Personal Development Assessment Manual

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ANTIOCH SCHOOL
OF CHURCH PLANTING AND
LEADERSHIP DEVELOPMENT

    Life and Ministry Assessment
    Becoming Established Assessment
    Giftedness Self-Assessment
    Ministry Team Profile
    Current Ministry Assessment

Built on the resources of BILD International.

WHAT IS MEANT BY PERSONAL DEVELOPMENT ASSESSMENT?

The Paul/Timothy Model is normative for the Antioch School. However, the model is much more than just one-on-one mentoring. It is the training of leaders in the context of ministry to sustain a movement of the establishment of churches. It is not just one leader passing the baton to another. Rather, it is the development of a leader according to biblical criteria by those entrusted by God with the responsibility.

The Antioch School makes extensive use of the Personal Development Assessment (PDA) tools built by BILD International to support large-scale, nonformal leadership development for movements of churches. The tools are basic, yet profound. They capture biblical content and common sense in forms that can be used effectively by mentors in almost every situation.

Samples of these tools will be given in the following pages:

- Life and Ministry Assessment
- Becoming Established Assessment
- Giftedness Self-Assessment
- Ministry Team Profile
- Current Ministry Assessment

HOW DOES IT WORK?

The Antioch School Personal Development Assessment (PDA) program fits almost any ministry situation because it is simple, biblical, and flexible.

Students in the Antioch School are required to identify a mentor when they apply to the program. The actual assignment of mentors is handled by the Certified Leader of each program.   Each student is required to meet with a mentor who uses the Personal Development Assessment forms as points of reference at least quarterly. The mentor may decide how intensively to use the forms, particularly in conjunction with other aspects of mentoring that may be taking place, such as with use of the SIMA MAP, Life^n, and Leadership Series courses. Most students find that there is great power when various resources and processes are used with the others in mind. A clear example is the relation of the Becoming Established form and the Pauline Epistles course in which you have the opportunity to understand much more deeply from where the content of the form came.

Examples of each PDA form are in the Life and Ministry Development Portfolio behind the "Assessments" tab. Here are some recommendations for how each of the tools can be used:

Life and Ministry. This tool is a collection of qualities that the New Testament gives as qualifications for ministry. Not every quality applies to every aspect of ministry. However, together they form a comprehensive perspective on characteristics of ministry.

<u>Prior to the first meeting</u> with a mentor, as student should complete a self-assessment using the form, perhaps also getting an assessment from someone who is close (family, friends, co-workers). The mentor should also do an initial assessment of the student.

When the student and the mentor have their <u>first meeting</u> regarding this form, they should compare notes and help each other understand why particular ratings were given. Then, the mentor should make a summative determination of the assessment for each area.

Some students and mentors struggle with the three boxes (Doing Well, A Slight Problem, A Major Problem). For instance, three may not be enough choices for some. They can divide each box into three parts, giving a total of nine choices. This allows the assessment process to show progress within a box.

Other simply don't like making such a categorical designation or are concerned about putting negative ratings on paper. They should focus on the right column for "Comments" and write notes regarding the evidence of these qualities that they see. If there is little or no evidence

demonstrating the presence of certain qualities, then it is an indication that work may need to be done in the area.

When the student and mentor have their second meeting regarding this form, they should focus on several areas for development. These may not necessarily be the areas rated as "A Major Problem" or even "A Slight Problem." Rather, it may focus on areas where the mentor knows that the student is not living up to potential. Or there may be a ministry exigency for which further development is needed because "Doing Well" might not be good enough.

The mentor should also help the student identify steps to be taken, resources to be used, or things to consider with regard to development in these areas. Instead of trying to address everything on the form, focusing on several key matters helps you to set priorities for development and make a manageable plan for improvement.

The third meeting focuses mostly on the areas identified for development. What progress is being made? What are the successes? What are the failures? What are the struggles? How well have the steps been followed? Have the appropriate resources been used? What adjustments need to be made in the developmental plan for each area?

You don't have to start with a blank form for each meeting of mentor and student. However, it is probably wise to go back to a blank form occasionally, such as annually. This helps you to remain comprehensive in your mentoring. It also helps you identify areas of growth that no longer need such focused attention, as well as other areas of growth than may be needed because the student or situation has changed.

Becoming Established. This assessment form may be used in the identical manner as the Life and Ministry Assessment form. However, this form deals with more basic aspects of spiritual maturity, based upon the instructions given by Paul in his letters. It is organized according to the structure used in the Pauline Epistles course, namely Paul's early letters intended to help establish proper understanding of the Gospel, Paul's middle letters intended to help establish proper understanding of the church and God's Plan, and Paul's later letters intended to help establish strong leadership in the churches.

Giftedness. This form facilitates assessment related to giftedness. This includes what are commonly called "spiritual gifts," but also natural abilities. In both cases, God has granted

giftedness. This form also helps you think about types of ministry involvement that match your giftedness.

In a manner similar to the forms above, the first meeting with a mentor should be focused on gathering data about the student's giftedness. The second meeting should be focused on development of a plan for exploring other areas of possible giftedness and/or maximizing development in areas of giftedness. The third meeting (and beyond) should be focused on following up and making adjustments in the developmental plan.

Current Ministry. This form allows a mentor to pay close attention to the development of a student in key areas related to their involvement in ministries. Each time you meet, you should identify areas of current ministry involvement, particularly if they have changed. The form can be used for development specific to particular ministries, but it is best used for development of general character for ministry.

The six areas to be used in evaluation apply to any ministry and get at the deep matters of fitness for ministry:

- Fruitfulness and faithfulness
- Availability and teachability
- Evidence of leadership ability
- Areas of needed skill development
- Ability to solve problems and think in principles
- Effectiveness in ministries

By addressing these six criteria each time you meet, you keep your focus on development of the person for ministry, not just the filling of ministry roles.

Ministry Team Profile. Similarly, this form helps you to focus on general fitness for ministry, particularly related to ministering on a team. The form draws your attention to two other resources that give foundational perspectives on students, namely the SIMA MAP and the Giftedness Assessment. Both of these resources provide tremendous insight for how someone serves on a team.

The focus in using this form is on the four areas of comments under the guidelines:

- How the mentor sees the student fitting into a team
- The kinds of ministries for which the student is well-suited (and poorly-suited)
- The kinds of people with which the student will relate well (and poorly)

- The size of groups to which the student is well-suited (and poorly-suited)

Similar to other forms, the Ministry Team Profile should be used to establish a baseline and developmental plan regarding ministering on a team.   Although the basic criteria need to be addressed each time by the mentor, subsequent meetings should also focus on progress being made on the developmental plan.

HOW IS CREDIT EARNED?

Credit is earned when evidence is posted in the e-Portfolio System (at least quarterly) by the student for review and approval by the Certified Leader and review and validation by an Associate Faculty member.

Evidence may be actual PDA forms that have been scanned and uploaded to the e-Porfolio by the student, mentor, or Certified Leader. Or it may be as simple as an attestation of when, where, and with whom the PDA forms were used as points of reference in mentoring. The emphasis is not necessarily on a rigid use of the forms, but on letting the forms function as true points of reference in mentoring.

Associate Faculty are not themselves seeking to mentor students other than to make sure that all students are engaged in serious mentoring relationships that are making effective use of the Personal Development Assessment tools.

Students are not given letter grades, but are awarded credit on the basis of competency. We define competency as meeting a high minimum standard, roughly equivalent to B in a letter grading system. We are not trying to distinguish between letter grades of A or B.

Students who fail to post evidence of mentoring that uses the Personal Development Assessment tools during a quarter may be placed on Academic Probation.

PERSONAL DEVELOPMENT ASSESSMENT TOOLS

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