

Mission Ministry Experience—TREK, BTS-5935M (6 credit hours)

Canadian Mennonite University: Graduate Course Syllabus
Fall and Winter Semesters, 2018-2019

Course dates: May 24, 2018 - March 11, 2019

TREK Central Canada dates:

- orientation May 6 - July 8, 2018
- ministry assignment July 9, 2018 – January 27, 2019
- debrief January 28 - February 8, 2019

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Mission statement of Canadian Mennonite University:

CMU is an innovative Christian university, rooted in the Anabaptist faith tradition, moved and transformed by the life and teachings of Jesus Christ. Through teaching, research, and service CMU inspires women and men for lives of service, leadership, and reconciliation in church and society.

Mission statement of Mennonite Brethren Biblical Seminary Canada:

MBBS exists to educate and equip people who help lead the church in reaching Canada and the world with the good news of Jesus Christ.

Course Description:

This course provides a supervised internship experience in an international mission setting or in a Canadian ministry context. Through training, supervision, hands-on ministry, and ongoing reading, reflection, and evaluation, students can develop a lifestyle of mission, reflect theologically on ministry, and discern their next steps as disciples who make disciples.

Evaluation in this course will be pass/fail. This course is available only to participants in MB Mission's TREK Central Canada program.

This course gives students the opportunity to learn by doing—more specifically, by engaging in ministry activities. This learning is enhanced by reflecting on these ministry experiences with the assistance of others from that ministry context, and by then re-engaging in ministry activities.

Because this course is built around the TREK Central Canada program, there are unique requirements and processes for taking this graduate-level course. Participants in TREK Central Canada who want to take this course will be required to submit to CMU's registrar by May 24, 2018 the "Extended Education – For Graduate Credit" form (available at www.cmu.ca/docs/forms/CMU_Graduate_Extended_Education_Application_Form.pdf), accompanied by (1) a transcript(s) of credits (photocopies of unofficial transcripts will be

accepted) and (2) a \$100 administration fee. Successful applicants will have met the normal admission requirements for GSTM Extended Education students (see details at www.cmu.ca/academics.php?s=gradstudies&p=extended), as evidenced by the transcript(s) of credits. Upon approval of the form and transcript(s), students will be accepted into this course without being required to pay CMU tuition.

Objectives of this course:

Students will

1. learn to pursue their own growth as mission-oriented, ministering Christians (esp. ‘disciples who make disciples’) by setting appropriate goals, acting to meet those goals, and then evaluating progress made towards those goals.
2. develop and refine their skills and qualities as ministering Christians through personal and communal cycles of action-reflection-evaluation-action.
3. think biblically-theologically and empirically about Christian ministry by relating relevant readings and teachings to the students’ own ministry formation.
4. develop habits of discernment by individually and communally seeking to recognize the Holy Spirit’s transformative work and presence in the student’s person and ministry.
5. begin planning for further Christian ministry by applying what they have learned to their ongoing growth in ministry.

Assignments—Summary:

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| 1. Full participation in TREK Central Canada program | Due: throughout |
| 2. Learning Objectives | Due: Aug. 7, Oct. 29 |
| 3. Ministry Event Reports | Due: Jun. 11, Jul. 16,
Jul. 30, Aug. 20,
Oct. 1, Nov. 5,
Nov. 19, Dec. 17,
Feb. 4, Feb. 19 |
| 4. Case Reflections | Due: June 25, Sept. 10,
Dec. 3, Jan. 7 |
| 5. Reading Notes and Reflections | Due: Oct. 15, Feb. 25 |
| 6. Evaluations | Due: Oct. 22, Jan. 21 |
| 7. Final Project | Due: Mar. 11 |

Assignments—Calendar:

Semester #1

August 7	June 11	June 25	July 16	July 30	August 20	September 10	October 1	October 15	October 22
Learning Obj. #1	MER #1	Case R. #1	MER #2	MER #3	MER #4	Case R. #2	MER #5	Reading N.&R. #1	Evaluations #1

Semester #2

October 29	November 5	November 19	December 3	December 17	January 7	January 21	February 4	February 19	February 25	March 11
Learning Obj. #2	MER #6	MER #7	Case R. #3	MER #8	Case R. #4	Evaluations #2	MER #9	MER #10	Reading N.&R. #2	Final Project

Assignments—Details:*

1. Full participation in TREK Central Canada program Due: throughout

Because the TREK program is key to this course, the student is required to participate fully in TREK's orientation, assignment, and debrief. (Note that within TREK's orientation, the student must also attend the 2-hour orientation provided by this course's professor.) By participating in TREK, the student will already experience many of the components of effective theological field education:

 - teaching and training sessions,
 - reading,
 - sustained hands-on ministry activities,
 - regular personalized ministry supervision, plus coaching or mentoring, which help the student process their experiences of ministry, and
 - guided reflections (both individual and communal) on ministering and on the student's ongoing formation as a disciple making disciples.

The quality of the student's participation will be evaluated using the forms to be submitted at the mid- and end-points of the ministry assignment. (See appendix C.)

In addition, the student needs to participate in regular meetings with a ministry supervisor. These conversations are one of the most essential ingredients of this course. The supervisor helps the student process what she/he has been experiencing in the course of their ministry. The supervisor is therefore more of a coach or mentor, than a teacher, foreman or therapist. Appendix D outlines the expectations of the supervisor, and provides suggestions for the supervisor-student conversations.
2. Learning Objectives Due: Aug. 7, Oct. 29

Using the form provided (see appendix A), name 4 learning goals for your first four months on assignment. For each goal, (a) list 3 activities that you expect will help you meet your goal; and (b) describe how you will know that you've met that goal. Be sure to discuss these objectives with your TREK leader(s) and ministry supervisor!

On this form, also the requested details about your supervisor.

Halfway through your assignment, after you and your supervisor's evaluations have been completed, use the form (Appendix A) to re-submit learning goals, learning activities, and evaluations for learning for the final four months of your assignment. These re-submitted goals, activities and evaluations may be the same as, modified, and/or completely rewritten from the first ones.
3. Ministry Event Reports Due: Jun. 11, Jul. 16,
Jul. 30, Aug. 20,
Oct. 1, Nov. 5,
Nov. 19, Dec. 17,
Feb. 4, Feb. 19

Submit ten short ministry event reports throughout the assignment (five during each half of the assignment), using the report forms supplied in Appendix B. Be sure to use pseudonyms if you name individuals.
4. Case Reflections Due: June 25, Sept. 10,
Dec. 3, Jan. 7

Choose one ministry situation from your TREK experiences, and write a 5-page (1500 word) reflection paper about this situation in order to better understand your role in this situation as a ‘disciple who is making disciples.’ Choose a situation that was in some way challenging, troublesome, or puzzling. The reflection must include the following components.

- A title that focuses on the most important aspect of the situation.
- A focusing question that highlights what you want to learn from this situation.
- A 2-page (600 word) description of the situation. Include key background details, individuals (use pseudonyms), actions taken, words spoken, and results. Avoid ascribing motives.
- A 3-page (900 word) reflection on the situation, drawing on what you have learned from your orientation (and/or debrief), ongoing readings, and Scripture.
- A final paragraph that identifies what you have learned and still want to learn because of this reflection process.

5. Reading Notes and Reflections

Due: Oct. 15, Feb. 25

Throughout TREK, the student’s supervisors (and/or other leaders) will assign each student readings (400 pages in each half of the course) that are relevant and helpful to the student’s development as a ministering person. (The student is encouraged to request these readings throughout the semester.) These readings should represent a variety of sources: sections of books, journal articles, magazine articles, and websites. The readings should be specific to each student’s particular learning objectives and ministry issues.

The readings must include the following 3 topics: biblical studies and/or theology, culture and/or religion, and practical ministry.

Keep an annotated bibliography of all these assigned readings. The purpose of an annotated bibliography is to give the reader an idea of whether they might find this reading helpful or not. The annotation for each reading should therefore include the following: the proper bibliographic citation (incl. the number of pages read in each reading), a very brief statement naming the content of the reading, and then several statements of the student’s assessment of the reading (a) in light of that student’s ministry activity and (b) in light of the teachings received during orientation. These closing comments should also evaluate the significance of the reading for the student’s own development in ministry.

The annotations should consist of a third of a page of comments per article or book chapter, half page for half a book, and/or one page for an entire book.

Upon completion of reading 400 pages during each half of the course, also write a three-page reflection in which you synthesize what you have learned from these readings. Include ways in which you will apply what you have learned to your ongoing ministry, and/or to your development as a ‘disciple who is making disciples?’

6. Evaluations

Due: Oct. 22, Jan. 21

At the mid-point of the assignment and the end-point of TREK, two evaluations of the student are to be submitted to the course professor. These are to be written by the ministry supervisor and the student. Each evaluation is to be 2-3 pages (600-900 words), and is to answer the 4 questions in the form below:

It is the student's responsibility to solicit these evaluation forms from the supervisor, to compare and discuss the evaluations with the evaluators, and to submit signed copies of all the forms to the course professor.

NOTE: these evaluations will also be sent to the TREK leaders in order to help with the students' ministry discernment during the debrief sessions. The other course assignments will not be shared with the TREK leaders.

7. Final Project

Due: Mar. 11

Write a ten-page (3000 word) paper summarizing and evaluating the year spent with TREK. In this paper, refer explicitly to elements from the teaching sessions, learning objectives, readings, ministry experiences, supervisory sessions, and evaluations that have been part of your TREK experience. (If you have kept a journal throughout TREK, you will find it profitable to reread that journal before doing this assignment.) For this project, include responses to the following general questions:

- "What have I learned about myself and about God during TREK?" (Draw on both high and low points during TREK, in order to demonstrate how reflecting on these experiences has shaped your learning and growth.)
- "How have I been able to participate in Jesus Christ's ongoing mission in the world?" (Draw on specific biblical texts to support your reflections.)
- "What appropriate steps can I take for my future development as a 'disciple who is making disciples?'"

As an appendix to this paper, also provide the vision statement, core values, and personal mission statement, that you developed during your debrief sessions.

8. Monthly MB Mission Reports

Due: throughout

Although this is not a course requirement, students are asked to cc. the professor the monthly reports that they email to MB Mission's TREK leaders. This will help the professor keep abreast of the ministry joys and challenges experienced by the students.

*Although not all these assignments are strictly academic in genre (e.g. reflections, proposals), all assignments should conform to academic standards of formatting and of citing sources (cf. details below).

*It is the students' responsibility to arrange the time they need while on TREK to complete the assignments for this course.

Grading:

As stated above, evaluation in this course will be pass/fail. In order to complete this course successfully, a student must earn the equivalent of at least a 'B' (i.e. 'Good,' as in the Graduate Studies Academic Calendar) on each assignment. All assignments must be completed to pass the course.

All grades submitted by CMU's professors are provisional until vetted by the Dean's Council. That process occurs early in May.

Academic Policies:

Students are expected to be familiar with CMU's academic policies, as published in the *Graduate Studies Academic Calendar* (at www.cmu.ca/academics.php?s=gstm). Sections of particular relevance include "Extensions and Incompletes," "Email Submission of Assignments," "Multiple Submissions of the Same Work," "Students with Disabilities," "Academic Misconduct," and "Appeals."

The following comments are supplementary to these policies:

Voluntary Withdrawal:

The last day for voluntary withdrawal from this course without academic penalty is November 13.

Academic Writing:

All written assignments should conform to the *Chicago Manual of Style* (online at www.cmu.ca/library (click on 'MORE' at the bottom of the page, then look under the heading 'Writing Assistance') and summarized in Diana Hacker's *A Pocket Style Manual*, seventh edition, which is available in CMU's bookstore. These resources specify details for formatting (e.g. 1-inch margins, formal fonts in 10- to 12-point font size, double-spacing) and for citing sources.

Excellence in terms of format, spelling, grammar, sentence and paragraph construction, etc. are assumed. Frequent and persistent errors will result in lower assessments. Formal title page, footnotes or endnotes, bibliography, skilled paragraphing, etc. are essential for academic writing. Where the length of an assignment is defined in a range, be aware that 'exceptional' and 'excellent' grades are more likely to be awarded for work that is closer to the maximum length than the minimum (unless the work is especially outstanding).

Attendance:

If a student must miss class (during orientation and debrief) due to illness or other extenuating circumstances, it is the student's responsibility to talk with the TREK instructor(s) and/or leader(s) as soon as possible about missing material. Students who miss the equivalent of 2 weeks of classes will be required to complete an additional assignment for the course. Students missing an excessive number of classes without valid reason may be barred from the course.

Extensions:

The professor has full discretion in granting extensions. Extensions must be requested *before* the due date of an assignment—normally at least one week before the assignment's due date.

Submission of assignments:

All assignments submitted after the specified due date and time will be penalized one letter grade for each day late (e.g. from 'pass' to 'fail'). No assignments will be accepted or graded if the professor receives them more than five business days after the due date (unless an extension has been granted prior to the due date).

Assignments will normally be submitted by email. They must be sent as '.docx' Microsoft Word documents. Other word-processing formats or PDF's are not acceptable. The professor will notify the student by return email of the time and date on which the emailed assignment was received (normally, this will happen

within 24 hours of the professor receiving the assignment, not including weekends). It is the student's responsibility to gain confirmation that the professor received his/her assignment.

It is my commitment to return graded assignments to the students in a timely manner.

Communication:

Students are encouraged to engage the professor outside of class hours. His contact details and office number are above. Beyond this, email will be considered a standard means of communicating. Students should therefore check their email regularly.

Academic Misconduct:

Plagiarism and cheating will be treated very seriously, as outlined in the *Academic Calendar* (available online). It is the student's responsibility to be familiar with these published expectations.

Students with Disabilities

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. The University will seek ways to develop and provide services that support students with disabilities. The Disability Services office coordinates with the Academic Office to provide academic accommodations to eligible students. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Disability Services at sloeppky@cmu.ca or 204-487-3300 ext. 340.

Other Academic Supports

CMU offers its students academic supports at no cost. Academic tutors are available to all students; see Vern Kehler Coordinator of Student Advising (vkeehler@cmu.ca), to set up a first appointment with a tutor. Volunteer tutors are available to work on a one-on-one basis with students; see Vern for details.

Appendix A: Learning Objectives

Learning Goals can be identified by asking “What do I want or need to learn about ministry, and why?”

Learning Activities can be identified by asking, “How am I going to learn it?”

Evaluations for Learning can be identified by asking “How will I and others know that I have learned it?”

In light of my personal growth needs for becoming ‘a disciple who is making disciples,’ and in light of the opportunities for ministry in TREK, I embrace the following goals during this half of the program:

Learning Goal #1:

Type of Goal: Personal Character (as in 1 Timothy 3 and Titus 1)

Learning Activities:

- 1.
- 2.
- 3.

Evaluations for Learning:

- 1.
- 2.
- 3.

Learning Goal #2:

Type of Goal: Task-Skill Ministry Competency (i.e. how I do the work)

Learning Activities:

- 1.
- 2.
- 3.

Evaluations for Learning:

- 1.
- 2.
- 3.

Learning Goal #3:

Type of Goal: Relational Skill Ministry Competency (i.e. how well I work with people)

Learning Activities:

- 1.
- 2.
- 3.

Evaluations for Learning:

- 1.
- 2.
- 3.

Learning Goal #4:

Type of Goal: Ministry Knowledge Competency (i.e. what I need to know in order to minister)

Learning Activities:

- 1.
- 2.
- 3.

Evaluations for Learning:

- 1.
- 2.
- 3.

Supervisor:

- Supervisor's name:
- Supervisor's email (or mailing address):
- Briefly (in a few sentences) describe the supervisor's present ministry:
- Has the supervisor agreed to fulfil the responsibilities outlined in Appendix D?

_____ Yes.

_____ No. If 'no,' explain:

Appendix B: Ministry Event Report

Name: _____

Date: _____

Report No. ____

1. Describe an experience from the past three weeks that raises some question(s) in your mind.

Often, a fruitful question for ministry formation emerges from examining some heightened emotional response (e.g. anxiety, stress, frustration, grief, anger)—whether that emotion was subtle or overwhelming. Include *what* occurred, with *whom*, *when*, and *where*. Give priority to experiences that are related to your Learning Goals. (Indications of anxiety can include worry; muscle tension or physical pain; and/or the recognition that you were *distancing* yourself from another person, *over-* or *under-functioning*, *triangling* or *triangled*, and/or in some measure of *conflict*.)

- a. At the time of the experience, what were your immediate *emotions* or *feelings*? What are they now, in review?

- b. What were your immediate *thoughts*?

- c. What *actions* or *behaviours* followed these feelings and/or thoughts?

- d. What was happening within you and/or in the context before you responded or reacted in this way?

- e. How was your response or reaction in this situation characteristic or uncharacteristic of you (i.e. how did your response or reaction reflect a pattern of response that tends to be true or not true of you)? What might this response or reaction have been about (e.g. rejection, competition, a similar circumstance in the past that evoked pain)? How does your response or reaction illuminate your personal and pastoral identity?
 - f. Assess how your response or reaction reflected the fruit of the Spirit (Gal. 5:22-23), other scriptures (especially after the first few reports), Christian tradition, and/or your own values and convictions. (You might also consider: what does Christ reveal about the human condition at the heart of this situation? According to Scripture, what is God's care of us in this situation?)
 - g. If this or a similar circumstance arises again, what would you hope to do similarly? What response might better reflect the sources in f. (above), and help you be a more transformational presence on Christ's behalf? (You might also consider: what means of grace has God given me and the church in this situation and context, so we can participate in the ministry of the Holy Spirit? What's for me to do and what's not? What's for now and what's for later?)
 - h. Identify any unresolved questions that you would like to discuss in order to assist you.
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- 2. How has this situation been connected to at least one of your learning goals? OR, how has this situation brought to mind a new learning goal that you might add in the future?
 - 3. Related (or perhaps unrelated) to the experience explored above, describe a new awareness about yourself and/or about ministry that has come to you this past week. Reflect on any awareness of the mystery of the Holy Spirit present and working within or around you.

Appendix C: Evaluations of Mission Ministry Experience—TREK

Use this template to complete the evaluations described above.

Supervisor's Name:

TREK Ministry Location:

Student's Name:

Evaluation completed by: _____
(specify whether student, TREK leader, or ministry supervisor)

Date: _____

In the next 2-3 pages (600-900 words), address each of the following questions:

- a. How well has the student participated in the various ministry components of the TREK program?
- b. How effectively has the student taken specific steps to meet each of their 4 learning goals?
- c. In what ways is the student becoming "a disciple who makes disciples?"
- d. What do you recommend that the student do to contribute to their Spirit-directed formation as that kind of disciple?

Appendix D: Expectations for Effective Supervision

Overview:

The supervisor is one of the most important ingredients in a student's successful Mission Ministry Experience (MME). The MME student does not develop sufficiently by simply doing ministry activities; the student also needs a wise, experienced supervisor to guide that development. The qualities and contributions of the supervisor are therefore more important to the student than the context of the ministry placement. A student with an effective supervisor will grow in their formation as a disciple making disciples, even if the ministry context does not provide all that the student had hoped for.¹

Because the supervisor's priority is the student's growth—not simply having the student accomplish ministry tasks—the supervisor plays four vital roles for the student.

1. The supervisor actively teaches and resources the student by brainstorming possibilities, being a sounding board, processing theological reflections, recommending readings and conferences, and more.
2. The supervisor is an attentive listener for the student. The supervisor listens to the student's words, body language, emotions, values, struggles, hesitations and insights. Such listening communicates the deep care a student needs to grow.
3. The supervisor extends trust and demonstrates trustworthiness to the student, so that the student can explore, experiment, and learn successfully. The supervisor demonstrates such trust both by holding regularly scheduled conversations with student, and by giving the student freedom to serve in a variety of ministry activities.
4. The supervisor courageously loves the student by offering her/him constructive feedback on their ministry activities. This feedback must be accompanied by patience and encouragement to be loving, and by promptness and specificity to be courageous.

When the supervisor offers the student these four qualities—guidance, listening, trust, and feedback—and does so with a keen attentiveness to the Holy Spirit's guidance, the student will be given wonderful opportunities to develop and mature as a disciple making disciples.

Who may supervise:

The student and their TREK leader will identify an appropriate supervisor for the student during the first month of the student's ministry assignment. (The supervisor is not necessarily the student's TREK host.) The student will inform the MME coordinator who the supervisor is, in the student's MME Learning Objectives.

¹ As a TREK participant, the student will be provided a coach or mentor, who will meet with the student each month for conversations about the student's ministry experiences. Although the coach or mentor is not formally a part of the MME course, she or he will help provide with the kind of supervision conversations described in this appendix.

Supervisors are expected to

- have a personal faith in Jesus Christ, an active spirituality, and a deep commitment to the mission and ministry of the church in the world;
- be currently active and competent in the ministry areas being supervised;
- have biblical-theological educational background appropriate to the needs of that ministry context and to the responsibilities of being a supervisor (this is important so that the supervisor can engage the student theologically, not only practically;
- support and nurture the student's particular Christian tradition and spirituality; and
- work cooperatively with the MME coordinator in fulfilling the specified requirements of the student's course as outlined in the syllabus (i.e. meetings, readings, evaluations, deadlines).

Supervisor's tasks:

During the MME, the supervisor will do 4 tasks:

- 1. help the student shape their MME Learning Objectives during the first month of the ministry assignment;**
- 2. meet with the student at least once a month for conversation about the student's MME (see guidelines below);**
- 3. assign the student 800 pages of supplementary reading (i.e. 400 pages in each half of the ministry assignment) that is related to the specifics of the ministry placement (see syllabus above); and**
- 4. at the end of each semester complete an evaluation of the student (using Appendix C), listen carefully to the student's self-evaluation, review the supervisor's evaluation with the student, and then submit the supervisor's evaluation to the MME coordinator.**

Here are details for how to fulfil these 4 tasks.

1. Helping the student write MME Learning Objectives.
When the student writes their MME Learning Objectives (incl. goals and activities), he or she will need the supervisor's help to ensure that the Learning Objectives are appropriate to the ministry context.
2. Meeting the student monthly (or more).
The purpose of these meetings is to foster the student's growth and development as a disciple making disciples. The student's personalized MME Learning Objectives give focus to this purpose. Meetings need to take place regularly, so that the student and the supervisor recognize their value.

The first meeting should focus on developing the student's MME Learning Objectives. That meeting will normally also include getting acquainted with each other, and with the mission context. It would be valuable for the supervisor and student to share each other's spiritual journeys and to pray together.

The student needs to take initiative for their own learning. On most occasions, therefore, the student will set the agenda for the supervisory meetings. The supervisor can evoke this quality by asking a basic question such as, "How can I be helpful to your learning?"

Throughout the MME, the supervisory sessions should focus on helping the student meet the goals they set in their MME Learning Objectives. In order to meet these goals, the supervisory sessions can take on three different emphases.

1. On some occasions, the supervisor will give the student constructive, respectful feedback about how the student is doing in his or her ministry. This should be done routinely throughout the MME, so that there are no surprises when the student receives their end-of-semester written evaluation.
2. Occasionally, as a way of teaching and modeling ministry, the supervisor will invite the student to reflect upon the supervisor's own ministry practice.
3. In most meetings, however, the supervisor will evoke the student's reflections on their own ministry practice. The action-reflection cycle is basic to the student's learning throughout their MME, and is an essential skill in all aspects of Christian ministry. The supervisor plays an important role in helping the student reflect deeply on their own biblical-theological convictions, spirituality, and skills in the context of a particular ministry activity.²

The supervisor could prepare for the supervisory meeting by considering the following questions:

- Have I prayed for this ministering student?
- Have I reviewed my notes from our last meeting?
- Am I prepared to listen?
- What personal needs or crises exist?
- What ministry issues am I aware of?
- What needs or issues am I avoiding?
- What mission or ministry skills need further developing?
- What resources are helpful and available?
- How will I encourage this student this week?
- How will I portray God's vision for this local mission?
- How will I strengthen this supervisory relationship?

The following are appropriate questions that the supervisor could ask the student:

- Why did you choose to focus on this particular experience?
- What seems to be at the centre of this experience?
- What does this experience bring up for you?
- What questions does it raise for you?
- What meaning does this experience have for you in light of Scripture?
- How do you interpret what happened theologically?
- How did your actions reflect your faith commitments and/or values?
- What difference does this experience make for your beliefs or your faith journey?
- How was Christian mission illustrated in this significant experience of ministry?
- How does this contribute to your understanding or definition of mission?
- How did you experience yourself as a disciple making disciples?
- What will you do next, based on your biblical-theological and personal reflections?

² The next three sets of questions and topics could also be used by the coach or mentor who meets regularly with the student.

- Is there anything in this experience that calls for prayer? confession? repentance? healing? praise? thanksgiving?

The supervisor and student could discuss the following kinds of issues during the MME:

Self-awareness, including	Leadership styles
personality and giftedness	Gender differences
Biases and prejudices	Intimacy
Role identity	Boundaries
Self-esteem	Ministry ethics
Motivation	Finances
Discerning a call to missional	Faith values, commitments,
ministry	convictions
Authority	Understandings of God
Use of power	Awareness of God's presence in
Conflict	specific situations
Confidentiality	Self-care
Other religions	Personal spirituality
Context-specific issues	Spiritual disciplines
The gospel in different cultures	Evangelism in this context
Time management	

3. Assigning readings.

Throughout the MME, the supervisor will recommend readings that will help the student in her/his ministry. The student is to be given 400 pages of reading in each half of the mission ministry assignment. These readings can come from diverse sources (e.g. articles, books, or excerpts) and disciplines, but should be relevant to the student's particular ministry, goals, and needs.

4. Completing evaluations.

The supervisor and the student will each complete the end-of-semester evaluation form in Appendix C. This process assumes that the supervisor has had many opportunities to watch the student doing the work of mission ministry! During the student's and supervisor's meeting at the end of each semester, they will share their evaluations with each other. These evaluations are important for helping the student grow as a disciple making disciples. The evaluations at the end of the first semester will help the student revise his/her MME Learning Objectives for the second semester. Both evaluation forms are to be submitted to the MME coordinator.