

## **DEFINING THE 4'C – Guide for Mentors**

*At the ordination interview – the decision about qualifying for Ordination is weighed against the 4 C's – which tie to the Ability Statements.*

### **SECTION 5 of the BOM Handbook**

#### **Mentoring and Coaching Guide Introduction**

The Board of Ministry wants to emphasize that the local church and local pastor are significant keys to effective ministerial development on the district. Rather than largely a district responsibility, it is primarily a local church responsibility to identify, evaluate, encourage, hold accountable, support, challenge, develop, test and approve those called into ministry in the Church of the Nazarene.

The Board of Ministry counts on churches and pastors taking that responsibility seriously. With that in mind, the Board urges local pastors and church boards to be active in the process for developing ministers and careful in their recommendations.

It is also for this reason that the Board of Ministry has implemented a requirement that every Local Licensed Minister and District Licensed Minister be in a covenant relationship with a Local Mentor who is an ordained minister in the Church of the Nazarene. This is likely to be their lead/senior pastor, but may also be an ordained staff member, retired ordained minister, or another ordained minister on their Regional Area. A licensed minister should seek to enter this covenant relationship with their Mentor and ask her/him to complete an annual Local Mentor's Covenant, engage in regular mentoring conversations, and complete the annual Local Mentor's Report.

#### **What every local mentor needs to know...**

- 1. A Local Mentor is an ordained minister in the Church of the Nazarene (Pastor, Associate Pastor, Retired Pastor, etc.).**
- 2. Every person seeking ministerial licensing or credentialing (local license, district license, ordination) in the Church of the Nazarene on the Florida District is required to be in a covenant relationship with a Local Mentor in their local church except in the case of a pastor of a local church, in which case another ordained minister on their Regional Area will serve in this role, and in situations where language differences may be unmanageable, in which case an arrangement will be made involving the district's ethnic coordinator (e.g. Hispanic and Haitian Ministries).**

3. The Local Mentor will serve as a mentor, prayer partner, and encourager. He or she will also hold the advisee accountable to the process of ministerial development. This is a vital role in the growth of a person who is responding to their sense of God's call on their life. The Board of Ministry also relies on the Local Mentor and local Church Board to help the local licensed minister to identify and develop gifts and graces for ministry and to only recommend for District License those they have carefully observed to possess such gifts and graces.

4. One who is called to ministry will approach their Local Mentor with a request to enter a covenant relationship (covenant provided by the Board of Ministry). **Both will sign the covenant.** The Local Mentor covenants to pray for their MIT, meet with them at least quarterly, be available for specialized needs for mentoring, and **provide the Board of Ministry with an annual report** (provided by the Board of Ministry to the MIT) as to the MIT's progress in the ministerial development process. The MIT will bring this report to their annual interview with their small group of the Board of Ministry or as directed in other correspondence from the Board of Ministry.

The following is designed to assist Mentors in ongoing conversation with their MIT:

- It is the desire of the Florida District Board of Ministry that you have **quarterly contact** with each MIT. If at all possible, make the first one in person. Be sure to establish agreed upon best practices in mentoring with members of the opposite sex.
- The top categories and questions in all four areas should be reviewed regularly. The "Exploration" section should be worked with in an ongoing manner. Revisit areas that you think need follow-up work.
- Make the MIT comfortable, knowing you are coming along side to offer support and encouragement.
- Reframe the questions/discussion to make your time conversational and uplifting.
- Make notes as you go along as well as at the conclusion of each meeting. Add follow-up notes in subsequent conversations. You are to oversee and monitor the progress of this MIT so, over the next several years, you should see growth in content, competence, character and context.
- Note: You will need to make an annual report of your mentoring for the annual interview in January. This will enable the regional team to be informed as they work with you in guiding each MIT on his or her journey.

## 1. Content

- **Education:** Is the educational path you have chosen to pursue working for you? o Are you on target to complete the goals you have set for this year? o Are there any unique problems I can help you with?
- **Critical Thinking:** Dialog about the recent classes taken and ask for a summary of what is being learned. o Dialog about how they are applying this to their life and ministry. o As you listen, how well do you feel that the MIT is analyzing and synthesizing their learning into life and ministry?
- **Exploration:**  
Talk with your MIT about (these are guidelines and are not exhaustive):
  - the role and value of the Old Testament in their life, ministry and devotions.
  - the New Testament, engaging in discussions you think would be meaningful from the life of Jesus and the writings of Paul.
  - the differences in the Reformed view of scripture and Fourth Article of Faith in our Manual.
  - the nature of God and how they are growing in their understanding.
  - the nature of sin and how they would explain it to a person with limited understanding.
  - the importance of the sacraments.
  - the appealing and the problematic issues they find in the doctrine of holiness.
  - the understanding of what holiness is and the difference it makes in their life and their preaching/teaching.
  - the history of the Church of the Nazarene and some of the unique personalities in its history. ▪ the Articles of Faith and how well they understand them and are able to explain them.
  - how they handle the “Covenant of Christian Character” and “Covenant of Christian Conduct” in the Manual and how they would approach them in introducing someone to their church.
  - the questions that are posing the greatest challenge in ministry at this time.

## 2. Competency

- **Church Involvement:** What is the MIT’s involvement in their local church? Ask about their relationship with their pastor.
- **Experience:** What are the specific ministries that the MIT is engaged in and are there any issues that need to be addressed?
- How are they bringing their ministry into alignment with God’s call on their life?
- **Gifts and Graces:** What spiritual gifts and ministry graces does the MIT evidence for ministry? Where are they finding the most fruitfulness and enjoyment in ministry?

- **Exploration:** Talk with your MIT about (these are guidelines and are not exhaustive):
- public speaking opportunities and the challenges and joys they present.
- resources they find helpful in preparing to teach/preach.
- their philosophy of ministry and help them shape it as you work with them.
- disciple-making and how they would go about it in the local church.
- conflict resolution and any situations they are presently working with.
- problem solving skills and how they go about it (suggest some scenarios).
- developing ministry teams and what it would be like to work with a church board.
- how they would work to bring change to a group of people.
- counseling situations and when to refer and how to establish boundaries.
- the value of personality inventories and pre-marital counseling aids.
- how to conduct weddings and funerals.

how to make the Eucharist and baptism meaningful moments.

the purpose of worship in their life and the life of the church.

- personal passion for evangelism and if it is a part of their lifestyle.
- the role of evangelism in the church and how to engage the congregation in it.
- the role of the church in community involvement to meet needs.
- the purpose of Christian Education in the life of the church.
  - o the value of small groups in developing disciples and leaders.
  - o the methods of protecting our children and teens from physical and sexual abuse.

### 3. Character

- **Relating with God**
  - How does the MIT describe his/her relationship with God?
  - What spiritual disciplines have they cultivated in their life?
- **Christian Life-style**
  - Talk about what safe-guards have been built into their lives in the area of finance, pornography, the “*Covenant of Christian Conduct*” in the Manual.
  - Talk about interaction with people (family, neighbors, church) and see if there are any struggles in demonstrating Christ-like character in those interactions.
- **Exploration**
  - Talk to your MIT about (these are guidelines and are not exhaustive):
  - some of the spiritual markers that are significant on their spiritual journey.
  - some of the “pits” (like Joseph) they have experienced and how God has used them for good.
  - personal integrity and how to maintain it.

- the strategies they have in leading those in their sphere of influence to be growing Christians
- balance/rhythm in their life in regard to keeping a healthy body and soul
- the role of their spouse in their present and future ministry.
- the importance of establishing a primary mental health care provider
- their marriage (if applicable) and how they are growing together, nurturing the relationship
- their role models (personal and through reading) that are impacting their lives.
- financial management and how it reflects on them personally and also their ministry
- the benefit of growing in self-awareness through the use of diagnostic profiles and events like the Ministerial Candidates Workshop.

#### 4. Context

- **Church**
  - What is the social context that the MIT is working in and how are they making a relational connection between the church and the surrounding community?
- **Mission**
  - How do we effectively minister in a postmodern world?

- **Exploration**

Talk with your MIT about (these are guidelines and are not exhaustive):

- the social context of their ministry setting.
  - o how a Wesleyan theology relates to ministry.
  - o how the Bible integrates with contemporary life.
- the church's role in the world.
- exemplifying Jesus' intolerance of sin and his irreversible love for the sinner.
- valuing minority groups and cultivating an inclusive church.
  - o the on-going role of the church in world evangelism.
  - o The role of technology in ministry and discipleship.
  - o the need to see our immediate surrounding as a mission field.

CTION 5 Mentoring and Coaching Guide Introduction

## Ability Statements

The focus of the educational preparation required of all Nazarene ministers is called "the Course of Study" -- an array of studies and practicums that develop the range of abilities described below.

### **CONTENT: 14 Ability Statements**

#### OLD TESTAMENT

CN1 Ability to identify the literary structure, the theological concepts and main storyline of the Old Testament.

CN2 Ability to describe the historical and cultural contexts of the major sections of the Old Testament.

#### NEW TESTAMENT

CN3 Ability to identify the literary structure, theological concepts and main storyline of the New Testament.

CN4 Ability to describe the historical and cultural contexts of the New Testament including an ability to Biblically affirm pastoral leadership of men and women within the Church.

#### INTERPRETATION OF SCRIPTURE

CN5 Ability to describe the development of the canon and the historical and theological influences resulting in contemporary translations.

CN6 Ability to exegete a passage of Scripture using contextual, literary, and theological analysis.

#### THEOLOGY (General)

CN7 Ability to articulate the Nazarene Articles of Faith.

CN8 Ability to demonstrate an understanding of theological reflection, including its sources, its historical development, and its Wesleyan contemporary expressions.

#### DOCTRINE OF HOLINESS

CN9 Ability to articulate the doctrine of holiness from a Wesleyan perspective.

#### CHURCH HISTORY

CN10 Ability to tell the story of Christian history and the development of creeds and major doctrines.

CN11 Ability to describe the mission and practice of the Church throughout its history.

#### THE HISTORY AND POLITY OF THE CHURCH OF THE NAZARENE

CN12 Ability to identify the formative influences of the American Holiness Movement and the Church of the Nazarene.

CN13 Ability to identify and explain the significance of the major events, and male and female figures in the Church of the Nazarene.

CN14 Ability to identify the directives of the *Manual* of the Church of the Nazarene that pertain to the organization and ministry of the local, district, and general church.

### **COMPETENCY: 14 Ability Statements** (using one ministry emphasis listed below)

#### ORAL AND WRITTEN COMMUNICATION

CP1 Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity, and creativity, utilizing gender inclusive language.

#### MANAGEMENT, LEADERSHIP, FINANCE, AND CHURCH ADMINISTRATION

CP2 Ability to oversee ministry using management skills including servant leadership, conflict resolution, administration, and team building.

CP3 Ability to cultivate, cast, and strategically implement vision.

CP4 Ability to lead congregations in the biblical stewardship of life resources.

#### ANALYTICAL THINKING

CP5 Ability to reason logically for discernment, assessment, and problem solving.

#### CONGREGATIONAL CARE AND COUNSELING

CP6 Ability to provide pastoral and spiritual care for individuals and families, discerning when referral to professional counseling is required.

#### EFFECTIVE EVANGELISM AND DISCIPLESHIP

CP7 Ability to lead evangelistically through preaching, modeling and equipping others.

CP8 Ability to lead in discipling and assimilating new converts into the Church.

#### CHRISTIAN EDUCATION

CP9 Ability to describe and apply knowledge of human development in leading people to Christian maturity.

CP10 Ability to envision and implement Christian education in the local church.

#### WORSHIP

CP11 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 Lord's Supper).

#### MINISTRY EMPHASIS (Preaching/Chaplain)

CP12 Ability to prepare, and deliver biblically sound sermons using appropriate techniques and skills demonstrating cultural sensitivity.

CP13 Ability to develop sermons in various forms (evangelistic, pastoral care, doctrinal teaching, lectionary, etc.).

CP14 Ability to assess the strengths and weaknesses of current homiletical models in light of enduring theological and contextual perspectives.

#### MINISTRY EMPHASIS (Christian Education/Children/Youth/Adults)

CP15 Ability to prepare and lead discipleship ministries that are biblically sound, age-appropriate, intergenerational, and culturally sensitive.

CP16 Ability to assess contemporary approaches to ministry in light of enduring theological and contextual perspectives.

#### MINISTRY EMPHASIS (Compassionate Ministry)

CP17 Ability to prepare and lead compassionate ministries that are biblically sound and culturally sensitive.

CP18 Ability to exegete a community utilizing a Wesleyan paradigm for hospitable engagement.

#### MINISTRY EMPHASIS (Music)

CP19 Ability to prepare and lead a music ministry that is biblically sound, utilizing appropriate techniques and skills demonstrating cultural sensitivity.

CP20 Ability to assess contemporary approaches to church music in light of enduring theological and contextual perspectives.

#### MINISTRY EMPHASIS (Administration)

CP21 Ability to manage and implement biblically sound church administration utilizing appropriate techniques and skills demonstrating cultural sensitivity.

CP22 Ability to assess and implement contemporary approaches to administration in light of enduring theological and contextual perspectives.

## **CHARACTER: 8 Ability Statements**

### CHRISTIAN ETHICS

CH1 Ability to apply theological and philosophical ethics to nurture faithful living in the Christian community.

CH2 Ability to discern and make ethical decisions in the midst of a complex and/or paradoxical context within a Wesleyan framework

CH3 Ability to practice a moral pastoral leadership, informed by philosophical and theological ethics.

### SPIRITUAL FORMATION

CH4 Ability to pursue holy character (Christlikeness) by practicing faith formation and the classic Christian disciplines as means of grace.

CH5 Ability to locate, understand, and use resources for individual and corporate spiritual formation.

### PERSON OF THE MINISTER

CH6 Ability to articulate his or her call from God to ministry as affirmed by the Church.

CH7 Ability to demonstrate a realistic self-understanding including personal strengths, gifts, weaknesses, and areas of needed growth.

CH8 Ability to practice holistic stewardship (mutual submission in gender relationships, sexual purity, marriage and family, personal finance, professional conduct, practicing Sabbath, etc.).

## **CONTEXT: 8 Ability Statements ANTHROPOLOGY AND CROSS-**

### CULTURAL COMMUNICATION

CX1 Ability to understand, appreciate, and work sensitively with cultures and sub- cultures.

CX2 Ability to identify and apply the principles of cross-cultural communications.

### CONTEMPORARY CONTEXT AND SOCIAL ENVIRONMENT

CX3 Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings.

CX4 Ability to analyze and describe congregations and communities.

### HISTORICAL CONTEXT

CX5 Ability to place the ministry context in light of the large schemes of world and national history.

CX6 Ability to analyze and describe the ministry context in light of its local history.

### MISSIONS

CX7 Ability to understand and articulate the biblical, historical, and theological bases for Christian mission.

CX8 Ability to describe basic missiological principles and to apply them to the development of ministry in the local church.

## MIT's MENTORSHIP CHECKLIST

- Choose a mentor who is an ordained Elder/Deacon within the Church of the Nazarene [cannot be a peer/student]
- Both Mentor/MIT sign Covenant [must print and sign]
- Email Covenant to [jeanne@floridanaz.com](mailto:jeanne@floridanaz.com) [you do not have to get an annual covenant signed if you DO NOT change your mentor. If you do change your mentor you need to obtain a new mentor within 30 days and update covenant with Jeanne Morgan, BOM Co-Chair.
- First Time District License – you must provide a signed Mentor Covenant within 90 days of your district license interview.
- Provide a hard copy of “Guide for Mentors”, Ability Statements, Local Mentor’s Notes, Local Mentor’s Annual Report. [See MIT Fact Sheet for link to the Mentor’s forms on the District Website.]