



PC020-812
Christian Mentoring
Semester 2, 2020

Brisbane School of Theology offers high quality, Bible-centred theological training in a diverse and supportive community, shaping the whole person for God's purpose. Aiming for more than simply growing students' knowledge of theology, BST is developing passionate, capable disciples who use what they know about God's word to serve him in the church and the world.

Brisbane School of Theology is an operating name of Bible College of Queensland.
We are an affiliated college of the Australian College of Theology, our ABN no. is 55009670160 and the ACT CRICOS no. is 02650E.

Shaped by His word: serving His world

INFORMATION ABOUT THIS UNIT

Description

This unit is designed to contribute to your professional and vocational formation in Ministry by addressing the concept and practice of Christian mentoring as a specialist area within your ministry. Christian Mentoring is a broad and important area of specialised ministry and research. It requires accomplished scholarly practitioners to master a significant range of theory and practice. Thus, PC020 Christian Mentoring is the first of three successive units which develop Christian Mentoring as a specialist area. The other two units are

- PC021 Mentoring Christian Leaders – scheduled Semester 2, 2021;
- PC022 Professional Practice as a Christian Mentor – scheduled Semester 2, 2022.

It is important that you complete all three units in the same training cohort. You will become a Christian mentor during this two and a half year period, not only by completing the learning, but by practising the principles of Christian mentoring, whilst supported and supervised by experienced mentors. Just as mentoring is a learning process that is only possible in the context of a trusting relationship, so too the skills and practices of mentoring need to be learned and practised within trusting relationships. For this reason, we ask you to make every effort to persevere through all three units and with the same cohort of students.

AUDITORS TO BE FULLY ENGAGED IN THE COHORT AND RELEASED FROM ACCREDITED ASSESSMENT ONLY

PC020 is available for credit only for students who qualify for admission to the GradCertDiv or equivalent award. All other students are audit students. Nevertheless, as audit students your commitment and outcomes are almost identical to credit students. Note:

- The term 'Auditor' is perhaps misleading. Auditors in this unit will not be mere listeners/observers. Auditors must be fully engaged and committed to the course and learning. You will be required to participate in all learning activities as a fully engaged class member, and the only class obligation from which you are released is submission of the Australian College of Theology assignments.
- This commitment is necessary because Christian Mentoring is not a ministry of mere information transfer but rather a relational ministry that thrives on intentional commitment for the support and growth of others. You can only begin ministry as a mentor in the manner you intend to go on. You can only train for ministry as a mentor in the manner you intend to practice. Thus, it is important for the cohort learning experience for the commitment level to your fellow students and for your personal completion of the course to be as high as credit students.

Teaching staff	Lecturer Dr Peter Moore	LL.B. B.Th M.Th Ph.D.	0403392884 peter.megsydney@gmail.com															
	Tutor Kylie Brown	B.Occ.Thy, M.Div.	0403087140 kbrown@bst.qld.edu.au															
Additional information	Credit points	12																
	Co/pre-requisites	N/A																
	Video conference	<p>All workshops in this three unit journey will be conducted using video conferencing. It is likely that this will be utilising Zoom.</p> <ul style="list-style-type: none"> • A test of the technology will be held at 1.15pm Tues 9 June 2020 AEST for 10 mins and we ask for you to be available for that using a link that will be sent prior to the test. • We also ask that at all times you have an available telephone with headset if your bandwidth begins to distort the audio. 																
No. of teaching weeks	<p>5 days in three intensive workshops:</p> <ul style="list-style-type: none"> - A 3-day intensive from 1pm 22 June to 2pm 25th June . - A 1 day intensive 9am to 5pm 7th September 2020. - A 1 day intensive 9am to 5pm 22nd October 2020. <p>These intensives will involve a variety of activities: online sessions, breakout sessions, individual sessions digesting material etc.</p>																	
Assessment Summary	<table border="1"> <thead> <tr> <th>Item</th> <th>Details/Due Date</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Reading reflections preparatory to first workshop</td> <td>2,750 words Due: June 22, 1pm</td> <td>40%</td> </tr> <tr> <td>Evaluation of Interpersonal Relational Skills in Workshop 2</td> <td>750 words equiv. Due: September 7, 9am</td> <td>10%</td> </tr> <tr> <td>Action Reflection Exercise aligned with Supervised Fieldwork</td> <td>750 words Due: September 7, 9am</td> <td>10%</td> </tr> <tr> <td>Reflective essay based on supervised fieldwork, with biblical/theological and personal reflections</td> <td>2,750 words Due: 22nd October 2020, 9am</td> <td>40%</td> </tr> </tbody> </table>			Item	Details/Due Date	Weighting	Reading reflections preparatory to first workshop	2,750 words Due: June 22, 1pm	40%	Evaluation of Interpersonal Relational Skills in Workshop 2	750 words equiv. Due: September 7, 9am	10%	Action Reflection Exercise aligned with Supervised Fieldwork	750 words Due: September 7, 9am	10%	Reflective essay based on supervised fieldwork, with biblical/theological and personal reflections	2,750 words Due: 22 nd October 2020, 9am	40%
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STUDENT LEARNING OUTCOMES AND UNIT CONTENT

Learning Outcomes

On completion of this unit, students will:	
Knowledge and understanding	<u>A. know and understand</u> 1. Demonstrate Advanced knowledge and understanding of, and the research underlying, the interpersonal ministry of Christian mentoring.
Skills	<u>B. be able to</u> 1. Examine recent scholarship on Christian mentoring, coaching and professional supervision. 2. Demonstrate skill in evidence-based practice of Christian mentoring. 3. Present Research-Aware perspectives on Christian mentoring, coaching and professional supervision
Application	<u>C. be in a position to</u> 1. Applying Advanced perspectives and skills from 'Christian Mentoring' to ministry practice and Christian living as a reflective practitioner.

Content

Section A: Biblical, Theological and Contemporary Perspectives

1. Mentoring in the Bible, history and the contemporary world set in the context of the doctrines of creation, humanity, sin, salvation, grace, ministry, eschatology and with a special focus on the gospel applied in interpersonal relationships.
2. Contemporary mentoring, coaching and professional supervision theory and models.

Section B: Skills and Methods in Mentoring

3. The eleven interpersonal skills in mentoring: immediacy, attending, restating, reflecting feelings, questioning, suggesting, clarifying, summarising, giving feedback, care-fronting and self-disclosing.
4. The characteristics of a mentor, the self as a mentor, spiritual authority in mentoring.
5. Initiating a mentoring relationship, life stories in mentoring, an ordinary mentoring session, a one-year model of mentoring, mentoring covenants, intentionality and objectives in mentoring.
6. Action reflection exercises in the context of a mentoring relationship.
7. Resources for mentoring including personal inventories for mentoring: personality type, life roles and grief.

Section C: Field Work

8. Personal involvement (with supervision) in a total of not less than 35-45 hours of mentoring over the semester through the initiation of a one-year model of mentoring (mentoring sessions of 1 ½ to 2 hours a month plus preparation and follow up for each session). This will involve finding a mentor and one or two mentoree relationships over the semester of enrolment. This work would employ principles from Section A and methods from Section B.

Notes: Sections A, B and C are weighted approximately equally.

READINGS MATERIALS

Prescribed texts

EITHER Elaine Cox, Tatiana Bachkirova and David Clutterbuck eds, *The Complete Handbook of Coaching*. 3rd edition; Los Angeles: Sage Reference, 2018.

OR Tatiana Bachkirova, Gordon Spence and David Drake eds, *The Sage Handbook of Coaching*. Los Angeles: Sage Reference, 2017.

Note that this is not all required reading – see the requirements for Assessment 1.

Other recommended texts

Cole, Kadi *Developing Female Leaders: Navigate the Minefields and Release the Potential of Women in Your Church*. Nashville, Thomas Nelson, 2019.

Johnson, W. Brad and Charles R. Ridley. *The Elements of Mentoring Revised*. New York: Palgrave Macmillan, 2008.

Stoddard, David A, Robert J. Tamasy and Mac Brunson. *The Heart of Mentoring: Ten Proven Principles for Developing People to Their Fullest Potential*. Colorado Springs: NavPress, 2009.

Wicks, Robert J. *Sharing wisdom: the practical art of giving and receiving mentoring*. New York: Crossroad, 2000.

Wright, W. *Relational Leadership*. Carlisle: Paternoster, 2000.

Wright, W. *Mentoring: the Promise of Relational Leadership*. Carlisle: Paternoster, 2004.

Classics

Engstrom, Ted W. and Norman B. Rohrer, *The fine art of mentoring: passing on to others what God has given to you*. Brentwood: Wolgemuth and Hyatt, 1989.

Hendricks, Howard G. *As Iron Sharpens Iron: Building Character in a Mentoring Relationship*. Chicago: Moody, 1995.

Mallison, John *Mentoring to Develop Disciples and Leaders*. Lidcombe: Scripture Union, 1998.

Stanley, Paul D. and J. Robert Clinton, *Connecting: the Mentoring Relationships You Need to Succeed in Life*. Colorado Springs: Navpress, 1992.

ASSESSMENT FOR PC020-812

This applies to students who are enrolled in an accredited award but not any “auditors”.

[Note that “auditors” will be required to complete a brief action reflection assignment for each workshop but not for the first workshop.]

Pre-attendance reading		<p>Reading reflection preparatory to first workshop.</p> <p>Read at least 300 pages from two or more books from the Unit bibliography. This reading should include no less than two chapters from EITHER Tatiana Bachkirova et al, <i>Sage Handbook</i>, 2017 OR Elaine Cox et al, <i>Complete Handbook</i>, 2018.</p> <p>Students will also need to sign a statement at the commencement of the intensive that they have done all of the required reading.</p>
Assessment 1	Item	Report: 2,750 words
	Details/ Due Date	<p>Write a 2,750 word report on your reading in two parts of approximately equal size being:</p> <p>Part 1. an appreciation of your reading from Tatiana Bachkirova et al, <i>Sage Handbook</i>, 2017 OR Elaine Cox et al, <i>Complete Handbook</i>, 2018 and making reference to mentoring and coaching theory and models in the contemporary world.</p> <p>Part 2. personal reflections on your other reading and discussing your emerging understanding of the definition, nature, and methods of mentoring.</p> <p>The overall report and reflections should be set in the context of a theological framework touching on relevant doctrines such as creation, humanity, sin, salvation, grace, ministry, eschatology and with a special focus on the gospel applied in interpersonal relationships.</p> <p>Due: June 22, 1.00 pm</p>
	Weighting	40%
Assessment 2	Item	Evaluation of Interpersonal Relational Skills in Workshop 2, equivalent to 750 words.

	Details/ Due Date	<p>Students will be assessed <i>viva voce</i> during the second workshop.</p> <p>i. Student preparation for this exercise will involve revising their Interpersonal Relational Skills taught in the first workshop, preparatory for the second workshop.</p> <p>ii. Student contributions will be assessed in the course of a case study presented in the second workshop by the lecturer. During presentation of the case study, you will be assessed on your skill in attending. After hearing the case study scenario you will be given 5 minutes working time to formulate three brief verbal responses using three interpersonal relational skills. When the working time is finished, you will be asked to state your responses alongside other students.</p> <p>Due: September 7, 9am</p>
	Weighting	10%
Assessment 3	Item	Action Reflection Exercise aligned with Supervised Fieldwork: 750 words
	Details/ Due Date	<p>Action reflection exercise aligned with supervised fieldwork – Observable Spiritual Growth.</p> <p>Reflect on your observable spiritual growth in the last nine months.</p> <p>i. Reach out to four people including your spouse (if married) and ask them to share in writing with you (1 A4 page each) their observations of your spiritual growth over the past 9 months. (Choose 2 men and 2 women or at least 1 of the opposite sex).</p> <p>ii. Each of these people are to submit written reflections to you in one week from receiving your request. Collate these and reflect upon them.</p> <p>iii. You are not to submit the reflections that are given to you. Rather, write your own summary reflection on what you have learned and add this to your own reflections on your spiritual journey of the last 9 months, all set in the context of a theology of personal Christian growth and discipleship (e.g. including references to the doctrines of grace, justification, and sanctification, the means of grace.)</p> <p>Due: September 7, 9am</p>
	Weighting	10%

Assessment 4	Item	Reflective essay based on supervised fieldwork, with biblical/theological and personal reflections: 2750 words
	Details/ Due Date	<p>Reflective essay based on supervised fieldwork, with biblical/theological and personal reflections.</p> <p>Write an essay on ONE of the following questions. Include personal reflections on your own mentoring experience (as mentor or mentoree,) including but not limited to your unit fieldwork.</p> <p>a. 'Mentoring is a human rather than Christian activity, but the gospel (the good news about Jesus) is both the chief method and sole basis for all effective Christian mentoring.' Discuss.</p> <p>b. Expound the key elements of a theological anthropology that could helpfully inform your ministry of mentoring.</p> <p>c. J. Robert Clinton defines spiritual authority as 'a term in leadership development theory referring to a source of credibility from God that permits leaders to influence followers. More technically, that characteristic of a God-anointed leader developed from experience that enables him or her to influence followers through persuasion, force of modelling and moral expertise.' [Definition slightly simplified: J. Robert Clinton, <i>The Making of a Leader</i>. Colorado Springs: Navpress, 1988, p.255.] Discuss the relevance of spiritual authority to the ministry of mentoring.</p> <p>Due: October 22, 9 am</p>
	Weighting	40%

ASSESSMENT CRITERIA AND DESCRIPTORS (LEVEL 8)

Assessment 1 – Reading reflections

	Fail 1-49	Pass - Pass+ 50-64	Credit 65-74	Distinction 75-84	High Distinction 85-100
Content Summary Summary of content of article, book or chapter 20%	Little, inaccurate or unclear summary	Basic summary, sometimes unclear or inaccurate	Clear, mostly complete summary	Clear and thorough summary	Clear and thorough summary with accurate paraphrasing
ID Key Points Definition, Nature and Methods of Mentoring 20%	No key points	Some key points	Demonstrates thoughtful selection of key points	Demonstrates advanced understanding	Demonstrates sophisticated understanding
Evaluation / Interaction Evaluation of/interaction with author's arguments with sensitivity to Biblical and Theological context (eg doctrines of creation, humanity, sin, salvation, grace, ministry, eschatology and with a special focus on the good news of Christ applied in interpersonal relationships) 30%	Offers no critical interaction/evaluation	Offers limited critical interaction/evaluation	Offers some positive and/or negative critique with little support	Offers advanced critical interaction with/evaluation of supporting argument	Offers well-argued and sophisticated interaction and evaluation, with support from text
Style, Grammar etc Style, grammar, spelling, and punctuation in submitted paper 10%	Difficult to follow train of thought; frequent lapses in spelling and clarity of expression	Regular lapses in spelling or clarity of expression sometimes detract from argument	Well constructed with logical flow with few lapses in spelling or clarity of expression	Very effectively constructed with very few lapses in spelling or clarity of expression	Most skilfully constructed with no lapses in spelling or clarity of expression
Personal reflection Your personal conclusions, convictions, commitments about the application to mentoring in your life with awareness of your own personal identity, gifting etc. 20%	No clear convictions etc and little clarity about application in the light of your personal identity.	Some clear convictions and with some expression of how this will apply to a ministry of mentoring in the light of your personal identity.	Thoughtful convictions and insight into how this will apply to a ministry of mentoring in the light of your personal identity.	Well founded and constructed convictions and insight into how this will apply to a ministry of mentoring in the light of mature reflection on your personal identity.	Impressively well founded and constructed convictions and impressive insight into how this will apply to a ministry of mentoring in the light of impressive reflection on your personal identity.

Assessment 2 Viva voce examination of Interpersonal Relational Skills

Attending 25%	Warmth.
	Openness.
	Helpful to mentoree.
Immediacy 25%	Relational or personal impact.
	Insightful about impact.
	Helpful to mentoree
Reflecting Feelings 25%	Feedback feelings or emotions.
	Accurate to mentoree verbal/non-verbal communication.
	Helpful to mentoree.
Restating 25%	One idea, word or thought.
	Accurate to mentoree communication.
	Helpful to mentoree.

Assessment 3 Action Reflection Exercise aligned with fieldwork

	Fail 1-49	Pass - Pass+ 50-64	Credit 65-74	Distinction 75-84	High Distinction 85-100
Response2Q Response to observations by four others on your spiritual growth over the past 9 months: insightful analysis of what was offered as feedback. 50%	Neither recount of the feedback nor interaction with it	A basic recount of the feedback without any personal interaction (pass +) A thoughtful recount of the feedback with some limited personal interaction	A thoughtful recount of the feedback with advanced personal interaction that includes further reflection on what God is teaching you about spiritual growth in this life season	An advanced recount of the feedback with personal interaction that includes advanced reflection on what God is teaching you about spiritual growth in this life season	An advanced recount of the feedback with personal interaction that includes sophisticated reflection on what God is teaching you about spiritual growth in this life season
Theology Relevant theological themes and principles for the action reflection assignment undergirded by a gospel framework 40%	No evidence or insufficient evidence of an awareness of the relevant features of the theological context	Evidences an understanding of the relevant features of the theological context at a basic level	Evidences an understanding of the relevant features of the theological context at a competent level	Evidences an analysis of the relevant features of the theological context at an advanced level	Evidences an analysis of the relevant features of the theological context at a sophisticated level
Style, Grammar etc Style, grammar, spelling, and punctuation in submitted paper 10%	Difficult to follow train of thought; frequent lapses in spelling and clarity of expression	Regular lapses in spelling or clarity of expression sometimes detract from argument	Well constructed with logical flow with few lapses in spelling or clarity of expression	Very effectively constructed with very few lapses in spelling or clarity of expression	Most skilfully constructed with no lapses in spelling or clarity of expression

Assignment 4 Reflective essay based on supervised fieldwork

	Fail 1-49	Pass - Pass+ 50-64	Credit 65-74	Distinction 75-84	High Distinction 85-100
Response2Q Response to question. 20%	Does not answer question	Answers question, but without detail or omitting several major points	Answers question, providing supporting detail covering most important points	Answers question, providing supporting detail and covering all important points expected in detail	Met criteria for distinction, and contributes relevant unique, original or creative content from personal reflection
Clarity Argument Relevant theological themes and principles for the action reflection assignment undergirded by a gospel framework 15%	Very basic argument; analysis tends to be simplistic or descriptive	Coherent argument supported with evidence	Well-structured argument, showing analysis and some independent thought	Very well-structured argument, showing critical analysis and independent thought	Extremely well-structured argument, showing critical analysis and independent thought
Personal Reflection Reflection on your own experience of mentoring as mentor or mentoree 15%	Does not engage OR inadequate reflection on your experience.	Demonstrates ability to engage; understands experience in theological context	Pronounced ability to analyse; understands experience in theological context	Superior ability to analyse and evaluate personal experience; understands in theological context	Superior ability to analyse and evaluate personal experience; understands in theological context

Mentoring Grasp of the nature of process of mentoring 15%	Grasp of foundational features	Sound grasp of relevant features	Confident grasp of relevant features	Very confident grasp of relevant features	Highly confident grasp of relevant features
Scholarly Literature Use of scholarly literature 15%	Inadequate engagement with range of scholarly viewpoints	Ability to critically evaluate range of scholarly viewpoints with empathy	Ability to critically evaluate range of scholarly viewpoints with empathy; emergence of independent thinking and research skills	Superior ability to assess and report a range of scholarly viewpoints with empathy; emergence of independent thinking and research skills	Genuinely independent scholarly judgements appropriate to early postgraduate study
Abstract 10%	Does not sum up argument	Barely sums up argument	Good, summing up argument	Very good, summing up argument	Excellent, skilfully sums up argument
Secondary Comments Secondary comments in footnotes 5%	No secondary comments footnoted	Few secondary comments footnoted	Some secondary comments footnoted	Range of appropriate secondary comments footnoted	Highly appropriate and insightful secondary comments footnoted
Style, Grammar etc Style, grammar, spelling, and punctuation in submitted paper 5%	Writing skills very poor	Regular lapses in spelling or clarity of expression sometimes detract from argument	Well constructed with logical flow with few lapses in spelling or clarity of expression	Very effectively constructed with very few lapses in spelling or clarity of expression	Most skilfully constructed with no lapses in spelling or clarity of expression

HOW TO STUDY THIS UNIT

You should allocate an average of 10 hours each week to this unit. This will include attention to the field work and your investment in mentoring and intensive weeks will be more and other weeks less.

LATE SUBMISSION OF WORK

Please note the [ACT Late Penalties Policy](#) (including extensions; see also BST Student Handbook). Failure to submit any individual assignment on time may result in either a late penalty or a zero mark for the assignment.

PASSING THIS UNIT

To pass this unit you must complete and submit each assessment item. You must also attain an overall percentage mark of 50% or more.

PLAGIARISM

Please note the [ACT Academic Misconduct Policy](#) (see also BST Student Handbook 2020) on plagiarism. This is a serious issue and it is your responsibility both to understand what plagiarism includes and to avoid it completely. If you are found to have plagiarised, there will be serious consequences as specified in the BST student handbook.

Penalties for plagiarism are as follows (from [ACT Academic Misconduct Policy](#)):

First offence:

Students will be subject to academic counselling, with the maximum penalty being to fail the item with no marks awarded. Where deemed appropriate, the minimum penalty available will be that students may be granted an opportunity to resubmit the assessment with a maximum of 50% for the assessment.

Second offence:

Fail unit, with no remedial opportunity.

Third or major offence:

Exclusion from any award of the ACT, or exclusion from the award for up to two years, or other outcome appropriate to the case but with an impact less serious than exclusion.

In the case of severe plagiarism and/or cheating, a student may be subject to a separate disciplinary process approved by the ACT Academic Board. Colleges are required to immediately report to the ACT Director of Academic Services all offences of wilful academic misconduct, for recording on TAMS.

GRADUATE OUTCOMES

Unit: Christian mentoring (PC020-812) **Lecturer:** Peter Moore **Tutor:** Kylie Brown **Year/Semester:** 2, 2020

How this unit contributes to the College's Graduate Attributes:

Attribute	Emphases of Unit			Comment
	Strong	Moderate	Light	
1) Passionate discipleship	√			Christian mentoring that leads people into maturity is an effective form of discipleship that can be deployed at various stages of a disciple's journey.
2) Sound knowledge of the Bible		√		The Bible is the authority by which Christian mentoring is undertaken. This unit will require you to reflect on Scripture in forming the basis for developing a personal theology and personal philosophy of Christian mentoring.
3) Humility and faithfulness		√		All Christian mentoring is done with the full realisation that those giving the Christian mentoring are fallen creatures just as much as those receiving Christian mentoring. The Christian mentoring relationship is designed as a context that encourages both Christian mentor and mentoree to relate in openness, authenticity and humility.
4) Communicating the Gospel	√			Those involved in Christian mentoring have opportunities to communicate the gospel powerfully as Christian mentoring offers a safe and open interpersonal environment.
5) Commitment to mission		√		Christian mentoring is not geographical, gender or culture specific. Christian mentoring can be intensely missional. Not only pastoral leaders at home but also missionaries at home and abroad are ideal candidates for Christian mentoring as mentors and mentorees.
6) Commitment to team ministry		√		Christian mentoring is not (or not usually) a highly directive ministry but inherently involves a genuine humble collaboration between Christian mentor and mentoree.
7) Basic ministry skills	√			Christian mentoring engages eleven interpersonal relational skills that can be deployed in numerous kinds of intentional interpersonal ministry relationships both 1 to 1 and with groups.
8) Commitment to lifelong learning		√		This unit provides a powerful model for both Christian mentor and mentoree to engage in lifelong learning both in the Scriptures and an intense interpersonal relational setting.

GRADUATE ATTRIBUTES

1) They will be passionate disciples of Jesus Christ. Graduates will maintain a vibrant relationship with God, be passionate about following Jesus and walk by the Spirit in every area of life. They will seek to love God above all else and others as themselves in attitudes, words and deeds. They will be imitators of Jesus, obey His Word, deny themselves, take up their cross and follow Jesus wherever He may lead (Mark 8:34).

2) They will have a sound knowledge of the Bible. Graduates will have an in-depth and comprehensive knowledge of the Bible. They will be committed to the infallibility and authority of the Bible as God's Word in everything pertaining to salvation and the Christian life (2 Tim 3:14-17). They will do their best to be good teachers of the Bible who correctly explain the word of truth (2 Tim 2:15).

3) They will have genuine humility and demonstrate faithfulness in life and ministry. Graduates will live lives of holiness, humility and faithfulness. They will be willing to acknowledge their shortcomings and mistakes, and be open to receive constructive criticism and advice. They will do nothing out of selfish ambition, but in humility will consider others better than themselves (Phil 2:3). They will be prepared to suffer for the sake of Christ, knowing that "we must go through many hardships to enter the kingdom of God" (Acts 14:22).

4) They will be effective communicators of the Gospel. Graduates will know the Gospel and will be eager and able to communicate the Gospel, especially in word, but also through writing and other media, in ways that are culturally sensitive and intelligible to others. They will have compassionate hearts, listening empathetically to people in their particular contexts. They will be ready to preach the Word at any time with patience and care (2 Tim 4:2), trying to persuade people to believe the Gospel and to become followers of Jesus (2 Cor 5:11).

5) They will have a great commitment to God's mission. Graduates will be aware of the needs and opportunities of local and global mission. They will endeavour to see the coming of God's kingdom in every sphere of life, strive for justice for the poor and work towards community transformation. They will be passionately committed to and will be active in working towards the fulfilment of the Great Commission, to make disciples of all nations (Matt 28:18-20).

6) They will be committed to team ministry and servant leadership. Graduates will be committed to the local church as the family of God and as their context for ministry and base for mission (Heb 10:24-25). They will work enthusiastically and cooperatively with others in ministry teams. They will be open to Christians across various evangelical denominations and churches (Luke 9:49-50). As leaders they will be disciple-makers, following the Lord Jesus in serving, leading by example, and training and mentoring other leaders (Mark 10:43-45).

7) They will be competent in basic ministry skills. Graduates will be competent in basic ministry skills, including preaching, teaching, leading and caring for people. They will use their gifts to implement constructive change in the church and community (1 Tim 4:6-16). They will be culturally attuned and flexible in dealing with a range of issues (1 Cor 9:19-23). They will embrace accountability and maintain professional standards in various contexts. They will be "salt and light" in the world (Matt 5:13-14) and be able to "prepare God's people for works of service, so that the body of Christ may be built up" (Eph 4:12).

8) They will be committed to lifelong learning and personal growth. Graduates will be proactive in expanding their knowledge and abilities. They will be open to new challenges, be willing to face unfamiliar problems and accept wider responsibilities. They will continue to grow in faith, knowledge and maturity, "forgetting what is behind and pressing ... toward the goal for the prize of the upward call of God in Christ Jesus" (Phil 3:13-14).