Semlink Mentored Ministry Manual
Welcome to Semlink and to Mentored Ministry! We’re pleased to have you begin your seminary education with us. Mentored Ministry (MM) is an essential component of your training for ministry. We will assist you as best we can to have it be a most rewarding experience for you. The following points summarize the basic information that is essential:

1. **MC/SF501 Spiritual Formation for Ministry.** IMPORTANT: This is the co-requisite for doing Mentored Ministry at a ministry site. You must enroll in this course before or concurrent with MM.

2. **Site/Project Approval.** A significant range of ministry experiences are acceptable to the MM Department. Traditional church/parish positions are automatically acceptable. However, primarily administrative roles, although valuable, are not acceptable. We encourage you to check in with us before confirming your MM placement at a less traditional site or project.

3. **Mentor Approval.** You must make sure that your Mentor is approved (application included in this packet). Minimum requirements for Mentors are five years of full-time ministry experience. You may contact our office (MM) to see if we have him/her already on file.

4. **Determine the Number of MM Units You Will Take.** One MM unit equals 10 hours of work for 12 weeks. Two units would be 20 hours per week for 12 weeks, and so forth. Semlink policy is that no more than two units of MM may be taken prior to matriculating on campus.

5. **Register for MM with Semlink.** Register for Mentored Ministry as you would any Semlink course. But please note that unlike all other Semlink courses, Mentored Ministry is a twelve-week experience. You must declare your planned 12-week time frame to the Semlink Office when you register.

6. **Note Requirements for Written work and Due Dates.** The following pages cover the written requirements for MM as well as the due dates for each semester. Any variations in scheduling, such as extensions for assignments, must be approved and/or arranged with the Semlink Office.

7. **Please note that when you arrive on the South Hamilton campus that you will be expected to take what is known as “the Orientation Unit” or opt for a field unit in its place.** For on-campus students MM501 is the Orientation unit (no field work). Most likely you will be wanting or needing to take the Orientation, as well. Depending on how many units you took through Semlink (MM501 and/or 502) you will register to take the Orientation unit as the next consecutive unit (either MM502 or 601).

8. **Mentored Ministry is a requirement for both Masters of Divinity (M.Div.) and Masters in Educational Ministries (MAEM) students.** If you are a M.Div. student you should register for MM501 and MM502. However if you are in the MAEM program your course number will be EM/MM501 and EM/MM502.
Summary of Written Requirements

1. **Learning Covenant:** Composed in collaboration with your Mentor, this document serves as the guide under which you will conduct your Mentored Ministry for your 12-week unit. The Covenant needs to be postmarked and mailed or scanned and emailed to the Semlink Office (semlink@gcts.edu) by 2 weeks after your Start Date. Semlink will give you a schedule at the time of registration with your exact due dates. This is your first written assignment. Late work will be penalized.

   Note also that the dates for the 12-week period of your Mentored Ministry experience should be determined by you and your Mentor but must begin at the latest by 2 weeks after the day you submit your Learning Covenant.

2. **Progress Report:** This assignment is due at the end of a single unit (i.e. MM501 or EM/MM 501) only for those who will be doing subsequent unit(s) at the same site. If you are finished serving at a given site, a Final Evaluation should be submitted.

   **Questions for Mentor Response** and **Questions for Student Response** must be completed and stapled to the signed **Cover Sheet**. The Progress Report must be postmarked or emailed to the Semlink Office on or before the due date. Please do not ask your Mentor to send in any of your work for you. He/she must complete the Mentor part of the evaluation, sign the cover sheet and turn it all back in to you. You are to send it to the Semlink Office on or before the due date.

3. **Final Evaluation:** This is due at the end of your Semlink Mentored Ministry experience at a given site. Questions for Mentor and Student Response must be answered and the cover sheet signed and attached. This must be postmarked or emailed to the Semlink Office on or before the due date. Again, do not ask your Mentor to send your work in for you. And again, late work will be penalized.

4. **Reflection Tools:** Designed to enhance the learning process, Reflections Tools may be used in conjunction with your mentoring.

   For those taking double units (i.e. MM 501 & 502 for 20 hours per week) a Reflection Tool of your choice is required to be submitted in written form to the MM Office at the mid-point of your MM experience (again, see due date schedule given to you by Semlink). The Call to Ministry Reflection Tool is included in this Manual, but students are encouraged consider the eleven other Reflection Tools available online for their use at http://www.gordonconwell.edu/mentored-ministry/Hamilton.cfm.

   Please record your assignments’ due dates as soon as you get them, because LATE WORK RECEIVES A GRADE PENALTY just as with all seminary courses. If you know you will need to turn your work in late, contact the Semlink Office for an extension.

*Instructions, forms and cover sheets for the above assignments are on the pages that follow.*
Composing the learning Covenant

Please type your responses to the prompts below. Please repeat each question or subject matter in the heading for each item. Single-spacing within a paragraph and double-spacing between paragraphs is preferred. A total of two or three pages will be sufficient.

Give careful thought to your learning needs as you prepare your responses. Keep your comments brief and concise, but do not give superficial responses. This is your learning covenant in which you are intentionally stating objectives for yourself as you engage in this ministry. Your signature is your commitment to work on these objectives, and the signatures of your Mentor and the Director of Mentored Ministry attest to their readiness to assist you in meeting these goals.

A. Job Description
   1. Describe your specific duties for this unit as agreed to by you and your Mentor.
   2. Briefly comment on how your duties correlate with your learning needs in preparing you further for Christian ministry (further elaboration to be done under Learning Objectives).
   3. State how your involvement during this unit will help the church or organization fulfill its mission in the world.

B. Supervision and Resources
   1. Comment on what you desire in your relationship with your Mentor (mentoring qualities, availability, spiritual counsel, etc.).
   2. List several topics for discussion (tentative dates may also be included) beyond your immediate ministry tasks/concerns which you plan to proactively discuss with your Mentor over the course of the 12-week unit. State how you would like to see the mentoring meetings handled or structured.
   3. Describe any resources (people, books, materials, etc.) you intend to utilize in meeting your objectives for this unit.

C. Learning Objectives (unit-specific)
   Comment on your learning objectives for the three areas listed below. Remember that your written evaluation later will ask you to assess your progress in meeting these objectives, and that your objectives are to be related to your learning and developmental needs. Although there may be some overlap among the three areas, be distinct and specific in your responses.

   1. Ministry Knowledge (Knowing): Elaborate on the areas of knowledge you intend to gain from working in this unit. This has to do with matters of content about given subjects that relate to ministry. Choose 2-3 measurable objectives for this unit.
   2. Ministry Skills (Doing): Comment on the ministry skills you want to develop in this ministry and what you will do to achieve this. Be specific, not general. Look at areas of professional development for yourself. Choose 2-3 measurable objectives for this unit.
   3. Ministry Character (Being): State the personal characteristics and attitudes you desire to develop. Be specific. Do not focus on tasks or functions, but on personal qualities and attributes. Choose 2-3 measurable objectives for this unit.
Helps for Writing a Learning Objective

(Section C of Learning Covenant)

It is not required that you prepare your Learning Objectives in the following manner, but these instructions may serve as a helpful, optional guide.

There are three areas for which learning objectives are to be written: knowledge, skills, and character (knowing, doing and being). Each one of these is important for the full benefit of a mentored ministry experience.

To begin, take three pieces of paper (blank) and at the top place one area on each paper. These will serve as your worksheets to prepare you to write objectives for your learning covenant.

For each area, consider one, at the most two concerns for each area:

- A change that needs to take place.
- Some development that needs growth.
- A conflict/question/problem to resolve/answer/solve.
- A standard to be reached.
- An integration of theory and practice.
- A social or relational skill that needs refinement.

First, state the concern as succinctly as possible. For example, try beginning, “By the end of the term I need to...” (such as, discover my spiritual gifts; or, build leadership confidence; or, relate my theology of evangelism to child evangelism). Make sure that your objective is reachable. An objective is something that you can accomplish during the time of your mentoring relationship. Therefore, avoid life-goals.

Now, once you have gained an idea of concerns for each area, it is time for you to begin to formulate your objectives. Write two to four objectives for each of the three areas. When you write your objectives, use the following example by asking the questions listed below:

**SAMPLE OBJECTIVE:** “By the end of this twelve week period, I want to be a more godly father by...”

- What will it look like when you achieve this goal? e.g., “By leading my family in home worship twice a week.”
- How does your academic work relate to your goal? e.g., “By reading The Reformed Pastor and writing a summary on the pastor and his family.”
- How does this relate to your relationship with your Mentor? e.g., “By spending a mentoring session discussing the life of the pastor and family, and learning from my Mentor how he/she deals with his/her family.”
- What can reasonably be achieved in this time frame? e.g., “By interviewing fathers in the congregation and determining the climate of the church.”
- What changes will you need to make? e.g., “By being home for dinner each weekday evening and assisting in the clean-up afterwards.”
- Where will you need to go? e.g., “By going to the library and developing a bibliography on effective fatherhood.”
- Who/what can be a resource for this goal? e.g., “By writing a reflection paper on the biblical aspects of parenting,” or “By discussing parenting with my spouse and then writing an integration paper on our discussion. This would include thoughts on how I might become a better father.”
A learning objective is not complete without the following:

1. A time frame (the duration of the placement)
2. A purpose (addressing a concern or need)
3. A standard (measure)
4. Accountability (supervisor/Mentor)

Remember: One of the purposes of mentored ministry is to stretch yourself. The challenge is to go beyond what you are comfortable with and work on areas that require work and growth for future ministry.

**Sample Learning Objectives**

① Knowledge (Knowing):

By the end of this project, I want to have learned more about social ministry.

1. To read two hours each week on biblical, historical, and modern perspective of social ministry.
2. To visit the director of at least two community action programs initiated by church groups and write a reflection paper on the visit.

② Skills (Doing):

By the end of this project, I want to pilot a food pantry to determine if it would be a suitable ministry for this church.

1. To form a committee to be involved in the planning process.
2. To write guidelines and purpose statement to be approved by the pastor and elders.
3. To test the project for 6 weeks and then evaluate with the committee and pastor.

③ Character (Being):

By the end of this project, I want to have made gains in balancing my tendency to be workaholic.

1. To take a four-hour period once each week to do some form of recreation.
2. To have a date once a week with my spouse.
3. To take four hours once each month for prayer and listening to God.

By the end of this project I want to be able to see ministry as part of every area of life.

1. To support my spouse by talking together for at least 20 minutes a day.
2. To encourage friends by conversing with three of them each week for at least 15 minutes about their concerns.
3. To work in the community by volunteering at the community meals program.
Please type or print clearly. Keep a copy for yourself and your Mentor and submit a copy to the Semlink office.

Student: ________________________________ Degree: ___________ ID#: ___________
Phone: ________________________________ E-mail: ________________________________
Address: ______________________________

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>MM 501</th>
<th>MM 502</th>
<th>MM501 &amp; 502</th>
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Note: If Mentored Ministry is done one unit at a time, the Job Description and Learning Objectives portions of the Learning Covenant must be reassessed after the first unit and an updated Learning Covenant submitted for the next unit.

**Total weeks this covenant covers:**
- Start date: __________
- End date: __________

**Weekly Mentoring Meetings:**
- Day: __________
- Hour: __________
- Location: __________
- [ ] 1 hour each week
- [ ] 2 hours every 2 weeks

**Ministry Information:**
- Student’s position or role: ________________________________
- Church/ministry name: ________________________________
- Phone: ________________________________ E-mail: ________________________________
- Address: ________________________________

**Covenant Accepted:** *(Do not submit the Learning Covenant unless it has been signed by student and Mentor.)*

- Has your Mentor been officially approved by the Mentored Ministry office? Yes: ________ No: ________
- Mentor Name: *(please print)* ________________________________
- Student ________________________________ Date __________
- Mentor ________________________________ Date __________

PLEASE READ: An email confirmation will be sent to student to notify of approval or any issues concerning the Learning Covenant. Mentors and students are encouraged to use the LC as a guideline throughout the semester for growth, however the original LC will be kept on record in student file. This covenant must not be terminated before the agreed date by either the student or the Mentor without the approval of the Director or Assistant Director of Mentored Ministry.
[Only for those doing the single unit, MM501 or EM/MM501]

Student: ___________________________ Degree: _______ ID#: _______
Phone: ___________________________ E-mail: ___________________________
Church/Ministry: ______________________________________________________

____________________________________________________________
Street Town State ZIP

Mentor ___________________________ Telephone _______________________

Course Number: (circle one) MM 501 EM/MM 501
Are you continuing in this project next unit? Yes No

Submit one copy of the progress report to the Mentored Ministry Department. The student is free to make additional copies (personal expense) if desired, but copies are not to be released to anyone by the Mentor or Gordon-Conwell without the student’s signed permission.

The student and Mentor should give careful thought to the evaluation. It can be a means of encouragement where growth and achievement have occurred and of a challenge where further attention is needed. If done well, evaluation will enhance the learning of both student and Mentor and will affect future ministry in positive ways; if done poorly, evaluation can lead to discouragement, apathy, or frustration. The ongoing process of evaluation is an opportunity to make a careful assessment of progress in meeting learning objectives as the student continues preparation for Christian ministry.

We have read and discussed each other’s comments. (Signatures required).

Student ___________________________ Date ____________________
Mentor ___________________________ Date ____________________

Please attach the following forms:
① Questions for STUDENT Response
② Questions for MENTOR Response
Progress Report: Questions for Student Response

This report is to be completed at the end of each semester/unit of Mentored Ministry - up until (but not including) the final unit at any given ministry site. Your report and the report of your Mentor should be attached to the cover sheet. Be sure that you obtain your Mentor's signature on the cover sheet after both of you have discussed the comments on each form.

Please type the narrative portions of your report (single-space within a given section) and be sure to include margins. Take your time and reflect carefully on the questions involved.

1. Outline the “learning objectives” – briefly note your progress toward each objective. Make a separate statement for each objective listed.

2. Please evaluate your mentoring sessions as they relate to your understanding of ministry.
   (No Growth) 1 2 3 4 5  (Significant Growth)

3. Reflect on the development of your “spiritual formation,” in this particular ministry.
   (Little Development) 1 2 3 4 5  (Significant Stretching)

4. Rate yourself on the following factors:

   A. Resolving difficult situations in this ministry site.
      (Frustration) 1 2 3 4 5  (Satisfying relations)

   B. Growth in your personal maturity/identity.
      (Stuck) 1 2 3 4 5  (Significant Growth)

   C. The apparent response of people to your ministry.
      (Little Encouragement) 1 2 3 4 5  (Very Affirming)
D. Development of your own ministry/pastoral identity.
   (Uncertainty) 1 2 3 4 5 (Substantial Development)

E. Satisfaction in your ministry context.
   (Frustrated) 1 2 3 4 5 (Very Satisfied)

F. Overall satisfaction with ministry context.
   (Not a good fit) 1 2 3 4 5 (A good place to grow)

5. Use this space for additional comments regarding this ministry experience.

Please submit this along with your signed cover sheet and your Mentor’s report to the Semlink Office by the assigned due date.
Progress Report: Questions for Mentor Response

This report is to be completed at the end of each unit of Mentored up until - but not including - the final unit at a given ministry site. Please complete the following and submit it to the Mentored Ministry Office. This report should accompany the student’s report covering the same period of time. Both student and Mentor should sign the cover sheet verifying they have read each other’s report.

*On the following scale rate the response of the student, with 1 indicating low and unsatisfactory and 5 indicating superior performance.*

1. Relationship of student to you, parishioners and others at the ministry site.
   (Quite withdrawn) 1 2 3 4 5 (Very positive)

2. Student’s attitude and response toward authority.
   (Resistant) 1 2 3 4 5 (A servant attitude)

3. Student’s demonstration of a balanced, healthy self-image.
   (Insecure) 1 2 3 4 5 (Mature self-image)

4. Teachability of the student.
   (Unavailable) 1 2 3 4 5 (Eager to learn)

5. Capacity of the student to exercise initiative in the ministry project.
   (Dependent) 1 2 3 4 5 (Pro-active / creative)

   (Undisciplined) 1 2 3 4 5 (Very reliable)

7. Student’s flexibility and capacity for adaptation.
   (Rigid) 1 2 3 4 5 (Flexible)

8. Demonstration of empathy and compassion.
   (Uncaring) 1 2 3 4 5 (Very sensitive)

9. Capacity of the student to integrate ministry with theology.
   (Compartmentalized) 1 2 3 4 5 (Good capacity)
10. Progress of the student in spiritual formation.
   (Unchanged)  1  2  3  4  5  (Clearly Maturing)

11. Clarity of the student’s pastoral identity.
   (Undecided)  1  2  3  4  5  (Clear sense of call)

12. Your sense of the student’s suitability and readiness for ministry.
   (Unsuitable)  1  2  3  4  5  (Ready for ministry)

13. Please identify particular skills that you have observed in this student.

14. Please assign a suggested letter grade for the work of this term: ___________

15. Do you have any additional comments that would be helpful in our guidance of this student?

Please sign this assignment’s cover sheet and give responses to your student for submission to the Semlink office. Please give responses to student for submission to Semlink office.
REFLECTION TOOL COVER SHEET

[For those doing double units only. Due midway through term – see schedule.]

Title of Reflection Tool: _______________________________________________________

Name: _______________________________________________________________________

Address: _____________________________________________________________________

_____________________________________________________________________________

Email: _______________________________________________________________________

Phone: _______________________________________________________________________

Course Numbers: (circle one) MM 501 & 502  EM/MM 501 & 502

Date: _______________________________________________________________________

Due Date: ___________________________________________________________________

Student's Signature ___________________________ Date: _______

Director of Mentored Ministry ___________________________ Date: _______
Reflection Tool: Call to Ministry

1. Write about your call to ministry as a way of clarifying for yourself any ambiguous issues. Discuss this with your Mentor and significant friends.

2. Read about some of the leaders in Biblical history who were called of God for special ministry.* Note the various ways in which God revealed His summons to these people--visions, angelic messenger, miracles, audible voice, inner desire. Are there any ways in which your experience parallels the experience of any of these biblical characters? How do you compare your sense of call to theirs?

3. For you, how does a call to specific ministry as a Christian leader differ from the call of God to all Christians to engage in works of love and mercy (cf. II Cor. 5:17-20)?

4. Reflect on the first time you sensed that God may be calling you to special service. What were your feelings and reactions then? Now?

5. What kind of connection do you see between a call to ministry and gifts for ministry (either already evident or potentially available)? What do you see as your gifts for ministry? How have these gifts been used in ministry already? In what ways are you seeking to develop latent gifts?

6. Comment on the reasons why you feel called to ministry. Cite the support and response from significant people in your life for this decision. If you are uncertain of a call, what are you doing in an active way to clarify for yourself what you should do?

7. In fulfilling the call of God in your life, what are you most excited about and also fearful of?

*Suggested length, 2-3 pages
*Please attach to completed Reflection Tool Cover Sheet

*Biblical Examples:

<table>
<thead>
<tr>
<th>Moses</th>
<th>Exodus 3:1-4:17</th>
<th>Amos</th>
<th>Amos 7:10-17</th>
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</thead>
<tbody>
<tr>
<td>Jeremiah</td>
<td>Jeremiah 1:4-10</td>
<td>Philip</td>
<td>Acts 8:26</td>
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</table>
[This form is to be used for your final Semlink Mentored Ministry unit.]

Student: ________________________________  Degree: _______  ID#: ____________

Phone: __________________________  E-mail: ________________________________

Church/Ministry: ________________________________

__________________________________________

Street  Town  State  ZIP

Mentor ________________________________  Telephone ________________________________

Course Number: (circle all that apply)  MM 501  EM/MM 501

MM502  EM/MM502

Are you continuing in this project next unit?  Yes  No

Submit this evaluation to the Semlink Office. You are free to make additional copies if desired, but copies are not to be released to anyone by the Mentor or Gordon-Conwell without the student’s signed permission.

The student and Mentor should give careful thought to the evaluation. It can be a means of encouragement where growth and achievement have occurred, and of a challenge where further attention is needed. If done well, evaluation will enhance the learning of both student and Mentor and will affect future ministry in positive ways; if done poorly, evaluation can lead to discouragement, apathy, or frustration. The on-going process of evaluation is an opportunity to make a careful assessment of progress in meeting learning objectives as the student continues preparation for Christian ministry.

We have read and discussed each other’s comments. (Signatures required).

Student ________________________________  Date ________________________________

Mentor ________________________________  Date ________________________________

Please attach the following forms:
1. Questions for STUDENT Response
2. Questions for MENTOR Response
3. Lay Evaluation Form
Final Evaluation: Questions for Student Response

Please rate on the five point scale, with 1 being the least favorable answer and 5 the most favorable. Additional comments may be typed or written on the back of this sheet.

1. Outcome of ministry is closely related to the Learning Covenant.
   (Not related)   1  2  3  4  5   (Closely related)

2. General satisfaction with Mentor relationship.
   (Dissatisfied)   1  2  3  4  5   (Very satisfied)

3. Availability and attentiveness of Mentor to you.
   (Inconsistent)   1  2  3  4  5   (Very responsible)

4. Appropriateness of ministry site for your personal and professional growth.
   (Inappropriate)   1  2  3  4  5   (Very appropriate)

5. Note the progress made toward the following areas of your Learning Covenant:

   A. Knowing
      (Little progress) 1  2  3  4  5   (Significant progress)

   B. Doing
      (Little progress) 1  2  3  4  5   (Significant progress)

   C. Being
      (Little progress) 1  2  3  4  5   (Significant progress)

6. How has your involvement in this ministry affected your readiness in the areas of service to which you believe God is calling you?

   (Unrelated) 1  2  3  4  5   (Very beneficial)
7. Please outline below a **typical** week of ministry time invested (note usual task and time involved). You may continue on back.

8. Any additional comments regarding this ministry experience.

*Attach responses to signed front cover sheet along with Mentor Response and Lay Evaluation.*
Final Evaluation: Questions for Mentor Response

This evaluation is to be completed at the end of the final unit/semester that a student spends in a particular ministry site. The rating scales below range from (1) poor or ineffective to (5) superior performance. Please circle the most accurate number on the scale. Please write any additional comments on the back.

1. **Response of the student to the fulfillment of the duties outlined in the Learning Covenant.**
   - (Duties not completed) 1 2 3 4 5 (Objectives fulfilled)

2. **How have the mission objectives of your church been affected by the student’s involvement in the congregation/work?**
   - (Unaffected) 1 2 3 4 5 (Significant impact)

3. **Please indicate your own approach to the mentoring relationship.**
   - (Quite incidental) 1 2 3 4 5 (Very intentional)

4. **Describe your satisfaction with the mentoring sessions.**
   - (Dissatisfied) 1 2 3 4 5 (Very satisfying)

5. **Were the sessions of mutual benefit to you?**
   - (No real reciprocal benefit) 1 2 3 4 5 (Quite beneficial)

6. **As you review the student’s Learning Covenant, particularly the objectives listed for knowing, doing and being, please evaluate the level of growth you have observed.**
   - (No significant growth) 1 2 3 4 5 (Obvious maturation)

7. **Please indicate your evaluation of the student’s overall readiness for ministry is a chosen area.**
   - (Insufficient data) 1 2 3 4 5 (Definitely ready for ministry)

8. **Please note any specific suggestions you have shared with your student concerning the need for further development.**
9. What grade would you suggest be assigned to the student? __________

10. Additional Comments (additional pages may be attached):

Please sign cover sheet and give responses to student for submission to Semlink Office.
Lay* Evaluation Form

Student ___________________________________________ Date __________
Evaluated by _______________________________ Relationship to Student: __________

*Please note: Mentors, family members, significant others, or roommates do not qualify as lay evaluators unless pre-approved. Please complete and return this to the student as soon as possible.

Please circle the number between one and five that best represents your perception of the person being evaluated. Circle "NA" if you do not have enough information to make an evaluation.

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<td>NA</td>
<td>Shows a stable mood</td>
</tr>
<tr>
<td>Does not listen well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td>Is a good listener</td>
</tr>
<tr>
<td>Does not express self clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td>Expresses self clearly</td>
</tr>
<tr>
<td>Does not know the Bible well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td>Knows the Bible well</td>
</tr>
</tbody>
</table>

Please see the back side of the form for additional questions.
1. List one thing you like that this person has done in his/her ministry.

2. Is there anything you would like this person to do differently in his/her ministry?
Please print or type your responses.

<table>
<thead>
<tr>
<th>Name</th>
<th>Denomination</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Email</th>
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<table>
<thead>
<tr>
<th>Church/Project</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Denomination</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Name of student you currently mentor or plan to mentor (if applicable): ________________________________

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**Education:** *(List colleges and graduate schools attended.)*

<table>
<thead>
<tr>
<th>School</th>
<th>State</th>
<th>Dates</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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**Career:** *(List your professional work experience since college.)*

<table>
<thead>
<tr>
<th>Position</th>
<th>Location</th>
<th>Full or part-time</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

---

**Supervisory Training:** *(Comment on supervisory training you may have received, whether you are certified at another seminary, and your experience in supervising ministry students.)*

---

Please complete both sides
Mentoring Skills: *(Please discuss why you would like to supervise/mentor a student. Please indicate the skills and qualities you possess that you feel make you a good mentor.)*

Biographical Information: *(Write a brief paragraph discussing your background, your goals and dreams.)*

Theological Thought: *(What is the prevailing spiritual/theological issue that means the most to you?)*

Personal: *(What are your hobbies and interests?)*

Signed ___________________________  Date ___________________________

☐ Approved  ☐ Not Approved

Signed ___________________________  Date ___________________________

*(Director of Mentored Ministry)*