



WESTMINSTER

THEOLOGICAL SEMINARY

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Mentored Ministry

GUIDE FOR MENTORS®

Including an Introduction to
The Teaching Churches Network

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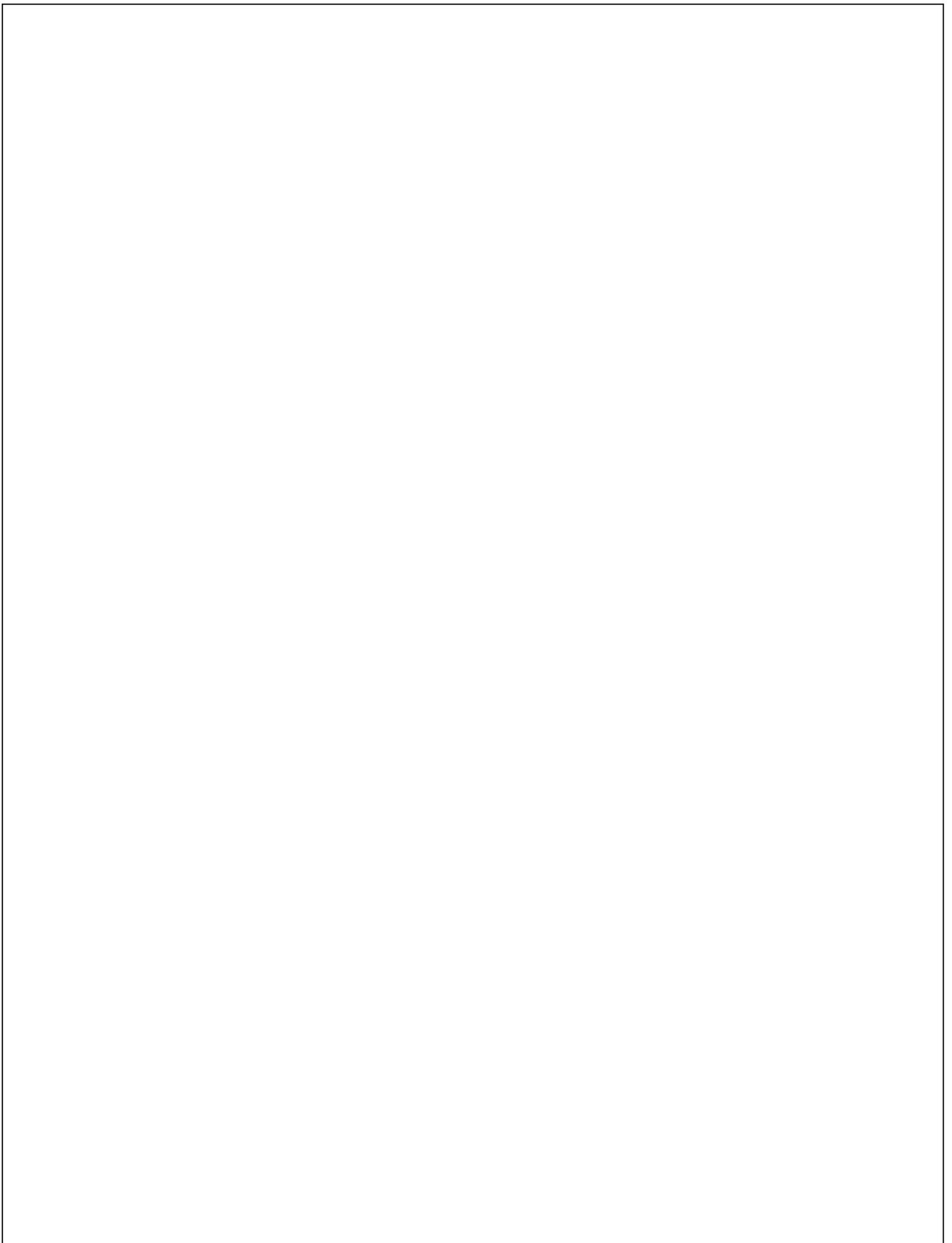
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GUIDE FOR MENTORS

I. INTRODUCTION

And the things which you have heard from me in the presence of many witnesses, these entrust to faithful men, who will be able to teach others also.

2 Timothy 2:2

One of the greatest responsibilities and privileges of Kingdom leadership is to invest in the training of future leaders. The Apostle Paul was well aware of this responsibility and modeled it in his relationship with Timothy, Titus, and others as well. However, this model didn't begin with Paul! The Bible gives us the powerful examples of Moses and Joshua, Elijah and Elisha, and our Lord's training of the twelve. The advance of faithful ministry from generation to generation is similar to runners in a relay race who pass along the baton from runner to runner. In this case, the baton Paul refers to includes "the things you have heard from me." This must refer to the entire apostolic testimony from the Gospel of Jesus Christ and Him crucified, to the specific directions given to care for His flock. It includes orthodoxy (right doctrine) and orthopraxy (right practice).

Paul reminds Timothy to "entrust" these matters to faithful men. The verb translated entrust means "to commit for safekeeping."ⁱ Note that his concern extends to four generations: Paul, Timothy, the "faithful men" Timothy teaches, and those taught by them. As a ministry leader, you are the fruit of generations of those who have faithfully followed this admonition. If you are reading these words, you have probably agreed to serve as a "mentor" in the Mentored Ministry Program of Westminster Theological Seminary. This is one important way of passing along this precious treasure to those "who will be able to teach others also."

The purpose of the guide is to give you an orientation to Mentored Ministry at Westminster and to encourage you as you serve as a Ministry Mentor.

A. WHY "MENTORED" MINISTRY?

There are many words that could be used to describe the process of training and equipping others. Why choose "mentor?"

"MENTOR" is a NOUN

A mentor is "a wise and trusted counselor or teacher."ⁱⁱ This definition highlights three primary attributes of an effective mentor. The godly **wisdom** you have gained from your ministry experience is a key asset as you train others. As you consider how to help a student grow, ask yourself the question, "What do I know now about ministry that I wish I had known a lot earlier in my ministry life?" Undoubtedly, many of these things are wisdom issues that you learned by experience. They are often the things that are now "second nature" to you but can be quite intimidating to a student. Some things can only be gained by experience, but there are many

others that you can convey in the context of a mentoring process. As a **teacher**, therefore, you will be communicating truth in the context of ministry, not merely in the abstract. As a mentor you are also a “**trusted counselor**.” These words highlight the importance of the relationship between you and the student. Hopefully, your mentoring meetings will become more than merely a “check-up” on ministry objectives. Ideally, the student will bring personal struggles and challenging questions to the mentoring meetings.

“MENTOR” is a VERB

Teach: As a mentor, you will be teaching in the best sense of the word. As indicated above, the mentoring experience is designed to provide holistic equipping for the student who is preparing for Kingdom leadership.

Model: As a mentor, you will be modeling not only ministry skills, but attitudes toward His work and His people. In 2 Thessalonians 3:9, Paul described himself as a “model” for the believers to imitate. The word translated “model” (τυποῦ) originally referred to the “visible impression of a stroke or pressure.”ⁱⁱⁱ The student you mentor will carry much of what is seen in your example into a lifetime of ministry. As such, you are making an “impression” for a lifetime.

Train: One of the most important aspects of Mentored Ministry is the activity involved. The student is not passive in this process but engaged in training for ministry.

Below you will find an overview of the mentoring process describing the student’s progress from being a mere observer to an actual participant in ministry. This is training and equipping at its best!

Disciple: Ultimately, what you are providing for a student is discipleship in the context of a ministry setting. Mentored Ministry should contribute to the student’s growth in Christ, ministry skills, and confirmation of gifts and calling. All of these are important elements of what it means for him to follow Christ.

B. INTRODUCTION TO THE “GUIDE FOR STUDENTS”

Immediately following this Mentors’ Guide you will find the Mentored Ministry Guide for Students. Familiarizing yourself with the student manual will help you understand what follows in this Guide for Mentors. Here is a description of the major sections of the student manual.

Section One of the Student Manual outlines **The Purpose of Mentored Ministry (MM)**. Please note that the purpose of MM experience is not merely to expose the student to the tasks of ministry as an end in itself. While competence in ministry skills is certainly a goal, mentored ministry is also designed to contribute to the comprehensive formation of a servant for Kingdom service. Note that this section identifies the importance of the student’s individual growth in Christ (spiritual formation) and the valuable contribution that this experience should make to the clarification of gifts and calling (professional formation). When we look at Section Four there are a few suggestions to help you focus on these important matters.

Section Two of the Student Manual describes **M.Div. Pastoral and M.Div. General Mentored Ministry Requirements**. This section outlines the process for completing an MM unit from the student's perspective. Students are required to complete 4 units of Mentored Ministry. Each unit consists of at least 100 hours of experience. In Section II (below) you will find more detailed information about these units and step-by-step instructions for guiding a student through a MM experience.

Section Three of the Student Manual describes the requirements for **M.A. Biblical Counseling** students, one unit of field experience is required in addition to the experience offered through CCEF. The same guidelines apply to this unit as to **Pastoral** and **General** units when they serve in a church context though effort should be made to integrate them into your counseling ministry if possible. This section also includes information pertinent to those who are seeking licensure.

Section Four of the Student Manual consists of **Recommended Learning Activities for M.Div. Pastoral and M.Div. General Students**. These are designed to serve as a guide for elements that you might include in a MM experience. They reflect a general, comprehensive picture of experiences a student should have to help them prepare for service in His Kingdom. The first section focuses on **Spiritual Formation**. It is recommended that you use the first 2 mentoring meetings to discuss the challenges of maintaining a vital spiritual life and family life while engaged in ministry. You are encouraged to return to these matters often in subsequent meetings.

Next come the **Professional Formation** Learning Activities. These are developed around the concept of becoming a "shepherd" of Christ's flock and, therefore, focus on feeding, leading, and protecting His sheep. Please note that these activities are "recommended" and not "required." More about this in the following section.

Note: It is the student's responsibility to take the initiative to complete Mentored Ministry requirements.

II. A MENTOR'S STEP-BY-STEP GUIDE

There are 3 Phases to be accomplished before a MM experience is considered complete. They are the *Planning Phase*, the *Ministry Phase*, and the *Final Evaluation Phase*.

A. PLANNING PHASE

This is the phase when, in consultation with the student, you sit down to plan exactly what will be included in the Mentored Ministry experience. The student should secure a set of paperwork for the Mentored Ministry unit(s) which will include the following documents:

Ministry Proposal
Mentor's Commitment and Registration Form
Student Evaluation
Mentor Evaluation

These forms are available for download on the Mentored Ministry courses page, accessible to registered students. It is the responsibility of the student to access these forms, complete them (with mentor participation), and once complete to upload them for review via the Mentored Ministry courses page.

1. The Ministry Proposal

a. Basic Information. Have the student complete the basic information in the shaded boxes on page 1. In order to complete the last line in the box, you and the student will need to agree on starting and ending dates for this particular MM experience. For example, a semester-long unit might begin September 1, and end December 31. A summer internship might begin on June 1 and end on August 31.

NOTE: *Please do not submit a Ministry Proposal that extends longer than one year.* You may work with the same student longer than one year but the experience is enhanced by completing the evaluation phase (below) after no more than 1 year has passed or 2 units have been completed. This allows for adjustments and fine-tuning in the tasks and goals of the Ministry Proposal for the next unit(s).

Agreeing on the time period will help you determine the number of units for which the student should apply. Each "unit" is to be comprised of *a minimum* of 100 hours of ministry. A student who works with you during the course of an academic semester should complete 10-12 hours per week over the course of that semester to receive 1 unit of Mentored Ministry credit. *Please note that these hours include preparation time and mentoring meetings with you.*

REMINDER: Students in the M.Div. Pastoral and M.Div. General programs are required to complete a total of four units of Mentored Ministry field experience. M.Div. Biblical Counseling students may need to complete as many as 3 non-CCEF units and M.A. Biblical Counseling Students are to complete 1 unit.

Ideally, we would like each of our students to have a more concentrated period of Mentored Ministry such as a full-time experience during the summer. This would provide the student with a more realistic “immersion” experience into pastoral life. Ordinarily, when a student serves as a summer intern, this experience completes 2 units of Mentored Ministry requirements.

b. Weekly Schedule At the bottom of the *Proposal* page you will list the student’s specific ministry responsibilities. This is where the Recommended Learning Activities in the *Guide for Students* (pp. 15ff.) can be of assistance. Remember, these activities are *recommended*, not required. However, they are designed to provide a fairly comprehensive picture of pastoral ministry competencies. It should not be expected that they can all be completed in one semester, or even in one summer, but they could easily be covered over the course of the entire Mentored Ministry experience. You should feel free to work with the student to tailor the experience to their perceived ministry calling.

Important note: It is understandable that the presence of seminary students provides opportunities for a congregation to meet certain pressing ministry needs. For example, many students serve as youth workers. However, please strive to find the balance between what the church needs and the experience that the student needs to be prepared for a lifetime of ministry. For example, it is important for students to gain preaching experiences outside of the seminary classroom. As a mentor, please be concerned about finding this balance for the sake of the student and the churches that they will eventually serve.

When you have agreed on what the student will do, fill out the rest of the “**Weekly Schedule**” section of the *Ministry Proposal*, solidifying the responsibilities and hours that the student will serve. This should include (bottom box) the student’s preparation time (for sermons, meetings, Bible studies, etc.), as well as the meeting time with you and other required meetings. Be as specific as possible but allow for sufficient flexibility. The goal is to show the bottom line “Total Hours” *per week* that the student will be responsible to complete.

When discussing ministry duties with a student, it is extremely important that you let the student know *to whom they are directly accountable* for their duties whether it be an elder, another staff person, or yourself. You should also be sure that this individual understands the student’s role and responsibilities. This will help preclude embarrassment or hard feelings among all involved. Also, please be certain to communicate *the resources available* to the student to accomplish these ministry duties. Is there a budget for this aspect of ministry? What is the process for securing these resources? It is often these simple “common sense” matters that can cause problems. If possible, try to dovetail the requirements of Westminster’s Mentored Ministry program with internship requirements for ordination in your church judicatory, if applicable. This takes additional planning but will be well worth it to the student. It will also help give you direction as to what should be included in the Mentored Ministry experience. Please see the *Teaching Churches Network* section that follows for more information about this network of churches committed to partner with WTS in preparing individuals for ministry.

c. Learning Goals You should also complete the **Learning Goals** on page 2 of the *Ministry Proposal*. Again, you should work on this *with* the student. In the Mentored Ministry Manual you have read that it is desirable to keep a *comprehensive* picture of ministerial formation in mind. Goals 1-5 reflect the institutional goals of Westminster Seminary for its students which include concern for development of character, competence, and calling. Goal 6 provides

opportunity to include other goals tailored to your ministry context. Spiritual vitality is the foundation for all ministerial effectiveness. Therefore you are encouraged to being *Spiritual Formation* learning activities on page 15. As you well know, these are often overlooked but you also know that these are foundational and fundamental to a lifetime of fruitful ministry. Merely sharing your struggles and successes in your personal walk with the Lord and your family life will make a profound impact on the student for years to come.

Note: Should the space on the form not be sufficient to complete these goals, please feel free to attach an additional sheet..

Please be sure that both you and the student sign and date the bottom of this page. The student should return the completed *Ministry Proposal* to the Mentored Ministry office where it will be reviewed. You will receive confirmation of its approval or be contacted if there are questions or clarifications required.

Please do not hesitate to contact our office if you have questions while completing a Ministry Proposal ([215] 572-3831 or [215] 572-3841).

2. The Mentor's Application

If you have not served as a Mentor for a Westminster student before, please complete the *Mentor's Application* (also included at the end of the manual and on the website) and send it to the MM office along with the student's *Ministry Proposal*.

B. THE MINISTRY PHASE

1. Four Elements of Effective Mentoring

After the *Planning Phase* comes the *Ministry Phase* which is the actual ministry experience. The process of mentoring has already begun as you have spent time with the student planning this phase of the process. At this point it is important to picture the "Mentoring Process." There are 4 primary elements of mentoring: Instruction, Demonstration, Observation, and Evaluation. These are the elements from the mentor's perspective. Let's consider each of these elements:

Instruction – Demonstration – Observation – Evaluation

The first two (Instruction and Demonstration) are *Modeling* elements, and the second two (Observation and Evaluation) are *Multiplying* elements.

<i>Instruction</i> <i>Demonstration</i> M O D E L I N G	<i>Observation</i> <i>Evaluation</i> M U L T I P L Y I N G
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Let’s look at the first two (Modeling) elements:

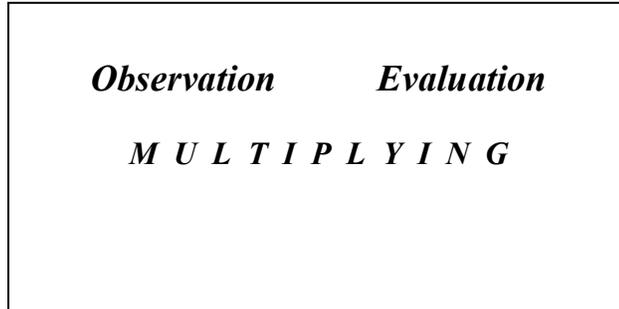
<i>Instruction</i> <i>Demonstration</i> M O D E L I N G

Instruction is the aspect of mentoring in which you communicate what the student needs to *know* in order to successfully accomplish the task. Whenever possible, strive to discuss biblical principles that support and direct this particular aspect of ministry.

There are any number of examples that we could use but let’s use the example of a hospital visit. The *instruction* segment would be talking to the student before you go on a visit about the importance of the hospital visit, what you do (and don’t do!) on such a visit, and other important practical matters (what Scripture texts to read, how long the visit should last, where you should park, etc.).

Demonstration All of the matters listed under *instruction* could be communicated in a classroom, but in the mentoring experience, the student actually accompanies you in the ministry experience. Using our example, take the student on hospital visitation where you *demonstrate* what you have talked about. You are presenting a *model* for the student to follow. This aspect of mentoring is crucial to the process. Be sure to talk about the visit on the way home and reflect on the things you have already discussed concerning hospital visitation. Undoubtedly, there will be some variations on what you discussed earlier.

After sufficient instruction and opportunity to demonstrate the ministry skill, move to the two Multiplying elements:



In the **Observation Phase** you, as the mentor, now observe the student in ministry. Using the example of the hospital visit, the student now takes the lead, though you are still along to observe. You should agree on exactly what the student will do beforehand so that there are no surprises, though such surprises can often be *very* educational!

Evaluation then follows as you discuss the visit. Be sure to lead with encouragement (“that was a beautiful prayer”) but be sure to let the student know how the visit could have been improved (“don’t sit on the hospital bed!”).

Effective mentoring must include *all four* of the elements. While certain ministry tasks require a greater emphasis on one element than others, each of us has a natural tendency to neglect at least one of the elements. The wise mentor will evaluate his tendency and compensate accordingly. Also, the elements are not mutually exclusive but interdependent. There is a sense in which the whole experience is instruction. The evaluation phase is actually a form of instruction which essentially begins a new mentoring cycle.

Note: As you move from left to right through the four elements of mentoring, the mentor moves from active to passive but the student moves from passive to active.

2. The Importance of Mentoring Meetings

The importance of having regular mentoring meetings with the student is crucial. These times are the dynamic in the ongoing mentoring process outlined above. The key to the success of a MM experience is the *relationship* between the student and the mentor. The Mentoring Meeting is a key to developing and deepening this relationship. Therefore, a regular weekly time is ideal but meetings should occur no less than monthly.

As mentioned earlier, you should be encouraged to spend the first meeting discussing the challenges of maintaining personal spiritual vitality in ministry and the second meeting discussing the challenges of family life when in ministry. Prayer for one another should be a regular element of these times together.

Another important resource available to you in the Student Manual is the Section devoted to **Reflection Activities for Use with Mentors** beginning on page 18. These pages are worksheets

designed to complement the list of *Recommended Learning Activities* listed earlier. Using our hospital visitation example, you will note that “*Visit 3 hospital patients with your mentor*” is listed on page 17 as a recommended learning activity (3.a.2.). You will also note that you are referred from there to pages 54-56 where there are pages for the student to record what they have learned about hospital visitation. These “Reflection Activities” would be an excellent use of Mentoring Meetings with your student(s).

Mentoring meetings are also crucial inasmuch as through them you communicate your “heart” for ministry, i.e. your heart for the Lord and your heart for His people. You well know that without this heart motivation, ministry can deteriorate from being a joy to a grievous burden.

MOTIVATION 1: —→ “LOVE THE LORD WITH ALL YOUR HEART”

<p><i>Instruction</i> <i>Demonstration</i></p> <p>MODELING</p>	<p><i>Observation</i> <i>Evaluation</i></p> <p>MULTIPLYING</p>
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MOTIVATION 2: —→ “LOVE YOUR NEIGHBOR AS YOURSELF”

Please be encouraged to communicate the challenges that you face in keeping these motivations alive and fresh.

C. THE FINAL EVALUATION PHASE

As you have already seen above, analysis and evaluation should be ongoing throughout the mentoring process. However, the *Final Evaluation Phase* is designed to reflect on the experience *as a whole*. Specifically, this is when you and the student review the progress made toward achieving the Learning Goals agreed to in the *Ministry Proposal*. There are two evaluations to be completed:

1. Final Evaluation: Student

This provides an opportunity for the student to reflect on his ministry experience. Encourage the student to be very honest and transparent (another important characteristic of a fruitful servant!). The form also provides an opportunity for him to give you feedback on the mentoring process. Encourage the student to be honest in this as well!

2. Final Evaluation: Mentor

This is your opportunity to summarize strengths and weaknesses in the student's progress toward formation for ministry. Again, please lead with positive encouragement before some of the more sensitive observations that you might need to make. If you have been able to develop a productive working relationship there should be no major surprises in these evaluations. Hopefully, you will have already noted the student's strengths and weaknesses as you have met together over the course of the ministry experience. However, it is *very important* to the student and those to whom he will minister in the future that you be forthright about areas for improvement. Sometimes, though rarely, you will encounter a student whose candidacy for ministry will be difficult for you to encourage. Again, be honest but gentle. More often than not, the weaknesses you observe in ministry skills are matters that will improve as the student gains more experience. Your help has provided an exponential leap already. In this evaluation, please do not ignore weaknesses in the areas of character or spiritual maturity. As mentioned above, these are the issues that are most likely to undermine future ministry and the concern is to aid the student's growth in *comprehension, competency, AND character*.

A final mentoring session should be planned to share these evaluations with one another. You should probably plan a longer meeting so that you can take your time in discussing what each of you have written. You will note that there are lines for each of you to sign one another's forms. When these are complete, make copies and have the student return the originals to the Mentored Ministry office where they will be reviewed. You will receive written confirmation of the completion of the units.

III. FREQUENTLY ASKED QUESTIONS

A. Should we pay the student?

Though remuneration is not required, you should be encouraged to do so, if at all possible. You could establish an hourly rate and have the student keep track of hours, or agree on the number of hours per week (or pay period) and pay a uniform amount throughout the ministry experience. The latter option is usually simpler and orients the student to the self-discipline and accountability required in ministry.

If you are unable to provide remuneration in these ways the student should at least be reimbursed for expenses incurred in rendering service such as mileage and other agreed upon ministry expenses. This should be in the form of regular accountable reimbursements. All of this should be discussed before the ministry experience is begun to preclude misunderstanding.

Finally, there is no expectation for remuneration created by the Mentored Ministry Department but we advise you to discuss the possibility with your ministry leadership team (Session, board, etc) in order that the details can be settled beforehand. Many students are willing to volunteer their services in order to meet these requirements and have no expectation of remuneration. However, we urge you to keep the needs of the student in mind inasmuch as they may have families to support in addition to tuition bills. “The laborer is worthy of his wages” (1 Timothy 5:18).

B. Can others be involved in the “mentoring” process?

You should be encouraged to include others in the church from whom the student can gain valuable training. For example, if the student is teaching Sunday School, it would be good to have the Christian Education Director provide part of the instruction, supervision, and evaluation. Please be sure that there is clear communication to the student and the ministry leader concerning matters of responsibility and accountability.

Some churches create a **lay committee**. This would consist of from three to five members of the congregation or organization. They would provide support, guidance, and feedback throughout the ministry experience and have the opportunity to participate in the final evaluation phase.

C. What is the Ministry Preparation Commitment (MPC)?

The MPC is a document that all M.Div. Pastoral and General students are responsible to complete before the conclusion of their first semester at Westminster. This commitment highlights the desire of the seminary to have a strong relationship in serving the church in the development of leaders for His flock. It seeks to solidify that partnership in order to provide the best possible preparation for ministry. The purpose of the MPC is to outline the commitments of the student, the seminary, and the church that are necessary for the preparation of the student for a lifetime of fruitful ministry. Students may approach you to indicate your willingness to participate in the church portion of the commitment.

This church commitment is expressed in two steps:

Step 1: Participation – By the end of the first semester, we expect that every student will have settled into a local church. We have asked the student to secure the signature of a representative of that church to confirm the student’s regular attendance in the worship services of that church. This is the purpose of *Church Commitment Step 1*.

Step 2: Preparation – By the student’s *second year*, they are required to begin the process of completing their Mentored Ministry requirements. For most students this will be done in the context of the local church under the supervision of a pastor or staff person in that church. *Step 2* of the Church Commitment indicates the willingness of the local church to provide those opportunities for ministry as well as supervision and evaluation of the student’s work. If you are serving as a Mentor, please review this part of the MPC and complete it, if applicable. Our goal in this aspect of our partnership is to coordinate this as closely as possible with the requirements of church and presbytery internships. **Please note** the special line (*page 6 of the commitment*) to check if you are working officially with this student in the ordination process. If this is the case, we highly encourage you to become a member of the *Teaching Churches Network* (see below).

Once again, it is the **student’s** responsibility to secure these signatures from you. Our hope is that this partnership will result in the best possible environment for ministerial formation.

IV. THE TEACHING CHURCHES NETWORK

A. Introduction to the Teaching Churches Network

“Teaching Churches”

In preparing practitioners in the field of medicine, it was discovered that studying medical texts alone was not sufficient to train prospective physicians. It was determined that the most effective means of training and equipping doctors was to work together with practitioners in a hospital setting. Students would see real patients under the supervision of experienced physicians, learning the “practice” of medicine. These hospitals have come to be known as “Teaching Hospitals.”

In the same way, academic studies alone are not sufficient to prepare individuals for a lifetime of ministry. It is crucial that those preparing for ministry have the opportunity to put what they are learning in the classroom “to practice” in the context of a living congregation under the watchful care of an experienced ministry mentor.

This is the fundamental rationale for Westminster’s Mentored Ministry program. The *Teaching Churches Network* is a group of churches that share the commitment and the blessing of preparing the next generation of Kingdom leadership and are willing to commit their resources to accomplish the task.

“Network”

The goal is to offer an increasing number of ways for participating teaching churches and mentors to benefit from the experiences of one another. Often churches within the same presbyteries or communities have not had a forum in which to share internship ideas or mentoring experiences. Mentors in Teaching Churches will be encouraged to attend the regular Meetings for Mentors sponsored by the Mentored Ministry Department at Westminster. The list of churches in the *Teaching Churches Network* will be made available to incoming students.

B. Characteristics of a *Teaching Church*

1. A Committed Mentor

Before American Protestantism borrowed the “academy” approach to ministerial education from the European university model in the eighteenth century, prospective ministers were nurtured by experienced pastors, sometimes living in the homes of their ministry mentors. While this level of commitment from a mentor might be unrealistic today, it is not unrealistic to expect a sincere investment of time and wisdom into the lives of the next generation of Kingdom servants. However, not every minister has the “passion,” the patience, or the time for such an endeavor. On the other hand, there are many who are willing to share their lives and ministries for this purpose. Paul reminded Timothy that “the things which you have heard from me in the presence of many witnesses, these entrust to faithful men, who will be able to teach others also” (2 Tim 2:2). As Paul wrote these words, he was modeling the very principle he was urging upon Timothy. He shared his life and ministry with Timothy and others, preparing them for fruitful

ministries of their own. The committed ministry mentor embraces the opportunity to invest in “faithful men” for the sake of the church-at-large.

The willingness of a Pastor or Elder to spend time mentoring a prospective pastor is the single most important element of the *Teaching Church*. Even as a medical student does “rounds” with an experienced physician, ministry students need the time and commitment of a mentor who will help him by taking him through the “rounds” of ministry. It is not enough merely to offer ministry experiences, but a mentor provides feedback to the student through encouragement and constructive criticism. This takes time. Ideally, the mentor would meet regularly (the ideal is weekly) to review the past week’s activities.

A mentor in a Teaching Church will familiarize himself with the Mentored Ministry *Guide for Students* and the *Guide for Mentors*. Please don’t hesitate to contact the Mentored Ministry Department for copies of these guides or for more information. More information for the benefit of mentors is found in the *Guide for Mentors* produced by the Mentored Ministry Department.

2. A Committed Congregation

The desire to mentor prospective ministers must not belong merely to the pastor or and elder, but must be shared by the entire congregation. It might be said, “it takes a flock to shape a shepherd.” The confirmation of an individual’s gifts and calling by the church is crucial to persons seeking God’s direction for future service. This applies not only to the *formal* call issued by a church (sometimes called the *providential* call), but to the *process* of ministerial formation that leads to such a call. Congregations need to be brought to appreciate their importance in this process. The *Teaching Church* understands this and is committed to being an integral part of the process of ministerial development. This is important inasmuch as the sheep will need to be supportive in the understanding that students are “learning” and, as such, probably will not be as “competent” or as “polished” as they eventually will become. They will need to be willing for a student to be involved in *every* appropriate aspect of pastoral ministry from preaching to visitation to attendance at various meetings of the church. This “up front” understanding and commitment is crucial to an effective mentoring ministry.

3. Provide Mentored Ministry Experience in partnership with Westminster

A *Teaching Church* is committed to work with the student to complete the requirements of the Mentored Ministry program at Westminster as outlined in the *Guide for Mentors* and the *Guide for Students*. A distinctive of a *Teaching Church* is its willingness to offer the student experience in as many of the *Recommended Learning Activities* portion of the Mentored Ministry *Guide for Students* (pp.13ff) as possible.

4. Provide an Internship that is approved by your judicatory

Another distinctive of a *Teaching Church* is that it will work with a student in designing an internship that will not only meet the requirements of Westminster’s Mentored Ministry program but also the internship requirements of your church judicatory (presbytery, synod, etc.). This will require the church to allow the student to engage in the full array of ministerial experiences in order that he will be judged “ready” by your judicatory. It is not expected that you will be able to

provide this opportunity for *every* student that attends your church but your goal should be to see several students attain the objective over the years.

In order to be part of the *Teaching Churches Network*, you need not have an internship in place immediately, but be committed to provide such an internship when the opportunity arises.

5. Unless providentially hindered, will ordinarily serve at least one student in the process of preparation for ministry.

You might not have a student attending your church now, but becoming part of the Teaching Churches Network will enable us to communicate your willingness to have a student serve in your congregation.

C. How to Join the Teaching Churches Network

1. Become familiar with the Mentored Ministry Guide for Mentors and the Guide for Students.
2. Get the approval of the appropriate decision-making body (session, congregation, etc).
3. Request the Application for the Teaching Churches Network from a Westminster student. Complete this form and return it via email to the Mentored Ministry Office (jrainey@wts.edu).

V. RESOURCES FOR MENTORS

A. THE MENTORED MINISTRY OFFICE

The Director of Mentored Ministry and his Administrative Assistant are available to consult with you at any phase of the mentoring process. Please don't hesitate to call should you have questions. The numbers and e-mail addresses are on the cover page of this guide.

B. MENTORS' MEETINGS

Approximately once per semester, there will be a luncheon on the seminary campus where mentors will gather for training and mutual encouragement. A key benefit to these meetings will be the opportunity to interact with other mentors about their experiences. The Fall mentors' meeting will include an orientation for mentors. You are highly encouraged to attend this meeting should you be new to the mentoring process. The schedule of these meetings will be sent to all active mentors.

ⁱ Fritz Rienecker, *The Linguistic Key to the Greek New Testament* (Grand Rapids: Zondervan, 1976), 640.

ⁱⁱ *The American Heritage Dictionary of the English Language*, 4th ed.

ⁱⁱⁱ Bauer, Arndt, Gingrich. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (Chicago: University of Chicago Press, 1957), 837.