

MENTORING HANDBOOK

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GEORGE W. TRUETT THEOLOGICAL SEMINARY

BAYLOR UNIVERSITY

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## PREFACE

### **Mission Statement of Truett Seminary**

As a professional school of Baylor University, George W. Truett Theological Seminary subscribes to the university's mission statement: "to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community."

The seminary's purpose is to provide theological education leading to the Master of Divinity, the Doctor of Ministry, or the Master of Theological Studies degree that is centered in the gospel of Jesus Christ and consistent with historic Baptist commitments in order to prepare persons to carry this gospel to the churches and the world.

We are committed to holistic student development by equipping students through theological and biblical reflection, spiritual formation, lifelong learning, ministry service, and cross-cultural sensitivity. Truett Seminary provides educational opportunities for students to gain competency for ministry in Christian Scriptures and theology, evangelism and global missions, leadership and administration, nurture and cure of souls, and proclamation and worship.

## **Purpose of the Master of Divinity Degree**

The Master of Divinity degree at Truett Seminary intends to provide graduate theological education that is centered in the gospel of Jesus Christ and consistent with historic Baptist commitments to prepare persons to carry this gospel to the churches and the world.

## **The Program Vision of the Master of Divinity Program**

The M.Div. program seeks to achieve holistic student development by equipping students through theological biblical reflection, spiritual formation, lifelong learning, ministry service, and cross-cultural sensitivity. The curriculum is competency-based and thus strives to produce students who achieve competency in seven basic areas:

### *Preaching & Worship*

Students will be able to plan, and lead in, thoughtful and well-crafted worship of God and communicate God's Word in a clear and understandable manner informed by careful biblical exegesis and attention to the contemporary context.

### *Christian Scriptures & Theology*

Students will be able to draw and reflect upon Scripture and the classical and contemporary literature of the Church to articulate an informed Christian worldview for life and ministry.

### *Leadership & Administration*

Students will understand and demonstrate effective Christian leadership skills for ministry.

### *Nurture & Cure of Souls*

Students will be able to nurture individuals using an integrated set of pastoral skills and spiritual disciplines.

### *Lifelong Learning*

Students will participate in lifelong learning events outside of classroom responsibilities and will value lifelong learning as a means for discovering resources for ongoing ministry enhancement.

### *Spiritual Formation*

Students will compose a “rule of life” that demonstrates they have integrated prayer and other spiritual disciplines as a means for their on-going formation in Christ.

### *Evangelism & Global Missions*

Students will think critically regarding the worldwide mission of the Church, demonstrate skills for leading persons to faith in Jesus Christ through holistic ministries and verbal and lifestyle witness, and understand the need to catalyze congregations for local and international witness.

## **Four Components of the Master of Divinity Degree**

The Master of Divinity degree is comprised of four components:

1. Specified Courses
2. Lifelong Learning
3. Mentoring in Ministry
4. Covenant Groups

## THE MENTORING PROGRAM

### **The Mentoring Team**

The mentoring experience at George W. Truett Theological Seminary is designed to integrate ministry skills with the intellectual and theological aspects of a seminary education. To fulfill this, the Student will have the opportunity to be involved with the daily work of a local church, a mission organization, or other institution, and with volunteers and professionals in that area.

The Student, Mentor, Professor of Record, Site Team, and Director of Pastoral Ministries constitute the mentoring team.

### The Student

The Student is responsible for enlisting a qualified Mentor and Professor of Record, preparing a syllabus in conversation with the Mentor and Professor of Record, and submitting the syllabus to the Director of Pastoral Ministries in MENT 7300. The Student maintains contact with the Professor of Record throughout the mentoring experience and submits the required written materials for evaluation. The Student is also responsible for conducting the Site Team meetings.

### The Mentor

The Mentor is responsible for familiarizing him/herself with the program requirements of the seminary and educating the church, ministry, agency, or institution about the significance of the opportunity. The Mentor also guides the Student in preparation of a learning syllabus and enters into a signed covenant with the Student. The Mentor meets weekly with the Student during the mentoring experience, assists the Student in forming a Site Team and participates in the Site



Team meetings. The Mentor provides the Student and the Professor of Record with written evaluations of the Student's progress at mid-term and at the conclusion of the mentoring experience. (See "Responsibilities of the Mentor," pp. 24f.)

#### The Professor of Record

The Professor of Record guides the Student preparing a learning syllabus, communicates with the Mentor and the Student during the mentoring experience, and receives and evaluates the Student's written work. At the end of the experience, the Professor of Record debriefs the Student, receives a suggested grade from the Mentor, and forwards a final grade to the Director of Pastoral Ministries. In the case of international mentoring experiences, the Professor of Record has additional specific responsibilities (See Appendix F, "International Mentorships." See also "Responsibilities of the Professor of Record," pp. 25f and Appendix D, "Checklist for Professor of Record.")

#### The Site Team

The Site Team, consisting of four or five members selected by the Mentor, meets four times with the Student and the Mentor to discuss the Student's call and vision for ministry, to hear the Student's reflection on the spiritual journey, and to provide a perspective from constituents on church and ministry. The use of the Site Team will be adapted to apply in all mentoring settings. (See "The Role of the Site Team," pp. 26ff.)

#### The Director of Pastoral Ministries

The Director of Pastoral Ministries consults with the Student in the planning stages of the mentoring experience in MENT 7300, receives the Student's approved syllabus, and issues a permit for the Student to register for MENT 7V00. The Director of Pastoral Ministries provides

guidance and support for the Student, the Mentor, Professor of Record, and the Site Team throughout the mentoring experience, and records the Student's final grade as submitted by the Professor of Record.

### **The Mentoring Schedule**

Any semester prior to the semester of mentoring the Student will enroll in MENT 7300, "Introduction to Mentoring," to prepare for the mentoring experience. During this semester the Student will:

- Enlist a mentor and a Professor of Record and develop a syllabus and learning covenant
- Write a comprehensive autobiography and call statement
- Produce a list of basic competencies involved in the chosen area of mentoring
- Write a contextual analysis of the ministry context in which mentoring will occur
- Engage in practice and reflection of ministry in a supervised ministry setting
- Write critical reviews of two books related to the supervised ministry experience
- Keep a daily ministry journal
- Write a biblical, theological, and pastoral reflection of two case studies in the supervised ministry experience
- Produce a portfolio documenting the work and reflection accomplished during the semester

During the semester of mentoring:

- The Student and Mentor will meet weekly for at least one hour. The first session will include discussion of the autobiography and call statement and the signed agreement of the Mentor/Student covenant.

- The Site Team will meet with the Student four times during the mentoring semester to reflect on Christian growth, the church and/or ministry, and the work of clergy and laity. The Site Team will meet the first week of each month in February, March, April and May in the spring semester and September, October, November and December in the fall. During a summer term, this team will meet every three weeks for a total of four meetings.
- The Student will communicate with the Professor of Record at least once every two weeks, in the manner which the Professor of Record desires, to ensure that the Student's experience is a valuable one and that any problems arising are resolved as early as possible.
- The Student will read several books/articles (for a total of 1,500 pages) approved by the Professor of Record and will submit a critical review of each book/article read in a format determined by the Professor (See Appendix K for a suggested format). If the Student is taking other than nine hours, the amount of required reading will be negotiated with the Professor of Record. The reading will be primarily in the area in which the Student is doing her/his mentoring, but it may be done in a larger ministry context if the Professor of Record approves it.
- The Student will keep a daily ministry journal, recording the *ministry experiences* of the day with serious reflection and evaluation.
- The Student will write a biblical, theological, and pastoral reflection on a particular case study selected from the mentoring experience.
- The Student will invest approximately 400 hours in the mentoring experience, including work on the field, meetings, reading, and writing. (This is based on twenty-seven hours minimum weekly, for fifteen weeks, for nine semester hours credit. Students mentoring

in the summer for fewer than fifteen weeks or students taking other than nine hours will adjust these figures accordingly.)

Before the final day of classes of the mentoring semester:

- The Student will meet with the Professor of Record to debrief the mentoring experience.
- The Student will prepare and submit a digital portfolio of ministry competency (mentoring portfolio) to the Professor of Record and the Director of Pastoral Ministries.

By the day final grades are due for the mentoring semester:

- The Professor of Record will submit a grade to the Director of Pastoral Ministries.
- The Director of Pastoral Ministries will submit a final grade to the Academic Records Office.

Following the mentoring semester:

- The Director of Pastoral Ministries will request the Mentor, the Site Team members and the Professor of Record to complete the evaluation questionnaire found in Appendix E, which will be used to help judge the effectiveness of the Student's seminary education.

### **The Mentoring Portfolio**

The completed Mentoring Portfolio will be uploaded using the link found on the mentoring webpage on the Truett website. The portfolio, when compressed, may not exceed 10 MB. The mentoring portfolio will include the following:

- The approved syllabus
- The learning covenant between the Mentor and the Student

- An autobiography/call statement.
- A theological reflection and analysis of the ministry context
- The fulfillment of all items in the appropriate Ministry Competency Checklist
- The case study reflection
- Critical reviews of books and/or articles included in the required reading approved by the Professor of Record
- A reflection on the meetings with the Site Team
- The mid-term and final evaluations of the Student's mentoring experience submitted by the Mentor
- The daily ministry journal
- Five-year goals, a course of action for achieving them, and a prospective reading list to support them
- A written comprehensive reflection and evaluation of the entire mentoring experience
- Other items the Student or Professor of Record decides to include in the portfolio to document the experience

### **Grading for MENT 7V00**

At the end of the semester, the Mentor and Student will discuss the Student's progress in all aspects of the mentoring experience and the Mentor will recommend a grade to the Professor of Record. The Professor of Record will submit the final grade in writing to the Director of Pastoral Ministries, who will record the grade with the Academic Records Office.

Grades will be determined based on the following criteria:

- A Superior performance. The Student demonstrates creativity and initiative beyond requirements and experiences outstanding growth.

**A-** Excellent performance. The Student demonstrates creativity and initiative and shows significant growth.

**B+** Good performance. The Student meets expectations consistently and demonstrates personal initiative, making good progress in growth and development of competency.

**B** The Student meets expectations consistently, showing some initiative and growth.

**B-** The Student meets expectations, performing to the level of his/her ability.

**C+** The Student meets minimal expectations.

**C** The Student demonstrates little personal growth and initiative.

**D** The Student's performance is unacceptable and is below the level of ability, showing no evidence of growth.

**F** Failed to meet minimum expectations

Truett Seminary's goal is for Students to become reflective practitioners in their field. To that end, the grade should take into consideration such details as their preparation for the assignments and their ability to integrate their goals and the institution's. The grade should also take into account the Students' *growth* in relational skills and general competency for their work. Mentors and Professors of Record should attempt to assess the degree to which the Students have *grown* in their skills and competencies, not their *level* of competence.

The Student's grade will be negatively affected:

- If the Student does not submit the required assignments to the Professor of Record on time (one week before finals), requiring an "Incomplete" grade to be submitted. (This will not apply to students mentoring in situations where the schedule of the mentoring

experience does not conform to the seminary's academic calendar, such as CPE, chaplaincy, or some summer mentoring experiences.)

- If the Student neglects communication with the Professor of Record.
- If the quality of materials submitted in the Mentoring Portfolio does not reflect careful work.

### **Selecting a Mentor**

Mentors should be selected using the following criteria as a guideline:

- **Education.** The Mentor should hold a Master of Divinity (M.Div.) degree from a seminary accredited by the American Association of Theological Schools or equivalent academic training in their field.
- **Experience.** The Mentor should have significant ministerial experience in the ministry field in which s/he is mentoring a Student.
- **Competence.** The Mentor must have displayed a ministry life of competence in the ministry field in which s/he is mentoring a Student.
- **Compatibility.** The Mentor must be in stated agreement with the educational goals of the George W. Truett Theological Seminary.
- **Doctrine.** The Mentor must hold doctrinally compatible positions with the scriptural, theological, and ministerial positions of the George W. Truett Theological Seminary.
- **Spirituality.** The Mentor must have demonstrated a mature and spiritual ministerial life.
- **Teaching.** The Mentor must have both a desire and the ability to teach/mentor a Student in the blessings, rigors, knowledge, and experience of ministerial life. The Mentor must be willing to demonstrate personally how ministry is done and spend a significant amount of time with the Student for the sake of the Student's education and future ministry.

## **Developing a Mentoring Syllabus**

The Mentoring Syllabus is a detailed plan for carrying out the requirements of mentoring. As a part of MENT 7300 the Student will develop a syllabus that includes the following:

- A statement of the purpose and objectives of the mentoring experience
- An approved list of ministry competencies that will be addressed in the mentoring experience, based on the guidelines in Appendix A
- A list of approved books and articles that will be read and evaluated
- The scheduled dates the Student will meet with the Mentor (one hour per week)
- The scheduled dates the Mentor will evaluate the Student (mid-term and final evaluations)
- The dates the Student will meet with the Site Team
- The scheduled times and ways the Student will communicate with the Professor of Record (at least every two weeks)
- The projected dates the Student will accomplish the specific items in her/his Ministry Competency Checklist
- A schedule of specific dates for the completion of the reading and writing assignments
- Any additional assignments determined by the Mentor or Professor of Record

The Student will submit the syllabus to the Mentor and the Professor of Record for approval.

Once the Professor of Record approves the plan, the Student will submit the syllabus to the Director of Pastoral Ministries during MENT 7300.



### **The Autobiography/Call Statement**

As a part of MENT 7300, the Student will write a “spiritual autobiography,” describing his/her background, the ways in which God has become a reality in life, people who have been most influential in his/her spiritual formation, experiences that have shaped him/her, his/her sense of call to ministry, and those ministry experiences that have been important to his/her development as a minister of Christ.<sup>1</sup> The statement should include reflection on the extent to which the Student sees him/herself as a minister. This call statement will be given to the Mentor prior to the mentoring semester and is to be discussed at the first Mentor-Student session. It will be presented to the Professor of Record at the beginning of the mentoring semester. It will also be given to the Site Team for discussion in the first Site Team meeting.

### **Developing a Mentor/Student Covenant**

#### **The Nature of a Learning Covenant**

As a part of MENT 7300, the Student will prepare a learning covenant to guide the subsequent mentoring experience. The task of writing a covenant is a process of (1) deciding what the Student and Mentor anticipate accomplishing intellectually, experientially, and ministerially for this semester; (2) developing action plans to move toward that goal; and (3) outlining steps to ensure that the goal is achieved. The learning covenant clarifies the goal so one can know the result has been reached. A dynamic covenant will provide structure for the Mentor/Student relationship while allowing for and facilitating growth. This covenant should be negotiated and accepted by both the Mentor and Student.

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<sup>1</sup> Richard B. Patterson, *Writing Your Spiritual Autobiography* (Thomas More Publishing, 2002).

The covenant allows the Student to take charge of his/her own learning. At this stage in the educational process, the Student has the maturity to decide what needs to be learned. The covenanting process allows the Student to select personal learning goals, providing seven benefits:

- Self-commitment: the Student will be committed to make the goals become a reality because he/she has a major voice in setting the goals
- Self-motivation: the Student will strive harder to reach personal goals
- Self-direction: the Student can direct him/herself in working toward fulfillment of the goals when the desired results are clear and a plan for reaching them is determined.
- Self-discipline: Students can use observations and feedback to make corrections.
- Self-management: Students have more freedom to manage time, energy and other available resources.
- Self-rewards: Students can recognize meaningful results and increased competency.
- Self-esteem: Students can build his/her own self-esteem in this process.

#### Pre-Covenant work

Writing a learning covenant can be difficult because it requires an in-depth look at what one knows, what one can do, and even who one is. Finding out where one is starting from is an act of maturity and wisdom. Students should use available assessment instruments, such as the Birkman<sup>©</sup> and not assume a thorough self-awareness. The Student might make lists of his/her talents, skills, experiences, likes and dislikes, thinking through such questions as these:

- What are you comfortable doing?
- What makes you uncomfortable?
- What do you avoid or try to ignore about yourself?

- What relational abilities do you have?
- Which abilities do you wish you had?
- What are your relational needs?
- What do people say about you?
- What are your strengths that are affirmed by others?
- What weaknesses do others recognize in you?
- What do your critics say about you?
- How do you usually sabotage yourself?

### Designing the Learning Covenant

The purpose of the learning covenant between the Mentor and the Student is to provide for the best mentoring relationship possible during the mentoring semester. It gives the Mentor and the Student the opportunity to outline desired results of the mentoring experience. The Student is responsible for taking the initiative in designing his/her own covenant. The Student and the Mentor should work on it, negotiate, and agree to it. Both should understand where they are going, how they plan to get there, and their responsibilities in getting there. The covenant might address the following elements:

- What does the Student desire to receive and achieve during the mentoring experience? This could be a paragraph or more stating real expectations.
- What does the Mentor expect from the Student? Any desired actions, responsibilities, roles, or relationships should be included here.
- The Mentor and the Student should both state their commitment to maintain communication with the Professor of Record through the progress of the semester.

- The Mentor and Student should commit to weekly one-on-one meetings. What plan and schedule will be followed with these meetings?
- Both the Mentor and the Student should commit to Site Team meetings.
- The covenant should include a timeline for accomplishing ministry competency checklist items, for reporting and reflecting on these items, and for teaching and mentoring opportunities for the Mentor with the Student.
- The covenant might also include other ministry items the Mentor considers important as well as items desired by the Student.
- The covenant should clarify how the Mentor and Student will deal with problems and differences that might develop.
- It should be clear that the covenant may be revised and renegotiated along the way as necessary.

### **Writing a Theological Analysis of the Ministry Context<sup>2</sup>**

Christian ministry is inherently incarnational. Ministry takes place in a specific place, with specific people, at a specific moment in history. Effective ministry will require a minister's knowing and understanding that context well. As a part of MENT 7300 the Student will write an analysis of the selected ministry context that will include such elements as sociological data, historical information, and theological reflection on the needs and opportunities discovered in the setting. The Student will discuss the context analysis with the Mentor during one of their regular sessions early in the mentoring experience.

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<sup>2</sup> Nancy Ammerman et al., *Studying Congregations: A New Handbook* (Abingdon Press, 1998).

## **Developing a Ministry Competencies List**

The mentoring experience is designed for the Student to acquire ministry competencies that will enable the Student to begin his/her personal ministry confidently and competently. Appendix A provides a suggested list of competencies that apply in a variety of ministry settings. This list will guide the Student and Mentor during the semester of MENT 7300 in developing a set of competencies that will be addressed during the mentoring experience. This list is neither exhaustive nor prescriptive. The intent is for the Student to be creative and to include any other significant opportunities that he/she believes will be important to his/her ministry. Ideally, the Student will engage in a hands-on experience with the various competencies, followed by a discussion of the experience with the Mentor. Alternatively, the Student may observe the Mentor engaging the task and discuss that later. The goal is to get as close to actual performance of the competency as possible. If the Student finds himself/herself in a situation where it is not feasible to complete all these competencies, changes can be made to the ministry competency checklist, if agreed to by the Professor of Record.

The competencies chosen will be included in the Student's syllabus. The Student's Mentoring Portfolio will include reports, descriptions and evaluations of the chosen activities. Digital photographs, audio, and video files may also be submitted.

## **Writing the Case Study Reflection Paper<sup>3</sup>**

### **Biblical, Theological, and Pastoral Reflection in the Field**

The administration, faculty, and staff of Truett Seminary demonstrate an ongoing commitment "to holistic student development by equipping students through theological and biblical

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<sup>3</sup>This section has been developed by Dr. Todd Still, Professor of Christian Scriptures.

reflection, spiritual formation, lifelong learning, ministry service, and cross-cultural sensitivity..”<sup>4</sup> This commitment defines and reinforces the mentoring program at Truett.

Students will reflect biblically, theologically, and pastorally on a situation arising from their field placement and will write an eight to eleven page essay on the chosen issue. This essay should be included in the mentoring portfolio and will be evaluated by the Student’s Mentor and Professor of Record.

### ***Overview***

Students will include in the mentoring portfolios a carefully developed reflection essay based on a personal experience arising from their ministry placement. Students are free to choose the particular experience on which they would like to reflect, but must gain approval from the Professor of Record before commencing their reflection essay.

The purpose of this project is to help the Student wrestle with real life issues from a biblical and theological perspective. The case study, therefore, need not--and perhaps should not--be one in which the minister is presented as a great reservoir of biblical and spiritual wisdom. What is important for the purposes of this paper is not the *performance* of the minister in the situation, but the value of the case in helping the Student hone his/her hermeneutical and theological skills for dealing with the knotty issues that will invariably arise in ministry.

After describing the broad details of the particular case, the problem that the case presents should be set in a broader scriptural context. The next section, the hermeneutical position statement, is to be the primary component of the paper. The Student should address and interpret the scripture passages that relate directly and indirectly to the case and outline the

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<sup>4</sup> George W. Truett Theological Seminary, *Catalog 2011-2012*, p. 7

hermeneutical and theological issues involved. Finally, Students will reflect on how the particular issue has shaped them as ministers and will inform them in the future

### ***Specific Guidelines for the Case Study***

#### Background (2-3 pages)

The case study is not to be a theoretical exercise or an abstract examination of a hypothetical subject or problem. It should involve an actual situation in ministry, and preferably one that is a live issue for ministry in contemporary culture. Each case study should succinctly describe the context in which the experience occurred, including the factors that precipitated it, the process by which the minister became involved, what the minister said and did, and the outcome or present state of the situation. Rather than being a verbatim of what occurred, the Student should give only the critical details that will allow others to explore the biblical, theological, and pastoral issues. The Student should carefully protect the confidentiality of those involved in the case by disguising their identity with fictitious names and background information.

The Student should highlight ways the scriptures shed light on the situation. Cases will not be evaluated on the basis of the minister's effectiveness in the ministry situation, but on how they are written and analyzed from a biblical perspective.

#### Hermeneutical Statement (5-6 pages)

The Student should identify and formulate the hermeneutical issues involved in the case, stating what the central issues are and how Christian Scriptures and theological traditions best address them. The emphasis should be on developing a hermeneutic and learning how to put it into

practice to solve problems in real situations. The goal is to help Students think biblically and theologically when encountered by temptations, challenges, and quandaries in ministry.

The paper should focus primarily on the biblical and theological issues, but should also demonstrate sensitivity to the pastoral issues involved. The hermeneutical position statement should reflect on how an understanding of the Bible influenced or did not influence the person(s) in the case and its outcome.

Applicability for Future Ministry (1-2 pages)

Finally, Students will reflect on how they responded to their chosen case, how it has impacted them already, and how various lessons they have learned from their experience might assist them in their future ministry.

Bibliography

The Student should attach a brief bibliography of sources that helped to formulate the hermeneutic position(s) taken. Suggested resources may be found in the Bibliography accompanying this handbook.



## GUIDELINES FOR THE MENTORING TEAM

The George W. Truett Theological Seminary invites Mentors to enrich the education of seminarians by introducing them to the daily work of the church and its ministries and agencies and reflecting on the significance of that pursuit. Working closely with one who is part of the next generation of ministers provides an occasion to share in the future of the church.

### **Responsibilities of the Mentor**

- The Mentor will read this handbook to acquaint himself/herself with the program requirements of the seminary and to educate the church, ministry, agency, or institution about the significance of the opportunity.
- Prior to the beginning of the Student's mentorship, the Mentor will consult with the Student in developing a syllabus, outlining dates, tasks, and other expectations for the term, which will be submitted to the Professor of Record and the Director of Pastoral Ministries.
- At the beginning of the mentoring semester, the Mentor and Student will enter into a signed covenant. This covenant should be agreed to in the first Mentor-Student session and may be renegotiated at any time during the mentoring semester.
- The Mentor will communicate regularly with the Student's Professor of Record.
- At mid-term and at the end of the mentorship, the Mentor will evaluate the Student's progress in writing according to the guidelines included in Appendix B. The Mentor will send a copy of both the mid-term and final evaluations to the Professor of Record. The Mentor will also discuss these evaluations with the Student.

- The Mentor will spend a minimum of one hour weekly in direct contact with the Student, discussing and evaluating the Student's ministry experiences. This is a time for reflection, understanding, and learning.
- The Mentor will appoint a Site Team and meet with that group during its conferences with the Student.
- At the conclusion of the Student's mentoring experience, the Mentor will complete the evaluation found in Appendix E and forward it to the Director of Pastoral Ministries.
- If feasible, the Mentor may seek remuneration for the Student for room, board, and a small stipend from the mentoring church or organization, since the Student may have no way of supporting her/himself during the mentoring semester.

#### **Responsibilities of the Professor of Record**

- The Professor of Record will advise the Student on syllabus preparation, with particular focus on suggested readings for the mentoring experience.
- The Professor of Record will maintain contact with the Mentor to ensure that the work is going well.
- The Student is required to communicate with the Professor of Record at least once every two weeks in the manner the Professor of Record desires.
- The Professor of Record will receive and grade critical reviews of assigned reading, the case study reflection paper, the ministry competency checklist, and the mentoring portfolio.
- The Professor of Record will be available for consultation with the Student during the mentoring term.
- The Professor of Record will debrief the Student following the mentoring experience.

- The Professor of Record will receive a suggested grade from the Mentor and assign the final grade based on the Mentor's recommendation and all required materials graded by the Professor of Record.
- The Professor of Record will forward the grade in writing to the Director of Pastoral Ministries.
- The Professor of Record will complete the Evaluation Questionnaire found in Appendix E and forward it to the Director of Pastoral Ministries.
- In the case of a Student's completing a mentoring experience internationally, the Professor of Record is responsible to ensure that the Student complies with all the requirements in Appendix F, that the student clearly understands the context in which he/she will be mentoring, and that the Student has taken all appropriate steps to mitigate whatever risks are involved. Specific expectations of the Professor of Record of international mentorships are outlined in Appendix F as well.
- A checklist is included in Appendix D for the Professor of Record regarding his/her involvement with the Student during the mentoring period. On completion of that checklist, the Professor of Record will forward a copy of the checklist to the Director of Pastoral Ministries.

### **The Role of the Site Team**

The partnership of laity and clergy is essential to the community of faith, and the George W. Truett Theological Seminary offers Students the opportunity to engage in study, dialogue, and theological reflection with selected laypersons from the site of the Students' mentorship. The biblical concept of the priesthood of all believers confirms the value of shared reflection for both the Student and the Site Team members.

The Site Team will extend support and hospitality to the Student as he/she begins a relationship with the church or agency. This team will facilitate a Student's deeper understanding of the work of the church or agency. The varied perspectives of those from diverse backgrounds will enrich the Student's understanding of those served during the course of ministry.

The Site Team will meet four times during the Student's mentorship to discuss with the Student his/her own sense of call to ministry and to reflect on the spiritual journey, on contemporary challenges to faith, and on ministerial leadership. Through open and honest discussion this group will assist the Student in becoming a more effective minister. In addition, the Site Team will provide evaluation of the Student's internship both to the Student and to the Director of Pastoral Ministries.

#### Qualities of an Effective Site Team

The team is charged with interpreting the ministry context for the Student. Team members should reflect the diversity within the congregation or agency. Although Team members should be supportive and nurturing, at appropriate times, they may need the ability to be confrontational. The Team members should be reflective, willing to learn and think through issues considering all implications. The Team should be ready and willing to reflect theologically and ask questions such as, "Where do I see God in this situation?" and "What would God have me do in this situation?" They should also be willing to share their personal and spiritual experiences. They must be able to listen and ask appropriate questions. They should be familiar with the Scriptures. The Site Team also conducts evaluation as a natural part of each meeting.

## Site Team Guidelines

- The Site Team is to be selected by the Mentor. The Mentor will appoint one of the Site Team members to be the Team Leader.
- This Team should not be a standing committee, or a committee with another agenda, but it should be a special group of people selected especially for this project.
- The Team of five to seven persons (exclusive of the Student and the Mentor) should represent varied church positions and backgrounds, with men and women nearly equally represented.
- Meetings should be held in a comfortable setting. Each meeting will be scheduled for one-and-a-half to two hours.
- All discussions should be conducted in a supportive climate of confidentiality and mutual concern. All conversations are to be considered strictly confidential.
- The Site Team should remember that the purpose of the Student's mentoring experience is to learn and to grow. Although productivity is important to a minister, learning about oneself and the styles of ministry that are workable for oneself, and growing as a person and as a minister are the goals of this program.
- The Site Team should meet once prior to the Student's arrival for organization and a brief training experience, led by the Mentor. This meeting ensures that team members know each other and clearly understand the purposes of the team. A suggested agenda for this meeting is provided below.
- The Student will confer with the Site Team Leader before each meeting to decide on an agenda and process for the meeting.

## Models for Site Team Meetings

The following agendas are not meant to be prescriptive, but suggestive.

### ***Organizational Meeting of the Site Team (led by the Mentor)***

- Team members introduce themselves to each other. Team Leader is identified.
- Team reviews the Student's resume, familiarizing themselves with their intern.
- The purpose and role of the team is discussed
- Site Team identifies what the congregation/agency can offer the Student
- Site Team clarifies what the congregation/agency can realistically expect of the Student
- Site Team makes plans to welcome the Student and introduce them and orient them to the congregation/agency
- Site Team schedules first meeting with the Student

### ***First Meeting of the Site Team with the Student (led by Team Leader)***

- Members of the Team introduce themselves to the Student
- Explanation of process – How will this Team function? (covenant formation)
- Read Ephesians 4:1-7 – Invite responses from the group. How might this text inform our work? Follow with prayer.
- Mentor will introduce the Student and invite questions.
- The Student will read call statement.
- Group discussion of:
  - The Student's call and intended ministry
  - Pressures that have been present in the Student's life
  - Pressures currently in the Student's life
  - How might these affect each other?

- Reach consensus for guidelines of future meetings.
- Adjourn with prayer for guidance and love.

***Second Meeting of the Site Team with the Student (led by Team Leader)***

- Welcome
- Read Ephesians 2:17-22. How might this text inform our thinking in this meeting?  
Follow with prayer.
- Time line of personal histories and theological development of Team
- Each member explains why he/she gives time to the church or agency.
- Ask Team to bring to next meeting a list of five qualities he/she thinks every minister should possess and five skills every minister must have to exercise faithful ministry.
- Read 1 Corinthians 12:1-12. How does this text reflect the discussion we have been having? Follow with prayer.

***Third Meeting of the Site Team with the Student (led by Team Leader)***

- Welcome
- Read Acts 20:28-35. How does this text affect our thinking about our work together?  
Follow with prayer.
- Discuss five qualities and five skills for ministers (which each member has prepared before this meeting).
- Student presents a critical event for theological reflection
- Adjourn with prayer.

#### ***Fourth Meeting of the Site Team with the Student (led by Team Leader)***

- Welcome
- Review notes from first meeting relating to the Student's call and pressures.
- What does the group see as areas of current primary involvement (church, family, school, other work)?
- What seem to be the Student's primary values?
- How does the Student's spiritual nature express itself?
- How does he/she tie together the sacred and the secular?
- What evidence does the Team see of the Student's likely commitment to learning and intellectual growth after graduation?
- Close by confirming as much as possible the strengths of the Student, allowing him/her to restate his/her commitment to his/her intended work.
- Close with the reading of an appropriate scripture passage.
- Adjourn with prayer for the Student's future effectiveness in the ministry.

#### ***Evaluation Meeting (led by Team Leader)***

- The Site Team conducts one final meeting to evaluate the Student's work in mentoring and completing the form in Appendix E to be returned to the Director of Pastoral Ministries.
- The Site Team also evaluates the role played by the congregation/agency and their own contribution as a team to the Student's ministerial training: How have we helped or hindered the Student in achieving his/her learning goals? How effective were we in providing feedback? How effective were we in looking honestly at the life and witness of our congregation? What changes should we make with future interns? What have



been our personal learnings and disappointments from serving on this team?<sup>5</sup>

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<sup>5</sup> Lee Carroll, “The Forming Work of Congregations,” in Matthew Floding, ed., *Welcome to Theological Field Education!* (Herndon, Va: Alban Institute, 2011), 93.

## APPENDIX A

### SAMPLE MINISTRY COMPETENCY CHECKLISTS

The following list of competencies is meant to be neither comprehensive nor prescriptive, but suggestive. In the course of preparing a learning syllabus for MENT 7300, the Student should consult this list and, in conversation with both the Mentor and the Professor of Record, compile a list of ministry competencies to be addressed during the semester of MENT 7V00. Students should focus on those areas in which their own sense of competency is weak or nonexistent. For example, one who is comfortable performing baptisms need not include that competency in his/her list. Various competencies also need to be adapted to the particular area of mentoring in which one is engaged. For example, such competencies as those involved in time management, budgeting, or small group ministry should be specific to the role of pastor, children's minister, student minister, college minister, or chaplain. Each competency included in the learning syllabus needs to be fully described in terms of what it is the Student actually intends to do to grow in that competency. Priority should always be given to a real, hands-on experience. Short of that, observing one's Mentor in the process and discussing the process with someone may be the best one can manage in certain settings.

Some special situations require attention. Mentoring in an academic setting requires the Student to have scored 1300 on the GRE and to have a GPA of 3.8. Competency lists are not required for those doing their mentoring as part of an MDiv/MSW dual degree program. In the

same way, those substituting CPE or military chaplaincy school for their mentoring experience will not develop a competency list.

1. Baptism: Instruction and experience in administering baptism. The Student should learn how to baptize and, freely utilizing historical, denominational, and biblical sources, develop his/her own baptismal liturgy. The Mentoring Portfolio should include a description and evaluation of the experience and a ceremony developed and written by the Student.
2. Lord's Supper: Instruction and experience in administering the Lord's Supper. The Student should learn how to conduct Communion and, freely utilizing historical, denominational, and biblical sources, develop his/her own communion liturgy. This ceremony should be included in the Portfolio along with an evaluation of the effectiveness of Communion as observed in the mentoring situation.
3. Funeral: Discuss funeral preparation and protocol with the Mentor. Assist in at least one funeral by reading scripture and leading in prayer during both the service and graveside. Prepare a funeral service, including a sermon and order of service and include these in the Portfolio. If possible, officiate at a funeral service. Evaluate a service in which the Student participates.
4. Wedding: Discuss pre-marital counseling with the Mentor. Develop a wedding ceremony. Observe a wedding rehearsal and ceremony closely, accompanying the Mentor through the process. If possible, officiate at a wedding ceremony. Report, evaluate and reflect on this experience.
5. Worship: Assist in planning and directing a worship service. Report and evaluate this activity. Include the order of worship.

6. Ordination: Prepare an order of worship for an ordination service. Prepare an ordination sermon and develop five questions to be asked of the candidate, in consultation with the Mentor and the Professor of Record. If possible, attend an ordination service. Report and evaluate.
7. Preaching: Preach at least one sermon. Include outlines or manuscripts of the sermons, with evaluations and personal reflections following the experience in the Portfolio.
8. Parent-Child Dedication: The Student should produce a liturgy for a Parent-Child dedication service freely utilizing historical, denominational, and biblical sources. The Student should observe a service, lead in such a service, and discuss the meaning and effectiveness of the service with the Mentor. The Student will write a summary of the experience with observations and evaluation.
9. Teaching: Teach at least one Bible study lesson. Include outlines of the sermons, with evaluations and personal reflections following the experience in the Portfolio.
10. Staff Meetings: Attend weekly church staff meetings. Include agenda, reports and evaluations. Make a list of things a church can reasonably expect of its ministerial staff (regular office hours, weekly visitation).
11. Pastoral Visitation: Visit in hospitals, nursing homes, and retirement centers. Make prospect calls with the pastor or other church staff members. Record one verbatim of a visit. Reflect on the meaning and results of the visit. Evaluate the visit with the Mentor.
12. Church Staff: Talk with each member of the church staff to understand his/her role on the staff and his/her relationship to other staff members. How could staff relations be improved? Include reports and evaluations of these visits in the Portfolio.

13. Wednesday Service: Conduct a Wednesday evening service. Provide a bulletin or order of worship, outline or manuscript of sermon, and evaluation in the Portfolio.
14. Church Business: Attend finance committee, personnel committee, deacons' meeting, and church business meetings. Attend as many other church committee meetings as possible. Report on the agendas and evaluate these meetings.
15. Baptist Association: Attend an associational meeting. Include an agenda of the meeting and give a personal evaluation.
16. Job Descriptions: Review staff job descriptions. If possible, include these in the Portfolio, along with personal observations.
17. Budget: Review church budget. Discover how the budget is developed and how the staff works with an adopted budget. Learn to read a Balance Sheet and a Profit and Loss Statement. Include the budget and the observations and evaluation of the Student.
18. Time Management: Develop a daily and weekly work schedule. Include times to be at work, times to visit, study time, administrative time, counseling time, and devotional times.
19. Legal Matter: Become familiar with the legal aspects of the pastorate, including personal liability coverage for ministers. Find out how legalities affect personnel disciplinary matters and decisions. Discover why there is a need for screening policies and how they are used for church employees and volunteers working with children and students. Report and evaluate.
20. Church Evaluation: Evaluate the congregation in which the mentoring experience is being conducted. Explain and define how the church could more effectively reach the people of the community for Christ. Use studies of the demographics of the community

where the church is located, and review the growth pattern of the past ten years of the church.

21. Sunday School or Small Group Ministry: Spend four Sundays with the staff member responsible for the small group ministry during the Sunday School or Bible Study hour. Spend two Sundays with the lay leader of this ministry during the Sunday School or Bible Study hour. The Portfolio should include a discussion and evaluation of the way this time is spent and how it could best be used.
22. Sunday School Department: Assist in planning and conducting an Adult Sunday School Department/Class. Report and evaluate both the planning session and the actual meeting on that Sunday morning.
23. Small Group Ministry: Attend several of the congregation's small group meetings. Report on how the groups are organized, how they are formed, their curriculum, leadership development, and schedule.
24. Sunday School Planning: Plan and conduct a Wednesday evening Sunday School planning session. Submit the program and outline of the meeting. Reflect on that meeting and discuss how it could be better done.
25. Teaching: Teach at least one Bible study lesson. Include outlines of the sermons, with evaluations and personal reflections following the experience in the Portfolio.
26. Office Staff: Review how the office staff is organized and supervised. Evaluate and give personal observations.
27. Calendar: Discover who is responsible for the church calendar. How does the staff work with the church calendar? Evaluate the system and suggest improvements.

28. Christian Education/Discipleship/Small Group Evaluation: Evaluate the Christian Education ministry of the church where the Student is mentoring. Explain and define how it could be accomplished more effectively. Use studies of the demographics of the community where the church is located and review the growth pattern of the past ten years of the church.
29. Choir, Ensemble, Praise Team: Plan and lead a rehearsal. Conduct music for the adult choir in a worship service. Plan and lead a student choir rehearsal. Conduct the student choir in a presentation for a worship service. Prepare and teach a children's choir session. Participate in the Praise Team or Praise Band. The Portfolio should include a report on each of these activities with evaluations and reflections.
30. Music/Worship Ministry Evaluation: Evaluate the effectiveness of the music or worship ministry in the church in which the mentoring experience is conducted. Explain and define how it could be accomplished more effectively.
31. Student Ministry Orientation: Analyze the history and context of the church and its student ministry. Include this analysis, how it was carried out, evaluations and reflections on the value of it in the Portfolio. Discuss the process with the Mentor and include personal observations and lessons learned.
32. Student Ministry Leaders: Visit in the homes of six key volunteer student ministry leaders. Include reports and evaluations of these visits in the Portfolio.
33. Student Ministry Calendar: Discover how student events are calendared in the mentoring church. Give a report of this along with personal observations and evaluations and include the student ministry calendar in the Portfolio.

34. Midweek Student Ministry: Plan and conduct at least one mid-week night student worship meeting. If the student ministry is divided, do this for all groups. Reflect on this with the Mentor. Give the meeting plan or order of service along with outlines of the lessons taught.
35. Sunday School/Small Groups: Attend a student Sunday School/Small Group planning meeting and observe the planning process. Prepare and lead a student Sunday School/Small Group planning meeting. Include meeting plan, or order of events, and teaching outline, if used, in the Portfolio, along with observations and evaluations.
36. Teaching: Lead a student Bible Study class in both the middle school and high school divisions at least once each. Teach more often if possible. The Portfolio should include the teaching outlines and reflections, observations and evaluations of the teaching situation.
37. Student Ministry Evaluation: Evaluate the student ministry where the mentoring experience is conducted. Explain and define how the student ministry could be more effective in reaching more students and their families for Christ. Use studies of the demographics of the community. Also review the growth pattern of the past ten years.
38. Campus Awareness: Locate the places where university students casually gather. Visit and meet with dorm directors. Discuss the rules for visitation/activities within the dormitories. Discuss with the Mentor these findings and propose in the mentoring Portfolio a plan for on-campus personal/programmed ministry.
39. Evangelism: Suggest a plan for personal evangelism for the campus to which the Student is attached to the site supervisor and Mentor for discussion. Include the plan in the Portfolio.



40. Leadership Development: Meet with the university student leaders of the assigned ministry point once per week. Discuss with them the following topics: spiritual autobiography, job description for the particular ministry task, implementation plans for ministry tasks, visitation with that student to other students, and prayer with and for that student. Prepare a weekly summary of meetings with observations from the Mentor.
41. Worship Experience: Plan and conduct at least one weekday worship experience. Provide meeting outline to the Mentor for discussion and review.
42. College Sunday School/Small Groups: Attend a college department Sunday School/Small Group planning meeting and observe the planning process. Prepare and lead a college Sunday School/Small Group planning meeting. Include meeting plan, or order of events, and teaching outline in the Portfolio, along with observations and evaluations.
43. College Bible Study: Lead at least one Bible study lesson for a college group. Include outlines of the sermons, with evaluations and personal reflections following the experience in the Portfolio.
44. Relationship Building: Engage intentional conversations with university students both Christian and non-Christian weekly. Write reflection notes on those conversations and share them with your Mentor. Include in the Portfolio.
45. Campus Ministry Awareness: Discover what student ministries are available on campus. Determine semester students' trends as they relate to how students respond, how students attend, and the growth pattern of those ministries. Provide an outline of findings to the Mentor. Include this and the Mentor's response.

46. Calendar: Discover how university student events are calendared in the mentoring church/BSM. Give a report of this along with personal observation and evaluations and include the student calendar in the portfolio.
47. College Ministry Budget: Review church/BSM budget. Discover how the budget is developed and how the staff works with an adopted budget. Learn to read a balance sheet and a profit and loss statement. If possible, include the budget, along with personal observations in the portfolio.
48. Associational Relationships: Attend at least one associational meeting. Offer to give the BSM report to either the associational meeting or to the Student Work Committee of that particular association. Provide the outline of that report to your Mentor and include it in the Portfolio.
49. College Ministry Evaluation: Evaluate the campus ministry where the mentoring experience is conducted. Explain and define how the campus ministry could be more effective in reaching more students for Christ. Use studies of the demographics of the community. Also review the growth pattern of the past ten years.
50. College Ministry Orientation: Analyze the history and context of the church and its ministry to children and their families. Include this analysis, how it was carried out, evaluations and reflections on the value of it in the Portfolio. Discuss the process with the Mentor and include personal observations and lessons learned.
51. Children's Ministry Leaders: Visit in the homes of six key volunteer children workers to get to know them personally and to seek their advice for a new children's minister. Submit a report on these visits, providing evaluations and observations.

52. Discipleship: Discuss spiritual preparation for ministry and personal discipleship with the Children's Minister. Include in the Portfolio a report of this conversation and a personal spiritual self-evaluation and how it relates to children's ministry.
53. Children's Ministry Calendar: Discover how the Children's Ministry calendaring takes place. Describe and evaluate the system being used. Include the calendar, evaluation, and observations in the Portfolio.
54. Mid-week Children's Ministry: Participate in Wednesday night children's ministry. Report on the Wednesday night program for children, along with observations and evaluations. What improvements or changes might be suggested?
55. Children's Sunday School: Attend a children's Sunday School planning meeting and observe the planning process. Also attend a preschool planning meeting. Lead these planning meetings at least once. Observe, evaluate and report on the effectiveness of these meetings. When the Student leads these meetings, include the order of meeting, the lessons taught and learned.
56. Children's Church: Attend a Children's Church planning meeting and observe the planning process. Attend the planned service and participate in some element of it. Observe, evaluate, and report on the effectiveness of this as a means of discipling children.
57. Teaching: Teach a children's Sunday School class and a preschool Sunday School class. Include in the Portfolio the lesson plan, outline of lesson, and an evaluation of the classes. Also evaluate the classes when the regular teachers are in charge, offering suggestions for improvement.

58. VBS: Be involved in the leadership of a Vacation Bible School. Measure the strengths and weaknesses of that VBS. Evaluate and show what could be done better. How can it be more effective?
59. Children's Ministry Calendar: Review how the children's minister works with the church calendar. What priority do children's activities have on the church calendar? Observe, evaluate, and make positive suggestions. Include this in the Portfolio.
60. Children's Ministry Evaluation: Evaluate the children's ministry where the mentoring experience is conducted. Explain and define how the children's ministry could be more effective in reaching more children and their families for Christ. Use studies of the demographics of the community. Also review the growth pattern of the past ten years.
61. Senior Adult Sunday School: Spend several Sundays with the senior adult minister during the Sunday School hour and several Sundays with the Sunday School Director during the Sunday School hour. Include in the Portfolio important points discussed during these meetings and an evaluation of how time was spent during the meeting.
62. Senior Adult Sunday School Department: Assist in planning and implementing the Senior Adult Department/Class. Report and evaluate both the planning session and the actual Sunday School session. Prepare an order of worship for the Sunday School class, complete with scripture readings, music, and message. Include that service in the Portfolio. Evaluate a service in which the Student participates.
63. Senior Adult Worship Service (outside of the church building): Assist in the planning and implementation of a worship service held outside of the church, in a nursing home or lay person's home. Prepare an order of worship, complete with scripture readings, music, and

- message. Include that service in the Portfolio. If possible, lead a worship service. Evaluate a service in which the Student participates.
64. Home Visits: Spend at least one hour a week visiting with a senior adult or family member of a senior adult in their home. Write a verbatim of one visit.
  65. Hospital Visits: Spend at least one hour a week visiting with a senior adult or family member of a senior adult in the hospital. Write a verbatim of one visit.
  66. Nursing Home Visits: Spend at least one hour a week visiting with a Senior Adult in a Nursing home. Do one verbatim of a visit.
  67. Senior Adult Ministry Evaluation: Evaluate the Senior Adult Ministry of the church. Explain and define how the ministry could be accomplished more effectively. Review the growth pattern of the church for the past ten years and study the demographics of the community where the church is located, especially pertaining to Senior Adults.
  68. Facilities: Review facilities usage policies and attend properties committee meeting. Make notes. Include facilities usage policies and personal observations and evaluation.
  69. Finances: Review policies and observe the receiving, counting, and accounting of monies received in the offerings. Discover how financial records are kept. Learn how the administrator controls budget spending. A description and evaluation of these activities should be included in the Portfolio.
  70. Office Management: Review church office management policies and visit with secretarial staff. Ask questions and allow secretaries to share with you. Evaluate the situation and offer suggestions as to how it could function better.

71. Kitchen: Review kitchen policies and visit with kitchen staff. Make observations and evaluations about how well the kitchen functions. Report this in the Portfolio. Include kitchen policies.
72. Maintenance: Review maintenance policies and visit with maintenance staff. Evaluate the effectiveness of maintenance policies in effect. Can it be improved? Give observations in the Portfolio. Include the maintenance policies.
73. Other Staff: Visit with day care or other ministry staff. Review their policies and how they function. Include the policies and the Student's personal evaluations.
74. Policies: Be aware of all church policies and how the business administrator relates to them all. Include as many of these policies as possible with observations, when applicable.
75. Insurance: Learn about how insurance coverage affects the church. Include an insurance policy, if possible. Discover what is important about insurance and how it is handled in the mentoring situation. Evaluate and give personal observations about insurance coverage.
76. Church Administration Evaluation: Evaluate the effectiveness of the administrative policies of the church where the mentoring experience is conducted. Explain and define how they could be improved.
77. Community Ministry: Participate in a community ministry project (such as drug rehabilitation, after-school program for children, benevolence). Describe the project, the Student's participation and the value of this activity. Include an evaluation of the project.

78. Church Planting: Visit a new church start. The Student should understand the initiation of the church planting process, barriers to a successful plant, and principles for church planting. Include all this, with personal observations, in the Portfolio.
79. Inter-religious Dialogue: Visit a Jewish Synagogue, Mosque, Hindu Temple, or Ba'hai Meeting Hall. The Student should speak with a participant in this religious tradition. The Student will write a verbatim of the conversation and reflect on his/her personal reactions to the conversation.
80. Mission Lifestyle: Interview a community, U.S. or international missionary. Ask questions about adjustments, successes, failures, and family. Include the entire interview, with evaluations, in the Portfolio.
81. Culture: Locate and interview an international student or family. Include this interview and personal observations in the Portfolio.
82. Local Church Missions: Review with a Minister of Missions his/her role and his/her church's mission involvement. This should be included in the Portfolio.
83. Home Cell Group Leadership: Develop a thorough understanding of home cell groups. Participate in home cell group meetings for the full duration of mentoring experience. Serve in a variety of leadership roles: host/hostess, leader, co-leader, and outreach coordinator. Evaluate and report on home cell group meetings.
84. Fundraising: Create a fundraising plan for a hypothetical church start. List potential sources of funding. Evaluate and review the new church's sources of funding.
85. Church Start Plan: Develop a two-year plan to start a new church. Include a report that highlights what should/should not be done in this new start in contrast with the church

- currently serving. Include the development and communication of the vision for the church start.
86. Sponsor Church/Denominational Relationships: Meet with sponsoring church and denominational representatives to discuss the church's relationship with these entities. Report and evaluate.
  87. Portable Church Logistics: Assist in weekly church set-up and takedown for at least four Sundays. Identify suggestions for improvement of these processes. Include an inventory of equipment needed.
  88. Church Marketing: Describe the marketing efforts of the church. Evaluate these marketing strategies. Implement a marketing campaign.
  89. Creating a Syllabus: How does one go about creating a syllabus for a given class? Mentor can express how he/she goes about creating a syllabus and explain the process by which it is approved by the Head of the Department, etc. Student should create a syllabus for a class out of the catalog, which should then be evaluated by the Mentor. The syllabus and the evaluation shall be included in the Portfolio.
  90. Judging Textbooks: How does one pick textbooks for a given class? Mentor should give Student a list of books to evaluate and ask him/her to list their strong and weak points. Student should also come up with a list of textbooks to be used for a class in the catalog, which would then be evaluated by the Mentor. The list, process, thought process, and evaluation should be included in the Portfolio.
  91. Pedagogical Method: What are some good pedagogical methods to use in the university or seminary setting? Mentor should share his teaching methods and Student should



discover/create his/her own pedagogical philosophy. Student should also observe the Mentor employing his/her methods in the classroom and, if possible, teach a class himself/herself.

92. Teaching Outlines: What sort of outline or notes do you use when you teach a class? Mentor can give Student copies of his/her notes and Student can write his/her own notes for teaching a class in the catalog. If possible, Student could teach a class using one of his/her own outlines. Mentor and Student can evaluate the effectiveness of Student's outline and the use of it. All of this should be included in the Portfolio.
93. Class Calendar: How do you decide how long to spend on each area of a given subject and how do you stick to your plan? Mentor can discuss how he dissects a subject and calendars this over a semester plan. Student can lay out a plan for teaching a class in the catalog that will cover different subjects for the class and the calendaring of them. The calendar and the plan should be included in the Portfolio.
94. Grading: Grading an objective test is not too hard, but how does one grade an essay? Mentor should discuss his/her own grading method (and, hopefully, include other methods, as well), and Student can make a plan for grading for the semester. If possible, the Student, under proper supervision, could grade some "real" class papers and tests.
95. Student Relationships: How do you deal with Students? Mentor can explain how he/she deals with Students (problem Students, Students that fawn, complaining Students, those who dispute grades, those who come seeking guidance, etc.). For each of these, or others the Mentor might assign, the Student can write hypothetical responses.
96. Staff Relationships: How does one relate to other faculty and staff? What are the boundaries, both hidden and open? If possible, the Student could sit in on a faculty

meeting, observe and evaluate the procedures, with the purpose of understanding this unique relationship.

97. Professional Meetings: How important are professional meetings to a professor's career? An understanding of the place of such meetings and one's contributions to such a meeting is very important. If possible, the Mentor and Student could attend such a meeting together and use this opportunity to instruct and evaluate. This should be written up and included in the Portfolio.
98. Research: If Mentor is currently writing, the Student can be used as a research assistant, as long as the Mentor uses the opportunity to teach how to best do it. Student should keep a journal about this and evaluate it for the Portfolio. This should include criteria for good research materials and a plan of accomplishing this important work. All this, and the results of such, should be included in the Portfolio.
99. Writing: How important is writing to a professor's career? How does one find time to do it? How does one choose a subject? Mentor should share his/her writing experiences and show the Student how to do it. Student should make a hypothetical schedule and plan for a writing project. Mentor could share hints about getting an article published. All this should be recorded in the Portfolio.
100. Reading: How does one best use his/her time in making choices about reading? Mentor should share the importance of continuing education for a professor, and the Student should make a plan for continuing education.
101. Tenure: Mentor should teach about the tenure process and the Student should make a plan for achieving tenure. This plan and accompanying ideas should be included.

102. When to Leave: What sort of factors could lead one to leave a teaching position?  
Student should make a list of non-negotiables that, if violated, could be reason for change of jobs.
103. Family Life: How does a professor keep his/her family a priority while teaching, writing, and researching, etc.? Mentor will write a short essay about keeping important things in focus.
104. Legal Aspects: What is a good contract? Are there other pertinent legal issues that confront a professor? If possible include a contract, with evaluations. Also write about other important legal issues a professor will face.
105. Choosing a PhD. Program: What makes a doctoral program good? Mentor can help Student understand the important factors to look for in a specific program. Under the guidance of the Mentor, the Student can pick three programs to which to apply.
106. Dissertation Topic: What is the correct process to follow in choosing a dissertation topic? What are the rules? Mentor can help the Student to make a good choice in this area.
107. Independent Research: Since a record of research and publication can be crucial for acceptance into a graduate program and for being hired as a professor after graduation, the Student should engage in independent research during the mentoring experience. In consultation with the Mentor and the Professor of Record, the Student should write a research paper in her/his area of interest with the goal of having it published. The Student should identify the target academic journal(s) and write the paper to meet the journal's specifications for submitting articles for review. The paper should be submitted to the Professor of Record. If the situation presents itself, the Student may, in lieu of the

required research paper, assist the Mentor, Professor of Record, or another professor in co-authoring an article to be published in an academic journal or contribute an essay or excursus to be included in a book to be published.

108. Children's Home Job Descriptions: Review staff job descriptions. If possible, include these in the Portfolio. Give personal observations and evaluations. Review annual (semi-annual, if appropriate) employee evaluation forms.
109. Children's Home Evaluation: Evaluate a chaplain, social worker, teacher, and recreation leader where you are doing your mentoring. Explain and define how the organization as a whole could more effectively accomplish its ministry to children and families. Review the statistics and overall effectiveness of the organization.
110. Children's Home Budget: Review children's home budget. Learn to read a Balance Sheet and a Profit and Loss Statement. Discover how the budget is developed and how the staff works with an adopted budget.
111. Legal Aspects of Children's Home: Become familiar with the legal aspects of working at a children's home, including personal liability. Find out how legalities affect personal disciplinary matters and decisions. Discover why there is a need and how screening policies are used for employees and volunteers working with children and student. Report and evaluate.
112. Recreation Facility Management: Learn what it takes to be in charge of a recreation facility. Talk with the Recreation Minister about the organization of the recreation staff and their job responsibilities. Review building usage policies and attend properties committee meeting (if there is one specific to recreation building). Make notes. Include building usage policies and personal observations and evaluations about building usage.

Discuss with the Minister how to handle insurance matters and liability. Include a copy of insurance procedures in Portfolio. Review maintenance policies of the recreation facility and visit with maintenance staff. Evaluate the effectiveness of maintenance policies in effect. Give observations in the Portfolio, along with maintenance policies.

113. Community Recreational Ministry: Participate in a community ministry project. Describe the project, the Student's participation and the value of this activity. Include an evaluation of the project.
114. Recreation Budget: Review and evaluate budget for the recreation ministry. Develop your own budget for a recreation facility including how much money you will spend on equipment, staff, programs, special events, etc.
115. Evaluation of Recreational Ministry: Evaluate the effectiveness of the recreation ministry of the church where you are mentoring. Explain and define how they could be improved.

## APPENDIX B

### GUIDELINES FOR MENTOR'S EVALUATIONS OF STUDENT

The Mentor will write out the evaluations in full using these guidelines. This evaluation will be shared in a face-to-face meeting with the Student. Copies of both the mid-term and final evaluations must be forwarded to the Professor of Record and the Director for Pastoral Ministries as soon as possible after meeting with the Student.

- Evaluation of work done by the Student in the mentoring setting.
- The Student's relationships with people in the mentoring setting.
- The Student's relationship with the Mentor.
- The Student's ability to integrate biblical and theological concepts into ministry practice. The Student should give evidence of being able to take the concepts from previous learning and translate them into practice. Please relate incidents that illustrate your evaluations.
- Evaluation of the Student's ministry identity. Evaluate the Student's perception of his/her role identity as a minister and his/her ability to fulfill that role with integrity.
- Evaluation of the Student's personal identity. Evaluate the Student's perception of who he/she is as well as his/her ego strength.
- Evaluation of the Student's ability to deal with stress.
- Evaluation of how the Student fulfilled his/her covenant and goals.

- Relate your goals for this Student during the mentoring period. Were these goals fulfilled?
- For the Final Evaluation, please make a recommendation concerning a grade for mentoring. Please include an explanation along with the grade recommended.

## APPENDIX C

### AREAS FOR EXPLORATION STUDENT / MENTOR / PROFESSOR OF RECORD CONVERSATIONS

1. How are you growing in the Christian faith?
2. How do you think about your ministry at this time, and/or in the future?
3. What are the primary social and theological issues for you?
4. Are your seminary and mentoring expectations being fulfilled? What would you do differently?
5. How well are you able to withstand subtle and overt pressures? Tell me about a time when you have had to do that.
6. Are you open to insight and guidance from others? Tell me about an experience in which you have demonstrated that or failed to.
7. How do you set ethical and financial boundaries?
8. What are your family's thought about your plans for ministry?
9. What is your understanding of "ministerial leadership?"
10. How do you indicate value of others, the dignity of human beings?
11. Reflect on particular mentoring experiences, allowing for the development of an ability to learn from both good and bad experiences.



APPENDIX D

CHECKLIST FOR PROFESSOR OF RECORD

STUDENT'S NAME: \_\_\_\_\_

1. Proposal for Mentoring and Letter of Agreement from Mentor \_\_\_\_\_  
(Due before beginning of semester in professor's office)

2. Syllabus to Professor of Record \_\_\_\_\_

(Due before beginning of semester, includes books to be read and schedule of activities.)

3. Critical Reviews of books read turned in \_\_\_\_\_

(Due as assigned by Professor of Record)

4. Student's communication with Professor of Record \_\_\_\_\_

(Every two weeks at least)

5. Mid-term evaluation from Mentor to Professor of Record \_\_\_\_\_

6. Case Study Reflection paper submitted \_\_\_\_\_

7. Mentoring Portfolio submitted \_\_\_\_\_

8. Final evaluation from Mentor to Professor of Record \_\_\_\_\_

9. End of semester debriefing with Professor of Record \_\_\_\_\_

(Scheduled on Student's return to campus)

10. Final grade given by Professor of Record, forwarded to \_\_\_\_\_

Director of Pastoral Ministries

## APPENDIX E

### COMPETENCY EVALUATION FORM

George W. Truett Theological Seminary seeks to educate Students to fulfill their calling and to minister effectively in the world. Please evaluate the skill and effectiveness of our Students in ministry. This evaluation form is for the purpose of Truett Seminary's self-evaluation and is confidential. The Mentor, the Site Team, and the Professor of Record should complete this form and return it to the Director of Pastoral Ministries.

Please answer the following questions and make appropriate comments.

1. The Student is able to plan and lead in thoughtful and well-crafted worship of God, communicates God's Word in a clear and understandable manner informed by careful biblical exegesis, and is attentive to the contemporary context.

Strongly Disagree \_\_\_\_ Disagree \_\_\_\_ Neutral \_\_\_\_ Agree \_\_\_\_ Strongly Agree \_\_\_\_

Not Able to Observe \_\_\_\_ Not Applicable \_\_\_\_

EXPLAIN:

2. The Student is able to draw and reflect on Scripture and the classical and contemporary literature of the Church and to articulate an informed Christian worldview for life and ministry.

Strongly Disagree \_\_\_\_ Disagree \_\_\_\_ Neutral \_\_\_\_ Agree \_\_\_\_ Strongly Agree \_\_\_\_

Not Able to Observe \_\_\_\_ Not Applicable \_\_\_\_

EXPLAIN:

3. The Student is able to understand and demonstrate effective Christian leadership skills for ministry.

Strongly Disagree \_\_\_\_ Disagree \_\_\_\_ Neutral \_\_\_\_ Agree \_\_\_\_ Strongly Agree \_\_\_\_

Not Able to Observe \_\_\_\_ Not Applicable \_\_\_\_

EXPLAIN:

4. The Student is able to nurture individuals using an integrated set of pastoral skills and spiritual disciplines.

Strongly Disagree \_\_\_\_ Disagree \_\_\_\_ Neutral \_\_\_\_ Agree \_\_\_\_ Strongly Agree \_\_\_\_

Not Able to Observe \_\_\_\_ Not Applicable \_\_\_\_

EXPLAIN:

5. The Student will participate in lifelong learning events outside of classroom responsibilities and will value lifelong learning as a means for discovering resources for ongoing ministry enhancement.

Strongly Disagree \_\_\_\_ Disagree \_\_\_\_ Neutral \_\_\_\_ Agree \_\_\_\_ Strongly Agree \_\_\_\_

Not Able to Observe \_\_\_\_ Not Applicable \_\_\_\_

EXPLAIN:

6. The Student has demonstrated that s/he has integrated prayer and other spiritual disciplines as a means of his/her ongoing formation in Christ.

Strongly Disagree \_\_\_\_ Disagree \_\_\_\_ Neutral \_\_\_\_ Agree \_\_\_\_ Strongly Agree \_\_\_\_

Not Able to Observe \_\_\_\_ Not Applicable \_\_\_\_

EXPLAIN:

7. The Student is able to think critically regarding the worldwide mission of the Church, demonstrate skills for leading persons to faith in Jesus Christ through holistic ministries and verbal and lifestyle witness, and understand the need to catalyze congregations for local and international witness.

Strongly Disagree \_\_\_\_ Disagree \_\_\_\_ Neutral \_\_\_\_ Agree \_\_\_\_ Strongly Agree \_\_\_\_

Not Able to Observe \_\_\_\_ Not Applicable \_\_\_\_

EXPLAIN:

## APPENDIX F

### INTERNATIONAL MENTORSHIPS

Students wishing to mentor internationally will begin the process of placement with a lead-time of at least 90 days in order to complete the necessary arrangements and paperwork. The Student will go to the website of the Baylor University's Center for International Education and follow the instructions provided for International Internships ([www.baylor.edu/InternationalTravel](http://www.baylor.edu/InternationalTravel)).

#### **Risk Management Plan**

The legal counsel, Baylor University, must verify a Risk Management plan. This plan could include the following:

- Student will write every other day a one-line report on personal health and physical condition. This report will be mailed every other day to the Professor of Record and the Director of Pastoral Ministries.
- Student will identify two members of his/her Site Team as contact persons and will provide that information to the Professor of Record and the Director of Pastoral Ministries within the first two weeks of placement.
- Student will identify a primary health care center to be used in case of medical need. Student will provide this information to the Professor of Record and the Director of Pastoral Ministries within the first week of stay in the mentoring location.

- Student will identify the nearest police station and will collect all the pertinent information. Student will provide this information to the Professor of Record and the Director of Pastoral Ministries within the first week of stay in the mentoring location.
- In the event the Student does not send a report after four days (96 hours) the Professor of Record and/or the Director of Pastoral Ministries will take the necessary steps to get in touch with any of the contact persons provided.
- In the event that none of the contact persons know anything about the whereabouts of the Student, or in the event that the Student's physical integrity is clearly compromised, the Professor of Record and/or the Director of Pastoral Ministries will contact the pertinent authorities beginning with the Dean at Truett Theological Seminary.
- If the Student travels away from the mentoring location for a period of more than twelve hours, the Student will provide an itinerary to the Professor of Record and the Director of Pastoral Ministries.
- If the State Department identifies any travel risks, the Student will identify what measures will be taken to mitigate those risks.

### **Professor of Record**

The Professor of Record is responsible to:

- See that the Student complies with all the requirements of the Center for International Studies..
- Provide adequate orientation regarding travel, maintenance of health, personal safety and security, and cultural understanding.-
- Establish and schedule the means for regular contact, either by phone or email.

- Ensure that the Student has the following Baylor/Truett contact information-  
Phone numbers for the Professor of Record (office, home & cell)  
Phone numbers for the Director of Pastoral Ministries (office, home & cell)  
General Truett and Baylor numbers  
Nearest American Embassy
- Secure the following field contact numbers/addresses for the Student placement-  
Place of residence  
Mentor (office, home & cell; email)  
Organization (country of mentorship and US)

## APPENDIX G

### OFF-SITE ACADEMIC PROGRAMS WITHIN THE UNITED STATES

Academic programs may require academic credit through experience in clinical or other business locations that are not part of Baylor facilities. Such off-site programs may place a single Student participant in an off-site location without the presence of Baylor faculty or support. Student participants in off-site programs are encouraged to plan carefully all aspects of the off-site experience to maximize the academic experience and minimize any potential safety or health problems. The following guidelines emphasize Student responsibility for planning and for communicating during the program and in the event of any emergency.

#### **Emergency Health and Law Enforcement Services**

- Obtain, read and carefully consider materials related to the off-site location, particularly those materials relating to safety and health issues in the off-site program and locale.
- Consider your health and personal circumstances when applying for or accepting placement in the off-site program.
- Make available to the off-site program and Baylor accurate and complete physical and mental health information and any other personal data that is necessary to plan a safe and healthy off-site program experience.
- Assume responsibility for all the elements necessary for personal preparation for the off-site program.
- Participate fully in any orientations by the off-site program and Baylor.



- Obtain or maintain appropriate insurance coverage, particularly health insurance in the event of sickness or injury during the program.
- Inform next of kin and others with a need to know about participation in the off-site program.
- Provide next of kin and Baylor's program director with emergency contact information, and keep them informed on an ongoing basis.
- Understand and comply with the off-site program's terms of participation, codes of conduct, and emergency procedures, as well as Baylor's terms of participation, codes of conduct, and emergency procedures. (Baylor's codes of conduct apply off site.)
- Be aware of local conditions that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the off-site program and Baylor.
- Inform Baylor Department of Public Safety (254.710.2222) of an emergency or if you need assistance.

## APPENDIX H

### EXPECTATIONS FOR STUDENTS MENTORING IN CLINICAL PASTORAL EDUCATION

Students who fulfill their Mentoring requirement by being in a Clinical Pastoral Education program are expected to complete all work and materials required by the CPE program in which they are enrolled. In order for Clinical Pastoral Education to be acceptable for the Mentoring requirement, the CPE program must be an approved Clinical Pastoral Education program. The Instructor/Director of the CPE program in which the Student is enrolled will forward a final grade to the Student's Professor of Record.

In addition to doing all work required by the approved CPE program in which the Student is enrolled, the Student will present a Mentoring Portfolio to the Director of Pastoral Ministries at the conclusion of the CPE experience. The Mentoring Portfolio will include the following items:

- The syllabus that is approved and followed in the CPE program in which the Student is involved.
- The Covenant Agreement (which may be called "Contract" in CPE terms) that is a part of the approved program. This will include the Student's goals for the program and the methods that will be used to reach those goals.
- An outline of the Student's daily schedule and everything the Student is expected to accomplish in the program.
- All verbatims used in the CPE program will be included in the Portfolio.

- Personal and Program (Professor's) mid-term and final evaluations.
- A family genogram.
- A devotional the Student gave as part of the program.
- A Case Study Reflection as outlined on pages 24-26 of this Handbook.
- A Daily Ministry Journal, which will include the Student's activities for each day and personal, spiritual reflection and evaluation of those experiences.
- A written comprehensive reflection and evaluation of the entire CPE/Mentoring experience.

APPENDIX I  
EXPECTATIONS FOR MDIV/MSW  
DUAL DEGREE STUDENTS

Students in the M.Div./MSW Dual Degree Program will take MENT 7300 in the spring of their second year at Truett. They fulfill their MENT 7V00 requirement in conjunction with SWO 5491 (Foundation Internship I) and SWO 5492 (Foundation Internship II) during the fall and spring semesters of their third year. They will register for MENT 7V00 concurrently with the social work internships (four semester hours in the fall and four in the spring). Students are expected to complete all work and materials required by the Foundation Internship I & II. For the M.Div./MSW Advanced Standing degree, the Student will take MENT 7300 in the fall of their first year and MENT 7V00 for eight semester hours in the following spring in connection with SWO 5790 (Advanced Internship III).

At the end of SWO 5491, only the Field Supervisor's final evaluation will be submitted to the Director of Pastoral Ministries. All materials submitted for the SWO 5491 and 5492 (all presentations, modified field log/journal, etc.) will be included in the Student's mentoring portfolio, which will be presented to the Director of Pastoral Ministries at the conclusion of Foundation Internship II in the spring semester. The Advanced Standing degree Student will include in the portfolio all the materials submitted for SWO 5790. Students will be expected to de-identify the log/journal/supervisory agenda so that no agency, client, or colleague is identified or identifiable in the materials submitted for the mentoring portfolio.

In addition to the above, the mentoring portfolio will include the following items:

- The syllabus and course outline for SWO 5491 and SWO 5492 or SWO 5790.
- The learning contract/mid-term/final evaluation forms required for SWO 5491 and 5492, or SWO 5790.
- An outline of the Student's class schedule and everything the Student is expected to accomplish for Foundation Internships I & II, including copies of each supervisory agenda with modifications for de-identification.
- Two process recordings/verbatim recordings that include issues of faith and practice.
- A reflection on the social work agency context in which the Student is involved, with a view toward the potential for connections between the agency and faith and the church.
- Ministry perspectives of the presentations made in the seminar setting.
- A daily ministry journal (which may be done in relationship with the field log/journal required for SWO 5492 or 5790). This daily ministry journal will include a personal, spiritual reflection and evaluation of the experiences of the program. This is not meant to be a "spiritual journal," but entries should follow activities that are done for SWO 5492 or 5790 with any clients, colleagues or agencies de-identified.
- A thorough reflection on the relationship of the practice of social work and Christian ministry.
- A case study of a particular experience in the Student's internship/mentorship, following the guidelines on pages 19-22 of the *Mentoring Handbook*. This may be the same case as the case presentation for SWO 5492 or 5790 but must be completely confidential in its presentation.

- Two critical reviews (one theological and one biblical) of books that involve Christian ministry and deal with social work concepts (reviews of books that involve the relationship of social services and Christian ministry may be used to fulfill this requirement).
- An inventory of what the Student has learned from this social work mentoring experience and how it will affect the Student in the future

## APPENDIX J

### EXPECTATIONS FOR STUDENTS MENTORING IN CONJUNCTION WITH A MILITARY CHAPLAINCY TRAINING PROGRAM

Students who fulfill their MENT 7V00 requirement by being in a Military Chaplaincy Training Program are expected to complete all work and materials required by the chaplaincy-training program in which they are involved. A Student must be enrolled in the Military Chaplaincy Training Program before s/he will be allowed to enroll in MENT 7V00 for that semester. The Director of the training program will be asked to forward a grade to the Director of Pastoral Ministries on conclusion of the actual military work.

In addition to doing all work required by the Chaplaincy Training Program in which the Student is involved, the Student will present a mentoring portfolio to the Director of Pastoral Ministries at the conclusion of the Chaplaincy Training/Mentoring experience. The mentoring portfolio will include the following items:

- The syllabus and all papers included in that Military Chaplaincy Training Program, including all handouts, all papers the Student must turn in, all responses, all notes, and everything else that is included in the program.
- An outline of the Student's daily/weekly/monthly schedule and the entire training the Student is expected to accomplish as part of the program.
- A ministry journal, which will include the Student's immediate reflections (personal, spiritual, scriptural and theological) on each of the activities in which the Student is involved.

- A devotional the Student gave, or heard, that has to do with this ministry.
- A written reflection on the kind of theology that must be practiced in Military Chaplaincy ministry.
- A case study reflection as outlined on pages 19-22 of the *Mentoring Handbook*.
- A written reflection on the uniqueness of military chaplaincy, with personal response about the Student's willingness and ability to do well in this type ministry.



APPENDIX K  
CRITICAL BOOK REVIEWS

For each of the reflective reviews you write, expect to produce 1250-1500 words using the following structure:

- An introductory paragraph that answers two questions:
  - Who is the writer and what does he/she know?
  - What is the author talking about? (This is the “subject,” a single sentence stating what the book is about. It is the thesis of the book or chapter.)
- Series of three or four paragraphs answering the question, “what does the author say about the subject?” (This is the “complement,” the completion of the subject. Each statement in the complement should answer the question the author raises implicitly in the subject.)
- Is it true? Write a paragraph assessing the effectiveness of the author’s case. Do you think the author has made a case for the thesis? Has the subject been established? Why or why not? Is anything important omitted? Is any of the evidence or any of the argument mishandled?
- So what? A paragraph assessing the significance of what you have read. If it is true, what are the implications for you?
- Now what? What do you intend to do with your encounter with this book?

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