



EXPERIENCED MINISTER, GCTS-TRAINED/ORIENTED.

A mentor must have a minimum of five years in full-time ministry experience. They have applied to be a mentor via the *Application to Mentor* and have attended Gordon-Conwell's half-day *New Mentor Orientation*. They also agree to attend a *Mentor Re-Certification* every five years.



SERVANT LEADERSHIP APPROACH.

A mentor exercises a biblical, servant-leadership style, not a dictatorial one. Our goal needs to be to help make those who are under us succeed, not for those we supervise to make us or our ministry appear superior or successful. Mentors are not merely ministry supervisors; rather, they model openness to the student and express sincere interest in their personal, vocational and spiritual development. Mentors share their experiences and lessons from their own ministry and spiritual lives with the students.



COMMITMENT TO INDIVIDUAL AND PERSONAL MENTORING.

Mentors agree to meet personally, one-on-one, with each mentee on a weekly or bi-weekly basis (one hour weekly or two bi-weekly). If the mentor is no longer able to meet this requirement then another qualified mentor must be arranged for.

While mentoring times may include a certain amount of supervision of ministry tasks, mentors will be intentional to engage in **theological reflection** with the student over ministry issues and experiences. Support and encouragement surrounding personal, spiritual and vocational goals and needs is also expected.



SHADOWING

It is requested that mentorees be provided with at least two "shadowing" experiences per semester:

1. Student to Mentor: An opportunity to observe the Mentor in action (e.g. visitation, sermon prep, preaching, committee leading, Bible Study leading etc.) with a 1/2 p. discussion/reflection on what they have observed and learned.
2. Mentor to Student: To have the mentor observe the student in a leadership role and evaluate them with feedback (1/2 pg. evaluation/response welcomed.)

A list of possible activities can be obtained from the MM Office.

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INTEGRATING CLASSROOM WITH MENTORED MINISTRY

Students have a menu of required and elective courses in Practical Theology and other topics that they must take. It would be of benefit to students for you to *ask each semester which of these courses they may be taking* - and to whatever degree possible seek to create or dovetail relevant ministry experiences in your context to the content of these courses.



LAY COMMITTEES ENCOURAGED.

Gordon-Conwell encourages each church at which a student does their Mentored Ministry to seek to form supportive Lay Committees. A committee would include about three to four lay people who have been exposed to the student's ministry and who would meet with the student twice a semester (or unit) as a group for the purpose of sharing encouragement and constructive feedback. Mentors should help facilitate this as appropriate in their context.



ACCEPTS STUDENT LIMITS.

TIME Limits: Seminary students are eager to serve, but are also often under a significant amount of personal and academic pressure. Therefore, mentors and their churches should not press students for more weekly ministry hours than contracted in the Learning Covenant, remembering that *preparation* time as well is included in students' required weekly hours (10 hours per week for 12 weeks for each MM field unit).

At the same time, mentors and ministries should expect students to be faithful to their ministry with them, even during times of stress, since students are also learning to work through the pressures and stress of everyday life and ministry.

ABILITY Limits: All believers are gifted in various and marvelous ways by the Holy Spirit, and a purpose of the Church is to help affirm and encourage the development of these gifts in ministry students.

Nevertheless, students should not be expected to accomplish more than possible, given their maturity level and experience (e.g. they cannot be expected to be the catalyst of revival in a diminishing church; nor be at the church as often as the pastor(s) may be expected to, nor to single-handedly bring crowds of newcomers into the church).

I/we embrace these qualifications and approach to mentoring GCTS students, and can offer a commensurate Mentored Ministry experience for them.

I/we unfortunately cannot make, or can no longer make, these shifts or accommodations for Mentored Ministry students.

Mentor Name: _____

Church/Ministry: _____

Date: _____