

Education for Ministry
Manual for Trainers

Appendix C-2
Common Lessons and Supporting Materials

The University of the South
Sewanee, Tennessee USA
2006

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Introduction

This manual is for the women and men who have been accredited by the School of Theology Programs Center (SOTPC) to train and approve individuals as mentors for the Education for Ministry program.

The purpose of this manual is to assist each EfM trainer of mentors to prepare for and conduct Mentor Training and Mentor Formation events. It provides resources for trainers to use in these events. Designs for events are available upon request. They are also available at the Trainer Resource Site on Blackboard.

This manual should be used in conjunction with the Common Lessons and Supporting Materials (CLSM), the Manual for Coordinators, and the information which trainers learn at Training of Trainers Conferences. For filing purposes, the manual is found in Appendix C-2 of the Common Lessons and Supporting Materials.

Acknowledgements

We are in debt to Flower Ross, John de Beer, Gordon Okunsanya, and Gail Jones who assembled earlier versions of the Manual for Trainers. Those earlier versions represented the gathered work of many trainers to whom we are all indebted. This is a slimmer version since many designs which were formerly part of the manual will be available on the World Wide Web soon.

The Rev. Edward de Bary, S.T.D.
EFM Program Director
July 1998, Sewanee, Tennessee

Becoming an EfM Trainer

The Education for Ministry program seeks as trainers mature persons who have

- considerable experience in working with small groups
- knowledge of the dynamics of personal and interpersonal growth
- familiarity with biblical and theological concepts
- sufficient knowledge about the Bible and church history to deal with (not necessarily answer) questions
- commitment to the principles of experiential education, which provide the methodological basis of the program.

In general we seek trainers from the ranks of experienced EfM mentors, recommended to us by EfM trainers.

In addition to choosing trainers who possess the skills listed above, we take into consideration the need for trainers in particular geographical areas. Our goal is to distribute EfM trainers geographically in order to minimize the cost of travel and maximize the availability of trainers to the EfM population. More trainers are needed in heavily populated areas where there are many EfM groups than in sections of the United States which are more sparsely inhabited.

Individuals may be nominated as candidates to become EfM trainers or may inquire about this with the EfM Program Director. We review proposed candidates when we plan training events for new trainers. A member of the EfM staff interviews prospective candidates and the slate of candidates is circulated among the Programs Center staff before we make a decision to invite anyone. Based upon personal information about the candidate, the recommendations we have received, geographical considerations, and the needs of the EfM program, candidates may be invited to attend a training event. They must pay their travel expenses to Nashville. The EfM Program pays for transportation from the airport, room and board, and staffing of the conference.

We seek to minimize the possibility that someone will be turned down after coming to a training event; however, about 20% of those who attend Training of Trainers are not immediately accredited to become EfM trainers. We feel strongly that it is not helpful to the candidate, mentors, or the EfM program to accredit someone until we are certain that person is ready.

Usually the Training of Trainers takes place in Sewanee. This is a weeklong training sessions designed to prepare candidates to become trainers of mentors. During the basic Training of Trainers, individuals practice in great depth the methods of theological reflection and the skills to train others to use these methods. They must demonstrate that they understand and can convey to others the administration of the EfM program. They also learn the basic skills of leading small groups and the theories of education and leadership styles which undergird the EfM program. Training of Trainers is an intensive workshop designed to develop personal and professional

Qualifications

Selection Criteria

The Selection of Trainers

skills. The sessions are personally demanding at emotional, performative, and intellectual levels.

**Training &
Accreditation**

Successful candidates are granted accreditation as EfM trainers for a period of one year. This accreditation is granted by the EfM Program Director in conjunction with the training team leading a particular event. Trainers are required to return for in-service training every 12 to 18 months.

The Trainer's Relationship to EfM, The School of Theology, and The University of the South

The Education for Ministry program is a part of the Programs Center of the School of Theology of The University of the South. In a sense a trainer represents the institution. In the catalog of the School of Theology of The University of the South, trainers for the EfM program are listed after the faculty.

In terms of accountability, a trainer for EfM is an independent contractor of The University of the South. An EfM trainer is self-employed and pays his or her own taxes to the Internal Revenue Service (no tax is withheld from the honoraria) and is not an employee of The University of the South. At the end of the calendar year the University sends an IRS form 1099, and the amount earned is reported to the IRS.

A trainer is responsible to the Programs Center, the School of Theology of The University of the South. This relationship is agreed upon by a trainer and the University at the time a trainer accepts accreditation and again each time a trainer agrees to do a mentor training or formation event. A trainer is a free agent who is free to accept or reject contracts to lead training sessions. While the training must be accomplished within the guidelines of the EfM program, each trainer has the freedom to organize the work in a manner that allows the fulfillment of the contract established with the EfM program.

A trainer for EfM is an independent contractor who interacts with and reports the completion of assignments to the EfM Program Director and EfM staff. The EfM Program Director accredits trainers, arranges continuing training opportunities for trainers, and acts as supervisor and guide.

The Role of a Trainer

An EfM trainer's work is rich and diverse. Training is a key factor in the effectiveness and growth of an expansive theological education-at-a-distance program for the laity of God's church. While EfM exists primarily in the Episcopal Church, the program also seeks to work in ecumenical ventures and is not restricted from working with other Christian groups. The conviction that all people are called to ministry in the world is foundational to the EfM program. The actualization of such a call develops within a learning community committed to the realization of God's mission for the church.

“The purpose of EfM is to enable men and women to relate the foundations and message of the Christian faith to their lives and ministries in the contemporary world. EfM holds before it an image of the church empowered by an active, theologically articulate laity. This vision sees a partnership between the ordained and the laity as they work side by side to bring about God's kingdom on earth.”

A trainer for the EfM program shares and contributes to this purpose and vision by training people to lead seminar groups as mentors. The collective wisdom of the trainers also contributes to the ongoing shaping of the program. Often this collective wisdom is gathered in the course of advanced Training of Trainers to which each trainer is expected to return between twelve and eighteen months after the last event she or he attended. Ongoing training maintains an international community of trainers. This community of trainers serves as a bridge between mentors and students in the field and the staff of the School of Theology Programs Center at Sewanee.

EfM trainers receive as well as give. A trainer's experience and growth becomes an important part of his or her own personal development. That development, in turn, enriches the corporate work of the training community and contributes to the evolution of EfM. This give-and-take dynamic is a creative and generative component in the life of our church.

Training mentors for the EfM program is ministry. Training is encouraging the vision of EfM in prospective mentors, handing over the resources, and teaching needed skills. People who participate in mentor training and formation events are changed by being encouraged and equipped for God's work in their seminar groups and their own lives. Mentor training and formation events can be blessed, holy occasions, reflecting the essence of what is learned at a Training of Trainers event. Making a training event a safe and effective venue for learning is the trainer's goal.

Each EfM trainer is part of a corporate effort and thereby lives within some given boundaries and expectations. The EfM program instills in its mentors the notion of service—a mentor is a servant to his or her seminar group. In the same spirit, an EfM trainer serves the mentors of the program and does so on behalf of the program's purpose and vision.

Purpose of EfM

Ongoing Training

Personal Development

Training as Ministry

The Trainer as Servant

The Authority of an EfM Trainer	To carry out this service, a trainer has the principal authority in a mentor training or formation event over content, accreditation, participation, and standards. The trainer must determine whether or not the training environment is adequate for the purposes of the training. Whenever possible, this authority is upheld by the staff of the Programs Center by respecting a trainer's decision regarding accreditation.
Training Assignments	Trainers are assigned to a training event based upon the location of the event, requests from the host coordinator, and the expectation that a trainer will do at least three to four training events each year. A trainer decides whether or not to accept an assignment.
Formation Events	For longtime advanced mentors, the program offers a series of advanced training usually referred to as formation events. These focus on areas of advanced work in theological reflection and related topics. A trainer may be asked to lead a formation event depending upon his or her own stated and demonstrated abilities. Learning how to lead these events typically occurs at a Training of Trainers when each trainer works in partnership with the training staff to assess and develop the skills needed to conduct different formation events. The EfM Program Director assigns trainers to formation events based on the assessed trainer skills, the logistics and location of the event, and the cost to the local diocese.
In-Service Training	A trainer agrees to receive in-service training approximately every 12 to 18 months. This training is arranged and made available through the office of the EfM Program Director. Failure of a trainer to keep up this training may result in a temporary or permanent cessation of accreditation to conduct mentor training events. In special cases, highly experienced trainers may be granted the opportunity to complete their reaccreditation by completing an alternate training event.
Planning an Event	When a trainer accepts an assignment to conduct a basic/in-service or formation event, it is expected and assumed that the event will be designed well, responsibly directed, and effective in maintaining the quality of the EfM program. This requires planning, preparation, and effective communication with the host coordinator.
Relationship Between Trainer and Coordinator	<p>The Manual for Coordinators explains the functions of an EfM coordinator. Please contact the host coordinator when written confirmation of the training assignment arrives from the EfM home office. Together work out the following issues:</p> <ul style="list-style-type: none"> • The number of people involved. Coordinators are asked to follow the guidelines set down about numbers of participants for basic/in-service and formation. Any exception is up to a trainer's wisdom and judgment in coordination with the EfM Program Director. • Each person's level of experience in the program and any other particulars about the participants.

- The logistics of the training location: where it is located, how it is laid out, what spaces are available for work and relaxation, where and when meals will be served, and who can handle emergencies.

Guidelines for Trainers

- Remember the coordinator or the coordinator’s representative should handle the “nuts and bolts” of the event, unless you are willing and prepared to do so.
- Ask for what is needed and wanted. Remember that EfM is committed to keeping operational costs as low as possible without jeopardizing the standards of the program. Trainers may be asked to make concessions depending upon costs, availability, and location. A trainer has the right to say “no” to arrangements, as does a coordinator.
- Establish the schedule. Agree with the coordinator on a firm starting and ending time. Make sure that 18 contact hours will fit reasonably into the schedule.
- Agree upon supplies—what will be provided (e.g., newsprint, Bibles, prayer books, coffee and juice, etc.) and what participants are to bring.
- Determine from the coordinator what materials the participants will have (i.e., *Common Lessons and Supporting Materials* and *Manual for Mentors*, start-up kits, etc.).
- Contact the EfM Program Director if you have any difficulty contacting and/or communicating with a hosting coordinator.

Basic/In-service Mentor Training

The purpose of basic/in-service mentor training is to discern whether or not a first time participant has the desire and skills to become a mentor for the Education for Ministry program and to support the mentor in his or her first years of work with an EfM group. The training event allows an EfM trainer the opportunity to evaluate the skills of each trainee and to recommend accreditation for those who qualify. (See the *CLSM* and the *Administration Information for Mentors* for more information.) There is a more detailed discussion of accreditation later in this manual.

A trainer is responsible for including the following elements in a mentor training event:

- Schedule and housekeeping
- Expectations

**Training
offered by
EfM**

- Training norms and standards
- Theological Reflection, theory of the model and methods, teaching and practicing methods
- Discussion of the roles of mentor and participant in the EfM program
- Spiritual autobiographies and group building
- Worship at the training event and in the EfM program
- Breaks
- Administration of the program at the group level
- History and purpose of EfM
- How to recruit and begin an EfM seminar group
- Establishing and maintaining a healthy seminar life
- How to lead discussions of the texts
- *Common Lessons and Supporting Materials*
- Feedback to participants and trainers
- Evaluations
- Closure

A trainee needs these elements to begin work as a mentor. The trainer has the responsibility of passing these on to EfM mentors and of modeling the skills and leadership qualities needed by mentors for the EfM program.

Mentor Formation Training

Mentor formation is the second level of training. EfM mentors who are confident of their competence in the basic methods of working with an EfM seminar have opportunities to focus on specific areas of the program. Mentor formation training presents different challenges, as well as occasions for deeper learnings. For a description of the purpose and content of each formation topic, see your *Manual for Mentors (CLSM, Appendix B)*. Below is a list of elements likely to be involved in all formation events:

- Specific area of focus

- Training norms and standards
- An agenda constructed from participants’ objectives and expectations
- Schedule and housekeeping
- Spiritual autobiographies
- Worship
- Breaks
- A variety of approaches and designs
- Application of learnings
- Personal and spiritual renewal and refreshment
- Association with peers
- A balance between personal renewal and skill enhancement
- Integration of the mentor role with the person who is a mentor
- Ongoing life of the seminar group
- Feedback to the Programs Center (be specific: if someone needs something, name that person)
- Feedback to participants and trainer
- Evaluation
- Closure

As with basic/in-service training events, formation events are conducted by EfM trainers in ways which model the skills and leadership qualities of a good EfM mentor. Specific designs for different formation topics are posted at the Trainer Resource Site on Blackboard.

Preparation for a training event involves organization, planning, gathering resources, and making time for personal preparation. Successful, effective training taxes a person emotionally, mentally, physically, and spiritually. There are a few “standard” tips for preparing to conduct a basic/in-service or formation event.

- A trainer should be as fresh as he or she can be for a training session. Most veteran trainers have their favorite “battle” story of arriving at an event unsettled and

Conducting an Event

Preparing for Training

unrested, but the rule of thumb is to arrive at a training rested and in plenty of time to set an environment for the work about to be done. It is important for a trainer to eat well, rest well, and make productive use of personal energy. A training event is greatly affected by the trainer's physical well-being.

- A trainer prepares by praying. Take the quiet time needed to open your heart and mind to the power of God's spirit. Remember that a trainer does not go alone but with God. Remember also to trust those who come to the event for they too bring much from which everyone can learn.

- Keep in mind that a trainer is a catalyst—a springboard for the work of the EfM program. Implied in this truth is a freedom to let things happen: let the training move as circumstances and learnings cause it to move. A confident trainer welcomes the unexpected and the unplanned because the ultimate form of ministry is beyond our own power. Your job may be described at times as “helping others get out of their own way of learning.” This opening of the pathways is the task of a mentor and a trainer.

- The clearest and ever-true maxim for training preparation is “plan carefully and hang loose.” The work of an EfM trainer is experiential, dynamic, and guaranteed to surprise. Like a dancer who rehearses and rehearses and, before a performance, flexes and warms up muscles so that he or she can improvise with the music, you should arrive rested, prepared, and warmed up for the unexpected turns of the event.

Trainer Interventions

An EfM trainer is expected to make appropriate positive interventions throughout a training event to further the skills of mentors.

Learning may be conveniently divided into four areas of focus:

- 1) Knowledge: Focus on facts and cognitive understanding.
“What do I need to know?”

- 2) Behavior: Focus on skills and performing specific tasks.
“What am I to do?”

- 3) Orientation: Focus on issues, attitudes, motivations, values.
“Who and where am I in relation to this issue?”

- 4) Context: Focus on setting in which learning is taking place.
“Is my intention and behavior appropriate for this group at this time?”

Focus on each area at some time during the course of a basic/in-service or formation event. Know which area you are highlighting when framing questions and making other interventions. For example, “orientation” is the primary area of focus for participants in the reflection process, but the trainer interventions are generally in the area of “behavior.” Thus you will sometimes intervene clearly and energetically to

move the focus from “Who am I in relation to this incident and this text?” to “What actions are most helpful at this stage of the reflection process?”

One of the marks of a skilled trainer is the ability to diagnose the appropriate area for focus and to enable the participants to perceive what is important and learn from it.

The following are some broad generalizations about the use of each area in mentor training:

Cognitive knowledge is presented in relation to the other areas of focus and is intended to enable the participants to discover who they are in a particular context or orientation, or to enable them to perform a task (behavior), or all of these. For example: “A mentor must be accredited before she or he can enroll an EfM group” informs mentors about the preparation needed to become a mentor. When you focus on cognitive information, please make regular use of EfM materials, allowing participants to look at them with you and be sure the information you provide is correct.

Knowledge

The bulk of mentor training involves focus on this area, often called skill training. Practice the skill involved in the following basic steps :

Behavior

Do—Engage in an activity

Look—Identify what happened

Think—Analyze what happened and bring pertinent information to the discussion

Plan—Generalize about what could be done differently and plan for future actions

The movement is cyclical; repetition is needed. This four-step learning cycle is the basis of the EfM reflection models.

During basic mentor training focus on orientation so that participants can decide whether their own attitudes are congruent with those of the program in relation to the Christian tradition, educational models, authority, and administrative policies. You also focus on orientation as you demonstrate the mentor role. Not everyone is suited to this task, in part because “individual” orientation to education may be very different from the methods used by the EfM program.

Orientation

Set the context at the beginning of the session: “This is who we are and this is what we are here to do.” Expectations, group norms, the purpose of mentor training, and the overall program form the context in which the training takes place. When the training seems off base, check that you and the group are clear about the context. Part of setting the context is for you to discern the objectives and gifts participants bring to the event. Thus it is important to ask participants for their expectations early in the event.

Context

Group Life

EfM trainers must be familiar with and capable of employing group maintenance skills. A significant challenge for an EfM mentor is to establish and maintain a healthy group life, so your example in this regard is important. Mentors learn how to do this, in large measure, in mentor training when the principles and theories of group maintenance skills are discussed and modeled by the trainer. The life of the training group becomes a source upon which everyone can reflect. The *CLSM* is an excellent resource for information about the life of a group.

Self-Care

We also expect that you will take care of yourself during a basic/in-service or formation event. It is necessary for you to notice how you are feeling internally, how you are breathing, how you are holding your body. If you feel tense, unclear, lost, defensive, or confused during a particular segment of a training event, call time and check out the signals your body is giving you. Take a walk, call a peer for advice, write down your thoughts and feelings—whatever works to clear your mind and re-focus your energies. The next step usually is to state your current status in the group and to work through the issue together. The following steps can be helpful:

- Take time in the beginning to relax, meditate, and reflect.
- Regularly check out how you are feeling and reacting. You can do this by noticing your breathing and your body. Some people get in touch with themselves by looking in a mirror.
- If you find yourself overloading with data so that you are in danger of blowing your circuits, or if you are exhausted, give yourself a break. Divide the trainees into groups and assign each group a task. Briefly go for a walk, lie down, listen to yourself.
- If you are dragging, or the session is bogging down, sometimes physical activity can revive you and/or the participants.
- If you are nervous, get in touch with your fear. Then breathe slowly and let go of the anxiety.
- If another trainer is present, get together to discuss what has been happening, to define your intention, and to reinforce your creativity. Return the favors if your colleague wishes.
- Laugh. Be willing to let your laughter come out spontaneously.
- Take a break and call the EfM office or Program Director. In emergencies, call at any time of day or night and, if necessary, leave word with the answering service (The University of the South police) that you need to talk to someone. The University is on Central Standard Time and its offices are open during normal business hours from 8:00 AM to 4:30 PM.

Giving Feedback

EfM trainers must provide and receive feedback regarding behavior in a training event. Helpful feedback, whether painful or pleasant, concerns specific, changeable behavior, and is supported by concrete example. Below are some general principles:

- Offer feedback, don't dump it or give more than a person is willing to receive. In other words, ask permission in a way that does not put the participant in an awkward spot.
- Check it out with the person to note what was heard.
- Mix positive comments with constructive ones.
- Give the feedback only if you are willing to put yourself in that person's place and be with him or her.
- Give feedback that speaks to data (i.e., you have wrong information) or behavior (when you did this...). Refrain from giving feedback which characterizes, labels, or evaluates someone. Examples are: "You are a very angry person" or "You are the best mentor I have ever met." Compliments or observations about a person's demeanor, appearance, knowledge, or orientation are not feedback. They are judgments.
- Offer the person support, encouragement, and resources for the future.
- Your most powerful tool in helping others to receive feedback during a training event is how you yourself receive it. Carry in your heart that as an EfM trainer, you are about the task of fashioning mentors; you are not working to change people's theology, their world view, or their lifestyle. When you are given feedback, remain open and alert. Avoid the need to make an immediate response. You do not have to agree with what is said, but it is important to listen with care.

Giving feedback directly may not be the best way. Often someone "discovers" and learns better if the right questions are offered in a supportive climate. Being told often produces a defensive reaction. When we "discover" things for ourselves, there may occur a sense of joy and accomplishment that evokes a "WOW!"

Framing Questions—the Joy of Discovery

You may find it useful to differentiate between among three levels of such questions.

"Who, What, Where and When" are foundational or Level I interrogatives. Ask questions framed with these interrogatory pronouns first. This may be all that is needed because others will see the implications without further prompting. If these questions are probing at delicate areas, there may be obfuscation, evasion, or avoidance. As a trainer you need to persist gently and check out the answers with others. Just because others see it differently, however, does not make the response an error. There may be many ways to perceive an event. These questions may describe an action: two cars

Level I

collided, one was red and one was blue. They may be emotive: What did you feel when two cars collided? I was frightened. They may be intellectual: What did you think when two cars collided? I thought the blue one was driving too fast.

Level II

Questions which begin with the interrogative “How” seek to analyze the information we have about an event. If such questions are asked too early, before data is available, they put us on the defensive. When we ask the question, “How did that happen?”, we may communicate an accusatory tone which prevents learning. Instead of giving responses from which we may learn, we tend to explain and rationalize. In training we should be very slow to ask questions that begin with “How.” Often how something occurred will be apparent by responses to Level I questions.

Level III

Why did you do that? Questions beginning with “Why” invite explanations and defensive responses because they aim at our motives. Motives for our actions tend to be mixed. Sometimes we may not even know them. Some motives may be acceptable, and others are very difficult to admit because we are ashamed of them. When a learning cycle begins by asking questions about motives, asking why, we prevent learning and discovery. What we are asking for is an apology, a defense, or an explanation. While this may be useful in certain circumstances, we suggest avoiding questions aimed at motivations, except when debriefing. Even then, the question may be better phrased in terms of “what,” such as: “What led you to make that conclusion?”

Mentor Accreditation

When someone has not demonstrated adequately the knowledge, skills, or orientation to be an EfM mentor, you may decide not to recommend accreditation for that person. Trust your seasoned instincts, pray for guidance, and put yourself in the place of the person who is seeking accreditation. A trainer’s recommendation to withhold accreditation is almost always respected by the EfM Program Director. If there is any question about your decision, you will be consulted and given an explanation by the Programs Center before a decision is made.

Guidelines

A helpful tool in determining a person’s readiness for initial accreditation as a mentor is the Mentor Skills Checklist found in this manual. This provides some boundaries and serves as an objective gauge of competency. We recommend the use of this checklist with trainees, allowing each the opportunity to assess his or her own readiness for the task of mentoring.

Accreditation is a serious and occasionally painful responsibility for a trainer. Your job is to continue to improve the quality of the EfM program. This quality depends upon the caliber of our mentors. Accreditation is always a judgment call. Ask yourself if you could be a member of a potential mentor’s group. Qualify your hunches with data and trust your ability to certify a person as a mentor. Finally, if you find yourself unwilling to assume the responsibility of saying “no,” please take a break from this work until you can face again this aspect of a trainer’s work in love and confidence.

- The best outcome occurs when trainees decide for themselves whether or not they are ready to be mentors and you concur with that decision. Effective training with opportunity to participate in an active way and obtain feedback should demonstrate to some trainees that they are not ready. It is better for them to make that decision without a trainer's intervention. Unless there is an immense communication problem, a trainee should not be surprised if, at the end of the event, accreditation is not recommended. You and the group "should" have given plenty of clues along the way.
- When a group has bonded well and there is a sufficient degree of trust and support, a trainer may prefer to complete the evaluation process in a plenary session. This has the benefit of providing the support of peers in the evaluative process. The larger community can provide support, understanding, and suggestions that are not available in one-on-one meetings. It also provides some protection if there is a misunderstanding.
- You may prefer to discuss a person's evaluation in private. Listen carefully to his or her own assessment. Sometimes it is wise to make a decision on the basis of this private conversation. When expressing any doubts about a person's readiness to be a mentor, leave plenty of room for a response. If your decision is not to recommend accreditation, you may have some suggestions about what that person might do to prepare for accreditation in the future. The risk of one-on-one discussions in private is that there is no witness and, in case of a dispute, the conflict may be difficult to resolve.

Reports and Remuneration

The Programs Center provides forms for reporting each event. They are sent directly to the host coordinators with the packet for this event. Complete these forms, request payment with receipts, and include your impressions, learnings, and design for the event. The report should include:

- The trainer's evaluation of each participant
- The participants' individual evaluations of the training event
- A list of the names, social security numbers, addresses (including e-mail), and telephone and fax numbers of the participants
- The design for the training event, if it is not a standard design

The coordinator sends his or her evaluation separately.

Report your work promptly and thoroughly (WITHIN TWO WEEKS AFTER THE EVENT) using the forms and the guidelines provided to you by the Programs Center (see attached sample forms). This is important because future mentors may be waiting for us to register their groups. We cannot register a new mentor until we know that person has received accreditation. If there is a problem and you cannot send us the report on time, please call and advise the Programs Center administrative staff. Provide us by phone, FAX, or e-mail the names and essential information about those who completed the event.

Reporting Deadline

For the year 2006/2007, a trainer's honorarium is \$750 per training event. Expenses incurred enroute, during, and returning from a scheduled event are reimbursed by the Programs Center. Trainers are required to turn in receipts documenting their expenses with their report. Mileage must be recorded on the expense form. The University reimburses at \$.44.5 per mile.

Trainer's Honorarium

Be sure to provide time at the end of your training events for each participant to fill out an evaluation page regarding the training event. Invite them to speak candidly and then use their comments to enrich your work for the future. Return these evaluations with your report.

Your evaluation of the training event is very important to the EfM program and to your own continuing growth. Use the writing of your report as a time to reflect upon and evaluate your work. What worked? What did you like? What did you not like? What is your sense about the event as a whole? What did you learn? What will you do again? What will you do differently next time? (Candid comments in your evaluation could help facilitate changes in the program that strengthen it and continue its success.)

Evaluations

From time to time you may train individuals whom you believe would be good trainers for the EfM program. Please note this in your report, particularly if that person asked about the possibility of doing this kind of work.

New Trainers

Should you speak with anyone about becoming a trainer for EfM, please convey something of the basis on which new trainers are considered and selected, but make no promises to them.

Honor those things that you do well. You are a trainer for the EfM program because you are a gifted, skilled, integrated person who does excellent work in such a context. God be with you!!

Mentor Skills Checklist

On a scale of 1 (weak) to 7 (strong) assess your competence in the following areas.

1. I can lead a group through theological reflection. 1 2 3 4 5 6 7
2. I can foster an environment supportive of learning and growth. 1 2 3 4 5 6 7
3. I can articulate my thoughts and feelings and honor the thoughts and feelings of others. 1 2 3 4 5 6 7
4. I can live with ambiguity, unanswered questions, serious doubts, and strong convictions. 1 2 3 4 5 6 7
5. I can appropriately challenge ideas or behaviors of individuals and/or the group. 1 2 3 4 5 6 7
6. I can allow people to disagree. 1 2 3 4 5 6 7
7. I am familiar with various methods of biblical scholarship. 1 2 3 4 5 6 7
8. I have experienced serious religious study. 1 2 3 4 5 6 7
9. I can refrain from being the “expert.” 1 2 3 4 5 6 7
10. I am willing to have my ideas and behavior challenged. 1 2 3 4 5 6 7
11. I can support others through a crisis without having to “fix it” for them. 1 2 3 4 5 6 7
12. I can help others understand the purpose and theory of theological reflection. 1 2 3 4 5 6 7
13. I can take appropriate responsibility for the life of the group and use my authority for its benefit. 1 2 3 4 5 6 7
14. I understand the administrative policies and procedures. 1 2 3 4 5 6 7
15. I can support the basic educational and theological premises of EFM. 1 2 3 4 5 6 7
16. I can enable others to create and enter a meaningful climate of worship. 1 2 3 4 5 6 7
17. I know how to recruit. 1 2 3 4 5 6 7
18. I know how to design seminars. 1 2 3 4 5 6 7

Trainer Skills

On a scale of 1 (weak) to 7 (strong) indicate how you assess your current competence in the following areas.

1. I can differentiate among the various roles in a training experience and identify which role I am taking at any given moment. 1 2 3 4 5 6 7
2. I can design mentor training which is appropriate to the needs of the participants. 1 2 3 4 5 6 7
3. I can help other people learn from their own experience. 1 2 3 4 5 6 7
4. I can help people assess for themselves their own readiness to be mentors. 1 2 3 4 5 6 7
5. I can take responsibility for communicating to a participant in a training event that he or she is not ready to be a mentor. 1 2 3 4 5 6 7

Working with Other Trainers

Mentor training is usually done with groups of six to eight participants. Some formation events, such as Spirituality and Experiential Learning, may have a larger population. In most cases, if a coordinator expects more than the maximum number of participants, we add events and trainers to the schedule.

**More than
One Group
and Trainer**

You may come to an event with more than one group and have the opportunity to work with other trainers. These groups usually work in parallel (at the same time). Consider whether some of the work may be done together and whether the group desires to worship together. You may wish to arrange an opportunity for people to meet each other in an organized session as well as in informal times together.

At certain events you may have an opportunity to work with another trainer either because the formation event requires it, or because we have asked you to co-train with a new trainer as part of his or her accreditation process. When this happens, pay attention to the dynamics of working on a team. This will require some planning as well as consideration of how you will work together. In a team effort, usually the person in the background has the responsibility of maintaining a safe learning environment while the person “up-front” is in the leadership position. You need to decide how you will share the leadership, communicate verbally and non-verbally, and maintain a good working relationship.

Co-Training

You may encounter situations where you are faced with having more people than the maximum we normally allow. Your choices are:

**Oversized
Training
Events**

- Send people home.
- Find ways to train the larger group. One way to give everyone an opportunity to be “up-front” as a mentor is to divide the group. Smaller groups require less time to complete a theological reflection and allow sufficient conversation to develop a thorough understanding of the reflection process.

These are decisions you must make on the spot. They depend upon what you feel ready to do, the skills of the participants, and the dynamics of the local situation. Sometimes you may find an experienced mentor who will be glad to learn by co-training with you in a supportive role.

Basic Training

This schedule is for situations where most of the participants are new to EfM and/or have never been an EfM mentor.

First Day

3:00 PM	Brief introduction, expectations (trainer and participants) for the weekend, agenda, and schedule. Nature, purposes, history of EfM. Spiritual autobiography (15-20 minutes each); often advisable for trainers to present the first autobiography
5:30 PM	Social time
6:00 PM	Supper
7:00 PM	Introduction to theological reflection; may be conducted and modeled by trainer
9:00 PM	Worship

Second Day

8:00 AM	Breakfast
8:45 AM	Worship
9:00 AM	Debrief theological reflection of first day and/or do theological reflection
Noon	Lunch
1:00 PM life	Dealing with content, administration, and seminar
2:00 PM	Theological reflection and debriefing
5:30 PM	Social time
6:00 PM	Supper
7:00 PM	Theological reflection and debriefing

9:00 PM	Worship Third Day
8:00 AM	Breakfast
8:45 AM	Worship
9:00 AM	Theological reflection and debriefing
11:00 AM	General questions
Noon	Lunch
1:00 PM	Evaluations, personal interviews (if needed), closure, worship

Mixed Basic/In-service Training

Most training events involve new participants as well as experienced mentors. This can be an occasion to allow experienced mentors to learn by teaching others.

First Day

- 1:00 PM Welcome. Get on Board. One way to build community is to use silence as a time to reflect and gather.
- Build the Agenda
- Spiritual autobiographies
- Divide into two groups
- A. What is Theological Reflection? (Basic)
 - B. EFM discussion: Where are we now? (In-Service)
- 6:00 PM Dinner
- 7:00 PM Get on Board
- First round of Theological Reflection: Presenter, Mentor #1 and Mentor #2 plus observer
- Evaluation
- Worship
- 9:00 PM Close for the evening

Second Day

- 9:00 AM Get on Board
- Opening worship
- Pairs: Where are we? Share what you know about TR with your partner
- Second round of Theological Reflection: Presenter, Mentor #1 and Mentor #2 plus observer
- Evaluation
- Noon Lunch
- 1:00 PM Review important administrative information
- Go over the Start-up Kit
- 2:00 PM Break

3:00 PM	Third round of Theological Reflection. Method may be selected by in-service group. Evaluation
6:00 PM	Stop for the day Third Day
9:00 AM	Get on board Loose ends. Check on expectations Final evaluations: Where are we now? Give individuals time to reflect
10:00 AM	Group time/feedback, sharing of goals
11:00 AM	Complete evaluation forms and registration forms to return to Sewanee
11:30 AM	Closing prayers
Noon	End