Gordon Conwell Theological Seminary- Boston

Mentored Ministry Manual

Course orientation and forms for mentoring program
Introduction

The Center for Urban Ministerial Education (CUME) values *Contextualized Theological Education*, by which students engage with the city - its people, systems and churches - as essential to the seminary curriculum. As such, CUME’s Mentored Ministry Program provides degree students with practical and reflective training in the context of urban ministry. Many CUME students already serve in ministry contexts with a local church or agency, and the Mentored Ministry Program is designed to develop students where God has placed them, rather than extracting them for assignment to another location.

The Mentored Ministry Program establishes a bridge from classroom learning to the practical realities of ministry. Various components in this process include the Mentored Ministry courses, self-assessment tools, peer reflection groups; but the core component is the *Mentoring Cycle*. The vitality of relationship between each Student and Mentor shapes the Student’s growth through the other components of the Mentored Ministry Program. By engaging in a mentoring relationship with a more experienced minister, the Student grasps the opportunity to develop gifts and learn what the Mentor is already learning.

*Mentors* are considered an integral part of the Mentored Ministry Program. Their wisdom, experience, counsel and guidance of the students contribute not just to the students’ seminary education, but also to the *Shalom* of the city by God’s grace.
Objectives of Mentored Ministry:

1. Enable CUME students as developing church leaders to integrate theoretical concepts with ministry.

2. Exposure to foundational principles and practices of spiritual formation for lifelong healthy ministry.

3. Establish a formal mentoring process between approved and experienced ministry leaders with less experienced ministers/students.

4. Engage students in Theological Reflection in which Scripture, tradition, culture and personal experience are holistically integrated.

5. Educate towards proficiency in personal ministry for all Masters level students (MM 649) and towards ministry leadership for M.Div. students (MM 650).

The Mentored Ministry Program consists of three inter-related components:

(1) Mentoring
(2) Course Readings and Instruction
(3) Peer Group Reflection.

Successful completion of Mentored Ministry indicates a student’s readiness for ministry. Grades are determined by an evaluation of the student’s written work, participation in class and with their Peer Reflection Group. As part of their assistance to students in preparation for ministry, and increased efficacy of ministry currently practiced, Mentors may wish to engage students in discussions of material introduced in the coursework.

Mentoring Requirements and Expectations

Mentors are approved supervisors/ministers with significant experience in urban ministry. Mentors are approved by the Program Director of Mentored Ministry. By agreeing to serve, the Mentor agrees to commit to the Mentored Ministry Program and to a particular Student for 10 hours per each academic semester enrolled in the course. Telephone interviews for Mentors are provided during the Fall and Spring semester of each academic year.
Mentors are recruited in a variety of ways. Some mentors from previous years continue to serve because of the richness of past experience in the program; others are recommended by CUME staff; still others are solicited by students who desire to work with a particular minister. To be considered as a Mentor, persons should be church or community leaders who are:

- highly respected in the church community and trusted by the student;
- committed to the student and supportive of higher education;
- gifted with significant communication skills, discernment and insight into ministerial issues;
- an experienced minister or program leader;
- preferably seminary trained (or equivalent for students ministry focus);
- in agreement with CUME’s educational goals.

**The following steps will be taken for approving a minister as a new Mentor at CUME:**

- the candidate will complete a Mentor application.
- the candidate will be interviewed by the program Director.

**Preparing for Mentoring**

1. Upon enrolling in CUME’s Mentored Ministry course, the Student will complete and submit a **Confidential Mentored Ministry Profile** (see Appendix) which will assist the Program Director to match the Student with an appropriate Mentor (or approve a Mentor recommended by the Student). The Profile is also made available to the Mentor to prepare for the mentoring process. The expectation is for each Student to be matched with an approved Mentor by the first week of the Mentored Ministry course. This should be submitted before the first week of class.

2. In the first two weeks of the course students will establish **Mentoring Objectives** with their Mentor and submit a **Mentoring Covenant** (see Appendix). For MM649 the goals and objectives will be for personal formation. For MM650 the objectives and goals will be project based. The Mentoring Covenant specifies the Mentor’s involvement and assistance to the Student in reaching the Student’s Learning Objectives. The Mentoring Covenant is to be submitted to the Program Director for approval within the second week of the Mentored Ministry course.

3. A **Mentored Ministry Timesheet** (see Appendix) is provided to enable the Student and Mentor to register their meetings, and may be submitted with their final Assessment. Students and Mentors meet once a week for 10 weeks, for a minimum of 1 hour, or bi-weekly for two hours throughout the semester. The Mentor covenants with the Student to
become acquainted with, observe and evaluate the Student’s ministry setting and practice around the particular skills and competencies on which they have agreed.

4. Students and Mentors are expected to abide by their Mentoring Covenant and the requirements of the Mentored Ministry Program. Violation of the Covenant or neglect of the program requirements are of concern to the Mentored Ministry Program Director. In the event that the student/mentor relationship should terminate due to an irresolvable issue, both parties must:

a. Explain details in writing.
b. Meet with the Program Director.
c. If the decision remains to terminate the mentor/student relationship the student will receive a new mentor.

5. Prior to the end of each semester, the Student will complete his or her portion of the Mentoring Assessment (see Appendix) based upon achievement of specified Learning Objectives, performance of agreed upon Tasks and quality of the mentoring relationship. The Student submits this to the Mentor for a responsive assessment, and then the completed Mentoring Assessment is submitted to the Course Instructor at the end of the semester.

The responsibility for the completion and timely submission of each document in the Mentoring Cycle always rests with the Student. The Mentor is expected to respond promptly to all submissions by the Student, but in the end it is the Student alone who meets the requirements of the Mentored Ministry Program. If there is any delay on the part of the Mentor, the Student must request an Extension from the Course Instructor and indicate when the required document will be submitted. The penalty for late or incomplete submissions will be as indicated on the Course syllabus, by either a grade deduction or failure of the Course. **No student can successfully pass any Mentored Ministry course at CUME without documented completion of the full Mentoring Cycle!!**

Those M.Div. students who continue from MM 649 to MM 650 (or M.A. students who enroll in MM 650 as an elective course) are strongly encouraged to do so in the same Academic Year and continue with the same Mentor from the Fall semester into the Spring semester. There is great value in building upon the existing student-mentor relationship and deepening similar Learning Objectives. If circumstances warrant a change in Mentors from one semester to the next, this must be discussed with the Program Director who will approve the new Mentor.
Integration Papers

Students must complete two summary integration papers each semester of Mentored Ministry. These papers are intended to help in assessing progress and development in ministry and should reflect an accumulation of the coursework, peer reflection group, and time spent with the Mentor. Students should include new discoveries in ministry, things you have started a process to change, and/or things you want to incorporate in ministry. Students should be prepared to reflect on their papers at the concluding sessions. **Length:** Five (5) pages, double-spaced.
Gordon Conwell Theological Seminary - Boston
Mentored Ministry Program

Confidential Mentored Ministry Profile

Submit to the course instructor PRIOR to first class of Mentored Ministry I/II.

Date: __________________

Name: ________________________________

Address: ________________________________

Email: ________________________________ Phone(s) ________________

CHECK one option below:

○ I propose as my Mentor: ________________________________

  of ________________________________ Church / Ministry. This person has indicated readiness to be my mentor for the course. Our current relationship is: ________________________________.

○ I do not have a Mentor chosen but am interested in asking the following pastors/leader(s)

  ________________________________

○ I do not have a Mentor and would like one assigned to me. My preferences for gender/church tradition/ etc include: ________________________________.

MINISTRY EXPERIENCE:

1. I am serving (or recently served) in the following ministry roles:
2. My vocational goals include (e.g. ordination, international work, chaplaincy):

3. What I think I need most from a ministry mentor/mentored project is:

LIFE EXPERIENCE:

1. Educational background:

2. Other professional experiences apart from church ministry

INTERESTS

Write a list of things which you regularly do which bring satisfaction and enjoyment to you, no matter how small or insignificant they may appear.
MENTORING COVENANT

Student: _______________________
Mentor: ____________________________

Student / Mentor Conferences will be held:

Proposed Location_________________

_1 hour per week  _ 2 hours bi-weekly    _ Other (specify)

Our signatures demonstrate our covenant to be in a mentoring relationship. We have agreed on the above meeting times and developed the attached Objectives for Learning and will follow them to the best of our ability. We will complete the oral and narrative assessments necessary at the end of semester.

________________________________________________   Date: _______________
STUDENT

________________________________________________   Date: _______________
MENTOR

MENTORED MINISTRY OFFICE APPROVAL

Signed _______________________________  Date: _______________
MENTORING OBJECTIVES SUMMARY

PLEASE COMPLETE THE FOLLOWING ON ANOTHER SHEET OF PAPER CLEARLY LABELED “MENTORING OBJECTIVES”. YOUR MENTOR SHOULD REVIEW IT WITH YOU.

I. A. Learning Objectives: List your personal learning objectives and classify them according to the following categories:

1. **Personal**: State the personal characteristics and attitudes you desire to develop. Be specific. Do not focus on tasks or functions, but on personal qualities and attributes.

2. **Knowledge**: Elaborate on the areas of knowledge you would gain from this year of Mentored Ministry. This has to do with matters of content about given subjects that relate to ministry.

3. **Competency**: Comment on the ministry skills you want to develop and what you will do to achieve this. Be specific, not general. Look at areas of professional development for yourself.

4. **Spiritual**: List the areas where you hope to grow spiritually by your involvement in Mentored Ministry. Make these **specific**, **realistic** and **measurable**

B. Expected activity towards each goal

1. What are your initial thoughts about how you will work on your various learning goals?

2. For MMII students include a description of your ministry project or specific tasks for this semester.

II. Include comments on what you desire in your **relationship with your mentor**. In what ways can a mentoring relationship help you achieve your objectives?
MENTORED MINISTRY WORKSHEET

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>TASK</th>
<th>Anticipated CHALLENGES ?</th>
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Helpful Guidelines for Goal Setting

To set effective goals, it is important that one observes the following guidelines. A goal must be:

**Conceivable**- you must conceptualize the goal so that it is understandable and then identify clearly the steps to achieve the goal.

**Believable**- you must believe you can reach the goal.

**Achievable**- Set realistic goals. The goals you set should be accomplished with your given strengths and abilities.

**Controllable**- If your goals include the involvement of someone else, you should obtain permission of the other person(s).

**Measurable**- your goal must be stated so that it is measurable in time and quantity. Choose goals that reflect a balance between your job and personal life. Include both short-term and long-term goals.

**Growth Facilitating**- your goal should never be destructive to yourself, to others, or to society.
MENTORED MINISTRY TIME SHEET

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<th>Hours</th>
<th>Nature OF DISCUSSION /ACTIVITY</th>
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Gordon Conwell Theological Seminary- Boston Campus
Mentored Ministry Program

MENTORING ASSESSMENT
(Cover Sheet – Attach Narrative Assessments)

Student: ____________________________  Mentor: ___________________________

I. Student’s Assessment of:

(1) Personal growth and/or achievement in relation to stated Learning Objectives;
(2) Quality of her/his performance in relation to agreed upon Tasks; and
(3) Impact of the mentoring conference times

II. Mentor’s Assessment of:

(1). The Student’s growth in reflective practices and competencies in relation to the Learning Goals. 
(2). Mentor’s satisfaction and challenges in the Mentoring process.

○ We have both read and discussed this assessment material.

○ We have met for a minimum of ten(10) hours this semester.

____________________________  ___________________________  ________________
STUDENT SIGNATURE  MENTOR SIGNATURE  DATE