place to recognize and care for hurting people.
Empathizes with those suffering pain, bereavement, etc.	• Bereaved, hospitalized, seriously ill, etc. are cared for expediently. • Involvement of congregation members in caring role is organized. • Awareness is shown of special needs of bereaved, etc., on Mother's Day, Father's Day, family times, etc. • The comfort of God's presence is extended.
Recognizes urgent needs and attends to them	• Hurting people—rebellious youth, single parents, cross-cultures, etc., are ministered to with God's love. • Records kept and sympathies extended for anniversaries of bereavements, etc.

SOME PRACTICAL RESOURCES:

Oates, W. *Pastoral Care and Counseling in Grief and Separation.* Philadelphia: Fortress, 1991.
Contemporary Christian Counseling Series. Dallas: Word.
Resources for Christian Counseling Series. Dallas: Word.

NOTE: The level of involvement by the student is to be approved by the pastor of the church.

Supervised Ministry—Care

REQUIRED MINISTRY FUNCTION: C108, CHAPLAINCY

Ministry Skills	Pointers
Is proactive in planning and preparing for contacts	• Plans and preparations are made appropriately.
Ministers to a range of chaplaincy situations	• Hospital • Prison • School • Workplace

SOME PRACTICAL RESOURCES:

Arnold, W. V. *Introduction to Pastoral Care*. Philadelphia, PA: Westminster Press, 1982.

Church of the Nazarene Chaplaincy Ministries. http://www.nazarenechaplains.org/ (17 January 2002).

Coalition Of Prison Evangelists [COPE]. *COPE Resource Documents*. http://www.copeministries.org/Resources.html (14 January 2002).

Hospital Chaplaincy Gateway. http://www.hospitalchaplain.com/ (14 January 2002).

Prison Fellowship. http://www.pfi.org/default.htm (14 January 2002).

Reimer, L. D. *The Hospital Handbook: A Practical Guide to Hospital Visitation*. Revised edition, Wilton, CT: Morehouse-Barlow, 1988.

Williams, L. M. *Nursing Home Ministries*. Kansas City: Beacon Hill Press of Kansas City, 1981.

Supervised Ministry—Care

ELECTIVE MINISTRY FUNCTION: C201, PASTORAL VISITATION

Ministry Skills	Pointers
Ability to train others in pastoral visitation	• Training seminar for pastoral visitors planned and taught. • People gifted in visiting and relating the love of God to others are selected and trained for visitation.

SOME PRACTICAL RESOURCES:

Arnold, W. V. *Introduction to Pastoral Care*. Philadelphia, PA: Westminster Press, 1982.

Pyle, William T. *Experiencing Ministry Supervision*. Nashville: Broadman & Holman, 1995.

Supervised Ministry—Care

ELECTIVE MINISTRY FUNCTION: C202, SUNDAY SCHOOL/SMALL GROUP MINISTRY

Ministry Skills	Pointers
Plans a comprehensive ministry program for small groups	• Small group plans meet the belonging needs of people. • Small group plans involve congregational input. • Small group plans are integral to church strategic plan.
Able to train others to implement the small groups ministry program	• The training program is planned and co-ordinates with other church training. • The training involves developing unity across the church. • The practices and expectations of small-group ministries are understood and accepted.

SOME PRACTICAL RESOURCES:

Hughes, Bryn. *Small Group Know How: Practical Tools for Home and Cell Groups*. London: Monarch Books, 2001.

George, Carl F. *The Coming Church Revolution: Empowering Leaders for the Future*. Grand Rapids: Fleming H. Revell, 1994.

Kendrick, Michael. *Supper Club: Creative Ideas for Small-group Fellowship*. Grand Rapids: Baker Books, 1994.

Leslie, R. C. *Sharing Groups in the Church: An Invitation to Involvement*. Nashville: Abingdon, 1979.

McBride, N. F. *How to Lead Small Groups.* Colorado Springs: NavPress, 1990.

Schwanz, F. L. *Growing Small Groups*. Kansas City: Beacon Hill Press of Kansas City, 1985.

Shoemaker, N. *Small Groups, Big Ministry! A Leader's Guide for Covenant Groups*. Kansas City: Beacon Hill Press of Kansas City, 1988.

Small Groups.Com. http://smallgroups.com/ (11 January 2002).

Turner, J. *Small Groups That Catch the Wind: Using Small Groups for Community and Mission in the Local Church.* Adelaide, SA: Open Book, 2000.

Supervised Ministry—Care

ELECTIVE MINISTRY FUNCTION: C203, MINISTRY TO ERRING MEMBERS

Ministry Skills	Pointers
Is proactive to identify erring members and sensitive to develop a love and concern for their souls	• Wisdom and care are exercised in identifying errancy. • Consults the pastor at every stage of contact with the members and their families. • Approaches to erring members are made in accepting them as persons, but rejecting their actions.
Gives clear messages of hope and assurance	• Nonjudgmental attitudes are expressed. • The love of God for all who sin is expressed and modeled. • Confidentiality is maintained.
Copes effectively with aberrant behaviors	• People involved in sexual/physical abuse, substance abuse, occultism, alcoholism, etc., are cared for as children of God.
Knows when to refer to other agencies	• Complies with mandatory reporting requirements of the state government. • Knowledge of suitable referral agencies available. • Referrals are made when expert help is needed.

SOME PRACTICAL RESOURCES:

Contemporary Christian Counseling Series. Dallas: Word.
Dale, R. D. *Surviving Difficult Church Members*. Nashville: Abingdon, 1984.
Resources for Christian Counseling Series. Dallas: Word.
White, J., and K. Blue. *Church Discipline That Heals: Putting Costly Love Into Action*.
    Downers Grove, IL: Intervarsity Press, 1992.

NOTE: The level of involvement by the student is to be approved by the pastor of the church.

Supervised Ministry—Care

ELECTIVE MINISTRY FUNCTION: C204, MARRIAGE COUNSELING

Ministry Skills	Pointers
Is proactive in building strong and healthy marriages	• A positive family ministry centered on God's plan for marriage is developed. • Effective marriage enrichment experiences are planned and organized.
Is proactive in counseling pre-marriage couples	• A positive, Bible-based, premarriage counseling program is planned. • Premarriage couples are involved in appropriate counseling.
Is proactive in counseling failed marriage partners	• Partners in failed marriages are counseled using God's plan for marriage as the basis.
Counsels partners in troubled marriage situations	• Troubled marriages—De facto, non-Christian partners, adulterous unions, etc. are counseled with a basis of Christian marriage beliefs.

SOME PRACTICAL RESOURCES:

Contemporary Christian Counseling Series. Dallas: Word.
Deasley, A. R. G. *Marriage and Divorce in the Bible and the Church*. Kansas City: Beacon Hill Press of Kansas City, 2000.
Forster, G. *Cohabitation and Marriage: A Pastoral Response*. London: Marshall Pickering, 1994.
Resources for Christian Counseling Series. Dallas: Word.
Storkey, R. *Marriage and Its Modern Crisis: Repairing Married Life.* London: Hodder & Stoughton, 1996.
Virkler, H. A. *Broken Promises*. Dallas: Word, 1992.
Worthington, E. L. *Marriage Counseling: A Christian Approach to Counseling Couples.* Downers Grove: InterVarsity Press, 1989.

Wright, H. N. *Premarital Counseling*. Chicago: Moody, 1982.

NOTE: The level of involvement by the student is to be approved by the pastor of the church. At the pastor's discretion, this competency may be completed wholly or in part by appropriate role-playing.

Supervised Ministry—Worship

REQUIRED MINISTRY FUNCTION: W101, WORSHIP SERVICE

Ministry Skills	Pointers
Plans and prepares comprehensively for worship	• All preparation is completed fully before service. • Others involved in leading worship are fully briefed in advance. • All resources used in worship are tested and ready for use.
Develops and works with a worship leading team	• Worship team members work collaboratively with the pastor to plan the worship service.
Develops a strategy for worship	• Preaching themes are a focus of worship. • Worship is planned to integrate with the church vision.
Leads the worship service	• Voice is clear and well modulated. • The worship atmosphere is honoring to God. • All readings, prayers, music, etc., contribute to the worship of God.
Incorporates worship techniques appropriate for desired objectives	• Drama, object lessons, puppets, etc., are used as part of worship.
Focuses all attention on God and on His work through Christ and the Holy Spirit	• Worshiping God is central to all worship. • Adoration, confession, thanksgiving, and supplication are featured in worship.

SOME PRACTICAL RESOURCES:

Lavergne, A., and W. Grahlman. *Lift Up Your Heart—Sites Devoted to Worship and Liturgy* (September 1999). http://www.jwainc.com/~grahl/sec4.html (14 January 2002).

Ray, David R. *Wonderful Worship in Smaller Churches*. Cleveland, OH: Pilgrim Press, 2000.

Schwanz, K. *Resources for Worship Planning: A Companion to the Hymnal Sing to the Lord*. Kansas City: Lillenas Publishing Company, 1993.

Webber, R. E. *Blended Worship: Achieving Substance and Relevance in Worship*. Peabody, MA: Hendrickson Publishers, 1996.

Weems, A. *Searching for Shalom: Resources for Creative Worship*. Louisville, KY: Westminster/John Knox, 1991.

Supervised Ministry—Worship

**REQUIRED MINISTRY FUNCTION: W102, DEDICATIONS AND
                                 INSTALLATIONS**

Ministry Skills	Pointers
Plans and prepares infant dedications, installation of church officers and persons for church ministries	• Services are fully planned and rehearsed. • Services are spiritually challenging to the lives of those involved.
Prepares participants fully for service	• Participants understand the Bible teaching relative to their situation. • Participants are prepared for the service procedures.
Conducts or observes services	• Service knowledge and procedures are clearly understood.

SOME PRACTICAL RESOURCES:

Manual, Church of the Nazarene. Kansas City: Nazarene Publishing House, 2005.
Middendorf, Jesse C. *The Church Rituals Handbook*. Kansas City: Beacon Hill Press of
    Kansas City, 1997.

NOTE: The level of involvement by the student is to be approved by the pastor of the church. At the pastor's discretion, this competency may be completed wholly or in part by appropriate role-playing.

Supervised Ministry—Worship

REQUIRED MINISTRY FUNCTION: W103, RECEPTION OF CHURCH MEMBERS

Ministry Skills	Pointers
Plans and prepares church membership services	• Services are fully planned and rehearsed. • Services are spiritually challenging to the lives of those involved.
Prepares participants fully for service	• Participants understand the Bible teaching relative to their situation. • Participants are prepared for the service procedures.
Conducts or observes services	• Service knowledge and procedures are clearly understood.

SOME PRACTICAL RESOURCES:

Church of the Nazarene. *An Introduction to Membership: Welcome to the Church of the Nazarene.* [Video] 5 sessions. Kansas City: Nazarene, n.d.

Manual, Church of the Nazarene. Kansas City: Nazarene Publishing House, 2005.

McCant, J. *The Meaning of Church Membership*. Kansas City: Beacon Hill Press of Kansas City, 1973.

Middendorf, Jesse C. *The Church Rituals Handbook*. Kansas City: Beacon Hill Press of Kansas City, 1997.

Parrott, Richard L. *Welcome to the Church of the Nazarene: An Introduction to Membership: Leaders Guide.* Kansas City: Nazarene, 1988.

NOTE: The level of involvement by the student is to be approved by the pastor of the church. At the pastor's discretion, this competency may be completed wholly or in part by appropriate role-playing.

Supervised Ministry—Worship

REQUIRED MINISTRY FUNCTION: W104, PREACHING

Ministry Skills	Pointers
Plans, prepares, and delivers a minimum of three sermons fully	• Sermons are prepared and rehearsed in advance of delivery.
Plans a curriculum for the preaching ministry	• Preaching ministry is congruent with the church strategic plans. • The range of Christian beliefs and practices are addressed by sermon topics.
Structures sermons logically and coherently	• Syntax, grammar, etc., are appropriate. • Sermon structure is clear, rational, and contributes to good understanding.
Delivers sermons pleasantly and compellingly	• Presentation skills, voice modulation, tonal qualities, body language, etc., are appropriate. • Apt illustrations are used. • The gospel is proclaimed with a conviction that leaves no alternatives.
Preaches to elicit a response	• Sermons are structured to point people to the truth. • Challenges to respond to the truth are issued.
Preaches to affirm the faith of those who are Christians	• God's Word is clearly expounded. • The message of assurance is adequately addressed.
Preaches from a needs-oriented perspective	• The spiritual needs of people living in the contemporary world are addressed. • Issues of today are given a theological perspective.

SOME PRACTICAL RESOURCES:

Anderson, K. C. *Preaching.org: A forum for discussing preaching and culture* (November 21, 1998). http://www3.bc.sympatico.ca/areopagus/home.html.

(February 24, 2006).

Brown, S. W. *How to Talk So People Will Listen*. Grand Rapids: Baker, 1993.

Chapell, B. *Christ-centered Preaching: Redeeming the Expository Sermon*. Grand Rapids: Baker, 1994.

Dunning, H. R. *Biblical Resources for Holiness Preaching: From Text to Sermon*. Kansas City: Beacon Hill Press of Kansas City, 1990.

Locsalzo, C. A. *Apologetic Preaching: Proclaiming Christ to a Postmodern World*. Downers Grove, IL: IVP, 2000.

MacArthur, J. F. *Rediscovering Expository Preaching*. Dallas, TX: Word Books, 1992.

McDill, W. *The 12 Essential Skills for Great Preaching*. Nashville: Broadman & Holman, 1994.

Wiersbe, W. W. *Preaching and Teaching with Imagination.* Wheaton, IL: Victor, 1994.

Supervised Ministry—Worship

REQUIRED MINISTRY FUNCTION: W105, BAPTISM

Ministry Skills	Pointers
Plans, prepares the baptismal service	• Baptismal services are planned and rehearsed in advance. • The Bible teachings and practices for baptism are the foundation of the service. • Others contributing to the service are fully aware of the procedures.
Prepares adult candidates fully for baptism Prepares family sponsors for infant baptism	• Candidates and sponsors understand the Bible teaching on baptism. • Candidates and sponsors are prepared for the baptismal procedures.
Conducts or observes baptismal service(s)	• Baptismal knowledge and procedures are clearly understood.

SOME PRACTICAL RESOURCES:

Manual, Church of the Nazarene. Kansas City: Nazarene Publishing House, 2005. Fink, Peter E. *The New Dictionary of Sacramental Worship*. Collegeville, MN: Liturgical Press, 1990.

Middendorf, Jesse C. *The Church Rituals Handbook*. Kansas City: Beacon Hill Press of Kansas City, 1997.

Staples, R. L. *Outward Sign and Inward Grace*. Kansas City: Nazarene Publishing House, 1991.

NOTE: The level of involvement by the student is to be approved by the pastor of the church. At the pastor's discretion, this competency may be completed wholly or in part by appropriate role-playing.

Supervised Ministry—Worship

REQUIRED MINISTRY FUNCTION: W106, COMMUNION SERVICE

Ministry Skills	Pointers
Plans and prepares Communion service	• Communion services are planned and rehearsed in advance. • The Bible teachings and practices on the Lord's Supper are the foundation of the service. • Demonstrates awareness of the richness of liturgical resources available • Others contributing to the service are fully aware of the procedures.
Conducts Communion service	• Bible knowledge and practices are clearly implemented. • Appropriate liturgy is utilized. • Directions for the communicants are clearly given.

SOME PRACTICAL RESOURCES:

Manual, Church of the Nazarene. Kansas City: Nazarene Publishing House, 2005.
Middendorf, Jesse C. *The Church Rituals Handbook*. Kansas City: Beacon Hill Press of Kansas City, 1997.

Supervised Ministry—Worship

REQUIRED MINISTRY FUNCTION: W107, FUNERAL SERVICE

Ministry Skills	Pointers
Plans and prepares for or observes the planning of a funeral service	• Funeral services are fully planned and rehearsed in advance. • The special circumstances of family and close friends are considered in service planning. • Responsibilities are attended to: contact of family members, arrangements with the funeral director, preparing the obituary, arranging the music, etc. • Bible teaching on death and the resurrection are foundational to service planning. • Demonstrates awareness of the richness of liturgical resources available.
Comforts those who are sad	• Appropriate liturgy is utilized. • A sense of the comforting presence of God is brought to those who mourn. • Family members and close friends are visited and ministered to. • The living are ministered to in terms of their own mortality and destiny.
Conducts or observes funeral service	• Knowledge and procedures are clearly understood.

SOME PRACTICAL RESOURCES:

Manual, Church of the Nazarene. Kansas City: Nazarene Publishing House, 2005.
Funeral Services Information Portal and Directory.
    http://www.thefuneraldirectory.com/ (15 January 2002)
Middendorf, Jesse C. *The Church Rituals Handbook*. Kansas City: Beacon Hill Press of Kansas City, 1997.
Poovey, W. A. *Planning a Christian Funeral: A Minister's Guide.* Minneapolis, MN: Augsburg, 1978.

NOTE: The level of involvement by the student is to be approved by the pastor of the church. At the pastor's discretion, this competency may be completed wholly or in part by appropriate role-playing.

Supervised Ministry—Worship

REQUIRED MINISTRY FUNCTION: W108, WEDDING CEREMONY

Ministry Skills	Pointers
Plans and prepares for or observes the planning of a wedding ceremony	• Wedding ceremonies are planned and rehearsed in advance. • Demonstrates awareness of the richness of liturgical resources available. • The special circumstances of family and close friends are considered in the ceremony planning. • Responsibilities are attended to: legal requirements, marriage certificate, choice of vows, etc.
Counsels the intending married couple	• Premarriage counseling features Bible teaching on marriage.
Conducts or observes a wedding ceremony	• Appropriate liturgy is utilized. • Knowledge and procedures are clearly understood. • Legal responsibilities are fulfilled.

SOME PRACTICAL RESOURCES:

Manual, Church of the Nazarene. Kansas City: Nazarene Publishing House, 2005.
Middendorf, Jesse C. *The Church Rituals Handbook*. Kansas City: Beacon Hill Press of
    Kansas City, 1997.

NOTE: The level of involvement by the student is to be approved by the pastor of the church. At the pastor's discretion, this competency may be completed wholly or in part by appropriate role-playing.

Supervised Ministry—Worship

ELECTIVE MINISTRY FUNCTION: W201, TEACHING

Ministry Skills	Pointers
Plans and prepares all lessons fully	• Lessons are prepared and rehearsed in advance. • Teaching ministry is congruent with church strategic plan.
Identifies the needs of different groups and plans teaching accordingly	• Teaching to elderly, disadvantaged ethnic groups, youth, etc., meets their level of understanding and needs.
Uses media and other resources effectively	• Audiovisual and other technology are used to enhance teaching process. • Print resources complement the teaching process.
Encourages self-directed learning where appropriate	• Learners are self-motivated to learn independently.
Able to train others to teach	• Training programs are planned and implemented.

SOME PRACTICAL RESOURCES:

Brookfield, S. D. *Understanding and Facilitating Adult Learning*. Oxford: Jossey-Bass, 1991.

Downs, P. G. *Teaching for Spiritual Growth*. Grand Rapids: Zondervan, 1994.

Griggs, D. L. *Teaching Teachers to Teach: A Basic Manual for Church Teachers*. Nashville: Abingdon, 1982.

Hendricks, H. G. *Teaching to Change Lives.* Portland: Multnomah, 1987.

_____. *The 7 Laws of the Teacher: Applied Principles of Learning*. 7 video-cassettes. Atlanta: Walk Through the Bible Ministries, 1988.

Lawrence, G. *People Types and Tiger Stripes: A Practical Guide to Learning Styles.* Second edition, Gainesville, FL: Center for Applications of Psychological Type, 1983.

O'Connell, T. E. *Making Disciples: A Handbook of Christian Moral Formation*. New York: Crossroad, 1998.

Steele, L. L. *On the Way: A Practical Theology of Christian Formation*. Grand Rapids: Baker, 1990.

Wilkinson, B. H. *The 7 Laws of the Learner: Textbook Edition*. Sisters, OR: Multnomah Press, 1992.

Supervised Ministry—Worship

ELECTIVE MINISTRY FUNCTION: W202, EVANGELISTIC PREACHING

Ministry Skills	Pointers
Incorporates illustrations that move people to decision	• Master illustration sums up the message. • Illustrations clarify truth. • Illustrations are necessary for persuasion. • Illustrations hold the attention of the hearer.

The text and the body of the sermon engages the hearer	• The text should confront:
	  • The unsaved with lostness and powerlessness
	  • Backslider with coldness
	  • Unsanctified with impurity
	• Challenge the will.
	• Use pause to emphasize, not volume.
	• Keep the message simple but not shallow.

Focuses the message one the needs of seekers within the congregation	• Most people will not be moved by "ought to" or "should." • Be specific in how God can bring purity to character. • Use testimonies of real people to illustrate transformation. • Questions must be used to challenge everyone.
Calls for decision or response at the close of the message (see Resource 3-3 for a sample altar call)	• Plan your invitation as thoughtfully as the illustrations. • Careful transitions will put your hearers at ease and build on your sermon strengths. • Be positive. • Be confident and speak with authority. • Offer specific instruction to those you feel should respond.
The spirit of evangelistic preaching is a communication of love and not condemnation	• The pastor is under commission to win lost people. • Include evangelistic preaching as needed. • Evangelistic preaching enables hearers to respond to God's grace. • Evangelistic preaching causes the minister to be dependent upon the Holy Spirit. The persons who respond make a life commitment to follow God.

Supervised Ministry—Outreach

REQUIRED MINISTRY FUNCTION: **O101, EQUIPPING AND ASSIMILATING MEMBERS**

Ministry Skills	Pointers
Identifies the spiritual gifts of others	• Church members are guided to discover their gifts. • Laity are assisted in finding their God-given ministry.
Motivates others to serve God fully	• The intrinsic need to serve God is modeled and taught. • Service is God-ordained—not human-centered.
Equips others with ministry skills	• Training retreats, etc., are planned and conducted. • Materials and resources are made available. • Ministry roles are clearly delineated.
Encourages others in using their gifts for God	• Empowerment of others in ministry is practiced. • Opportunities for others to minister are created.

SOME PRACTICAL RESOURCES:

Barna, G. *Turn-Around Churches: How to Overcome Barriers to Growth and Bring New Life.* Ventura, CA: Regal, 1993.

Bugbee, B., et al. *Network: The Right People in the Right Places for the Right Reason.* Grand Rapids: Zondervan, 1994.

Garlow, J. L. *LITE: Lay Institute to Equip*. Kansas City: Beacon Hill Press of Kansas City, 1980.

Richards, L. O. *Lay Ministry: Empowering the People of God*. Grand Rapids: Ministry Resources Library, 1981.

Supervised Ministry—Outreach

REQUIRED MINISTRY FUNCTION: O102, FACILITATING PERSONAL DECISIONS

Ministry Skills	Pointers
Develops a firsthand experience of the power of salvation through Christ	• Personally and confidently witnesses to the transforming power of Christ.
Develops a compassion for those who are spiritually needy	• The spiritual needs of others are listened to and understood. • People's needs are cared for individually as befitting God's care.
Expresses God's good news readily and with clarity	• The gospel is explained with gentleness and respect. • The gospel is made relevant to personal situations in a simple and clear way.
Facilitates the change in people from "knowing in the mind" to "deciding as an act of will"	• Knowledge of the facts of the gospel is laid as a foundation for decision making. • The options for future living and their consequences are clearly explored. • Decisions to follow God's way—to turn to Him in repentance and faith—are compellingly encouraged.

SOME PRACTICAL RESOURCES:

Aldrich, J. C. *Gentle Persuasion: Creative Ways to Introduce Your Friends to Christ.* Portland: Multnomah, 1988.

Campolo, A. *Fifty Ways You Can Share Your Faith*. Eastbourne, UK: Kingsway, 1994.

Carson, D. A. *Telling the Truth: Evangelizing Postmoderns*. Grand Rapids: Zondervan, 2000.

Engel, J. F., and H. W. Norton. *What's Gone Wrong with the Harvest?* Grand Rapids: Zondervan, 1975.

Felter, D. J. *Evangelism in Everyday Life: Sharing and Shaping Your Faith: Leader's Guide*. Kansas City: Beacon Hill Press of Kansas City, 1998.

Hybels, B., and M. Mittelberg. *Becoming a Contagious Christian.* Grand Rapids: Zondervan, 1994.

Seamands, J. T. *Tell It Well: Communicating the Gospel Across Cultures*. Kansas City: Beacon Hill Press of Kansas City, 1981.

Stiles, J. M. *Speaking of Jesus: How to Tell Your Friends the Best News They Will Ever Hear*. Downers Grove: IVP, 1995.

Strobel, L. P. *Inside the Mind of Unchurched Harry & Mary: How to Reach Friends and Family Who Avoid God and the Church*. Grand Rapids: Zondervan, 1993.

Towns, E. L. *Winning the Winnable: Friendship Evangelism*. Lynchburg, VA: Church Growth Institute, 1987.

Tuttle, R. G. *Can We Talk? Sharing Your Faith in a Pre-Christian World*. Nashville: Abingdon, 1999.

Supervised Ministry—Outreach

REQUIRED MINISTRY FUNCTION: O103, EVANGELISM

Ministry Skills	Pointers
Focuses ministry on the evangelism of the lost	• The call to do "the work of an evangelist" is heeded.
Plans and prepares for proactive involvement in evangelism	• Gospel outreach is an integral part of ministry planning. • The Bible teachings on reaching "the world" are understood and implemented.
Creates opportunities for personal evangelism; participates in personal evangelism	• Personal testimony is readily shared. • Home and family situations are utilized for evangelism. • Meet-the-people programs, door-knocking, planned visitation, etc., are utilized for personal evangelism.
Participates in programs of public evangelism	• Opportunities for public evangelism—crusades, special services, etc., are planned and utilized effectively. • Facilitates appropriate response to evangelistic message. • Provides appropriate spiritual guidance.
Participates in programs of seminar evangelism	• Opportunities for seminar evangelism—camps, retreats, etc., are planned and utilized effectively.
Meets the needs and interest of the variety of people who need salvation	• Salvation of the needs is a major ministry focus. • Outreach programs capture people's interest and needs.
Able to train others in the methods of evangelism	• People are trained in winning others to Christ.

SOME PRACTICAL RESOURCES:

Aldrich, J.C. *Life-style Evangelism: Crossing Traditional Boundaries to Reach the Unbelieving World.* Portland, OR: Multnomah, 1981.
Barna, G. *What Evangelistic Churches Do: The Common Traits of Churches That Reach People for Christ*. [Video]. Gospel Light, 1996.
Carson, D. A. *Telling the Truth: Evangelizing Postmoderns*. Grand Rapids: Zondervan, 2000.
Henderson, D. W. *Culture Shift: Communicating God's Truth to Our Changing World*. Grand Rapids: Baker, 1998.
Hunter, G. *The Celtic Way of Evangelism: How Christianity Can Reach the West Again*. Nashville: Abingdon, 2000.
_____. *How to Reach Secular People*. Nashville: Abingdon, 1992.
Logan, J. C. *Theology and Evangelism in the Wesleyan Heritage*. Nashville: Kingswood, 1993.
McIntosh, G. *Finding Them, Keeping Them: Effective Strategies for Evangelism and Assimilation in the Local Church*. Nashville: Broadman, 1992.
Metzger, W. *Tell the Truth: The Whole Gospel to the Person by Whole People*. Downers Grove: InterVarsity Press, 1981.
Nichols, A., ed. *The Whole Gospel for the Whole World*. Ventura, CA: Regal, 1989.
Prior, K. F. W. *The Gospel in a Pagan Society*. Scotland: Christian Focus, 1995.

Supervised Ministry—Outreach

REQUIRED MINISTRY FUNCTION: O104, EFFECTIVE COMMUNICATION

Ministry Skills	Pointers
Develops incisive skills of written communication	• Written expression is succinct, clear, and maintains interest. • Different reader groups—local newspaper, newsletter, letters, etc.—are addressed in appropriate forms.
Develops compelling skills of oral communication	• Oral expression is coherent and pleasant. • Different audiences—lecture groups, small groups, local radio, etc.—are addressed with appropriate language and tone.
Communicates effectively with a variety of audiences	• Audience composition is a guiding factor in all communication planning and delivery.
Accesses local media for gospel communication	• Gospel presentations in the local media, newspapers, radio, TV, handouts, etc., are actively sought.

SOME PRACTICAL RESOURCES:

Barna, G. *Church Marketing: Breaking Ground for the Harvest.* Ventura, CA: Regal, 1992.
Beebe, S. A. and S. J. *Public Speaking: An Audience-centered Approach*. Englewood Cliffs, NJ: Prentice-Hall, 1991.
Brown, S. W. *How to Talk So People Will Listen*. Grand Rapids: Baker, 1993.
Byrns, J. H. *Speak for Yourself: An Introduction to Public Speaking*. Third edition, New York: McGraw-Hill, 1994.
Lucas, S. E. *The Art of Public Speaking*. Fifth edition, New York: McGraw-Hill, 1995.
Powell, J., and L. Brady. *Will the Real Me Please Stand Up? So We Can All Get to Know You: 25 Guidelines for Good Communication*. Allen, TX: Argus Communications, 1985.

Supervised Ministry—Outreach

ELECTIVE MINISTRY FUNCTION: O201, INVOLVING THE CHURCH IN THE COMMUNITY

Ministry Skills	Pointers
Attends public functions as a representative of the church	• Public functions—civic receptions, public awards and presentations, school functions, etc.—become opportunities to meet the community.
Invites civic dignitaries to church functions	• Local dignitaries—mayor, council members, police, major community leaders, etc.—are involved in special church functions.
Participates in public ceremonies	• Gospel ministry representations are made at public ceremonies: Veteran's Day, Flag Day, Memorial Day, etc. • Public ceremonials are featured as a part of church life.
Encourages the involvement of the church in local welfare projects	• Local welfare needs—abuse centers, homeless centers, rescue missions, food banks, etc.—are supported.

SOME PRACTICAL RESOURCES:

Barna, G. *User Friendly Churches: What Christians Need to Know About the Churches Peoples Love to Go To*. Ventura, CA: Regal, 1991.

Berkley, J. D., ed. *Leadership Handbooks*. Vol. 2, *Outreach and Care*. Grand Rapids: Baker, 1992.

Campolo, A., W. Rice, and B. McNabb. *Ideas for Social Action*. El Cajon, CA: Youth Specialties, 1993.

Christensen, M. *City Streets, City People: A Call for Compassion*. Nashville: Abingdon, 1988.

Kysar, R. *Called to Care: Biblical Images for Social Ministry*. Minneapolis: Fortress, 1992.

Logan, R. E., and L. Short. *Mobilizing for Compassion: Moving People into Ministry*. Grand Rapids: Fleming H. Revell, 1994.

Nees, T. G. *Compassion Evangelism: Meeting Human Need*. Kansas City: Beacon Hill Press of Kansas City, 1996.

Powers, E. M. *Building a Caring-sharing Community of Believers*. Kansas City: Beacon Hill Press of Kansas City, 1983.

Truesdale, A. L. *Evangelism and Social Redemption: Addresses from a Conference on Compassionate Ministries*. Kansas City: Beacon Hill Press of Kansas City, 1987.

Supervised Ministry—Outreach

ELECTIVE MINISTRY FUNCTION: O202, SOCIAL JUSTICE ISSUES

Ministry Skills	Pointers
Plans and prepares a proactive ministry to reach those who are especially needy	• People and groups of people with special needs are identified and ministered to.
Develops a caring ministry to those in poverty	• People who have insufficient food, clothing, or shelter are targeted for practical assistance. • The gospel is shown in both word and action to the poor.
Develops a caring ministry to those suffering from discrimination	• Groups of people—racial and ethnic groups, elderly, children, handicapped, etc.
Develops a balanced and caring attitude to the role of women in the church and community	• The role of women in the church and community is valued.

WaPac District's network of Compassionate Ministries connects ministries to improve and enlarge the Christian response to human need. It is called Nazarene Compassionate Alliance Northwest at ncanorthwest.org. Also on WaPac District, Kaleidoscope targets ministerial preparation and development for underrepresented populations. k-scope.net

SOME PRACTICAL RESOURCES:

Campolo, A., W. Rice, and B. McNabb. *Ideas for Social Action*. El Cajon, CA: Youth Specialties, 1993.

Christensen, M. *City Streets, City People: A Call for Compassion*. Nashville: Abingdon, 1988.

Kysar, R. *Called to Care: Biblical Images for Social Ministry*. Minneapolis: Fortress, 1992.

Logan, R. E., and L. Short. *Mobilizing for Compassion: Moving People into Ministry*. Grand Rapids: Fleming H. Revell, 1994.

Meeks, M. D., ed. *The Portion of the Poor: Good News to the Poor in the Wesleyan Tradition*. Nashville: Kingswood, 1994.

Nees, T. G. *Compassion Evangelism: Meeting Human Need*. Kansas City: Beacon Hill Press of Kansas City, 1996.

Powers, E. M. *Building a Caring-Sharing Community of Believers*. Kansas City: Beacon Hill Press of Kansas City, 1983.

Sider, R. J. *Rich Christians in an Age of Hunger*. London: Hodder & Stoughton, 1990.

Stackhouse, M. L. *Mutual Obligation as Covenantal Justice in a Global Era*. Zadok Papers: S102 Spring/Summer 1999/2000. Hawthorn, VIC: Zadok Papers, 1999.

_____, et al. *Christian Social Ethics in a Global Era*. Nashville: Abingdon, 1995.

Truesdale, A. L. *Evangelism and Social Redemption: Addresses from a Conference on Compassionate Ministries*. Kansas City: Beacon Hill Press of Kansas City, 1987.

Supervised Ministry—Outreach

REQUIRED MINISTRY FUNCTION: O203, MEDIA PROMOTION

Ministry Skills	Pointers
Plans and prepares promotional opportunities for the church	• Orderly processes of promotion are deliberately planned. • Specific tactics to promote the church mission are planned.
Develops a clear articulation of the real "product" of the church—the core relationship with Jesus Christ	• Word of mouth advertising is fostered. • Personal testimonies of trusted people are featured. • Existing personal relationships with God are modeled for others. • Media releases center on the church's mission to the community.
Develops a vision for an alive and growing ministry—worthy of promoting	• The church vision is clear and widely promulgated.

SOME PRACTICAL RESOURCES:

Barna, G. *Church Marketing: Breaking Ground for the Harvest.* Ventura, CA: Regal, 1992.

_____. *The Power of Vision*. Ventura, CA: Regal, 1992.

Kenneson, P. D., and J. Street. *Selling Out the Church: The Dangers of Church Marketing.* Nashville: Abingdon, 1997.

Miglore, R. Henry. *Church and Ministry Strategic Planning from Concept to Success.* New York: Haworth Press. 1994

Oster, J. C. *Communication and Growth: How a Church Can Reach Its Community.* Kansas City: Beacon Hill Press of Kansas City, 1978.

Supervised Ministry—Management

REQUIRED MINISTRY FUNCTION: M101, TIME MANAGEMENT

Ministry Skills	Pointers
Plans effectively on a long-term and short-term basis	• Long term plans—six months—one year are in accord with strategic plan and goals. • Long-term plans are promulgated to church congregation. • Short-term plans—weekly, conform to long-term and strategic plans.
Allocates time to ministry tasks in a planned way	• Priority time—preparation time, reflection time, visitation time is allocated on short-term plans. • Appointments are kept; deadlines are met; functions run to time.
Prioritizes ministry tasks for efficient use of time	• Priority tasks are done first.
Organizes information system for efficient use of time	• Modern technology is used to save time. • Information systems are structured for efficient use.

SOME PRACTICAL RESOURCES:

Engstrom, T. W., and R. A. MacKenzie. *Managing Your Time: Practical Guidelines on the Effective Use of Time.* Grand Rapids: Zondervan, 1967.
Leas, S. B. *Time Management: A Working Guide for Church Leaders*. Nashville: Abingdon, 1978.
MacDonald, G. *Ordering Your Private World*. Crowborough, UK: Highland, 1984.
Toler, S. *Stewardship of Time*. Kansas City: Beacon Hill Press of Kansas City, 1998.

Supervised Ministry—Management

REQUIRED MINISTRY FUNCTION: M102, CHURCH STRATEGIC PLANNING

Ministry Skills	Pointers
Involves church members in church goal setting and planning	• Church members participate in the whole strategic planning process. • Church members develop ownership of plans.
Thinks creatively and laterally about church growth	• Church plans are forward thinking and relate to the future.
Prioritizes the church goals and develops action plans for the goals	• The needs of the people are measured and used for priority planning. • Action plans involve the church people achieving their goals.
Develops teamwork across the church membership	• Team skills of others are identified and measured.

SOME PRACTICAL RESOURCES:

Barna, G. *The Habits of Highly Effective Churches: Being Strategic in Your God-Given Ministry*. Ventura, CA: Regal, 1999.

Callahan, Kennon L. *Effective Church Leadership*. San Francisco: Harper and Row, 1990.

      . *Twelve Keys to an Effective Church: The Planning Workbook*. Revised edition, San Francisco: Harper San Francisco, 1990.

Dale, Robert D. *Leadership for a Changing Church: Charting the Shape of the River*. Nashville: Abingdon Press, 1998.

George, C. F. *The Coming Church Revolution: Empowering Leaders for the Future*. Grand Rapids: Fleming H. Revell, 1994.

McNamarra, C. *Strategic Planning (in nonprofit or for-profit organizations*). (1999) http://www.mapnp.org/library/plan_dec/str_plan/str_plan.htm (16 January 2002).

Miglore, R. H. *Church and Ministry Strategic Planning from Concept to Success*. New York: Haworth, 1994.

Schaller, L. E. *Create Your Own Future.* Nashville: Abingdon, 1991

      . *The Pastor and the People: Building a New Partnership for Effective Ministry*. Nashville: Abingdon, 1981.

Supervised Ministry—Management

REQUIRED MINISTRY FUNCTION: M103, LOCAL CHURCH ADMINISTRATION

Ministry Skills	Pointers
Understands the administrative structures of the local church and their functions	• Annual Church Meeting • Church Board • Sunday School Ministries • NMI • NYI
Understands and uses the appropriate decision making structures of the church	• Decisions are made collaboratively and in the appropriate forum.
Understands and uses the appropriate consultative structures of the church	• Consultation is broadly based and appropriate.
Understands and uses the church reporting procedures	• Reports on ministry functions are acceptable by appropriate groups. • Familiar with the report forms used by the local church in reporting to the District Assembly.

SOME PRACTICAL RESOURCES:

Cousins, D., et al. *Mastering Church Management*. Portland, OR: Multnomah, 1990.

Croucher, Rowland. *John Mark Ministries: Leadership and Practical Theology*. http://www.pastornet.net.au/jmm. (19 April 2001)

George, C. F. and R. E. Logan. *Leading and Managing Your Church*. Old Tappan, NJ: Fleming H Revell, 1987.

Manual, Church of the Nazarene. Kansas City: Nazarene Publishing House, 2005.

 "Seven Concerns of the Church Board." 7 videos. Kansas City: Nazarene Publishing House, n.d.

Webminister.com. Church Leadership and Administration. http://www.webminister.com/homel.htm (19 April 2001).

Weems, L. H. *Church Leadership: Vision, Team, Culture, Integrity*. Nashville: Abingdon, 1993.

"What Every Nazarene Church Board Needs to Know." Kansas City: Nazarene Publishing House.

Supervised Ministry—Management

REQUIRED MINISTRY FUNCTION: M104, LOCAL CHURCH FINANCIAL MANAGEMENT

Ministry Skills	Pointers
Understands the financial structure of the local church and its auxiliaries	• Unified Treasury System
Understands the church financial management procedures	• Development of a local church budget • Preparation of financial reports • Accountability and reporting structures for handling all church monies
Understands the legal, taxation, and finance sector requirements as they affect the local church	• Aware of legal requirements affecting church property, finances, and staffing • Aware of taxation requirements • Aware of the procedures in dealing with the finance sector for insurance, bank accounts, loans, etc.
Computerized finance management tools	Financial management is soundly based utilizing appropriate software (use of MYOB "Nazarene Customized" software).

SOME PRACTICAL RESOURCES:

Church of the Nazarene Stewardship Development Ministries.
http://www.nazarene.org/hfo/sdm/sdmresources/resources_index.html (17

January 2002).

_____. District Budget: The Doors to Development.
http://www.nazarene.org/hfo/sdm/sdmresources/stewardship/district_budget.html

Cousins, D., et al. *Mastering Church Management*. Portland, OR: Multnomah, 1990.
George, C. F. and R. E. Logan. *Leading and Managing Your Church*. Old Tappan, NJ: Fleming H. Revell, 1987.

Mind Your Own Business "Nazarene Customized" software.

Supervised Ministry—Management

REQUIRED MINISTRY FUNCTION: M105, CHURCH BOARD MEETING

Ministry Skills	Pointers
Plans and prepares for proactive agenda, based on church strategic plans	• Meeting agendas contribute to forward action planning. • Meeting details are planned in advance; reports and presentations are prepared in advance.
Understands meeting procedures and applies them effectively using "Robert's Rules of Order"	• Meetings and committees feature consistent procedures.
Reacts sensitively and constructively to conflict situations	• Tension-reducing language and actions are used. • People are guided to win-win situations.
Able to train others for leadership	• Training for suitable people is organized.

SOME PRACTICAL RESOURCES:

Bunker, M. L. *Helps for Church Business Meetings*. Kansas City: Beacon Hill Press of Kansas City, 1982

Gangel, Kenneth O. *Communications and Conflict Management in Churches and Christian Organizations.* Nashville: Broadman Press, 1992.

Johnson, B. E. *Refereeing the Meeting Game: The Management of Business Meetings*. Kansas City: Beacon Hill Press of Kansas City, 1979.

Robert, H. M. *Robert's Rules of Order*. New York: Bantam, 1982.

Rules Online.Com. http://www.parlipro.org/robert/welcome.htm (16 January 2002).

Robert's Rules of Order: http://www.constitution.org/rror/rror--00.htm http://www.robertsrules.org/.

Supervised Ministry—Management

REQUIRED MINISTRY FUNCTION: M106, DENOMINATIONAL ADMINISTRATION

Ministry Skills	Pointers
Understands the denomination's administration structure	• The management structure and function of the denomination at district and general levels is understood. • The roles of the district superintendent and the various district boards are understood. • The structure and function of the District Assembly is understood. • Appropriate contact is made when help and advice is needed.
Is conversant with services provided by the denomination	• Services to the community and churches are known and understood. • Good use of suitable denominational services is encouraged.
Understands the role of local churches in the denomination's structure.	• The local church commitment to the denomination and to other members of the family of churches is supported. • The accountability and reporting mechanisms to the district are clearly understood.

SOME PRACTICAL RESOURCES:

Manual, Church of the Nazarene. Kansas City: Nazarene Publishing House, 2005.
"Seven Concerns of the Church Board." 7 videos. Kansas City: Nazarene Publishing House, n.d.

"What Every Nazarene Church Board Needs to Know." Kansas City: Nazarene Publishing House.

Supervised Ministry—Management

ELECTIVE MINISTRY FUNCTION: M107, LEADERSHIP ABILITY

Ministry Skills	Pointers
Develops a vision for the church future	• Church vision is clearly understood and articulated.
Exercises a leadership role in church management	• Management decisions are made in collaboration with others. • Management processes are consistent with church goals.
Understands how to implement change	• The timing and pace of change are handled sensitively. • Change is preceded by commitment of the people involved.
Develops trust in others and builds mutual trust	• Relationships with others are built on trust. • Trust in others mirrors our trust in God.
Coordinates and organizes major projects and programs	• Major projects—seminars, camps, special programs—are effectively organized.
Delegates ministry tasks to gifted and willing people.	• Opportunities for other people to engage in ministry are carefully planned. • Gifted people are engaged in ministry.
Able to train and develop others in leadership skills.	• Opportunities are organized to develop the knowledge and skills of others in ministry.

SOME PRACTICAL RESOURCES:

Bennett, D. W. *Metaphors of Ministry: Biblical Images for Leaders and Followers*. Second revised edition, Carlisle, UK: Paternoster Press, 1993.

Church Leaders' Guide. http://www.churchservicesdivision.com/index.html (19 April 2001).

Covey, S. R. *Principle-Centered Leadership*. New York: Summit Books, 1991.

Dale, R. D. *Pastoral Leadership: A Handbook of Resources for Effective Congregational Leadership*. Nashville: Abingdon, 1986.

George, C. F. *The Coming Church Revolution: Empowering Leaders for the Future*. Grand Rapids: Fleming H. Revell, 1994.

Jones, B. W. *Ministerial Leadership in a Managerial World*. Wheaton, IL: Tyndale, 1988.

McIntosh, G. *Overcoming the Dark Side of Leadership: The Paradox of Personal Dysfunction*. Grand Rapids: Baker, 1997.

Oswald, R. M. *Personality Type and Religious Leadership*. Washington, D.C.: Alban Institute, 1998.

Webminister.com. *Church Leadership and Administration*. http://www.webminister.com/homel.htm (19 April 2001).

Wright, W. C., and E. Peterson. *Relational Leadership: A Biblical Model for Leadership Service*. Cumbria, UK: Paternoster Press, 2000.

Supervised Ministry—Management

ELECTIVE MINISTRY FUNCTION: M108, PASTORAL TEAM RELATIONSHIPS

Ministry Skills	Pointers
Develops a participative lay leadership team	• The contributions of others are listened to with genuine respect. • Responses to others are supportive and considerate. • Teams are guided toward effective decisions. • Compromise skills enhance win-win decisions.
Clarifies the role of team members	• Team members are aware of their own role and the role of others. • Team members are empowered to work independently within their role.
Understands the function of delegation	• Delegation of task or function is within the agreed role statements. • The task or function delegated is clearly understood. • The methods of completing the task of functions are clear and agreed.
Understands reporting and accountability relationships in the team	• Accountability relationships are clearly defined in the role statement. • Reports of progress, etc., are presented on time and to the appropriate person or team.

SOME PRACTICAL RESOURCES:

Carter, W. J. *Team Spirituality: A Guide for Staff and Church*. Nashville: Abingdon, 1997.

Galloway, D. E. *Building Teams in Ministry*. Kansas City: Beacon Hill Press of Kansas City, 2000.

_____. *On-Purpose Leadership: Multiplying Your Ministry by Becoming a Leader of Leaders*. Kansas City: Beacon Hill Press of Kansas City, 2001.

Myers, Isabel Briggs. *Gifts Differing: Understanding Personality Type*. Palo Alto, CA: Davies-Black Publishing, 1995.

Nuechterlein, A. M., and C. A. Hahn. *The Male-Female Church Staff: Celebrating the Gifts, Confronting the Challenges*. New York: Alban Institute, 1990.

Sankey, J. L. *A Multiple Staff Handbook*. Kansas City: Beacon Hill Press of Kansas City, 1985.

Schaller, L. E. *The Multiple Staff and the Larger Church*. Nashville: Abingdon, 1992.

Toler, S., and L. Gilbert. *The Pastor's Playbook: Coaching Your Team for Ministry*. Kansas City: Beacon Hill Press of Kansas City, 2000.

Supervised Ministry—Management

ELECTIVE MINISTRY FUNCTION: M201, FILING & LIBRARY SYSTEMS

Ministry Skills	Pointers
Plans and develops a filing system for sermons, lessons, notes, etc.	• Filing system operates effectively.
Establishes an efficient index system for the files	• Indexing system operates effectively.
Establishes an index system for personal library and other resources	• Library is well organized and effectively used.
Uses appropriate technology to gain efficiencies in filing and indexing	• Computer systems, etc., are applied to enhance effectiveness.

SOME PRACTICAL RESOURCES:

Barber, C. J. *The Minister's Library: Essentials for Building and Organizing an Orderly and Useful Library*. Grand Rapids: Baker, 1974.
Church Related Online Software Systems. *Library 1.7.* (4 January 2001). http://www.cross-products.com/ (16 January 2002).

Wilkie, O. *The Minister's Good News Filing Systems*. Springfield, MO: Raymond House, 2001. http://raymondhouse.org (16 January 2002).

Supervised Ministry—Management

REQUIRED MINISTRY FUNCTION: M202, EVALUATION

Ministry Skills	Pointers
Plans an effective evaluation of church programs and progress	• Feedback on processes is organized, collated, and used in future planning. • Measurement of the outcomes of programs is planned and evaluated.
Evaluates the work of church personnel in ministry	• Work is evaluated, not persons. • Work evaluations are made against the agreed action plans. • Work evaluations are used for future planning.
Evaluates own ministry process and performance	• An ongoing process of self-evaluation is adhered to. • Congregational Support Team is involved in formally evaluating ministry performance. • Ministry evaluations are used for future planning.

SOME PRACTICAL RESOURCES:

Barna, G. *Turn-around Churches: How to Overcome Barriers to Growth and Bring New Life*. Ventura, CA: Regal, 1993.

Chadwick, N. *Church Ministry Evaluation Survey*. http://www.webedelic.com/church/paseval2f.htm (18 January 2002).

Supervised Ministry—Personal Learning

REQUIRED AND ELECTIVE MINISTRY FUNCTION: P101 & 201, PERSONAL DEVOTIONS

Ministry Skills	Pointers

Develops a sound prayer base for all ministry and personal life	• Prayer to God is:
	  Regular
	  Planned and spontaneous
	  With others and alone
	  Private and public

Retreats for meditation are regularly planned	• God is met for extensive periods alone. • Relationship with God is reflected upon and renewed.
Involved in extensive study of God's Word	• The Bible is studied regularly and in depth. • The Bible is studied both alone and with others.
Regularly journals	• The journal is used for devotions. • The journal is used as a tool for study. • The journal records growth in personal relationship with God.
Participates in an Accountability Group	• Establishes an appropriate Accountability Group. • Meets regularly with the group. • Is responsive to their input.

SOME PRACTICAL RESOURCES:

Bond, R. *Journey into Prayer: A Resource for Prayer Ministry*. Kansas City: Beacon Hill Press of Kansas City, 1990.

Drury, K. W. *Spiritual Disciplines for Ordinary People*. Grand Rapids: Zondervan, 1991.

Foster, R. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco: Harper & Row, 1978.

Issler, K. D. *Wasting Time with God: A Christian Spirituality of Friendship with God*. Downers Grove: InterVarsity Press, 2001.

Johnson, B. C., and A. Dreitcer. *Beyond the Ordinary: Spirituality for Church Leaders*. Grand Rapids: Eerdmans, 2001.

Tracy, W. D. *The Hunger of Your Heart: Finding Fulfillment through a Closer Walk with God*. Kansas City: Beacon Hill Press of Kansas City, 1998.

_____. *The Upward Call: Spiritual Formation and the Holy Life.* Kansas City: Beacon Hill Press of Kansas City, 1994.

Willard, D. *The Spirit of the Disciplines: Understanding How God Changes Lives*. San Francisco: Harper & Row, 1991.

Supervised Ministry—Personal Learning

REQUIRED AND ELECTIVE MINISTRY FUNCTION: P102 & 202, GENERAL EDUCATION

Ministry Skills	Pointers
Enhances an understanding of God and His Word	• A desire to grow continually in knowledge of God is evident. • Learning about God and His Word is a continuing, lifelong process.
Reads, consults, and studies widely	• Knowledge and understanding of a wide range of topics is pursued—science, history, psychology, etc. • Continuous learning involves widespread media use—books, periodicals, films, newspapers, TV, seminars, Internet, etc.
Enhances understandings of life and people	• Life experiences are seen as learning experiences. • Other people are seen as a source of learning.

Updates knowledge and skills of ministry	• Learning in areas of
	    Caring and counseling
	    Worshiping and preaching
	    Evangelism
	    Management and leadership

SOME PRACTICAL RESOURCES:

Charry, Ellen T. *By the Renewing of Your Minds: The Pastoral Function of Christian Doctrine*. Oxford: Oxford University Press, 1997.

Perrine, L., et al. *Adventures in Appreciation*. New York: Harcourt, Brace, Jovanovich, 1973.

Sire, J. W. *Habits of the Mind: Intellectual Life as a Christian Calling*. Downers Grove: IVP, 2000.

Supervised Ministry—Personal Learning

REQUIRED AND ELECTIVE MINISTRY FUNCTION: P103 & 203, HEALTH

Ministry Skills	Pointers
Balances time spent on ministry with spouse, with family, and with God	• Time is shared in a planned way across all responsibilities.
Participates in recreational pursuits	• Activities—sport, cultural activities, hobbies, exercise, etc.—form a part of each week's program.
Incorporates personal disciplines in health	• Proper exercise and diet.
Guards emotional stability	• Periods of relaxation are preserved. • Burdens are shared with others for emotional relief.

SOME PRACTICAL RESOURCES:

Alcorn, R. C., and N. Alcorn. *Women Under Stress*. Portland, OR: Multnomah, 1986.

Cloud, Henry. *Boundaries: When to Say Yes, When to Say No to Take Control of Your Life*. Grand Rapids: Zondervan, 1992.

Hart, A. D. *Coping with Depression in the Ministry and Other Helping Professions*. Waco, TX: Word, 1984.

Hull, J. D., and L. Hull. *Fully Alive: Discovering the Adventure of Health and Holy Living*. Kansas City: Beacon Hill Press of Kansas City, 1997.

London, H. B., and N. B. Wiseman. *Pastors at Risk: Help for Pastors, Hope for the Church*. Wheaton, IL: Victor, 1993.

National Church Life Survey. *Church Life: Burnout Resources*. http://www.ncls.org.au/topic.asp?topic=26 (18 January 2002).

Powell, C., and G. Barker. *Unloading the Overload: Stress Management for Christians*. Sydney: Strand, 1998.

Supervised Ministry—Personal Learning

REQUIRED AND ELECTIVE MINISTRY FUNCTION: P104 & 204, CALL TO MINISTRY

Ministry Skills	Pointers
Develops and confirms a clear call to ministry	• Confidence in the call of God to minister is openly expressed. • Seeking God's direction is the priority in ministry.
Reflects on personal faith and on God's calling	• Reflection is an integral part of ministry experience. • Reflection addresses the call of God to ministry.
Refines beliefs about ministry	• Self-motivation in understanding the needs of ministry is evident.
Develops an accountability relationship with one or more wise people	• Assistance in confirming and clarifying the call of God is sought. • Advice from others on the call of God is accepted.

SOME PRACTICAL RESOURCES:

Barna, G. *The Power of Vision.* Ventura, CA: Regal, 1992.

Belleville, L. L. *Women Leaders and the Church: 3 Crucial Questions*. Grand Rapids: Baker, 1999.

Dawn, M. J., et al. *The Unnecessary Pastor: Rediscovering the Call*. Grand Rapids: Eerdmans, 2000.

Dittes, J. E. *When the People Say No: Conflict and Call to Ministry*. New York: Harper & Row, 1979.

Grenz, S., and D. M. Kjesbo. *Women in the Church: A Biblical Theology of Women in Ministry*. Downers Grove, IL: InterVarsity Press, 1995.

MacArthur, J. F. *Rediscovering Pastoral Ministry: Shaping Contemporary Ministry with Biblical Mandates.* Dallas, TX: Word, 1995.

Peterson, E. H. *Under the Unpredictable Plant: An Exploration in Vocational Holiness*. Grand Rapids: Eerdmans, 1992.

Willimon, W. H. *Calling and Character: Virtues of the Ordained Life*. Nashville: Abingdon, 2000.

Supervised Ministry—Personal Learning

REQUIRED AND ELECTIVE MINISTRY FUNCTION: P105 & 205, ROLE EXPECTATIONS

Ministry Skills	Pointers
Develops an awareness of personal spiritual gifts	• Spiritual giftedness is identified. • Spiritual gifts are developed through training and experience. • Weaknesses are identified and given special attention.
Develops a service orientation to ministry	• Serving others, as Jesus did, is the priority orientation of ministry.
Maintains a balance across the many demands of ministry	• God's calling in ministry remains an open issue. • Openness to change and adaptation is evident. • Ministry changes reflect a needs basis.

Develops realistic expectations and goals for self	• Goals and expectations are
	   achievable
	   related to church goals
	   within the scope of time and capacity

SOME PRACTICAL RESOURCES:

Bratcher, Edward B. *The Walk-on-the-Water Syndrome: Dealing with Professional Hazards in the Ministry*. Waco, TX: Word, 1984.

Cedar, Paul A. *Mastering the Pastoral Role*. Portland, OR: Multnomah Press, 1991.

Cloud, H. Boundaries: *When to Say Yes, When to Say No to Take Control of Your Life.* Grand Rapids: Zondervan, 1992.

Kesler, Jay. *Being Holy, Being Human: Dealing with the Expectations of Ministry*. Waco, TX: Word, 1988.

Kuhne, G. W. *The Change Factor: The Risks and Joys*. Grand Rapids: Zondervan, 1986.

Weese, C. *Eagles in Tall Steeples: Insights into Pastors and the People They Pastor*. Nashville: Oliver Nelson, 1991.

Zaccaria, J. S. *Facing Change: Strategies for Problem Solving in the Congregation*. Minneapolis: Augsburg, 1986.

Supervised Ministry—Personal Learning

REQUIRED AND ELECTIVE MINISTRY FUNCTION: P106 & 206, MINISTERIAL ETHICS

Ministry Skills	Pointers
Practices a moral Christian life	• The reality of sexual temptation is understood. • Strategies to remain sexually faithful have been developed.
Practices the truth	• Honesty in speech, relationships, and business dealings is evident.
Practices confidentiality	• Information of a private nature and from counseling sources is never revealed.
Upholds the rights of personhood	• Persons are respected as individuals, their rights to privacy preserved. • Persons are not criticized when their actions are under scrutiny.

Treats fellow pastors ethically	• Consultations with fellow pastors are initiated when pastoral duties may overlap
	  • questionable transfers of members
	  • visiting former pastorate
	  • funerals and weddings in another pastorate

SOME PRACTICAL RESOURCES:

Balswick, J. O., and J. K. Balswick. *Authentic Human Sexuality: Finding Wholeness in a Sexually Saturated Society*. Downers Grove, IL: IVP, 1999.

Fortune, M. M. *Is Nothing Sacred? When Sex Invades the Pastoral Relationship*. San Francisco: Harper & Row, 1991.

Guiness, O. *Time for Truth: Living Free in a World of Lies, Hype, and Spin*. Grand Rapids: Baker, 2000.

Harmon, N. B. *Ministerial Ethics and Etiquette*. Second edition, Nashville: Abingdon, 1987.

Mosgofian, P., and G. W. Ohlschlager. *Contemporary Christian Counseling.* Vol. 10, *Sexual Misconduct in Counseling*. Dallas: Word, 1995.

Supervised Ministry—Personal Learning

**REQUIRED AND ELECTIVE MINISTRY FUNCTION: P107 & 207, SPOUSE AND
                                            FAMILY RELATION TO MINISTRY**

Ministry Skills	Pointers

Develops a supportive role for spouse and family	• Personal love and support are given readily.
	• Support is given both publicly and privately
	  in confirming call to ministry
	  in being open and welcoming
	  in being united as a family team

Develops a knowledge of an interest in ministry	• The home is a welcoming environment. • People are listened to with care and respect. • Confidences are strictly kept.
Plans family relaxation times	• Family benefits from relaxing together.

SOME PRACTICAL RESOURCES:

Hunt, R. A. *Ministry and Marriage*. Dallas: Ministry Studies Board, 1976.
Langford, D. L. *The Pastor's Family: The Challenges of Family Life and Pastoral Responsibilities*. New York: Haworth Pastoral Press, 1998.
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Supervised Ministry

Charts and Forms

Ministries Function Guide

Prescribed Experience (Complete all 35)	Experience Completed	Report Submitted
1. C101 Relationship Building		
2. C102 Pastoral Visitation		
3. C103 Ministry to New Members		
4. C104 Sunday School/Small-Group Ministry		
5. C105 Conflict Management		
6. C106 Ministry to Former and Inactive Members*		
7. C107 Pastoral Compassion*		
8. C108 Chaplaincy		
9. W101 Worship Service		
10. W102 Dedications and Installations*		
11. W103 Reception of Church Members*		
12. W104 Preaching		
13. W105 Baptism*		
14. W106 Communion Service		
15. W107 Funeral Service*		
16. W108 Wedding Ceremony*		
17. O101 Equipping and Assimilating Members		
18. O102 Facilitating Personal Decisions		
19. O103 Evangelism		
20. O104 Effective Communication		
21. M101 Time Management		
22. M102 Church Strategic Planning		
23. M103 Local Church Administration		
24. M104 Local Church Financial Management		
25. M105 Church Board Meeting		
26. M106 Denominational Administration		
27. M107 Leadership Ability		
28. M108 Pastoral Team Relationships		
29. P101 Personal Devotions		
30. P102 General Education		
31. P103 Health		
32. P104 Call to Ministry		
33. P105 Role Expectations		
34. P106 Ministerial Ethics		
35. P107 Spouse and Family Relation to Ministry		

*Note: The level of student involvement in experiences with an * is at the coach's discretion.*

Optional Experiences: (Select 10 of these 18)	Experience Completed	Report Submitted
C201 Pastoral Visitation		
C202 Sunday School/Small-Group Ministry		
C203 Ministry to Erring Members*		
C204 Marriage Counseling*		
W201 Teaching		
W202 Evangelistic Preaching		
O201 Involving the Church in the Community		
O202 Social Justice Issues		
O203 Media Promotion		
M201 Filing and Library Systems		
M202 Evaluation		
P201 Personal Devotions		
P202 General Education		
P203 Health		
P204 Call to Ministry		
P205 Role Expectations		
P206 Ministerial Ethics		
P207 Spouse and Family Relation to Ministry		

Supervised Ministry Experience
Module Plan

Student Name:_____Pastor-Coach:_____Location of Placement: _____

Number of Ministry Hours Planned for Module:_____weeks x_____hours =_____hours

Arrangements for Pastor-Student Conferences: Biweekly   Day of the week: _____

Time:_____Place: _____

Ministry Functions to Be Studied

Function No. and Name	No. of Hours Allocated	Major Events Planned	Important Deadlines	Reports Planned

Function No. and Name	No. of Hours Allocated	Major Events Planned	Important Deadlines	Reports Planned

Signed: Student: _____   Date: _____

          Pastor-Coach: _____   Date: _____

Bring a signed copy of this plan to the second class meeting to be held on

_____

Weekly Planner

STUDENT NAME:_____WEEK BEGINNING:_____

Note: Weekly planners are to be completed each week in advance.

Day	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Ministry Function Report
Supervised Ministry

STUDENT NAME_____

PASTOR-COACH_____

MINISTRY FUNCTION_____

NOTES:

- This report is to be completed when the Ministry Function has been assessed as satisfactory.
- Other reports relevant to this Ministry Function—observations, verbatims, etc., should be attached to the Ministry Function Report and filed in the Portfolio.

SECTION A

Ministry Function	Date Commenced	Date Completed	Number of Hours	Supplementary Reports Attached

SECTION B

You may wish to use additional space.

What was your learning purpose in selecting this Ministry Function?

How did you prepare?

Outline what happened during your study of this Ministry Function.

What went well?

What did not go well?

What did you learn about yourself as a person in this Ministry Function?

How do you make sense of this Ministry Function theologically?

What follow-up plans do you have?

SIGNED

STUDENT_____

PASTOR-COACH_____

DATE_____

Student's Evaluation Report
Supervised Ministry

Notes

1. This Evaluation Report is to be submitted to the facilitator along with the Portfolio and other reports within 30 days after the last lesson.
2. Evaluation reports are an integral part of Supervised Ministry, enhancing the learning that takes place and assisting the process of reflection.
3. You are asked to write your evaluation under each of the four headings indicated below. The questions included are for your guidance only.
4. Copies of your evaluation are to be provided to your pastor-coach and your CST. The original is to be included as part of your Portfolio.
5. The evaluation report should include your name, pastor-coach, and church placement.

Evaluation Topics

Ministry Growth
- How have you functioned in your placement?
- What skills have you learned?
- What skills should you have learned?
- What insights have you gained into ministry?
- How have you incorporated the new skills into your ministry?
- How do you rate your progress?
- Which of the Ministry Functions do you need to revisit?
- What gifts of ministry do you believe God has given you?

Relationship Building
- What kind of relationship have you developed with your pastor-coach?
- What kind of relationship have you developed with your CST?
- What kind of relationship have you developed with members of the congregation?
- What relational skills have you learned?
- How have you initiated the building of relationships?
- What team skills have you developed?
- How have you incorporated the new skills into your ministry?
- How do you rate your progress in learning relational skills?
- Evaluate your interpersonal skills.

Reflections
- What strengths have you discovered?
- What weaknesses have you discovered?
- In what areas have you grown?
- What are your immediate goals? Your long-range goals?
- What is your understanding of your calling from God?
- What do you understand by acceptable performance?
- What do you understand by quality performance?
- What discoveries have you made about your relationship with God?

Summary and the Future
- How does your theological conviction find expression in the above statements?
- How has your field placement clarified your understanding of ministry?
- What do you need for future ministry training?
- How has your recent experience affected your future plans?

Pastor-Coach Evaluation Report
Supervised Ministry

Notes:

1. This Evaluation Report is to be submitted to the facilitator at the end of the period of Supervised Ministry.
2. Evaluation reports are an integral part of Supervised Ministry, enhancing the learning that takes place and assisting the process of reflection.
3. You are asked to write the evaluation under the three headings indicated below. The questions are included for guidance only.
4. Copies of your evaluation should be provided to the student and the CST. The original should be forwarded to the facilitator.
5. The evaluation report should include your name, church, the year of study, and the student's name.

Evaluation Topics

Student Growth
- How has the student developed towards ministry? (Use the Ministry Functions as a guide.)
- What professional growth have you observed?
- What personal growth has the student made?
- In what ways has the student integrated knowledge about ministry with the performance of ministry?

The Learning Environment
- How has the mentoring relationship developed?
- How has the student facilitated building this relationship?
- How have you facilitated building this relationship?
- How might the coach-student relationship be improved?
- What has been the effectiveness of the CST?
- What are the strengths of your church as a teaching church?
- What are the weaknesses of your church as a teaching church?
- What plans are necessary to improve the learning environment for student pastors at your church?

General Comments
- How do you evaluate the effectiveness of the Supervised Ministry program?
- How do you evaluate the role of the educational provider?
- How do you evaluate the role of the facilitator?
- Any related issues?

Congregational Support Team
Meeting Report
Supervised Ministry

Notes

1. Members of the CST should complete this report immediately after the CST meeting.

2. Copies should be distributed to:
   • the student
   • the pastor-coach
   • the facilitator

3. Copies should be sent as soon as possible after the meeting.

CST Meeting Date_____**Time**_____**Place**_____

Student Name_____

CST Members Present_____

_____

_____

1. What items were discussed?
   Presented by the student:

   Presented by CST members:

2. Reflections on the session:

3. Recommendations to the student:

4. Recommendations to the pastor-coach:

Signed for the CST: _____

Congregational Support Team
Evaluation Report
Supervised Ministry

1. This evaluation report is to be submitted to the facilitator at the end of the **year** of placement.
2. Evaluation reports are an integral part of Supervised Ministry, enhancing the learning that takes place, and assisting the process of reflection.
3. You are asked to write the evaluation under the three headings indicated below. The questions are included for guidance only.
4. Copies of your evaluation should be provided to the student and the pastor-coach. The original should be forwarded to the facilitator.
5. The evaluation report should include your names, church, the year of study, and the student's name.

Evaluation Topics

Student Growth
- How has the student developed towards ministry during this year?
- What professional growth have you observed?
- What personal growth have you observed?
- In what ways has the student integrated knowledge about ministry with the performance ministry?
- What growth areas should the student give attention to in the near future?

The Learning Environment
- How has the relationship between the student and the CST developed during the year?
- How has the student facilitated the development of this relationship?
- What are the strengths of your church as a teaching church?
- What plans are necessary to improve the learning environment for student pastors at your church?
- How can the role of CSTs be improved in the Supervised Ministry process?

General Comments
- How do you evaluate the effectiveness of the Supervised Ministry program?
- How do you evaluate the role of the educational provider in Supervised Ministry?
- How do you evaluate the role of the facilitator?
- Any other related issues?

Appendix A

Additional Resources for Discussions Regarding Ministerial Experiences

Lesson 3: Worship Experience

Learner Objectives

At the end of this lesson, participants will
- describe the essential elements of worship
- identify components of worship that will resonate well with congregations in the 21st century
- explain how to prepare the heart of a minister
- recognize the dangers of not preparing the heart: for the individual and for the congregation
- explore what can distract the minister from worship? (The Sunday service, daily walk, etc.)
- define worship
- discuss the value of laity in worship and describe how laity can be incorporated
- recognize the value of worship themes
- discuss the design of music styles
- understand the necessity of proper planning in "arranging the pieces" for rituals

Definitions of Worship

Definitions of worship might include:
- An encounter with God, or being in the presence of God
- An active response to God whereby we declare His worth
- Worship is God's revelation to us of himself through Christ, and then our response to that revelation

Genuine Congregational Worship

- It has to happen in the heart of the worship leader. The leader cannot draw worship out of the congregation. The leader must lead in worship by worshiping God as he or she leads.

- God-centered worship is when God is the audience, the congregation becomes the actors, and the worship leader becomes the prompter for us to worship God.

- Person-centered worship is the reversal of this, when the worship leaders are viewed as actors, the congregation is the audience, and God is left out of the picture.

- The pastor plays a very important role in worship by participation and expression.

Sample Altar Call
Resource for Ministry Function W-202

1. End of message on Rev. 3:20

2. "Please stand, and bow your heads, as we pray . . . Amen."

3. Invitation

Immediately	"In your hymn books, turn reverently and quietly to #466, 'Jesus, I Come' for our final hymn, #466. Tonight, you have heard Jesus Christ knock at your heart's door and now you know you need to open the door. Walk across the rooms of your heart right now and invite Him in. To show you really mean it, I ask you to step from your seat, walk to this altar (point), kneel, saying in the words of our song, #466, 'Jesus, I Come to Thee. I open the door for you.' Understand you are not coming to join this church. Though church membership is important, you are coming to open the door of your heart to Christ. Simply step out into the aisle, come to this altar, kneel, and pray. Your prayer doesn't have to be fancy or use big words; just right from your heart, 'O God, I'm sorry I've disobeyed you and neglected you. I turn from that. I open the door. Come in, Jesus, just now.' And Jesus said, 'If any man . . . open the door, I will come in.' Come to Christ now as we sing the first verse." (Motion to song leader as you say this last sentence.)
Authoritatively	
Specifically	
Urgently	
	(Sing one verse.)
Positively	"Several have come to the altar, saying, 'Jesus, I come.' You want to come to Christ too, don't you? Your prayer at this altar can be simple: 'O God, forgive me. I turn from sin. I receive you, Jesus Christ.' As we sing the second verse, come, kneel, pray."
	(Sing second verse.)
Positively	"You know you ought to come, yet you are a bit shy. He went all the way to the Cross for you. Is it too much for you to go to the altar for Him? All the disciples Jesus called, He called publicly and expected them before loved ones and friends to follow Him. We understand this—many of us here have publicly accepted Christ. This altar is a place where you can pray and where we will help you pray so you can know Jesus Christ is in your heart. This will be our last verse, so if you're coming to Christ tonight, come now!"
Proudly	
	(Sing third verse.) - Prayer
Closing Note of Victory	"Thank you for your attention. Many have come to pray. Many others will go from here tonight thinking of Christ's knock on the door of their hearts. God bless you. You are dismissed. Please slip out reverently as people are praying at the altar."[1]

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[1] Charles Shaver, "Evangelistic Preaching E40," Nazarene Theological Seminary, 1984.

Lesson 4: Outreach Experience

Learner Objectives

At the end of this lesson, participants will

- discuss the outreach priority of pastoral leadership
- comprehend the connection between a church mission statement and the "why" of ministry
- explain how the real work of the church is outside the house of worship
- articulate the three major components of outreach: relationship, invitation, and facilities
- describe what happens in the four levels of evangelism: cultivation, witnessing, persuasion, and discipleship
- recognize the pastor's role in building the Body of Christ according to Ephesians 4
- analyze the effectiveness of invitation in why people will visit a church
- explain the importance of an attractive facility

Stages of Evangelism

Cultivation

Witnessing

Opportunities for invitation
- Live Nativity scenes
- Sports ministry
- Wild game dinner
- Golf outings
- Be a part of welcoming new people to the community through a "Welcome Wagon" type organization
- Oil change service once a month for single moms
- Concerts, friend days, and revivals
- Food and clothing pantry
- English as a Second Language class for the community
- Easter egg hunt for the children in community

- Persuasion

- Discipleship

Attractiveness

The facilities must be attractive and clean.
- What will visitors see and experience when they visit your church?
- Will someone be there to greet them warmly?
- Will they see an attractive building and helpful signs?

The first impression will help determine the effectiveness of your entire outreach program.

The people must be friendly and the program attractive.
- Once the lost get to the church building where we worship, we must be able to meet their needs.
- The people of the church must have a warm feeling of acceptance and love.
- There must be good music and relevant preaching.
- Visitors must be able to sense the power of Christ!

Lesson 5: Management Experience

Learner Objectives

At the end of this lesson, participants will
- describe the importance of mission statements and shared vision in directing activities of boards and the church
- understand the necessity of harmony in pastoral-church board relationships
- understand ways to improve personal leadership skills
- describe strategies for developing ministry skills in

The Church Board

The major points in this lesson

- A well-defined purpose statement gives direction to a church board.
- The difference between the democratic process and being effective in the church board selection process.
- The necessity of harmony in pastoral/church board relationships.
- The values and benefits of functioning and effective committees.
- How to change board meetings from merely business to dreams.

Boardmanship

The purpose of the church board is to represent the congregation in working with the pastor, clarify the vision of the church, identify its goals and priorities, develop the organizational structure, create the atmosphere for fulfilling the values and priorities of the congregation.

—Dr. Les Parrott, Sr.

Selection Process

Democratic

- Pass out a sheet of paper
- Allow anyone to be nominated
- Take twice the number to be elected
- Have the election

Effective

- Start with a profile of the kinds of people to be elected

Y   Attend regularly

Y   Fair-minded and not judgmental

Y   Supportive of the pastor and staff

Y   Systematic givers

Y   Involved in ministry

Y   Know the vision of the church

Pastor/Board Relationships

Intimidation brings gridlock!

- Fear
- Suspicion
- Manipulation
- Lack of trust

Intimacy brings effectiveness!

- Recognizing every person as a minister.

- Effective ministries must be owned by the people.

- Effective ministers empower people.

- Every board member should be discipled.

- Effective ministries produce healthy relationships, not just
goals.

Committee Structures Can Help to Organize the Work of the Board

- Program and Planning Committee

- Christian Education Committee

- Buildings and Grounds Committee

- Pastor's Committee

- Ad hoc committees can effectively function to solve
problems, complete projects, and help standing committees.
Their efforts allow the standing committees to maintain their
primary purposes of establishing vision, clarifying values,
developing goals and strategies, and creating an atmosphere to
fulfill the priorities and values of the church's ministries.

What Is the Real Business of the Board?

Business?

Planning?

Dreaming?

Discussion Questions

Does our church have a well-defined purpose for being? Do we ever talk about the vision of our church in a board meeting? Do we even know what we mean when we talk about having a vision of what God wants our church to do?

Does our church board take time to talk about the spiritual, numerical, and financial goals of our church? Do we take time to develop strategies to reach those goals? Do we push all of those things off on the pastor?

Does our church board provide help with an organizational structure for our church that would encourage and allow growth?

In the selection process of nominating and electing persons to our board, are we democratic or effective? Do we nominate the same people over and over without thought or evaluation. Are we afraid of hurting their feelings or offending them? Should we be? What is the right way to select board members if we are really interested in seeing our church grow and new people get saved?

What is the profile of a church board member? Refer to *Manual,* paragraph 39.

Is our church board characterized by intimidation or intimacy? Is there manipulation present? Should there be?

Does our congregation own the ministries of our church, or do they even know what we are about? How can we better communicate our church's vision with them, and help them become involved?

Does our board effectively divide our work by committees? Could we? Should we? How can we? Who can help us? What committees would we need?

Shared Vision

Where there is no vision,
the people perish. -- Proverbs
29:18

Research specialist George Barna says, "In every one of the growing healthy churches I have studied, there is a discernible link between the spiritual and numerical growth of those congregations and the existence, articulation, and widespread ownership of God's vision for ministry by the leaders and participants of the church."

The vision is meant to be shared if it is to be effective.

How then is a vision to be shared? It's important first to understand how the vision is to be developed.

There are significant steps to developing a shared vision.

Problem or Opportunity

Ownership by Leader

Prayer

Analysis

Sharing the Vision

Paying the Price

Discussion Questions—Shared Vision

How important has vision been in the growth process of your church? Should there be more emphasis on understanding God's vision?

How can the pastor and staff work more effectively with our congregation in understanding and communicating God's vision in our church?

What growth-producing ministries in other area churches might we want to try?

What are three effective ways our vision may be shared with others in our congregation?

Are we ready to "pay the price" to realize God's vision for our church? What do you think "paying the price" means in your situation?

Personal Mastery

Personal Mastery requires an **understanding of people skills.** Personal Mastery requires an **understanding of technical leadership skills.** Personal Mastery requires an understanding of how to **develop ministry skills in others.**

"Your church will grow when you do."

—John Maxwell

Understand People Skills
- We need to know how to *love people* and *relate to them* effectively.
- These are *steps to influence* with others. If you want more leadership influence with a friend, family, or board, etc., *climb these steps in order:*

  - Position

  - Permission

  - Production

  - Personnel

  - Person

Understand Technical Leadership Skills
- What a true leader does
- A leader is different from a worker

For a church to grow, a pastor must invest 80% of his or her time into the 20% who produce 80% of the work!

Understand How to Develop Ministry Skill in Others
- Understand Vision
- Discover Spiritual Gifts
- Training
- Deployment
- Qualify and Train Leaders

Responsibility Areas for the Lay Ministry Principle:

- The pastor/staff set the vision and provide passion.
- The pastor/staff also recruit and train leaders.
- Leaders recruit and train workers.
- Workers perform the ministry.
- Pastor/staff and leaders establish accountability.

Discussion Questions—Personal Mastery

What is the fundamental difference between a leader and a worker? How can we help our pastor become a stronger leader? How can we help others become stronger leaders in the church?

Concerning the "Five Steps to Influence with Others," how can I improve my leadership potential with others?

What are three specific areas we should target to improve effectiveness in developing ministry skills in others? When will we begin?

On a scale of 1 to 10, how is our church doing in regard to deploying people in ministry? In what areas do we need to focus more energy?

Change

"What today's members should be oriented toward is not what makes me happy but what reaches more people for Jesus Christ. And that should be a theme that just runs through the whole value system."

—Dr. Lyle E. Schaller

Develop Strategies Involving Change to Produce Growth
• Without any kind of plan for the future, or strategy, churches are simply drifting from crisis to crisis to issue to question. Their strategy is to react.

• How do we select change that will produce growth?

• Who is the "client of the local church?"

Why Is Change So Necessary in Any Church?
• Because of new conditions, new generations of people, new **expectations**

• You either change or you grow older in the age of the people and **smaller** in numbers.

• There are three lines facing each one of us—**death, retirement, obsolescence.**

• Growth always means change. Growth doesn't happen without change. And change is always in one way or another **disruptive.**

Discontent with the Status Quo: A Catalyst for Change
• First of all, unless there is **discontent** with the status quo, there is no change.

• In every church the minister needs some **allies,** two or three or four widely respected, influential people, who along with a minister, say here's a vision of a new tomorrow and the minister doesn't carry it alone.

- Many churches must make some fairly substantial **changes** in how they do business.

- How does a pastor gather support for change?

Dr. Schaller's Counsel to Pastors

- Understand that numerical growth will come at the cost of change.

- Initiate changes to which you are best gifted and would be appropriate for your church.

- Don't let size be a limitation for innovative change.

- Challenge your allies and the congregation to develop new strategies that will produce growth

Discussion Questions—Change

Who is our church's audience? Who are we trying to reach? Do we know? Are we agreed? Are we serious about reaching them for Christ? How do our strategies and ministries show our concern for the unchurched (tomorrow's new members)?

If growth does not happen without change, and change is always disruptive to the status quo, how can pastor and people work together to make it a "positive disruption"?

Discontent with the status quo is best derived from a vision of what could be, a preferred future. What does God want the future of this church to be? How can we move toward that "calling"? What changes are necessary for us to move toward that preferred future?

Ask yourselves, "Do we have the vision and courage to allow the appropriate changes to happen so growth can occur and more people can come to Christ?"

Lesson 6: Personal Learning Experience

Learner Objectives

At the end of this lesson, participants will

- know the importance of caring for the minister's personal life—body, mind, and spirit
- understand the delicate balance between the minister's family and the local church family
- commit to the discipline of a strong devotional life
- explore the call of God

Small Groups

Reflect on or discuss in group: Key verse: Ephesians 5:29, "After all, no one ever hated his own body, but he feeds and cares for it, just as Christ does the church."

- If there is a fundamental lack of care for the body, how does that translate into perception of oneself? By others?
- What would be your counsel to someone who did not have a discipline of exercise, diet, and rest?
- What are the dangers for a minister who does not care for his or her body?
- Can a person go to opposite extremes and spend too much time and resources with health needs, and appear they are not caring for the important needs of the church?
- What are you currently doing to promote a healthy balance of body, mind, and spirit?
- To whom does the minister make himself or herself accountable in his or her personal life?
- In the spirit function, can a minister go too far and become too mystical? How can one maintain balance in the spirit function?
- Have there been any wake-up calls in your life recently that reemphasized the need for a healthy balance?

Resource 6-2

In most cases, we do not need to learn anything new. We already know more than we are doing. The only thing the disciples asked for was how to pray. The spectacular came from the overflow of prayer.

What will prayer do?

- Our growth in Christ is in proportion to our prayer life. Jer 29:13; Jas 5:16
- Every spiritual blessing comes through prayer: Eph.1:3
- Our hearts are revealed. Ps 139:24
- Prayer keeps us from secret sins. Ps 19:12-13
- Prayer is the meditation of the heart. Ps 19:14
- Prayer guides us. Ps 25:4-5
- Prayer keeps us in times of temptation. Mt 6:13
- Prayer is linked to the gift of the Holy Spirit. Lk 11:13
- Prayer is the key. Mt 7:11
- Prayer helps us to reflect the nature of God. 2 Cor 3:18
- Prayer brings the power of God into our work. Is 40:31