

TERTIARY LEVEL 30-HOUR INTENSIVE MENTORING FOR FAITH AND WORKPLACE COMMUNITIES

A 30-hour intensive university level unit was designed by John Mallison, for which he was the Unit Co-ordinator and Key Teacher.

Students could gain 3 credit points (at 200 and 300 level) towards their university degree if they completed all three assignments (there was no exam).

THE LEARNING MODEL

In most sessions, lecturing played a minor role. **The main resources** were the students' prior reading of appropriate sections of the texts and their completion of the 'Personal Reflection' questions.

These were used in the **interactive learning** environment in which interaction took place in pairs, small groups and in plenary sessions conducted by the session leader.

GUEST LEADERSHIP TEAM

Guest resource people led or significantly contributed in a number of sessions by means of lectures, panel discussions and question times.

- **Unit co-ordinator and key teacher - John Mallison**
- **The Unique Role of Christian Community**
Teacher: a theologian
- **Self Awareness & Knowing When to Refer Segments**
Teacher: a registered psychologist.
- **Mentoring in Workplace Environments**
Teachers: (a) a master builder with a long experience in coaching/mentoring his apprentices
(b) a business person in commerce
(c) an engineer with a large staff
- **Mentoring in Family Life**
Teachers: (d) an educator and father of three adult children
(e) a registered nurse and mother of two children
(f) a lawyer and father of two young children
(g) a lecturer in marketing and public relations manager and mother of two young children

READING AND PERSONAL REFLECTION

- Prior to attending the unit, students were expected to have read the 3 course texts:
 1. Kraus, C.N. *The Community of the Spirit*, Scottsdale; Herald, 1993
 2. Lacey, I.T. *Making Mentoring Happen*. Sydney: Business & Professional Publishing, 1999
 3. Mallison, J. *Mentoring to Develop Disciples and Leaders*, Open Book: Publishers, 1998



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- **Students' Preparation & Program:** Outlined the essential reading and personal reflection required prior to most sessions. This provided the main resource for work in pairs and small groups during the respective sessions.

ASSESSMENT

See details under this heading

ALL students must complete Assessment No 1. Those wishing to gain 3 credit points (at 200 and 300 level) towards University degree must complete all three assessments. (There is no exam).

- 1) Due the first day of class:
 - Length 750 words
 - Personal reflection exercise
- 2) Due 10 days after last day of course
 - Length 750 words
 - Book review
- 3) Due within 3 months
 - Length - 2,000 word essay
 - 3,500 word essay
 - A major research essay

BIBLIOGRAPHY

1. David, R.L. *Mentoring: The Strategy of the Master*. Nashville: Nelson, 1991.
2. Field, B. & T. Field. *Teachers as Mentors: A Practical Guide*. London: Falmer, 1994.
3. Kingdon, D.P. =B3Shepherding Movement=B2, in Atkinson, D.J. & Field, D.H. eds., *New Dictionary of Christian Ethics and Pactoral Theology*. Leicester: IVP, 1995.
4. Krallmann, G. *Mentoring for Mission*. Hong Kong: Jensco, 1994.
5. Leech, K. *Soul Friend: A Study of Spirituality*. London: Sheldon, 1977.
6. Matthaai, S.H. *Faith-Mentoring in the Faith Community*. Valley Forge: Trinity, 1996.
7. Mag, G., *Care of Mind, Care of Spirit*. San Francisco: Harper, 1992.
8. Petersen, C. =B3Adult Development at Work=B2 in C. Peterson, *Looking Forward through the Life Span*. Sydney: Prentice Hall, 1984.
9. Stanley, P.D., and Clinton, J.R. *Connecting: The Mentoring Relationships You Need to Succeed for Life*. Colorado: Nav Press, 1992.
10. Zey, Michael G. *The Mentor Connection: Strategic Alliances in Corporate Life*. New Brunswick: Transaction, 1977.
11. MacLennan, Nigel. *Coaching & Mentoring*, Gower, 1995.
12. McKenzie, Bonnie, C, *Friends in High Places, The Executive Woman's Guide*, Business & Professional Publishing, 1995
13. Bell, Chip R. *Managers as Mentors – Building Partnerships for Learning*, Bernet-Koehler Publishers, 1998.

JOURNALLING

As journalling can play an important role in mentoring, students were expected to keep a journal during this learning experience and were asked to bring an exercise book.

Most sessions concluded with a short segment for reflection and recording of significant learning, etc to help enable their learning and possible appropriate action.

WHAT STUDENTS NEEDED FOR MOST SESSIONS

- Their preparatory work



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- A Bible (preferably an NRSV);
- The textbook *Mentoring to Develop Disciples and Leaders* by John Mallison
- A Journal in which to write their personal reflections prior to and at the conclusion of most sessions
- A pen and notebook

The following is an extract from the Student's Brief:

STUDENTS' PREPARATION and PROGRAM

Unless indicated otherwise the page references relate to the unit's main text by John Mallison – 'Mentoring to Develop Disciples and Leaders'

Day 1

Session 1: **Orientation**

Our experience of being mentored

- **Your preparation:**

Come prepared to give a brief presentation to your small group, **based on your pre-unit 750-Word Assignment**. (Later you will draw upon this assignment again when we are dealing with the qualities of a good mentor).

Session 2: **An overview of Christian mentoring**

- **Your preparation:**

- Read the following sections: Introduction, pages 5-14 and Mentoring as a Dynamic System, pages 50-53.

- Complete questions 2-4 of the Personal Reflection study guide on pages 52-53. (As preparation for question 4, read the following passages from Acts 9:19-30; 11:19-30; 13; 14; 15:1-41)

- Read Christian Mentoring & Disciplemaking, pages 17-24.

Day 2

Session 1: **The need for mentoring in faith communities**

- This session will include relevant research by the National Church Life Survey ('Burnout') and Paul and Libby Whetham ('Hard to be Holy').

- **Your preparation:**

- Read pages 45, 57, 59, 60 ('Focus on Major.....').

- Complete Personal Reflection questions 1 - 3 on page 46.

Session 2: **Biblical mentoring models**

- **Your preparation:**

- Read pages 37 - 42 (read and consider the Scripture references).

- After briefly studying the model Jesus has set us, what do you recognise as the strengths **you** bring to mentoring?

- In what areas do you need to grow in order to help others more effectively?

- Briefly write your response to Christian mentoring being **undermentoring** (page 39):

- what are the practical implications for you personally?

- Examine **one or more** of the Biblical examples on pages 40-42

Read the relevant Scripture passages. List a few things you learnt to guide you in your mentoring.



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- Session 3: **The unique role of Christian community:**
- Guest leader – a theologian
 - **Your preparation:**
 - Read pages 34-36 (Mallison)
 - Answer question 1 ('Personal Reflection' page 36)
 - Consider the concept of accountability. (It will help to read about 'Mutual Accountability & You' on pages 139, 140). What are the practical implications for it to be 'administered in a spirit of grace and not law'?

- Session 4: **The unique role of Christian community** (continued)

Day 3

- Session 1 **What it takes to be a mentor (1)**
- **Your preparation:**
 - Basic Qualities**
 - Read pages 64-68.
 - Answer question 2 'Group Work' on page 69,
 - The quality of **encourager** is mentioned elsewhere in the text (pages 12,34,83 & 84). It is implied in 'Affirming' (page 66). Read where 'encourage' is mentioned on page 34 & 35, then answer question 5 'Personal Reflection' on page 36.

Our personal mentoring resources

- Read pages 90 to 93.
- Complete 'What you have to offer' on page 93. (It would be helpful to have a friend work with you on this section).

- Session 2: **Deepening the well ... increasing our self awareness**
- Guest leader – registered psychologist
 - **Your preparation:**
 - Read pages 30 to 32.
 - Answer questions 2 and 3 ('Personal Reflection' page 33).
 - Read pages 70 to 74.
 - It would be helpful to work with a friend on this section. (If necessary photocopy these pages). Complete the 'Personal Reflection' segments independently, then meet together to do the work on page 75.

- Session 3: **Setting boundaries**
- **Your preparation:**
 - Read pages 116 to 122.
 - Why do some people, especially those who deeply care for others, have problems setting boundaries?
 - Read Galatians 6:1-10 (in two or three translations, if possible). Also read the related paragraph on page 117, also 'Don't be a perpetual rescuer' on page 120.
 - What are some sorts of burdens people known to you genuinely can't cope with on their own? What are you or others doing, or could do, to support them?

- Session 4: **When it's beyond you ... Knowing when to refer**
- Guest leader – registered psychologist



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Day 4

Session 1: **Peer mentoring**

(Also an introduction to the role of Scripture and good questions in mentoring). Role plays will be used.

- **Your preparation:**

- Peer mentoring**

- Read 'Mentoring each other' page 13 and also 53 to 60.
 - Answer questions 1 & 2 from Personal Reflection on page 58.

- Asking good questions**

- Read pages 124 to 129. Glance through the questions in the Appendix, pages 189 to 192.

- Using the Bible – our prime mentoring resource**

- Read pages 101 to 103

Session 2: **What it takes to be a mentor**

Mentoring roles

- Read pages 75 to 85.
 - Answer questions 3 and 4, 'Personal Reflection' on page 85

Styles of mentoring

- Read pages 86 to 88.
 - Read John 4:4-41. What style of mentoring did Jesus use in his encounter with the Samaritan woman? What can we learn from the way Jesus related in this situation?
 - Complete as much as you can of the 'Personal Reflection' on pages 89, 90.

Day 5:

Session 1: **Each life-stage a mentoring opportunity**

- **Your preparation:**

- Read pages 161 to 163. Consider the life stages mentioned on page 161. What others would you add to this? Which of these were most difficult for you? What help did you receive to help you re-adjust? What further help would you have appreciated?
 - Which life stages are most and least evident in your local church? What is being done, if anything, to support each of these groups (including the least evident).

Session 2: **Mentoring new Christians**

- **Your preparation:**

- Read pages 147 to 153.
 - What can we learn from Paul in this aspect of mentoring?
 - Which of the items listed on pages 148 and 149 have been especially meaningful to you personally? In what way has it helped?

Session 3: **Mentoring in workplace environments**

Guest leaders: (a) master builder, (b) business person (in commerce) and (c) an engineer with a large staff

These sessions will include:

- introduction of topic by one of the above
 - a brief presentation by each guest
 - small group discussions



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- interaction with panel
- summary by one of the above

- **Your preparation:**

- Read pages 1 to 47 of Making Mentoring Happen
- Make notes of any questions you hope to have answered in the Workplace sessions.

Session 4: **Mentoring in workplace environments** (continued)

Day 6:

Session 1: **Mentoring in family life**

- Guest leaders (lecturer & educator, lawyer, registered nurse and

educator. These sessions will include:

- an introduction of the topic by one of the above
- a brief presentation by each guest
- small group discussions
- interaction with panel
- summary by one of the above

- **Your preparation:**

Read the following Scriptures passages and note what each says about taking family responsibilities: Deut 4:0; Deut 11:19; 2 Sam 12:16; 1 Kings 2:1; Prov 22:6; Prov 29:17; Matt 18:10; 19:14; Mark 10:16; Eph 6:4; 1 John 1:12.

Session 2: **Mentoring in family life** (continued)

Session 3: **Developing leaders**

A well-known teacher was once asked, "Are leaders born or made?" His reply, 'I don't know a leader who wasn't born!! But my simple answer is, both!'" Developing good Christian leaders is one of our greatest challenges. Paul was exemplary in the way he prayerfully and intentionally equipped, encouraged and supported emerging leaders. His letters to Timothy, Titus and Philemon are good examples.

- **Your preparation:**

- Paul's first letter to Timothy is 'a personal letter with powerful advice, backed by years of experience.' Read through this letter and list the matters Paul covers with this young leader. Which aspect of Paul's advice especially caught your attention as a leader? With whom could you further explore this?
- Robert Clinton says, '*Effective leaders maintain a balance between **personal development and ministry productivity. Doing and being must be kept in balance throughout a leader's life. It is clear that Paul saw both as important to Timothy.***' Seek to identify a few illustrations of this in First Timothy.



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Session 4: Beginning as a mentor

The Christian church needs more Barnabas' (**sons and daughters of encouragement**) who will reach out to other Christians to encourage and help them grow. More Pauls are needed to take the time to walk closely with emerging leaders to listen, to teach, to coach, to encourage and enable them to walk in the steps of our Lord Jesus Christ.

- **Your preparation:**
 - **God often uses the most unlikely people!**
 - Read 1 Corinthians 1:26-31 in an NRSV and a modern translation. Note those who are in the minority of those who God calls! Now list those who are amongst the majority! With which group do you identify most?! Of those who have helped you most, note those who fit into the descriptions given here. What is the reason given why God makes these choices?
 - **You can do it!** Read this section on pages 14-16. What is there here to encourage you to make your time, your resources and yourself available for this rewarding and privileged ministry of mentoring?
 - How do you feel now, after considering all of the above? (Write a few 'feeling' words).
 - **Taking the step!** Read pages 94-96 and pages 97-100. If you are prepared to make yourself available, follow the advice given to pray yourself for guidance and enlist others to pray. Who could you ask to pray for you in this regard? (Think of prayerful friends and others who encourage and believe in you).

You may not have time to complete the following prior to this session, but plan time after this course to follow the suggestions.

- Do the thinking suggested under 'identifying potential mentorees'. God may surprise you with the names he brings to your attention!
- Consider the 'Further Suggestions' on page 96. Keep alert, be patient, but keep expectant! You may want to **journal** to help you recognise God's guidance during this period. Spend time reflecting on people you met, your conversations, names which come to mind, hunches you had, and make notes in your journal.
- Journal who you approached and their response. (Don't be discouraged by the initial reaction. Remember you are seeking to be obedient to a 'call' from God to this ministry!!)
- Discuss your work with a friend and pray together.

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(Continuation of the extract from the Student's Brief)

ASSESSMENTS

NB: ALL students must complete Assessment No 1. Those wishing to gain 3 credit points (at 200 and 300 level) towards their University degree must complete all three assessments. (There is no exam).

ASSESSMENT No. 1

- **Due** first day of class
- **Length** 750 words
- **Personal Reflection Exercise**
- Read 1 Thessalonians 2, verses 7 and 11. Paul sees himself as playing both a spiritual 'mother' and 'father' role to the less mature disciples in the young church at Thessalonica. Note how he fulfilled each of these roles. Who have you observed, and possibly personally experienced, playing these roles (without necessarily knowing they were mentoring) in your church or in other situations? How did they do this? How did you or others respond?
- A mentoree benefits from a mentor's wise advice, modelling and encouragement. Lawrence Crabb says, "Mentors speak: It can be done! You are not alone! I believe in you".
 - Who has spoken to you these three messages?
 - How did it make you feel? How did it help?
 - Have you been able to speak these to another person? How did they respond?

ASSESSMENT No. 2

- **Due** 10 days after last day of course
- **Length** – 1,000 words
– 1,500 words
- **Book review**
Write a review of a book directly related to mentoring following the guidance given in 'Writing a Book Review'. Choose from one of the course texts (other than the one by John Mallison), or the Bibliography.

ASSESSMENT No. 3

- **Due** ...
- **Length** ... 2,000 word essay
... 3,500 word essay

Write a reflective essay that engages with **one** of the following topics. The expectation is that there will be clear evidence of research done in the ways indicated. (Identify and describe the individuals and/or communities contacted).

(i) Mentoring Emerging Christian Leaders

- As a senior apostle, Paul was thoroughly committed to mentoring emerging leaders. List the issues and difficulties he deals with in his first and second letter to Timothy and in his letter to Titus. Seek to identify any background the Scripture gives to these matters in order to understand how Paul might have dealt with some of them more fully in face to face mentoring sessions.



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Most of these issues and difficulties continually need to be faced by Christian leaders today.

- Interview individually at least 6 young leaders in 'full-time' Christian work, asking them what are the issues and difficulties they face. (You may want to keep the questions on page 176 {Mallison} in mind for possible use in these interviews). Collate your findings. Which of these are dealt with in Paul's letters above? What other Scriptures would you draw upon in your mentoring of these leaders?

OR

(ii) Mentoring at various life stages in a faith community

- Meet with a few leaders of 3 or 4 faith communities other than your own. Identify the life stages represented in each of those communities and discuss with them how they seek to disciple and to develop leaders. Share with them insights you have gained about mentoring from this unit and explore together ways these are already being practised or could be implemented to enrich their situations.

OR

(iii) Mentoring in small groups

- Contact one or more faith communities other than your own with more than ten small groups. Seek to evaluate the program in the light of the material covered under 'Mentoring and Small Groups' (pages 150-154 – Mallison). Some of the questions listed on page 155 will help you in this process.

OR

(iv) Mentoring in workplace environments

- Interview those responsible for a workplace mentoring program. In your report, give a full description of the program and how mentors are enlisted, trained, matched and supervised. Ask for their own evaluation and any changes they intend to make. Endeavour to receive comments from at least three people being mentored.

OR

(v) Mentoring in the family

- Interview 4 families with children at the following stages: 2-4 years of age, 6-12 years, adolescents and adult. List the issues and difficulties encountered with each stage. Describe the mentoring processes used in each family and how issues were addressed. Enquire about each family's reliance on God for strength and wisdom and give examples. Document books/videos or websites that have been helpful to the families and yourself.

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