

Tyndale Seminary Internship Supervisors' Orientation Session

Friday, September 27, 2019

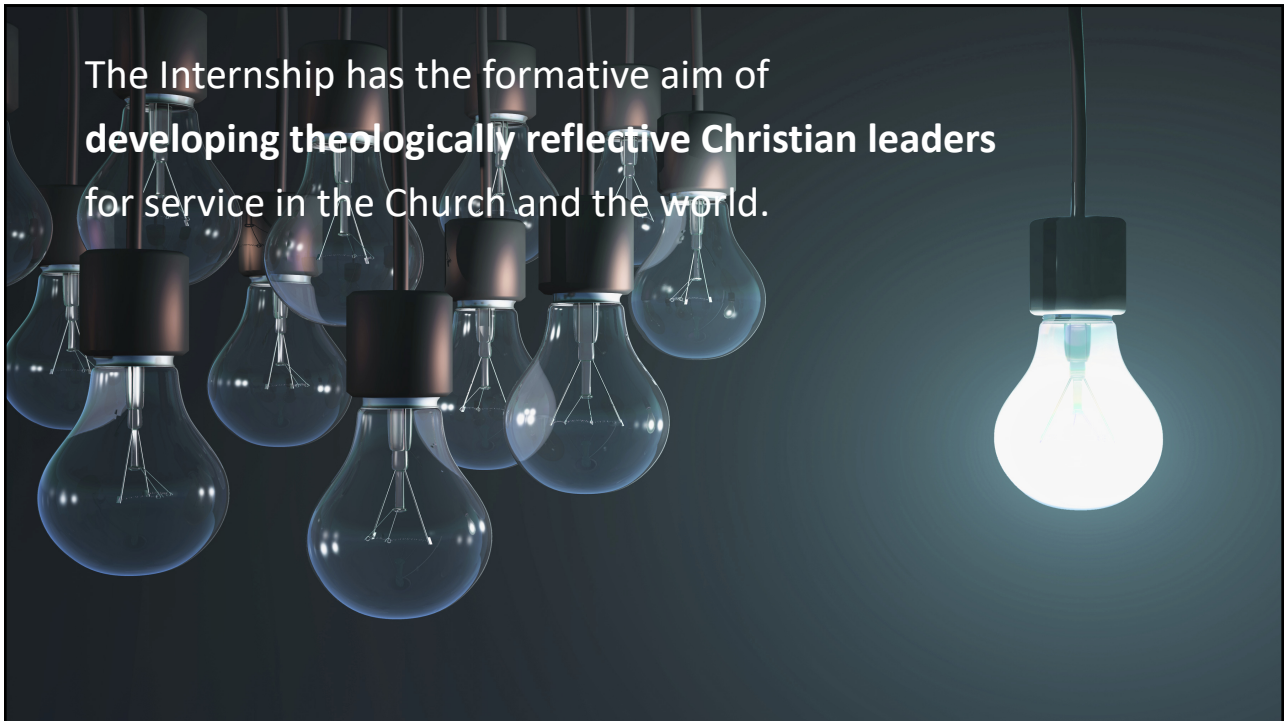
Gathering Focus

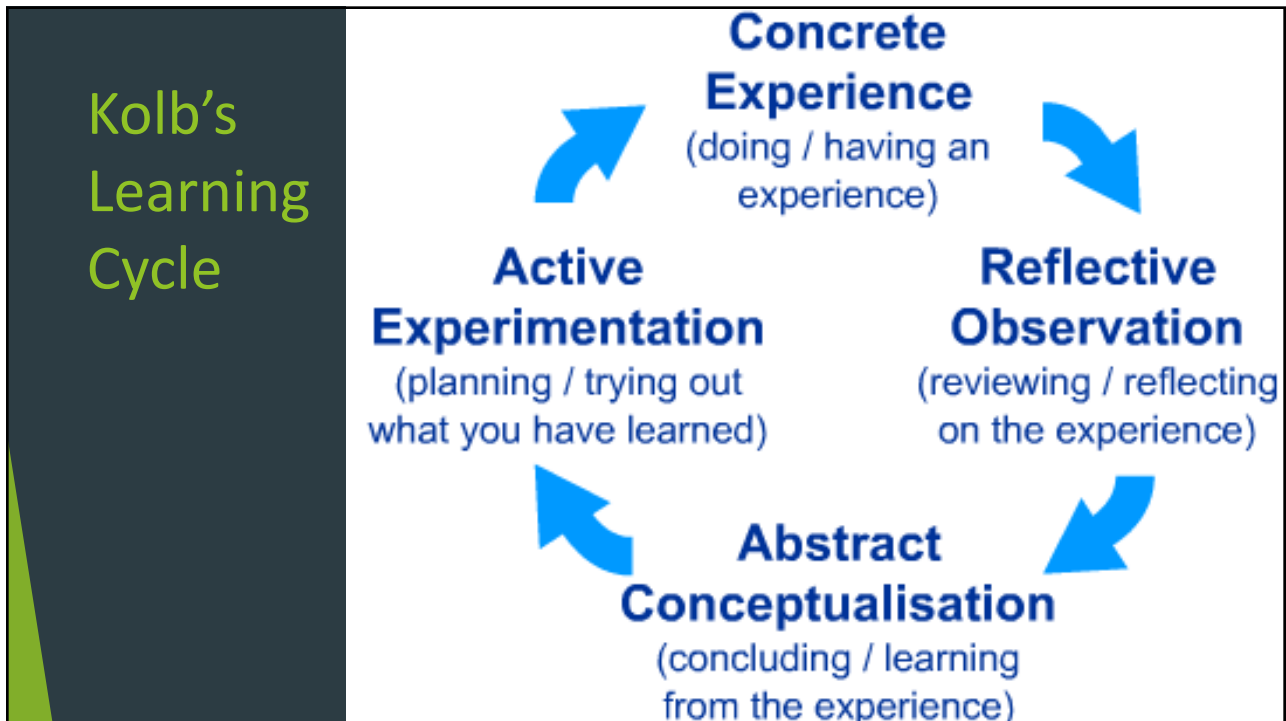
- ▶ Name, Ministry Site, Role
- ▶ What's the most valuable thing you've learned about ministry since leaving seminary – that you didn't learn in seminary?

Tyndale Seminary Internship Program

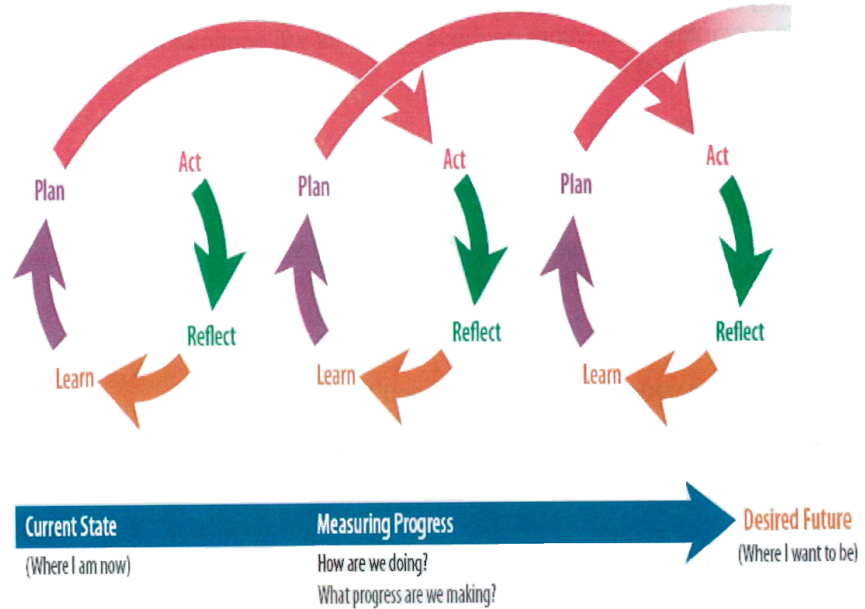
- ▶ Third year MDiv students
- ▶ Start in September, January, or May
- ▶ 8-20 students per semester (30-35 per year)

The Internship has the formative aim of **developing theologically reflective Christian leaders** for service in the Church and the world.





Action Reflection Over Time



- ▶ Through engagement in **real-world ministry in supervised placements**, interns are provided with opportunities to **work alongside** experienced ministry mentors to develop **ministry competencies**, to set and meet individualized **learning goals**, and to reflect theologically, discerning, clarifying and confirming their ministry **gifts and calling**.

Outcomes

1. Demonstrate **growth** in ministry capacities and competencies in accordance with their individualized learning covenant and their ministry major (*skill development*)

Outcomes

2. Engage effectively in the practice of personal and group **theological reflection** on ministry experience (*integrate learning with experience*)

Outcomes

3. Analyze the social, cultural and global context of **God's mission** in the world and in their own ministry setting (*how is God at work here*)

Outcomes

4. Understand the value of **mentoring, supervision and peer accountability** for lifelong personal, professional and spiritual growth (*be committed to get feedback from others*)

Outcomes

5. Identify and articulate one's **calling, aptitudes, growing edges** and personal **philosophy of ministry** (*be a lifelong learner*)

Outcomes

6. Demonstrate an **integrative** understanding of the Biblical, theological, historical, spiritual and personal dimensions of Christian ministry (*why do we do ministry like this?*)

Internship Requirements

- ▶ ***Establish a Learning Covenant outlining goals***
- ▶ ***Site Placement Form***
- ▶ Ten hours per week of real ministry (260 hours)
- ▶ ***Weekly supervision with a ministry mentor***
- ▶ 6 Ministry Reflection Seminars (3 per semester)
- ▶ Two case studies (one per semester)
- ▶ 12 page final reflection paper
- ▶ Student self evaluations (mid-term and final)
- ▶ ***Final supervisor evaluation***
- ▶ Exit Interview with Internship Director

Supervisor's Help Page

[http://www.tyndale.ca/seminary/tsip
/resources-for-supervisors](http://www.tyndale.ca/seminary/tsip/resources-for-supervisors)

Key Student Struggles

- ▶ Program & event planning/administration
- ▶ Managing and motivating people – especially those who disagree with them
- ▶ Life/ministry/work balance – avoiding overwork and over-commitment
- ▶ Applying their theological learning (theological reflection)
- ▶ Seeing a future in full-time ministry

Format for Supervision Meetings

- ▶ **There is no fixed method of having a Supervision meeting.**
- ▶ **Although you control the agenda, let the student come with their questions.**
- ▶ Variables that will impact the content and flow of a meeting include:
 - ▶ the ministry site,
 - ▶ where the student is at in their ministry growth,
 - ▶ the nature and context of the relationship,
 - ▶ the nature of the student's goals,
 - ▶ the duration of the meeting,
 - ▶ what opportunities and challenges the student is experiencing, and
 - ▶ what is actually required of the student in their ministry role

What to Listen For

- ▶ What the person says ... or doesn't say (non-verbal clues)
- ▶ The meaning behind the story
- ▶ What makes them come alive (or go dead, withdraw)
- ▶ Resistance, fear, backtracking, other emotions
- ▶ Voice of the inner critic
- ▶ "Flag" words or emotions – anxious, respect, fair, right, wrong, angry, depressed, or something not quite true

Six Possible Supervision Steps

1. Check-in and Connecting

- ▶ Prayer
- ▶ Attunement, centering, reconnecting
- ▶ How are you doing?
- ▶ What's going on with you?
- ▶ What's happening in your life right now?
- ▶ Are there any pressing issues that you are facing? (this may lead to next step.)

2. Contracting

- ▶ This is the process of helping the student decide what he/she wants in the Supervision session – goal setting
- ▶ “What are you bringing to Supervision today?”
- ▶ “Where do you want to be when we finish?”
- ▶ Creates a container for the conversation
- ▶ Recontract at different stages of the session if you need to

2. Contracting

- ▶ What does the student want to work on today? OR What have you been observing about their progress?
- ▶ What would they like to get out of this meeting by the time it ends?
 - ▶ May want to start with pressing issues or clarification questions.
 - ▶ Creates a focus for the Supervision session.
- ▶ Although the Supervisor is in control of the session, the student needs to take ownership of their learning.

2. Contracting

- ▶ Always holding two contracts simultaneously:
- ▶ Big “A” Agenda - Overarching Supervision goals with student (usually from the learning covenant) – gives energy and direction to overall process
- ▶ Small “a” agenda - Individual session contract – provides focus for this Supervision session
- ▶ Both may change over time

2. Contracting (7 steps)

- ▶ 1. Discover the focus of this session – what do they want to discuss?
- ▶ 2. Go deeper – why is this an issue now? Presenting issue is not always the real issue.
- ▶ 3. What is the desired outcome for this conversation? Use SMART goals.
- ▶ 4. What’s important about this outcome? How would life be different if you achieved this outcome? What’s this about for you? The motivation question.
- ▶ 5. Establish a measure for success – how will you know you have achieved your outcome? On a scale of 1-10 where are you now and where would you like to be?
- ▶ 6. Check in periodically in midst of Supervision conversation – are we on track? Are we getting to where you want to go today?
- ▶ 7. Closure – Where are you now? Did we get there?

3. Celebration and Appreciation

- ▶ What successes did they experience?
- ▶ What failures were there? What correction may need to happen (skill, relationships, devotion?)
- ▶ How can they celebrate the successes?
- ▶ What is there to appreciate about both the successes and failures?
- ▶ What have they learned about themselves?

4. Reflection and Learning

- ▶ Reflection on ministry assignments and observations and action steps since the last session.
- ▶ What were the results? How has this moved the student forward?
- ▶ What is the student learning? What got in the way? What needs to change?
- ▶ Provide feedback for observed ministry activities (leading, preaching, personal interactions, pastoral care, hospital visits, etc.)

5. Encouragement/Acknowledgement

- ▶ Encourage and champion the student for their next steps.
- ▶ Acknowledge the student for who they are and who they are becoming.

6. Evaluation of the Meeting

- ▶ What worked?
- ▶ What got in the way?
- ▶ What benefit is the student taking away from the meeting?
- ▶ How are they different?
- ▶ What actions will they be taking?
- ▶ How will they hold themselves accountable?
- ▶ Close in prayer – welcome God into the ongoing learning and application.

Ask Questions

- ▶ a key to understanding, invite introspection.
- ▶ focus our attention, greater creativity and insight.
- ▶ make implied ideas explicit, cut confusion.
- ▶ uncover hidden agendas, increase learning.
- ▶ reveal hidden opportunities and dangers.
- ▶ clarify commitment (identify next steps/actions)
- ▶ assist discovery, decisions, implementation and accountability.

Sample Questions

- ▶ What is possible?
- ▶ If it works out exactly as you want it to, what would it look like?
- ▶ What is exciting to you about this?
- ▶ What is the urge/longing? What desire are you feeling?
- ▶ What does your intuition tell you?
- ▶ What does your heart tell you? What are your feelings saying?
- ▶ What do you make of it?

Sample Questions

- ▶ What do you think is best?
- ▶ How does it look to you?
- ▶ How do you feel about it?
- ▶ What resonates for you?
- ▶ What does it feel like?
- ▶ What is the part that is not yet clear?
- ▶ What do you want?

Theological Reflection Questions

- ▶ What is God saying to you?
- ▶ What is this experience teaching you about God/ministry/people?
- ▶ What does scripture say about this situation?
- ▶ How does this situation differ from what you expected/believed?
- ▶ How is your background/culture shaping your response?
- ▶ What is being challenged in you by this situation?
- ▶ What about this is making you feel uncomfortable?
- ▶ What do you think Jesus might do in this situation?
- ▶ What do you need to be doing differently now?

Questions – 7 Guidelines

1. Simple (don't ramble)

- ▶ Don't make the question longer than the answer
- ▶ Don't make the question all about what you know subtly disguised as a question
- ▶ Try one or two word questions, like "And ...?" or "What else?"

Questions – 7 Guidelines

2. Single (one question at a time)

- ▶ "What were you thinking about when that happened and then what did you do?" – both good questions but ask one at a time.

Questions – 7 Guidelines

3. Clean (not loaded with your agenda or with judgment [positive or negative], not directive, not shaming nor leading)

- ▶ Didn't that make you angry?
- ▶ Do you think it's the pastor's fault?
- ▶ What would your mother say about you doing that?
- ▶ How did you come up with such a dumb idea?
- ▶ How could you do that?

Questions – 7 Guidelines

4. Open-ended question (can't be answered yes or no)

Is there a timeline for this decision?

Vs

What kind of timeline are you facing?

Are you feeling anxious about this decision?

Vs

What are you feeling as you face this decision?

Questions – 7 Guidelines

5. Avoid “why” questions (communicates judgment and generates defensiveness)

- ▶ Why would you do that??
- ▶ Why are you thinking that?

Questions - Guidelines

6. Less is more – Silence is a form of questioning

- ▶ Use one or two word questions
- ▶ So ...?
- ▶ And ...?
- ▶ But ...?
- ▶ Go on ...
- ▶ Tell me more about that.

Questions – 7 Guidelines

7. Don't give advice disguised as a question.

- ▶ “Why don't you ...?”
- ▶ “That happened to me one time, and here's what I did... Don't you agree that would work here?”