

① EXPERIENCED MINISTER, GCTS-TRAINED/ORIENTED.

A mentor must have a minimum of five years in full-time ministry experience, as well as a meaningful amount of theological training. 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 that they are an active mentor for GCTS students.

② SERVANT LEADERSHIP APPROACH.

A mentor exercises a biblical, servant-leadership style, not a dictatorial one. The leader's approach must be modeled after that of Jesus Christ, our ultimate servant leader. Mentors' aims, therefore, must be to help those under them succeed, not for the mentoree to make the mentor's ministry "succeed" (see also point 7). Good mentors are more than supervisors. They model openness to the student and express sincere interest in their personal, vocational, and spiritual development. Mentors are honest and humble and share their experiences and lessons from their own ministry and spiritual lives with their students.

③ COMMITMENT TO INDIVIDUAL AND PERSONAL MENTORING.

Mentors agree to meet personally, one-on-one, with their mentoree 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.

④ SHADOWING

Mentors are asked to provide their mentoree with at least two "shadowing" experiences per semester:

1. Student to Mentor: The student is given the opportunity to observe the Mentor in action (e.g., visitation, sermon prep, preaching, committee leading, Bible Study leading etc.) including asking the mentoree to write a reflection on what they have observed/learned to present and/or discuss in their mentoring time.
2. Mentor to Student: The mentor observes the student in his/her ministry role at least once and evaluates them with written and/or verbal feedback during their mentoring time.

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

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5 INTEGRATING CLASSROOM WITH MENTORED MINISTRY

Students have a menu of required and elective courses in Practical Theology and other topics that they must take. *Please seek to ask your student which of these courses they may be taking in advance of an upcoming semester.* Then, to whatever degree possible, seek to suggest or provide related ministry opportunities in your context during that semester.

6 LAY COMMITTEES ENCOURAGED.

Gordon-Conwell encourages each church or ministry who has a MM student to seek to form a supportive Lay Committee for each student. This committee would be comprised of 2-4 lay people who have been exposed to the student's ministry and who could meet with the student twice a semester as a group for the purpose of encouragement and constructive feedback. Mentors should help facilitate this as appropriate in their context.

7 ACCEPTS STUDENT LIMITS.

There are two areas which present the most common struggles for our MM students:

TIME Limits: Seminary students are wonderful and eager to serve but are also often under a significant amount of personal and academic pressure during this season of seminary. We instruct students to give 100% of themselves to the 10 hours per week that they commit to ministering in your context. But we also ask that neither mentors nor their congregations expect nor demand that students give more than the required 10 hrs./wk. (including preparation time) to their MM responsibilities. Servants of God work hard and sometimes sacrificially, but we are also expected to take care to live balanced, healthy lives so that our families suffer no neglect, and so we may continue to serve God body and soul for the long haul.

ABILITY Limits: All believers are gifted in various and marvelous ways by the Holy Spirit, and an important purpose of the Church is to help affirm and encourage the development of these gifts in ministry students. We greatly appreciate this!

At the same time, we stress that ministry students should not be expected to accomplish more than reasonable given their maturity level and experience. The GCTS Hamilton Mentored Ministry program is intentionally **student-centered**, and while we love and support the growth and health of the local church, our students must serve only in healthy churches. Students should not be expected to be a catalyst for revitalization nor single-handedly bring in crowds of young newcomers.

I/we embrace these commitments and can offer a commensurate Mentored Ministry experience for them.

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

Mentor Name: _____

Church/Ministry: _____

Date: _____