

Application to Mentor due May 2, 2014 to the Supervised Ministry Office

QUALIFICATIONS TO SUPERVISE/MENTOR A SEMINIARIAN

A certified ministry supervisor:

- Has earned a minimum of a Master's degree in a ministry discipline or its equivalent as judged by the Supervised Ministry Director.
- Has served a minimum of five years in a full time ministry placement or its equivalent as judged by the Supervised Ministry Director of the area in which the supervisor will be eligible to supervise.
- Is available and willing to mentor a seminary student for at least 20 weeks during the fall and winter (September – March) and is able to offer ministry experiences the student needs to learn.
- Is able to offer the student at least 150 hours per term (10 weeks) of ministry experience.
- Is able to meet with the student one-hour weekly for theological reflection and mentoring.
- Is not a family member of the student, a current seminary student, or recent seminary graduate (past 3 years).
- Is not supervising more than 2 Northern Seminary students concurrently.

REQUIRED TRAINING & EXPECTATIONS

A certified ministry supervisor will receive specialized education in supervision as evidenced by participation in at least one Internship Supervisor's Training held on Northern's campus. Certified supervisors will keep their certified status for three years. After three years, the Internship Supervisor's Training must be completed again.

Continuing certification requires consistent and faithful supervision of students who work with the Internship Supervisor. The most important element in one's supervision is to set regular weekly meetings and make a deliberate attempt to allow nothing to interfere with these supervisory sessions. If you are unable to commit regularly one hour a week for face-to-face supervision, please do not accept a student for ministry in your church or ministry context.

Internship Supervisors are expected to complete the following administrative and mentoring tasks.

Administrative Tasks

1. Submit an application to be an Internship Supervisor and a current resume to the Supervised Ministry Office prior to beginning any working relationship with a seminary student. This is only necessary if you have not been an Internship Supervisor at Northern within the last 3 years. This application must be renewed every 3 years.

2. Attend Internship Supervisor's Training at Northern Seminary in October. (Note: This is only required if you have not attending the training within the past 3 years.)
3. Assist and challenge the student in creating and developing a Learning Covenant for the internship. You will discuss, negotiate, and approve the Learning Covenant, which will include a list of goals, activities and evaluation methods that define how the student will be engaged while serving under your supervision. The student should come prepared with solid ideas on growth areas and goals to achieve during the internship.

The Learning Covenant may be revised for the second quarter of Internship. It is up to the supervisor and student to discuss and revise, if necessary, before the end of Internship I in preparation for Internship II.
4. Ensure the student is provided with significant ministry experiences which develop him/her professionally and spiritually. Students need to complete 150 hours of ministry during each 10-week quarter. Internship hours include:
 - a. 1 – 2 hours reading for class
 - b. 2 hours with God in preparation for ministry
 - c. 2 hours in administrative preparation for ministry
 - d. 1 hour in theological reflection and mentoring session with Internship Supervisor
 - e. 7 – 8 hours in ministry

= 15 hours per week
5. Record two supervisory sessions during each quarter. Dates set by professor.
6. Provide a written evaluation at the end of Internship I and Internship II. The evaluation form will be given to you by your intern electronically. Review your evaluation of the student's work *with the student*. Please select a letter grade for the student's work based upon the criterion listed on the evaluation form. The final grade will be assigned by the professor.
7. Communicate with the Supervised Ministry Office about any concerns. If you need to contact us, please call the Supervised Ministry Office at 630-620-2173 or supervisedministry@seminary.edu.

Mentoring

1. Supervise closely the ministry of the student who is under your guidance. This student's future ministry will be partially shaped by this time with you. You are leaving a legacy in the life of this minister.
2. Honor the agreement made in the Learning Covenant. This is a covenant between the student, the Internship Supervisor and the Supervised Ministry Office/Northern Seminary.
3. Meet weekly for a minimum of one-hour with the student for theological reflection. Provide ongoing mentoring and professional guidance, and clear communication of expectations. The student must record two of these sessions and submit them to the professor for review during the quarter.

QUESTIONS TO CONSIDER BEFORE APPLYING TO BE AN INTERNSHIP SUPERVISOR

- Do you see yourself, as a potential supervisor, having the time to invest in an intern? Your role is key to this student's future ministry.
- How open are you to an intern shadowing you in ministry in order to learn how you lead meetings, counsel, study, etc.?
- Will you be transparent with the intern and show him/her your ministry life?
- Is the congregation ready and open to an intern?
- How do you (internship supervisor) see the church being able to fit into these suggestions below?

Northern Seminary suggests that each intern:

- Be given a title in the congregation such as: Student Pastoral Intern.
- Have an article written about them, from the pastor or a self-introduction, in the church newsletter announcing the seminarian's presence and role.
- Be given a salary, scholarship, or honorarium recognizing their work.
- Participate regularly (and where appropriate) in the worship leadership of the congregation.

OPPORTUNITIES AT NORTHERN

Northern gives thanks to God for people like you who are willing to share their expertise in helping students prepare for the work of ministry.

We show you our appreciation by:

1. Granting library privileges to certified Internship Supervisors.
2. Inviting trained Internship Supervisors to audit one Master's or Doctoral-level course per year, as funding is available.
3. Awarding a certificate to the Internship Supervisor.



APPLICATION TO MENTOR

Due May 2, 2014

Internship Supervisor: Please return this completed application to: Roni Okubo, Associate Director of Supervised Ministry, Northern Seminary, 660 E Butterfield Rd, Lombard, IL 60148

Phone: 630-620-2173 **Email:** supervisedministry@seminary.edu

Responses to applications will be given by May 30, 2014.

GENERAL INFORMATION

Your Name: _____ Church Denomination: _____

Church Name: _____ Church Address: _____

City: _____ State: _____ Zip: _____ Church Phone: _____

Church email: _____ Church website: _____

Name of student you plan to supervise/mentor: _____

Education and Career Experience: Please attach a current resume.

Supervisory Training: Comment on whether you are certified at another seminary as a supervisor, and/or your experience in supervising ministry students.

Mentoring Skills: Discuss why you would like to supervise/mentor a seminary student. Please indicate the skills and qualities you possess that you feel make you a good mentor.

(Please complete both pages)

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?

Please list two references that we may call regarding your character and ability to mentor.

A Spiritual Leader/ Mentor: _____

Phone & Email: _____

Someone you have Discipled/Mentored: _____

Phone & Email: _____

Signature: _____ Date: _____

Office use only: Approved Not Approved

Supervised Ministry Signature: _____ Date: _____

Date Response Emailed to Student & Supervisor: _____

LEAVING A LEGACY – THE MENTORING RELATIONSHIP

If you remember nothing else, remember this – you may be the number one reason your intern has a lifelong ministry. Someday this intern may be your pastor. When you're "retired," how would you hope your pastor had been formed and shaped for ministry?

You are a key player in this student's formation for ministry. Mentoring and supervising is about shaping another's ministry vocation and about spiritual guidance.

During a student's internship, they will learn ministerial skills. *However*, the majority of their learning may not come from delivering sermons, leading meetings, or developing the youth ministry. They need to primarily learn from interacting with you and seeing how you balance ministry and life; by discussing their concerns/hopes/dreams about ministry; from great listening – you listening to God, you listening to the intern, and teaching the intern how to listen to God and others; from watching you be (appropriately) transparent in ministry; from risking and trying new areas of ministry and debriefing it with you and others in the church.

SUPERVISORY CONFERENCE CONTENTS

1. Make a commitment to **meet at a specific time and place** for each weekly conference.
2. Meet in a setting in which both student and field supervisor feel comfortable. The supervisor's office would not be a good choice. Unconscious issues of authority can be avoided by meeting on neutral ground. A **comfortable environment** will encourage relaxed and open conversation.
3. **Provide at least one hour** for conferences. Meetings longer than two hours will be unproductive.
4. Prepare an agenda of issues and items for discussion. **Purpose of the weekly meetings is to assist the student in personal and professional development.** The weekly meeting provides an opportunity for reflection, evaluation, stimulation, encouragement, correction, guidance, and prayer.

An **agenda** should be prepared with the student ahead of time. The agenda items should be of value to ensure a meaningful experience for you and the student. Items to include in the agenda are:

- Professional development topics
 - Difficult circumstances which may have occurred that week
 - Evaluation of the student's progress
 - Theological reflection
5. Take a few moments for casual conversation as this can provide an effective transition to the discussion of supervisory issues.
 6. Negotiate the agenda. The student may have a report or a pressing situation which needs to be discussed. Settle on an agenda that meets the needs of both the student and the supervisor.
 7. Devote most of the conference time to discussion of issues related to the student's learning. Other non-supervisory issues should be discussed in a staff meeting. Before ending the conference summarize the discussion, check on unresolved matters which need to be resolved, and list items for future consideration.

8. Make brief notes after the meeting. An issue may have arisen that will need to be dealt with in a subsequent meeting. The student's behavior in the meeting, both verbal and non-verbal, may need to be noted for reflection or for future discussion. Notes will help in recalling the context from which these issues emerged.

SUGGESTIONS FOR REFLECTION

Listed below are some suggested topics which may be discussed during weekly sessions with your supervisee. These are only suggested topics and should not supersede immediate concerns of ministry in your situation.

1. **Initiating:** This describes the supervisee's ability to take the lead to solve problems and develop relationships.
2. **Sex Roles:** The supervisee will need to become aware and comfortable with his/her appropriate sex role and how he/she relates to others and their appropriate or inappropriate perceived or actual sex roles.
3. **Theologize:** This is the process of starting with experience and finding the theological themes inherent in and appropriate to that experience. This process would examine the supervisee's confessed theology and the theological presuppositions inherent in the supervisee's actions.
4. **Investments:** Ministry involves the conscious recognition of the emotional and personal investments which persons have caused in ideas or memories and how these must be consciously considered when working with persons for whatever reason.
5. **Power Structures:** The supervisee needs to be able to recognize formal and informal structures, the powers inherent in them and the ability of the supervisee to be a change agent.
6. **Conflict:** The supervisee should be aware of elements of conflict and methods for creatively dealing with conflict, including handling anger of persons ministered to.
7. **Time Management:** Focus on the supervisee's need to be in charge of his/her time, schedule, energy, and resources.
8. **Self-Identity:** Each person needs to develop a self-identity and the supervisee needs to integrate his/her identity as a minister with self-identity
9. **Affirmations:** The supervisee will need to get hold of his/her source of affirmation and develop the ability to accept healthy affirmation. Supervisees need to "bless" and affirm the others.
10. **Resistance:** Resistance to people and ideas should be examined to find its cause, the reality associated with it, and action to bring into the supervisee's conscious control.
11. **Defensiveness:** The supervisee needs to become aware of his/her defense mechanisms and why he/she uses them and if he/she needs to eliminate them or minimize their negative effect.
12. **Personal Strengths:** The supervisee needs proper perception of his/her strengths.
13. **Definition of Issues:** The supervisee should learn to define the issue or issues in given situations. He/she

should be able to articulate the issues in language that is appropriate to the nature of issues as well as in God language and theological verbalizations.

14. **Ability to Focus:** The ability to focus attention and efforts on issues which need attention without diffusion of energies helps a supervisee to bring his/her powers to bear significantly upon specific areas of ministry.
15. **Functioning in Non-Structured Role Situation:** While the supervisee may find many opportunities to minister where there is a clear identity of his or her role, the supervisee will have to function in many non-structured situations. His/her effectiveness is often related to the ability to understand what is happening and feeling comfortable in it. The supervisee needs to be able to move from functioning in a professional role (minister of education) to a personal role (friend, husband, wife, etc.). Also the supervisee needs to be able to function at different levels of intimacy.
16. **Intellectualizing:** This is the development of the discipline of a personal devotional life and integrating it with the vocational life he/she follows.
17. **Perception of Reality:** The Supervisee needs to be able to distinguish between reality and what he/she wishes were true or ought not to be true.
18. **Ability to Risk:** How does the supervisee deal with risk? The supervisee may avoid risk at all cost, compulsively seek to risk or take appropriately calculated risks. What are the natures of the risks and what will the supervisee take risks for?
19. **Ability to Reveal:** The supervisee must reveal self to others. This may be done appropriately. If revealing is a problem, what defenses are being used? Why is the supervisee afraid to become vulnerable?
20. **Relation to Change:** The supervisee should be able to be a change agent without being iconoclastic and also be able to cope with change.
21. **Handling Failure:** The supervisee can respond to failure by denial, passiveness, blame, self-blame, self-acceptance or challenge. Failure can be highly destructive because the supervisee can't cope or it can be neutralizing because all of the supervisee's energy is going into coping. Failure can be catalytic.
22. **Ability to Bring Faith to Bear Appropriately:** The supervisee will need to make faith operative in life and not just live through experiences. He/she needs to see the impact that their faith makes in situations.
23. **Personal Integrity:** Are you a person of your word? Do you live a principle-centered life or do your principles shift according to the current situation?
24. **Personal faith commitment:** Do you have an active and dynamic faith? Is your faith real? Are you able to share your faith in appropriate ways?
25. **Personal spiritual discipline:** Do you have an active devotional life, including the use of the Scriptures, prayer, and meditation?
26. **Trustworthiness:** Can you be trusted to carry out responsibilities without constant supervision? Are you dependable in completing tasks and assignments? Do you keep confidences?
27. **Honesty and openness in relationships:** Do you relate to others in genuine ways? Are you able to reveal

yourself to others in appropriate ways? Do you value the worth of other people?

28. **Flexibility:** Are you flexible in dealing with your own life and the lives of others around you? Are you flexible to the point of having no firm convictions? Are you rigid and unbending? Can you be spontaneous?
29. **Ability to relate with warmth and interest:** Do you communicate to others that you are interested in them as persons and not just as objects of your ministry?
30. **Sensitivity to the gifts of others:** Do you need to be the center of attention or can you truly find joy in the gifts of other people? Does your sensitivity to the gifts and abilities of others mean that you find little worth in your own gifts and abilities?
31. **Self-discipline:** Are you a disciplined person in the good sense of the word? Are you punctual in completing your tasks? Do you value the time of other people? Are you able to provide personal initiative for your ministry or must you be prodded and reminded by others? Are you able to exercise appropriate control of yourself, your emotions, your use of time, money management, etc?
32. **Criticism:** Are you able to give constructive feedback to others? How do you respond to constructive criticism? How do you respond when others criticize you harshly?
33. **Listening:** Do you listen to others with your ears, your eyes, and your heart? Do you talk too much or do you spend your listening time shaping your own responses while others are talking to you?
34. **Decision-making skills:** Do you make decisions easily? Do you rely on other people to make decisions so that you will not have to take responsibility for the outcomes of those decisions? Are you too quick to make decisions without considering all of the consequences of your decisions?
35. **Stress:** How do you react to stress in your life? Do you work well under pressure? If so, what effect does this have on your other relationships? How does the presence of stress manifest itself in your life B irritability, overeating, procrastination, task-oriented approach to work, etc.?
36. **Conflict:** Can you identify various forms of conflict? Do you know different ways of confronting and dealing with conflict? What is your personal style of conflict management? Do you enjoy conflict? Do you avoid conflict?
37. **Anger:** How do you handle the anger of others? Do you recognize the presence of anger in your own life? What kinds of people or situations cause you to become angry? How do you deal with your anger?
38. **Self-awareness:** How open are you with yourself about your strengths and weaknesses, your likes and dislikes, the way your past has influenced the way you behave in the present?
39. **Self-concept:** How do you view and value yourself? Are you able to receive the affirmation of others without discounting their compliments, or are you always seeking praise from others?
40. **Encouragement:** Are you able to offer words of encouragement to others in appropriate ways? Are you too critical? Do you offer empty words of praise?
41. **Collegiality:** Do you work well with others? Do you always need to be in control? Do you share in group

processes or do you tend to be passive in group situations?

42. **Sensitivity to diversity:** Are you open to the diversity among other peoples and beliefs? Are you aware of areas where you need to broaden your understanding of cultures and perspectives different from your own?
43. **Personal care:** Do you take good care of yourself - emotionally, physically, and spiritually? Do you have an appropriate self-esteem? Are you well-groomed and neatly dressed?
44. **Sense of humor:** Are you able to use humor effectively in relating to others? Do you laugh with others or at others? Are you able to laugh at yourself?
45. **Authority:** Do you have a healthy sense of personal authority? How do you react to those in authority over you? Does the gender, race, age, socio-economic background of the person in authority affect the way you respond?
46. **Sexuality:** Are you comfortable with your own sexuality? How well do you relate with persons of the opposite gender? How do you relate with persons of the same gender?
47. **Leadership skills:** Do you have an understanding of the various styles of leadership? Do you provide leadership that is manipulative, controlling, passive, aggressive, etc.? Are you able to enlist and motivate others to assist you in ministry?
48. **Organizational skills:** Are you able to plan your ministry and implement your plans easily? Are you able to prioritize your work, giving appropriate attention to important matters and not getting caught up in minutia? Are you able to delegate tasks to others, equipping them to do the necessary work, trusting them to do what you asked, and accepting their work even if it is accomplished in a different manner than you would have?
49. **Caring skills:** Are you able to provide care for others in a variety of contexts such as: crisis intervention, hospital visitation, grief ministry, marriage counseling, social ministry, pastoral care, and counseling?
50. **Worship leadership skills:** Can you plan and lead meaningful worship experiences?
51. **Teaching skills:** Are you able to teach others utilizing a variety of teaching methodologies based on the various learning styles?
52. **Integration of theory and practice:** Are you able to put together the things you have learned in the classroom and through reading with the practice of ministry with real people?
53. **Communication skills:** Are you able to communicate effectively with others through verbal and written means? Are you able to articulate ideas on a variety of levels so that people of differing ages and backgrounds might understand you on their own levels?
54. **Understanding of structures:** Do you understand the formal and informal power structures at work in your place of ministry? Are you able to work within these structures?

Source: Pyle, William T. and Mary Alice Seals, Experiencing Ministry Supervision

THEOLOGICAL REFLECTION GUIDELINES

“Process of examining one’s actions in order to identify the assumptions which are behind the actions, scrutinizing the accuracy and validity of the assumptions and reconstituting these assumptions to include new insights, in order to make the assumptions more integrative of the experience of reality.” (*Experiencing Ministry Supervision*, Pyle and Seals, 110) Good theological reflection leads to maximum growth in terms of your “personhood” as minister as we bring life experience in dialogue with the Christian tradition which promises to bring wisdom and guidance.

Seeking meaning, purpose and values

ASSUMPTIONS BEHIND THEOLOGICAL REFLECTION

- God is present in human lives.
- God cares for us.
- Deeper knowledge of God and self are possible (Killen and De Beer, xi)

What is ideal is timely feedback so that learning can be internalized: consistency between belief and practice.

Formal Theology = What we say we believe

Functional Theology = How we live

MOVING TOWARDS GROWTH THROUGH THEOLOGICAL REFLECTION OF THE “MINISTER’S ISSUES”

Professional Skills: *How can I do it?*

Personal Identity: *Who am I?*

Vocational Identity: *Is this for me?*

Theological Reflection: *Where is God in all this?*

MOVEMENTS IN THEOLOGICAL REFLECTION

Source: Killen, Patricia O'Connell and John De Beer. *The Art of Theological Reflection*. New York: Crossroad, 2003.

Background:

Describe the context in which the event occurred. Include such factual information as the time, place and persons involved. Provide also “soft” data such as your relationship to the person, ethos of the church or ministry, atmosphere, issues facing the ministry, etc. What happened? What did you do? Include essential information and as much detail as possible in the limited space. Accurately reflect the situation. Consider using a verbatim, i.e., recording exactly what was said. Include body language, facial expressions, pauses, etc. that would convey emotion and clarify the meaning of what was being said. Strive to be objective.

Issues:

What do you see as the key issue/issues raised by this incident? Are there additional issues that you have not considered?

Identify Feelings:

Briefly describe your feelings, both physical and emotional. What were they before the incident? During? Afterwards?

Theological Issues:

What theological issues does this case raise for you, especially those not identified by the author?

Images and Biblical Connections:

Is there an image that describes or captures the essence or the central feeling of this experience for you? What image would symbolize this event? Reenter the experience until you find yourself saying, "It's like..." Is there a biblical story or character with which you find yourself identifying? Who or what is the connection and why?

Insights:

What did you learn from this experience? What did you discover about yourself? Others? What did you learn about dealing with others? Meditating on your image might lead to an "Aha!" moment. Or the insight might come slowly and gently.

Action:

What action/change do the insights from this incident call for? It is not enough to gain insight. "Until our lives change as a result of what we have learned, insight remains incomplete. The Christian way itself is not primarily a matter of increased knowledge or understanding, but of incarnating the truth we receive so that we come to embody the love of God in the world." (*The Art of Theological Reflection*, p. 43) How will your life or ministry be different because of the insights gained from this experience?

Analysis:

Identify the issues that emerged from this incident. What values were in conflict? What theological issues did this raise? How would you evaluate your handling of the situation? What went well and what did not? Why did you respond the way you did? What was your intent? What questions might the group discuss that would be most helpful to you?

Finding God:

Ignatius of Loyola teaches us the importance of "finding God in all things." Where was God in this incident for you? What did you experience or not experience? What did you learn about the Divine through this?

INSTRUCTIONS FOR RECORDING INTERVIEWS

1. Conduct the interview in a place (a small room) that will be free of interruptions (including telephone) and background noises.
2. Put the microphone between the people talking and then talk to one another, not to the microphone. Speak up! Project!
3. Identify the participants and record. Example: “This is student John Doe and supervisor Amos Roe, recording the interview for January. The student’s assignment is as youth director to the Podunk Hollow Baptist Church in Cedar Mountain, Wisconsin.” Stop recording, rewind and make certain it is recording properly and voices are audible.
4. The field supervisor, not the student, should lead the interview.
5. Each interview should include most, if not all, of the following topics:
 - A. Task
 - (1) Planning for the future: goal-setting, scheduling, securing resources, etc.
 - (2) Analyzing, interpreting, evaluating the past and reflecting theologically on present experiences.
 - B. Relationships
 - (1) How is the student adapting to the “fitting in” with others on the ministering team, including both professional and volunteer workers?
 - C. Personal
 - (1) What is the experience doing to the student?
 - (2) Is the student achieving his/her objectives?
 - (3) How does the student feel about what is happening?
6. The interview should be live interaction between field supervisor and student, not a series of questions and monologue answers or short speeches. The idea for the cassette tape is to allow the seminary professor to “listen in” on the interaction between the supervisor and student. It should not be thought of as a report or speech to the professor.
7. REWIND AND LISTEN to be sure that the quality of the recording is acceptable.