



AMBROSE  
SEMINARY

FACULTY OF  
THEOLOGY

**ED 750 Special Topics in Education: Discipleship and Mentoring in the Church (3) Independent Study** (Candace Aitken)  
**Winter 2010**

**Instructor:** Dr. Tim Moore (Rev.) D.Min.

**Contacting the Instructor:**

**Study:** A2009

**Office Phone:** 410-2000 x4902

**Class Times:** Wed & Friday 8:15-9:30

**Class Location:** A2210

If available.

**Email Address:** tmoore@ambrose.edu

**Course Description**

This course will examine the Biblical disciple and the subsequent life change that occurs while committing to being a devoted follower of Christ. Discipleship is seen as the passing on of Christ-likeness. This course will examine and discuss the process and implementation of discipleship. We will examine a holistic approach to strength-based mentoring, character development and application of Resiliency Assessment Inventories and how that applies to spiritually maturing devoted Disciples of Christ and causes them to thrive in the world.

**Course Objectives**

1. To understand and define Biblical use of the term Disciple.
2. To understand difference between Discipleship and Strength-based mentoring.
3. To understand and examine the role of Discipler and Disciple in faith development.
4. To gain knowledge of the educational factors that makes up a mentoring relationship.
5. To gain an operating skill of Resiliency Assessment Inventory tool as it applies to character development and strength-based mentoring in the Church and Community.
6. To gain a discernment in selecting and applying discipleship curriculum.
7. To earn certification in iMPACTsociety “*Heroes Project*”, in building confidence, character and integrity in the youth.

**Required Texts**

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

## Course Requirements

### A. Defining Paper Discipleship & Mentorship & Spiritual Direction (20%)

The student will use Ambrose library resources and interview procedures to produce five researched definitions of discipleship, five researched definitions of mentoring, and five researched definitions of spiritual directing. You may cautiously utilize Wikipedia and other online “encyclopedia” resources.

#### Format assignment as follows:

1. **Biehl, Bob. *Mentoring*. Nashville, TN: Broadman, Holtman, 1996.**

Mentoring or discipleship or spiritual direction: (present definition)

Student Reflection: (two paragraphs)

2. **Jones, Timothy. *Mentor and Friend*. Oxford, Eng: Lion, 1991.**

Mentoring or discipleship or spiritual direction: (present definition)

Student Reflection: (two paragraphs)

### B. Resiliency Assessment Inventory I & Resiliency Inventory II (5%)

Each student will participate in an online Resiliency Assessment Inventory. The student will complete a RAI at the beginning of the semester and a second RAI when we draw close to the end of the semester. Prepare a comparative profile (colour printout) of their profile to be summarized in a typed two page summary brief. The summary is a point form report of your personal findings. This course cannot be successfully completed without these two assessments completed.

### C. Bible Research of Strength-Based Conversations (10%)

Each student will search the Old Testament and the New Testament rummaging around for three (3) examples, from each Testament, of strength-based mentoring. Each student will record and defend their findings in the following format in no more than one page per example.

#### Format assignment as follows:

##### Old Testament Examples: (3 examples and follow this format)

1. **Text:** Genesis 12:1-9; 13; 18:22-23.

**Setting:** Abram and Lot (You will need to briefly describe the context)

**Describe strength-based mentoring (sbm):** Illustrate the relationship

2. **Text:**

**Setting**

**Describe strength-based mentoring (sbm):**

##### New Testament Examples: (3 examples and follow this format)

1. **Text:** Luke 1:1-4; Acts 1:1-3

**Setting:** Luke and Theophilus (You will need to briefly describe the context)

**Describe strength-based mentoring (sbm):** Illustrate the relationship

**2. Text:**

**Setting:**

**Describe strength-based mentoring (sbm):**

**D. Reading Review and Discussion (20%)**

Prepare a two (2-3) page summary of each text for submission. Be prepared to offer discussion regarding all three texts in class. Be prepared to discuss your findings with professor.

**Mentoring:**

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

**Discipleship:**

Koessler, John. 2003. *True Discipleship: The Art of Following Jesus*. Chicago, Ill.: Moody Press.

**Spiritual Direction: Choose one of the following:**

i) Bakke, A. Jeannette. 2000. *Exploring Spiritual Direction: Holy Invitations*. Grand Rapids, MI.: Baker Books.

ii) Demarest, Bruce. 2003. *Soulguide: Following Jesus As Spiritual Director*. Colorado Springs, CO.: NavPress.

iii) Edwards, Tilden. 2001. *Spiritual Director Spiritual Companion: Guide to Tending the Soul*. New York, NY.: Paulist Press.

iv) Guenther, Margret. 1992. *Holy Listening: The Art of Spiritual Direction*. Chicago, Ill.: Cowley Publications.

v) Jones, Alan. 1999. *Exploring Spiritual Direction*. New Edition. Cambridge, MA.: Crowley Publications.

vi) Peterson, Eugene. 1989. *Returning to the Art of Spiritual Direction: The Contemplative Pastor*. Carol Stream, Ill.: Word Publishing.

**E. Project: Four step project (30%)**

i) Interview and participate in a session with a Mentor, with a Discipleship Pastor, a Life Coach and Spiritual Director. There may be a cost related to a session with one or more of these professionals. Prepare a survey of questions before beginning the interview. Record your questions for the professional and their responses. Briefly reflect on the session with the professional, you may like to describe your impressions of your time with the professional.

ii) Having participated and read on each professional practice, take one page only for each practice and describe the differences. You may choose to attempt this in a table form if you

please. Reflect on which practice best suits you in what you might want to accomplish in ministry in no more than two pages.

iii) Select and design a mentoring/discipleship/spiritual direction/life coaching ministry for the residence program at Ambrose. Use Malphur’s articulated philosophy of ministry to create the outline of your program design. Include:

**Context:** The influences, circumstances, reasoning, or influences causing the project to be undertaken.

**Mission Statement:** *Why does the ministry exist?*

**Core Values:** *the How question. How will the ministry conduct its mission?*

**Vision Statement:** *This provides a mental picture of what this organization or ministry should look like.*

**Strategy for Implementation:** *the “what now” question. How can we accomplish this mission?*

iv) Present your findings to selected personnel of the Ambrose Student Development Department, Faculty of Theology and Student Council. The date is to be determined by availability of necessary personnel. Format is the student’s choice. Take no more than one hour to present your findings. Please have a hard copy of your presentation for the Professor at the time of delivery. You may use Ambrose smart technology and/or power point.

**F. Class Presentation (15%)**

Prepare an undergraduate 75 minute class presentation discussing the differences between discipleship, mentoring, spiritual direction, and life coaching. The presentation date to be determined with Professor. (Wednesday or Friday 8:15-9:30)

**Summary of Assignment Due Dates:**

Assignment Summary	Due Date	Value
A. Defining Discipleship & Mentoring		20%
B. Resiliency Assessment Inventory		5%
C. Bible Search for SBM		10%
D. Reading Review & Discussion		20% in total
E. Project		25%
F. Presentation		20%

**Grade Point Percentages Awarded in  
ED645 Discipleship & Mentoring in the Church**

<b>A+</b>	<b>95-100</b>	<b>Superior performance showing comprehensive</b>
<b>A</b>	<b>90-94</b>	<b>Understanding of subject matter.</b>
<b>B+</b>	<b>85-89</b>	<b>Clearly above-average performance with</b>
<b>B</b>	<b>80-84</b>	<b>Knowledge of subject matter completely</b>
<b>C+</b>	<b>75-79</b>	<b>Basic understanding of subject matter.</b>
<b>C</b>	<b>70-74</b>	
<b>D+</b>	<b>65-69</b>	<b>Marginal performance.</b>
<b>D</b>	<b>60-64</b>	
<b>F</b>	<b>Below 60</b>	<b>Unsatisfactory performance or failure Or failure to meet course requirements</b>

**Important Notes**

- **Lateness Policy:** All assignments are due at the beginning of class on the due date. Any work received after that time without an extension being granted by the professor will be assessed a penalty of 2% per day, including Sundays and Saturdays. **Late assignments will not be accepted for grading after the last day of this course, April 9, 2010. Any assignment submitted after April 9<sup>th</sup>, 2010 will receive 0 on the assignment and will not receive a passing grade in the course.**
- **Paper format:** All papers must be stapled upon submission. Please do not use paperclips or duo-tang folders. Papers must have a title page formatted according to the sample included in this syllabus. Papers must be written in 12 pt *Times New Roman* font. Papers written in 10 pt or smaller will be returned to the student unmarked for reformatting. Pages must be numbered and placed in proper order. Papers **may** be submitted for grading in electronic format for this course. Instructor's comments will be very limited if not nil if assignment is submitted electronically.
- It is the responsibility of all students to become familiar with and adhere to academic policies of as are stated in the Student Handbook and Academic Calendar.
- Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at: [privacy@ambrose.edu](mailto:privacy@ambrose.edu)
- The last day to enter a course without permission and /or voluntary withdrawal from a course or change to audit without financial penalty: January 15<sup>th</sup>, 2010.
- The last day to voluntarily withdraw from a course or change to audit without academic penalty March 12, 2010.
- Although extensions to coursework in the semester are at the discretion of the instructor,

students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

- We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.
- This syllabus is a contract between the instructor and you. Students are advised to retain this syllabus for their records.

### **Academic Dishonesty: Plagiarism**

• Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is plagiarism. Fraud and theft best describe plagiarism, but plagiarism can also occur seemingly by accident when a student fails or forgets to give credit to another person’s ideas or words.

### **Plagiarism Includes:**

- Submitting work previously submitted in another course without the consent of the instructor.
- Representing the words, ideas, or work of another as one's own in any academic exercise.
- Conducting any act that defrauds the academic process.
- Nearly all forms of plagiarism can be avoided by giving credit to others whenever using:
- Another person's idea, opinion, or theory.
- Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge.
- Quotations of another person's actual spoken or written words.
- A paraphrase of another person's spoken or written words.

### **Academic Dishonesty: Cheating**

Cheating is another serious form of academic dishonesty. Cheating includes, but is not limited to:

- Sitting for an examination by surrogate or acting as a surrogate.
- Tampering or attempting to tamper with examinations, grades, or class records.
- Communicating with another student during an examination in a dishonest way.
- Bringing into an examination any textbook, notebook, paper, information or electronic device not authorized by the instructor or examiner.
- Consulting any person or materials outside the examination room without permission to do so.

- Attempting to read other students' examination papers.

### **Penalties**

- If an instructor finds there is sufficient evidence of academic dishonesty on the part of a student, then the student will be subject to penalty. Any form of academic dishonesty may result in a zero grade on the assignment, loss of credit in that course, suspension, or other administrative action, as determined by committee.

### **Bibliography**

Ambrose, Don, Allan and SaraBeth Huntley. "Mentorship of the Highly Creative," *Roeper Review*, December, 1994.

Anderson, Eugene M. and Shannon, Anne. "Toward a Conceptualization of Mentoring," *Journal of Teacher Education*. January - February, 1988.

Biehl, Bob. *Mentoring*. Nashville, TN: Broadman, Holtman, 1996.

Edlind, Elaine P. and Haensly, Patricia A. "Gifts of Mentorship," *Gifted Child Quarterly*. Vol 29, No. 2, 1985.

Fagenson, Ellen A. "Mentoring - Who Needs It? A Comparison of Proteges' and Nonproteges' Needs for Power, Achievement, Affiliation and Autonomy," *Journal of Vocational Behavior*. Vol. 41, 1992.

Flaxman, Erwin, and Ascher, Carol and Harrinton, Charles. *Youth Mentoring: Programs and Practices*. Urban Diversity Series No. 97, December, 1988.

Gehrke, Nathalie. "Toward a Definition of Mentoring," *Theory into Practice*. Vol. 28, No. 3.

Green, Michael, *Evangelism in the Early Church*. Grand Rapids, MI: Eerdmans Publishing, 1970.

Green, Michael, *Faith for the Nonreligious*. Wheaton, IL: Tyndale House, 1979.

Johnsrud, Linda. "Mentor Relationships: Those that Help and Those that Hinder," *New Directions for Higher Education*. Winter, 1990.

Jones, Timothy. *Mentor and Friend*. Oxford, Eng: Lion, 1991.

Kilbourn, Brent and Roberts Geoffrey. "May's First Year: Conversations with a Mentor," *Teacher's College Record*. Vol. 93, No. 2, 1991.

Posterski, Donald. *True to You: Living our faith in our multi-minded world*. Winfield, BC: Wood Lake Books, 1995.

Schaller, Janet. "Mentoring of Woman: Transformation in Adult Religious Education"  
*Religious Education*. Vol 91, No. 2, Spring 1996.

Sjogren, Steve. *Conspiracy of Kindness*. Ann Arbor MI: Servant Publications, 1993.

Ungar, Micheal. *Strength Based Counseling: with at risk Youth*. Thousand Oaks, CA.: Corwin Press. 2006.

### **Annotated Bibliography:**

Bolles, Richard Nelson, Christensen, Carol, and Blomquist, M., Jean. 2006. *What color is your parachute for Teens: Discovering yourself defining your future*. Berkley, CA.: Ten Speed Press.

- Bolles is a known motivational speaker, regarding job hunting. In this material he applies his principles to teaching teens to zero in on their favorite skills and apply that to getting the most out of school, set goals and land their dream job.

*Centre for Parent Youth Understanding*. [www.cpyu.org](http://www.cpyu.org).

- This is a dedicated website for parents and youth workers to make sense of current youth culture. It is very helpful in understand culture and the impact of culture. The site views culture from a orthodox christian perspective.

Egeler, Daniel. 2003. *Mentoring millennials: shaping the next hero generation*. Colorado Springs, CO.: NavPress, Publications.

- A good resource that efficiently and briefly describes this generation's philosophical culture by a school teacher who has effectively served teens.

Elmore, Tim. 1996. *The Greatest Mentors in the Bible: 32 Relationships God Used to Change the World*. Denver, CO.: Kingdom Publishing House.

- Elmore has worked extensively in the ministry of mentoring and discipleship. It is my opinion that he does not clearly differentiate between mentoring, discipleship and apprenticeship in this material. This is particularly evident in this work. As the student understands SBM he/she should do an independent study on the life of Christ and note SBM principles in action.

Elmore, Tim. 2001. *Mentoring: How to Invest Your Life in Others*. Duluth, GA.: EQUIP Publishing.

- A practical "How-to" handbook for mentoring. Caution differences in discipleship and mentoring is obscure, and there are strings attached to his mentoring and that mentoring is for service in the church, not necessarily for the wholeness or over all well being of the protégé.

Forward, Susan & Buck, Craig. 2002. *Toxic Parents: Overcoming their hurtful legacy and reclaiming their life*. New York, NY.: Bantam Books.



- Toxic parents are those who cause their children some emotional or physical pain. The damage they cause manifests itself in adulthood difficulties with relationships, careers, decision making and depression. This text is a helpful guide through these issues.

Harris, Alex & Brett. 2008. *Do Hard Things: A Teenage Rebellion Against Low Expectations*. Multnomah Books.

- In “*Do Hard Things*” the Harris twins write as 18 year olds who are rebelling against the low expectations of their culture by choosing to do hard things for the glory of God.

Hendricks, Patricia. 2006. *Hungry Souls, Holy Companions*. Harrisburg, NY.: Morehouse Publishing.

- Written by a Spiritual director who has an excellent understanding of the generation and practical thought provoking spiritually based questions that can be used in a mentoring alliance.

McFarlane, Evelyn & Saywell. 1998. *If...Questions for the Soul*. Toronto, ONT.: Random House Inc.

- This book is a collection of questions that may be used to leap into real ‘heart’ matters. The question within are thought provoking and weighty; that cause a person to truthfully ponder their response.

**Resiliency Initiatives.** [www.assessing-resiliency.com](http://www.assessing-resiliency.com).

- This is a dedicated website for mentors and protégés who are engaged in strength-based mentoring. Resiliency Assessment Inventories are available online. The information provided is meant to support a mentor in assessing and evaluating developmental strengths in protégés.

Scullenburg, Brian. 2007. *What’s the Deal with...? 500 Questions Today’s Students Are Asking About the Biggest Issues in Life*. Grand Rapids, MI.: Zondervan Publishing. Youth Specialties Resources

- This is a compilation of 500 questions perfect for asking protégés to get them thinking and talking about the things that confuse them and bewilder them. Answers to the questions are not easy and the mentor may wrestle with the question right along with the protégé.

Sharry, John. 2004. *Counselling Children, Adolescents and Families*. Thousand Oaks, CA.: Sage Publications Inc.

- Sharry is a social worker who tackles thorny issues with teens using “solution-focused” and strength-based counseling therapy with clients. His clients are considered at risk teens. The majority of his work is conducted in juvenile detention centres. There is considerable professional language in this text; it is aimed at professionals in the fields of social work, mental health, education, psychotherapy and counseling.

Trijillo, Michelle. 2000. *Why Can’t We Talk? What teens would say if parents would listen*. Deerfield Beach, FL.: Health Communications Inc.

- This practical book presents views from teenagers and guidance from the author on topics teens want to discuss with their parents or care-givers including, sex, divorce, trust, drinking and drugs, acceptance.