

Assemblies of God Theological Seminary

MSS 639/PTH 640 DYNAMICS OF MENTORING

Dene Wood, Ed.D.

Spring 2003

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.

With focused and active participation in this learning experience, 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-mentée 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:

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

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.

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COURSE OUTLINE

- I. Phenomenon of Mentoring: Its Evolution
- II. Phenomenon of Mentoring: Its Essence
- III. Platforms for Mentoring
- IV. Partners in Mentoring
- V. Partnership in Mentoring
- VI. Perspectives on Mentoring
- VII. 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.

Each reaction paper 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 influenced/had an impact on 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/had an impact on you

--The nature of the relationship and the way(s) in which it had an impact on your life

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, leadership style...

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.

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Follow these Guidelines:

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

DUE DATE	LEARNING ACTIVITY
Wednesday -- January 22	Reading Report #1 (Hendricks, H & W)
Wednesday -- February 5	Reading Report #2 (Stanley & Clinton)
Wednesday -- February 26	Reading Report #3 (Biehl)
Friday -- March 14	Reflection Narrative
Wednesday -- March 26	Personal Mentoring Portfolio
Friday -- April 11	Synthesis Project
As Scheduled for Exam Week (Apr 21-25)	Final Evaluation
To be announced in Class	Other Evaluations

GRADING PROCEDURES

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.
December 2002

SELECTED REFERENCES

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