

Cincinnati Bible Seminary  
**Supervised Leadership Experience Manual**  
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*“Building Christian leaders one person at a time”*  
-- Dr. David Faust, President CCU

The mission of Cincinnati Bible Seminary is to teach men and women to live by Biblical principles and to equip and empower them with skills, insight, and vision to lead the church and impact society for Christ.

## **Design of CBS' Supervised Leadership Experience**

The Supervised Leadership Experience (SLE) for Cincinnati Bible Seminary enables the student to design his/her own Supervised Leadership Experience, in consultation with the Director of Service Learning and his/her Supervised Leadership Experience Mentor. The student takes the initiative within the guidelines set forth in this Manual.

### ***Those who Qualify***

1. A student who has completed one year (18 hrs) or the equivalent of seminary graduate work.
2. A student who delivers a completed CBS Supervised Leadership Experience Application Form to the Director of Service Learning. Student must complete a Declaration of Intent to Pursue Supervised Leadership Experience and file this declaration during the semester prior to the semester in which student proposes to perform the Supervised Leadership Experience. The Application Form will be completed during this period of preparation.
3. A student who selects an approved ministry site, enlists an approved SLE Mentor; and completes the assignments outlined below will be granted three (3) graduate hours' credit.

### ***Time Parameters for Supervised Leadership Experience***

1. Three (3) graduate hours' credit will be granted to the student who completes 120 hours of Supervised Leadership Experience over a period of not less than three months (i.e. approximately 10 hours per week). Meetings with Supervised Leadership Experience Mentor and writing Supervised Leadership Experience requirements will be in addition to the 120 hours.
2. Any variation from the above must be approved by the Director of Service Learning.

### ***Cost***

The cost for a CBS Supervised Leadership Experience will be equivalent to three graduate credit hours, and charged to the student's account at the time when he/she is accepted into the program. In the event the student fails to complete the program, the fee will not be refunded.

### ***Appeals Process***

Students may appeal to the Director of Service Learning, and further to the Academic Dean of the Seminary, for adjustment of the provisions described in this Manual. The decision of the Academic Dean of the Seminary is final. Additional means of appeal are described below.

## Philosophy of Mentoring

While the classroom offers solid academic and practical instruction, ministry experience is necessary in order to integrate the student's learning experience. Cincinnati Bible Seminary's Supervised Leadership Experience enables the student to extend his/her learning to actual experiences on the field under the constructive review of a competent mentor, and enhances the ministry of the mentor through both the relationship with the student and their shared examination of ministry.

The SLE Mentor assists the student in three areas: 1) *character development* – who he/she needs to become; 2) *knowledge* – what he/she needs to learn; and 3) *skills* – activities he/she needs to complete.

Scripture provides examples of mentors and their protégés: Jethro and Moses; Moses and Joshua; Elijah and Elisha; Jesus and his apostles; Barnabas and Paul; Paul and Timothy; Paul and Titus.

Mentoring derives its main value from relationships. The call to mentor is an invitation to develop a relationship which will model, instruct, nurture, and evaluate the student. The student, in turn, draws upon the mentor's background, experience, spiritual gifts, and temperament to enhance his/her own personal and ministry development.

### What are the marks of a good mentor?

Paul Stanley and J. Robert Clinton list characteristics of leaders who have been good mentors:

- \* Ability to readily see potential in a person
- \* Tolerance with mistakes, inexperience, and the like, in order to see that potential develop
- \* Flexibility in responding to people and circumstances
- \* Patience, knowing that time and experience are needed for development
- \* Perspective, having vision to see ahead and suggest the next steps a protégé needs to take
- \* Gifts and abilities that build up and encourage others<sup>1</sup>

Howard and William Hendricks suggest ten practices of an ideal mentor:

1. Seems to have what the student personally needs
2. Cultivates relationships
3. Is willing to take a chance on the student
4. Is respected by other Christians
5. Has a network of resources
6. Is consulted by others
7. Both talks and listens
8. His lifestyle is consistent
9. Is able to diagnose the student's needs
10. Is concerned with the student's interests<sup>2</sup>

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<sup>1</sup> adapted, Stanley, Paul and Clinton, J. Robert; *Connecting: the Mentoring Relationships You Need to Succeed in Life* (Colorado Springs, NavPress, 1992).

<sup>2</sup> Hendricks, Howard and Hendricks, William; *As Iron Sharpens Iron* (Chicago, Moody Press, 1995).

Methods of mentoring may differ. A mentor may be a discipler, or spiritual guide, or coach, teacher, sponsor, or even the “passive model”<sup>3</sup> whose lifestyle serves as the principle source of guidance to the student.

### **Shared Responsibility**

Three parties contribute to CBS’s Supervised Leadership Experience: the student, the SLE Mentor, and the Director of Service Learning. The above form a team to facilitate and to maximize the Supervised Leadership Experience for the student.

#### ***Responsibility of the Student (prior to beginning his/her Supervised Leadership Experience)***

The student should have completed one year of Seminary classroom instruction (18 hours) or the equivalent prior to enrolling in his/her Supervised Leadership Experience. The student will acquaint himself/herself with this Supervised Leadership Experience Manual.

During the application process the student will determine whether the location and the proposed SLE Mentor qualify for his/her Supervised Leadership Experience. Students pursuing international missions may select a site either within the United States or abroad. Upon approval of both the location and the SLE Mentor by the Director of Service Learning, the student will contact the proposed SLE Mentor and determine his/her willingness to serve.

When all is in place, the student will be notified in writing of his/her acceptance, and the cost for the Supervised Leadership Experience (3 credit hours) will be charged to the student’s account.

#### ***Responsibility of the Student (during his/her Supervised Leadership Experience)***

\* Student and his/her SLE mentor will select a series of general goals for his/her Supervised Leadership Experience, especially in the areas of character, knowledge, and skills. This written list will be included in the student’s Supervised Leadership Experience portfolio.

\* Student will maintain a log of his/her Supervised Leadership Experience. This log will include not only specific activities, but his/her reflection upon these activities, and reference to both the general and specific goals determined earlier. In some instances, this log will be recorded daily; in other instances, only periodically. The log will be included in the student’s Supervised Leadership Experience portfolio.

\* Student will write a seven-to-ten page report on at least one book, selected in consultation with his/her SLE mentor. This assignment will be done during the Supervised Leadership Experience and separate from work done for another class. This report will be included in the student’s Supervised Leadership Experience portfolio.

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<sup>3</sup> Stanley and Clinton, pp. 41, 42.

\* Student will intentionally seek a variety of ministry opportunities within his/her field in order to gain as wide experience as feasible during his/her Supervised Leadership Experience.

\* Student will write an integration paper indicating what he/she has learned from the SLE mentor, progress achieved toward both his/her general and specific goals, and the integration of his/her theology and the Supervised Leadership Experience. This paper will be included in his/her Supervised Leadership Experience portfolio. See Guidelines for the Integration Paper to follow.

### ***Responsibility of the SLE Mentor***

SLE Mentors should be in agreement with CBC&S' mission and philosophy of Christian higher education, and will be evaluated upon the basis of education and ministry experience.

The SLE Mentor will work with the student to develop specific goals in the areas of character to be developed during the Supervised Leadership Experience, knowledge to be gained, and ministry skill to be attained as a result of the experience. See form included in this Manual.

Students may serve in located congregations, Christian schools, missions, camps, or other para-church settings. Specific areas of ministry skills to be considered are preaching, teaching, administration, counseling, pastoral calling, benevolent work, staff relationships, enlistment and development of lay leaders and volunteer staff, outreach, pre-marital counseling and weddings, grief counseling and funerals, ministry to families, relationships to other Christian workers, community involvement, time management, and spiritual formation.

Goals should concentrate upon only some, not all, of the above mentioned fields. Realistic and challenging though attainable goals should be mutually agreed upon and prepared in written form; copy to the SLE Mentor, copy to the student; copy to be included in the student's Supervised Leadership Experience portfolio. See forms included in this Manual.

Student and SLE Mentor will agree upon such matters as to the date the Supervised Leadership Experience begins and ends; remuneration if any; time and place of weekly conferences, material to be used for the book report, and specific goals to be reached.

Student is permitted to perform the Supervised Leadership Experience in his/her present place of ministry. Though not required, where possible the SLE Mentor will be separate from the student's place of service.

Student and SLE Mentor will meet weekly for counsel, discussion of actual and potential problems, progress reports and evaluation, and prayer for one another.

If SLE Mentor becomes concerned about any part of the process, either on the part of the student or the seminary, he should call the Director of Service Learning (513-244-8107).

SLE Mentor will complete an evaluation form at the end of the Supervised Leadership Experience for inclusion in the student's portfolio.

### ***Responsibility of the Director of Service Learning***

The Director of Service Learning will determine if the ministry site and SLE Mentor selected by the student are acceptable.

The Director of Service Learning will notify in writing those approved for CBS's Supervised Leadership Experience.

The Director of Service Learning will maintain a portfolio on each student in the Supervised Leadership Experience.

The Director of Service Learning will be available to the student and the SLE Mentor for counsel and to arbitrate any problems which may arise. Student and the SLE Mentor may appeal decisions of the Director of Service Learning to the Academic Dean of the Seminary, whose decision is final.

### **Guidelines for the Supervised Leadership Experience Integration Paper**

The student will produce a paper which integrates the following:

1. Classroom learning/experience.
2. Theological reflection in consultation with the student's SLE Mentor and the Director of Service Learning.
3. The identification of theological truths/principles toward the practice of ministry.

This paper should include the student's Philosophy of Ministry, combining a Biblical foundation with the practice of ministry, and a means of assessing the effectiveness of this philosophy.

The student is expected to write this paper with his/her specific future ministry in mind.

The paper is to be 15-20 pages in length, using standard research and documentation methodologies.

The Director of Service Learning will read this paper and lead the student in further theological reflection during student's debriefing session.

### ***Completing the Program; Debriefing; and Assignment of Credit***

When the agreed upon time for the Supervised Leadership Experience shall end, the student will gather materials related to his/her Supervised Leadership Experience from the SLE Mentor and meet with Director of Service Learning.

After the debriefing, the Director of Service Learning will assign a Supervised Leadership Experience a pass/fail grade and submit this grade to the student and the Registrar.

A student dissatisfied with his/her grade may appeal to the Director of Service Learning, who will then contact the SLE Mentor, invite SLE Mentor's opinion of the grade assigned, and invite SLE Mentor to attend a meeting with the student and Director of Service Learning to render a decision regarding a higher grade. Student may appeal this decision to the Academic Dean of the Seminary, whose decision is final.

In plain English, the process step by step:

1. Complete "Intent to Pursue Supervised Leadership Experience Form" and file it with the Director of Service Learning.
2. Ask the Director of Service Learning if the Supervised Leadership Experience (SLE) Mentor you would like to use is approved for CBS' Supervised Leadership Experience.
3. Contact your proposed SLE Mentor and ask him/her to serve. Ask your SLE Mentor to complete the SLE Mentor's form and file this form with the Director of Service Learning.
4. The letter of acceptance comes from the Director of Service Learning and your Supervised Leadership Experience may begin.
5. Spend some time considering and writing goals for your ministry and your Supervised Leadership Experience in particular.
6. Review these goals with your SLE Mentor. Discuss whether he/she feels you need to add to or modify your list in consideration of the site you have selected and the work you will be doing.
7. Send a copy of these goals to the Director of Service Learning.
8. Keep your log up to date. Once you get behind, it is difficult to catch up and be accurate. Write your impressions as well; make this more than a diary; make it a journal.
9. With your SLE Mentor, select a book to read. Write your book report during your Supervised Leadership Experience.
10. Midway through the experience, write your personal evaluation of your progress on your goals, both general and specific.
11. Review your evaluation with your SLE Mentor and Director of Service Learning.
12. During your last week or final days of the experience, write your personal evaluation of your progress on your goals, both general and specific.
13. Review this final evaluation with your SLE Mentor and Director of Service Learning.
14. Write your integration paper, considering the guidelines in this manual. Hint: this won't be easy; allow yourself enough time to do this properly.
15. Gather your materials and be certain you have everything for your debriefing with the Director of Service Learning.
- 16.. Have your debriefing meeting.
17. Breathe a prayer of thanks for the experience (and that you survived!)

## **Specific Goals for My Supervised Leadership Experience** **Cincinnati Bible Seminary**

NOTE: There are three areas: Character, Knowledge, and Skills. Please prepare goals in each area.

### **CHARACTER**

Reflecting upon the biblical qualifications for ministry in I Timothy 3:1-13 and Titus 1:5-9, what specific qualities would you like to develop/strengthen during your Field Education? Explain why.

EXAMPLES:

\* I would like to become a better steward of my resources, especially money. I am irresponsible with my ATM card. *I will create a budget, log my spending, and review my progress weekly.*

\* I would like to learn to trust God more. I tend to worry a lot about the details of my life and take matters into my own hands. *I will begin using a written prayer list with dates prayers offered and date answer came.*

\* My spiritual life—prayer and Bible reading is irregular. I get bored reading the Bible and don't know what to do about it. *With my Field Mentor's counsel, I will begin a systematic daily program of Bible reading.*

LIST YOUR OWN GOALS HERE (In the examples the goal is in italics. Write your goals here and why each is important to you. Use another sheet of paper if you need additional space):

## SKILLS

Reflecting upon your experience, and upon courses you have taken in Practical Ministry, what skills do you wish to develop to strengthen your preparation for effective ministry? Explain why.

EXAMPLES:

\* I don't feel I am strong enough as a leader. I would like to learn how to become a better leader. *I will volunteer for a task outside my comfort zone and write a personal evaluation of what I did well and what I need to do better next time.*

\* I feel that God has gifted me as a teacher of His Word, and I feel called to preach. But I need more teaching and preaching opportunities in order to build my confidence. *I will seek opportunities to teach and preach and will evaluate my progress in writing, comparing each experience with those previous.*

\* Conflict with people always bothers me and I often don't know what to do. *With the counsel of my Field Mentor, I will select a book on conflict resolution and will keep a diary of how well or badly I do when situations where I am personally involved or see others involved in situations where opinions differ.*

LIST YOUR OWN GOALS HERE: (In the examples the goal is in italics. Write your goals here and why each is important to you. Use another sheet of paper if you need additional space):

## KNOWLEDGE

Reflecting upon what you are learning in the Cincinnati Bible Seminary in the areas of knowledge, what strengths can you continue to develop and what deficiencies can you work to correct?

EXAMPLES:

\* I've noticed when I teach people like to hear me connect passages in Paul's epistles with life today. *I will listen more carefully to others, and then when I teach or preach try to show how a particular passage can meet some need I discovered people are concerned about (and do it without embarrassing anybody).*

\* I feel very inadequate calling on people who are really sick. *I will go with my Field Mentor when he calls on sick people and afterward learn from him how he sees their situation in relation to what the Bible teaches.*

LIST YOUR OWN GOALS HERE: (In the examples the goal is in italics. Write your goals here and why each is important to you. Use another sheet of paper if you need additional space):

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Mentor's signature \_\_\_\_\_ Date \_\_\_\_\_

1.27.07

## **Supervised Leadership Experience Mentor's Evaluation Form**

Here are suggestions for areas you might want to cover in a debriefing interview.

### **Actual Experience**

What positive lessons did you learn about your ministry experience?

What negative lessons did you learn about your ministry experience?

Was the church/organization able to provide enough varied experiences to give you a good overview of what ministry in your field is like? In what ways?

### **Personal insights**

What key insights did you learn about yourself during your SLE?

Strengths? Weaknesses? Areas you want to improve?

Does your experience confirm, or weaken, your intent to serve in this particular ministry area? If so, how? If not, what changes are you considering?

### **Relationships with co-workers**

What did you learn about staff relationships?

Was this about what you expected? How did it differ?

Any areas you feel could have been handled better?

### **Future**

How will your experience enhance your future ministry?

Have you grown as a result of your experience? Can you describe a specific area?

If you could do over any aspect of your experience, what would it be?

**Supervised Leadership Experience Mentor**

Name: \_\_\_\_\_

Field of Service (church or organization): \_\_\_\_\_

**Student**

Name: \_\_\_\_\_

Degree Sought: \_\_\_\_\_

Place of Education: \_\_\_\_\_

\_\_\_\_\_

**Summary of Student's Supervised Leadership Experience:**

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SLE Mentor's Signature \_\_\_\_\_ Date: \_\_\_\_\_