



Personal Development Assessment Manual

Revised May 2019

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Note that this manual applies only to students enrolled prior to October 2018 (under Handbooks issued prior to October 2018). Students enrolled under the October 2018 Handbook (and those who opt-in to the new format) are expected to use the BILD Life Development Series book ***Life^N: Life Stewardship in Community*** as the Personal Development Assessments have been integrated into this tool. For guidance about Life^N competencies and assessment criteria, see the Life^N module in your program portfolio in BILD Cloud.

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Personal Development Assessment Tools: 9

- 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, Lifeⁿ, 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.

Prior to the first meeting 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 first meeting 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 that 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-Portfolio 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

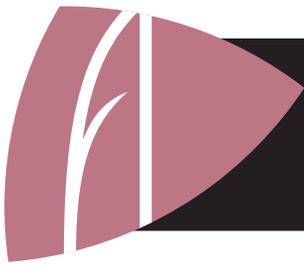
Life and Ministry Assessment

Becoming Established Assessment

Giftedness Self-Assessment

Ministry Team Profile

Current Ministry Assessment



Life and Ministry Assessment

Doing Well **A Slight Problem** **A Major Problem**

Comments

The qualities being assessed should be viewed as a cluster that have as their central focus the category listed in the bold type. When assessing each area in your own life, reflect on the passages listed with each quality.

Marks of Maturity in Pastors:

A Careful, Diligent, Prepared Student of the Word

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Is he devoted to the public reading of Scripture, to preaching and to teaching, being diligent in these matters, devoted wholly to them (1 Tim 4:11–16)
- Does he watch his life and doctrine closely and keep Paul's sound teaching as a pattern, with faith and love? (1 Tim. 4:16; 6:1–3)

Guarding the Deposit Entrusted

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Does he have a commitment to the same process of entrusting to others what is being entrusted to him, doing his best to present himself to God as one approved as a workman who does not need to be ashamed, who handles accurately the Word of truth? (2 Tim. 2:2, 15)
- Does he have a commitment to preach the Word, being prepared in season and out to correct, rebuke, and encourage with great patience and instruction? (2 Tim. 4:1–4)

Disciplined, Exemplary Life

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Is he disciplined—training toward godliness, living an exemplary lifestyle in speech, life, love, faith, and purity? (1 Tim. 4:6–13)
- Is he watching his life and doctrine carefully, fleeing youthful lusts and being devoted to prayer? (2 Tim. 2:22)

Teachable

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Is he a good steward of the deposit that has been entrusted to him? (2 Tim. 1:12–14)
- Is he a follower of his leader's example—his teaching, his way of life, his purpose, his faith, his patience, his love, his endurance, his persecution, and his sufferings—providing the leader is imitating Paul, who was imitating Christ? (2 Tim. 3:9–16)

Sincere and Genuine Faith

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Does he have the ability to love from a pure heart, a good conscience, and a sincere faith? (1 Tim. 1:5)



Comments

Doing Well **A Slight Problem** **A Major Problem**

- Does he have a commitment to fight the good fight until the end? (2 Tim. 4:5–8)

Reliable, Responsible, and Hard Working

- Is he strong in the grace of Christ, enduring hardship as a soldier, being as disciplined as a competitive athlete, and as hard working as a farmer? (2 Tim. 2:1–7)

- Does he have a commitment to fulfill all of his responsibilities regardless of the effort and sacrifice needed? (2 Tim. 4:5)

Strong, Sound, and Patient in the Use of the Word

- Is he overcoming fear and timidity and ministering in power, love, and self-discipline? (2 Tim. 1:6–7)

- Is he maintaining perspective in all situations, boldly encouraging and rebuking, yet avoiding foolish controversies and arguments—in essence being a strong, even forceful leader, yet possessing great sensitivity and patience? (2 Tim. 2:14–26; 4:1–4)

Maturity in Elders:

(1 Tim. 3:1–7; Titus 1:5–9)

Personal Orderliness, Balance, Discipline—Four Main Qualities:

- Is his lifestyle well ordered and respectable? (life in balance)

- Is he prudent, sensible, and well-ordered in his mindset and attitudes? (mental balance)

- Is he temperate, demonstrating control of his emotions and spirit? (emotional balance)

- Is he self-controlled, demonstrating self-mastery in applying his life in a manner consistent with the convictions he holds? (personal discipline)

Additional Qualities of Character:

- Is he free from addiction to wine or drunkenness?

- Does he avoid pugnacious and contentious attitudes or dispositions, being peaceable, gentle, kind, sweet, and reasonable; making allowances for others' mistakes?

- Is he free from a self-willed orientation, from stubbornness, arrogance, and a quick temper?

Life and Ministry Assessment

Doing Well	A Slight Problem	A Major Problem	Comments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he above reproach, giving no grounds for accusation against him; being just, devout, not violating the sovereignty of God but keeping His laws?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he managing his own household well, keeping his children under control with all dignity? (3:4-5)
<i>Family Orderliness, Balance, Discipline</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he a one-woman type of man, devoted to his wife? (looking at present character, not past failures)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he managing his own household well as a leader, laborer, and lover? <ul style="list-style-type: none"> - Are his children under control, affirming his authority with all dignity and respectfulness? - Does he have children who are faithful believers who are not accused of dissipation (a life that has completely broken apart and is about to be abandoned) nor of rebellion (a life that cannot be controlled)? - Is he pursuing hospitality by loving strangers and by being generous to guests without reproach or regret?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Ability to Handle the Word</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he able to teach skillfully, holding fast the faithful Word?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he able to exhort in sound doctrine and reprove those in error?
<i>Motivation</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he seeking to please God in his service, as one who is devout, and whose life is a spiritual sacrifice?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Are his heart and affections focused on doing what is good and right?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he free from the love of money, not fond of sordid and dishonest gain?
<i>Relationship to Non-Believers</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Does he have a good reputation (well spoken of) with those outside the church? (Luke 4:22)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he well established in the gospel, not being newly converted?



Comments

Doing Well **A Slight Problem** **A Major Problem**

Maturity in Deacons:

(1 Tim. 3:8-13)

Personal Life

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Is he a man of dignity; a person who is respected and looked up to?
- Is he avoiding being double-tongued (saying one thing to one person and some-thing different to another person)?
- Is he free from addiction to wine or drunkenness?
- Is he free from desires for sordid, dishonest gain?

Family Life

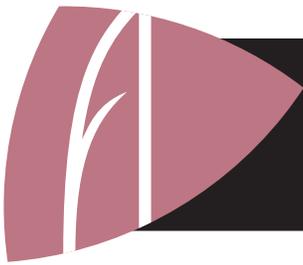
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Is he a one-woman type of man, devoted to his wife? (looking at present character, not past failures)
- Is he managing his own household well, keeping his children under control?
- Is his wife dignified, respected, looked up to, and worthy of respect?
- Is his wife free from participating in malicious gossip, slander, and false accusations?
- Is his wife temperate, with a well-ordered spirit (emotional balance), with sound balanced judgment, and not swayed by emotions?
- Is his wife faithful in all things, trustworthy, reliable, and dependable?

Tested and Committed to the Word

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Is he tested in ministry, serving without grounds for reproach or accusation?
- Is he holding to the mystery of the faith with deep, solid convictions?
- Does he have a clear conscience without anything undermining his convictions?



Becoming Established Assessment

Doing Well A Slight Problem A Major Problem

Comments

An early set of letters:

Is he/she sound in his/her understanding of the gospel, or is there evidence that he/she is drifting in any way toward a distorted or different gospel? Is he/she in danger, after "having begun by the Spirit" of now being "perfected by the flesh?" (Galatians)

Is he/she standing firm in the gospel, unshaken by those who might draw his/her attention away from his/her basic focus on the furtherance of the gospel with alarming teaching on future events accompanied by irresponsible living? (1 and 2 Thessalonians)

- Is there evidence of his/her conversion being solid, with a clear and confident turning to God and the gospel? (1 Thess. 1-2)

- Did he/she receive the Bible as the very words of God, grasping it firmly, without any hint of wanting to mix it with his/her old philosophy of life? (1 Thess. 1-2)

- Is he/she living responsibly in his/her new life as a Christian, faithfully providing for himself/herself and his/her family? (1 Thess. 4:9-11; 2 Thess. 3:6-15)

Are there divisions and conflicts in his/her life that are characteristic of an immature believer not fully established in the gospel? (1 Corinthians)

- divisions relating to comparing and elevating teachers? (1:10-4:21)

- divisions relating to conflicts, disputes, and open sin? (5:1-6:11)

- divisions relating to marriage, divorce, and remarriage? (7:1-40)

- divisions related to debatable matters? (8:1-10:33)

- divisions related to assembly meetings and public use of spiritual gifts? (12:1-14:40)

Are conflicts and problems, which are expected in the ministry of the gospel, being used by him/her to undermine the trustworthiness of those establishing him/her in the gospel? (2 Corinthians)

Is he/she established in a full understanding of the whole gospel? (Romans)

- Does he/she understand the work (grace) of God in his/her life, and on that basis, has he/she learned to walk in the Spirit, experiencing a growing victory over any life-controlling problems? (chs. 6-8)



Comments

Doing Well A Slight Problem A Major Problem

- Has he/she made a firm decision, based on the mercies (the work of grace in his/her life) of God, to be completely devoted to Christ, orienting his/her whole being to being transformed into the image of Christ? (12:1–2)
- Does he/she think soundly in regard to himself/herself (not too highly or too lowly), and combined with a growing sense of how God has uniquely gifted him, is he/she fervently serving others? (12:3–21) See Giftedness Assessment Guide.
- Is he/she able to think broadly, in principles, using his/her freedom in Christ maturely, rather than in rules and regulations, while being patient with those who are less mature? (ch. 14)

A set of letters written from prison:

Does he/she grasp the significance of his/her role in the unfolding plan of God and its accompanying riches, and is he/she walking worthily under this one purpose? (Ephesians, Colossians)

- Is he/she praying for both understanding the significance of his/her calling and unleashing the power of Christ in his/her life? (Eph. 1:15–23; 3:14–21)
 - Is he/she walking in love within the church; living in honest, wholesome relationships; being careful not to grieve the Spirit through embittered relationships? (Eph. 4:25–5:2)
 - Is he/she walking in light within the church, living a careful and purposeful life, with the Word richly dwelling in his/her life? (Eph. 5:3–12)
 - Is he ordering his household around Christ’s headship over the believing community, with each family member responding appropriately, as one under authority? (Eph. 5:33–6:9)
 - Is he/she growing strong in the strength of His might; putting on the full armor, within the church, as it builds Christ’s Church; realizing that spiritual warfare is great; praying without ceasing for the building of Christ’s Church? (Eph. 6:10–20)
- Is he/she striving with one mind together with the church for the progress of the gospel—united in spirit and intent on one purpose? (Philippians)
- Is he/she willing to give up his/her own life interests for the sake of the progress of the gospel? (ch. 2)
 - Is he/she able to forget what lies behind and focus fully on the goal of serving Christ? (ch. 3)
 - Is he/she able to be content in any circumstance (abundance or want) that results from his/her total commitment to the progress of the gospel? (ch. 4)

Becoming Established Assessment

Doing Well	A Slight Problem	A Major Problem	Comments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does he/she understand the relational implications required within the community and how they affect the one-mindedness of the church as it pursues one-minded commitment to the furtherance of the gospel? (Philemon)
A final set of letters written to his key men:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is he/she conducting himself/herself properly in the local household of God, living a godly life in harmony with God's house order in the church, the pillar and support of the truth? (1 Timothy)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she living in line with God's created order for men and women in the church, in which men are to be taking the lead in the community? (2:8-15)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he managing his own household well, keeping his children under control with all dignity? (3:4-5)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she developing character consistent with his/her appropriate role in the church? (3:1-13, also Titus 2) See also the Character of a Leader Assessment Guide for more detailed assessment of character development.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she devoting himself to careful study of the Word and teaching when appropriate? (4:1-16)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Does he/she have a commitment to care for his/her widowed parents, as well as helping honor those who have been exemplary wives, mothers, and servants of the community? (5:1-16)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she committed to helping amply support those who labor as leaders, especially those who work hard at preaching and teaching, as well as seeing the need to deal strongly with problem leaders? (5:17-25)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is he/she committed to living an orderly life, assisting those entrusted with setting in order what remains in the full establishing of his local church? (Titus)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she committed to doing good deeds in the community and to serving in the community through a good, useful occupation? (ch. 3)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is he/she committed to being faithful with the deposit given to him/her and boldly "fighting the good fight" and "finishing the course"? (2 Timothy)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she demonstrating a consistent teachability, viewing himself/herself as one being entrusted with the gospel? (1:3-14; 2:2)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Does he/she exhibit the intensity and focus of a devoted soldier, a disciplined athlete, and a hardworking farmer? (2:3-6)



Becoming Established Assessment

<u>Comments</u>	Doing Well	A Slight Problem	A Major Problem	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Is he/she attracting similar type men/women around him/her, to assist him/her in the ministry? (2:2)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Is he/she able to stay focused by avoiding unnecessary quarrels and challenges by those desiring to dispute nonessential matters, speculations, and arguments about words? (2:14–26)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Does he/she have the ability to handle the Word accurately, along with a growing ability to use it effectively in ministry? (2:15; 3:15–17)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Is he/she fleeing youthful lusts and keeping a clear conscience in his/her life and ministry? (2:14–26)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Is he/she a team player, willing to take instructions from those over him/her? (4:9–18)



4. What do you consider to be your natural talents and abilities? Are any of the gifts you have identified closely aligned with your natural talents and abilities? Keep in mind that it is probable that God would take some of your natural abilities and energize them through your spiritual gifts (supernaturally broadening or deepening what He has already given you through His creative design from conception onward through your childrearing experiences.)

5. Your conclusions regarding the above questions are what comprise your “natural ability, spiritual gift cluster.” List or describe your natural abilities-spiritual gifts cluster in a profile that follows the pattern of what seems most logical and natural to you.

VARIETIES OF MINISTRIES:

1. What kinds of ministry have you gravitated toward up to this point in your Christian life?

2. What specific ministry experiences have you had? What involvement have you had with any organized or formal ministry responsibilities?

3. Are there any ministries you have always wanted to pursue, yet have not had the courage or the opportunity to do so? If so, what are they?

4. What kinds of roles in formal ministries have other people encouraged you to be involved in? Is there any pattern in the types of things you have been offered?

Giftedness Assessment

5. How does your natural abilities-spiritual gift cluster relate to the types of ministry in which you have found yourself involved? What insights do you gain from this comparison?

6. What is your present vocation? How do your roles and spheres of involvement within your vocation relate to your natural abilities-spiritual gifts cluster?

7. What kind of work (i.e. job, vocation) have you enjoyed the most and in it have experienced the most success? Consider how aligning your work or vocation with your natural abilities-spiritual gifts cluster might maximize your ministry for Christ in the everyday work world.

VARIETIES OF EFFECTS:

1. In what ways have you seen God use you in ministry?

2. In what types of ministry have you had the best effect? the most results? the most fruit?

3. What specific ministry involvement has been the most productive and has delivered the most powerful results?



4. List the times you felt God was really at work through you. What were you doing at that time? What kind of ministry?

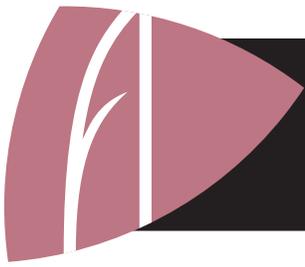
5. Are you consistently involved in similar ministry on an ongoing basis? If not, why not?

VISIONS AND DECISIONS:

1. What sorts of ministry visions have come to you during or as a result of this assessment process? Which ones do you find exhilarating and energizing?

2. What steps might you take at present to pursue them? How do they relate to ministry needs in the life of your local church? If these issues are unclear, talk them through with a church leader.

3. Review the ministry plan of your church, and list the ministries for which you feel most suited. Share these conclusions with the church leaders or with a specific leader who is most responsible for shepherding or training you. Make the decisions necessary regarding this ministry involvement!

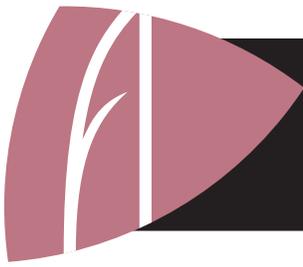


Ministry Team Profile Assessment

Date of Evaluation: _____

Guidelines

1. Review the SIMA Motivated Abilities Pattern (MAP) if available.
2. Review Giftedness Assessment Guide.
3. Include comments on the following:
 - how you see him fitting into a team
 - the kinds of ministries he is best suited for and least suited for
 - the kinds of people he will relate with best and relate with poorly
 - the size of groups he is best suited for and least suited to minister to



Current Ministry Assessment

Date of Evaluation: _____

Evaluation Criteria

1. Fruitfulness and faithfulness in ministry
2. Availability and teachability
3. Evidence of leadership ability
4. Areas of needed skill development
5. Ability to solve problems, think in principles
6. Effectiveness in ministries

List of current ministries: