**Development Associates International**

**THE MINISTRY OF MENTORING**

**COURSE SYLLABUS**

Course Dates: 7 Feb 2022 - 9 July 2022

Partner Institution: Martin Luther Christian University

Cohort: IN-DHR-20

Facilitator: Richard Lamb, MA,

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Program Coordinator: Jaya Biju

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**COURSE OVERVIEW**

**Required Reading Materials:**

* **Course Manual**: Complete Course, The Ministry of Mentoring Version 2.5.pdf
* **Course Textbook**: John Mallison: *Mentoring to Develop Disciples and Leaders* (Australian Church Resources 2010)
* **Additional readings** within each Unit of the **Course Manual**. Students are responsible for all readings included in the course material.

**Course Description:** This course approaches the art of mentoring from a leadership development perspective, and is based on biblical role models and principles. Its aim is to provide clarity around different kinds of mentoring relationships, and an opportunity to develop essential competencies and characteristics of an effective Christ-like Mentor. It also addresses the role of the Mentee in seeking to become the Christ-like leader God designed them to be. The course covers autobiographical writing, listening and questioning skills as well as ways to give effective feedback. Building on these essential competencies, the material outlines the process for a mentoring relationship and suggests both spiritual and pedagogical preparation. Finally, a framework for establishing a formal mentoring program within an organization is provided.

**Course Learning Outcomes:**

Students will be able to articulate and/or demonstrate:

* An understanding of the need for mentoring in the context of leadership
* A Definition of Christian Mentoring
* Biblical rationale and examples of mentoring from Old and New Testament
* Ability to recognize effective mentoring relationships
* An understanding of the differences between different mentoring roles
* Ability to plot and describe your autobiography
* Ability to use your own life story to provide valuable insights
* Knowledge of qualities and aptitudes for effective mentoring
* Enhanced empathetic listening skills
* The art of powerful questioning
* An understanding of different learning styles in mentoring
* Within the mentoring relationship:
  + Ability to provide timely and effective feedback
  + The setting up of goals and defining of expectations
  + Creation of development plans and evaluation tools

**Course Assumptions**

1. This is a Master’s level course. All assignments and activities require commitment and effort appropriate to the degree you are working toward.
2. This is a “blended” distance learning course, with one week of full participation in a required residency, followed by 22 weeks of significant reading, mentoring relationships, communication between students and the facilitator, and submission of assignments.
3. Assignments are due by the Saturday assigned in the **Assignments & Suggested Study Schedule** (pages 5-6); plan ahead to avoid late submission.
4. Assignments are due on or before the dated listed; no exceptions. See **DAI Guidelines on Late Assignments** (page 4) for complete details.
5. Your Facilitator:
   1. will respond via e-mail within 48 hours to acknowledge safe receipt of each Assignment.
   2. commits to responding to your Assignments detailing his expectations and assessment of your work. He will return assessments within 1-2 weeks of your submission of the assignment.
   3. will treat your Assignments and personal information as confidential.
6. *It is imperative that your facilitator has your correct e-mail address; please notify him immediately of any changes.*

**Course Approach**

* Approach each Unit prayerfully, asking God to reveal specific insights into your study.
* Begin by reading through the Introduction (pages i-xi of your **Course Manual**). This will give you the instructions you need to complete the course.
* Complete the readings for each Unit as you work on the exercises for that Unit. Focus on learning the main points and evaluating the implications of these points for your ministry or work.
* Fully utilize the **Course Manual**, which contains exhibits and illustrative materials plus a number of reflection questions and assignments. Take advantage of the space in the margins and elsewhere for making notes. Underline significant points and highlight what you may want to return to later.
* Your Facilitator is available to be your friend and sounding board. He will do everything possible to help you apply what you are learning.
* This material will encourage you to use it in mentoring others. Think of ways in which you can do this as you learn this material.

**RESIDENCY OVERVIEW**

**Requirements during the Residency:**

To maximize learning, students are expected to attend all class sessions and actively participate in all learning activities, including any prior announced evening activities that apply to this course. Students will be expected to submit brief written reflection journal entries on days assigned.

**Residency Learning Outcomes:**

During the residency, students will participate in learning activities that enable them to:

* Examine and make practical applications from biblical models of mentoring.
* Develop an understanding of the characteristics of an effective Christian mentoring relationship from the perspectives of both the mentor and mentee.
* Recognize and articulate the difference between effective and ineffective mentors.
* Apply insights from their own life stories to mentoring roles.
* Practice self-examination and reflection in the form of journal entries.
* Demonstrate basic skills of
  + Empathetic listening
  + Effective questioning
  + Giving appropriate feedback
  + Setting goals and guidelines for a mentoring relationship
  + Evaluating and effectively concluding a mentoring relationship

**DISTANCE LEARNING OVERVIEW**

**Mentoring Relationships and Learning Group Participation:**Students are expected to participate in mentoring relationships as part of their assigned work for this course. Students should seek to establish a *minimum of 2-3 monthly mentoring relationships*; additional relationships will enhance your experiences and learning. All students should engage in at least one relationship as a mentor. Students should also seek to be in a mentee role with a more experienced mentor. If students are not able to find an experienced mentor, they are encouraged to establish a peer mentoring relationship with 1-3 others. Other students in your cohort are appropriate peer mentors. You are encouraged to use learning group participation during this class for the purpose of peer mentoring, which may be conducted virtually if necessary. The Facilitator and Program Coordinator will work with you during the residency week to assign learning groups.

Reflection on your mentoring relationships should be included in your Mentoring Portfolio, as directed throughout the **Course Manual**, and will be graded as part of your Mentoring Portfolio. The **Mentoring Log**, to be used to document your contacts with your mentor(s) and mentee(s), will be distributed in class. This **Log** should be submitted to the instructor at the end of the course along with the final submission of the **Mentoring Portfolio**. Full participation in these mentoring relationships will earn 5% of the course grade. For further information on establishing mentoring relationships, refer to the following pages in your **Course Manual**: iv, 44-47, 157-163, 183-185.

**Assignments and Projects:**

Materials submitted by email are to be written in Microsoft Word or Word Online. Do not send assignments in pdf format, because feedback cannot be offered directly onto the documents that have been formatted in that way.

Assignment length is your choice. Long length is not necessarily better, but do make sure that your writing is adequate enough to express a clear view of what you are thinking. Cover page formatting is optional but should include your name, cohort designation (e.g., IN-NEI-14), date submitted, and the assignment number. Use fonts no larger than 12 point in Arial, Tahoma, or Times New Roman, with 1.5 line-spacing, and page numbers added. *Do use a spell/grammar checker before you submit assignments or ask someone to proofread your work.*

**Schedule of Assignments and Due Dates:**

See the **Assignments & Suggested Study Schedule** on pages 5-6 of this document for term dates, assignment submission deadlines, and the suggested overall study schedule.

**Papers and Projects:**

See **Assessment Tasks** on page 6 for details of the all the required assignments and activities that will be assessed for this course.

**Final Project:**

***There is no final examination for this course.*** The final project is your **Mentoring Portfolio** (MPF) (as described on pages 23-24 of your **Course Manual**), which **must be submitted no later than 16 July 2022.**

**Course Grading Scale, as defined by Martin Luther Christian University**

New Grading Scale for MLCU as per Jan. 2021

Percentage Grade

* 91 – 100 A
* 76 – 90 B
* 60 - 75 C
* Below 60 F

Grading guideline:

* 5% Residency (attendance, participation, specific requirements met)
* 5% Learning group (consistent participation; reporting as instructed), or alternative regular communication with another selected person(s)
* 50-60% Distance learning assignments (as determined by the facilitator)
* 30-40% Final exam or major course project (as determined by the facilitator)

**Course Segments – Weighted by Percentage**

Assignment 1 = 12%

Assignment 2 = 15%

Assignment 3 = 10%

Assignment 4 = 10%

Mentoring Relationship Participation = 10%

Mentoring Portfolio = 30%

Forum Posts and Participation = 8%

Residency Attendance = 5%

**Total = 100%**

**Assignments & Suggested Study Schedule**

|  |  |  |
| --- | --- | --- |
|  | **2022 Dates** | **Learning Activities** |
| **Week 1** | **7- 12 February** | **Virtual Residency (6 Zoom sessions)** |
| Week 2 | 13 to 19 February | Rest & Reflection, Catch up with Work |
| Week 3 | 20 to 26 February | Study Unit 1 |
| Week 4 | 27 Feb to 5 March | **Respond to 1st Forum Discussion** |
| **Week 5** | **6 to 12 March** | Study Unit 2 |
| Week 6 | 13 to 19 March | **Submit Assignment # 1** |
| Week 7 | 20 to 26 March | Study Unit 3 |
| Week 8 | 27 March to 2 April | Catch-up week |
| Week 9 | 3 to 9 April | **Respond to 2nd Forum Discussion** |
| **Week 10** | **10 to 16 April** | Study Unit 4 |
| Week 11 | 17 to 23 April | Study Unit 4 |
| Week 12 | 24 to 30 April | **Submit Assignment # 2** |
| Week 13 | 1 to 6 May | Study Unit 5 |
| Week 14 | 7 to 13 May | **Respond to 3rd Forum Discussion** |
| **Week 15** | **14 to 20 May** | Study Unit 6 |
| Week 16 | 21 to 27 May | **Submit Assignment # 3** |
| Week 17 | 28 May to 4 June | Study Unit 7 |
| Week 18 | 5 to 11 June | Study Unit 8 |
| **Week 19** | **12 to 18 June** | **Submit Compulsory Assignment # 4** |
| Week 20 | 19 to 25 June | Study Unit 9 |
| Week 21 | 26 June to 2 July | **Respond to 4th Forum Discussion** |
| Week 22 | 3 to 9 July | Study Appendix |
| **Week 23** | **10 to 16 July** | **Submit Mentoring Portfolio and Log** |

**ASSESSMENT TASKS**

**All assignments are required to be sent by email to your Facilitator by the due date.**

**1. ASSIGNMENTS** (15% each for a total of 60% of total grade for course)

* Assignment #1 is **due** **19 March** (page 41)
* Assignment #2 is **due 30 April** (page 78)
* Assignment #3 is **due** **27 May** (page 110)
* Assignment #4 is **due** **18 June** (page 164)

**2. MENTORING RELATIONSHIP PARTICIPATION** (10% of total grade for course)

* **Mentoring Log** is **due 16 July 2022** (worksheet provided in Moodle)

**3. MENTORING PORTFOLIO** detailed on pages 23-24(30% of total grade for course)

* **Due** **16 July 2017**
* The following are the weighted percentages of the components of the MPF:
* **Journal Entries** on mentoring relationships (25% of MPF grade)
* **Your Own Story** final Compulsory Assignment #2 (25% of MPF grade)
* **Personal Reflections** complete from each unit (30% of MPF grade)
* **Personal Listening Plan** final Compulsory Assignment #3 (5% of MPH grade)
* **Code of Conduct** from Unit 9, pages 190-192 (5% of MPH grade)
* **Summary of Important Learning & Observations** (10% of MPH grade)

***Specific details for each component to be included in your MPF*** *are found in the instructions for the* ***Personal Reflections*** *and* ***Compulsory Assignments*** *throughout the Manual (see page 7 of this syllabus).* ***Please do not hesitate to email your Facilitator if you have any questions as you work through the assignments.***

**DAI GUIDELINES FOR LATE ASSIGNMENTS**

It is essential that wise and godly leaders keep their commitments in a way that honors God and other people. This requires prioritizing schedules and saying “no” to requests, including tempting “opportunities” that stand in the way of a disciplined life and work. Thus, all assignments are to be submitted on or before their due dates. Extensions will be granted only at the discretion of the facilitator, following these guidelines:

1. Clearly explain your situation to request an exception before the deadline in an email to the facilitator and copied to the coordinator. If you are unable to make the request, you may delegate someone else to email the facilitator and coordinator with the explanation. The request must clearly state the reason for the delay and the date by which the assignment will be sent.
2. The facilitator must return an email with their response to the explanation and granting or refusing the extension.
3. Examples of excusable delays: Severe emergency illness; death in the immediate family; unexpected, emergency work that suddenly removes the student from home.
4. Examples of unacceptable delays: “I need more time”; “I have been under some pressure”; “I am traveling with my family”; “I was asked to fill the pulpit for a brother at the last minute, so I was not able to begin my assignment, which was due the next day.”
5. Reduction of grades:
   1. Normally a grace period of 1-2 days is given during which no reduction in grades is imposed beyond any marks removed because of the quality of the work itself.
   2. After the grace period, After the grace period, one letter grade may be deducted per week (e.g., C instead of B) in addition to any deduction for quality of work.
   3. All assignments must be submitted in order to complete the course.
6. Any delayed work meeting the above requirements must be completed by the deadline for graduation established by Martin Luther Christian University.

**DAI STATEMENT ON ACADEMIC INTEGRITY AND PLAGIARISM**

**Integrity** is not only a core value of Development Associates International, but also is expected and demanded of all godly leaders. Descriptions of integrity include honesty, truthfulness, and reliability, as well as uprightness of heart.

**Plagiarism** is an extremely serious issue, striking at the very heart of integrity. Simply stated, plagiarism is copying content that has been created by another person and using it without giving clear credit to the rightful owner of the material. Plagiarism is an offense that is taken very seriously by DAI and its partnering institutions. Thus it carries a potentially severe penalty of a heavy deduction in the grade or even disqualification from the course and, in extreme instances, from the Master’s program itself.

Never attempt to create a false impression in the facilitator’s mind by making up some of your research “data,” stretching the truth when you ask for an assignment extension, or quoting someone else’s words in a document as if they were your own. These are not small things. They are deliberate signs of a lack of integrity. Do not excuse them in yourself, and help others to resist them.

Plagiarism can be a very complex issue because as good students, researchers and leaders, we all need to be informed by other people’s thinking. None of us lives and works in isolation from the good thoughts and research of others, and our writing should reflect the fact that we are working on the foundation of other people’s work. That makes us good scholars, and it also helps people to respect our work more highly. However, we also must give credit to the people who have helped us.

So, here is a good principle to keep in mind when you are quoting or learning from the writing of others as you develop your assignments: When in doubt, give written credit! List the author, date, title of article and journal (or book, etc.), and relevant page numbers. When quoting from an article on a website, be sure also to state the date that you accessed the article, since web-based article links can change frequently. If you are unsure about how to properly cite others in your work, do not hesitate to ask your facilitator.

If you are suspected of having plagiarized, your facilitator is obligated to alert the coordinator and the DAI Administrative Director of the Master’s program. After very serious discussion with you, possible consequences may include being required to rewrite an assignment, receiving a failing assignment grade, being required to retake the entire course, or in extreme cases, being expelled from the program.