

SGC Missions

Missionary Candidate Development Program

**A structured Plan for
Missions Preparation**

Southern Gables Church
Littleton, Colorado

Note to the Reader:

The Missionary Candidate Development Program is one element of our response to two recent developments in the life of Southern Gables Church. First, an increasing number of our young people are expressing a desire to become career missionaries. Second, we have grown in our conviction that local churches should not only support missionaries (through prayer and finances), but send missionaries (comprehensive partnership before and after commissioning).

This program reflects the outstanding efforts of my brother, David Shepherd*, who served as Missions Chairman from 1993-1995. His wisdom and insight are evident on the pages of this document.

It is the product of a joint effort by our Missions Team and Elder Board, bodies which include a number of pastors, missionaries, and missionary candidates. We are greatly indebted to East Lansing Trinity Church, from whose program we have extensively borrowed. Three consultants encouraged us to undertake this project and helped us think through it's basic design: Darryl Carlson, area District missions Consultant for the Evangelical Free Church Mission; Ray Howard, former ACMC regional director; and Ed Lewis, Missions Mobilizer for TEAM. The following agency administrators read an initial draft and offered many helpful suggestions: Dave Brown and June Forstrum of TEAM's personnel office; Jim Forstrum, EFCM Personnel Director; Dennis Carlson, EFCM Candidate Director; and Phyllis Jezequel, Director of Membership Applications for Wycliffe. We are thankful for their contributions, but take full responsibility for the present document.

Since then, twenty members of our congregation have enrolled in the program - a number of them receiving advanced standing based on preparations they had already made. Several supporting documents are still in production, and we are making revisions as we continue to receive feedback from those with experience in this field. Above all, we are praying that God would give "the increase" in our candidates' lives - that He would fit them for His service.

By the year 2000, The Lord wills, we will have ten couples on the field, strategically placed serving the King.

For His Kingdom & Glory,

Jacob Miles*
Associate Pastor Of Missions & Evangelism

*Not their actual names. Name changed for security reasons.

INTRODUCTION:

In recent decades, many thousands of young people have committed themselves to missionary service but have gotten sidetracked along the way, while others have become “first-term drop outs.” Although there are many factors which contribute to this tragic situation, experts agree that one of the biggest problems is the failure to provide adequate guidance and training for missionary candidates. Southern Gables Church is committed to world evangelization, and thus to the training and sending of effective missionaries. As such, SGC recognizes a responsibility to guide and develop its own people who voice an interest in missionary service. The leadership of SGC wants to help you maximize the investment of your life in every way possible toward the goal of fulfilling the Great Commission. To this end, and in dependence upon the Lord of the Harvest, the Missions Team submits this Missionary Candidate Development Program.

PURPOSE AND EMPHASES:

Simply put, the purpose of this program is to commission career missionaries who are well prepared, have a solid relationship with Southern Gables Church, and are strategically deployed¹.

Certain aspects of missionary preparation are beyond the scope of SGC. We simply don't have the resources or technical expertise to provide all the training necessary for effective cross-cultural ministry. Therefore, the primary focus of this program is guidance. Much of this guidance is in the form of specific requirements. In order to fulfill these requirements, we will guide you to particular sources of training. A significant part of that guidance will come through mentoring relationships. Another major focus is the development of spiritual maturity and basic ministry skills. These emphases are not only well within the scope of a local church ministry, but the church, in our opinion, is the ideal and intended context for such development to occur.

STRUCTURE:

The Candidate Development Program consists of four successive phases which represent a graduated process for progressing from an initial interest in missions to ultimate commissioning as a career missionary. While each phase includes specific requirements and objectives, they are intended to be a framework within which you and your mentors establish a pace and goals that are appropriate for you.

Phase One: Interest

This phase is for the person who is open to the idea of missions as a career and would like more information, but is yet unsure of God's leading.

Phase Two: Exploration & Commitment

In this phase, the candidate conducts an in-depth investigation of missions in order to better ascertain his or her suitability for missionary service and discover how he or she might contribute to world evangelization. Foundational ministry skills are developed.

Phase Three: Preparation

In this phase, the candidate, with confirmation of SGC leadership, is convinced that he or she is well-suited for missionary service and that God is so leading. A detailed plan of preparation is developed and accomplished.

Phase Four: Appointment

This phase is for those who have been accepted by a mission agency and approved by the congregation as staff missionaries. They will be involved in mission orientation and partnership development. Final preparations for commencement of service will be completed during this phase.

¹ This document deals exclusively with long-term Staff Missionaries. SGC has other policy related to Partner Missionaries, short-term missions, and the support of non-partner missionaries.

WITHIN EACH PHASE, THERE ARE SIX DIMENSIONS OF DEVELOPMENT:

(A) Personal Growth: developing spiritual, emotional, and relational maturity; seeking God's direction for your life.

(B) Ministry & Professional Preparation: identifying and utilizing spiritual and natural giftedness, developing effective ministry and professional skills.

(C) Cross-Cultural Awareness & Experience: developing cross-cultural communication and adaptation skills, developing a genuine love for and ability to build close friendships with those from other cultures, and increasing missions vision.

(D) Educational Preparation: reading, written assignments, seminars, and formal education to enhance development in areas A, B, & C.

(E) Relationship to SGC: progressively investing in the life and ministry of SGC so that the congregation can commission you with confidence because you have developed and borne fruit in their midst. This will help them relate to you after your departure as a real extension of the church, not merely as a name on the budget.

(F) Relationship to Mission Agency: investigation of, application to, and appointment by a particular mission organization.

SPECIAL CONSIDERATIONS:

Time

Because each candidate is unique, it would be impossible to prescribe a set amount of time for the completion of a particular phase. It could take anywhere from several months to many years to complete any one of them. Metaphorically speaking, this is more of a marathon than a sprint. Career missionary service has been likened to brain surgery - neither are vocations you just jump into!

Candidates may find themselves meeting requirements of subsequent phases before admission to those phases simply due to their circumstances. Candidates who have been preparing themselves prior to entering this program can have various requirements validated by the chair of the Missions Team, Mission's Pastor or the Senior Pastor.

Flexibility

Because this document is not inspired, we understand that there will be exceptions to the guidelines offered below. Candidates may petition for a waiver, substitution, or modification of a particular requirement based on their particular situation, so long as they remain within the overall spirit of program objectives². Flexibility will also be granted to family units. For example, we understand that it would be impossible for a couple with small children to be equally involved in church ministry, formal schooling, etc. at the same time.

Leaving the Program

The Great Commission is for everyone, but clearly not everyone is to be a career missionary. We fully expect that many who begin will not progress through to appointment. That's OK!! It would be wise to complete the first two phases, simply because it would help you become an equipped Christian and position you to serve effectively as a sender. Our greatest desire is for you to respond to the Holy Spirit's leading in your life and develop into a mature believer.

A decision not to continue may come from the candidate, the SGC Missions Team, or both. At some point it may become evident that a candidate is not suited for service as a Southern Gables Staff Missionary, either because he or she cannot qualify under the criteria for appointment, or because he or she becomes committed to a missions endeavor which is outside of SGC strategic parameters. In these cases, the candidate will be assisted in pursuing another avenue of service.

² See Appendix 5.A.1.

PHASE ONE: INTEREST

P. Prerequisites: None.

In the blank following each numbered item below, please write in date completed (or validated by guidance group).

A. Personal Growth

- 1 _____ Experience believer's baptism.
 - 2 _____ Maintain a healthy devotional life, including regular Bible study and prayer for world missions.
 - 3 _____ Pray daily for God's direction in your life.

 - 4 _____ Participation in SGC World Christian Small Group study.
- OR
- 5 _____ Select a mentor from SGC who will meet with you regularly to encourage growth and will pray with you about your interest in missions.

B. Ministry & Professional Preparation

- 1 _____ Begin to discover and use your spiritual and natural gifts.
- 2* _____ Complete vocational and academic counseling work sheet with SGC staff member.
- 3 _____ Become involved in some type of local ministry.

C. Cross-Cultural Awareness & Experience

- 1 _____ Visit an ethnic church.
- 2* _____ Participation in local or regional missions project under supervision of SGC staff member (inner-city Denver, Chicago, Mexico, etc). (validated by submission of staff member's evaluation form)

D. Educational Preparation

- 1* _____ Reading from Phase One book list with one-page reports.
- 2 _____ Participation in SGC MissionsFest or other local missions conference.

E. Relationship to SGC

- 1* _____ Complete interest survey to open candidate file.
- 2 _____ Partnership with SGC established.
- 3 _____ Active involvement within peer group at SGC.

F. Relationship to Mission Agency

- 1 _____ Introduce yourself to several mission representatives at a local missions conference and review their recruiting materials.

* See Appendix by same number-letter-number designation (e.g. Appendix 1.B.2. goes with Phase One, dimension B, item 2).

PHASE TWO: EXPLORATION & COMMITMENT

P. Prerequisites:

- 1 ____ Successful completion of Phase One.
- 2* ____ Application to Phase Two.
- 3 ____ Temperament³ and aptitude assessments.
- 4 ____ Spiritual gift assessment.
- 5* ____ Selection of a Guidance Group and Mentor.

A. Personal Growth

- 1* ____ Serve as chairperson of your Guidance Group. Arrange quarterly meetings, set an agenda which includes a report to them about your progress. Send a copy of the report to the Missions Team.
- 2 ____ Maintain a healthy devotional life, including regular Bible study and prayer for world missions.
- 3 ____ Develop a Great Commission lifestyle, including careful stewardship of time and finances.

B. Ministry & Professional Preparation

- 1 ____ Evangelism training.
- 2 ____ Disciplemaking training.
- 3 ____ Progress in vocational/professional training.
- 4 ____ Involvement in local ministry where gifts can be developed (including some involvement outside of peer group).

Bracketed lettered items below must be completed in alphabetic sequence.

C. Cross-Cultural Awareness & Experience

- 1* ____ [b] Two-month cross-cultural missions experience.
- 2 ____ Develop and maintain a friendship with an international.

D. Educational Preparation

- 1* ____ Reading from Phase Two book list with one-page reports.
- 2 ____ [a] Perspectives on the World Christian Movement course (for credit or certificate).
- 3 ____ Participation in SGC MissionsFest, Urbana, or other local/regional conference.
- 4 ____ Progress toward completion of formal education goals (as per vocational/academic counseling).

E. Relationship to SGC

- 1 ____ Active involvement in peer group, including a weekly small group fellowship (Growth Group).
- 2* ____ Study and affirmation of SGC Philosophy of Ministry, Philosophy of Mission, Mission Strategy, and doctrinal statement.

F. Relationship to Mission Agency

- 1 ____ Thoroughly investigate and consider the EFCA Mission.
- 2 ____ Begin a detailed investigation of the policies, requirements, philosophies, and fields of mission agencies which constitute a potential match with you and SGC.
- 3* ____ Interview five career missionaries which represent the scope of fields, ministries, and agencies in which you are particularly interested.

³ Temperament assessment will consist of Myers-Briggs Type Indicator with interpretation by an approved counselor.

PHASE THREE: PREPARATION

P. Prerequisites:

- 1 ____ Successful completion of Phase Two.
- 2 ____ A definite commitment to missionary service.
- 3* ____ Application to Phase Three.
- 4 ____ Psychological assessment⁴.
- 5 ____ Interview with candidate subcommittee.
- 6 ____ Must be 20 years old.

Upon admission to the preparation phase, candidates will develop a detailed preparation program and time line with the assistance of their Guidance Groups, the SGC Missions Team, and the candidate departments of any potentially suitable mission agencies. The plan will be tailored toward preparing the candidate for effective service within his or her projected ministry type. The plan must encompass all six development areas⁵ and provide for fulfillment of the criteria for appointment as a SGC Staff Missionary (pages 7-8). This plan will largely dictate the candidate's specific activity throughout this phase.

- 7 ____ Preparation plan finalized.

A. Personal Growth

- 1 ____ Quarterly meetings with and reports to Guidance Group.
- 2 ____ Begin developing a "care group" and prayer network from among your personal friends and relatives.
- 3 ____ Complete professional counseling (as applicable).
- 4 ____ Maintain a healthy devotional life, including regular Bible study and prayer for world missions.
- 5 ____ Maintain a Great Commission lifestyle, including careful stewardship of time and finances.

B. Ministry & Professional Preparation

- 1 ____ Serve on a Missions Team subcommittee (normally the mobilization subcommittee).
- 2 ____ Involvement in some type of SGC ministry that will further develop/utilize your gifts (including some involvement outside of peer group).
- 3 ____ Gain additional experience in personal/relational evangelism.
- 4 ____ Gain additional experience in discipling.
- 5 ____ Continue to gain experience in area of chosen profession.

C. Cross-Cultural Awareness & Experience⁶

- 1 ____ Maintain an on-going cross-cultural ministry involvement or relationship with an international.

⁴ Assessment will consist of the Taylor-Johnson Temperament Analysis with interpretation and interview by an approved counselor. Candidates who do not take the MMPI during seminary or as part of the agency application process may be asked to take it prior to appointment.

⁵ For help in determining preparation goals for development dimensions A, B, & C, please refer to the EFCM Competency Profile in Appendix 5.A.3.

⁶ This dimension is optional in Phase Three for those who will not be ministering cross-culturally.

Bracketed lettered items below must be completed in alphabetic sequence; same-lettered items must be completed at the same point in the sequence, though not at the same time.

D. Educational Preparation

- 1* ____ Reading from Phase Three book list with one-page reports.
- 2 ____ Completion of prescribed academic course (if applicable).
- 3* ____ [a] Completion of formal Bible/theology training requirements.
- 4 ____ [b] Preparation of doctrinal statement.

E. Relationship to SGC

- 1 ____ Active involvement in peer group at SGC, including a weekly small-group fellowship (Growth Group).
- 2* ____ [b] Application to be appointed as SGC Staff Missionary (Part 1) approved.
- 3 ____ [c] Interview with and approval by pre-appointment council #1 (comprised of the Elder Board, Mentor, Missions Team Chair, and select members of Pastoral Staff; evaluating suitability, doctrine, and proposed agency/ministry/field).
- 4 ____ Completion of pre-appointment year in residency requirement.

F. Relationship to Mission Agency

- 1 ____ [b] In collaboration with Guidance Group and Missions Team, select an agency, ministry, and field to which you wish to apply. Complete preliminary questionnaire/application if that is part of their process.
- 2 ____ [d] Formal application to agency.
- 3 ____ [d] Attend agency's Candidate School.

CRITERIA FOR APPOINTMENT AS SGC STAFF MISSIONARY⁷

1. MISSIONARY QUALIFICATIONS:

A. SGC missionaries must meet the biblical qualifications for the office of Deacon as outlined by Paul in 1Tim 3:8-12, and implied in the requirement of “the Twelve” that the seven be “full of the Spirit and wisdom” (Acts 6:3). SGC missionaries must demonstrate that they are full of the Spirit by clearly manifesting the fruit of the Spirit (Gal. 5:22-23), and the fruit of spiritual gifts exercised for the edification of the church (I Cor. 12; 14:1-12).

B. In addition, SGC missionaries must possess the following personal qualities:

1. A vital and growing walk with God, showing dependence on God by the priority placed on prayer, feeding self and others from the Word.
2. Highly and purely motivated, a determined self-starter who labors as unto Christ whether supervised or not.
3. Committed to excellence and the Lordship of Christ in every area of life.
4. A servant heart that can relate humbly to and submit to supervisors, sending church, and national church (to which it must relate as a serving brother or sister, not paternalistically).
5. An eagerness to learn - missionaries must be lifelong students of truth, knowledge, and skills.
6. Physical and mental health - wholeness of person with emotional stability and healing from past hurts.
7. Social and relational maturity, possessing strong interpersonal skills, a good team player.
8. A Great Commission lifestyle - a life that demonstrates a passion for fulfilling the Great Commission by careful stewardship of time, energy, and finances and by being a faithful, fruitful witness in their “Jerusalem” through personal and relational evangelism.
9. A firm conviction of God’s leading to missionary service and a purpose in seeking this vocation that is spiritual, definite, and well formulated.
10. A hardy personality⁸.

2. CRITERIA BY MINISTRY CATEGORY:

A. Evangelistic church planting, Bible translation, etc.:

1. _____ willing and capable of learning and ministering in both the national language and the language of target people group.
2. _____ 60 quarter hours of formal Bible/theology course work⁹
3. _____ demonstrated fruitfulness in evangelism and disciplemaking
4. _____ adequate course work in cross-cultural communications, contextualization of theology, missions, anthropology, etc.
5. _____ adequate course work in language acquisition or linguistics (14 hrs for translation)*

B. Theological education, leadership training, etc.:

1. _____ willing and capable of learning and ministering in language of host culture
2. _____ a seminary-level degree program in Bible/theology, or in field in which candidate proposes to train nationals (counseling, youth ministry, apologetics, etc.¹⁰)
3. _____ formal experience in a church, school, or TEE program

⁷ Individual criteria for appointment may be waived, substituted, or modified upon petition of the applicant, recommendation of the Missions Team, and approval of the pre-appointment council. This procedure does not apply to exceptions to MCDP requirements in Phase 1.A. through Phase 3.C, only to Phase 3.D. through Phase 3.F. and all appointment requirements. See Appendix 5.A.1.

⁸ Appendix 5.A.2. lists and explains the characteristics of a hardy personality.

⁹ Or 40 semester hours. This total should normally include only graduate level course work in Old Testament, New Testament, theology, and no more than one course each in Church history and apologetics (see Appendix 3.D.3.).

¹⁰ If degree program is not in Bible/theology, category A Bible/theology requirement applies.

- 4 _____adequate course work in cross-cultural communications, contextualization of theology, missions, etc.
 5 _____one course in language acquisition*

C. Support ministries, tentmaking, etc.:¹¹

- 1 _____willing and capable of learning and ministering in language of host culture
 2 _____professionally qualified (certified) and experienced
 3 _____willing and able to teach their skill to nationals
 4 _____30 semester hours of formal Bible/theology course work¹²
 5 _____one course in language acquisition*
 6 _____one course in cross-cultural communications or missionary anthropology*

*These requirements may also be met after appointment through an approved pre-field training program, including Missionary Internship's program in Colorado Springs.

3. OTHER CRITERIA:

- A _____Successful completion of the Missionary Candidate Development Program.
 B _____Eight years of active partnership¹³ at SGC. Up to four years may be waived if:
 (1) candidate became a committed Christian in the context of SGC as an adult, has no other significant evangelical church ties and is at least 26 years old.
 OR (2) candidate became an active partner of SGC prior to January 1, 1994, and is at least 26 years old.
 OR (3) candidate is a child of a present or retired SGC missionary, and is at least 26 years old.
 AND (4) the candidate has been in residence for at least 4 years.
 C _____Completes 12 months in residence at SGC immediately prior to application for appointment (i.e. cannot be away at school during this period, serving in another church, etc).
 D _____Is not encumbered with personal debt.
 E _____If married, is married to someone who:
 (1) is an SGC partner and has completed the MCDP
 OR (2) is not an SGC partner but meets the criteria on pages 7-8 and agrees with the SGC Philosophy of Mission, Mission Strategy, and doctrinal statement. In these cases the couple must complete the 12 month residency period together prior to application for appointment so that both may be appointed.
 F _____Is not engaged to be married.
 G _____If married, has been married for at least one year.
 H _____Agrees to abide by the terms of SGC mission policy, including:
 (1) Staff Missionary will not change missions, fields, or primary ministry without the prior advice and consent of SGC, including such changes as are the result of a change in marital status.
 (2) Staff Missionary will serve as Missionary-in-Residence for an extended period of their furloughs which is commensurate with the percentage SGC carries of their total support¹⁴.

¹¹ A married woman whose husband qualifies under category A or B may qualify by meeting the requirements for category C, even though she will be appointed for service in her husband's category.

¹² Or 45 quarter hours. This total should normally include only course work in Old Testament, New Testament, theology, and no more than one course each in Church history and apologetics (see Appendix 3.D.3.). This requirement may be met through any combination of undergraduate, graduate, and correspondence studies.

¹³ Up to four years not-in-residence-due-to-schooling may count toward this requirement if (1) the candidate spends a total of four years in residence sometime prior to appointment and (2) makes every effort to immerse himself or herself at SGC during school breaks, summers, holidays, etc. and maintains regular communication with their Guidance Group, peer group, and a pastoral staff member.

¹⁴ Normally determined by this formula: % supported by SGC x .66 = % furlough as Missionary-in-Residence.

(3) Staff Missionary will submit regular reports including financial, prayer needs, and goals/progress.

PHASE FOUR: APPOINTMENT

P. Prerequisites: (in order)

- 1 ____ Successful completion of Phase Three.
- 2 ____ Fulfillment of criteria for appointment as SGC Staff Missionary.
- 3 ____ Acceptance as career member by mission agency for assignment within SGC strategic parameters.
- 4 ____ Application to be appointed as SGC Staff Missionary (part 2) approved.
 - Letter of Appointment/Assignment (from your mission agency)
 - Phase Three Checklist & Preparation Plan Checklist
 - Description of pre-field orientation and training required by your mission agency
 - Departure Time-Line
 - Deployment Proposal (if altered since Pre-Appointment Council)
- 5* ____ Completion of the Candidate Internship.
- 6 ____ Congregational approval (upon recommendation from Missions Team and Elders).

A. Personal Growth

(Keep growing!!)

B. Ministry & Professional Preparation

- 1 ____ Complete pre-field training as assigned by agency.

C. Cross-Cultural Awareness and Experience

D. Educational Preparation

- 1 ____ Do some refresher reading on cross-cultural communication, culture shock, etc. (perhaps *Survival Kit for Overseas Living* by Robert Kohls)
- 2 ____ Read up on the politics, history, religion, and culture of the area to which you have been assigned.
- 3 ____ Begin language study if applicable.

E. Relationship to SGC

- 1 ____ Commissioning service prior to departure.
- 2 ____ Report quarterly to Missions Team about progress in final preparations.

F. Relationship to Mission Agency

- 1 ____ Complete partnership development. SGC understands that to do this you will need to present your ministry to individuals and churches outside of SGC, therefore you are not required to be in residence.

APPENDIXES:

- 1.B.2. VOCATIONAL AND ACADEMIC COUNSELING WORK SHEET
- 1.C.2. MISSIONS PROJECT EVALUATION FORM
- 1.D.1. PHASE ONE READING LIST W/REPORT FORM
- 1.E.1. INTEREST SURVEY TO OPEN FILE

- 2.P.2. APPLICATION FOR EXPLORATION PHASE
- 2.P.5. GUIDANCE GROUP GUIDELINES
- 2.A.1. QUARTERLY REPORT FORM
- 2.C.1. SHORT-TERM MISSIONS FOR CANDIDATES
- 2.D.1. PHASE TWO READING LIST
- 2.E.2. SGC MISSIONS STRATEGY
- 2.F.3. MISSIONARY INTERVIEW FORM

- 3.P.3. APPLICATION FOR PREPARATION PHASE
- 3.D.1. PHASE THREE READING LIST
- 3.D.3. GUIDELINES FOR FORMAL BIBLE TRAINING
- 3.E.2. APPLICATION FOR APPOINTMENT (PART 1)

- 4.P.5. CANDIDATE INTERNSHIP

- 5.A.1. PETITION FOR WAIVER FORM
- 5.A.2. "THE HARDY PERSONALITY"
- 5.A.3. EFCM COMPETENCY PROFILE

1.B.2. VOCATIONAL & ACADEMIC COUNSELING WORKSHEET (Undergraduate)

The candidate and the Pastor of Missions & Evangelism are to periodically discuss the candidate's progress toward meeting vocational and academic preparation goals. Careful, informed planning in these areas will enable the candidate to maximize his or her investment of time and money and to avoid needless educational delays prior to appointment.

Vocational Selection Issues

Goal: To acquire marketable job skills/credentials that could facilitate access into restricted countries, enable you to address the "felt needs" of the target people group(s), and/or provide a source of income during periods preceding and following overseas service.

*What vocational field(s) are you presently considering?

Discuss the following issues:

1. The concept of "tentmaking." Fields in which tentmaker access is essential. The two broad categories of tentmaker access (other than "student"): business (e.g., foreign representative of American company, tourism related business, etc.) and professional (teaching, industry, development related, etc.). The narrow range of tentmaker access opportunities to remote rural locations (vs. many in developed urban areas). The ideal tentmaking opportunity: one that provides legitimacy to one's presence and a base of contacts, but makes limited demands on one's time (r.e. the danger of becoming too involved in a full-blown career overseas).
2. Types of overseas-marketable credentials: advanced degrees, professional certification and experience, documentation of relationship to foreign corporation, etc. (the trades are not normally in demand).
3. Vocational areas commonly relevant to felt needs of target peoples: medicine (RN, PA, MD), education (including literacy and TESL), various trades, water development, agricultural development, etc.
4. Current and projected stateside demand for vocational fields being considered. Potential for part-time employment (during periods of schooling or internship). Potential for re-entering vocational field after extended absence.
5. TESL as "ticket to the world." Local programs leading to TESL credentials (CCU, UCD).

Academic Program Selection Issues:

Goal: To obtain a broad educational background including an accredited four-year degree that facilitates attainment of vocational goals along with other coursework relevant to missionary service and graduate theological education.

*What fields of study are you presently considering?

Discuss the following issues:

1. Choice of major as it relates to vocational goals and missionary service. General recommendation against pursuing undergraduate degree in Bible or ministry fields (e.g. Christian education).
2. Use of options in general education requirements and elective credit in three critical areas:
 - A. Foreign Language & Linguistics: Because most unreached and unevangelized peoples must be reached via relatively obscure languages, it is better to view stateside language study as a way to develop language aptitude rather than as direct preparation for ministry to a specific people group. Nevertheless, several languages that are generally available at the university level have direct relevance as a bridge language to unreached peoples: Arabic (Middle East, but extremely relevant to any Muslim field), Russian (Caucasus, Central Asia, Siberia); Mandarin Chinese (West and Southwest China) and French (much of Africa). Candidates considering graduate biblical and theological education (categories A & B) can kill two birds at once by studying Biblical Hebrew or Koine Greek

1.B.2. VOCATIONAL & ACADEMIC COUNSELING WORKSHEET Cont.

(or Classical Greek) as an undergraduate. Language learning aptitudes can also be enhanced through courses with titles such as introduction to linguistics, second language acquisition, articulatory phonetics, and syntax & morphology. (See Staff Missionary appointment criteria for specific requirements.)

B. Missiology-Related Course Work: As missiology is heavily dependent on the social sciences, candidates should strongly consider some work in cultural anthropology, cross-cultural communication theory, sociology (intro to, sociology of religion), and various international studies courses.

C. Biblical/Theological Studies: *How do you plan to fulfill the biblical/theological studies requirements of the MCDP (and most agencies)? _____

Those anticipating deployment in categories A or B are urged to obtain the required hours at the graduate level, meeting the prerequisites for graduate study through broad undergraduate exposure to English literature and composition, philosophy, world history, psychology, natural and social sciences, and foreign language. Those anticipating deployment in category C should obtain the required hours as part of their undergraduate program.

School Selection Issues

Goal: To choose a total undergraduate experience that will maximize vocational, academic, and ministerial preparation for missionary service while avoiding deployment hindrances.

*What colleges or universities are you presently considering?

Discuss the following issues:

1. Type of School: strengths and weaknesses of the Bible college, Christian liberal arts college, and secular university or liberal arts college.
2. Cost: How are you planning to finance your education so as to avoid delays due to debt? Debt avoidance strategies.
3. Location as it impacts your ability to maintain relationships with SGC, other sending churches, and family.
4. Christian fellowship and ministry opportunities.
5. Quality of academic instruction and availability of desired programs. Importance of "integration of faith and learning" depending on specific subject matter (e.g. more at stake in humanities and social sciences than in finance or engineering).
6. Supplementary programs everyone should consider: Perspectives for credit, The Summer Institute of Linguistics (SIL) for inexpensive transfer elective hours, William Carey University's degree completion program through Wycliffe or AIM, a semester abroad, TESL certificate/minor, Dayspring general ed courses in Boulder, various intensive biblical studies curricula (e.g. Denver Seminary summer school, Columbia's Winterim, etc.)

*What are the most critical "next steps" for you in pursuing your vocational and academic goals?

I have read and understand the vocational and academic requirements of the MCDP.

Printed Name / Signature

Date

1.D.1 PHASE ONE READING LIST

READ ONE BOOK ON RESPONDING TO THE GREAT COMMISSION

A Mind for Missions, Paul Borthwick
In The Gap, David Bryant
On the Crest of the Wave, C. Peter Wagner

CHOOSE ONE BOOK ON THE CHRISTIAN LIFE

The Pursuit of God, A.W. Tozer
The Knowledge of the Holy, A.W. Tozer

CHOOSE ONE BOOK ON PRAYER

Love On Its Knees, Dick Eastman
Power Through Prayer, E.M. Bounds
The Prayer Factor, Sammy Tippets
Touch the World Through Prayer, Wesley Duewel
With Christ in the School of Prayer, Andrew Murray

CHOOSE TWO MISSIONARY BIOGRAPHIES

He Gave Us a Valley, Helen Roseveare
Hudson Taylor's Spiritual Secret, Dr. & Mrs. Howard Taylor
Lords of the Earth, Don Richardson
Peace Child, Don Richardson
Shadow of the Almighty, Elizabeth Elliot
The Life and Diary of David Brainerd, David Brainerd
Through Gates of Splendor, Elizabeth Elliot
Uncle Cam, James and Marti Hefley
William Carey, Basil Miller

Note - Many of these books are able to be found on the Shelves of Pastor Miles*' library - please come in and sign one out.

1.D.1. cont.

READING REPORT FORM

Name _____ Date _____

Title _____ Author _____

1) State in your own words what you understand the author's thesis/big idea to be:

2) List any ideas, facts, or impressions with which this reading left you and which you particularly wish to remember:

3) List any questions you have as a result of this reading:

4) Copy one quotation that seemed particularly important to you: (page number _____)

5) Interact in your own words with this quote:

1.E.1. INTEREST SURVEY

(Candidates should obtain a copy of this application from Missions Pastor)

Date _____

Name _____ Age _____ Birthday _____
Spouse's Name _____ Age _____ Birthday _____
First Name _____ and _____ Age _____ of _____ Children _____

Address _____

Phone: Home _____ Work _____

Name _____ of _____ School _____ (if _____ currently _____ a _____ student)
Major _____ Degree _____ Date of Graduation _____

List any other education beyond high school: _____

Present _____ Place _____ of _____ Employment _____ (if _____ employed)
Job Title/Responsibilities _____

Please list your interests, activities, and hobbies: _____

How long have you attended Southern Gables Church? _____

What church (& denomination) is your home church (if not SGC)? _____

Where do your parents live and attend church (if applicable)? _____

Are your parents and siblings Christians? Explain: _____

Briefly describe the circumstances of your conversion: _____

Briefly describe your interest in missions: _____

2.P.2. APPLICATION FOR EXPLORATION PHASE
(Candidates should obtain a copy of this application from Missions Pastor.)

Name _____ Date _____

Describe your spiritual/personal growth over the past two years:

Describe how your interest in missions and your commitment to the Great Commission have developed since beginning Phase One:

Describe your devotional life, including any goals you may have in this area:

Describe your vocation/vocational interest (secular, marketable skills):

Describe your spiritual gifts and ministry interests:

What SGC groups (Growth Group, S.S. class, etc.) do you belong to?

Who would you like to ask to serve as your Mentor (also list any alternates)?

List the names of those you would like to have serve on your Guidance Group (including any alternates):

2.P.5. MENTOR/GUIDANCE GROUP GUIDELINES

PURPOSE:

The role of the Mentor and Guidance Group is to: 1) get to know the candidate as well as possible; 2) provide encouragement for the candidate throughout the development process; 3) provide mature counsel to the candidate about decisions related to his or her preparation as well as other life issues; 4) assist the candidate in meeting specific development goals; 5) pray regularly for and with the candidate; 6) provide an environment of interpersonal relationships which will stimulate personal and spiritual growth, as well as a context in which to evaluate the candidate's intangible qualifications for missionary service.

Item 6 is particularly critical. The Missionary Qualifications outlined at the top of page 7 of the MCDP are the most essential Criteria for Appointment, but they are the most difficult to evaluate. The Mentor and Guidance Group are primarily responsible for this area of evaluation, as they will know the candidate best and observe the candidate over a long period of time. They should study these qualifications carefully so that they have a very clear idea about what they are looking for and seeking to develop in the candidate. The Missions Team and the Board of Elders will place a great deal of weight on their eventual recommendations regarding the candidate's overall suitability.

PROGRAM ELEMENTS:

- 1) Prior to entering Phase Two, the candidate will select a Guidance Group and Mentor. The Mentor and other members of the Guidance Group must be approved by the Missions Team before the candidate can ask them to serve.
- 2) The candidate will serve as chairperson of the Guidance Group. As such, he or she is responsible for keeping it staffed and for scheduling meetings.
- 3) The Mentor will serve as secretary for the Guidance Group.
- 4) Married candidates will have different Mentors but the same Guidance Group.
- 5) Guidance Groups will be comprised of 5-6 members, including the Mentor(s).
- 6) The Guidance Group will meet once per quarter (preferably on a regular schedule, e.g. the first Monday evening of each quarter). Meetings will include candidate's quarterly report, and prayer with the candidate. Guidance Groups should occasionally ask their candidate whatever hard questions are necessary to ascertain his or her readiness. Guidance Groups should communicate internally as necessary - they may want to schedule to exclude candidate from part of some meetings.
- 7) The Mentor will keep in close contact with the candidate and will meet more frequently with the candidate for encouragement and prayer (perhaps Mentor could also study a book with the candidate, go on visitation with the candidate, take the candidate fishing, etc. etc.).
- 8) During periods of out-of-state schooling, candidates will communicate regularly with their Mentor by phone or mail and meet with their Guidance Group when they come home for breaks.
- 9) The Mentor, as secretary, will maintain communication with the Missions Team about the candidate's progress and complete periodic evaluation forms.
- 10) The Mentor will periodically counsel the candidate about how he or she is doing on the "intangibles." (This counseling might be less awkward in some candidate/mentor relationships if done through a regular format rather than whenever something is noticed.)
- 11) The Mentor and each member of the Guidance Group will be responsible for communicating observed deficiencies to the candidate as early as possible in the process. They should avoid the tragedy of surprising the candidate with a negative recommendation.
- 12) The Mentor and Guidance Group relationships will be formally dissolved upon candidate's appointment as SGC Staff Missionary or withdrawal from the program.

2.P.5. cont.

QUALIFICATIONS FOR MENTORS AND GUIDANCE GROUP:

- 1) Mentor must be of the same sex as the candidate.
- 2) Guidance Group members should know the candidate and be willing to deeply invest in the candidate's life (especially Mentors).
- 3) Guidance Group members should be firmly planted at SGC (not planning to move away, etc.), be spiritually mature, and have a history of service at SGC.
- 4) Guidance group members should be partners of SGC.
- 5) Guidance Group members, to some degree, should be personally invested in missions.
- 6) Normally, pastoral staff should not serve on a Guidance Group.
- 7) A candidate's relatives may not serve on his or her Guidance Group.

“Both the Bible and common sense therefore suggest that the best method is not to call for volunteers but to set up a draft! The most that an individual can do is express his *willingness*. Others must determine his *worthiness*. The individual may be *free* to go, but only his church knows if he is really *fitted* to go.”

-Michael Griffiths, *Get Your Church Involved in Mission*, page 14

2.A.1. QUARTERLY REPORT FORM

Name _____ Date _____

Date of Guidance Group meeting ____ Members present ____

Topics covered:

Development goals met during last quarter:

Development goals unmet during last quarter; hindrances encountered, progress toward completion:

Goals for next quarter:

Desired topics for next Guidance Group meeting:

Describe how you have experienced spiritual growth and growth in interpersonal relationships/skills during last quarter:

Projected date for next Guidance Group meeting

(give one copy to each Guidance Group member and to Missions Team)

2.C.1. SHORT-TERM MISSIONS FOR CANDIDATES

The MCDP is structured so that candidates will follow the geographic progression pattern for ministry outlined in Acts 1:8. Thus it provides opportunities for initial ministry experiences in their Jerusalem (metro Denver), and subsequent experiences in the spheres of their Judea (regional and national), Samaria (geographically near but culturally distant), and “uttermost parts” (international). This model is financially prudent, corresponds with progressive maturation, and allows the candidate to first be “faithful with little.”

The goal of the two-month cross-cultural missions experience is to: 1) Provide the candidate with an intensive awareness, vision, and commitment building opportunity; 2) Provide the candidate an opportunity to investigate a particular type of missions work first-hand; and 3) Provide the candidate an intensive cross-cultural living experience in a context that affords supervision and support. This will enable the candidate and SGC to better ascertain whether he or she has the basic aptitudes for effective cross-cultural living (thus it serves as a “reality check”).

The guidelines for the two-month cross-cultural missions experience are as follows:

- 1) Candidate must complete Perspectives first. This will allow her or him to make a more informed choice about the agency, location, and ministry with which to serve.
- 2) The overall situation should approximate as closely as possible the type of situation that the candidate is most interested in for the long term. It should also be a residential project and not one that involves travelling from place to place.
- 3) The candidate should not go as part of a team. Candidates should be individually assigned to long-term missionaries to ensure continuity of supervision and that they will have experiences which are closer to real life than those where they could retreat into a group of their peers.
- 4) Candidates should wait until they have completed at least one year of college, so that they will not experience leaving home for the first time during these two months, and because the first year out of high school is such a critical development period. The quality of their experience will be directly related to the maturity they bring into it.
- 5) The project to which the candidate is assigned must fit within SGC strategic parameters, and it must be sponsored by an agency with which SGC is doctrinally and philosophically compatible.
- 6) The candidate should learn as many basic phrases of host language as possible prior to his or her departure.
- 7) Ideally, the candidate will live with nationals.

2.D.1. PHASE TWO READING LIST

READ ONE BOOK ON RESPONDING TO THE GREAT COMMISSION

Equipping for Missions: A Guide to Making Career Decisions, Daniel W. Bacon (OMF)

CHOOSE ONE BOOK ON PRAYER

Love On Its Knees, Dick Eastman
Power Through Prayer, E.M. Bounds
The Prayer Factor, Sammy Tippetts
Touch the World Through Prayer, Wesley Duewel
With Christ in the School of Prayer, Andrew Murray

CHOOSE TWO BOOKS ON PERSONAL EVANGELISM

Becoming A Contagious Christian, Bill Hybels
Gentle Persuasion, Joseph Aldrich
How to Give Away Your Faith, Paul Little
Life-Style Evangelism, Joseph Aldrich
Out of the Saltshaker, Rebecca Pippert
The Mind Changers, Em Griffin
Witnessing Without Fear, Bill Bright

CHOOSE TWO BOOKS ON DISCIPLESHIP

Connecting: The Mentoring Relationships You Need to Succeed in Life, Paul Stanley and Robert Clinton
Disciples Are Made, Not Born, Walt Hendriksen
Jesus Christ, Disciplemaker, Bill Hull
The Lost Art of Disciplemaking, Leroy Eims

CHOOSE TWO BOOKS ON PERSONAL GROWTH AND INTERPERSONAL RELATIONSHIPS

Getting Together, Em Griffin
Inside Out, Larry Crabb
Reaching Out, Henri Nouwen

2.E.2. SGC MISSIONS STRATEGY

The SGC missions strategy is to contribute to the completion of world evangelization (Mt 28:19-20) through the ministry of intercession and through the wise and faithful investment of workers and finances.

Because our resources are limited, it is essential that we identify strategic priorities. All ministries are important, but some ministries are more critical to the fulfillment of the Great Commission.

Therefore, SGC will normally determine the priority of a proposed ministry endeavor by attempting to ascertain the degree to which it would facilitate the establishment of a mature and reproducing indigenous¹⁵ evangelical church movement in a particular people group(s)¹⁶. Normally, ministries to people groups with the least access to the gospel will be considered the highest priority (cf. Romans 15:20).

Roughly speaking, the world's six billion people are evenly distributed into three broad categories. Below are descriptions and strategic priorities for these categories.

1. UNREACHED PEOPLE GROUPS

These have no viable indigenous evangelical church movement, although there may be a few individual Christians and several fledgling congregations. In some cases they have no potential access to the gospel whatsoever (no scripture in their language, no missionaries, etc.)

Strategic Priorities: Outside involvement must focus directly on establishing a viable national church. Therefore the need is for evangelistic church-planting. Direct support ministries including Bible translation, medical work (in some places), radio, and a variety of logistical support roles (including home office) are indispensable.

2. UNEVANGELIZED PEOPLE GROUPS

These have a viable and maturing indigenous evangelical church movement. Christians represent a small minority of the population and the rest of the population has potential access but little or no real access to the gospel.

Strategic Priorities: Outside involvement must focus directly on the training of national workers and leaders. The need is for biblical and theological education, and pastoral and evangelism training. We should not send evangelists and church planters here because the nationals can do it better, but they need to be mobilized and trained to do it well. Here there are also some indispensable support roles (literature production, etc.).

¹⁵ An "indigenous" church is one that is self-led, self-supporting, self-propagating and expresses supra-cultural Christian content through culturally meaningful forms (not through alien forms that have been imposed on it by missionaries).

¹⁶ The term "people group" is most helpful if it is defined ethnically and linguistically rather than socially, economically, or geographically.

2.E.2. continued

3. EVANGELIZED OR REACHED PEOPLE GROUPS

These have a relatively strong indigenous evangelical church movement which has existed for several generations. The majority of the population has real access to the gospel and everyone has potential access to the gospel.

Strategic Priorities: Because the missionary task has been completed in these groups (and this is not defined as everyone converted), a cross-cultural presence is usually redundant and keeps resources from being allocated to greater needs. We do recognize a unique responsibility to our own people group (Americans), even though it is categorized as reached. That's why we have all of our regular outreaches at SGC. Beyond that we have a unique responsibility to minister to pockets of our population which are isolated from the ministry of the Church. Included are ministry to overseas military personnel, the inner city, and church-planting in geographic areas where there is no evangelical body.

We also recognize that the Great Commission is not the only mandate which applies to the Church. We are to work for social justice and be compassionate toward the needy without regard to their potential to become reproducing, missionary Christians.

To facilitate application of this strategy, missionary candidates are asked to evaluate each cross-cultural opportunity by answering the following questions:

1. How would this endeavor facilitate the establishment of a mature and reproducing indigenous evangelical church movement in that particular people group?
2. What would be your specific relationship to the national church, and are you going at their request?
3. Are there any national workers presently engaged in this type of ministry, and if not, what factors inhibit their ability to do so?
4. What is your "exit strategy," that is, how do you plan to work yourself out of this ministry so you could be available for another assignment?

2.F.3. MISSIONARY INTERVIEW FORM

(You should interview the missionary in person and close by praying for each other)

Your Name _____ Date of Interview _____

Missionary's Name & Agency _____

- 1) What type of ministry is the missionary engaged in?

- 2) What factors led her or him into missions and this particular ministry?

- 3) How has the missionary seen God work in and through her or him and others during most recent term of service?

- 4) What are the greatest difficulties that the missionary has encountered on the field?

- 5) What advice did the missionary give you about preparation and/or about deciding what kind of ministry to pursue?

- 6) In what ways has your interview with this missionary impacted your thinking?

3.P.3. APPLICATION TO ENTER PHASE THREE

(Candidates should obtain a copy of this application from Missions Pastor.)

An application to enter Phase Three is complete when the following documents have been submitted to the Senior Pastor (unless otherwise noted). The Missions Team will review your application and supporting materials and contact you for an interview.

- Confidential Page (mail directly to the designated counselor, get address from the Senior Pastor)
- Letter of Recommendation from Mentor (including Mentor's perception of your development in Phase Two and general readiness to enter Phase Three).
- Phase Two Checklist (with dates for each item's completion or validation by your guidance group)
- Perspectives Certificate
- Statement of Mutual Understanding
- Statement of Motivation (On separate paper, answer the question: "Why do you want to become a missionary?")

1. Describe how you have become more effective in evangelism and discipling during Phase Two. Include details about significant training and ministry experiences related to these two areas:

2. Describe your progress in selecting and preparing for a particular vocation or profession ("secular," marketable skills that might facilitate your access into restricted areas and/or enable you to support yourself prior to appointment or following completion of missionary service):

3. Describe your recent/current ministry involvements and how they have helped you become more effective as a Christian worker:

3.P.3. cont.

4. Describe how you have developed and maintained a friendship with at least one international:

5. Describe your progress in developing a "Great Commission lifestyle," including your stewardship of time and finances:

6. Describe your involvement with your peer group at SGC, including a weekly small group fellowship ("growth group"):

7. Which mission agencies have you investigated, and what have you learned in the process?

8. At this point in time, to what type of missions ministry do you feel particularly drawn, and how does that ministry align with your own gifts?

I have read and am in full agreement with the SGC Philosophy of Ministry, Philosophy of Missions, Missions Strategy, and Doctrinal Statement (note any reservations on separate paper).

Candidate's signature _____ Date

3.P.3. cont.

CONFIDENTIAL PAGE

Name _____

We realize these questions are very personal and very sensitive. However, the intensity of cross-cultural ministry and spiritual warfare necessitates the evaluation of these issues and their impact on your emotional and spiritual life. Your honesty in answering these questions is appreciated. Use additional paper, if necessary, for your explanations. If you feel you cannot write out brief explanations for "Yes" answers, you may talk to a counseling professional on the phone about it. (Note: this page will be treated with strict confidence, you will mail it to a counseling professional (experienced in this area) designated or approved by the Missions Team during application to Phase Three). The counselor will keep and schedule appointments with you as necessary.

1) Have you ever been involved in any Eastern or New Age religions or occult related activities (demonism, ouija boards, martial arts, yoga, TM, psychic involvement, etc.)?
Yes__No__ If yes, please explain:

2) Have you ever been involved with pornographic material?
Yes__No__ If yes, please explain:

3) Have you ever had a homosexual experience or struggled with homosexual desires?
Yes__No__ If yes, please explain:

4) Have you ever had any pre/extra-marital sexual experiences(s)?
Yes__No__ If yes, please explain:

5) Have you ever been abused, molested or raped?
Yes__No__ If yes, please explain:

6) If married, have you discussed all the above with your spouse?
Yes__No

Please give an appropriate phone number and time when a counselor may call you, if necessary, regarding your answer.

Phone#_____

Time

Signature_____

Date

3.P.3. cont.

STATEMENT OF MUTUAL UNDERSTANDING

I understand that admission to Phase Three does not guarantee appointment as a Southern Gables Staff Missionary or necessarily entitle me to financial support of any kind.

I understand that I will only be appointed as a Southern Gables Staff Missionary if I am judged by the congregation and its representatives to (1) possess the requisite qualifications for missionary service; and (2) have selected an agency, ministry, and field of service that are within the parameters of the SGC Missions Strategy, and for which I am well-suited.

I understand that appointment as a Southern Gables Staff Missionary does not guarantee that the Kingdom Connection campaign goal established for me will be met by the congregation.

I understand that I will not be considered a Phase Three Candidate until I have finalized a personalized preparation plan that has been approved by the Missions Team.

Candidate's signature _____

Date

We are committed to praying for you and your development throughout the duration of your involvement in the Missionary Candidate Development Program.

We are committed to praying that God would clearly direct you and us, as representatives of the congregation, regarding the particulars of your possible deployment (agency/ministry/field).

We are committed to providing you with the encouragement, guidance, training, and other opportunities for growth and development that are essential to ministry preparation.

We are committed to providing you with honest, constructive feedback concerning any matter related to your character, abilities, or preparations sufficiently prior to your application for appointment so as to allow you time to take corrective actions and/or experience necessary growth.

Mentor's signature _____

Date

Senior Pastor's signature _____

Date

3.D.1. PHASE THREE READING LIST

CHOOSE TWO BOOKS ON PRAYER & SPIRITUAL WARFARE

Victory Over the Darkness, Neil Anderson

A Call to Spiritual Reformation, D.A. Carson

Warfare Prayer: God's Power and Protection in the Battle to Build His Kingdom, Peter Wagner

CHOOSE TWO BOOKS ON PHILOSOPHY OF MISSION

The Mission of the Church in the World, Roger Hedlund

Let the Nations be Glad! John Piper

Today's Choices for Tomorrow's Missions, David Hesselgrave

READ TWO BOOKS ON CROSS-CULTURAL COMMUNICATIONS

Communicating Christ Cross-Culturally, David Hesselgrave

Anthropological Insights for Missionaries, Paul Hiebert

READ TWO BOOKS ON CHURCH PLANTING

Missionary Methods: St. Paul's or Ours? Roland Allen

Planting Churches Cross-Culturally, David Hesselgrave

CHOOSE ONE BOOK ON CONTEXTUALIZATION

Christianity in Culture: A Study in Dynamic Biblical Theologizing in Cross-Cultural Perspective, Charles Kraft

Contextualization: Meanings, Methods, and Models, David Hesselgrave and Edward Rommen

Note: Many of the books listed above will be required reading for any missions related course work you might take as part of your individual preparation plan. Although you may “read ahead,” you might wish to wait until you have taken these courses and then complete reading deficiencies from this list.

3.D.3. GUIDELINES FOR FORMAL BIBLE TRAINING

The 60 quarter hour requirement for ministry categories A and B represents the equivalent of the total number of hours comprising the Bible/theology core of an M.Div. program at an evangelical seminary such as Trinity or Denver. Here's how this course work would look at Denver Seminary, for example:

<u>New Testament</u>		<u>Quarter Hours</u>
BI 501	Biblical Hermeneutics	3
NT 511	Beginnings of the Gospel & Acts	4
NT 512	The Epistles & Revelation	4
NT 611	Foundations of Exegesis	4
NT 665	Greek Grammar & Linguistics	
	Principles & Practice	3
NT 612	Exegesis of James	4
NT 654	Pastorals	3
<u>Old Testament</u>		
OT 511	Pentateuch & Writings	4
OT 512	Former & Latter Prophets	4
OT 541	Readings in Old Testament	3
<u>Theology</u>		
ST 511	Systematic Theology I	4
ST 512	Systematic Theology II	4
ST 513	Systematic Theology III	4
ST 650	Annalysis of Calvins Theology	3
<u>Church History/Apologetics</u>		
CH 502	Early & Medieval Christianity	4
PR 501	Systems of Apologetics	3

Note - This represents 58 Hours - 2 more hours to be taken in either NT, OT or ST.

Category A and B candidates are advised to take a year of Greek at the undergraduate level to meet the prerequisite for the exegesis sequence.

Category A candidates are strongly encouraged to consider the MA program in Missions or the M.Div/Missions program at Denver Seminary. Both would meet the 60 hour requirement (if electives are used properly) while providing an excellent background in cross-cultural ministry subjects.

Category C candidates may meet the 30 semester hour requirement through any combination of undergraduate, graduate, and correspondence studies. The following courses are suggested:

- Biblical Hermeneutics
- 1-2 Courses in Old Testament Survey
- 2 Courses in New Testament Survey
- 2-3 Courses in Theology
- Survey of Church History
- Introduction to Apologetics

3.E.2. APPLICATION FOR APPOINTMENT (PART ONE)

(Candidates should obtain a copy of this application from Missions Pastor.)

Please attach the following documents:

- Biographical Statement (including testimony)
- Doctrinal Statement (may be same as that submitted for agency application; each spouse must submit own; must at least include your views on the following issues: the inspiration, inerrancy, and authority of the Bible; the Trinity; Christ's divinity and humanity; the human condition; the atonement; justification; the eternal state of the saved and the unsaved; the virgin birth; the gifts and indwelling of the Holy Spirit (including "sign gifts"); eternal security; Satan; Christian ordinances or sacraments; the Church and its role in believers' lives; the return of Christ; and sanctification (including views on "separation" and perfectionism).
- Petition(s) for Waiver (if necessary)
- An overview of the prospective agency, its philosophy, policies and fields of service
- Deployment Proposal (On separate paper, describe anticipated agency, ministry, and field of service. Your essay must at least answer the following questions: 1. How would this endeavor facilitate the establishment of a mature and reproducing indigenous evangelical church movement in that particular people group? 2. What would be your specific relationship to the national church, and are you going at their request? 3. Are there any national workers presently engaged in this type of ministry, and if not, what factors inhibit their ability to do so? 4. What is your "exit strategy," that is, how do you plan to work yourself out of this ministry so you could be available for another assignment?)

1. List three persons with whom or under whose leadership you have had significant ministry experiences, and whom you wish to use as Ministry References. (At least two of the three must be from SGC or SGC partner ministry).

Name _____ Address _____ Phone _____

Name _____ Address _____ Phone _____

Name _____ Address _____ Phone _____

2. List the names of all persons who have served as your mentor or as members of your guidance group (They will be sent Mentor/Guidance Group reference forms.):

3. Please give the name, position title, and phone number of your primary point of contact with your prospective agency:

4. For which ministry category do you wish to apply for appointment (from Criteria for Appointment as SGC Staff Missionary)?

3.E.2. cont.

5. How do you meet each of the criteria listed under this category?

1.

2.

3.

4.

5.

(6.)

6. Describe the relationship of your gifts, experience and training to your intended ministry:

7. Aside from the candidate internship, partnership development, and pre-field training required by your prospective mission agency, what issues need to be resolved and/or preparations need to be completed prior to your deployment?

3.E.2. cont.

SOUTHERN GABLES CHURCH (EFCA)
Pastor Jacob Miles*
4001 S. Wadsworth
Littleton, CO 80123

MENTOR/GUIDANCE GROUP REFERENCE

Your Name _____
 Candidate's Name _____

Date _____

The person named above is applying for appointment as a Southern Gables Staff Missionary. Because you have served as his/her mentor or as a member of his/her guidance group, the congregation places a high degree of confidence in your honest appraisal of the candidate. Your reference will help the pre-appointment council come to an appropriate decision regarding the candidate's suitability for cross-cultural missionary service.

The confidentiality of this reference is assured by the Missions Pastor of Southern Gables Church. It will be compared with other references to develop an overall profile that will be shared with the candidate and the pre-appointment council.

The following statements describe attitudes or personality characteristics. Please check the box under the heading which most closely represents how well the phrase describes the person. *Think carefully on each item. All positive statements create a tendency to mark each statement the same, based on your general feelings about the person.* Please make comments, especially regarding any concerns about this person's potential for successful service in a stressful or cross-cultural living situation.

Use the following definitions to guide your evaluations:

"Strongly Agree" = This is an outstanding characteristic of this person.

"Agree" = This is a normal/usual characteristic of this person. I have seen nothing to indicate a concern.

"Undecided" = Indicates some doubts but not having a strong enough impression to feel comfortable making a definitive statement.

"Disagree" = This statement is not a good description of this person. I do have some concerns in this area.

"Strongly Disagree" = This is clearly/definitely a problem area.

"No Obs." = No observation of characteristics related to this statement. Please use liberally if necessary, rather than inferring particular responses based on your overall impression of the candidate. The questionnaire is thorough, and we do not expect you to know the candidate well enough to have observed every attitude or characteristic.

INTERPERSONAL RELATIONSHIPS

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Obs.
Is tactful.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not argumentative.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens to, is sensitive to others' problems/needs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolves conflict appropriately.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows patience and tolerance toward differing viewpoints.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is appropriately transparent about own needs and shortcomings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not cliquish.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goes out of the way to be helpful.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates well to peers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates appropriately to opposite sex.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates well to non-Christians.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates well to Christians of a different doctrinal position.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has quality same-sex friendships.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates well to family of origin.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If married: Attends to needs of the spouse.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If married: Communicates with and understands spouse.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If married: Agrees with spouse on respective roles.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As parent: Attends to needs of the children (including emotional).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As parent: Uses appropriate control and discipline of children.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As parent: Expresses love and appreciation toward children.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

WORKING RELATIONSHIPS

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Obs.
Does not inappropriately criticize those in authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperates with others.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingly accepts direction, correction and advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks advice when needed.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is an effective team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not inappropriately criticize fellow workers/associates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not a workaholic to detriment of family, fellow workers, or self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates well to those in authority over him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

SPIRITUAL MATURITY

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Obs.
Applies biblical principles to his/her own personal life.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regularly fellowships with other Christians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingly serves in accordance with spiritual gifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows concern for personal spiritual growth.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices personal Bible study and prayer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingly shares with others from his/her faith experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports others through prayer and encouragement from the Bible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains walk with God in difficult circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trusts God for personal/family needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not overcome by temptation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mission motivation is spiritual, not travel/escape from difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PHYSICAL/EMOTIONAL HEALTH

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Obs.
Has generally good health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has sufficient energy and stamina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has sense of personal fulfillment and accomplishment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not weak in self-confidence.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not overly influenced by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is emotionally balanced.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is productive in stressful situations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not tense or nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not depressed or moody.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not fearful or anxious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not irritable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has experienced substantial healing from past hurts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has balanced self-discipline.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

WORK QUALITIES

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Obs.
Does accurate, thorough work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages use of time well.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows perseverance to fulfill commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works well alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is motivated to do best possible job

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3.E.2. cont.

Completes tasks according to instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a self-starter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

LEADERSHIP & TEACHING ABILITY

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Obs.
Stands out as a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivates other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is trusted by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written communication is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When not in leadership role, is a good follower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can delegate responsibilities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes sound/common sense decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not procrastinate in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can teach others what he/she knows.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

GENERAL LIFE ATTITUDES

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Obs.
Maintains a positive attitude in difficult circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains the highest standards of personal honesty and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is self-motivated without many external rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not evidence ethnic, sexual or other prejudices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is eager to learn and grow, open to new ideas and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spends money wisely within means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is responsible towards indebtedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dresses modestly and appropriately by local standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

CROSS-CULTURAL APTITUDES

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Obs.
APPROACHABLE-Establishes contact with others easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERCULTURAL RECEPTIVITY-Interested in people from other cultures/subcultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FORTHRIGHTNESS-Acts and speaks out readily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VENTURESOME-Has an adventuresome spirit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENTERPRISE-Approaches tasks and activities in new and creative ways.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHOWS RESPECT-Treats others in ways that make them feel valued.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PERSEVERANCE-The ability to stick with tasks in the face of difficulties and remain positive.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FLEXIBILITY & ADAPTABILITY-Adjusts easily to new or changing situations and environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CULTURAL PERSPECTIVISM-Has capacity to imaginatively enter into another culture (often indicated by ability to role-play)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL CONFIDENCE-Is self-assured.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL OPENNESS-An inclination to interact with people regardless of their differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Indicate any other circumstances under which you have known the candidate (please include time period):

3.E.2. cont.

How, and to what degree, are the fruit of the Spirit manifested in the candidate's life?

In your observation, what are the candidate's spiritual gifts?

How has the candidate exercised his/her spiritual gifts for the edification of the church?

Briefly describe what you know about the candidate's effectiveness in personal/relational evangelism and disciple-making (give specifics if possible):

SUMMARY COMMENTS:

Traits, qualities, characteristics, etc., that make this person a *good* candidate:

Traits, qualities, characteristics, etc., that are possible problem areas:

Estimated degree of the problem: Serious Moderate Slight

Do you recommend appointment?

YES

YES, with some reservation as suggested by above comments

NO, but could become acceptable with growth in areas mentioned

NO, I cannot recommend acceptance

This evaluation will be profiled with several others and the profile shared with the candidate to encourage his/her growth and development. This form will *not* be shown to the applicant.

Your signature: _____

Date:

Telephone: _____ (work) _____ (home)

SOUTHERN GABLES CHURCH (EFCA)
Pastor Jacob Miles*
4001 S. Wadsworth
Littleton, CO 80123

MINISTRY REFERENCE

Your Name _____ Date _____

Applicant's Name _____

The person named above is applying for appointment as a Southern Gables Church Staff Missionary. Because you have been involved in ministry with the applicant, your description of that ministry and honest appraisal of the applicant's effectiveness is of great importance to our congregation. Your reference will help us come to an appropriate decision regarding the applicant's suitability for cross-cultural missionary service.

Name of church or organization in which applicant ministered:
Applicant's _____ position/ministry _____ title _____ (not _____ job _____ description):

Were you the applicant's supervisor or co-worker ?

Give inclusive dates for your involvement with the applicant in this ministry: from _____ to _____

Under what other circumstances have you known the applicant (provide different inclusive dates if necessary)?

Describe the applicant's specific responsibilities/activities in this ministry:

Describe the applicant's contribution toward fulfilling the objectives of this ministry:

3.E.2. cont.

Please indicate the frequency with which the applicant displayed the following characteristics and aptitudes in the context of this ministry (you may draw upon knowledge of the applicant gained in other settings):

CHARACTERISTICS/APTITUDES

	Almost Always	Frequently	Occasionally	Almost Never	No Observation
sincere love for those being ministered to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
encouraging others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
modeling Christian attitudes and lifestyle.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
serving others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maintaining highest standards of honesty/integrity.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
genuine concern for the welfare of souls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
practical knowledge of the Bible and Christian theology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drawing on spiritual resources to accomplish spiritual objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
leadership ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being a team-player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
creativity.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
flexibility and adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
forming healthy personal relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
placing high priority on prayer ministry.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
completion of assignments/commitments.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
planning and organizational ability.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
good judgment/discernment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
submission to those in authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
good communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
openness to legitimate, constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
positive attitude.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
confidence in God	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
entering into the world of those being ministered to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
emotional stability.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not thinking too highly of herself/himself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
careful stewardship of time and money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
relating appropriately to the opposite sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not inappropriately blaming or criticizing others.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
delegating authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spiritually motivated, not ministering for self-fulfillment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not deriving self-acceptance from ministry or those ministered to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
patience toward others' shortcomings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
consistent devotional life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
passion for own growth and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motivated to teach/train others.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

In your observation, what are the applicant's gifts (spiritual or otherwise)?

Briefly describe what you know about the applicant's effectiveness in personal/relational evangelism and disciple-making (give specifics if possible):

3.E.2. cont.

SUMMARY COMMENTS:

Traits, qualities, characteristics, etc., that make this person a *good* applicant:

Traits, qualities, characteristics, etc., that are possible problem areas:

Estimated degree of the problem: Serious Moderate Slight

Do you recommend appointment?

- YES
- YES, with some reservation as suggested by above comments
- NO, but could become acceptable with growth in areas mentioned
- NO, I cannot recommend acceptance

This evaluation will be profiled with several others and the profile shared with the applicant to encourage his/her growth and development. This form will *not* be shown to the applicant.

Your signature: _____

Date:

Telephone: _____(work) _____(home)

4.P.5. CANDIDATE PRE-KINGDOM CONNECTION RESIDENCY

The primary purpose of the missionary candidate residency is to formalize the period of time when the candidate(s), with pastoral assistance, present themselves and their ministry assignment to the congregation. The goal of such exposure is to enable the congregation to make more informed decisions about whether to commission the candidate(s), make prayer commitments to the candidate(s), and make financial commitments to the candidates(s) through the Kingdom Connection program. It would give the candidate(s) broader exposure than that afforded within their Guidance Group, peer group, and ministry areas. The emphasis of the residency is thus "team-building," not ministry training.

Candidate shall not formalize prayer and financial relationships with individuals, families, or small groups during the residency. Rather, they are to lay the groundwork for the formalizing of such arrangements by the Missions Team and SGC leadership during the subsequent Kingdom Connection campaign.

Candidate shall meet with all Adult Congregations and Growth Groups to present themselves and their ministry assignments to as many people as possible. The exposure shall also include one or more public presentations of the candidate(s) to the entire congregations (probably on Sunday mornings). The exposure shall also include other such meetings and presentations as deemed appropriate by the candidate, Guidance Group, and pastor.

While the candidate's own ministry serves as the occasion for these meetings and presentations, the candidate(s) should view them as an opportunity to serve the congregation by encouraging, challenging, and informing people about Christian discipleship generally and world evangelization particularly. These elements will be realized primarily by the candidate's attitude and the context in which they frame the presentation of their own work. The candidate's goal must be to minister in a capacity consistent with the designation of "Missions Resident," not merely to promote their own cause.

The candidate(s) shall be regularly listed in the bulletin as "Staff Missionaries" above a statement similar to the following: [Candidates] have been appointed as Southern Gables Staff Missionaries to [country or people group] with [agency]. Please take the opportunity to ask them about their ministry assignment or attend one of their presentations." For several weeks prior to the designated missions giving campaign, the Missions Team shall run a brief biographical sketch and ministry assignment overview in the bulletin.

The residency shall normally begin following appointment by the mission agency and appointment by SGC, but prior to the giving campaign. The duration of the residency shall normally be three months. Any variations from these norms must be pre-approved by the Missions Team.

5.A.1. PETITION FOR WAIVER FORM

Name _____ Date

- 1) For which requirement do you seek a waiver, substitution, or modification (circle one)?

- 2) Describe why your particular situation necessitates this:

- 3) Describe your proposal:

- 4) State how your proposal fits within the spirit of program objectives:

* For MCDP requirements in Phase 1.A. through Phase 3.C., obtain approval from the following:

Signature of chair of the Missions Team
or his representative

Signature of the Missions Pastor

*For MCDP requirements in Phase 3.D. through Phase 3.F. and all appointment requirements; forward petition to Missions Team. The Missions Team will make a recommendation to the pre-appointment council, which will then make the final decision.

5.A.2. THE HARDY PERSONALITY

Many outstanding authorities have proposed lists of qualities that describe the ideal or self-actualized person. Recognizing that missionary life calls for a specialized group of qualities, a committee of Christian care-givers and mission personnel have attempted to identify and describe qualities of a hardy personality—the cross cultural servant of God who can serve God joyfully and be productive under difficult situations, and yet retain and maintain emotional, physical and spiritual health. The following list of 14 qualities represents our efforts to date. (It should be noted that these are skills, qualities that can be consciously developed, rather than inherent attitudes.)

1. **Attitude toward pain and pleasure.** Pain is not an indication of death (something at all costs to be avoided) any more than pleasure is an indication of life. They are both merely part of life. The hardy person, the survivor, is not afraid of pain. (Jn. 16:33; II Tim. 3:12)
2. **Attitude toward deprivation.** The hardy person does not insist on having all his needs met. He understands that ‘going without won’t kill me.’ He is willing to forego gratification. (Phil. 4:11-12)
3. **Not given to addictions.** Hardiness does not have to have ‘highs’ or shots to his adrenaline in order to survive and enjoy life. He is not easily addicted to anything. (II Tim. 4:11-13)
4. **A new way of looking at control.** He does not demand control or abdicate responsibility when others are in control. The hardy person knows “my efforts count, I can make a difference. I may not change everything, but I can and will do my bit.” Neither passive, controlling or helpless.
5. **Perspective.** The story does not begin or end with me. I’m in the story, but it is God’s story—I’m part of something bigger than me, and even when I don’t understand, I will trust (Dan. 3:16-18). The world doesn’t revolve around me. Nor narcissistic.
6. **Self-knowledge.** These people have an extraordinarily high level of self awareness. Non-defensive, they know their strengths and weaknesses and are comfortable with these, sufficiently comfortable so they don’t have to think about their inner world all the time. Free from preoccupation with themselves. Neither blind nor denying nor self-preoccupied.
7. **Partial cause.** Able to take responsibility, see themselves as having impact on life. They are comfortable taking credit for the good they do, and willing to take blame for the bad. They are not blamers. They understand that wherever they are, they are making something better or worse. They do not deny or rationalize their mistakes, or avoid responsibility, or assume total responsibility.
8. **Givers, not hoarders.** They live life richly—giving out love, energy, resources, time. They are generous, open, trusting, working, giving. (Luke 6:38; II Cor. 8)
9. They have **a wonderful sense of hope.** Hope is their anchor (Heb. 6:10) to which they hold unwaveringly (Heb. 10:23), in time of storm; it makes a daily optimistic difference in their lives (I Jn. 3:3). “It’s not over until the fat lady sings—and she hasn’t sung yet.” They are not pessimistic.
10. **I’m my own bottom line.** “Somebody isn’t on my team, and someday isn’t a day of the week.” “It would be nice if I had someone to help me, but it looks like nobody is handy right now; let’s see what I can do. Here I am and nobody is going to rescue me, so I guess I’m going to have to rescue myself.” Not whining, not passive and helpless, not dependent.
11. **Able to use parts.** The hardy person is innovative and creative. This refers to the way people conceptualize and utilize their options, their resources. “I have only two pieces of wood and a string. Let’s see what I can do to fix that pump.” Not defeated, or waiting for someone else to do something, nor demanding the ideal.

5.A.2. continued

12. **Ability to enjoy second choice.** “I really wanted to do that, but it’s raining and I can’t. I’ll do this instead.” This person can take satisfaction from what is, rather than pout about what one cannot have. (Phil. 4:12, 13). Disappointment doesn’t control this person.
13. **A sense of humor.** This person can laugh at himself, not take himself too seriously, flex spontaneously with the situation. There’s a freedom, and ability to flex and enjoy.
14. **The ability to restart.** After a failure, a rebuff, or a rejection, this person can pick up the pieces and start over. They are not so fragile that failure keeps them down. Having failed once, they won’t make the same mistake again, and are willing to try again.

These are behavioral, observable demonstrations of hardiness, a necessary quality in today’s missionary candidates and personnel.

These qualities represent thinking done by Ken Harder, Ph.D. (AIM, Missionary Internship), M. Gay Hubbard Ph.D. (private practice, Denver CO), Arvid Westfall (Wycliffe’s International Candidate Secretary), and Laura Mae Gardner, D.Min. (Wycliffe’s International Coordinator of Counseling Ministries and Personnel).

Taken from: “The Hardy Personality” by Laura Mae Gardner (11/88)

5.A.3. EFCM COMPETENCY PROFILE

Following is a Competency Profile for personnel serving with the Evangelical Free Church Mission. Six areas of knowledge, life and ministry are included in this profile, along with a list of competency expectations related to each.

These competency expectations are elements which should characterize all EFCM personnel. Obviously, not everyone will be equally strong at every point, and there is a lifetime of spiritual growing to be done at some of the points. But these are expectations which the EFCM asks its personnel to give diligence to fulfilling through God's enablement.

The EFCM recognizes that there are various ways to fulfill these competency expectations, both through formal and informal education and training. In consultation with the Equipping & Care Division, each EFCM missionary is asked to create a personal career and ministry development plan which will move him/her toward fulfilling these and other individualized life goals. The EFCM is committed to encouraging and helping its personnel to meet these agreed upon life goals to as great a degree as possible.

Please evaluate your present progress in relationship to each competency on a scale from 1 to 10. We trust this exercise will prove to be a valuable first step in the creation of your personal career and ministry development plan.

Training Area: BIBLICAL & THEOLOGICAL KNOWLEDGE

Competency Expectations:

- (1) Has an accurate overview of the entire Bible.
- (2) Knows basic Bible doctrines as summarized in the EFCA Statement of Faith.
- (3) Interprets the Bible correctly and applies its content effectively to daily life.
- (4) Is able to study the Bible inductively.
- (5) Has a grasp of the general movement and stages of church history.
- (6) Is well acquainted with the biblical theology of missions.

Training Area: SPIRITUAL MATURITY

Competency Expectations:

- (1) Evidences a winsome, growing walk with God.
- (2) Studies the Bible systematically and daily.
- (3) Practices daily prayer as both worship and intercession.
- (4) Demonstrates obedience to Scripture and consistently manifests the fruit of the Spirit.
- (5) Demonstrates moral integrity and consistent Christian ethics.
- (6) Has identified his/her spiritual gifts and is using them for the glory of God.
- (7) Is accountable and submissive to proper authority.
- (8) Is both being mentored himself/herself and serving as a mentor to someone else.

Training Area: MINISTRY SKILLS

Competency Expectations:

- (1) Is experienced in cross-cultural evangelism and discipleship.
- (2) Is able to preach and/or teach effectively in host culture.
- (3) Is proficient in Christian apologetics appropriate to host culture.
- (4) Knows the biblical principles of spiritual warfare and applies them courageously and effectively to life situations.
- (5) Knows the principles of church planting and church growth and applies them in accord with his/her ministry assignment.
- (6) Is aware of the various styles of leadership and is a Christian leader according to his/her own style.
- (7) Serves as an effective mentor to others.

5.A.3. continued

Training Area: CROSS-CULTURAL SKILLS

Competency Expectations:

- (1) Respects and values people of all ethnic backgrounds.
- (2) Knows basic principles of cultural anthropology and practices these principles with biblical discretion.
- (3) Has received training in cross-cultural orientation.
- (4) Knows host culture well, has successfully adapted to it, and lives comfortably within it.
- (5) Has factual knowledge of world religions, especially the religions of host culture.
- (6) Is efficient in cross-cultural communication and has acquired the language skills necessary for host culture.
- (7) Is able to contextualize biblical principles appropriately.
- (8) Is familiar with the history of missions.

Training Area: RELATIONAL SKILLS

Competency Expectations:

- (1) Is emotionally stable, healthy, and healed from past hurts.
- (2) Relates properly to others, being neither overly intimate nor distant in interpersonal relationships.
- (3) Is generally positive and affirming toward others, and gives correction when necessary, with gentleness and love.
- (4) Manifests a forgiving spirit and accepts correction, when needed, with grace and goodwill.
- (5) Is an effective “people helper” with good listening and encouraging skills.
- (6) Readily works to resolve conflict in a biblical manner.
- (7) Deals effectively with personal stress.
- (8) If married, maintains a good relationship with spouse and children, cultivates effective communication within the family, and properly balances family and ministry responsibilities.

Training Area: OTHER KNOWLEDGE & SKILLS OF PRACTICAL NATURE

Competency Expectations:

- (1) Knows and practices principles of sound financial planning.
- (2) Manages his/her time effectively.
- (3) Has basic knowledge of first aid and preventative health care.
- (4) Has computer and technical skills needed for his/her own life and ministry.
- (5) Has basic “grow and repair” skills necessary for his/her own situation.