



Mentoring Handbook

Table of Contents

INTRODUCTION

STS Mentoring Program	4
Key Terms	5
The Importance of Mentoring	6
Structure of the Mentoring Program	7
Mission Statement of Mentoring Program	8
Goals of the Mentoring Program.....	8

MENTOR INFORMATION

Mentor Requirements	9
Mentor Application	10
Qualities of a Good Mentor.....	12
Mentor Functions	13

MENTORED APPRENTICESHIP (PT-782)

Apprenticeship Requirements.....	14
Agreement to Mentor	17
Mentor's Final Evaluation of Internship/Apprenticeship... ..	19
Student's Final Evaluation of Internship/Apprenticeship.....	21

APPENDICES

Pastoral Competency Audit.....	24
Ministry Experience Audit	27
Ministry Aptitude Survey	30

STS MENTORING PROGRAM

Shepherds Theological Seminary exists to equip servant leaders for life and ministry by strategically shaping both intellect and character through biblical scholarship and personal mentoring. The “personal mentoring” is done primarily through the Director of Mentoring, the STS faculty, and the mentor chosen to guide the student through his internship or apprenticeship.

STS is committed to advancing the spiritual growth of every student, and faculty members play a key role in the mentoring process. When appropriate, a faculty member may formally supervise an intern or apprentice. Each student has a faculty advisor who also provides guidance. As the student progresses in his academic path he is required to fulfill the mentoring credits for his chosen degree pursuit. The student must choose a mentor who will formally guide him in his internship or apprenticeship and submit his/her proposal to the Director of Mentoring. The mentor must be approved according to the policies set forth in this handbook.

Mentored Practice

Shepherds Seminary employs the time-honored apprenticeship model of education as an experience-based program to enable students to gain confidence and competence in the practice of ministry and leadership. Mentored Practice is also an opportunity for students to confirm the chosen ministry field where God is leading them. The heart of the program centers upon building a mentoring relationship with a qualified mentor in a church or specialized ministry setting. Shepherds Mentoring Practice unfolds for the student in two stages: Mentored Practicum Class, and either the Mentored Internship or the Mentored Apprenticeship. Refer to the section titled “Structure of the Mentoring Program.”

Students must take the initiative in scheduling their classes and choosing their mentor for their field education experience. Students will be given guidance by the Director of Mentoring for mentor selection.

Contact Information

Dr. Peter Goeman 919-573-1561 pgoeman@shepherds.edu

KEY TERMS

Mentor

A *mentor* is one who is willing to walk through life or a segment of life with a less-experienced person. In this process the mentor is to provide encouragement, guidance, and accountability. Perhaps the most important aspect of mentoring is the modeling through which a less-experienced individual learns how to live successfully through the positive role model of a mentor. In a simplified manner, mentoring is investing one's life in another.

Mentee

A *mentee* is a person who is guided by a mentor; one who is mentored.

Christian Mentoring

Christian mentoring is a dynamic, intentional relationship of trust in which one person enables another to maximize the grace of God in his life and service. The approval of mentors is based on their training, experience, and spiritual maturity.

THE IMPORTANCE OF MENTORING

“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

John Mallison, in *Mentoring to Develop Disciples & Leaders*, observed:

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. However, this model did not 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).

Mallison further concluded:

Increasingly, those who take their Christian discipleship and service seriously are seeing the value of having a friend and advisor with whom they can share openly and to whom they can be held accountable. As the wise old sage said, “Two are better than one” (Eccles 4:9).

At Shepherds Seminary we believe that the practice of ministry in a hands-on model is essential to the student’s preparation for vocational Christian ministry. Through the mentoring program every student must satisfy the credit requirements as shown in the section on “Mentoring Requirements for Degree Students” in the STS Catalog.

STRUCTURE OF THE MENTORING PROGRAM

Mentoring Opportunities

Shepherds Theological Seminary provides the following opportunities to students for mentoring:

- Faculty office hours and after chapel student-faculty lunches
- The Ministry Preparation Class for all students
- The Mentored Apprenticeship for Master of Divinity

Ministry Preparation Class (PT-581)

Ministry Preparation is a two-credit class designed to aid students in their preparation for ministry with focus on personal discipleship, spiritual leadership, biblical priorities, and key issues facing Christian ministry today. The student is encouraged to take the course during his first year of seminary.

Mentored Apprenticeship (PT-782)

Mentored Apprenticeship (PT-782) is a three-credit course usually conducted in the student’s last year of seminary to complete the Master of Divinity degree. This involves working in a major role in an active ministry which relates to the student’s future ministry plans. The apprenticeship should include experience in various ministry work such as teaching, preaching, leading an assigned area of church ministry, directing personal discipleship programs, participating in church leadership meetings, practicing personal evangelism, or designing special curriculum for use in the church. At the conclusion of the apprenticeship, a written formal report will be submitted to the Director of Mentoring. This report should include a summary of assignments, goals accomplished, impact of the apprenticeship (both on the student as well as any others), as well as any supporting documentation which helps the reader understand the apprenticeship.

MISSION STATEMENT

The Shepherds Seminary's apprenticeship program exists to give hands-on, practical experience in ministry to students, under the guidance of a seasoned mentor in the discipline to which God has called them, with a view of developing a level of competence and spiritual maturity that prepares them for vocational ministry, thus strategically shaping both intellect and character.

GOALS OF THE MENTORING PROGRAM

- To develop a network of local churches in which effective mentoring can be implemented.
- To observe guidelines for mentor approval and provide mentor training.
- To guide students in selecting an approved mentor for their apprenticeship.
- To provide opportunities for seminarians to develop their professional understanding and competence in ministry while supervised by an experienced mentor.
- To systematically evaluate the student's progress, effectiveness, and suitability in the area of ministry he has chosen.
- To provide counsel in guiding the student to maturity and readying him/her for effective vocational ministry.

STS MENTORING REQUIREMENTS

Those who mentor students in their Mentored Apprenticeships at Shepherds Theological Seminary must:

- Complete the Mentor Profile and Mentor Application if they have not been previously approved.
- Have experience in the related field of ministry which the student is pursuing.
- Have a sound theological basis.
- Agree to mentor the student and meet with him or her regularly as often as the assignment necessitates.
- Sign the Agreement to Mentor based on the formal proposal with details of ministry experience to be gained, special assignments, accountability structure, remuneration, and other relevant issues.

MENTOR APPLICATION

Your name _____ Position _____

Church Name _____ Church Address _____

City _____ State _____ Zip _____

Church Email _____ Church website _____

Home Address _____ City _____ State _____ Zip _____

Phone _____ Email _____

Name of Student _____

Post High School Education

School	Location	Dates	Degree
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Career (Professional work experience since college)

Position	Employer	Supervisor	Dates
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Mentoring Experience

Qualifications as a Mentor (Indicate the skills and qualities you possess which equip you to mentor)

Pertinent Biographical Information (Optional)

Affirmation of Doctrinal Statement of Shepherds Theological Seminary

I have carefully read and agree to support the STS Doctrinal Statement

Signed

Doctrinal Concerns _____

Relevant Personal Information

Please list two references who will attest your character and ability to mentor

Name _____ Phone _____ Email _____

Name _____ Phone _____ Email _____

Signed _____ **Date** _____

Applicant

Submit to: Director of Mentoring
Shepherds Theological Seminary
6051 Tryon Road
Cary, NC 28518
919-573-1568

QUALITIES OF A GOOD MENTOR

Christ-Centered

- Lives a Christ-centered life
- Seeks to please Jesus Christ

Competent

- Exhibits expertise in areas applicable to the mentee's growth
- Prays for wisdom and guidance in the mentoring process

Trustworthy

- Keeps confidences
- Makes himself available
- Meets agreed commitments

Reflective

- Gives prudent advice
- Uses appropriate questions to probe and enable reflection

Passionate

- Possesses passion for effective mentoring

Relational

- Establishes and maintains relationships
- Listens actively
- Inspires and motivates
- Enjoys being with others
- Encourages others

Affirming

- Believes in the mentee
- Makes affirming comments to the mentee
- Allows himself to be open and transparent with the mentee
- Exudes a nurturing spirit toward the mentee

MENTOR FUNCTIONS

Teaching

The mentor is a teacher in the best sense of the word. He will instruct the mentee, teaching biblical truth and giving wise guidance in practical areas.

Modeling

The mentor will model not only ministry skills but attitudes toward God's work and His people. In II Thessalonians 3:9, Paul described himself as a "model" for the believers to imitate. The word translated "model" originally referred to the "visible impression of a stroke or pressure." 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.

Training

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. The mentor will schedule and direct the mentee's practical ministry and service in the local church.

Discipling

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 and ministry skills, and should confirm his gifts and calling. All of these are important elements of what it means for him to follow Christ.

MENTORED APPRENTICESHIP REQUIREMENTS (PT-782)

Introduction

The Mentored Apprenticeship (PT-782) is a three-hour course and is a requirement in the Master of Divinity program at Shepherds Theological Seminary. The apprenticeship involves an approved plan of practical ministry to be completed within the course of two semesters. The STS Mentoring Handbook stipulates: "Students should understand that they must take the initiative in scheduling their classes and choosing their mentor for their field education experience." Students should observe the following:

Apprenticeship Focus

In the apprenticeship the student is active in taking a leadership role in the discipline he is pursuing. As stated in the STS Catalog, “The apprenticeship usually involves working in a significant role in an active ministry, leading some new initiative or expanding into a new area.”

Requisite Applications

The apprentice and must submit the Apprenticeship Proposal and his mentor must submit the Mentor Profile and the Agreement to Mentor to the Director of Mentoring at least 30 days prior to the beginning of the apprenticeship. Apprenticeships must be approved by the Director of Mentoring and Academic Dean prior to the onset of the apprenticeship. Obtain the Apprenticeship proposal by emailing pgoeman@shepherds.edu.

Compensation

Financial remuneration is strictly an option of the mentor and the host ministry that has accepted the apprentice for training.

Time Commitment

The apprentice is expected to complete the schedule of work that the student submits in the Apprenticeship Proposal.

Examples of Apprenticeship Requirements

Because of the uniqueness of the apprenticeship, the student is required to submit a variety of requirements to the Director of Mentoring for approval. The following are examples of assignments that can be a part of the apprenticeship.

- Primary tasks
 - Teach an adult-level Bible study for at least two months
 - Preach 3 times in the main service
 - Lead an assigned area of ministry for two months
 - Redo church bylaws
 - Teaching youth group 2x a week
 - Design baptism class study material
 - Lead High School summer camp
- Secondary tasks
 - Meet with his mentor each month for review of his work
 - Write a “plan of salvation” describing how to witness to unbelievers
 - Conduct communion service
 - Attend leadership/staff meetings

- Tertiary Tasks
 - Write a letter of encouragement to a faithful believer
 - Regularly listen to a specific podcast
- Reading Assignments:
 - List specific books or articles that relate to the apprenticeship
- Although the reading can vary, the student should plan on about 500 pages

Reporting Requirements

- Give periodic reports to the Director of Mentoring for review and assessment of ministry involvement
- Prepare a written report/presentation about the apprenticeship experience:
 - The presentation is to be written under the same guidelines as required in all academic work at STS.
 - The “Title Page” format in the STS Mentoring Handbook is the standard for the written presentation of the apprenticeship.
 - The student must include a thorough Table of Contents.
 - The student must give a comprehensive written report of his entire apprenticeship as stated in the STS Catalog and Mentoring Handbook, including the following:
 - a copy of his plan of work
 - the goals he has accomplished
 - the impact the internship has had on him
 - suggestions he has for improving the apprenticeship
 - the student’s Final Evaluation of the Apprenticeship
 - the Mentor’s Evaluation form (STS Mentoring Handbook)

Grade for Apprenticeship

- The grade for the apprenticeship will be assigned by the Director of Mentoring in consultation with the student’s mentor.

AGREEMENT TO MENTOR

Submit to Department of Mentoring Shepherds Theological Seminary

6051 Tryon Road, Cary, NC 27518

Mentor's Name _____ Student's Name _____ Date _____
Organization _____ Position _____
Address _____ Phone _____
Email _____

I agree to mentor _____ for his/her internship or apprenticeship for the period _____ through _____.

I understand that the Mentored Internship and Mentored Apprenticeship are credit courses required for his/her seminary degree. I have read and approved his Internship/Apprenticeship Proposal. I agree to discuss what, if any, financial remuneration will be given for the mentee's service. I further agree to:

- Submit the "Mentor Profile" for approval of Shepherds Theological Seminary
- Attend the Mentor Orientation Session if required by the Director of Mentoring
- Provide leadership opportunities for the mentee
- Meet regularly with the mentee to review his work
- Encourage the spiritual development of the mentee
- Pray with the mentee and give him periodic, honest appraisal of the work done
- Submit the Mentor's Monthly Report to the Director of Mentoring at STS
- Review and approve the mentee's monthly report
- Notify the STS Director of Mentoring of any serious issues regarding the character or commitment of the mentee
- Attend, if possible, the mentee's oral presentation to the STS faculty at the completion of the internship/apprenticeship
- Present the Mentor's Final Evaluation at the conclusion of his internship or apprenticeship

Signature _____ Date _____

MENTOR'S FINAL EVALUATION

Personal and Confidential

Mentor's Name _____ Student _____ Date _____

Church/Ministry Name _____

Address _____ City _____ State _____ Zip _____

Office Phone _____ Cell Phone _____ Email _____

Project Description _____

Did the Intern/Apprentice satisfactorily complete the work described in his/her project proposal? ___ Yes ___ No

Personal Evaluation of the Mentee's Performance

Excellent ___ Good ___ Average ___ Poor ___ Spiritually committed ___ Faithful ___ Diligent ___
Thorough ___ Submissive ___ Responsible ___ Effective ___ Always prepared ___ Mature ___
Good communicator ___ Prompt ___ Respectful ___ Team player ___ Keeps Confidences ___
Other _____

Further Evaluation

Submit to: Director of Mentoring
Shepherds Theological
Seminary 6051 Tryon Road
Cary, NC 27518

Telephone: 919-573-1568

Shepherds Theological Seminary is committed to the highest ethical standards and this submission will be kept in the strictest confidence in the private files of the Director of Mentoring. Mark postage envelope “confidential” or give to mentee in securely sealed envelope. Attach cover letter if deemed necessary.

STUDENT'S FINAL EVALUATION

Student's Name _____ Date _____

Ministry Name _____ Mentor's Name _____

1. Did you get sufficient guidance from the Director of Mentoring as you prepared to undertake your Internship/Apprenticeship? Yes ___ No ___

Comments _____

2. Did your mentor contribute to your education in the apprenticeship? Yes ___ No ___

Comments _____

3. Did your field education experience meet your expectations? Yes ___ No ___

Comments _____

4. What were the most difficult aspects of your apprenticeship?

5. What areas of ministry were totally new to you in your apprenticeship?

6. What was the most valuable experience you had in completing your project?

7. If you received financial remuneration, was it fair and adequate?

8. How could Shepherds Seminary improve the process for the Mentored Internship and Mentored Apprenticeship programs?

APPENDICES

PASTORAL COMPETENCY AUDIT

This audit is for Shepherds Seminary students to evaluate their previous ministry experience and is to be completed at the onset of the Mentored Practicum course. Submit a copy to the professor and keep one for your file. This audit will be required at the completion of the student's Mentored Internship and Mentored Apprenticeship.

For each of the following areas, circle the letter that best describes your level of experience:

- A. Extensive Experience
- B. Much Experience
- C. Some Experience
- D. No Experience

Additional comments may be written in the space between categories

I. Experience In Pastoral Tasks

- | | | | | |
|---|---|---|---|---|
| a. Leading Sunday Service (announcements, Scripture Readings, etc.) | A | B | C | D |
| b. Performing Weddings | A | B | C | D |
| c. Conducting Pre-marital Counseling | A | B | C | D |
| d. Conducting Funerals | A | B | C | D |
| e. Performing Baptisms | A | B | C | D |
| f. Leading Communion | A | B | C | D |
-

	g. Engaging in Pastoral Counseling	A	B	C	D
	h. Ministering in Hospitals or Nursing Homes	A	B	C	D
	i. Visiting Newcomers or Prospective Church Members	A	B	C	D
	j. Discipling Believers	A	B	C	D
	k. Participating in Church Discipline	A	B	C	D
II.	Experience in Preaching and Teaching				
	a. Preaching	A	B	C	D
	b. Teaching (Adult Classes, Youth Group, VBS, etc.)	A	B	C	D
III.	Experience in Youth Ministry				
	a. Speaking to Youth (Speaker at Youth Services)	A	B	C	D
	b. Leading Youth Programs	A	B	C	D
V.	Experience in Writing				
	a. Church Publications	A	B	C	D
	b. Newsletters	A	B	C	D
	c. Books	A	B	C	D
	d. Other	A	B	C	D
V.	Experience in Evangelism				
	a. Personal (Friendship, Visitation, etc.)	A	B	C	D

b. Proclamation (Outreach Event, etc.)
How many times? _____ A B C D
Did you lead? _____

VI. Experience in Missions

a. Missions (short or long term) How many? A B C D
Briefly describe each experience (where, when,
how long, how many went, and whether you led):

MINISTRY EXPERIENCE AUDIT

FOR NON-PASTORAL STUDENTS

Name _____ Date _____

Undergraduate Degree _____ College/University _____

Year Graduated _____ Graduate Study/Degree _____

Degree Program in Which You Are Enrolled _____ # Credits Currently Taking _____

Seminary Credits Earned at STS _____ Credits from Other Seminaries _____

Graduation Target Date _____ STS Advisor _____

Ministry Goal _____

Salvation Experience

Current Church Affiliation _____

Local Church Christian Service _____

Parachurch Christian Service _____

Vocational Ministry Experience

Experience Best Related to Your Ministry Goal

Experience in Corporate or Personal Evangelism

Planned Internship Focus (Degree Students)

Please check the following which you enjoy or have a passion for

- | | | |
|--|--|---|
| <input type="checkbox"/> Teaching | <input type="checkbox"/> Evangelism | <input type="checkbox"/> Counseling |
| <input type="checkbox"/> Administration | <input type="checkbox"/> Discipling | <input type="checkbox"/> Youth Ministry |
| <input type="checkbox"/> Children's Ministry | <input type="checkbox"/> Women's Ministry | <input type="checkbox"/> Men's Ministry |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Inner-City Ministry | <input type="checkbox"/> Compassion Ministry |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Library Science | <input type="checkbox"/> Seniors Ministry |
| <input type="checkbox"/> Worship Ministries | <input type="checkbox"/> Music Ministry | <input type="checkbox"/> Addiction Ministries |
| <input type="checkbox"/> Missions | <input type="checkbox"/> Other _____ | |

MINISTRY APTITUDE SURVEY

1. Survey Questionnaire

Rate the following statements on a scale from 1 to 5, based on the following grade:

1= Does not describe me (I disagree)

2= Could describe me (I slightly disagree)

3= A possibility to me (I am neutral on this issue)

4= Describes me some of the time (I slightly agree)

5= Describes me most of the time (I agree)

1.	I see the big picture of what needs to be done before the details	1	2	3	4	5
2.	I like to work behind the scenes to accomplish a project	1	2	3	4	5
3.	I look for opportunities to tell others about what I know	1	2	3	4	5
4.	I am described as very passionate when I speak	1	2	3	4	5
5.	I have a burden for those who have never heard the Gospel	1	2	3	4	5
6.	I would much rather write curriculum than teach it	1	2	3	4	5
7.	I love big concepts and “heady” discussions	1	2	3	4	5
8.	I think a teacher should be able to teach every concept to a child	1	2	3	4	5
9.	I want to serve, but also want to be in the “marketplace” with unbelievers	1	2	3	4	5
10.	It is hard for me to follow ineffective leadership	1	2	3	4	5
11.	Efficiency is very important to me	1	2	3	4	5
12.	When I read new things, I often see a good lesson in them to tell others about	1	2	3	4	5
13.	I believe all people need to change	1	2	3	4	5
14.	I love meeting new people	1	2	3	4	5

15.	I can express myself on paper much better than in person	1	2	3	4	5
16.	It is hard for me to teach children	1	2	3	4	5
17.	It is hard for me to teach adults	1	2	3	4	5
18.	I think ministry should be accomplished mostly outside the church walls	1	2	3	4	5
19.	People say that I am a natural leader	1	2	3	4	5
20.	Organization is one of the main keys to success	1	2	3	4	5
21.	I love to help people find new information	1	2	3	4	5
22.	There is a difference between ministering from a pulpit and a lectern	1	2	3	4	5
23.	I love learning about new cultures	1	2	3	4	5
24.	Research delights me	1	2	3	4	5
25.	Training parents is the key to spiritually healthy families	1	2	3	4	5
26.	Children's bus ministries are vital to a church	1	2	3	4	5
27.	The pastor should spend most of his time with the people, where they are	1	2	3	4	5
28.	I will often volunteer to be a team leader	1	2	3	4	5
29.	I think the key to good management is remembering that you are managing people, not a ministry	1	2	3	4	5
30.	When a person has an "aha" moment about something, I get excited	1	2	3	4	5
31.	Exposition is the best way to deliver God's Word	1	2	3	4	5
32.	I go "witnessing" at least once a week	1	2	3	4	5
33.	I would choose to contact a person by letter before in person	1	2	3	4	5
34.	Some doctrines cannot be simplified	1	2	3	4	5
35.	I think church should be fun for children	1	2	3	4	5
36.	Small churches should not have to pay their pastor	1	2	3	4	5

37.	I prefer to be in charge	1	2	3	4	5
38.	Daily tasks are just as important as vision	1	2	3	4	5
39.	The biblical text is clearly divided in learnable sections	1	2	3	4	5
40.	I love to persuade people of biblical truth	1	2	3	4	5
41.	The main goal of the Church is to reach the lost	1	2	3	4	5
42.	Words can be beautifully arranged if you spend enough time on them	1	2	3	4	5
43.	I think families should worship together as a whole during the service and not be separated by age	1	2	3	4	5
44.	I think children should go to a service that better fits them on their level during the main church service	1	2	3	4	5
45.	I prefer to do ministry like Paul, as a “tentmaker”	1	2	3	4	5
46.	Without vision, a church will fail	1	2	3	4	5
47.	I love detail-oriented tasks	1	2	3	4	5
48.	Discipleship is the main goal of the Church	1	2	3	4	5
49.	I enjoy theological debate	1	2	3	4	5
50.	More Americans should be ministering overseas	1	2	3	4	5
51.	I love to communicate via email	1	2	3	4	5
52.	It is important to focus on the deeper themes of the Christian life most of the time	1	2	3	4	5
53.	I love to serve In VBS every year	1	2	3	4	5
54.	Church ministry alone is too narrow—parachurch organizations are necessary	1	2	3	4	5
55.	I agree with the statement, “Lead, follow, or get out of the way.”	1	2	3	4	5
56.	Great projects and accomplishments always require a team of people working together for the common goal	1	2	3	4	5
57.	I love learning new things about theology	1	2	3	4	5

58.	Preaching and teaching are not the same thing	1	2	3	4	5
59.	I think every Christian should at least do a short-term missions trip overseas	1	2	3	4	5
60.	Churches need to invest more money in their libraries	1	2	3	4	5
61.	I love working with adults primarily	1	2	3	4	5
62.	Teaching adults makes me nervous	1	2	3	4	5
63.	I think ministry should be primarily involved in engaging the world where they are	1	2	3	4	5
64.	I love to guide people and give them direction	1	2	3	4	5
65.	I keep and follow a detailed calendar	1	2	3	4	5
66.	It is sometimes hard for me to just read a biblical text without underlining it	1	2	3	4	5
67.	Preaching was better during the era of the Puritans	1	2	3	4	5
68.	I pray every day for the lost	1	2	3	4	5
69.	I would love to be an editor for a Christian author or publishing house	1	2	3	4	5
70.	Doing nursery duty makes me nervous	1	2	3	4	5
71.	I love teaching children by using creative object lessons	1	2	3	4	5
72.	I would love to do a chaplaincy or some other ministry to professionals	1	2	3	4	5
73.	I love to stretch people and take them out of their comfort zones	1	2	3	4	5
74.	I love empowering a team of people to succeed at a project or task	1	2	3	4	5
75.	I love to answer people's questions	1	2	3	4	5
76.	We must remember that the Bible is first, "Thus says the LORD"	1	2	3	4	5
77.	I am often brought to tears over how many are lost in this world	1	2	3	4	5
78.	I loved writing papers in college	1	2	3	4	5

79.	A class should be challenged philosophically during Bible lessons	1	2	3	4	5
80.	Teaching the biblical stories is very important	1	2	3	4	5
81.	Bi-vocational ministry is the better way	1	2	3	4	5

2. Write the # of your answer to each statement in the corresponding box; total each line horizontally.

Line	Question numbers										LINE TOTAL
1	1.	10.	19.	28.	37.	46.	55.	64.	73.		
2	2.	11.	20.	29.	38.	47.	56.	65.	74.		
3	3.	12.	21.	30.	39.	48.	57.	66.	75.		
4	4.	13.	22.	31.	40.	49.	58.	67.	76.		
5	5.	14.	23.	32.	41.	50.	59.	68.	77.		
6	6.	15.	24.	33.	42.	51.	60.	69.	78.		
7	7.	16.	25.	34.	43.	52.	61.	70.	79.		
8	8.	17.	26.	35.	44.	53.	62.	71.	80.		
9	9.	18.	27.	36.	45.	54.	63.	72.	81.		

3. Shade In your graph to see which categories fit you best and then look at some occupational possibilities in them.

The survey is designed as such that there might be some overlap, but generally look at your top two or three scoring categories. Since there are only two biblical offices, these categories are highly nuanced and should be used as a tool only—not an infallible guide. Be sure to shade in all the boxes from left to right until you reach your scoring region for each line.

4. Graph your score on the following chart: (shade in completely, beginning from the left, until you reach your maximum score).

<u>Categories you are best suited for</u>	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45
Line 1 Leadership									
Line 2 Administration									
Line 3 Teaching									
Line 4 Preaching									
Line 5 Missions/Outreach									
Line 6 Writing									
Line 7 Adult Ministry									
Line 8 Children's Ministry									
Line 9 Bi-vocational or Parachurch Ministry									

5. Categories of placement themes (with occupational possibilities).

- 1) Leadership: Pastor, Senior Pastor, President, leader
- 2) Administration: Executive Pastor, Administrative Pastor, Department Chair, Provost, Committee Chair, Demographic Pastor
- 3) Teaching: Preacher, Teacher, Professor
- 4) Preaching: Preacher, Apologetics, Conference Speaker
- 5) Missions/Outreach/Discipleship: Missionary, Pastor of Discipleship, Curricula Designer, Evangelist, Outreach Pastor
- 6) Writing: Author, Curricula Designer, Researcher, Pastoral Assistant, Administrative Assistant
- 7) Adult: Senior Pastor, Professor, Executive Pastor, Preacher, Pastor of Adult Ministries

- 8) Child: Children's Pastor, VBS Director, Children's Ministry, Nursery Coordinator
- 9) Bi-vocational