



TIM Centre Diploma: Foundations in Missional Ministry and Church Leadership

Course Syllabus: Principles and Practices of Mentoring

Spring 2018

March 24, April 21, May 12, June 2, 2018

Saturdays 9am - 4pm

**Tyndale University College & Seminary
3377 Bayview Avenue, Toronto, Ontario**

Facilitators: Marvin Brubacher – Executive Director of MentorLink Canada

Course Description

The foundational belief expressed in this course is that leaders develop leaders. Often the emphasis is placed almost exclusively on formal educational systems to provide the means to reproduce leaders. In some situations, leadership development happens more by default than by design. In this course, the importance of mentoring will be discussed as a key ingredient in developing leaders, especially the kind of leaders who will lead like Jesus. Leaders give several reasons for not mentoring potential leaders such as their busyness in ministry or a lack of knowing how to do it. This course will offer a Biblical foundation for mentoring, a challenging look at the heart of a mentor who multiplies leaders, some practical tips to guide a person in their selection of and journey with mentees, and a survey of tools and resources that are available to assist a leader in mentoring.

1. Learning Outcomes

Upon completion of the course, a student should:

- Understand a definition of transformational mentoring
- Experience a personal transformation of the heart
- Have selected a personal mentor
- Have entered into a mentoring relationship with a mentee
- Know how to negotiate a mentoring agreement
- Know how to develop a mentoring DNA in his/her ministry setting
- Be able to use several mentoring tools in developing leaders

2. Course Requirements

A. Required Textbook

Reese, Randy D. and Loane. Robert. *Deep Mentoring*. Downers Grove, Ill: IVP Books, 2012.

B. Supplementary/ Recommended Reading

Campbell, Regi. *The Senior Pastor's Dilemma: Zone or Man-to-Man* (free ebook on radicalmentoring.com)

The Mentoring Manifesto: A Radical Plan to Change the World a Few Men at a Time (free ebook on radicalmentoring.org)

Elmore, Tim. *Mentoring: How to Invest Your Life in Others*. Atlanta, GA: EQUIP, 1998.

Hendricks, Howard & William. *As Iron Sharpens Iron: Building Character in a Mentoring Relationship*. Chicago, Ill: Moody Publishers, 1995.

Moldez, Herman. *Mentoring Conversations: Discipleship in the Way of Jesus*. Valenzuela City, Philippines: CLC Publications, 2011.

Pue, Carson. *Mentoring Leaders*. Grand Rapids, MI: Baker Books, 2005.

Rinehart, Stacy. *Upside Down: The Paradox of Leadership*. Colorado Springs, CO: NavPress, 1998.

Lead in Light of Eternity: The Jesus Model. (Self published. Available on Amazon or from MentorLink.org)

Woodward, Orrin. *Mentoring Matters*. Flint, MI: Obstacles Press, 2013

C. Assignments and Grading

1) Class Participation and Attendance – 30%

This course is designed for significant discussion and in class participation. Students are expected to attend each of the 4 Saturdays in order to gain the greatest benefit. Any Saturday morning or afternoon missed will result in a loss of 1/3 of this part of the grade. A student who misses more than three half Saturdays will fail the course. A missed half Saturday can be made up by submitting another book report from the supplementary list.

2) Report on the Course Text – 20% (Due by the 3rd Saturday)

The student must read and submit a typed report (maximum 3 pages) that includes:

- A brief summary of the content (maximum 1 page)
- An examination of the author's main point (If you could state the author's big idea in one sentence, what would that be. Do you agree or disagree with it? Why or why not?)
- An evaluation of the value of the book. Was it worth the time you took to read it? Would you read it again? How will you use what you learned in it or was it basically a waste of time?
- A statement concerning the kinds of people who would benefit from reading this book and why.

3) Report on Finding a Mentee and Negotiating a Relational Agreement – 25% (Due by the beginning of the 3rd Saturday class)

The student must develop a mentoring relationship in its initial stages including negotiating a relational agreement with her/his mentee. *This process will be described step-by-step during the first Saturday class.* The student will write a reflection paper (maximum 2 typed pages) on this experience including a detailed account of the agreement and how it was negotiated.

4) A Plan to Develop a DNA of Mentoring in a Ministry Setting – 25% (Due by the 4th Saturday class)

The student will explore with his/her church leadership team the history of mentoring in their church. Questions to explore include: Is mentoring a key element in developing leaders in their church? What is the possibility of initiating mentoring training in their church if it does not happen presently? How could the student help to strengthen mentoring if it already is practiced in their church. The student will develop a plan either to begin or to strengthen mentoring as a part of leadership development in his/her church. The student will provide a written report (maximum 3 typed pages) on what he/she has learned about mentoring in his/her church and what the church is planning to do to begin a mentoring movement or to strengthen what already exists. He/she should explain how their strategy and/or new activities will develop a movement in that setting. *This will be discussed during the class on the last Saturday.*

D. Course Schedule

The class will meet from 9 AM – 4 PM on four Saturdays.

- 1) March 24 – Introduction; Biblical Foundation; Definition of Transformational Mentoring, Basic Skills in Mentoring; Heart 1-2-3 Diagram.
- 2) April 21 – The Leader’s Covenant (Ways to use it/practice); Life Mapping; Transformational Values; The Heart of a Leader/Mentor: Parts 1 and 2.
- 3) May 12 – The Heart of a Leader/Mentor: Parts 3 and 4; Qualities of a Good Mentor; Asking Good Questions; Discussion of textbook.
- 4) June 2 – The Heart of a Leader/Mentor: Part 4; Mentoring Movements; Days With Jesus; Available Tools; Report on Mentoring Activities by Class Members