

The Teacher and Mentoring

“Behold, a certain disciple was there, named Timotheus...Which was well reported of by the brethren....Him would Paul have to go forth with him”
(Acts 16:1-3).

Objectives

At the conclusion of this lesson the participant will be able to accomplish the following:

1. Define mentor, mentoring, mentoring relationships, reverse mentoring, situation mentoring, and e-mentoring.
2. Explain the difference between mentoring and discipleship.
3. Recall five steps in equipping anyone to do anything.
4. Describe four types (or settings) of mentoring found in the Bible school context.
5. State and briefly explain the four stages of development in a mentoring relationship.
6. Identify five barriers to mentoring and suggest ways to overcome each.
7. Determine five activities found in a senior-junior faculty mentoring relationship.
8. Describe how mentoring is beneficial to Bible school students.
9. Point out five benefits the mentoring relationship brings to the mentor.
10. Develop a productive mentoring relationship (as a mentor, or a protégé, or both).

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Introduction

Mentoring is more than a one-shot-hits-all approach to the classroom. It is moving away from the forest to focus on the tree. The mentoring teacher looks at the classroom but concentrates on the student. There were many disciples in Derbe and Lystra but Paul focused on a *certain* disciple, Timothy. Apostolic history records the depth of their mentoring rendezvous, “Unto Timothy, my own son in the faith” (1 Timothy 1:2).

Where did mentoring originate?

Mentoring has its origin in the Word of God. It dates back to Moses being mentored by his father-in-law, Jethro (Exodus 18). It shows itself when a father was commanded to mentor his sons, passing the truth from one generation to the next (Deuteronomy 6:1-2). Mentoring relationships are scattered throughout the Bible. However, a Greek story is credited with the term “Mentor” and the concept we now know as “mentoring.”

Long ago, when a Greek warrior named Odysseus went off to war, he left his young son in the hands of a man named Mentor. He possessed admirable qualities: teacher, guide, protector, counselor, advisor, role model, and father figure. When the warrior father returned, his son had grown into a man; thanks to Mentor.

What is mentoring?

Mentoring is when someone more experienced is willing to help someone less experienced. This does not necessarily mean that the mentor must be older. Interaction exists between two people, usually one-on-one where one person empowers another. One is guided, taught, influenced by another. It is an effort to assist one in developing God-given potential, and preparing him to function in the same kind of ministry. Fred Childs said, “Mentoring is transferring knowledge, understanding, wisdom, skills, insight, vision, and expertise.”

What is a mentor?

Kenneth Gangel in *Team Leadership in Christian Ministry* said a mentor is “a teacher and leader who uses his or her experience to show others how best to walk life’s path, to accomplish goals and meet life’s challenges.” Sondra Higgins Matthaei in “Faith-Mentoring in the Classroom” likened a mentor to a guide, “a person who journeys through life with another, pointing out landmarks, modeling alternatives, supporting choices, and interpreting life events.” The mentor becomes a guide, a lead-learner. He provides—among other things—guidance, accountability, and encouragement. In other words a mentor

is a coach, guide, wise/helpful friend, counselor, advisor, teacher, guardian, encourager, and father figure.

Thank God for those who guide us along the road of life becoming companions in the journey. Mentors have travelled that road before us, know the obstacles, and can provide guidance for development. Like the little Nigerian chorus says, “The road is rough and there are many dangers.”

Viv Thomas in *Future Leader* wrote, “Leaders are in desperate need of friends and mentors, people who will direct us towards God and show us the way. One good and able mentor is worth a hundred consultants, a thousand motivational ‘how to’ seminars and only God knows how many sermons. Soul drought, which is the experience of many leaders, is often related to a lack of mentoring.”

A touching story surfaced at the Commonwealth Games in Fiji. The crowd waited anxiously for the first of the marathon runners to appear. Finally, they caught a glimpse of the first runner. He was running well and seemed to be full of energy. Surely, he would finish the race and win. The second runner also came into view. He appeared weak and couldn’t keep straight. The crowd stood and shouted, “Go on, you can make it!” He fell. Several spectators ran to the side of the track to verbally urge him on. “The end is in sight. Don’t quit now. You can do it!” The runner mustered his strength and crawled across the finish line. The man had to run his own race, but others could encourage him from the sidelines. Encouragers help keep us going when times are tough and life’s road is rough.

A mentor pours himself into others—intentionally investing in the next generation of leaders—and adapts a supportive, guiding role. So, mentoring involves a minimum—and many times preferably—two people.



Mentor	More experienced
Mentoree, Protégé, or mentee	Less experienced

How is mentoring different from discipleship?

The mentoring relationship is similar to discipleship but noticeably different. Discipleship focuses on ongoing growth of the disciple as a Christian, and is concerned with the commands of Christ. The intent is for the disciple to become like Jesus Christ. Certainly, a mentor hopes for the same to take place, but is specifically concerned with focusing on elements pertaining to the development of expert skills and

practices. Mentoring and discipleship are interrelated; both are growth-oriented, and developmental in nature.

What are mentoring relationships?

For our purpose, mentoring exists in four settings. This lesson specifically addresses faculty to student; and faculty to faculty mentoring. However, its principles apply to the other two settings noted, and in many cases to mentoring in general.

Setting	Relationship	Comments
Setting One	Faculty to student mentoring	This is one-on-one or small group.
Setting Two	Faculty to faculty mentoring	Sometimes referred to as “workplace mentoring.”
Setting Three	Student to student mentoring	This is “peer mentoring” and usually exists when a senior, returning student mentors a junior, entering student.
Setting Four	Faculty to outside protégé	Perhaps, a faculty member is mentoring a pastor or someone outside of the normal school environment.

What are the basics of mentoring?

Donald Bubna in “Teaching by Coming Alongside” provides five steps in equipping anyone to do anything.

Steps	Jesus as Master Mentor	Comments
Step One	Jesus showed them what to do.	Knowledge is important but it is only the first step.
Step Two	Jesus showed them how to do it.	Don’t just tell the way. Show the way.
Step Three	Jesus let them try it.	Practice the principles learned.
Step Four	Jesus sent them out alone.	Try it and provide feedback to mentor.
Step Five	Jesus evaluated what they did.	This includes self-evaluation by the protégé and the mentor.

L. Thomas Strong in *Mentoring in a Seminary Community* speaks of doctors in rural areas who were taught through the practice and lifestyle of being a doctor through *modeling* and *mentoring*. Often, an older doctor would select a successor and would invest time and effort in training him to continue the practice. Most manual labor skills are taught through mentoring. Long ago pastors were trained in the same way. Those that desired to be pastors would be invited into the home of a senior minister and he would teach them by *lecture* and *lifestyle*.

What are the stages of mentoring relationships?

Kathy E. Kran in “Phases of Mentor Relationship” provided four stages of development reflected in the table that follows.

Stages of Development	Comments
Initiation Stage	Mentoring relationship begins; discern roles, spend time together, and develop ability to communicate easily. It is here that the “quality of trust is either formed or forfeited.”
Cultivation Stage	Continue to work on communication skills. Strengthen the relationship.
Separation Stage	In the educational setting normally there is a beginning and ending date dictated by the academic calendar.
Redefinition Stage	The protégé moves from being a student or a mentee to being a friend. He moves to the level of being a colleague. The mentoring relationship may continue; only at a new and higher level.

What are the mentoring be-attitudes?

Effective mentors possess certain characteristics. Let’s call them the ‘be attitudes’ of a mentor. Some of these are reflected in the following table.

The Be-Attitude	Comments
Be respectful	Strong relationships are based on mutual respect.
Be committed	Meeting together requires time and a willingness on the mentor’s part to assist in the growth process of the protégé.
Be ethical	Mentoring requires confidentiality much like the relationship between a doctor and his patient.
Be visionary	Possess the ability to readily see the potential in

	others. Mentors see down the road of the protégé's life and suggest steps to be taken.
Be tolerant	People make mistakes. A protégé may have opinions quite different from his mentor.
Be a listener	Resist the lure to always be the teller. Most people have two ears and one mouth. Why?
Be an expert	Without expertise mentors have little to offer a protégé.
Be perceptive	This is the unique ability to discern what is happening in a mentee's life and ask the right questions.
Be consistent	Time is valuable. Keep appointments. Meetings should be regular. There should be a consistency in the way the mentor handles things, the viewpoints he has, and with his lifestyle. A mentor's teaching and lifestyle should match.
Be available	A mentor has to have enough time for a protégé and be there when needed.
Be relational	A mentor that does not enjoy being with people should leave mentoring to others.
Be persistent	Don't threaten to give up on your protégé.
Be an example	Integrate theory and practice. Exhibit it.
Be transparent	Demonstrate you are still growing and explain how.
Be real	Honesty and integrity are crucial. Mentors should steer clear of hypocrisy.
Be clear	Clarify your level of expectations.
Be patient	The protégé is a work-in-progress.

What are some barriers to mentoring?

Why do some choose not to be involved? Here are some possible reasons. Perhaps, you can think of more.

Reasons	Comments
Time	Mentoring is an investment. It requires time. Some potential mentors do not feel they have time for the process.
Dependency	Some fear that protégés will become dependent upon them. Mentors need to guard against

	overdependence but not assume that it is going to be a problem in every case.
Losing Position	Others fear the loss of position, that protégés will take away favor that the mentor presently possesses.
Inferiority	May entertain feelings of inferiority, or even coming to terms with one's own indiscipline.
Jealousy	Not willing to impart knowledge into the lives of others; the person may become better than the mentor. Missionaries or senior officials need to be careful in mentoring students so that special treatment does not encourage jealousy from other students; that they do not provide resources that other mentors cannot provide; and that protégés do not take advantage of the mentor.
Power Struggle	One may be trying to hold on to power. The other may be attempting to take it away.
Not encouraged	Administration must recognize the value of mentoring and encourage involvement. It needs to be a prominent component of faculty education or development. State emphatically that mentoring is a valid, appreciated, and expected part of the teaching ministry.
Apathy	Some mentors and even protégés are not enthusiastic of involvement in the mentoring process.
Disenchantment	An unsuccessful attempt at mentoring or being mentored may cause one to be disappointed or bitter.
Ignorance	Some faculty members assume that casual contact with students is the same as mentoring and is their contribution to the process.
Not teachable	The potential protégé must possess a teachable spirit or attitude.

What are the mentoring activities in a Bible school environment?

The table that follows indicates some of the activities or ways a senior faculty member can mentor a junior one.

Activities:
Find Resources.
Explain how the school or institution works.
Feedback on professional progress.
Accountability.
Lend a hand in improving skills.
Help learn organizational values.
Senior faculty members nurture junior faculty members.
Stimulate intellectual and spiritual growth.
Aid with research.
Encourage (Hebrews 10:25; Philippians 2:1-2).
Help others contribute more effectively toward achieving goals and vision of the school, while assisting the protégé in realizing personal vision and goals.
Model teaching style and strategies to junior faculty.
Aid in a smooth transition to a new institution.
Boost protégés' level of confidence.
Provide learning opportunities.
Serve as a sounding board, allowing protégé to freely express himself without criticism or correction.

How is mentoring beneficial to Bible school students?

Cutting-edge schools should consider setting up a mentoring program for students. There should be an established curriculum or way of going about mentoring, along with an orientation. Make it clear what you expect from the mentoring process and establish course objectives. Define student outcomes and establish a communication process. The student body can be divided among faculty members. Match the protégé with the mentor according to ministry interests.

Patricia Cross pointed out that excellence in education “is not so much related to how much is learned or even how well a subject is understood. Rather, excellence is dependent on how learning changes the learner.”

Thomas Strong in *Mentoring in a Seminary Environment* explains that mentoring touches on the need for faculty to go a step further than the classroom in order to impact the lives of students. Theological education aims at assisting students in spiritual and personal formation. Education should shift to focusing on the student rather than focusing on providing information. There needs to be a balance between character development and academics. What a student is actually becoming is seldom—if ever—examined. There is also a wide gap between the textbook (the ideal) and reality (real life challenges in an actual church setting).



Mentoring is a precious gift. The table that follows indicates some of the benefits for the protégé involved in the mentoring process.

Benefit	Comments
Encourages	...career development, perseverance, and reaching for dreams and vision. Mentors are friends, like Barnabas, a source of encouragement.
Enhances	...confidence in one's ministry and abilities.
Empowers	...a speedier adjustment to new role.
Equips	...with skills, research,
Establishes	...protégé in his ministry or profession.
Exposes	...new ideas, suggestions, and people to network with for achievement of goals and effective ministry.
Engages	...one in active, progressive, measurable development.
Evaluates	...progress made and provides feedback.
Examples	...provide a role model for one to follow.
Enthuses	...or stirs excitement for both the protégé and the mentor.
Enables	...protégé to reach his God-given potential.
Educates	...through continuous learning.

Mentoring is a profitable investment. There are also multiple benefits for both the mentor and the institution. For the mentor the relationship achieves the following.

Excites	...or kindles new ideas and stirs one's creativity.
Encourages	...renewed interest in one's field of expertise.
Establishes	...a model of continuous learning.
Earns	...personal satisfaction that you have helped another person to grow. Facilitates the joy of investing in others, and in the next generation of leaders.
Encounters	...friendships that may last a lifetime.
Enriches	...through serving others. You cannot bless

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	another, without receiving a blessing yourself.
Extends	...one's own ministry, provides succession, and secures the continual development of ministry leaders. Sometimes the protégé will exceed or go beyond the mentor's ministry. This is a sign of a good mentor.
Enlarges	...patience, interpersonal skills, and life skills. Mentoring is widely practiced in the church and business world. It also deepens our insight into various avenues of the teaching/learning experience.

What types of mentoring can be found in the Bible School environment?

The table that follows unveils some of the types of mentoring relationships found within the Bible school environment.

Type	Comments
Workplace mentoring	Accomplished within the workplace. In our case this is the Bible school.
Reverse mentoring	Mentoring is not restricted to age; the older mentors the younger. In a developing society the younger person may be able to provide mentoring in acquisition of new skills. Consider the servant girl in 2 Kings 4:1-8.
Peer mentoring	The mentor and protégé are about the same age; like student to student mentoring.
Informal mentoring	Relaxed, not necessarily deliberate, but unstructured, and casual.
Formal mentoring	Usually well defined; time, place, content, contract.
Situational Mentoring	Providing the right help at the right time. Usually short-term and addresses a particular situation.
E-mentoring	This is using modern technology of the Internet and e-mail to enhance the role of mentors. Works especially well with distance education. However, it is not limited to that. An electronic mentoring program could utilize a bulletin board for a central meeting place; have chat room, and a discussion forum. E-mentoring in its simplest form would be

	carried on through e-mails and attached documents. Several e-mail programs also provide some sort of instant messenger. This permits two-way communications. Services such as Skype provide computer to computer voice communication at no charge.
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What are the activities in senior-junior student mentoring?

Since senior students mentoring juniors may be a new concept to you, let me illustrate some of the activities and benefits in the table that follows. Of course, a student peer mentoring program would have many similarities to a faculty to student mentoring program. Both need guidelines and training from administration to achieve program objectives.

Activities
Demonstrates an interest in the development and well-being of others.
Share knowledge, skills, study techniques, and wisdom.
Discuss new ideas, perspectives, concepts, and standards.
Explain school values.
Serve as a guide acquainting the student with the environment: school, area United Pentecostal Churches, and how to get around the city or community.
Encourage. It would be amazing to know how many students feel like quitting and turning back.
Serves as an example to the protégé of what he can become.
Help them determine and achieve goals (Adapted from E-Mentoring: Creating the Connection – Staffordshire University).

Being a good mentor requires character, capabilities, confidence, competence, and commitment. Mentoring is an intentional *investment* into the next generation. It is a God-given opportunity to *influence* others to reach their maximum potential.

Question for Discussion or Personal Reflection
Who are your mentors?
How formal is the relationship?
What benefits did you gain from the relationship?
What was it the other person did to mentor you?
What did you appreciate about your mentor?
What do expect from the mentoring relationship?
What are you willing to bring into the relationship?

Lesson in Review

1. What is a mentor? _____

2. What is mentoring? _____

3. Viv Thomas stated one good mentor is worth what? _____

4. How many people are involved in a mentoring relationship? _____

5. What is the difference between mentoring and discipleship? _____

6. What are the five steps in equipping anyone to do anything? _____

7. List and briefly explain the phases of a mentoring relationship? _____

8. List the characteristics of being a mentor that you do especially well. _____

9. List the characteristics of a mentor that you need to work on. _____

11. What are some barriers to mentoring you've encountered in your cultural/ministerial context?

12. How can you (as an experienced teacher) mentor an emerging teacher in the Bible school or the church-at-large? _____

13. Provide the names of those you are presently mentoring and indicate whether they are a student, emerging teacher, or someone in the church-at-large. _____

14. How could you better assist in mentoring students? What special skills or wisdom do you have to offer? _____

15. How could e-mentoring be utilized effectively for faculty education with your cultural/ministerial environment? _____
