

EfM

exploring faith matters

Mentor's Manual

A Programme
of Theological Education

www.efmuk.org.uk

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The Education for Ministry Trust – Registered Charity Number: 1061962

Qualifications for Mentors

- a) EfM seeks individuals (lay or ordained)
- b) who have some experience in serious religious study and are familiar with methods of biblical scholarship.
- c) who are mature in faith, evidenced by an ability to live with the ambiguity which lies in biblical tradition and allows for a range of individual interpretation.
- d) who can enable their group(s) to develop a life in which the members seek and find answers in a mutually supportive environment.
- e) who are prepared to undertake necessary administration.
- f) Individuals must have the ability to work with people rather than be an informer of people.
- g) Individuals must be able to articulate their own thoughts and feelings while understanding the thoughts and feelings of others.
- h) Individuals must be able to manage conflict effectively.
- i) An individual must attend Mentor Training to be accredited as a mentor
- j) Any interested person may register for Mentor Training. The accreditation is the responsibility of the EfM Trainer.
- k) All mentors agree to lead an EfM group in the manner described in the Manual for Mentors.
- l) Mentors receive a start-up grant every year to provide for appropriate resources and equipment for facilitating the Group.
- m) Mentors will receive payment each year of £55 per student.
- n) Mentors will enter into a formal agreement with The Education for Ministry Trust, taking responsibility on a self-employed basis for the payment for their Inland Revenue Tax and National Insurance on any remuneration received.
- o) Though one Mentor takes on responsibility for the group they can be supported by an Assistant Mentor, who must also be an accredited EfM Mentor. Such an arrangement can be of great help to Mentors, especially when there is a large group or where they anticipate being absent from the group for a period of time. Assistant Mentors receive no remuneration from EfM and a Mentor is advised to make local provision for this out of the fees they receive.
- p) Where a Mentor is also a student, then they are only allowed to mentor one group until they complete the course.

Role of the Mentor

A dispute also arose among them, as to which one of them was to be regarded as the greatest. But he said to them, "The kings of the Gentiles lord it over them; and those in authority over them are called benefactors. But not so with you; rather the greatest among you must become like the youngest, and the leader like one who serves. For who is greater, the one who is at the table, or one who serves? Is it not one at the table? But I am among you as one who serves"
(Luke 22:24-27, NRSV)

A mentor wears three hats in the EfM programme. All are servant's hats. One job is to be the guide for a group, one is to be a participant, and the last is to be the local administrator of the programme.

As a guide for an EfM group, the mentor comes among a diverse group of students as one who serves. To offer this type of service, a mentor will generally be able to make the following statements:

- I can lead a group through theological reflection.
- I can foster an atmosphere where people feel free to express themselves.
- I can articulate my thoughts and feelings and honour the thoughts and feelings of others.
- I can guide a group in the midst of ambiguity, unanswered questions, serious doubts, and strong convictions.
- I can judge appropriate times to challenge ideas or behaviours of individuals and/or the group.
- I can allow people to disagree.
- I am familiar with the historical-critical approach to biblical interpretation.
- I have experienced serious religious study.
- I can refrain from being the "expert."
- I am willing to have my ideas challenged.
- I can support people through a crisis without having to "fix it" for them.

The mentor serves the group not as a teacher or therapist but as a guide in the journey of discovery, as Virgil guides Dante in his journey through the Inferno. The mentor helps the group members become confident in their abilities to think theologically and to develop a mutually supportive environment for learning and practising the Christian life.

As the seminar group grows together, each member should be encouraged to contribute to the "mentoring" of the group. The mentor should also participate as a member of the group as much as possible.

Issues arising from the life of the group will need to be addressed as they occur over the course of the year. Such things as schedules, group standards, interpersonal relationships, conflicts, celebrations, responsibilities, goals, the integrating of new members, and recruiting are all parts of the community's life and provide opportunities for the mentor to participate and the students to assume leadership.

The mentor is the administrator for EfM at group level. As the administrator, the mentor is responsible for following the guidelines of this Manual for Mentors, initiating the recruitment of students, enrolling students and collecting enrolment fees annually, ordering and distributing materials, completing Group Status Reports and Registers which are submitted twice a year.

Training of Mentors

Basic Mentor Accreditation

Basic Mentor Accreditation is the first part of the EfM training system. Training requires 18 contact hours, usually spread over a period of three days. It is designed for persons who are thinking about beginning an EfM group, mentors who have been active for a year or two, and mentors who have been out of the programme awhile.

Purpose: To discern with the first-time participant whether s/he or has the desire and skills to become a mentor for EfM and to support the mentor in their first years of work with an EfM group. The training allows an EfM trainer the opportunity to evaluate the skills of each trainee and to accredit as mentor those who qualify.

Group Size: 1 trainer and 6 – 8 participants.

Aims: As a result of mentor training, you may expect to:

- understand the nature and purpose of the EfM programme, the four-source model of theological reflection, the methods used by the programme to facilitate reflection and gather learnings, and the place and purpose of spiritual autobiographies
- be aware of resources and where to go if problems occur within the seminar group, and how to use worship as a part of an EfM group
- learn about current administrative procedures for the programme, recruiting and beginning a group, and conducting an EfM seminar.

Every 12 – 18 months the mentor undertakes Basic Mentor Accreditation Training until they decide with the trainer whether s/he is ready to attend Development Training. Thereafter, all EfM Mentors take part in *Development Training* every 12–18 months as part of EfM 's commitment to on-going training.

Development Training

Development training is a programme designed for the long-time, active mentor who is confident in the methods of theological reflection and current administrative policies of the programme.

The EfM Group

EfM Groups can invite an EfM Trainer to visit them. This is especially helpful in assisting the development of the mentor and encouraging students in their engagement with Theological Reflection, as well as answering questions and collecting relevant feedback for the Programme Management.

Mentor Skills Check List

This list can be used as a means of periodic self-assessment, and is sometimes used in Basic Mentor Training.

On a scale of 1 (weak) to 7 (strong) Indicate how you assess your current 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 honour 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 behaviours 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 behaviour challenged. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. | I can support people through crises 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 |

Instructions for Mentors

1. At the start of each group year the mentor must complete the:
 - i. Mentor's Agreement Form
 - ii. Mentor Registration Form
 - iii. Materials Order Form
 - iv. The Schedule for the payment of Student Fees
 - v. Claim form for mentor fees and start up grants

These details must be received by the Administrator at least 6 weeks before the start of your year. If the group is to adopt a pattern for study that will differ from the usual 36 weekly sessions it is asked to confer with the EfM Administrator who will seek agreement from the Management Group.

2. The minimum size of an EfM group is seven people; one of these being the Mentor and at least six are students. The maximum number of students in a group is twelve.
3. A small amount of record keeping is necessary, though the intention is to keep it to a minimum. Mentors should discuss individual cases with the EfM Management Group, via the Chairman, where it is felt a student should proceed to the next year of study, despite not having attended regularly (i.e. 75% of seminars). Mentors are also asked to complete twice yearly with the group a Group Status Report, which should be returned with the Group Self Evaluation Form and Registers.
4. Mentors are responsible for registering their group and ordering materials. If a Mentor is also a student, he/she will be required to pay the student fees in full.
5. An annual grant of £25 should be claimed via the Administrator at registration towards the cost of expenses.
6. The payment of £55 per student must also be claimed via the Administrator using the appropriate form. It will be paid in two parts, after 18 and 36 sessions, and after receipt of the respective GSR's.
7. Mentors must pay for their own books at cost.
8. Mentor are asked to share to their group any communications from EfM UK
9. All qualified mentors have to attend training sessions every 12 – 18 months. Though the payment for training is £200, on-going training will be charged to active mentors at a reduced cost of £165. Those attending training are responsible for their travelling expenses.
10. There should be one Mentor responsible for the group. The Mentor can engage the services of an assistant Mentor provided that person is also an accredited EfM Mentor.

11. Mentors are asked to keep a strict rule of confidence with their group at all times and to give information as agreed. As and when a particular student has difficulty in finding the course fees, the mentor is asked to gain their permission to seek a grant from the local Church, Diocese or, if all else fails, the Trustees. No grant is guaranteed but it is hoped that no student will be forced to withdraw due to a lack of funds or falling on hard times.
12. Internal accreditation is awarded by the UK Office at the end of each academic year. When 4 accreditations (for the 4 year course) have been gained, the student will receive a Diploma from the University of the South. Details of the award ceremony will be available in the newsletter.
13. Mentors are asked to be alert to the recruitment of EfM students at all times (and in all places!).
14. Twice a year mentors are invited to use the 'Mentor Skills Check-list' for the sake of their own growth and development and to consider sharing the list with their group.

Mentor Check List for Starting a Group

Forms

- A FOR THE MENTOR
- Mentor's Agreement Form
 - Mentor Registration Form
 - Materials Order Form
 - The Schedule for the payment of Student Fees
 - Claim form for mentor fees and start up grants
- B FOR EACH STUDENT
- Student Letter of Understanding (Students page 2)
 - Student Information Sheet (Students page 3 & 4)
 - Student Registration Form (Students page 5)
 - Bank instructions (Students page 6)

Procedure for a meeting of introduction

1. Contact the UK Office to tell of your intention and to confirm your current mentor certification. They will also be able to inform of any interested students in your locality.
2. Read the *Manual For Mentors*, especially the current training policies. If you have not received mentor training in the previous 12 months arrange to do so. Read and familiarise yourself with the Mentor Letter of Acceptance and the Student Letter of Understanding.
3. Invite all those interested to attend a special one-off meeting to introduce EfM. Be sure that those who attend know the meeting is to gain a better understanding of the EfM programme prior to making a commitment. If a sufficient number are interested in forming an EfM group then set up a planning and preparation meeting for a week later. Arrange to start at least 6 weeks later to allow for the materials to be sent.

Procedures for the planning and preparation meeting

1. Explain the programme: how it works and how it differs from other adult Christian education programmes.
2. Hand out the materials listed above in the Student list.
3. Ask prospective students to read the Letter of Understanding. Discuss any points that are unclear and review the implications of the letter with them. Then ask the students to complete the Registration Form.

After the meeting

Complete the relevant forms as listed above and return to the UK office.



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Registered Charity No: 1061962

This Agreement is between the Education for Ministry Trust (E/M)
c/o 46 Barn Meadow Close, Church Crookham, Fleet, Hants GU52 0YB and

_____(You).

You agree to act as an E/M Mentor for the study year which your E/M Group is to commence with the Start Date of:

_____ and will provide your services in respect thereof in accordance with the terms of the Manual for Mentors.

Expenses incurred in respect of your activities as an accredited E/M mentor including the costs of undertaking Mentor training and assessment courses in order to maintain your accreditation as an E/M Mentor will be your own liability, and will be charged to you by E/M at the relevant time.

You may engage the services of an assistant to assist you with your duties as an E/M Mentor for your Group, provided that that person is also an accredited E/M Mentor.

You will agree together with your Group where the Group meetings will take place. You will provide any administrative services, as are required from your own property, and will also provide such equipment as is necessary to enable you to carry out the services provided. E/M will provide you as Mentor with the course study materials required for the Group's training in accordance with the E/M Manual.

E/M agree to pay for your services upon receipt of your invoice as follows:

- a) £25 annual grant to cover expenses e.g. books, flip-chart paper, copying etc. for your group – this should be claimed at registration.
- b) £55 per student joining your Group for any study year, such payment being due as to one half following your submission of the Group Status Reports and Group Registers for the initial 18 sessions, and following conclusion of the full 36 sessions.

Mentors have the option of

- (i) receiving their start-up grant and fees **or**
- (ii) receiving mentor training at no cost no more than once a year for the life of the group or for 18 months after the end of that group.

The Agreement will run for the period covered by your Group's study year, and a new Agreement will need to be completed for any subsequent study years for your Group. It may be terminated by both parties in agreement with each other, or on one month's notice by either party, or by EfM either on your death or in the event of you becoming incapacitated from undertaking the services as set out in the Agreement.

You agree to observe due confidentiality in regard to the affairs of EfM and agree that you are responsible for all income tax and national insurance liabilities arising from payments by EfM to you under this Agreement by virtue of having self-employed status for taxation purposes.

The parties to this Agreement signify their acceptance thereof:-

Signed for and on behalf of EfM

Signed by the Mentor

.....
Administrator

.....
Mentor

Date:-

Date:-

.....
Management Group/Trustee

Date:

Mentor Registration Form

To be completed by mentor/s at the start of each EfM year. If mentoring is shared, each mentor must complete a separate form. If a person mentors more than one group, a separate form should be completed for each group.

Name _____ Title: _____

Address _____

Post Code: _____ Telephone No. _____

E-mail: _____

Denomination: _____

Diocese or Area: _____

Your Group Start Date _____

Assistant Mentor's Name (If applicable): _____

Mentor's Training:

Last: _____ Date _____ Venue _____

Next planned: Date _____ Venue _____

Assistant Mentor's Training:

Last: _____ Date _____ Venue _____

Next planned: Date _____ Venue _____

Theological background:

EfM student: EfM Graduate : Other: _____

NB: Training is required to be undertaken every 12-18 months.

Signature: _____ Date: _____

Materials Order Form

NAME OF MENTOR/S: _____

ADDRESS WHERE MATERIALS TO BE SENT _____

TELEPHONE NO. _____

E MAIL ADDRESS _____

DATE MATERIALS NEEDED BY _____

Materials needed for Students:

Year 1 Number of Copies _____

Year 2 Number of Copies _____

Year 3 Number of Copies _____

Year 4 Number of Copies _____

Materials Needed for Mentor/s:

Year 1 Year 2 Year 3 Year 4

CLSM'S: Number of Copies required:

*PLEASE ALLOW SIX WEEKS FOR MATERIALS
TO ARRIVE FROM THE USA*

Signed: _____

Date: _____

Registration Grant Fee Invoice

Instructions:

Please complete this invoice if you are seeking your £25 grant towards the cost of equipment and resources required for running your E/M Group. This can only be claimed again when registering a new group for a further year of study.

Please send two copies of this invoice to the E/M Administrator, who will return one with your payment.

Invoice for Registration Grant Fee

I _____ (Full name of Mentor to be printed)

Address _____

_____ Post Code _____

submit my invoice for my expenses grant of £25 from The Education for Ministry Trust towards the cost of equipment and resources required for running my E/M Group for the next year of study. I confirm that I have submitted the relevant booking forms, monies, standing orders etc. for my group.

I have signed a formal agreement with The Education for Ministry Trust and understand that for this purpose I function as a self-employed person and will be responsible for the paying of any Inland Revenue Tax and National Insurance due on all payments received.
--

Please make my cheque payable to: _____

Signature of Mentor: _____ Date: _____

As the Treasurer for The Education for Ministry Trust I acknowledge receipt of this invoice and enclose a cheque for £ _____

Signature of Treasurer _____ Date: _____

Mentor Fees (Sessions: 1 – 18) Invoice

Instructions:

Please complete this invoice if you have completed sessions 1 – 18 in your group and have returned your completed Group Status Reports (GSR's) and Register to Joanna Hobart.

You are entitled to claim £27.50 for each student who has completed these sessions

Please send two copies of this invoice to the EfM Administrator, who will return one with your payment.

Invoice for Mentor Fees (Sessions: 1 – 18)

I _____ (Full name of Mentor to be printed)

Address _____

_____ Post Code _____

as a Mentor of an EfM Group which has a start date of _____ and has _____ enrolled students, seek payment of £_____ which is one half of the agreed rate of £55 per student per EfM year of study. I understand that this will be paid after the completion of session 18 and on receipt of the respective Group Status Report Forms and Registers.

I have signed a formal agreement with The Education for Ministry Trust and understand that for this purpose I function as a self-employed person and will be responsible for the paying of any Inland Revenue tax and National Insurance due on all payments received.
--

Please make my cheque payable to: _____

Signature of Mentor: _____ Date: _____

As the Treasurer for The Education for Ministry Trust I acknowledge receipt of this invoice and enclose a cheque for £ _____

Signature of Treasurer _____ Date: _____

Mentor Fees (Sessions: 19 – 36) Invoice

Instructions:

Please complete this invoice if you have completed sessions 19 – 36 in your group and have returned your completed Group Status Reports (GSR's) and Register to Joanna Hobart.

You are entitled to claim £27.50 for each student who has completed these sessions

Please send two copies of this invoice to the EfM Administrator, who will return one with your payment.

Invoice for Mentor Fees (Sessions: 19 – 36)

I _____ (Full name of Mentor to be printed)

Address _____

_____ Post Code _____

as a Mentor of an EfM Group which has a start date of _____ and has _____ enrolled students, seek payment of £_____ which is one half of the agreed rate of £55 per student per EfM year of study. I understand that this will be paid after the completion of session 36 and on receipt of the respective Group Status Report Forms and Registers.

I have signed a formal agreement with The Education for Ministry Trust and understand that for this purpose I function as a self-employed person and will be responsible for the paying of any Inland Revenue tax and National Insurance due on all payments received.
--

Please make my cheque payable to: _____

Signature of Mentor: _____ Date: _____

As the Treasurer for The Education for Ministry Trust I acknowledge receipt of this invoice and enclose a cheque for £ _____

Signature of Treasurer _____ Date: _____

Student Registration Form *[Please tick the appropriate box]*

Registration Transferring from another Group
Standard Student

Surname _____ First _____ Title _____

Address _____

Post Code _____ Telephone No. _____

E-Mail _____

Denomination _____ Diocese or area _____

Year of EfM Study _____ Mentor's Name _____
e.g. Yr 1 Old Testament

Date when Group starts _____

Fees: All cheques should be made payable to: **'Education for Ministry Trust'**
[PLEASE DELETE AS APPROPRIATE]

I enclose the full amount of £195 as a Standard Student

OR

I enclose as a Standard Student a deposit of £ 50 * and will pay the remainder by ten Standing Orders, of £14.50 starting on

THE START DATE SHOULD BE IN THE
MONTH AFTER THE GROUP START DATE.

OR

I enclose a payment of £ _____ and have applied for a grant from _____

Signature _____ Date _____

'I understand that EfM is registered with Data Protection and information given by me will not be passed to any third party'

* I understand that I must complete my standing order payments regardless of whether I complete my current year of studies and that I am entering into a contractual commitment to settle my fees in full.

In case of transfer:

Name of Previous Mentor _____ Year and Chapter completed _____



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Standing Order Form

Registered Charity Number: 1061962

Name Mentor's name

Phone Study Year

Address

I enclose a cheque for £50 and have completed the Standing Order Mandate below, instructing my bank to send 10 further payments of £14.50 to 'The Education For Ministry Trust'.

Standing Order Mandate

To _____ Bank PLC _____ Branch

Address _____

Postcode _____

Please Pay: *Education For Ministry Trust*
Lloyds Bank PLC – Uplands Swansea Branch
 A/C 0247765 Sort Code 30 - 98 - 85

THE START DATE SHOULD BE IN THE MONTH AFTER THE GROUP START DATE.

First payment: £14.50 Date of First payment:

(Please delete amount as appropriate)

Usual payment: £14.50 paid *monthly*

(Please delete amount as appropriate)

N° of payments: Ten Date of last payment:

Account to be debited:

A/c N° Sort code

This is a new instruction and replaces any previous instruction in favour of Education For Ministry Trust.

Signed: _____ Date: _____ Student

Letter of Understanding

Dear Student,

We welcome your interest in EfM programme. This document describes the major terms of our mutual agreement regarding your participation in the EfM programme. More detailed information is available to you on the Student Information sheet. Please read this document carefully before signing the registration form so that you are aware of the full nature of our agreement. A clear understanding of your commitment now will diminish subsequent confusion and disappointment.

Materials

You will be responsible for studying the programme materials and learning the content of the course. The mentor will not “teach” this material. You are expected to study the readings on your own.

Mentor

The mentor is guide, enabler and companion. The mentor will lead you and your group through the task of theological reflection on your individual life experiences as experiences in ministry. Although the mentor is not expected to lecture or to teach the content of the course, he or she will direct you back to the readings for your further investigation when necessary. The mentor is also responsible to the University of the South, in the US, through the UK Office who will administer the programme at the local level.

Commitment

Part of your agreement in beginning the programme is contracting to pay the necessary fees for one year’s study. This is made at the time of your registration, either in full or through a standing order. Payment by SO or cheques is for the convenience of the student and EfM expects this agreement to be fulfilled. You also make a commitment to your group and to the completion of the 36 lessons in the twelve month period as agreed by your group.

An essential part of the programme is a minimum of 75% attendance of seminars by students; students who do not fulfil this part of the programme may be deemed not to have completed the relevant year.

It is essential to the life of the programme and to the success of your group that you understand clearly your commitment to the EfM Programme. In signing the registration form, you are entering into a contract with the University of the South. Should you have any further questions, now is the time to discuss your concerns with your mentor or the UK office.

We hope EfM is a rewarding experience for you.

Yours sincerely,

Ms. Sissie Wile
Asst. EfM International Field Director
The University of the South

The Revd. Gary O'Neill
Chair of the Management Group
EfM UK

Student Information Sheet

1. A minimum of six students is required for an EfM group. The maximum number of students for a group is 12. When the mentor is also a student the minimum requirement is 7 students including the Mentor. We do **NOT** permit students to work alone. Since the EfM programme consists of 2 processes, the materials for self-study and the seminar groups, each student must be enrolled in a seminar group led by an accredited mentor.
2. Fees are collected either by deposit with completed standing order or in full at the time of enrolment for a particular year of study.
 - (a) Annual fees for a standard student are £195: Deposit £50.00 and 10 monthly standing orders of £14.50
 - (b) In normal circumstances a student must agree with his/her group on the time contract for an academic year and then complete a chapter each week. Should a group take more than a year to complete the year course material, no extra charge will be made providing the time period does not exceed 3 months. In the case of the work taking longer, a charge for administration will be made by the EfM UK.
3. Anglican students are asked to inform their Diocesan Director of Education that they are taking the course as well as their Parish priest. Those of other denominations will inform their relevant body. Where need arises, a grant may be requested to help with fees although it must be recognised that no official structure is in place for this. All students are advised to keep their local church informed and advised about their study and the EfM programme and again, where necessary, financial help for the fees may be sought from this source.
4. Annual fees cover the total cost of the programme and include the annual text books. Students will need their own Bible and notepaper. The EfM Newsletter from UK will be sent to those enrolled on the programme and for two years after graduation.
5. New students will usually start with Chapter 1 of Year 1, though a student seeking to study one particular year of their choice may do so. Students read one chapter each week. They may not accelerate their programme or “catch up” others in the group unless this has been specifically negotiated. Completing the EfM programme requires 4 x 1 year cycles although allowances can be made for differences in any 12 month period according to the local group contract.
6. Each seminar group is led by a mentor accredited after completing training agreed by The University of the South through EfM UK.
7. The mentor administers the local EfM programme. This includes collecting fees, sending enrolment information to The University of the South through the UK Office, ordering materials for students, and carrying out the policies and procedures of the EfM programme in their EfM group. Mentors are to notify the UK Office in writing when students join or withdraw from an EfM group. In addition, the Mentor will keep a register of attendance.

8. If a mentor has to be replaced, we ask the mentor to do everything possible to assure a smooth transition. The EfM group participates in the process. The selection of a new mentor should be a group decision as long as the new mentor has been certified by EfM.
9. Mentors must attend a training workshop every 12–18 months to maintain accreditation. The mentor may not enrol students until re-accreditation is achieved.
10. Mentors confirm returning students each year and return their Group Status Reports and Group Register twice a year. If these documents are not received, the EfM group is placed on inactive status.
11. The Mentor is responsible for submitting their Mentor Fee Invoices to the EfM UK Administrator twice a year, following the submission of their Group Status Reports and Group Register. They submit their invoice for a start up grant as part of the group registration process.
12. EfM students re-enrol at the beginning of each group year, but through consultation with the UK Office, the cycle can begin in any month.
13. A student who leaves the EfM programme and later wishes to resume participation will enter at the level he or she was reading before leaving, unless that student wishes to retake an earlier year. A student who transfers to a new group during his or her academic cycle will not be counted as one of the minimum of six students until he or she re-enrols.
14. A refund may be made to a student if he or she withdraws before the first group session and the packet of materials for the student is returned UNOPENED. In this case, a full refund less packing and postage will be made.



Group Status Report - Seminars 1-18

Name of Mentor: _____ Date: _____

No years as Mentor: _____ Group start date this year: _____

When was your last mentor training? _____

Are you booked for your next training? Yes No

When: _____

If any student has less than 75% attendance, please give the reason for this:

Name of student: _____ Reason: _____

Have you any immediate problems you would like to discuss?

(Please also complete page 23, Group self-evaluation)

Group self-evaluation

Please work on this in conjunction with Common Lesson 3.

To be completed by Mentor and Group TOGETHER.

A) Please evaluate your progress and ability in the following areas:

- | | | | | | |
|--------------------------|-------------|-------------|-------------|----------------|------------------|
| • Theological reflection | 1 | 2 | 3 | 4 | 5 |
| | <i>poor</i> | <i>fair</i> | <i>good</i> | <i>v. good</i> | <i>excellent</i> |

Comments

- | | | | | | |
|---|-------------|-------------|-------------|----------------|------------------|
| • Being an effective learning community | 1 | 2 | 3 | 4 | 5 |
| | <i>poor</i> | <i>fair</i> | <i>good</i> | <i>v. good</i> | <i>excellent</i> |

Comments

- | | | | | | |
|-----------------------------|-------------|-------------|-------------|----------------|------------------|
| • Understanding of ministry | 1 | 2 | 3 | 4 | 5 |
| | <i>poor</i> | <i>fair</i> | <i>good</i> | <i>v. good</i> | <i>excellent</i> |

Comments

B) What areas have you agreed for future growth?

For the Mentor

For the Group

C) Additional comments (e.g. materials, worship, any particular group problems):

Mentor's signature

(Additional comments may be made overleaf)

This form, together with the Group Status Report 1-18, should be sent within two weeks of Session 18:

Joanna Hobart, Witts Piece, South Street, Aldbourne, Wiltshire. SN8 2DW



Group Status Report - Seminars 19-36

Name of Mentor: _____ Date: _____

No years as Mentor: _____ Group start date this year: _____

When was your last mentor training? _____

Are you booked for your next training? Yes No

When: _____

If any student has less than 75% attendance, please give the reason for this:

Name of student: _____ Reason: _____

Have you any immediate problems you would like to discuss?

(Please also complete page 25, Group self-evaluation)

Group self-evaluation

Please work on this in conjunction with Common Lesson 5.

To be completed by Mentor and Group TOGETHER.

A) Please evaluate your progress and ability in the following areas:

- | | | | | | |
|--------------------------|-------------|-------------|-------------|----------------|------------------|
| • Theological reflection | 1 | 2 | 3 | 4 | 5 |
| | <i>poor</i> | <i>fair</i> | <i>good</i> | <i>v. good</i> | <i>excellent</i> |

Comments

- | | | | | | |
|---|-------------|-------------|-------------|----------------|------------------|
| • Being an effective learning community | 1 | 2 | 3 | 4 | 5 |
| | <i>poor</i> | <i>fair</i> | <i>good</i> | <i>v. good</i> | <i>excellent</i> |

Comments

- | | | | | | |
|-----------------------------|-------------|-------------|-------------|----------------|------------------|
| • Understanding of ministry | 1 | 2 | 3 | 4 | 5 |
| | <i>poor</i> | <i>fair</i> | <i>good</i> | <i>v. good</i> | <i>excellent</i> |

Comments

B) What areas have you agreed for future growth?

For the Mentor

For the Group

C) Additional comments (e.g. materials, worship, any particular group problems):

Mentor's signature

(Additional comments may be made overleaf)

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Joanna Hobart, Witts Piece, South Street, Aldbourne, Wiltshire. SN8 2DW

Exercises for use in Groups

These exercises can be adapted to suit your group's needs. If you come across others, or develop some, which have worked well, do please pass them on.

How I view God (or anything else)

Fills in anything from 10 to 30 minutes - perhaps at the end of tackling a Common Lesson.

Each person is given an A4 paper folded into four. Each part is to be given one of the following titles:

- God as God was presented to me
- God as I have come to know God
- God as I would like God to be
- What strikes me as I look as these

'God' is used in this example, but the subject could be anything relevant to your current discussion e.g.: the OT, Mary, the Sabbath, the Prayer Book, the Church etc.

It is probably best to give the titles at intervals, rather than all at once, with time for reflection on each in between. Depending on the time available, the group could then discuss any or all of it.

Looking at a hymn (another gap filler)

Look at a hymn book - each student to find a hymn they like. Sing or say it together, and then ask these questions:

- Who is God in this song?
- What is God like?
- What is God's relationship to humankind (and vice versa)?
- What is the status of humankind, creation?
- Was the song a petition, intercession, penitence, thanksgiving, adoration?
- What was the theology of the author?

You are sure to be able to devise many more of your own questions!

To help discussion

What one thing in your reading for this week would you share with a Sunday School - or a House Group?

Describe it to the group.

What event in your life could you use to illustrate this?

Multiyear group discussions

A group in the US uses the following questions written on cards. They are dealt out (face down!) to each of the group as you start discussing the week's reading.

You could add lots more.

How can what I've read help me spiritually?

What attitude described in this chapter do I need to cultivate ... or discard?

What issues does this chapter raise that are still issues today?

Where does the material come alive for me?

WILD CARD!!! (Whew! No answer required!)

What was stimulating for me in this chapter?

How did this study challenge the way I've been viewing God?

What do I disagree with in this chapter?

What was frustrating or boring for me in this chapter?

What in this chapter could help me change an attitude I've had?

How does any of what I read apply to my daily life now?

WILD CARD!!!

What is something new I learned in this chapter?

How does what happened during the time period I've been studying help me now?

What would God like me to remember about this chapter?

Where does this material cause me discomfort or doubt?

What do I believe God wants me to do this week as a result of this study?

What was something in this chapter that surprised me?

Another group uses the following (*which could be written on cards too*):

Which theme - Creation, Sin, Judgement, Redemption - is most prominent in your reading, and why?

What one thing did you disagree with in your text and why?

What experience have you had in the past couple of weeks that relates to your reading?

What aspect of the nature of God is strongly revealed? (for example: lawgiver, steadfast love, suffering servant, etc)

What advertisement (TV or print) could be made about your reading?

Speak about your reading from:

Tradition (the Bible, hymnals, service books, lives of the saints),

Action (an event in your life),

Culture (ads, movies, TV, popular ideas, books),

Position (personal 'ditch you would die in').

Talk about one thing from your lesson that gives you a strong feeling (mad, sad, glad, fear, etc) - talk about what evoked that feeling and tell of when you experienced it or give a metaphor for the feeling.

Linking TR and reading

A way to keep the implications of a TR in our minds for longer has been suggested by a US mentor. She recommends taking the theme of one week's TR (eg risk-taking) and using it to ask questions of the next week's reading. Perhaps in this case it could be 'how do you see risks being taken in your text this week?'

Collect for ending a TR

This brings together what has been learnt in a TR. A few minutes need to be set aside for it. Together the group completes the following sentences:

In this TR we see that God is ...

We pray for ...

in order that ...

A member then turns these thoughts and insights into a collect.

Whose writing is it anyway?

This activity is to encourage people to think deeper about styles of writing. The group can discuss the different ways of writing a book, and especially the styles found in the Bible. Everyone is then asked to write an imaginative short paragraph about something topical, using two styles. The following are suggestions, but there are many others depending on the subject matter.

Historical version	Prophetic version
Emphasising the religious view	Poetic style
'The Sun' journalist	Environmentalist

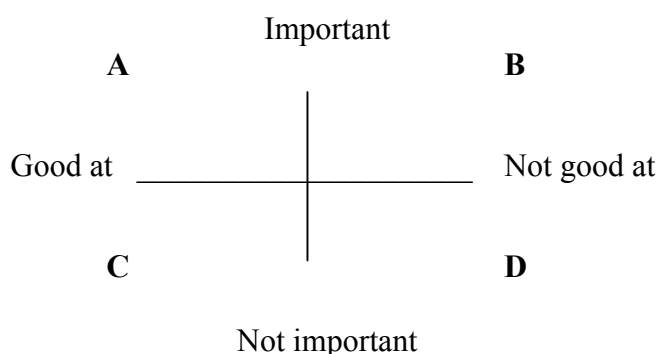
Evaluating Group Life (to assess strengths and weaknesses)

Together the group lists aspects of the E/M group life e.g.: theological reflection, openness, challenging each other, coping with different views, worship etc. These then need to be written on individual pieces of paper or cardboard.

On the flipchart write 'Good at' on the right and 'Not good at' on the left of the paper. (If you prefer to use the floor, write these on pieces of paper or card.) As a group, arrange the aspects of group life along the horizontal line between 'Good at' and 'Not good at' - (blutack for the flipchart users) - do one aspect at a time. There will, no doubt, be plenty of discussion - remember you are assessing the performance of the group as a whole and not passing judgement on individuals.

Next write 'Important' and 'Not important' at the top and bottom of the flipchart, (or on card on the floor.) Now, one at a time, move the aspects up or down depending on how important the group decides they are. Try not to change the horizontal position while doing this.

Sit back and take a look. You could draw two lines to divide the paper into quadrants (use string or ribbon on the floor). It will look something like this:



Those aspects in A will show things that the group is good at, and thinks important; B show those important, but the group reckons it is not good at; C good at, but not important, and D (obviously!) what the group is poor at, and also regards as less important. The group can then decide on any areas it particularly wishes to work on.

SWOT (also looking at group life)

Divide a large sheet of paper into four - quadrants or columns. In the first quadrant (or column), list the “**S**trengths” of your group. In the others list the group's “**W**eaknesses”, “**O**pportunities”, and what might be perceived as “**T**hreats” to the group's well-being.

The group members can then have a conversation about any changes they wish to make. If this exercise is done regularly, the results of the changes made can be tracked.

Looking at difference

Have two copies of several pictures. These can be of anything - out a magazine or postcards. Hand one out to each person. Ask everyone to write 5 lines about the picture - don't give any further explanation. After 5 mins ask each person to share with their neighbour (who has the same picture) what they have written and to consider the following:

Was what was written very different?

What were the starting points?

Are these differences hard to understand?

Are they enjoyable or not?

What does it tell you about: yourself? the other person?

In the whole group have a discussion around the following ideas:

How do we manage difference in this group?

- pretend
- get cross
- tense inside
- laugh it off
- sarcasm
- ask questions

What differences are there in the group?

What do we enjoy/not enjoy about difference?

Are any differences hard?

Are there any we cannot cope with?

What are we at ease with?

What are your special coping mechanisms?

What does the world say about difference?

Where is God in difference?

If this exercise is being done at the same time as the GSR, ask:

'Do we want to change anything?'

Common Lesson 4 - Year C

This has proved to be a difficult lesson. Its aim is to make us aware of different forms of prayer - petition, intercession, penitence, thanksgiving and adoration. Here are some suggestions about the way it can be used:

1. The group could design a prayer together at the end of each TR (perhaps before Insights and Implications,) using the subject matter of the TR discussion and all five prayer types - to compose a collect,
2. The group could together design a prayer using a different prayer type each week, (or perhaps two prayer types.)
3. Individuals could spend 10 mins composing a prayer on their own (within or outside the session) using a couple of the types.
4. Individuals could write a prayer at the end of TR without reference to the prayer types.

With all these, at the end of five TRs, time could be given to what has been learnt about prayer types, and about preferred ways of praying (- a grid could be designed to show this). A challenge could be developing under-used or less preferred types.

To use with Common Lesson 5

We all tend to find Common Lesson 5 difficult - we fear there will be challenges we do not wish to meet. We are not always honest with others about what we see as their strengths and way in which they could use them - we don't want to interfere. This exercise is to help us discern our own and others' gifts - and to have the courage to use them. It should not be hurried. You will need to have prepared ahead slips of paper, each with the name of a person in the group (three for each person) and named envelopes (one for each person).

1. Pray for discernment, courage to be honest with others and ourselves, and the ability to be receptive.
2. Distribute slips - each person to have three different names (swap if you have your own name).
3. Write on the slip something that you see that the named person is good at. To make it real, have in your mind an example of when you have seen (or heard of) this in action. Do this for each name - even if the person is absent.
4. Put the slips into the appropriate envelopes. Turn these upside down and mix up.
5. Acknowledge in prayer all that the envelopes contain.
6. One person to take an envelope and give it to the named person, who takes out one slip and talks about what it written using these, or similar, questions as a guide:
 - Is it recognised?
 - Is it used?
 - Is it seen as part of ministry now?
 - How might it be used differently?
 - Is there anything you would like to ask the group about it?
 - Is there anything you don't like about it?

Invite comment from the group.

- 7 That person picks the next envelope and passes it to the named person - then repeat step 6.

The other two slips of paper can be taken home and the same questions asked of them.

On completing seven vital questions !

1. What is my most vivid memory/image of EfM?
2. What have I taken from EfM? The group, the course.
3. What changes have occurred as I have participated in EfM?
4. How do I see my ministry now?
Where am I living it out?
What are its difficulties/challenges?
5. How do I see my ministry in a year's time?
6. Is there a ministry to which I might be called in the future?
7. What help/support do I need?