



## WESTERN SEMINARY

Dear Student,

*Congratulations!* You are about to enter into an exciting dimension of your preparation for the Christian ministry. Allow me to introduce Western Seminary's **Mentored Field Ministry**.

Analogous to “rounds” with a seasoned doctor, Mentored Field Ministry is a formal apprenticeship designed to supplement classroom education by providing “hands-on” learning experiences under the supervision of skilled practitioners. This course of ministerial practice occurs over four semesters. It is to your advantage to understand the requisite steps of preparation *prior to* commencing your MFM experience:

- Step #1: You must successfully complete MFM 500;
- Step #2: You must secure a pastoral mentor;
- Step #3: You must complete the **Pastoral Competency Audit** and the **Personal Character Audit**; and,
- Step #4: You must submit the completed **Pastoral Competency And Personal Character Goals** form on the *first day* of the MFM class.

*“But how do I go about securing a pastoral mentor?” “What is the Pastoral Competency Audit?” “On what basis do I determine Personal Character Goals?”*

At first glance, questions like these may seem a bit daunting. This need not be the case. *Rather, their value is to prompt you to seek me out for their answers.* As the Director of MFM my aim on your behalf is simple: To ensure that your field ministry experience proves to be enormously strategic in your training for God’s kingdom purposes.

It is with great delight that I anticipate meeting you.

May the Lord of the Church grant you the Spirit’s power as you seek to serve His people for the Father’s glory.

For The Sake Of The Gospel,

Art Azurdia  
Associate Professor Of Pastoral Theology  
Director Of Pastoral Mentoring

# **Mentored Field Ministry**

## **Student Manual**

**2009-2010**

## PASTORAL COMPETENCY AUDIT

*This audit is to be completed prior to the beginning of each semester MFM is taken.*

Make two copies, one for your pastoral mentor and one for the Director of MFM, as a basis for helpful discussion and effective goal setting (see **Pastoral Competency and Personal Character Goals**---due on the first day of class each semester MFM is taken).

In the following areas please evaluate yourself accordingly:

- A: Never done
- B: Done infrequently
- C: Done frequently
- D: Done with competence

### I. Experience In Pastoral Tasks

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| A. | Sunday Services (announcements, Scripture reading, etc.)     | A | B | C | D |
| B. | Weddings (pre-marital counseling, rehearsal, ceremony, etc.) | A | B | C | D |
| C. | Funerals (counseling, planned, preached, etc.)               | A | B | C | D |
| D. | Baptisms (counseled, planned, conducted, etc.)               | A | B | C | D |
| E. | Lord's Supper (planned, explained, conducted, etc.)          | A | B | C | D |
| F. | Counseling (crisis, marital, conflict, etc.)                 | A | B | C | D |
| G. | Visitation (home, hospital, worksite, jail, etc.)            | A | B | C | D |
| H. | Shepherding (encouraging, confronting, etc.)                 | A | B | C | D |
| I. | Church Discipline (explained, implemented)                   | A | B | C | D |

### II. Experience In Communication

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| A. | Preaching (expositional, evangelistic, topical, etc.) | A | B | C | D |
| B. | Teaching (Adult Bible class, 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. | Writing (church publications, etc.) | A | B | C | D |

### III. Experience In Evangelism

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| A. | Personal (friendship, visitation, etc.) | A | B | C | D |
| B. | Proclamation (outreach event, etc.)     | A | B | C | D |
| C. | Missions (short or long term)           | A | B | C | D |

### IV. Experience In Edification

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| A. | Worship (planned, led, etc.)                         | A | B | C | D |
| B. | Fellowship (led retreat, conference, etc.)           | A | B | C | D |
| C. | Social events (planned, coordinated, executed, etc.) | A | B | C | D |
| D. | Follow-up of new Christians (discipling, etc.)       | A | B | C | D |

### V. Experience In Administration

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| A. | Church Government (served on boards, committees, etc.) | A | B | C | D |
| B. | Finances (produced, monitored a budget, etc.)          | A | B | C | D |
| C. | Benevolence (helped provide for physical needs, etc.)  | A | B | C | D |
| D. | Membership class (planned, led, etc.)                  | A | B | C | D |
| E. | Policy manual (developed)                              | A | B | C | D |
| F. | Assimilation (welcoming, incorporating new people)     | A | B | C | D |
| G. | Recruiting and mobilizing church members               | A | B | C | D |
| H. | Interviewing for a ministry position                   | A | B | C | D |
| I. | Recruiting and hiring paid staff                       | A | B | C | D |

### VI. Experience In Leadership

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| A. | Philosophy of ministry (developed, implemented, etc.) | A | B | C | D |
|----|---|---|---|---|---|

B.	Mission statement (developed, implemented, etc.)	A	B	C	D
C.	Strategic planning	A	B	C	D
D.	Vision casting	A	B	C	D
E.	Team building	A	B	C	D
F.	Leadership development (designed, implemented, etc.)	A	B	C	D
G.	Small group ministry (developed, implemented, etc.)	A	B	C	D
H.	Missions program (developed, implemented, etc.)	A	B	C	D
I.	Delegation	A	B	C	D
J.	Conflict resolution	A	B	C	D
K.	Church planting	A	B	C	D

## PERSONAL CHARACTER AUDIT

*This audit is to be completed prior to the beginning of each semester MFM is taken.*

Make two copies, one for your pastoral mentor and one for the Director of MFM, as a basis for helpful discussion and effective goal setting (see **Pastoral Competency and Personal Character Goals**---due on the first day of class each semester MFM is taken).

On a scale of 1-5 (with 5 being the highest), critically evaluate yourself for each of the following character traits.

I am compelled to serve as a leader (internally motivated to serve Christ and people) \_\_\_\_\_

I am above reproach (no sinful patterns as a basis for accusation) \_\_\_\_\_

I am morally pure (my relationships with the opposite sex are beyond question) \_\_\_\_\_

I am self-controlled (sober, balanced, a calm and clear thinker) \_\_\_\_\_

I am disciplined in mind (maintain objectivity, even when under pressure or stress) \_\_\_\_\_

I am respectable (modest and orderly in life and work) \_\_\_\_\_

I am hospitable (use home as a place of ministry to others) \_\_\_\_\_

I am able to teach (can effectively communicate the truths of God's Word) \_\_\_\_\_

I am not addicted to wine (behavior is not negatively influenced by alcohol) \_\_\_\_\_

I am not quick tempered or violent (able to control anger, not abusive in speech or conduct) \_\_\_\_\_

I am not quarrelsome (not argumentative, able to disagree without being disagreeable) \_\_\_\_\_

I am gentle (encouraging, not harsh in dealing with others' imperfections) \_\_\_\_\_

I am not greedy (not motivated by financial gain) \_\_\_\_\_

I manage my family responsibilities well (provide children with love and discipline) \_\_\_\_\_

I am not selfishly ambitious (aim to serve, not win glory for self) \_\_\_\_\_

I have a good reputation with outsiders (display grace and integrity toward unbelievers) \_\_\_\_\_

I am not self-willed (listen to and respect the opinions of others) \_\_\_\_\_

- I love what is good (experience delight in whatever is in harmony with God's will) \_\_\_\_\_
- I am just (fair in dealings with others) \_\_\_\_\_
- I am holy (set apart for God and His purposes) \_\_\_\_\_
- I am true to the faith (committed and able to articulate the Christian faith) \_\_\_\_\_
- I am loving (seek to serve the needs of others without thought of reward) \_\_\_\_\_
- I am joyful (able to rejoice in the Lord, even during trials) \_\_\_\_\_
- I know true peace (find contentment in the knowledge of God's control of my life) \_\_\_\_\_
- I am patient (willing to endure the failings of others) \_\_\_\_\_
- I am kind (considerate of others in attitude, actions, and words) \_\_\_\_\_
- I exhibit goodness (seek to help others, even the undeserving) \_\_\_\_\_
- I am faithful (trustworthy and dependable) \_\_\_\_\_
- I am self-controlled (physically, emotionally, spiritually) \_\_\_\_\_
- I am humble (not arrogant, condescending to others) \_\_\_\_\_
- I am prayerful (intimate with God) \_\_\_\_\_
- I am a student of the Word (spend consistent and meaningful time in the Scriptures) \_\_\_\_\_
- I am obedient (seek to do what God commands) \_\_\_\_\_
- I am interdependent (experience community and accountability) \_\_\_\_\_
- I am teachable (desire to learn, receive correction from others) \_\_\_\_\_
- I am submissive (able to place self under the authority of others) \_\_\_\_\_
- I am adaptable (open to change for the greater good) \_\_\_\_\_
- I am persevering (not inclined to give up in the face of difficulty) \_\_\_\_\_
- I am forgiving (able to let go of resentment, not hold grudges) \_\_\_\_\_
- I am truthful (in conversation with and in assessments of people) \_\_\_\_\_

## **PASTORAL COMPETENCY AND PERSONAL CHARACTER GOALS**

Upon completion of the **Pastoral Competency Audit** and the **Personal Character Audit**, establish three specific and measurable goals for each respective area.

These are goals to which you will give your attention this semester (You will establish new goals *each* semester). Determine these goals in concert with your Pastoral Mentor and the Director of MFM.

When completed make two copies: one for your pastoral mentor and one for the Director of MFM (as criteria for accountability throughout the semester and evaluation at the conclusion of the semester).

*This form is due on the first day of class each semester MFM is taken.*

### **Pastoral Competency Goals**

List three pastoral competency goals you will seek to achieve this semester:

Pastoral Competency Goal #1:

Pastoral Competency Goal #2:

Pastoral Competency Goal #3:

In what specific ways will you seek to achieve each of these goals?

Related To Pastoral Competency Goal #1:

Related To Pastoral Competency Goal #2:

Related To Pastoral Competency Goal #3:

**Personal Character Goals**

List three personal character goals you will seek to achieve this semester:

Personal Character Goal #1:

Personal Character Goal #2:

Personal Character Goal #3:

In what specific ways will you seek to achieve each of these goals?

Related To Personal Character Goal #1:

Related To Personal Character Goal #2:

Related To Personal Character Goal #3:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Pastoral Mentor Signature: \_\_\_\_\_

Director Of Pastoral Mentoring Signature: \_\_\_\_\_

# **Mentored Field Ministry**

## **Mentor Manual**

**2008-2009**

## THE EXPECTATIONS OF A PASTORAL MENTOR

Analogous to “rounds” with a seasoned doctor, Mentored Field Ministry is a formal apprenticeship designed to supplement classroom education by providing “hands-on” learning experiences under the supervision of skilled practitioners. Since the quality of a student’s experience will, in large part, be determined by the quality of the pastoral mentor selected, we ask our students to seek out a mature individual who is an experienced and effective practitioner of the type of ministry he/she is anticipating. Hence, it is an honor to be asked to serve in this role.

To enable you to respond thoughtfully to a student’s request for pastoral mentoring, the following is a brief list of the responsibilities 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 an enhancement to your ministry, not an impediment!) Together with the student (under the oversight of the MFM Director) you will establish ministry goals related to pastoral competency and personal character.
2. Once these goals are determined and approved, meet with the student at least twice a month for approximately one hour over the course of the entire semester. The agenda for these meetings is flexible. They should include, but not be confined to: monitoring his/her goals and ministry, offering your wisdom about various aspects of the pastoral task, debriefing after the student has observed an expression of your ministry (e.g., conducting a wedding, leading an elder meeting), and fielding questions about life as a Christian leader. *This is where most of the actual mentoring takes place.* If a one-hour meeting twice a month proves insufficient, we would encourage you to redeem other opportunities (e.g., meals, travel to and from ministry occasions such as hospital visits, funerals, etc.).
3. Near the end of the semester fill out the **Pastoral Mentor Evaluation Form**. Discuss this evaluation with the student who will, in turn, submit it to the Director of MFM. If necessary, he will get in touch with you for any follow-up questions.

This, essentially, is the role of a Pastoral Mentor. As a modest token of our appreciation, we invite you to join **The Spurgeon Fellowship**—a Western Seminary sponsored fraternity of pastors committed to classical pastoral theology for contemporary ministry. Four meetings will be convened this year (Sept 15, Nov 3, Jan 12, Mar 16) with lunch provided at no cost to you. In addition, at the conclusion of each semester as a pastoral mentor, you will be entitled to a tuition waiver to be redeemed in one of two ways:

1. You may enroll in a two hour non-credit course (\$280 value).
2. You may request that this waiver be applied in the amount of \$280 toward a class you are taking for credit.

The tuition waiver will expire 2 years from the date issued, and is non-transferable. Those mentoring multiple students are eligible to receive up to \$1,120 in waivers per year. We hope this is a helpful contribution to your life-long learning.

Any further questions can be directed to **Dr. Art Azurdia**, Associate Professor of Pastoral Theology and Director of Pastoral Mentoring (503-517-1873).

Thank you for prayerfully considering this ministry mentoring opportunity.

## THE MENTORING SESSION

### Suggestions for getting started:

- Get to know each other's spiritual biography, ministry experiences, personal interests, 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 in each session:

- Sharing and prayer
- Student's agenda and mentor's agenda
- Review of student's recent ministry
- Application of Bible to present ministry challenges
- Review of progress on goals (pastoral competency and personal character)
- Preview of next session's issues

### Questions:

- How is your ministry affecting your relationship with God?
- How is your ministry stretching your faith?
- How is your sense of God's call to ministry being clarified?
- Where are your skills being tested?
- Where is your character being tested?
- How does this ministry compare to what you anticipated?
- To what extent are you experiencing the presence/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?
- How does the Bible apply to the various ministry challenges you are facing?

**Additional tips:**

- Vary the routine in order to keep the mentoring session fresh
- 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 providing accountability

## 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.

**The following are six basic emphases of effective mentoring:**

1. *The Relationship Emphasis:* Build a relationship 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, 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. *The Information Emphasis:* Acquire adequate and 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 and experience base
3. *The Facilitative Emphasis:* Guide a student through an exploration of alternatives as decisions are being made.
  - Use hypothetical questions
  - Uncover the basis of the student's assumptions
  - Offer a variety of experiences
4. *The Confrontational Emphasis:* Challenge a student's explanations, decisions, and actions when they are inconsistent with his/her stated goals.
  - Assess the student's readiness to accept challenges
  - Express concerns about possible impact of criticism on the relationship
  - Aim comments to promote the student's self-assessment
  - Focus on strategies for change
  - Use the least amount of feedback necessary to make a point
  - Reinforce belief in the student's potential for growth beyond the present situation

5. *The Modeling Emphasis:* 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 the value of appropriate risk-taking
  - Encourage the student toward stated goals
  
6. *The Visionary Emphasis:* Stimulate a student's thinking toward the ongoing development of personal vision and growth habits.
  - Reflect upon God's empowering grace in the student's attainment of goals
  - Reflect upon the student's persevering faithfulness
  - Encourage the student toward continued development, maturity, and effectiveness

Of course, in concert with these emphases, prayer must play a vital role. Make prayer the overarching context of the mentoring relationship.

- Regularly ask God for guidance concerning the student's true needs
- Model a prayerful approach to dealing with people and making decisions
- Pray with the student about every aspect of life and ministry

## THE MENTORING COMMITMENT

Western Seminary requests each Pastoral Mentor to affirm his/her commitment to the mentoring responsibilities outlined above; and that, in addition, each Mentor acknowledge his/her commitment to basic Christian orthodoxy as outlined by the **National Association Of Evangelicals**.

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, 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 the NAE Statement Of Faith, and also my commitment to all of the mentoring responsibilities outlined above on behalf of: \_\_\_\_\_ (Student's Name)

Name Of Pastoral Mentor (please print): \_\_\_\_\_

Church/Ministry organization: \_\_\_\_\_

Ministry Position: \_\_\_\_\_

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

## PASTORAL MENTOR EVALUATION

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

Pastoral Mentor: \_\_\_\_\_

Western Seminary is grateful for your contribution toward the preparation and development of this student for Christian ministry. We now ask you to rate the student as objectively as possible in the following categories. Please share your evaluation with the student. The student will then submit a copy of this evaluation to the Director of MFM.

**Please circle one of the following:**

- P = Poor (unsatisfactory performance; needs considerable improvement)
- F = Fair (below average performance; needs improvement)
- G = Good (average performance; satisfactory)
- E = Excellent (above average performance; exceeds expectations)
- O = Outstanding (masterful performance; highly competent)
- N/O = Not Observed

**PASTORAL COMPETENCY:**

Assumes responsibility	P	F	G	E	O	N/O
Takes initiative	P	F	G	E	O	N/O
Pursues excellence	P	F	G	E	O	N/O
Desires to improve	P	F	G	E	O	N/O
Exercises authority well	P	F	G	E	O	N/O
Projects positive spirit	P	F	G	E	O	N/O
Models ministry	P	F	G	E	O	N/O
Proper assessment of personal strengths/weaknesses	P	F	G	E	O	N/O
Knows the Bible/doctrine/theology	P	F	G	E	O	N/O
Knows the nature and mission of the church	P	F	G	E	O	N/O
Possesses a philosophy of ministry	P	F	G	E	O	N/O
Possesses a biblical worldview	P	F	G	E	O	N/O
Links theory with practice	P	F	G	E	O	N/O
Preaching ability	P	F	G	E	O	N/O
Teaching ability	P	F	G	E	O	N/O
Conducts good discussion	P	F	G	E	O	N/O
Up front presence	P	F	G	E	O	N/O
Competent in counseling	P	F	G	E	O	N/O
Program planning	P	F	G	E	O	N/O

Perceived as a leader by others	P	F	G	E	O	N/O
Shows facility in decision making	P	F	G	E	O	N/O
Effective at problem solving/resolving conflict	P	F	G	E	O	N/O
Delegates tasks appropriately	P	F	G	E	O	N/O
Defines goals	P	F	G	E	O	N/O
Possesses vision	P	F	G	E	O	N/O
Motivates/equips others for ministry	P	F	G	E	O	N/O
Exhibits good judgment	P	F	G	E	O	N/O
Honors confidentiality	P	F	G	E	O	N/O
Listens attentively	P	F	G	E	O	N/O
Confronts appropriately	P	F	G	E	O	N/O

**PERSONAL CHARACTER:**

Dependable	P	F	G	E	O	N/O
Cooperative	P	F	G	E	O	N/O
Receives criticism	P	F	G	E	O	N/O
Teachable	P	F	G	E	O	N/O
Emotionally stable	P	F	G	E	O	N/O
Appropriately groomed/dressed	P	F	G	E	O	N/O
Healthy self-concept	P	F	G	E	O	N/O
Perseveres through difficulty	P	F	G	E	O	N/O
Consistent	P	F	G	E	O	N/O
Handles stress appropriately	P	F	G	E	O	N/O
Sense of humor	P	F	G	E	O	N/O
Punctual	P	F	G	E	O	N/O
Honest	P	F	G	E	O	N/O
Exhibits self-discipline	P	F	G	E	O	N/O
Patient	P	F	G	E	O	N/O
Loyal	P	F	G	E	O	N/O
Practices devotional consistency	P	F	G	E	O	N/O
Evidences servant spirit	P	F	G	E	O	N/O
Evidences reliance upon God	P	F	G	E	O	N/O
Maintains marital and family harmony	P	F	G	E	O	N/O
Cooperates with staff/peers	P	F	G	E	O	N/O
A team player	P	F	G	E	O	N/O
Responds well to authority	P	F	G	E	O	N/O
Tolerant of differing views	P	F	G	E	O	N/O
Shows tact and respect	P	F	G	E	O	N/O
Exhibits refinement and good manners	P	F	G	E	O	N/O
Relates appropriately to opposite sex	P	F	G	E	O	N/O
Relates appropriately to children/young people	P	F	G	E	O	N/O
Relates appropriately to senior citizens	P	F	G	E	O	N/O
Relates appropriately to diverse ethnic groups	P	F	G	E	O	N/O

