

# BRIERCREST

## CM 736 Discipleship and Mentoring Spring 2021

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Course Dates: May 17-21, 2021

3 Credit Hours

### COURSE DESCRIPTION

A comparison and evaluation of different models and strategies of biblical discipleship and mentoring. Students will explore individual, small group, and congregational discipleship and mentoring in relation to the process of sanctification as presented in the Scriptures.

### COURSE INTEGRATION

This course focuses on helping students integrate into their lives and ministries an incarnational and prayerful approach to making disciples where they journey with people as Jesus' representatives and spokespeople. It will enable students to increasingly view ministry in a missional way while growing a passion for and developing skills in helping people follow Jesus within vibrant faith communities. We will look at personal and collaborative approaches to incarnational living and disciple-making. The class will also help students understand how we can effectively live as Christ's ambassadors in the Canadian context with consideration given to the plurality of faiths and cultures in our cultural mosaic.

### COURSE TEXTS

Bechtel, Mike. *Evangelism for the Rest of Us: Sharing Christ within Your Personality Style*. Grand Rapids, MI: Baker Books, 2006. 153 pages.

Bibby, Reginald. *A New Day: The Resilience and Restructuring of Religion in Canada*. Project Canada Books, 2012. 62 pages.

Note: You can access a free copy at

[http://www.reginaldbibby.com/images/A\\_NEW\\_DAY\\_Sept\\_12\\_2012.pdf](http://www.reginaldbibby.com/images/A_NEW_DAY_Sept_12_2012.pdf)

Boren, Scott M. *Missional Small Groups: Becoming a Community that Makes a Difference in the World*. Grand Rapids, MI: Baker Books, 2010. 186 pages.

McNeil, Reggie. *Missional Renaissance: Changing the Scorecard for the Church*. San Francisco: Jossey-Bass, 2009. 181 pages.

Penner, James, et al. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to the Church*. 139 pages

Note: You can obtain a copy at <http://hemorrhagingfaith.com/>.

*Renegotiating Faith: The Delay in Young Adult Identity Formation and What It Means for the Church in Canada*

Note: The full report is available at <https://p2c.com/renegotiating-faith/>.

Vanderstelt, Jeff. *Saturate: Being Disciples of Jesus in the Everyday Stuff of Life*. Wheaton, IL: Crossway, 2015. 233 pages.

Webb, Keith. *The COACH Model for Christian Leaders: Powerful Leadership Skills for Solving Problems, Reaching Goals and Developing Others*. Revised and Expanded. New York: Morgan James Faith, 2019. 210 pages.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

## COURSE OUTCOMES

This course will help students:

- Analyze current trends in Canada that influence the ways in which they can effectively contextualize the Gospel and make disciples in the Canadian context
- Reinforce an incarnational lifestyle by engaging in and reflecting on missional activities regularly
- Formulate a theology of discipleship that focuses on helping people move toward spiritual maturity wherever they happen to be on their faith journey
- Appreciate the importance of making disciple-making a central part of church life, so that we can more effectively develop and multiply disciples (and churches)
- Grapple with various theological issues related to discipleship
- Compare various approaches to discipleship and assess which ones may be most appropriate for their context or a future context in another culture
- Evaluate their church's disciple-making process and devise a plan for making it stronger

- Integrate the COACH Model for Christian Leaders into their repertoire for making disciples through one-on-one and group mentoring

## TENTATIVE COURSE OUTLINE AND CONTENT

Each morning, we will meet via Zoom (or another meeting platform) to discuss various course themes and do group work. The afternoons will feature interactive online forums where you will watch pre-recorded lectures and then interact around discussion questions that I will post ahead of time. It is possible to watch the videos and post your initial responses to the forum questions in advance of the modular week, although there is no problem doing these posts during the modular week itself.

Note: All times are Central Standard Time.

### Monday, May 17

9:00 – 9:50 am – Introductions, Course Overview, Spiritual Journeys  
9:50 – 10:00 am - Break  
10:00 – 10:50 am – Four Skills for Helping People Take Next Steps  
10:50 – 11:00 am – Break  
11:00 – 12:00 pm – Coaching Introduction and Ways of Ministering and Working  
12:00 – 2:00 pm – Lunch and Technology Break  
2:00 – 5:00 pm – Interactive Online Forums on Evangelism

Topic #1 – Reasons Why We Don't Share Our Faith  
Topic #2 – Eight Biblical Reasons for Sharing Christ  
Topic #3 – Six Ways Anyone Can Share Christ  
Topic #4 - The Ethics of Evangelism  
Topic #5 - Serving Immigrants in Jesus' Name  
Topic #6 - Raising Up Global Kids

### Tuesday, May 18

9:00 – 9:50 am – Keith Webb's Story and Personal Development Worksheet  
9:50 – 10:00 am - Break  
10:00 – 10:50 am – Definitions and Assumptions of Coaching and Listening in a Coaching Conversation  
10:50 – 11:00 am – Break  
11:00 – 12:00 pm – COACH Model Demonstration and the COACH Model  
12:00 – 2:00 pm – Lunch and Technology Break  
2:00 – 5:00 pm – Interactive Online Forums on Discipleship

Topic #1 – How Did Jesus Disciple Others?  
Topic #2 – Developing a Discipleship Strategy for Your Church  
Topic #3 – Discipling Millennials for Missional Living  
Topic #4 – Prayer Saturation: The First Disciple-making Element  
Topic #5 - Growing Relationships: The Second Disciple-Making Element

**Wednesday, May 19**

9:00 – 9:50 am – Determining the Conversation Outcome  
9:50 – 10:00 am - Break  
10:00 – 10:50 am – Timed COACH Practice  
10:50 – 11:00 am – Break  
11:00 – 12:00 pm – Powerful Questions  
12:00 – 2:00 pm – Lunch and Technology Break  
2:00 – 5:00 pm – Interactive Online Forums on Discipleship

Topic #1 - Growth Orientation: The Third Disciple-Making Element  
Topic #2 - Personalized Approach: The Fourth Disciple-Making Element  
Topic #3 - Missional Mindset: The Fifth Disciple-Making Element  
Topic #4 – Biblical and Engaging Preaching: The Sixth Disciple-making Element  
Topic #5 - Effective Group Training: The Seventh Disciple-Making Element

**Thursday, May 20**

9:00 – 9:50 am – Spiritual Dynamics in Coaching  
9:50 – 10:00 am - Break  
10:00 – 10:50 am – Blind Spots  
10:50 – 11:00 am – Break  
11:00 – 12:00 pm – How to Generate Feedback  
12:00 – 2:00 pm – Lunch and Technology Break  
2:00 – 5:00 pm – Interactive Online Forums on Discipleship

Topic #1 - Robust Small Groups: The Eight Disciple-Making Element  
Topic #2 - Supportive Accountability: The Ninth-Disciple-Making Element  
Topic #3 - Coaching & Mentoring: The Tenth Disciple-Making Element  
Topic #4 – Spiritual Disciplines: The Eleventh-Disciple-Making Element  
Topic #5 - Next Steps: Developing a Discipleship Strategy for Your Church

**Friday, May 21**

9:00 – 9:50 am – Go for Small Wins and Get SMART  
9:50 – 10:00 am - Break  
10:00 – 10:50 am – Following Up on Action Steps  
10:50 – 11:00 am – Break  
11:00 – 12:00 pm – Application of the COACH Training and Wrap-up

**ASSIGNMENTS**

Please submit all written assignments to Canvas. All submissions should be double-spaced, using Calibri 11-point font (or the equivalent font and font size).

**Pre-Course Assignments:****Course Textbook Reading Reflections (worth 20% of your final grade, submitted through Canvas)**

After reading each of the course textbooks and reports, respond to the following questions (a one-page response for each book or cluster of books):

*Evangelism for the Rest of Us: Sharing Christ within Your Personality Style* by Mike Bechtle

Where are you on the introversion-extroversion spectrum? What types of evangelistic approaches best suit your God-given personality? What are three things that you could do in your outreach to unsaved people in the next week in light of what you read?

*Missional Renaissance: Changing the Scorecard for the Church* by Reggie McNeal and *Saturate: Being Disciples of Jesus in the Everyday Stuff of Life* by Jeff Vanderstelt

As you think about what you read in *Missional Renaissance* and *Saturate*, how might some of these ideas apply to your church? What are some of the assumptions and values that might need to change (in both you and the church)? What might your church's disciple-making approach look like if the church leadership team implemented some of these ideas?

*The COACH Model for Christian Leaders* by Keith Webb

After reading *The COACH Model for Christian Leaders*, describe how this approach might inform your mentoring/coaching (be specific).

*A New Day* by Reginald Bibby, *Hemorrhaging Faith* by James Penner, et al., and *Renegotiating Faith*

What are some of the key ideas from *A New Day* and the *Hemorrhaging Faith* and *Renegotiating Faith* reports that you believe your church needs to know and address? How might your church address them?

*Missional Small Groups: Becoming a Community that Makes a Difference in the World* by Scott Boren

What are five ways that you could help your small group become more missional in keeping with the ideas that Scott Boren presents in *Missional Small Groups*?

The maximum length of this assignment is five pages (1500 words) and is due by 9:00 am (CST) on **May 17, 2021**.

**Mid-course Assignments:****Online Forum Participation (worth 20% of the final grade)**

During the modular part of the course (May 17-21), we will meet live in the mornings via Zoom (or another meeting platform) and participate in online forums oriented around pre-recorded lectures in the afternoon. Having both synchronous and asynchronous online elements will hopefully reduce

technology fatigue. The online forum participation mark is for your participation in the afternoon discussion forums.

The online forums will give you an opportunity to interact with others in the class around key questions, assignments, course readings, and/or additional lecture material. You should plan to invest approximately three hours into the forums each afternoon (Monday – Thursday) of the modular part of the class. You can reduce this amount by watching the pre-recorded lectures and posting initial responses to the forum questions before the modular week (this is not required but would alleviate some of the pressure during the modular week). Your forum responses for each day are worth 5% of your final grade.

Students are expected to contribute to the forum discussions by posting a minimum of four conversational (worth up to 10 points each) and three substantive contributions (worth up to 20 points each) by 5:00 pm (CST) on each forum day.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said). I'd encourage you to ask good coaching questions that invite others in the class to think more deeply or in different ways.

By substantive responses, I mean responses that show a deep processing of relevant ideas (this usually takes at least 200 words). We have a tremendous opportunity to build on one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. I anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- ❖ Providing and developing a new thought, idea, or perspective.
- ❖ Citing an experience or example of what we are learning and showing how it applies.
- ❖ Adding a new twist on a perspective.
- ❖ Critically reflecting on an idea/concept.
- ❖ Questioning or challenging a principle/perspective and giving reasons for your questioning.
- ❖ Integrating Scripture and other sources in a meaningful way.

What Substantive Participation is NOT:

- ❖ Very basic comments such as "I agree" or "I disagree."
- ❖ Restating what someone has said (*unless there is a direct purpose in doing so*).
- ❖ Disrespectfully disagreeing.
- ❖ Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others' thinking:

- ❖ What would happen if...
- ❖ Other times it may be helpful to...
- ❖ It is my understanding...what is your experience with this?

- ❖ You might approach this from...
- ❖ Is it possible that...
- ❖ Would you consider...
- ❖ Maybe...
- ❖ Possibly...
- ❖ Sometimes...
- ❖ I'm wondering if...
- ❖ Do you think...

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

### ***Post-Course Assignments:***

#### **1. Ministry Experience Reflections (25% of the final grade, submitted through Canvas)**

In keeping with some of the major emphases of this course, I would ask that you engage in the following three specific areas of ministry throughout the eight weeks following the modular part of the course:

##### Ministry Area #1 – Small Groups

For this assignment, you will participate in at least three small group meetings (with at least three people in attendance at each meeting) during the semester. For at least one of the meetings, you should be the one who leads/facilitates the discussion. These could be Bible studies, accountability group sessions, Alpha table group discussions, Freedom Session meetings, etc. (it's perfectly fine if they are virtual small group meetings). At the end of the three sessions, take up to two pages to reflect on your experience in the small group. To what extent did the group carry out the four strategies for growing a small group (from the course module)? How does the group align or not align with the principles in the book, *Missional Small Groups*? What would you suggest to improve the functioning of this small group?

##### Ministry Area #2 – Coaching

Using the COACH Model described in *The COACH Model for Christian Leaders* textbook and discussed in class, meet with the same person (preferably a non-family member) for four one-hour coaching sessions (these can be virtual coaching sessions if this works better for you and your coachee). Your role as the coach in these meetings is to use the principles and practices you learned from the book and class discussion to help them take next steps in their personal growth. In two pages, describe your leadership coaching approach with this person. In addition, reflect on what worked well and what you could improve as you coach people in the future.

### Ministry Area #3 – Engagement with non-Christians

For this part of the assignment, I am looking for three meaningful engagements per week with people who are not yet followers of Jesus. A meaningful engagement might be a conversation with a neighbour, an act of kindness toward a co-worker, an email or Facebook message, helping with an outreach ministry, etc. (of course, there are many other ways to engage with unsaved people). At least one of these engagements should be a Gospel interaction where you share your faith in some way (e.g., asking the person if you could pray for them, sharing your testimony, linking something they say with God or with something in the Bible, sending an email to an unsaved family member or friend where you express your faith in some way). I would ask that you engage with unsaved people (three times a week) for six weeks between May 17 – July 16 (this is an eight-week period, so you can choose six of the weeks when you will record your engagement with unbelievers). Record each engagement by week including a brief note as to why you thought it was meaningful. The total length of this third ministry area reflection is two pages.

Please submit your reflections on your small group experience, coaching and engagement with non-Christians as one paper (maximum 6 pages – 1,800 words). The paper is due **July 16, 2021**.

## **2. Discipleship Approach (worth 35% of your final grade, submitted through Canvas)**

This assignment has three major parts:

Part 1: Theology of Discipleship (60% of assignment mark)

In this part, I would like you to develop a theology of discipleship that includes both evangelism and faith formation. Your theology should include a rigorous assessment of Jesus' approach to disciple-making in the Gospels, other Scriptures, the course texts, class discussions, your own experience and at least five other sources. Please note that I expect an in-depth interaction with these sources. I want you to compare and contrast ideas from these sources and in the process come up with new ideas and/or applications of existing ideas. In addition, your theology of discipleship should be culturally and contextually appropriate for your current or anticipated ministry context (in either Canada or elsewhere). Your paper should answer questions like:

- What is a disciple of Jesus?
- How did Jesus develop his disciples?
- What is a biblical process for making growing disciples of Jesus who make other growing disciples of Jesus?

The maximum length of this part is seven pages.



### Part 2: Your Discipleship Approach (10% of assignment mark)

In this part of the assignment, do a careful analysis of your actual approach to evangelism and faith formation. Where do your daily actions align with your theology of discipleship as stated in part one? Where do they fall short? What are three SMART (Specific, Measurable, Attainable, Relevant, Time-framed) goals that you would like to implement over the next six months to strengthen your discipleship approach thus making it more consistent with your stated theology?

The maximum length of this part is two pages.

### Part 3: Your Church's Discipleship Approach (30% of assignment mark)

For part three, assess your church's discipleship approach in light of your theology of discipleship from part one. What is your church doing well in the areas of evangelism and faith formation? Where could it improve?

To assist with this assessment, I would ask that you and at least five others from your church do the Church Discipleship Assessment ([www.ministrylift.ca/church-discipleship-assessment](http://www.ministrylift.ca/church-discipleship-assessment)). You will receive a special login code during the course module, which your group can use to access the assessment for free. Ask your group members to forward the summary email they receive after doing the assessment to you, so that you can analyze the results.

Once you have tabulated the results from the Church Discipleship Assessment, meet with those who did the assessment (and others, if you want) to discuss the results. You may want to focus on one or two of the 11 disciple-making elements (e.g. robust small groups) and work through the questions at the end of the corresponding chapter(s) in the *Maximum Discipleship in the Church* book (I will provide free e-copies of the book). Include a description of this assessment process and how it contributed to your assessment.

Based on your assessment and the input of others, what are five recommendations that you could present to the church leadership team about how the church could strengthen its discipleship approach?

As a final part to this assignment, create a one-page summary of these recommendations and your rationale for making them and either submit the summary to a member of your leadership team or meet with someone from the team (or the whole team) and discuss the recommendations. I would encourage you to communicate that you are making these recommendations as part of an assignment for this course, so they understand why you are suggesting them. Include a note in the assignment that you have communicated your recommendations as directed for this assignment. In addition, attach the one-page summary as an appendix for the assignment.

The maximum length for part three is four pages.

The total length of this assignment should not exceed 13 pages (3,900 words). The assignment is due **July 16, 2021**.

## SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

### ***Attendance Policy***

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

### ***Modular Courses***

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Online Courses***

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Semester-Based Courses***

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

### ***Course Schedules***

Classes begin at 9:00 a.m. (CST) on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

### ***Assignment Submission***

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

***Return of Graded Assignments***

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

***Academic Honesty***

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

***Academic Accommodations***

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email ([academicresourcecentre@briercrest.ca](mailto:academicresourcecentre@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

**DISCIPLESHIP BIBLIOGRAPHY**

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