

Assemblies of God Theological Seminary

MSS 639/PTH 640 DYNAMICS OF MENTORING

Dene Wood, Ed.D.

Spring 2002

COURSE SYLLABUS

COURSE DESCRIPTION

An examination of the mentoring model of learning from a Biblical, historical, and contemporary perspective. 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 OBJECTIVES

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

Upon the successful completion of this course, each participant will be able to

1. Identify the varied roles of mentoring in a learning society
2. Delineate the difference between what mentoring is and is not
3. Identify phases and types of mentoring
4. Engage in the self-assessment of individual mentoring competencies
5. Develop meaningful mentor-mentee relationships
6. Integrate the mentoring dynamics into his or her professional setting.

TEXTBOOKS

Required:

Biehl, Bobb. (1996). *Mentoring: Confidence in Finding a Mentor and Becoming One*. Nashville, TN: Broadman & Holman Publishers.

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.

Recommended:

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

(Two copies of this text are on reserve in the AGTS Library.)

METHODOLOGY

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

COURSE OUTLINE

- I. Paradigms of Mentoring
- II. Parameters of Mentoring
- III. Participants in Mentoring
- IV. Perspectives on Mentoring
- V. Partnership of Mentoring
- VI. Praxis of Mentoring: Programs & Personal Plans

COURSE REQUIREMENTS

1. Attendance and Participation

- ◆ 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 Reactions

- ◆ Read the three required texts.
- ◆ For each text, submit a reaction paper in which you (a) interact with the authors' perspective on mentoring and (b) select three key insights and describe how these will influence/impact your role as a mentor.
- ◆ The reaction papers should be 3-5 pages in length and written in proper form.

3. Reflection Narrative

- ◆ Reflect on your personal journey in life and ministry (to this point, Spring 2002). Identify one individual who has greatly impacted 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
- The dynamics that impressed/impacted you
- The nature of the relationship and the way(s) in which you were impacted

4. Personal Portfolio

Create a personal mentoring portfolio that contains the following:

- ◆ A one-page summary statement of your mentoring philosophy
- ◆ Identification of your preferred mentoring type and the reason for this preference
- ◆ Instruments that indicate Personality type, Learning style preference, listening style preference
- ◆ Mentoring Inventory: Strengths/Resources and Challenges/Areas for Growth
- ◆ Other materials as discussed in class

5. Synthesis of Learning Experience

- ◆ Craft a strategy for developing a mentoring program in a specific ministry context. The plan should include identification of a targeted group and steps for introducing and implementing the mentoring plan.

Follow these Guidelines:

- a. Set the stage for your plan of action. (Descriptive introduction indicating Who, Where, What, When, Why)

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- b. Organize your plan logically by following the steps for program development. (These steps will be discussed in class.)
 - c. Synthesize learning: Integrate mentoring concepts and dynamics gleaned from this course into your program plan.
- ◆ Project should be 10-12 pages in length, double-spaced, one-inch margins, with ragged right margin. (Ref: Kate L. Turabian Sixth Edition, *A Manual for Writers of Term Papers, Theses, and Dissertations*.)
- 6. Examination and Evaluation**
- ◆ Engage in evaluation activities at appropriate intervals.
 - ◆ Complete the final exam successfully.

Due Dates for Course Requirements

DUE DATE	LEARNING ACTIVITY
Tuesday -- January 22	Reading Report #1 (Hendricks, H & W)
Tuesday -- February 5	Reading Report #2 (Stanley & Clinton)
Tuesday -- February 26	Reading Report #3 (Biehl)
Thursday -- March 14	Reflection Narrative
Tuesday -- March 26	Personal Mentoring Portfolio
Tuesday -- April 16	Synthesis Project
Thursday -- April 25 (7:30 – 10:00 a.m.)	Final Exam
To be announced in Class	Other Evaluations

GRADING PROCEDURES

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|----------------------------------|-----|
| 1. Textbook Reactions Papers (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.
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SELECTED REFERENCES

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