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Guide for Student Ministry Supervisors (SMS)

What is a Student Ministry Supervisor?
An ACOM student’s – SMS or Student Ministry Supervisor has a strategic and important role in the ministry development of the student. We believe that the best training happens on the ground, with students receiving real life, practical experience in developing the skills needed for a life of ministry.

An ACOM SMS is a facilitator of growth, primarily focused on the ministry competence of the student, but also addressing character and formation issues as they impinge on the students’ effectiveness in the ministry they are involved with.

The SMS is the primary feedback channel to the student regarding their competence in their ministry placement, providing constructive and objective insight on both strengths and growth points. The SMS’s role is not to tell the student what to do but rather to facilitate and encourage growth in leadership, missional orientation, competence in ministry and character through reflective processes that come out of real ministry situations. It is growth oriented rather than reporting oriented.

What Characteristics Make a Good Student Ministry Supervisor?
A good Student Ministry Supervisor:
- Models a spiritual and/or ministry path that is appealing to the student
- Is a good listener – doesn’t ‘preach at’ the student or give uninvited advice
- Has insight and honesty about themselves, the world, God, the student and ministry
- Is experienced and competent in the student’s General Field Training area at this placement
- Has the time to give to the student’s growth and development in ministry
- Can regularly observe the student in his/her ministry
- Likes, respects and believes in the student and is committed to his/her growth
- Has a style of encouragement and a willingness to confront issues out of a commitment to the student’s growth
- Able to help and encourage the student to ensure that they acquire whatever experience they need to prepare them for future ministry possibilities
- Has authority with the Placement to organize specific ministry opportunities for the student to complete their tasks.

What does a Student Ministry Supervisor do?
For each unit, students are required to do at least 30 hours (inc. 1 hour with SMS) of ministry placement in a suitable ministry. Students will discuss with their Learning Support Manager what a suitable Ministry Placement is. What is most important is that a student’s ministry experience while studying appropriately equips them for where they want to go in ministry. The Role of the SMS is to help the student gain the right experiences, at the right time according to their developmental training needs.

The ministry/field work should be part of a genuine ministry role at the Placement, within which the SMS has specific opportunities to provide guidance. The SMS guides this field training, encourages the student, helps define specific tasks to be done, facilitates the student in reflecting on how s/he has functioned as a Missional leader, constructively challenges inadequate performance and provides insight for growth.

We suggest that Student Ministry Supervisors meet with the student at the beginning of their study year to determine the details of their ministry placement and to discuss and decide upon appropriate goals for the placement year. See section on Setting Goals in this handbook.
Student Ministry Supervisors then meet with the student they are supervising for approximately 1 hour per unit at the end of the trimester to work through the “Student/SMS Reflection Worksheet” with the student. This is to encourage the student to reflect on how their studies relate to their ministry. The SMS’s role is to assist the students in this reflection. (i.e if a student is doing 2 units in a trimester then they meet with their SMS for 2 hours and work through an “Student/SMS Reflection Worksheet” for each unit studied.)

Students should come to the final Supervision meeting for the trimester with a completed ‘Student/SMS Reflection Worksheet’ for each unit to discuss. The student can then complete their “Declaration on Unassessed Work” form found on Moodle to complete their academic requirements for each unit.

We have included a number of helpful resources for Student Ministry Supervisors in this handbook. It is not a requirement that you use these with the student you are supervising, they are here to help you and provide a framework for your supervision if you choose.

Thank you for considering this important role in ministry development of our ACOM students.
For more information please contact our Help Desk 1800 672 692 or info@acom.edu.au
Student/SMS Reflection Worksheet

This reflection sheet is to be completed towards the end of each trimester of study. The student is to come to a session with their SMS ready to discuss these questions. The student then records this in the un-assessed requirements declaration at the end of each trimester.

What ministry have you been involved in this trimester?

What unit/s have you been studying this trimester and in what ways have you been able to practically apply your studies to ministry this trimester?

Where do you see tension between what you are learning and what you are doing?

If you could do one thing differently as a result of your studies, what would it be?

What changes will you make in your life or ministry as a result of your studies?
Guide for Placements

What is a Placement?
A placement can be any place where an ACOM student can fulfil the field training component of their course. Student choose a local church or other place of intentional Christian mission that will release their first and give opportunities to serve and grow.

What does a Placement do?
Undergraduate units include 30 hours allocated to field training, which is spent as follows:

- 29 hours allocated to field training in the ministry area agreed to by the student and placement
- 1 hour of supervision – Including the end of trimester reflection worksheet

The total hours the student spends in field training is determined by multiplying the 30 hours by the number of units being studied that year. The placement provides the context for those hours, with opportunities for frontline ministry in areas of the student’s choice and agreed to by the placement. The chosen ministry areas should release the student’s gifts and stretch him/her to grow personally and vocationally. The student selects their Student Ministry Supervisor, who is usually based at the placement and can oversee their ministry and facilitate reflective growth processes.

Flexibility in General Field Training Hours
- Each student is entitled to four weeks annual leave, at a time arranged with the placement and/or SMS.
- Church attendance is expected of all students at local church placements, at those services which the minister would be expected to attend and is included in the field training hours.
- Allowances for travel time should be made in the field training hours where it is a significant factor.
- Allowances can be made by the SMS for the benefit of the student in times of special need or stress. The student’s Learning Support Manager may be notified if appropriate.
- Time missed from supervised field training while at unit facilitations should be picked up at other times.

Financial Assistance to Students
There are no costs involved in becoming a placement. However we encourage placements to consider supporting their student financially as they are able and see this as payment for the ministry they provide. Ideas for placements supporting their students include:

- Reimbursement of field training expenses: consider reimbursing any field training costs such as travel costs
- Part-time employee: placements could employ students for their field training with them, if suitable to both parties at rates agreed upon by both. This may or may not include the required supervised field training hours, but this should be clarified in the arrangement.
- Payment of ACOM fees: placements may pay some or all of a student fees. This is best done by lump sum or automatic transfer paid into the student’s ACOM account. Please contact the ACOM National helpdesk to initiate this.
Getting Started Checklist

☐ Agree together with the student on a frontline ministry area for their field training which will release the student’s gifts and stretch them to grow personally and vocationally.

☐ Agree together with the student how the field training hours (number of units undertaken this year x 30 hours) will be allocated over the year – e.g. 3 hours per week.

☐ Agree together with the student what his/her ministry goals will be for the year.

☐ Agree together with the student what (if any) financial assistance will be provided.

☐ Assist the student to complete a Code of Conduct and a Working with Children (Police) check as appropriate.

☐ Publicise and recognise the commencement of the student in ministry with you. This can greatly improve the effectiveness of your student’s ministry for both placement and student.

☐ Help the student find a suitable Student Ministry Supervisor if requested to do so.

Tips for Placements

The placement can greatly enhance the effectiveness of the student’s field training by getting started on the right foot. Here are some ideas:

- Give the student a title that helps people at the placement grasp the student’s role.

- Have a public commissioning – just a brief introduction, outline the students field training and prayer.

- Display a photo of the student (and their family if applicable) on a noticeboard, with an outline of their role, their background and what they are training for.

- Give opportunities for the student to develop a public profile with some up-front tasks.

- Include the student in any ministry listing you make for your placement, for example, if the placement is a church, list the student as a ministry team member on the newsletter.

- Be flexible in the first few months of the student’s field training about specific tasks, to give them room to settle into their areas of gifting, growing and passion.

- If the student is new to the placement, ask a person or family to give personal support to the student.

- Invite the student to participate in leadership discussions (eg. Elders/deacons meetings etc.) and invite them to any ministers or leaders events – eg. Retreats, refreshers etc.
Setting Goals

Remember

- Ministry Goals are about what the student hopes to achieve in their ministry field training in this year
- Supervision Goals are about what the student hopes to learn through the supervision process in this year
- Mentoring Goals are about what the student hopes to become through their whole-life experience of this year

Process

Before your next meeting ask the student to prayerfully think through and suggest their own goals of what s/he hopes to achieve, learn or become. The encourages ‘ownership’ and the student’s commitment to the goals. One sentence per goal will do. The SMS then reviews the student’s suggestions and, in discussion with the student, hones them into effective statements of desired outcomes that may be achieved in faith, in the power of the Holy Spirit and within the available time frame.

Definition

A goal is a statement of what a learner is to be like when s/he has satisfactorily completed a learning experience. A well written goal conveys to others a picture identical to the picture the student has in mind. The best goal is one that excludes the greatest number of possible alternatives.

Adapted from “Preparing Instructional Objectives” by Robert Mager

Good goals are:

- S – specific (naming areas and issues to address)
- M – measurable (so that progress can be discerned)
- A – achievable (within the year-long process)
- C – consistent (with development as a missional leader)

The key to a good objective is in the verb used:

<table>
<thead>
<tr>
<th>Verbs open to many interpretations</th>
<th>Verbs open to fewer interpretations</th>
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<tbody>
<tr>
<td>to know</td>
<td>to write/ to articulate</td>
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<tr>
<td>to understand</td>
<td>to set up/ to establish</td>
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<tr>
<td>to really understand</td>
<td>to identify</td>
</tr>
<tr>
<td>to appreciate</td>
<td>to develop</td>
</tr>
<tr>
<td>to fully appreciate</td>
<td>to outline</td>
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<tr>
<td>to grasp the significance of</td>
<td>to implement</td>
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<tr>
<td>to enjoy</td>
<td>to construct</td>
</tr>
<tr>
<td>to believe</td>
<td>to list</td>
</tr>
<tr>
<td>to have faith in</td>
<td>to define</td>
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</table>

Documentation

Regularly re-visit the goals developed as they will provide direction for the year for the mentoring or supervision process. Goals may be modified, concluded or added through the year.

Sample goals:

**Placement:** To set up a new weekly group for senior high school students

**Supervision:** To identify the particular emotional and spiritual needs of senior high-school students and implement 4 strategies to meet these

**Mentoring:** To develop a self-awareness of my style of communication with varying age-groups
ACOM Student Ministry Supervision Goals

Student’s Name: ________________________________________________________________

Placement: __________________________________________________________________

Student’s Placement Title: ______________________________________________________

Start Date: ___________________________ Finish Date: ___________________________

Placement Goals

What role/s would you like to be equipped for by the end of your training?

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

<table>
<thead>
<tr>
<th>What skills will be important to acquire to perform such a role/s?</th>
<th>Previous experience with these skills:</th>
<th>Plans for the coming year to acquire these skills:</th>
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</table>
**Ministry Goals**
List the agreed outcomes that the student hopes to *achieve* in their ministry this year:
1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________

**Supervision Goals**
List the agreed outcomes about what the student hopes to *learn* from their ministry this year:
1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________

**Mentoring Goals**
List the agreed outcomes about what the student hopes to *become* from their life experiences this year:
1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________

**Supervision Strategies**
List the agreed strategies for this year that will enable the student to reach their ministry, supervision and mentoring goals:

a) ______________________________________________________________________
b) ______________________________________________________________________
c) ______________________________________________________________________
d) ______________________________________________________________________
e) ______________________________________________________________________

**Other**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Note: Do not return these forms to ACOM but rather keep as a record between student and placement.
Confidentiality

We aim to respect each student’s privacy and to share information only in limited environments for the purposes of assisting a student’s growth.

Duty of Care and Disclosure

Student Ministry Supervisors assume some duties of care and disclosure by virtue of the personal nature of their work with students. Broadly speaking, this involves the following:

- An SMS may disclose to the student’s Learning Support Manager where issues arise with a student which risk seriously compromising the integrity of ACOM and/or its training. The SMS will normally seek to inform the student of this before doing so.

- If it appears that a crime has been committed, the SMS may initially take up the matter with the students with a view to disclosure. If the student does not co-operate, then the supervisor may break the confidentiality of the student and disclose appropriately to the student’s Learning Support Manager.

- If it appears that a child is in danger, the SMS may initially take up the matter with the student with a view to disclosure. If the student is not open to appropriate action, then the director may break the confidentiality of the student and disclose appropriately to the student’s Learning Support Manager.

- In the case of obvious or suspected psychiatric illness, the SMS is expected to consult the student’s Learning Support Manager in order to secure appropriate help.

- It is a duty of care on the part of the SMS to ensure proper processes are established in the awareness of the occurrence of, or reasonably likely occurrence of:
  - Sexual abuse of the student
  - Sexual abuse of an adult by the student
  - Severe depression of the student
  - Significant unresolved conflict in the life of the student

Note: Student Ministry Supervisor’s do not have to provide the care themselves, but should ensure, in consultation with the student’s Learning Support Manager, that students have adequate care structures to manage and solve problems they face. Student Ministry Supervisor’s may suggest counselling, confidants or other support structures.
Supervision Meeting Tips

- Pray!!! Before, during, after...
- Talk less than 20% of the time
- Build a healthy relationship
- Use questions effectively
- Focus on the student, not the ministry
- Don’t clone yourself
- Don’t fix! Empower them
- Leave the ball in their court – don’t do it for them
- Be creative
- Keep records – dates of meetings, hours, MACs (SMS’s only)
- Facilitate, don’t preach or give advice
- Fill out a log at the end of each meeting
End of Year Placement Review

1. What went well in your placement this year?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. What didn’t go according to plan this year?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

3. What changes would you like to see for next year, to ensure you develop the appropriate skills?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
Student Ministry Supervision Resources

Philosophy

Like it or not, we all have a philosophy of – or approach to – coaching or mentoring which we use when given a role of empowering or influencing others. We can radically improve our effectiveness by becoming aware of our philosophy, and being willing to broaden and adapt it to suit the person and the context. Document how your coaching/mentoring philosophy has changed over the year so far.

1. How has your coaching / mentoring philosophy changed?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. How is my philosophy helping my student?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. How is my philosophy NOT helping my student?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
People who have influenced my development

List people and leaders who have significantly influenced your development

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>How did they influence you?</th>
</tr>
</thead>
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</tbody>
</table>

Questions:

1. Did you (or the person who influenced you) realise at the time that coaching/mentoring was occurring?

2. What kinds of people seem to recur?

3. How does this affect how you will tend to coach/mentor others?

4. Note which of your coaching/mentoring experiences have been:
   - passive
   - occasional
   - intensive intentional
**EQUIP word study**

**Greek - “katertiso”**

‘Equip’ means to: [put into proper condition]

<table>
<thead>
<tr>
<th>Passage</th>
<th>Meaning</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke 6:40</td>
<td>Fully trained (perfected)</td>
<td>katertismenos</td>
</tr>
<tr>
<td>Hebrews 10:5</td>
<td>Prepared</td>
<td>katertiso</td>
</tr>
<tr>
<td>Matthew 21:16</td>
<td>Ordained praise (perfected)</td>
<td>katertiso</td>
</tr>
<tr>
<td>1 Corinthians 1:10</td>
<td>United</td>
<td>katertismenoi</td>
</tr>
<tr>
<td>1 Peter 5:10</td>
<td>Restore (perfect)</td>
<td>katertisai</td>
</tr>
<tr>
<td>Hebrews 13:21</td>
<td>Perfect</td>
<td>katertisai</td>
</tr>
<tr>
<td>Romans 9:22</td>
<td>Prepared (fitted) for</td>
<td>katertismenai</td>
</tr>
<tr>
<td>Matthew 4:21/Mark 1:19</td>
<td>Mending</td>
<td>katertizontas</td>
</tr>
<tr>
<td>1 Thessalonians 3:10</td>
<td>Complete</td>
<td>katertisai</td>
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<tr>
<td>Galatians 6:1</td>
<td>Restore</td>
<td>katartizete</td>
</tr>
<tr>
<td>2 Corinthians 13:9</td>
<td>Perfection</td>
<td>katartisin</td>
</tr>
<tr>
<td>Ephesians 4:12</td>
<td>Perfecting</td>
<td>katartismon</td>
</tr>
</tbody>
</table>
Student Ministry Supervision Resources

From Bad to Good

1. Bad Coaching
Avoid these features common in bad coaching or mentoring processes:

- Dictating
- Preaching
- Advice-giving
- Rescuing
- Ridiculing/judging

Good Coaches talk less than 20% of the time.

2. Good Coaching
Good Coaches/Mentors make the shift from:

- Teller to Trainer
- Director to Empowered
- Supervisor to Facilitator

3. Asking Good Questions

- Easily understood
- Not complex
- Can be answered briefly
- Require thought
- Encourage self-disclosure
- Do not allow for one word answers
# Coaching Styles

Adapted from Donald F. Beisswenger

<table>
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</thead>
<tbody>
<tr>
<td><strong>Primary Goal</strong></td>
<td>Accomplish Tasks</td>
<td>Transfer of Learning</td>
<td>Professional Socialisation</td>
<td>Professional Socialisation</td>
<td>Resources Utilisation</td>
<td>Expand student’s capacity to clarify and solve problems</td>
<td>Develop capacity to discern God’s activity and meditate on experience</td>
</tr>
<tr>
<td><strong>Coach’s Task</strong></td>
<td>Define work responsibilities</td>
<td>Create an educational work arena to share / appraise</td>
<td>Involve student in his/her work</td>
<td>Design a learning context</td>
<td>Be aware of resources</td>
<td>Know skills of consultation</td>
<td>Know how to read life theologically</td>
</tr>
<tr>
<td><strong>Focus of Attention</strong></td>
<td>Evaluation of performance</td>
<td>Evaluation of performance</td>
<td>What, why and how Coaches do what is done</td>
<td>Personal and professional growth of student</td>
<td>Project for which resources are needed - student’s ability to find them</td>
<td>Issues, goals, problems of the student</td>
<td>The Student’s discernment</td>
</tr>
<tr>
<td><strong>Dynamics</strong></td>
<td>Boss / Worker</td>
<td>Professor / Student</td>
<td>Craftsman / Learner</td>
<td>Professional/ Learner</td>
<td>Expert/Learner</td>
<td>Consultant / Learner</td>
<td>Guide / Learner</td>
</tr>
<tr>
<td><strong>Dominant Control</strong></td>
<td>Coach / mentor</td>
<td>Coach / mentor</td>
<td>Coach/mentor</td>
<td>Collaborative, emphasis on Coach / Mentor’s initiative</td>
<td>Student</td>
<td>Collaborative, emphasis on student’s initiative</td>
<td>Collaborative</td>
</tr>
</tbody>
</table>
Student Ministry Supervision Resources

Awareness of your relationship

Adapted from H & W Hendricks “As Iron sharpens Iron”

1. In what ways is this person like me?
   Do you have a lot in common or none at all?
   Do you find it easy to spend time with her/him or is it a strain?

2. Do I respond to this person’s need or situation?
   Does he/she move your heart?
   Do you feel motivated to do something?

3. Does this person want my help?
   Is the relationship forced or natural?
   Why would s/he want my help?

4. Is this the right time to help this person?
   What is s/he open / able / needing to hear?
   What is s/he currently closed / unable to hear/unteachable?

5. What are his/her needs as I see them?

What are three issues that will keep him/her from moving ahead?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Take a step back and look at the big picture: what does this person really need?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Student Ministry Supervision Handbook