

# Maple Grove Mennonite Church

## Application for Part-time Pastor

Note: To complete this form on computer, press TAB to advance to the next field. To return to a previous field, press SHIFT+TAB. Please keep your responses the approximate length provided on this form. Some fields have limited space.

### I. PART ONE—Information

#### A. PERSONAL DATA

1. Name	_____	2. Date	_____
First	Middle	Last	
3. Present address	_____	4. Home phone	_____
	Street/RFD		Area Code
	City	State	Postal/Zip Code
5. Alternate address	_____	Work phone	_____
		Area Code	
6. Email Address	_____	Phone	_____
		Area Code	

#### B. CHURCH RELATIONSHIPS

1. Local church membership: Name of congregation \_\_\_\_\_  
    City \_\_\_\_\_ State/Province \_\_\_\_\_  
    Name of congregation presently attending if different from above \_\_\_\_\_  
    City \_\_\_\_\_ State/Province \_\_\_\_\_

2. Area conference to which you are accountable for ministerial credentials \_\_\_\_\_

3. Ordination status as a Mennonite minister: (Complete all lines applicable.)

_____ Licensed	_____	_____	_____
	Congregation	Area Conference	Date
_____ Ordained	_____	_____	_____
	Congregation	Area Conference	Date
_____ Commissioned	_____	_____	_____
	Congregation	Area Conference	Date
_____ Student in training for ministry, lay leader, or lay minister			
_____ Ordained in another denomination	_____	_____	_____
(Please enclose photocopy of certificate	Name of denomination		Date

4. Positions/responsibilities (not employment) in area conferences, denominations, institutions, and ecumenical agencies and community. (Give a representative sample.)

_____	Dates involved:	_____
_____	Dates involved:	_____
_____	Dates involved:	_____
_____	Dates involved:	_____

**C. EDUCATIONAL HISTORY**

Schools attended (List in chronological order.)

Name of college, seminary, other. Include S/CPE	Location City, Prov./St	Date attended from – to	Degree, Cert. or S/CPE units	Field of emphasis

Give an example of other recent training/continuing education experiences beneficial to your personal growth or ministry (seminars, workshops, self-directed studies)

**D. EMPLOYMENT HISTORY**

List in chronological order your most recent church employment experiences: (Include voluntary service.)

Name of employer	City, Prov./St.	Date: from – to	Position	Duties – skills

Comment on the transition from your most recent ministry experience. Describe the circumstances and reasons for transition as you experienced them.

## **II. PART TWO---INTERPRETATION**

### **A. THEOLOGY**

- 1. Confession of Faith Response:** After reading the *Confession of Faith in a Mennonite Perspective*, identify areas of strong affirmation, areas of uncertainty and areas of disagreement.  
(<http://www.mcusa-archives.org/library/resolutions/1995/index.html>)
- 2. Mennonite/Anabaptist issues.** Describe your commitment to the Anabaptist/Mennonite faith with particular attention to your view regarding the church, baptism, evangelism, peace and justice issues.
- 3. Recognizing our differing beliefs,** list some of the central statements, ideas, or beliefs that serve as a foundation for your faith and how you live.

## **B. SPIRITUAL DEVELOPMENT**

- 1. Tell the story of your Christian commitment and growth. Include events, persons and influences that contributed to your development and your sense of call to ministry. What beliefs/ethical issues/life or church experiences played a key role in your personal, spiritual and intellectual growth?**
- 2. What are the spiritual disciplines that vitalize your life and faith; describe how these are shaping you as a ministering person.**
- 3. In your experience, how have you learned the most about yourself? How do you continue to learn about yourself and your potential call to ministry? Who helps you in this process?**
- 4. Comment on your perception of the role of a minister in congregational life.**

## C. PASTORAL ROLE AND CONGREGATIONAL LEADERSHIP STYLES

Instructions for candidates and references:

1. This form is designed to identify dominant ministry styles in order to help anticipate how a pastor will function in a ministerial leadership role.
2. There are no right or wrong answers. Effective pastors function out of all possible styles in all 16 examples.
3. What you are being asked to rate is a dominant style of functioning. You must choose only one answer for each of the 16 lines. Even when you wish to believe that you function out of both sides of the scale, choose the one which is most natural and customary.

		Tends very strongly	Definitely tends	Some-what tends	Some-what tends	Definitely tends	Tends very strongly	
1	Creates vision to lead others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains existing organization to serve well.
2	Prefers to work alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prefers to work with others.
3	Ministry shaped by leading the congregational system to meet its goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ministry shaped by nurturing individual members to meet their goals.
4	More likely to see creative possibilities and opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	More likely to see realistic possibilities and problems.
5	Challenges criticism and adverse opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listens to adverse criticism and opinions.
6	Perceives complexity of issues in ministry situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Perceives simple solutions in ministry situations.
7	Tries innovative approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prefers traditional approaches.
8	Prefers to plan ahead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meets each situation as it arises.
9	Relies on others for sense of direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relies on self for sense of direction.
10	Readily shares opinions with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often holds opinions until asked.
11	Places feelings of others ahead of goal achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moves decisively to achieve personal and professional goals.
12	Preaching reflects considerable research and study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preaching reflects personal contacts and insights.
13	Speaks out on controversial issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is cautious with controversial issues.
14	Makes decisions based upon personal insight and experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes decisions based upon accumulated facts and information.
15	Feels ethical decisions should be based on absolute standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feels ethical decisions should be made in light of circumstances.
16	Helps people to figure out things themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advises people what to do.

## 111. PART THREE Twenty Pastoral Tasks

### Pastoral Expectations/Skills—"Twenty Pastoral Tasks"

This worksheet is intended to be used by both congregations and prospective pastors. It is designed to identify the perceived needs and expectations of the congregation and the gifts, skills, and priorities of a pastor. The hope is that in the pastoral calling process some matching of needs and gifts might happen. It can also serve as a useful discussion guide in the exploration/negotiation process.

The order of listing below is by random selection and does not reflect any indication of priority.

*Instructions for both a congregation and a pastor:*

Check *only* five (5) high expectations/skills

Check *only* ten (10) medium expectations/skills

Check *remaining* five (5) as low expectations/skills

Please note: High priority is to be checked as "3."

		PRIORITY: EXPECTATIONS/SKILLS		
		Low	Medium	High
<b>A. ADMINISTRATION</b>				
	Pastor accepts planning and administrative responsibilities in a climate of delegated tasks and shared leadership with lay members.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>B. CHRISTIAN EDUCATION</b>				
	Pastor and congregation identify the educational needs of persons of all ages and backgrounds, developing programs to meet needs. Educational goals are in agreement with the total mission of the church.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>C. COMMUNITY ACTIVITIES</b>				
	Pastor has concern for identifying problems and needs in the community, and for working with both church and community groups. Encourages members to become informed and involved. Works with local ecumenical and interfaith efforts.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>D. DISTRICT/CONFERENCE INVOLVEMENTS</b>				
	Pastor is involved in leadership roles in conference and denominational tasks, which the church can perceive as a valid and valued extension of its outreach and influence.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>E. COUNSELING</b>				
	Pastor initiates counseling ministry for assisting those within and outside the church, and makes appropriate referrals when needed.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F. EVANGELISM/CHURCH GROWTH</b>				
	Pastor and congregation work at goals intended to bring people to faith and to result in the growth of the local congregation. Church may also share in planting new congregations in the area.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>G. DEDICATIONS, MARRIAGES, FUNERALS</b>				
	Pastor gives priority to important transition rituals in the lives of individuals and families; plans activities to make such times as meaningful as possible.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>H. MUSIC</b>				
	Pastor supports an active music program within the congregation, seeing it within the total goals of the congregation as part of its educational and enrichment activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>I. PREACHING/WORSHIP LEADERSHIP</b>				
	Pastor places high priority on sermon preparation. Pastor and congregation work to develop a creative and meaningful worship life, educating the members to active participation.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>J. PEACE/SOCIAL CONCERNS</b>				
	Pastor emphasizes the application of the Christian gospel to issues of the contemporary world, planning with the congregation for appropriate strategies for witness and action.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>K. STEWARDSHIP AND FINANCES</b>				
	Pastor and congregation work together to develop a planned stewardship program and a positive means of reporting church finances. Pastor assists in developing policies to support both congregational concerns and the world mission of the church and its related institutions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

- L. TEACHING**  
Pastor accepts an active teaching role beyond that involved in worship and preaching. Teaching of the Scriptures, theology, and the history of the church; providing instruction for church leaders, in catechism, and for new members. 1  2  3
- M. CONGREGATIONAL VISITATION**  
Pastor gives priority to developing and carrying out a plan for visitation of the entire congregation. Special attention to visitation of prospective members. 1  2  3
- N. CRISIS AND HIGH NEED VISITATION**  
Pastor visits those in hospitals or emergency situations regularly; network is developed to keep pastor and others informed of crisis situations; needs of ill or bereaved are met. 1  2  3
- O. WORK WITH SMALL GROUPS**  
Pastor places emphasis on developing fellowship, helping members to know one another; groups which give members the opportunity to love and support one another are encouraged. 1  2  3
- P. SPIRITUALITY**  
Pastor models and teaches disciplines of spirituality, sharing with members in the joys and struggles to develop an authentic spiritual life. 1  2  3
- Q. MISSIONS/SERVICE**  
Pastor is aware of and promotes the church's worldwide mission, development and relief ministries. Encourages financial and prayer support and challenges members to hear and heed the call of God to participate in missionary and voluntary service opportunities. 1  2  3
- R. PROBLEM SOLVING/CONFLICT RESOLUTION**  
Pastor encourages two-way communication; gathers and shares information that will assist problem solving and decision making. Varying opinions are elicited and all are encouraged to listen to opposing points of view. 1  2  3
- S. YOUTH/YOUNG ADULTS**  
Pastor gives priority to persons in this key life transition time, with the goal of assisting persons to involvement in and commitment to the church and its faith. Helps such persons to claim personal ownership of their faith and life decisions. 1  2  3
- T. DEVELOPING THE MINISTRY OF THE LAITY**  
Pastor perceives that effective leadership of a congregation is a shared leadership and therefore works actively to develop, support, and encourage effective lay leadership. Seeks to equip members to release their spiritual gifts in lay ministries within and beyond the congregation. 1  2  3

**V. PART FIVE—References**

1. Give name and address of four persons (not relatives) who have been close to you in the last five years who can give an evaluation of your gifts and character. Suggestions: Two leaders of congregations where you have served as pastor; two teachers for students; a pastoral or student colleague and another person of your choice. All references and candidate files are the property of MBCM/Ministerial Information Center, GCMC/Ministerial Leadership Services and CMC/Ministerial Services Office.

Name	Street/RFD	City	Prov/St.	Postal Code	Phone

2. Give name and address of conference minister, overseer, bishop, field education director or supervisor to whom you have been most recently accountable to serve as a reference as well.

Name	Street/RFD	City	Prov/St.	Postal Code	Phone

**3. Is there anything in your past that, if it came to light would be detrimental to your ministry or inconsistent with the basic tenets of the Anabaptist/Mennonite faith?**  yes  no.

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

Email this form to:  
Myron Weaver, [pastor@maplegrovemennonite.org](mailto:pastor@maplegrovemennonite.org)

Or print and mail to:  
Maple Grove Mennonite Church  
2121 Smith Kramer St NE  
Hartville, Ohio 44632

Attention: Myron Weaver

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