



Consider the challenge to gospel work ↗



**PASSING THE BATON
RECRUITING & TRAINING THE NEXT GENERATION**



Program

05	Saturday 10:00am Passing The Baton Peer Groups	Clairvaux
08	11:30am Passing The Baton Morning Tea 12:00pm Passing The Baton All-In Seminar	Clairvaux Clairvaux
11	Sunday 10:00am Passing The Baton Peer Groups	Clairvaux
18	Monday 9:00am Passing The Baton All-In Workshops	Clairvaux

MTS Recruit
2024



“For we are His
workmanship, created
in Christ Jesus for good
works.”

EPHESIANS 2:10





Welcome

to MTS Passing The Baton!

These peer groups and workshops at MTS Recruit aim to:

- **Recruit** Gospel Workers who affirm the MTS Vision, Mission and Objectives from among pastors, Bible College students and MTS Apprentices to become MTS Trainers
- Create a **fellowship** of Gospel Workers who understand and model the MTS Family Tree (2 Tim 2:2)
- Implement a year-round **program** that facilitates ministry-based conversations between Gospel Workers and Delegates

An important part of the MTS Recruit conference is gathering the network of men and women who are engaged in ministry recruiting and training of others. Some are engaged in formal ways as an MTS Trainer or Gospel Worker, some are less formal as a Ministry Spouse in a support role, and some will be doing this in the future (current MTS Apprentices and Bible College students). The Passing the Baton Peer Groups and Workshops are for everyone at MTS Recruit not leading a Peer Group for Delegates. This is an opportunity to catch-up with old friends, make new ones, and spur one another on in ministry recruiting and training of others.

Peer Groups

At registration everyone was invited to join one of these peer groups. All peer group categories are suitable for men and women (except Ministry Wives - women only). Please ask Russ Smidt if you are unsure of which group to join or would like to change.

MTS Champions

Are you responsible for overseeing and 'championing' MTS at your church/ministry? Share with and learn from others who stir this vision and carry this responsibility.

MTS Trainers

Are you recruiting and training (or wanting to train) an apprentice? Network with fellow trainers, sharpen your training focus and spur each other on.

Training Women

Are you wanting to recruit and train more women in your ministry? Are you trying to work out how to train women well without a dedicated or experienced female trainer? Learn from one another to mobilise the people and resources you have for training women in safe and healthy ministries.

Ministry Wives

Are you caught up in the special joy of recruiting and supporting the training of apprentices because your husband is a trainer? What opportunities have you found to train alongside your responsibilities as a worker and/or raising a ministry family? Meet with other women who are living this out.

College Students & MTS Apprentices

You are committed to recruiting and training apprentices. What can you be doing to invest in this and prepare for this while you are being trained in ministry as an apprentice and theological student? Spur one another on in impacting your current church and never losing the vision for passing the baton to others.

Peer Group: Saturday 10:00am

In your Peer Group (5~6 people) find a space around Clairvaux and use this guide to shape your discussion. Morning tea will be available at Clairvaux from 11:30am. All PTB Peer Groups will combine for a seminar at 12:00pm.

Why be a recruiter and trainer of Apprentices?

By what means...does God call and raise up the next generation of pastors and evangelists? We want to suggest...that it is by pastors actively recruiting suitable people within their churches, and challenging them to expend their lives for the work of the gospel. (The Trellis and the Vine, 127-128)

Ministry apprentices are an answer to God's call through Paul to Timothy, passed down through generations of leaders:

And the things you have heard me say in the presence of many witnesses entrust to reliable people who will also be qualified to teach others. (2 Timothy 2:2)

As Paul draws near to the end, he knows that the continued faithful proclamation of the gospel won't be secured by the writing of doctrinal confessions or by the creation of institutional structures (as important as these are in their own way). As we train men and women in word ministry, we pass on the gospel baton to the next generation, who pass it on to others, who pass it on to others - and so it goes on.

We are convinced that ministry training – taking an individual gifted in word ministry and pouring ourselves and God's word into them intensively for a year or two – is a hugely strategic way of raising up the next generation of men and women who will teach and train God's people and bring the gospel to the world.

Divide these passages among group members to read and report back on. Choose as a group to spend extended discussion time on the implications (last column) for just 2 passages.

Passage	What is the need?	What does God ask us to do?	Implication for being a recruiter and trainer in your ministry context
Matthew 9:37-38			
Matthew 28:18-20			
Ephesians 4:11-16			
2 Timothy 1:13-14			
1 Peter 4:10-11			

1. How does your own ministry training and experience shape and spur on (or hinder) your enthusiasm for inviting others to be trained in gospel ministry?

2. What obstacles and challenges are you (and ministries you are part of) facing in raising up apprentices at the moment?

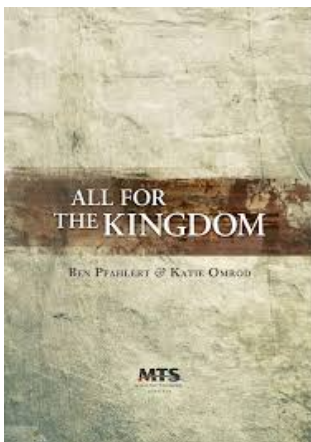
3. What 'success' moments have you seen lately? How did God bring them about?

4. Why are you committed to MTS Recruit (Katoomba) and came along this year?

Pray together using the passages above to shape your prayers.

Seminar: Saturday 12:00pm

All For The Kingdom | Russ Smidt - Director of Training, MTS



The MTS ‘Campfire’ | Ben Pfahlert - National Director, MTS

Recruiting together in 2025 and beyond | Gary Koo - Chair, MTS Recruit (Katoomba)

Peer Group: Sunday 10:00am

It strikes me that MTS is not a two year program, it's your whole life. It's long-term, relational... from being a trainee, to learning to be a trainer and starting to train people... and then keeping them going, sending them out... (Colin Marshall)

Paul writes 2 Timothy from a Roman prison. He anticipates that his death may not be far away, and writes final words of encouragement and challenge to Timothy. It's a moving picture of the ongoing relationship between a 'trainer' and 'apprentice', even after the apprentice is engaged in their own ministry.

Read 2 Timothy 1:1-2:10; 3:10-4:22.

1. What is the ongoing relationship between Paul and Timothy? What can we learn from their relationship?

2. Once you have 'sent' your apprentice into the world to carry on their ministry, what kind of relationship do you have with them? What ongoing responsibilities/opportunities do you have?

3. What limitations and hindrances do we face?

4. Is there any intentional action you could take to keep encouraging and entrusting the gospel to them? What have you seen or learned from others?

Now... jump ahead to the questions for your Peer Group.

[College Students and MTS Apprentices join in workshop with Russ Smidt at 10:45am]

MTS Champions

Share with one another why you became (or want to be) the MTS 'champion' in your church/ministry. What does this responsibility involve and require of you?

What has limited the capacity of your church/ministry to recruit and train apprentices?

- Availability of apprentices
- Availability of trainers
- Finances
- Vision
- Administration
- Strategy for training

How have you pushed through these limits (successfully/unsuccessfully)?

How have you structured apprentice training to cohort apprentices and maximise training resources in your church/ministry or in partnership with others locally/regionally?

ACTION

What ideas and inspiration are you taking away from this peer conversation?

What are the prayer points and help you can support your peers with?

MTS Trainers

Share with one another the personal joys and burdens of being a trainer of apprentices? Why do you keep giving yourself to it (really!)?

How do you structure your week to spend time with your apprentice and be intentional in training?

What resources do you draw on to build a curriculum of training and areas of focus for your apprentice?

What has changed (if anything) in your personal approach to training apprentices over the years? Why the change? What have you learned about yourself (as a trainer) and apprentice training?

ACTION

What ideas and inspiration are you taking away from this peer conversation?

What are the prayer points and help you can support your peers with?

Training Women

Share with one another your experiences in raising up women for apprenticeships and ministry. Why do you want to see this happen more and more?

What questions and concerns do you have about recruiting and training women well in your church/ministry?

How can churches/ministries without a dedicated or experienced female trainer train women? Share your observations and tips. Strategise solutions.

ACTION

What ideas and inspiration are you taking away from this peer conversation?

What are the prayer points and help you can support your peers with?

Ministry Wives

Share with one another your experiences and opportunities for raising up women for apprenticeships and supporting the training of women in your church.

If your husband is training (or has trained) an apprentice, how can a ministry wife be involved? What have you learned? What would you like to do in the future?

Why do you encourage women in your congregation to be trained for gospel ministry? Do you have hesitation if they plan on marriage and raising children?

ACTION

What ideas and inspiration are you taking away from this peer conversation?

What are the prayer points and help you can support your peers with?

College Students & MTS Apprentices

10:45am Training workshop with Russ Smidt - MTS Director of Training

Workshops: Monday 9:00am

What N.E.X.T?

Making the most of the next 12 months after MTS Recruit

N | November to November

E | Entrust to God

X | eXtend Relationship, Commitment & Training

Ministry task / responsibility:		
CHARACTER: Personal godliness Make a list of the essential character traits and growth opportunities for your apprentice engaged in this ministry task/responsibility		CONVICTION: Gospel reflection Make a list of the possible conviction elements for awareness and growth as your apprentice engages in this ministry task/responsibility
Growing	Strong	
<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____
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Learning	Believing	
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COMPETENCE: Ministry skill Make a list of the ministry skills that are being developed and strengthened as your apprentice engages in this ministry task/responsibility		COACH: What I will do Pause to be intentional with what is needed as a coach and what you will commit to during this ministry task/responsibility your apprentice undertakes
Training	Competent	
<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____
		<input type="checkbox"/> I will PRAY for apprentice
		<input type="checkbox"/> I will ASK for a report (progress/end)
		<input type="checkbox"/> I will give HELP if asked
		<input type="checkbox"/> I will give FEEDBACK for growth
		<input type="checkbox"/> I will REFLECT on breadth of ministry tasks/responsibilities for training

T | Tap on the shoulder

Takeaway: Trainer Self-Assessment

*Almost nothing focuses the mind, heart and prayers of a trainer better than the knowledge that their apprentice has given up two years of their life to learn what the trainer has to teach them.
(Passing the Baton, 52)*

1. How would you describe your relationship with those you train? Circle the one(s) on the list below that comes closest. Think about how those you train think of you.

master – apprentice

leader – follower

teacher – learner

fellow workers

brothers/sisters and friends

father – son / mother – daughter

other

2. What is one change you could make so that your relationship with those you train is more clear and stronger as you serve together in the cause of the gospel?

3. Look at these important principles for the training relationship. Next to each principle, give yourself a score from 1 to 10, where 1 is weak and 10 is strong.

- | | |
|----------------------|--|
| 1 2 3 4 5 6 7 8 9 10 | pray together; pray for each other |
| 1 2 3 4 5 6 7 8 9 10 | model godliness and share your struggles and progress |
| 1 2 3 4 5 6 7 8 9 10 | invite your apprentice into your home and share your life |
| 1 2 3 4 5 6 7 8 9 10 | involve your apprentice in your ministry, taking them with you |
| 1 2 3 4 5 6 7 8 9 10 | give your apprentice opportunities to practice ministry |
| 1 2 3 4 5 6 7 8 9 10 | be honest, open and clear about your expectations |
| 1 2 3 4 5 6 7 8 9 10 | prioritise meetings with your apprentice; give them time and attention |
| 1 2 3 4 5 6 7 8 9 10 | handle conflict well |
| 1 2 3 4 5 6 7 8 9 10 | celebrate the way your apprentice is different from you |
| 1 2 3 4 5 6 7 8 9 10 | do not take on apprentices as cheap labour |
| 1 2 3 4 5 6 7 8 9 10 | give apprentices permission to fail |

4. Which principle are you weakest in? What changes do you need to make to grow in this area?

5. How will you make these changes? What will stop you? Who will help you?

6. Conduct a self-assessment of your godly qualities as a trainer:

TRAINER QUALITIES	Low level concern <i>I don't generally struggle with this</i>	Mid level concern <i>I need to keep my eye on this</i>	High level concern <i>I know this is a hot issue for me</i>	ACTION PLAN
Be godly: a true disciple; settled in God; anchored in Bible; sensitive to work of Holy Spirit				
Be safe: keep confidences; have selfless motivations; do not wield power				
Be authentic: allow yourself to be known; be honest about your weaknesses; have courage to speak the truth				
Be calm: be less anxious; be patient and tolerant; deal effectively with stress				

Be relational: listen perceptively; communicate clearly; apologise and forgive readily; be flexible				
Be positive: truly believe in your apprentice; be an encourager; enjoy celebrating God's work and achievements				
Be self-aware: have a realistic assessment of your abilities and limitations; do not boast about your accomplishments				
Be self-controlled: live out the demands of life and ministry with integrity and wisdom; pursue freedom from destructive addictions and compulsions; maintain good habits of personal and spiritual health				
Be other-centred: delight to give to others for their benefit; do not rely on reciprocity to maintain motivation; do not seek recognition				

Do you need some focused coaching to develop, or accountability to help keep, any of the commitments you have made here?

Takeaway: Doing Yourself Out Of A Job

MTS Discussion Paper: DP7.08 by Richard Sweatman

Use this process every 3-6 months to review your areas of responsibility and opportunity to involve others.

Your areas of responsibility - clarify what you are doing:

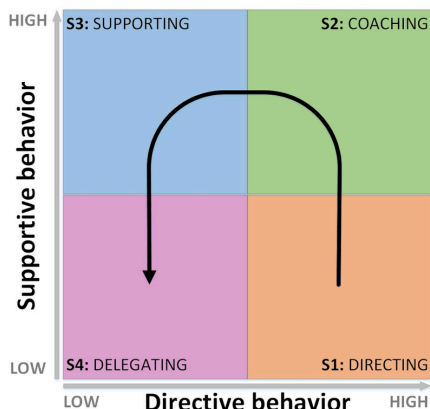
	Your areas of responsibility: clarify what you are doing	Identify who you can take on some of your roles <ul style="list-style-type: none">• They have a pulse• Already involved in the ministry to some extent with you• Has suitable character and some skills• Start with a few names because some will say 'no'
Leading bible study		
Children and family ministry		
Youth ministry		
1:1 discipleship		
School ministry		
Preaching		
Training others		
Sunday ministry		
Team leadership and meetings		

Look to delegate tasks *within...*

A task within each ministry responsibility (i.e. someone to organise games at Youth Group OR overseeing registrations for an event: train them early in their involvement to set this expectation)

Get tasks that you already know how to do and train someone else to do this task.

[Refer to diagram and other resources for learning *Situational Leadership*]



We lead people through taking on a task/responsibility:

S1→S2→S3→S4

S1 = they imitate you doing the task

S2 = involve them in discussions about tasks and provide them with training and close coaching

Let's discuss how we can do this better

Thanks for the feedback... I'm deciding we will run it this way

S3 = allow them to make the decisions after discussion with you.

You are ready to go

I will support you in the decisions you make

S4 = entrust them with all the decisions and responsibility without much discussion with you.

You've got this!

If you both think the same way of running things this all works out quite harmoniously. If you are both on the same page and aware with which S style you use, then you will move forward through the training styles.

Reflection question: What happens if they are an S2 and you think they are an S4 and no one is making a decision?

As you develop in this leadership approach to tasks, delegate whole projects and responsibilities to people who can handle them.

