

BRIERCREST

CM 736 Discipleship and Mentoring Winter 2023

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Course Dates: February 6-10, 2023
Online Modular Course

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

Note: Please contact me if you have read any of the following books, or would like to suggest substitutions that might be more helpful in your ministry context.

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

Moon, W. Jay. *Intercultural Discipleship: Learning from Global Approaches to Spiritual Formation*. Grand Rapids, MI: Baker Academic, 2017. 320 pages.

Scazzero, Peter. *Emotional Healthy Discipleship: Moving from Shallow Christianity to Deep Transformation*. Grand Rapids, MI: Zondervan, 2021, 288 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:

- 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

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. This is considered class time, so make sure that you protect this time! It is possible to watch the videos and craft 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 Saskatchewan Time.

Monday, February 6

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 – 1:00 pm – Lunch and Technology Break
1:00 – 4:00 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, February 7

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 – 1:00 pm – Lunch and Technology Break
1:00 – 4:00 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 and GenZ for Missional Living
Topic #4 – Prayer Saturation: The First Disciple-making Element
Topic #5 - Growing Relationships: The Second Disciple-Making Element

Wednesday, February 8

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 – 1:00 pm – Lunch and Technology Break
1:00 – 4:00 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, February 9

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 – 1:00 pm – Lunch and Technology Break
1:00 – 4:00 pm – Interactive Online Forums on Discipleship

Topic #1 - Robust Small Groups: The Eighth 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, February 10

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):

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).

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*?

Emotionally Healthy Discipleship: Moving from Shallow Christianity to Deep Transformation

As you think about what you read in *Emotionally Healthy Discipleship*, 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?

Intercultural Discipleship by W. Jay Moon

In light of what you read in *Intercultural Discipleship*, how might you strengthen your discipleship approach so that it taps even more into the richness of different cultural perspectives? How could your church strengthen its discipleship approach to achieve the same goal?

The maximum length of this assignment is five pages (1500 words) and is due by 9:00 am (SK Time) on **February 6, 2023**.

Mid-course Assignments:

Online Forum Participation (worth 20% of the final grade)

During the modular part of the course (February 6-10), 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 creating 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 (SK Time) 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. Make sure that you focus on an assessment of your coaching approach and not the details of the coaching conversations.

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 (at least three times a week) between February 13 – April 8. I realize that this may seem a bit forced, yet the intent is to reinforce an incarnational lifestyle. Write a short summary of your interactions each week including why you thought they were 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 **April 7, 2023**.

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

This assignment has two major parts:

Part 1: Theology of Discipleship (80% of assignment mark)

In this part, develop a theology of discipleship that includes both evangelism and faith formation. Your theology should include an assessment of Jesus' approach to disciple-making in the Gospels, other Scriptures, the course texts and instructional content, class discussions, small group discussions, your own experience and at least five other sources (you can check out the Bibliography on Discipleship for a sample list of books and articles on discipleship and related topics – feel free to use other resources not in this list). It is important 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. 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 8 pages (2,400 words).

Part 2: Your Church's Discipleship Approach (20% of assignment mark)

For part two, 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) that measures effectiveness in the 11 disciple-making elements we have explored in this course. Ask your group members to forward the summary email they receive after doing the assessment to you, so that you can analyze the results.

Based on your assessment, 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.

For part two of this assignment, it is totally fine to team up with others in your church who are taking this course for graduate credit. The assessment process would be the same, except that you would recruit five people to do the Church Discipleship Assessment for each person in your group

(e.g. if three of you are working together, you would ask 15 people to do the assessment). You would then need to decide on five recommendations together. When you submit your paper, please include a note if part two was a team effort and who was in your group.

The maximum length for part two is 4 pages (1,200 words).

The total length of this assignment should not exceed 12 pages (3,600 words). The assignment is due **April 7, 2023**.

GRADE SCALE

SEMINARY GRADE SCALE			
Percent Value	Letter Grade	Point Value	Comments
98-100	A+	4.0	Excellent
93-97	A	4.0	Very good
90-92	A-	3.7	
87-89	B+	3.3	Good, sound work
83-86	B	3.0	
80-82	B-	2.7	
77-79	C+	2.3	Acceptable work
73-76	C	2.0	Needs improvement
70-72	C-	1.7	
67-69	D+	1.3	Passing, but marginal
63-66	D	1.0	
60-62	D-	0.7	
below 60	F	0.0	Unacceptable work

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. 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 Academic Resource Centre Coordinator in person (L234 in the Library) or by email (ntooke@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

DISCIPLESHIP BIBLIOGRAPHY

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