



Can Your Church Produce A Missionary?

A LOST TRADITION

Local churches trained and sent out pastors and missionaries for over 1000 years without educational institutions or mission boards. Where did these men come from, and how were they trained? Mentors, in the context of local church ministry, trained each new generation of church leaders. The churches then sent them out as their own children and stayed in contact with them.

Just hypothetically, how would your church accomplish its responsibility of world missions without the help of organizations outside your church? It would probably do what the early Church did for almost a thousand years. More and more churches are rediscovering the joy of this original tradition, and are retooling themselves to start equipping pastors, missionaries and leaders within the church. It's not as hard as you might imagine once your church has made it a priority and shifted the schedule accordingly.

OUTCOME OBJECTIVES FOR AN EQUIPPED LEADER

Several of our church planters who were training men to pastor the churches they planted asked, "How will we know whether this guy is ready to begin pastoring? What attributes, abilities and experiences do we want him to have before we ordain him for ministry?" The list below was the result of their brainstorming. It incorporates not only the biblical character mandates, but the knowledge and skills they thought a person should have to be ordained to minister as an elder, pastor or missionary. The list is sobering, even to those of us who have been in ministry a long time. This is the mark we're trying to achieve, understanding that we all have our areas of struggle.

AN INTERESTING EXERCISE

Review the list. In the three columns at the right, mark off whether each attribute would be best developed by mentoring, academic coursework or practical internships in the church. In which of the three areas of leadership development can your church improve its effectiveness?

| OUTCOME OBJECTIVES Attributes Abilities and Experiences | Developed By Personal Learning (Mentoring) | Developed By Group Learning (Courses) | Developed By Action Learning (Internships) |
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| FAMILY | | | |
| <ul style="list-style-type: none"> His/her marriage, family, work and personal life are God-pleasing, consistent, integrated and balanced. | | | |
| <ul style="list-style-type: none"> He is a godly leader of his wife and children. | | | |
| <ul style="list-style-type: none"> His wife has attended classroom sessions and received personal mentoring. | | | |
| <ul style="list-style-type: none"> His wife is supportive of him training in the church-based program and of his future ministry. | | | |
| <ul style="list-style-type: none"> Their children, if still at home, live an orderly life, not given to open rebellion or immoral conduct. | | | |
| <ul style="list-style-type: none"> He and his wife are both hospitable, and share what God has provided for them. | | | |
| <ul style="list-style-type: none"> He and his wife understand the public nature of pastoral ministry, guidelines for alleviating the pressures it can have on a pastor's family, etc. | | | |
| <ul style="list-style-type: none"> He is family-oriented in his affections and scheduling, and not given to overworking. | | | |
| <ul style="list-style-type: none"> He can live on a budget, pays bills on time, and is not in debt (except for appreciable items such as a house). | | | |

| CHARACTER | | | |
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| • He/she has a high and biblical view of God, Christ and the Scripture. | | | |
| • He/she is oriented to Scripture-based priorities, planning and problem resolution. | | | |
| • He/she understands his/her personality, strengths, giftedness, weaknesses and tendencies. | | | |
| • He/she has a serious and appropriate view of self and is committed to life-long learning. | | | |
| • He/she has a love of people and can balance the demands of tasks and people. | | | |
| • He/she evidences the manifestation of the fruit and gifts of one filled with the Word and the Holy Spirit. | | | |
| • He has an eager desire to serve as a leader (deacon, elder or pastor). | | | |
| • He is blameless and above reproach: he has a "Teflon life" (no accusation hurled at him will stick). | | | |
| • He has a good reputation with people in the marketplace, at work, at school, etc. | | | |
| • He is temperate and self-controlled. | | | |
| • Is generally self-disciplined in his habits of eating, driving, TV viewing, sports/hobbies, budgeting, etc. | | | |
| • Although he may have a sense of humor, he is generally a serious person and thinks honestly about himself and others close to him. | | | |
| • He has good behavior and will apologize when he has engaged in wrong or questionable conduct. | | | |
| • He must be honest and be a man of his word; he mustn't promise too hastily or be double-tongued. | | | |
| • He is not given to wine or other addictive substances. | | | |
| • He is not violent in speech, gestures or actions. | | | |
| • He is not greedy for money, does not gamble or partake in schemes to get money without working suitably for it. | | | |
| • He responds Biblically when corrected, and looks for truth in any criticism. | | | |
| • He responds appropriately to changes in circumstances. | | | |
| • He responds Biblically when offended/ wronged. | | | |
| • He invites periodic positive criticism of his ministry by his leadership. | | | |
| • He is a team player when set among other leaders, and is not quarrelsome or autocratic. | | | |
| • He understands that ministry is "people work" and has good people skills. | | | |
| • He has a meek and gentle spirit. | | | |
| • He understands that leadership means serving others. | | | |
| • He finishes tasks undertaken correctly and on time unless properly delegated. | | | |
| • He can keep a confidence. | | | |
| • He has a daily devotional life, and is committed to regular study of God's Word. | | | |
| • He diligently keeps a clear conscience before the Lord and others, and is quick to confess, repent and forsake a known sin. | | | |
| • He does not covet positions and is not overly ambitious. | | | |
| • He understands and has demonstrated the value of time management, punctuality and scheduling. | | | |
| • He keeps a personal book containing a daily log of activities, appointments, schedules, calendars, addresses and phone numbers, etc. | | | |
| • He manages his time well. | | | |
| • He understands the principles of biblical decision-making. | | | |
| • He has established and updated short-, medium- and long-term goals and understands strategic planning. | | | |
| • Has an understanding of priorities and conflicting interests, and can say "no" to good things. | | | |

| CHURCH-RELATED SKILLS | | | |
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| PASTORING | | | |
| • He is fully prepared for ordination. | | | |
| • He is committed to having a deep prayer life. | | | |
| • He has a good grasp of shepherding – leading, feeding, comforting and protecting the flock. | | | |
| • He knows how to provide meaningful comfort and practical help to those who are grieving. | | | |
| • He understands the different leadership styles, giftedness and temperament types of people that he ministers with and to. | | | |
| • He has thought through and developed a written philosophy of ministry. | | | |
| • He has demonstrated the ability to interact and work well with other church leaders on various levels. | | | |
| • He is familiar with Biblical and popular methods of church growth and their strengths and weaknesses. | | | |
| • He is familiar with church structure concepts such as cell or growth groups, discipleship networks, etc. | | | |
| • He has a biblical position on major social issues. | | | |
| • He knows how to apply Scripture practically to the situations of life. | | | |
| PULPIT MINISTRY | | | |
| • He is committed to regular study of the Word and has sound exegetical skills. | | | |
| • He can communicate effectively God's truth either one-on-one or to a group. | | | |
| • He can present the Word in both topical and expository formats, and knows the pros and cons of both. | | | |
| • He knows the methods and guidelines for conducting weddings and funerals and infant dedications. | | | |
| • He has experience in conducting the Lord's Table and baptisms. | | | |
| EVANGELISM | | | |
| • He evangelizes along the way and actively builds relationships with unbelievers. | | | |
| • He is familiar with different evangelistic styles, i.e., testimonial, confrontational, etc. | | | |
| • He can make smooth transitions to spiritual topics. | | | |
| • He is familiar with evangelism training courses. | | | |
| • He is familiar with various evangelism methods such as street, puppet and musical evangelism, etc. | | | |
| • He is familiar with the needs of the culture or community in which he evangelizes. | | | |
| COUNSELING | | | |
| • He is familiar with the principles of Biblical counseling, confidentiality, accountability, etc. | | | |
| • He is generally familiar with popular but unbiblical philosophies and psychologies. | | | |
| • He knows how to apply Scripture practically to the situations of life in counseling. | | | |
| • Understands the value of, and guidelines for, in-home visits of visitors and church families. | | | |
| • Understands the value of, and guidelines for, visiting the sick. | | | |
| • Understands the value of, and guidelines for, encouragement of families of the sick or deceased. | | | |
| DEACON & ELDER | | | |
| • He meets the Biblical qualifications for an elder or deacon. | | | |
| • He has learned mediation and conflict-resolution skills. | | | |
| • He is able to confront graciously and in a supportive, pro-active manner. | | | |
| • He is familiar with the pros and cons of various models of church governance and has a preferred model supported by the Scripture. | | | |
| • He is thoroughly acquainted with the guidelines and procedures involved in church discipline of leaders and church members and its possible repercussions. | | | |
| • He can recognize men suitable for church leadership, and recognize unqualified persons. | | | |

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| DISCIPLESHIP | | | |
| <ul style="list-style-type: none"> He understands the importance of having a discipleship ministry with other young men and he can and has disciplined other believers. | | | |
| <ul style="list-style-type: none"> He fully understands the concept of church-based leadership development. | | | |
| <ul style="list-style-type: none"> He understands the importance of training men who give families and the church stability and leadership. | | | |
| <ul style="list-style-type: none"> He is familiar with biblical passages on discipleship and the different models of discipleship. | | | |
| ADMINISTRATION | | | |
| <ul style="list-style-type: none"> He can administer a church's ministries and office. | | | |
| <ul style="list-style-type: none"> He will delegate to those who may not do the job as well. | | | |
| <ul style="list-style-type: none"> He understands the balance between keeping a schedule and keeping flexible. | | | |
| <ul style="list-style-type: none"> He understands basic organizational accounting. | | | |
| <ul style="list-style-type: none"> He can organize and manage personnel, volunteers and paid staff. | | | |
| <ul style="list-style-type: none"> He knows who and where his administrative and service resources are. | | | |
| <ul style="list-style-type: none"> He understands that the Constitution and By-Laws are a limitation on the exercise of arbitrary authority, and that they bind him to certain requirements and procedures in the running of the church. | | | |
| MISSIONS | | | |
| <ul style="list-style-type: none"> He understands the global responsibilities of his local church in reproducing church-planting churches here and abroad. | | | |
| <ul style="list-style-type: none"> He understands the virtues of a good missions program and policy, and the characteristics of a poor one. | | | |
| <ul style="list-style-type: none"> He understands how regular and periodic missions giving fits into a church's budget. | | | |
| <ul style="list-style-type: none"> He is thoroughly acquainted with the church planting process and the various models of church planting. | | | |
| ADULT EDUCATION | | | |
| <ul style="list-style-type: none"> He is familiar with general teaching methods, course preparation, text selection, lesson plans, class decorum, and teaching skills. | | | |
| <ul style="list-style-type: none"> He is familiar with the differences between preaching and teaching, and knows how to adjust his teaching to the level of his students. | | | |
| <ul style="list-style-type: none"> He has designed and taught a church-based education course. | | | |
| USHERING | | | |
| <ul style="list-style-type: none"> He can schedule and administer an ushering/greeting staff. | | | |
| <ul style="list-style-type: none"> He is familiar with the use and storage of various forms of church literature such as bulletins, brochures, visitors' cards, tracts, display tables, sign-up sheets, etc. | | | |
| <ul style="list-style-type: none"> He has experience in greeting, seating and taking offerings. | | | |
| <ul style="list-style-type: none"> He understands the importance of first impressions of visitors, and the vital role of the usher. | | | |
| MUSIC MINISTRY | | | |
| <ul style="list-style-type: none"> He can lead singing, and choose music for a church service. | | | |
| <ul style="list-style-type: none"> He knows Biblical principles concerning music, what is unbiblical, what is preference, and how to deal with other music issues using Scriptural doctrine for this dispensation. | | | |
| SUNDAY SCHOOL | | | |
| <ul style="list-style-type: none"> He can design a Sunday School curriculum plan for pre-school through high school age groups. | | | |
| <ul style="list-style-type: none"> He can design a series of lessons with lesson plans appropriate to each age group. | | | |
| <ul style="list-style-type: none"> He can capably and creatively teach every level of Sunday School from pre-school through high school, and is familiar with activities, crafts, dress-up ideas. | | | |
| <ul style="list-style-type: none"> He can capably use flannel graph or other picture media in teaching. | | | |
| <ul style="list-style-type: none"> He has a basic knowledge of available Sunday school curricula. | | | |
| <ul style="list-style-type: none"> He can train and assist others in developing lesson plans. | | | |
| YOUTH MINISTRIES | | | |
| <ul style="list-style-type: none"> He is able to design and implement a youth program for Grades 1 through 12. | | | |
| <ul style="list-style-type: none"> He is familiar with resources for youth programs. | | | |
| <ul style="list-style-type: none"> He is familiar with guidelines for running a youth program, both as to education and activities. | | | |

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| LADIES MINISTRY | | | |
| • He can teach an appropriate ladies study, course or Sunday School. | | | |
| • He is familiar with the differences and dangers of working with and counseling women. | | | |
| • His wife (if he is married) is able to capably lead a ladies' Bible study. | | | |
| NURSERY | | | |
| • He can organize a nursery ministry. | | | |
| • He can capably and creatively work in a nursery. | | | |
| • He can schedule and motivate nursery personnel. | | | |
| • He can order and oversee supplies for nursery such as snacks, drinks, diapers, toys, fans, heaters, etc. | | | |
| INTERPERSONAL SKILLS (see also Character, above) | | | |
| • He is conversant and shows a genuine interest in people. | | | |
| • He demonstrates the skill of encouragement. | | | |
| • He mixes well with people and interacts. | | | |
| • He is aware of his people- or task- orientation, and is able to keep a proper balance between the two. | | | |
| • He is not overly opinionated, is careful about stating opinion as fact, is not threatened by opposing opinions and does not make excessive reference to self in conversations. | | | |
| • He is aware of cultural differences between people groups due to class, race, ethnicity, background, location, national history, etc., and he adapts well to differing classes and cultures. | | | |
| • He has a slightly higher than societal average ability to use the language in which he ministers. | | | |
| COGNITIVE SKILLS | | | |
| • He can think critically and analytically. | | | |
| • He can follow detailed reasoning fairly well. | | | |
| • He knows why he believes what he believes, and can support his views with Scripture. | | | |
| • He knows the differences between conviction and preference, and between what is biblical and what is cultural. | | | |
| • He desires to be a life-long student, and has demonstrated the habit of personal study. | | | |
| • He can recognize trends in society, and predict consequences. | | | |
| • He knows where and who his academic and theological resources are for research and self-improvement. | | | |
| COMMUNICATION SKILLS (see also Pulpit Ministry above) | | | |
| • He clearly communicates ideas in writing. | | | |
| • He has a good working knowledge of grammar, vocabulary & punctuation. | | | |
| • He understands that different contexts demand differing use of writing styles. | | | |
| • He has good reading comprehension and speed. | | | |
| BIBLE & THEOLOGICAL KNOWLEDGE | | | |
| • The Scripture is the final authority in his life and teaching and ministry. | | | |
| • He has a good working knowledge of the Scripture. | | | |
| • He is familiar with the themes, major divisions, authors, dates and contexts of every book of the Bible, and can explain how each gives us a picture of Christ. | | | |
| • He can explain the significance of key New and Old Testament passages. | | | |
| • He has memorized at least 200 verses of Scripture. | | | |
| • He has taught at least 3 Old Testament books and 3 New Testament books to adult audiences. | | | |
| • He is able to exegete and interpret the Scriptures literally, grammatically, and historically, for use in sermons, teaching and discipleship. | | | |
| • He has prepared and given at least 50 different sermons. | | | |
| • He has a working knowledge of Theology (Systematic, Biblical and Historical). | | | |
| • He is familiar with the span of Church History and the major heresies and reformation movements. | | | |
| • He is able to capably diagram Biblical sentences in the English language. | | | |

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| <ul style="list-style-type: none"> • He is familiar with the religions, cults and "isms" of the last two centuries and can detect and refute false teaching, error, and wrong doctrine. | | | |
| <ul style="list-style-type: none"> • He is familiar with the alphabet, and basic nouns and verbs of Greek and Hebrew, and knows how use original language tools. Even with these, he must confess that he is under-equipped to use the original languages effectively and accurately. | | | |
| <ul style="list-style-type: none"> • He is very familiar with and has used research tools such as commentaries, Bible and theological dictionaries, interlinear texts, lexicons, etc. | | | |
| <ul style="list-style-type: none"> • He operates with an understanding of the different levels of dogmatism; i.e., the difference between speculation, opinion, supported belief, and convictions. | | | |
| PERSONAL SKILLS | | | |
| <ul style="list-style-type: none"> • He has a language aptitude in any foreign language in which he hopes to minister. | | | |
| <ul style="list-style-type: none"> • He is computer literate, with good abilities in word processing and desktop publishing. | | | |
| <ul style="list-style-type: none"> • He understands the principles of professional dress. | | | |
| PRACTICAL MINISTRY TOOLS | | | |
| <ul style="list-style-type: none"> • If technologically and financially feasible, he has a computer and is on E-mail. | | | |
| <ul style="list-style-type: none"> • He has at least one good set of conservative commentaries. | | | |
| <ul style="list-style-type: none"> • He has study tools such as concordances, an inter-linear text, Bible dictionaries, theological dictionaries. | | | |
| <ul style="list-style-type: none"> • He has at least five different English versions of the Bible. | | | |
| <ul style="list-style-type: none"> • He has at least three books dealing with the history of the church. | | | |
| <ul style="list-style-type: none"> • He has a systematic theology text. | | | |
| <ul style="list-style-type: none"> • He has at least three apologetics books. | | | |
| <ul style="list-style-type: none"> • He has at least ten books on marriage, the family, raising of children, etc. | | | |