

MERCER
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SCHOOL OF THEOLOGY



McAfee Mentoring

Guidebook for Mentors
2023-2024



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Forward

Thanks for your interest in preparing and forming students for effective missional leadership in all of its ministry forms. We are grateful for your part in helping us live more fully into our mission to prepare ministers who will inspire the Church and world to imagine, discover, and create God's future. This Guidebook intends to provide (1) basic information about contextual education through *Leadership in Context* and *Leadership in the Church* at Mercer University's McAfee School of Theology and (2) guidelines for your role as a Mentor/Supervisor of McAfee students.

One of McAfee's strategic imperatives is practicing ministry with academic excellence. This imperative understands that both the classroom and the ministry context are important. Mentors play an essential role supporting the fullness of the student's preparation of ministry through contextual education. Contextual education helps the student gain practical, hands-on experience in a ministry context. The role of the mentor is to offer a positive and professional model for ministry and to engage the student in dialogue and ministry opportunities that will strengthen the student's skills for leadership and ministry. Thus, the mentor has a teaching role and is therefore an extension of McAfee's educational program.

Thank you for your willingness to help prepare students for ministry. Your guidance and wisdom will have a lasting impact on McAfee students and will help shape the Church's ministry to the world.

Gratefully,

Dr. Greg DeLoach
Dean



Overview

THPT 701 *Leadership in Context* and THPT 702 *Leadership in the Church* are the courses designed to help students in the integration of their professional theological education with the practice of ministry in a specific context--be that in a congregation or a non-profit/faith-based community organization. (*Clinical Pastoral Education* – CPE - can be counted as contextual education. For more information about CPE, please contact Dr. Denise Massey – massey_dm@mercer.edu)

Both courses guide students to begin talking about their calling and their ministerial identity, and how those are evidenced and strengthened in their Contextual Education placements. Students will also develop a repertoire of techniques that will help them “pay attention” to and interpret the life and character of their particular placement contexts beyond mission statements, by-laws, job descriptions, and buildings.

This experience locates student learning and formation in relation to specific contextual locations.

In the Fall Semester, *Leadership in Context* is offered, and students may choose either a congregational context or a non-profit/faith-based community organization context. For the Spring Semester, *Leadership in the Church* is offered. Students must choose a congregational context.

Each semester a student will serve a minimum of 90 ministry hours over a period of 15 weeks at their ministry context. Additionally, each semester the student will meet with their mentor for seven one-hour sessions. Specific topics to cover include: Leadership, Pastoral Care, Human Development, Contextualization, Worship, and Preaching/Teaching.

Both non-profit and congregational contexts provide students the opportunity to engage in a particular expression of the life and mission of God as it is represented in a particular context. Students are exposed to a range of contexts, drawing connections between their own experience and those of others.

Mentors/Supervisors

Mentors/Supervisors provide guidance, oversight, and wisdom to students as they learn in context. To serve as an approved mentor/supervisor, you must have earned a M.Div. or advanced degree from an accredited seminary or college/university. Additionally, mentor/supervisors must:

- have at least 3 years of experience on the job or in ministry.
- serve on staff or be employed at student's placement location.
- not be related to the student.
- be open, both as a mentor and minister, to engaging in educational formation with a student, understanding that this is an educational partnership between McAfee and the placement location.
- be willing to extend hospitality and time to a McAfee student.
- be professional in the relationship with the student by setting boundaries regarding time, language, and behavior.
- Be interviewed by the Dean prior to being approved as a mentor/supervisor
- Attend a virtual or in-person orientation session
- Submit the completed rubric evaluating the student at the end of the semester

Primarily, supervision means assisting a student through attentive listening to these three areas:

Attending to God – students and mentors engage in theological reflection together as they engage the community of their context. Prayer and scripture, the history of the Christian tradition, and experience are brought to bear in theological reflection. *Where is God at work in my experiences?*

Attending to Context – mentors help students as they attempt to learn about and from the context. Students will be engaged in intentional practices enabling them to understand critically and carefully the unique contexts in which they find themselves. *What am I learning about others in my context?*

Attending to Self – mentors will help students gain a deeper awareness of who they are as God's servant. Students and mentors will attend to the resources and disciplines that sustain life in God's mission and reflect together on vocational clarity. *What am I discovering about myself through my feelings, thoughts, and experiences?*



Mentors are selected following an interview with the Dean. *All selected mentors must agree to participate in an orientation prior to the start of the semester.*

Mentor/Supervisor Orientation

Students are required to seek their own ministry placements before the start of each semester. Once a student has identified a place of ministry, the Dean reviews to insure appropriate credentialling. Before the start of each semester, approved mentors/supervisors will have a Zoom meeting to go over the syllabus, discuss expectations, provide guidance on best practices of supervision, and answer questions.



Mentor/Supervisors Assessment

Mentors/Supervisors will assess the student's working along five proficiencies:

1. Proficiency in the Theory and Practice of Leadership
2. Proficiency in the Theory and Practice of Pastoral Care
3. Proficiency in the Theory and Practice of Human Development
4. Proficiency in the Theory and Practice of Worship (if applicable)
5. Proficiency in the Theory and Practice of Preaching or Teaching (if applicable)

A rubric will be provided for scoring (*see Appendix*). Additionally, Mentors are strongly encouraged to provide written feedback for the mentee.

Dismissal and Removal

Should the mentor be unable to maintain a professional relationship with the student (ex. clash of values, clash of temperament, sexual harassment, inappropriate behavior, etc.), the mentor will be dismissed from their obligations with the student and the McAfee School of Theology. The Dean must be immediately informed and an investigation will follow to determine the viability of the ministry site and/or mentor for future placement.

Should the student be unable to maintain a professional relationship with the mentor (ex. clash of values, clash of temperament, disrespectful attitude, inappropriate behavior with mentor/church members/employees, etc.), the student will be removed from the placement location.

Readings

You might be interested to know what our students are reading in relation to their contextual education. Here are a few of the sources our students are engaging as they think about contextual theology:

- Adam L. Bond, *I've Been Called. Now What?* Valley Forge, PA: Judson Press, 2012.
- Charles Wood and Ellen Blue, *Attentive to God: Thinking Theologically in Ministry*. Nashville: Abingdon Press, 2008.
- Christie Cozad Neuger, ed. *The Arts of Ministry: Feminist-Womanist Approaches*. Louisville: Westminster John Knox Press, 1996.
- Martha Simmons and Willie Dwayne Francois III, *Christian Minister's Manual: for the Pulpit and Public Square for all Denominations*. CreateSpace Independent Publishing Platform, 2017
- Ron Zemke, et al. *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*. New York: AMACOM, 2000.
- Samuel Proctor and Gardner C. Taylor, *We Have This Ministry: The Heart of the Pastor's Vocation*. Valley Forge, PA: Judson Press, 1996.
- William H. Willimon. *Pastor: Revised Edition: The Theology and Practice of Ordained Ministry*. Nashville: Abingdon Press, 2016.



Student Emergency Protocols

For student emergencies involving enrolled McAfee students during regular business hours, Monday through Friday, 8:00 am to 5:00 pm.

Designated Contacts:

Associate Dean: Karen Massey 678-547-6460

If Dr. Massey is unavailable, please contact one of the following persons:

Amanda Coe Burton: 678-547-6470

Michelle Garber: 678-547-6412

Contextual Education Contacts. In the case of student emergencies that arise while students are engaged in off-campus Contextual Education or Internship activities, the Mentor/Supervisor or other responsible party should also contact Dr. Massey.

Dean Greg DeLoach (678-547-6620) should be notified immediately of any student emergency.

Life-threatening Emergencies: Includes natural disasters; sudden and/or severe illness or accident on campus; automobile accident; criminal activity; missing persons; security threat; sexual assault; violence; suicidal/homicidal thoughts

- Contact Emergency Responders and/or Mercer Police Department
 - Off-campus Emergency: 911
 - On-campus Emergency: 911

On-campus (non-urgent): Mercer Police Department 678-547-6358

Non-emergency Needs for Assistance: Includes depression; drug/alcohol abuse and/or intoxication; harassment; mental/physical stress; vandalism; conflict with peers; conflict with faculty/staff member; financial crisis; emotional stress; study problems

- Notify Designated Candler Contacts

Emergencies After Hours and Weekends:

Physical injury or other emergency medical concern

- Contact Emergency Responders and/or Mercer Police Department
 - Off-campus Emergency: 911
 - On-campus Emergency: 911
 - On-campus (non-urgent): Mercer Police Department 678-547-6358

Appendix

SUPERVISOR'S OR MENTOR'S RUBRIC FOR ASSESSING STUDENT'S WORK

Areas of Assessment	Exemplary Work 4 points	Good and Developing Work 3 Points	Adequate Work 2 Points	Inadequate Work 1 Point	Place a number value 1-4 or n/a in each block
Proficiency in the Theory and Practice of Leadership	Student demonstrated excellent leadership skills: excellent willingness and ability to influence and guide others, excellent willingness and ability to define self, excellent ability to recognize and address group dynamics.	Student demonstrated good leadership skills: good willingness and ability to influence and guide others, good willingness and ability to define self, good ability to recognize and address group dynamics. These skills are solid and need some improvement to reach the excellent category.	Student is ambivalent about or weak in leadership: ambivalent or weak in influencing and guiding others; ambivalent or weak in ability to define self; ambivalent or weak in ability to recognize and address group dynamics.	Student put forth no real effort to understand or offer leadership. Student was unwilling to explore his or her resistance to the process. Student related in ways that hindered learning.	
Proficiency in the Theory and Practice of Pastoral Care	Student demonstrated excellent pastoral care skills: offered excellent care with sensitivity, compassion, insight and competence; provided excellent spiritual care and support; excellent care for people experiencing crisis.	Work was good overall, and student has areas that need strengthening. Student demonstrated good pastoral care skills: offered good care with sensitivity, compassion, insight and competence; provided good spiritual care and support; good care for people experiencing crisis.	Student puts forth little effort. Pastoral care is weak or ambivalent. Pastoral care skills are weak or ambivalent; pastoral care is sometimes lacking in sensitivity, compassion, insight and competence; spiritual care and support is weak and ambivalent; crisis care is weak or ambivalent.	Student does not relate well in ways that were problematic. And/or student puts forth little to no effort in learning about or providing pastoral care.	

Proficiency in the Theory and Practice of Human Development	Student excelled at understanding and nurturing human development; student's care made excellent use of where people are in the lifecycle; student excelled in providing support informed by where people are developmentally	Student was good at understanding and nurturing human development; student's care made good use of where people are in the lifecycle; student provided good support informed by where people are developmentally	Student put forth little effort to understand or nurture human development. Student was ambivalent or weak in making use of where people are in the lifecycle; student gave little attention to developmental issues.	Student put forth little to no effort to understand or make use of the theories of human development. The lack of attention to this area was problematic for ministry.	
Contextualization	Student understood and responded with excellence to the cultural norms of this ministry context. Student understood and responded with excellence to the impact of cultural change on this ministry context.	Student did good work understanding and responding appropriately to the cultural norms of this ministry context and to the impact of cultural change to this ministry context. Student needed improvement in some areas.	Student gave little effort to understand and respond to the cultural norms or changes to the ministry context. Student was ambivalent or weak in this area.	Student put forth no effort to understand and respond to the cultural norms or changes of the ministry context. This was problematic for ministry.	
Proficiency in the Theory and Practice of Worship	Student demonstrated exceptional awareness of the needs people have for worship. Student demonstrated exceptional skill in leading persons in worship and guiding them to experience the presence of God.	Student demonstrated good awareness of the needs people have for worship. Student demonstrated good skill in leading persons in worship and guiding them to experience the presence of God.	Student was ambivalent or weak in worship. Student gave little to no attention to the needs people have for worship, leading persons in worship, or guiding them to experience the presence of God.	Student put forth no effort to understand or provide for the needs people have for worship. Student gave no attention to leading persons to experience worship or the presence of God. This was problematic for ministry.	

Proficiency in the Theory and Practice of Preaching or Teaching	Student made excellent use of scripture, including critical interpretation and meaningful application to the current life situations of parishioners or patients. Student demonstrated exceptional understanding of spiritual needs of parishioners or patients.	Student made good use of scripture, including critical interpretation and meaningful application to the current life situations of parishioners or patients. These skills need some improvement to reach the excellent category. Student demonstrated good understanding of spiritual needs of parishioners or patients.	Student's use of scripture was lacking, shallow, or uncritical. Student did not make application to the current life situation of parishioners or patients. Student was ambivalent or weak about preaching and understanding the spiritual needs of parishioners or patients.	Student put forth no effort to make use of the theory and practice of preaching. Student made no effort to attend to the spiritual needs of patient, to use scripture, or to make application to the current life situation of parishioners or patients.	
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