

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Continuing Education Credit Option Obtainable in Conjunction with the
Ministerial Enchancement Conference
Southern Missouri District Office
Springfield, MO 65802
March 12, 2002

MSSE 639/PTHE 640 PRINCIPLES OF MENTORING
(2 Credits)

Gary R. Allen, D.Min.

Spring 2002

COURSE SYLLABUS

COURSE DESCRIPTION

A study of the dynamics of mentoring ministers through mutually beneficial interpersonal relationships for the purpose of producing healthier ministers who are more effective in local church ministry.

COURSE REGISTRATION

Register for AGTS credit by contacting the Continuing Education Team:

Phone: 800-467-AGTS

Email: lmayne@agseminary.edu

COURSE OBJECTIVES

1. To identify models and principles of mentoring from the Bible.
2. To introduce the student to the basic principles and distinctives of mentoring and coaching.
3. To assist the student in identifying their own areas of need for mentoring and how they can mentor others.
4. To encourage the student to intentionally establish personal healthy mentoring relationships.
5. To encourage the student to intentionally facilitate others in the local church to establish healthy mentoring relationships.

TEXTBOOKS

Required Text

Hendricks, Howard G. & William D. As Iron Sharpens Iron: Building Character In a Mentoring Relationship. Chicago: Moody Press, 1995.

Additional Required Text (read one of these)

Downer, Phil, Editor. *Effective Men's Ministry: The Indispensable Toolkit for Your Church*. Grand Rapids: Zondervan, 2001.

Hunt, Susan. *Spiritual Mothering: The Titus 2 Model for Women Mentoring Women*. Wheaton, IL: Crossway Books, 1992.

COURSE OUTLINE

- I. Biblical models and principles of mentoring
- II. The distinctives of mentoring and coaching
- III. A description of mentoring models
- IV. How to establish a mentoring relationship
- V. The process of mentoring

METHODOLOGY

Methodology will include class lecture, discussion and dialogue, learning activities, reading and writing assignments.

COURSE REQUIREMENTS

A. Pre-Session

1. Read the two textbooks required for this course. For each text, submit a reaction paper in which you (a) interact with the author's viewpoint of mentoring and (b) describe the effect these views may have on your role as mentor/mentoree.

The reaction papers should be two-to-three pages in length, typewritten, double-spaced, represent quality graduate level work, and follow the Turabian style manual, 6th edition.

2. In addition to the required textbook reading, it is strongly recommended that you locate and *proactively scan* several other references on mentoring. This will enable you to gain a broad overview of the areas to be covered in the seminar session and should serve as primary sources for your post-session assignment.

Proactive scanning: Select a reference. Read the introduction, foreword, and preface of the book to discover the author's orientation, biases, and purpose. Read carefully the Table of Contents, noting the topics included and the way information is organized.

Search for areas, topics or concepts which are particularly unfamiliar to you or about which you have an interest in discovering the author's viewpoint. Consult the Index or Table of Contents to locate where the author might address your area of interest or questions. Read the relevant section in the book. If the author refers to other sections of the book, follow the lead until you have a complete exposure to what the author has to say about your question or topic.

DUE DATE: Beginning of class, Tuesday, March 12, 2002

B. Session

1. Punctual attendance is required at all sessions.
2. Participants will be expected to engage in discussion of the topics in the course outline, incorporating insights and questions from the Pre-Session reading assignments as well as from personal experience.

C. Post-Session

Synthesize your learning experience in the following written projects:

1. Develop a Personal Mentoring Plan that you would like to implement within the following year. Include the **who, what, where, why, how, and when** of the mentoring dynamics.
2. Develop a strategy for mentoring a small group in a specific ministry context (i.e., new believers, dysfunctional people, engaged and/or newlywed couples). The plan should include identification of group and steps for introducing and implementing the mentoring plan.

Each project should be 7-10 pages. All assignments are to be typewritten, double-spaced, represent quality graduate level work, and follow the Turabian style manual, 6th edition.

DUE DATE: All work must be postmarked no later than July 1, 2002.

Late work may be penalized; please call if you cannot make the due date.

NOTE: All post-session assignments must be postmarked by the due date. Work received after the due date specified on the syllabus will result in a change of grade fee (\$15.00) being charged, even when an extension has been granted by the instructor.

GRADING PROCEDURE

Class participation	20%
Pre-Session Reading Assignment	20%
Post-Session Application Assignment	
A. Project One	30%
B. Project Two	30%

Submit all work to:

Gary Allen
1445 Boonville Avenue
Springfield, MO 65802
417-862-2781 x 3014
gallen@ag.org

SELECTED BIBLIOGRAPHY

(Compiled by Dr. Dene Wood)

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Benard, Bonnie. (1992). *Mentoring Programs for Urban Youth: Handle With Care*. Portland, OR: Western Regional Center for Drug-Free Schools and Communities.

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MSSE 639/PTHE 640 Principles of Mentoring

Gary R. Allen

Page 5

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MSSE 639/PTHE 640 Principles of Mentoring

Gary R. Allen

Page 6

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MSSE 639/PTHE 640 Principles of Mentoring

Gary R. Allen

Page 7

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MSSE 639/PTHE 640 Principles of Mentoring

Gary R. Allen

Page 8

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MSSE 639/PTHE 640 Principles of Mentoring

Gary R. Allen

Page 9

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SPECIFIC DATA

Course syllabus prepared by Gary Allen, February 2002.