You then, my son, be strong in the grace that is in Christ Jesus.

And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others.

II Timothy 2:1-2
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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).

MENTORING:

A relational experience in which one person empowers another by sharing God-given resources.

Connecting by Stanley & Clinton
The Mentored Ministry Program consists of three inter-related components:

1. **Mentoring Cycle**
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.

**Mentor 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 an academic semester. 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 to CUME;
- gifted with significant communication skills, discernment and insight into ministerial issues;
- well experienced;
- preferably seminary trained (or equivalent for students ministry focus);
- supportive of higher education.

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

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

Candidates should email fru@get.edu to schedule interview.
The Mentoring Cycle

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.

Students will establish with their Mentor a **Mentoring Covenant** (see Appendix), which consists of a signed Cover Sheet, a Mentoring Objectives Summary in which Students describe their Ministry Experience, Four (4) Learning Objectives (Personal/Knowledge/Competency/Spiritual), and the desired Student – Mentor Relationship, and a completed Goal Sheet. 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.

Students and Mentors meet once a week for 12 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. Any missed time must be made up. A **Mentored Ministry Timesheet** (see Appendix) is provided to enable the Student and Mentor to register their meetings, and may be submitted with their Assessment. Distance mentoring by telephone or other communication can be approved, provided that the Mentor and student arrange for some significant face-to-face time during the semester.

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.

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.

**Guidelines:** You should focus on areas where you think you need to give attention; a general overview can cover the other areas. Keep your comments brief and avoid superficial responses. Remember this is your self-assessment and can help in your continued evaluation of your overall ministry.

**PERSONAL TRANSFORMATION IN MINISTRY**

Integration Paper #1 (MM 649)

A. **Demonstrate Understanding of Key Course Concepts**
   - Significant course readings and presentations (NOT all readings)
   - Peer Reflection insights
   - Mentor’s observations

B. **Personal Assessment of my Ministry:**
   - DiSC Assessment
   - Self observation of past and present experiences of spiritual growth
   - Accountability practices
   - Intentional conversations with spouse, friends, faculty office of student advisement, advisor, mentor
   - Evaluation and understanding of your call to ministry

C. **Areas to Consider When Assessing Personal Strengths and Weaknesses:**
   - How I Conduct Ministry
     - Dictator / Enabler / Supporter / Challenger / Fearful
   - How I Use the Power of God
     - Listen to the Spirit / to others / to family
   - Practical Skills
     - Preaching / Teaching / Counseling / Giving / Teamwork
   - Feeling About Ministry
     - Excited / Overwhelmed / Unequal to challenge / Need time away
LEADING TRANSFORMATIVE MINISTRY
Integration Paper #1 (MM 650)

A. Demonstrate Understanding of Key Course Concepts
   ♦ Significant course readings and presentations (NOT all readings)
   ♦ Peer Reflection insights
   ♦ Mentor’s observations

B. Assessment of Pastoral and Leadership Development:
   ♦ DiSC Assessment
   ♦ Self observation of past and present challenges in ministry
   ♦ Team development practices
   ♦ Intentional conversations with spouse, friends, faculty office of student advisement, advisor, mentor
   ♦ Evaluation and understanding of your call to pastor or lead in ministry

C. Areas to Consider When Assessing Pastoral & Leadership Strengths and Weaknesses:
   ♦ How I Conduct Ministry
     Dictator / Enabler / Supporter / Challenger / Fearful
   ♦ How I Use the Power of God
     Listen to the Spirit / to others / to family
   ♦ Practical Skills
     Preaching / Teaching / Counseling / Giving / Teamwork
   ♦ Feeling About Ministry
     Excited / Overwhelmed / Unequal to challenge / Need time away

ELECTIVE SEMINAR ASSESMENT
Integration Paper #2 (MM 649 & 650)

♦ Briefly describe the Seminar (attach Seminar agenda, if applicable)
♦ What did I observe/learn?
♦ How does this relate to my present (or proposed) ministry?
♦ Did the presentations/interaction change my view on ministry?
♦ Are there books/media/resources which I should further review?
♦ What direct applications can I make from this event?
♦ How can I discuss with my Mentor what I learned?
GCTS Boston – Center for Urban Ministerial Education  
Confidential Mentored Ministry Profile

Submit to the CUME Mentored Ministry Office / Frank Tully (ftully@gordonconwell.edu)  
PRIOR to first class of Mentored Ministry.

Date: __________________

NAME: ______________________________________ GCTS Id. No. ____________

Address: _____________________________________________________________________

Email: ____________________________________________ Phone(s) _________________

CHECK one option below:

___ I propose as my Mentor: _____________________________________________________

of Church / Ministry: ___________________________________________________________

Contact phone/email: _____________________________________________________________

___ I do not have a Mentor and would prefer to have one assigned to me.

___ I am in process of finding a Mentor and will submit a proposal by: ____________ (Date)

MINISTRY EXPERIENCE:

1. I am serving (or recently served) in the following roles:  
   (indicate church or agency & dates)

2. Strengths & weaknesses in ministry:

3. Ministry skills I desire to develop while at CUME:
LIFE EXPERIENCE:

1. My present family situation includes (single/married/children ...):

2. I enjoy these hobbies or leisure activities:

3. 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. Try to list at least 15:

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  
13.  
14.  
15.  

Select five items from this list and rank those 5 which you value the most and describe why:

1.  
2.  
3.  
4.  
5.
MENTORING COVENANT

Student: _____________________________   Mentor: _____________________________

We have agreed on the above meeting times and examined the attached Mentoring Objectives Summary and Goal Sheet. We support the Learning Objectives and will follow them to the best of our ability.

Covenant Accepted: (Signatures Required)

STUDENT_________________________________________ Date: _________________

MENTOR_________________________________________ Date: _________________

MENTORED MINISTRY

DEPARTMENT APPROVAL ___________________________ Date: _________________
MENTORING OBJECTIVES SUMMARY

PLEASE COMPLETE THE FOLLOWING ON ANOTHER SHEET OF PAPER.
YOUR MENTOR SHOULD REVIEW IT ALONG WITH GOAL SHEET

Name______________________ Date____________

I. Ministerial History: Please tell us about the type of ministry in which you are currently involved.
   A. Type of Ministry
   B. Length of Involvement
   C. How do you see your ministry

II. Learning Objective: 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

III. Student / Mentor Relationship: Comment on what you desire in your relationship with your mentor. In what ways can a mentoring relationship help you achieve your objectives? What are appropriate arrangements for meeting and developmental times?

Describe the specific task that you are undertaking.

(Indicate these objectives and tasks on the Mentored Ministry Goal Sheet)
## MENTORED MINISTRY GOAL SHEET

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>TASK</th>
<th>MENTOR INVOLVEMENT</th>
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<tbody>
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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

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME START</th>
<th>TIME END</th>
<th>CATEGORIES OF DISCUSSION *</th>
<th>SIGNATURE OF MENTOR</th>
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</table>

*CATEGORIES OF DISCUSSION-Personal, Knowledge, Competency Spiritual
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) Quality of the mentoring relationship and conference times

II. Mentor’s Assessment of:

The Student’s growth, performance, use of resources in relation to the Mentoring Covenant; and Mentor’s satisfaction and challenges in the Mentoring process.

We have both read and discussed all of the assessment material.

We have met for a minimum of twelve (12) hours this semester.

________________________________  _______________________  ______________________
STUDENT SIGNATURE               MENTOR SIGNATURE               DATE

Comments / Notes: