

Mentored Ministry Handbook



**The Heart and Hands of Your Seminary Experience
MM601 and MM602**

Mentored Ministry Team

Kentucky & Virtual:

Ellen Marmon, Co-director-KY and Virtual Campuses
Leah Johnston, Administrative Assistant
204 N. Lexington Ave
Wilmore, Ky. 40390
Tel:859-858-2061 Fax:859-858-2057
leah.johnston@asburyseminary.edu
Office: MC 108

Orlando:

Daryl L. Smith, Co-Director-FL
Lisa Perez, Administrative Assistant
8401 Valencia College Lane
Orlando, FL. 32825
Tel:407-482-7567 Fax:407-482-7575
lisa.perez@asburyseminary.edu

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Please make three copies of each form: one for your mentor, one for your reflection group facilitator, and one for your records.

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This handbook is your working guide for MM601 (Parish: Inside the Walls) and MM602 (Parish: Outside the Walls). You should keep it in a three-ring binder with your other MM materials.

Welcome To Mentored Ministry

Whether you have never pastored or have pastored for many years, Mentored Ministry is a time to:

- **deepen** your spiritual formation
- **explore** multiple areas of ministry
- **build** healthy ministry relationships
- **grow** with a Mentor
- **integrate** your learning with practice
- **share** your life's pilgrimage with a small group of peers.

All of these together build a foundation for your study, ministry and Christian life.

But that doesn't mean you should all look and speak and act the same. Out of the generosity of Christ, each of us is given his own gift....He handed out gifts of apostle, prophet, evangelist, and pastor-teacher to train Christ's followers in skilled servant work, working within Christ's body, the church, until we're all moving rhythmically and easily with each other, efficient and graceful in response to God's Son, fully mature adults, fully developed within and without, fully alive like Christ.

Ephesians 4:7-13 The

Message

You are beginning a two-semester adventure that can transform your ministry and focus (or refocus) your vocational call! Mentored Ministry is where the academy and local Church meet in ministry.

Mentored Ministry Vocabulary

- **MM601:** Parish Ministry, inside the walls of a local church.
- **MM602:** Parish Ministry, outside the walls of a local church; an extension of your parish ministry to a cross-cultural setting.
- **Mentor:** the pastoral person you will work with throughout your Mentored Ministry experience; your guide and confidant in the Parish.
- **Campus Reflection Group Facilitator:** the faculty member (professor of the course) who guides the Campus Reflection Group on campus or online.
- **Campus Reflection Group:** the 10–15 seminary students in your MM601 or 602 class.
- **Parish Advisory Group:** a group of 3–5 people in the parish who meet with you each month for support and guidance (required in FL).
- **Cross-Cultural Site:** the place of ministry outside the parish where you work during MM602.
- **Cross-Cultural On-Site Supervisor:** the agency representative who oversees your ministry outside the parish during MM602, particularly if you're working with a parachurch ministry.

Mentored Ministry Assumptions & Goals

Mentored Ministry is a supervised, field-based experience designed to teach an active/reflective style of ministry. We start with some basic assumptions and we seek to provide students with the opportunity to achieve some specific goals.

Basic Assumptions

- Fruitful Christian leadership requires a life that is increasingly formed in the image of Jesus Christ.
- Vocational tasks are best learned through:
 - Mentor modeling;
 - Self-reporting on our actions and reflecting on those actions in an accountability group setting;
 - Practicing with instructive feedback from respectful and supportive Mentors and peers.

Goals

By the end of your Mentored Ministry experiences, you will be:

- **Serving** out of a deep understanding of both personal and social holiness that abides in and reflects Christ through the Holy Spirit, both personally and in community;
- **Growing** in your awareness of God's global kingdom, committed to crossing cultural boundaries (e.g. gender, age, socio-economic, ethnic, racial, mental and physical ability, etc.) for the sake of the Gospel;
- **Deepening and broadening** your gifts and vocational skills, both inside and outside the local congregational ministry (e.g. leading small and large groups, dealing with conflict, building teams, setting appropriate relational boundaries, equipping volunteers etc.);
- **Discovering** what Christian practices best support you as a leader in ministry (e.g. spiritual disciplines, accountability, physical exercise, etc.).

Mentored Ministry Assignments (MM601/MM602)

If this is your first semester in Mentored Ministry (MM601):

1. You will need to have your placement and Mentor chosen before the semester starts. Also have your Mentor fill out the Mentor Profile (Form-1, pgs.22-23).

Selecting Your Mentor...

Pick someone you respect; someone who's opinions you value; someone you feel comfortable with. Look for a person who, five years from now, you'd think of asking to meet you at a coffee shop to talk over ministry issues. This person should be someone who won't have denominational authority over you. In terms of requirements, this person must have 5 years of ministry experience and a M.Div. (or equivalent) degree. If the person you want does not meet the required criteria, talk to the MM Director about a variance.

2. Your Mentor must go through training before you begin your work. If your Mentor is unable to attend the designated training event on campus, training video's available online at <http://www.asburyseminary.edu/mentors>.

If this is your second semester in Mentored Ministry (MM602):

1. You will need to fill out the "MM602 Registration Contract" (Form-12, pg. 43) to be registered for the course. Once the form is approved by the MM Director, the Registrar will register you for the course.
2. We prefer that you continue working from the same church, with the same Mentor. Work to extend that parish's ministry outside the walls into a cross-cultural setting. If that is not possible, check with the Mentored Ministry Office for other possible settings.

The Learning Covenant

The Learning Covenant is the point of reference for the Mentored Ministry experience. It spells out the expectations of the student and of the Mentor. It gives direction and definition to the supervisory process and serves as a basic resource for weekly conversations. It will also be used in a final assessment of the student's work. The Learning Covenant consists of these documents:

- The Mentor-Student Contract: A formal document that clarifies the expectations of both the mentor and student. (MM601 Form-2, pg. 24; MM602 Form-14, pg. 44)
- The Growth Goals: A Student/ Mentor created document that sets the parameters for the individual student's ministry. (MM601 Forms-3-6, pgs. 25-28; MM602 Forms-15-18, pgs. 45-48)

The Mentor-Student Contract:

The first part of the Learning Covenant is the Mentor-Student Contract, to be completed and signed by both the student and the Mentor. This needs to be turned into the appropriate MM office.

The Mentor's Section of the Contract: The Mentor is considered an ATS adjunct, on-site faculty member and functions as a guide, trainer and coach in your learning process. He/she also represents a church or institution and must see that its purposes are carried out, that given tasks are accomplished and that guidelines are followed.

- As a seminary representative, the Mentor covenants to give at least one hour of consultation supervision each week with particular focus on the student's Growth Goals, integrating the student's studies with practice, and reflecting with the student on his/her ministry experiences.
- As the church/institutional representative, he/she gives the student administrative oversight and permission to perform certain functions at the placement.

The Student's Section of the Contract: As a student, you are committing yourself to serve in the parish placement in specific ways and to work diligently toward the growth goal's completion. It becomes a job description of your expectations for the field experience.

The Growth Goals:

One of the premises of Mentored Ministry is that learning is most effective when ministry is approached in an intentional way. The educational process is facilitated when specific Growth Goals, with methods and criteria, are established by the student in consultation with the Mentor. You should complete three or four Growth Goals Planning Sheets (found in the Forms section). As you prepare your goals, think about the following definitions.

Growth Goals: A purpose; a broad objective for growth during the semester. Goals are to be formulated in terms of your ministry and life place. They answer the question, "In what areas do I wish to grow during this experience?"

Criteria for Evaluation: The expected results; the standards for measuring your progress. These form the basis for making decisions or judgments about the extent to which goals have been attained. Criteria are specific, concrete and measurable. They answer the question, "How will I know if I've accomplished the goals?"

Method of Accomplishment: The specific steps for pursuing the goal. Ask, "What specific actions will I take toward each goal?"

You are encouraged to set goals in a number of areas, keeping in mind the limitations of time at the placement and the potential of the placement itself. Some suggested categories are:

- A personal spiritual formation area (e.g. establishing a regular devotional time).
- A family relationship area (e.g., rebuilding a strained or broken relationship; growing a good one).
- A ministry area (or two) where you need to grow (e.g., maturing in your supervisory skills or cultivating a specific ministry gift).

Your goals will be unique to you, determined by your particular growth needs and the limitations of the placement where you serve. The following steps are suggested for preparing the Growth Goals Planning Sheets:

- Prayerfully consider the areas of your life and ministry where you feel the need for greatest growth this semester.
- Write down your Growth Goals and the anticipated steps to achieve them.
- Consider the possibilities of the placement in consultation with your mentor.
- Discuss your goals and methods statement with your Mentor. Out of this consultation, revise and finalize your Growth Goals Planning Sheets. Weaknesses in the goals usually have to do with fuzzy criteria or ill-defined targets. Strive for concreteness and specificity.

At the end of the semester you, your Mentor and the Campus Reflection Group Facilitator will review your Growth Goals to determine to what extent you have reached your anticipated objectives.

The MM601 and MM602 Placement Setting

In MM601 you serve in a parish setting of your choice, working under the guidance of an Asbury-Seminary-approved pastoral Mentor. You will spend eight hours per week involved in various—generally inside-the-walls—parish ministries. You will also meet for at least one hour per week with your Mentor.

In MM602 you usually extend your parish ministry outside the walls of the church building where you have already been serving. We use the term “cross-cultural” to describe this ministry. You will negotiate your “cross-cultural” plan and setting with your Mentor and MM Director. You will continue working eight hours per week plus meeting with your mentor one hour per week. If there is a challenge to finding cross-cultural ministry at your placement, contact the MM Office for other ideas.

A word about the cross-cultural setting for MM602:

“...when you think “cross- cultural”, think “Different from myself”...

One possibility is for you and your Mentor to discuss where the local congregation could best extend its ministry to a cross-cultural group that the congregation is not currently reaching, but would like to reach. In some situations, a congregation may already be reaching cross-cultural groups and the Mentor might decide it best for you to work in an existing congregational ministry.

The goal is for you to step across as many differences as possible. You should start by thinking language, ethnic group, and race. But you should also think in areas like income, culture and life-setting. Hospital visitation with people like you is not an acceptable experience for this class. Your MM Co-Director has to approve your cross-cultural setting and duties prior to registration for MM602. The MM office can also suggest possible placements.

What this looks like in real time...

The eight hours at your ministry site will probably be divided between getting exposed to the many facets of a local church/ ministry/cross-cultural site and working on your Growth Goals. The actual time and work focus will be negotiated with your Mentor. Also it is your responsibility to work out your personal schedule in order to fulfill all requirements of the course. For those who always ask: Drive time, normal worship attendance and teaching/ sermon preparation time does NOT count as part of your eight ours in ministry for the week.

The Parish Advisory Group (required for FL)

The Parish Advisory Group (PAG) is primarily concerned with supportive input and encouragement for the student. Its work is strictly advisory in nature. It does not get involved with supervision; this is solely the responsibility of the Mentor. This group is utilized in MM601, but not in MM602.

Nature of the Group

- The PAG is made up of three to five lay people—no more, no less—chosen by the student and the Mentor. In order to assure objectivity, no student relatives or spouses may serve. Nor may ordained pastors be appointed, to assure a non-clergy perspective.
- The PAG should represent the church/ministry constituency. Members of different ages, vocations, backgrounds and social levels will help give the student a wide range of feedback. Persons should be known for their integrity, their willingness to provide constructive feedback and their ability to keep confidences, and should be in a position to observe the student in ministry.

Meetings

- 3-4 meetings with the PAG are to be convened during MM601. A guidebook—Parish Advisory Group: Partners in Ministry Training—is provided online to help in preparing for the group meetings.
- Each meeting will be reported on the Ministry and Growth Goals Progress Report form. The Report must be signed by the Mentor and submitted to the Reflection Group Facilitator, as indicated on the course calendar.

At the end of the ministry experience, the student will provide a Parish Advisory Group Evaluation form (Form-10, pg. 35) for the group to submit its appraisal of the student's presence and ministry in the parish.

The Campus Reflection Group

Not all of your work will happen at your ministry site. Some of your most important processing will occur in your Campus Reflection Group. In addition to the field experience, the Mentor consultations and Parish Advisory Group meetings, you will participate in a Campus Reflection Group. The Reflection Group is first and foremost a spiritual formation small group. In this context of Christian community, the group members focus on helping one another gather into an integrated whole the multitude of issues and experiences that arise during the semester. You will reflect on readings, pray and share together, discuss “hot-topics” (practical ministry tools) and present/discuss case studies for theological and ministry reflection.

Processing and reflecting is not automatic in your Campus Reflection Group. It is dependent upon your unreserved contribution to the group. You are expected to thoroughly read and reflect on the texts, the cases and other materials to be considered in the session. This includes:

- Spending a minimum of one hour in reading and reflecting on the case, making discussion notes that answer the Case Study Discussion Questions (see below).
- Actively engaging in the small group sessions so the collegial process of creative reflection can occur on campus or online.
- Keeping current with your text readings

The Case Study

In Mentored Ministry we use a shortened case-study model. As a “hip- pocket” case model it is simple to remember, profound in its impact and immediately transferable to almost any ministry setting.

You will **write one** case study and **process one case study from each of your classmates** each semester. If you have difficulty finding an appropriate scenario for your case at your current ministry setting, work with your Reflection Group Facilitator to discover other options.

About the Case Study

A case study addresses a problematic situation where a significant ministry decision is necessary; a situation where there seems to be no obvious right answer.

{ Note the attached article, “Insights on Conflict,” by Speed Leas. You will find it helpful in evaluating your dilemma }

The case study should:

- Be **self-referent**. It is based on a situation in your present placement, reporting on an aspect of your ministry there. Describe an **actual situation**. Hypothetical cases leave the reflection group with a “hollow, not-real” feeling.
- Describe a difficult, **multifaceted** problem with **no obvious solution**. (If you have since resolved the situation, don’t reveal it in your writing.)
- Describe a situation where information about the background, the individuals involved and the nature of the dilemma is **readily available** to you.
- **Avoid editorializing**. You are a journalist, reporting the story as objectively as possible, with all the facts necessary to thoroughly discuss the case.
- **Emphasize the personal**, because cases deal with interaction between persons. Use narrative where applicable—long enough to be helpful but brief enough to be manageable. Include the emotive. Get beyond the abstract to the affective and intuitional aspects of your story.
- **Protect confidentiality**. See the **Keeping Confidences** section of this Handbook for specifics related to maintaining confidentiality while telling your story.
- **Deal** with a ministry question that is **relevant** to the Reflection Group members.
- Be no longer than **five pages** (plus resource material, added at the end) but thorough enough to significantly portray the situation.
- Demonstrate your **best writing**. Use proper grammatical style; check your spelling and edit for clarity and conciseness. Then proofread again, making corrections before distribution to the Campus Reflection Group.

The Case Study outline

When you sit down to write your case study, set it up according to the following outline. Identify each section clearly, using the outline letters and numbers that apply to your case.

A. The Problem

Write your reflections, thoughts, feelings, etc. as you describe a difficult or stressful experience. Lay out the basics of the story.

B. The Ministry Setting, using pseudonyms describe:

1. the setting
2. the clientele served
3. the organizational structure
4. your Mentor
5. any unique features

C. Your Personal Ministry

1. Brief background
2. When arrived at placement
3. Ministry responsibilities
4. Leadership style, as you see it
5. Personality type, as you've discovered
6. Relationship with clientele

D. Principle Person(s) in the Case (create pseudonyms)

1. Reason each is important (role in case)
2. Personal characteristics
3. Their attitude toward ministry, others, leadership

E. Problem History

1. Past situation that led to this point
2. Most recent expression of problem
3. Your involvement (if any) in history

F. The Dilemma

Write your reflections, thoughts, feelings and struggles about where to go from here. However, leave it open-ended for class discussion. After discussing the case in class, we will ask you if resolution has been found.

G. Attach Supplementary Integrative Resources [adapted from work by Dr. Joe Dongell, Asbury Seminary—KY, with permission.]

Work with at least the following five different resources to reflect on your case. From each resource, write at least one paragraph to report out what you learned: describe each source, how it “speaks to” your case, and theological reflections you see from that source.

1. Notes from other classes you've taken.
2. The Bible—both Old and New Testaments.
3. Theological materials you have studied
4. An article or chapter from a “ministry practice” perspective.
5. Call a “mentor-like” person who can give you guidance about the case issue.

Processing the Case Study

- You will distribute your completed case study to the Campus Reflection Group one week before your presentation.
- Each student will spend a minimum of one hour reading and reflecting on the case— answering the Case Study Discussion questions.
- Early in the semester a Moderator will be chosen for each case— each student taking their turn. Working with the Reflection Group Facilitator, the Moderator will decide which questions the group will discuss and then guide the Reflection Group processing. On campus each case will only be discussed for approximately 45 minutes, all questions cannot be covered. Thus, the Moderator will attempt to keep the group focused on the most important questions for the allotted time.

Remember: Your case study must be completed and distributed the week before your case study is to be discussed in the Campus Reflection Group...

Case Study Discussion Questions

During your hour of reading and reflection on each case study, jot down your thoughts to the following questions:

{ These notes are your “talking-points” for class discussion, and will be evaluated by the Reflection Group Facilitator. You may want to create an answer template on your computer so you can just fill in the answers each time. }

1. From this case, what key issues first jump into your mind? Which one appears to be the most critical? How are the key issues interrelated? Which one is the most important issue for you to work through personally?
2. What more would you like to know to thoroughly process this case?
3. What dynamics are at work between the persons in this case?
 - Are there gender, race, economic, educational, etc., issues?
 - Is the “congregational story” involved? If so, how?
4. Is there a time line that must be dealt with?
5. What event from your personal story connects to the story of this case?
6. Who are the principle role-players in this case? Why are they important?
7. What insights from other classes you’ve taken speak to the issues of this case?
8. As you reflect theologically:
 - What do God and the Bible have to say about this case?
 - What issues in the case resonate with your understanding of a Wesleyan theological framework?
 - What theological biases or background issues might you bring to the case?
9. What available resources might impact this case? Help resolve it? Bring insight to bear on the case?
10. What next three steps should be taken to resolve this case?
11. If you were explaining your response to this case before your ordaining board, what would you most want them to hear you say about it?

Insights on Conflict: an Article Synopsis

by Speed Leas, "Rooting Out Causes of Conflict." Leadership (Spring, 1992): 55-61.

Thesis: Church conflicts don't usually emerge from a single cause, and understanding the variety of causes is crucial to dealing with conflict.

The most common causes of conflict

- I. Personal Shortcomings of People and Pastor—Many times it is cantankerous and ornery folk who make church life miserable. Three shortcomings in particular cause church conflict:
 - A. Fear—When people become anxious about what is happening (or not happening) in the church, anxiety can turn into worry and fear. People then begin to lose perspective about what is actually going on and conflict emerges. They often lose their ability to think clearly and understand circumstances accurately. Overreaction creates a problem that is worse than what was feared in the first place.
 - B. Conflicting Senses of Need—Sometimes the needs of one group in the church conflict with the needs of another group. For instance, worship practices, Sunday School classes, marriage enrichment, recovery groups, mission and outreach, etc. Because most churches lack the money, people or time to please everybody, they find themselves having to play one need off of another, resulting in conflict.
 - C. Sin—Personal sins of disposition and action are a principle cause of church conflicts. Until each party can at least recognize the likelihood that their own sin is probably contributing to the conflict, the dissension will continue to mushroom out of control.
- II. Problems to Be Solved—Decisions constantly have to be made and problems be resolved in the life of the church. Such problems fall into various categories, each of which suggests a different approach to finding a solution.
 - A. Issues
 - i. Defined—Garden variety problems where the disputants have alternatives. They are not stuck with either/ or dilemmas, but have a variety of choices.
 - ii. Approach to resolving—Use basic problem-solving techniques, i.e., clarify the problem, agree on the problem's definition, explore alternative solutions, develop criteria for selecting one of the alternatives, choose one of the alternatives by:
 - a. Collaboration = essential agreement by both parties = win-win
 - b. Negotiated choice = majority vote or large consensus
 - B. Dichotomies
 - i. Defined—The possible solutions are limited to two. The nature of the choice absolutely excludes satisfying both sides in a controversy (e.g., should the church relocate; should the youth minister be terminated; should the church leave the denomination). Clearly a win-lose situation.
 - ii. Fall out—Dichotomies are much more difficult to deal with than issues. Losers can become angry. They tend not to be committed to the decisions and withhold support. Sometimes they work to sabotage agreements, or leave a church when they don't get their way.
 - iii. Approach to Resolving—The solution depends on giving a fair hearing to an opposing group, the cultivation of trust for one another even when there is disagreement, and convincing all parties of the higher good for the church.

C. Values Differences

- i. Defined—Church members are regularly admonished to maintain their values, to refuse to compromise on what they believe to be the essence of Christian faith, and to preserve what they hold dear. This can give rise to deep conflicts over such matters as abortion, homosexual church members, divorced persons in positions of leadership, glossolalia in worship, the percent of the church’s budget going to missions, etc. People are much less open to negotiation or change in cherished values.
- ii. Approaches to Resolving
 - a. Reframe the problem—A clarification of the problem may lead to the conclusion that it is not primarily about values but needs to be renamed. This does not resolve the problem, but only more correctly renames it so that it may be re- solved at another level.
 - b. Partition—In-so-far as possible, establish structures in which parties in the dispute may exercise their values. E.g., separate worship service for glossolalia and traditional worshippers, or the right to designate varying amounts for missions, etc.
 - c. Getting a “divorce”—If all efforts to come to agreement fail, and the issue is deeply held values, then one group may simply decide that the situation is intolerable and leave the church. Sometimes this is best for all concerned. Every effort should be made, however, to make this a “friendly” divorce and to maintain Christian love, even if it has to be at a distance.

III. Congregational Behavioral Patterns

- A. Defined—Each church has unwritten rules about disagreeing. This often results in denial of conflict and conflict avoidance. Then a negative dynamic of conflict goes underground and lies there as a pollutant of relationships, sometimes surfacing as hurtful and divisive gossip.
- B. Approaches to Solution—Two courses of action are called for
 - i. Notice the behaviors—People need to become aware of what they’re doing and how it is destructive to the church. (This can normally be achieved only by calling in an outside consultant.)
 - ii. Learn new behaviors—Once a congregation becomes aware of how it normally handles conflict, it is less likely to continue the pattern. They learn that it is an unproductive way to proceed. Learning new patterns of behavior doesn’t come easily. Preaching, teaching and seminars by outsiders are needed to point out new ways of relating.

Conclusion: Church conflict makes a church feel as if it’s being swept along by a raging flood. And often it is that way. But if the church can discover the various and sundry tributaries that feed into the conflict, they can turn flood waters that destroy into a river that gently but powerfully moves them downstream.

Keeping Confidences

Confidentiality is a **critical issue** for all of us in ministry. It has to do with information sharing—relating to both the person receiving such data and to those who provide it. It is a privilege and rightful expectation that one's confidence be honored, particularly in regard to case studies, student/Mentor conversations, and information shared in Campus Reflection Groups. For this reason, those entrusted with confidential data or experiences have an ethical responsibility to maintain it.

Since the issue of confidentiality has serious ethical and legal consequences, the following specific guidelines must be followed by students, Mentors and faculty in regard to Case Studies.

A. Purpose of the Case Study

The primary purpose of the case study is to focus on the student as an agent of ministry in a particular event. Other persons involved in the event are the “elements” that comprise and define the field of the ministry experience, but are not usually the focus of the ministry event. Therefore, remember to always use pseudonyms for persons in your case.

B. Essential Material

Background and descriptions of other participants should be limited to the essentials that are necessary for working the case. To keep the confidence factor in perspective, ask the question: “Is this information vital to proper understanding of the event?” Do not use real locations or ministry names.

C. Informed Consent

In cases where confidentiality with other persons involved might become an issue, the student should get the consent of such person(s). Those involved in the case event should be informed clearly that the focus of the case is upon the student in the act of ministry, and not upon them.

D. Campus Reflection Group

The Campus Reflection Group is committed to confidentiality. All members of the group must commit themselves to maintaining confidence by never discussing case study information with others outside the group.

E. Distribution and Return

Care must be taken to guarantee the proper distribution of case studies. The top page of a case is blank except for the words: “Case Study” and the author's name. If the Seminary Post Office is used, the case studies must be sealed to assure privacy. Only members of the Reflection Group may receive copies. At the two campuses, all copies of the case are returned to the author at the end of the session during which it is presented. On ExL, you must delete the case after it has been processed in the Campus Reflection Group.

F. Online Distribution

Make sure that you **ONLY** distribute your case to your group or class. Anticipate that anything you put onto email may be found or retrieved by someone else.

{ In some instances, a faculty leader may request to keep a case study as a working model to be filed with the Mentored Ministry Office for future teaching purposes. No cases will be used without the express written permission of its author. }

The MM601 Dialogical Journal & Daily Monitor

Each student will keep a Dialogical Journal & Daily Monitor (Form-7, pg. 29) during the MM601 semester. You will journal four times in MM601 as a way to summarize your ministry work and theological reflection. The Dialogical Journal is a two-part record. In Section A (the outer dialogue) you will keep a daily log (how your time was spent) on a typical ministry day. In Section B (the inner dialogue) you will reflect back on your week of ministry.

- A. Choose a day of the week that you will chart and record your daily schedule, then make hourly entries for the entire day. You do not need to go into detail for each hour; just a comment or two to remind you of that hour's activity.
- B. As you look back over the week use the following questions for your reflection.
 1. As you review your Daily Monitor, what pattern(s) do you see developing? Was this a typical day? (If you have recorded more than one day, compare them.) What does it reveal about your values and priorities? (Min. 100 words)
 2. Meditate back through your week. What 3-5 "high points" stand out as God moments? Number them on your page. What do you think God might want you to learn from each one?
 3. Choose two or three of the following lenses to reflect on this week (250-350 words). Use each of these lenses at least one time during the semester. What does this week teach me about...
 - i. myself?
 - ii. my self-identity as a pastor?
 - iii. my sense of calling?
 - iv. my relationship and walk with Jesus?
 - v. the way I relate to others
 - vi. the practice of ministry?
 - vii. how I am integrating Scripture, theology, church history, or other resources with this specific ministry happening?
 - viii. my spiritual gifts?
 - ix. my strengths and/or weaknesses?
 4. Where do you need God's particular help heading into next week?
 5. Create an artistic expression (e.g. picture, poem, song) to express trust in God's continued good work in and through you.

{ NOTE: You may want to create your own Dialogical Journal & Daily Monitor on your computer. Then each time you make an entry, it is just a matter of filing in the blanks. You will probably want to keep a file of your journals for future reference and reflection. }

Attendance at the Ministry Site and Reflection Group

Mentored Ministry is designed as a living/learning situation patterned after the kinds of situations and demands pastors experience in ministry. Therefore, absences from the Campus Reflection Group or ministry site appointments shall be looked upon as similar to a pastor's failing to be present for scheduled meetings or services. Thus, only illness and unavoidable emergencies are legitimate reasons for being excused on campus. Students are expected to plan their schedules to avoid conflicts with group meeting times and to discuss any absences with the Facilitator.

Case presenters need access to an absent student's insights. Therefore the student is expected to complete and turn in the Case Study Discussion Questions notes and any additional comments for the case(s) presented in his/her absence, without regard to the reason for the absence. If no case was presented that day, the faculty leader will negotiate with the student for another kind of written response.

Absences in excess of one day, whether excused or unexcused, will make it necessary for the student to negotiate with the Mentor for make-up time at the ministry location.

Absences, tardiness and/or late reports may be symptomatic of issues needing attention and can result in a grade of "No Credit" for the course. The Reflection Group Facilitator shall consult with the student and consider these and their meaning in the final evaluations and shall make observations, recommendations or stipulations accordingly. The recommendation may become part of a growth contract which will post- pone credit until the learning experience is completed.

If illness or emergency necessitates occasional absence from the ministry placement, notify your mentor or supervisor immediately.

Course Credit Requirements

All Mentored Ministry courses are “Credit” only. Thus, you will be awarded either “Credit,” which indicates satisfactory completion of the course requirements, or “No Credit,” which indicates failure to complete or unsatisfactory completion of course requirements. The Reflection Group Facilitator has the final responsibility for assigning grades, following appropriate consultation with the Mentored Ministry Director, the Mentor and you.

The question of “Credit” or “No Credit” will be based upon the following:

- Regular attendance at all class and ministry site appointments
- Submission of all written requirements by the due dates
- Quality of the Case Study and other written materials
- The Mentor’s evaluation of the student’s field experience
- The student’s own self-evaluation
- The Reflection Group Facilitator’s evaluation of the involvement in the Campus Reflection Group and in the program as a whole.

It is your responsibility to submit the Student Evaluation and the Mentor Evaluation, to the Mentored Ministry Office, on schedule according to the course calendar. Discuss the evaluation with your Mentor and then you both sign it. Both the Mentor and student should keep copies of the evaluation.

Since Mentored Ministry is based on an action/reflection model, a satisfactory performance in both of those dimensions in their respective settings (ministry site and Campus Reflection Group) is essential. There is an interdependence of both components. If either is below standard or significantly weak, the whole of one’s ministry is affected. Likewise, strength in one dimension does not necessarily compensate for weakness in the other.

“Credit” or “No Credit” is not based upon mathematical averages but upon complementary relationships—affirmed by each responsible party (student, Facilitator and Mentor). Reported deficiencies from any one of the three persons is regarded as important.

Official grading policy

The official grading policy for MM courses is:

CREDIT (CR): The student has faithfully fulfilled course requirements, has functioned effectively in relation to the Learning Covenant, and has evidenced facility with the action/reflection process.

CREDIT/NO CREDIT (CR/NC): The student has evidenced weaknesses in professional skills, difficulties in interpersonal relationships, or unmet responsibilities. Upon successful completion of an established “Growth Plan,” (see guidelines below) the grade will be changed to “Provisional Credit.”

NO CREDIT (NC): The student has failed to meet requirements, has performed unsatisfactorily, has exhibited weakness in the action/reflection process, or has demonstrated other concerns related to the grade.

GROWTH PLAN GUIDELINES: When “*Credit/No Credit (C/NC)*” or “*No Credit (NC)*” is recommended for a student, the Reflection Group Facilitator must state a set of concerns as reason for the assessment. The student will then be required to fulfill a *Growth Plan* addressing the stated concerns.

The student is to initiate the **Growth Plan process no later than 2 weeks after receiving the grade**. A working contract with the student will be drafted, stating specific objectives to be fulfilled. The contracted experiences must be completed before the end of the following semester. Students may not take another Mentored Ministry course until satisfactory completion of the Growth Plan has taken place. When the Growth Plan is successfully completed, the faculty leader will authorize a change of grade from NC or CR/NC to PC (“Provisional Credit”).

If inquiries are made by **prospective employers, ministry ordaining boards**, etc., as to the meaning of PC, the student may request that the Mentored Ministry Office send a letter explaining the process and indicating the growth plan which the student agreed to.

FALL MM601 Course Calendar 2010

Week	Forms/Assignments	Turn the Forms in to:
Before Semester Begins	<i>MM601/MM602 Mentor Profile</i> (Form-1, pgs. 22-23) Can be found on oneATS, under Departments, under Mentored Ministry, under Student Forms	Leah Johnston leah.johnston@asburyseminary.edu or fax # 859-858-2057
Week 2	<i>Mentor/Student Contract</i> (Form-2, pg. 24 in MM handbook) <i>Growth Goals Planning Sheets</i> (Forms-3-6, pgs. 25-28)	Reflection Group Facilitator
Week 3		
Week 4	<i>Ministry & Growth Goals Progress Report</i> (Form -8, pgs. 30-31)	Reflection Group Facilitator
Week 5		
Week 6		
Week 7		
Week 8	<i>Ministry & Growth Goals Progress Report</i> (Form -8, pgs. 30-31)	Reflection Group Facilitator
Week 9		
Week 10		
Week 11	<i>Dialogical Journal- 4 entries due</i> (Form-7, pg. 29)	Reflection Group Facilitator
Week 12	<i>Reading Week</i>	
Week 13-14	<i>Mentor Evaluation</i> (Form-9, pgs. 32-34) <i>Student Self-Evaluation</i> (Form-11, pgs. 36-39) <i>Student Evaluation Narrative</i> (Form-12, pg. 40) <i>Parish Advisory Group Evaluation</i> (Form-10, pg. 35) **If you chose a Parish Advisory Group** <i>CFP Narrative</i>	All students will turn in Evaluations to their Reflection Group Facilitator Wilm. Student will have a one-on-one with their Reflection Group Facilitator. You will discuss the Mentor Evaluation, Self Evaluation, and Faculty Evaluation (Form-15)
Week 15	<i>Finals</i>	

SPRING MM601 Course Calendar 2011

Week	Forms/Assignments	Turn the Forms in to:
Before Semester Begins	<i>MM601/MM602 Mentor Profile</i> (Form-1, pgs. 22-23) Can be found on oneATS, under Departments, under Mentored Ministry, under Student Forms	Leah Johnston leah.johnston@asburyseminary.edu or fax # 859-858-2057
Week 2	<i>Mentor/Student Contract</i> (Form-2, pg. 24 in MM handbook) <i>Growth Goals Planning Sheets</i> (Forms-3-6, pgs. 25-28)	Reflection Group Facilitator
Week 3		
Week 4	<i>Ministry & Growth Goals Progress Report</i> (Form -8, pgs. 30-31)	Reflection Group Facilitator
Week 5		
Week 6		
Week 7	<i>Spring Break</i>	
Week 8	<i>Ministry & Growth Goals Progress Report</i> (Form -8, pgs. 30-31)	Reflection Group Facilitator
Week 9		
Week 10		
Week 11	<i>Dialogical Journal- 4 entries due</i> (Form-7, pg. 29)	Reflection Group Facilitator
Week 12	<i>Reading Week</i>	
Week 13-14	<i>Mentor Evaluation</i> (Form-9, pgs. 32-34) <i>Student Self-Evaluation</i> (Form-11, pgs. 36-39) <i>Student Evaluation Narrative</i> (Form-12, pg. 40) <i>Parish Advisory Group Evaluation</i> (Form-10, pg. 35) **If you chose a Parish Advisory Group** <i>CFP Narrative</i>	All students will turn in Evaluations to their Reflection Group Facilitator Wilm. Student will have a one-on-one with their Reflection Group Facilitator. You will discuss the Mentor Evaluation, Self Evaluation, and Faculty Evaluation (Form-15)
Week 15	<i>Finals</i>	

MM 601/602

Mentor Profile

OFFICE USE ONLY

Approved _____ Date: _____

Student Name(s)/Term:
/
/
/
/
/
/
/
/

FAX: (FL- 407-482-7575 or KY - 859-858-2057)

Your Name: _____

Church/Institution Name: _____

Office Address: _____

Email: _____

Office Phone: _____

Cell Phone: _____

Age (optional): _____

Position held in church/institution: _____

Denominational affiliation: _____ Yrs. In Min. _____

District/Region/ Conference: _____ Ordination Status: _____

Educational Background:

<i>College/Seminary/Cont. Ed.</i>	<i>Major</i>	<i>What Years?</i>	<i>Degree</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Employment/Ministry Experience: (Last 4)

<i>Where Employed</i>	<i>Position/Title</i>	<i>Dates</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How do you live out servant-leadership in your ministry?

What role do you play in your congregation’s small groups?

What aspect of ministry motivates you the most? Why?

What other training or experience do you have that will help you in your Mentor role?

Please give an overview of your church/ministry setting (mission, vision, location, history, methods, etc.)

Signature: _____ **Date:** _____

Please return this profile to:

Kentucky & ExL Campuses:

Attn: Leah Johnston, Admin. Assist.
Asbury Theological Seminary
Mentored Ministry Office
204 N. Lexington Ave.
Wilmore, KY 40390
859-858-2061 /859-858-2057 fax
leah.johnston@asburyseminary.edu

Orlando Campus:

Attn: Lisa Perez, Admin. Assist.
Asbury Theological Seminary
Mentored Ministry Office
8401 Valencia College Lane
Orlando, FL 32825
407-482-7657 /407-482-7575 fax
lisa.perez@asburyseminary.edu

OFFICE USE ONLY

Comments:

MM601

Mentor–Student Contract

Parish—Inside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH LOCATION: _____

REFLECTION GROUP FACILITATOR: _____

INSTRUCTIONS: Both the Mentor and the Student must sign the Contract indicating that you are in agreement with the Learning Covenant (includes the Growth Goals and this Contract). Please attach the Growth Goals Planning Sheets and make copies for the Mentor, the Student and the Reflection Group Facilitator.

Mentor's Covenant:

- I agree to meet with the student for a one-hour-per-week mentoring consultation. We will reflect on her/his ministry experiences and give directed focus to their Growth Goals. I agree to the following time for sessions:
Day: _____ Time: _____
- I, and the ministry I represent, agree to give the student opportunity to perform their ministry in this setting where I supervise.
(Initial if applicable to your ministry situation) Initials: _____

Student's Covenant:

- I agree to give a minimum of eight (8) hours per week, for a period of 13 weeks during the _____ term, 20_____,
(Fall, Spring or Summer) (Year)
in responsible performance of the agreed upon ministries and in the mentoring process.
- I am also committing myself to the *Growth Goals* attached hereto. I expect to fulfill these goals within the context of this field experience. I realize that this *Learning Covenant* may be renegotiated at any time and that I am to send to an updated copy to my Reflection Group Facilitator.

Mentor's signature

Student's signature

MM601

Growth Goals Planning Sheet

Goal #1- Personal Formation Area

Parish—Inside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

- What I hope to accomplish:

- Reason I have chosen this goal (Why I need to grow in this area):

- Steps needed to complete the goal (Specific actions I will take):

4. _____ 8. _____

3. _____ 7. _____

2. _____ 6. _____

1. _____ 5. _____

- Results (how I will know I've reached the goal):

MM601

Growth Goals Planning Sheet

Goal #2- Family Relationship Area

Parish—Inside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

- What I hope to accomplish:

- Reason I have chosen this goal (Why I need to grow in this area):

- Steps needed to complete the goal (Specific actions I will take):

4. _____ 8. _____

3. _____ 7. _____

2. _____ 6. _____

1. _____ 5. _____

- Results (how I will know I've reached the goal):

MM601

Growth Goals Planning Sheet

Goal #3- Ministry Area

Parish—Inside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

- What I hope to accomplish:

- Reason I have chosen this goal (Why I need to grow in this area):

- Steps needed to complete the goal (Specific actions I will take):

4. _____ 8. _____

3. _____ 7. _____

2. _____ 6. _____

1. _____ 5. _____

- Results (how I will know I've reached the goal):

MM601

Growth Goals Planning Sheet

Goal #4- Ministry Area

Parish—Inside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

- What I hope to accomplish:

- Reason I have chosen this goal (Why I need to grow in this area):

- Steps needed to complete the goal (Specific actions I will take):

4. _____ 8. _____

3. _____ 7. _____

2. _____ 6. _____

1. _____ 5. _____

- Results (how I will know I've reached the goal):

MM601

Dialogical Journal

Parish—Inside the Walls

A. Daily Monitor

7 am _____

8 am _____

9 am _____

10 am _____

11 am _____

12 noon _____

1 pm _____

2 pm _____

3 pm _____

4 pm _____

5 pm _____

6 pm _____

7 pm _____

8 pm _____

9 pm _____

10 pm _____

11 pm _____

B. Response

1. What happened today, and how do I feel about it?

2. Choose any of the lenses to reflect on today's happening?

3. What does this reflection teach me about the practice of ministry?

MM601

Parish—Inside the Walls

Ministry & Growth Goals Progress Report

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

Each month you will participate in ministry opportunities that you don't normally experience in your parish life. To receive the widest range of experiences possible, attempt to do something in each area, each month. Excessive involvement in one area does not make up for deficiencies in another.

Please check (☑) the activities that you participated in this month.

[Feel free to add your own ideas to the Sample List below.]

A. MINISTRY CHECKLIST

Pastoral Care

- Hospital visits
- Counseling
- Nursing Home
- Grief care
- Funeral service
- Wedding
- Baptism
- Other (specify)

Outreach

- Social services
- Evangelism projects
- One-on-ones
- Ministry equipping training
- Other (specify)

Administration

- Board/Team meetings
- Planning sessions
- Other (specify)

Spiritual Formation

- Adult ministry
- Children's ministry
- Youth ministry
- Small group
- Prayer ministry
- Other (specify)

(Over)

Worship Celebration

- Scripture reading
- Preaching
- Holy Communion
- Other (specify)
- Pastoral prayer
- Offering
- Invocation

Other Ministry Opportunities (specify)

Hour Report: Have you completed 8 hours of ministry involvement at your placement each week covered by this report? Yes No (If “No,” please explain.)

B. As you reflect on this past month, evaluate your effectiveness on your Growth Goals. What has worked, what hasn't? (max. 150 words—use back if necessary)

C. What has been the highlight of your Mentor-Student time this month?

D. If applicable, please rate the value of this month's Parish Advisory Group (circle the appropriate number):

Great Value 5 4 3 2 1 Little Value

Comments: _____

Student's Signature

Mentor's Signature

MM601

Mentor Evaluation

Parish—Inside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

Note to the Mentor: Your responses are to evaluate the student’s weekly performance in the ministry setting. Your candid opinions and observations are vital to the student, the seminary, and ecclesiastical judicatories that may be requesting information on candidates for ministry. A copy of this form will be sent to requesting agencies with the student’s written permission.

INSTRUCTIONS:

A. Please check appropriate box:

- 5 = strongly agree 4 = agree 3 = agree with reservations
 2 = disagree (explain) 1 = strongly disagree (explain) 0 = do not know

B. Please explain all scores of **three (3) or lower** using the “Comments” section

A. Students' Gifts & Graces for Ministry		5	4	3	2	1	0
<i>THE STUDENT-MENTEE</i>							
1	Takes initiative in fulfilling responsibilities						
2	Completes tasks						
3	Works well under pressure						
4	Relates theory to practice						
5	Is able to identify personal areas for growth						
6	Manages time well						
7	Seeks new situations; comfortable with risk						
8	Is comfortable in leadership & exercises it as a servant						
9	Takes performance feedback well						
10	Utilizes spiritual disciplines						
11	Is sensitive, concerned, attentive and responsive to others						
12	Communicates clearly						

5 = strongly agree

4 = agree

3 = agree with reservations

2 = disagree (explain)

1 = strongly disagree (explain)

0 = do not know

13	Makes decisions with firmness; seems to enjoy making them						
14	Is enthusiastic; emotionally responsive and alert						
15	Thinks clearly and logically						
16	Realizes self-potential as person/minister and is reasonably satisfied with self						
17	Moods and behavior are consistent day-to-day						
18	Demonstrates common sense, foresight						
19	Teachable; open to learning						
20	Views ministry with a "God's Kingdom" focus						

Comments:

C. Students' Theological Reflection

THE STUDENT-MENTEE		5	4	3	2	1	0
1	Has grown in ability to reflect theologically on ministry experiences						
2	Effectively integrates Scripture, Reason, Experience and Tradition into daily ministry						
3	Attempts to carry out ministry with a world view						

Comments:

C. QUESTIONS FOR COMMENTS (Feel free to use the back or attach separate paper)

1. How did the student function within the structured environment of the local parish setting? (Were proper channels/procedures followed, was there a comfortable relationship in working with others, were the goals and objectives of the congregation understood and respected?)

2. Does the student have personality limitations, which might make ministry in a parish setting more difficult? What are your recommendations for strengthening this (these) area(s)?

3. What growth or improvements have you seen in the student's ministry and life?

4. Do you sense this person's call to professional ministry? Why? Why not?

5. On the basis of the evaluation you have just reported, what specific learning goals do you recommend for the student at this stage of his/her preparation for the ministry?

6. What do you see as the **three most** significant strengths of this student?
 - a.
 - b.
 - c.

7. Is there anything else you would like us to know?

STUDENT'S RESPONSE TO EVALUATION:

Mentor Signature: _____ Date: _____ Student Signature: _____ Date: _____

MM601

Parish—Inside the Walls

Parish Advisory Group Evaluation

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

Please respond to the following questions as candidly as possible. (Use back, if desired.)

1. After observing your student this semester, what would you list as her/his top five ministry strengths?
 - a.
 - b.
 - c.
 - d.
 - e.
2. Where did you see the most growth in your student?
3. What areas of personal or ministry life need further growth if your student is to be successful as a pastor?
4. What recommendations would you make to guide your student's further preparation for ministry?

PAG Rep signature _____ Date _____

Student Signature _____ Date _____

<i>My Relationships With People</i>		5	4	3	2	1	0
1	Am genuine, straightforward						
2	Relate well on a one-to-one basis						
3	Relate effectively in a group						
4	Am able to assume leadership						
5	Assume responsibility for my part in relationships						
6	Am able to communicate care for others						
7	Live-out deep respect for all persons						
<i>My Functioning Within a Ministry Role</i>		5	4	3	2	1	0
1	Exercise initiative in setting/working toward goals						
2	Creative in completion of tasks						
3	Have grown in professional skills						
4	Can integrate classroom theory with field experiences						
5	Have a well-defined understanding of my role in ministry						
6	Find satisfaction in my ministry role						
7	Approach ministry tasks with God's Kingdom focus						
Comments:							

B. YOUR MENTORED MINISTRY EXPERIENCE							
<i>My Assessment of Group Facilitator</i>		5	4	3	2	1	0
1	Affirms gifts, supportive of others						
2	Collegial, dialogical						
3	Self-sharing						
4	Forthright in assessing strengths/weaknesses						
5	Effectively facilitates group process						
6	Effectively works with the case studies						
7	Encourages thorough exploration of issues						

My Assessment of Reflection Group Process		5	4	3	2	1	0
1	Effectively probed student's concept/practice of ministry						
2	Adequate time given to integration of theory & practice						
3	Marked with candor and honesty						
4	Each student's contribution elicited and affirmed						
5	Shared leadership						
6	A safe place to grow in my Christian formation						
7	Supportive community where individuals were valued						
My Assessment of Total Experience		5	4	3	2	1	0
1	The MM Course enhanced my ability to learn from experience						
2	The MM Course increased my ability to theologically reflect on my ministry experiences.						
3	The MM Course stretched me in my personal and spiritual growth						
4	The MM Course helped me grow in my vocational call						
Comments:							

C. YOUR LEARNING COVENANT

1. Review your Growth Goals; What KEY insight stands out for you in each goal area?

a.

b.

c.

d.

2. Which of your goals do you feel were not realized or were insufficiently realized? Why?

3. Have your goals changed since starting this semester? How?

4. Where and how have you discovered abilities/qualities that confirm your call to ministry?

5. As you evaluate your work this semester, what future Growth Goals would you set for yourself?

Were you present for all 13-field appointments? Y N

If absent, how many times? _

Have you completed required make-up work? Y N

What else would you like us to know about this Mentored Ministry course?
(Feel free to use the back)

Student Signature: _____	Date _____
Mentor Signature: _____	Date _____

MM601 Student Evaluation Narrative

We realize that not everything you experienced this semester can be narrowed down to a number on a 5-point scale. Choose one experience you had this semester that impressed you deeply – whether that be an unexpected conversation or an act of service, a particularly meaningful insight you gained or person you met. Please share a story from this semester that captures something you value greatly from MM601. (You can draw from time with your mentor, time in ministry, or time with your reflection group.)

FALL MM602 Course Calendar

Week	Forms/Assignments	Turn the Forms in to:
Before Semester Begins	<p><i>MM602 Registration Contract</i> (Form-12, pg. 43 in MM handbook) ** If emailing please just type your signature** **Upon approval from the Co-director of Mentored Ministry, the Registrar will register you in the class and you will be notified of the section you are in**</p>	<p>Leah Johnston leah.johnston@asburyseminary.edu or fax # 859-858-2057</p>
Week 2	<p><i>Mentor/Student Contract</i> (Form-13, pg. 44) <i>Growth-Goals Planning Sheets</i> (Forms 14-17, pgs. 45-48)</p>	Reflection Group Facilitator
Week 3		
Week 4	<p><i>Ministry & Growth-Goals Progress Report</i> (Form-18, pgs. 49-50)</p>	Reflection Group Facilitator
Week 5		
Week 6		
Week 7		
Week 8	<p><i>Ministry & Growth-Goals Progress Report</i> (Form-18, pgs. 49-50)</p>	Reflection Group Facilitator
Week 9		
Week 10		
Week 11		
Week 12	<i>Reading Week</i>	
Week 13-14	<p><i>Mentor Evaluation</i> (Form-19, pgs. 51-54) <i>Student Self-Evaluation</i> (Form-20, pgs. 55-58) <i>Student Evaluation Narrative</i> (Form-21, pgs. 55-58) <i>Cross Cultural On-Site Supervisor Evaluation</i> **If applicable** (Form-21, pgs. 59-61) <i>CFP Narrative</i></p>	<p>Wilm. Student will have a one-on-one with their Reflection Group Facilitator. You will discuss the Mentor Evaluation, Self Evaluation, and Faculty Evaluation (Form-15) All other students will turn in forms online to their Reflection Group Facilitator.</p>
Week 15	<i>Finals</i>	

SPRING MM602 Course Calendar

Week	Forms/Assignments	Turn the Forms in to:
Before Semester Begins	<p><i>MM602 Registration Contract</i> (Form-12, pg. 43 in MM handbook) ** If emailing please just type your signature** **Upon approval from the Co-director of Mentored Ministry, the Registrar will register you in the class and you will be notified of the section you are in**</p>	<p>Leah Johnston leah.johnston@asburyseminary.edu or fax # 859-858-2057</p>
Week 2	<p><i>Mentor/Student Contract</i> (Form-13, pg. 44) <i>Growth-Goals Planning Sheets</i> (Forms 14-17, pgs. 45-48)</p>	Reflection Group Facilitator
Week 3		
Week 4	<p><i>Ministry & Growth-Goals Progress Report</i> (Form-18, pgs. 49-50)</p>	Reflection Group Facilitator
Week 5		
Week 6		
Week 7	<i>Spring Break</i>	
Week 8	<p><i>Ministry & Growth-Goals Progress Report</i> (Form-18, pgs. 49-50)</p>	Reflection Group Facilitator
Week 9		
Week 10		
Week 11		
Week 12	<i>Reading Week</i>	
Week 13-14	<p><i>Mentor Evaluation</i> (Form-19, pgs. 51-54) <i>Student Self-Evaluation</i> (Form-20, pgs. 55-58) <i>Student Evaluation Narrative</i> (Form-21, pgs. 55-58) <i>Cross Cultural On-Site Supervisor Evaluation</i> **If applicable** (Form-22, pgs. 59-61) <i>CFP Narrative</i></p>	<p>Wilm. Student will have a one-on-one with their Reflection Group Facilitator. You will discuss the Mentor Evaluation, Self Evaluation, and Faculty Evaluation (Form-15) All other students will turn in forms online to their Reflection Group Facilitator.</p>
Week 15	<i>Finals</i>	

MM602

Registration CONTRACT

r. 09-10

--- Submit Completed Signed Original To MM Office. Copy: Yourself ---

STUDENT INFORMATION

NAME: _____ STUDENT ID #: _____
(Print)

ADDRESS: _____ PHONE: _____
 _____ CELL PHONE: _____
 _____ EMAIL: _____
 _____ DENOMINATION: _____

MENTOR INFORMATION

MENTOR: _____
(Print)

Mentor's Email: _____

Mentor Profile received: _____

CROSS-CULTURAL EXPERIENCE use back if needed

Site Description and Responsibilities:

REGISTRATION INFORMATION

You will complete 8 hours of ministry involvement plus 1 hour with mentor for 2 hours credit.

TERM/YEAR: _____ SECTION (depending on campus): _____

Student Signature _____ Date _____

MM Director's Signature _____ Date _____

FOR REGISTRAR'S OFFICE USE ONLY

Registered By: _____ Date _____

Comments:

*Once you have been registered for MM602 it will show up on your online schedule (AIS).

MM602 Mentor–Student Contract

Parish—Outside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

CROSS-CULTURAL PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

INSTRUCTIONS: *Both the Mentor and the Student must sign the Contract indicating that you are in agreement with the Learning Covenant (includes the Growth Goals and this Contract). Please attach the Growth Goals Planning Sheets and make copies for the Mentor, the Student and the Reflection Group Facilitator.*

Mentor's Covenant:

- I agree to meet with the student for a one-hour-per-week mentoring consultation. We will reflect on her/his ministry experiences and give directed focus to their Growth Goals. I agree to the following time for sessions:
Day: _____ Time: _____
- I, and the ministry I represent, agree to give the student opportunity to perform their ministry in this setting where I supervise.
(Initial if applicable to your ministry situation) Initials: _____

Student's Covenant:

- I agree to give a minimum of eight (8) hours per week, for a period of 13 weeks during the _____ term, 20_____,
(Fall, Spring or Summer) (Year)
in responsible performance of the agreed upon ministries and in the mentoring process.
- I am also committing myself to the *Growth Goals* attached hereto. I expect to fulfill these goals within the context of this field experience. I realize that this *Learning Covenant* may be renegotiated at any time and that I am to send to an updated copy to my Reflection Group Facilitator.

Mentor's signature

Student's signature

MM602

Growth Goals Planning Sheet

Goal #1- Personal Formation Area

Parish—Outside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

CROSS-CULTURAL PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

- What I hope to accomplish:

- Reason I have chosen this goal (Why I need to grow in this area):

- Steps needed to complete the goal (Specific actions I will take):

4. _____ 8. _____

3. _____ 7. _____

2. _____ 6. _____

1. _____ 5. _____

- Results (how I will know I've reached the goal):

MM602

Growth Goals Planning Sheet

Goal #2- Family Relationship Area

Parish—Outside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

CROSS-CULTURAL PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

- What I hope to accomplish:

- Reason I have chosen this goal (Why I need to grow in this area):

- Steps needed to complete the goal (Specific actions I will take):

4. _____ 8. _____

3. _____ 7. _____

2. _____ 6. _____

1. _____ 5. _____

- Results (how I will know I've reached the goal):

MM602

Growth Goals Planning Sheet

Goal #3- Cross-Cultural Ministry Area

Parish—Outside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

CROSS-CULTURAL PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

- What I hope to accomplish:

- Reason I have chosen this goal (Why I need to grow in this area):

- Steps needed to complete the goal (Specific actions I will take):

4. _____ 8. _____

3. _____ 7. _____

2. _____ 6. _____

1. _____ 5. _____

- Results (how I will know I've reached the goal):

MM602

Growth Goals Planning Sheet

Goal #4- Cross-Cultural Ministry Area

Parish—Outside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

CROSS-CULTURAL PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

- What I hope to accomplish:

- Reason I have chosen this goal (Why I need to grow in this area):

- Steps needed to complete the goal (Specific actions I will take):

4. _____ 8. _____

3. _____ 7. _____

2. _____ 6. _____

1. _____ 5. _____

- Results (how I will know I've reached the goal):

MM602

Ministry & Growth Goals Progress Report

Parish—Outside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

CROSS-CULTURAL PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

Each month you will participate in ministry opportunities that you don't normally experience in your parish life. To receive the widest range of experiences possible, attempt to do something in each area, each month. Excessive involvement in one area does not make up for deficiencies in another.

Please check (☑) the activities that you participated in this month.

[Feel free to add your own ideas to the Sample List below.]

A. MINISTRY CHECKLIST

Pastoral Care

- Hospital visits
- Counseling
- Nursing Home
- Grief care
- Funeral service
- Wedding
- Baptism
- Other (specify)

Outreach

- Social services
- Evangelism projects
- One-on-ones
- Ministry equipping training
- Other (specify)

Administration

- Board/Team meetings
- Planning sessions
- Other (specify)

Spiritual Formation

- Adult ministry
- Children's ministry
- Youth ministry
- Small group
- Prayer ministry
- Other (specify)

(Over)

Worship Celebration

- Scripture reading
- Preaching
- Holy Communion
- Other (specify)
- Pastoral prayer
- Offering
- Invocation

**Other Ministry Opportunities
(specify)**

Hour Report: Have you completed 8 hours of ministry involvement at your placement each week covered by this report? Yes No (If “No,” please explain.)

B. As you reflect on this past month, evaluate your effectiveness on your Growth Goals. What has worked, what hasn't? (max. 150 words—use back if necessary)

C. What has been the highlight of your Mentor-Student time this month?

D. If applicable, please rate the value of this month's Parish Advisory Group (circle the appropriate number):

Great Value 5 4 3 2 1 Little Value

Comments: _____

Student's Signature

Mentor's Signature

MM602

Mentor Evaluation

Parish—Outside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

CROSS-CULTURAL PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

Note to the Mentor: Your responses are to evaluate the student’s weekly performance in the ministry setting. Your candid opinions and observations are vital to the student, the seminary, and ecclesiastical judicatories that may be requesting information on candidates for ministry. A copy of this form will be sent to requesting agencies with the student’s written permission.

INSTRUCTIONS:

A. Please check appropriate box:

- 5 = strongly agree 4 = agree 3 = agree with reservations
 2 = disagree (explain) 1 = strongly disagree (explain) 0 = do not know

B. Please explain all scores of **three (3) or lower** using the “Comments” section

A. Students' Gifts & Graces for Ministry							
<i>THE STUDENT-MENTEE</i>		5	4	3	2	1	0
1	Takes initiative in fulfilling responsibilities						
2	Completes tasks						
3	Works well under pressure						
4	Relates theory to practice						
5	Is able to identify personal areas for growth						
6	Manages time well						
7	Seeks new situations; comfortable with risk						
8	Is comfortable in leadership & exercises it as a servant						
9	Takes performance feedback well						
10	Utilizes spiritual disciplines						
11	Is sensitive, concerned, attentive and responsive to others						
12	Communicates clearly						

5 = strongly agree

4 = agree

3 = agree with reservations

2 = disagree (explain)

1 = strongly disagree (explain)

0 = do not know

13	Makes decisions with firmness; seems to enjoy making them						
14	Is enthusiastic; emotionally responsive and alert						
15	Thinks clearly and logically						
16	Realizes self-potential as person/minister and is reasonably satisfied with self						
17	Moods and behavior are consistent day-to-day						
18	Demonstrates common sense, foresight						
19	Teachable; open to learning						
20	Views ministry with a "God's Kingdom" focus						

Comments:

C. Students' Theological Reflection

THE STUDENT-MENTEE		5	4	3	2	1	0
1	Has grown in ability to reflect theologically on ministry experiences						
2	Effectively integrates Scripture, Reason, Experience and Tradition into daily ministry						
3	Attempts to carry out ministry with a world view						

Comments:

C. Students' Cross-Cultural Awareness

THE STUDENT-MENTEE		5	4	3	2	1	0
1	Teachable; open to learn about cross-cultural differences						
2	Readily admits own biases/prejudices						
3	Growing in healthy/biblical attitudes toward persons of opposite gender, other ethnic & cultural backgrounds						
4	Effectively integrates cross-cultural understandings with assignments						
5	Has grown in ability to communicate cross-culturally						
6	Seeks opportunities for wholistic ministry						
7	Looks for and has a thorough understanding of the various cultural groups in the congregation						

Comments:

D. QUESTIONS FOR COMMENTS (Feel free to use the back or attach separate paper)

- How did the student function in the cross-cultural environment?
(Comfortable working with people of significant cultural differences? Sensitive to and able to celebrate cultural differences? The goals and objectives of the ministry advanced?)
- Does the student have personality limitations, which might make ministry in a cross-cultural setting more difficult? What are your recommendations for strengthening this (these) area(s)?

3. What growth or improvements have you seen in the student's ministry and life?

4. On the basis of the evaluation you have just reported, what specific learning goals do you recommend for the student at this stage of his/her preparation for the ministry?

5. Is there anything else you would like us to know?

STUDENT'S RESPONSE TO EVALUATION:

Mentor Signature: _____ Date: _____
Student Signature: _____ Date: _____

MM602

Student Self-Evaluation

Parish—Outside the Walls

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

CROSS-CULTURAL PLACEMENT: _____

SITE SUPERVISOR: _____ REFL GROUP FACILITATOR: _____

Note to the Student: This evaluation is: (1) to facilitate increased awareness of your ministry gifts; (2) to determine course credit; (3) to guide in your placement process. The material will be CONFIDENTIAL. It is NOT available to any other party unless released by your written permission.

INSTRUCTIONS:

A) Please check appropriate box:

- 5 = strongly agree 4 = agree 3 = agree with reservations
 2 = disagree (explain) 1 = strongly disagree (explain) 0 = do not know

B) Please **explain** all scores of **three (3) or lower** using the “Comments” section.

A. YOUR PERSONAL & PROFESSIONAL SKILLS							
<i>My Personal Work Habits</i>		5	4	3	2	1	0
1	Am punctual; keep appointments						
2	Handle absences responsibly						
3	Prepare for assignments thoroughly						
4	Am appropriately groomed						
5	Am flexible						
6	Am dependable; follow through						
<i>My Personal Work Habits</i>		5	4	3	2	1	0
1	Understand Parish's ministry goals						
2	Accept limits of settings						
3	Am actively involved						
4	Follow appropriate procedures						
5	Work comfortably with staff						
6	Protect confidentiality						

<i>My Relationships With People</i>		5	4	3	2	1	0
1	Am genuine, straightforward						
2	Relate well on a one-to-one basis						
3	Relate effectively in a group						
4	Am able to assume leadership						
5	Assume responsibility for my part in relationships						
6	Am able to communicate care for others						
7	Live-out deep respect for all persons						
<i>My Functioning Within a Ministry Role</i>		5	4	3	2	1	0
1	Exercise initiative in setting/working toward goals						
2	Creative in completion of tasks						
3	Have grown in professional skills						
4	Can integrate classroom theory with field experiences						
5	Have a well-defined understanding of my role in ministry						
6	Find satisfaction in my ministry role						
7	Approach ministry tasks with God's Kingdom focus						
Comments:							

B. YOUR MENTORED MINISTRY EXPERIENCE

<i>My Assessment of Group Facilitator</i>		5	4	3	2	1	0
1	Affirms gifts, supportive of others						
2	Collegial, dialogical						
3	Self-sharing						
4	Forthright in assessing strengths/weaknesses						
5	Effectively facilitates group process						
6	Effectively works with the case studies						
7	Encourages thorough exploration of issues						

<i>My Assessment of Reflection Group Process</i>		5	4	3	2	1	0
1	Effectively probed student's concept/practice of ministry						
2	Adequate time given to integration of theory & practice						
3	Marked with candor and honesty						
4	Each student's contribution elicited and affirmed						
5	Shared leadership						
6	A safe place to grow in my Christian formation						
7	Supportive community where individuals were valued						
<i>My Assessment of Total Experience</i>		5	4	3	2	1	0
1	The MM Course enhanced my ability to learn from experience						
2	The MM Course increased my ability to theologically reflect on my ministry experiences.						
3	The MM Course stretched me in my personal and spiritual growth						
4	The MM Course helped me grow in my vocational call						
Comments:							

C. YOUR CROSS CULTURAL AWARENESS							
<i>My Assessment of My Cross-Cultural Awareness</i>		5	4	3	2	1	0
1	Teachable/open to learn about cross-cultural differences						
2	Found I have hidden biases/prejudices						
3	Growing in healthy/biblical attitudes toward people who are different from me						
4	Effectively integrate cross-cultural understandings with assignments						
5	Have grown in ability to communicate cross-culturally						
6	Seeks opportunities for wholistic ministry						
7	Have gained a deep appreciation and passion for people outside my church facility walls						
Comments:							

D. YOUR LEARNING COVENANT

1. Review your Growth Goals; What KEY insight stands out for you in each goal area?
 - a.
 - b.
 - c.
 - d.
2. Which of your goals do you feel were not realized or were insufficiently realized? Why?
3. Have your goals changed since starting this semester? How?
4. Where and how have you discovered abilities/qualities that confirm your call to ministry?
5. As you evaluate your work this semester, what future Growth Goals would you set for yourself?

Were you present for all 13-field appointments? Y N

If absent, how many times? _

Have you completed required make-up work? Y N

What else would you like us to know about this Mentored Ministry course?
(Feel free to use the back)

Student Signature: _____ Date _____
Mentor Signature: _____ Date _____

MM602 Student Evaluation Narrative

We realize that not everything you experienced this semester can be narrowed down to a number on a 5-point scale. Especially when considering cross-cultural ministry, you may have some insightful stories to share. Whether your story reflects a moment of self-awareness, enhanced global perspective, or practical ministry tools, please choose one event/conversation/experience/encounter from your cross-cultural setting to share in a few paragraphs below.

MM602

Parish—Outside the Walls

CROSS-CULTURAL ON-SITE SUPERVISOR EVALUATION

Form- 23

STUDENT: _____ DATE: _____

MENTOR: _____ PARISH PLACEMENT: _____

CROSS-CULTURAL PLACEMENT: _____

REFLECTION GROUP FACILITATOR: _____

Note to the Mentor: Your responses are to evaluate the student’s weekly performance in the ministry setting. Your candid opinions and observations are vital to the student, the seminary, and ecclesiastical judicatories that may be requesting information on candidates for ministry. A copy of this form will be sent to requesting agencies with the student’s written permission.

INSTRUCTIONS:

A. Please check appropriate box:

5 = strongly agree

4 = agree

3 = agree with reservations

2 = disagree (explain)

1 = strongly disagree (explain)

0 = do not know

B. Please explain all scores of **three (3) or lower** using the “Comments” section

A. Students' Gifts & Graces for Ministry

<i>THE STUDENT-MENTEE</i>		5	4	3	2	1	0
1	Takes initiative in fulfilling responsibilities						
2	Completes tasks						
3	Works well under pressure						
4	Relates theory to practice						
5	Is able to identify personal areas for growth						
6	Manages time well						
7	Seeks new situations; comfortable with risk						
8	Is comfortable in leadership & exercises it as a servant						
9	Takes performance feedback well						
10	Utilizes spiritual disciplines						
11	Is sensitive, concerned, attentive and responsive to others						
12	Communicates clearly						

5 = strongly agree

4 = agree

3 = agree with reservations

2 = disagree (explain)

1 = strongly disagree (explain)

0 = do not know

13	Makes decisions with firmness; seems to enjoy making them						
14	Is enthusiastic; emotionally responsive and alert						
15	Thinks clearly and logically						
16	Realizes self-potential as person/minister and is reasonably satisfied with self						
17	Moods and behavior are consistent day-to-day						
18	Demonstrates common sense, foresight						
19	Teachable; open to learning						
20	Views ministry with a "God's Kingdom" focus						

Comments:

C. Students' Cross-Cultural Awareness

<i>THE STUDENT-MENTEE</i>		5	4	3	2	1	0
1	Teachable; open to learn about cross-cultural differences						
2	Readily admits own biases/prejudices						
3	Growing in healthy/biblical attitudes toward persons of opposite gender, other ethnic & cultural backgrounds						
4	Effectively integrates cross-cultural understandings with assignments						
5	Has grown in ability to communicate cross-culturally						
6	Seeks opportunities for wholistic ministry						
7	Looks for and has a thorough understanding of the various cultural groups in the congregation						

Comments:

D. QUESTIONS FOR COMMENTS (Feel free to use the back or attach separate paper)

1. How did the student function in the cross-cultural environment?
(i.e., Were appropriate procedures followed? Was he/she comfortable working with people of significant cultural differences? Were the goals and objectives of the ministry advanced?)

2. Does the student have personality limitations, which might make ministry in a cross-cultural setting difficult? What are your recommendations for strengthening this area?

3. What growth or improvements have you seen in the student's ministry and life?

4. What other specific Growth Goals do you recommend for the student at this stage of his/her preparation for the ministry? What do you recommend to facilitate this growth?

5. Is there anything else you would like us to know?

STUDENT'S RESPONSE TO EVALUATION:

Mentor Signature: _____	Date: _____
Student Signature: _____	Date: _____