

OUTCOMES-BASED ORDINATION (OBO) COACH MANUAL



Pacific Northwest Conference
Free Methodist Church of North America
Outcomes-Based Model Ordination
OBO Coach Manual

TABLE OF CONTENTS

The Goal of OBO Model	3
OBO Coaches	3-5
Terminology Related to OBO Model	5-6
Explanation of OBO Model	6
Process Steps	6-7
Key Development Areas	8-12
Outline for Coaching Interaction	13
Coaching Interaction Evaluation	14
Quarterly Coaching Report Form	15
OBO Mentoring Partnership Agreement	16
OBO Mentoring Closure Inventory	17

OUTCOMES-BASED ORDINATION MODEL

The Goal of the OBO Model

The OBO Model seeks to equip Conference Ministerial Candidates approved for the program to fulfill the high requirements of an ordained elder in the Free Methodist Church. To be ordained an elder, God's call and power for ministry must be visible to both the one called and also to the community of faith called by Christ – the Church – to ensure faithfulness to Biblical principles and leadership.

A person called by God enters a vocation which carries significant responsibility. The biblical model and Methodist heritage define the role of shepherd as one which tends to the souls of people, leading the church to make more and better disciples. This requires spiritual strength, strong moral character, clear communication and leadership skills grounded in Scripture, sound doctrine and practice.

OBO Coaches

The Task

Your primary task, as a coach, is to journey with the OBO candidate as he or she pursues ordination. There are core competencies that must be demonstrated by any candidate before being approved by the MEG board and recommended to the conference for elder's orders. It will be your task to facilitate the candidate's growth in grace and character, skill and knowledge, and to help them discern more deeply the nature of God's call to ordained ministry.

The Qualities

The qualities of an OBO coach are:

Coaches know Jesus Christ. Testifying to the power of Christ, modeling the virtues of Jesus and living out the means of grace are fundamental to facilitating growth in grace for an OBO candidate.

Coaches listen. Often a sounding-board is all a candidate needs, but critical to the task is listening for emotion and energy level above simple content.

Coaches empower. They give candidates tools for the self-discovery of solutions.

Coaches are self-developers. To develop others, they must be committed to staying abreast of the best-practices in their field. Developing coaching and coaching skills is certainly an ongoing requirement of the coach.

Coaches instill confidence. They intentionally provide candidates with opportunities to succeed at their particular skill level. Encouragement cannot be overestimated in the coaching relationship. The ability to do this begins with the coach's personal sense of self and accomplishment through grace.

Coaches help candidates manage change. They ask questions that allow the candidate to imagine a different future worth pursuing. Asking “what if” may be the most important item in a coach’s tool-kit.

Coaches provide content necessary to resolve problems. The coach may not always be the source of this information, but should be able to direct the candidate to a source that is pertinent to the problem at hand. Being familiar with the Key Development Areas and with people within and outside of the conference who might coach your candidate effectively is part of coaching.

Coaches avoid growth-inhibiting behaviors. Three significant inhibitors to growth are advice, criticism and rescuing. It is critical to discuss and confront negative attitudes and behaviors, but best to refrain from judgment. Telling candidates what to do or not to do, and triangulating relationships is less healthy than facilitating a candidate’s self-discovery of what to do, not to do, and taking responsibility for personal actions and relationships.

Coaches learn from candidates. Most OBO candidates are already fruitful and capable in many areas of ministry. Your willingness to learn from your candidate demonstrates a humility and openness that is encouraging and empowering not only for the candidate, but for yourself.

Coaches demonstrate compassion and foster joy. Caring about the candidate, particularly during moments of ministry in which the candidate may find extraordinary stress, provides the network of support which is critical to spiritual and emotional health. A healthy sense of humor and laughter should characterize a strong coach.

The Time

Coaching requires a significant commitment of time and energy. You are encouraged to stay with a candidate through their ordination process. However, the relationship you develop with the candidate should be evaluated annually, providing an opportunity either to continue with the candidate or to discontinue.

Each month, at minimum, you will contact or be contacted by (depending upon your mutual agreement) the candidate for a coaching session. An outline for this contact is provided on page 12. You will be asked to evaluate the assignments of the candidate as they work through the tasks assigned at the previous coaching session or assessment. You are asked to commit to pray for the candidate regularly, preferably daily, and to encourage mutual fasting and prayer for one another. Once or twice in the ordination preparation process, you might be asked by the MEG Board to give input prior to a candidate interview with the board or to attend their MEG interview.

Many of the topics your candidate will deal with as a result of personal, theological or ministry challenges, or through the learnings outlined in the assessment plan, may challenge you as a coach. You may feel it advisable to pursue more knowledge for yourself as you seek to equip the candidate(s) with whom you are working. This is very healthy, but it takes time. The OBO coaching relationship may consume from 1-3 hours each month per candidate.

The Cost

Your primary cost will be spent time. Most coaching contacts will occur in person, via the telephone, or perhaps via E-mail. On those occasions that require you to travel for meetings or evaluations, or to events required by the coordinator or MEG board, please obtain a travel expense form from the conference office and submit to the OBO coordinator for tracking and submission to the conference finance manager.

The Benefits

When you commit to coach an OBO candidate, you are investing in the development of spiritual leaders who will impact the Kingdom of God.

You are developing a critical network of knowledge and skill, empowered by the Spirit to build the body of Christ, particularly through strengthening godly, competent leadership.

You may be the encouragement and help which makes the differences between a pastor leaving the ministry when the inevitable challenges seem overwhelming or choosing to stay committed to serving Jesus and the flock in the midst of difficulties.

You will discover moments of personal joy when your candidate succeeds at critical tasks and increases in fruitfulness, often as a result of your counsel and guidance.

You will learn a great deal from the candidates you coach, and may find yourself thanking them often for new ideas and insights for your own spiritual walk and ministry.

Coaching will likely increase your visibility and respect in the eyes of others as they begin to see more and more how your efforts in Christ are leading to a multiplication of ministry.

As you stretch to provide deeper guidance for your candidate, you will discover further areas of growth and expansion in your own life and ministry.

The experience you receive as a coach will enhance your ability to effectively coach, disciple and guide individuals in your local church and community.

As you coach with integrity, growing in your own abilities, and seeing multiplication of ministry, you will no doubt hear from Christ, "Well done, good and faithful servant."

Terminology Related to Outcomes-Based Ordination Model

Ministerial Education and Guidance (MEG) Board—Provides oversight and top-level direction and approval.

Candidate—A conference ministerial candidate following the Outcomes-Based Ordination model.

Assessor—A trained evaluator who works with candidate and coach to initially determine the candidate's placement in the Key Development Areas framework (pages 7-11).

Coach—Guides and encourages candidate through the approved path; also interfaces with the assessor and, to some degree, the MEG Board.

Explanation of the Outcomes-Based Model

A person sensing a possible call of God to vocational ministry should sort out much of that calling at the local church level. The determination of whether or not a person should follow the elder's ordination track should be largely resolved while the person is still a local ministerial candidate (LMC). If it is determined that they are best suited for ministry as a deacon, they will continue under the direction of the local church.

If it is determined that an individual is gifted, graced, motivated, and confirmed by the local church toward elder ordination and they are received by the conference as a conference ministerial candidate, they will move into the Outcomes-Based Ordination (OBO) process.

The purpose of our efforts is the efficient identification and mobilization of those God has called to ordained ministry. We want to ensure the continued quality of the process without inducing undue frustration, especially in the case of those who are pursuing paths that are less "traditional" in nature.

The 12 outcomes (Key Development Areas) are designated in a grid based on the "Apollos" model. In the past, those in the Apollos model often had difficulty meeting the academic requirements while those in the correspondence, college and seminary tracks often found it difficult to meet the pastoral service experience requirements. Blending these into one composite track seems to offer the benefits of both without the hindrances of either.

Those already in process will be presented with the OBO track as an option to the process in which they are already involved. Then, with counsel from the MEG, they can discern the path to ordination that is right for them.

The MEG Board, via the evaluator/assessor, with input from the coach (usually the candidate's senior pastor) and the candidate use the Key Development Areas criteria to evaluate the education and life experiences of a candidate, determining where they are on the preparation path to ordination. These assessors will serve "on assignment" as ad hoc members of the MEG Board. Then, under supervision of the coach, these same components--education and future life experience opportunities--are employed to take them to the desired outcomes in the Key Development Areas. It is important the ordination process be qualitative (outcome-based) rather than quantitative (time/credential based).

Process Steps

If a local ministerial candidate is gifted, graced, motivated and confirmed by the local church as being a candidate for elder ordination:

1. The candidate is approved by the MEG Board as a conference ministerial candidate.

2. Through the OBO Coordinator, the candidate is assigned a coach by common agreement. The coach helps determine placement during the assessment, helps plot the action plan, oversees candidate work, provides feedback and encouragement to candidate, provides a quarterly report (see #5) to the assessor (with a copy to the conference office) and occasional feedback to the MEG board, as requested (see #7B).

3. Initial assessment. At the initial assessment, the candidate, coach and assessor work together to determine the candidate's current placement on the grid and plot the initial roadmap. This plan should cover approximately the first year of work. The plan might include any combination of correspondence, College, Seminary, and Life Experience pathways (as seen on the OBO Chart) to achieve these goals. Within a week of the assessment, the assessor will write up a plan and email it to the coach. If the coach has questions after the initial assessment, he/she is to contact the assessor for clarification.

4. Coaching will take place in person or via the phone or email at least once a month. Assignments will include readings, experiences, tasks and seminars that are mutually developed and agreed upon and tied to the Key Development Areas.

5. Quarterly reports. The coach is responsible for submitting quarterly reports to the assessor and a copy to the OBO Coordinator. The reports will indicate:

- A. Progress that has been made in each area of assignment since the last report
- B. Proposed plan for the next quarter
- C. Any concerns or confirmations regarding the candidate's progress and fit for elder ordination.

The content of these reports should be reviewed with the candidate prior to submission.

6. Yearly assessor reports. In response to quarterly report information, the assessor will contact each coach (and possibly the candidate) to provide direction for adjusting goals and plans until the process either terminates in candidate ordination or a candidate discontinues the program. Annually in September, each assessor will submit a written report to the MEG Board via the OBO Coordinator concerning the candidate(s) under their care.

7. Relating to the MEG Board.

A) In addition to the CMC interview, the OBO candidate will be expected to meet once a year (any year when they are *not* having a MEG Board interview) with a small group of candidates and a MEG representative for peer support and networking, encouragement and opportunity for informal feedback. These meetings are initiated by the MEG Board.

B) Approximately one year before he/she anticipates ordination, the candidate will meet with the MEG Board for a full interview including written responses to questions. Coaches might be asked to provide some suggested questions in addition to standard ones.

C) There will also be an interview with the MEG Board in the winter or spring before anticipated ordination. If the MEG board recommends the candidate for elder ordination, they will be received by the conference at the next PNWC Leadership Summit.

Note: OBO candidates are *not* required to fill out Growth Goals or Pastoral Service forms as these informational items are incorporated into the OBO program.

Outcomes-Based Ordination Model

Evaluation of the Key Development Areas

1. Proven Character - Spirit-Filled (Fruit and Gifts)

1	2	3	4	5	6	7	8	9	10	11	12
The candidate expresses a call to ministry, but lacks evidence of consistent spiritual maturity and giftedness.			The candidate is growing, but shows some evidence of spiritual immaturity and has only demonstrated limited giftedness.			The candidate manifests a walk with the Spirit, and demonstrates an increasing level of proven giftedness in practical ministry.			The candidate is a joyful, contagious Christian leader with an abundant, fruitful ministry that flows out of their spiritual gifts.		

EVALUATION RATING SUPPORT:

2. Proven Character-Spiritual Disciplines (Word, Prayer, Fasting, etc.)

1	2	3	4	5	6	7	8	9	10	11	12
The candidate agrees with the importance of spiritual disciplines, but neglects consistent time in the Word, prayer and fasting.			The candidate is sporadic in the practice of spiritual disciplines.			The candidate demonstrates increasing growth in the use of spiritual disciplines, and is discovering a unique personal pattern in their use and application.			The candidate has internalized the pattern of regular and comprehensive spiritual disciplines in Work prayer and fasting.		

EVALUATION RATING SUPPORT:

3. Proven Character - Personal Integrity (Above Reproach)

1	2	3	4	5	6	7	8	9	10	11	12
The candidate shows inconsistency between profession of integrity and its application in personal life; struggles to do what they say.			The candidate is growing in integrity, but under pressure is known to resort to self-serving techniques such as casting blame, exaggeration or rationalization.			The candidate makes a sincere effort to live a life of integrity, but needs to grow in moral reasoning with respect to complex issues of questionable judgment and conflict resolution.			The candidate is on mature character with a clear sense of what is right and wrong based upon biblical principles, consistently applied—above reproach.		

EVALUATION RATING SUPPORT:

4. Proven Ministry – Biblical Interpretation (Knowledge/Application)

1	2	3	4	5	6	7	8	9	10	11	12
The candidate is excited about the Lord, but still lacks a comprehensive knowledge of the Bible.			The candidate has an enthusiasm for the Lord and Scripture but still lacks the skills for sound interpretation and its application.			The candidate has developed skills for understanding scriptures but still needs to grow in integrating and relating specific texts to the whole sweep of God's redemptive plan.			The candidate shows competence as a biblical theologian and is able to provide leadership and counsel both in and outside of the pulpit based on God's Word.		

EVALUATION RATING SUPPORT:

5. Proven Ministry – Communication Skills (Preaching/Teaching)

1	2	3	4	5	6	7	8	9	10	11	12
The candidate has limited preaching/teaching experience and or lacks giftedness.			The candidate has preaching/teaching experience, but still lacks fundamental communications skills.			The candidate has developed content and delivery skills but still needs to grow in their ability to be consistently compelling.			The candidate shows strong theological perspective and high competence in sermon preparation, leading to application that ministers to the congregational needs.		

EVALUATION RATING SUPPORT:

6. Proven Ministry – Ministry Fruitfulness (Disciples, Leaders, Groups, Churches)

1	2	3	4	5	6	7	8	9	10	11	12
The candidate has no examples of ministry fruitfulness.			The candidate has an understanding and desire for effective ministry, but has only a few examples of limited ministry fruitfulness.			The candidate has demonstrated fruitfulness, but still needs to grow in ability to produce systematic multiplication for the Kingdom .			The candidate has consistently demonstrated the ability to multiply disciples, leaders, groups and churches.		

EVALUATION RATING SUPPORT:

7. Proven Relational Health – Family Health

1	2	3	4	5	6	7	8	9	10	11	12
There are causes for concern in the life of the candidate with respect to family relationship that have hindered the ability to be an effective spiritual leader.			The candidate has dealt with some family relationship problems, but there are lingering doubts that some relational dimensions could negatively affect ministry.			The candidate has identified and is successfully addressing family relational problems, but needs further growth in establishing healthy relational patterns.			The candidate exemplifies healthy family relationships which will be an asset to ministry.		

EVALUATION RATING SUPPORT:

8. Proven Relational Health – Peer Accountability

1	2	3	4	5	6	7	8	9	10	11	12
The candidate is not involved in peer accountability and is not open to the concept of submitting one to another.			The candidate accepts the concept of peer accountability but struggles in submitting to its requirements.			The candidate participates in peer accountability but struggles with authenticity in a group setting.			The candidate is committed to the practice of peer accountability, and is appropriately vulnerable and authentic with others.		

EVALUATION RATING SUPPORT:

9. Proven Relational Health – Empowers Leadership in Others

1	2	3	4	5	6	7	8	9	10	11	12
The candidate refuses to relinquish leadership to others—ministry is all about the candidate.			The candidate formally agrees to the concept of empowering others into leadership, but in practice finds it difficult and tends to be controlling.			The candidate shares leadership on many occasions, but is inconsistent. The candidate needs to develop patterns after the biblical model of II Timothy 2:2.			The candidate demonstrates the ability to systematically develop leaders and transfer authority to them following the example of II Timothy 2:2.		

EVALUATION RATING SUPPORT:

10. Proven FMC Commitment – Submission to Spiritual Authority

1	2	3	4	5	6	7	8	9	10	11	12
The candidate is consistently resistant to guidelines.			The candidate recognize formal necessity for authority in the church, but on occasion, responds to that authority in unhealthy ways.			The candidate practices submission to spiritual authority, but must deal with attitudinal issues and selective submission.			The candidate submits to spiritual authority with a joyful heart.		

EVALUATION RATING SUPPORT:

11. Proven FMC Commitment – Wesleyan Theology

1	2	3	4	5	6	7	8	9	10	11	12
The candidate lacks adequate knowledge of Wesleyan theology.			The candidate has a rudimentary but insufficient knowledge of Wesleyan theology.			The candidate has a working knowledge of Wesleyan theology but needs to develop the ability to articulate			The candidate has a solid grasp of and commitment to Wesleyan theology, and is able to creatively articulate it and apply it to different areas of life and ministry.		

it and apply it to
scripture exposition
and the Christian life.

EVALUATION RATING SUPPORT:

12. Proven FMC Commitment – Knowledge of Free Methodist History & Polity

1	2	3	4	5	6	7	8	9	10	11	12
The candidate is fundamentally ignorant of Free Methodist history and polity.			The candidate has some acquaintance with and exposure to Free Methodist history and polity but is unable to explain them in and comprehensive way.			The candidate is familiar with the basic facts of FM history and polity, but needs to develop a deeper understanding of the underlying principles of the FMC story and its organizational forms.			The candidate owns the Free Methodist story and is leading other sot buy into our mission and to become part of the ongoing story.		

EVALUATION RATING SUPPORT:

Outline for Coaching Interaction

Each month, the coach and candidate will have a conversation about progress on goals. This may be in person, over the phone or by e-mail. This is a guide and does not preclude conversation around other matters as need arises. However, these questions touch upon the ministry domains that constitute godly, competent, pastoral leadership—the target of the OBO ordination model.

How are you growing in grace through the practice of spiritual disciplines?

How are you keeping your relationships with family and friends healthy?

Which learning opportunities are you taking advantage of this month? Books read? Seminars attended? Insights through Scripture, prayer and fasting? Take this opportunity to discuss your current readings and assignments.

How are you helping your church grow through the means of grace?

Describe your personal and corporate evangelistic contacts and outcomes this month.

Who are you mentoring/training in your congregation or community? What servant-leadership goals and roles are developing as a result?

How are you managing resources—time, finances and personnel?

Describe how you and the ministries under your supervision are redemptively involved in your community. What are some ways you are modeling service and compassion, particularly to the poor and disenfranchised?

What is the most pressing task in your life right now? What is your most pressing task in ministry right now?

How can I pray for you, your family and your ministry?

Coaching Interaction Evaluation
(for use between coach and candidate)

Date of mentoring encounter _____

The success of the OBO program largely depends upon the quality of the relationship between participants and their mentors. This tool is designed to facilitate healthy, open communication. Please either discuss the content of this form after your monthly contact or independently write your answers and share with each other at the end of a mentoring session.

Quality of Relationship

Words or phrases I would use to describe the quality of our interaction are:

What went particularly well for us?

What is our greatest challenge?

Action steps to improve the quality of our interactions are:

Content of Encounter

One thing I am learning about myself is:

One thing I am learning about my coaching partner is:

One thing I am learning about our relationship is:

Objectives of the Encounter

These are the learning objectives we worked on:

This is the progress we made:

What worked really well?

What needs to be improved?

What are our next steps?

What else do we need to discuss?

What is the objective for our next meeting or conversation?

Quarterly Coach Report Form Outline Questions
(to be submitted to the OBO Coordinator after review with candidate)

Coach name _____

Candidate name _____

Date of Report _____

Progress that has been made in each area of assignment since the last report

Proposed plan for the next quarter

Any concerns or confirmations regarding the candidate's progress and fit for elder ordination.

OBO Mentoring Partnership Agreement

(Copy to be submitted to OBO Coordinator at beginning of coaching relationship)

Discuss the expectations and parameters of your mentoring partnership. The partnership is intended to last for the process of the ordination preparation. However, the relationship you develop with the candidate will be evaluated annually, providing an opportunity either to continue with the coaching relationship or to discontinue. In order to maintain the health of the partnership, please come to agreement regarding how you will conduct yourselves with one another.

We agree to pray for one another at minimum during our monthly contacts.

Primary goals and learning outcomes (refer to assessor reports and make adjustments if necessary)

We will be in regular contact at least once a month. The way we will do this is:

We will be maintain confidentiality. What we discuss stays between us, except...
Written evaluations and progress reports may be reported to coordinator, MEG, Supt.
and Ministerial Credentialing Services.

We will respect these boundaries:
Time constraints will be respected.
Neither party will demand time beyond what is agreed to.
Neither party will neglect an agreed upon appointment/contact without explanation.

Learning will be respected.
Serious personal problems are the purview of therapists, not OBO coaches.
Neither coach nor candidate will “dump” on the other.
While personable and friendly in the spirit of Christian fellowship, contacts will respect the focus of meeting the learning goals.

Cross-gender boundaries (if applicable):
Effective learning occurs between men and women, but we agree to respect and ensure the professional nature of the relationship by:

Cross-cultural boundaries (if applicable)
Effective learning occurs across cultures, but requires deep humility, patience and trust to learn through misunderstandings and peel away prejudice. We agree to show respect for this by:

We will evaluate the health of our relationship quarterly monthly with the Coaching Interaction Evaluation questions.

In the event that one of us believes it is no longer productive for us to continue working together, or the learning situation is compromised, we may decide to seek outside intervention from the OBO coordinator, or conclude the relationship. We agree to use closure as a learning opportunity.

OBO Mentor/date

OBO Candidate/date

OBO Coaching Closure Inventory

When the mentoring relationship comes to a close, use this as a learning opportunity. The closer may be the result of successful navigation through the OBO model and the ordination of the candidate. Closure may be the result of barriers that proved too difficult to overcome. Either way, there is something to learn.

Coach, ask yourself the following questions:

1. What have I learned about myself?
2. What have I learned about my mentoring strengths and gifts?
3. How will I apply what I have learned?
4. What would I like to learn to do better?
5. How will this experience make me a better mentor in the future?
6. Where have I seen the grace of God at work in this relationship?