FIELD BASED MENTORED MINISTRY – MM 649
Spring 2015
Leadership for Urban Ministry Development

Wednesdays 6pm-10pm Classroom meetings (January 28-March 4)
Field-based (March 5- April 27)
Course Director: Dr Teri Elliott-Hart, telliott-hart@gcts.edu
(Office hours: before class Wednesday 4-6p by appt)

DESCRIPTION
This course is designed as a capstone to the student’s seminary experience, bringing together their knowledge from various fields of study with practical experience. As a practical theology class we employ a method of action, reflection and analysis that will be built in to the classroom experiences and our time in the field.

In this class students will be learning broad based urban ministry skills from local leaders. The semester is divided into a series of workshop experiences followed by a field based dilemma or ministry project that will be addressed by a student team supported by an assigned mentor. Prerequisites: Minimum 12 courses, including MC 621 (Inner City/Living Systems).

Part 1 of the course consists of whole class meetings for seminars by professors and guests around issues of ministry development and leadership. There are readings and short papers due.

Part 2 or the course consists of work in small teams with a project mentor to take place in various settings with small group and individual responsibilities. Students should expect to spend the equivalent of class time (4hrs) as well as the equivalent of additional typical “homework” hours each week on the project.

LEARNING OUTCOMES:
1. Students will demonstrate collaborative skills throughout the team projects
2. Students will demonstrate a capacity for theological reflection in ministry contexts
3. Students will demonstrate the capacity to approach a ministry challenge from multiple points of view
4. Students will demonstrate proficiency in soft leadership skills such as communication and conflict resolution
REQUIRED READING

“Cultivating a Positive Church Culture” Team Building Resource Pack (pdf download on Sakai) Permission granted by Building Church Leaders/Leadership Journal *Document is also on Reserve in the Jackson Library


Additional articles and online resources required for reading. Posted in Sakai resource folder.

EXTRA CREDIT READING (CHOOSE ONE OF THE FOLLOWING -- READ & WRITE BOOK REVIEW)


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<th>Date</th>
<th>Topic(s)</th>
<th>Instructor</th>
<th>Assignments for next class</th>
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| 1/28  | What is Mentored Ministry at Boston Campus? Why Team Based Projects?     | Professor Elliott-Hart                          | Read articles on Sakai for Team and Intercultural Unity  
|       | a) Self-Assessment: leadership profile tool scoring and discussion       |                                                 | Submit project preferences next class              |
| 2/4   | **Leadership Module on Teamwork:** Leading from our strengths, acknowledging our limits | Professor Elliott-Hart                          | Read **Center Church**                             
|       |                                                                          |                                                 | Read Discipleship articles                        |
| 2/11  | **Leading for Discipleship:** Strategies and skills for developing youth and family ministry | Rev Virginia Ward, Director Leadership and Mentored Ministry | Read **Center Church**                             
|       |                                                                          |                                                 | Read Vitality article                             |
| 2/18  | **Leadership Module:** Church Vitality and Ministry Planning            | Rev Larry Ward, Abundant Life Church Cambridge, MA | Read **Toxic Charity**                             
|       |                                                                          |                                                 | Contact Hosts for Initial Interview               |
| 2/25  | a) **Leadership Module:** Intro to Christian Community Development     |                                                 | Read **Center Church**                             
<p>|       | Orientation to Project Phase:                                           | Read recommended articles from Mark Scott       |
|       | b) “What’s the Problem?” Harden Principles and strategies for getting started on projects (includes some project team work time at end) |                                                 |                                                 |
| 3/4   | <strong>Field work Initial interviews with host – getting to problem statement</strong> |                                                 | Read <strong>Logic Model articles</strong>                     |
| 3/11  | Optional workshop—if your project involves working on an already existing ministry you will learn about the “logic model” tool for outcome measurement: all welcome | Ellen Bass, Capacity Building Institute         | Logic Model and Problem Statement Due to Mentors/Ellen Bass 3/21 |
| 3/18  | Field work team work                                                     | Mentors                                         |                                                  |
| 3/25  | Project field work team work                                             |                                                 | Read <strong>The Art of Theological Reflection</strong>        |</p>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsible Parties</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4/2</td>
<td>Theological Reflection Session (60-90 min)</td>
<td>Mentors</td>
<td>Write theological reflection essay on an aspect of team process, the context or the content of your project.</td>
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<td>4/8</td>
<td>Project team work</td>
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<tr>
<td>Week of 4/13</td>
<td>Prepare for final presentation OR Present proposal/findings/resources to host at HOST SITE</td>
<td>Mentors</td>
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<tr>
<td>Week of 4/20</td>
<td>Last week to Present proposal/findings/resources to host at HOST SITE</td>
<td>Hosts, Student Teams, Mentors</td>
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<td>4/29</td>
<td>Debrief, celebration and mini-presentations: all student teams b) Spiritual Formation “on the job” GRADUATING STUDENTS: Synthesis paper DUE to course Director</td>
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<tr>
<td>5/4</td>
<td>NO CLASS</td>
<td>Synthesis paper DUE to course Director</td>
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THE COURSE INSTRUCTORS:

**Teaching Mentors** provide instruction in specialized areas of leadership and ministry development to equip the students for the project phase of the course, see attached syllabi each week:

**Project Mentors:** work with the students as shepherds at the intersection of the host church needs, spiritual formation in praxis, program development and group dynamics

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**COURSE ASSIGNMENTS**

*Students should expect to use SAKAI course page to receive more details for these assignments, links to Web based articles and other resources. If you have difficulty accessing SAKAI notify the professor and/or IT department right away.*

A. **Engagement:** **Your participation in this class is valuable: both as a listener and speaker.** The focus on collaborative leadership dictates that all students are present and respectfully participating. You are expected to complete the readings, attend classes, and demonstrate commitment to your project group. No more than one class absence without penalty. Your participation and growth during the project phase according to self-reporting and mentor observation is reflected in this part of the grade.

B. **Short Essays.** Short essay responses to readings and lectures, observations on team work and critical self-reflection will be read by project mentor and course faculty director (6 entries 2 page minimum each).

   Essays due by 12am on the due date will demonstrate:

   i. Critical reflection skills as applied to self-knowledge as a leader, a team member, and personal growth
   ii. Capacity to reflect theologically on context and ministry practices
   iii. Understanding of the main ideas of the modular sessions
   iv. Critical engagement with the readings

C. **Final synthesis essay** This essay will begin with a case study of your project A case study demonstrates understanding of the context and issues raised in the case description, and clearly states the “problem: you addressed in your project. The final essay also provides an opportunity for individuals to reflect on the team process, analysis of the topics from readings and lectures that relate to your work, and your final analysis of the outcomes of the project for the site hosts.

   **Final Essay should demonstrate**

   v. Depth and knowledge of issues raised in the case, including thorough description of all stakeholders
   vi. Ability to apply the reading and discussions of specialized subject area to the real world issue
   vii. Thorough discussion of and applicability/scalability of proposal recommendations
   viii. Use of supporting documents, resources, and bibliography as needed
ix. Theological depth and clarity

x. Strong writing skills of organization, mechanics and grammar

D. Project completion & Group proposal/recommendations

Final “produc” will be presented to the host sites/stakeholders. These field based project final products may be in the form of (1) Community Assessments; (2) Model Replication; (3) Capacity-building; or (4) Project Concept Development. You will be assessed by your mentor on areas such as collaborative leadership, participation, growth, and contributions to the group process. The outcome of your project “challenge” will not be graded, but the community stakeholders are the recipients of your labors.

Grading Breakdown

Engagement/Participation: 20%

Response Journals: 30%

Individual final essay: 50%
Policies

- All formal writing assignments should follow Turabian formatting for citations. (See online resources or her book Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th Edition. University of Chicago Press.) Papers should use a heading, be double spaced with 12 pt font, and include page numbers.
- Late papers (without consent due to extenuating circumstances) will be docked a letter grade for each day late.
- Please inform the professor of anticipated absences. One excused absence is allowed. Unexcused absences will impact your grade. More than one absence in this intensive format may jeopardize your passing the course.
- Plagiarism and overall academic integrity is taken seriously, and breaches will result in failure and disciplinary action (See Violating Academic Integrity at http://www.gordonconwell.edu/hamilton/current/documents/hamreg_handbook_acadserve.pdf).
- I will be happy to answer questions by email, telephone or by appointment at my office. If you email me after 6pm please do not expect a reply until the next day.
- Learning Accomodations: A student with a disability who may need academic accommodations should make an appointment within the first two weeks of classes to discuss his or her particular learning needs.