Gordon-Conwell Theological Seminary – Boston Campus
Center for Urban Ministerial Education

Mentored Ministry I MM 649
Personal Transformation in Ministry
Thursdays @ C.U.M.E. 7:00-9:45 P.M.
September 13 – December 6, 2012

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Instructor lsamaan@gcts.edu

Course Description

The Mentored Ministry Courses provide a bridge from the classroom learning environment to the practical realities of ministry and a place where students can focus on personal and spiritual growth. Through mentor relationships with more experienced ministers, students have the opportunity to develop gifts, strengthen weaknesses and gain feedback from a ministry practitioner. Mentors provide practical counsel and reflection related to a student’s ministry call and life.

The primary objective of Mentored Ministry I is for each student to identify and refine his/her ministry calling through self-assessment, theological reflection and initiation of a healthy mentoring relationship. The course will also focus on elements that effect spiritual life, devotions, family, friends and leadership style. Students will build on their learning experiences through written and oral assessment of their spiritual formation. This course fulfills degree requirement for MA and MDiv. programs.

Each student is expected to fully engage in the following three components of the Mentored Ministry Course:

1. **Completion of a Mentoring Cycle.** (40% of the grade)
   This consists of a Mentoring Covenant with Goals and Objectives (see manual), a minimum of 12 direct contact hours with mentor, either weekly or bi-weekly and a Narrative Assessment of the Mentoring Experience from both Mentor and student.
   Agree with your mentor on one book to read and discuss together (preferably from the reading list) which relates to the students personal and ministry formation. Also, if possible, attend the elective seminar together to discuss it.

2. **Participation in the Integrative Colloquia sequence** (30% of the grade)
   This consists of ten Thursday evening classes (only two absences allowed), one elective seminar (5%) (several options listed below), and two Integration Papers of five pages each (worth 10% each). (See Integration Paper Guidelines below.)

3. **Active participation in a Peer Reflection Group** (30%)
   This includes: attendance with participation, journal entries, profile assignments, class devotions and in-class group presentation.
Integration Paper Guidelines:

Students must complete two integration papers for the course. These are intended to help assess progress and development in ministry and should reflect principles and ideas from the class and reading work, Peer Reflection Group and time spent with the mentor. This includes new discoveries in ministry, areas of change and/or things you want to incorporate in ministry. Students should be prepared to reflect on their papers with their Peer Group.

Give attention to those areas you feel you need to grow in. This is not a general overview, but rather a self-assessment to help your continued evaluation of your overall ministry. The first paper, due 11/1/12 demonstrates how well you are connecting the readings and in-class discussions with your mentoring and ministry experience. The second integration paper, due 11/29/12, relates to the elective seminar.

Integration Paper #1

Identify and describe 1-2 key principles from class reading and discussion. Do not report on all readings or discussions. Relate these principles to your personal experience of ministry with self-observation of past or present experiences in ministry, informal comments from others, intentional conversations with people who know you and evaluation and understanding of your call to ministry.

Integration Paper #2

Briefly describe the seminar (attaching a brochure if possible). What did you learn? How does this relate to your ministry? Did it change my view on ministry? Are their books/media which I should further review? What application can I make from this event? What did/will I discuss with my mentor from what I learned?

An “A” paper demonstrates an in-depth understanding of key concepts from the readings and class dialogue or seminar, a significant level of engagement with the mentor over one or more of these concepts, and an honest appraisal of how these concepts impact the particular life and ministry environment of the student. It is NOT necessary to discuss all the readings, but only those related to your experience and mentoring.

A “B” paper demonstrates knowledge of general principles from the reading and seminar, the opportunity to consider these principles with your mentor, and some ideas towards applying some principles in your life and ministry.

A “C” paper demonstrates general awareness of the readings or seminar and some consideration of how they may help in life and ministry.

Submission of Written Work

Bring one hard copy of each assignment to class or send each assignment by e-mail to Lynn Samaan (lsamaan@gcts.edu). Late work receives a half-grade deduction and early papers hold the option of being re-submitted for a higher grade. Length: Five pages double spaced.
Buchanan, Mark, *The Rest of God.*


   (Mills $ Associates LLC; [www.DiscProfile.com](http://www.DiscProfile.com)/item C247


Mentored Ministry Manual (Revised 2010) on “Sakai Student Portal”
   Reading Assignments as posted on “Sakai Student Portal”

Scazzero, Peter. *Emotionally Healthy Spirituality.*

**Recommended Books**


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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>9/13</td>
<td>Mentor assignment and expectations, learning cycle, goals, objectives, peer groups, spiritual disciplines and spiritual formation, peer group discussion – mentoring experiences</td>
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<tr>
<td>9/20</td>
<td>Review mentoring goals and covenants, DISC intro and self-assessment, “Mentor” connections</td>
<td>Read <em>Connecting:</em> The mentoring relationships, You Need to Succeed in Life</td>
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<td>9/27</td>
<td>DISC evaluation – Larry and Virginia Ward</td>
<td>Complete DISC survey, Mentor Covenant Due</td>
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<td>10/4</td>
<td>The Cure/True Faced, peer group discussion</td>
<td>Read <em>The Cure</em></td>
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<td>10/11</td>
<td>No class</td>
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<td>10/18</td>
<td>Emotionally healthy spirituality, peer group discussion</td>
<td>Read <em>Emotionally Healthy Spirituality</em></td>
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<td>10/25</td>
<td>Sabbath, peer group discussion – life to life ministry</td>
<td>Read <em>The Rest of God</em></td>
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<td>11/1</td>
<td>Discipleship &amp; Disciple builder in action, peer group discussion</td>
<td>First interaction paper due</td>
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<td>11/10</td>
<td>No class</td>
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<td>11/17</td>
<td>How People Grow</td>
<td>Read <em>Changes That Heal</em></td>
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<td>11/22</td>
<td>Thanksgiving – NO CLASS</td>
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<td>11/29</td>
<td>Retreats, pilgrimages and passive mentoring, peer group presentations</td>
<td>2nd integration paper due</td>
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<td>12/6</td>
<td>Peer group presentations, class evaluations</td>
<td>Mentor Assessment DUE!</td>
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