

Assemblies of God Theological Seminary

MSS/PTH 651 DYNAMICS OF MENTORING

Dene Wood, Ed.D.

Spring 2007

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.

COURSE THEME

Whatever you have learned or received or heard from me, or seen in me—put it into practice. And the God of peace will be with you. (Phil 4:9 NIV)

CALL TO EXCELLENCE

Excellence is *doing our utmost for His highest* honor and glory. Strive for excellence in this course, just as you would strive for excellence in your ministry. Both reflect who you are.

GENERAL COURSE OBJECTIVE

The comprehensive objective of this course is to help students *understand* the multi-faceted aspects of mentoring, *value* the ministry of mentoring, and *apply* acquired knowledge personally and professionally.

LEARNING OUTCOMES

With focused and active engagement in this teaching-learning experience, each student can attain his/her goals for comprehending the dynamics of mentoring and will be able to

1. Trace the historical journey 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 his/her personal mentoring skills and “comfort zone”
7. Cultivate meaningful mentor-protégé learning relationships
8. Integrate insights gleaned from this learning experience into his/her life and 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:

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: Ayleen Publishing.

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

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

Zachary, Lois J. (2000). *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Francisco, CA: Jossey-Bass.

Recommended:

Creps, Earl. (2006). *Off-Road Disciplines: Spiritual Adventures of Missional Leaders*. San Francisco, CA: Jossey-Bass.

Engstrom, T.W. (2005). *The Fine Art of Mentoring: Passing on to others what God has given to you*. Eugene, OR: Resource Publications

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

McIntosh, Gary & Samuel Rima. (1997). *Overcoming the Dark Side of Leadership*.

Stoddard D. A. (2003). *The Heart of Mentoring: Ten Proven Principles for Developing People to Their Fullest Potential*. Colorado Springs, CO: NavPress

METHODOLOGY

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

COURSE THEMES

This course will explore the following themes:

- I. Phenomenon of Mentoring: its conception and historical journey; its nature; its scope
- II. Principles & Patterns of Human Nature and People Differences
- III. Partners in Mentoring
- IV. Partnership in Mentoring
- V. Perspectives on Mentoring
- VI. Praxis of Mentoring: Mentoring Initiatives; Constellation Model of Mentoring

COURSE REQUIREMENTS

1. **Attendance and Participation:** Attend regularly, be punctual, and participate in classroom activities and discussions. Each class is an important component of the total teaching learning experience. Absences must not exceed the number permitted in the seminary catalog. More than two absences will affect the final grade.

2. **Textbook Interactions**

Read the required texts in their entirety and submit a written interaction as indicated below. Note carefully the instructions for each text. (These interactions with the texts are to be a personal reflection on significant insights, not a review or summary outline of the main points.)

- ◆ *Connecting* (Stanley & Clinton)
- ◆ *Spiritual Mentoring* (Anderson & Reese)
- ◆ *Mentoring* (Bobb Biehl)

For each of these three texts, (a) briefly state the authors' overall perspective on mentoring; (b) select three or four key insights and describe how these will influence/impact your role as a mentor.

- ◆ *The Mentor's Guide* (Zachary). You are to read this text and simply state whether or not you have read it in its entirety. This text will serve as a valuable backdrop/resource in classroom discussions and activities, and in the development of your summative project.
- ◆ *Christian Coaching* (Collins): (a) Briefly state the author's perspective on coaching; (b) Next, present **your** perspective on the correlation between mentoring and coaching. Incorporate views from other texts.

Each of the four interaction papers should be 2-3 pages in length and written in proper form: double spaced, 12 point font, and in accordance with either Turabian Style or APA format. For each text, state whether or not you have completed the reading in its entirety.

3. **Pithy Insights:** Share a pithy insight at the beginning of each class session. Details will be given at the first session.
4. **Personal Mentoring Portfolio.** Content and process will be discussed in class.
5. **Narrative Reflection**
 - ◆ Reflect on your personal journey in life and ministry to this point—spring 2007. Identify one or two individuals (no more than two) 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 (3-5 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

6. Integrative/Summative Project

Create a strategy for developing a mentoring initiative in a specific ministry context. Organize your plan logically by following the steps for program development. The plan should include identification of a target group and steps for introducing and implementing the mentoring plan.

Your strategy should address the following questions:

WHO: Identify your target group and describe the perceived need for mentoring.

WHY: Present your rationale for mentoring as a solution to the perceived need

WHERE: Describe the context/location for your mentoring initiative (i.e. church, community, school)

WHAT: State your vision and write a mission statement

HOW: Present an overview of the significant steps that you would need to take to implement your initiative.

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, and written in proper form.

7. Assessment

- ◆ Engage in periodic assessment of learning outcomes.
- ◆ Complete the final examination successfully.
- ◆ Complete all learning activities as specified. Take note of due dates below.

DUE DATE	LEARNING ACTIVITY
Beginning of each class	Pithy Insights
January 16	Reading Report #1 (Stanley & Clinton)
January 30	Reading Report #2 (Anderson & Reese)
February 13	Narrative Reflection
March 6	Reading Report #3 (Bobb Biehl)
March 20	Reading Report #4 (Collins)
April 10	Summative Project
TBA	Personal Mentoring Portfolio
April 24	Statement re Zachary Text
April 24	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.

GRADING PROCEDURES

1.	Textbook Interactions (4)	28%
2.	Narrative Reflection	10%
3.	Zachary Text & Pithy Insights	7%
3.	Synthesis Project	25%
4.	Personal Mentoring Portfolio	5%
5.	Final Examination	25%

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

SPECIAL FOCUS

This class will attend the Spring Lectureship (AGTS Chapel), scheduled for Tuesday, January 16, 2007 from 6:00-7:15 p.m.

GUIDELINES FOR SUCCESS IN THIS COURSE

1. Attend class regularly and be on time.
2. Read assigned textbooks; reflect on each author's perspective in relationship to course themes.
3. Participate actively in class discussions. Think. Express ideas and doubts. Ask questions. Listen to peers. Contribute from your background. Help make the class a Learning Community.
4. Ask the professor for guidance or further information. **Meetings** with the professor are **encouraged** and are **available** by appointment.

SELECTED BIBLIOGRAPHY: This will be distributed in class.

CONTACT INFORMATION

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SPECIFIC DATA

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