

MISSIONARY GUIDE

TRAINING FOR MISSIONARIES





MISSIONARY GUIDE

TRAINING FOR MISSIONARIES

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INTRODUCTION

LEARNER

Your purpose as a missionary is to help people come to Christ through the ordinances of baptism and confirmation. As the people you teach open their hearts, listen to your message, and obey the Lord's commandments, they will feel the Spirit of the Lord. They will be converted when they feel the Spirit and act on the promptings they receive.

You can help people become converted by using a process called the commitment pattern. To use this pattern, first, you *prepare* others to feel the Spirit. When they are feeling the Spirit, you *invite* them to make and keep the specific commitments found in the missionary discussions. After they accept your invitations, you *follow up* to help them keep the commitments they have made. If an investigator expresses concern or doubt during the process, you help him *resolve the concern*. Then he will be better able to make and keep the commitments that lead to conversion.

Your ability to help people become converted depends primarily upon what you are (your *attributes*) and what you do (your *skills*). You will need to develop Christlike attributes and effective proselyting skills.

There are many Christlike *attributes* that you should strive to develop during your mission and throughout your life. No doubt you already live righteously. You understand the importance of gospel knowledge and testimony, faith and hard work, and charity. As you carefully study the *Missionary Guide*, you will further develop these attributes and your ability to bring others to Christ.

There are a number of proselyting *principles* and *skills* that you should use to help others accept the gospel. These include building relationships of trust, helping others feel and recognize the Spirit, finding out what people understand, presenting the message, inviting people to make commitments, following up on those commitments, resolving concerns, and planning. The *Missionary Guide* will explain these principles and skills and give you an opportunity to learn and practice them.

TRAINER

Prepare

- Review this introduction before you begin studying it.

Read and Discuss

Find Out

- What is the commitment pattern?

Discuss

- What did you do to prepare for your mission?
- How were you invited to come?
- How did people follow up to help you keep your commitment to go on a mission?

Read

The *Missionary Guide* contains the following chapters:

- | | |
|---|----------------------------|
| 1. The Purpose of Missionary Work | 8. Resolve Concerns |
| 2. Christlike Attributes | 9. Invite |
| 3. The Commitment Pattern | 10. Follow Up |
| 4. Build Relationships of Trust | 11. Plan |
| 5. Help Others Feel and Recognize
the Spirit | 12. Find People to Teach |
| 6. Present the Message | 13. Teach |
| 7. Find Out | 14. Baptize and Fellowship |
| | 15. Leadership |

Your goal is *not* to memorize a list of instructions to help you develop an attribute or skill. What is important is becoming Christlike and using proselyting skills effectively and naturally in your work. As you study, practice, and apply what you learn, the skills and methods described in the *Missionary Guide* will become natural and spontaneous. You will be able to use them with the gifts and talents that the Lord has given you.

Making proselyting skills natural and spontaneous is like becoming a good athlete. When a basketball player joins a new team, he brings with him certain natural abilities and acquired skills. Some of these skills will have to be refined or adjusted. Entirely new skills may need to be developed. These skills must be learned as a set of steps. For instance, when the basketball player is learning to dribble, he must learn to keep his eyes up and his fingers curved and flexible. Again and again, his coach will drill him on these and other parts of the dribbling skill.

During competition, however, the coach and player focus solely on skills—dribbling, passing, shooting, defense—rather than on the parts of each skill. The player combines basic finger and eye positions naturally and spontaneously to achieve expert dribbling.

Like the basketball player, you bring to your mission unique attributes and skills that will serve you well. You will be invited to develop other attributes and skills during your mission. You can learn these by identifying and analyzing their parts. Remember, though, that you will apply them naturally and spontaneously as you work to bring souls to Christ.

As you evaluate your success as a missionary, you should think about how well you apply proselyting skills. You could ask questions like these: "Did I prepare others to feel the Spirit?" "Did I invite them to make specific commitments that will bring them closer to Christ?" "How well did I follow up to help them keep their commitments?" "How well did I help them resolve their concerns and overcome temptations?"

The suggestions within the *Missionary Guide* are simply ways to help you achieve the purpose of your mission—helping people come to Christ through the ordinances of baptism and confirmation.

Discuss

- Which chapters interest you the most? Why?

Read

Discuss

- How does the basketball coach use the basic skills of the commitment pattern when working with the player—prepare, invite, follow up, and resolve concerns?

Read

Discuss

- How can study of the *Missionary Guide* help you achieve the purpose of your mission?

LEARNER

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End your study session now, and apply what you have learned in this section by doing the following:

- Evaluate your performance as a missionary by answering the following questions:
 1. Did I prepare people to feel the Spirit?
 2. Did I invite them to make specific commitments?
 3. Did I follow up to help them keep their commitments?
 4. Did I help them resolve their concerns?
-

Invite

- Ask your companion to evaluate his performance as a missionary by answering the questions on the left.
-

Follow Up

- Help your companion evaluate his performance after each proselyting experience by discussing how well he applied the commitment pattern.
- Tell your companion what he did well and what he needs to improve.

THE PURPOSE OF MISSIONARY WORK

INTRODUCTION

LEARNER

This chapter will help you understand the purpose of missionary work. This purpose is to bring souls to Christ through the ordinances of baptism and confirmation. Before you can accomplish this purpose, you must come unto Christ yourself and continue in his way. *You must prepare. "Purify your hearts before me;"* said the Lord, *"and then go ye into all the world, and preach my gospel unto every creature who has not received it"* (D&C 112:28; italics added).

Your preparation began long before your mission—before your birth, in fact. Most likely, you were "among the noble and great ones who were chosen in the beginning to be rulers in the Church of God. Even before [you] were born, [you], with many others, received [your] first lessons in the world of spirits and were prepared to come forth in the due time of the Lord to labor in his vineyard for the salvation of the souls of men" (D&C 138:55–56).

You will probably be familiar with much of what will follow. Nevertheless, open your heart as you study so that you can understand the sacred and important message of this chapter. The words of King Benjamin may well be addressed to you:

"I have not commanded you to come up hither to trifle with the words which I shall speak, but that you should hearken unto me, and open your ears that ye may hear, and your hearts that ye may understand, and your minds that the mysteries of God may be unfolded to your view" (Mosiah 2:9).

The topics that you will study in this chapter are listed below.

Our Heavenly Father's Plan	6
The Conversion Process	9
A Missionary's Purpose—Convert Baptisms	12
Accomplishing the Purpose of Missionary Work	16

TRAINER

Prepare

- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- How does Doctrine and Covenants 138:55–56 apply to you?

Read

Discuss

- What kind of attitude must you have before you can learn from the Lord?

Read

Find Out

- What is the purpose of this chapter?

Heavenly Father has a plan for our happiness. If we follow this plan, we can become like him and return to live in his presence. As the Lord said, "For behold, this is my work and my glory—to bring to pass the immortality and eternal life of man" (Moses 1:39). Immortality, or victory over physical death, is given to all who are born into this world. We are made immortal when we are resurrected. Resurrection is a free gift to all through the grace of Christ.

Eternal life, or victory over spiritual death, is made possible through the atonement of Christ. Those who come unto Christ by obeying the laws and ordinances of the gospel may obtain eternal life. We receive eternal life when we are invited back into the presence of God to live the kind of life that he lives.

Scripture Activity

Refer to the preceding paragraphs, the Topical Guide, or the Bible Dictionary to answer the following questions.

	Immortality	Eternal Life
What is it?	_____	_____
	_____	_____
What made it possible?	_____	_____
	_____	_____
What must we do to receive it?	_____	_____
	_____	_____
Who will receive it?	_____	_____
	_____	_____

As a missionary, you are called by God to help him bring people back to his presence. Your major role is to bring souls to Christ through the ordinances of baptism and confirmation. Only through baptism can we enter God's kingdom: "Except a man be born of water and of the Spirit, he cannot enter into the kingdom of God" (John 3:5).

Read

Discuss

- Why is it important for you to understand the difference between eternal life and immortality?
- How will this understanding help you and the people you teach?

Read and Discuss

Find Out

- What is God's purpose for his children?

Read

Find Out

- How do missionaries help to accomplish God's purpose for his children?

OUR HEAVENLY FATHER'S PLAN

LEARNER

We must be baptized before we can return to live with our Heavenly Father. The following material explains how baptism fits into Heavenly Father's plan.

Before we came to earth, God called a council in heaven. There he presented his plan for our happiness and salvation. As part of the plan, God gave us free agency and commandments. He allows us to choose to obey or disobey. Since he knew that we would make some wrong choices, he provided a Savior for us. Our Savior would make it possible for us to repent and become clean from sin.

In accordance with God's plan, we came to earth to gain a mortal body and to be tested. God created Adam and Eve, giving them free agency as well as specific commandments. When they chose to disobey by partaking of the forbidden fruit, they were cast from the Garden of Eden. They became subject to both spiritual and physical death. As God promised, however, he did provide a Savior, Jesus Christ. Christ made it possible for Adam and all of us to repent and overcome spiritual death. Adam repented, was baptized, and received the Holy Ghost. In this way, he overcame spiritual death.

In the meridian of time, the Savior was born on the earth. His mother was Mary and his father was God, our Heavenly Father. In Gethsemane and on the cross, Jesus Christ atoned for the sins of mankind. He suffered the pain of all of us so that we would not have to suffer if we would repent. Three days following his crucifixion, he rose from the grave. His resurrection provided the victory over death and made possible our return to our Heavenly Father.

The Savior's resurrection made possible the resurrection of all mankind. But God's greatest reward—eternal life—is reserved only for those who follow God's plan. Since the time of Adam, Jesus Christ has told us what we must do to follow that plan. The fourth article of faith summarizes his instructions:

"We believe that the first principles and ordinances of the Gospel are: first, Faith in the Lord Jesus Christ; second, Repentance; third, Baptism by immersion for the remission of sins; fourth, Laying on of hands for the gift of the Holy Ghost."

We must have faith in Christ, repent of our sins, receive the ordinance of baptism from one holding authority, and receive the Holy Ghost. We must also endure to the end by making further covenants and receiving other ordinances. We must do all that we can. The grace of Christ then makes it possible for us to return to the presence of God.

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Read and Discuss

Find Out

- What did God know about his children?
- How did he prepare a way for them to be saved from sin?

Read and Discuss

Find Out

- Describe the Savior's role in Heavenly Father's plan for our salvation.

Share Feelings

- Share one of your favorite scriptures on the Atonement with your companion.
- Share your feelings about the Atonement.

Read

Baptism is the first ordinance we must receive as we come unto Christ. As missionaries, you hold open the gate of repentance and baptism for others. As you help people develop faith, repent, and be baptized, you help them take the first steps to obtain eternal life, the greatest gift of God.

Discuss

- Describe your role in helping others obtain eternal life.

Read

It is very important that you understand the doctrine presented in this section as the Lord has taught it. The following activity will help you do this. Throughout your mission, refer often to the scriptural references provided.

Scripture Activity

Read as many of the references as time allows. Share the major point of each reference with your companion. After you have read all the verses in a section, summarize what you have learned.

The Council in Heaven

D&C 138:55–56
Abraham 3:22–28

What Satan Did during the Council in Heaven

Moses 4:1–4

Free Agency

2 Nephi 2:27
Helaman 14:30–31
D&C 58:27–28

The Fall

Genesis 3:16–19
Alma 12:21–24
D&C 29:41–45

Adam’s Repentance and Baptism

Moses 6:52–53, 59–60, 64–66

The Atonement

Alma 34:8–9
D&C 19:16–19
Third article of faith

The Resurrection

Mosiah 16:6–8
Alma 11:42–45
D&C 88:97–98

What Man Must Do to Obtain Eternal Life

2 Nephi 31:13–21
3 Nephi 11:32–38
3 Nephi 27:13–21

The Purpose of Missionary Work

D&C 18:10–16
D&C 29:7
D&C 84:20–22

What Missionaries Should Teach

D&C 33:10–12
D&C 49:11–14
D&C 53:3

Summarize what you have learned from reading each scriptural passage.

The Council in Heaven _____

What Satan Did during the Council in Heaven _____

Free Agency _____

The Fall _____

Adam’s Repentance and Baptism _____

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The Atonement _____

The Resurrection _____

What Man Must Do to Obtain Eternal Life _____

The Purpose of Missionary Work _____

What Missionaries Should Teach _____

End your study session now, and apply what you have learned in this section by doing the following:

- Set a time to complete the preceding scripture activity. Write a goal to complete the activity.
 - Ask your companion for his insights on the verses.
-

Invite

- Ask your companion to set aside time to study the scriptures in the activity.
-

Follow Up

- Write a goal to help your companion study the scriptures in the activity.
 - Complete the study record at the end of the chapter.
 - During your work, point out opportunities to apply these scriptures.
-

THE CONVERSION PROCESS

LEARNER

In order to accomplish your purpose as a missionary, you should understand the conversion process from the nonmember's point of view. President Gordon B. Hinckley explained:

"It is not an easy thing to make the transition incident to joining this Church. It means cutting old ties. It means leaving friends. It may mean setting aside cherished beliefs. It may require a change of habits and a suppression of appetites. In so many cases it means loneliness and even fear of the unknown" ("There Must Be Messengers," *Ensign*, Oct. 1987, p. 5).

What happens in the mind and heart of a nonmember to make him want to join the Church? It is impossible to answer that question specifically for every person. Some general changes occur, however, with most people. Understanding these processes from the nonmember's point of view will help you better accomplish your purpose.

The most important process in conversion is for people to feel the Spirit of the Lord. President Ezra Taft Benson has said: "If there is one message I have repeated to my Brethren of the Twelve, it is that it's the Spirit that counts. It is the Spirit that matters. I do not know how often I have said this, but I never tire of saying it—it is the Spirit that matters most" (mission presidents' seminar, 3 Apr. 1985).

Nonmembers must feel the Spirit in order to develop faith, repent, and prepare for baptism. The scriptures often refer to feeling the Spirit as "hearing the voice of the Lord."

Scripture Activity

With your companion, read Mosiah 26:21 and Doctrine and Covenants 133:16. Then answer the following questions.

- Whom will the Lord receive into his Church?
 - Who is required to "hearken and hear" when the Lord speaks?
-

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Follow Up

- Ask your companion to locate the goal to complete the scripture activity.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how your study of the scriptures helped you and your companion understand and teach the gospel.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- Why do you need to understand the conversion process from the nonmember's point of view?

Read and Discuss

Share Feelings

- Tell your companion about a time when one of your investigators heard the voice of the Lord. Describe how feeling the Spirit helped the person progress to conversion.

LEARNER

Feeling the Spirit alone, however, is not enough to convert someone. When nonmembers feel the Spirit, they are free to obey or disobey. In order to be converted, they must obey God's commandments. The Lord said, "Wherefore, hear my voice and *follow me*" (D&C 38:22; italics added). In the scriptures, righteous people often show their willingness to follow Jesus by asking the Lord's servants, "What shall we do?"

"Now when they heard this, they were pricked in their heart, and said unto Peter and to the rest of the apostles, Men and brethren, *What shall we do?*" (Acts 2:37; italics added).

"We have no place to worship our God; and behold, *what shall we do?*" (Alma 32:5; italics added).

"*What shall we do*, that this cloud of darkness may be removed from overshadowing us?" (Helaman 5:40; italics added).

When people feel the Spirit and obey God's commandments, the Lord changes their hearts. They develop faith, repent, become converted, and are baptized. The following new members explain how they felt the Spirit, committed themselves to keep the commandments, and so became converted.

"Once I got around the missionaries, I could feel their spirit. It was the spirit I was looking for. I decided then to do whatever was necessary to have that spirit in my life."

"As soon as I recognized that this good feeling was the Spirit of the Lord, I began working on my relationship with my husband and children—and I even stopped smoking. I decided to be baptized so that this wonderful influence could remain in my life."

It is your privilege to act as a servant of the Lord and help people feel and recognize the influence of the Spirit. It is also your obligation to invite them to obey and apply gospel principles in their lives. You help them make the transition from feeling the Spirit to obeying the Lord's commandments.

Sometimes missionaries hesitate to ask people to change their lives. Some of the difficult changes that people need to make include beginning to pray; reading the Book of Mormon; attending church; giving up smoking, drinking, or harmful drugs; living the law of chastity; and paying tithing. These are big changes. It is understandable that missionaries might be afraid to invite someone directly to make these changes.

While these changes may be difficult to make, you should not hesitate to ask people to repent. The only way you can help people return to live with God is by helping them feel the Spirit and inviting them to change.

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Read and Discuss

Find Out

- What two things must happen before a person can be converted?

Read

Discuss

- Ask your companion to summarize what generally happens in people's lives to lead them to conversion.

Read

Discuss

- How can I develop the faith to ask people to change?

LEARNER

End your study session now, and apply what you have learned in this section by doing the following:

- Plan to find someone who is a convert to the Church. Plan to ask him questions such as these:
 1. What feelings prompted you to join the Church?
 2. What changes did you make in your life because you decided to join the Church?
 3. How did you feel when you made those changes?
 4. How has your life changed because you joined the Church?
 - Write a goal to ask these questions to a convert. Carry this goal with you as a reminder.
-

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Invite

- Identify a person who is a convert to the Church.
 - Invite your companion to ask the person the questions on the left.
-

Follow Up

- Write a goal to help your companion find a convert to the Church and discuss his conversion.
- Complete the study record at the end of the chapter.
- During your work, point out opportunities to learn how people become converted.

A MISSIONARY'S PURPOSE—CONVERT BAPTISMS

LEARNER

As an authorized servant of the Lord, your purpose is to bring people to Christ through repentance and the ordinances of baptism and confirmation. All who are accountable for their actions must receive the ordinance of baptism before they can enter God's kingdom. Christ told the Nephites:

"And again I say unto you, ye must repent, and be baptized in my name, and become as a little child, or ye can in nowise inherit the kingdom of God" (3 Nephi 11:38).

As a missionary you will be asked to set goals for baptizing people, invite people to be baptized, and perform or attend baptismal services. Throughout this process, you must understand the difference between goals to increase the *number* of baptisms and goals to bring more *people* to Christ. Numbers by themselves are not important and will not save the children of God. Every missionary, however, should have the goal to bring more and more people to conversion and baptism. Numbers are meaningful only as they represent children of God.

The number of baptisms alone is not the important thing. What is important is for you to see conversion from an eternal perspective. Realize that as you help people feel the Spirit, develop faith, repent, become converted, and be baptized, you are helping them return to live with our Heavenly Father.

Despite your best efforts to teach and baptize, people may exercise their free agency and reject your invitations. For missionaries who truly seek to bring souls unto Christ, this will be a painful experience.

There is a temptation in such circumstances for missionaries to try to deny their disappointment. They might stop talking about baptism, for example, and feel threatened when baptism is mentioned as a goal. Or they might

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Follow Up

- Ask your companion to locate the goal to ask a convert about his conversion.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how studying the process of conversion helped you and your companion better understand the purpose of missionary work.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- What is a missionary's purpose?

Discuss

- Why do you think that 3 Nephi 11:38 is one of the first things an investigator reads in the Book of Mormon?

Read

Discuss

- What are the differences between goals centered on numbers and goals centered on bringing people to Christ?

Read and Discuss

rationalize that other missionaries are letting numbers become more important than people. They may feel that their hard work is unnoticed. "Besides," they may think, "I can't help it if the Browns decide not to be baptized."

Do not yield to this temptation. One of the attributes of a true disciple of Christ is that he allows himself to feel sorrow for the sins of the world. He is developing the Christlike attribute of loving people even though their actions cause him grief.

The great missionaries of the Book of Mormon were able to keep their minds focused on bringing souls to Christ even when their messages were rejected. For instance, after Alma the Younger was driven from the city of Ammonihah, he felt sorrow for the people who would not repent:

"And it came to pass that while he was journeying thither, *being weighed down with sorrow*, wading through much tribulation and anguish of soul, because of the wickedness of the people who were in the city of Ammonihah" (Alma 8:14; italics added).

Similarly Nephi, the son of Helaman, became discouraged when he unsuccessfully tried to help the Nephites repent:

"And it came to pass as he was thus pondering—*being much cast down* because of the wickedness of the people of the Nephites" (Helaman 10:3; italics added).

Read the following situation, and discuss the differences between the missionary responses.

Two missionaries were assigned to a city where there had been very few baptisms. They prayed and worked diligently for two months. They taught several people, but none accepted their invitation to be baptized. These missionaries could have responded to this situation in several different ways.

Less Effective

A missionary might think, "I hope I get transferred out of this place. At least I've worked hard and done my job."

Another might feel, "It's not my fault that we haven't baptized. The people in this city are just hard-hearted."

Effective

A missionary might pray, "Heavenly Father, we love these people. We are sorry when they reject our message of thee. Please soften their hearts. Soften our hearts, too, that we may be more effective instruments in thy hands. Guide us to help them feel the Spirit that they may desire to come unto thee."

Find Out

- What temptation may arise when people reject your invitations to hear the gospel and be baptized?

Read

Discuss

- What is the difference between feeling sorrow because you are not baptizing and feeling sorrow because people won't repent?

Read

Discuss

- What are the differences between these responses?

The missionaries in the less effective examples have typical human responses to the situation. They are impatient and think about their own feelings. On the other hand, the missionary in the effective example feels sorrow for those who reject the gospel message. He is unwilling to accept failure and has faith that the Lord will help him become a more effective bearer of truth.

Read the following situation, and discuss the differences between the missionary responses.

During and after your mission, you may be asked, "How many baptisms were you responsible for?"

Less Effective

A missionary might readily respond, "Twenty-three!"

Another might think, "Oh, the number of baptisms isn't what counts. You can't tell a good missionary by how many baptisms he was responsible for."

Effective

After some thought a missionary might say, "Let's see if I can remember their names. There was the Ostler family, David Jacobsen, the Barkers. There were also a few that I still pray will be baptized—like the Lopez family, if they could just see . . ."

In the less effective examples, the missionaries were cynical and proud of numbers. They focused on their feelings of disappointment or pride. In the effective example, the missionary thought of converts as individuals. He concluded by talking about the Lopez family—not yet baptized but valuable children of God. He focused on his feelings for others. When you face similar situations, do you think about your own difficulties and success, or do you think about the Lord and his work and glory?

Below are several situations involving missionaries. Underneath each are thoughts or feelings that missionaries might have in that situation. Discuss with your companion whether each missionary truly understands the purpose of missionary work.

Situation 1

As a missionary prepares to present a discussion, his thoughts could be these:

- A: I've got this discussion down really well. Things should go smoothly.
- B: What can I do to help them feel the Spirit? How can I help prepare their hearts to accept the invitation to . . . ?
- C: I wonder if they will accept the invitation to . . . ?

Read

Discuss

- What are the differences between these responses?

Read

Share Feelings

- Share with your companion how you feel about focusing on bringing people to Christ through baptism.

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read a response.
- Ask him to decide whether the missionary truly understands the purpose of missionary work.
- Ask him to explain his decision.
- Do the same for the following responses.

Answer: "A" focuses on the missionary and his preparation. "B" focuses on the missionary's desire to help prepare the investigators to feel the Spirit. "C" shows a lack of faith.

Situation 2

Missionaries could have these thoughts as they set monthly baptismal goals:

- A: How can I set a goal for something I cannot control?
- B: Let's see if we can set a new record for the number of baptisms this month.
- C: Which of our current and future investigators will feel the Spirit and prepare to be baptized this month?

Situation 3

Missionaries' attitudes about studying could be these:

- A: I study everyday because the mission rules tell me I should.
- B: Studying is good when you have the time.
- C: Studying helps prepare me to receive inspiration about what I should do.

End your study session now, and apply what you have learned in this section by doing the following:

- In your journal, describe how you want to show that you really understand the purpose of missionary work.
 - Write a goal to do this.
-

Answer: "A" shows no faith at all. "B" shows some faith but focuses on numbers rather than individuals. "C" shows confidence that investigators will feel the Spirit and want to be baptized.

Answer: "A" and "B" show that the missionaries do not understand why studying is important. "C" shows that the missionary knows he must work to receive inspiration from the Lord.

Share Feelings

- Tell your companion how you try to show in your daily activities that you understand the purpose of missionary work.

Invite

- Ask your companion to write his feelings about the purpose of missionary work in his journal.
 - Help him determine when he will write in his journal.
-

Follow Up

- Write a goal to encourage your companion to write his feelings about the purpose of missionary work in his journal.
- Complete the study record at the end of the chapter.
- During your work, point out ways to show that you understand the purpose of missionary work.

ACCOMPLISHING THE PURPOSE OF MISSIONARY WORK

LEARNER

Experience has shown that some of God's children are prepared to accept the gospel and receive baptism, no matter how effective the missionaries may be. People who are prepared are commonly called "golden contacts." There is a larger group who *may* be baptized, depending on the missionaries' effectiveness. They, too, are "golden" seekers of truth.

Some missionaries feel that what they do will not make much difference. They feel that those who are prepared will join the Church no matter how effective the missionaries are. The fact is that you can help people from both groups become converted and baptized. You have been called and given the authority to preach the gospel to everyone—well prepared or not. The fifth article of faith refers to you:

"We believe that a man must be called of God, by prophecy, and by the laying on of hands by those who are in authority, to preach the Gospel and administer in the ordinances thereof."

You have been called of God through a prophet. You have had hands laid on your head by one in authority. You are to preach the gospel and administer the ordinances of baptism and confirmation. You can make a difference because God has his hand upon you. He has said:

"I will go before your face. I will be on your right hand and on your left, and my Spirit shall be in your hearts, and mine angels round about you, to bear you up" (D&C 84:88).

You have received your call from a prophet. But you are free to make choices that will keep you from bringing souls unto Christ. Disobeying the commandments and mission rules, for example, will hinder your work. A more common obstacle, however, is the feeling that you have learned all that you need to know. You may think, "I'm tired of studying," "I already know all about that," or "This doesn't apply in our mission." You may indeed be doing well, but the Lord can teach you more. Within the short period of your mission, you cannot learn all there is to learn about saving souls.

TRAINER

Follow Up

- Ask your companion to locate the goal to write his feelings about the purpose of missionary work in his journal.
- Ask your companion if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how understanding the purpose of missionary work is helping you and your companion become better missionaries.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Discuss

- How do you feel about your ability to succeed as a missionary?

Share Feelings

- Share your feelings about what you have been able to do with the Lord's help.

Read and Discuss

The key to continued growth is humility. The Lord will teach you as you look to him. Take advantage of every opportunity to learn. Ask the Lord to teach you what you need to know and do to bring more of his children to him through the ordinances of baptism and confirmation. The Lord will bless you as you make this kind of effort to become an effective instrument in his hands.

Your efforts to learn and grow can be focused on three general areas:

- Developing Christlike attributes.
- Learning principles and skills that will help you proselyte more effectively.
- Continually setting goals to help more of our Heavenly Father's children return to live with him.

You have many resources to help you learn and grow in these areas. The scriptures, prayer, counsel from your mission president, and the *Missionary Guide* are just a few examples. You will be able to bring more souls to Christ if you will use these resources.

End your study session now, and apply what you have learned in this section by doing the following:

- Set goals to improve in each of the three areas just discussed.
- Identify at least one resource that will help you achieve your goals.

Conclusion

The principles in this chapter will help you to better understand your sacred mission—to bring souls to Christ. As you become more familiar with Heavenly Father's plan for our happiness and salvation, you can begin to understand the worth of souls. You can feel the urgency of sharing the gospel message. As you live worthily and seek inspiration from the Spirit, the Lord will speak to those you teach through you. His voice, the scriptures tell us, will be your voice:

"Whatsoever [you] shall speak when moved upon by the Holy Ghost shall be scripture, shall be the will of the Lord, shall be the mind of the Lord, shall be the word of the Lord, shall be the voice of the Lord, and the power of God unto salvation. *Behold, this is the promise of the Lord unto you, O ye my servants*" (D&C 68:4–5; italics added).

Find Out

- What can keep you from being as effective as you could be?

Read

Discuss

- Why is it important to be learning throughout your mission?

Read and Discuss

Invite

- Discuss each of the three general areas of improvement. Invite your companion to write goals to improve in each area.

Follow Up

- Write a goal to help your companion determine to improve in each of the three areas.
- Complete the study record at the end of the chapter.
- During your work, point out opportunities to improve in the three areas.

Read and Discuss

LEARNER

You have been called to this work by a prophet and set apart by one in authority. This should give you the confidence you need to succeed. You *can* make a difference.

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

TRAINER

Invite

- Invite your companion to write goals to help him improve.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review principles related to the purpose of missionary work.

STUDY RECORD

Date	Time Spent	Pages Studied	Comments

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<i>"Our Heavenly Father's Plan"</i> Study certain scriptures.			
<i>"The Conversion Process"</i> Visit with a convert.			
<i>"A Missionary's Purpose— Convert Baptisms"</i> Write in your journal how you can show that you understand the purpose of missionary work.			
<i>"Accomplishing the Purpose of Missionary Work"</i> Set goals to (1) develop Christlike attributes and (2) develop proselyting principles and skills.			

CHRISTLIKE ATTRIBUTES

INTRODUCTION

LEARNER

This chapter is directed to individuals preparing to serve missions and to full-time missionaries. The purpose of this chapter is to help you develop certain Christlike attributes. As you develop these attributes, you will have the Spirit of the Lord more fully in your work. Members and nonmembers will feel the spirit that you carry and will better respond to your message. You will be able to bring more souls to Christ. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

There are many Christlike attributes that you can develop. This chapter will discuss the following:

1. Gospel Knowledge and Testimony	21
2. Personal Righteousness	26
3. Faith and Hard Work	31
4. Charity	35

Other attributes that you should develop include the following:

- | | |
|-------------|---------------|
| 5. Humility | 7. Patience |
| 6. Kindness | 8. Confidence |

Perhaps you thought of other attributes and skills that would help you be a better missionary. Discuss these with your companion and list them below:

- | | |
|-----------|-----------|
| 9. _____ | 11. _____ |
| 10. _____ | 12. _____ |

Scripture Activity

Read Doctrine and Covenants 4 and discuss the following questions:

- Who is the Lord speaking to, both specifically and generally?
- What specific blessings does the Lord promise to those who serve him and labor with all their might?
- Of the attributes listed, which ones do you feel that you have developed most fully? Which do you need to develop more fully?

Speaking to those who would be sent forth as missionaries, the Lord said, "Purify your hearts before me; and then go ye into all the world, and preach my gospel unto every creature who has not received it" (D&C 112:28).

Strive to develop those attributes that will help you bring more of our Heavenly Father's children back to him. The purpose of this chapter is to help you begin that process.

TRAINER

Prepare

- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What are other attributes that would help you be a better missionary?

Read and Discuss

Find Out

- What is the purpose of this chapter?
- How will developing these attributes help you to become an effective missionary?

GOSPEL KNOWLEDGE AND TESTIMONY

LEARNER

Your ability to teach the gospel and share your testimony depends largely upon how well you understand gospel principles and how much you believe them. The scriptures are one of the most important ways in which you learn these principles. This section will help you study the scriptures more effectively. Then you will be able to understand them and use them with confidence.

The Lord has counseled, "Seek not to declare my word, but first seek to obtain my word, and then shall your tongue be loosed; then, if you desire, you shall have my Spirit and my word" (D&C 11:21). If you prayerfully study his word, you will be blessed with increased testimony and knowledge of the gospel. Then you can better serve others.

Scripture Activity

Look up each of the following verses and find the specific blessings promised to those who study the scriptures.

Romans 15:4	2 Nephi 32:3	Alma 31:5
D&C 11:21	D&C 18:34-36	D&C 84:85

As you study the scriptures each day, particularly the Book of Mormon, your testimony and knowledge of the gospel will increase. The foundation of your testimony will be the following four truths:

- Jesus Christ is the Son of God and our Redeemer.
- Joseph Smith was a prophet of God.
- The priesthood has been restored to earth and is found only in The Church of Jesus Christ of Latter-day Saints.
- The Book of Mormon is the word of God.

Through scripture study, your love for the Lord and his work will grow, and the Spirit of the Lord will be with you.

The Latter-day Saint Editions of the Scriptures

The Latter-day Saint editions of the standard works are valuable resources for your study and for teaching the gospel. They provide the following helps so that you can gain the most from your gospel study:

- Chapter headings
- Footnotes
- The Topical Guide
- The Bible Dictionary
- Maps and Gazetteer
- The Joseph Smith Translation

TRAINER

Read and Discuss

Discuss

- What are some of the blessings you have received because you have studied the scriptures?

Read

Share Feelings

- Describe how studying the scriptures daily in your mission has blessed your life and the lives of your investigators.

Read and Discuss

Practice

- Have your companion practice using the resources in the standard works to answer the questions about each scripture. An answer key is provided at the end of the chapter.

Answer the following questions to become familiar with each resource and the way it helps you study the gospel. Write the appropriate resource and answer in the spaces provided.

Example: Who is Alma's audience in chapter 32 of Alma?

Resource(s) Chapter heading

Answer The poor whose afflictions had humbled them

1. In Matthew 5:3, the Lord said, "Blessed are the poor in spirit." What is the meaning of "poor in spirit"?

Resource(s) _____

Answer _____

2. In what year was 1 Corinthians written?

Resource(s) _____

Answer _____

3. According to the chronological tables in your Bible Dictionary, in what year was Jerusalem captured (after Lehi left)?

Resource(s) _____

Answer _____

4. The Apostle Paul visited the people in the city of Ephesus. Where is Ephesus?

Resource(s) _____

Answer _____

5. Read Matthew 14:22–26. At what time of day did Jesus walk on the water to meet the Apostles?

Resource(s) _____

Answer _____

Find Out

- What resources are available in the Latter-day Saint editions of the standard works to help you in your study?

Share Feelings

- Share your feelings about the Latter-day Saint editions of the standard works.

Scripture Study Skills

As you pay the price to learn and apply scriptural truths, the Spirit will whisper truth to your heart. You will begin to understand what the Savior meant when he said, "And blessed are all they who do hunger and thirst after righteousness, for they shall be filled with the Holy Ghost" (3 Nephi 12:6).

Only by immersing yourself in the scriptures can you receive the promised blessings of scripture study. The following skills will help you receive these blessings:

Skill 1: Identifying who or what the passage refers to. One of the challenges of studying the scriptures is trying to identify who is speaking to whom about what. As you learn to identify characters and subjects, you will better understand the scriptures.

Read and Discuss

To gain experience with this process, complete the following exercises. Identify who or what the words in bold refer to.

Practice

- Help your companion practice identifying who or what is referred to in these scriptures. An answer key is provided at the end of the chapter.

Reference	Who Is Referred To
Doctrine and Covenants 5:24 Behold, I say unto him , he exalts himself and does not humble himself sufficiently before me ; but if he will bow down before me , and humble himself in mighty prayer and faith, in the sincerity of his heart, then will I grant unto him a view of the things which he desires to see.	1. <u>The Lord/Martin Harris</u> 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____
Doctrine and Covenants 36:2 And I will lay my hand upon you by the hand of my servant Sidney Rigdon, and you shall receive my Spirit, the Holy Ghost, even the Comforter, which shall teach you the peaceable things of the kingdom.	12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 17. _____

Skill 2: Defining words and phrases. The scriptures are written in a different style than modern writings. Words used in the scriptures sometimes have a different meaning than we might expect. If you know how to find the definitions of words, you will better understand scriptural language. The Latter-day Saint edition of the Bible provides some definitions in the footnotes. Also, you can look up words in the Bible Dictionary or in a regular dictionary.

Practice

- Help your companion practice finding definitions. An answer key is provided at the end of the chapter.

Use either the footnotes or the Bible Dictionary to find and record the definitions of the following words.

Reference	Ancient Words	Meaning
1 Peter 3:1	Conversation	_____
Acts 10:42	Quick	_____
Matthew 13:21	By and by	_____
1 Corinthians 13:12	Glass	_____
2 Corinthians 8:1	To wit	_____
Isaiah 3:22	Wimples	_____
Matthew 17:12	Listed	_____

When you understand words and phrases, you will find it easier to learn the meaning of scriptures and teach others the gospel.

Skill 3: Recognizing lists. Throughout the scriptures, gospel principles are presented in the form of a list or series. A list can be as short as two items or as long as fifteen.

Read the following references. In the blanks provided, identify the list by writing the key word(s) in numerical order.

Alma 32:28—three ways to know that the word, which Alma compares to a seed, is good.

- 1. _____
- 2. _____
- 3. _____

Doctrine and Covenants 4:5—five attributes that qualify you to serve.

- 1. _____ 2. _____ 3. _____
- 4. _____ 5. _____

Helaman 15:7—three things scriptures lead us to.

- 1. _____
- 2. _____
- 3. _____

Alma 26:22—four things to do to know mysteries and baptize thousands.

- 1. _____ 2. _____
- 3. _____ 4. _____

A list presents information in an orderly way. As you understand the order of ideas in the scriptures, you will be able to better understand and apply scriptural teachings.

Skill 4: Putting your name in the scriptures. One good way to ponder the scriptures is to substitute your name for the name of the person being spoken to. In this way, you make the counsel in the scriptures apply to you.

Look up each of the following scriptures and substitute your name and situation in them.

- Joshua 24:15
- Isaiah 58:13–14
- Matthew 6:1–2
- Doctrine and Covenants 31:1–9

You will gain knowledge and testimony from studying the scriptures. Study alone, however, is not enough if you are to fully understand the scriptures. You must also pray and ask the Lord to bless you with understanding. As you prayerfully study and ponder the scriptures, your testimony will grow and you will find truths to help you in your work.

Practice

- Help your companion practice identifying the lists in each scriptural reference. An answer key is provided at the end of the chapter.

Practice

- Help your companion practice substituting his name in the scriptures.

Read

LEARNER

End your study session now, and apply what you have learned in this section by doing the following:

- Follow the missionary gospel study program.
 - Write a goal to use the four skills mentioned in this section in your daily scripture study.
 - Share what you have learned about understanding the scriptures at the beginning of your next study session.
-

TRAINER

Invite

- Invite your companion to use the four skills mentioned in this section in his daily scripture study.
-

Follow Up

- Ask your companion to share what he has learned at the beginning of the next study session.
- Complete the study record at the end of the chapter.

PERSONAL RIGHTEOUSNESS

LEARNER

The purpose of this section is to help you develop righteousness in your service as a missionary. Righteousness is goodness and worthiness. You must be living basic gospel principles to be able to declare, in the words of Alma: "And this is my glory, that perhaps I may be an instrument in the hands of God to bring some soul to repentance; and this is my joy" (Alma 29:9).

In this section, you will study several major elements of righteousness: obedience, repentance, prayer and fasting, and recognizing communication from the Spirit.

Obedience

When you made the commitment to serve as a missionary, you showed that you want to serve the Lord. As you continue to obey the Lord's commandments, you will become more righteous.

Because Heavenly Father has given you your free agency, he will never force you to obey or to be righteous. However, he will support and reward you as you show your love for him by honoring his commandments.

Scripture Activity

Read the following scriptures, and discuss the answers to the questions.

- John 14:15: What does Christ require of those who love him?
 - Doctrine and Covenants 93:1: What will be your reward if you are obedient?
 - Doctrine and Covenants 82:10: What else does the Lord promise to the obedient?
-

TRAINER

Follow Up

- Ask your companion to locate the goal to use the four skills discussed in the last section.
- Ask your companion if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how developing the four skills helped you and your companion in your scripture study.
- Complete the assignment log at the end of the chapter.

Read

Read

Discuss

- What is one thing you must do in order to be righteous?
- How will the Lord help you to be obedient?

Share Feelings

- Share an experience from your mission in which you obeyed the Lord, and he blessed you with success.
- Share your testimony of the need to be obedient to the rules of missionary life.

Read and Discuss

In 1829, the Prophet Joseph Smith received a revelation directed to his brother Hyrum. Many people surrounding Hyrum had received special assignments from the Lord. Joseph, for example, was called to be a prophet; Oliver Cowdery was called to be a scribe. Others were sent on missions. What was Hyrum Smith's call, described in Doctrine and Covenants 11:20?

Hyrum wasn't called to go on a mission or to be a scribe. The Lord wanted to teach him the importance of obedience. You, too, must begin by being obedient.

Discuss

- How will obedience influence lives of nonmembers and members?

*Read and Discuss**Share Feelings*

- Invite your companion to share an experience in which he received blessings from being obedient.

Repentance

When your goal is to become like Christ, you may fall short in your daily attempts. Through the atonement of Christ, however, you are able to repent of your sins and be cleansed through the power of forgiveness. To help you better understand repentance, complete the following scripture activity.

Read and Discuss

Scripture Activity

Read the following scriptures, and discuss the answers to the questions.

- Alma 34:32: When should we repent?
- 2 Nephi 4:16–17: Why should Nephi, who was so righteous, have felt sorrow? What do his feelings tell you about repentance in your own life?
- Alma 26:22: What are some of the fruits of sincere repentance?

Repentance is not something to avoid. It is a blessing given to you by a loving Heavenly Father that will help you progress. As you repent, you will become more righteous. You will be better able to help others repent and desire to serve the Lord.

Find Out

- How can repentance help you become a better missionary?

Prayer and Fasting

Elder Jackson had never prayed as much as he had during the last few months of his mission. He found that when he prayed sincerely each day and fasted each month, he could find the answers to important questions. These included, "How can I help my investigators resolve their concerns?" "What can I do to become more sensitive to the inspiration of the Holy Ghost?"

Read and Discuss

Prayer and fasting worked together to make Elder Jackson more able to serve the Lord. You, too, will become more aware of Heavenly Father's influence in your work as you fast and pray regularly. President David O. McKay spoke of fasting when he stated:

"What every man and every woman in this world needs in order to keep himself or herself free and unspotted from the sins of the world, is the power of self-mastery" (*Gospel Ideals* [Salt Lake City: Improvement Era, 1953], p. 212).

As you and your companion pray for the Spirit of the Lord, you will be directed in your personal lives and in your work with investigators. Your companionship will be strong as together you ask the Lord for his blessings.

Having a prayer in your heart, or praying continually, means to remember the Lord and feel prayerful all the time. You may find yourself thanking God for the blessings you have or asking him for special help. The prayers of your heart will help your investigators to feel the influence of the Spirit and become converted.

Prayer and fasting are not the only ways to develop self-mastery. But they are essential in becoming more like Christ.

The scriptures identify qualities that you can develop as a result of prayer and fasting.

Scripture Activity

Read each of the following scriptures. Identify the qualities that you can develop as a result of prayer and fasting.

- Isaiah 58:6–12
 - Matthew 17:19–21
 - Alma 5:46
 - Helaman 3:35
-

Fasting and prayer strengthen you against temptation and improve your relationship with God. They increase your spirituality by creating an atmosphere in which the Holy Ghost can work with you and with those you teach.

Recognizing Communication from the Spirit

President Benson counseled a group of newly called mission presidents: “The Spirit is the most important single element in this work. With the Spirit magnifying your call, you can do miracles for the Lord in the mission field. Without the Spirit, you will never succeed *regardless* of your talent and ability” (mission presidents’ seminar, 25 June 1986).

Following the promptings of the Spirit is at the very heart of missionary work. Elder Bruce R. McConkie has said: “Now we want to carry this

Find Out

- What do you need to do to receive direction from God?
- How will you and your companion benefit from personal and companion prayer?

Read

Discuss

- How can you pray always?

Discuss

- How can prayer and fasting help you gain self-mastery?
- How can they help you become more righteous?

Share Feelings

- Share an experience from your mission in which the Lord blessed you and your investigators through your prayer and fasting.

Read and Discuss

Find Out

- How do fasting and prayer help you to become a more effective missionary?

Read and Discuss

message to the world in the way that the Lord wants us to carry it. We want to preach the truth in purity and in perfection, and to do it in the way the Lord wants it done. The only single formula whereby we may do this is for us to live . . . that we can be guided by the Holy Ghost. We must be guided by the Spirit" (in Conference Report, Oct. 1949, p. 76; or *Improvement Era*, Nov. 1949, p. 727).

Find Out

- Why is the Spirit so important in missionary work?

Read and Discuss

Scripture Activity

Read John 14:26 and answer the questions below.

- What is the Comforter?
- What two things will the Comforter do to help you learn?
- What do you think you have to do to receive help from the Holy Ghost?

You do not usually hear communication from the Spirit with your physical ears. The whisperings of the Spirit may be described as a voice, but it is a voice that you feel more than you hear.

Scripture Activity

What kinds of feelings do you have when the Spirit communicates with you? Identify how the Spirit communicates by reading and discussing each scripture below.

- 1 Nephi 17:45
- Mosiah 4:20
- Doctrine and Covenants 6:15, 23
- Doctrine and Covenants 9:8–9

Share Feelings

- Share experiences you have had on your mission that show how the Spirit has communicated with you.
- Invite your companion to share feelings he has had when the Spirit has communicated with him.

Read and Discuss

You must learn the difference between your own desires and feelings, and the promptings of the Spirit. Revelation from the Lord will always be in harmony with the scriptures and revelations of the Lord's prophets.

You can improve your communication with the Spirit by living the commandments and working hard. Elder Boyd K. Packer discussed another way to gain knowledge through the Spirit. He stated:

"Oh, if I could teach you this one principle. A testimony is to be *found* in the *bearing* of it! Somewhere in your quest for spiritual knowledge, there is that 'leap of faith,' as the philosophers call it. It is the moment when you have gone to the edge of the light and stepped into the darkness to discover that the way is lighted ahead for just a footstep or two. 'The spirit of man,' as the scripture says, indeed 'is the candle of the Lord.' (Prov. 20:27.)

"It is one thing to receive a witness from what you have read or what another has said; and that is a necessary beginning. It is quite another to have the Spirit confirm to you in your bosom that what *you* have testified is true. Can you not see that it will be supplied as you share it? As you give that which you have, there is a replacement, with increase!" ("The Candle of the Lord," *Ensign*, Jan. 1983, pp. 54–55).

LEARNER

As you testify, work hard, and become more righteous, you will receive and understand the whisperings of the Spirit.

Righteousness is the goal of all of our Heavenly Father's children. You will become more righteous as you obey the commandments, repent, pray and fast, and learn to recognize communication from the Spirit. The *Missionary Handbook* is an important tool; refer to it daily. Study the rules in the handbook and learn the principles upon which the rules are based. Qualify yourself to be guided by the Spirit in your work.

End your study session now, and apply what you have learned in this section by doing the following:

- Set some specific goals to fast, pray, and seek the Spirit in your missionary work during the coming week.
 - If it is available, read "The Candle of the Lord," by Elder Boyd K. Packer, found in the *Ensign*, January 1983, pages 51–56.
-

TRAINER*Discuss*

- Why is it so important for you to bear your testimony?
- How will the Lord reward you when you have the faith to do so?

Share Feelings

- Share an experience in which you and your investigators felt the Spirit when you were bearing your testimony.
- Invite your companion to describe an experience in which he felt the Spirit when he was bearing his testimony.

Read

Invite

- Invite your companion to fast, pray, and seek the Spirit in his work.
 - Invite your companion to read "The Candle of the Lord" by Elder Boyd K. Packer if it is available.
-

Follow Up

- At the beginning of the next session, discuss with your companion his efforts to seek the Spirit in his work.
- Complete the study record at the end of the chapter.

FAITH AND HARD WORK

LEARNER

The purpose of this section is to help you strengthen your faith and understand the importance of working diligently on your mission. You must exercise faith and work hard to bring souls to Christ.

You will have more confidence and faith when you understand who you are, the divine purpose you have as a missionary, and the promises the Lord has given you as his servant. You will want to work diligently when you understand the sacred and urgent nature of your mission.

President Ezra Taft Benson emphasized the importance of understanding our identity and purpose in an address to newly called mission presidents:

"I rejoice with you in your calls. I affirm to you that you have been chosen to this high and holy calling by direct revelation from the God of heaven, and I say to you: You are engaged in the greatest work in all the world—preaching the gospel of Jesus Christ and bringing salvation to the souls of our Father in Heaven's children. The Prophet Joseph Smith so declared in these words: 'After all that has been said, the greatest and most important duty is to preach the Gospel [of Jesus Christ].' Those are the words of the Prophet. Through the Prophet Joseph Smith, the Lord proclaimed this same truth to John and Peter Whitmer when he stated, 'The thing which will be of the most worth unto you will be to declare repentance unto this people, that you may bring souls unto me' (D&C 15:6; 16:6)" (mission presidents' seminar, 25 June 1986).

The Importance of Faith

Faith is power. Christ teaches us, "If ye will have faith in me ye shall have power to do whatsoever thing is expedient in me" (Moroni 7:33). As you exercise faith, Christ will help you achieve what he asks you to do.

TRAINER

Follow Up

- Ask your companion to locate the goals that he wrote for the last section.
- Ask him if he feels that he accomplished his goals.
- Discuss what went well in working toward the goals and what could be improved.
- Discuss how fasting, praying, and seeking the Spirit helped you and your companion become more righteous.
- Discuss your reading of "The Candle of the Lord" by Elder Boyd K. Packer.
- Complete the assignment log at the end of the chapter.

Read

Discuss

- Why do you think faith and hard work are discussed together in this section?

Read

Find Out

- What will increase your faith and your desire to work hard on your mission?

Read and Discuss

Find Out

- What is the greatest work that you can do?

Read

Scripture Activity

Read Hebrews 11:1, and discuss the questions below.

- What does Paul mean by “things hoped for”?
 - How is faith related to your goals?
 - How does this verse relate to Genesis 18:14 and Luke 1:37?
-

You will be more successful in your work as you exercise faith and put your trust in the Lord. Believing that you can accomplish a goal with the Lord’s help will strengthen your ability to achieve it.

The Effects of Hard Work

Having faith and believing that you will succeed will get you off to a good start. But even more is required. As James records, “Even so, faith, if it hath not works, is dead, being alone” (James 2:17). President Ezra Taft Benson said:

“One of the greatest secrets of missionary work is work. If a missionary works, he will get the Spirit; if he gets the Spirit, he will teach by the Spirit; and if he teaches by the Spirit, he will touch the hearts of the people; and he will be happy. There will be no homesickness, no worrying about families, for all time and talents and interests are centered on the work of the ministry. That’s the secret—work, work, work. There is no satisfactory substitute, especially in missionary work” (mission presidents’ seminar, Aug. 1982).

Scripture Activity

Read Doctrine and Covenants 4:2, and discuss this question: What does it mean to serve God with all your heart, might, mind, and strength?

Your faith and diligence combine to make you an effective instrument in the Lord’s hands. Read the following situations. Decide which missionaries show faith and work hard.

Situation 1

Two elders are taking a city bus to a teaching appointment. One says to the other, “This is sure the hard way to get around. I hope our car is fixed by tomorrow.”

Discuss

- How can knowing that nothing is impossible with God help you in your missionary work?

Read and Discuss
Share Feelings

- Describe how being called and set apart as a servant of the Lord affects your confidence and ability to do missionary work.

Read and Discuss
Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read a response.
- Ask him to decide whether the missionary is having faith and working hard.
- Ask him to explain his decision.
- Do the same for the following responses.

- Missionary A: You can say that again! I feel like we waste time when we have to ride the bus.
- Missionary B: We're not just riding the bus, Elder. We're traveling in the company of—let's see—seventeen of our brothers and sisters who need to hear our message. Why don't we start with that man across the aisle in the blue sweater?
- Missionary C: Yes, but I suppose we can make use of the time. I wonder if we're allowed to eat on the bus.

Situation 2

A new missionary is finding her study of a foreign language to be a challenge. "I wonder if I'll ever learn this language," she sighs aloud to her companion.

- Missionary A: I am sure you will, Sister. It just takes time. Keep working at it, but don't push yourself so hard that it gets us both down.
- Missionary B: I know it's tough at first, but you'll soon get used to the language. When I began studying Japanese, I relied heavily on the Lord. I knew that with his help, I would be able to learn quickly. And I certainly put in some long hours myself, knowing that the Lord expected me to do my part.
- Missionary C: Don't worry so much about the language. You just need to get the Spirit and help others to feel it, too.

President Spencer W. Kimball discussed the special help we can receive when we work diligently: "*God magnifies the efforts of the diligent.* I find that sometimes when I have skimmed on my time and my efforts, I feel a loss of the intensity of the Spirit.

"But, when I do not limit my time or efforts, and lose myself in . . . [others'] needs, I find myself somewhat in the position mentioned by the Prophet Joseph, who said, ' . . . Great things shall be accomplished by you from this hour; and you shall begin to feel the whisperings of the Spirit of God; and the work of God shall begin to break forth from this time; and you shall be endowed with power from on high.' (DHC 2:182.)" (*The Teachings of Spencer W. Kimball*, ed. Edward L. Kimball [Salt Lake City: Bookcraft, 1987], p. 177).

As you diligently perform your missionary work, the Lord will guide, inspire, and strengthen you. Remember that holy angels attend missionaries:

"Behold, I send you out to reprove the world of all their unrighteous deeds, and to teach them of a judgment which is to come. And whoso receiveth you, there I will be also, for I will go before your face. I will be on your right hand and on your left, and my Spirit shall be in your hearts, and mine angels round about you, to bear you up" (D&C 84:87–88).

Answer: In "A," the missionary does not see the opportunity to work while on the bus. In "B," the missionary takes advantage of the situation and looks for opportunities to share the gospel. In "C," the missionary is conscious of time but does not recognize an excellent opportunity to find people to teach.

Answer: In "A," the missionary discourages hard work and focuses more on her own concerns. In "B," the missionary shows that she understands her companion's concern. Then she testifies that when missionaries have faith and work hard, they can succeed at difficult tasks. In "C," the missionary knows that the Spirit is essential, but she neglects faith and individual effort.

Discuss

- Why must you have both faith and hard work to be an instrument in the hands of the Lord?

Read and Discuss**Find Out**

- What does the Lord do to help his missionaries?

Share Feelings

- Share an experience from your mission in which hard work and faith in the Lord blessed your efforts.

LEARNER

Your success in your mission depends on you. Use the talents the Lord has given you and exercise faith in him. With faith and diligent work, you can accomplish the things he wants you to do.

End your study session now, and apply what you have learned in this section by doing the following:

- Exercise faith by setting some specific goals and working diligently during the coming week.
 - Share your experiences with faith and hard work at the beginning of your next study session.
-

TRAINER

Invite

- Invite your companion to exercise faith by setting specific goals and working diligently during the coming week.
-

Follow Up

- Ask your companion to share his experiences at the beginning of the next study session.
 - Complete the study record at the end of the chapter.
-

CHARITY

○ LEARNER

TRAINER

Follow Up

- Ask your companion to locate the goals that he wrote for the last section.
- Ask him if he feels that he accomplished his goals.
- Discuss what went well in working toward the goals and what could be improved.
- Discuss how faith and hard work helped you and your companion become more effective missionaries.
- Complete the assignment log at the end of the chapter.

Read and Discuss

The purpose of this section is to help you understand the meaning of charity and know how to develop charity in your service to the Lord.

The Bible Dictionary defines charity as “the highest, noblest, strongest kind of love, not merely affection; the pure love of Christ. It is never used to denote alms or deeds or benevolence, although it may be a prompting motive” (“Charity,” Bible Dictionary, LDS edition of the King James Bible).

You will have wonderful opportunities to practice true charity as you share the blessings of the gospel with your fellowmen. The Prophet Joseph Smith said:

○ “It is a time-honored adage that love begets love. Let us pour forth love—show forth our kindness unto all mankind, and the Lord will reward us with everlasting increase” (*History of the Church*, 5:517).

On another occasion, he taught: “Nothing is so much calculated to lead people to forsake sin as to take them by the hand, and watch over them with tenderness” (*History of the Church*, 5:23–24).

Much of what you do as a missionary is motivated by your feelings of charity for God’s children. The skills you will learn in this section are simply a way to communicate those feelings. As people feel your love for the Lord and for them, they will be more open to the influence of the Spirit.

Find Out

- What is charity?

Discuss

- What is the role of charity in missionary work?

Scripture Activity

Read the following scriptures, and identify the characteristics of charity mentioned.

- Moroni 7:45–48 and 1 Corinthians 13:4–8
 - 1 Corinthians 8:1
 - Moroni 8:17
-

Find Out

- Summarize the characteristics of charity as identified in these scriptures.

President Heber J. Grant, a great missionary and prophet, showed charity at an early age, as illustrated in the following incident:

Heber shivered in the cold. He wrapped his thin coat around him. It would soon be his birthday, and all he wanted was a warm coat. He knew it would upset his mother if he asked for one. They were so poor. Sometimes they went to bed early because there was no fuel left to keep the house warm. Sometimes they would go to bed hungry because there was not enough food. To earn money, Heber's mother would often sew until far into the night, making clothes for other people.

On the day of Heber's birthday, his mother wished him a happy birthday and handed him the most beautiful coat he had ever seen. It was made from the material his mother had been sewing, and it fit him perfectly. Heber could hardly wait until he could go out in the cold and feel its warmth.

A few weeks later, Heber was on an errand and saw a boy just his size crying with cold. He was wearing only a sweater, and Heber knew how cold he must feel. The boy looked at Heber's coat longingly. Heber stopped and, almost without thinking, took the coat off and gave it to the boy.

That afternoon, Heber's mother saw him wearing his old coat. She asked him, "What have you done with your lovely new coat?" Heber wondered for a moment how to tell her. Then he explained, "I saw a boy and he needed it lots worse than I did, so I gave it to him."

"Couldn't you have given him your old one?" she asked.

Heber looked up at his mother, hoping she would understand, and saw her eyes fill up with tears. He threw his arms around her as she answered her own question, "Of course, you couldn't, Heber," she said, "of course, you couldn't" (see "The Coat," retold by Lucile C. Reading, *Children's Friend*, Nov. 1966, p. 5).

Read and Discuss

Discuss

- Why do you think Heber parted with his treasured coat?
- How can you apply this story to your work as a missionary?

How Charity Is Developed

Charity is a gift from God and must be received from God. Like all other gifts, it comes from "obedience to that law upon which it is predicated" (D&C 130:21). The prophet Mormon identified the law upon which the blessing of charity is based. He declared:

"Wherefore, my beloved brethren, pray unto the Father with all the energy of heart, that ye may be filled with this love, which he hath bestowed upon all who are true followers of his Son, Jesus Christ" (Moroni 7:48).

We should seek the gift of charity through earnest prayer. We can also develop this gift by serving Heavenly Father's children. King Benjamin taught: "Behold, I say unto you that because I said unto you that I had spent my days in your service, I do not desire to boast, for I have only been in the service of God. And behold, I tell you these things that ye may learn wisdom; that ye may learn that when ye are in the service of your fellow beings ye are only in the service of your God" (Mosiah 2:16-17).

The desire to serve others is at the center of missionary work. Those who feel charity do things for others out of sincere love, without expecting something in return. As you develop love for others, you will look for opportunities to serve in whatever ways you can.

Read and Discuss

Scripture Activity

Read Alma 17:11, 19–39 and 18:1–21. Then discuss with your companion the following questions about how Ammon gave service.

- Why did King Lamoni allow Ammon to stay in his kingdom?
 - What might King Lamoni have thought when Ammon said he wanted to be a servant?
 - Why was Ammon able to teach the king, even though the Lamanites hated the Nephites? How did King Lamoni feel toward Ammon?
 - What does Ammon's experience teach us about charity?
-

One missionary told the following experience about giving service: "I remember the morning my companion and I went around to some of the investigators and members we'd been working with and left short notes on their doors. We just wanted to let them know we were thinking of them by leaving the reference to a scripture that reminded us of them. I was surprised by how much they appreciated that small act. The members went out of their way to thank us at church, and the investigators seemed genuinely touched. Doing this helped us feel a lot closer to them."

When our prayers are accompanied by righteousness and service to others, the Lord will bless us with the gift of charity.

Jesus Christ, the Ultimate Example of Charity

The Savior is our example of perfect charity. He repeatedly showed selfless caring and tenderness for others. We will increase in charity as we strive to treat others as he did.

Scripture Activity

Read the following scriptures, and identify the ways in which Jesus showed charity.

- Matthew 14:14–21
 - Mark 15:12–28
 - 3 Nephi 17:5–10
-

Find Out

- How can you best serve others?

Discuss

- What experiences have you and your companion had in serving others?
- How has your service helped you develop charity for others?
- In what other ways can you give service?

Read and Discuss**Share Feelings**

- Share your feelings about how important it is to give service.
- Share an experience in which giving small acts of kindness made a difference in your work.

Find Out

- How can giving service help you to develop charity?

Find Out

- What must we do in order to receive the gift of charity?

Read and Discuss

To develop the pure love of Christ, pray "with all the energy of heart" and then treat others with sensitivity and compassion. As you show true charity, you will do nothing to embarrass or hurt another person or even make him uncomfortable. Instead you will forgive, encourage, and speak well of others—whether or not you receive the same in return. As a missionary, you have exceptional opportunities to develop and show charity as you interact with investigators, Church members, fellow missionaries, and the general public.

How would you respond to the following situations in a charitable way?

Situation 1

Suppose another missionary says to you: "Listen, have you heard the awful things they're saying about Sister Bennett? Well, . . ."

Discuss

- Ask your companion how he would answer this missionary.

Situation 2

Despite your best efforts, you have just received your fourth rejection of the morning. For some reason, people on the street appear to be unreceptive today, and they have not been polite in expressing their lack of interest. You are beginning to feel impatient and frustrated. Then you encounter a particularly insensitive person who starts to insult you on a crowded train by making unkind remarks about your missionary "uniform."

Discuss

- Ask your companion how he would respond to this person.

Situation 3

Your companion has been quite ill lately, and he is unable to come to a district meeting. At the meeting, other missionaries ask you how your companion is feeling today. Before you can answer, one elder remarks, "He's *always* sick. You must be tired of splitting with the stake missionaries so that your companion isn't left home alone." "Flu again, huh?" murmurs another, winking at the group. Soon the district is laughing, making fun of "Elder Sick" and his clever way of avoiding work. Then a missionary turns to you and asks, "How can you keep working so hard yourself, Elder? Your companion must really drag you down." Suddenly, the room becomes quiet as everyone waits for your reply.

Discuss

- Ask your companion what he would say.

Situation 4

While driving down a country road, you notice a man who appears to be having some trouble ahead. Your companion observes your concern and remarks, "It's too bad that the whole load fell off his pickup, Elder, but it is our preparation day, after all. Besides [chuckle], you must admit, he doesn't look like serious investigator material, huh?"

Discuss

- Ask your companion how he would reply.

Situation 5

As you listen to your companion present this part of the discussion for the ninth time this week, you begin to think, "If he says 'you know' one more time, I'll . . ."

Discuss

- Ask your companion to describe a more charitable response to the elder's irritating habit.
- What is the relationship between your thoughts and your ability to develop the pure love of Christ?

LEARNER

As you develop charity, you will grow closer to the Lord and inspire others to do the same. You will be able to help bring about eternal changes in the lives of many—including yourself.

End your study session now, and apply what you have learned in this section by doing the following:

- Select a specific act of service to perform in the coming week.
 - Identify a way to be more sensitive to the needs of your companion.
 - Share your experiences with increasing your charity at the beginning of the next study session.
-

Conclusion

As you apply the principles in this lesson, you will develop Christlike attributes and become a more successful missionary. You will become more confident that the Lord can and will work through you. Then you will be better able to help bring to pass the eternal life of our Father's children.

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

TRAINER***Share Feelings***

- Share an experience in which you showed charity for your companion. Describe how this helped to strengthen your companionship.

Read and Discuss

Invite

- Invite your companion to perform a specific act of service in the coming week.
-

Follow Up

- Ask your companion to share his experiences with increasing his charity at the beginning of the next study session.

Read and Discuss

Invite

- Invite your companion to write goals to help him improve.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review principles related to developing Christlike attributes.

Chapter Answer Key

Page 22

1. Matthew 5:3, footnote 3b (poor in pride, humble); 2. Bible Dictionary, "Pauline Epistles" (A.D. 55–56); 3. Bible Dictionary, chronological tables (587 B.C.); 4. Gazetteer and maps (west coast of present-day Turkey); 5. Matthew 14:25, footnote 25a, IE (between 3:00 and 6:00 A.M.)

Pages 23–24

Skill 1:

1. The Lord/Martin Harris
2. Martin Harris/Martin Harris
3. Martin Harris
4. The Lord
5. Martin Harris
6. The Lord
7. Martin Harris
8. Martin Harris's
9. The Lord
10. Martin Harris
11. Martin Harris
12. The Lord/the Lord's
13. Edward Partridge
14. The Lord's
15. Edward Partridge
16. The Lord's
17. Edward Partridge

Skill 2: conduct, living, immediate, mirror made of polished metal, make known, a covering for the neck, desired

Skill 3: (1) enlarges soul, (2) enlightens understanding, (3) becomes delicious
(1) faith, (2) hope, (3) charity, (4) love, (5) eye single to the glory of God
(1) faith on the Lord, (2) repentance, (3) change of heart
(1) repent, (2) exercise faith, (3) bring forth good works, (4) pray continually without ceasing

STUDY RECORD

Date	Time Spent	Pages Studied	Comments

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<p><i>"Gospel Knowledge and Testimony"</i> Use the four scripture study skills in your daily scripture study.</p>			
<p><i>"Personal Righteousness"</i> Set specific goals to fast, pray, and seek the Spirit in your missionary work during the coming week.</p>			
<p><i>"Faith and Hard Work"</i> Exercise faith by setting specific goals and working hard to achieve them.</p>			
<p><i>"Charity"</i> Perform a specific act of service.</p>			

THE COMMITMENT PATTERN

INTRODUCTION

LEARNER

The purpose of this chapter is to help you learn what the commitment pattern is and how it applies to missionary work. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

The topics you will study in this chapter are listed below:

- 1. The Commitment Pattern 44
- 2. Using the Commitment Pattern in Proselyting 50
- 3. Using the Commitment Pattern in Leadership 56

Your purpose as a missionary is to bring souls to Christ through the ordinances of baptism and confirmation. As people open their hearts, listen to your message, and obey the Lord's commandments, they will feel the Spirit. They become converted when they begin to feel and recognize the Spirit and act on the promptings they receive.

In section 50 of the Doctrine and Covenants, the Lord teaches missionaries how to help others become converted.

Scripture Activity

Read Doctrine and Covenants 50:13–24, and discuss the following questions:

- What is the relationship between your preaching and the teaching of the Spirit (verse 14)?
 - How should you preach the gospel (verses 17–18)?
 - How should your listener receive the gospel (verses 19–20)?
 - How can you know that you have taught by the Spirit of truth and that your message has been received in the same way (verses 21–23)?
-

The commitment pattern is the tool you will use to help others feel the Spirit and obey gospel principles. As illustrated below, the commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, (3) *following up* to help them keep their commitments, and (4) helping them *resolve concerns* that may hinder their progress.

TRAINER

Prepare

- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read and Discuss

Find Out

- What is your purpose as a missionary?

Discuss

- How do people become converted?
- How is the commitment to obey gospel principles related to conversion?

Read and Discuss

LEARNER

TRAINER

The Commitment Pattern

Prepare

Invite

Follow Up

Build Relationships
of Trust

Help Others Feel and
Recognize the Spirit

Present the Message

Find Out

Resolve Concerns

Find Out

- What is the purpose of this chapter?

THE COMMITMENT PATTERN

LEARNER

The commitment pattern will help you bring souls to Christ through the ordinances of baptism and confirmation. It will also help you involve members in missionary work and teach other missionaries how to grow and improve. In all you do as a missionary, follow the commitment pattern as explained below.

Prepare: Do all you can to help others feel the Spirit of the Lord. When they have this Spirit, they will want to do what is right. They will be more likely to make and keep commitments that will increase their faith. As previously illustrated, you will prepare people by—

- Building relationships of trust.
- Helping them feel and recognize the Spirit.
- Presenting the message.
- Finding out.

Invite: Help investigators to make specific commitments when they are prepared to do so. For those you teach to become converted, they must *act* on the promptings of the Spirit by accepting commitments. As they fulfill commitments, their faith will increase and they will draw closer to the Lord.

Follow Up: Do whatever is necessary to help others fulfill their commitments so that they can continue to feel the influence of the Spirit. You can encourage them and help them to meet challenges successfully.

Resolve Concerns: Help investigators to find answers to their questions through study, prayer, and discussion with you. You may need to help resolve concerns at any point within the commitment pattern—while preparing, inviting, or following up.

Consider the following examples of missionaries using the commitment pattern.

TRAINER

Read and Discuss

Find Out

- What does it mean to prepare?
- Why is preparing important?

Read and Discuss

Find Out

- What does it mean to invite?
- Why is inviting important?

Read and Discuss

Find Out

- What does it mean to follow up?
- Why is following up important?

Read and Discuss

Find Out

- What does it mean to resolve concerns?
- Why is resolving concerns important?

Share Feelings

- Share your feelings about the commitment pattern and how it has helped you to teach the gospel.

Read and Discuss

Prepare

Less Effective

The missionaries enter the home of their investigators, the Thurstons. As they sit down, one says, "We're so happy to be here. Before we teach you this discussion, may we begin with prayer?"

Following the prayer, the missionaries begin teaching the first discussion. During the lesson, Mr. Thurston comments, "I've often wondered about the purpose of life. I find your beliefs about it very interesting."

One of the missionaries replies, "Thank you; we *know* they are true. Now, the first principle of the gospel is faith in the . . ." He continues to teach as the Thurstons listen.

As the missionaries discuss the Book of Mormon, Mrs. Thurston says, "You boys seem to feel strongly about this Mormon book. Why?"

"Because the Book of Mormon is the most correct book on earth," an elder begins, "and you can get closer to God by reading it than any other book—even the Bible. Does that answer your question?"

"Mmm," Mrs. Thurston replies, "I guess it does."

Effective

As the missionaries enter the home of the Thurstons to teach the first discussion, one comments, "I just noticed this family picture. You have four children?"

"That's right!" Mr. Thurston replies proudly.

"They're a good looking bunch," the elder continues. "Where do they live?"

"Well, my oldest son is in law school right now, and . . ." The missionaries listen for a while about the Thurston family. One discovers that he has quite a bit in common with the Thurstons.

The missionaries then prepare to teach the discussion by giving a preview of it and asking Mr. Thurston if he will invite someone to offer an opening prayer. As the discussion begins, Mr. Thurston says, "I've often wondered about the purpose of life. I find your beliefs about it very interesting."

The missionary who is teaching asks, "What aspect of our beliefs do you find interesting?"

"Well, your teachings emphasize families and how we are all part of God's family. I have always felt that families were an important part of life. I could never figure out, though, how God fit into the picture."

After some discussion on the subject, the missionaries introduce the Book of Mormon. Mrs. Thurston says, "You boys seem to feel strongly about this Mormon book. Why?"

"The Book of Mormon, Mrs. Thurston, is not an ordinary book," an elder begins. "It is scripture—the word of God. The Book of Mormon has brought me closer to God and it can do the same for you."

His companion adds, "The Book of Mormon has influenced me, too. I remember the first time I read it."

One part of it records the words of a prophet who was teaching the people about Christ, asking some important questions in the process. As I thought about the questions he asked, I . . . [He relates more of his experience and they read the verses together.] After that experience I felt closer to my Savior and grew to love this book. I know that its teachings are true."

The missionaries in the effective example began by building a relationship of trust with the investigators as they talked about their families. They invited the Spirit into their discussion as they bore testimony and shared personal experiences. They took time to find out how their investigators felt as they presented the message.

The missionaries in the less effective example focused upon presenting the discussion rather than preparing their investigators to feel the Spirit. They emphasized the importance of the Book of Mormon but did little else to prepare the Thurstons to feel the Spirit.

Invite

Less Effective

At the end of the discussion, the missionaries feel that the Thurstons need some time to think about the Book of Mormon. One of the missionaries asks, "Will you think about the Book of Mormon and, if you have some time, do a little reading?"

Effective

The missionaries share their testimonies of the Book of Mormon with the Thurstons. Then they ask, "Brother and Sister Thurston, before our next meeting will you read the passages we have marked in the Book of Mormon?"

The missionaries in the effective example gave the Thurstons a simple and direct invitation. The invitation in the less effective example was weak and was not specific.

Follow Up

Less Effective

The missionaries made an appointment with the Thurstons for the second discussion and have returned to teach. One of the missionaries asks, "Did you think much about the Book of Mormon since our meeting?"

"Oh, not really. We've been pretty busy."

"I understand; I know it's hard to find time to read. Do you mind if we begin the discussion?"

Effective

At the end of the first discussion, the missionaries arranged to return in two days to see if the Thurstons had any questions about their reading in the Book of Mormon. At their next visit, one of the missionaries asks, "Did you read the parts we marked for you?"

"I read some, but I wasn't able to read all of them," replies Mr. Thurston.

"How about you, Mrs. Thurston?"

Find Out

- What is the difference between these examples?

Read and Discuss

Find Out

- What is the difference between these examples?

Read and Discuss

"I read the Introduction."

"Good! We realize how busy both of you are, and we're pleased that you were able to read some of the parts we marked. May we take ten or fifteen minutes now and read together?"

Find Out

- What is the difference between these examples?

Read and Discuss

The missionaries in the effective example helped the investigators to be successful in keeping their commitment to read the Book of Mormon. The missionaries in the less effective example encouraged the investigators but did not help them fulfill their commitment.

Resolve Concerns

Less Effective

The missionaries are teaching the Thurstons principle 5 of the second discussion. Mrs. Thurston says, "Are you saying that the baptism I received by my minister when I was younger doesn't count? That I didn't really accept Christ because my baptism wasn't performed by a Mormon?"

"In a way, yes. You see, when Christ was on the earth he organized a Church with Apostles and leaders. He gave these leaders authority to perform ordinances such as baptism. If people do not have this authority, they don't have God's permission to perform certain ordinances—like baptism. Whatever they do doesn't really count, as far as God is concerned."

"So to be saved, you must be a Mormon—right?" Mrs. Thurston asks slowly.

"Yes," the elders say, "and that's why our message is so important."

Effective

The missionaries are teaching the Thurstons principle 5 of the second discussion. Mrs. Thurston says, "Are you saying that the baptism I received by my minister when I was younger doesn't count? That I didn't really accept Christ because my baptism wasn't performed by a Mormon?"

"In a way, yes. We are saying that baptism must be performed by one having authority from God for it to be a valid ordinance in the sight of God. [The missionaries pause to allow Mrs. Thurston time to respond. She sits quietly and the missionaries continue.] I sense that this is a real concern for you. Would you share with us the circumstances of your previous baptism? You seem to have strong feelings about it."

"Well, when I was in school, I really felt the need for religion," Mrs. Thurston replies, thoughtfully. "For the first time I felt as though God cared about me. I began attending a church and was later baptized by the minister. I really felt that I had accepted Christ. Why do I need to accept Christ again?"

"If I understand correctly, you believe that the purpose of baptism is to show your acceptance of Christ," an elder says. "Is that right?"

"Yes. Isn't that right?"

"Yes, baptism does show our acceptance of Christ. It's more than that, though. It's the gateway through which we must pass to enter God's kingdom. And only those holding authority from God can admit us into God's kingdom."

After more discussion about baptism, one missionary continues, "The Book of Mormon has really helped me understand this issue. May we read together what one prophet taught about baptism?"

The missionaries in the effective example helped the investigator begin to resolve her concern by *identifying* the problem, *asking* her to tell them more, and *reading* from the Book of Mormon together. The missionaries in the less effective example explained the doctrine of proper authority but did not help the investigator resolve her concern.

Read each situation below and decide how well the missionaries use the commitment pattern. Discuss your answers with your companion.

1. Jack felt good about the things the missionaries taught him in the first three discussions. They are now teaching Jack the fourth discussion. He has attended church and is reading the Book of Mormon. He does not have a baptismal date set.
2. The missionaries meet Brother Jones in the foyer of the chapel for the first time and ask, "Are you Brother Jones?" "Yes," he replies. "The bishop told us to come and talk to you," they continue. "We understand that you work for a furniture company here in town. We wonder if anyone at work would be willing to listen to the discussions." Brother Jones replies, "Well, Elders, I can't think of anyone right now."
3. During the second discussion, the elders sense that Alex and his member wife, Carol, are feeling the Spirit. After discussing the first four principles and ordinances of the gospel, one elder asks Alex, "Will you follow the example of the Savior by being baptized a week from Saturday?" Alex looks at his wife and replies, "It was a long time ago that Carol joined the Church. I think I'm ready now." The missionaries congratulate him for his decision and make arrangements to teach the remaining discussions.

Find Out

- What is the difference between these examples?

Read and Discuss

Identify

- Have your companion cover the answers in the right column.
- Have him read a situation.
- Ask him to decide how well the missionaries apply the commitment pattern in each situation.
- Ask him to explain his decision.
- Do the same for the following situations.

Answer: Less effective. The missionaries are preparing Jack to receive invitations. They should have invited him to be baptized before the fourth discussion, however.

Answer: Less effective. The missionaries should have prepared Brother Jones by getting to know him before inviting him to introduce them to a nonmember associate. Invitations should be given when the Spirit is present.

Answer: Effective. The missionaries prepared Alex by being sensitive to his feelings as they taught. They invited Alex to be baptized and made arrangements to follow up by teaching the rest of the discussions.

LEARNER

4. Two sisters are visiting in the home of a member family, the Fosters, and sharing some of their missionary experiences. There is a good feeling in the room, and the sisters can sense that the teenage children are becoming excited about sharing the gospel with their friends. One sister briefly explains the set-a-date principles and asks, "Will you and your family set a date when you will have someone prepared to listen to the missionary discussions?" The family responds positively, and the sisters make an appointment to return to follow up.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for the day, and select three specific finding or teaching situations.
 - Write a goal to pause after each situation and answer these questions:
 1. How did we prepare others to feel the Spirit?
 2. What concerns did we help to resolve?
 3. If the people were prepared, did we invite them to make a commitment?
 4. What are we doing to follow up?
 - Carry this goal with you during the day as a reminder.
-

TRAINER

Answer: Effective. The missionaries prepared the Fosters by sharing experiences and explaining the set-a-date principles. They invited the Fosters to participate and made an appointment to follow up.

Invite

- Identify three specific finding or teaching situations.
 - After each situation, help your companion discuss which elements of the commitment pattern you and he applied.
-

Follow Up

- Write a goal to help your companion pause after each situation and identify the elements of the commitment pattern that you and he applied.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work, point out opportunities to use the commitment pattern.

USING THE COMMITMENT PATTERN IN PROSELYTING

LEARNER

Missionary work has four areas of emphasis: finding, teaching, baptizing and fellowshiping, and leadership. You should use the commitment pattern in each area to help others feel the Spirit and move toward conversion. The first three areas of missionary work are directly related to proselyting and will be discussed in this section. They are described below.

Three Areas of Proselyting

Finding people to teach: (1) Helping members and nonmembers prepare their friends and setting teaching appointments, (2) finding potential investigators through your own efforts, and (3) helping potential investigators make the commitment to be taught the second discussion.

Teaching: Teaching investigators who have made a serious commitment to investigate the Church.

Baptizing and fellowshiping: Working with investigators who have committed themselves to be baptized and are earnestly preparing for baptism.

Following you will find brief explanations and examples of how you can use the commitment pattern in proselyting. Each area is covered in greater detail in its own chapter of the *Missionary Guide*.

TRAINER

Follow Up

- Ask your companion to locate the goal to discuss the elements of the commitment pattern used in three situations.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how using the commitment pattern in your work helped you and your companion to more effectively bring people to Christ.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Central Commitment

Participate in the missionary discussions.

Be baptized.

Continue to obey the commandments and remain active members of the Church.

Find Out

- Describe each of the three areas of proselyting.
- What are the central commitments for each area?

Read and Discuss

Finding People to Teach

You can use the commitment pattern to find people to teach. To do this, *prepare* nonmembers to feel the Spirit. When they have *concerns*, help them seek solutions. When they feel the Spirit, *invite* them to hear the missionary discussions. When they accept your invitation, *follow up* to help them fulfill the commitment.

You can also use the commitment pattern to find people to teach through members. To do this, *prepare* members to feel the Spirit. Then *invite* them to prayerfully select a friend or relative with whom to share the gospel. Help to resolve any *concerns* that may arise, and *follow up* to help the members keep their commitments.

Consider the following example of using the commitment pattern to find people to teach:

Elders Webster and Reeves have just moved into a new area and plan to become acquainted with the members. As they visit with the Bennetts, Elder Webster says, "This is a nice area, Brother Bennett; how long have you lived here?"

"We like the neighborhood, too, Elders. We've been here for about five years now," Brother Bennett replies. The missionaries discover that Sister Bennett is a Primary teacher and that she regularly tends the neighbors' children. Brother Bennett works in the city. The missionaries talk about their families at home and speak enthusiastically about their new proselyting area.

After the missionaries share their feelings about serving the Lord in their new area, Elder Webster says, "Brother Bennett, will you tell us about any nonmembers you work with who might like to learn about the gospel?" Brother Bennett responds a bit hesitantly, "Elders, I know a *few* nonmembers, and we're pretty good friends. But it's a challenge to know how to introduce the gospel. I'm not prepared to spoil a friendship by saying something wrong."

Elder Webster replies, "We appreciate your concern. No one wants to damage a friendship. We believe, however, that the Lord can help us share the gospel with others in a way that won't offend." After discussing ways to approach nonmember friends and praying together, Elder Reeves says, "Will you approach a friend this week about the gospel?"

"Okay, I'll give it a try," Brother Bennett agrees. "I'll pray first for the Lord's help."

"Good!" declares Elder Reeves. "We'll call you next Thursday, if we may, to see how it went."

In this example, the elders became acquainted with the Bennetts. This prepared the Bennetts to receive and accept an invitation to share the gospel with their friends. Elder Webster discussed a concern Brother Bennett felt, and Elder Reeves made arrangements to follow up.

Find Out

- Describe how you can use the commitment pattern to find people to teach.

Read and Discuss

Find Out

- How did the missionaries use the commitment pattern to find people to teach?

Read

Discuss

- How have you used the commitment pattern to find people to teach in the past?

Read each situation, and decide how well the missionaries use the commitment pattern to find people to teach. Discuss your answers with your companion.

Situation 1

Sisters Moffatt and Walker share a spiritual message with Sister Jansson, after which they encourage her to describe her mission to Sweden. Sister Moffatt feels that the Spirit is present. She explains the set-a-date principles and asks, "Sister Jansson, will you set a date when you can have one of your friends prepared to hear the missionary discussions?" Sister Jansson accepts the invitation, and the missionaries arrange a time to meet with her again to learn what date she has set and whom she will prepare.

Situation 2

Elder Shaw knocks on the door and a man answers. Small children gather at the door, looking at their visitors curiously. "Hello, I'm Elder Shaw, and this is my companion, Elder Howell," the missionary begins. "We're from The Church of Jesus Christ of Latter-day Saints, and we have a special message for you about how God has called prophets in our day. May we come in?"

Identify

- Have your companion cover the answers in the right column.
- Read a situation to your companion.
- Ask him to decide how well the missionaries use the commitment pattern.
- Ask him to explain his decision.
- Do the same with the following situation.

Answer: Effective. The missionaries prepared the member, invited her to make a commitment when the Spirit was present, and made arrangements to follow up.

Answer: Less effective. The missionaries should have prepared the man by getting to know him a little (asking him about his children, for example). The missionaries could then have offered to present their message.

Teaching

The purpose of teaching the gospel is to prepare investigators to feel the Spirit. You can prepare them by bearing testimony, presenting your message, asking questions, and sharing experiences. Since investigators will not always accept everything you teach, help them to *resolve concerns* and then continue to prepare them to feel the Spirit. Be sensitive to the promptings of the Spirit. When investigators feel the influence of the Spirit, *invite* them to act. Begin immediately to help investigators fulfill commitments by *following up*.

Consider how these missionaries used the commitment pattern in their teaching.

Brother and Sister Bennett invite their neighbors, the Scott Peterson family, to hear the missionary discussions. Elder Webster and his companion teach the first discussion in the Bennetts' home. While teaching the Petersons about prayer, the missionaries ask Scott to share an experience that he had with prayer. Scott describes an occasion when, as a boy, he became lost in the mountains. Two hours after praying to God for guidance, he found his way and located help. He felt that God heard his prayer. Elder Webster feels that Scott is touched by the Spirit during this story. He later invites the Petersons to have daily personal and family prayer. They accept the invitation, and Scott agrees to offer the closing prayer. The missionaries then review the commitments that the Petersons made during the discussion and make an appointment to return to teach the second discussion. Two days later, the missionaries stop by to read from the Book of Mormon with the family and to learn of their progress.

Read and Discuss

Find Out

- Briefly describe how you can use the commitment pattern in your teaching.

Read and Discuss

The missionaries prepared Scott and his family to feel the Spirit by meeting in the Bennetts' home for the first discussion. They invited Scott to share a personal experience about prayer and, when the Spirit prompted them, they invited the Petersons to pray daily. The missionaries then followed up by reviewing the commitments accepted during the discussion, and they made arrangements for future contact.

Read each situation, and decide how well the missionaries use the commitment pattern in their teaching. Discuss your answers with your companion.

Situation 1

The missionaries are teaching Hal Loomis. He was somewhat receptive to the message presented in the first discussion. He accepted the commitment to read the Book of Mormon and pray. When the missionaries arrive to teach the second discussion, they learn that he has not yet read or prayed. They proceed to teach the second discussion, however. When they invite him to be baptized, he politely declines. The missionaries then ask for a return appointment.

Situation 2

After a stake missionary bears his testimony to Melvin and Jenny Woolf, everyone in the room feels the Spirit very strongly. The missionaries invite the Woolfs to read and pray about the Book of Mormon, and they accept. Before the missionaries leave, they review what they have taught by using the study guide. They then remind the Woolfs of their commitments and schedule a return appointment.

Baptizing and Fellowshiping

After investigators have firmly committed to be baptized, you will work with them, the members, and the priesthood leaders. This will lay the groundwork for their continued growth and activity in the Church. In addition, you will help priesthood leaders and members to commit themselves to fully involve new converts in the ward.

As investigators anticipate baptism, begin to *prepare* them for continued activity by teaching them about membership in the Church. *Invite* them to commit to a lifetime of obedience to the commandments and activity in the Church. *Follow up* by helping them make a smooth transition into Church activity. Help the stake missionaries make appointments to teach the *Discussions for New Members*.

Find Out

- How did the missionaries use the commitment pattern while they were teaching?

Read and Discuss

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Ask him to decide how well the missionaries use the commitment pattern.
- Ask him to explain his decision.
- Do the same with the following situation.

Answer: Less effective. The missionaries should have continued to prepare Hal by reading the Book of Mormon and praying with him.

Answer: Effective. The missionaries prepared the investigators to feel the Spirit and then invited them to read and pray about the Book of Mormon. They then made arrangements to follow up.

Read and Discuss

Find Out

- Describe how you can use the commitment pattern in preparing people for baptism and fellowshiping them.

Consider how well the missionaries use the commitment pattern in preparing people for baptism and fellowshiping them.

The missionaries continue to teach the Peterson family. During the second discussion, Scott and his wife accept the invitation to be baptized. Now the missionaries are busy coordinating the baptismal service with the ward mission leader. Scott and his family have met two of the stake missionaries and several other members of the ward. They seem to feel comfortable attending church.

During the last discussion, Brother and Sister Peterson accept the invitation to take an active part in fulfilling the mission of the Church. At the end of the meeting, the missionaries discuss with the Petersons which of their relatives and friends they would like to invite to the baptism.

A few days later, the missionaries stop by to see who can attend the baptismal service. Elder Webster also makes an appointment to have the stake missionaries teach the *Discussions for New Members*.

The missionaries prepared for the baptismal service by coordinating with the ward mission leader. They continued to prepare the Petersons for baptism by presenting the remaining discussions and introducing them to members of the ward. Meeting ward members helped to prepare the Petersons for long-term activity in the Church.

Read each of the following situations, and decide how well the missionaries use the commitment pattern in preparing people for baptism and fellowshiping them. Discuss your answers with your companion.

Situation 1

Alan and his wife Rebecca will be baptized in three days. They have attended church once and met a few members only briefly. After the sixth discussion, the missionaries call the ward mission leader to notify him of the upcoming baptism and ask for his help.

Situation 2

Brother Richins, a stake missionary, has been with the missionaries during each discussion with Chris and Lori Jenson. He has been a great help in fellowshiping the Jensons. He notified Chris and Lori of the ward potluck dinner, for example, and has introduced them to many ward members. During the sixth discussion, the missionaries ask the Jensons, "Will you take an active part in fulfilling the mission of the Church—to proclaim the gospel, perfect the Saints, and redeem the dead?"

Read and Discuss

Find Out

- How did the missionaries use the commitment pattern when they were preparing people for baptism and fellowshiping them?

Read and Discuss

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Ask him to decide how well the missionaries use the commitment pattern.
- Ask him to explain his decision.
- Do the same with the following situation.

Answer: Less effective. The missionaries should have prepared their investigators for long-term Church activity by introducing them to more members of the ward. Further, the missionaries should have been in closer contact with the ward mission leader to plan the baptismal service.

Answer: Effective. A stake missionary was helping during the teaching process. He helped prepare the Jensons for continued activity in the Church. The missionaries invited them to take part in the mission of the Church.

LEARNER

End your study session now, and apply what you have learned in this section by doing the following:

- Review your current list of investigators who have accepted an invitation to be baptized.
 - Discuss with your companion how well you are using the commitment pattern to prepare your investigators for continued activity in the Church.
 - In your next correlation meeting with the ward mission leader, discuss fellowshipping activities for each investigator moving toward baptism.
-

TRAINER

Invite

- Discuss with your companion how well you are using the commitment pattern to prepare your investigators for continued activity in the Church.
 - Invite him to take the lead in discussing how to involve members with the investigators who are scheduled for baptism.
-

Follow Up

- Write a goal to help your companion discuss fellowshipping activities with the ward mission leader in your next correlation meeting.
- Complete the study record at the end of the chapter.
- As you are proselyting, point out opportunities to use the commitment pattern.

USING THE COMMITMENT PATTERN IN LEADERSHIP

LEARNER

The principles of the commitment pattern can be valuable in your work with other missionaries. As you work with the missionaries, the central commitment you will want them to make is to become better leaders. You will *prepare* them by building trust, helping them feel the Spirit, and finding out about them. You will *invite* and *follow up* in much the same way that you do in other areas of missionary work. By helping missionaries feel the Spirit and make and keep commitments, you can help them to magnify their callings and have more success.

Consider the following example of a district leader using the commitment pattern to develop leadership in a missionary.

The district leader is working with a member of his district. He can tell that the missionary needs some help asking direct, "will you" questions. As they proselyte during the day, the district leader correctly models asking these questions when inviting others to make commitments. He then asks the missionary to tell him whether these questions were effective or not. They discuss how he used the questions and the benefits of inviting in this way. The missionaries agree that this is the best way to invite people to make commitments. The district leader invites the missionary to use a direct, "will you" question in the next teaching appointment.

After the appointment, the missionaries discuss their performance. The district leader compliments the missionary and promises to call later in the week to ask about his experiences in inviting people to make commitments.

TRAINER

Follow Up

- Discuss with your companion how well you and he are using the commitment pattern with your investigators.
- Discuss how using the commitment pattern has helped you and your companion in your proselyting.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- Describe how you can use the commitment pattern to help other missionaries become better leaders.

Read and Discuss

Find Out

- How did the district leader use the commitment pattern to help the missionary develop leadership?

Identify

- Have your companion cover the answers in the right column.
- Have him read a situation.
- Ask him to decide which element of the commitment pattern the missionary is using. Also ask him which of the four areas of missionary work is described.
- Ask him to explain his decision.
- Do the same with the following situations.

In this chapter you have learned how to use the commitment pattern in proselyting and in helping missionaries become better leaders. Read each of the following situations. Decide which element of the commitment pattern the missionary is using. Also decide which of the four areas of missionary work is described. Discuss your answers with your companion.

Elements of the Commitment Pattern

- Prepare
- Invite
- Follow Up
- Resolve Concerns

Areas of Missionary Work

- Finding
- Teaching
- Baptizing and Fellowshiping
- Leadership

Example: While teaching the Miner family, you are able to share your testimony and find out their beliefs and feelings about the gospel.

Answer: Prepare/Teaching

1. You teach Brother Reynolds a discussion and stop by the next day to read the Book of Mormon with him. You also see how he is doing with his resolve to give up smoking.
2. During your visit with Sister Jenkins, you feel prompted to ask, "Will you set a date to have someone prepared to hear the missionary discussions?"
3. While working with Elder Jackson, you discuss some goals that he set last week.
4. Bill says, "I'm not sure I can accept the idea that God and Jesus Christ appeared to Joseph Smith. I just can't imagine that." You respond by saying, "It is hard to imagine at first. Would you like to know if it really happened, though?" Bill replies, "I don't think it could have happened." You smile and respond, "It did happen, Bill. And the Lord has provided a way to find out for yourself . . ."
5. You are teaching Brad and Susan Harless a discussion. They will be baptized this Sunday. At the end of the discussion, you ask them if they will invite some friends to their baptism. Brad says that he will talk with a few of his friends at work and see if they will come. Susan promises to do the same.
6. You are visiting Brother and Sister Merrill, recent converts to the Church. You invite them to set a date to have someone prepared to hear the missionary discussions. Brother Merrill says, "I don't think I can do that. I've always been a pretty shy person." You respond by saying, "There was a time in my life when I was hesitant to share the gospel . . ."
7. You have felt the Spirit strongly during your visit with Blake. You invite him to attend a church meeting, and he readily accepts.
8. You learn that Brother Johnson is an engineer at the local aircraft plant. He assembles and wires cockpit instruments. He has worked there for three years and really enjoys it.

Answers: 1. Follow Up/Teaching; 2. Invite/Finding; 3. Follow Up/Leadership; 4. Resolve Concerns/Teaching; 5. Invite/Finding; 6. Resolve Concerns/Finding; 7. Invite/Teaching; 8. Prepare/Finding

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today. Choose three specific situations in which you will be proselyting or developing leadership in another missionary.
- Write a goal to discuss with your companion how you used the commitment pattern in these situations. Answer the following questions after each situation:
 1. What did you do to prepare others to feel the Spirit?
 2. What did you invite them to do?
 3. What did you do to follow up?
 4. What concerns did you help resolve?
- Carry this goal with you during the day as a reminder.

Conclusion

This chapter has focused on bringing people to Christ by using the commitment pattern: *preparing* them to feel the Spirit of the Lord, *inviting* them to obey the principles of the gospel, *following up* to help them keep their commitments, and helping them *resolve concerns* that may hinder their progress. This pattern applies to all areas of missionary work—finding, teaching, baptizing and fellowshiping, and leadership.

In order for you to use the commitment pattern successfully, you must have the Spirit of the Lord with you. As you develop faith, righteousness, diligence, and charity, you will have the guidance of the Spirit. You will be able to help others develop faith, repent, and come unto Christ.

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

Invite

- Identify three specific situations in which your companion will be proselyting or developing leadership in another missionary.
- After each situation, invite your companion to answer the four questions on the left.

Follow Up

- Write a goal to discuss the four questions with your companion after each situation you have identified.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work, point out opportunities to use the commitment pattern in proselyting and leadership.

Read and Discuss

Invite

- Invite your companion to write goals to help him improve.

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review the principles of the commitment pattern.

STUDY RECORD

Date	Time Spent	Pages Studied	Comments

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<p><i>"The Commitment Pattern"</i> Evaluate how well you used the commitment pattern in three specific finding or teaching situations.</p>			
<p><i>"Using the Commitment Pattern in Proselyting"</i> Evaluate how well you are using the commitment pattern with investigators who have accepted baptism.</p>			
<p><i>"Using the Commitment Pattern in Leadership"</i> Evaluate how well you are using the commitment pattern in proselyting and in helping other missionaries develop leadership.</p>			

BUILD RELATIONSHIPS OF TRUST

INTRODUCTION

LEARNER

The purpose of this chapter is to help you and your companion improve in your ability to build positive, spiritual relationships with others. As investigators feel your love and concern, they will be prepared to feel the Spirit of the Lord. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

Many principles and skills can be used in building relationships of trust. This chapter will discuss the following:

1. Become Acquainted 62
2. Build on Common Beliefs 64
3. Show Empathy 67

Other principles and skills not discussed in this chapter might include the following:

4. Be dependable
5. Meet the needs of investigators
6. Show Christlike love for others
7. Listen to others

Perhaps you thought of other principles and skills that would help in building relationships of trust. Discuss these with your companion and list them below:

8. _____ 10. _____
9. _____ 11. _____

The Commitment Pattern

Prepare

Invite

Follow Up

**Build Relationships
of Trust**

Help Others Feel and
Recognize the Spirit

Present the Message

Find Out

Resolve Concerns

TRAINER

Prepare

- Identify areas in which your companion may need to improve in building relationships of trust.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What are other ways to build relationships of trust?

Read and Discuss

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments. Building relationships of trust is an important part of the preparation stage.

Missionaries prepare people to feel the Spirit of the Lord. When people open their hearts to the Spirit, they want to follow the Savior and keep his commandments. Your ability to prepare others to feel the Spirit depends largely on the warmth of your relationships with them. Your love and encouragement can help investigators, members, and missionaries to open their hearts to the Spirit. The following quotations from investigators about missionaries show the importance of building positive, spiritual relationships.

“They put a lot of effort into making me feel comfortable. They took time to listen and answer my questions.”

“I felt that no matter what my past was like, they didn’t judge me for it.”

“I was touched that they would share their deepest feelings with me. I respect and admire them for that.”

This chapter will discuss some of the many things you can do to build relationships of trust. You can help others feel your love and concern by (1) becoming acquainted, (2) building on common beliefs, and (3) showing empathy. Study this chapter carefully, and apply the principles you learn in your daily work. Help people accept the gospel by building strong relationships with them.

Find Out

- What is the purpose of this chapter?
- How does building relationships of trust relate to the commitment pattern?

Read

Discuss

- Why is it important for you to build relationships of trust?
- How did the missionaries build relationships of trust with the investigators quoted above?

Share Feelings

- Share an experience in which someone who loved and trusted you helped you feel closer to the Spirit.

Find Out

- Ask your companion to share an experience in which someone who loved and trusted him helped him feel closer to the Spirit.

Read

BECOME ACQUAINTED

LEARNER

One way for you to build relationships of trust with others is to get to know them better. When you share information about yourself with others, they begin to know you and want to share their experiences with you. You can help them understand why you want to share the gospel with them. You might talk about the following things:

- Your family and your feelings toward them (pictures are sometimes helpful)
- Your hometown
- Your interests
- The reasons you are serving a mission
- What the gospel has meant in your life

As you share information about yourself, others will be more willing to tell you about themselves. You can find out things that will help you understand their needs and concerns. You might ask others about the following things.

- Families
- Work and interests
- Background and past experiences
- Feelings about God and religion
- Friendships with members of the Church
- Knowledge of and feelings about the Church
- Interest in the Church and the reasons they are willing to talk with the missionaries

You can also learn much about people by observing details. Take interest in what you see around you. Many objects in a home can help you better understand the people you visit. These include pictures, furnishings, books, trophies, and toys. You may also see investigators or members participating in sports or hobbies. Notice how Elder Lucas and his companion learned about the Fredrickson family:

“One evening Elder Lucas and I were tracting and knocked on the door of the Fredrickson’s home. They invited us in, and as we entered the living room we noticed several tennis trophies on the shelf. We asked who the tennis champion was. Mrs. Fredrickson said that her husband played regularly in tournaments. I asked if the whole family played and she said they did. We took a few moments to admire the many trophies. We asked each member of the family how long he or she had been playing. It was obvious that this family loved to play tennis together. As Mr. Fredrickson spoke about his accomplishments, he really seemed to open up to us.”

TRAINER

Read

Discuss

- Share with each other specific things about yourselves that would help investigators and members become better acquainted with you.

Read

Discuss

- What specific things will you want to find out about investigators’ and members’ families, work, interests, and backgrounds?
- What have you done in the past to become acquainted with people?

Read

Discuss

- Think of the people who live in your area. What objects, interests, or personal activities have you noticed that you could ask them about?

By noticing and discussing the trophies, the missionaries began building a relationship of trust. Their sincere interest helped the Fredricksons feel that they really cared. The discussions provide opportunities for you to learn about others and tell about yourself. Turn to the section "Create a Learning Atmosphere" on page 1-3 of the first discussion, and answer the following questions:

- How could discussing the items listed under "Teaching Helps" help you build relationships of trust?
- How could you use this section while teaching?

As soon as you meet people, begin looking for opportunities to learn how they feel about the gospel. Share your own feelings. Also try to find common interests. This will greatly help you to build relationships of trust.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for the day, and select three specific situations in which you can become acquainted with someone. These situations could include a first discussion, meeting a member for the first time, and personal contacting.
 - Write a goal to become acquainted with these people. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

Read and Discuss

Find Out

- How does becoming acquainted with people help you to build relationships of trust with them?
- How does becoming acquainted prepare people to feel the Spirit?

Invite

- Identify three specific situations in which you will be meeting people today.
 - Invite your companion to write the goal to become acquainted with three new individuals or families.
-

Follow Up

- Write a goal to help your companion become acquainted with three new individuals or families during the day.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to become acquainted with people. Discuss how you and your companion are doing.

BUILD ON COMMON BELIEFS

LEARNER

You can build relationships of trust by building upon beliefs that you share with others. You do not need to tear down other people's beliefs to teach the gospel. Build instead upon the truths your investigators already believe. Point out the beliefs you have in common. People will feel your respect for their beliefs, and they will be more willing to listen to you.

Scripture Activity

With your companion, read Alma 18:24–32 and discuss the following questions:

- After Ammon asked King Lamoni if he believed in God, why did he ask him if he believed in a Great Spirit?
- Why did Ammon say that the Great Spirit was God?
- Was the Great Spirit in whom Lamoni believed the same as the God in whom Ammon believed?
- What might have happened if Ammon had tried to tell the king that there was no Great Spirit?

Ammon built on the beliefs that he and King Lamoni had in common. He knew that the king believed in a Great Spirit and did not understand the nature of God. To teach Lamoni, Ammon did not need to destroy his beliefs. Rather, he used common beliefs to teach and to build a relationship of trust.

Read each situation, and decide which missionary effectively builds on common beliefs. Discuss your answers with your companion.

TRAINER

Follow Up

- Ask your companion to locate the goal to become acquainted with people in three situations.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how becoming acquainted with people helped them to feel the Spirit.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- What does it mean to build on common beliefs?

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read a response.
- Ask him to decide whether the missionary builds on common beliefs.
- Ask him to explain his decision.
- Do the same for the following responses.

Situation 1

The Barnes family seemed fairly open to the first discussion. During the second discussion, Mr. Barnes said: "In our church we believe that everyone has to be baptized. That's why we have babies sprinkled soon after they're born."

Missionary A: Actually, Mr. Barnes, we do not believe in baptism for small children. It is a false doctrine. We believe that . . .

Missionary B: It's good to talk with people who believe that baptism is so important. We also believe that all people must be baptized so they can return to live with Heavenly Father. The Savior gave us an example of baptism. He was baptized in the Jordan River.

Missionary C: I'm glad you believe that everyone needs to be baptized, but small children don't need baptism. They are innocent before . . .

Answers: "A" emphasizes the difference between the investigator and missionary. "B" builds on common beliefs by pointing out the similarities between their beliefs. "C" is better than "A" but still emphasizes the differences.

Situation 2

While two elders are tracting, they meet a man who says, "You know where Mormons and I disagree? I believe that we are saved by grace."

Missionary A: We also believe that grace is an important part of our salvation. May we come in and talk about it?

Missionary B: We believe that we are saved by our works and by grace. You need both to be saved.

Missionary C: We agree with you. We are saved by grace, but there is one other important part of salvation—our works. May we talk about this subject with you?

Answers: "A" builds on common beliefs by pointing out the similarities between the beliefs of the missionaries and the man. "B" tries to correct the man's beliefs and emphasizes the differences between their beliefs. "C" begins by pointing out similarities but ends up focusing on differences.

Listen to the audiotape segments for "Building Relationships of Trust: Build on Common Beliefs."

Listen and Discuss**Practice**

- Read each situation to your companion.
- Have him respond by building on common beliefs.
- Help him understand what he did well and what he needs to improve.

Practice building on common beliefs by responding to the following situations. Do not spend time trying to resolve concerns. Just identify the beliefs that you share with these people.

1. When you are teaching an investigator about God, he says, "I think God loves us all, no matter what church we go to. The main thing is that we keep the commandments."
2. When you ask an investigator what he believes about God, he says, "I believe in God as a power more than a being. It's the all-supreme force of nature—the force that creates life."
3. When you invite an investigator to come to church, he says, "I don't think I could come on Sunday. I usually spend Sunday with my family. I've always felt that my family comes first."
4. An investigator says, "I've always believed there were prophets—prophets like Christ, Muhammad, Moses, and all the others."
5. You are talking with a Jewish man for the first time, and he says, "I don't know. I believe in the writings of Moses—what you call the Old Testament—but this Book of Mormon I can't believe."
6. A new missionary says, "I know it's important to obey the mission rules, but it's sure hard to get up on time. I'm not used to this schedule."

7. When you ask an investigator what he thinks about Christ, he says, "I believe that he was certainly a great teacher. I love to read his teachings in the Bible. But I'm not so sure about his being the Son of God."
8. A missionary says, "I want to love all of God's children in this city. But it's hard to feel love when they slam the door in your face. Sometimes I really feel angry."
9. An investigator says, "I've always felt that God is loving and is no respecter of persons. But why do so many people die needlessly in war and crime? Why are children born with handicaps?"

With your companion, select the one or two investigators with whom you are most familiar. Discuss their beliefs and values, and then answer the questions below:

- What are the similarities between their beliefs and the beliefs taught in the discussions?
- How can you build on their beliefs to help them understand and accept gospel doctrines?
- How could you approach your next discussion to build on these common beliefs?

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for the day, and select three specific finding or teaching situations.
 - Write a goal to identify the common beliefs of others in these situations and build on those beliefs. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

Read and Discuss

Share Feelings

- Share your feelings about how important it is to build on common beliefs.
- Share an experience in which building on common beliefs has helped you in your work.

Find Out

- Why does building on common beliefs help build relationships of trust?
- How does building on common beliefs prepare people to feel the Spirit?

Invite

- Review your schedule for today, and identify three specific finding or teaching situations.
 - Invite your companion to write a goal to build on common beliefs in these situations.
-

Follow Up

- Write a goal to help your companion build on common beliefs in three situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to build on common beliefs. Discuss how you and your companion are doing.

SHOW EMPATHY

LEARNER

Empathy is the ability to put yourself in another's situation and share his thoughts and feelings. Empathy is also looking at things from the other's point of view rather than yours. As you listen to investigators, members, and other missionaries, try to understand how they feel by asking yourself: "If I were in their position, how would I react to this?" "Why are they asking those questions?" "What are they thinking and feeling?"

To help you understand what empathy is, read the following example and answer the questions.

A missionary has just arrived in the mission field. He says to his companion, "Boy, there sure is a lot to do—learning the discussions and teaching skills, keeping track of our investigators, finding new people to teach, trying to improve in everything. Sometimes I wonder if I can do it all. It's a good thing the Lord is helping us."

- What is this missionary's concern?
- If you have had a similar experience, describe how you felt.

As you discussed these questions with your companion, perhaps you could understand this missionary's feelings. You *have* empathy when you have this feeling of understanding. But *having* empathy is not the same as *showing* empathy. A missionary can show empathy only if he has empathy.

Showing empathy means telling others that you understand or are trying to understand their feelings. If you have had experiences like those of investigators, members, or missionaries, share these with them. If you haven't, try to understand their situations and express your feelings for them. Remember that in showing empathy, you must mean what you say. When you express empathy that you do not really feel, you offend people and do more harm than good.

The following is an example of a missionary showing empathy:

Elder Jacobsen invites Mr. Tucker, an investigator, to come to church. Mr. Tucker says, "Well, I don't think I could come to church. Sunday is my only day off work, and I don't think I could give it up." Before discussing Mr. Tucker's concern, Elder Jacobsen says, "I think I understand what you are saying. We have one day during the week that I guess you could call our day off. I know I sure look forward to that. It's important to have some time to relax, isn't it?"

TRAINER

Follow Up

- Ask your companion to locate the goal to build on common beliefs in three situations.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how building on common beliefs helped you and your companion build relationships of trust.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- What is empathy?

Read

The missionary in this example listened to Mr. Tucker's feelings. He then showed empathy by telling Mr. Tucker that he understood his situation.

Read the following situations, and decide whether the missionaries show empathy. Discuss your answers with your companion.

Situation 1

The sisters returned to teach Karen the third discussion and asked her about her experiences with prayer. She said, "I'm sorry. I didn't try to pray. It's hard for me."

Missionary A: Karen, I want you to know that prayer is very important. It's the only way we have of talking with our Heavenly Father. If you don't pray, then you . . .

Missionary B: I see that prayer is not an easy thing for you. To tell you the truth, there are times when I find it hard to pray, too. Perhaps we could . . .

Missionary C: Thanks for letting us know that you find praying difficult, but you really need to take time to do it. Prayer is important, and it's the only way you will come to know that . . .

Situation 2

The missionaries visit Brother Young, a member. He says, "I would really like to help you by getting someone for you to teach, but asking my friends scares me to death. It's hard to talk to someone about the Church. Give me some time to think about it."

Missionary A: Brother Young, you are a wonderful member of the Church and one of the nicest people in this ward. I'm sure that you will influence many people with your testimony of the gospel.

Missionary B: Brother Young, sharing the gospel is one of our most important responsibilities as members. That's how we help others to feel the happiness we feel. I'm sure the Lord will bless you if you'll just try.

Find Out

- What does it mean to *show* empathy?

Discuss

- When have you showed empathy in the past?
- How has doing this helped you build a relationship of trust with someone?

Read

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read a response.
- Ask him to decide whether the missionary shows empathy.
- Ask him to explain his decision.
- Do the same for the following responses.

Answers: In "A," the missionary bears testimony but does not show empathy. In "B," the missionary shows empathy because she acknowledges that prayer is hard sometimes and that she has difficulties herself. In "C," the missionary thanks Karen but does not show empathy.

Answers: In "A," the missionary expresses confidence in the member but does not show empathy. In "B," the missionary bears testimony of missionary work but does not show empathy. In "C," the missionary shows empathy by trying to put himself in the place of the member and share his feelings.

Missionary C: It's not always easy to share the gospel, that's for sure. Sometimes all of us feel a little afraid of talking about the Church with our friends. I guess we treasure the gospel so much, and we're afraid our friends will turn us down.

Listen to the audiotape segments for "Building Relationships of Trust: Show Empathy."

Practice showing empathy by responding to the following situations. Do not spend time trying to resolve concerns. Just practice showing empathy.

1. When you ask an investigator if he has received answers to his prayers, he says, "Last night I asked God to let me know if what you have been telling me is true. Well, this feeling came over me that I've never felt before. I just felt great all over."
2. As you arrive for a teaching appointment, an investigator says, "I'm sorry, but I can't keep our appointment this evening. My son is sick, and I have to take him to the doctor."
3. After reading a letter from home, your companion says, "Wow! My brother made the varsity basketball team. He really seems excited. I'd love to see him play."
4. A missionary says, "I've been sleeping in lately. I feel guilty about it, but it's because I haven't felt well. Something's wrong with my stomach. I have these pains and cramps sometimes. I don't quite know what to do about it."
5. A member says, "I don't know if you are aware, but I'm in the elders quorum presidency. That calling really takes a lot of time. I'd like to help you more with missionary work, but right now it's hard. With my Church job and my family and my work, I can barely keep everything going."
6. An investigator says, "I'm sorry, but I just don't think we can come to church on Sunday. My new job requires me to work late at night, and I hardly get to see my family—maybe another time."
7. A member says, "I know that missionary work is important, and I want to be involved. It's just so hard for me to talk to my friends about the Church."
8. An investigator says, "I like what you've told me about your Church, but I'll be honest with you. The part about Joseph Smith seeing God is a little hard to believe."
9. After you invite an investigator to pray, he says, "No, I'm sorry. Praying in front of people would embarrass me. I don't even like to speak publicly."

With your companion, select two investigators with whom you are now working, and answer the following questions:

- What are the beliefs or habits of these investigators?
- Which of these beliefs or habits are not consistent with the gospel?
- How hard will it be for the investigators to change these beliefs or habits and accept new ones?
- How can you show empathy to them?

Listen and Discuss

Practice

- Read each situation to your companion.
- Have him respond by showing empathy.
- Discuss whether he showed empathy and why he did or did not.

Read and Discuss

Share Feelings

- Share your feelings about how important it is to show empathy.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and select three specific situations in which you could show empathy.
 - Write a goal to show empathy to the people in these situations. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

Conclusion

The principles presented in this lesson will help you build relationships of trust with nonmembers, members, and other missionaries. Remember that you are not selling the gospel or just telling an important message. You are helping people feel the Spirit so that they will want to keep commitments. As they do, they will find happiness and be able to return to live with their Heavenly Father. The Savior gives us the perfect example to follow. He showed perfect love toward all of God's children.

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

- Share an experience from your missionary work in which you showed empathy to someone and helped them.

Find Out

- Why does showing empathy help you to build relationships of trust?
 - How does showing empathy prepare people to feel the Spirit?
-

Invite

- Review your schedule for today. Select three specific situations in which your companion could show empathy.
 - Invite your companion to write a goal to show empathy in these situations.
-

Follow Up

- Write the goal to help your companion show empathy in three situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to show empathy. Discuss how you and your companion are doing.

Read

Invite

- Invite your companion to write goals to help him improve.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review the principles used in building relationships of trust.

STUDY RECORD

Date	Time Spent	Pages Studied	Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<i>"Become Acquainted"</i> Become acquainted with three new individuals or families.	_____	_____	_____
<i>"Build on Common Beliefs"</i> Build on common beliefs in three finding or teaching situations.	_____	_____	_____
<i>"Show Empathy"</i> Show empathy in three finding or teaching situations.	_____	_____	_____

HELP OTHERS FEEL AND RECOGNIZE THE SPIRIT

INTRODUCTION

LEARNER

The purpose of this chapter is to increase your ability to help others feel and recognize the influence of the Holy Ghost. As people feel the Spirit and obey gospel principles, they can come unto Christ through baptism. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

Many principles and skills can be used in helping others feel and recognize the Spirit. This chapter will discuss the following:

- 1. Bear Testimony 74
- 2. Share Experiences 77
- 3. Identify the Influence of the Holy Ghost 82

Other principles and skills not discussed in this chapter might include the following:

- 4. Give blessings as God's authorized servants
- 5. Read scriptures
- 6. Sing Church hymns

Perhaps you thought of other principles and skills that would help others to feel and recognize the Spirit. Discuss these with your companion and list them below:

- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____

TRAINER

Prepare

- Identify areas in which your companion may need to improve in helping others feel and recognize the Spirit.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What are other ways to help others feel and recognize the Spirit?

Read and Discuss

The Commitment Pattern

Prepare	Invite	Follow Up
Build Relationships of Trust		
Help Others Feel and Recognize the Spirit		
Present the Message		
Find Out		
	Resolve Concerns	

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments. Helping others feel and recognize the Spirit is an important part of the preparation stage.

President Ezra Taft Benson said: "If there is one message I have repeated to my brethren of the Twelve it is that it's the Spirit that counts. It is the Spirit that matters. I do not know how often I have said this, but I never tire of saying it—it is the Spirit that matters most" (mission presidents' seminar, 3 Apr. 1985).

To illustrate how important the Spirit is in missionary work, read the following comment from a recent convert: "When I got to know the missionaries, I could feel that there was something special about them. I remember wishing that I could be like them. It was a really strong feeling. It was easy for me to think about God when they were around. I know now that the Holy Ghost made me feel like I did."

Scripture Activity

Read the following scriptures and discuss the answers to the questions.

Acts 2:37–38

- How did the people feel about Peter's teachings?
- What did the Holy Ghost do?

Mosiah 5:1–2

- What effect did the Spirit of the Lord have upon the people?

Luke 24:15–16, 30–32

- How did the Spirit testify of Christ?

In this chapter you will study sections on praying, bearing testimony, sharing experiences, and identifying the influence of the Holy Ghost. Each of these principles will enable you to help others feel and recognize the Spirit.

Find Out

- How does helping others to feel and recognize the Spirit relate to the commitment pattern?

Read

Discuss

- Why is the Spirit essential in missionary work?

Read and Discuss

Find Out

- What is the purpose of this chapter?

BEAR TESTIMONY

LEARNER

Bearing testimony is one of the most powerful ways to help others feel the Spirit. As you testify, the Holy Ghost can witness to them that what you have said is true. The purpose of bearing your testimony is to invite the Spirit into the discussion and to testify of the truth.

While bearing your testimony, do not use words that only Church members understand. Many investigators do not understand terms like "bear testimony," "exaltation," and "beyond a shadow of a doubt." Read the following examples.

Less Effective

"I want to bear you my testimony that revelation is on earth and teaches mortal man all that is needed for exaltation. I know this with every fiber of my being."

In the less effective example, the missionary used words like "bear you my testimony," "exaltation," and "every fiber of my being." These terms are unfamiliar and confusing to most nonmembers. The testimony in the effective example is simple and direct, and the missionary used words that the investigator could easily understand.

You should testify of what you are teaching, rather than of something unrelated or personal. Be sure to maintain an equal relationship with your investigators. Do not share your testimony in a way that sounds as if you are better than they are.

A missionary has just finished teaching the Word of Wisdom to the investigator and is going to bear his testimony. Read the following examples of how he could do this.

Less Effective

"Mr. Fox, after hours of study and prayer, I have received personal revelation that we should eat meat only in times of winter and that hunting animals is an evil practice."

Effective

"God does speak to a prophet on the earth. God tells his prophet all that we need to do to return to Him."

Effective

"As I have kept the Word of Wisdom, the Lord has blessed me with his Spirit. I have come to realize that this commandment is true."

TRAINER

Read and Discuss

Find Out

- Why is it important to bear testimony?

Read

Discuss

- What is the difference between these two testimonies?

Read and Discuss

Find Out

- What is a simple testimony?
- What words do Church members often use in their testimonies that could be confusing to nonmembers?

Read

Discuss

- What is the difference between these examples?
- Was the testimony in the less effective example related to the subject?

In the less effective example, the missionary's testimony about eating meat and hunting was personal and did not relate to teaching the Word of Wisdom. Also, his statement about "hours of study" and receiving "personal revelation" did not maintain an equal relationship. The testimony in the effective example, however, was humble and related to the subject.

Read and Discuss

Find Out

- How can a testimony that relates to the subject help an investigator to feel the Spirit?
- What does it mean to maintain an equal relationship when bearing testimony?

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read a response.
- Ask him to decide whether the missionary effectively bears testimony.
- Ask him to explain his decision.
- Do the same for the following responses.

Read the following situations, and decide which missionary effectively bears testimony. Discuss your answers with your companion.

Situation 1

You are teaching the Williams family about the Book of Mormon. They seem receptive and promise to read the assigned pages.

- Missionary A: By reading the Book of Mormon and praying about it, I have come to realize that this book is God's word.
- Missionary B: I bear you my solemn witness that the Book of Mormon is the word of God.
- Missionary C: You need to know, as I know, that the Book of Mormon is holy writ from inspired servants of God.
- Missionary D: Brother Williams, the Book of Mormon is the word of God.

Situation 2

James Kelly just accepted the invitation to be baptized and is looking forward to his baptismal date.

- Missionary A: James, baptism is a sacred ordinance that only those of us who have been authorized by Christ can perform. Heavenly Father is pleased with your decision to join the true Church by being baptized by one who holds the proper authority. I assure you that God will recognize your baptism into this Church.
- Missionary B: James, your decision to be baptized is the best decision you have ever made! I'm confident that baptism is a true commandment. By being baptized you will be leaving the wicked world behind as you enter into the Lord's true kingdom here on earth.

Answer: "A" is an effective testimony. It is short and it relates to the subject. "B" uses the words "solemn witness," which investigators may not understand. "C" uses the words "holy writ" and "inspired servants" and creates an unequal relationship with the words, "You need to know, as I know." "D" is an effective testimony.

LEARNER

Missionary C: James, we are glad that you have decided to be baptized and that you feel so good about it. Baptism is a sacred and true commandment of God, and he will bless you for your obedience.

Missionary D: Congratulations, James. When I was baptized I felt that God approved of my decision. I felt good all over. I know that baptism is a true commandment.

Bearing your testimony can help an investigator when he has difficulty believing what you are teaching. Be sure to bear testimony whenever you feel you need the Holy Ghost to bear witness of the truth of what you teach. Remember the following when you bear your testimony:

- Avoid words that nonmembers will not understand.
- Bear a simple testimony that is related to the subject.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today. Select three specific finding or teaching situations in which you could bear testimony.
 - Write a goal to bear your testimony in each situation. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

TRAINER

Answers: "A" and "B" do not maintain an equal relationship and use unfamiliar words. "C" is an effective testimony because it is simple and direct. "D" is an effective testimony because it maintains an equal relationship and is simple and direct.

Read**Discuss**

- What are the purposes of bearing your testimony?
- What can you do to bear your testimony more effectively?

Invite

- Review your schedule for today. Select three specific finding or teaching situations in which your companion could bear testimony.
 - Invite your companion to write a goal to bear his testimony in these situations.
-

Follow Up


- Write a goal to help your companion bear testimony.
 - Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
 - Complete the study record at the end of the chapter.
 - During your work today, identify opportunities to bear testimony. Discuss how you and your companion are doing.
-

SHARE EXPERIENCES



LEARNER

When you share religious experiences with others, you help them to feel the Spirit and to feel closer to you. These experiences could include how you gained a testimony or how you received direction from the Holy Ghost. Always tell about experiences that will help your investigators understand the gospel and uplift them in some way.




Elder Bruce R. McConkie said the following about sharing personal experiences: "Perhaps the perfect pattern . . . is to teach what is found in the scriptures and then to put a seal of living reality upon it by telling a similar thing that has happened in our dispensation and to our people and—most ideally—to us as individuals" ("The How and Why of Faith-promoting Stories," *New Era*, July 1978, pp. 4–5).

The following is an example of a missionary telling an experience that he had with prayer: "I was having difficulty receiving answers to my prayers, and I decided to turn to the Book of Mormon for help. I read about Enos and realized that I could get answers to my prayers if I really prayed as he did. I have never prayed all day, but I have tried to pray with the sincerity of Enos. I feel that my prayers have improved because I feel closer to God, and I feel more of his influence in my life."

When you are sharing experiences, be simple, clear, and direct. Share only those parts of the experience that relate to the subject and will uplift the investigator. Use words that the investigators will understand. Do not share past transgressions, even if you are trying to help a person who is having problems that you have had.

Consider the following examples of sharing experiences.

Less Effective



"You know, when I was about eighteen years old, I wanted to know why my parents married outside of the temple. They told me that I should marry in the temple, yet they didn't get married in the

Effective

"I remember that when I was a little boy, I asked my dad about the purpose of life. He told me that more than anything he wanted to live a good life so that he could be with Christ and with my mom and

TRAINER

Follow Up

- Ask your companion to locate the goal to bear his testimony in three situations.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how bearing testimony helped others to recognize the Spirit.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- Why is it helpful to share experiences with investigators?

Discuss

- What experiences have you shared with investigators in the past few days?

Read and Discuss

temple at first. They got married in the temple when I was twelve. I still remember going to the temple with my family and wearing white. Come to find out, my parents were worthy to be married in the temple, but my dad's grandparents were not members of the Church. My dad really loved his grandparents because he used to spend summers with them when he was a boy. They had a farm, and dad would help milk the cows. Dad wanted his grandparents to attend the wedding, but you have to be a member to go into the temple. So, my parents got married by the justice of the peace first. They planned to marry in the temple, but when dad lost his job and stopped paying tithing, he was unworthy to go to the temple. My family started paying tithing when I was eleven years old, and then we went to the temple just one year later."

In the less effective example, the missionary shared past transgressions of his family—his parents were not married in the temple, and his family didn't pay tithing. The missionary also gave too many unnecessary details—his age and how his dad milked cows in the summer for his grandparents. In the effective example, the missionary was direct and clear, and he did not reveal past transgressions. He explained how the experience helped him gain a testimony of the purpose of life and the eternal nature of families.

When you share your own experiences, you encourage others to share theirs. As investigators share experiences, they begin to see how the Lord has helped them. The following is an example of how you could encourage someone to share an experience. Read the missionary's part, and have your companion read the part of the investigator.

- Missionary: How did you feel yesterday when you went all day without smoking?
- Investigator: Well, it was different. After all, I've smoked for twenty years now.
- Missionary: What did you do to keep from smoking?
- Investigator: I chewed a lot of gum and tried to keep busy by working in my shop.
- Missionary: We encouraged you to pray for strength. How did prayer help?

us kids forever. He said that eternal marriage was so important to him because it made this desire possible. My father helped me to believe that families are an important part of life and that they can be together forever."

Discuss

- What is the difference between these examples?

Read and Discuss

Find Out

- Why is it important to use words that nonmembers can understand when sharing an experience?
- Why is it important to tell only important information?

Read

Investigator: I must admit that I was a bit skeptical about praying for help to stop smoking. However, it did help.

Missionary: Mr. Evans, we are grateful that you found strength through praying. We were praying for you, too. Would you tell us what happened as you prayed?

Investigator: It's sort of silly sounding. I'd really rather not go into detail.

Missionary: We understand that sometimes it's difficult to talk about prayers and religious things, but we really would like to hear about your experience.

Investigator: Well, I suppose it would be all right since you're missionaries. I felt a little unsure about asking God for help to stop smoking when I hadn't prayed for so long. But you know, when I was out in my shop I just prayed to God as if he were my neighbor. I asked him for help to stop smoking, and I got a tingle over my whole body. I knew that he would help me and that he really would like me to stop smoking.

Missionary: Thank you for sharing that experience with us, Mr. Evans.

Discuss

- How did the missionary help the investigator to share his experience?
- What did the missionary do when the investigator did not want to share his experience?
- Why is it important to encourage investigators to share their experiences?

Read and Discuss

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read a response.
- Ask him to decide whether the missionary effectively shares experiences and encourages someone to share an experience.
- Ask him to explain his decision.
- Do the same with the following responses.

In the example, the missionary continued to ask the investigator questions to help him share his experience. The investigator hesitated at first, but the missionary showed empathy and continued to encourage him. After the investigator shared his experience, the missionary thanked him warmly.

Read the following situations, and decide whether the missionaries effectively share experiences and encourage investigators to share experiences. Discuss the answers with your companion.

Situation 1

You are teaching the Collins family about the Book of Mormon. You want them to understand how important this book of scripture has been in your life.

Missionary A: Joseph Smith only had a third-grade education, and I doubt he could have written this book. The Book of Mormon mentions cement and highways, and most scholars didn't know until a few years ago that the ancient inhabitants of the Americas had such things. Evidence like this has helped me to know that the Book of Mormon is true.

Missionary B: The Book of Mormon has been a source of spiritual regeneration to me ever since I began reading it. I gained my testimony by reading this sacred book. I know that you, too, will gain a testimony of the divine origin of this record as you read it.

Missionary C: I have found that as I study the Book of Mormon, I feel closer to God. In high school, a friend of mine was a member of another church. We would talk a lot about religion and our differing beliefs. Because of our discussion, I had to find out if the Book of Mormon was true. Through praying and reading the Book of Mormon, I received an answer from God. Even now, I feel God's direction as I study this book of scripture.

Answer: "A" is not an experience but rather an attempt to prove that the Book of Mormon is true. "B" uses words that nonmembers may not understand. "C" is a good personal experience. It relates to the subject, uplifts the investigator, and uses language that a nonmember can understand.

Situation 2

You are teaching Mark Heaton, a college student, about the Word of Wisdom. Mark says, "Living here on campus isn't really what you would call living a Christian life-style. It would be hard to stop drinking and partying."

Missionary A: What you said reminds me of an experience that I had. I was reading in the Bible about the crucifixion of Christ, and I felt an overwhelming witness of the Spirit that Jesus died for my sins. I don't want to disappoint him by not living the Word of Wisdom.

Missionary B: I have been in similar kinds of situations, Mark. I played on the high school football team, and all the players would go to parties after each game. They would drink beer and play poker all night. There were just a few of us who didn't go to the parties. The team players teased us so much that the other guys finally gave in and started going. By the end of the season, I was the only one who wouldn't go. After the season was over, several players told me that they respected me for my standards.

Missionary C: Let me read to you what the Lord told Nephi [missionary reads 1 Nephi 3:7]. Nephi had faith to do what God commanded even when it was difficult. I know that when I have faith to keep the commandments, God blesses me. All you have to do is have faith that God will bless you, and he will. Besides, you may influence some of your friends to do what is right.

Answer: "A" is an experience that does not relate to the subject. "B" is a good experience. It relates to the subject and uses language that the investigator can understand. In "C," the missionary uses a scripture but does not share an experience. He does not maintain an equal relationship.

Situation 3

You are teaching Mark and Catherine the first principle of the first discussion. You feel it is appropriate to ask them to share an experience that they have had with God.

Missionary A: Mark, we have shared spiritual experiences that we have had with God. Have you had any spiritual experiences with God that you could share?

Missionary B: Catherine, we noticed that you seemed impressed as we shared our feelings about God. What feelings do you have about God that you could share with us?

Missionary C: Many nonmembers have not had a lot of experiences with God unless they are really religious people. You two seem to be religious. Can you think of any experiences that you can tell us about?

Missionary D: You mentioned earlier that certain events had helped you know that there is a God. Will you share with us some of your experiences?

Answer: "A" uses the words "spiritual experiences," which investigators may not understand. "B" is an effective example because it is direct and uses words and ideas that investigators can understand. "C" does not maintain an equal relationship. "D" is effective because the missionary refers to a previous comment and asks a simple, direct question.

Collect experiences that you can use in your teaching. Begin to do this by responding to at least three of the following situations. If you cannot think of experiences for each situation, try to have experiences that you could share. Do not try to resolve concerns in this exercise. Just practice relating experiences.

1. How did you learn that the Book of Mormon is the word of God?
2. How did you learn that Joseph Smith was a prophet of God?
3. What helped you decide to go on a mission?
4. How do you know that the Word of Wisdom is a true commandment?
5. How did you feel after you were baptized and confirmed a member of the Church?
6. How did you learn that the modern-day prophet and Apostles are called of God?
7. How did you learn that the Bible is God's word?
8. How does Heavenly Father answer your prayers?
9. How do you know when the Holy Ghost is telling you that something is true?
10. How did you gain an appreciation for the atonement of Jesus Christ?

End your study session now, and apply what you have learned by doing the following:

- Review your schedule for today. Select three specific finding or teaching situations in which you can share experiences and encourage others to share experiences.
- Write a goal to share experiences and encourage others to share experiences in these situations. Carry this goal with you during the day as a reminder.
- After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.

Practice

- Read each situation to your companion.
- Have him respond by relating an experience.
- Discuss whether his response was appropriate and why it was or was not.

Find Out

- How can collecting experiences help in your missionary work?
- What can you do to collect experiences?

Invite

- Help your companion identify three specific situations in which he can share experiences and encourage others to share experiences.
- Invite your companion to share experiences and encourage others to share experiences in these situations.

Follow Up

- Write a goal to help your companion share experiences and encourage others to share experiences.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to share experiences. Discuss how you and your companion are doing.

IDENTIFY THE INFLUENCE OF THE HOLY GHOST

LEARNER

The Holy Ghost bears witness of God and Christ and testifies of truth. The investigators you teach may feel the Spirit without recognizing its promptings. Your responsibility is to recognize the promptings of the Spirit and to help others identify and understand what they are feeling.

Scripture Activity

Read the following scriptures with your companion, and discuss the answers to the questions.

John 14:26; 15:26

- What is the role of the Comforter (Holy Ghost)?
- Of whom does the Holy Ghost bear witness?

Doctrine and Covenants 8:2–3

- How does the Holy Ghost reveal God's will?
- How can you use this scripture to help investigators?

1 Samuel 3:3–10

- Who helped Samuel recognize that the Lord was calling him?
 - How can you help your investigators as Eli helped Samuel?
-

Encourage investigators to express how they feel before you tell them that they are feeling the Spirit. This will help them understand what they are feeling. It will also make it easier for you to tell them that what they feel is the Spirit of the Lord.

TRAINER

Follow Up

- Ask your companion to locate the goal to share experiences and encourage others to share experiences in three situations.
- Ask your companion if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how sharing experiences helped others recognize the Spirit.
- Complete the assignment log at the end of the chapter.

Read

Discuss

- Can you think of a recent situation in which you were able to identify the influence of the Holy Ghost?

Find Out

- What are the roles of the Holy Ghost?
- What is your role in helping others recognize the influence of the Holy Ghost?

Share Feelings

- Relate an experience in which the Holy Ghost helped you in your missionary work.

Read and Discuss

When you sense that your investigator is feeling the Spirit, you should tell him what he is feeling, as in this example.

Missionary: Mr. Carter, I want you to know that we are children of God. He sent us here to earth to prove ourselves and prepare to return to him. How do you feel about the idea that God sent us here to earth and gave us a plan so that we could return to him?

Investigator: Well, to tell you the truth, I always thought that there was more to life than just going to work and paying the bills. I have never heard of a specific plan from God, though.

Missionary: I'm glad you feel that there is more to life than just trying to make ends meet. Brother Carter, it has been a pleasure to share these truths with you tonight. How have you felt about the things we have discussed?

Investigator: What you are saying seems right. I have never been taught that God has a specific plan for us. That idea feels good.

Missionary: What do you mean when you say that it feels good?

Investigator: Well, it's hard to describe. But as we talked tonight, I noticed that I felt calm and relaxed—not my usual nervous self. Also, what you had to say seemed to make sense. It felt right.

Missionary: Brother Carter, I have felt the same peaceful feelings here tonight. The feeling of calmness and the feeling that what we taught is right are promptings from our Heavenly Father. The Holy Ghost is witnessing to you that what you have learned tonight is true.

Discuss

- How did the missionary encourage the investigator to share how he felt?

Read and Discuss

The missionary asked a question that began, "How do you feel . . . ?" This question helped Brother Carter begin to think about his feelings. The missionary then asked, "How have you felt about the things we have discussed?" This, too, helped Brother Carter to share his feelings.

Take a few moments to think about times in your life when you have felt the Spirit. Use the following items to help you remember these times.

- Praying
- Singing hymns
- Attending a baptismal service
- Reading the scriptures
- Hearing or bearing testimony
- Doing temple work
- Having a child born into the family
- Talking with a friend about the Church
- Talking with your parents
- Receiving counsel from a Church leader

Ask yourself: How can remembering these experiences help you identify the promptings of the Spirit for investigators?

LEARNER

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today. Select three specific finding or teaching situations in which you can identify the Spirit for an investigator.
 - Write a goal to identify the Spirit in these situations. Carry this goal with you during the day as a reminder.
 - After each situation, discuss what went well and how you could improve.
-

Conclusion

The principles presented in this lesson will enable you to help others feel and recognize the Spirit of the Lord in their lives. The people you teach will eventually feel the Spirit as they sincerely pray to know the truth and listen to your message and humble testimony. When you sense that others are feeling the Spirit, tell them what they are feeling and help them understand it. This may be the first time they have felt it. Remember the counsel of President Ezra Taft Benson: "It is the Spirit that matters most" (mission presidents' seminar, 3 Apr. 1985).

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

TRAINER

Invite

- Review your schedule for today, and identify three specific finding or teaching situations in which your companion can identify the Spirit for investigators.
 - Invite your companion to identify the Spirit in these situations.
-

Follow Up

- Write a goal to help your companion identify the Spirit for investigators in three situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to identify the Spirit for investigators. Discuss how you and your companion are doing.

Read and Discuss

Invite

- Invite your companion to write goals to help him improve.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
 - Compliment him on the progress he makes.
 - Periodically review the principles used in helping others to feel and recognize the Spirit.
-

STUDY RECORD

Date	Time Spent	Pages Studied	Comments

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<i>"Bear Testimony"</i> Bear testimony in at least three situations.			
<i>"Share Experiences"</i> Share personal experiences and invite others to share experiences in at least three situations.			
<i>"Identify the Influence of the Holy Ghost"</i> Help investigators understand that they are feeling the Holy Ghost in at least three situations.			

PRESENT THE MESSAGE

INTRODUCTION

LEARNER

The purpose of this chapter is to help you improve your ability to present gospel messages. By studying this chapter, you will learn to present the discussions and other messages in an effective and spiritual way. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

Many principles and skills can be used in presenting the message. This chapter will discuss the following:

- 1. Present with Faith 88
- 2. Present the Message Clearly 92
- 3. Personalize the Message 96

Other principles and skills not discussed in this chapter might include the following:

- 4. Present correct doctrine
- 5. Use audiovisual aids effectively

Perhaps you thought of other principles and skills that would help in presenting messages. Discuss these with your companion and list them below:

- 6. _____
- 7. _____
- 8. _____

TRAINER

Prepare

- Identify areas in which your companion may need to improve in presenting the message.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What are other ways to effectively present the message?

Read and Discuss

The Commitment Pattern

Prepare	Invite	Follow Up
Build Relationships of Trust		
Help Others Feel and Recognize the Spirit		
Present the Message		
Find Out		
	Resolve Concerns	

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments. Presenting the message is an important part of the preparation stage.

Find Out

- How does presenting the message relate to the commitment pattern?

Read

The Lord told his missionaries to teach by the Spirit of truth so that "he that preacheth and he that receiveth, understand one another, and both are edified and rejoice together" (D&C 50:22). You should teach the gospel simply and directly and by the power of the Spirit. As you do, those you teach will be able to gain a testimony of the gospel message, develop faith, repent, and want to come unto Christ.

Find Out

- What can you do to help those you teach gain a testimony?

Read

This chapter focuses on the following ways to help you present the message: present with faith, present the message clearly, and personalize the message. As you do these things, you will help people want to come unto Christ.

Find Out

- What is the purpose of this chapter?

PRESENT WITH FAITH

LEARNER

The Apostle Paul said, "Now faith is the substance of things hoped for, the evidence of things not seen" (Hebrews 11:1). Presenting the message with faith means to have hope and confidence that those you teach will open their hearts, feel the Spirit of the Lord, and believe the gospel. It also means believing that those you teach will accept the commitments that lead to conversion and baptism. As you present your message with faith, the Lord will bless you with his Spirit. You will know that you are teaching the truth.

To present a message with faith, present the doctrines as facts and avoid negative phrases. Consider the following examples:

Less Effective

"I am pretty sure that Joseph Smith is, or was, a Prophet of God."

"We think that baptism is very important."

"I've been a member of the Church for almost four years now. The gospel is the best thing that I have come across so far."

The less effective examples contain words that show doubt, such as "pretty sure," "think," and "best thing so far." The effective examples contain words that show confidence in the doctrines, such as "I know" and "we must." These examples are statements of fact rather than opinion.

To present a message with faith, you must not apologize for teaching someone the gospel of Jesus Christ. Consider the following examples:

Less Effective

"I'm really sorry for taking so much of your time. We were not looking at our watches. I hope you'll forgive us."

Effective

"Joseph Smith is a Prophet of God."

"To enter the kingdom of heaven, we must be baptized and become members of the Church of Jesus Christ."

"The Lord has testified that this is 'the only true and living church upon the face of the whole earth' (D&C 1:30). I know that this is true."

Effective

"We appreciate you allowing us to take the time to share this message with you. I feel that you realize how much it means to us."

TRAINER

Read

Discuss

- What does it mean to present a message with faith?
- Why is doing this important?

Read

Discuss

- What is the difference between these examples?

Read

Discuss

- What is the difference between these examples?

Read

Discuss

- What is the difference between these examples?

Read

Find Out

- How can using positive words help you present a message with faith?

Read

Discuss

- What is the difference between these examples?

"If we would have known that teaching you would have caused such contention in your family, we wouldn't have been so persistent. We are really sorry."

"We can sense that your family doesn't want you to learn about the gospel. I know that investigating the Church is the right thing to do. We are sorry that your family doesn't feel good about your desires."

Discuss

- What is the difference between these examples?

Read and Discuss

In the less effective examples, the missionaries said they were sorry for taking an investigator's time and for causing contention. In the effective examples, one missionary thanked the investigators for their time and for allowing him to share an important message. The other missionary acknowledged the problem and expressed empathy. However, he did not say he was sorry for having taught the investigator the gospel.

At times, people may not agree with the doctrines or principles you teach. Respect the right of each investigator to believe as he desires. There is no place in teaching the gospel for contention or arguing. When you avoid contention and arguing, you help to maintain an environment in which the Spirit can work. Elder Bruce R. McConkie said:

"The gospel is one of peace, harmony, unity, and agreement. In it argument and debate are supplanted by discussion and study. Those who have the Spirit do not hang doggedly to a point of doctrine or philosophy for no other reason than to come off victorious in a disagreement. Their purpose, rather, is to seek the truth by investigation, research, and inspiration" (*Mormon Doctrine*, 2nd ed. [Salt Lake City: Bookcraft, 1966], p. 161).

Scripture Activity

Read the scriptures below and discuss the questions that follow.

3 Nephi 11:29–30

- Who is the father of contention?
- Why is it important to avoid contention?

4 Nephi 1:2, 13, 15, 18

- Why was there no contention in the land?
- What was the result of having no contention or disputations among the people?

Find Out

- How can avoiding contention help you present a message with faith?

Identify

- Have your companion cover the answers in the right column.
- Read a passage to him while he follows along.
- Have him underline places where the missionaries present their message with faith.
- Ask him to answer the questions at the end of the passage.
- Do the same for the following passage.

Consider the following example of Elder Meyer and Elder James presenting their message with faith. While reading the example, try to find and underline places where the missionaries do the following things.

- Present the doctrines as facts.
- Do not apologize for teaching the gospel of Jesus Christ.
- Avoid contention and arguing.

Elder Meyer and Elder James are teaching John and Suzanne Linford the first discussion. After becoming acquainted and creating a friendly feeling, Elder Meyer feels impressed to begin the discussion. He says, "Our message today is true. We would like you to try sincerely to find out whether it is true." The missionaries begin with a word of prayer and then teach the first principle.

At the end of the first principle, Elder James says, "John and Suzanne, God lives. He is my Heavenly Father, and I love him with all my heart. Suzanne, how do you feel about God?"

"I believe in God and feel that he is near."

"Thank you, Suzanne. John, how do you feel about God?" asks Elder James.

"I'll level with you, Elders; I don't believe in God. People say that there is a God and that he is all powerful. Well, if he is so powerful, why doesn't he do something about all the wars and all the starvation in the world. You can't tell me that there is a God."

"We appreciate your feelings, John. You have raised a very good question. It is hard to know why God allows these things to occur . . ."

"Allows these things to occur! If there is a God, why doesn't he do something about them?" exclaims John.

Discuss the following questions before reading the rest of the example.

- How are the missionaries presenting their message with faith?
- What would you do next?

Elder Meyer calmly replies, "John, it's very evident that there is great confusion and destruction in the world today. Why do you think these things happen?"

"Now you're asking me? I really don't know. I guess religion has always puzzled me because it doesn't seem to answer basic questions. People say there is a God, but I watch the news and can't believe it. I don't have anything against you two or the Mormon religion, but how can you say that you believe in God?"

Elder James replies, "Our message today is that God lives and that he loves you, your wife, and everyone on the earth. Please listen with your heart while we share our feelings about God and how we know he lives."

John looks at Suzanne and then back at Elder James and says, "I'm interested in what you have to say. Please continue."

The missionaries continue teaching the discussion and discuss many aspects of the gospel. At the end of the discussion, John and Suzanne agree to read the Book of Mormon and pray to know of its truth.

Before the missionaries leave, Elder Meyers says, "I notice that we have gone a few minutes longer than we anticipated. I hope that this has not caused any problem. The truths we have shared with you tonight are very important. We sincerely appreciate your time."

Discuss the following question:

- How did the missionaries present their message with faith?

In this section you have learned to present a message with faith by doing the following:

- Present the doctrines as facts. Be positive and show conviction.
- Do not apologize for teaching the gospel of Jesus Christ.
- Avoid contention and arguing.

Answer: The missionaries presented many doctrines as facts, for example, "Our message today is true," "God lives," and "He is my Heavenly Father." The missionaries also avoided any argument.

Read

Answer: The missionaries continued to present the doctrines as facts. They did not argue with John's feelings about God. They acknowledged that they had taken more time than planned and thanked the Linfords for sharing the time with them.

Read

LEARNER**TRAINER**

Practice presenting a message with faith by doing each of the following activities. Take the part of the missionary, and have your companion take the part of the investigator. Do not practice resolving concerns. Just practice presenting with faith.

1. Teach the entire first principle of the first discussion.
2. Teach the entire second principle of the first discussion.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and select three specific situations in which you will be presenting a message.
 - Write a goal to present these messages with faith. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

Practice

- Read the following investigator responses. Prepare to take the part of the investigator.
- Read an activity to your companion. Have him take the part of the missionary and present the message with faith.
- Help him understand what he did well and what he needs to improve.

Investigator response: When asked about God, say kindly, "I have thought about it and firmly believe there is no God."

Investigator response: When asked about your feelings for the Savior, say, "I believe that Christ was perhaps a good man. But I believe that he receives far too much recognition. There have been a lot of other good people on this earth."

Invite

- Review your schedule for today. Identify three specific situations in which your companion could present a message.
 - Invite your companion to teach these messages with faith, applying the principles found in this section.
-

Follow Up

- Write a goal to help your companion present messages with faith in three situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to present your message with faith. Discuss how you and your companion are doing.

PRESENT THE MESSAGE CLEARLY

LEARNER

To present the message clearly, teach so that investigators are able to understand what you are saying. You do not only use words to communicate. This section will focus on some things that will help you present the message clearly, such as varying your tone of voice, using eye-to-eye contact, and using appropriate body language.

You should vary your tone of voice when you present a message. To do this, express your thoughts and feelings clearly, and pronounce your words clearly. Be enthusiastic. Vary the speed of your speech or the loudness of your voice to show excitement, reverence, or other feelings. Speak calmly even if the other person becomes emotional or angry. Avoid using slang or talking in ways that may distract others or be inappropriate for a minister of the Lord.

The first paragraph of the first discussion follows. Practice teaching the paragraph six times. Each time you teach, use one of the suggested voice characteristics. Discuss with your companion how changing the emotion, loudness, or speed of your voice can affect your message.

Discussion Paragraph

"Most people believe in a Supreme Being, even though they may call him by different names. We know that God lives. We want to share with you our feelings about him" (discussion 1, principle 1).

Voice Characteristics

1. Loud
2. Soft
3. Fast
4. Slow
5. Vary the pitch (high and low)
6. No change in pitch (monotone)

TRAINER

Prepare

- Ask your companion to locate the goal to present the message with faith in three situations.
- Ask your companion if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how presenting the message with faith helps investigators to feel the Spirit.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Activity

- Have your companion practice teaching the following paragraph of the first discussion six times. Each time he should use one of the suggested voice characteristics. This will help him see the different ways in which things can be said.
- Discuss the question that follows the activity.

Discuss

- How can varying your tone of voice help you present a message clearly?

Missionaries who teach effectively and with enthusiasm use a combination of the voice characteristics just listed.

While teaching the discussions, talking to someone at a door, or stopping someone on the street, it is important to maintain good eye contact with the person. When you do this, you show the person that you care about him and that what you are saying is important. Don't constantly stare into the other person's eyes, but look at him frequently, for a few seconds each time.

Consider the following story shared by a senior companion:

"My companion, Elder Johnson, had been on his mission for two weeks. While he was teaching a discussion, I noticed that he rarely looked at our investigators. He would occasionally glance over at me but never for more than a few seconds. The investigators looked around the room and did not concentrate on what he was saying.

"In companion study the next morning, I asked, 'Elder Johnson, last night when we were teaching the Jacobsons, I noticed that it was hard for you to look them in the eye. Can you tell me why this was difficult?' Staring at the ground, he replied, 'I just find it hard to look people in the eye. Maybe I'm not sure that I'm saying the right things. I don't know.'

"That morning I took some time to help Elder Johnson. We took turns teaching a discussion, concentrating on having good eye-to-eye contact. The more we practiced, the better he became. I also noticed that I didn't look into the investigators' eyes as often as I should. I told him that if he would teach what is in the discussions and try to look people in the eye, the people would be more likely to listen closely to what he was teaching.

"Elder Johnson seemed to change from that time on. It took some work, but I could tell that the people we taught listened more to what he was saying, and he even seemed more confident."

Use appropriate body language by sitting upright and on the edge of your chair. Use your hands for expression. Smiling is a simple act, but it communicates warmth and genuine love for those you are teaching. Avoid gestures that would detract from your message such as tapping your feet or bouncing your knee. By sitting properly, using your hands, and smiling, you tell others that you care for them and want them to listen to your message.

Read

Find Out

- How do you maintain good eye-to-eye contact?

Discuss

- How could you improve your eye-to-eye contact with others?

Read

Discuss

- What effect did eye-to-eye contact have on the investigators?
- How did improving eye-to-eye contact help this missionary?
- How would improving eye-to-eye contact help you?

Read

Find Out

- How can using appropriate body language help you present a message effectively?

In the following situations, identify and underline the things the missionaries do to present their message clearly. Answer the questions following each situation.

Situation 1

The elders are invited into the living room and asked to sit down on an old sofa. Elder Crandall politely declines the offer and asks Mr. Thomas if he has two hardbacked chairs. With a puzzled look on his face, Mr. Thomas says, "Sure." Elder Crandall sits on the edge of his chair and begins looking for a couple of scriptures. His companion sits down, stretches out his long legs, puts his hands in his pockets, and leans back a little in the chair. He rests the flip-chart on his leg as though trying to perform a balancing act.

The missionaries get to know Mr. Thomas and then begin to teach the first discussion. Elder Crandall looks at Mr. Thomas and tries to perceive his thoughts. His companion rarely looks at Mr. Thomas or even Elder Crandall. When he is not teaching, he looks at the flip-chart or the ground or the ceiling but rarely into the investigator's eyes.

Discuss the following questions:

- What are the differences between these two missionaries?
- What is the body language of Elder Crandall's companion telling you?
- Why does Elder Crandall look at Mr. Thomas?
- What do you think Mr. Thomas feels about these two missionaries?
- How could these missionaries improve?

Situation 2

As Sister Franks is teaching the fifth principle in discussion 1, she says, "As a witness of Christ, Joseph Smith received authority to teach the gospel. He also brought forth additional scriptures."

As soon as she mentions additional scripture, Mr. Peters sits up in his chair, leans forward, points with his finger, and says, "Oh, so that's where your Book of Mormon came from. Is that what you mean when you say he brought forth additional scripture?"

Leaning forward in her chair and looking at Mr. and Mrs. Peters, Sister Franks replies, "That is exactly what we mean, Mr. Peters."

Mr. Peters then leans back in his chair with his hands behind his head. He is doing some deep thinking. He then brings his chair forward and says, "So what you're telling me is that a fourteen-year-old boy saw God the Father and Jesus Christ and then translated the Book of Mormon from some gold plates?"

Sister Franks warmly replies, "That is exactly what we are saying."

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him underline places where the missionaries present the message clearly.
- Have him explain what principles the missionaries use to present the message clearly.
- Do the same with the following situation.

Answers: Elder Crandall is using appropriate body language and trying to maintain good eye contact. His eye contact helps him learn how Mr. Thomas is receiving the message. His companion's body language says that he may not really care about the investigator or the message.

Discuss the following questions:

- What did you learn from Mr. Peters's body language?
- When Sister Franks leaned forward in her chair, what could that have communicated to Mr. Peters?
- How would you warmly say, "That is exactly what we are saying"?

In this section you have learned the following principles:

- Speak clearly by varying the tone and speed of your voice.
- Use good eye-to-eye contact.
- Use appropriate body language to communicate your feelings.

Practice presenting each of the following messages clearly to your companion.

1. Tell your companion why you came on a mission.
2. Present principle 5 of discussion 1.
3. Present a discussion principle of your choice.
4. Teach your companion about faith.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and select three specific teaching situations in which you can present a message.
- Write a goal to present the message clearly in these situations. Carry this goal with you during the day as a reminder.
- After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.

Answers: Mr. Peters's body language showed that he was a deep thinker and interested in what the sisters were saying. Sister Franks maintained good eye-to-eye contact and leaned forward in her chair. This helped Mr. Peters understand that she was serious about what she was teaching.

Practice

- Have your companion practice presenting the following four messages clearly.
- Help him understand what he did well and what he needs to improve in varying his voice, maintaining good eye contact, and using appropriate body language.

Invite

- Review your schedule for today, and identify three specific teaching situations in which your companion could present a message.
- Invite him to present the message clearly in these situations.

Follow Up

- Write a goal to help your companion present the message clearly in three situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to present the message clearly. Discuss how you and your companion are doing.

PERSONALIZE THE MESSAGE

LEARNER

You should personalize your message so that people of different ages, backgrounds, and life-styles will understand it. Think about the needs of those you teach. Then use the suggestions in this section to personalize your message to meet those needs.

You can better personalize your message if you use the discussion booklets as you teach. Experience has shown that investigators do not mind if you refer to the discussions. Missionaries who do so are often better teachers. They can concentrate on the people they teach and personalize the discussions to fit their needs.

One way to personalize your message is to simplify the words you use. Think about the ages of the investigators and how familiar they are with the Church. For example, you would teach a thirteen-year-old differently than you would an adult. You would approach a non-Christian differently than you would a believer in Jesus Christ. You would teach a member different things than you would a nonmember.

Another way to personalize your message is to alter the pace of your teaching. When investigators clearly understand the principles being taught, you may need to increase the pace of the discussion. To do this, reduce the amount of detail that you teach. When investigators need additional explanations, you will need to decrease the pace of the discussion. For example, if your investigator is familiar with the Church, you do not need to spend a lot of time on teachings he understands and may easily accept. Other investigators might be hearing about the gospel for the first time and may need additional help to understand it.

Read the following example of how Elder Parker personalized the message by simplifying the words in principle 3 of discussion 1 to fit the needs of nine-year-old Ben.

Missionary: God chooses righteous men as his witnesses. Ben, what does "witness" mean?

TRAINER

Follow Up

- Ask your companion to locate the goal to present the message clearly in three situations.
- Ask your companion if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how presenting the message clearly helped you prepare others to feel the Spirit.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Discuss

- Why is it better to refer to the discussions as you teach?

Read

Find Out

- What does it mean to personalize your message?

Discuss

- How will personalizing your message help those you teach?

Read

Investigator: I don't know.

Missionary: A witness is someone who has been asked to tell the truth about something. In this case, God has asked special men to tell people the truth about him and his plan for us. These men are called prophets and Apostles.

Investigator: Are you an Apostle?

Missionary: No, Ben. We do tell the truth about God, but prophets and Apostles are . . .

Read the following example of how Sister Adams changed the pace of principle 3 of discussion 3 to personalize the message for her investigator. As you read this example, you may wish to follow along in the discussion booklet and compare the material there to the example.

Missionary: To overcome the effects of this apostasy, God has proclaimed his truth to us in our day. He has proclaimed it through living prophets, just as he did in Bible times. As we explained in our first visit, God the Father and Jesus Christ visited Joseph Smith.

Investigator: Yes, I remember. In fact, Steve and Karen invited me over to their family home evening the other night. We were talking about how Jesus told Joseph Smith not to join any church. At first I didn't know whether I could accept this idea. But the more I think about it and hear what you teach, the more I feel that Christ would have only one church.

Missionary: Thank you for sharing your ideas, Jan. Christ does have only one church, and he restored it to the earth through Joseph Smith. The Prophet Joseph Smith also brought forth many other important things to help us know the truth. Through him . . .

The missionary realized that the investigator understood the contents of the second paragraph. So she moved forward to the third paragraph.

Read the following situation. Decide which missionary best personalizes the message by simplifying the words or changing the pace. Read the part of the missionary, and have your companion act as the investigator.

Discuss

- How did the missionary simplify the first discussion to help Ben understand?
- How did the missionary's effort help Ben?

Read and Discuss

Discuss

- How did this missionary personalize the pace of the discussion?
- Why did she use this pace?

Read

Identify

- Have your companion cover the answers in the right column.
- Read the situation to him.
- Have him read the missionary's part in a response. You read the investigator's part.
- Ask him to decide whether the missionary effectively personalized the message.
- Ask him to explain his decision.
- Do the same for the following responses.

Situation

The Tonkins have been referred by some members. The missionaries contacted the Tonkins and invited them to hear the first discussion. As they became acquainted with Mr. and Mrs. Tonkin, they learned that the Tonkins already knew a great deal about the Church.

Missionary Response A

- Missionary:** Most people believe in a Supreme Being, even though they may call him by different names. We know that God lives. We want to share with you our feelings about him.
- Investigator:** Yes, both my wife and I believe in God. We have committed our lives to him. We look to him as our Father and go to him for help in solving our problems.
- Missionary:** Good. As you know, God is perfect, all-wise, and all-powerful. He is also . . .

Answer: "A" is not effective because the missionary continues with the discussion when the investigator already believes and understands the principle involved.

Missionary Response B

- Missionary:** Most people believe in a Supreme Being, even though they may call him by different names. We know that God lives. We want to share with you our feelings about him.
- Investigator:** Yes, both my wife and I believe in God. We have committed our lives to him. We look to him as our Father and go to him for help in solving our problems.
- Missionary:** Good. We also believe that we are children of our Father in Heaven. He has provided a plan that will allow us to return to him. Jesus Christ is central to this plan. We would like to share our teachings about the divine Sonship of Jesus Christ . . .

Answer: "B" is effective because the missionary states that he, too, believes in God as his Father. He then personalizes the discussion by going on to teach principle 2.

Missionary Response C

- Missionary:** Mr. and Mrs. Tonkin, as a result of our conversation, I feel that you have a strong belief in God. Is that correct?
- Investigator:** Yes, you're right. We both feel that God is our Father and that all of our problems can be solved with his help.
- Missionary:** Mr. Tonkin, did you know that God has developed a plan that will allow us to return to him?
- Investigator:** No. I know that God loves us, but I didn't know that he had a specific plan.
- Missionary:** Well, God wants us to become more like him. He prepared a plan that will bring us joy in this life and, later, eternal life with him . . .

Answer: "C" is effective because the missionary identifies principles that the investigator does not understand and continues teaching the discussion in the prescribed order.

Another way to personalize your message is to provide examples and illustrations. You can use the examples provided in the discussions, or you can create your own. Effective examples and illustrations are brief. They clearly relate to the subject and teach correct doctrine. They refer to things that the investigator is familiar with.

Use examples and illustrations when the investigator needs more explanation or clarification. Do not use too many, however; use your find-out skills to determine when the investigator understands your message.

Read**Find Out**

- How can you make examples and illustrations effective?
- When should you use examples and illustrations?

Compare these two examples.

Read

Less Effective

Investigator: So you are saying that the Book of Mormon supports the Bible and that these two books of scripture will help me draw closer to Christ.

Missionary: Exactly. These books work together like hanging a door. You wouldn't use only one hinge, would you?

Investigator: No.

Missionary: Of course not. You would use two, three, four, or as many hinges as you needed to support the door. The Bible is one hinge; the Book of Mormon another. We also have other scripture—the Doctrine and Covenants and the Pearl of Great Price. In fact, there are many other commentaries written about Christ that would also serve as hinges to firmly establish the truth, like a door with many hinges.

Effective

Investigator: So you are saying that the Book of Mormon supports the Bible and that these two books of scripture will help me draw closer to Christ.

Missionary: Exactly. Do you feel like you would . . . ?

Discuss

- What are the differences between these examples?

In the less effective example, the missionary gave an illustration when it was not necessary. He also presented the false idea that commentaries are the same as scripture.

Read and Discuss

Consider the following example of a missionary giving an example to help clarify baptism for the dead.

Investigator: Baptism for the dead? That is an interesting thought. I don't understand how such a thing is possible.

Missionary: Let me explain it another way. Have you ever had to do something really important for your boss, something he would have done himself if he could have?

Investigator: Yes. Once I made a major presentation to several representatives of other companies because my boss was seriously ill.

Missionary: Baptism for the dead is similar. Baptism is an essential ordinance. There are many people who are no longer living who have not been baptized. They are like your boss who was ill and not able to attend the presentation. Just as you represented your boss and did the work he was unable to do, we represent those who have died and are baptized in their behalf.

Investigator: Oh, I see. So you are the one who actually goes into the water for them. Right?

Missionary: Right.

Discuss

- Was this illustration effective? Why?

The missionary gave an illustration that referred to things in the investigator's life, did not contain unnecessary detail, was related to the subject, and was free of false ideas.

Read

Read the following situation. Decide which missionary effectively uses an example or illustration. Read the part of the missionary, and have your companion act as investigator.

Situation

The missionaries are teaching the Sherman family discussion 3, principle 4. After some discussion about the priesthood, Mr. Sherman says, "You have said a lot about this priesthood authority, but I don't see why it is so important."

Missionary Response A

Missionary: That's a good question. Let's suppose that you knew someone who had printed some driver's licenses. You decided to use one of these licenses instead of going to the driver's license bureau. Do you think that a police officer would honor that driver's license?

Investigator: No.

Missionary: Why not?

Investigator: Because the person who gave it to you did not have authority to give driver's licenses.

Missionary: That's correct. Similarly, anyone who acts for God must have authority from him, or the act is not valid. The priesthood gives certain men authority from God to act for him. Without it, the actions they take are like the driver's license—invalid.

Missionary Response B

Missionary: Well, let me give you an example that will help. One day the Apostles were baptizing and giving the Holy Ghost to people. A magician named Simon wanted to have the same power the Apostles did. Peter told Simon that this gift of God could not be purchased with money. Does this help you see why the priesthood is important?

Investigator: I can see that . . .

Missionary Response C

Missionary: Thank you for sharing your feelings. Let me explain the priesthood in another way. You have mentioned how much you enjoy flying remote control airplanes. How would you feel if Bobby, without asking your permission, got out your planes and tried to fly them?

Investigator: I would be furious!

Missionary: Why?

Identify

- Have your companion cover the answers in the right column.
- Read the situation to him.
- Have him read the missionary's part in a response. You read the investigator's part.
- Ask him to decide whether the missionary effectively gives an example or illustration.
- Ask him to explain his decision.
- Do the same with the following responses.

LEARNER

- Investigator: Because we have a rule in our house that nobody touches those planes without my permission.
- Missionary: Priesthood authority is similar. This is God's Church, and he has established laws for his children to follow. Just as you give your children permission to fly your planes, God gives authority to men to act for him. Without this authority, called priesthood, we couldn't direct his church.

Listen to the audiotape segments for "Present the Message: Personalize the Message."

Practice personalizing your message in the following situations. Do not spend time resolving concerns. Just practice simplifying the message, changing the pace of the message, and giving examples and illustrations.

1. You are teaching discussion 2, principle 2. Your investigator is having difficulty understanding the Atonement. Give an example or illustration.
2. Teach your companion discussion 1, principles 1 and 2. As you do, you find out that the investigator (your companion) has some close friends who are members of the Church. He has had some long conversations with them about God and Jesus Christ. Personalize the discussion.
3. Teach discussion 5, principle 3, on fasting. You are teaching a twelve-year-old nonmember, the child of an inactive member. Personalize the discussion.
4. Teach discussion 2, principle 1. You are teaching an adult who sincerely wants to learn about the Church but does not understand everything you say. Personalize the discussion.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today. Identify three specific teaching situations in which you will be involved.
 - Write a goal to personalize the message in these situations. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

TRAINER

Answers: "A" is effective. The missionary uses an example that is brief, relates to the question, and teaches correct doctrine. "B" is not effective because the example does not relate to the question. "C" is effective because the example relates to the question and refers to things the investigator is familiar with.

Listen and Discuss***Practice***

- Locate a set of the discussions.
- Read each situation to your companion.
- Have your companion respond by personalizing the message. Take the part of the investigator in each situation.
- Help your companion understand what he did well and what he needs to improve.

Invite

- Identify three specific teaching situations in which your companion could personalize the message today.
 - Invite your companion to write a goal to personalize the message in these situations.
-

Conclusion

The principles in this chapter will help you present the message of the gospel to nonmembers. They will help you teach clearly and with faith. They will help you personalize your message to meet the needs of those you teach. As you do these things, you will prepare others to feel the Spirit and accept commitments that will lead them toward baptism.

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

Follow Up

- Write a goal to help your companion personalize the message in three situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to personalize the message. Discuss how you and your companion are doing.

Read

Invite

- Invite your companion to write goals to help him improve.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review the principles used in presenting the message.

STUDY RECORD

Date	Time Spent	Pages Studied	Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<i>"Present with Faith"</i> Present the message with faith in at least three teaching situations.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
<i>"Present the Message Clearly"</i> Present the message clearly in at least three teaching situations.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
<i>"Personalize the Message"</i> Personalize your message in at least three teaching situations.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

FIND OUT

INTRODUCTION

LEARNER

The purpose of this chapter is to help you and your companion improve in finding out the thoughts, feelings, and beliefs of others. When you do this effectively, you show those you teach that you are genuinely concerned about them. They will more likely open their hearts to feel the Spirit of the Lord. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

Many principles and skills can be used to find out what others think and feel. This chapter will discuss the following:

- 1. Listen 106
- 2. Ask Appropriate Questions 110
- 3. Ask Additional Questions 115

Other principles and skills not discussed in this chapter might include the following:

- 4. Rephrase questions
- 5. Respond with encouragement
- 6. Ask nonjudgmental questions

Perhaps you thought of other principles and skills that would help in finding out. Discuss these with your companion and list them below:

- 7. _____
- 8. _____
- 9. _____

TRAINER

Prepare

- Identify areas in which your companion may need to improve in finding out.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What are other ways to find out what others think and feel?

Read and Discuss

The Commitment Pattern

Prepare

Invite

Follow Up

Build Relationships
of TrustHelp Others Feel and
Recognize the Spirit

Present the Message

Find Out

Resolve Concerns

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments. Finding out is an important part of the preparation stage. It shows that you sincerely care about another person.

As a missionary, you help prepare people to feel the Spirit of the Lord. When they do, they want to follow the Savior and keep his commandments. When you find out people's feelings, beliefs, and intentions, you help prepare them to feel the Spirit and make the commitments that lead to conversion.

A recent convert recently said about the missionaries: "They really seemed interested in me. They had a message, but they were not just telling me about it. They always wanted to know my feelings about what they were telling me and were always willing to listen to my questions. I really enjoyed talking to them."

This chapter will focus on listening effectively, asking appropriate questions, and asking additional questions. As you apply the principles that you learn, you will become a more effective servant of the Lord.

Find Out

- What is the purpose of this chapter?
- How does finding out relate to the commitment pattern?

Read**Discuss**

- Why is it important to find out people's thoughts and feelings?
- How did the missionaries' concern for her thoughts and feelings make this convert feel?

Find Out

- Ask your companion to share an experience in which someone took the time to listen and find out his feelings about something.

Read

LISTEN

LEARNER

Listening when other people speak will help you find out their concerns, feelings, and beliefs. Listening includes hearing what another person says, looking for nonverbal messages, restating the person's message, and pausing to let the person think. This section will discuss these ideas.

An important part of listening is hearing what the other person says. It is easy to be thinking of what to say next while he is speaking. Be well prepared before a discussion so you can concentrate on what is being said to you.

People often communicate their feelings through nonverbal messages. These include the way a person is sitting, his facial expressions, what he does with his hands and legs, his tone of voice, and the movements of his eyes. Noticing these things will help you know what he is feeling and thinking.

Read the following descriptions of nonverbal messages. Discuss with your companion what you think each message means. Then read the possible meanings provided afterwards.

- When asked a question, the investigator wrinkles his brow, looks at the ceiling, and gives a brief answer.
- The investigator is fidgeting and keeps looking at his watch while you are teaching.
- The investigator avoids looking at you when you invite her to read the Book of Mormon.
- The investigator is sitting on the edge of his chair and is looking directly into your eyes.

An investigator who wrinkles his brow and looks at the ceiling may be showing that he does not understand what you are teaching. An investigator who keeps looking at his watch and fidgeting may be showing that he is concerned about time and has another appointment. An investigator who avoids looking at you may not be prepared for the invitation or may have something else on her mind. An investigator who looks directly at you is likely interested in the message and is thinking carefully about what you are teaching.

After listening for verbal and nonverbal messages, you may want to restate what you heard. Restating is summarizing in your own words what the investigator said to see if you understood him correctly. This also helps your investigator make sure that he explained himself clearly. Consider the following example.

Investigator: I've always believed in Bible prophets like Moses, Noah, and Abraham. But I haven't heard of any prophets on the earth in our day.

Missionary: Do you mean that having a prophet today is a new idea for you?

TRAINER

Read and Discuss

Find Out

- What is listening?

Read and Discuss

Share Feelings

- Share an experience in which someone listened as you expressed your feelings.
- Describe how you felt about the person who sincerely listened.

Read and Discuss

Find Out

- How will looking for nonverbal messages help you find out people's feelings?

Read and Discuss

Investigator: Not necessarily new, but when I think of prophets, I think of men who lived before Christ.

In this example, the missionary restated the message he heard. This helped him understand it and helped the investigator clarify his feelings.

Another important element of listening is pausing. Sometimes people need time to think about and reply to a question. Pause after you ask a question to let the investigator gather his thoughts and express his feelings. Do not be afraid of silence.

Of course, you shouldn't pause for too long, especially when someone feels uncomfortable or pressured to speak. Pause when you have asked a question, when a spiritual experience has been shared, or when a person is having difficulty expressing himself.

In the following passages, identify and underline the nonverbal messages that show what the investigator is thinking or feeling. Also identify and underline places where the missionary restates the investigator's message and pauses.

Elder Cooper looks across the table at Mr. Ramsey and asks, "Mr. Ramsey, did you ponder the words you read and ask the Lord if the Book of Mormon is true?"

Mr. Ramsey looks at his wife, shrugs, and says with a smile, "Well, it's got the words of Christ in it like the Bible, so I didn't feel a need to pray."

Elder Cooper answers, "You're right—the Book of Mormon does have Christ's words, like the Bible. Do you believe that the Book of Mormon was revealed to Joseph Smith by the Lord?"

Frowning a little, Mr. Ramsey holds the Book of Mormon in his hands as if he is judging its weight. Finally he replies, a little defensively, "I really didn't need to pray since it's got the words of the Bible in it." He puts the book on the table, sits back in his chair, and looks over to Elder Jameson as if the matter is closed.

Find Out

- What does it mean to restate a message?
- How can restating help you find out people's beliefs and concerns?

Read and Discuss

Find Out

- What does it mean to pause, and when should you do it?
- How can pausing help you find out people's true feelings?

Identify

- Have your companion cover the answers in the right column.
- Read a passage to him while he follows along.
- Have him underline places where the missionaries use listening skills.
- Discuss the questions at the end of the passage.
- Do the same for the following passage.

LEARNER

Looking back at Mr. Ramsey, Elder Jameson asks quietly, "Do you mean that the Book of Mormon is the same as the Bible?" Mr. Ramsey shifts in his seat and reaches over to the Book of Mormon, pulling nervously on its pages. The missionaries sit silently. Resting one elbow on the table and scratching his head as if searching for the words, he mumbles, "No, I don't suppose it's exactly the same."

Discuss the following questions before reading the rest of the story.

- What nonverbal messages did Mr. Ramsey give, and what do you think they meant?
- When did the missionaries restate the message or pause?

Elder Jameson starts to speak, but his companion shakes his head slightly. His eyes tell the other to wait. Elder Cooper offers a silent prayer: "Dear Father, please help us understand the feelings in Brother Ramsey's heart. Help him feel comfortable about sharing his feelings."

Trying to explain himself again, Mr. Ramsey declares, "I mean, yes, it is the same; what I read seemed to be straight out of the Bible."

Elder Jameson says, "I am glad you noticed that the passages are similar, Mr. Ramsey. How do you feel about that?"

Mr. Ramsey looks at his wife, and she nods for him to go on. He sighs and continues, "Well, I don't want to upset you boys, but I'm having a hard time believing that Joseph Smith didn't just copy chunks out of the Bible and put them in this book."

"So you feel that Joseph Smith used the Bible to help him write the Book of Mormon?"

"That's right, at least the parts I read."

Discuss the following questions:

- What nonverbal messages did Mr. Ramsey give, and what do you think they meant?
- When did the missionaries restate the message or pause?

It is not easy to learn what a person is thinking from his nonverbal messages. Be careful not to jump to conclusions. Pray for the guidance of the Spirit as you try to understand the thoughts and feelings of others.

Listen to the audiotape segments for "Find Out: Listen."

Practice effective listening while your companion shares one or two of the following experiences with you. As you practice, remember to restate, pause, and look for nonverbal messages.

TRAINER

Answers: Mr. Ramsey's nonverbal messages included a shrug, a smile, a frown, judging the weight of the Book of Mormon in his hands, replying defensively, shifting in his seat, pulling nervously on the pages of the Book of Mormon, resting an elbow on the table, and scratching his head. Elder Jameson restated by asking, "Do you mean that the Book of Mormon . . . ?"

Answers: Mr. Ramsey's nonverbal messages included looking at his wife as if searching for approval. Elder Jameson paused and looked at his companion, giving Mr. Ramsey more time to think about his feelings. Elder Jameson restated Mr. Ramsey's message and allowed him to confirm his feelings.

Listen and Discuss**Practice**

- Ask your companion to use good listening skills as you share a personal experience with him. Choose an experience from the list that follows.
- After you share the experience, invite your companion to answer the questions.
- Help him understand what he did well and what he needs to improve.
- Share another experience if necessary.

1. Learning from his first companion
2. Missionary work in his first area
3. A spiritual missionary experience
4. Feelings about a family he baptized

Answer the following questions:

- How did your companion feel about his experience?
- What happened to make him feel the way he did?
- What listening skills did you use to help find out how he felt?
- What nonverbal messages helped you understand the way he felt?

Share Feelings

- Share your feelings about how important it is to listen effectively so that you can understand others' thoughts and feelings. Discuss the value of respecting others' points of view.

Find Out

- Why does listening to others help prepare them to feel the Spirit?

Invite

- Identify three specific finding or teaching situations in which your companion can use the skills of effective listening today.
- Invite your companion to use these skills in these situations today.

Follow Up

- Write a goal to help your companion use the skills of effective listening in three situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to use the skills of effective listening. Discuss how you and your companion are doing.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule, and select three specific finding or teaching situations in which you will be involved today.
 - Write a goal to listen, restate messages, pause, and look for nonverbal messages in these situations. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

ASK APPROPRIATE QUESTIONS

LEARNER

An important part of teaching the gospel of Jesus Christ is finding out about others' thoughts, feelings, and beliefs through asking appropriate questions.

You can learn how to ask appropriate questions by practicing, gaining experience, and being guided by the Spirit. As you use this skill, others will be more willing to share their feelings and beliefs with you. You should ask questions in the following situations:

- When prompted by the Spirit.
- When indicated in the right column of the discussions.
- When the investigator seems confused or uncertain.
- Before teaching in order to become acquainted—to learn about the investigator's family, work, and interests.
- After teaching a principle to find out if the investigator understands and believes what you have taught.
- Before you teach a discussion or principle to learn about the investigator's beliefs.

To find out if an investigator understands a principle or doctrine, ask a question that helps him share his feelings and beliefs. Don't ask one that can be answered with "yes" or "no." Consider the following examples:

Less Effective

Do you understand that our sins will keep us from returning to God?

Do you understand what the Book of Mormon is?

Effective

What is the result of sin?

What do you understand the Book of Mormon to be?

TRAINER

Follow Up

- Ask your companion to locate the goal to use effective listening skills in three situations.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how listening effectively helped you and your companion prepare others to feel the Spirit.
- Complete the assignment log at the end of the chapter.

Read

Discuss

- Discuss the questions you used in a recent teaching appointment. What did you find out?

Read

Find Out

- Why is it important to ask questions?
- Why is it important to know when to ask questions?

Read and Discuss

Discuss

- What is the difference between these questions?

Discuss

- What is the difference between these questions?

You understand what we have told you about Joseph Smith, don't you?

What do you think about the Prophet Joseph Smith?

In the less effective examples, the investigator can answer with a "yes" or "no." In the effective examples, the investigator can respond by sharing his feelings about the subject. When you ask questions that encourage the investigator to share his feelings with you, you will find out if he understands and believes what you are teaching.

You should not ask questions designed to make the investigator give you the answer you want. These kinds of questions manipulate the investigator. You should ask questions that maintain an equal relationship between you and the investigator. To do this, ask questions to show you are interested in others' thoughts and feelings and respect what they have to say. Consider the following examples:

Less Effective

Since you told us that you believe in Jesus Christ, how do you feel about the fact that he loves us enough to send us a prophet like Joseph Smith?

Since you place so much emphasis on health, Mr. Franklin, how would you feel about obeying the Lord's law of health—the Word of Wisdom?

From what we have told you about repentance, we think you understand what it is and know how to repent. Is that right?

Effective

How do you feel about Joseph Smith as a prophet of God?

Mr. Franklin, will you live the Word of Wisdom?

What does repentance mean to you?

In the first two less effective examples, the missionaries seem to be manipulating the people to accept a belief or commit to live a principle. In the third example, the missionary talks down to the person rather than maintaining an equal relationship. In the effective examples, the missionaries show that they respect the investigators and sincerely want to know their feelings.

Discuss

- What is the difference between these questions?

Read and Discuss

Discuss

- What is the difference between these questions?

Discuss

- What is the difference between these questions?

Discuss

- What is the difference between these questions?

Find Out

- What does it mean to ask questions that do not manipulate the investigator?
- What does it mean to have an equal relationship with the investigator?
- Why must you have an equal relationship with an investigator before you can find out his feelings and beliefs?

You should ask questions that are simple and direct. They should be specific and should relate to the principle being discussed. Consider the following examples.

Less Effective

What are your feelings about the atonement of the Savior—his suffering in the Garden of Gethsemane, his death on the cross, and his resurrection from the dead on the third day?

How do you feel about what we have said?

Do you understand what the Book of Mormon is, and will you read it and ask God if it is true?

The first less effective example is wordy. The second is too general and does not specifically relate to the principle being taught. The third question is actually three questions. The effective examples are simple and direct, and they relate to the subject being taught.

Read the following situations, and identify the questions that do the following:

- Maintain an equal relationship
- Do not manipulate the investigator
- Are simple and direct

Effective

What are your feelings about the resurrection of Jesus Christ?

How do you feel about the priesthood being restored to the earth?

What do you understand the Book of Mormon to be? (Investigator responds.) Will you read the Book of Mormon? (Investigator responds.) Will you pray and ask God if it is true? (Investigator responds.)

Discuss

- What is the difference between these questions?

Read**Discuss**

- What is the difference between these questions?

Discuss

- What is the difference between these questions?

Read**Find Out**

- What are simple and direct questions?
- Why is it important to keep questions simple and direct?

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read a response.
- Ask him to decide whether the missionary asked an appropriate question.
- Ask him to explain his decision.
- Do the same for the following responses.

Situation 1

The missionaries have just finished teaching Mr. Johnson about the Holy Ghost as a witness of the truth.

- Missionary A: How do you feel about the things we have been teaching you?
- Missionary B: You told us that you were Christian, so I would imagine that you believe in the Holy Ghost, don't you?
- Missionary C: What are your feelings about the Holy Ghost as a witness of the truth?

Answers: "A" is general and not direct. "B" manipulates the investigator and is not simple. "C" is simple and direct and does not manipulate the investigator.

Situation 2

Sister Jones has just taught Alison about the Book of Mormon.

- Missionary A: Do you understand what we have just told you about the Book of Mormon?
- Missionary B: From what we have said, what do you understand the Book of Mormon to be?
- Missionary C: Since the Book of Mormon is translated by the power of God and is a second witness for Jesus Christ, how do you feel about it?

Answers: "A" allows only for a "yes" or "no" answer and talks down to the investigator. "B" is a simple and direct question. In "C," the missionary is manipulating the investigator and trying to make him give a positive answer.

Situation 3

You are talking with Brother Evans about preparing his neighbors to hear the missionary discussions.

- Missionary A: Since the prophets have spoken so strongly about every member being a missionary, I'm sure that you will help us out, won't you?
- Missionary B: Brother Evans, will you continue to prepare your neighbors to hear the missionary discussions?
- Missionary C: Finding people for the missionaries to teach is a great responsibility for the members. When should we come by and teach your neighbors?

Answers: "A" manipulates the member. "B" is simple and direct and encourages the member to cooperate. "C" manipulates the member and assumes that he has prepared some of his friends.

Listen to the audiotape segments for "Find Out: Ask Appropriate Questions."

Listen and Discuss**Practice**

- Read each situation to your companion.
- Have him respond by asking an appropriate question.
- Help him understand what he did well and what he needs to improve.

Practice asking appropriate questions. As your companion reads each of the situations below, respond with an appropriate question. Do not try to resolve concerns. Remember to ask questions that do the following:

- Maintain an equal relationship
- Do not manipulate the investigator
- Are simple and direct

1. You have taught an investigator about the law of tithing. Find out if he understands.
2. You have taught an investigator about the Word of Wisdom. Find out if he understands.
3. You have taught an investigator about the resurrection of Jesus Christ. Find out if he understands.

LEARNER

4. You have taught an investigator about a living prophet and twelve Apostles on the earth today. Find out how he feels.
5. You have taught an investigator that everyone needs baptism in order to enter the kingdom of God. Find out how he feels.
6. You are with an investigator during a follow-up visit. Find out how he is coming with his reading of the Book of Mormon.
7. You are visiting with a member of the ward. Find out the member's feelings about missionary work.
8. Brother Jackson has been preparing his friend Alex to hear the missionary discussions. Find out how Brother Jackson feels about Alex's preparation.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and identify three specific finding or teaching situations.
 - Write a goal to ask appropriate questions to find out investigators' thoughts, feelings, and beliefs in these situations. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

TRAINER*Share Feelings*

- Share your feelings about the importance of asking appropriate questions.
- Share an experience in which asking appropriate questions helped you find out important information.

Find Out

- Why does asking appropriate questions help you find out investigators' beliefs, feelings, and thoughts?
- How does asking appropriate questions help prepare others to feel the Spirit?

Invite

- Review your schedule for today, and identify three finding or teaching situations in which your companion can use appropriate questions.
 - Invite your companion to ask appropriate questions in these situations.
-

Follow Up

- Write a goal to help your companion ask appropriate questions in at least three situations today.
 - Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
 - Complete the study record at the end of the chapter.
 - During your work today, point out opportunities to ask appropriate questions. Discuss how you and your companion are doing.
-

ASK ADDITIONAL QUESTIONS

LEARNER

TRAINER

Follow Up

- Ask your companion to locate the goal to ask appropriate questions in three situations.
- Ask your companion if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how asking appropriate questions helps prepare others to feel the Spirit.
- Complete the assignment log at the end of the chapter.

Read

Find Out

- How can asking additional questions help you find out an investigator's thoughts and feelings?

Discuss

- Think of a recent teaching appointment in which you asked additional questions to find out what your investigator was feeling. What questions did you ask?

Read

Many times you will notice that an investigator is hesitant or uncertain about what you are teaching. When this happens, you should ask a question and then listen. Continue to ask additional questions and listen until your investigator says that you understand his feelings. Whenever you sense that the investigator has a question or concern, stop the presentation and ask questions to find out how he feels.

As you ask these questions, sincerely try to find out the investigator's feelings and concerns. Do not make him feel that you are interrogating him. Show that you are interested in his needs and feelings.

Read the following discussion between Mr. Bennett and Elder Jones. Notice the additional questions (in italics) that Elder Jones asks.

During the discussion, Elder Jones says, "Baptism must be performed by members of the Church who have the priesthood and are authorized to perform ordinances in the name of Christ." From the expression on Mr. Bennett's face, Elder Jones can sense that his investigator has some concern about baptism. "Mr. Bennett," he asks, "how do you feel about baptism for the remission of sins?"

Mr. Bennett raises his eyebrows and wipes his forehead. "Well, I'm not quite sure what I think."

Sensing that there is more to Mr. Bennett's feelings, Elder Jones says, "I can see that something we have said about baptism concerns you. *Would you mind sharing your feelings with us?*"

"Elders, I was baptized years ago, and to tell you the truth, I really don't think baptism is that important."

Elder Jones nods his head and says, "Would you tell us why you feel that baptism is not important?"

Mr. Bennett begins, "My parents were very religious, and I was raised in a strict home. The local minister baptized me when I was seven or so. I really didn't know what was going on; I was so young."

Elder Jones, still feeling that there is more to Mr. Bennett's concern, says, "I can understand your feelings. I was baptized when I was eight, and I'm sure that I didn't fully understand what was happening. *Is there something more about baptism that is bothering you?*"

Looking across the table at the elders, Mr. Bennett replies, "I guess I just don't see what difference it makes whether I join a church or not. I have a friend at work who just joined a Christian church in the area, and it has not made any difference in him."

Trying to understand how Mr. Bennett feels, Elder Jones continues, "So you feel that if a person is going to make the commitment to be baptized into a church, it should make a real difference in his life. *Is that right?*"

"That's right. If you say you are Christian, you had better be a good one."

Elder Jones's additional questions were appropriate, simple, and direct. They helped him learn what Mr. Bennett was feeling. They also helped him communicate his feelings of charity for Mr. Bennett.

Read the following situation. Take the part of the missionary in the responses. Your companion will take the part of the investigator. Decide whether the missionary effectively asks additional questions.

Situation

You are teaching an investigator the third discussion. You have just shared information about the priesthood and he says, "I don't understand this part about authority."

Find Out

- How did Elder Jones know that Mr. Bennett had a concern about baptism?
- What follow-up questions did Elder Jones ask?
- What did the missionary do to make sure that he correctly understood Mr. Bennett's concern?

Read

Identify

- Have your companion cover the answers in the right column.
- Read the situation to him.
- Have him read the missionary's part in a response. You read the investigator's part.
- Ask your companion to decide whether the missionary effectively asks additional questions.
- Ask him to explain his decision.
- Do the same for the following responses.

Missionary Response A

- Investigator: I don't understand this part about authority.
- Missionary: What is it about authority that you don't understand?
- Investigator: It's just all so confusing.
- Missionary: I think that as we continue teaching the discussion, the principle of authority will become clear to you. Priesthood is the . . .

Answer: The missionary asks a question, but instead of asking another one, he continues with the discussion. He could have asked, "Would you mind telling us what part of the principle of authority is confusing to you?"

Missionary Response B

- Investigator: I don't understand this part about authority.
- Missionary: Priesthood authority is the power given to man to act in the name of God. Does that help you understand what we mean?
- Investigator: I guess so.
- Missionary: You sound like you are not sure about something. Would you mind sharing your feelings with us?
- Investigator: It's just all so confusing. It's all so new to me; I think the ideas will just take time to sink in.
- Missionary: They will take some time, but you will get them. Peter, James, and John came . . .

Answer: The missionary tried to explain what authority means. When he sensed that the investigator was confused, he asked an additional question. The missionary then assumed that he knew the concern, agreed with the investigator, and continued teaching.

Missionary Response C

- Investigator: I don't understand this part about authority.
- Missionary: What is it about authority that you don't understand?
- Investigator: Well, I don't know, really. I didn't want to interrupt your presentation. Why don't you continue? I'll catch on in a minute.
- Missionary: We sense that something is confusing to you. Will you share your feelings with us?
- Investigator: Well, I guess I've always thought that a person could receive authority by being a Bible scholar and devoting his life to God.
- Missionary: You are saying that you have always believed a person can receive priesthood through study at a seminary or religious school and by service to God, right?
- Investigator: Yes, I think that's right.
- Missionary: Is there anything else?
- Investigator: This part about Peter, James, and John giving authority to Joseph Smith—did that really need to happen, or could he have just devoted his life to God and studied the Bible?
- Missionary: I'll answer that question in a minute, but first let me see if I understand . . .

Answer: The missionary asked a number of additional questions. Even when he felt that he knew the investigator's concern, he asked another question and learned more about the investigator's feelings. This is a good example of asking follow-up questions to find out what another person is truly feeling.

Listen to the audiotape segments for "Find Out: Ask Additional Questions."

Listen and Discuss**Practice**

- Read each situation to your companion.
- Take the part of the investigator who has the feelings listed in the right column. Have your

Practice asking additional questions to find out what other people think and feel by responding to the following situations. Your companion will take the part of the investigator or member. He will not tell you immediately what his concern is. Do not spend time trying to resolve concerns. Just practice asking additional questions.

1. You ask Mr. Heath to pray at the end of the first discussion, and he says, "I don't think I can."
2. You have just concluded the second discussion by inviting Mr. Jensen to be baptized. He says, "I don't think that I am ready for that kind of commitment."
3. You have invited Mr. Sinclair to learn about the Church. He responds by saying, "I don't know that I would make a good member of your church."
4. You invite Mr. Hayes to go to church, and he says, "I don't think that you really need to go to church."
5. Mr. Fesser says, "I appreciate your invitation to attend church, but I can't go right now."
6. You ask Mr. Chung to read the Book of Mormon, and he says, "No, I would rather not."
7. You ask Mr. Holland if he believes that the priesthood was restored through Joseph Smith, and he says, "I don't think that a restoration was necessary."

With your companion, review today's teaching appointments. Discuss the discussions that you will give. Decide what you would like to find out about your investigators' beliefs and feelings during the discussions. Write these things down, and practice how you are going to find out about them.

companion cover the right column before you begin this practice.

- Have your companion ask questions to discover your feelings.
- Help him understand what he did well and what he needs to improve.

True feelings:

1. He thinks that God doesn't listen because he prayed that his grandfather would live—but his grandfather died.
2. He has heard some strange things about the Latter-day Saints, especially about their temples and their eating habits. But he doesn't know if the things he has heard are true.
3. Mr. Sinclair has heard of the Word of Wisdom and has a smoking habit.
4. He feels that God is everywhere and that people have invented organized religion.
5. He works on Sunday afternoons and spends the mornings with his family.
6. Mr. Chung feels that the Bible is the only word of God, and he faithfully attends a Bible study class offered at his church.
7. Mr. Holland feels that God has commissioned him and his wife to be ministers and that they now have God's authority.

Read and Discuss

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and select three specific finding or teaching situations.
 - Write a goal to ask additional questions to learn more about investigators' thoughts, feelings, and beliefs. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

Invite

- Review your schedule for today, and identify three specific finding or teaching situations in which your companion could ask additional questions.
 - Invite your companion to ask additional questions in these situations.
-

Follow Up

- Write a goal to help your companion ask additional questions in three situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to ask additional questions. Discuss how you and your companion are doing.

Conclusion

As explained in this chapter, you can find out the thoughts and beliefs of others by listening, asking appropriate questions, and asking additional questions. As you do these things, you will help others discuss their feelings and prepare them to feel the Spirit of the Lord. You will also show them that you respect their thoughts and feelings and that you care about them.

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

Read and Discuss

Invite

- Invite your companion to write goals to help him improve.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review the principles used in finding out how people think and feel.

STUDY RECORD

Date	Time Spent	Pages Studied	Comments

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<p><i>"Listen"</i> Listen effectively in three specific finding or teaching situations today.</p>			
<p><i>"Ask Appropriate Questions"</i> Ask appropriate questions in three finding or teaching situations today.</p>			
<p><i>"Ask Additional Questions"</i> Ask additional questions to find out further information in three finding or teaching situations today.</p>			

RESOLVE CONCERNS

INTRODUCTION

LEARNER

The purpose of this chapter is to teach you how to help others resolve their concerns so that they can accept the gospel and keep their commitments. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

Many principles and skills can be used in resolving concerns. This chapter will discuss the following:

1. Discover the Concern 123
2. Discuss the Concern 127
3. Help Resolve the Concern 134

Other principles and skills not discussed in this chapter might include the following:

4. Answer the question
5. Give additional information
6. Give examples and illustrations
7. Show empathy

Perhaps you thought of other principles and skills that could be used to resolve concerns. Discuss these with your companion and list them below:

8. _____
9. _____
10. _____
11. _____
12. _____

TRAINER

Prepare

- Identify areas in which your companion may need to improve in resolving concerns.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What are other ways to resolve concerns?

Read and Discuss

The Commitment Pattern

Prepare	Invite	Follow Up
---------	--------	-----------

Build Relationships
of Trust

Help Others Feel and
Recognize the Spirit

Present the Message

Find Out

Resolve Concerns

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments. At any time within this process, investigators may have concerns that keep them from progressing. You are responsible to help them resolve their concerns. Then they can feel the Spirit and prepare to accept commitments that lead to conversion.

People may hesitate to share their concerns. Your attitude will often determine whether they do or not. A former investigator explained: "I was never quite sure we were understanding one another. [The missionaries] seemed determined to cover their stuff and didn't really listen to what I was saying. They didn't realize how hard it was for me to believe what they were saying."

A convert had a different experience: "I really appreciated the way [the missionaries] answered my questions and helped me discover what I needed to do. They always seemed to have time to hear me out and to help me find the right answers. I also knew that they accepted me even though I was really at odds with them sometimes. They patiently worked with me until I finally realized how much I really believed what they were saying."

This chapter will focus on a few of the many important things you can do to help others resolve their concerns. These things include discovering and discussing the concern, and helping to resolve the concern.

Find Out

- What is the purpose of this chapter?
- How does resolving concerns relate to the commitment pattern?

Read and Discuss**Find Out**

- How can resolving concerns help people progress toward baptism?

DISCOVER THE CONCERN

LEARNER

When you are teaching investigators, one of your biggest challenges will be finding out what their concerns are. For example, an investigator may say that he is not interested in hearing more about the Church. But his real concern may be that he does not want to stop smoking.

Suppose that you are suffering from poor eyesight, so you visit the doctor. He doesn't check your eyes, though, or ask you any questions. Instead, he removes his glasses and hands them to you saying, "Here, have these. They've really helped my vision." You try them on—and everything is a blur. When you explain this to the doctor, he replies, "Oh don't worry; you may have to squint a little at first, but you'll get used to it."

This eye doctor may have been highly skilled, but he did not meet your needs. He did not find out what kind of problem you had before he gave you a solution. You probably felt that he didn't really care about you.

Avoid doing what this doctor did. Show that you care for others by listening to them and showing that you understand them.

Read the following example. Take the part of the missionary, and have your companion act as the investigator.

Missionary: Will you come to church this Sunday?

Investigator: Maybe. I'm not sure I can make it, so don't wait for me. You'll see me if I come.

Missionary: What is it that may stop you from coming?

Investigator: Well, I've just got a lot of things going this weekend.

Missionary: Do you feel that coming to church may help you find out a little more about us and our beliefs?

Investigator: I think I would like to hear more about your beliefs before I make any kind of commitment.

Missionary: So you would like to find out a little more about the Church before attending our meetings—right?

Investigator: Well, I just don't want you Mormons to think you've got a new recruit here to join your church. Now don't get me wrong; I like what I hear, but I'll just decide things in my own time.

Missionary: We respect your feelings and appreciate you sharing them with us. What are some ways you might suggest of finding out about the Church . . . ?

TRAINER

Read

Discuss

- What did the doctor neglect to do?
- Would you feel confident about this doctor's decision?
- How does this story relate to you as you help people with their concerns?

Read

Discuss

- What did the missionary do to find out the investigator's concern?
- What might have happened if the missionary hadn't found out why the investigator didn't want to attend church?

LEARNER

The missionary used good follow-up questions. He restated the investigator's comments to make sure that he understood the concern.

Read the following situation and the missionary responses. Take the part of the missionary in the responses. Your companion will take the part of the investigator. Decide which missionary best finds out what the investigator's concern is.

Situation

While following up on the first discussion, you ask the investigator how he felt about what he read in the Book of Mormon. He replies, "I didn't get the time to read your book."

Missionary Response A

Investigator: I didn't get the time to read your book.

Missionary: We're sorry to hear that. May we read from it together right now?

Investigator: Well, why don't you go ahead and tell me more about your beliefs.

Missionary: Okay. Two major obstacles stand in the way of our becoming like our Heavenly Father. First, . . .

Missionary Response B

Investigator: I didn't get the time to read your book.

Missionary: Were you too busy?

Investigator: I guess so.

Missionary: How do you feel about reading the Book of Mormon?

Investigator: Oh, I think that reading it would be useful; I'll see what I can do tonight.

Missionary: Fine. In fact, let's read some of the Book of Mormon right now. Would you please turn to page . . . ?

Investigator: Uh, why don't you go ahead and tell me some more about your beliefs.

Missionary: Okay. Two major obstacles stand in the way of our becoming like our Heavenly Father. First, . . .

Missionary Response C

Investigator: I didn't get the time to read your book.

Missionary: Were you too busy?

Investigator: I guess so.

TRAINER**Read****Identify**

- Have your companion cover the answers in the right column.
- Read the situation to him.
- Have him read the missionary's part in a response. You read the investigator's part.
- Ask him to decide whether the missionary found out what the investigator's concern was.
- Ask him to explain his decision.
- Do the same for the following responses.

Answer: The missionary did not ask a good follow-up question.

Answer: The missionary began to ask follow-up questions. But he needed to ask a few more when the investigator seemed reluctant to read the Book of Mormon.

- Missionary: How do you feel about reading the Book of Mormon?
- Investigator: Oh, I think that reading it would be useful; I'll see what I can do tonight.
- Missionary: Fine. In fact, let's read some of the Book of Mormon right now. Would you please turn to page . . . ?
- Investigator: Uh, why don't you go ahead and tell me some more about your beliefs.
- Missionary: I sense that you have some concerns about reading the Book of Mormon. Would you mind sharing them with us?
- Investigator: Well, I don't like to admit it, but I haven't read anything in years. I just don't think I can read "Bible" writing.

Listen to the audiotape segments for "Resolve Concerns: Discover the Concern."

Answer: The missionary asked several follow-up questions that helped him discover the real reason the investigator had not read the Book of Mormon.

Listen and Discuss

Practice

- Read each situation to your companion.
- Take the part of the investigator with the concern listed in the right column. Have your companion cover the list before you begin this practice.
- Have your companion ask questions to discover your feelings.
- Help him understand what he did well and what he needs to improve.

Practice asking questions to discover the concerns of the investigators in the following situations. When your companion takes the part of the investigator, he will not tell you immediately what his concern is. Do not spend time trying to resolve concerns. Just practice discovering the concern.

1. You ask Mr. Heath to pray at the end of the first discussion, and he says, "Why don't you pray?"
2. You ask Mr. Green if he read the Book of Mormon, and he says, "No, I didn't get the time."
3. You have just ended the second discussion by inviting Mr. West to be baptized. He says, "I don't think I'm ready for that kind of commitment."
4. You try to set a second appointment with Mr. Fesser. He says, "I'm going to be busy this next week; why don't I give you a call later?"
5. You have invited Mr. Wells to learn about the Church. He responds by saying, "I don't know that I would make a good member of your church."
6. You invite Mr. Black to church, and he says, "I don't think that people really need to go to church."

Concerns:

1. He is not sure he can remember the steps of prayer.
2. Mr. Green still feels that the Bible is the only word of God.
3. He doesn't feel that you need to belong to any particular church to worship God.
4. He is feeling a little pushed and just wants time to read the entire Book of Mormon.
5. Mr. Wells has heard that every member must serve a full-time mission, and he doesn't feel that he could do something like that.
6. He says that he feels God is everywhere, and people have invented organized religion. His real reason, though, is that he likes to play golf on Sundays.

LEARNER

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and select three specific finding or teaching situations.
 - Write a goal to discover people's concerns in these situations by asking questions. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

TRAINER

Invite

- Identify three specific finding or teaching situations in which your companion could discover people's concerns.
 - Invite your companion to ask specific questions in these situations to discover the true concerns of others.
-

Follow Up

- Write the goal to help your companion ask questions to find out people's concerns.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to ask questions to find out people's concerns.

DISCUSS THE CONCERN

LEARNER

TRAINER

Follow Up

- Ask your companion to locate the goal to discover people's concerns in three situations.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how discovering the concerns of investigators helped you and your companion prepare them to make commitments.
- Complete the assignment log at the end of the chapter.

Read

Discuss

- Why should you discuss concerns with others?

Read

Discuss

- Which response more effectively helps the investigator discover his concern? Why?

Read

When you find out what an investigator's concern is, you should discuss it with him. This will help him know what he needs to do and will let him know that the concern has not damaged your relationship.

Missionaries often feel that they need to resolve investigators' concerns by bearing testimony or by sharing experiences, scriptures, and examples. In many situations, however, it is better to simply help others discover their own solutions. Look at the difference between the following two responses to an investigator's concern:

Mr. Dunn: Mr. Black at work said that Mormons aren't Christians. He said that you worshipped a prophet and didn't pay much attention to Jesus Christ.

Response A: As the name of our Church shows, we do believe in Christ. I bear you my testimony that Jesus Christ is the cornerstone of our religion.

Response B: I appreciate your concern, Mr. Dunn. As you think about what we've been teaching you, how do you feel about Mr. Black's opinion?

The missionary asked Mr. Dunn a question to help him discover his concern. Explaining why Mormons are Christians is not as powerful as letting the investigator discover the answer himself.

Read the following dialogue, and notice how the missionary asks questions to help the investigator think through his concern. Take the part of the missionary, and have your companion act as the investigator.

Investigator: I've enjoyed the discussions we've had, but I feel I need to talk to someone else about your church before listening to any more.

Missionary: Thank you for being honest with us, Brother Jefferson. Who do you think would be a good person to talk to?

Investigator: Mr. Roberts, a minister, has been a friend of the family for years. I could ask for his opinion.

LEARNER

Missionary: How do you think he might feel about another church?

Investigator: Well, obviously he doesn't believe in the Mormon church, but at least he will be able to offer a different point of view.

The missionary tried to help the investigator think about what a minister might say about the Church. You, too, can help investigators consider the results of their decisions. Notice how the missionary does this as you continue reading the dialogue.

Missionary: It's important for you to feel right about what we are sharing with you, and I appreciate your concern. What are some ways in which we've asked you to find out about the truth of our message?

Investigator: I see what you're saying. I know you've been asking me to pray and read your Book of Mormon.

Missionary: How do you feel about studying the scriptures and asking the Lord in prayer about The Church of Jesus Christ of Latter-day Saints?

Investigator: I know God answers prayers. I guess that's something I just need to do.

The missionary asked questions to help the investigator think about the results of turning to the Lord and the scriptures for guidance. The investigator might have been offended if the missionary had simply told him to pray rather than talk to a minister.

Tell the investigator that you are confident he will make the right decisions. Encourage him to turn to the Lord while he seeks solutions. These things will help his faith and confidence grow. Notice how the missionary does these things as you continue to read.

Missionary: That's a good decision. I'm sure that your friend, Mr. Roberts, would advise you to do the same thing. Why don't we kneel down right now and ask the Lord to give you the guidance and answers you seek. Will you pray?

Investigator: Sure. (They kneel and the investigator prays.)

Missionary: Thank you for that prayer, Brother Jefferson. I know that the Lord felt your sincere desire to find the truth. As you continue to rely on the Lord to help you make decisions, you will be blessed with the guidance you seek.

TRAINER*Discuss*

- What did the missionary do to help the investigator think through his concern?
- What might have happened if the missionary had told the investigator not to see a minister?

*Read**Discuss*

- What is the missionary trying to do?
- What might have happened if the missionary had told the investigator what to do?

*Read**Find Out*

- How can you help others think about the results of their decisions?

Read

The missionary told the investigator that he could make the right decisions and tried to build his faith. He sincerely complimented him and encouraged him to pray and study the scriptures.

Encourage others to turn to the Lord to help them resolve their concerns. This is a key principle to use in effective missionary work. In summary, discussing the concern means to—

- Find out if the investigator knows how to resolve his concern.
- Help him see the results of his decisions.
- Tell him that you know he can make the right decisions.
- Encourage him to seek the Lord's help.

The remainder of this section will illustrate these points.

Discuss

- What did the missionary encourage the investigator to do?

Find Out

- How can helping others to resolve their concerns be more effective than resolving them yourself?

Share Feelings

- Share your feelings about the importance of letting others resolve their own concerns.

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read the missionary's part in a response. You read the investigator's part.
- Ask him to decide whether the missionaries discuss the concerns well or not. He should consider whether they use the four points just discussed.
- Ask him to explain his decision.
- Do the same for the following responses.

Read the following situations, and decide whether the missionaries are effectively discussing the concerns. Take the part of the missionary in the responses. Your companion will take the part of the investigator. Discuss your answers with your companion.

Situation 1

During a follow-up visit, a missionary asks, "How do you feel about what we discussed in our last visit concerning Joseph Smith and the Book of Mormon?"

"It was interesting," the investigator replies slowly. "It's certainly an incredible story, and you guys obviously believe it—but I'm having a hard time, myself. There's a lot of religions preaching different things, and a lot of people who believe in those religions."

"So you're not sure that Joseph Smith's experience actually happened, right?" asks the elder carefully.

"Yes, I guess that's about it."

Missionary Response A

Missionary: Last time we visited, we talked about reading and praying about the Book of Mormon as a way to find the truth. Did you do that?

Investigator: I read part of your book, but I felt uncomfortable about praying.

Missionary: You told us last Tuesday that you had had a good experience with prayer. If you pray about what we have told you, I know that God will answer your prayers. Will you pray about the truthfulness of our message?

Answer: The missionary told the investigator what he should have done instead of helping him discover a solution. Also, he did not express confidence in the investigator.

Missionary Response B

Missionary: What do you think you should have done to find out the truthfulness of our message?

Investigator: Well, I read part of your book.

Missionary: We talked about doing something else too—what was that?

Investigator: I'm not ready to pray about anything yet. Look, why don't I give you guys a call when I want to hear some more?

Answer: The missionary helped the investigator discover what to do. But he set up a very unequal relationship and did not express confidence in the investigator.

Missionary Response C

Missionary: Do you remember that last Tuesday we discussed some ways in which you can find out the truth of our message?

Investigator: Yes, I see what you're getting at. You said to read the Book of Mormon for myself and pray about it.

Missionary: That's right, and you shared a great experience you had had when your prayers were answered. Did you pray to ask the Lord if the Book of Mormon was true?

Investigator: Well, I read part of your book, but I felt awkward about praying.

Missionary: We are glad that you read from the Book of Mormon. Do you believe that God will answer your prayers?

Investigator: Yes, I think he answers everyone in his own way.

Missionary: Why do you feel awkward about praying about the Book of Mormon and Joseph Smith?

Investigator: I don't know. I guess I'm not sure I'm ready for the answer.

Missionary: Sounds like you know what to do, but you're not sure you want to do it.

Investigator: Yes, you're right.

Answer: The missionary helped the investigator understand what he must do. Then he helped him understand the results of prayer and offered encouragement. This is a good example of discussing concerns.

Situation 2

"Ten percent sounds like a lot!" Mr. James declares. "I don't know how we can afford to pay it."

"I understand how you might feel," replies Elder Smith. "I come from a large family, and my father has always struggled to support us. We never had much money left over to buy the things we wanted. Is that the way you're feeling?"

"Yes," Mr. James agrees.

Missionary Response A

Missionary: What do you think you should do to show your faith in God?

Investigator: I know what you're trying to say, but right now feeding my family is more important to me than donating money to the Church.

Missionary: We understand your concern, but what did we just read in the Bible about the blessings that would come to those who pay tithing?

Investigator: I need money now, not "blessings" later.

Missionary: Do you think the Lord knows that?

Answer: The missionary was manipulative and established an unequal relationship.

Missionary Response B

Missionary: I can appreciate your concern. In view of what we've been reading, what do you think you could do to solve the problem?

Investigator: I'm not sure. It seems that paying tithing will hurt, and not paying tithing will hurt, too. I guess it's one of those trials of faith you were talking about.

Missionary: Paying tithing certainly does take faith, Mr. Smith. How do you think the Lord might bless you for showing your faith by paying tithing?

Investigator: Oh, I guess he probably won't let my family go hungry.

Missionary: I believe that too, Mr. Smith. We can see how the Lord has blessed you in your life already because you have put him first. Will you live the law of tithing?

Answer: The missionary helped the investigator discover what to do and helped him see the possible results of his decisions. He also complimented him.

Missionary Response C

Missionary: My father had the faith to pay tithing, and we were really blessed. Do you think that you could have the faith to pay tithing?

Investigator: Like I said, we have a lot of bills to pay. This tithing is going to hurt us financially.

Missionary: I understand your concern, but I promise you that the Lord will bless you. Do you think he will let you down, Mr. Smith?

Investigator: I think he helps those who help themselves. My family comes first.

Missionary: But as we read, the Lord promises to give material blessings to those who keep the law of tithing. Paying tithing is a way of helping your family.

Answer: The missionary tried to resolve the concern for the investigator instead of letting him discover the solution.

Listen to the audiotape segments for "Resolve Concerns: Discuss the Concern."

Listen and Discuss**Practice**

- Read each situation to your companion. Take the role of the investigator while he practices.
- Have your companion cover the helps and practice discussing the concerns in the situations.
- If necessary, read the helps to your companion to help him discuss the concerns.

LEARNER

The following are concerns of investigators and members. Practice discussing these concerns by responding to the following situations. Remember the following as you practice:

- Find out if others know how to resolve their concerns.
 - Help them see the results of their decisions.
 - Tell them that you know they can make the right decisions.
 - Encourage them to seek the Lord's help.
1. "Mr. White at work said that Mormons aren't Christians. He said that you worshipped a prophet and didn't pay that much attention to Jesus Christ."
 2. "Ten percent sounds like a lot. I don't know how we can afford to pay it."
 3. "I respect you for not drinking, but it's going to be hard not to go to the bar and have a drink with my friends. They'll think I've turned all religious."
 4. During your follow-up visit, Mr. Giles says, "Look, I've been talking to a guy at work. He told me that you Mormons have to pay a lot of your income to church leaders and that you don't drink. He also told me you have big fancy temples."
 5. "I'm sure that you've had some good experiences with prayer, but I really don't think that God will answer me."
 6. "I've got too much studying to do for school this semester. I don't think I'm going to be able to read your Book of Mormon."
 7. "Our family has gone to hear Reverend Gabriel's sermons ever since I was about five years old. I just can't imagine going to church someplace else."
 8. "I feel good about your church, but I've already been baptized."
 9. Mr. Steiner is going to be baptized this Sunday. You are following up to see if he invited the three families he wanted to. He says, "It's not as easy as I thought. I've intended to talk to them for days, but I guess I'm just nervous about doing it."
 10. A missionary says, "I want to love all of God's children in this city. But it's hard to feel love when they slam the door in your face. Sometimes I really feel angry."
 11. "I'm sure the leaders of the Church are good men, but I can't promise that I'll do everything they say."
 12. "If you people had never denied blacks the priesthood, I would probably have joined the Church."

With your companion, review the investigators you are now teaching. Identify concerns they have or future concerns they may have. Practice discussing these concerns. Have your companion take the role of the investigator, and you take the role of the missionary.

TRAINER*Helps:*

How do you feel about Mr. White's opinion?

What do you think you should do? How might the Lord bless you for paying tithing?

You respect us. How might your friends feel about you? What do you think you could do?

What are some good ways of finding out about our beliefs? What are some good sources of truth? Who would be a good source of information about the Mormon church? How do you feel about praying to ask God about the truth?

Practice

- Help your companion identify specific concerns that your investigators may have.
- Practice discussing these concerns. Take the part of the investigator, and have your companion take the part of the missionary.
- Help him understand how well he discussed these concerns.

LEARNER

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and select three situations in which you may be discussing the concerns of investigators.
 - Write a goal to effectively discuss concerns in these situations. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion how you did. Discuss what went well and how you could improve.
-

TRAINER***Find Out***

- How does discussing investigators' concerns with them better help them to feel the Spirit?
-

Invite

- Identify three specific situations in which your companion could discuss the concerns of investigators today.
 - Invite your companion to write a goal to effectively discuss concerns in these situations.
-

Follow Up

- Write a goal to help your companion effectively discuss concerns in three situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goals.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to discuss concerns with others. Discuss how you and your companion are doing.

HELP RESOLVE THE CONCERN

LEARNER

Sometimes investigators have concerns because they have wrong or incomplete information. They may not completely understand what you tell them. Or, they may have heard of unusual doctrines or practices that they find hard to accept, such as polygamy. You should be able to explain unfamiliar ideas to investigators and help them discover what they need to do to resolve their concerns. You can do this by using your own experience, examples, and the scriptures.

Encourage investigators to gain a testimony of the Book of Mormon. This is a powerful way to help them resolve difficult concerns. When they learn that the Book of Mormon is true, they can accept other gospel truths, as well.

The following is an example of using the Book of Mormon to help resolve concerns. Take the part of the missionary, and have your companion act as investigator.

- Investigator: Elders, you have taught me some interesting things. I must tell you, however, that I can't believe this idea that prophets are alive today. All these angels visiting Joseph Smith—don't you think that's a bit remarkable?
- Missionary: Yes, it is remarkable! That's why we want to tell you about it. Of course, you are saying that you find it hard to believe. Is that right?
- Investigator: Hard to believe? I find it impossible to believe.
- Missionary: Why?
- Investigator: Prophets alive today with angels visiting them! Things like that don't happen any more.
- Missionary: I understand. These things are difficult for some people to accept. As you know, we believe that Joseph Smith was a prophet and that there is a prophet today. This is important to us because it means that we can receive direction from the Lord through a living prophet. Do you feel that it would be important to know if this is true?
- Investigator: Yes, I suppose so.
- Missionary: Bob, you can know for yourself that these teachings are true. Will you put forth the effort to find out?

TRAINER

Follow Up

- Ask your companion to locate the goal to discuss the concerns of others in three situations.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Talk about how discussing the concerns of investigators helped them prepare to make commitments.
- Complete the assignment log at the end of the chapter.

Read

Find Out

- When is it better to help resolve concerns than have the investigator resolve the concern himself?

Read and Discuss

Investigator: I . . . I'm willing. What do I have to lose?

Missionary: You have nothing to lose but everything to gain. A good way to find out if Joseph Smith was a prophet, or to know if there are prophets today, is to continue reading and praying about the Book of Mormon.

Investigator: Why is that?

Missionary: Because when you learn that the Book of Mormon is the word of God, then you will also know that Joseph Smith, who translated the book by the power of God, was his prophet. The Lord will not reveal truth to a false prophet.

Investigator: I see.

Missionary: Bob, will you continue reading the Book of Mormon and praying to know if it is true and if Joseph Smith was a prophet?

Investigator: Yes, I will.

Discuss the following questions with your companion:

- What did the missionary do to help the investigator resolve his concern?
- How will reading the Book of Mormon help this investigator resolve his concern?

The missionary helped the investigator to see that his concern was about whether or not the Church had modern revelation. He then helped him to understand that reading and praying about the Book of Mormon would help him discover that the Church had revelation. If the Book of Mormon is true, then Joseph Smith was a true prophet. If Joseph Smith was a true prophet, then The Church of Jesus Christ of Latter-day Saints is the Lord's Church and is guided by God.

Discuss

- Have your companion explain how you can help someone resolve a concern by using the Book of Mormon.

Read and Discuss

Some investigators will not immediately understand ideas from the discussions. When this happens, you may want to help them by using scriptures and examples contained in the discussions. Your personal experience and other scriptures may be helpful, as well. Sometimes investigators only need to feel your faith in the Lord to help them make decisions. Bear your testimony of the gospel to them. This will help them feel the Spirit, and the Spirit can prompt them to make correct decisions. Consider the following conversation between a missionary and an investigator:

A baptismal candidate is a little nervous about sharing the gospel message with his friends. He knows what he must do but needs a little encouragement.

Missionary: Brother Sinclair, I joined the Church while I was in the military. It was challenging to be surrounded by soldiers who didn't have much time to go to church, pray, or read the scriptures. I was nervous about declaring the gospel to my friends. But soon I discovered that I really didn't have to do a lot of preaching. They got to know what I believed because I didn't drink, didn't take the Lord's name in vain, and went to church. After praying for opportunities to share my beliefs, I noticed little things began to happen that gave me the chance to bring friends to church. Looking back, I see that the Lord didn't give me opportunities to share the

gospel. Instead, he showed me how to make opportunities. Brother Sinclair, would you read this scripture in Romans, chapter 1, verse 16?

Investigator: "For I am not ashamed of the gospel of Christ: for it is the power of God unto salvation to every one that believeth."

Missionary: Thank you. Brother Sinclair, I know this gospel is the power of God unto salvation, and it's for everyone. I hope that we can always have the courage to pray for and make opportunities to share the gospel. What could you do to give your friends a chance to hear the gospel?

Investigator: Well, I know that I need to pray more to get the Lord's help.

Missionary: Will you kneel with us right now and ask . . . ?

The missionary used a personal example to show how the Lord had helped him to share the gospel. He then asked the investigator to read a scripture, after which he shared his testimony.

Discuss

- What did the missionary do to help the investigator resolve his concern?

Read and Discuss

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read the response.
- Ask him to decide whether the missionary effectively resolves the concern.
- Ask him to explain his decision.
- Do the same for the following situations.

Read each situation, and decide whether the missionary effectively resolves the concern. Discuss your answers with your companion.

Situation 1

An investigator says, "I'm really not ready to go to church yet."

Missionary Response

"Mr. and Mrs. White, I know that if you go to church, you will feel the Spirit and understand more about our beliefs."

Answer: The missionary did not find out the real concern. He bore his testimony instead.

Situation 2

An investigator asks, "It seems kind of odd to me that the gospel is preached to the dead; isn't that too late?"

Missionary Response

"It certainly would be better if all people had the chance to hear the gospel before they died, but that is not always possible. Suppose there was a man who was honest and fair in his dealings. He was devoted to his wife and good to his children. If he died without hearing the gospel, he would be introduced to it in the spirit world. Faithful members of the Church on earth could be baptized for him. In this way he would have the chance to accept the gospel and receive the ordinances he needs to enter the kingdom of God. Does this example help you to understand why the Lord has the gospel preached to the dead?"

Answer: The missionary used an appropriate example to help explain why the gospel is preached to the dead.

Situation 3

A missionary is discussing why children under age eight need no baptism. The investigator says, "I've never heard of that before; many churches baptize children."

Missionary Response

"You're right, they do. Why don't we read from the Book of Mormon what the Lord has revealed to us on the subject. Would you read Moroni chapter 8, verses 10 through 12, please?"

Situation 4

An investigator declares, "It says here in John, chapter 4, verse 24, that God is a Spirit."

Missionary Response

"Yes, but we read in Acts, chapter 7, verses 55 and 56, that God has a body because Jesus was seen standing next to him."

Situation 5

An investigator wonders aloud, "I don't really understand how Jesus could have suffered for my sins two thousand years before I was even born."

Missionary Response

"The Atonement is a hard thing to understand. I don't completely understand it, either. However, as I repent of my mistakes, I feel the spirit of forgiveness and know that the Lord really has atoned for my sins."

Listen to the audiotape segments for "Resolve Concerns: Help Resolve the Concern."

Answer: The investigator had not heard of this doctrine before, so it was helpful to show him the scripture.

Answer: This missionary did not help resolve the concern. He made the situation worse by comparing scriptures that appear on the surface to say different things.

Answer: The missionary could not easily resolve the concern, but he effectively shared his testimony about the Atonement.

Listen and Discuss**Practice**

- Read each situation to your companion.
- Take the part of the investigator with the concern.
- Have your companion respond to each situation by using the method suggested in parentheses.
- Help him understand what he did well and what he needs to improve.

Practice using scriptures, examples, your testimony, and the Book of Mormon to help resolve concerns in the following situations. The questions are being asked by investigators.

1. "So who exactly is going to be resurrected?" (Use a scripture, for example, Alma 11:43–44.)
2. "Doesn't resurrection just mean that my spirit will live forever?" (Use the example from discussion 2, page 2-7.)
3. "Where does it say that we lived somewhere else before we were born?" (Use a scripture, for example, Jeremiah 1:5.)
4. "I've never really believed that God would actually answer my prayers." (Share a personal experience.)
5. "I don't really see how God can let so much suffering go on in the world and still love us." (Share your testimony.)
6. "Where do you get the idea that baptism is so important? I think that being good should be enough to get you to heaven." (Use a scripture, for example, John 3:5.)
7. "I just don't believe that Joseph Smith saw God." (Invite your investigator to read the Book of Mormon, particularly Moroni 10:3–5.)

8. "I can't believe that God would deny a race of his children the right to have the priesthood." (You might respond that you do not completely understand, either. Invite your investigator to read the Book of Mormon to gain a testimony of living prophets—the critical issue here.)

With your companion, review the investigators you are now teaching. Identify concerns they have or future concerns they may have. Have your companion take the part of the investigator. You take the part of the missionary and practice helping to resolve your investigator's concerns.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and select three specific situations in which you could help others resolve concerns.
 - Write a goal to help people resolve their concerns in these situations. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

Conclusion

You can use the principles in this chapter to help investigators resolve concerns that keep them from making and keeping commitments. One of your most important responsibilities as a missionary is to help others identify and resolve their concerns. As you do, you are preparing them to feel the Spirit and accept commitments that lead toward baptism.

Practice

- Help your companion resolve specific concerns your investigators may have. See the instructions on the left.
- Help your companion understand what he did well and what he needs to improve.

Find Out

- How does helping others resolve concerns better help them feel the Spirit?

Invite

- Identify three specific situations in which your companion could help others resolve their concerns today.
 - Invite your companion to write a goal to help people resolve their concerns in these situations.
-

Follow Up

- Write a goal to help your companion resolve concerns in three situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to resolve concerns. Discuss how you and your companion are doing.

Read

LEARNER

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

TRAINER

Invite

- Invite your companion to write goals to help him improve.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review the principles used in resolving concerns.

STUDY RECORD

Date	Time Spent	Pages Studied	Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<i>"Discover the Concern"</i> Discover concerns in three specific situations.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
<i>"Discuss the Concern"</i> Discuss the concern in three specific situations.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
<i>"Help Resolve the Concern"</i> Help people resolve their concerns in three specific situations.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

INVITE

INTRODUCTION

LEARNER

The purpose of this chapter is to help you and your companion more effectively invite others to make commitments. These commitments will allow them to return to our Heavenly Father. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

Many principles and skills can be used in inviting others to accept commitments. This chapter will discuss the following:

1. Extend the Invitation 143
2. Confirm the Commitment 149

Other principles and skills not discussed in this chapter might include the following:

3. Extend the invitation using two questions
4. Rephrase the invitation

Perhaps you thought of other principles and skills that would help in inviting others to accept commitments. Discuss these with your companion and list them below:

5. _____
6. _____
7. _____

TRAINER

Prepare

- Identify areas in which your companion may need to improve in inviting others to make commitments.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What are other ways to invite investigators and members to accept commitments?

Read and Discuss

The Commitment Pattern

Prepare Build Relationships of Trust Help Others Feel and Recognize the Spirit Present the Message Find Out	Invite	Follow Up Resolve Concerns
---	---------------	-----------------------------------

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments. God has given his children agency. When people feel the Spirit and are invited to obey, they can use their agency to make the right decision.

Investigators must fulfill commitments in order to become converted. Many missionaries do not invite others to make important commitments. They fear that others may be offended or may not accept the invitation. As a result, many souls are lost. As a servant of the Lord, you must do all you can to prepare those you teach. Then with faith and confidence, invite your investigators to make commitments that will lead to conversion. It is crucial that you know how and when to invite them.

Scripture Activity

With your companion, read James 1:22 and answer the following questions:

- What does it mean to be a doer of the word?
- Why can't you be a hearer of the word only?
- How does inviting your investigators to make commitments help them become doers of the word?

With your companion, read Acts 2:37–38 and answer the following questions:

- After the people felt the Spirit, what did Peter and the other Apostles do?
 - What might have happened if Peter had not invited the people to repent and be baptized?
-

This chapter will focus on extending invitations and reviewing commitments. Study the principles carefully, and apply them in your daily work. They will help you more effectively invite people to make commitments.

**Find Out**

- How does inviting relate to the commitment pattern?

Read and Discuss**Share Feelings**

- Share the feelings you had when an investigator accepted an invitation you offered.

Find Out

- What is the purpose of this chapter?

Read

EXTEND THE INVITATION

LEARNER

People must make and keep commitments in order to be converted. Therefore, you must be confident, direct, specific, and clear when you invite people to make commitments.

You should invite people to make commitments because you love and care about them, not just because you have a duty to invite them. They should feel that you are asking them because you love them.

Often, missionaries hesitate to invite others to make commitments. They fear that the people will not accept or will be offended. Experience has shown that in many cases, investigators expect to be asked to make commitments and are surprised when they are not asked.

Some missionaries feel that they should invite only when they have an unusual spiritual feeling. However, in normal situations, they should always plan to invite unless the Spirit directs otherwise. When missionaries teach without inviting people to make commitments, their teaching is generally in vain. The first important principle to remember when inviting people to make commitments, then, is simply to do it.

When some missionaries invite people, they do it uncertainly and doubtfully. Then the people may not believe that the missionaries have confidence and faith in their message. You must believe that you are acting in the name of the Lord and that he will support your efforts. Have faith in the Lord. Be confident, direct, and clear when you invite people to make a commitment.

You should give people invitations that are direct and clear. A direct invitation is one that requires a "yes" or "no" answer. A question that begins with "will you" is usually direct. A clear invitation leaves no doubt about what you are asking the other person to do. Consider the following examples of invitations:

Less Effective

"Have you ever thought about being baptized?"

"I know that you are really busy, but if you find some time, maybe you could help us with missionary work."

"Do you think that perhaps you might obey the Word of Wisdom?"

Effective

"Will you be baptized?"

"Will you help us find people to teach by asking the Lord which of your friends is ready to hear the discussions?"

"Will you obey the Word of Wisdom by giving up coffee?"

TRAINER

Read and Discuss

Find Out

- Why should you never miss an opportunity to invite someone to make a commitment?

Read

Discuss

- What commitments have you recently asked others to make?
- Did you ask them with faith in the Lord?

Read

Discuss

- What is the difference between these invitations?

Read

Discuss

- What is the difference between these invitations?

Read

"The law of chastity is important. Do you have any questions about keeping it?"

"Will you obey the law of chastity?"

Discuss

- What is the difference between these invitations?

Read

Discuss

- What is the difference between these invitations?

Read

"You can gain a testimony of the Prophet Joseph Smith if you will pray about it."

"Will you pray to know that Joseph Smith was a prophet of God?"

Discuss

- What is the difference between these invitations?

Read

The less effective invitations show that the missionaries lack confidence and faith. They are not direct, "will you" questions. The effective invitations are direct and clear. They show that the missionaries have confidence and faith in the Lord.

Find Out

- Why should you be confident, direct, and clear when inviting others to make commitments?

Share Feelings

- Share your feelings about the importance of being confident, direct, and clear when inviting others to make commitments.

Read

Investigators need to know exactly what you are asking them to do. They need to know when they should fulfill the commitment. When inviting others to make commitments, give specific instructions. If they are uncertain about what they should do, they are less likely to fulfill the commitment. Consider the following examples:

Less Effective

"We'd like you to read this book."

Effective

"The passages I just mentioned are also written in this study guide. Will you read and pray about these passages in the Book of Mormon before we meet next Tuesday?"

Discuss

- What is the difference between these invitations?

Read

"Will you go to church?"

"Our sacrament meeting begins at 11:00 A.M. Will you attend sacrament meeting with us this Sunday?"

Discuss

- What is the difference between these invitations?

Read

"Tithing is an important commandment of our Heavenly Father. He wants all of his children to learn to sacrifice. Will you sacrifice to our Heavenly Father?"

"Will you obey the law of tithing by giving 10 percent of your income to the Lord when you are baptized?"

The less effective examples are vague and do not help the investigator understand what he is to do. The effective examples state specifically what the investigator should do and when he should do it.

Extend invitations that show respect and love for investigators. Remember that you are not trying to get them to do something for you. You are trying to help bring into their lives the blessings that can come only as they obey God's commandments. Respect others' free agency when you ask them to make commitments. You cannot force or try to push someone into making a commitment. Extend invitations in a spirit of love. Consider the following examples of invitations:

Less Effective

"The Lord has said that we are to give 10 percent of our income to him as tithing. As you keep this commandment, you will receive blessings. This is an important commandment, isn't it? You should have no problem keeping this commandment, right?"

"We would really like to teach you the rest of the discussions. I'm sure that you are interested in what we have to say. Would Tuesday or Wednesday night be better for you?"

"The Lord has commanded all members of his Church to do missionary work. We know that you want to keep the commandments. It is your duty to help us find people to teach."

The less effective invitations are pushy, manipulative, and disrespectful. The effective invitations, on the other hand, are direct, "will you" questions that show respect and love.

Effective

"Will you obey the law of tithing by giving 10 percent of your income to the Lord?"

"We have enjoyed being in your home and want to share more of our beliefs with your family. We mentioned earlier that we have six presentations. Will you listen to the other five presentations within the next three weeks?"

"We can see that you have deep respect for your nonmember friends. Will you invite one of these friends to hear the discussions by next Friday?"

Discuss

- What is the difference between these invitations?

Read

Find Out

- What does it mean to be specific when inviting people to make commitments?

Read

Discuss

- What is the difference between these invitations?

Read

Discuss

- What is the difference between these invitations?

Read

Discuss

- What is the difference between these invitations?

Read

Read the following situations, and decide which missionaries do the following things:

- Ask direct, "will you" questions.
- Explain what the investigator is to do and when.
- Show respect and do not manipulate.

Discuss your answers with your companion.

Situation 1

The Bennetts have just been taught the first discussion. The missionaries are going to invite them to read and pray about the Book of Mormon.

- Missionary A: Mr. and Mrs. Bennett, if you find the time, will you read the pages we have assigned in the Book of Mormon and pray about them?
- Missionary B: Mr. and Mrs. Bennett, will you read and pray about the pages we have assigned in the Book of Mormon by Thursday?
- Missionary C: Mr. Bennett, will you read the Book of Mormon and find out if it is true?
- Missionary D: We know that you will want to find out if this book is true. Will you read and pray about the Book of Mormon?

Situation 2

You have come to the point in the discussion when it is time to invite Mr. Williams to obey the Word of Wisdom.

- Missionary A: Mr. Williams, before your baptism, would you be able to obey the Word of Wisdom?
- Missionary B: Mr. Williams, you know that obeying the Word of Wisdom is what the Lord wants you to do, don't you? Will you obey the Word of Wisdom by giving up your cigarettes right now?
- Missionary C: Mr. Williams, will you obey the Word of Wisdom by giving up cigarettes beginning today?
- Missionary D: Because the Word of Wisdom is important, the Lord expects the members of his Church to give up harmful things that could hurt their bodies. Will you do that?

Situation 3

The missionaries are visiting with the Bakers, a member family, to invite them to find people to teach.

- Missionary A: Brother Baker, we are sure that you will want to do as the Lord has commanded by helping us find people to teach. Will you do that?

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read a response.
- Ask him to decide whether the missionary effectively invites someone to make a commitment.
- Ask him to explain his decision.
- Do the same for the following responses and situations.

Answers: In "A," the missionary asks a direct, "will you" question but shows a lack of confidence. "B" is a good example of a confident, direct, and clear invitation. "C" is a direct, "will you" question but does not make clear what the investigator should do. "D" is pushy and manipulative.

Answers: In "A," the missionary does not give a direct invitation and shows a lack of confidence. "B" asks a specific and direct "will you" question but is manipulative and shows a lack of respect. "C" asks a direct, specific question that is not manipulative. "D" is neither specific nor clear.

- Missionary B: Brother Baker, most members find missionary work difficult, but we think you could probably help us find people to teach.
- Missionary C: Brother and Sister Baker, will you help us with missionary work?
- Missionary D: Brother and Sister Baker, you mentioned a couple of your friends who have talked about the Church and attended meetings with you. Will you invite them to hear the first discussion next week?

Listen to the audiotape segments for "Invite: Extend the Invitation."

Answers: "A" is pushy and manipulative. It does not show respect for the members. "B" is negative and shows a lack of faith. "C" is not specific or clear. "D" is specific, direct, and not manipulative. It is an effective invitation.

Listen and Discuss

Practice

- Read each situation to your companion.
- Have him respond by inviting the person to make a commitment.
- Help him understand what he did well and what he needs to improve.

Practice inviting people to make commitments by responding to the following situations. Do not spend time trying to resolve concerns. As you practice, remember to do the following:

- Ask direct, "will you" questions.
- Explain what the investigator is to do and when.
- Show respect and do not manipulate.

1. After meeting with an investigator for the first time, you want to invite him to hear the rest of the discussions.
2. You have just discussed the law of tithing with your investigators. Invite them to obey this commandment.
3. You have just talked with some members about their friends. You are ready to invite them to ask their friends to hear the discussions.
4. After teaching the first discussion, you want to invite the investigator family to attend church.
5. After teaching the second discussion, you want to invite your investigator to be baptized.
6. You are talking for the first time with a man who was referred to you by his cousin. You want to invite him to hear the first discussion.
7. You are talking with a family in which the wife is an inactive member and the husband is a nonmember. You want to invite them to hear the discussions.
8. You are teaching the first discussion to a non-Christian. You want to invite him to read and pray about the assigned passages from the Book of Mormon.
9. You have just discussed the law of chastity and found that the couple is living together out of wedlock. Invite them to obey the law of chastity.
10. You are a district leader, meeting with a companionship. You feel it is time to invite them to obey the mission rule of getting up on time.

Find Out

- What are some things to remember when inviting others to make commitments?

Share Feelings

- Share your feelings about the importance of effectively inviting people to make commitments.

LEARNER

End your study session now, and apply what you have learned in this section by doing the following:




- Review your schedule for today, and select three specific finding or teaching situations in which you will be involved.
 - Write a goal to effectively invite people to make commitments in these situations. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

TRAINER

Invite

- Identify three specific finding or teaching situations in which your companion can invite people to make commitments today.
 - Invite your companion to effectively invite people to make commitments in these situations.
-

Follow Up

- Write a goal to help your companion effectively invite people to make commitments in three situations today.
 - Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
 - Complete the study record at the end of the chapter.
 - During your work today, point out opportunities to invite people to make commitments. Discuss how you and your companion are doing.
-
- 
- 
- 

CONFIRM THE COMMITMENT

LEARNER

TRAINER

Follow Up

- Ask your companion to locate the goal to invite people to make commitments in three situations.
- Ask your companion if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how effectively inviting people to make commitments helped them make and keep commitments.
- Complete the assignment log at the end of the chapter.

Read

Discuss

- How did these missionaries make sure that Bob knew exactly what to do?
- How did they confirm his commitment?

Read

After someone has made a commitment, take time to confirm the commitment with him. Make sure that he knows exactly what he is to do and that he is willing to do it. Express your confidence in him and your faith that the Lord will help him to fulfill the commitment.

Notice how the missionaries confirm commitments with investigators in the following examples:

During the first discussion, Bob accepts the elders' invitation to read and pray about the Book of Mormon. As Elder Rusk finishes the discussion, he says, "I know that we have asked you to do quite a few things tonight. We asked you to read 3 Nephi 11 and Moroni 10:3–5 in your Book of Mormon. Then we invited you to pray about what you read."

"Bob, we would also like you to pray to know if Joseph Smith was a prophet," adds Elder Webb.

"Yes, thanks for the reminder," Bob replies. "As I mentioned earlier, all this reading and praying may be difficult, but I'll try."

Elder Rusk asks, "Do you have any questions about what you are to do before our next visit?"

"No, I know what to do. I promise I'll do my best."

"We know you will, Bob. And we are confident that you will have a good experience reading and praying."

In the next example, two missionaries have invited a member family, the Turners, to set a date to have someone ready to hear the gospel.

"We have enjoyed being in your home tonight, Brother and Sister Turner. The Lord will bless you in your efforts to prepare your friends to learn about the gospel."

"I hope you're right."

"I'm confident that we're right, Sister Turner. Now, could you tell us what you understand you are to do?"

"Sure. As a family we are going to prayerfully set a date by which we will have someone prepared to receive the discussions. We are going to . . ."

In both of these examples, the missionaries confirmed the commitments. They reviewed what the people were to do and found out if they were willing to keep their commitments.

Listen to the audiotape segments for "Invite: Confirm the Commitment."

Practice confirming commitments by responding to the following situations. Do not spend time trying to resolve concerns. As you practice, remember to do the following:

- Make sure that the investigators or members know exactly what they are to do.
 - Ask the investigators or members to state that they will fulfill the commitment.
1. You have just finished teaching the first discussion. During the discussion, you invited the investigator to read the Book of Mormon and to pray about the Book of Mormon and Joseph Smith. Also, he has just committed to hear the second discussion on Wednesday afternoon at 3:00. Confirm the commitment.
 2. You are talking with a nonmember who has agreed to hear the first discussion. Confirm the commitment.
 3. Your investigator smokes two packs of cigarettes a day. You have just invited him to obey the Word of Wisdom by not smoking any cigarettes for a week. Confirm the commitment.
 4. Your investigator family has accepted the invitation to be baptized this Saturday evening. Confirm the commitment.
 5. Your investigator, who has never attended any church before, just accepted the invitation to attend church with you next Sunday. Confirm the commitment.
 6. You have invited your investigators to refer some of their friends to you. They have agreed to invite some friends over for the next discussion. Confirm the commitment.
 7. You have taught your investigator the fifth discussion and invited him to keep the law of tithing. He has agreed to pay his tithing this Sunday. Confirm the commitment.
 8. You are meeting with a member family. They have accepted your invitation to invite some cousins to hear the discussions next week. Confirm the commitment.

Discuss

- How did the missionaries make sure that the Turners knew what they were supposed to do?
- How will this review help the Turners to keep their commitment?

*Read**Find Out*

- What are some things you can do to confirm commitments?
- Why is reviewing commitments important?

*Listen and Discuss**Practice*

- Read each situation to your companion.
- Have him respond by reviewing the commitment.
- Help him understand what he did well and what he needs to improve.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and select two specific situations in which you can invite someone to make a commitment.
- Write a goal to confirm commitments following these invitations. Carry this goal with you during the day as a reminder.
- After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.

Find Out

- How does confirming the commitment help people to keep their commitments?

Invite

- Identify two specific situations in which your companion could invite someone to make a commitment.
- Invite your companion to confirm the commitments in these situations.

Follow Up

- Write a goal to help your companion confirm commitments in two situations today.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to confirm commitments. Discuss how you and your companion are doing.

Conclusion

The principles taught in this chapter will help you effectively invite members, investigators, and nonmembers to make and keep commitments. Remember that you are giving them the opportunity to choose to become “doers of the word” (James 1:22). They must accept your invitations and make commitments in order to return to a loving Heavenly Father.

The Savior taught the importance of commitment. A rich young man asked him, “Good Master, what good thing shall I do, that I may have eternal life?” The Savior replied, “If thou wilt be perfect, go and sell that thou hast, and give to the poor, and thou shalt have treasure in heaven: and come and follow me” (Matthew 19:16, 21).

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

Read

Invite

- Invite your companion to write goals to help him improve.

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review the principles used in inviting people to make commitments.

STUDY RECORD

Date	Time Spent	Pages Studied	Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<i>"Extend the Invitation"</i> Ask people to make commitments in three finding or teaching situations.	_____	_____	_____

<i>"Confirm the Commitment"</i> Confirm commitments in two situations.	_____	_____	_____

FOLLOW UP

INTRODUCTION

LEARNER

The purpose of this chapter is to help you and your companion improve in following up on the commitments that others make. By effectively following up, you can help others fulfill the commitments they have made and show them that you really care. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

Many principles and skills can be used when following up to help others keep commitments. This chapter will discuss the following:

1. Arrange to Follow Up 155
2. Make Regular Contacts 159

Other principles and skills not discussed in this chapter might include the following:

3. Coordinate with priesthood leaders
4. Involve members
5. Read with investigators
6. Introduce investigators to the bishop

Perhaps you thought of other principles and skills that would help when following up with others. Discuss these with your companion and list them below:

7. _____
8. _____
9. _____

The Commitment Pattern

Prepare

Invite

Follow Up

Build Relationships
of Trust

Help Others Feel and
Recognize the Spirit

Present the Message

Find Out

Resolve Concerns

TRAINER

Prepare

- Identify areas in which your companion may need to improve in following up.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What are other ways to follow up?

Read and Discuss

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments and continue to feel the Spirit of the Lord.

When people keep their commitments to live the gospel, they are more likely to feel the Spirit of the Lord and develop faith. They will want to change through repentance and be baptized. Following up means providing support and assistance to investigators to help them keep their commitments. If you do this, they will be more likely to keep their commitments, continue to feel the Spirit of the Lord, and make future commitments.

A recent convert related the following experience: "The first time I met with the missionaries, they asked me to read from the Book of Mormon and pray about it. I didn't feel the need to read, but I said I would anyway. The missionaries asked if they could stop by the next day to see if I had any questions. I thought that would be all right. They came by as planned, but I had not had the time to read anything yet. They asked if I had a few minutes then to sit down and read some of the Book of Mormon. I recall feeling that they really cared for me and the message of the gospel."

In this chapter you will learn how to arrange with an investigator for a follow-up visit. You will also learn what to do during a follow-up visit.

Find Out

- What is the purpose of this chapter?
- How does following up relate to the commitment pattern?

Read

Discuss

- How did the missionaries' follow-up help this recent convert?
- Why is following up on commitments important?

Share Feelings

- Share an experience from your mission in which following up helped an investigator fulfill a commitment.

Read

ARRANGE TO FOLLOW UP

LEARNER

You should begin following up immediately after people accept an invitation. When they accept the invitation, tell them that you are going to follow up on their commitment. This will help them know that you sincerely want them to fulfill it. Consider the following two examples, and discuss the questions that follow them:

"We're pleased that you have made the commitment to live the Word of Wisdom. We would like to come by tomorrow to discuss how you feel about beginning to live the Word of Wisdom. May we come by at . . . ?"

"We've found it helpful for others if we come by within a day or two and discuss what they have read in the Book of Mormon. May we come by tomorrow at . . . ?"

- How did the missionaries tell the investigators that they were going to follow up?
- How will telling others that you are going to follow up help them fulfill commitments?

Follow up with investigators between discussion appointments. After telling them that you want to follow up, make specific plans for a follow-up visit. Set a specific day and time when you can meet again. Write the appointment in a study guide or on a pamphlet, and leave it with the investigator as a reminder. Consider the following example.

Missionary: My companion and I would like to stop by in the next day or two to discuss what you have read in the Book of Mormon and answer any questions. Would that be all right?

Investigator: I suppose so. We are busy, though. Will this visit take long?

Missionary: No, we would just like to see you for about half an hour and discuss your reading in the Book of Mormon. We could come tomorrow about 6:00 P.M. or Wednesday around 5:30 P.M. Which would you prefer?

Investigator: I'd prefer Wednesday.

Missionary: Good. I'll write that down on this study guide as a reminder and leave it with you. We'll see you on Wednesday.

The missionaries in the example told the investigator that they were going to follow up—they said that they would like to stop by in the next day or two to see how his reading was going. They also made an appointment to return at a specific day and time.

Besides telling investigators that you want to follow up, you should encourage them to keep their commitments. This is an important part of following up. Consider the following examples:

"We are pleased that you are willing to take time to read the Book of Mormon. If you will take fifteen minutes each morning or evening, I am confident you will be glad you did."

TRAINER

Read and Discuss

Find Out

- What does it mean to tell someone that you want to follow up?

Read and Discuss

Find Out

- What specific plans did the missionaries make for follow up?
- How can planning a follow-up visit encourage someone to fulfill a commitment?

Read and Discuss

"We know that the Lord will give you the strength you need to live the Word of Wisdom. Living this commandment will bring great blessings into your life."

"We realize that your decision to be baptized is going to be hard for some of your family to accept. We know, however, that what you are doing is right and that God will bless you for your decision."

Telling personal experiences is another excellent way to encourage others.

Read the following situation. Take the part of the missionary in the responses. Your companion will take the part of the investigator. Decide whether the missionary did the following things:

- Explained that he wanted to follow up.
- Planned a follow-up visit.
- Encouraged the investigator.

Do the same for the other responses.

Situation

Mr. Turner accepted an invitation to read the Book of Mormon and pray to know if it is true.

Missionary Response A

Missionary: When people are reading the Book of Mormon, they often come across passages that are hard to understand. We would like to stop by tomorrow night around 8:00 and discuss what you have read.

Investigator: That would be fine.

Missionary: I'll have my companion make a note of our appointment on this pamphlet. We'll look forward to seeing you then.

Missionary Response B

Missionary: We're glad that you are willing to read the Book of Mormon and pray to the Lord to know of its truth. We would like to come by tomorrow or Friday and discuss what you have been reading and pray with you and your family. Would that be all right with you, Mr. Turner?

Find Out

- How did the missionaries encourage the investigators in these examples?
- How can encouraging an investigator help him keep a commitment?

Read

Identify

- Have your companion cover the answers in the right column.
- Read the situation to him.
- Have him read the missionary's part in a response. You read the investigator's part.
- Ask your companion to decide whether the missionary effectively planned to follow up.
- Ask him to explain his decision.
- Do the same for the following responses.

Investigator: Yes. I think that Friday would be the best for us.

Missionary: Would 7:00 P.M. be all right?

Investigator: Seven will be just fine.

Missionary: We're grateful that you have shown so much faith and are willing to read the Book of Mormon and pray about it. The Book of Mormon offers some great insights into many of life's problems. I'll write the time for our visit on this pamphlet and leave it with you as a reminder.

Missionary Response C

Missionary: We would like to come by tomorrow and see how you are doing with the reading. Will you be home in the late afternoon?

Investigator: Yes, I should be here.

Missionary: Well, we'll drop by and just chat with you for a minute. It won't take long.

Listen to the audiotape segments for "Follow Up: Arrange to Follow Up."

Answers: In "A," the missionary explains that he wants to follow up. But he doesn't plan with the investigator. Nor does he offer encouragement. In "B," the missionary explains that he wants to follow up, plans a specific day and time for a follow-up visit, and praises and encourages the investigator. In "C," the missionary explains that he wants to return, but he does not set a specific time or encourage the investigator. "B" would be the best response.

Listen and Discuss

Practice

- Read each situation to your companion. Take the part of the investigator.
- Have your companion respond to the situation by planning a follow-up visit and offering encouragement.
- Help him understand what he did well and what he needs to improve.

Practice planning to follow up in each of the situations below. Do not spend time trying to resolve concerns. While practicing, remember to do the following:

- Explain that you want to follow up.
- Plan a follow-up visit.
- Encourage the investigator or member.

1. When you ask Mr. Adams to live the Word of Wisdom he says, "I feel I can live the Word of Wisdom. I figure that I ought to give up drinking coffee anyway, Elders."
2. After you invite Mr. Johnson to read the Book of Mormon, he says, "I'll read what I can. I don't really have a lot of time, but I'm sure I can do some reading."
3. You have just invited Mr. and Mrs. Brown to be baptized. Mrs. Brown says, "We feel good about what you are teaching and feel that getting baptized into the Mormon church is the right thing to do."
4. You have just invited Brother Jones to prepare his neighbor to hear the missionary discussions. Brother Jones says, "I've often thought that Bob would be a good member. I'll work on getting him prepared."

Use this principle with the people in your area by discussing the following with your companion:

- Review current investigators and members who have been invited to make a commitment.
- If you have not arranged follow-up visits with them, plan to arrange these visits.

Read and Discuss

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for the day, and select three situations in which you will be extending invitations. Include any invitation—hearing the first discussion, reading the Book of Mormon, praying, giving referrals, or asking a friend to hear about the gospel.
 - Write a goal to plan a follow-up visit after the commitment is made. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

Share Feelings

- Share an experience in which you followed up after a commitment and helped the investigator or member fulfill the commitment.

Invite

- Help your companion identify three finding or teaching situations in which he can extend invitations.
- Invite your companion to make plans to follow up when the commitment is made.

Follow Up

- Write the goal to help your companion plan to follow up after commitments are made.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to plan to follow up. Discuss how you and your companion are doing.

MAKE REGULAR CONTACTS

LEARNER

Make regular contacts with investigators and members after they have made a commitment. This is an important part of following up. Make these contacts as often as needed to help them feel the Spirit and keep their commitments. An investigator who has accepted an invitation to be baptized, for instance, may need contact with you or a member of the Church everyday. During your visits, be positive and supportive, and encourage people to fulfill their commitments.

During a follow-up contact with an investigator or member, ask questions to find out how well he is fulfilling the commitment he made. Consider the following example. Read the role of the missionary while your companion reads the investigator's responses.

Missionary: How did you enjoy reading in the Book of Mormon?

Investigator: To tell you the truth, I had a hard time getting to it. It seemed like everytime I sat down, something interrupted me. The phone would ring or someone would come to the door. I finally had to go where I could be by myself.

Missionary: Were you able to read then?

Investigator: Well, I wasn't able to read all that you had noted on the study guide. I was able to get through 3 Nephi, chapter 11, though.

Missionary: That's great! What did you think?

Investigator: Frankly, it sounded a lot like the Bible. It was interesting. I had never thought that Christ visited anyone else.

TRAINER

Follow Up

- Ask your companion to locate the goal to follow up after commitments are made.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how following up helps others fulfill commitments.
- Complete the assignment log at the end of the chapter.

Follow Up

Find Out

- What is the purpose of contacting people after they have made a commitment?
- How often should you visit people who have made commitments?

Discuss

- Discuss a follow-up visit you have made in the past. What did you do?

Read and Discuss

- Missionary: We are glad that you read some of the Book of Mormon. Chapter 11 is one of my favorites. Please share with us something that impressed you.
- Investigator: I liked the part where the people saw Christ. I want to read more, though.
- Missionary: That's great. Did you pray about the Book of Mormon and the things we shared with you?
- Investigator: Well, not really. As I told you the other night, prayer has never been a part of my life.
- Missionary: I can understand your feelings about prayer. I remember it was hard for me to . . .

In the example above, the missionary asked questions to find out how the investigator was doing with his reading of the Book of Mormon. By doing this, the missionary was able to find out that the investigator had read some of the Book of Mormon but had not prayed.

After you find out how well an investigator has fulfilled a commitment, you may need to adjust the commitment. Doing this may help the investigator or member to fulfill it. Or, you may need to give the original commitment again. Consider what the missionary did in the following example:

- Missionary: I can understand your feelings about prayer. I remember that it was hard for me to pray when I first joined the Church. After a while, though, prayer seemed to come naturally. We would like to take a few minutes to read some of the Book of Mormon and then pray with you. Do you have some time right now?
- Investigator: I've got a little time. [Mr. Spencer and the missionaries take turns reading and discussing the assignment for discussion 1.]
- Missionary: Let's kneel down and pray together about what we have read. [The missionaries pray, and then Mr. Spencer prays.] Mr. Spencer, we would like you to continue reading about the visit of Jesus Christ to the Nephites. Will you read 3 Nephi, chapters 12 through 15, before we return on Tuesday?
- Investigator: I can do that.
- Missionary: Will you continue to pray about what you read and ask the Lord if it is true?
- Investigator: I think I can do that.

Discuss

- How did the missionary's first question help him find out how the investigator was doing with his commitment?
- What other follow-up questions did he ask?

Read and Discuss

Discuss

- How did the missionaries help Mr. Spencer fulfill the commitment to read the Book of Mormon?
- What did the missionaries do with the commitment to pray?
- Do you feel that Mr. Spencer will be more likely to fulfill the commitment he made during this visit? Why?

In the example above, the missionaries read some of the Book of Mormon with Mr. Spencer. They prayed and had Mr. Spencer pray. They also invited him to continue reading in 3 Nephi. They then invited him again to pray about the Book of Mormon.

When you follow up, you should also encourage and support investigators. Do this by sincerely complimenting them for fulfilling commitments, reading the Book of Mormon with them, offering to help in any way, sharing a favorite scripture, promising blessings, or bearing your testimony.

Consider the following example of a missionary giving support to Mr. Spencer:

Missionary: We're pleased that you are willing to continue reading the Book of Mormon. We know, Mr. Spencer, that the Lord will confirm to you that the things we share with you are true. We encourage you to follow the counsel of Moroni to read and pray about the Book of Mormon. If there is anything you read that you don't understand, make a note of it and we can discuss it during our next visit. We would like to have a prayer before we leave.

The missionary explained that he was pleased by Mr. Spencer's willingness to read. He encouraged Mr. Spencer to pray and note things that he didn't understand so they could discuss them during their next visit.

Read and Discuss

Find Out

- What did this missionary do to encourage and support Mr. Spencer?

Read

Identify

- Have your companion cover the answers in the right column.
- Read the situation to him.
- Have him read the missionary's part in a response. You read the investigator's part.
- Ask him to decide whether the missionary followed up effectively.
- Ask him to explain his decision.
- Do the same for the following responses.

Read the following situation and the responses. Read the part of the missionary, and have your companion act as investigator. Decide whether the missionary did the following things:

- Asked questions to find out how well the investigator fulfilled the commitment.
- Adjusted the commitment or gave the original commitment again.
- Encouraged and supported the investigator.

Situation

You are returning to the Millers for a follow-up visit. You want to see if they are coming to church this Sunday and if they are reading the Book of Mormon.

Missionary Response A

Missionary: It's good to be with you and your family, Brother Miller. Are you still planning to come to church this Sunday?

Investigator: Yes, I think that we'll be there. Now, you said 11:00 in the morning. Is that for three hours?

Missionary: That's right. Have you been enjoying your reading in the Book of Mormon?

LEARNER**TRAINER**

- Investigator: Oh, the reading is not going as well as it could be.
- Missionary: Why is that?
- Investigator: It's just hard to find the time to do it.
- Missionary: We understand, but it's important that you try to find the time to read the Book of Mormon. If you truly want to find out if the message we share with you is true, you will need to read and pray. Will you do it?
- Investigator: I'll see if I can get to it before you drop by again.
- Missionary: We look forward to seeing you on Wednesday.

Answer: The missionaries were not concerned about the commitments that the Millers had made. They did not offer support and only some encouragement for continued reading.

Missionary Response B

- Missionary: It's good to be with you and your family, Brother Miller. Are you still planning to come to church this Sunday?
- Investigator: Yes, I think that we'll be there. Now, you said 11:00 in the morning. Is that for three hours?
- Missionary: That's right. I sense that you have a question about that.
- Investigator: Well, you know that I work on Sundays, and my manager has agreed to let me off for a little while. I'm just thinking that three hours may be pressing my luck.
- Missionary: Would you feel more comfortable about coming to the sacrament meeting for the first hour? We don't want you to lose your job.
- Investigator: Yes, I would feel more comfortable about coming to the first meeting. I would have to slip out afterward. The rest of the family could stay if they wanted.
- Missionary: That sounds fine, Brother Miller. My companion and I will meet you and your family in the entry of the chapel. We think you will really enjoy the meetings. By the way, how has your reading in the Book of Mormon been going?
- Investigator: Oh, not as well as it could be, Elders.
- Missionary: Why is that?
- Investigator: It's just hard to find the time to read.
- Missionary: Do you have a few minutes right now so that we could read with you?
- Investigator: Yes, I think so. [The missionaries take some time to read and discuss parts of the Book of Mormon.]
- Missionary: Brother Miller, will you continue reading 3 Nephi, through chapter 18, and pray about what you read?

Answer: The missionaries followed up on previous commitments and adjusted the invitation for Brother Miller to attend church. They encouraged and supported him. They took time to read the Book of Mormon together and invited Brother Miller again to continue reading.

Missionary Response C

- Missionary: It's good to be with you and your family, Brother Miller. Are you still planning to come to church this Sunday?
- Investigator: We are going to try a lot harder to make it this Sunday. It's just really tough to attend on Sunday.
- Missionary: Try? You really need to attend to see what it's like. Will you be there this Sunday?
- Investigator: I will do my best. I understand that you really want us to come. I'll just have to see if I can get off work.

Missionary: It would be good to see you and your family there on Sunday. How has your reading in the Book of Mormon been going?

Investigator: Oh, not as well as it could be, Elders.

Missionary: Why is that?

Investigator: It's just hard to find the time to read.

Missionary: We understand. I used to read just before I went to bed. Try something like that.

Listen to the audiotape segments for "Follow Up: Make Regular Contacts."

Practice what you would say if you were placed in the following situations. Your companion will take the part of the investigator. Do not practice resolving concerns. Focus your attention on the following three things:

- Ask questions to find out how well the investigator fulfilled the commitment.
- Adjust the commitment or give the original commitment again.
- Encourage and support the investigator.

1. During your first discussion, Mr. Bentley agreed to read the Book of Mormon and pray. When you visit him the next day, he welcomes you in and says, "Glad you could stop by. Come on in."
2. During your last discussion, you invited Mr. Smith to live the Word of Wisdom. He was very receptive and felt strongly that he should give up smoking. At the beginning of your visit he says, "It's good to see you again. The past couple of days have been tough."
3. During your last visit with Mr. Simmons, you invited him to come to church. He seemed a bit reluctant but said he could make it. When you see him the next day he says, "I have been thinking about church tomorrow, and I don't think that I will be able to come."
4. You have invited Albert and Jenny Dixon to ask some of their friends to attend their baptism in one week. When you return to follow up, they say, "It's great to see you! Only a few more days until the baptism."
5. Jamie accepted the invitation to be baptized next week. He also committed to continue reading the Book of Mormon and praying. When you return for a follow-up visit, he greets you at the door and says, "Come on in."

Answer: The missionaries did not ask questions to find out how the Millers were doing with their commitment. They did not try to adjust the commitment or encourage and help the Millers. "B" is the best example of a follow-up contact.

Listen and Discuss

Practice

- Have your companion cover the right column.
- Read each situation to him. Take the part of the investigator who accepted the invitation.
- Have your companion respond by following up on the commitment, adjusting the commitment if necessary, and giving encouragement.
- Help him understand what he did well and what he needs to improve.

Responses:

1. He is very willing to read and pray but has not been able to find the time. He is starting a new business in town.
2. He tried not to smoke but could not quite do without his cigarettes. He wants to quit but feels that he lacks the strength.
3. The church is a few miles away and Mr. Simmons does not have a way to get there. He is a little embarrassed to tell you.
4. They called on a few of their close friends. Two said they were pleased to be invited. They weren't able to find anyone else at home.
5. While reading the Book of Mormon last night, he felt an assurance that everything was going to work out. He has been praying but only occasionally.

LEARNER

6. You invited Brother and Sister Johnson to make a list of their nonmember friends and to prayerfully consider whom to approach about the gospel. When you return to visit, Brother Johnson asks, "What can we do for you this time, Elders?"

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule from the past few days. Select three investigators or members whom you have invited to make commitments.
 - Write a goal to visit these people and follow up to see how they are doing with their commitments. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

Conclusion

This chapter on following up has focused on arranging to follow up and helping others keep commitments by making regular contacts. These contacts can be visits from you, visits from members, or other contacts. By following up, you will help others fulfill commitments, and they will be better prepared to feel the Spirit of the Lord.

TRAINER

6. He hasn't had time to develop a list with his wife yet. He does feel strongly about missionary work, though, and wants to help.

Share Feelings

- Share your feelings about how important it is to contact investigators and members regularly.

Find Out

- How can follow-up visits help others fulfill commitments?
-

Invite

- Identify three investigators or members whom you could visit today to follow up on past commitments.
 - Invite your companion to ask questions to see how these people are doing with their commitments, adjust the commitments, or invite them again to fulfill the commitments.
-

Follow Up

- Write the goal to help your companion ask questions to find out how people are doing with their commitments, adjust the commitments, or invite them again to fulfill the commitments.
 - Take this goal with you as you proselyte. Use it to help your companion accomplish his goals.
 - Complete the study record at the end of the chapter.
 - During your work today, identify opportunities to follow up. Discuss how you and your companion are doing.
-

Read

LEARNER

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

TRAINER

Invite

- Invite your companion to write goals to help him improve in his ability to follow up on commitments.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review the principles used in following up on commitments.

STUDY RECORD

Date	Time Spent	Pages Studied	Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<p><i>“Arrange to Follow Up”</i> In three specific situations in which you invite someone to make a commitment, make plans for how and when you will follow up.</p>	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
<p><i>“Make Regular Contacts”</i> Visit three people who have made commitments and follow up to help them keep their commitments.</p>	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

PLAN

INTRODUCTION

LEARNER

The purpose of your missionary work is to help more people become converted, baptized, and qualified to return to our Heavenly Father. One tool that you can use to accomplish this purpose is effective planning. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

This chapter will discuss the following topics:

Planning for Conversion	169
Planning Resources: the Area Book	172
Weekly and Daily Planning	179

This chapter discusses how you can plan effectively in all aspects of proselyting—finding, teaching, and baptizing and fellowshipping. Planning is the process of mapping out how you will help as many people as possible progress toward conversion.

The Commitment Pattern

Prepare	Invite	Follow Up
Build Relationships of Trust		
Help Others Feel and Recognize the Spirit		
Present the Message		
Find Out		
	Resolve Concerns	

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments. Your plans must center on using this pattern to help people make commitments.

TRAINER

Prepare

- Identify areas in which your companion may need to improve in planning.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read and Discuss

Planning means to (1) decide how you can help more people progress toward conversion, (2) arrange your daily schedule so that you complete the most productive activities, and (3) carry out your plan under the guidance of the Spirit and report your progress to leaders.

Of course, your plans will need to be flexible. Things will not always happen the way you planned, and the Spirit will guide you to do things that you had not planned. In general, however, planning is part of the process of studying out your decisions in your mind (see D&C 9:7–9). You can receive much direction and inspiration during the planning process.

You should usually have a planning session once a week. Then you can update your plans for a few minutes each day. Most important is that you are always trying to decide how to help people progress toward conversion.

Find Out

- What is the purpose of this chapter?
- How does planning tie together different missionary activities?
- How does planning relate to the commitment pattern?

*Read and Discuss**Find Out*

- What is planning?

PLANNING FOR CONVERSION

LEARNER

Your purpose as a missionary is to help investigators become converted and be baptized. One way to help you do this is to think of each contact as a member of a specific "pool."

The *finding pool* includes those who have not yet accepted a commitment to hear the second discussion. (A person has not been truly found until he has made a serious commitment to investigate the Church.) Your goal is to help them make the commitment to hear the second discussion.

The *teaching pool* consists of all your investigators. Your goal is to help them make and keep the commitment to be baptized.

The *baptizing and fellowshiping pool* includes those who are making final preparation for baptism and those who have recently been baptized. Your goal is to help them keep their commitment to be baptized and then commit themselves to remain active in the Church.

In order to baptize regularly, you must add a few families to your teaching pool each week. You must help others make the commitment to be baptized. The key is to keep a steady flow of investigators moving from the finding pool to the teaching pool, and from the teaching pool to the baptizing and fellowshiping pool. You can do this only as you plan effectively, following the steps outlined below.

1. Plan to meet the needs of those in the baptizing and fellowshiping pool. Help them keep the commitment to be baptized. Then help them become involved in their new ward or branch. You or the stake missionaries should have some contact with these people every day or two.
2. Help those in the teaching pool make the commitment to be baptized. This will make sure that you always have someone in the baptizing and fellowshiping pool. Make contact with those in the teaching pool at least every two days.
3. Take advantage of opportunities to find people to teach in all your activities. Invite nonmember friends and relatives of converts to baptisms, ask for referrals from recent converts and current investigators, and so forth.

You can become much more productive as you plan to accomplish all three steps each week and pay enough attention to each pool.

TRAINER

Read

Discuss

- What are the names of the people in your finding, teaching, and baptizing and fellowshiping pools?
- What commitments should the people in each pool be working toward?

Read and Discuss

Find Out

- How can you take care of those in all three pools during the same week?
- Why will doing this help you become more productive?

Identify

- Have your companion cover the answers in the right column.
- Have him read a situation.
- Ask him to decide which pool or pools the missionaries are paying

Below are descriptions of missionary situations. Read them and ask yourself these questions:

- Are these missionaries paying attention to all three pools?
- Which pools do they need to work on in order to help more people become converted and baptized?

Decide what you would suggest to the missionaries. Discuss your answers with your companion.

1. Elders Bastian and Dester have had a great spiritual experience as they have watched John Jacobson become converted and be baptized. They have worked well with the stake missionaries in fellowshipping John during the first week after the baptism. But now that the stake missionaries are doing more and more, the elders find that they don't have much to do.
2. Elders Riding and Malone have a baptism scheduled for this week. They have two other baptisms scheduled in the three weeks that follow. This week they plan to invite two other investigators to be baptized. They find that they spend so much time meeting with these people every two days that they don't have time to do much else.
3. Sisters Robertson and Collins taught three first discussions last week. They were able to make only one appointment for a second discussion. Their other appointments consisted of two second discussions, one fourth, and one fifth. The investigator taking the fourth discussion is the only one who has made a commitment to be baptized.
4. Sisters Reynolds and Turner taught four first discussions last week and added two families to their list of investigators. They taught two second discussions this week, and one family made the commitment to be baptized. During the fifth discussion, Mary Oakes finally made the decision to be baptized. The sisters received two referrals from recent converts they were visiting.
5. Elders Smith and Ball work hard on their finding activities. They usually add one or two families to their investigator list each week. They try to teach each of their investigators at least once a week. They have found that many people will commit to be baptized, but very few keep the commitment.

attention to and which they need to pay more attention to.

- Ask him to explain his decision.
- Do the same for the following situations.

Answers:

These elders paid so much attention to the baptizing and fellowshipping pool that they neglected the others. Now they must spend all their time in finding so that they can have someone to teach.

These elders are doing a good job of paying attention to the teaching and baptizing and fellowshipping pools. However, if they don't find investigators while they are performing these other activities, they will soon be without anyone to teach.

These sisters are doing well in finding and teaching. However, too few of their investigators have made the commitment to be baptized. Perhaps the sisters aren't as effective as they could be in helping these people move into the baptizing and fellowshipping pool.

These sisters are paying attention to all three pools. It seems that they will continue to have success.

The elders do not contact those in the teaching and baptizing and fellowshipping pools often enough. Therefore, the investigators can be overcome by temptation and opposition. The elders could help the investigators by contacting them more often.

LEARNER

6. Elders Hansen and Madsen had several baptisms one month, but they had none the next.

You should schedule your time so that you accomplish the most important activities. You can use the following principles to help you do this:

- Use the most productive time for the most important activities. This time is usually evenings and weekends.
- Plan appointments and activities in the same area for the same block of time. Then you will not have to travel as much.
- After people enter the teaching or baptizing and fellowshiping pool, do not let more than two days pass without contact from you.
- Include activities for the people in all three pools in your schedule.
- Always have an alternative plan, in case an investigator cancels an appointment at the last minute, for example.
- Schedule necessary time for district meetings, church meetings, baptismal services, and preparation for such meetings.
- Be present at all appointments, and be prompt.

End your study session now, and apply what you have learned in this section by the doing the following:

- Make a list of all the investigators and new members you are working with. Decide which pool each of them belongs in.
- Write down the things you need to do to help investigators move into the next pool.
- Decide where you most need to improve in helping people move from one pool to the next.

TRAINER

These elders made the mistake of focusing on one pool at a time. They helped people move through the pools but did not keep all the pools full.

Discuss

- How can daily and weekly planning help you move people from one pool to the next?
- Why is it important to keep all three pools in mind as you proselyte?

Read and Discuss

Discuss

- How will each of these principles allow you to help more people become converted and be baptized?

Invite

- Invite your companion to make a list of all the people you are working with and decide which pool each person belongs in.
- Ask him to suggest where the two of you can improve in your planning.

Follow Up

- With your companion, make a list of the people you are working with. Decide which pool each person belongs in.
- Together, make plans to help these people progress toward conversion.
- Take these plans with you as you proselyte.
- Complete the study record at the end of the chapter.

PLANNING RESOURCES: THE AREA BOOK

LEARNER

You have good resources to help you plan your missionary activities. These include the following:

1. The Missionary Weekly Planner/Weekly Record of Proselyting Results
2. The Investigator Record
3. The Convert Baptism Checklist

You should collect these planning resources into one place. You could put them into a three-ring binder or file box, for example. This collection is called an area book. You should refer to some part of the area book each day as you update and adjust your plans. You may also want to take your area book with you to your weekly correlation meeting. This book should stay in your area after you are transferred so that future missionaries can use it.

This section will discuss each of these three planning resources.

The Missionary Weekly Planner/Weekly Record of Proselyting Results

The planning resource you should use most often is the Missionary Weekly Planner/Weekly Record of Proselyting Results. The front side of the planner (Missionary Weekly Planner) is designed to contain your goals and schedule.

You should use at least three weekly planners at a time. Then you can schedule appointments for the next three weeks. Appointments further away than three weeks, such as zone conferences, can be written in your pocket calendar.

Write your weekly goals on the planner. They should be based on the people you are working with, and they should show your faith that the Lord will continue to help you find new people to teach and baptize.

For example, missionaries may set a goal to make return appointments with the people to whom they teach discussions. The goal would be based on the following information:

- The people with whom they have scheduled discussions.
- The other discussions they will teach those same people. They will try to teach each investigator two or three discussions each week.
- The people they will find and begin teaching this week.

Notice that not all of these appointments have been made when the missionaries set their goal. But they can exercise faith that people will respond as they feel the Spirit.

TRAINER

Follow Up

- Locate the plans that you and your companion wrote to help people in each pool progress toward conversion.
- Ask your companion if he feels that he carried out his plans.
- Discuss what went well in carrying out the plans and what could be improved.
- Discuss how thinking about the three pools helped you plan your activities.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Occasionally, missionaries will set goals that deal with numbers instead of people. They might just choose a number of baptisms or discussions that they think they can reach. This type of goal will not help them bring more people to conversion and baptism. You should set goals that center on helping our Heavenly Father's children return to live with him.

Proselyting goals are included on the Missionary Weekly Planner. These will help you focus on your most important priorities. As you make your plans each week, you should include specific activities to accomplish goals such as these:

- Adding new families to your teaching pool
- Having as many potential converts as possible attend sacrament meeting
- Planning a return appointment for each discussion
- Scheduling baptismal dates for as many prepared nonmembers as possible
- Baptizing those who are scheduled for baptism this week
- Making final plans for those scheduled for baptism in the next three weeks

A sample Missionary Weekly Planner has been prepared for the following activity (see page 185). Refer to the sample as you read each of the descriptions below.

- Notice that these elders set a goal to add four new families to their teaching pool. The back of the planner shows that they reached that goal by adding the Coxes, Shaws, Pecks, and Bob Johnson to their teaching pool. Their efforts to plan with faith were rewarded.
- The elders set a goal to have twelve potential converts at sacrament meeting. Their list of investigators shows that a total of twelve potential converts could have attended church. Nine actually attended.
- The elders set a goal to teach sixteen discussions resulting in return teaching appointments. They decided on this number by considering the appointments they had already set, their plan to teach each investigator every two or three days, and their plan to teach the new families they add to their teaching pool. (The number does not include follow-up visits between discussions.) The back of the planner shows that they taught thirteen discussions and made return appointments for eleven of them.

Find Out

- What is the difference between setting goals to help people and just choosing numbers to include in your goals?
- How many weekly planners should you use at a time?

Read

Discuss

- Which of the three pools does each of these goals relate to?
- Why are these goals especially important?

Identify

- Locate the sample Missionary Weekly Planner on page 185.
- Have your companion read the first of the following descriptions.
- Have him locate on the planner the information referred to. Then have him proceed to the following descriptions.
- Help him see the relationship between the two sides of the planner.

(Notice the date of the next teaching appointment following the number of the discussion taught.)

- The elders believed that they could schedule twelve potential converts for baptism. (Ideally, every investigator who has had the second discussion will have a date scheduled for his baptism.) The back of the planner shows that fourteen of their current investigators are scheduled for baptism. We cannot tell how many of these were scheduled this week. (To determine if the goal had been reached, we would have to look at last week's planner to see how many were scheduled for baptism at that time. We would then need to look at this week's planner to see how many more were scheduled this week.)
- Five people are scheduled to be baptized this week. The back of the planner shows that these people are the Rawsons. The front of the planner shows that on Friday, April 20, the missionaries conducted the baptismal interviews for them. The baptismal service was held on Saturday, April 21.
- The elders plan to baptize sixteen people within the following three weeks. The list of investigators shows that these people are the Merrills, Danners, Rawsons, Coxes, Shaws, Pecks, and Bob Johnson. With the Lord's help, the missionaries believe that they can meet—and perhaps exceed—this goal.

Identify

- Read the questions on the left. Have your companion find the necessary information on the sample planner to answer them.
- Discuss how well the missionaries used the principles of effective planning.

Examine the sample planner. Answer the following questions:

1. What important activities did the missionaries perform during the productive evening and weekend hours?
2. When did they have the most travel time? When did they have the least? How did they reduce their travel time?
3. How often did they contact those in the teaching and baptizing and fellowshiping pools?
4. How did they include all three pools in their planning?
5. What alternate plans did they have?
6. When did they schedule regular meetings and preparation time for those meetings?

The back side of the planner (Weekly Record of Proselyting Results) asks for important information about your investigators. It will help you focus on important events. The table below describes the reasons for this information. Please read the entire table.

<i>Information</i>	<i>Why It Is Important</i>
Number of potential converts in the family	This will help you determine your baptismal goals.
Source of contact	As you keep track of how people are introduced to the missionaries, you will be able to identify your most productive finding methods.
If the family consists of new investigators	This is how you keep track of your goal for adding new families to your teaching pool.
Number of potential converts who attended sacrament meeting	This is how you keep track of people who have fulfilled this important commitment.

The discussion taught and the date of the next appointment

This will help you to keep track of the number of discussions resulting in return appointments. It will also help you schedule next week's appointments. Circle the discussion number if a personal member friend of the investigator is present. This will help you focus on the important role of the members.

Number of potential converts scheduled for baptism and the date of the baptism

This will help you keep track of how well you are meeting your goals for scheduling people for baptism, baptisms this week, and baptisms in the following three weeks.

Find Out

- Ask your companion to describe the purpose of each column on the back of the planner.

Identify

- Locate the sample Weekly Record of Proselyting Results on page 186.
- Have your companion read the first of the following descriptions.
- Have him locate on the back of the planner the information referred to. Then have him proceed to the following descriptions.

Examine the back of the sample planner—the Weekly Record of Proselyting Results—on page 186. Consider the progress of the following five investigator families.

- There are four potential converts in the Merrill family. They were found through a member referral. They are not new this week because there is no mark in the new family column. The missionaries need to do some important follow-up because only two of the four potential converts were in sacrament meeting last week. The missionaries are not working as closely as they should be with the members. This is evident because even though the Merrill family were member referrals, they are not being taught with a close member friend present.
- Bob Johnson is a single investigator found through tracting. He is a new investigator this week because he received the first discussion on Saturday. The second discussion is set for the following Monday. He has not yet attended sacrament meeting or been scheduled for baptism.
- These missionaries seem to need some help with the three potential converts in the Danner family. Even though the Danners received the fifth discussion on Wednesday, they were not in sacrament meeting. They did not have a member present at the discussion and do not have the next discussion scheduled until next Wednesday. They have not scheduled a date for baptism. It is usually a mistake to proceed to the fifth discussion when the investigators have not made these basic commitments.
- The Rawsons are well on their way to baptism. They all attended sacrament meeting last week. Members were present in both discussions, and the Rawsons have a baptismal date set just a few days away. The missionaries seem to be doing things right with these investigators. (The record also shows that the family indeed was baptized—on April 21.)
- The Coxes, like the Rawsons, were introduced to the Church by member friends. Members attended two of the three discussions presented to the Coxes this week, and the Coxes agreed to a tentative baptismal date of April 30.

Practice

- Obtain a blank Missionary Weekly Planner/Weekly Record of Proselyting Results.
- Have your companion read the situation.
- Ask him to fill out the Weekly Record of Proselyting Results based on the situation.

Obtain a blank Missionary Weekly Planner/Weekly Record of Proselyting Results. Based on the following situation, fill out the Weekly Record of Proselyting Results.

Situation

Today is Saturday, June 20. It is 9:30 P.M., and you are sitting with your companion in a companion planning meeting. With your companion, fill out the Weekly Record of Proselyting Results for the week of June 14th through 20th. The following information will help you in this task.

1. As you were tracting on Wednesday, June 17th, you found Joe Ballif. You taught Joe the first discussion that day and set up another appointment with him on June 24th at 11:00 A.M.
2. You taught Jim Scott three times during the week of June 14th through 20th in the Palmers' home. The Palmers are good Church members who introduced Jim to the gospel. You taught Jim the third discussion on Sunday the 14th, the fourth discussion on Tuesday the 16th, and the fifth discussion on Friday the 19th at 10:00 A.M. Jim came to church on Sunday the 14th and is committed to be baptized on June 22nd at 6:30 P.M.
3. You taught the Thortenson family the fourth discussion on Sunday, June 14th, with a member present. You set up another appointment with them on Sunday, June 21st, at 7:00 P.M. There are five potential converts in the family. Three of them came to church on Sunday, June 14th. All five committed to be baptized on June 30th. You found the Thortensons while tracting in their area.
4. You taught the Jeffrey family the first discussion on Sunday, June 14th, and the second discussion on Wednesday the 17th. Your next appointment with them is on June 21st at 8:00 P.M. There are four potential converts in the family. None of them attended church on the 14th. On Wednesday the 17th, they all committed to be baptized on July 10th. The Jeffreys were a visitors' center referral.
5. You taught Kevin Smith the third discussion on Monday, June 15th. You set up another appointment for Tuesday, June 23rd, at 6:00 P.M. Kevin did not attend church on June 14th. You found Kevin through a member referral.
6. You taught the Lopez family the third discussion on June 16th, and the fourth discussion on June 19th. Both discussions were taught with a member present. Your next appointment with them is on June 23rd at 7:30 P.M. There are two potential converts in the family, and both came to church on June 14th. They committed to be baptized on July 13th. You found this family through a member referral.
7. As you were tracting on Tuesday, June 16th, you found the West family. There are four potential converts in the family. You taught them the first discussion on June 16th, and the second discussion on June 18th. Your next appointment with them is on June 22nd at 8:30 P.M. Three of the West family committed to be baptized on July 18th.
8. On the evening of Friday, June 19th, you were tired. But you decided to tract for one more hour before quitting. On the last door of the street, you found Rich Strong—a golden contact! You taught Rich the first discussion that night, and the second discussion Saturday night, June 20th. You invited Rich to be baptized, and he committed for July 13th. Your next appointment with Rich is June 24th at 8:30 P.M.

The Investigator Record

It is impossible to record on the planner all of the information that you need to know about an investigator. You can record important information on the Investigator Record, however. You begin to complete this form when an investigator accepts an appointment for the second discussion. You continue to record important information throughout the teaching period. If the nonmember decides to stop investigating or if you are transferred, the Investigator Record should remain in the area so that other missionaries can follow up.

Read and Discuss

Find Out

- What is the purpose of the Investigator Record?

Identify

- Have your companion locate the sample Investigator Record on pages 187–88.
- Ask him the questions in the left column.
- Help him to locate the answers to the questions on the Investigator Record.

Use the sample Investigator Record on pages 187–88 to answer the following questions about a former investigator family.

1. What is the name of this family and where do they live?
2. How were they contacted?
3. Do they have any member friends? Who are they?
4. How far have they gone in the discussions?
5. What commitments have they made? Which have they kept?
6. Why did the missionaries stop teaching them?
7. What should the missionaries do about this family?

Find Out

- How will the Investigator Record help you plan effectively?

The Convert Baptism Checklist

The Convert Baptism Checklist is another tool to help you plan effectively. The checklist outlines the important events that should occur before baptism, immediately after baptism, and within one year after baptism. A sample Convert Baptism Checklist can be found on page 189.

The ward mission leader usually fills out this form. You should also keep a copy. Use it to discuss with him the progress of all converts and all investigators who are close to baptism. Use the results of these discussions to help plan for those in the baptizing and fellowshipping pool.

Read and Discuss

Find Out

- Refer to the Convert Baptism Checklist on page 189. How can the information on this checklist affect your plans?

LEARNER

End your study session now, and apply what you have learned in this section by doing the following:

- Examine your weekly planners from the past three weeks. Decide if you set your goals with faith and based them on helping people. Set proselyting goals for the next week that do these things.
 - Update the investigator records of all your current investigators.
 - In your next meeting with the ward mission leader, use the Convert Baptism Checklist to discuss the progress of all potential converts and recent converts.
 - Read "The Proselyting Area Book" on page 183.
-

TRAINER

Invite

- Invite your companion to review recent weekly planners, update investigator records, and prepare to discuss the Convert Baptism Checklist with the ward mission leader.
 - Ask him to decide how you and he can use these planning resources more effectively.
 - Invite him to read "The Proselyting Area Book" on page 183.
-

Follow Up

- With your companion, plan to examine your three most recent weekly planners, update investigator records, and discuss the Convert Baptism Checklist with the ward mission leader.
 - Together, read "The Proselyting Area Book" on page 183.
 - Complete the study record at the end of the chapter.
-

WEEKLY AND DAILY PLANNING

LEARNER

You should have a planning session each week to review the three pools and plan to help investigators progress toward baptism. You should also have daily planning sessions to prepare for the next day's proselyting. Pray for inspiration as you begin to plan. Follow these priorities, as discussed earlier in this section.

First, plan to meet the needs of those in the baptizing and fellowshiping pool.

Second, help those in the teaching pool make the commitment to be baptized.

Third, take advantage of finding opportunities in all your activities.

In order to hold a weekly planning session, you will need the following tools:

- The Missionary Weekly Planner/Weekly Record of Proselyting Results from the previous week and those used for scheduling the next two to three weeks
- Your area book
- Your pocket calendar

With these tools, you should set your proselyting goals for the coming week as follows:

1. Review all information on the Weekly Record of Proselyting Results from the previous week.
2. Discuss with your companion each goal area described on the Missionary Weekly Planner.
3. Set your goals.
4. Write your goals in the boxes on next week's Missionary Weekly Planner.

Once you have set your goals, you are ready to make a plan to accomplish them. You will first plan for those people who are in your baptizing and fellowshiping pool. To do this, you should—

TRAINER

Follow Up

- Discuss the plans that you and your companion made to use planning resources effectively.
- Ask your companion if he feels that he carried out his plans.
- Discuss what went well in carrying out the plans and what could be improved.
- Discuss how using planning resources helps you use the commitment pattern in your work.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Discuss

- How does the Weekly Record of Proselyting Results help when setting proselyting goals?

Find Out

- How do you set proselyting goals?

Read and Discuss

1. Review baptismal dates on last week's Weekly Record of Proselyting Results. Also, review the three copies of the Missionary Weekly Planner for baptisms already scheduled.
2. Write upcoming baptisms on the Missionary Weekly Planner forms for the next few weeks.
3. Review your area book and pocket calendar to find other baptizing and fellowshiping activities. These could include baptismal interviews or follow-up with nonmembers invited to a baptismal service.
4. Schedule these other activities on the Missionary Weekly Planner.

Then plan for those you are now teaching. To do this, you should—

1. Identify future teaching appointments recorded on the Weekly Record of Proselyting Results from the previous week.
2. Identify teaching appointments or follow-up visits written in your pocket calendar.
3. Schedule these teaching appointments and follow-up visits on the weekly planners.
4. Schedule other teaching activities on the weekly planners.

Next, schedule on your Missionary Weekly Planner regular meetings such as church, missionary correlation meetings, and district meetings.

Then plan specific finding activities. (Remember that you should be finding people all the time—while you teach, baptize, and fellowship.) To do this, you should—

1. Review your pocket calendar for appointments scheduled with members, recent converts, or previous investigators.
2. Write these appointments on the weekly planners.
3. Preview the weekly planners to be used for the next two weeks, looking at open time periods.
4. Select finding activities that best use your time and resources.
5. Write these activities on the weekly planners.

Finally, schedule in your Missionary Weekly Planner meals, study, and preparation day activities. When you have finished planning, update your investigator records. Transfer the information from the previous Weekly Record of Proselyting Results to the one for the current week.

Your weekly plan will not contain every detail of your schedule. Take time each night to complete your plans for the next day. As you do so, use the following principles of effective planning, which were discussed earlier:

- Use the most productive time for the most important activities. This time is usually evenings and weekends.
- Plan appointments and activities in the same area for the same block of time. Then you will not have to travel as much.
- After people enter the teaching or baptizing and fellowshiping pool, do not let more than two days pass without contact from you.
- Include activities for the people in all three pools in your schedule.
- Always have an alternative plan, in case an investigator cancels an appointment at the last minute, for example.

Find Out

- How do you plan for those ready for baptism?

Read and Discuss

Find Out

- How should you use the Weekly Record of Proselyting Results for planning teaching?

Read and Discuss

Find Out

- How do you plan for finding activities?

Read

- Schedule necessary time for district meetings, church meetings, baptismal services, and preparation for such meetings.
- Be present at all appointments, and be prompt.

The following checklist summarizes the information in this section.

Planning Checklist

- Collect your planning tools (current copies of the Missionary Weekly Planner, area book, pocket calendar).
- Transfer the information from the current Weekly Record of Proselyting Results to both sides of the Missionary Weekly Planner/Weekly Record of Proselyting Results for the coming week. Continually add information to future planners.
- Review the information from copies of the Investigator Record and Convert Baptism Checklist, other items in the area book, and your pocket calendar.
- Update copies of the Investigator Record and other planning tools.
- Set proselyting goals for the coming week.
- Schedule baptisms and other activities for those in the baptizing and fellowshiping pool.
- Schedule future teaching appointments, follow-up visits, and other activities for those in your teaching pool.
- Schedule finding activities for open time periods. Be sure to schedule enough time to find through members.
- Schedule regular meetings such as church services, district meetings, and zone conferences.
- Schedule meals, preparation day activities, study time, and other necessary activities.

End your study session now, and apply what you have learned in this section by doing the following:

- With your companion, schedule a time for your weekly planning session.
- Schedule a time each day to finalize your plans for the next day.
- Use the principles of effective planning as you schedule your activities.

Discuss

- Why should you consider these principles in your daily planning sessions?

Read and Discuss

Invite

- Invite your companion to schedule a time for a weekly planning session.
- Ask him to discuss and apply the principles of effective planning identified in this section.

Follow Up

- With your companion, schedule a time for your weekly planning session.
- Together, schedule a time each day to finalize your plans for the following day.
- Decide how you can better plan your work.
- Complete the study record at the end of the chapter.

Conclusion

The principles in this lesson will help you fulfill your purpose as a missionary—to help others become converted, baptized, and qualified to return to our Heavenly Father. When you use the Missionary Weekly Planner/Weekly Record of Proselyting Results well, you show your faith and desire to work hard. Use this tool as well as the others in your area book to help you organize your activities and keep good records. As you do, you will be better able to use the commitment pattern to bring souls to Christ.

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

Read

Invite

- Invite your companion to write goals to help him improve.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review principles of effective planning.

THE PROSELYTING AREA BOOK

Introduction

The proselyting area book is a tool to help you collect, organize, and keep important information about a proselyting area. It can help you plan your proselyting activities, keep records of investigators, keep track of referrals and callbacks, and work with members. It can help you give information to the missionaries who take your place when you are transferred. Using it, you may be able to find people whom you can reach when previous elders could not.

You should use this book in the following ways:

1. Daily planning
2. Weekly planning sessions
3. Weekly missionary correlation meetings with the ward mission leader
4. Zone and district meetings

Do not spend so much time working on your area book that you detract from your regular proselyting. Also, do not write negative comments about the area, the investigators, or the members in the book. Zone and district leaders should regularly check to see that missionaries are keeping their area books current.

Suggested Contents

The following information will give you ideas about what to include in your area book. Some ideas may not apply in your area, or you may think of others.

Plans and Goals. File copies of your Missionary Weekly Planner/Weekly Record of Proselyting Results in this section after the week in which they are used. Periodically review them to see what activities have helped you find people to teach, what parts of your area have produced the most people to teach, and which former investigators could be contacted again. Record all activities with investigators on these planners. Remove the planners from the book as the information becomes outdated.

Finding Information. You may want to keep notes on some of the following: areas tracted (including dates), good areas to tract again (where many people were not at home), members contacted, referrals received and visits made, places where you left copies of the Book of Mormon and where you called back, and potential future investigators (including nonmembers who are being friendshipped by members and other nonmembers who might receive a future contact).

Map of Area. Include the most detailed street map available. Obtain street maps from the city or county government and ward maps from the bishop or branch president. Note the area and ward boundaries. Mark key locations or landmarks and, where appropriate, homes of members.

Schedule of Meetings. List the dates, times, locations, and purposes of regularly scheduled meetings, such as weekly missionary correlation meetings and district meetings. Include a list of those who normally attend and a sample agenda if possible.

Investigator Record. Record on this form information about each investigator who has been taught. Include personal information (age, marital status, etc.), how you found out about him, names of LDS friends or relatives, his reactions to each discussion, and the commitments he made. If he stops hearing the discussions, include reasons and possible dates for follow-up (for example, the date for a follow-up visit to an investigator who will be away for a long time).

Lists of Members. Get from the bishop or branch president lists of stake and ward leaders and ward members. Note part-member families. Include a Church organization chart for the area that includes the Area President, Regional Representative, stake president(s), bishops or branch presidents, and ward or branch mission leaders. Also include a list of members who are prominent in the community.

Public Relations Contacts. If it applies to your area, list names and addresses of the local Church public communications director, media representatives, and contacts for service clubs, schools, and other community organizations.

Miscellaneous Information. Include in this section information such as the following:

1. Expenses: amount due, date due, and name and address of person to be paid for—
 - a. Apartment rent.
 - b. Utilities.
 - c. Phone.
 - d. Other regular payments.
2. Cash deposits on apartment, utilities, and telephone (include amount).
3. Inventory of utensils and furnishings that should remain in the apartment.
4. The best place for—
 - a. Banking (include procedures for cashing checks).
 - b. Grocery shopping.
 - c. Doing laundry.
 - d. Barber or beauty shop services.
 - e. Other services.
5. Addresses of post office, meetinghouse, visitors' center, seminary or institute buildings, and other important facilities.
6. Telephone numbers for police, fire department, emergency medical assistance, and other emergency services.
7. Day for garbage pickup.

Notes. Include blank paper for taking notes.

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY
SAINTS

Missionary Weekly Planner

Reporting week (day and month) 4/15 to 4/21	Year 19 87	Missionary's name Elder Pyper
Zone and district Zone 5	Proselyting area Templeton Harrisville	Companion's name Elder Ramsey

Use this side of the form at the beginning of each week to set proselyting goals and activities with your companion. Use the reverse side to record all current families in your teaching pool and proselyting results as they occur. Carry this form with you each day. Include all contacts by you and your companion, whether done separately, as in splits, or together.

Proselyting Goals for this Week Write the number you plan to achieve for each goal					
New families you plan to add to your teaching pool. 4	Potential converts* you plan to have at sacrament meeting. 12	Discussions you plan to have resulting in return teaching appointments or baptism. 16	Nonmembers you plan to schedule for a firm baptismal date. 12	Potential converts* you plan to baptize. 5	Potential converts* you plan to baptize in the next 3 weeks 16

Calendar: Refer to your goals above and plan together daily the appointments and activities necessary to reach your goals.

	Sunday 15	Monday 16	Tuesday 17	Wednesday 18	Thursday 19	Friday 20	Saturday 21
6:30	Dress						
7:00	Personal Study						
7:30							
8:00	Breakfast						
8:30	Companion Study						
9:00		P					
9:30	Visit Rawsons	R	9:30 Visit members	Prep. Dist. Mtg.	Check on	9:30 Visit members	Baptism Prep.
10:00	(Meet parents and	E	10:00 to work on	District Mtg.	new referrals	10:00 to work on	
10:30	in-laws)	P	10:30 investigators		Organize	10:30 investigators	Bob Johnson ↓
11:00	Remind members to	A	11:00 (Howell, James	Travel	Baptismal	11:00 (Simms, Moss,	
11:30	bring Merrills to church	R	11:30 Baker families)	Visit Rawsons	Service	11:30 Green families)	
12:00	Lunch	A-Lunch	12:00 Lunch	Lunch	Lunch	12:00 Lunch	Lunch
12:30		T	12:30 Travel	Travel	Tract	12:30 Travel	Travel
1:00	Church	I	1:00 Coxes	Tract		1:00 Visit Bishop	Coxes ↓
1:30		O	1:30			1:30 Follow up on	
2:00		N	2:00 Tract			2:00 introductions to	Travel
2:30			2:30			2:30 Howells' referrals	Pecks
3:00		D	3:00			3:00 (Mr. Wilson	(Meet Pecks'
3:30		A	3:30 Visit Browns (plan	Danners	Pecks	3:30 Mr. + Mrs. Davis)	neighbors the
4:00		Y	4:00 FHE for friends)			4:00	Bradford's)
4:30			4:30 Travel		Travel	4:30 Travel	
5:00		Dinner	5:00 Dinner	Dinner	Dinner	5:00 Dinner	Dinner
5:30		Call Rawsons	5:30 Split	Call members		5:30 Travel	
6:00	Travel	Travel	6:00	Travel	Travel	6:00 Bapt. interview	Have members
6:30	Dinner	Merrills ↓	6:30 Rawsons	Merrills	Rawsons ↓	6:30 (Rawsons)	pick up Baptisms.
7:00	Split		7:00			7:00 Travel	Baptism:
7:30		FHE with Brimhalls	7:30	Travel	Travel	7:30 Merrills ↓	Rawsons
8:00		(present part of	8:00 Tract	Speak at	Coxes ↓	8:00	
8:30	Visit	lesson on member-	8:30	Civic Club		8:30 Meet Merrills'	
9:00	Who	missionary work)	9:00			9:00 Friends	Remind Investigators
9:30	Attend	Travel	9:30 Travel	Travel	Set up FHE	9:30	re Church tomorrow
					with Murdocks		

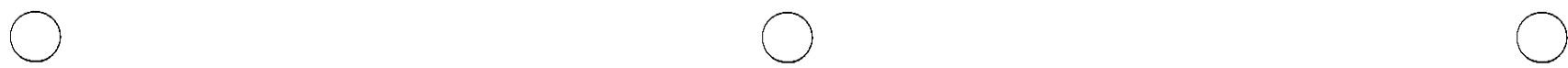
* Potential Convert-(1) any person who will be nine years of age or over at the time of baptism, or (2) any person who will be eight years of age at the time of baptism whose parents are both nonmembers.

Weekly Record of Proselyting Results

Carry this form with you and record results as you proselyte. Enter totals for the week on the Missionary Weekly Report to the mission president

Current families in teaching pool (list the full name of each family you are now teaching)	Number of potential converts* in the family	Source of contact N-Nonmember or self referral M-Member referral L-LDS mass media (T.V., radio, magazines, etc.) referral F-Full time missionary contact V-Visitors' Center referral O-Other referral sources	Check if new family this week (count only if accepted return appointment after first discussion)	Number of potential converts* who attended sacrament meeting this week	Enter the number of the discussion presented and the date of your next teaching appointment. Circle discussion if member/friendship was present (LDS member who is a personal friend to the nonmember).							Number of potential converts* scheduled for baptism and the date of the baptism		
					1-The Plan of Our Heavenly Father		4-Eternal Progression		7-Home Teaching Lesson 1					
					2-The Gospel of Jesus Christ		5-Living a Christlike Life		8-Other presentations					
					Sunday 15	Monday 16	Tuesday 17	Wednesday 18	Thursday 19	Friday 20	Saturday 21			
Example: Rex Brown	5	M	✓	5	② 31Mar		3 3 Apr			④ 5 Apr		5	18 Apr	
1 Merrill	4	M		2		3 18Apr		4 20Apr		5		4	28 April	
2 Bob Johnson	1	F	✓								2 23Apr			
3 Danner	3	F					5 25Apr							
4 Rawson	5	M		5			⑤ 19Apr		⑥ 21Apr			5	21 April	
5 Cox	3	M	✓				① 19Apr		2 21Apr		③ 23Apr	3	30 April	
6 Shaw	2	L	✓	2										
7 Peck	3	V	✓				2 19Apr	3 21Apr			4	2	8 May	
8														
9														
10														
11														
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13														
14														
15														
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17														
18														
19														
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22														
23														
24														

*Potential Convert—(1) any person who will be nine years of age or over at the time of baptism, or (2) any person who will be eight years of age at the time of baptism whose parents are both nonmembers.



Investigator Record

Complete this form for all investigators who hear the first discussion and who accept an appointment for the second discussion. Keep this form in your area record.

Proselyting area <i>Trenton</i>	Date <i>10/15/87</i>	Missionaries who taught investigator <i>E. Roberts; E. Mathews</i>	
Ward/Branch <i>Trenton 25th</i>	Stake/Mission <i>Trenton West</i>		
Investigator's name <i>Jim Watkins</i>	Spouse <i>Jennifer</i>	Telephone <i>555-3299</i>	
Investigator's address <i>4275 Lincoln Blvd.</i>	Children <i>Marie</i>	Age <i>17</i>	Sex <i>F</i>
City <i>Trenton</i>	<i>Jonathan</i>	<i>15</i>	<i>M</i>
State <i>Mo.</i>	<i>Rachel</i>	<i>10</i>	<i>F</i>
Nation or zip code <i>22334</i>	<i>Andrea</i>	<i>8</i>	<i>M</i>

How did this family or individual first begin meeting with the missionaries?
They were referred by neighbors, Bob + Anne Davis

List the names and telephone numbers of LDS friends or relatives
Bob + Anne Davis, 555-8779

Write helpful information about the family or individual (occupation, interests, religion, or beliefs, etc.)
Jim is a school principal (Trenton Jr. High); Jennifer is a full-time homemaker and a part-time freelance writer. The 2 older children participate actively in high school activities. The family affiliates with no particular religion at this time. They love to travel and entertain.

Describe the results of each discussion given

Discussion	Date given	Reaction	Commitments	Follow-up
①	<i>10/15/87</i>	<i>Jim + Jennifer were pleasant but "guarded"</i>	<i>1.) Pray 2.) Read Book of Mormon</i>	<i>We plan to visit again on 10/18/87</i>
②	<i>10/18/87</i>	<i>Marie was a bit distant, other children not home</i>	<i>Attend Sac. Mtg.</i>	<i>We'll arrange to have Davis family take them to church.</i>
③	<i>10/25/87</i>	<i>Family had to leave early for sports event, discussion not completed.</i>	<i>None</i>	<i>We need to call them tomorrow, 10/26/87.</i>
4				
5				
6				
Other				

Did the investigator(s):

Read in the Book of Mormon?
Attend church?
Pray individually?
Pray as a family?

Yes
 Yes
 Yes
 Yes

No
 No
 No
 No

How many pages? 10

Why did the family or individual discontinue investigation?

*They said that they were just too busy with work,
school, and extracurricular activities.*

Write additional information that could help missionaries who will contact this investigator in the future.

*Although they claimed to be too busy for continued investigation,
the Watkins family seemed to be a little afraid of pursuing
their study of the gospel. Perhaps they felt pressured by
friends to continue their "worldly ways."*

Investigator contacted for referrals

No

Investigator recontacted for additional referrals one year (or specified period) later for referrals (or for own interest if not yet baptized)

Convert Baptism Checklist

The bishop uses this form in priesthood executive committee and ward council meetings to discuss the progress of each new convert during the first year after baptism. Under the direction of the bishop, the ward mission leader completes this form for potential converts. He may need to obtain necessary information from the full-time missionaries.

Name of convert and spouse <i>Charles and Carol Ellis</i>				Baptism date <i>10/13/86</i>	
Address <i>2716 Oak Road</i>			Names of children <i>Angie</i>		Age <i>5</i>
City <i>Walnut Creek</i>	State <i>CA</i>	Telephone <i>555-6742</i>	<i>Joseph</i>		<i>2</i>
Country <i>USA</i>		Postal/zip code <i>94596</i>			
Home teachers <i>Clyde Dennis, Robert Enstrom</i>			Visiting teachers <i>Mary Phillips, Annette Johnson</i>		
Before Baptism				Date Completed	
The bishop has met the nonmember(s)				<i>9/28/86</i>	
The missionaries have taught all the discussions				<i>10/10/86</i>	
The investigator(s) have attended sacrament meeting				<i>9/21/86</i>	
The candidate(s) have been interviewed for baptism				<i>10/12/86</i>	
The Baptism				Date Completed	
The bishop interviews the new convert(s)				<i>10/19/86</i>	
Eligible male(s) receive the Aaronic Priesthood				<i>10/26/86</i>	
The new convert(s) are enrolled in the Gospel Essentials class				<i>10/19/86</i>	
Stake missionaries begin teaching the discussions for new member(s)				<i>10/15/86</i>	
The elders quorum and Relief Society presidencies visit the new convert(s)				<i>10/16/86</i>	
The new convert(s) begin regular family home evenings, scripture study, and family prayer				<i>10/13/86</i>	
One to Four Months After the Baptism				Date Completed	
The bishop interviews the convert(s) again				<i>11/16/86</i>	
The new convert(s) receive Church callings				<i>11/16/86</i>	
The new convert(s) bear testimony or speak in church				<i>12/21/86</i>	
The discussions for new member(s) are completed				<i>1/11/87</i>	
The new convert(s) begin a family group sheet for temple sealing				<i>1/16/87</i>	
As Soon As Appropriate During First Year				Date Completed	
Eligible and worthy males receive the Melchizedek Priesthood				<i>5/10/87</i>	
After One Year				Date Completed	
The family attends the temple				<i>10/14/87</i>	

STUDY RECORD

Date	Time Spent	Pages Studied	Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<p><i>"Planning for Conversion"</i> Make a list of investigators and new members, and plan how to move them into the next pool.</p>	_____	_____	_____
<p><i>"Planning Resources: The Area Book"</i> Set proselyting goals. Use the Convert Baptism Checklist with the ward mission leader.</p>	_____	_____	_____
<p><i>"Weekly and Daily Planning"</i> Schedule weekly and daily planning times.</p>	_____	_____	_____
	_____	_____	_____

FIND PEOPLE TO TEACH

INTRODUCTION

LEARNER

The purpose of this chapter is to help you learn how to find people to teach. You will learn how to choose the best ways of finding people and use them in your work. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

Many approaches can be used in finding people to teach. This chapter will discuss the following:

1. Find through Members 193
2. Find through Investigators 200
3. Find through Your Own Efforts 204
4. Choose Productive Ways to Find People 208

Other approaches not discussed in this chapter might include the following:

5. Find through media
6. Find through visitors' centers
7. Find through the Church headquarters referral system

Perhaps you thought of other ways to find people to teach. Discuss these with your companion and list them below:

8. _____
9. _____
10. _____

TRAINER

Prepare

- Identify areas in which your companion may need to improve in finding people to teach.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What are other ways to find people to teach?

Read and Discuss

The Commitment Pattern

Find People to Teach

Prepare

Invite

Follow Up

Build Relationships
of TrustHelp Others Feel and
Recognize the Spirit

Present the Message

Find Out

Resolve Concerns

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments. Your main goal in finding people to teach is to help nonmembers feel the Spirit and accept an invitation to hear the discussions. A person has not been found until he makes a commitment to hear the second discussion.

Find Out

- What is the purpose of this chapter?
- What is your goal in finding people to teach?

FIND THROUGH MEMBERS

LEARNER

Members of the Church are responsible to prepare their nonmember relatives and friends to hear the missionary discussions. You will teach and baptize much more if you can help members to fulfill this responsibility.

Under the direction of the bishop, the ward mission leader coordinates member-missionary work in each ward. He is a Melchizedek Priesthood holder and a stake missionary. He directs the work of the stake missionaries in the ward and coordinates their activities with yours. *He is a key to your success in working with members.* (In areas without a ward or branch mission leader, you will coordinate your work with the bishop or branch president.)

Plan to meet with the ward mission leader and stake missionaries at least weekly in missionary correlation meeting. Discuss the progress of those in the teaching and baptizing and fellowshipping pools. Use a Convert Baptism Checklist or an Investigator Record for each person. You should also discuss finding efforts. Specifically, you should review—

- Referrals from members.
- Progress of members who are preparing people to be taught.
- Names of member and part-member families to visit.
- Other planned finding activities.

Coordinate with the ward mission leader which members to visit and when to visit them. Families of priesthood leaders, part-member families, and recent converts are especially good sources of referrals. Plan to visit them. Be sure to record your plans on your weekly planner.

A good way to help members do missionary work is to have a full-time and a stake missionary visit the home of a member together. Ward members are usually acquainted with the stake missionary. So, they will usually be more trusting and cooperative when he is present.

Members will become better acquainted with you as you visit them. Generally, members are unwilling to invite their friends to hear the discussions until they have confidence in you as a missionary. They want to be sure that you will help their friends understand the gospel and feel the Spirit. This kind of trust and confidence must be earned.

TRAINER

Read and Discuss

Find Out

- Why is the ward mission leader so important in member-missionary work?

Read and Discuss

Find Out

- What should be discussed in the weekly missionary correlation meeting?
- Why is weekly contact with the ward mission vital to your success?

Read

Find Out

- What is a good way to find people to teach?

Share Feelings

- Tell your companion about a family that you found through members.

Read

Discuss

- What can you do to earn the confidence of members?
- What kinds of actions can destroy that confidence?

LEARNER

Listed below are some things you can do to earn the confidence of members.

- Your visits with members should be brief. Focus on helping them do member-missionary work. Less successful missionaries spend either too little time to gain the confidence of members or too much time in unnecessary socializing.
- Be positive. Talk about successful experiences. Let members know that you enjoy missionary work.
- Be dependable. Be on time for appointments with members and Church leaders. Do what you say you will do.
- Pray with members. Try to make each visit spiritually uplifting.
- Be friendly. Try to remember names.
- Work hard and set a good example.

There are, of course, activities and behaviors that will lessen the members' confidence in you. Follow these cautions:

- Do not drop in to visit members just at mealtime.
- Do not watch television or read magazines in members' homes.
- Do not use visits to members as an escape from proselyting.
- Do not be alone with a Church member of the opposite sex.
- Do not tell members that you need referrals because other finding methods are more difficult.
- Do not use guilt to motivate members to do missionary work.

As members gain confidence in you, you will be better able to help them do missionary work. You and the stake missionaries can help members by inviting them to exercise faith and prayerfully set a date by which they will have a family or an individual prepared to hear the discussions. You can then help them work to meet that goal. Encourage members to—

- Prayerfully set a date by which they will have someone prepared to hear the missionary discussions.
- Carefully choose a close friend or relative to prepare.
- Share with the stake or full-time missionaries the date and the name of the person selected.
- Prepare the person to hear the discussions and then ask him to do so.

Most likely, you will visit members more than once to help and encourage them. Use the following process to help members apply the four steps just outlined.

1. Prepare and invite members to prayerfully set a date by which they will invite someone to hear the discussions. Have them make a list of nonmember relatives and friends.

Consider the following example: A stake missionary arranged to go with Elder Davis to help the Bell family continue their member-missionary work. The stake missionary shared with the family some recent experiences he had had in his missionary activities. Encouraged by these remarks, Brother Bell enthusiastically shared an experience from his mission.

The stake missionary then asked the Bells to describe their successes in member-missionary work. "We haven't had any lately," Sister Bell replied.

TRAINER*Read**Discuss*

- How will following these suggestions strengthen members' confidence in you?

*Read and Discuss**Find Out*

- Ask your companion to explain the process members should go through in setting a date.

Read and Discuss

After the stake missionary explained the idea of setting a date, Elder Davis asked, "Brother and Sister Bell, will you pray and ask the Lord to guide you in your missionary efforts? Will you talk and pray as a family this week, and set a date by which you will invite someone to hear the discussions in your home?"

The Bells accepted the invitation. The missionaries then suggested that the Bells make a list of their nonmember family members and friends to help them decide whom to invite. Finally, they made an appointment to return the next week to learn what the Bell family had decided.

The stake missionary *prepared* the members to feel the Spirit by sharing some of his recent missionary experiences. Then Elder Davis and the stake missionary explained the idea of setting a date. Elder Davis used a direct, "will you" question to *invite* the Bells to prayerfully set a date. They made an appointment to *follow up* on the invitation.

2. Review with members their list of nonmember relatives and friends.

3. Set, confirm, and reset dates.

These steps are illustrated in the following example: At the next visit, the Bells announced that they had set a date—about a month away. They had considered several names but couldn't decide whom to invite. The stake missionary asked Brother Bell to describe each person on the list. He asked questions such as, "How did you meet this person?" "Does he know that you are a member of the Church?" "How much do you discuss religion?" "What religious activities have you participated in together?"

After discussing each person on the list, the Bells decided to invite their neighbors, the Halls. The Halls had attended a family home evening at their home several months earlier.

The missionaries confirmed that the Bells had set a date. They then asked the Bells about each name on the list. When they visit the Bells again, they will confirm the date and names. They will follow up to make sure that the plans are proceeding on schedule. They may need to help the Bells reset the date.

4. Help members to make plans.

Often, a nonmember will not make a serious commitment to investigate the Church unless members have prepared him to do so. During your visits with members, help them decide specifically what they will do to prepare the nonmember, and when they will do it. For example, members could—

- Discuss the gospel informally.
- Share Church literature.
- Show and discuss an audiovisual presentation about some aspect of the Church.
- Invite the nonmember to attend church meetings or a family home evening.

Following is what the stake missionary and Elder Davis did to help the Bells make plans: After Brother and Sister Bell selected a family, Elder Davis asked,

Find Out

- What should be the purpose of your first visit with members?
- How did these missionaries use the commitment pattern to accomplish their purpose?

Read and Discuss

Find Out

- What does it mean to review a list of friends and to set and confirm a date?
- What did the missionaries do to review the list and confirm the date?

Read and Discuss

"What do you feel is the best thing to do to help your neighbors begin to feel the Spirit and prepare to hear the discussions?"

"Good question," Sister Bell replied. "I'd feel uncomfortable just asking them to come over to listen to the missionaries."

The missionaries then talked about several activities that the Bells could use to help prepare the Halls.

"Many times, just talking with them about the gospel, inviting them to church, or having them in for a family home evening is the best way to start," the stake missionary explained.

Elder Davis added, "You could read some Church literature or the Book of Mormon with them or show them a videocassette about the gospel."

The stake missionary then asked, "Which activity do you feel would best prepare the Halls to feel the Spirit?"

The Bells decided that they would invite the Halls to another family home evening. The missionaries responded enthusiastically and encouraged them to choose a topic for the home evening and decide when they would conduct it. A tentative date for the activity was set before the missionaries left.

5. Help members to practice what they will say and do.

Notice how the missionaries did this as the story continues: Brother Bell had agreed to approach his neighbor, Mr. Hall, the following Thursday. On Friday evening, Elder Davis called to find out how Mr. Hall had received the invitation. "I just didn't get around to it," sighed Brother Bell. "I thought about it all day, but I guess I just don't know how to start."

"Could we drop by to see if we can help?" Brother Bell agreed, and an appointment was set for Saturday afternoon.

On Saturday, Brother Bell said, "I'm still not sure what I would say. How would you start if you were me?"

"Let's practice some things that you could say," the missionaries offered. "First, where do you think you will talk to Mr. Hall? How do you usually begin a conversation with him?"

He answered the questions, and the practice began. "I'll be Mr. Hall," the stake missionary volunteered. "What will you say as you approach me?"

"How about, 'Hi, Dave how are you doing?' " ventured Brother Bell.

"Good start," said the stake missionary with a grin. "Let's go on."

6. Support the members in their missionary work.

Notice how the missionaries supported the Bells as their appointment with the Halls drew closer: Brother Bell kept his new commitment, and the Halls accepted an invitation to attend home evening. Within the next two weeks, the missionaries met several times with the Bells to talk and pray. Whenever possible, the full-time and stake missionaries went together. Within a week of

Find Out

- What can members do to help their nonmember friends feel the Spirit?

Read and Discuss

Discuss

- How can practice help members talk to others about the gospel?
- What did these missionaries do well?
- What might you have done differently?

Read

the original date, the Halls were in the Bells' home listening to Elder Davis and his companion present the first discussion.

When members are working toward commitments to share the gospel, the stake or full-time missionaries should visit them every few days. Find out how the members are doing with their commitments and encourage them. Repeat the previous steps as needed to help members introduce others to the gospel. Help the members discuss their successes as well as their failures. Encourage them to share ideas and experiences with other members.

Read each situation, and decide whether the missionaries effectively use the steps in helping members introduce others to the gospel. Discuss your answers with your companion.

1. *Prepare and invite members to prayerfully set a date by which they will invite someone to hear the discussions. Have them make a list of nonmember relatives and friends.*

- The elders assume that the stake missionaries will meet with members and then tell them when someone is ready to teach.
- The missionary says to a member, "Will you give us the name and date right now?"
- The missionary says to a member, "Will you prayerfully select a date by which you will prepare someone to hear the discussions?"

2. *Review with members their list of nonmember relatives and friends.*

- The members' list contains the gas station attendant, the clerk at the grocery store, and the travel agent.

3. *Set, confirm, and reset dates.*

- The elders find out the date and name selected by the members. Then they encourage the members and promise to drop by to see how things are going.

Discuss

- What did the missionaries do to support the Bells?

Read

Discuss

- What are the benefits of visiting members more than once to help them succeed in their missionary efforts?

Find Out

- Ask your companion to explain the process of helping members set a date and prepare their friends to hear the first discussion.

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Ask him to decide whether the missionaries effectively use the steps in helping members introduce others to the gospel.
- Ask him to explain his decision.
- Do the same for the following situations.

Answers:

Ineffective. The full-time missionaries should work directly with the stake missionaries and members.

Ineffective. Members need time to pray about the name and date.

Effective, assuming that the members are prepared.

Ineffective. Missionaries should encourage members to choose those with whom they have a close relationship.

Effective, but the elders need to do more. They should help the members make plans and then practice what they will say and do.

LEARNER

- When the members did not accomplish their plans by the date they had set, the missionaries moved on to work with other members.

4. *Help members to make plans.*

- The missionaries tell the members that they must do at least three things to prepare their friends before inviting them to hear the discussions.
- The members feel that they can invite their friends directly to hear the discussions.

5. *Help members to practice what they will say and do.*

- The missionaries offer to show the member what he might say to his nonmember friends.
- The missionaries ask the member to practice what he might say to start a gospel conversation with his friend.

6. *Support the members in their missionary work.*

- The stake and full-time missionaries make a schedule of follow-up visits and phone calls to members.
- The missionaries encourage members to share their missionary experiences with other members. They ask them to share their frustrations as well as their successes.

In each of the following situations, practice using the appropriate step from the list below. Take the part of the missionary, and have your companion act as the member.

- Prepare and invite members to prayerfully set a date by which they will invite someone to hear the discussions. Have them make a list of nonmember relatives and friends.
- Review with members their list of nonmember relatives and friends.
- Set, confirm, and reset dates.
- Help members to make plans.
- Help members to practice what they will say and do.
- Support the members in their missionary work.

TRAINER

Ineffective. The missionaries should continue to help the members. This will show that they care and want to help the members succeed.

Ineffective. The members should do what is necessary to help nonmembers feel the Spirit.

Effective. If the members feel that their friends are ready, there is no need to wait. Few nonmembers are offended by such an invitation.

Effective. This will give the member some good ideas and more confidence in his ability to talk to his friends.

Effective. Practice is usually very helpful.

Effective. The missionaries need to follow up. This may be the most important thing they do to help the members succeed.

Effective. When members talk honestly and openly about missionary work, they motivate each other to keep trying.

Practice

- Read each situation to your companion.
- Have him take the part of the missionary. You take the part of the member.
- Ask your companion to use the commitment pattern to help you do member-missionary work.
- Help him understand what he did well and what he needs to improve.

1. You are meeting with Brother and Sister Brown to talk about member-missionary work. Brother Brown says, "You know, Elders, I have always enjoyed missionary work." You feel that he is prepared. Invite him to set a date.
2. On your second visit, Brother Brown tells you, "This week has been really hectic. We haven't had time to talk about whom to invite." Help him make a list and begin thinking about the people he knows.
3. The Browns have selected a date and a name. Brother Brown says, "Well, we want to prepare the Phillips family, but I'm not sure just what to do next." Help them make plans to continue to prepare their friends.
4. Sister Williams was planning to talk with her friend at work on Friday. When you follow up on Saturday, she says, "I meant to talk with Judy, but I'm not used to this sort of thing. Maybe I could just show her a Church video presentation." Practice with Sister Williams the things she could say and do to prepare her friend.
5. The Bradfords can't decide whom to prepare for the discussions. They are acquainted with several nonmembers, but they don't know any very well. Help them select a nonmember to prepare.
6. Brother and Sister Anderson invited their friends to attend church. Their friends accepted the invitation but didn't go. As a missionary, what will you do next?
7. Brother and Sister Jenkins are frustrated. They have tried to do member-missionary work but haven't had much success. They appreciate your help, but they need more support. What will you do to help them?

Discuss

- Identify ways in which you can better use the commitment pattern in working with members.

End your study session now, and apply what you have learned in this section by doing the following:

- Visit a member family (with a stake missionary, if possible). Invite the family to set a date and choose someone to prepare to hear the discussions. Follow up to help them be successful.
- Write a goal to do these things. Carry it with you during the day as a reminder.
- After you do these things, ask your companion to tell you how you did. Discuss what went well and how you could improve.

Invite

- Invite your companion to visit a member family and take the lead in inviting them to set a date.

Follow Up

- Write a goal to help your companion visit a member family with a stake missionary and invite them to set a date.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to find people to teach through members. Discuss how you and your companion are doing.

FIND THROUGH INVESTIGATORS

LEARNER

You can also find people to teach among the friends and relatives of your former and current investigators. Doing this will allow you to increase your finding pool at the same time you are working with your teaching and baptizing and fellowshipping pools.

Visit Former Investigators

Former investigators are those who heard some of the discussions but then stopped investigating the Church. People may stop investigating because of family vacations, illnesses, work conflicts, missionary transfers, and missionaries' failure to keep proper records. One study showed that over half of the former investigators surveyed were willing to meet with missionaries again when they were invited.

Copies of the Investigator Record in your area book contain information on former investigators (see example on pages 211–12). The record instructs you to visit former investigators after a few months. You should invite them to hear the discussions again and ask them for referrals. After you do this, write their response on the Investigator Record. Keep this information in the area book for at least one year after the investigators stop meeting with you or other missionaries.

TRAINER

Follow Up

- Ask your companion to locate the goal to help a member family set a date.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss the importance of finding through members.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- Why should you find people to teach through investigators?

Share Feelings

- Tell your companion about someone you found through an investigator.

Discuss

- What are some reasons investigators stop taking the discussions?

Read

Find Out

- Why are former investigators a good resource for finding new investigators?
- How can you get information about former investigators?

Consider the following example of missionaries talking to a former investigator.

Read

Missionary: Hello, are you Mr. Richards?

Investigator: That's me.

Missionary: I'm Elder Jensen, and this is my companion, Elder Newman. We're from The Church of Jesus Christ of Latter-day Saints. We understand that you're somewhat familiar with the Church. How long ago did the missionaries visit you?

Investigator: Oh, let's see, about six months ago, I guess.

Missionary: Do you remember why they stopped coming?

Investigator: It seems to me that one of them was moving to another city. After that I didn't hear from them anymore.

Missionary: Would you be interested in hearing more about the Church?

Investigator: I think so.

Discuss

- What questions did the missionaries ask the former investigator?
- What did the missionaries find out?

Read

Discuss

- Locate the Investigator Record on pages 211–12. Identify the information that will help you when you visit former investigators.

Mr. Richards had not asked the missionaries to stop coming. The new missionaries asked questions and learned that Brother Richards had simply been forgotten during a missionary transfer. They gladly returned and continued to teach him.

Use the Referral Dialogue

Another good way to find people to teach is to use the "Referral Invitation" from the booklet *Instructions for the Discussions*, page 14. Make it a common practice to ask your investigators to invite their friends and relatives to hear the discussions.

Read

Discuss

- Why are current investigators a good source of referrals?
- Read the "Referral Invitation" with your companion, and discuss how you could use it more often.

Invite Friends and Relatives of Investigators to Baptismal Services

Well-organized, spiritual baptismal services are an excellent introduction to the Church. Nonmembers will feel the members' friendship and the new converts' enthusiasm and love for the gospel. The new converts can begin immediately to friendship their friends and relatives.

Read and Discuss

The following steps show one way to invite the relatives and friends of investigators to baptismal services:

Prepare. After an investigator has accepted your invitation to be baptized, suggest that he will want to share his sacred baptismal service with his friends and relatives. Nonmember friends will often come to a baptism

because they feel it is similar to a wedding or christening. Ask the investigator to make a list of those he would like to invite to his baptism. Plan together which ones he will invite and which ones you will invite. The investigator should invite as many of the people as possible.

Invite. As you have planned, you and your investigator should personally invite his friends and relatives to the baptism.

Follow up. After nonmembers have accepted the invitation to attend the service, follow up with them to begin building relationships of trust. Regardless of who invited them, you should plan to meet each nonmember at least once before the baptism. Consider the following example of missionaries who used the commitment pattern to find people to teach through one of their investigators.

The missionaries have been teaching Tim Hopkins, a college student. At the end of the third discussion, they say, "Tim, we're excited that you have accepted our invitation to join the Church of Jesus Christ through baptism. Baptism is a sacred ordinance. When you are baptized, you are cleansed from your sins. You begin a new life. How do you feel about your baptism?"

"This is a big step for me," Tim replies slowly. "I can feel that what I'm doing is the right thing. I guess you could say that I'm excited, too."

"We're glad that you feel that way," one of the elders says. "Your baptism will be one of the greatest events in your life. Which of your relatives and friends would you like to attend?"

Tim leans back and thinks for a moment. "Well, I have a couple of friends at school. I've mentioned to them a few times that I was meeting with you guys. I'm not so sure just how my parents would react. My dad is not a very religious person, but my mom occasionally goes to church."

"Can you think of anyone else?"

"No, I kind of keep to myself and my schoolbooks."

"Will you invite your friends at school and your parents to your baptism?"

"Yes, I'll talk to them."

"Good. We'll ask you how things went at the beginning of our next discussion. Is that all right, Tim?"

The missionaries prepared Tim by explaining the sacred nature of baptism. They then asked Tim to identify relatives and friends he could invite to the baptismal service. Finally, the missionaries explained that they would follow up during the next discussion.

After the baptismal service, a simple reception in the convert's home provides an opportunity to meet his relatives and friends. During the reception, arrange to have some of the guests visit the convert's home during the next week to hear the first discussion.

Find Out

- How can you prepare an investigator to invite his friends and relatives to his baptismal service?

Read

Discuss

- How did the missionaries use the commitment pattern to find new people to teach?

Read

Find Out

- Describe how you can use the commitment pattern to invite people to a baptismal service.

Read

Practice using the commitment pattern to find people to teach through investigators by responding to each of the following situations.

1. Jerry Grant is a former investigator whose name you found in your area book. He had two discussions but did not hear more because of school obligations. He seemed interested in the gospel but was genuinely busy. What will you say as you meet him at the door?
2. The Allreds just received the first discussion and have made an appointment to hear the second. How will you ask them to invite their friends to hear the discussions?
3. John Warner and his family are scheduled to be baptized this Saturday. How will you ask them to invite their nonmember friends and relatives to the baptism?
4. John asked the missionaries to invite his neighbor to the baptism. What will you say to the neighbor?
5. You have no idea why the Campbell family stopped meeting with the missionaries. The record in your area book is incomplete. They seemed interested and had kept several commitments. What will you say to them as you meet them at the door?
6. The Bradleys, a former investigator family, do not want to meet with the missionaries. How will you ask for a referral from this family?

Practice

- Read each situation to your companion.
- Have him use the commitment pattern to help the investigator make the appropriate commitment.
- Help him understand what he did well and what he needs to improve.

Discuss

- Identify ways to better use the commitment pattern in working with investigators.

Invite

- Plan times to find new investigators through nonmembers you know.
- Invite your companion to take the lead in these situations.

Follow Up

- Write the goal to help your companion find people to teach through investigators.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to find people to teach through investigators. Discuss how you and your companion are doing.

End your study session now, and apply what you have learned in this section by doing the following:

- Visit a former investigator and invite him to hear the discussions again. Ask him to refer friends and relatives as well.
- Extend a referral invitation to the next investigator you teach.
- Identify which of your investigators will be baptized next. Help him invite friends and relatives to the baptism.
- Write a goal to do these things. Carry it with you during the day as a reminder.
- After doing each of these things, ask your companion to tell you how you did. Discuss what went well and what could be improved.

FIND THROUGH YOUR OWN EFFORTS

LEARNER

You will usually find the most people to teach through members and investigators. But you should also plan to find new contacts through your own efforts. Take every opportunity to prepare nonmembers to feel the Spirit, to invite them to make a commitment to take part in the discussions, and to help them keep that commitment. When you find people through your own efforts, you show your faith that the Lord will lead you to his elect.

Scripture Activity

Read the following passages, and discuss the answers to the questions:

Doctrine and Covenants 19:29, 37	Among whom are you to publish glad tidings?
Doctrine and Covenants 60:2	How does the Lord feel about those who will not open their mouths?
Doctrine and Covenants 61:3	What principle of finding did the Lord teach these missionaries?

You can seek new investigators in many ways. You can find people among those who have just moved to your area or among special interest clubs or groups (genealogy, music, and fitness, for example). You can find people through door-to-door contacting, through street contacting, on the bus, or at the store. The main point is to be finding people to teach wherever you go.

However you find people, the principles and skills of the commitment pattern will help you. Your most important task is to help people feel the Spirit so that they will accept your invitation to hear the discussions.

TRAINER

Follow Up

- Ask your companion to locate the goals to find people to teach through investigators.
- Ask him if he feels that he accomplished his goals.
- Discuss what went well in working toward the goals and what could be improved.
- Discuss the importance of finding through investigators.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- Why should you spend time in finding people to teach through your own efforts?

Read

Share Feelings

- Tell your companion about someone you found to teach through your own efforts.

Read

Identify

- Take the part of the nonmember in each situation, and have your companion take the part of the missionary.
- After reading each situation, discuss the differences between the effective and less effective examples.

The following are effective and less effective examples of missionaries finding through their own efforts. Read each situation and both examples. Discuss the differences between the examples.

Situation 1

While contacting people door to door, the missionaries (M) approach the small, well-kept home of a nonmember. They notice that the name on the mailbox is Johnson (J). In the driveway are two tricycles and an old car.

Less Effective

- M: Hi. We're missionaries for The Church of Jesus Christ of Latter-day Saints. We have an important message for you and your family. May we come in?
- J: I'm really busy right now—maybe some other time.
- M: We'd be happy to come back later in the evening if that would be all right.
- J: Well, I don't know if tonight is good—another evening, perhaps.
- M: Okay, we'll come by sometime. We'd like to leave you this pamphlet. It tells a little about our Church.
- J: Thanks.
- M: Thank you. Oh, by the way, your yard sure looks nice.
- J: Oh. Thanks.
- M: We'll see you later sometime.
- J: Okay. Bye.

Effective

- M: Hello, Mr. Johnson. We noticed your name on the mailbox. You must enjoy working in the yard. [Mr. Johnson agrees.] My name is Elder Ross and this is my companion, Elder Allen. We are missionaries for The Church of Jesus Christ of Latter-day Saints. We'd like to share a brief message with you. May we come in?
- J: I'm really busy right now—maybe some other time.
- M: We couldn't help noticing the tricycles in the carport. Do you have small children?
- J: Yes. We have a boy and a girl, four and two.
- M: That's great. I have a niece and nephew about the same age. Kids that age are wonderful.
- J: They can be a handful, too.
- M: I suppose they can. Mr. Johnson, we would really like to share our message with you and your family. What we have to share will make all the difference in raising your beautiful children. May we share our message with you?
- J: Like I said, I'm busy right now, but . . . how long will it take?
- M: May we take five minutes now and then set up another appointment for later?
- J: Sure. Come on in.

Discuss

- What are the differences between the two examples?

The missionaries in the effective example showed genuine interest in Mr. Johnson. They noticed the children and the yard, and this helped to build a relationship of trust. They were persistent—and courteous—in their invitation.

Read

Situation 2

On the way to an appointment, two missionaries (M) board a bus and sit next to a man (I) who is reading a newspaper. As they sit down, the man glances up and then goes back to his paper.

Less Effective

M: [The missionary thinks] I don't want to be rude. I'd better not interrupt this man.

or

M: Excuse me, sir. We are missionaries for The Church of Jesus Christ of Latter-day Saints. What do you know about our Church?

Effective

M: Excuse me, does this bus stop near Circleton Mall?

I: Yes.

M: We're new in this area. Have you lived here long?

I: Oh, I guess about eight or nine years now.

M: I'm from Omaha, Nebraska, and my companion is from Seattle, Washington.

I: What brings you here?

M: We are missionaries for The Church of Jesus Christ of Latter-day Saints. Are you familiar with our Church?

Discuss

- What are the differences between these examples?

In the first less effective example, the missionary was too self-conscious and hesitant. In the second, the missionary could have been more personal and friendly. In the effective example, the missionary was more friendly.

Read

Situation 3

The man on the bus in the previous situation replied that he had heard of the Church and enjoyed the Mormon Tabernacle Choir. The missionaries could continue to prepare him (see example A) or invite him to hear a discussion (see example B).

Example A

M: I enjoy the choir too. Listening to them sing helps me feel closer to God. How do you feel as you listen to the choir? (This would give the man an opportunity to share spiritual feelings, and the missionaries could then invite him to hear a discussion.)

Example B

M: That's great. Will you allow us to visit you this week and tell you more about the Church? May we come by on Tuesday or Wednesday evening around 7:30?

Discuss

- What advantages are there to each approach?

LEARNER**TRAINER***Practice*

- Read each situation to your companion.
- Have him use the commitment pattern to help the investigator make the appropriate commitment.
- Help him understand what he did well and what he could improve.

Practice using the commitment pattern to find people to teach through your own efforts. Respond to each of the following situations.

1. A door in the apartment complex in which you are tracting has the name of Anderson on it. There are no signs of children, but many young families live in this complex. A man opens the door and says, "Hi, what can I do for you?"
2. While riding the bus to a teaching appointment, you sit next to an older man. After looking at your name tags, the man asks, "Where do you fellows work?"
3. While you are street contacting, you see a man who appears to be in his early thirties. You feel good about approaching him. Begin a gospel conversation with the man.
4. Your nonmember neighbor has been friendly to you as he has seen you come and go. As you come home for a quick lunch, you see him just getting out of his car with two bags of groceries. Begin a gospel conversation with him.
5. You are sitting on a crowded bus on your way home. A businessman sits down next to you. What would you say to start a gospel conversation?

Discuss

- Identify ways in which you can better use the commitment pattern in finding people to teach through your own efforts.

End your study session now, and apply what you have learned in this section by doing the following:

- Take the lead in at least five opportunities to find people through your own efforts.
 - Write a goal to do this. Carry it with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

Invite

- Plan with your companion how you can find people to teach through your own efforts.
 - Invite your companion to take the lead in these situations.
-

Follow Up

- Write a goal to help your companion find people to teach through his own efforts.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to find people to teach through your own efforts. Discuss how you and your companion are doing.

CHOOSE PRODUCTIVE WAYS TO FIND PEOPLE

LEARNER

You should choose the most productive ways to find people to teach. Usually, the following people and situations will help you the most. They are listed in order of helpfulness.

- Recent converts
- Baptismal services
- Stake missionaries
- Part-member families
- Members in general
- Former investigators
- Current investigators (using the "Referral Invitation")

You will also spend time finding people to teach through your own efforts. Usually, you will not find as many people in this way as you will by working with the people listed above. But your own efforts are still important. *Take advantage of every opportunity to find people to teach.*

Some methods of finding will usually help you find more people to teach than others. But you should not spend all of your time using one method. You will be more productive if you plan time to find through members, through investigators, and through your own efforts. But make sure that you spend enough time using the most productive ways.

Review the following examples of how missionaries chose to find people to teach.

A companionship's area covered one ward. On a particular week, they had thirty hours in their schedule to find people to teach.

TRAINER

Follow Up

- Ask your companion to locate the goal to find people to teach through his own efforts.
- Ask your companion if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss the importance of finding people to teach through your own efforts.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- Which methods of finding people to teach are the most productive?
- Why should you find people to teach in a variety of ways?

Read

Example A

The missionaries could have planned to spend time doing the following:

Tracting	20 hours
Checking on referrals from headquarters	4 hours
Visiting the ward mission leader	2 hours
Meeting with an investigator referral	2 hours
Contacting while on the bus	2 hours

Example B

The missionaries could have planned to spend time doing the following:

Visiting members	8 hours
Follow-up visits with members	4 hours
Inviting nonmember friends to baptisms	2 hours
Checking on former investigators	2 hours
Tracting	6 hours
Checking on referrals from headquarters	4 hours
Meeting with an investigator referral	2 hours
Contacting while on the bus	2 hours

Discuss

- What are the differences between these two examples?

Read**Identify**

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Ask him to decide whether the missionaries have made a good plan for finding people to teach.
- Ask him how the plan could be improved.
- Do the same for the following situations.

Answers: (1) These missionaries are probably not working hard enough on obtaining referrals. They are possibly visiting members to avoid proselyting. (2) These missionaries are probably not spending enough time with members. (3) These missionaries are trying to find people in a variety of productive ways. They have good balance in their finding activities. (4) These missionaries are trying to find people in a variety of productive ways. But they are relying mostly on their own efforts. They will be more productive if they also work with members and investigators.

The missionaries in example B planned to find people in a greater variety of productive ways. They did not neglect finding through their own efforts. But they planned to find people to teach through members and nonmembers they knew.

The following situations show different ways in which missionaries could use the time they have to find people to teach. How are they doing? Where can they improve?

1. The missionaries spend 20 hours a week with members and receive about 2 referrals a month.
2. The missionaries spend about 12 hours a week tracting, 10 hours calling back on interested people they met while tracting or were referred to from headquarters, and 2 hours with members.
3. The missionaries spend 6 hours a week visiting members with stake missionaries, 4 hours following up on previous visits with members, 4 hours inviting people to baptismal services, 2 hours looking up former investigators, and 8 hours tracting.
4. The missionaries spend 3 hours a week contacting people on the street, 4 hours working on public displays, 4 hours meeting people who have just moved in, 2 hours with a local civic club, 3 hours working with minorities, 3 hours looking up referrals from headquarters, 2 hours contacting people on the bus, and 3 hours in an open house at the chapel.

LEARNER

End your study session now, and apply what you have learned in this section by doing the following:

- Determine how many hours you will spend in finding people during the coming week.
 - Determine how many hours you should spend in finding through members, through investigators, and through your own efforts.
 - Decide when you will work on finding people in each way. Write your plans in your weekly planner.
-

Conclusion

Finding people to teach must be a regular, constant part of your work. To do this effectively, use the commitment pattern, and use a variety of methods.

The most productive way to find people is to work through Church members. Remember to coordinate your efforts with the ward mission leader. You can also find people through current and former investigators, through inviting nonmember relatives and friends to a convert's baptismal service, and through your own efforts.

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

TRAINER

Invite

- Locate your weekly planner for the next week.
 - Invite your companion to decide how to use the hours you have for finding people to teach.
-

Follow Up

- Write a goal to help your companion carry out his plans to find people to teach.
- Take this goal with you as you proselyte. Use it to help your companion fulfill his plans for the week.
- Complete the study record at the end of the chapter.
- During your planning and proselyting, point out opportunities to find people to teach. Discuss how you and your companion are doing.

Read and Discuss

Invite

- Invite your companion to write goals to help him improve.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
 - Compliment him on the progress he makes.
 - Periodically review principles used in finding people to teach.
-

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY
SAINTS

Investigator Record

Complete this form for all investigators who hear the first discussion and who accept an appointment for the second discussion. Keep this form in your area record.

Proselyting area <i>Trenton</i>	Date <i>10/15/87</i>	Missionaries who taught investigator <i>E. Roberts, E. Mathews</i>		
Ward/Branch <i>Trenton 25th</i>	Stake/Mission <i>Trenton West</i>			
Investigator's name <i>Jim Watkins</i>	Spouse <i>Jennifer</i>	Telephone <i>555-3299</i>		
Investigator's address <i>4275 Lincoln Blvd.</i>	Children <i>Marie</i>	Age <i>17</i>	Sex <i>F</i>	
City <i>Trenton</i>	<i>Jonathan</i>	<i>15</i>	<i>M</i>	
State <i>Mo.</i>	<i>Rachel</i>	<i>10</i>	<i>F</i>	
Nation or zip code <i>22334</i>	<i>Andrea</i>	<i>8</i>	<i>M</i>	

How did this family or individual first begin meeting with the missionaries?
They were referred by neighbors, Bob + Anne Davis

List the names and telephone numbers of LDS friends or relatives
Bob + Anne Davis, 555-8779

Write helpful information about the family or individual (occupation, interests, religion, or beliefs, etc.)
Jim is a school principal (Trenton Jr. High); Jennifer is a full-time homemaker and a part-time freelance writer. The 2 older children participate actively in high school activities. The family affiliates with no particular religion at this time. They love to travel and entertain.

Describe the results of each discussion given

Discussion	Date given	Reaction	Commitments	Follow-up
①	<i>10/15/87</i>	<i>Jim + Jennifer were pleasant but "guarded"</i>	<i>1.) Pray 2.) Read Book of Mormon</i>	<i>We plan to visit again on 10/18/87</i>
②	<i>10/18/87</i>	<i>Marie was a bit distant, other children not home</i>	<i>Attend Sac. Mtg.</i>	<i>We'll arrange to have Davis family take them to Church.</i>
③	<i>10/25/87</i>	<i>Family had to leave early for sports event, discussion not completed.</i>	<i>None</i>	<i>We need to call them tomorrow, 10/26/87.</i>
4				
5				
6				
Other				

Did the investigator(s):

Read in the Book of Mormon?
Attend church?
Pray individually?
Pray as a family?

Yes
 Yes
 Yes
 Yes

No
 No
 No
 No

How many pages? 10

Why did the family or individual discontinue investigation?

*They said that they were just too busy with work,
school, and extracurricular activities.*

Write additional information that could help missionaries who will contact this investigator in the future.

*Although they claimed to be too busy for continued investigation,
the Watkins family seemed to be a little afraid of pursuing
their study of the gospel. Perhaps they felt pressured by
friends to continue their "worldly ways."*

Investigator contacted for referrals

No

Investigator recontacted for additional referrals one year (or specified period) later for referrals (or for own interest if not yet baptized)

STUDY RECORD

Date	Time Spent	Pages Studied	Comments

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<p><i>"Find through Members"</i> Visit a member (preferably with a stake missionary). Invite him to set a date and choose someone to prepare to hear the discussions.</p>			
<p><i>"Find through Investigators"</i> Visit a former investigator and invite him to hear the discussions again. Also seek referrals from him.</p>			
<p>Extend the "Referral Invitation" to an investigator.</p>			
<p>Invite a baptismal candidate to bring friends and relatives to his baptism.</p>			
<p><i>"Find through Your Own Efforts"</i> Take the lead in five opportunities to find people through your own efforts.</p>			
<p><i>"Choose Productive Ways to Find People"</i> Include productive ways to find people in your plans.</p>			

TEACH

INTRODUCTION

LEARNER

This chapter will help you and your companion to more effectively teach the gospel and to help your investigators keep the commitments that will qualify them for baptism. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

Many principles and skills can be used in teaching people the gospel of Jesus Christ. This chapter will discuss the following:

1. Use Scriptures 217
2. Use the Book of Mormon 221
3. Retain Investigators 225

Other principles and skills not discussed in this chapter might include the following:

4. Use audio and visual support
5. Use examples and analogies

Perhaps you thought of other principles and skills that would help you in your teaching. Discuss these with your companion and list them below:

6. _____
7. _____

The Commitment Pattern

	Teach	
Prepare	Invite	Follow Up
Build Relationships of Trust		
Help Others Feel and Recognize the Spirit		
Present the Message		
Find Out		
	Resolve Concerns	

TRAINER

Prepare

- Identify areas in which your companion may need to improve in teaching.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What other principles and skills could you use when teaching?

Read and Discuss

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments. All the elements of the commitment pattern are used as you teach others the gospel of Jesus Christ.

The teaching phase of your work begins when a nonmember makes a commitment to hear the discussions. Teaching is more than just presenting the discussions. It includes all you do to help others understand the gospel of Jesus Christ, feel the Spirit, and keep the commitments that will prepare them for baptism. It is usually during the teaching phase that the Spirit changes hearts and testimonies begin to grow.

Several things help nonmembers become converted and want to be baptized. Some are more powerful than others. By identifying and using the more powerful influences, you can be more effective in your teaching.

Find Out

- What is the purpose of this chapter?

Read and Discuss

Share Feelings

- Tell your companion about changes you have seen people make during the teaching process.

Read

Identify

- Have your companion cover the answers in the right column.
- Read the items to him.
- Have him identify the three items that make the most difference in conversion.

Not one of the most significant factors. It is not enough for investigators to think that the missionaries have strong testimonies. They must feel the Spirit through the missionaries' testimonies.

One of the factors that makes the most difference. Doctrine and Covenants 50:22 explains that when you teach by the Spirit, you and the hearer are edified, and both rejoice.

Not one of the most significant factors. Most people believe that they are earnest and seeking for the truth.

Not one of the most significant factors. You cannot tell by outward appearance who will respond to your message.

The following seven items help nonmembers become converted. Investigators identified the three that made the most difference in their conversion. Try to identify those three items.

1. The investigator feels that the missionaries have strong testimonies.
2. The investigator feels that the meetings with missionaries teach him and uplift him spiritually.
3. The investigator believes that he is earnest and seeking for the truth.
4. The investigator has certain characteristics, such as high self-esteem, confidence, and sociability.

LEARNER

5. The investigator keeps the commitments missionaries have invited him to make, such as studying the Book of Mormon, praying, and attending church meetings. He feels good about these experiences.
6. The investigator feels that he tries to act as God would have him act.
7. The investigator has a good, spiritual relationship with the missionaries that is more than casual friendship.

This activity shows that as you teach the gospel, the most important things you can do are the following: prepare people to feel the Spirit (factors 2 and 7), invite them to make commitments (factor 5), and follow up to help them keep their commitments (factor 5).

The principles of the commitment pattern are important because they help investigators become involved in daily activities such as reading, praying, attending church, and changing habits. The involvement of the investigator during the teaching process is an important factor leading to conversion.

While teaching the Jews, Jesus emphasized the importance of living gospel principles: "Jesus answered them, and said, My doctrine is not mine, but his that sent me. If any man will do his will, he shall know of the doctrine, whether it be of God, or whether I speak of myself" (John 7:16-17).

Your responsibility during the teaching process is to help your investigators apply the teachings of the gospel in their lives. Your challenge is to help them make and keep the commitments that will allow them to grow spiritually, be baptized, and become active members of the Church.

This chapter will teach you principles that you can use to help others feel the Spirit and make commitments. These principles are (1) use the scriptures, (2) use the Book of Mormon, and (3) retain investigators.

TRAINER

One of the factors that makes the most difference. Investigators must actually live the gospel in order to gain and strengthen their testimonies.

Not one of the most significant factors. Most of those who become investigators believe that they are trying to do what is right.

One of the factors that makes the most difference. Building relationships of trust is an important part of preparing people to feel the Spirit.

Discuss

- In relation to items 2, 5, and 7, what do you do with investigators?
- How could you improve in these areas?

Read and Discuss**Find Out**

- Why should you focus on commitments during the teaching process?

Read

USE SCRIPTURES

LEARNER

The Bible, Book of Mormon, Doctrine and Covenants, and Pearl of Great Price are the standard works of the Church. When they are used effectively, they will help investigators, members, and other missionaries understand the gospel and feel the Spirit.

Scripture Activity

Read the following scriptures and discuss the answers to the questions.

Doctrine and Covenants 18:34–38

- What benefits come from reading the scriptures?

Doctrine and Covenants 42:12

- What has the Lord commanded missionaries to do?
-

When you use a scripture, be sure to explain its background. Explain who is speaking, to whom he is speaking, and the time period in which he is speaking. Also describe the situation. Do not give too many details, but give people enough information so that they can understand the scripture.

Read the following examples of how to explain the background of a scripture. To help you understand the examples, read the scriptures as well.

Less Effective

In John 3:5, Jesus answers a question by saying, [missionary reads verse].

John 3:5 is about baptism. Would you read this verse?

Effective

In John, chapter 3, we read that Nicodemus, a Pharisee, came to Jesus at night. He believed in Christ. Jesus taught him that everyone must be baptized, or born again, in order to enter heaven. Would you please read verse 5?

In the less effective examples, the missionaries did not explain the background of the scripture. In the effective example, however, the missionary helped the investigator understand why Christ spoke these words and told him that the scripture was about baptism.

Most people have not read the scriptures very much. To help them understand and appreciate the scriptures, you can share your feelings and insights. In addition, you can show how the scriptures apply to their lives.

TRAINER

Read

Discuss

- When you have used the scriptures while teaching, what specific things did you do?
- Do you explain the background of the scriptures?
- Do you have the investigator read from the scriptures?

Read

Find Out

- What is the difference between these examples?

Read

Discuss

- How will explaining the background of scriptures help those you teach?

Read and Discuss

Consider the following examples of missionaries sharing their feelings about a passage. Read the scripture used in the examples.

Less Effective

In 3 Nephi 9:12–13, Christ is asking all of us to come to him—to repent. This passage means a lot to me.

Effective

As I read 3 Nephi, chapter 9, verses 12 and 13, I felt the love Christ has for all of us. I could picture Jesus pleading with me to repent and draw closer to him.

In the less effective example, the missionary did not share his feelings about the passage. In the effective example, however, the missionary told how he felt as he read the passage.

Make sure that your investigators understand each passage by asking find-out questions. Involve investigators and members by asking them to read passages aloud. Ask them to explain how they feel about the passages. Let them hold and refer to the scriptures.

Consider the following examples. Read Alma 11:42–44 to help you understand them.

Less Effective

There is a scripture that will help you understand the resurrection—Alma 11:44. [Missionary reads the verse.] You can see that the resurrection will come to everyone.

Effective

A scripture in the Book of Mormon helps us to understand the resurrection. A prophet named Amulek is defending Christ's teachings before a group of people. Would you please read verses 42 through 44, marked in red? [Investigator reads the verses.] What did Amulek teach about the resurrection?

In the less effective example, the missionary read the scripture to the investigator and did not ask a find-out question. In the effective example, the missionary explained the background of the scripture, had the investigator read the scripture, and asked the investigator a find-out question.

Read the following situations and scriptures. Decide which missionaries do the following:

- Explain the background of the scripture.
- Share feelings and insights.
- Ask find-out questions.

Find Out

- What is the difference between these examples?

Read and Discuss

Find Out

- What is the difference between these examples?

Read

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read a response.
- Ask him to decide whether the missionary used the scriptures effectively.
- Ask him to explain his decision.
- Do the same for the following responses.

Situation 1

The missionaries are teaching about the plan of salvation. While discussing temple work for the dead, they refer to 1 Corinthians 15:29.

Missionary A: This scripture in the Bible proves that baptism for the dead is a true commandment. Would you please read 1 Corinthians, chapter 15, verse 29?

Missionary B: In 1 Corinthians, chapter 15, Paul the Apostle wrote about the resurrection of the dead. To help the Sadducees understand that all mankind will be resurrected, he mentioned the ordinance of baptism for the dead. He explained that baptism for the dead would be of no benefit if there were no resurrection. Please read 1 Corinthians 15:29.

Missionary C: Thank you for reading that scripture. What did Paul mean when he wrote, "Why are they then baptized for the dead?"

Answers: "A" is not effective because the missionary does not explain the background of the scripture. "B" is effective because the missionary does explain the background. "C" is effective because the missionary allows the investigator to read the scripture and then asks a question to find out what he understands.

Situation 2

The missionaries are teaching an investigator about prayer and use Matthew 7:7–8 as support.

Missionary A: Thank you for reading those verses. I read this passage once when I was trying to gain a testimony of my own. I had been taught all my life to pray, but it wasn't until I read these verses that I felt that God would answer my prayers. How do you feel about this scripture?

Missionary B: Thank you for reading that passage. Before I came on my mission, I had the opportunity to introduce a friend to the missionaries. He took the first two discussions but didn't really know how he felt about our beliefs. He asked me how I knew the Church was true. I told him that I had to do just as the missionaries were asking him to do. I prayed and studied for myself. I shared with him the same passage you just read, and it really helped him. He decided to pray and ask God for himself—and he received an answer.

Missionary C: Thank you for reading that passage. What did you learn about prayer from reading these verses?

Answers: "A" is effective because the missionary shares his feelings about the scripture. "B" is also correct because the missionary shares an experience of a close friend. "C" may also be correct. In some situations all you may need to do is ask the investigator a find-out question.

Practice

- Read each situation to your companion.
- Take the part of the investigator or member in each situation.
- Have your companion respond to the situation.
- Help him understand what he did well and what he needs to improve.

Practice using the scriptures by completing the following tasks. Your companion will take the part of the investigator or member. Learn the background of each scripture by using the chapter headings, Bible Dictionary, and section headings. As you practice, remember the following points:

- Explain who is speaking, who is being spoken to, and what the situation is.
- Have the investigator or member read the scripture aloud.
- Share your feelings and insights.
- Ask find-out questions about the scripture.

LEARNER

1. You are teaching principle 2 of the first discussion. Use John 14:6 to help the investigator understand Christ's role in the plan of salvation.
2. You are teaching the Word of Wisdom to an investigator couple. Use Doctrine and Covenants 89:18–21 to help them understand the promises associated with this commandment.
3. Use Malachi 3:8–11 to help your investigator understand the law of tithing.
4. After your investigator family commits to read the Book of Mormon, you ask them to read Moroni 10:3–5.
5. Your investigator is a faithful Christian. He asks you how you define faith in your religion. Have him read Alma 32:21. Cross-reference this verse with Hebrews 11:1.
6. You are working with a missionary who seems discouraged by his small teaching pool. You feel impressed to share Ether 12:6.
7. You are working with a member family, preparing them to help you find people to teach. Share your favorite scripture about missionary work.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and select three situations in which you will be using the scriptures.
 - Write a goal to explain the background of the scriptures, share feelings and insights, and ask find-out questions in each situation. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

TRAINER*Share Feelings*

- Relate an experience in which the scriptures helped you or an investigator to better understand a gospel principle.

Invite

- Invite your companion to write a goal to use the scriptures with investigators.

Follow Up

- Write a goal to help your companion use the scriptures with investigators.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to use the scriptures with investigators. Discuss how you and your companion are doing.

USE THE BOOK OF MORMON

LEARNER

TRAINER

Follow Up

- Ask your companion to locate the goal to use the scriptures with investigators in three situations.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how using the scriptures with investigators helped them to feel the Spirit.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- How can understanding the purpose of the Book of Mormon help you in your proselyting?

Discuss

- When have you read the Book of Mormon with investigators?
- How did doing this help the investigators?

Read

Discuss

- How can you use the Book of Mormon in your proselyting?

Read and Discuss

President Ezra Taft Benson has declared that the Book of Mormon is “the instrument which God has given to the missionaries to convince the Jew and Gentile and Lamanite of the truthfulness of our message” (in Conference Report, Apr. 1975, p. 96; or *Ensign*, May 1975, p. 65). *Use the Book of Mormon in your proselyting.*

According to Elder Bruce R. McConkie, “people get a testimony out of the Book of Mormon, and the whole thrust of our proselyting program is to do whatever we need to do in wisdom, intelligently and honorably, to get people to ponder and read and pray about the book so that they’ll come to know that it’s true” (mission presidents’ seminar, 23 June 1983).

Read the Book of Mormon with investigators. This will help them understand it and gain a testimony of it. As they read it, study it, and pray with intent, they will obtain a witness that it is true.

Scripture Activity

Read the following verses and discuss the answers to the questions.

Doctrine and Covenants 84:54–58

- Why was the Church under condemnation?
 - What were the elders to do in order to escape this condemnation?
 - How does this scripture apply to your missionary work?
-

President Ezra Taft Benson has stressed the importance of reading the Book of Mormon. You should read daily from the Book of Mormon and help your investigators to do the same. Read with your investigators during follow-up appointments, between discussions, and when they need help and encouragement to read. This will help them gain testimonies and begin to read on their own.

When you study the Book of Mormon with investigators, members, or even your companion, you can do the following:

- Share favorite passages from the Book of Mormon.
- Share passages that will help investigators with their concerns.
- Take turns reading aloud.
- Stop to discuss verses.
- Share feelings.
- Invite the investigators to share feelings.

Read the following example of missionaries reading the Book of Mormon with an investigator. Take the part of the missionary, and have your companion act as investigator.

- Elder Jones: John, it's good to be with you tonight. We would like to take some time to read the Book of Mormon with you. In order to understand the scriptures, we should invite the Lord's Spirit to be with us. May we begin with a word of prayer?
- John: That would be fine. Elder Evans, would you offer the prayer?
- Elder Evans: I'd be glad to. [Elder Evans prays.]
- Elder Jones: Let's read 3 Nephi, chapter 11, taking turns reading. If you have any questions or comments, let's stop and talk. John, would you begin by reading verse 1?
- John: Sure. "And now it came to pass that there were a great multitude . . ."

The missionaries began their study with prayer. They then suggested that each person take a turn reading, thus involving the investigator.

Consider the following example of a missionary reading and discussing 3 Nephi 11 with Brother and Sister Jones. Take the part of the missionary, and have your companion act as investigator.

- Elder Tew: Brother and Sister Jones, for about four hundred years, prophets in the Americas had testified of Jesus Christ. Many of the prophets in the Book of Mormon had promised that the Savior would visit the people after his resurrection. Brother Jones, would you please read, beginning with verses 1 through 5?
- Brother Jones: [Reads verses 1 through 5.]
- Elder Tew: Let's take a moment to summarize what is happening here. What did you learn from these verses?
- Brother Jones: Well, people were gathered around a temple. They heard a voice from heaven but didn't understand it.
- Elder Tew: Yes, that's right. Did you notice what verse 3 said about the voice?

Find Out

- When can you read the Book of Mormon with investigators?
- How will investigators benefit from reading the Book of Mormon with you?

Read

Discuss

- How did the missionaries introduce Book of Mormon reading to the investigator?

Read and Discuss

Brother Jones: Let me look again. Let's see, the verse says that it was not harsh or loud, but that it was small, and it pierced them to the heart.

Sister Jones: It also says that the voice caused the people to quake. I'm not quite sure what all of this means.

Elder Benton: What do you think it means, Brother Jones?

Brother Jones: I would think that these people had a great experience—they heard the voice of God from heaven! That would be enough to make me quake.

Elder Tew: I agree. Can you imagine what it must have been like to have survived a terrible earthquake and darkness and then to have heard a voice out of the sky?

Brother Jones: Pretty scary, I'd say.

Elder Tew: I'm sure it would have gotten my attention. Let's continue reading. Sister Jones, will you begin with verse 6?

In the preceding example, the missionaries invited their investigators to read verses from the Book of Mormon. They took time to discuss what some of the verses meant and how the investigators felt about them.

Listen to the audiotape segments for "Teach: Use the Book of Mormon."

Practice reading the Book of Mormon with investigators by responding to the following situations. Do not try to resolve concerns. Have your companion act as the investigator. During your practice, remember to do the following things:

- Take turns reading aloud and discussing what you read.
- Ask the investigator questions to see what he has learned and understood.
- Allow the investigator to ask questions and share his feelings.
- Share your feelings about what you read.

1. While teaching an investigator family, you discuss faith and use Alma 32:26–34.
2. You return for the second discussion with an investigator family. You feel impressed to emphasize prayer and decide to read the story of Enos with them. Read Enos 1:1–8 with your investigators.

Discuss

- What questions did the missionaries ask to help the investigators express their feelings?
- How will reading and discussing the Book of Mormon with others encourage them to study the scriptures?

Read

Listen and Discuss

Practice

- Read each situation to your companion.
- Take the part of the investigator in each situation.
- Have your companion respond to the situation.
- Help him understand what he did well and what he needs to improve.

LEARNER

3. You invite your companion to read the Book of Mormon with you. Share one of your favorite passages with him.
4. Your investigator has accepted the commitment to read the Book of Mormon. Begin reading 3 Nephi 11 with him.

End your study session now, and apply what you have learned in this section by doing the following:

- Review your schedule for today, and select three situations in which you can read the Book of Mormon with investigators.
 - Write a goal to read the Book of Mormon in these situations. Carry this goal with you during the day as a reminder.
 - After each situation, ask your companion to tell you how you did. Discuss what went well and how you could improve.
-

TRAINER

Invite

- Identify three situations in which your companion could read the Book of Mormon with investigators today.
 - Invite him to write a goal to read the Book of Mormon in these situations.
-

Follow Up

- Write a goal to help your companion read the Book of Mormon with investigators.
 - Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
 - Complete the study record at the end of the chapter.
 - During your work today, point out opportunities to read the Book of Mormon with others. Discuss how you and your companion are doing.
-

RETAIN INVESTIGATORS

○ LEARNER

Two things help nonmembers to continue investigating the Church: making commitments during the investigation process and being taught by missionaries who effectively teach, resolve concerns, and have Christlike attributes.

People who are investigating the Church will usually continue investigating when they feel the Spirit of the Lord. They are most likely to feel this Spirit when they keep commitments to read the Book of Mormon, pray, and attend church.

○ The Book of Mormon plays a central role in helping nonmembers love and accept Jesus Christ and his Church. Do all you can to help them read and understand the Book of Mormon. It is not the number of pages read, but the quality of the reading experience that will help investigators feel the spirit of the Book of Mormon.

Teach investigators to have meaningful personal prayer. This is another way in which you can help them want to learn more about the Church. When nonmembers pray with purpose and real intent, they are more likely to feel the Spirit and want to investigate further.

Do all you can to encourage nonmembers to attend church. This will help them in several ways to want to continue learning about the Church. First, they learn that church services help them grow spiritually. Second, they make friends with ward members. Third, they will have experiences that will help them better understand your teachings.

TRAINER

Follow Up

- Ask your companion to locate the goal to read the Book of Mormon with investigators in three situations.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how reading the Book of Mormon with others helped them to feel the Spirit.
- Complete the assignment log at the end of the chapter.

Read

Discuss

- How can investigators benefit from reading the Book of Mormon?
- How will investigators benefit if you read the Book of Mormon with them?

Read

Discuss

- How can prayer help a nonmember want to learn more about the Church?

Read

Discuss

- How can attending church services help nonmembers want to learn more about the gospel?

LEARNER

Some people will have to change their beliefs and life-styles greatly when they join the Church. Be patient with these people. Continue to help them make and keep commitments.

You can also help investigators want to keep learning about the Church by being the best missionary you can be. Do all you can to develop the Christlike attributes of charity, faith, gospel knowledge, and spirituality. Then you will be able to teach with conviction and help others feel the Spirit of the Lord.

You can also help investigators by learning to use the principles and skills of the commitment pattern. You may already be able to use some commitment pattern skills effectively. Others you may need to improve upon through study, practice, and daily use.

Helping nonmembers make and keep commitments that lead them to conversion takes time and patience. In many cases, missionaries stop teaching because the investigators have difficulty keeping commitments. They may also stop teaching because of investigators' schedules, illnesses, or vacations.

The investigators should always be the ones who decide to stop the discussions—not the missionaries. Some investigators have reported that they did not know the missionaries had decided to stop teaching them. In many cases, they were still interested in learning about the Church and preparing for baptism.

Sometimes your investigators want to continue to meet with you but are not ready to be baptized, or they lose interest in the discussions. When these things happen, discuss the following questions together:

- Is the investigator interested in learning about the gospel so he can prepare to be a member of the Church?
- If so, what can you do to help him resolve his concerns and keep the commitments that will prepare him for baptism?

Many investigators sincerely want to continue learning about the Church. Once you know this, you can prayerfully select activities that will help them feel the Spirit, become involved in gospel activities, and make and keep commitments. Consider the following suggestions.

- Ask members to friendship the investigators. Invite a member to have the investigators over for a family home evening or some other activity.
- Invite investigators to ward functions.
- Whenever possible, invite members to accompany you as you visit investigators.

TRAINER*Read**Discuss*

- How does keeping commitments help nonmembers want to learn more about the Church?

*Read and Discuss**Discuss*

- How can you help investigators want to learn more about the Church by developing Christlike attributes and by correctly using the commitment pattern?

*Read**Discuss*

- Is there someone you have recently stopped teaching who may still be interested in learning about the Church?

Read and Discuss

- Take time to read the Book of Mormon with them. Help them pray to know of its truth.
- Use the Book of Mormon to study basic gospel doctrines with them, such as faith, repentance, or authority.
- Present mini-lessons on a specific doctrine they have questions about.
- Show a Church video presentation.
- Arrange for the investigators to meet other members who have had challenges similar to theirs while investigating the Church.

When an investigator is not interested in preparing for membership in the Church, have an honest, open discussion with him about whether he wants to continue investigating the Church. He should decide whether to continue or not. A frank discussion about investigation has at least four benefits:

- You allow the investigator to choose for himself whether or not to accept the gospel.
- You may find out that he really does want to continue investigating.
- You will show the person that you care about him.
- You may be able to help resolve his concern.

In the following examples, notice how the missionaries help an investigator decide to keep learning about the Church.

Situation

At the end of the first discussion, Mr. Streeter says, "We've enjoyed your message tonight, but I don't think another visit is necessary."

Less Effective

M: I see. Well, do you mind if we stop by to say hello?

S: Not at all. You're welcome anytime.

As the missionaries leave, the senior companion remarks, "Well, that's too bad. I guess we'd better remove them from our list. To go back would be wasting our time."

Effective

M: Do you have a reason for not wanting to hear more?

S: You guys are moving too fast. After one visit you want to come back two or three times a week. I need time to read this Book of Mormon and think about it. Let me call you when I'm ready.

M: Thank you for sharing your feelings with us. We don't want you to feel too pressured. We'd like to answer any questions you have and keep in touch. Would it be better if we returned in a few days to discuss what you've read?

S: That would be better.

In the less effective example, the missionaries did not ask the family why they didn't want another visit. Also, they did not tell the family that they weren't going to come back. *They didn't know that the family simply needed time to think about what they had heard.* In the effective example, the missionaries discovered the concern, made arrangements that were acceptable to the family, and got permission to see them again.

Discuss

- How will doing some of these things help investigators continue to prepare for baptism?

Read

Read the following situations and identify which missionaries best help the investigators to continue learning about the Church.

Situation 1

After the third discussion, the Graham family has not yet begun to read or pray about the Book of Mormon, nor have they committed to a baptismal date.

- Response A: The missionaries decide not to go back for a fourth discussion.
- Response B: The missionaries discuss the situation with the Grahams. They emphasize that the family must fulfill their commitments in order to find out if the Church is true.
- Response C: The missionaries explain that they will not call back because the Grahams haven't shown much interest.

Situation 2

The Jacobs have received all the discussions and have a baptism date set for the next week. However, they have not made much effort to obey the Word of Wisdom.

- Response A: The missionaries explain that the Jacobs must obey the Word of Wisdom before they can be baptized. Then they ask the Jacobs if they would like the missionaries to keep visiting to help them keep the Word of Wisdom commitment.
- Response B: The missionaries decide to continue teaching the Jacobs for another month. If there is still a Word of Wisdom problem at that point, they will stop their visits.

Situation 3

The Smith family is interested in learning about the Church. After five discussions, however, they still have made no effort to pray.

- Response A: The missionaries explain to the family that they will never gain testimonies unless they pray. Then they tell the Smiths that they must begin to pray or the missionaries will have to stop teaching them.
- Response B: The missionaries explain that the family needs to begin praying daily or it may be necessary to stop teaching them. They ask the Smiths how they feel about prayer and why it has been difficult to pray. Mr. Smith says that it has been hard to find the time. The missionaries make arrangements to visit more often to pray with them and read the Book of Mormon.

Identify

- Have your companion cover the answers in the right column.
- Read a situation to him.
- Have him read a response.
- Ask him to decide whether the missionaries effectively help the investigators to continue learning about the Church.
- Ask him to explain his decision.
- Do the same for the following responses.

Answer: In "A," the missionaries did not discuss their decision with the investigators. "B" is the best response because the missionaries discussed the problem with the investigators and gave them a chance to reconsider. In "C," the missionaries discussed their decision with the investigators but did not allow them to reconsider.

Answer: "A" is effective because the missionaries include the Jacobs family in the decision. "B" is not effective because the missionaries make their decision without involving the Jacobs family.

Answer: "A" is ineffective because the missionaries decide to stop visiting without consulting the Smiths. "B" is effective because the missionaries discuss the decision with the family. Their suggestion will allow the Smiths to decide whether they are serious about continuing to investigate.

Practice helping investigators want to continue investigating by responding to the following situations:

1. The Porters have been meeting with missionaries for several months, but they have never come to church.
2. The Wrights have received missionary visits for over a year. They are very friendly and would like the missionaries to keep coming as friends. But they have little interest when gospel discussions begin.
3. Sister Dupont has received all the discussions and is keeping her commitments. She doesn't feel like she can commit to live the law of tithing until she makes more money, though.
4. The Rogers seem to be more interested in arguing with you than in learning from you. Before you leave each time, however, they thank you for coming and ask you to return.
5. Rita wants to be baptized, but her husband is having trouble with the Joseph Smith story.
6. You are teaching a non-Christian teenager who is interested in learning about the Church. However, he refuses to read the Book of Mormon because he feels that doing so would displease God.

End your study session now, and apply what you have learned in this section by doing the following:

- Identify your investigators who are having trouble keeping commitments or who have had all of the discussions but are unwilling to be baptized.
- Plan with your companion how to help each one progress toward conversion.
- Write a goal to follow your plans.

Practice

- Read each situation to your companion.
- Have him respond by explaining what the missionaries should do.
- Help him understand what he did well and what he needs to improve.

Invite

- Invite your companion to identify those investigators who are having trouble keeping commitments and plan with you how to help them.

Follow Up

- Write a goal to help your companion identify and help those investigators who are having trouble keeping commitments.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to help investigators keep commitments. Discuss how you and your companion are doing.

Conclusion

This chapter has focused on the importance of using the scriptures, especially the Book of Mormon, in your teaching. It has also focused on helping people want to continue investigating the Church. As you teach by the Spirit, people will have the opportunity to develop faith, repent, and prepare to receive the ordinances of baptism and confirmation.

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

Read

Invite

- Invite your companion to write goals to help him improve.
-

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review principles used in teaching.

STUDY RECORD

Date	Time Spent	Pages Studied	Comments

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<p><i>“Use Scriptures”</i> Use the scriptures effectively in three situations by explaining the background of scriptures, sharing feelings and insights, and asking find-out questions.</p>			
<p><i>“Use the Book of Mormon”</i> Read the Book of Mormon with investigators in three situations.</p>			
<p><i>“Retain Investigators”</i> Help investigators who are having trouble keeping discussion commitments progress toward baptism.</p>			

BAPTIZE AND FELLOWSHIP

INTRODUCTION

LEARNER

This chapter will teach you how to more effectively help investigators become active members of the Church. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

Many principles and skills can be used in baptizing and fellowshipping new converts. This chapter will discuss the following:

- 1. Help Investigators Qualify for Baptism 234
- 2. Prepare Spiritually Uplifting Baptismal Services 237
- 3. Assist Stake Missionaries in Fellowshipping 239

Other principles and skills not discussed in this chapter might include the following:

- 4. Perform the baptism
- 5. Complete the Baptism Recommend/Temporary Membership Record

Perhaps you thought of other principles and skills that could be used in baptizing and fellowshipping new converts. Discuss these with your companion and list them below:

- 6. _____
- 7. _____
- 8. _____

TRAINER

Prepare

- Identify areas in which your companion may need to improve in baptizing and fellowshipping.
- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Discuss

- What are other ways to bring about successful baptisms?
- What are other ways to fellowship?

Read and Discuss

The Commitment Pattern

Baptizing and Fellowshiping

Prepare	Invite	Follow Up
Build Relationships of Trust		
Help Others Feel and Recognize the Spirit		
Present the Message		
Find Out		
	Resolve Concerns	

The commitment pattern is the process of (1) *preparing* people to feel the Spirit of the Lord, (2) *inviting* them to make commitments when they feel the Spirit, and (3) *following up* to help them keep their commitments. When you are preparing people for baptism and fellowshiping them, you should focus on helping them make the commitment to remain active in the Church. You will apply the principles and skills of the commitment pattern to help people take this step.

Find Out

- What is the purpose of this chapter?
- How will you use the commitment pattern in baptizing and fellowshiping activities?

Read and Discuss

You will begin baptizing and fellowshiping activities when people make a firm commitment to be baptized. Ideally, people will make this commitment as part of the second discussion. The commitments in the discussions will help them qualify for baptism and will prepare them for membership in the Church. After baptism, you will work with stake missionaries to continue supporting the new members. When you help investigators become active members, you show them that you care about their spiritual growth.

Find Out

- Ask your companion to briefly describe what baptizing and fellowshiping mean.

Read and Discuss

Generally, new members are committed to the doctrines and programs of the gospel. Unfortunately, some become inactive shortly after their baptisms. You can do much during the baptizing and fellowshiping period to help them strengthen their testimonies and receive the blessings of full activity in the Church.

Scripture Activity

Read Ephesians 2:19, and discuss the following question with your companion.

- How do new converts learn to feel that they are “fellowcitizens with the saints”?
-

HELP INVESTIGATORS QUALIFY FOR BAPTISM

LEARNER

Before investigators can be baptized, they must meet certain qualifications. The Lord has outlined what he expects of those who wish to join his Church.

Scripture Activity

Many of the qualifications for baptism are found in Doctrine and Covenants 20:37 and Mosiah 18:8–10. Read these verses and discuss the following question with your companion.

- What does the Lord require of those who want to be baptized?

In addition to these requirements, the First Presidency has emphasized that those who want to be baptized should do the following:

- Be taught all of the standard missionary discussions before baptism and have a testimony of the Savior.
- Attend regular Sunday church meetings and feel unified with Church members.
- Be introduced to the bishop or branch president.
- Repent and commit to love and serve God with all their hearts by keeping his commandments.

You are responsible to help potential converts qualify for baptism. To do this, use the commitment pattern to help them make and keep the commitments in the discussions.

The Convert Baptism Checklist contains a summary of the important events that should occur during the baptizing and fellowshipping period. The ward mission leader keeps this checklist and uses it to track the progress of new converts. He refers to it during the ward weekly priesthood executive committee meeting to make sure that each new convert is being fellowshipped. You should also keep copies of the checklist. Find a sample checklist on page 243 and read it with your companion.

The district leader is responsible to interview the baptismal candidate to make sure that he meets all requirements. (The zone leader interviews candidates taught by the district leader.) The guidelines for conducting the baptismal interview are found in the *Mission President's Handbook* and are listed below. If necessary, briefly discuss each item with your companion.

Guidelines for Conducting Baptismal Interviews

- "1. Hold the interview in a comfortable, private place where it will be easy for people to feel the Spirit of the Lord. [You may choose to begin with prayer.] Interview each candidate individually, starting with the family head. Be warm and friendly toward the candidate, who may be nervous and uneasy. Show genuine love and concern.
- "2. Read together Doctrine and Covenants 20:37 to explain the purpose of the interview. You may also want to read Mosiah 18:8–10 and Moroni 6:1–4.

TRAINER

Read and Discuss

Find Out

- What must a person do to qualify for baptism?

Read and Discuss

Find Out

- According to the Convert Baptism Checklist, what events should occur during the baptizing and fellowshipping period?

Read

3. Ask the necessary questions to determine whether the candidate is ready for baptism. For example, you might ask questions such as these:

- "a. Have you prayed about the gospel? Have your prayers been answered?
- "b. Do you accept Jesus Christ as the literal Son of God?
- "c. What are your reasons for knowing (or believing) that Joseph Smith was a prophet of God?
- "d. Will you sustain the President of the Church as a prophet, seer, and revelator and as the Lord's representative on earth?
- "e. Are you now living each of the Ten Commandments?
- "f. What is your understanding of the law of tithing? Will you live this law?
- "g. What is your understanding of the Word of Wisdom? Will you live this law by abstaining from tea, coffee, alcohol, tobacco [or other harmful drugs]?
- "h. What is your understanding of the law of chastity? Will you obey this law?
- "i. Have you repented of all past transgressions?

"Let the Spirit direct you at all times. Avoid the tendency to lecture; use the discussion that follows each question as an opportunity to teach and inspire.

"It is not necessary to ask for details of past transgressions. The candidate should demonstrate that he has repented and is willing to keep the commandments. If the candidate is living in an illegal marriage relationship [ask your mission president for the definition of this in your country] or if he has been involved in a serious crime, abortion, or a homosexual or lesbian transgression, he should also be interviewed by the stake or mission president, who may authorize the baptism. . . .

4. Tell the candidate whether you feel he is prepared for baptism. If he is, congratulate him on his diligence and on his desire to do what is right. Reassure him that his decision is right. Fill out the baptismal recommend, and review with him the arrangements for the baptismal service. Describe what will take place at the baptismal service and how the baptism and confirmation will be performed.

"If you feel the baptismal date should be postponed, share your concerns with the candidate. If a postponement is advisable to resolve questions that arose in your interview, you should discuss another date so that the candidate can still have a specific goal.

5. Bear your testimony and, if it seems appropriate, invite the candidate to share his feelings also" (*Mission President's Handbook*, pp. 11–12).

To prepare your investigators for the baptismal interview, you might do the following:

1. Talk to them about the purpose of the interview. Let them know that the interviewer will be asking questions to see if they are ready for baptism.
2. Discuss with them the questions in item 3 of the guidelines above, or similar questions.
3. Read and discuss the scriptures in item 2 of the guidelines above.

Find Out

- How can you prepare your investigators for the baptismal interview?


LEARNER

At the end of the baptismal interview, the district leader (or zone leader) should complete the Baptism Recommend/Temporary Membership Record. This form provides information for a permanent membership record for the new member. Many members are lost because records are filled out improperly or incompletely. Be certain that you complete this form properly.

Specific guidelines for filling out the Baptism Recommend/Temporary Membership Record are included on page 244, with an example of a completed form.

End your study session now, and apply what you have learned in this section by doing the following:

- Review each of your investigators. Decide what needs to be done to help each one qualify for baptism.
 - Write a goal to carry out your plans.
 - Read the information under "Baptism" in the Bible Dictionary of the LDS edition of the King James Bible.
-

TRAINER*Read and Discuss* *Find Out*


- Why is it important to correctly fill out the Baptism Recommend/Temporary Membership Record?


*Read**Discuss*

- Locate the sample form on page 244. Discuss why each piece of information is important.

Invite

- Invite your companion to decide what needs to be done to help each of your investigators qualify for baptism.

Follow Up 

- Write the goal to help your companion prepare your investigators for baptism.
 - Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
 - Complete the study record at the end of the chapter.
 - During your work this week, point out opportunities to help investigators prepare for baptism. Discuss how you and your companion are doing.
- 

PREPARE SPIRITUALLY UPLIFTING BAPTISMAL SERVICES

LEARNER

The baptismal service should be a spiritual highlight for a new convert. Do everything you can to make the baptismal service well organized, inspiring, and memorable.

The main purpose of a baptismal service is to perform the sacred ordinance of salvation for the new member. The service should help the new convert feel the Spirit and strengthen his commitment to remain active.

Another important purpose of the service is to help nonmembers feel the Spirit so that they will accept an invitation to hear the discussions. A properly conducted service can be an excellent way to prepare them for this invitation.

The ward mission leader will usually conduct the baptismal service. Work with him to make sure that all the necessary arrangements are made. The following questions will help you prepare for each baptismal service.

- Are member and nonmember relatives and friends invited to the service?
- Is the building scheduled? Will the font be filled with warm water, if possible, and the baptismal clothes available?
- Are the talks assigned?
- Are ward members and leaders invited?

Below is a sample agenda for a baptismal service.

1. Welcome by the person conducting
2. Opening hymn and prayer
3. Short talk on a gospel subject, for example, faith, repentance, baptism, gift of the Holy Ghost
4. Baptism(s)
5. Testimony bearing, special music, Church films, or other appropriate activities while those who have been baptized are changing clothes

TRAINER

Follow Up

- Ask your companion to locate the goal to help your investigators qualify for baptism.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how helping investigators qualify for baptism helped them feel the Spirit and keep their commitments.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- What are the purposes of a baptismal service?

Discuss

- How can you use the baptismal service to find people to teach?

Read

Discuss

- How can you help the ward mission leader prepare for the baptismal service?

Read

LEARNER

6. Confirmations, unless performed in fast and testimony meeting
7. Welcome by the bishop
8. Closing hymn and prayer

End your study session now, and apply what you have learned in this section by doing the following:

- Memorize the baptismal prayer.
 - Identify two families who will be baptized in the next month.
 - Write a goal to meet with the ward mission leader to outline the agendas for the baptismal services.
-

TRAINER

Discuss

- How can using this agenda help make a baptismal service spiritually uplifting?

Invite

- Identify two families who will be baptized in the next month.
 - Invite your companion to meet with the ward mission leader to outline the agendas for the baptismal services.
-

Follow Up

- Write a goal to help your companion meet with the ward mission leader to outline the agendas for upcoming baptismal services.

ASSIST STAKE MISSIONARIES IN FELLOWSHIPING

LEARNER

Baptism is the gate to the path leading to eternal life. After investigators have been baptized, you should continue to visit them for a few weeks. Your purpose is to help place them firmly on the path leading to eternal life so that they can return to our Heavenly Father's presence. One immediate goal is to help them prepare to attend the temple.

Scripture Activity

Read 2 Nephi 31:19–20 with your companion and discuss the following question.

- What must a new member do after his baptism?

After the new convert is baptized, the stake missionaries and the home teachers have major responsibility for his progress. You work with the stake missionaries to help new converts become fully active in the Church. In order to help stake missionaries, you must understand their role.

Stake missionaries and home teachers are responsible to fellowship new members and help them feel accepted and welcome in the Church. One of their main tasks is to teach the *Discussions for New Members*. These discussions teach the new member more about the doctrines and mission of the Church. New converts begin receiving these discussions within a week after baptism. They complete them two or three months after baptism.

The *Discussions for New Members* are arranged in the same format as the missionary discussions. Each discussion contains teaching helps and commitments to help new members become fully active in the Church.

You should go with the stake missionaries who teach the first two or three discussions to new members. Your role is to support the stake missionaries in these discussions. As they request, bear testimony, give examples, and otherwise support their teaching.

TRAINER

Follow Up

- Ask your companion to locate the goal to prepare suggested agendas for baptismal services.
- Ask him if he feels that he accomplished his goal.
- Discuss what went well in working toward the goal and what could be improved.
- Discuss how uplifting baptismal services can spiritually strengthen a new convert.
- Complete the assignment log at the end of the chapter.

Read and Discuss

Find Out

- What should be your purpose when you are fellowshiping new members?

Read

Discuss

- How does your role change when your investigator is baptized?
- How important is your role in fellowshiping?

Read and Discuss

The stake missionaries will use the Convert Baptism Checklist as a resource to help the new members feel the Spirit as they continue to learn and apply gospel principles. They should encourage the bishop to give the new converts Church callings and ordain the male members to the priesthood.

Stake missionaries will also introduce home teachers to the new member. The home teachers may be present when the stake missionaries teach the *Discussions for New Members*, and they can help with the teaching.

Stake missionaries will encourage the new convert to continue reading the Book of Mormon, have personal and family prayer, and have family home evening. They will help him prepare to enter the temple. The responsibility of the stake missionaries does not end until the new member is fully involved in the Church.

After your investigators are baptized, you should help the stake missionaries and home teachers work with them until they have done the following:

- Received at least two or three of the *Discussions for New Members*
- Become acquainted with the bishop and other ward leaders
- Received a Church calling
- Been ordained to the priesthood if they are males
- Begun to participate in ward activities and assignments

Continue to pray for new converts. Visit new members regularly for a few weeks after their baptisms to strengthen them spiritually. Correlate your visits with the stake missionaries. During these visits, you can read the Book of Mormon with the new members, pray with them, and encourage them to keep their commitments.

New converts can also refer many people to you to be taught. You can help them invite their friends and relatives to hear the gospel. Doing these things will help the new convert continue to grow spiritually.

Find Out

- How will the *Discussions for New Members* help converts remain active?
- Who teaches the *Discussions for New Members*?

*Read**Discuss*

- Why it is so important for new converts to receive a calling and for male members to be ordained to the priesthood?

*Read**Discuss*

- How do stake missionaries help the new member make and keep the commitment to remain fully active?

*Read and Discuss**Find Out*

- How can full-time missionaries help to fellowship new members?
- What benefits will come from involving stake missionaries with each investigator before his baptism?

Share Feelings

- Share an experience you had with fellowshipping a new member who is still active.

Identify

- Have your companion cover the answers in the right column.
- Have him read a situation.
- Ask him to decide whether the missionaries are effectively fellowshipping the investigators and new members.
- Ask him to explain his decision.
- Do the same for the following situations.

The following are examples of missionaries fellowshipping investigators and new members. In each situation, decide if the missionary is effective. Discuss your answers with your companion.

1. Immediately before the baptismal interview, the elders make a note to tell the ward mission leader about the baptism.
2. The elders bring the stake missionaries to help teach the fourth missionary discussion.
3. The stake missionary calls Elder Snyder, a full-time missionary, and asks him to help teach the first discussion for new members.
4. The elders feel that they should not contact the Becks after their baptism. They think that this will keep the Becks from developing friendships on their own and will cause them to rely too much on the missionaries.
5. While the stake missionaries are teaching the *Discussions for New Members*, Elder Snyder follows their lead and adds his testimony.
6. A week after the baptism, Elders Snyder and Callis drop by to read the Book of Mormon with the Becks.
7. Six weeks after the baptism, Elders Snyder and Callis still drop by the Becks' home each day to visit briefly.
8. Two months after the baptism, Elders Snyder and Callis drop by the Becks to seek referrals.

Answers:

Ineffective. The missionaries should have told the ward mission leader about the investigator's progress long before the interview.

Effective. The stake missionaries need to be involved with the investigator long before the baptism. They may have helped to find the investigator.

Effective. Missionaries should attend the first two or three discussions for new members.

Ineffective. New members need to learn to stand on their own. But full-time missionaries can greatly help them become active members of the ward.

Effective. Stake missionaries lead out in these discussions.

Effective. For a few weeks after the baptism, the missionaries should continue to strengthen the investigators.

Ineffective. Missionaries should be visiting much less frequently by now. Stake missionaries should be doing most of the fellowshipping.

Effective. This is a good way to fellowship the Becks and find new people to teach.

End your study session now, and apply what you have learned in this section by doing the following:

- Do one of the following today: (1) Visit your most recent convert and strengthen him. Help him invite a friend or relative to hear the first discussion. (2) Help the stake missionaries teach one of the *Discussions for New Members*.
- Write a goal to do one of these things. Carry the goal with you during the day as a reminder.
- After you complete the goal, ask your companion to tell you how you did. Discuss what went well and how you can improve.

Conclusion

You have the opportunity and responsibility to help investigators qualify for baptism. After you do this, you should make sure that the baptismal service is spiritually uplifting for all in attendance. In addition, you should help stake missionaries to fellowship new converts for several weeks after the baptism. In these ways, you can help new members become fully involved in their new wards and lives. As they prepare to receive other ordinances, they will continue to progress along the path leading to eternal life.

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

Invite

- Invite your companion to choose one of the suggested activities.
- Invite him to write a goal to complete the activity he chose.

Follow Up

- Write the goal to help your companion complete the activity he chose.
- Take this goal with you as you proselyte. Use it to help your companion accomplish his goal.
- Complete the study record at the end of the chapter.
- During your work today, point out opportunities to fellowship new members. Discuss how you and your companion are doing.

Read

Invite

- Invite your companion to write goals to help him improve.

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review principles used in preparing people for baptism and fellowshiping them.

Convert Baptism Checklist

The bishop uses this form in priesthood executive committee and ward council meetings to discuss the progress of each new convert during the first year after baptism. Under the direction of the bishop, the ward mission leader completes this form for potential converts. He may need to obtain necessary information from the full-time missionaries.

Name of convert and spouse <i>Charles and Carol Ellis</i>				Baptism date <i>10/13/86</i>	
Address <i>2716 Oak Road</i>			Names of children <i>Angie</i>		Age <i>5</i>
City <i>Walnut Creek</i>	State <i>CA</i>	Telephone <i>555-6742</i>	Names of children <i>Joseph</i>		Age <i>2</i>
Country <i>USA</i>		Postal/zip code <i>94596</i>			
Home teachers <i>Clyde Dennis, Robert Enstrom</i>			Visiting teachers <i>Mary Phillips, Annette Johnson</i>		
Before Baptism				Date Completed	
The bishop has met the nonmember(s)				<i>9/28/86</i>	
The missionaries have taught all the discussions				<i>10/10/86</i>	
The investigator(s) have attended sacrament meeting				<i>9/21/86</i>	
The candidate(s) have been interviewed for baptism				<i>10/12/86</i>	
The Baptism				Date Completed	
The bishop interviews the new convert(s)				<i>10/19/86</i>	
Eligible male(s) receive the Aaronic Priesthood				<i>10/26/86</i>	
The new convert(s) are enrolled in the Gospel Essentials class				<i>10/19/86</i>	
Stake missionaries begin teaching the discussions for new member(s)				<i>10/15/86</i>	
The elders quorum and Relief Society presidencies visit the new convert(s)				<i>10/16/86</i>	
The new convert(s) begin regular family home evenings, scripture study, and family prayer				<i>10/13/86</i>	
One to Four Months After the Baptism				Date Completed	
The bishop interviews the convert(s) again				<i>11/16/86</i>	
The new convert(s) receive Church callings				<i>11/16/86</i>	
The new convert(s) bear testimony or speak in church				<i>12/21/86</i>	
The discussions for new member(s) are completed				<i>1/11/87</i>	
The new convert(s) begin a family group sheet for temple sealing				<i>1/16/87</i>	
As Soon As Appropriate During First Year				Date Completed	
Eligible and worthy males receive the Melchizedek Priesthood				<i>5/10/87</i>	
After One Year				Date Completed	
The family attends the temple				<i>10/14/87</i>	

Converts

The mission office will forward the white copies to Church headquarters or the area office. Membership records will be prepared and sent to the appropriate ward or branch.

When all white and pink copies are used and detached from the Baptism Recommend/Temporary Membership Record book, send the book containing yellow copies to the mission office. The mission office should keep it on file for two years, after which it should be destroyed.

Clerk responsibilities: When the pink copy of the Baptism Recommend/Temporary Membership Record is given to the new member's bishop or branch president, he should—

1. Put the pink copy of the recommend in the membership record binder or file box to use as a temporary membership record.

Baptism Recommend/Temporary Membership Record			
<small>This form should be completed for all persons being baptized. For convert ordinands, complete all applicable items. The children of record complete only the shaded areas. Please print legibly. Rules in brackets and parentheses in the form of the text.</small>			
Type of baptism (check appropriate heading)	<input type="checkbox"/> Child of record	<input checked="" type="checkbox"/> Convert	<input type="checkbox"/> Head of household
Name and number	1076543	Date given, month, year	10 FEB 70
Name of parent	DOE, DEBORAH LOUISE	Member (last name, first, other)	JONES
Home address (number and street)	VALLEY LN	City or town, county or district, state or province, nation	SALT LAKE CITY, SALT LAKE, UTAH
Home phone number	100 MAPLE STREET	Member's home phone number (number and street)	
City or town	SALT LAKE CITY	State or province	UTAH
Member of prior marriage (last name, first, other)	SMITH, MARY JANE	Member (last name, first, other)	DOE, JOHN ROBERT
Marriage date (day, mo., yr.)	7 AUG 1972	Divorce date (day, mo., yr.)	13 JUNE 1946
Marriage date (day, mo., yr.)	23 MAY 67	Divorce date (day, mo., yr.)	
Member	11 FEB 70 REDMUND, JAMES E.	70	3 MAY 74 JM
Teacher			
Parent			
Person not living with member who will provide home member's address			
Address of this person			
Relationship to member			
Comments			

2. Make sure the baptism and confirmation information is recorded in the Ordinance and Action Record.
3. Prepare a Certificate of Baptism and Confirmation to present to the member.
4. Compare the pink copy of the form to the new membership record when it is received from Church headquarters or the area office. If the membership record is inaccurate or incomplete, update the record according to instructions in the *Church Membership Records* booklet (automated, 32319; nonautomated, 33477). Then destroy the pink copy.

When preparing a membership record for a child of convert parents, the clerk should follow instructions in the *Church Membership Records* booklet.

First Marriage Information: First marriage			
Name of prior spouse (last name or maiden name, first, other)	Member	Children of 1st marriage (last name, first, other)	Birth date (day, mo., yr.)
REDMUND, JAMES E.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	GEORGE WESLEY	1 JUNE 48 JM
Place of marriage (city or town, county or district, state or province, nation)		CAROL JEAN	30 OCT 70 F
LAS VEGAS, CLARK, NEVADA			
Marriage date (day, mo., yr.)	Divorce date (day, mo., yr.)	Death date (day, mo., yr.)	
23 MAY 67	18 NOV 71		
First Marriage Information: Second marriage			
Name of prior spouse (last name or maiden name, first, other)	Member	Children of 2nd marriage (last name, first, other)	Birth date (day, mo., yr.)
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Place of marriage (city or town, county or district, state or province, nation)			
Marriage date (day, mo., yr.)	Divorce date (day, mo., yr.)	Death date (day, mo., yr.)	
Comments: <input type="checkbox"/> Convert <input type="checkbox"/> Child (6-11) <input type="checkbox"/> Youth (12-17) <input type="checkbox"/> Adult (age 18 and over) <input type="checkbox"/> Female adult (age 18 and over) <input type="checkbox"/> Member <input type="checkbox"/> To be baptized at the time <input type="checkbox"/> Member <input type="checkbox"/> Deceased <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Midwifery <input type="checkbox"/> Member <input type="checkbox"/> To be baptized at the time <input type="checkbox"/> Member <input type="checkbox"/> No <input type="checkbox"/> Married, spouse is <input type="checkbox"/> Member <input type="checkbox"/> To be baptized at the time <input type="checkbox"/> Member <input type="checkbox"/> No <input type="checkbox"/> This convert is the parent or guardian of one or more children living at home <input type="checkbox"/> Yes <input type="checkbox"/> No Children: Complete this section if convert is a parent with children living at home Number of children living at home seven years of age and under: 1 Number of children living at home eight years of age and over who are members: 0 Number of children living at home eight years of age and over being baptized at the time: 2 Number of children living at home eight years of age and over who are nonmembers: 2 Total number of children living at home: 3			

Converts

A convert baptism is the baptism of any person (1) nine years of age or older who has never been baptized, or (2) eight years of age whose parents are not members.

Baptisms of excommunicated persons who are readmitted to the Church are not convert baptisms. Missionaries and ward mission leaders should not interview a former member of the Church who is authorized for readmission. Such interviews are conducted by bishops and branch presidents.

The Interview

An authorized full-time missionary or the ward mission leader should interview each candidate before baptism and complete the Baptism Recommend/Temporary Membership Record (forms in this book).

1. Enter information in all the applicable areas, except the baptism and confirmation dates. Be sure to include any prior marriage information on the back side of the Baptism Recommend/Temporary Membership Record.
2. Enter the names of the persons who are going to perform the ordinances. (Inform the candidate that if a person from another ward or branch, other than a full-time or stake missionary, will be performing the baptism and/or confirmation ordinances, he must have a current temple recommend or a Recommend to Perform an Ordinance [32595].)
3. Sign the Baptism Recommend/Temporary Membership Record.
4. Distribute the copies of the Baptism Recommend/Temporary Membership Record: White copy—to the missionary responsible for the baptism. The missionary is to present it to the person conducting the baptismal service. Pink copy—to the candidate for baptism to present to the person conducting the baptismal service. Yellow copy—keep in the Baptism Recommend/Temporary Membership Record book.

The Baptism and Confirmation

The ward, branch, or mission leader conducting the baptismal service should—

1. Obtain the white copy of the Baptism Recommend/Temporary Membership Record from the missionary responsible for the baptism.
2. Obtain the pink copy of the Baptism Recommend/Temporary Membership Record for the candidate for baptism.
3. Enter the baptism and confirmation dates in the appropriate spaces on the white and pink copies after the ordinances are performed. (Note: Change the names under "Performed by" if different persons performed the ordinances.)
4. Present the pink copy to the new member's bishop or branch president.
5. Give the white copy to the missionary responsible for the baptism.

Record-keeping Responsibilities

The missionary responsible for the baptism should—

1. Make sure the baptism and confirmation dates have been entered on the white, pink, and yellow copies of the Baptism Recommend/Temporary Membership Record immediately after the baptism and confirmation occur.
2. Group together the white copies of the Baptism Recommend/Temporary Membership Record for family members baptized at the same time.
3. Send the white copy of the Baptism Recommend/Temporary Membership Record to the mission office. The baptism will not be counted on the mission reports until the copy is received by the mission.

STUDY RECORD

Date	Time Spent	Pages Studied	Comments

ASSIGNMENT LOG

Invitation	Date	Situation	Signature
<p><i>"Help Investigators Qualify for Baptism"</i> Help your investigators qualify for baptism.</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<p><i>"Prepare Spiritually Uplifting Baptismal Services"</i> Prepare spiritually uplifting baptismal services by memorizing the baptismal prayer and meeting with the ward mission leader to plan upcoming baptismal services.</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<p><i>"Assist Stake Missionaries in Fellowshiping"</i> Visit your most recent convert and strengthen him, or help the stake missionaries teach one of the <i>Discussions for New Members</i>.</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

LEADERSHIP



INTRODUCTION

LEARNER

The purpose of this chapter is to help you and your companion use the commitment pattern with each other and with other missionaries. The principles taught in the chapter will help you prepare others to feel the Spirit, invite them to improve, and follow up to help them grow. Begin your study with prayer, and ask the Lord to help you learn and apply the principles you study.

The Commitment Pattern

Leadership		
Prepare	Invite	Follow Up
Build Relationships of Trust		
Help Others Feel and Recognize the Spirit		
Present the Message		
Find Out		
	Resolve Concerns	

As shown here, the commitment pattern applies in all areas of your work, including working with other missionaries. To use the commitment pattern in leadership, (1) prepare missionaries to feel the Spirit of the Lord, (2) invite them to make commitments to learn and apply Christlike attributes and skills, and (3) follow up to help them grow.

The Savior explained the true meaning of leadership: "He that is ordained of God and sent forth, the same is appointed to be the greatest, notwithstanding he is the least and the servant of all" (D&C 50:26). While serving a mission, you will have the opportunity to lead others and thus to serve them.

TRAINER

Prepare


- Review this chapter before you begin studying it.
- Before each companion study period, review the section that you are going to study.

Read

Find Out

- What is the purpose of this chapter?
- How can you use the commitment pattern in leadership?

Share Feelings

- Share an experience in which a mission leader helped you to improve.
- 

A mission leader is responsible to help missionaries succeed in bringing souls unto Christ through baptism. He can do this by teaching missionaries to develop Christlike attributes and to more effectively use the commitment pattern to bring about conversion.

Read and Discuss

In companionships, one missionary is usually assigned to function as the senior companion. Sometimes a more experienced missionary is assigned as the junior companion of another missionary who has not served as long or who has not had as much leadership experience. This practice teaches several important principles.

- Being called to be a leader or a senior companion does not mean that a missionary is more capable or worthy than others. Rather, such a calling becomes an opportunity to serve.
- In Church service, people do not move up through leadership callings. A district leader or zone leader may be called as a junior companion after his release.
- A release is a part of a Church call and does not mean that a missionary has served unfaithfully or has failed.
- In Church service, one is always appointed to lead, so that there is order. Members should not use leadership positions to satisfy their own ambitions.
- The leader is not a dictator. He makes final decisions but counsels with his companion to reach a decision on which they can both agree.

Find Out

- Why is the senior companion not always more experienced than the junior?

It is very important for you to feel charity for your companion. Investigators can feel the love that you radiate as a companionship. One investigator family was just about to stop learning about the Church after the third discussion. They just couldn't believe the Joseph Smith story. As the discussion was ending, however, the mother of the family said:

Read

"Elders, we really are having a hard time believing what you have taught us. We were about to tell you that we were not interested in hearing any more discussions. But I want you both to know that I can feel the love you have for one another as you teach your lessons. If you can have such a powerful feeling between yourselves, your message must be important for us."

Discuss

- Why is love between companions so important?

Share Feelings

- Share an experience in which your relationship with a companion helped an investigator.

One of the best ways to promote unity and love in your companionship is through the companion planning session (sometimes called the companion inventory). In this meeting, you can discuss and set goals for your work, your relationship as companions, and your personal lives. Hold these sessions each week, and hold other meetings during the week as needed. The best place for these meetings is your own apartment.

Read

Your companion planning sessions should include the following (not necessarily in order of priority):

- Pray (include opening and closing prayers).
- Discuss and review personal goals.
- Discuss the progress of your investigators.
- Evaluate the previous week's proselyting goals and plans.

LEARNER

- Discuss and set proselyting goals.
- Share testimony with each other.
- Discuss companionship conflicts, if any.
- Finalize plans for the coming week.

Always begin your planning sessions with prayer. Then individually seek the Lord's help as you review your past goals and set personal goals for the coming week. After setting your personal goals, read them to your companion, and ask for his help in attaining them.

Together, review the past week's performance and the progress of your investigators. Then set proselyting goals together. Use the calendar portion of the Missionary Weekly Planner to plan your activities for the week.

As you finish your goal setting and planning, bear your testimony to your companion and express your appreciation for him. This will help maintain a spiritual atmosphere in which you can discuss any conflicts or concerns that may have arisen in your companionship.

Conclude your companion planning session by kneeling in prayer, committing yourselves to the goals you have set, and asking for the Lord's help. The companion planning session will be one of your greatest tools for effective missionary service. It will bring your companionship closer together as you strive to serve the Lord. The companion planning session should be held even when everything is going well in your companionship.

In order to serve the Lord well, missionary companions must have the constant companionship of the Spirit of the Lord. You need the Spirit so that (1) together you can be receptive to the will of the Lord and do what he would have you do, and (2) the Spirit can confirm your teachings and testimony. The document "Companions," which accompanies this lesson, contains nine guidelines to help companions bring the blessings of the Spirit more fully into their lives. Discuss these principles during each companion planning session.

End your study session now, and apply what you have learned in this section by doing the following:

- Read the document "Companions," and discuss it with your companion.
 - After reading it, discuss how following the guidelines mentioned can bless your companionship.
-

TRAINER*Discuss*

- How do companion planning sessions help a companionship?

*Read**Find Out*

- How can companion planning sessions help you proselyte more effectively?

Discuss

- How can you make your companion planning sessions better?

*Read**Share Feelings*

- Share your positive feelings about the relationship you have with your companion.

Invite

- Invite your companion to read and discuss the document "Companions" with you.
-

Follow Up

- Help your companion apply the guidelines in the document "Companions."
- Discuss with him how following the guidelines mentioned can bless your companionship.
- Complete the assignment log at the end of the chapter.

Conclusion

Leadership is helping others to succeed. An effective way to be a good leader is to use the commitment pattern in working with others. Leaders also teach others to use the commitment pattern. Companion planning sessions help you become more effective missionaries and leaders, and they promote unity and love between companions.

Read

Using the information in this chapter, identify areas in which you need to improve. Write your goals for improvement in these areas. Refer to this chapter often for suggestions and help.

Invite

- Invite your companion to write goals to help him improve.

Follow Up

- Ask your companion to share his goals with you. Find out how you can help him achieve his goals.
- Compliment him on the progress he makes.
- Periodically review principles of leadership.

COMPANIONS

The preaching of the gospel two by two is a pattern that the Lord established during his mortal ministry. In Mark, we read that Jesus "called unto him the twelve, and began to send them forth by two and two" (Mark 6:70). When he appointed the seventy, he "sent them two and two" to prepare the way before him (Luke 10:1). In our own dispensation, the Lord has reemphasized this principle: "And ye shall go forth in the power of my Spirit, preaching my gospel, two by two, in my name" (D&C 42:6).

The Lord has established this pattern for his missionaries for a number of reasons. In the first place, he has repeatedly taught that "in the mouth of two or three witnesses shall every word be established" (D&C 6:28; see also Deuteronomy 17:6; Matthew 18:16; 2 Corinthians 13:1; Ether 5:4; D&C 128:3). The testimonies of two missionary companions support each other and can have a greater effect on investigators, especially if the love and brotherhood of the missionaries are evident.

In the same way, missionary companions are able to support each other in other phases of their work. They help each other in the process of learning and growing and strengthen each other in times of difficulty.

The companion relationship also provides missionaries with an invaluable protection in the face of danger, whether physical danger, false accusation, or temptation. For example, if a missionary is accused of misbehavior, the word of his companion is an important verification of the truth. And a companion can serve as a voice of warning to a missionary who is facing temptation. He can even call upon the help of the mission president when needed.

Missionaries who develop and maintain an appropriate relationship and stay together seldom encounter problems that they cannot solve.

In order to serve the Lord as effectively as possible, you and your companion must have the constant guidance of the Spirit of the Lord. You need this Spirit (1) so that you can know what the Lord wants you to do, and (2) so that the Spirit can confirm your teachings and testimony and lead your investigators toward conversion.

The following guidelines are suggested as ways in which you can bring the blessings of the Spirit more fully into your companionship:

1. **You and your companion should emphasize your roles as part of a team.** Make sure that you work together in a spirit of unity. At a conference of the Church early in this dispensation, the Lord proclaimed to his servants, "I say unto you, be one; and if ye are not one ye are not mine" (D&C 38:27).

When you and your companion have different opinions about what to do, you must honor the roles that you each have. The senior companion should ask for his companion's counsel and consider it carefully. The junior companion, after offering his counsel, must be willing to accept his companion's righteous decisions. He should accept them with his whole heart, without doubtful feelings. The senior companion must make sure that his junior companion feels like a full partner. He must include his junior companion in the planning process and show sincere trust in him.

2. **You and your companion should love and respect each other.** This bond of brotherly love creates an atmosphere in which the Spirit can influence you. In 1 John we read:

"Beloved, let us love one another: for love is of God; and every one that loveth is born of God, and knoweth God. He that loveth not knoweth not God; for God is love. . . . If a man say, I love God, and hateth his brother, he is a liar: for he that loveth not his brother whom he hath seen, how can he love God whom he hath not seen? And this commandment have we from him, That he who loveth God love his brother also" (1 John 4:7-8, 20-21).

When you love your companion, you show that you love God. You and your companion also help each other learn to love your investigators. To develop love for each other, you should do the following things:

- a. *Find ways to serve each other.* When you serve someone, you show that you love him, and you also develop love for him. King Benjamin referred to the relationship between love and service when he counseled parents to teach their children "to love one another, and to serve one another" (Mosiah 4:15).
- b. *Study together each day and pray together frequently throughout each day.* When you study with your companion, you increase your knowledge and skill. But you also open the door for even more intimate experiences with the Spirit. Through these experiences, you can become more unified and cooperative and develop greater love and respect for each other. The same blessings come from frequently praying together. You will find that many of your obstacles are broken down when you join in sincere prayer to your Father in Heaven.
- c. *Do not become preoccupied with negative thoughts.* The Savior explained to the Nephites, "He that hath the spirit of contention is not of me, but is of the devil, who is the father of contention, and he stirreth up the hearts of men to contend with anger, one with another" (3 Nephi 11:29). When irritations arise, companions need to remember "temperance, patience, brotherly kindness, godliness, charity, humility" (D&C 4:6).

Irritations, frustrations, and complaints can quickly begin to divide you if you do not disregard them or respectfully resolve them. In any relationship, different habits can cause conflict. But most of these frictions are not

important and should be completely ignored. The best way to eliminate negative thoughts is to concentrate on positive ones. Focus on the good things in your companion.

- d. *Give necessary correction constructively and respectfully.* The Lord taught that the effective priesthood bearer influences others "by persuasion, by long-suffering, by gentleness and meekness, and by love unfeigned" (D&C 121:41).

When you feel the need to correct a fault in your companion, make sure that you are motivated by a sincere concern for his welfare, not by a need to satisfy your own feelings.

3. **You and your companion should communicate with each other openly and frequently.** Regularly evaluate your relationship, and respectfully express your feelings to each other. This can keep negative feelings and problems from growing and build a foundation of mutual respect and trust.
4. **Be loyal to each other.** Completely support everything that your companion does in righteousness, and never criticize him behind his back.
5. **Obey the standards of missionary conduct and the rules of the mission.** One of the ways in which you can most help your companion is to help him overcome any temptations that face him. Do not compromise on rules even if they seem unimportant, for example, the policy that companions should sleep in the same room, but not in the same bed. The rules that missionaries are asked to obey are based on years of experience with many missionaries and on the direction of the Lord's inspired servants.

When someone has a serious problem, he has almost always developed it by foolishly disobeying principles that seem unimportant. The adversary works hard against missionaries. He especially tries to make a transgression seem innocent or insignificant.

6. **Be sensitive to your companion's needs and challenges, and get help when needed.** Be aware of your companion's health problems. Also, be aware of his feelings so that you can help him avoid transgression and complete a full and memorable mission.

For example, your companion may break the rule that says not to touch members of the opposite sex or be too friendly with them. Or, he may have fears that keep him from working effectively and that could make him want to return home. You should be aware of these problems and seek advice from your mission president.

Do not let your companion's problems become so bad that he transgresses or has to leave the mission. You should have enough courage and love for your companion to ask the mission president for help before a problem becomes a crisis.

7. **Always stay together.** Staying together means staying close together, not merely within sight of one another or in the same house. Any exceptions to this rule would be very rare and obvious. Do not make exceptions for seemingly innocent activities that take companions away from each other, such as shopping, doing laundry, or even jogging. For example, do not assume that it is harmless for you to continue jogging around a park while your companion rests under a tree, or for you to be in one room with an investigator or member while your companion is in a different room. Such situations may seem harmless at the beginning, but they can quickly get out of control. Also, be careful not to be left alone when working with stake missionaries.
8. **Avoid situations that could lead to problems.** It is less painful to prevent a problem than to cure it. Be humble, and realize that everyone can be tempted. For example, avoid teaching members of the opposite sex alone, especially divorcees or those who are having marriage problems. Do not counsel members, but encourage them to talk with their priesthood leaders. Although such situations will not always lead to problems, you should eliminate any possibility of such problems.
9. **Do not borrow money from your companion.** If you are having financial problems, discuss your situation with your mission president. Never make your companion, other missionaries, or anyone else feel that they ought to lend you money. Financial problems can hurt any relationship.

STUDY RECORD

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ASSIGNMENT LOG

Invitation	Date	Situation	Signature
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