

Mennonite Brethren Biblical Seminary

MENTORING I –CONNECTING

Course No.: IS-505 (1 unit)

Semester: Spring 09

Coordinator: Terrie Purgason

Mentor: Terrie Purgason

Meeting Times: Wednesday 1:30-3:00

COURSE DESCRIPTION

This course is intended to help students grow personally through developing strong interpersonal relationships and fostering reflection on issues related to personal, spiritual and academic growth. It is also intended to provide resources designed to guide students in developing their Personal Growth Plan. It seeks to explore within a large and small group setting what it means to “love the Lord your God with all your heart, your mind and your soul.”

COURSE OBJECTIVES

1. To assist students in making a successful entry into seminary life.
2. To create a set of relationships this can offer support, and help hold one on course.
3. To provide students and mentor with information about the student’s personal profile, growth needs and characteristics in order to guide them in effectively developing their Personal Growth Plan.
4. To develop the academic skills necessary for successful completion of seminary studies.

DESIRED OUTCOMES

- Demonstrate commitment to live as a disciple of Jesus in Christian community
- Articulate commitment to a biblical theological Christian perspective
- Interpret diverse cultural contexts of ministry using theological perspectives integrated with social scientific approaches
- A well-developed Personal Growth Plan

REQUIRED TEXTBOOKS

The required texts are available at Pacific Bookshop and widely available in new and used form via the Internet.

Badke, William B. *Research Strategies*. iUniverse (Second Edition) 2004

Jackson, John; Lorraine Bosse’-Smith, *Leveraging Your Leadership Style*. Abingdon Press 2007
***(optional, purchase through amazon.com)

Rath, Tom. *StrengthsFinder 2.0* (Gallup Press) 2007

Yaconelli, Mike. *Messy Spirituality*. Zondervan 2002

RECOMMENDED RESOURCE MATERIAL

All students are encouraged to acquire a basic resource library. At a minimum, this should include a dictionary and a manual of style which provides guidelines for one of the two writing formats accepted at MBBS, namely, the Chicago Manual of Style (Turabian), or The American Psychological Association (APA). Other helpful resources include a thesaurus, a Bible dictionary, a dictionary of theological terms, and writing and grammar aids.

NATURE OF THE COURSE

This course will utilize both large and small group formats. The large group discussion will focus on tools for building emotionally healthy relationships. The small groups of 8-10 students will meet with a faculty mentor to focus around sharing “call” stories, assigned readings and topics, as well as issues arising from classroom learning, reading, or experience. Book critiques, individual meeting with the mentor, and personal and ministry inventories will provide resources for personal and spiritual exploration and growth. Since community is a high value, attendance at least 4 chapels during the semester is also expected. A more detailed course schedule will be distributed at the beginning of class.

ASSIGNMENTS

1. **Class Meetings.** The group will meet nine times during the semester. Attendance is expected.
2. **Book Critiques.** For Badke, students are to write a two-page reflection answering the question, “What are the new concepts you will take away from this text?” Students are required to write a critique of the book by Yaconelli. This review is to be at least two pages in length addressing your response to the book and two or three possible applications. Information on how to write a graduate-level book review will be covered in class.
3. **One-to-One with Faculty Mentor.** Students are expected to meet individually with their faculty mentor once during the semester. The agenda for this session will flow from ***the student’s personal growth plan*** as well as ***the critique of Yaconelli***, and personal reflection on the impact of this book in the student’s life. This is also a time to check in on ***the student’s completion of the Bible Knowledge requirement***.
 - **This meeting needs to be arranged by the student soon after the personal growth plan is due and prior to the close of the semester**
4. **Personal, Relationship, and Ministry Inventories.** Each student is to take these inventories: StrengthsFinder 2.0, Spiritual Gifts Inventory, Myers-Briggs Type Indicator, and Leveraging Your Leadership Style. The Gifts Inventory and Leveraging Your Leadership Style Inventory will be handed out in class. The Myers-Briggs can be taken online for free at: <http://www.humanmetrics.com/cgi-win/JTypes1.htm>. Insights from these tools, and any others that have been taken should be incorporated into the Personal Growth Plan.
5. **Personal Profile Form:** Each Student is expected to fill in a Personal Profile form and incorporate this information into the Personal Growth Plan.
6. **Personal Growth Plan-** Each student is expected to write a short self-assessment report (4-6 pages) that explores personal, academic and vocational goals. A guide for the growth plan is attached to the syllabus. This growth plan should be submitted to the student’s faculty advisor as well as the mentoring instructor.

7. **Hartland Experience or Chapel Attendance** - Since community is a high value at MB Biblical Seminary, one class requirement is attending the Hartland Experience. If this is impossible, the student is to attend at least four Chapels during the semester and write a one-page reflection on each Chapel Experience.

GRADING

Class Attendance/ Participation	25%
Book Critique: Badke	10%
Book Critique: Yaconelli	10%
Personal Profile	10%
Personal Growth Plan (includes completed inventories)	25%
One-to-one Meeting with Mentor	10%
Hartland Experience/Chapel Attendance/reflection papers	10%

Assessment will be based on participation in course meetings and events (i.e., absences will affect one's grade), quality of personal engagement in written assignments, adherence to the scheduled due dates, completion of reading assignments, personal profile, and personal growth plan.

Academic Policies

MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies>. These policies provide guidance on academic integrity and plagiarism, accommodations for disability, incomplete course work, extensions, dates for changing registration, nondiscriminatory and inclusive language, appeals, grading templates, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to your professor or consult the Registrar.

Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student's evaluation of the course is completed.

Class Participation is one of the most significant parts of the shared learning experience at MBBS. Any student who misses more than 25% of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Exceptions to this policy may be considered because of medical or family emergencies; but all exceptions must be approved by the faculty member and the Academic Dean.

Confidentiality

Students who wish to have their assignment results be more confidential may submit the assignment in an envelope. The instructor will then return the assignment in the same envelope.

Mentoring/Connecting Personal Growth Plan

Students in Mentoring/Connecting are to write a Personal Growth Plan, based around the MBBS Desired Educational Outcomes that will be reviewed throughout their time at Seminary. The purpose of this

assignment is to create a living document providing a map for growth during the Seminary experience. It should be a culmination of the Mentoring/Connecting course as students draw together the varied experiences from the class.

The Personal Growth Plan needs to show thoughtful reflection and include both immediate and long term goals. The Student Personal Profile should help to identify aspects important to completing this Growth Plan. The Growth Plan will be reviewed midway through the student's academic career. The final product and evaluation of growth will take place in Mentoring 2, Commencing, and will also be included in the student's portfolio.

Elements of the Growth Plan include (but are not necessarily limited to):

- A spiritual life and personal development "status report" - including spiritual and personal growth goals
- A copy of your *Personal Profile*
- A statement of vocational goals and their relationship to calling, personality style, cluster of spiritual gifts, leadership styles, strengths and growth areas. (Use the results from: Leveraging Your Leadership Style, the spiritual gifts inventory, Myers-Briggs* Profile and StrengthsFinder 2.0)
- Explain how you see your *Personal Profile* serving as a guide in helping you understand your vocational choices
- Relational issues such as marital and family relationships. Also include any mentoring/coaching interactions that you are/hope to participate in
- Evangelism, community service, and leadership goals
- An academic plan that addresses these goals

*The Myers-Briggs Profile- This assessment can be taken online at <http://www.humanmetrics.com/cgi-win/Jtypes1.htm>.

Mentoring/Connecting Format for Personal Growth Plan

1. Write a brief spiritual life and personal development “status report” – plus add:
 - At least two Personal Spiritual Goals
 - Personal Growth Goals – to include at least one goal (recommended in StrengthsFinder 2.0) for each of your five strengths/themes/talents
2. Include a copy of your Personal Profile
3. Write out a statement of your vocational goals
4. Using your Personal Profile as a guide, (which include results from: Leveraging Leadership Styles, the Spiritual Gifts Inventory, Myers-Briggs and StrengthsFinder 2.0), write out a statement explaining how your vocational goals relate to your:
 - Calling – Passion, purpose, dreams
 - Personality style
 - Cluster of Spiritual Gifts
 - Leadership Styles
 - Five Strengths
 - Growth areas
5. Address your relational issues such as marital status and family relationships.
 - Include any mentoring/coaching interactions you plan/hope to participate in
6. Include evangelism, community service, leadership goals
7. Identify your academic plan that addresses these goals

PERSONAL PROFILE

Date: _____

Name: _____

Your Personal Responses

Leadership Style(s)	1. 2.	
Cluster of Spiritual Gifts	1. 2. 3.	
Personal Talents/ Themes/Strengths	1. 2. 3. 4. 5.	
Personal Growth Goals	1. 2. 3. 4. 5.	
Personality Style/s		
Purpose		
Vision or "Big Dream"		
Ministry Experience		
God-given Passion		