

Assemblies of God Theological Seminary

MSS/PTH 651 DYNAMICS OF MENTORING

Dene Wood, Ed.D.

Spring 2006

COURSE SYLLABUS

COURSE DESCRIPTION

This course examines the mentoring model of learning from biblical, historical, and contemporary perspectives. The purpose and context of mentoring, phases and types of mentoring, development of meaningful mentoring relationships, and the interactive dynamics of the mentoring process are explored. Special emphasis is given to preparation for the mentor role.

GENERAL COURSE OBJECTIVE

The comprehensive objective of this course is to help students understand the multi-faceted aspects of the concept of mentoring and to be able to apply that knowledge personally and professionally.

LEARNER OUTCOMES

With focused and active participation in this learning experience, each student will be able to

1. Trace the historical evolution of the concept of mentoring
2. Characterize the nature of viable mentoring
3. Differentiate between what mentoring is and is not
4. Identify and assess types and phases of mentoring
5. Recognize the correlation between mentoring and coaching and mentoring and discipleship; identify points of convergence and divergence
6. Discover one's personal mentoring skills and "comfort zone"
7. Cultivate meaningful mentor-protégé learning relationships
8. Integrate the mentoring concept into his or her professional setting

Please note:

(1) Students may vary in their competency levels on the above abilities. (2) Students can expect to acquire these abilities *only if* they honor all course policies, attend class regularly, complete all assigned work on time and in good faith, and meet all other course requirements and expectations.

TEXTBOOKS

Required:

Hendricks, Howard & William. (1995). *As Iron Sharpens Iron: Building Character in a Mentoring Relationship*. Chicago, IL: Moody Press.

Stanley, Paul D. & Clinton, J. Robert. (1992). *Connecting: The Mentoring Relationships You Need to Succeed in Life*. Colorado Springs, CO: NavPress.

Collins, Gary R. (2001). *Christian Coaching: Helping Others Turn Potential into Reality*. Colorado Springs, CO: NavPress.

Recommended:

- Anderson, K.R. & D.R. Reese. (1999). *Spiritual Mentoring: A Guide for Seeking and Giving Direction*. Downers Grove, IL: InterVarsity Press
- Biehl, Bobb. (2005). *Mentoring: How to Find a Mentor and How to Become One*. Lake Mary, FL: Aylen Publishing.
- Stoddard, D. A. (2003). *The Heart of Mentoring: Ten Proven Principles for Developing People to Their Fullest Potential*. Colorado Springs, CO: NavPress
- Zachary, Lois J. (2000). *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Francisco, CA: Jossey-Bass. (Several copies of this text are on reserve in the AGTS Library.)

Other texts will be discussed in class.

METHODOLOGY

The teaching-learning process will include lectures, class discussion and interaction, learning activities, self-evaluations, reading and writing assignments.

COURSE THEMES

- I. Phenomenon of Mentoring: Its Evolution
- II. Phenomenon of Mentoring: Its Nature
- III. Patterns of Human Nature
- IV. Partners in Mentoring
- V. Partnership in Mentoring
- VI. Perspectives on Mentoring
- VII. Praxis: Facilitative Mentoring Initiatives; Constellation Model of Mentoring

COURSE REQUIREMENTS

1. Attendance and Participation in the Classroom Learning Experience

- ◆ Maintain consistent and punctual attendance.
- ◆ Participate in discussion of the topics in the course outline, incorporating insights and questions from reading assignments as well as from personal experience.

2. Textbook Interactions

Read the three required texts and respond as follows:

- ◆ For each of the two texts, (1) *As Iron Sharpens Iron* and (2) *Connecting*, submit an interaction paper in which you (a) briefly interact with the authors' overall perspective on mentoring; (b) select three key insights and describe how these will influence/impact your role as a mentor.
- ◆ For the text, *Christian Coaching*, submit an interaction paper in which you (a) briefly interact with the author's perspective on coaching; (b) state **your** perspective on the correlation between mentoring and coaching. Incorporate views from all three texts.
- ◆ Each interaction paper should be 2-3 pages in length and written in proper form.

3. **Personal Mentoring Portfolio.** Content and process will be discussed in class.

4. **Reflection Narrative**

- ◆ Reflect on your personal journey in life and ministry to this point—spring 2006. Identify one or two individuals who have greatly influenced your life and contributed to who you are today and what you do/are doing/will do.
- ◆ Write a reflective narrative (5-7 pages) incorporating the following:
 - A description of the individual(s)
 - The dynamics that impressed/had an impact on you
 - The nature of the relationship and the way(s) in which it has had an impact on your life

5. **Synthesis of Learning Experience**

Create a strategy for developing a mentoring initiative in a specific ministry context. The plan should include identification of a target group and steps for introducing and implementing the mentoring plan.

Follow these guidelines:

PART 1: A “descriptive introduction” that answers the following questions:

- WHO:** Identify your target group and describe the perceived needs
- WHY:** Present your rationale for mentoring as a solution to the perceived need
- WHERE:** Describe the context/location for your mentoring program
- WHAT:** State your vision and write a mission statement

PART 2: A strategic plan for establishing your mentoring initiative/program

- Organize your plan logically by following the steps for program development. (These steps will be discussed in class.)
- Synthesize learning: Integrate mentoring concepts and dynamics gleaned from this course into your program plan.

Be creative, realistic, and scholarly. Project should be 10-12 pages in length, double-spaced.

6. **Evaluation and Examination**

- ◆ Complete the final examination successfully
- ◆ Complete all learning activities as specified. Take note of due dates below.

Due Dates for Specified Learning Activities

DUE DATE	LEARNING ACTIVITY
January 19	Reading Report #1 (Hendricks, H & W)
February 2	Reading Report #2 (Stanley & Clinton)
February 16	Narrative Reflection
March 16	Part I of Synthesis Project
March 30	Reading Report #3 (Collins)
April 13	Part 2 of Synthesis Project
April 27	Final Evaluation

All course assignments are intended to *facilitate* and *reflect* your personal learning experience. We will work as partners—you and I—to make that happen.

SPECIAL FOCUS

This class will participate in the AGTS community chapel scheduled for Thursday, March 23, 2005 from 10:30 to 11:45 a.m.

GRADING PROCEDURES

1.	Textbook Interactions (3)	30%
2.	Reflection Narrative	10%
3.	Synthesis Project	25%
4.	Personal Mentoring Portfolio	10%
5.	Final Examination	25%

NOTE: Any work submitted late will be subject to a grade reduction.

CONTACT INFORMATION

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Meetings with the professor are **encouraged** and are **available** by appointment.

SPECIFIC DATA

Prepared by Dene Wood, Ed.D—November 2005

SELECTED REFERENCES

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REPRESENTATIVE WEBSITES

www.mentoring.org—the National Mentoring Partnership’s Learn to Mentor Training

www.mentoringgroup.com—worldwide mentoring service; mentoring ideas, tips for mentors & tips for mentées

www.mentorconsultinggroup.com—site providing consultation services to those seeking guidance in the area of adult-to-youth mentoring or adult coaching programs.

www.lifecoaches.org—site focused on providing coaching for kids from fatherless homes

www.christian-living.com—McCluskey’s work as a Christian coach

www.heartdance.com—site of Diane Menendez, who coaches executive clients to reach their goals

www.christiancoachesnetwork.com—site focused on helping individuals to gain knowledge about Christian coaches and to find a Christian coach

www.coachfederation.org—site focused on representing and supporting excellence in professional coaching worldwide