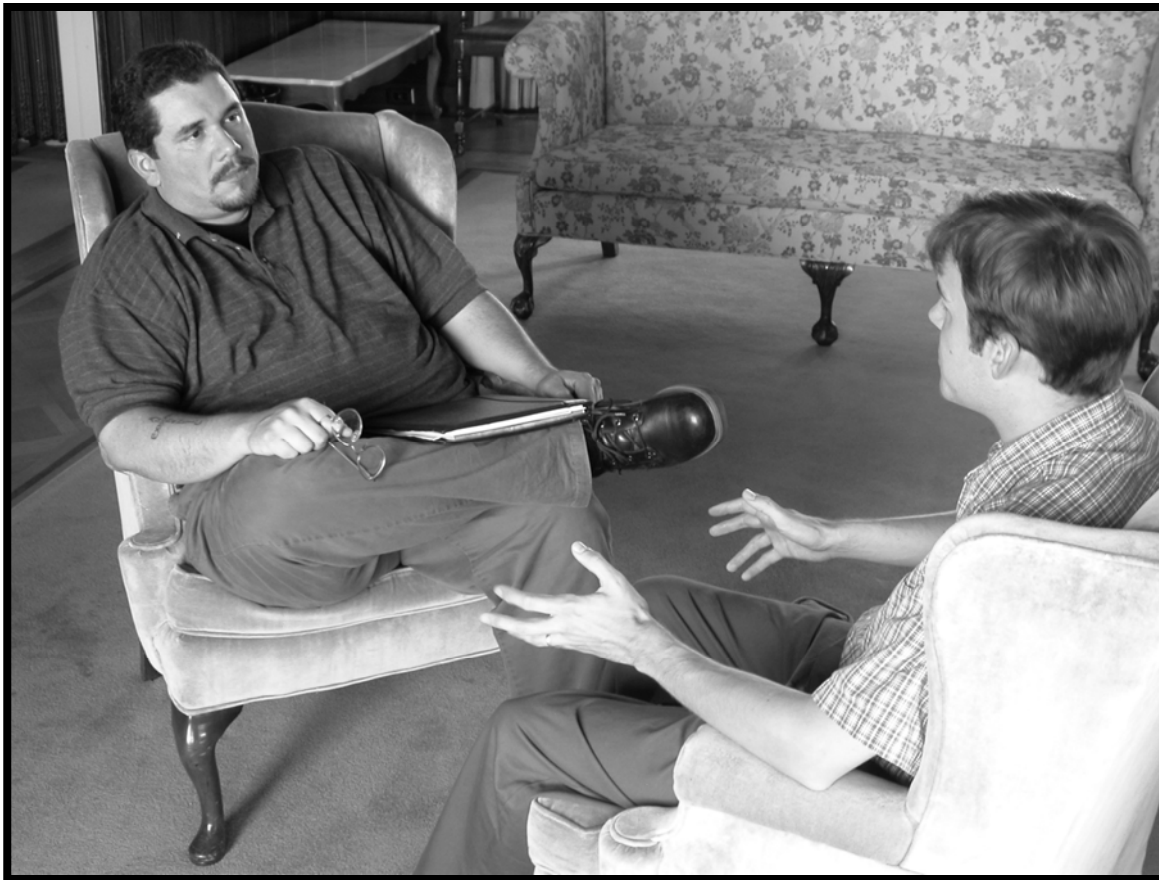


**MENTORED FIELD MINISTRY:**

# Resource Manual



**WESTERN SEMINARY**  
Sacramento Campus

## **ACKNOWLEDGEMENTS**

We wish to thank the Field Education and Mentoring Departments of Bethel Seminary, Dallas Theological Seminary, Denver Seminary, Golden Gate Seminary, Trinity Seminary and Western Seminary for their contributions to this manual.

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# TABLE OF CONTENTS

## SECTION 1: FOR THE STUDENT

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BECOMING A MENTOREE	4
CONTRACT	5
CHARACTER AUDIT	7
MINISTRY SKILLS AUDIT	11
MINISTRY SKILLS AND CHARACTER GOALS	16
STUDENT SELF EVALUATION FORM	21
ISSUES FOR DISCUSSION IN MENTORING RELATIONSHIP	25
BIBLIOGRAPHY	29

## SECTION II: FOR THE MENTOR

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COVER SHEET	1
TABLE OF CONTENTS	3
INTRODUCTION	4
WESTERN MENTOR CHECKLIST	5
WHAT'S EXPECTED OF A WESTERN SEMINARY MINISTRY MENTOR	6
MENTOR PARTICIPATION FORM	7
MINISTRY MENTOR EVALUATION FORM	11
MENTORING IN FOCUS	18
WAYS TO SABOTAGE A MENTORING RELATIONSHIP	19
MENTORING SKILLS	20
THE MENTORING SESSION	22

# BECOMING A MENTOREE\*

Fruitful mentoring involves relationship. While mentoring relationships take many forms, the constant factor in all of them is mutuality. Mutuality means that both mentor and mentoree share responsibility for the outcome. So, how does a mentoree influence the quality of the mentoring relationship? As you consider your role as a mentoree, reflect prayerfully on the following traits of a good mentoree.

## 1. Clear Expectations

*Am I able to clearly identify what I need from a mentoring relationship?  
Do I seek good counsel and God's wisdom in forming my expectations?*

## 2. Teachability

*Am I approaching a mentoring relationship open to challenges, eager to learn and humble in spirit?*

## 3. Reliability

*Am I taking this relationship seriously?  
Do I make good use of my mentor's feedback?*

## 4. Initiative

*Do I find ways to learn what I need to learn?  
Am I approaching my mentoring sessions with good questions prepared?\**

## 5. Self-awareness

*Am I conscious of potential barriers that I bring to potential growth experiences?  
Do I intentionally assess my previous experience and seek to build on it?*

\*This material is from *The Training and Mentoring Manual of Denver Seminary*  
Used by permission of Denver Seminary.

\*\*Numerous experts in the field of mentoring suggest that asking good questions is one of the most influential factors in the quality of a mentoring relationship. Questions that draw out a mentor's greatest resources do not come to mind naturally and spontaneously. Asking good questions is a skill that must be honed. An excellent model for developing this skill can be found in the book, *Spiritual Mentoring*, by Keith R. Anderson and Randy D. Reese (Downers Grove, IL: Intervarsity Press, 1999), pp. 146-147).



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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

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*Important!* Attach the two forms detailing your **Character Goals** and **Ministry Skills Goals**. You are required to commit a minimum of 4 hours per week for a minimum of ten weeks to this ministry (regular church attendance and travel are not included).

### TENTATIVE SCHEDULE OF SESSIONS WITH MINISTRY MENTOR

(Seek to meet for an hour at least twice a month.)

Scheduled Time: \_\_\_\_\_

Location: \_\_\_\_\_

Dates: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluations are due after 10 weeks of ministry on: (*date*)\_\_\_\_\_.

Evaluations shall be completed by the Ministry Mentor and the student.

This contract cannot be terminated by the signatories, except, by mutual agreement and by written notice to the Academic Coordinator, Dave Fredrickson.

**Signed by:**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Western Instructor

\_\_\_\_\_  
Ministry Mentor

\_\_\_\_\_  
Director of Student Development

**Please give a copy of this contract to your Class Instructor, who will turn in a signed copy to the Western Seminary Sacramento office. Copies should be kept for both the student and the mentor for future reference. For more information contact the Western Seminary Sacramento office at 916.488.3720 or 800.250.7030.**

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

WESTERN SEMINARY

**CHARACTER AUDIT\***

**Students enrolled in MFM 501 and MFM 504 must complete this Character Audit form and turn in a copy to the Class Instructor at Reflection Group Session #2. The instructor will turn this form in to the Western Seminary Sacramento office where it will be kept in the student's file to be used by the Student Services department to evaluate degree program effectiveness.**

The following character traits are from the epistles. Please honestly evaluate yourself for each trait. Circle the number on a scale of 1-5 with 5 being the highest.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I am desirous of serving as a leader (internally motivated to serve Christ)                          | 1 | 2 | 3 | 4 | 5 |
| 2. I am above reproach (reputation from past will not hinder future ministry)                           | 1 | 2 | 3 | 4 | 5 |
| 3. I am morally pure (if married, undistracted in commitment to and care for spouse)                    | 1 | 2 | 3 | 4 | 5 |
| 4. I am temperate (sober, balanced, a calm and clear thinker—not given to impulse or excess)            | 1 | 2 | 3 | 4 | 5 |
| 5. I am disciplined in mind (maintain objectivity, even when under pressure or stress)                  | 1 | 2 | 3 | 4 | 5 |
| 6. I am respectable (orderly in life and work)  | 1 | 2 | 3 | 4 | 5 |
| 7. I am hospitable (use home as a place of ministry to others)  | 1 | 2 | 3 | 4 | 5 |
| 8. I am able to teach (able to effectively communicate the truths of God's Word)                        | 1 | 2 | 3 | 4 | 5 |
| 9. I am not given to wine (behavior is not negatively influenced by alcohol or any other harmful habit) | 1 | 2 | 3 | 4 | 5 |
| 10. I am not quick tempered or violent (able to control anger and not abusive in speech or conduct)     | 1 | 2 | 3 | 4 | 5 |

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

11. I am uncontentious (not argumentative and able to disagree without being disagreeable)	1	2	3	4	5
12. I am gentle (encouraging, not harsh in dealing with others' imperfections)	1	2	3	4	5
13. I am not a lover of money, not pursuing dishonest gain (not motivated in ministry by financial gain, but motivated to serve Christ and others)	1	2	3	4	5
14. I manage my family responsibilities well (provide children with the love and discipline they need)	1	2	3	4	5
15. I am not selfishly ambitious or proud (aim to serve, not to win praise for self)	1	2	3	4	5
16. I have a good reputation with outsiders (conduct self with integrity and grace toward unbelievers)	1	2	3	4	5
17. I am not self-willed (listen to and respect the opinions of others, not just own)	1	2	3	4	5
18. I love what is good (more positive than negative in focus)	1	2	3	4	5
19. I am just (fair in dealings with others)	1	2	3	4	5
20. I am devout (center of life on God, not self)	1	2	3	4	5
21. I am true to the faith (committed to and able to articulate a biblical faith)	1	2	3	4	5
22. I am loving (seek to serve the needs of others, without thought of reward)	1	2	3	4	5
23. I am joyful (able to rejoice in the Lord, even during trials)	1	2	3	4	5
24. I know true peace (find peace in the knowledge	1	2	3	4	5

that God is in control of my life)

25. I am patient (willing to give people time to change)	1	2	3	4	5
26. I am kind (considerate of others in actions and words)	1	2	3	4	5
27. I exhibit “goodness” (seek to help others, even the “undeserving”)	1	2	3	4	5
28. I am faithful (trustworthy and dependable)	1	2	3	4	5
29. I am self-controlled (physically and spiritually)	1	2	3	4	5
30. I am grateful (aware of my identity in Christ)	1	2	3	4	5
31. I am prayerful (focus upon intimacy with God)	1	2	3	4	5
32. I am a student of the Word (spend regular and meaningful time in the Word)	1	2	3	4	5
33. I am obedient (seek to do what God says)	1	2	3	4	5
34. I am interdependent on others (experience community and accountability)	1	2	3	4	5
35. I am teachable (desire to learn from others)	1	2	3	4	5
36. I am secure (able to receive correction from others)	1	2	3	4	5
37. I am adaptable (receptive to the promptings of the Spirit)	1	2	3	4	5
38. I am persevering (not inclined to give up)	1	2	3	4	5
39. I am forgiving (able to let go of resentment)	1	2	3	4	5
40. I am truthful (in conversation and in assessments)	1	2	3	4	5

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

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

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

*\*Adapted from material of The Field Education Dept. of Trinity Evangelical Divinity School.*

*Used by permission of Trinity Evangelical Divinity School.*

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

WESTERN SEMINARY

**MINISTRY SKILLS AUDIT\***

Students enrolled in MFM 501 and MFM 504 must complete this Ministry Skills Audit form and turn in a copy to the Class Instructor at Reflection Group Session #2. The instructor will turn in this form to the Western Seminary Sacramento office where it will be kept in the student's file to be used by the Student Services department to evaluate degree program effectiveness.

Please evaluate yourself in the following areas.

**Ministry Skills:**

- A Never done
- B Done infrequently
- C Done frequently
- D A Ministry Strength

**I. Experience in Pastoral Work:**

- |   |   |   |   |   |
|---|---|---|---|---|
| A. Sunday Services (announcements, prayer, etc.)    | A | B | C | D |
| B. Weddings (counseling, rehearsal, ceremony, etc.) | A | B | C | D |
| C. Funerals (counseled, planned, preached, etc.)    | A | B | C | D |
| D. Baptisms (counseled, planned, conducted, etc.)   | A | B | C | D |
| E. Communion (explained, conducted, etc.)           | A | B | C | D |
| F. Baby Dedication (explained, conducted, etc.)     | A | B | C | D |
| G. Counseling (marital, emotional, family, etc.)    | A | B | C | D |
| H. Visitation (home, hospital, jail, etc.)          | A | B | C | D |
| I. Praying (led or participated in prayer ministry) | A | B | C | D |
| J. Shepherding (comforting and encouraging)         | A | B | C | D |

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

## II. Experience in Communication:

- |  |   |   |   |   |
|--|---|---|---|---|
| A. Preaching (textual, topical, etc.)  | A | B | C | D |
| B. Teaching (Sunday school, VBS, etc.) | A | B | C | D |
| C. Leading a small group Bible study   | A | B | C | D |
| D. Speaking to a youth group           | A | B | C | D |
| E. Drama                               | A | B | C | D |
| F. Writing (publications, etc.)        | A | B | C | D |

**Comments:**

## III. Experience in Evangelism:

- |  |   |   |   |   |
|--|---|---|---|---|
| A. Personal Evangelism (friendship, etc.)          | A | B | C | D |
| B. Proclamation Evangelism (church, crusade, etc.) | A | B | C | D |
| C. Missions (short or long term)                   | A | B | C | D |

**Comments:**

## IV. Experience in Edification:

- |   |   |   |   |   |
|---|---|---|---|---|
| A. Worship (planned, led, etc.)               | A | B | C | D |
| B. Music (sang solos or in a choir)           | A | B | C | D |
| C. Fellowship (led retreat, conference, etc.) | A | B | C | D |

- |   |   |   |   |   |
|---|---|---|---|---|
| D. Socials (coordinated, planned, etc.) | A | B | C | D |
| E. Follow-up of new Christians          | A | B | C | D |

**Comments:**

**V. Experience in Administration:**

- |   |   |   |   |   |
|---|---|---|---|---|
| A. Government (served on boards, committees, etc.)  | A | B | C | D |
| B. Staff (senior, executive, assistant, etc.)       | A | B | C | D |
| C. Support staff (secretary, custodian, etc.)       | A | B | C | D |
| D. Finances (produced and monitored a budget, etc.) | A | B | C | D |
| E. Building (building committee, maintenance, etc.) | A | B | C | D |
| F. Helps (usher, audio/video tech, etc.)            | A | B | C | D |
| G. Benevolence (helped poor, needy, etc.)           | A | B | C | D |
| H. Assessing church & community demographics        | A | B | C | D |
| I. Administering church discipline                  | A | B | C | D |
| J. Membership class (developed or taught)           | A | B | C | D |
| K. Policy Manual (developed)                        | A | B | C | D |
| L. Assimilating (welcoming new people)              | A | B | C | D |
| M. Recruiting & mobilizing lay people               | A | B | C | D |
| N. Interviewing for a ministry position             | A | B | C | D |
| O. Recruiting staff                                 | A | B | C | D |

**Comments:**

## **VI. Experience in Leadership:**

A. A Philosophy of Ministry (developed, etc.)	A	B	C	D
B. Mission statement (developed, etc.)	A	B	C	D
C. Strategic planning (developed, etc.)	A	B	C	D
D. Vision casting	A	B	C	D
E. Team building	A	B	C	D
F. Leadership development (designed, conducted, etc.)	A	B	C	D
G. Mentoring (discipled, coached, etc.)	A	B	C	D
H. Mentoring program (developed)	A	B	C	D
I. Small Group ministry (developed, etc.)	A	B	C	D
J. A World Missions program (developed, etc.)	A	B	C	D
K. Delegation	A	B	C	D
L. Conflict Resolution	A	B	C	D
M. Church planting (a new church)	A	B	C	D

**Comments:**

**VII. Other Ministry Experience You Have Had:**

**VIII. If you were to pick two or three ministry skills which you would especially like to see God strengthen in you, which would you pick?**

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

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

*\*Adapted from material of The Field Education Department of Dallas Theological Seminary.  
Used by permission of Dallas Theological Seminary.*

# MINISTRY SKILLS AND CHARACTER GOALS\*

Every student must complete the first three columns of these Ministry Skills and Character Goals forms and turn in a copy of each to the Class Instructor at Reflection Group Session #2. Near the end of the semester, students must review this form with ministry mentors and integrate the information into the “Mentored Field Ministry Paper” due at Reflection Group Session #6.

## **PURPOSE:**

Your Ministry Skills and Character Goals are a strategic plan that guides your field ministry.

## **PROCESS:**

1. You will work with your Ministry Mentor to develop your Ministry Skills and Character Goals. You take the initiative, but you must be sure to get his/her input and final approval.
2. Ministry Skills and Character Goals include training in two vital areas of development: your ministry skills (doing) and your character (being).
3. Under each of these vital areas, you will need to come up with your ministry goals (at least two), your strategy for accomplishing each goal, and a measurement for each strategy. There is also a place for comments.
4. Consider the following to develop quality character goals:
  - Who do I need to be to accomplish this ministry now or in the future?
  - Take the Character Audit (available on request).
  - Discuss areas of need with your Ministry Mentor, spouse, or others familiar with you.
  - What were some need areas that surfaced in the “Discovering and Developing Your Ministry Potential” or “Loving God and Others” evaluation classes?
5. Consider the following to develop your skills goals:
  - What do I need to do to be able to accomplish this ministry, now or in the future?
  - Take the Ministry Skills Audit (available on request).
  - Discuss this area with your Ministry Mentor and any others in the field.
6. Once you have laid out your goals, design a strategy with your mentor’s input to accomplish each goal (see the sample).
7. Once you have laid out your strategy, determine how you will measure each, supplying such things as dates, times, etc., as needed (see the sample).

You will need to make three copies of your Personal Ministry and Character Goals; one for you, one for your Ministry Mentor, and one for your Class Instructor.

*\*Adapted from materials of The Field Education Dept. of Dallas Theological Seminary*

## SAMPLE MINISTRY SKILLS GOALS

GOALS	STRATEGY	MEASUREMENT	PROGRESS/COMMENTS (Student and Ministry Mentor Comments)
1. Improve preaching	Preach once per month	Evaluation form completed by Mentor and two others (date)	
2. Practice evangelism	Visit first-time visitors and present the Gospel  Share my faith as a way of life	At least 3 visits this semester  Talk about spiritual things with at least one non-Christian each week	
3. Mentor another person	Mentor a student in our youth group	Meet with him each week	
4. Plan/participate in a funeral service	Assist Mentor in planning and/or conducting a funeral service  Discuss afterwards	At least once during practicum  Discuss with Mentor	

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

## MINISTRY SKILLS GOALS

Every student must complete the first three columns of this Ministry Skills Goals form and turn in a copy to the Class Instructor at Reflection Group Session #2. Near the end of the semester, students must review this form with ministry mentors, complete the fourth column, and integrate the information into the “Mentored Field Ministry Paper” due at Reflection Group Session #6.

<b>GOALS</b>	<b>STRATEGY</b>	<b>MEASUREMENT</b>	<b>PROGRESS/COMMENTS (Student and Ministry Mentor Comments)</b>

## SAMPLE CHARACTER GOALS

GOALS	STRATEGY	MEASUREMENT	PROGRESS/COMMENTS (Student and Ministry Mentor Comments)
1. Love my God – deepen my personal worship	Establish daily time for praise, meditation and prayer	30 minutes, 4 day/week Memorize 2 verses/wk (dates)	
2. Love my wife	Pray together daily  Regular dates	At least 5 minutes/day  At least 2 nights/month (dates)	
3. Love my children	Spend time alone with each child (we usually do things as a family)  Group devotional and prayer time	At least one time of three consecutive hours/month (I have 4 children) (dates)  At least ½ hour/week (dates)	
4. Develop Christ- likeness	Discuss Christian maturity with mentor  Evaluate present strengths/weaknesses  Design plan for spiritual growth	Part of weekly conference (dates)  For the fruit of love, for example, what are the identifiable acts of love shown to neighbors during the last week	

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

## CHARACTER GOALS

Every student must complete the first three columns of this Character Goals form and turn in a copy to the Class Instructor at Reflection Group Session #2. Near the end of the semester, students must review this form with ministry mentors, complete the fourth column, and integrate the information into the “Mentored Field Ministry Paper” due at Reflection Group Session #6.

<b>GOALS</b>	<b>STRATEGY</b>	<b>MEASUREMENT</b>	<b>PROGRESS/COMMENTS (Student and Ministry Mentor Comments)</b>

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

## STUDENT SELF EVALUATION\*

Every student must complete this Student Self Evaluation form, discuss it with his/her Ministry Mentor and turn in a signed copy to the Class Instructor at Reflection Group Session #6. The instructor will turn this form in to the Western Seminary Sacramento office where it will be kept in the student's file.

STUDENT \_\_\_\_\_

DATE SHARED WITH MINISTRY MENTOR \_\_\_\_\_

One of the keys to effective ministry is accurate self-knowledge. Paul speaks of this in Romans 12:3, "Do not think of yourself more highly than you ought, but think of yourself with sober judgment..." With this in mind, **rate yourself** on the categories listed and give some time to ponder your ratings in light of your ministry goals and experiences.

P = Poor: performance unsatisfactory; needs considerable improvement

F = Fair: below average, performance needs improvement

G = Good: average, dependable, satisfactory performance

E = Excellent: above average performance, exceeds expectations

N/O = Not Observed

### TASK ORIENTATION

#### ATTITUDE:

(circle one)

Assumes responsibility	P	F	G	E	N/O
Shows initiative	P	F	G	E	N/O
Cooperates	P	F	G	E	N/O
Desires to improve	P	F	G	E	N/O
Takes criticism	P	F	G	E	N/O
Is teachable	P	F	G	E	N/O
Is adaptable/flexible	P	F	G	E	N/O
Exercises authority well	P	F	G	E	N/O
Projects positive spirit	P	F	G	E	N/O
Models ministry	P	F	G	E	N/O

#### KNOWLEDGE – APPLICATION AND ACQUISITION:

Learns quickly	P	F	G	E	N/O
Is well read/has inquiring mind	P	F	G	E	N/O



Cooperates with staff/peers; is a “team player”	P	F	G	E	N/O
Responds well to authority	P	F	G	E	N/O
Is tolerant of differing views	P	F	G	E	N/O
Seeks out opinion of others	P	F	G	E	N/O
Shows tact and respect	P	F	G	E	N/O
Exhibits refinement and good manners	P	F	G	E	N/O
Communicates with ease and poise	P	F	G	E	N/O
Is an encourager and enabler	P	F	G	E	N/O
Honors confidentiality	P	F	G	E	N/O
Listens attentively; is perceptive	P	F	G	E	N/O
Confronts appropriately	P	F	G	E	N/O
Is comfortable in group settings	P	F	G	E	N/O
One-on-one	P	F	G	E	N/O
Relates appropriately to opposite sex	P	F	G	E	N/O
Youth	P	F	G	E	N/O
Senior citizens	P	F	G	E	N/O
Diverse ethnic groups	P	F	G	E	N/O

**Overall Interpersonal Relationships Rating:                    P        F        G        E        N/O**

## **PERSONAL CHARACTER**

Adapts readily	P	F	G	E	N/O
Is dependable	P	F	G	E	N/O
Is emotionally stable	P	F	G	E	N/O
Is physically healthy	P	F	G	E	N/O
Has healthy self-concept	P	F	G	E	N/O
Know limitations	P	F	G	E	N/O
Shows enthusiasm	P	F	G	E	N/O
Exhibits good judgment	P	F	G	E	N/O
Handles stress appropriately	P	F	G	E	N/O
Has sense of humor	P	F	G	E	N/O
Is punctual	P	F	G	E	N/O
Is honest	P	F	G	E	N/O
Exhibits self-discipline	P	F	G	E	N/O
Is patient	P	F	G	E	N/O
Is loyal	P	F	G	E	N/O
Practices devotional consistency	P	F	G	E	N/O
Evidences servant spirit	P	F	G	E	N/O
Evidences open reliance on God	P	F	G	E	N/O

Maintains marital and family harmony	P	F	G	E	N/O
Balances personal and professional life	P	F	G	E	N/O
<b>Overall Personal Character Rating:</b>	<b>P</b>	<b>F</b>	<b>G</b>	<b>E</b>	<b>N/O</b>

**Comments on any of the above categories:**

**PLEASE COMPLETE THESE STATEMENTS:**

1. The most valuable experiences of my Mentored Field Ministry were:
  
2. I felt my Mentored Field Ministry experience could be improved by:
  
3. The interaction with my ministry mentor helped me to understand:
  
4. The interaction with my reflection group helped me:

Signed:  
 Student \_\_\_\_\_

Ministry Mentor \_\_\_\_\_

*\*Adapted from an evaluation form of The Field Education Department of Bethel Seminary.  
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# ISSUES FOR DISCUSSION IN THE MENTORING EXPERIENCE\*

Expectations for ministers vary according to the various settings in which ministry may be performed. Some ministry skills and competencies are fairly universal in their appropriateness to all forms of ministry.

Here is a list of some important issues to consider when evaluating preparation for ministry.

1. **Personal integrity:** Are you a person of your word? Do you live a principle-centered life or do your principles shift according to the current situation?
2. **Personal faith commitment:** Do you have an active and dynamic faith? Is your faith real? Are you able to share your faith in appropriate ways?
3. **Personal spiritual discipline:** Do you have an active devotional life, including the use of the Scriptures, prayer, and meditation?
4. **Trustworthiness:** Can you be trusted to carry out responsibilities without constant supervision? Are you dependable in completing tasks and assignments? Do you keep confidences?
5. **Honesty and openness in relationships:** Do you relate to others in genuine ways? Are you able to reveal yourself to others in appropriate ways? Do you value the worth of other people?
6. **Flexibility:** Are you flexible in dealing with your own life and lives of others around you? Are you flexible to the point of having no firm convictions? Are you rigid and unbending? Can you be spontaneous?
7. **Ability to relate with warmth and interest:** Do you communicate to others that you are interested in them as persons and not just as objects of your ministry?
8. **Sensitivity to the gifts of others:** Do you need to be the center of attention or can you truly find joy in the gifts of other people? Does your sensitivity to the gifts and abilities of others mean that you find little worth in your own gifts and abilities?

9. **Self-discipline:** Are you a disciplined person? Are you punctual in completing your tasks? Do you value the time of other people? Are you able to provide personal initiative for your ministry or must you be prodded and reminded by others? Are you able to exercise appropriate control of yourself – your emotions, your use of time, money management, etc?
10. **Criticism:** Are you able to give constructive feedback to others? How do you respond to constructive criticism? How do you respond when others criticize you harshly?
11. **Listening:** Do you listen to others with your ears, your eyes, and your heart? Do you talk too much or do you spend your listening time shaping your own responses while others are talking to you?
12. **Decision-making skills:** Can you make decisions easily? Do you rely on other people to make decisions so that you will not have to take responsibility for the outcomes of those decisions? Are you too quick to make decisions without considering all of the consequences of your decisions?
13. **Stress:** How do you react to stress in your life? Do you work well under pressure? If so, what effect does this have on your other relationships? How does the presence of stress manifest itself in your life—irritability, overeating, procrastination, task-oriented approach to work, etc.
14. **Conflict:** Can you identify various forms of conflict? Do you know different ways of confronting or dealing with conflict? What is your personal style of conflict management? Do you enjoy conflict? Do you avoid conflict?
15. **Anger:** How do you handle the anger of others? Do you recognize the presence of anger in your own life? What kinds of people or situations cause you to become angry? How do you deal with your anger?
16. **Self-awareness:** How open are you with yourself about your strengths and weaknesses, your likes and dislikes, the way your past has influenced the way you behave in the present?
17. **Self-concept:** How do you view and value yourself? Are you able to receive the affirmation of others without discounting their compliments, or are you always seeking praise from others? Are you able to appropriately affirm yourself and your gifts, skills, and abilities?

18. **Encouragement:** Are you able to offer words of encouragement to others in appropriate ways? Are you too critical? Do you offer empty words of praise?
19. **Collegiality:** Do you work well with others? Do you always need to be in control? Do you share in group processes or do you tend to be passive in group situations.
20. **Sensitivity to diversity:** Are you open to the diversity among other peoples and beliefs? Are you aware of areas where you need to broaden your understanding of cultures and perspectives different from your own?
21. **Personal care:** Do you take good care of yourself—emotionally, physically, and spiritually? Do you have an appropriate sense of self-esteem? Are you well groomed and neatly dressed?
22. **Sense of humor:** Are you able to use humor effectively in relating to others? Do you laugh with others or at others? Are you able to laugh at yourself?
23. **Authority:** Do you have a healthy sense of personal authority? How do you react to those in authority over you? Does the gender, age, race, or socio-economic background of the person in authority over you affect the way you respond?
24. **Sexuality:** Are you comfortable with your own sexuality? How well do you relate with persons of the opposite sex? How do you relate with persons of the same sex?
25. **Leadership skills:** Do you have an understanding of the various styles of leadership? Do you provide leadership that is manipulative, controlling, passive, aggressive, etc.? Are you able to enlist and motivate others to assist you in ministry?
26. **Organizational skills:** Are you able to plan your ministry and implement your plans easily? Are you able to prioritize your work, giving appropriate attention to important matters and not getting caught up in minutia? Are you able to delegate tasks to others, equipping them to do the necessary work, trusting them to do what you asked, and accepting their work even if it is accomplished in a different manner than you might?
27. **Caring skills:** Are you able to provide care for others in a variety of contexts—crisis intervention, hospital visitation, grief ministry, marriage counseling, social ministry, pastoral care, and counseling?
28. **Worship leadership skills:** Can you plan and lead meaningful worship experiences?

29. **Teaching skills:** Are you able to teach others utilizing a variety of teaching methodologies based on the various learning styles?
30. **Integration of theory and practice:** Are you able to put together the things you have learned in the classroom and through reading, with the practice of ministry with real people?
31. **Communication skills:** Are you able to communicate effectively with others through verbal and written means? Are you able to articulate ideas on a variety of levels so that people of differing ages and backgrounds might understand you on their own levels?
32. **Understanding of structures:** Do you understand the formal and informal power structures at work in your place of ministry? Are you able to work within these structures?

Do not let this list overwhelm us! No one is competent in all of these areas. We can work toward improving our competence in these and other important areas as we seek to grow into the person and minister God has called us to be.

*\*Adapted from "Experiencing Ministry Supervision," William T. Pyle and Mary Alice Seals, Editors, Broadman & Holman Publisher, 1995*

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**MENTORED FIELD MINISTRY:**

# Mentor's Manual



**WESTERN SEMINARY**  
Sacramento Campus

## **ACKNOWLEDGEMENTS**

We wish to thank the Field Education and Mentoring Departments of Bethel Seminary, Dallas Theological Seminary, Denver Seminary, Golden Gate Seminary, Trinity Seminary and Western Seminary for their contributions to this manual.

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# TABLE OF CONTENTS

## FOR THE MENTOR

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COVER SHEET	1
TABLE OF CONTENTS	3
INTRODUCTION	4
WESTERN MENTOR CHECKLIST	5
WHAT'S EXPECTED OF A WESTERN SEMINARY MINISTRY MENTOR	6
MENTOR PARTICIPATION FORM	7
MINISTRY MENTOR EVALUATION FORM	11
MENTORING IN FOCUS	18
WAYS TO SABOTAGE A MENTORING RELATIONSHIP	19
MENTORING SKILLS	20
THE MENTORING SESSION	22

# INTRODUCTION

Training for effective ministry is the heart of Western Seminary's vision. This vision can be realized only through partnering with mentors who have a passion for Christ and His ministry through them.

Mentoring future leaders affords as many benefits to you, the mentor, as to the student.

**It provides an unusual opportunity to multiply your own ministry.**

Few joys can equal that of seeing others embrace some of your own passion and vision for ministry.

**It provides accountability for your own life.**

Students will help keep your own edge sharp when you invite them to ask probing questions about your life and ministry effectiveness.

**It provides new opportunities for growth.**

An intentional focus on developing a leader will push your own giftedness and vision to new levels.

**It provides immense satisfaction.**

Your heart will be thrilled and awed when you realize that God is using you to place a divine imprint on the life of a future leader.

**Mentoring can also make a broad impact on your church or ministry organization.**

As others see you pouring your life intentionally and thoughtfully into another leader, their own values of ministry will be shaped. Mentoring can literally transform the culture of a ministry! Also, the quality and integrity of ministry will rise as those in leadership are constantly and consciously challenged toward excellence in their personal lives and ministry.

Mentoring is an enormous privilege and carries with it great responsibilities. The Kingdom of God deserves our best preparation and best efforts in cultivating future leaders. The standard is high. The work is noble. The call is from God. The prospects are exhilarating. We are praying for you!

*Adapted from "Mentoring: The Urgent Task," by Dr. Clyde McDowell.  
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# MENTOR CHECKLIST

## FIRST SEMESTER:

\_\_\_\_\_ Review Mentor's Responsibilities as referenced in the document **What's Expected of a Western Seminary Ministry Mentor?** (Page 6)

\_\_\_\_\_ Complete and return the **Mentor Participation Form** to the Western Seminary Office. (Page 7-9)

\_\_\_\_\_ Review, advise and approve student's **Contract** based on the student's **Ministry Skills** and **Character Goals**.

\_\_\_\_\_ Agree on meeting times and place with the student.

\_\_\_\_\_ Discuss expectations of mentoring relationship with the student.

\_\_\_\_\_ At the end of the semester, complete **Ministry Mentor's Evaluation of Student** (Page 10-15) and make a copy for the student. Compare it with the **Student's Self-Evaluation**.

## ON-GOING PER SEMESTER:

\_\_\_\_\_ Review, advise and approve student's **Contract** based on his/her **Personal Character and Ministry Goals**.

\_\_\_\_\_ Meet regularly with student according to agreed upon times and place.

\_\_\_\_\_ At the end of the semester, complete **Ministry Mentor's Evaluation of Student** (Page 10-15) and make a copy for the student. Compare it with the **Student's Self-Evaluation**.

# WHAT'S EXPECTED OF A WESTERN SEMINARY MINISTRY MENTOR?

A qualified and committed Ministry Mentor is a crucial component in a seminary student's field ministry experience. We ask our students to seek out someone who is an experienced and respected practitioner of the type of ministry that he/she is anticipating; hence it is an honor to be approached to see if you would be willing to serve in this role.

To enable you to respond thoughtfully to a student's request for ministry mentoring, here is a brief list of the responsibilities that you would assume:

1. Help the student design a structured learning experience that integrates his/her developmental needs with the needs/circumstances of your ministry site. We want our students to be a blessing to your ministry, not a burden! A contract form will be provided that should provide sufficient flexibility for a customized mentored field ministry.
2. Once the contract is formally approved, meet at least twice a month with the student for approximately one hour over a 10- 40 week period. The length is dependant on the student's degree program requirements and the mentor's availability. The "agenda" for these meetings is also flexible: monitoring his/her goals and ministry, offering your wisdom about various aspects of ministry, "debriefing" following aspects of your ministry that the student has observed, fielding his/her questions about life as a Christian leader, etc. This is where most of the actual mentoring takes place. If time pressures make an hour in your office twice a month to be problematic, we would encourage you to redeem other opportunities (e.g., meals, travel to and from ministry occasions such as funerals, weddings, etc.)
3. After ten weeks, fill out an evaluation of the student. We've designed this evaluation form to facilitate broad-based, meaningful data in a manner that doesn't require a large time investment from the evaluator. We ask that you discuss this evaluation with the student (including comparing it with his/her self-evaluation) during one of your regular meetings before the student submits it to his/her Reflection Group instructor. The Reflection Group Facilitator will also likely be in touch with you sometime toward the end of each semester for a conversation about the student.

Essentially, that's the role of a Ministry Mentor. You will be given a Ministry Mentors Manual, which is called *Mentored Field Ministry: Mentor's Manual* by the student you are mentoring. As a modest token of our appreciation, after the end of your first semester as a Western Mentor, you will be entitled to a tuition waiver, which is good for any 2 unit course at Western taken for enrichment (not graduate credit) at no cost to you. We hope this helps to facilitate your life-long learning as well.

Any questions or concerns that you may have can be directed to Dave Fredrickson, Academic Coordinator, at 916-488-3720 x5 or 800-250-7030. Thank you for prayerfully considering this ministry mentoring opportunity.

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

## WESTERN SEMINARY MENTOR PARTICIPATION FORM

Please complete this form, make a copy for your files, and mail the original to the Western Seminary Sacramento office (see address on page 9).

Name \_\_\_\_\_

Address \_\_\_\_\_

Church \_\_\_\_\_

Church Address \_\_\_\_\_

Phone (H) \_\_\_\_\_ (Wk) \_\_\_\_\_

Church Position \_\_\_\_\_ Email \_\_\_\_\_

### Part 1: Mentor Self-Assessment

Please assess your readiness for mentoring and need for mentoring resources. Respond to each statement with a number, 1-5, with a "5" indicating the greatest agreement.

\_\_\_\_ I am willing to begin a relationship with someone who could benefit from my experience.

\_\_\_\_ I am willing to be a learner as well as a facilitator in a mentoring relationship.

\_\_\_\_ I have a good understanding of and growing experience in an intimate relationship with Jesus Christ.

\_\_\_\_ The character qualities of a leader (1 Tim. 3:1-10) are realities in my life.

\_\_\_\_ I possess the essential skills for effective ministry within my responsibilities.

\_\_\_\_ I am able and willing to give the necessary time to mentor a student.

\_\_\_\_ I see the development of seminarians as an integral part of the church's mission and ministry.

\_\_\_\_ I am able to establish clear lines of communication and confidentiality in a mentoring relationship.

\_\_\_\_ I am able to clarify mutual expectations when I begin a mentoring relationship.

\_\_\_\_ I see the value of the personal ministry goals and evaluation process involved in this mentoring experience.

**In my mentoring style, I would tend to:**

\_\_\_\_ Place priority on building genuine relationships of trust, acceptance, understanding, and support with those I mentor.

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

\_\_\_\_ Be a good listener and lean heavily on specific information from those I mentor before I make suggestions.

\_\_\_\_ Lead the student in an exploration of alternatives and options to enable their own decision-making processes.

\_\_\_\_ Challenge attitudes and behaviors which seem harmful for a student's needs and goals.

\_\_\_\_ Offer guidance through sharing my own life experience and feelings.

## **Part 2: Mentor Biographical Sketch**

**Describe your past and present Christian experience:**

**Briefly describe your ministry experience, whether formal or informal:**

**Briefly describe your educational and professional background:**

**Part 3: National Association of Evangelicals (NAE)  
Statement of Faith**

The National Association of Evangelicals takes its stand on the changeless Word of God as expressed in the following Statement of Faith:

1. We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
2. We believe that there is one God, eternally existent in three persons, Father, Son and Holy Ghost.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that for the salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential.
5. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
6. We believe in the resurrection of both the saved and the lost; that they are saved unto the resurrection of life and that they are lost unto the resurrection of damnation.
7. We believe in the spiritual unity of believers in our Lord Jesus Christ.

I affirm my agreement with the NAE Statement of Faith, my support of Western Seminary's vision to nurture for the church godly leaders committed to, and competent for, Christ's redemptive purpose throughout the world, and my commitment to partner with Western Seminary in mentoring future leaders.

Name (Please print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please complete and submit Parts 1-3 to:  
Western Seminary  
2924 Becerra Way  
Sacramento, CA 95821  
Attn: Mentored Field Ministry Program**

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

## MINISTRY MENTOR EVALUATION\*

Western Seminary is grateful for your help in assisting this student in his/her growth in Christian ministry. Please rate the student on the following categories as honestly and objectively as possible, and then make whatever comments you wish. At the end of the semester, please share your evaluation with the student as he/she will share a self evaluation with you. The student will submit a copy of both evaluations to his/her class instructor, who will submit them to the Western Seminary office to be kept in the student's file.

DATE SHARED WITH STUDENT \_\_\_\_\_

P = Poor: performance unsatisfactory; needs considerable improvement

F = Fair: below average, performance needs improvement

G = Good: average, dependable, satisfactory performance

E = Excellent: above average performance, exceeds expectations

N/O = Not Observed

### TASK ORIENTATION

#### ATTITUDE:

(circle one)

Assumes responsibility	P	F	G	E	N/O
Shows initiative	P	F	G	E	N/O
Cooperates	P	F	G	E	N/O
Desires to improve	P	F	G	E	N/O
Takes criticism	P	F	G	E	N/O
Is teachable	P	F	G	E	N/O
Is adaptable/flexible	P	F	G	E	N/O
Exercises authority well	P	F	G	E	N/O
Projects positive spirit	P	F	G	E	N/O
Models ministry	P	F	G	E	N/O

#### KNOWLEDGE – APPLICATION AND ACQUISITION:

Learns quickly	P	F	G	E	N/O
Is well read/has inquiring mind	P	F	G	E	N/O
Has good vocabulary	P	F	G	E	N/O
Knows personal strengths and weaknesses	P	F	G	E	N/O
Knows the Bible and doctrine	P	F	G	E	N/O
Has a global vision	P	F	G	E	N/O

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

Mentor Name \_\_\_\_\_ Course # \_\_\_\_\_

Knows the nature and mission of the church	P	F	G	E	N/O
Has a philosophy of ministry	P	F	G	E	N/O
Has a Biblical world view	P	F	G	E	N/O
Is creative/resourceful	P	F	G	E	N/O
Links theory with practice	P	F	G	E	N/O
Stimulates thinking and spiritual growth	P	F	G	E	N/O
Preaching/teaching ability	P	F	G	E	N/O
Communicates the word clearly and accurately	P	F	G	E	N/O
Adapts material to needs of others	P	F	G	E	N/O
Arouses interest/holds attention	P	F	G	E	N/O
Conducts good discussion	P	F	G	E	N/O
Uses illustrations effectively	P	F	G	E	N/O
Is articulate	P	F	G	E	N/O
Is competent in counseling	P	F	G	E	N/O

**ADMINISTRATION:**

Exhibits leadership skills	P	F	G	E	N/O
Manages time efficiently	P	F	G	E	N/O
Able to do strategic planning	P	F	G	E	N/O
Show facility in decision making	P	F	G	E	N/O
Is effective in resolving conflict and problem solving	P	F	G	E	N/O
Delegates tasks appropriately	P	F	G	E	N/O
Defines goals	P	F	G	E	N/O
Has vision	P	F	G	E	N/O
Gives proper attention to detail	P	F	G	E	N/O
Equips others for ministry	P	F	G	E	N/O
<b>Overall Task Orientation Rating</b>	<b>P</b>	<b>F</b>	<b>G</b>	<b>E</b>	<b>N/O</b>

**INTERPERSONAL RELATIONSHIPS**

Experiences healthy interdependency &community	P	F	G	E	N/O
Cooperates with staff/peers; is a “team player”	P	F	G	E	N/O
Responds well to authority	P	F	G	E	N/O
Is tolerant of differing views	P	F	G	E	N/O
Seeks out opinion of others	P	F	G	E	N/O
Shows tact and respect	P	F	G	E	N/O

Exhibits refinement and good manners	P	F	G	E	N/O
Communicates with ease and poise	P	F	G	E	N/O
Is an encourager and enabler	P	F	G	E	N/O
Honors confidentiality	P	F	G	E	N/O
Listens attentively; is perceptive	P	F	G	E	N/O
Confronts appropriately	P	F	G	E	N/O
Is comfortable in group settings	P	F	G	E	N/O
One-on-one	P	F	G	E	N/O
Relates appropriately to opposite sex	P	F	G	E	N/O
Youth	P	F	G	E	N/O
Senior citizens	P	F	G	E	N/O
Diverse ethnic groups	P	F	G	E	N/O
<b>Overall Interpersonal Relationships Rating:</b>	<b>P</b>	<b>F</b>	<b>G</b>	<b>E</b>	<b>N/O</b>

### **PERSONAL CHARACTER**

Adapts readily	P	F	G	E	N/O
Is dependable	P	F	G	E	N/O
Is emotionally stable	P	F	G	E	N/O
Is physically healthy	P	F	G	E	N/O
Has healthy self-concept	P	F	G	E	N/O
Know limitations	P	F	G	E	N/O
Shows enthusiasm	P	F	G	E	N/O
Exhibits good judgment	P	F	G	E	N/O
Handles stress appropriately	P	F	G	E	N/O
Has sense of humor	P	F	G	E	N/O
Is punctual	P	F	G	E	N/O
Is honest	P	F	G	E	N/O
Exhibits self-discipline	P	F	G	E	N/O
Is patient	P	F	G	E	N/O
Is loyal	P	F	G	E	N/O
Practices devotional consistency	P	F	G	E	N/O
Evidences servant spirit	P	F	G	E	N/O
Evidences open reliance on God	P	F	G	E	N/O
Maintains marital and family harmony	P	F	G	E	N/O
Balances personal and professional life	P	F	G	E	N/O
<b>Overall Personal Character Rating:</b>	<b>P</b>	<b>F</b>	<b>G</b>	<b>E</b>	<b>N/O</b>

Comments on any of the above categories:

## **PASTORAL FUNCTIONS CHECKLIST:**

One of the primary goals of the practicum is to develop a broad range of ministry skills and experience. While it is unrealistic to expect that the student will be exposed to every facet of pastoral work, the following list may be of help in determining ministry goals and stimulating discussion in mentoring sessions.

For the student to observe as many of the following as possible is good—to participate or preside is even better. Check “P” for participated, “O” for observed, and “D” for discussed.

### **PREACHING**

Sunday morning worship \_\_\_\_\_  
Sunday evening service \_\_\_\_\_  
Midweek service \_\_\_\_\_  
Other \_\_\_\_\_

### **CHRISTIAN EDUCATION**

Recruitment \_\_\_\_\_  
Teaching \_\_\_\_\_  
Training \_\_\_\_\_  
Supervision \_\_\_\_\_

### **COUNSELING**

Terminally ill \_\_\_\_\_  
Addiction \_\_\_\_\_  
Pre-marital \_\_\_\_\_  
Marital \_\_\_\_\_  
Death \_\_\_\_\_  
Crisis \_\_\_\_\_  
Other \_\_\_\_\_

### **VISITATION/CALLING**

Evangelism (door-to-door) \_\_\_\_\_  
Hospital (shut-in) \_\_\_\_\_  
Follow-up (new people) \_\_\_\_\_

## **PLANNING**

Missions Conference \_\_\_\_\_  
Seminar \_\_\_\_\_  
Retreat \_\_\_\_\_  
Special meetings \_\_\_\_\_  
Other \_\_\_\_\_

## **ADMINISTRATION**

Committees \_\_\_\_\_  
Boards \_\_\_\_\_  
Congregational meetings \_\_\_\_\_  
Office/business \_\_\_\_\_  
Promotion/advertising \_\_\_\_\_  
Church discipline \_\_\_\_\_  
Correspondence \_\_\_\_\_  
Budget & Finance \_\_\_\_\_  
Legal issues \_\_\_\_\_

## **CONDUCTING/LEADING**

Morning worship \_\_\_\_\_  
Evening worship \_\_\_\_\_  
Midweek service \_\_\_\_\_  
Bible study \_\_\_\_\_  
Pastoral prayer \_\_\_\_\_  
Scripture reading \_\_\_\_\_  
Announcements/calendar \_\_\_\_\_  
Other \_\_\_\_\_

## **SPECIAL OCCASIONS**

Wedding \_\_\_\_\_  
Funeral \_\_\_\_\_  
Baby dedication \_\_\_\_\_  
Installation of officers \_\_\_\_\_  
Baptism \_\_\_\_\_  
Confirmation (Bible instruction) \_\_\_\_\_  
Communion \_\_\_\_\_



# MENTORING IN FOCUS

## What is Mentoring?

The Uncommon Individual Foundation\* defines mentoring as “a brain to pick, an ear to listen and a push in the right direction.” In its simplest form, mentoring is doing whatever is necessary to help other people grow.

The concept of mentoring has long been understood as the way people grow into wisdom through the guidance of those who are more experienced. Of course, in other times and places mentoring was so deeply ingrained in the culture that it hardly needed to be named or programmed. Relational and vocational networks naturally allowed younger, less experienced people to be apprenticed.

## Biblical Models of Mentoring

Biblical models of mentoring abound: Moses with Joshua, Elijah with Elisha, Priscilla and Aquila with Apollos, and Barnabas with Paul. The word *mentoring* can be used to describe the Biblical concepts of discipling, nurturing, teaching, training and equipping. Paul’s classic exhortations in 2 Timothy 2:2, Titus 2:4-5, and 1 Thessalonians 2:8 place mentoring at the heart of healthy church life.

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

*Then they (the older women) can train the younger women to love their husbands and children, to be self-controlled and pure, to be kind, and to be subject to their husbands, so that no one will malign the word of God. (Titus 2:4-5, NIV)*

We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us. (1 Thessalonians 2:8 NIV)

## Relational Aspects of Mentoring

Mentoring reminds us that we do not grow and mature in a vacuum. Although there is such a thing as passive mentoring by simple reading or hearing about the examples of others, the more powerful forms of mentoring normally involve the ongoing give and take of face-to-face relationships. Western’s Mentoring Program is specifically designed to nurture this kind of relationship.

\*The Uncommon Individual Foundation is the only private foundation in the United States devoted to mentoring. Its client list includes: IBM, DuPont, Prudential Insurance, UCLA medical school and the United Kingdom Cabinet Office.

*Used by permission of Denver Seminary.*

## **TEN GUARANTEED WAYS TO SABOTAGE A MENTORING RELATIONSHIP\***

***Stop pursuing God.*** Assume that you are done learning and there are no more deeper commitments for you to make to Christ; now the only person who will experience any spiritual growth or learn anything at all will be the student.

***Begin griping about the seminary and the church.*** Criticize the staff. Tell other people's secrets, including your student's. Stop participating in any Biblical fellowship and become unteachable and divisive.

***Never let them see you sweat.*** You can never show weakness. Make sure your students understand that you never fail and they shouldn't either. Share nothing personal or less-than-perfect about yourself.

***Use ridicule whenever possible.*** Resist any effort to build them up. Make a face when they answer a question incorrectly, as if anyone with the least amount of sense would have known the answer. Ban encouragement from your vocabulary.

***Never pray for them.*** Don't pray for their spiritual growth or personal needs, because praying only brings people closer together. If you must pray for them, pray late at night for not very long and just as you are falling asleep, or anytime when it is hard to stay focused.

***Avoid serving your student at all costs.*** See yourself as a special indispensable brand of Christian. Assume that God has turned over all control of these person's lives to you. Treat your students as lesser individuals in desperate need of enlightenment.

***Don't get personally attached.*** This is an assembly-line process. Don't spend any extra time together, and try not to smile when you are with them. If you start to feel any affection or love for your students, you must never communicate or demonstrate that in any way.

***Have unrealistic expectations.*** Set standards for behavior and discipline that you yourself could not meet. Condemn their pathetic performance as often as possible. If your students get discouraged or struggle, respond with a strong dose of criticism and judgment.

***Always talk about yourself.*** Monopolize the conversation talking about your own life. Be sure you are the topic of every heart-to-heart talk. Don't appear interested in what's going on in their lives, and forget all important events and dates like birthdays.

***Never prepare.*** Don't spend any more time than the minimum absolutely necessary on your students. Keep no records of where your students have been, what they are doing now, and where they are going. This is just a hobby, not an investment.

*\*Adapted from Discipleship Journal.*

## **MENTORING SKILLS\***

Mentoring is both art and science. When the mentor's own style and strengths combine with the basics of effective mentoring, the life of a student can be powerfully impacted.

### **Six basic emphases of balance, effective mentoring: \***

1. *Relationship* – Build relationships of trust and understanding in which a student feels safe to share personal experiences.
  - Listen responsively
  - Make regular eye contact
  - Use appropriate facial expression, voice tone, gesture and posture
  - Use open-ended questions
  - Use “I am personally concerned” statements to express criticism
  - Restate the other's thoughts in one's own words
2. *Information* – Acquire adequate, specific data from a student so that guidance is appropriate and well-aimed.
  - Seek information about the student's background, aspirations and abilities
  - Seek information about the student's knowledge base
3. *Facilitative* – Guide a student through an exploration of alternatives as decisions are being made.
  - Use hypothetical questions
  - Uncover the basis of student's assumptions
  - Offer a variety of experiences
4. *Confrontive* – Challenge a student's explanations, decisions and actions when they are inconsistent with stated goals and objectives.

- Assess student's readiness to accept challenges
  - Express concerns about possible impact of criticism on the relationship
  - Aim comments to promote student self-assessment
  - Focus on strategies for change
  - Use least amount of feedback necessary to make a point
  - Reinforce belief in student's potential for growth beyond current situation
5. *Modeling* – Share appropriate life experiences and feelings with a student in order to motivate toward necessary risks.
- Offer personal feelings about lessons learned from failures or difficulties
  - Use personal examples based on potential for motivational value
  - Communicate confidence in value of appropriate risk-taking
  - Encourage student toward stated objectives
6. *Vision* – Stimulate a student's thinking toward development of personal vision and growth habits.
- Encourage reflection on student's present attainments and future goals
  - Ask questions designed to clarify student's ability to manage change
  - Review student's choices based on options and resources
  - Affirm carefully thought out decisions
  - Encourage student toward continued development and pursuit of dreams

With all these emphases, prayer must play a central role. Make prayer the catalyst of the mentoring relationship!

- Regularly ask God's guidance concerning the student's true needs
- Model a prayerful approach to people and decisions
- Pray with the student about issues that arise in mentoring and ministry

*Adapted from "Mentoring Adult Learners: A Guide for Educators and Trainers," by Norman Kohen.  
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# THE MENTORING SESSION\*

The mentoring session is an important opportunity to model honesty and vulnerability and to provide affirmation and support to the student.

## **Suggestions for getting started:**

- Get to know each other's spiritual and ministry journeys, personal interests, ministry goals, etc.
- Discuss mutual expectations of a mentoring relationship
- Discuss unique growth needs and resources you each bring to the relationship
- Establish lines and means of communication
- Set levels of confidentiality\*
- Agree on means, purpose, and level of accountability
- Decide on a time and place for meeting
- Pray together and commit to praying for the relationship between meetings

## **What to include each session:**

- Sharing and prayer
- Student's agenda and mentor's agenda
- Review of the student's recent ministry
- Review of progress on personal ministry goals (character and ministry skills)
- Preview of next session issues

## **Questions:**

- How is your ministry affecting your own relationship with God?
- How is your ministry stretching your faith?
- How is your sense of God's call being clarified?
- Where are your skills being tested?
- Where is your character being tested?
- How does ministry compare to what you anticipated?
- What evidence can you point to of the presence and power of God in your ministry?
- How are you relating your current coursework to ministry?
- What vision for ministry is emerging in your heart?
- How is your relationship/communication style impacting your ministry?

## **Additional tips:**

- Vary the routine in order to keep the mentoring session interesting and worthwhile
- Abandon or alter the suggested agenda when special situations or needs arise
- Occasionally eat a meal together, including spouses of married students

- Keep brief notes of the weekly sessions as a means of tracking assignments and accountability

**A Note Regarding Confidentiality:**

Mentoring is built upon personal commitments to mutual respect. Mentoring is a form of pastoral ministry that often involves sensitive, privileged communication. The integrity of the relationship involved and the effectiveness of the mentoring experience depend on individuals maintaining the utmost trust with each other, especially when handling sensitive information.

At the outset of their sessions mentors and students should discuss the kinds of information which would be appropriate to share (1) with anyone, (2) with other mentors only, and (3) with each other only. Both mentors and students need to be aware that legal obligations attend the sharing of certain types of information. Thus, absolute confidentiality may not always be possible.

A prayerful concern for the other person and the relationship must undergird the uncertainties and awkwardness of handling sensitive information. Questions about procedure and propriety can be discussed with the Director of Mentoring. Thoughtful, proactive commitments in this area can contribute to the benefits realized by both mentor and student.

*\*This material is from The Training and Mentoring Manual of Denver Seminary.  
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