

Center for Ministry Development

Proposed Organization and Inter-relationship of the Educational and Ministerial Development Components on the Pittsburgh District

Objective: The objective is to integrate all the components related to ministry education (lay and clergy), ministerial credentialing, ordination, and continuing education. Further, we want to integrate new components for identifying, evaluating and nurturing those who may have a call to ministry. Finally, this integration of components will require a new approach to assigning personnel.

Current Components: Current components that comprise the Pittsburgh District's ministry development system are:

- Board of Ministerial Studies (includes interning requirement)
- Board of Ministerial Credentials
- Training Center
- Shepherds' Advance (continuing education)

New Components: In addition to the current components, the following new components are needed in this holistic approach to ministry development:

- Assessment Center
- Mentoring and Mentor Training
- Teaching Churches
- Integration of Boards of Ministerial Studies and Ministerial Credentials into District Board of Ministry (DBM; approved by the 2001 District Assembly).

Systems Approach: A systems approach sees all the components as part of a single system. This approach seeks to integrate all the educational and ministerial development components into a coordinated whole called the Center for Ministry Development (CMD). The word "center" speaks of the integration. "Ministry" is about outcome rather than a profession. "Development" reminds us that this is a process. While the CMD has a primary focus on ministerial development, laity will be included in the training and educational opportunities. In a systems approach, we are not as concerned about hierarchical structure or rigid personnel assignments. There is some structure, to be sure, but the main focus is the individual for whom the system was designed and whether that individual achieves goals that are mutually beneficial to the individual and the organization.

Leadership: The district superintendent will oversee the CMD, though it may be necessary to appoint or elect an overall director. Component parts will have their own leadership as needed. The CMD director and individual component leaders (i.e., Training Center director, Shepherds' Advance director, DBM secretary, and the possible positions of Assessment Coordinator and Mentoring Leader) will form the executive committee that will meet at least annually (and probably quarterly) to maintain coordination and communication.

Process: A system is not as clean or as easily explained as a more mechanistic, bureaucratic, hierarchical organization. The best way to explain the system is to relate the components to five

major milestones. These milestones are: initial call, educational preparation, district licensing, ordination, and life-long learning. Individuals can enter the system at almost any point depending on their age, ministry goals, credential, or other factors. Components will be described in a separate “component description” section. Training materials will be described in a “training materials” section.

Milestones:

Initial Call. One of the first places someone might enter our system is when they tell their pastor that they have a call to the ministry. That makes the local pastor an important part of the CMD. The *Manual* of the Church of the Nazarene lists one duty of the local pastor as mentoring those who feel called into the professional ministry. This is the newly called person’s first introduction to the important component of mentoring. When necessary, someone other than the local pastor may do the Basic Mentoring. Four things come into play at this point. First, the local pastor will receive Basic Mentoring Training (see Training Materials) through the CMD. Second, each potential minister will be directed to obtain a *Handbook of Ministerial Development*, a three-ring binder from Nazarene Publishing House that explains the process and requirements for receiving and maintaining ministerial credentials in the Church of the Nazarene (see Training Materials). Three, the Assessment Center will provide a Spiritual Gifts Inventory (see Training Materials) which the local pastor will administer to the potential minister. Four, the local pastor/mentor will help the individual to register with the DBM secretary

Educational Preparation. When the potential minister graduates from high school or if they have been called into the ministry later in life, they are ready to start fulfilling the educational requirements for ordination. The DBM secretary will enroll them into the educational process. At that time, the secretary will assign an education mentor (formerly called “advisors”) to the student who will take the student through the *Handbook of Ministerial Development* and explain the educational options (undergraduate, graduate or Bible college education, district training center, or independent study). The Training Center (see Component Description) will offer classes to students who do not take the required courses through an undergraduate, graduate or Bible college institution. Independent study will be approved only if there is no other viable option for the student. The Assessment Center’s second contribution to the evaluation of potential ministers will be the *Myers-Briggs Types Inventory* (MBTI) questionnaire (see Training Materials) with the score and interpretation sent to the student who will be encouraged to share this information with their mentor.

One of the *Manual* mandates for completing the educational requirements for ordination is an internship (see Component Description). The DBM will be responsible for identifying potential internships and assisting ordination candidates in arranging one. The intern supervisor will be asked to submit a report on the internship that will be attached to the Ministry Covenant. This will give the DBM another perspective on the candidate’s readiness for ministry. The Training Center and the Continuing Education Program (see Component Description) have an additional function in the entire system of ministry development. The same courses that provide education and skill maintenance to ministers will also be open to lay persons. This recognizes that the CMD can be instrumental in developing fully functional followers of Jesus Christ, creating a partnership of ministry between the clergy and laity for the advancement of the

Kingdom. Another element that can coordinate with the Training Center and the Continuing Education Program is the Teaching Church (see Component Description). This is not a formal part of the CMD, but an opportunity for a local church to become a model and mentor to another congregation and/or their leadership.

District Licensing. The Assessment Center takes center stage when the student applies for their first district license or when a district licensed minister transfers to the Pittsburgh District. This is a major assessment that will take several hours (e.g., Thursday evening through Saturday noon). The details of the assessment will be explained later (see Component Description), but the basic activities include a psychological profile, a one-on-one interview, financial counseling, marriage evaluation, theological assessment, determining the level of familiarity with Nazarene polity, obtaining some idea of their ministerial skill level, and an assessment of leadership style. Interviews, testing, and role playing are some major methods used for this assessment. Personnel will include a psychologist, a financial counselor, one or two experienced pastors, and one assessor for each ministerial couple. Most of the personnel will come from the Board of Ministry, though specialists may be called in as needed. The outcome of the assessment will be a written evaluation that includes the assessor's overall evaluation in each major area, a list of strengths, and a list of specific areas that must be addressed before the candidate will be considered for ordination. The assessment ends with a final interview where the evaluation is explained in detail. The candidate will be asked to sign the evaluation and this becomes a "Ministry Covenant" (see Training Materials). The DBM will use the Ministry Covenant as a guide for its annual evaluations and must be satisfied that every deficiency has been addressed before recommending the candidate for ordination.

If applicable, the candidate will also be counseled at this time to complete all the necessary paperwork and documentation for clearing any divorce issue.

The DBM has a *Manual* responsibility to decide whether to recommend people for a district license to the district assembly. Until ordination, this district license is good for one year. It is the responsibility of the DBM to interview candidates for credentials annually. In the past this has been done by the Board of Ministerial Studies (whose primary concern was the level of educational requirements achieved by each candidate) and the Board of Ministerial Credentials (whose primary concern was determining fitness for recommending a candidate for a license). In the future, these two tasks, formerly separate, will be combined. The secretary of the former Board of Ministerial Studies will carry over their leadership positions to the DBM so that record keeping, personnel assignments, and interview arrangements are centralized and coordinated. The former chair of the Board of Ministerial Studies might be carried over to chair the DBM, as a whole, or one of the newly created component parts. The DBM will be divided into three or four subgroups, called interview committees, with the same responsibilities. The interview committees will include one person who is responsible for advising students with their education requirements, though other members of the board can become involved as needed (e.g., as mentors to assigned licensed ministers). Annual interviews can be conducted in three or four regions of the district on the same day. The interview committees will be prepared with a copy of the Ministry Covenant. Primary concern will be given to the candidate's deficiencies with progress measured on a separate percent scale of 0% - 100% for each major area. Each annual interview will be marked on the same scale for each area so that the candidate's progress can be

easily followed. Prior to district assembly, each interview committee will give a report on each candidate to the full Board of Ministry who will then make their recommendation to the district assembly.

The full DBM will meet annually to make its recommendations based on the work of the interview committees. First-time applicants for a district license or those applying for a district-license for the first time on our district will be required to meet the full DBM before they make their recommendations to the district assembly.

Ordination. The fourth milestone, for those who pursue it, is ordination. Since an interview committee evaluates the satisfactory completion of ordination requirements, the candidate must clear the interview committee before proceeding to the final assessment. The full DBM is responsible for examining every candidate for ordination. This examination reviews and verifies that the candidate has met all the requirements for ordination. No candidate will be passed for ordination who has not completed all *Manual* requirements and satisfied every element of their Ministry Covenant. Only active assigned ministers will be considered for ordination.

Life-long Learning. The fifth milestone is just as important as the previous four. This one applies to every minister and interested lay leader on the district. Through Shepherds' Advance, the Teaching Churches, and the Training Center, continuing education courses will be offered. Professional ministers are required to complete 20 hours of course work annually in order to receive the mandated 2 hours of CEU credit (10 hours = 1 credit). Through the executive committee of the DBM, an effort will be made to coordinate the course offerings so that a variety of courses can be offered on different days and in different locations to accommodate those who need this flexibility.

Component Description:

Assessment Center. The Assessment Center has two primary functions: to provide developmental assistance to those called into the ministry and assist the DBM in evaluating candidates for ministerial credentials. The Assessment Center has four foci: the initial call, pre-licensing, district licensing, and pre-ordination.

The initial call focus assists the local pastor once someone indicates that they have a call to ministry. Working through the local pastor, the Assessment Center will provide some literature to help the individual get started in identifying, articulating, and preparing for an effective and fulfilling call to the ministry. This focus may be utilized with children, youth, or adults.

The pre-licensing focus may be used with a young person upon graduation from high school or it may be combined with the initial call focus for adults who feel called into the ministry. Again, the local pastor, as basic mentor, will be the primary person responsible for this area, though an educational mentor may also be involved to help prepare the individual with expectations for the credentialing and education process that follows. The educational options will be explained by the educational mentor and the student will be registered with the DBM secretary. At this time, the Spiritual Gifts Survey will be administered to help identify strengths and tendencies of the potential minister.

The district licensing focus is the most detailed and involved part of the Assessment Center. Before any potential minister will be recommended for a district license they must complete this level of assessment (in addition to any requirements mandated by the *Manual*). The assessment will take place over two or three days with several members of the DBM involved, along with one or two others who may have expertise in certain areas of the evaluation. The assessment begins on the first evening with the assessment leader explaining the process and the expected outcomes. The first evening will include a get-acquainted time and the first exercise – a 20 minute sermon that will be videotaped for review and critique. Each candidate will bring with them financial information, relating to their indebtedness and personal budget, which they will discuss with one of the assessors. The first evening will conclude with the assessment leader sharing biblical and practical information about the call to ministry. The next day begins with a psychological profile, possibly using the *Minnesota Multiphasic Personality Inventory-2* (MMPI-2) or similar instrument. A trained psychologist will administer this instrument and interview the candidate (and spouse). Another interview will be conducted by an assessor that covers the spiritual, theological, doctrinal, and practical areas of ministry. A third interview, possibly with the psychologist, will cover marriage and family issues. The group of candidates will be assigned a case study and asked to work through the issues with the assessors watching the leadership and role relationships that develop. The case study may be divided into two parts to allow for observation over an extended time. A fourth interview focuses on the *Handbook for Ministry Development* and reviews the remaining process of ministerial preparation with the candidate. The evening wraps up with an assessors' meeting where they go over all the activities, interviews, and tests completed by the candidate. An evaluation and a tentative Ministry Covenant will be written. The morning of the third day wraps things up with three major actions. The first event is the review of the evaluation with the candidate by one or two of the assessors. The object of this review is to highlight the strengths and weaknesses in the candidate's readiness for ministry. It also lists the *Manual*-mandated elements and whether they are completed or yet-to-be-completed. The second event is a review of the written Ministry Covenant with the candidate signing it, along with their spouse. The final event is the assignment of an advanced mentor to the candidate.

Basic Mentoring. Basic mentoring is primarily the responsibility of the local pastor, as mandated by the *Manual*. When someone expresses to their pastor that they might have a call to the professional ministry, the local pastor needs to know how to guide that person toward fulfillment of that call. The CMD will strongly encourage every local pastor and associate pastor to attend an annual class or refresher class on basic mentoring. This class will help the local pastor understand the process and every step of ministerial development, introduce them to the *Handbook of Ministerial Development*, instruct them in using the *Spiritual Gifts Inventory* to assist them with an initial evaluation, help them to recognize a genuine call, show them how to redirect someone who expresses a call for which they are not suited, and emphasize the importance of encouraging those with a call.

Educational Mentoring. Educational mentoring is geared to assisting the student with understanding the educational options and requirements for ordination. This responsibility was formerly done by the Board of Ministerial Studies advisors. When a student is registered with the DBM secretary, an educational mentor will be assigned to that student. This person will be an

educational resource person and advisor throughout the student's educational journey. This mentor may be the local pastor; though, in most cases it will be someone else who is very familiar with the *Handbook of Ministerial Development*, educational options, district course offerings for those who choose this option, and the requirements for completing the education for district license and ordination.

Advanced Mentoring. Advanced mentoring is different than the mentoring that a local pastor does prior to a district license. The assigned licensed minister is part of a broader jurisdiction that now includes the district. The licensed minister is also beginning to serve in ways that may or may not be familiar to their local pastor. It is also possible that a licensed minister is serving as a pastor or transferred to the district in order to pastor a local church. The CMD proposes to train mentors and match them to assigned licensed ministers according to their need or speciality. We will not discourage local pastors from maintaining their general mentoring role and it is likely that some local pastors will want to pursue the additional training that will enable them to do this advanced mentoring. It is expected that every member of the DBM will undergo advanced mentoring training and be familiar with this role even if they are not particularly interested in being an advanced mentor. The training will also be opened up to interested clergy who could be called upon to assist the DBM with advanced mentoring. Special effort will be made to recruit advanced mentors to assist the CMD with specialties like associate ministry, women in ministry, and New Start church planting. Advanced mentors will be assigned to a ministerial candidate at the time of their district license assessment.

Training Center. The mission of the Training Center is to offer a structured system that assists those preparing for ministry assignments (professional and lay) in completing the necessary educational requirements appropriate to that assignment. The *Handbook for Ministry Development* will be followed for courses and course requirements. It is not the intention of the training center to compete with for-credit programs and certification programs offered by our Nazarene institutions or their affiliated programs (such as NBC's Training Center Alliance). Instructors will be chosen by the training center director on the basis of their giftedness for teaching and one or more of the following qualifiers: education, experience, interest. The role of the instructors is to assist students in learning the material they need to know in order to take the required exams as mandated by the *Handbook for Ministry Development*.

The secretary for the DBM will work with the director of the Training Center to keep the records required by the Church of the Nazarene for licensing/ordination. The secretary will also keep copies of Assessment results and Ministry Covenants. A record will be established for every person who enters the CMD any point. The director of the Training Center will be able to access these records for planning courses, sending out mailings, and communicating with students and potential students. Results of classes will be sent to the secretary who will update the Board annually so that the Board will have up-to-date information on each candidate's progress in meeting mandated educational requirements.

The director of the Training Center will establish annual teaching needs and announce course offerings using the district newsletter, DBM mailing list, and any other method of reaching the widest possible audience. The director will recruit instructors and assist them with preparing syllabi, getting materials, and administering exams. The director will also be a consultant with

the DBM secretary for any preliminary evaluations of students' educational work prior to updating the DBM for its annual evaluations and the final two levels of assessment.

Students may fulfill educational requirements for credentials through independent studies or through institutions of higher learning. In that case, a student will be assigned an educational mentor who will be their advisor (until they are graduated), assisting them with course planning, acquiring texts, proctoring their exams (or approving a qualified designee), and grading book reports. Results of independent studies will be forwarded to the DBM secretary and made a part of the student's permanent record. Likewise, students enrolled in accredited programs will need to send an annual transcript to the DBM secretary for evaluation and inclusion in the student's permanent record. This record is available to the Training Center director to assist in planning the annual course offerings through the center.

Shepherds' Advance. The purpose of Shepherds' Advance is to provide continuing education opportunities for lifelong learning. While the program is designed to assist credentialed ministers in fulfilling the *Manual* mandate to complete at least 2 CEU credits per year (20 contact hours), the program can easily be expanded to include lay training for ministry and assist the Training Center with course offerings. Shepherds' Advance can also be incorporated into the ministry training courses or seminars that a Teaching Church might offer.

The director of Shepherds' Advance will work with the Training Center director and the pastors/leaders of Training Churches to find ways to integrate CEU courses into their programs where possible. Records for those who desire CEU credit will be kept by the DBM secretary, ensuring that all records are centralized and can be accessed easily by component leaders.

Teaching Church. The International Church of the Nazarene has begun to promote the concept of the Teaching Church. It is an opportunity for a local church to serve other local churches in a mutually beneficial partnership to grow the Kingdom of God. The purpose of teaching churches is: to create an intentional network of fellow pastors with the special purpose of raising churches to a higher level; to provide a process in which discovery, insight, understanding, challenge, vision, and application most effectively occur; to encourage a spirit of mutual support among pastors, through the building of relationships of trust, openness, cooperation, learning, and development; and to open the door for highly effective churches that are also distinguished by excellence in overall ministry to multiply their ministry through teaching other churches their practices of ministry that have made them effective.

Teaching Churches will be asked to work with the director of the Training Center and the director of the CEU program to coordinate and cooperate with them to offer education and training to the widest possible audience. The directors of the Training Center and Shepherds' Advance have the option of endorsing Teaching Church courses for fulfillment of educational requirements in their respective areas. One of the unique benefits of the Teaching Church is its ability to involve a large number of lay leadership in their offerings, thus inspiring the grassroots of a local church to achieve new levels of growth. Another benefit is the relationships that can be built between a teaching church and another local church. It is similar to the mentoring relationship we want to build between an experienced pastor and a less experienced one.

Personnel Assignment: The methodology for assigning personnel has not been clearly defined. One reason is the systemic approach where coordination, overlapping goals, and concern for the duplication of effort creates fuzzy organizational lines. Another is the specialization that is needed in some areas. A third reason is the impermanence of pastoral assignments. And fourth, there may be some tasks that need long-term attention and others that can be more ad-hoc.

Each component needs a leader. These leaders will be recommended by the district superintendent and approved by the District Advisory Board, unless otherwise specified in the *Manual*. These leaders, with the district superintendent and the DBM secretary, will compose an executive committee that will meet quarterly or annually to coordinate efforts and ensure that communications lines are open to minimize misunderstandings and major overlaps in responsibility.

Two other positions are the DBM chairperson and the DBM secretary. The district superintendent is the chairperson, ex officio, but it might be better to have someone else chair the oversight of the DBM. The DBM secretary will have considerable record-keeping responsibilities under this new system. This also means that the current offices of the Board of Ministerial Studies chairperson and secretary will change.

The secretary for the current Board of Ministerial Studies has the technical responsibility of keeping the educational records for all ministers who have yet to be ordained. This includes those enrolled in options other than the district Training Center or independent study. Under the new system, the role of the secretary is expanded to include advising the Training Center director on the educational needs of registered students, keeping assessment records on each pre-ordained minister, advising the DBM on the status of registered ministers, keeping continuing education records, and being a member of the DBM executive committee.

Since there will be no Board of Ministerial Studies, the chairperson of the current Board can either be vacated or evolved into one of the following three responsibilities: chairperson of the DBM, vice-chair of the DBM, or a leader of one of the new components (Assessment Center or Mentoring Leader).

As with the component leaders, the district superintendent would recommend and the District Advisory Board would approve the appointments of the DBM chair and secretary. Since the new system is a more proactive effort to develop clergy and lay ministers in every way available to us, a financial remuneration needs to be considered for component leaders and the DBM secretary.

Training Materials (these are only suggestions and examples for consideration):

Basic Mentoring Training. More research needs to be done to identify training materials for teaching a local pastor the basics of mentoring.

Advanced Mentoring Training. More research needs to be done to identify training materials for teaching advanced mentoring techniques.

Handbook of Ministerial Development. This is available through Nazarene Publishing House. Every person with a call to professional ministry must purchase one of these notebooks. Cost is approximately \$20. Local churches are encouraged to purchase one for everyone who is given a local preacher license.

Spiritual Gifts Inventory. There are a number of websites that offer an online inventory. Also, there are several books and workbooks available with reproducible “tests” and scoring sheets.

Myers-Briggs Type Indicator (MBTI). One book that might give insight on using the Myers-Briggs in a ministry setting is *Personality Types and Religious Leadership*, by Oswald and Kroeger. Available from the Alban Institute, 4125 Nebraska Ave NW, Washington, D.C., 20016. Phone -- 1-800-457-2674. The Myers-Briggs Type Indicator questionnaire is a standard instrument familiar to psychologists useful for identifying basic personality types. The Myers-Briggs Type Indicator (MBTI) is a self-report personality inventory designed to give people information about their Jungian psychological type preferences. Isabel Briggs-Myers and Katherine Cook-Briggs began developing the MBTI in the early 1940s to make C. G. Jung’s theory of human personality understandable and useful in everyday life.

Minnesota Multiphasic Personality Inventory (MMPI-2). The *MMPI-2* is the most widely used objective clinical personality test in use today. The test provides scores on 10 basic clinical scales--hypochondriasis (exaggerated concern about physical health), depression, hysteria, masculinity-femininity, paranoia, hypomania (excitability), psychopathic deviancy, psychasthenia (irrational fears and compulsive actions), schizophrenia (form of psychosis), and social introversion (withdrawal). The *MMPI-2* includes 10 supplementary scales that help diagnose such clinical problems as anxiety, repression, ego strength, alcoholism, hostility, dominance, social responsibility, college maladjustment, gender-role, and posttraumatic stress disorder. There are also 15 content scales that measure various aspects of personality. They include: anxiety, fears, obsessiveness, depression, health concerns, bizarre mentation, anger, cynicism, antisocial practices, Type-A personality, low self-esteem, social discomfort, family problems, work interference, and negative treatment indicators. This instrument is used by qualified psychologists and can be interpreted by them to predict a number of problems the subject might be afflicted with or toward which they have a tendency.

Closing:

If you made it this far, you are to be commended. This is a major renovation of the district’s commitment to educate and train ministers with a tremendous amount of detail to grasp. Your effort to follow this through is appreciated.

A chronic issue may have been the impetus that has led to the document you are reading. For years, the Board of Ministerial Credential has observed that serious evaluation of ministerial readiness takes place too far into the process of licensing. Often it comes at the time a minister applies for ordination. The board has also noted the difficulty of trying to redirect a candidate for ordination who obviously lacks the “gifts and graces” for the ordained ministry. A third concern comes as a result of meeting some candidates just one or two times prior to their application for ordination. The subjectivity of evaluating ministers for credentials has also been questioned,

especially when ministers seeking license renewals are asked the same questions year after year. There has also been a desire expressed to move more deliberately away from the concept of fulfilling a set of requirements to a more intentional effort to ensure that those who fulfill the requirements are actually prepared for a lifelong call as a minister. Lay training is added in because this is a major need in all the local churches and can be dovetailed into the overall mission of the DBM. It is also another way the district can fulfill its mission of serving the local church.

Please review this proposal with an eye toward errors of content or logic, conflicting responsibilities, and editorial changes needed in the text. The next step, if this is approved, is to create a task sheet which breaks down each component into a set of specific tasks necessary for the successful implementation of this concept. Leaders will need to be recruited and approved. The DBM will need to be trained and assigned roles. Mentoring training for local pastors will need to be done. All of this will need to be completed before we can implement the program. Training and preparation work will take place during the 2002-2003 church year with implementation taking place in the fall, 2003.

Acknowledgments:

This proposal is the work of more than one person. A key individual has been Dr. Ken Culbertson, who was appointed as District Education Commissioner and chaired the committee. He was joined by Dr. G. A. Hankins, Dr. Richard Jones, Rev. David Troxler, and Rev. Don MacNeil. We also acknowledge the help of Dr. Charles Zink, district superintendent, who was instrumental in the formation of the Hiram F. Reynolds Center for Pastoral Education and Development on the New England District. We received information and advice from Dr. Kenneth Mills, district superintendent for the Washington District. His district sponsors the Williamson Bible Institute, which is educating and preparing nearly 100 ministers for service in the Church of the Nazarene. Finally, we need to express appreciation to Rev. Ron Blake, director of Clergy Services for the Church of the Nazarene, for his help in defining the role of the Teaching Church.