

# WESTERN SEMINARY - SACRAMENTO

## Discovering & Developing Your Ministry Potential

MFM 500M: 2 credit hours

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### Syllabus – Fall 2009

#### COURSE SCHEDULE

Dates: Alternating Tuesday evenings; Oct. 6, 20; Nov. 3, 17; Dec. 1, 15

Time: 6:00 - 9:55pm

#### COURSE DESCRIPTION

This personal assessment course uses a wide variety of tools that will enable you to gain greater insight into how your gifting, personality, passion and background might best be matched with potential ministry opportunities. **An additional \$50 materials fee will be automatically charged to your student account by registering for the course.** This course should be taken during your first term of studies.

#### COURSE GOALS

Since you as a potential (or current) church leader have been uniquely gifted by God and shaped by circumstances permitted by His providence, identifying key elements of your individuality can greatly assist you both to discern an appropriate ministry role and to further develop your capabilities to fulfill that role most effectively. Upon completion of this course, therefore, you should be able to:

1. Understand how God has uniquely designed you.
2. Identify what type of ministry role(s) might best fit your gifting and background.
3. Develop a personal ministry training plan to prepare you for that ministry role.
4. Gain greater insight into the dynamics of your anticipated ministry through an interview.
5. Appreciate the contribution of different temperaments, gifts, passions, styles, etc.
6. Experience the potential value of psychological assessment for personal and ministry development. This will include the identification of strengths and weaknesses through different personality tests.

#### COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the four seminary degrees for which this course is a requirement. Below is an excerpt of the degree outcomes to which this course relates:

BE A PERSON whose Christ-like character is worthy of being emulated, and whose integrity imparts credibility to his/her ministry.

- gratefully aware of his/her new identity and spiritual sufficiency in Christ; (MFM 500)
- reflects biblical balance and skill in life management, appropriately fulfilling the roles and responsibilities mandated by God; (MFM 500; SFS 501, SFS 502; overarching)

BE A PERSON who understands his/her optimal role in the furthering of God's purposes.

- understands his/her unique strengths, weaknesses, and other elements of individuality that can help or hinder personal and ministry effectiveness; (MFM 500)
- knows how to combine both formal and informal training to best prepare him/herself for effective entry into ministry; (MFM 500)

BE A PERSON who experiences healthy interdependency and genuine community with other believers.

- recognizes and appreciates the needed contribution of other temperaments, passions, gifts and styles; (MFM 500)
- cooperates with other believers in advancing God's kingdom. (MFM 500, 501-4; SFS 501, SFS 502)

BE ABLE TO think biblically and critically so that various truth claims can be effectively evaluated.

- able to apply the basic elements of critical analysis and sound reasoning; (MFM 500; overarching)
- sensitive to cultural variations in styles of thinking; (overarching)
- reflects an appropriately humble and charitable spirit in applying biblical criteria for truth. (overarching)

BE ABLE TO communicate God's truth clearly, accurately, and convincingly.

- able to communicate one's thoughts effectively in writing; (MFM 500, overarching)

BE ABLE TO lead and equip a group of people so that God's purposes are efficiently accomplished in and through them.

- able to respond appropriately to conflict; (DMS 506, MFM 500)

BE A true life-long learner, building upon his/her seminary training.

- committed to pursuing growth and learning in key areas of need; (MFM 500, overarching)
- able to access and manage information (including that available via computer/online resources) so that it is readily available when needed. (overarching)

## **COURSE REQUIREMENTS AND GRADING**

This course will be graded S/U for "satisfactory" or "unsatisfactory." Receiving an "S" is dependent upon completing all of the assignments below in a timely and appropriate manner. Regular attendance is important for you to profit from this assessment experience. "Unexcused" absences that exceed 20% of the regular course meetings will jeopardize your satisfactory completion of this course.

## REQUIRED READINGS (28 hours) (On Reserve at Western Seminary Library)

The following texts are to be read. Be sure to complete the inventories and questions included in books as you read. Write a 1 page reaction paper for *Overcoming the Dark Side of Leadership*, indicating what you learned about yourself from the book and the implications for your life and ministry. The due dates are indicated on the course schedule.

We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.

Click [here](#) to order texts and other products.

Malphurs, Aubrey. *Maximizing Your Effectiveness: How to Discover and Develop Your Divine Design*. Baker Books, 2006. 2<sup>nd</sup> Edition. ISBN# 0801066123.

McIntosh, Gary and Rima, Samuel. *Overcoming the Dark Side of Leadership: How to Become an Effective Leader by Confronting Potential Failures*. Baker Books, 2007. ISBN# 0801068355.

One personal/spiritual growth and development book of your choosing (see recommendations and instructions below)

Course readings include a \$50 testing/notes packet, available for pickup at the first class meeting. (\$50 fee will be directly assessed to your student account)

## RECOMMENDED READING

Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others and Resolve Conflicts*. Simon and Schuster: A Touchstone Book, 1986.

Bradley, John and Carty, Jay. *Discovering Your Natural Talents*. Navpress, 1994.

Cloud, Henry. *Integrity: The Courage to Meet the Demands of Reality*. Harper Collins, 2006.

Cloud, Henry and Townsend, John. *How People Grow: What the Bible Reveals About Personal Growth*. Zondervan, 2001

Kise, Jane A.G., Stark, David, and Hirsh, Sandra Krebbs. *Lifekeys: Discovering Who You Are Why You're Here, What You Do Best*. Bethany House, 1996.

Maxwell, John C. *The 21 Irrefutable Laws of Leadership*. Thomas Nelson, 1998.

Scazzero, Peter. *The Emotionally Healthy Church*. Zondervan, 2003.

Swenson, Richard A. *Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives*. Navpress, 1995.

According to Western Seminary reading standards there are two levels:

- **Familiarity level.** This level assumes knowledge of the material assigned and leads to accountability in class. (45 pages per hour).

- **Mastery level.** Reading at this level will average about 20 pages per hour and assumes careful reflective interaction with the ideas, note taking, and will lead to accountability in class, and papers at a mastery level (1000 pages = 50 hours).

Each assignment **should be completed before the indicated class session** so that you will be able to participate in and benefit from the class discussions.

At the 45 pages per hour familiarity level of reading (and allowing an additional eight hours to complete the various exercises in the books and the reading reports), these reading assignments should take you approximately 28 hours.

### **DISCUSSION GROUPS (6 hours)**

To meet the necessary “seat hours” for this class, students will need to meet with 3-4 other students in the class for 5 seventy five minute discussion group sessions to discuss a book of the group’s choosing. Groups will be formed and meetings scheduled at the first class session on October 6<sup>th</sup>. It is suggested that student groups select a book from the recommended reading list. Other books may be acceptable with permission of the instructors. Books should focus on personal/spiritual growth and development.

### **TESTS/INVENTORIES/QUESTIONNAIRES (8 hours)**

Students’ accounts will be assessed a \$50 fee for the testing and notes packet, **which will be handed out at the first class session.** The test packet includes *Uniquely You* (which contains Spiritual Gifts Profile and the DiSC test), Myers-Briggs Type Indicator, 16 PF, and several other inventories. Each test or assessment instrument will be discussed at the class session indicated on the course schedule below. Students are expected to complete each instrument sometime **before** that class session (Note: Not all of these instruments are listed in the tentative course schedule).

### **EXPLORATORY VOCATIONAL INTERVIEW (2 hours)**

Choose one individual who is currently performing (or has performed) the type of ministry role to which you are aspiring at this point in your life. Conduct at least a 30-minute interview with this individual, asking him/her questions about nature and demands of their role, such as these example questions:

- What types of tasks are involved in this ministry?
- What training and skills are needed to do this ministry well?
- What do you like best about your job?
- What do you like least about your job?
- What advice would you give to someone seeking this type of ministry?
- Is there anything else you would like to tell me that I didn’t ask?

After doing this interview, prepare and turn in a one-page (typed, single spaced) summary of key information learned. Be sure to identify whom you interviewed and what ministry role he/she represents. **Due: December 15<sup>th</sup>.**

## **FEEDBACK PARTNERS INPUT (2 hours)**

After you have completed your testing summary assignment, share the results with two individuals (either together or separately) who know you well and ask for their feedback. The following are questions to ask them:

1. In what areas do you agree with my testing results and why?
2. In what areas do you disagree with my results and why?
3. Is there anything about my personality not covered by these tests that would be helpful for me to know?
4. What do you see as my strengths for ministry?
5. What concerns do you have about me as it relates to ministry?
6. Is there any additional feedback you would like to give me?

Take notes on their feedback and summarize it. Be sure to note the name of each feedback partner and their relationship to you. Attach this “feedback summary” to your integrative paper which is due no later than **December 19<sup>nd</sup>**.

## **INTEGRATIVE PAPER (20 hours)**

After thoughtfully reflecting upon and integrating all the data that you’ve accumulated to date through the books, class, discussions, inventories, ministry experiences, and feedback partners, write a 10-15 page paper (15 pages maximum, double spaced) that addresses each of the issues below. Do your best to be specific and concrete in discussing each issue.

- **Section 1** - To what type of ministry role do you believe God is calling you? Did your interview with a current practitioner of that ministry tend to confirm or challenge that belief? If so, in what ways? Does your “ministry passion” support that sense of calling? How does this ministry role fit with or help to fulfill the values you view to be very important to you?
- **Section 2** - What seem to be your primary life gifts and spiritual gifts, and what evidence (including, but not limited to, the tests taken in this course) do you have for making this assessment? What are the implications of these scores for your anticipated ministry? Do you have a gift cluster? Include an evaluation of the ministry experience that you may have had so far in your life.
- **Section 3** - How will your personality type and characteristics (incorporating your results from DISC, 16 PF, Myers-Briggs, and Temperament Indicators) contribute to your effectiveness in that ministry, and in what ways might they hinder it? With what other personality types might you be most vulnerable to conflict? What attitudes/actions do you need to cultivate to minimize the potential for such conflict?
- **Section 4** - With respect to the Biblical qualifications (e.g., 1 Timothy 3, Titus 1) for church leadership, in which areas are you the strongest? The weakest? How effectively are you able to manage your emotions? Based upon the various tests you have taken, how would you describe your current leadership style? What adjustments might you need to make to enhance you effectiveness as a ministry leader?

- **Section 5** - How has your family of origin background shaped you with respect to your life and ministry (both positively and negatively)? How are you trying to counter any negative influences? Did any of the leadership styles discussed in McIntosh and Rima seem to describe you, and if so, how?
- **Section 6** - In which of the various approaches to evangelism are you most and least effective?
- **Section 7** - To what extent might your health or physical condition influence your ministry? Are there any adjustments you could make in your appearance to give your ministry more credibility or to minimize unnecessary distractions?
- **Section 8** - How does your family (e.g., parents, spouse, etc. as appropriate) feel about your sense of ministry direction?
- **Section 9** - What sort of ministry training plan will you follow (cf. Malphurs, chapters 7-9)? Seek to be as specific as possible. (Look at pp. 156-172 of Malphurs for examples). What Western program (and elective options) would seemingly best be suited to prepare you for your intended ministry role? Who will serve as your mentor(s)?

**FINAL PAPER: PLEASE NOTE THESE INSTRUCTIONS:**

Please submit **two copies** of your paper to Dr. Owens' mailbox on campus. Be sure to attach the Testing Summary sheet, Feedback Partners Input, and Intentional Growth form to the back of your paper. **Due: December 19<sup>nd</sup>.**

**STANDARDS FOR WRITTEN WORK (MLA)**

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes
- Page numbers appear at the upper right on every text page
- Use footnotes or parenthetical citations.
- Footnotes and parenthetical references follow standard format.

Helpful web sites on MLA style include:

<http://owl.english.purdue.edu/owl/>

<http://www.cws.illinois.edu/workshop/writers/citation/>

[These websites are expanded and pasted into Western Seminary's "How to Write a Research Paper" located at <http://www.westernseminary.edu/papers/Faculty/WGuideNu.doc> ]

A good website with footnote/bibliography entries is:  
<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

### **ESTIMATED WORKLOAD SUMMARY:**

Reading and related assignments (28 hours)

Testing & Inventories (including Testing Summary and Feedback Partners' Input (10 hours)

Exploratory Vocational Interview (2 hours)

Integrative Paper (20 hours)

Total: 60 hours, which equals 2 hours of homework for each hour of class and discussion group time (30 hours).

### **LIBRARY AND INTERNET RESEARCH – SACRAMENTO**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu/sacramento](http://www.westernseminary.edu/sacramento)
- Click the link "Library Services" in the right navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Search the Library Collection Online".

### **Periodical & Research Databases**

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Research Databases" from the bottom menu.

- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:  
<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

### **Course Packs (if applicable)**

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

### **Reference and Research Contact Information**

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholfield@westernseminary.edu](mailto:dholfield@westernseminary.edu)

## **CLASS POLICIES**

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student’s grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course, without a request for and the completion of additional assignments. Assignments submitted after the due date and time constitutes a drop in the student’s letter grade for that assignment.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof (this allows a 6<sup>th</sup> week for the grading of work and a grade change request to be filed); for this semester that date is Saturday, 1/23/10. A temporary notation of “I” (incomplete) is assigned until a final grade can be determined.

Under no circumstances may the six-week period (allots 1 week to the prof for grading and grade change petition) be extended except by petition and approval of the Administrative Committee in Portland.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

## TENTATIVE COURSE SCHEDULE

<i>Session</i>	<i>Class Date</i>	<i>Topic &amp; Assignment</i>
1	Oct. 6	<b>Introduction</b> <b>SHAPE</b> <b>Ministry Passion</b> <b>Values</b>
2	Oct. 20	<b>Spiritual Gifts</b> <b>Abilities</b> <b>Due:</b> Malphurs: Read pp.9-54, 73-79 and Complete Appendices A, E, & F Complete <i>Uniquely You</i> , pp. 2-7, 24,26 Complete the 16 PF Test. ( <u>Hand in during class!</u> ) Group Discussion #1
3	Nov. 3	<b>Management Styles</b> <b>Evangelism Styles</b> <b>Due:</b> Malphurs, Read pp. 61-71, 84-98. Complete Appendix D Complete Management Style Inventory Complete Evangelism Style Inventory Group Discussion #2
4	Nov. 17	<b>Personality &amp; Temperament</b> (Myers-Briggs test) <b>Due:</b> Malphurs: Read pp. 54-61, 80-84 and Complete Appendices B & C Complete Myers-Briggs. Bring results to class! Group Discussion #3
5	Dec. 1	<b>Personality &amp; Temperament</b> (DISC test) <b>Family Background Issues</b> <b>Due:</b> Malphurs: Read pp. 101-179 Complete <i>Uniquely You</i> , pp. 8-23, 25, 27-29. Read McIntosh/Rima and write a 1 page reaction paper. Discuss what you learned about yourself and implications for life and ministry. Group Discussion #4
6	Dec. 15	<b>Personality &amp; Temperament</b> (16 PF test) <b>Principals of Conflict Resolution</b> <b>Due:</b> Exploratory Vocational Interview Complete Character Audit Complete Attendance & Reading Report Form Group Discussion #5
	Dec. 19	<b>NO CLASS MEETING</b> <b>Due:</b> 2 copies of Integrative Paper (with Testing Summary, Feedback Partners Input, and International Growth Form, Attendance and Reading Report and Character Audit). Submit to Dr. Owens' mailbox on campus, or the office (mail slot in door after hours).

**Note:** All assignments are due on the date indicated. Due date extensions will be granted only on the basis of extenuating circumstances and must be requested in advance of the due date. Unexcused late (or poor quality) work will result in an appropriate reduction in points earned for that assignment.

## TESTING SUMMARY

Student \_\_\_\_\_ Date \_\_\_\_\_

How long have you been a Christian? \_\_\_\_\_

My Ministry Passions \_\_\_\_\_

My Very Important Values (Top 8) \_\_\_\_\_

\_\_\_\_\_

My Spiritual Gift(s) \_\_\_\_\_

My Abilities \_\_\_\_\_

My Myers-Briggs Type \_\_\_\_\_ My DiSC Type \_\_\_\_\_

My 16PF Results \_\_\_\_\_

My Dark Side of Leadership Tendencies \_\_\_\_\_

My Primary Leadership/Management Style \_\_\_\_\_

My Preferred Evangelism Style \_\_\_\_\_

My Prior Ministry Experience \_\_\_\_\_

My Current Ministry Involvement \_\_\_\_\_

My Intended Ministry Role \_\_\_\_\_

N.B. If you question the accuracy of any of the test/assessment results entered above, place a “?” beside the pertinent data and explain your question

**INTENTIONAL GROWTH FORM**  
**Western Seminary**

Student \_\_\_\_\_ Date \_\_\_\_\_

For each area found below, list 1-3 significant and measurable goals that you will seek by God's grace to achieve within the next 1-5 years. These should reflect thoughtful effort to hone strengths and address critical weaknesses.

***SPIRITUAL DEVELOPMENT*** (viz., personal character, walk with God, relationships with others, etc.)

***MINISTRY DEVELOPMENT*** (viz., knowledge and/or skills needed to further your preparation for ministry, potential mentors to approach)

**DISCOVERING & DEVELOPING YOUR MINISTRY POTENTIAL  
MFM 500M**

**ATTENDANCE & READING REPORT (due 12/19/09)**

Name \_\_\_\_\_ Western Box Number \_\_\_\_\_ (if applicable)

I completed the assigned readings in the following books (give percentage for each):

\_\_\_\_\_% Overcoming the Dark Side of Leadership      \_\_\_\_% Maximizing Your Effectiveness

Please place an "x" for each class session you attended:

Oct. 6      \_\_\_\_\_  
Oct. 20     \_\_\_\_\_  
Nov. 3      \_\_\_\_\_  
Nov. 17     \_\_\_\_\_  
Dec. 1      \_\_\_\_\_  
Dec. 15     \_\_\_\_\_

Please place an "x" for each discussion group session you attended:

Session # 1    \_\_\_\_\_  
Session # 2    \_\_\_\_\_  
Session # 3    \_\_\_\_\_  
Session # 4    \_\_\_\_\_  
Session # 5    \_\_\_\_\_

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## WESTERN SEMINARY

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### CHARACTER AUDIT

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The following character traits are from the epistles. Please honestly evaluate yourself for each trait. Circle the number on a scale of 1-5 with 5 being the **most accurate description**. (“highest”)

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 1.  | I am desirous of serving as a leader (internally motivated to serve Christ)  | 1 | 2 | 3 | 4 | 5 |
| 2.  | I am above reproach (reputation from past will not hinder future ministry)   | 1 | 2 | 3 | 4 | 5 |
| 3.  | I am morally pure (if married, undistracted in commitment to and care for spouse)  | 1 | 2 | 3 | 4 | 5 |
| 4.  | I am temperate (sober, balanced, a calm and clear thinker—not given to impulse or excess)  | 1 | 2 | 3 | 4 | 5 |
| 5.  | I am disciplined in mind (maintain objectivity, even when under pressure or stress)  | 1 | 2 | 3 | 4 | 5 |
| 6.  | I am respectable (orderly in life and work)  | 1 | 2 | 3 | 4 | 5 |
| 7.  | I am hospitable (use home as a place of ministry to others.  | 1 | 2 | 3 | 4 | 5 |
| 8.  | I am able to teach (able to effectively communicate the truths of God’s Word)  | 1 | 2 | 3 | 4 | 5 |
| 9.  | I am not given to wine (behavior is not negatively influenced by alcohol or any other harmful habit)   | 1 | 2 | 3 | 4 | 5 |
| 10. | I am not quick tempered or violent (able to control anger and not abusive in speech or conduct)  | 1 | 2 | 3 | 4 | 5 |
| 11. | I am uncontentious (not argumentative and able to disagree without being disagreeable)   | 1 | 2 | 3 | 4 | 5 |
| 12. | I am gentle (encouraging, not harsh in dealing with others’ imperfections)   | 1 | 2 | 3 | 4 | 5 |
| 13. | I am not a lover of money, not pursuing dishonest gain (not motivated in ministry by financial gain, but motivated to serve Christ and others) | 1 | 2 | 3 | 4 | 5 |
| 14. | I manage my family responsibilities well (provide Children with the love and discipline they need)   | 1 | 2 | 3 | 4 | 5 |

15.	I am not selfishly ambitious or proud (aim to, serve not to win praise for self)	1	2	3	4	5
16.	I have a good reputation with outsiders (conduct self with integrity and grace toward unbelievers)	1	2	3	4	5
17.	I am not self-willed (listen to and respect the opinions of others, not just own)	1	2	3	4	5
18.	I love what is good (more positive than negative in focus)	1	2	3	4	5
19.	I am just (fair in dealings with others)	1	2	3	4	5
20.	I am devout (center of life on God, not self)	1	2	3	4	5
21.	I am true to the faith (committed to and able to articulate a biblical faith)	1	2	3	4	5
22.	I am loving (seek to serve the needs of others, without thought of reward)	1	2	3	4	5
23.	I am joyful (able to rejoice in the Lord, even during trials)	1	2	3	4	5
24.	I know true peace (find peace in the knowledge that God is in control of my life)	1	2	3	4	5
25.	I am patient (willing to give people time to change)	1	2	3	4	5
26.	I am kind (considerate of others in actions and words)	1	2	3	4	5
27.	I exhibit "goodness" (see to help others, even the "undeserving")	1	2	3	4	5
28.	I am faithful (trustworthy and dependable)	1	2	3	4	5
29.	I am self-controlled (disciplined physically and spiritually)	1	2	3	4	5
30.	I am grateful (aware of my identity in Christ)	1	2	3	4	5
31.	I am prayerful (focus upon intimacy with God)	1	2	3	4	5
32.	I am a student of the Word (spend regular and meaningful time in the Word)	1	2	3	4	5
33.	I am obedient (seek to do what God says)	1	2	3	4	5

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 34. | I am interdependent on others (experience community and accountability) | 1 | 2 | 3 | 4 | 5 |
| 35. | I am teachable (desire to learn from others)                            | 1 | 2 | 3 | 4 | 5 |
| 36. | I am secure (able to receive correction from others)                    | 1 | 2 | 3 | 4 | 5 |
| 37. | I am adaptable (receptive to the promptings of the Spirit)              | 1 | 2 | 3 | 4 | 5 |
| 38. | I am persevering (not inclined to give up)                              | 1 | 2 | 3 | 4 | 5 |
| 39. | I am forgiving (able to let go of resentment)                           | 1 | 2 | 3 | 4 | 5 |
| 40. | I am truthful (in conversation and in character assessments)            | 1 | 2 | 3 | 4 | 5 |

41. If you were to pick two or three character traits that you would especially like to see God strengthen in your life, which would you select?

42. What practically could you do to see growth in your life in each of those areas you noted in response to the previous question?

Student Name \_\_\_\_\_ Phone \_\_\_\_\_ Date \_\_\_\_\_