

ML523: MENTORING (4 units)

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Online facilitation by Frank Hankins, Adjunct Assistant Professor of Leadership

DESCRIPTION:

This course is an in-depth study of the informal training model called mentoring. Mentoring will probably be the most important means of training leadership in the next several years. It is a flexible model that can be used in organizations and churches or with individuals. Mentoring is a relational experience in which one person (called the mentor) empowers another person (called the mentoree) by a sharing of God-given resources (of many kinds). Three basic categories of mentoring are explored (intensive, occasional, passive). Under these three categories are subsumed nine types: mentor discipler, spiritual guide, coach, counselor, teacher, sponsor, contemporary model, historical model, and divine contact. These nine types are explored in detail including the dynamics of each of these mentoring relationships, guidelines for them, etc. In addition, deliberate use of these is suggested within the framework of a constellation model, which includes upward, downward, and lateral mentoring relationships. This course is a must for anyone who wants to be trained in an on-the-job situation and for anyone who anticipates training others in a personal way.

LEARNING OUTCOMES:

By the end of this course, students will have:

- Demonstrated the ability to explain the nine mentoring types and its dynamics.
- Understood the significance of developing in character through intentional mentoring relationships on a regular basis.
- Acquired a comprehensive understanding of the mentoring constellation and relational empowerment for further personal development and implementation.
- Anticipated upcoming mentoring needs and deliberately develop a list of mentors needed over the next several years.

COURSE FORMAT:

The class will be conducted on the Internet using a 10-week lesson program aligned with Fuller's academic calendar. Each week students and the instructor will interact with the material through journaling, and threaded discussions. Online class times consist of spiritual formation exercises, input on mentor concepts, and small-group time.

REQUIRED READING:

If students have read any of the required texts for another course, please select an alternative text from the recommended reading list or a book approved by the instructor.

- Anderson, Keith and Randy Reese. *Spiritual Mentoring: A Guide for Seeking and Giving Direction*. Downers Grove, IL: InterVarsity Press, 1999.
- Clinton, J. Robert and Paul Stanley. *Connecting: Finding the Mentors You Need to be Successful in Life*. Colorado Springs: Nav Press, 1992.
- Clinton, J. Robert and Richard Clinton. *The Mentor Handbook*. Altadena: Barnabas Publishers, 1991.

RECOMMENDED READING:

- Egeler, Dan. *Mentoring Millennials: Shaping the Next Generation*. Colorado Springs: NavPress, 2003.
- Boshers, Bo and Judson Poling. *The Be-With Factor: Mentoring Students in Everyday Life*. Grand Rapids, MI: Zondervan, 2006.
- Goleman, Daniel, Richard Boyatzis and Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Press, 2002.
- McNeal, Reggie. *Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders*. San Francisco: Jossey-Bass, 2006.

ASSIGNMENTS:

1. Weekly threaded discussions, journaling, and reading responses.
2. A six-page paper analyzing a historical mentor and identifying leadership lessons/insights for personal application.
3. Students will read the required list and complete reading responses; do a personal case study project which identifies mentoring in their own life; provide a response and observations to Clinton's Mentoring Reader provided in the course shell; observe mentoring in assigned movies, and keep a log on mentoring experiences during the quarter.

PREREQUISITES:

None

RELATIONSHIP TO CURRICULUM:

Elective

FINAL EXAMINATION: None.

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