



MENTORING

for Intercultural Effectiveness

1. COURSE DESCRIPTION

This directed study configuration of *Mentoring for Intercultural Effectiveness* seeks to integrate formal and nonformal learning experiences in an effort to more intentionally prepare kingdom learners for a wide range of intercultural opportunities. This mentor based, character oriented learning experience encourages kingdom learners to develop a theological framework for understanding themes such as vocational direction, tolerance for risk and intercultural sensitivity. Working in consultation with an ICM faculty member and a local church mentor, learners will explore a wide range of issues that stem from the lived experience of their mentor.

2. COURSE OBJECTIVES:

Mentoring for Intercultural Effectiveness seeks to prepare “kingdom learners” who have both the spirit and the skill to enter an intercultural setting with the stance of a learner, looking to understand what God would have them “be” before they become consumed by what they “do.” Missiologist David Bosch in his helpful little work, *A Spirituality of the Road*, speaks of the two great temptations that missionaries face – the temptation to business and hectic activity and the temptation to just go through the motions. This directed study seeks facilitate the following learning outcomes:

- 2.1. The learner should develop a greater understanding of their vocational direction. Parker Palmer reminds us that vocation speaks of the call of God, a call that is congruent with who we are, how God made us and how God himself enables us to see and respond to the needs of humanity. In his insightful little book, *Let Your Life Speak* ... Palmer cautions that “before you tell your life what you intend to do with it, listen to what it intends to do with you. Before you tell your life what truths and values you have decided to live up to, let your life tell you what truths you embody, what values you represent.” The learner will reflect on their life to this point and continue to seek said congruence.
- 2.2. The learner will work toward developing "A Personal Theology of Risk" in order to understand the “fear issues” they may encounter and keep from being easily “spooked” when dramatic events occurs around the world. The intercultural servant of the 21st century must know how to manage risk and handle the fear stemming from it.
- 2.3. The learner will enter into an intentional mentoring relationship with a missionary. The learner is expected to interact with their mentor at mutually determined times. The learner is expected to explore issues associated with the inner life of the missionary with specific emphasis on the elements that have sustained the missionary over the course of their missionary career.

3. **REQUIRED READING:**

The learner is expected to purchase and read the following three texts:

- 3.1 Anderson, Keith R. Spiritual Mentoring: A Guide for Seeking and Giving Direction. (InterVarsity Press, Downers Grove, 1999).
- 3.2 Smith, Gordon. Courage and Calling: Embracing Your God-Given Potential. (InterVarsity Press, Downers Grove, 1999).
- 3.3 Warren, Rick. The Purpose Driven Life: What on Earth Am I Here For? (Zondervan Press, Grand Rapids, 2002).

4. **REQUIREMENTS:**

- 4.1. **Book Reviews on the Three Texts.** The learner will be expected to describe the thesis of each of these books and the significant principles to be gleaned from each text. Each book review should be three to five pages in length.

- Book 1 due
- Book 2 due
- Book 3 due

- 4.2. **Journal / Reflection of Interaction with Missionary Mentor:** The learner will be expected to maintain a journal for a minimum of four months. A 10-12-page paper will be developed in which the learner identifies significant insights they have gleaned about themselves, God and their intercultural sojourn as they have interacted with their mentor.

Due date:

- 4.3. **Major Project.** The learner will develop a collaborative four-month program with their missionary mentor that is in keeping with the natural dynamics of ministry and interpersonal relationships. The project should identify activities, themes, and ministry opportunities that heighten and encourage the mentoring relationship. The project should be detailed enough that another mentor/mentoree team could potentially implement program. Let your creativity soar! The project should be 15 to 20 pages in length.

Due date:

- 4.4. **Creative Project:** Interacting with their mentor, the learner will develop an 8 to 10 page paper describing their personal theology of risk. The emphasis should be placed on the theological framework that governs the learners' worldview. Why do we have the confidence to do and engage in the types of activities that we do?

This project can take the form of an oral presentation, a sermon, an internet web page, an article, or whatever or creative format the learner desires. The learner should confirm the type of format with the professor at the beginning of the semester. Be as creative as you wish! The idea is to take this material and put in a form that can be shared with others.

Due date:

5. COURSE DISTRIBUTION OF GRADES:

- 5.1. Book Reviews (5% for each book = total 15%).
- 5.2. Journal Reflection with Mentor (25%).
- 5.3. Major Project (35%).
- 5.4. Creative Project (25%).