



Teacher and Mentoring

By Galen Thompson



Jesus and Mentoring

And He [Jesus] went up on the mountain and summoned those whom He Himself wanted, and they came to Him. And He appointed twelve, so that they would be with Him and that He could send them out to preach, and to have authority to cast out demons.
Mark 3: 13-15

Jesus, during His three years of ministry, made an incredible investment in the lives of those He was preparing to lead His forthcoming Church. Much of His ministry was focused on the **discipling** and **mentoring** of twelve men. Rarely do we find Jesus apart from the Twelve. **Together** they ministered, walked, ate, and slept. Consider how much of those three years was spent on the road walking. It is likely that the equipping of the future leadership team took place

during these times. It was these trained twelve apostles provided the cooperative leadership of the First Apostolic Church of Jerusalem (Acts 2:14; 4:32-35; 5:12-18, 29; 15:2).

Of the Twelve, Jesus more intensely focused upon the inner circle of three: Peter, James and John. The result of the intense closeness that developed with the “Master” became evident later in their leadership: Peter, given the keys of the kingdom, opened the gospel to the Samaritans and Gentiles, and left us a couple of Epistles; James, the first Apostle to give up his life for Christ, came to an untimely death at the hands of Herod Agrippa; John, “the beloved,” gave us the Gospel of John, three Epistles and the great Revelation of Jesus Christ. Who are you equipping? Who are you mentoring?

Dr. Lynn Anderson, in his book, *They Smell Like Sheep*, aptly states,
*Good equippers do it like Jesus did:
 recruit twelve, graduate eleven, and focus on three.*

Jesus further enlarged His leadership pool by establishing, equipping and sending 70 more men into the ministry (Luke 10). Jesus planned and prepared for a Church birthed with immediate unique needs. What are you planning for?

Jesus, in equipping His followers, left them and us a pattern. We must replicate Christ’s leadership development pattern if we are going to effectively reap and meet the diverse needs of today’s harvest.

Paul followed Christ’s pattern by mentoring others into the Ministry. Concerned that Timothy continued the pattern, Paul instructed him, “And the things that thou hast heard of me among many witnesses, the same commit thou to faithful men, who shall be able to teach others also” (2 Tim.2:12). The commission continues. Who will you mentor?

Excellence in Mentoring Inventory¹

The behaviors of the best mentors/coaches translate into the practices below. Rate yourself in these areas in terms of how often you engage in the following behaviors:

Use a scale of 1 – 5.

5 = All the time 4 = Often 3 = Sometimes 2 = Seldom 1 = Not at all

Be honest with yourself and answer as you think you really are, not what you should be.

- _____ 1. I discuss agreed upon goals/expectations with my learner.
- _____ 2. I set aside uninterrupted and private time to meet with my learner.
- _____ 3. I review my learner’s goals/expectations at the start of each of my mentoring sessions.
- _____ 4. I encourage open discussion when I hold mentoring sessions.

¹ Rick Conlow, *Excellence in Supervision* (Menlo Park, CA: Crisp Publications, Inc., 2000), pp. 65-67. Adapted and used with permission.

- _____ 5. I ask my learner for his/her input when reviewing his/her performance.
- _____ 6. I listen and paraphrase what my learner is trying to say.
- _____ 7. I carefully assess all factors that affect my learner’s ability to perform.
- _____ 8. I regularly provide opportunities for and observe my learner in action.
- _____ 9. I recognize and reward high performance.
- _____ 10. I give regular and immediate feedback in a constructive manner.
- _____ 11. I am specific about behaviors and tasks when I give advice or guidance.
- _____ 12. I listen to my learner’s feedback and concerns before giving my own.
- _____ 13. I provide feedback that is appropriate to my learner’s situations, performance levels and goals.
- _____ 14. I teach my learner new skills clearly and systematically.
- _____ 15. I develop specific action plans to improve my learner’s skills and results.
- _____ 16. I gradually give more responsibility to my learner so they can grow.
- _____ 17. I negotiate project tasks and deadlines with my learner.
- _____ 18. I ensure that my learner understands and agrees to their action plans.
- _____ 19. I set follow-up meetings at the close of my mentoring sessions and make sure that my follow-up mentoring sessions take place
- _____ 20. I continue to meet with my learner after his/her release into ministry and development of his/her own learner/apprentice.

Excellence in Mentoring Inventory Scoring

Directions: Transfer the score from the previous page into the space to the right of each corresponding number. Next, identify and list, in the space provided in the right column, your top three-five strengths as a mentor and your top two-three areas that would help you coach more effectively. Lastly, answer the two questions listed below.

Step 1: Review Goals and Expectations

- 1. _____
- 2. _____
- 3. _____

- 11. _____
- 12. _____
- 13. _____
- 14. _____

Step 2: Assess Level of Performance

- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Step 4: Develop Action Plans

- 15. _____
- 16. _____
- 17. _____
- 18. _____

Step 3: Provide Feedback/Guidance

- 9. _____
- 10. _____

Step 5: Establish Follow-up

- 19. _____
- 20. _____

Total _____

What are your strengths? (List 3-5)

How can you coach even more effectively?
(List 2-3)

How can you make sure you take the time to
mentor?

What obstacle do you face as a mentor you
would like to discuss?

Excellence in Mentoring Inventory

The behaviors of the best mentors/coaches translate into the practices below. Rate your mentor in these areas in terms of how often he/she engages in the following behaviors.

Use a scale of 1 – 5.

5 = All the time 4 = Often 3 = Sometimes 2 = Seldom 1 = Not at all

Be honest and answer as you think he/she really is, not what you think he/she should be.

- _____ 1. He/she discusses agreed upon goals/expectations with me.
- _____ 2. He/she sets aside uninterrupted and time to meet with me.
- _____ 3. He/she reviews my goals/expectations at the start of each of my mentoring sessions.
- _____ 4. He/she encourages open discussion when holding mentoring sessions.
- _____ 5. He/she asks for my input when reviewing my performance.
- _____ 6. He/she listens and paraphrases what I am trying to say.
- _____ 7. He/she carefully assesses all factors that affect my ability to perform.
- _____ 8. He/she regularly provides opportunities for observes me while I'm in action.
- _____ 9. He/she recognizes and rewards me for high performance.
- _____ 10. He/she gives me regular and immediate feedback in a constructive manner.
- _____ 11. He/she is specific about my behaviors and tasks when giving me advice or guidance.
- _____ 12. He/she listens to my feedback and concerns before he/she gives his/hers.
- _____ 13. He/she provides feedback that is appropriate to my situation, performance level and goals.
- _____ 14. He/she teaches me new skills clearly and systematically.
- _____ 15. He/she discusses specific action plans to improve my skills and results.
- _____ 16. He/she gradually gives me more responsibility so I can grow.
- _____ 17. He/she negotiates project tasks and deadlines with me.
- _____ 18. He/she ensures that I understand and agree to my action plans.
- _____ 19. He/she sets follow-up meetings at the close of my mentoring sessions and makes sure that my follow-up coaching meetings take place.
- _____ 20. He/she continues to meet with me after he/she releases me into ministry and the development of my own learner/apprentice.

The Mentoring Process

Informal Coaching/Mentoring

The Purpose

- Engage oneself in day-to-day relationships with apprentice and potential leaders.
- Establish trust. Trust is not attained with a title or position but is earned by actions and behaviors. Who you are speaks louder than what you say. If you want people to be faithful, lead in faithfulness. If you want extra effort out of people, you give a little extra. If you need more teamwork, show them the way. If communication problems exist, be a good listener. If more training is needed, you attend also. If respect is an issue, give others respect. If a decision is to be made, make it.

If one's coaching/mentoring practices are consistent and characterized by trust-building traits, his or her staff and constituents will still render respect and get the job done even if they do not like some of the coach/mentor's decisions.

Informal coaching takes only a **few minutes of time** and can be done **daily**.

The Process

Listed below are some positive practices for Informal Coaching.² Put a check (✓) next to the items that you practice regularly. Notice all these actions can be done in a few minutes of time every day or over time.

- Greet the mentored by name
- Talk about non-business matters of interest to the mentored
- Have lunch or coffee/tea with mentored periodically
- Demonstrate courtesy and respect
- Be a good listener
- Have a sense of humor and some fun
- Carry out discipline privately
- Do what you say you will do
- Treat people fairly
- Be considerate and understanding when dealing with personal matters
- Be positive
- Work side-by-side with mentored on an important project
- Encourage, bless and pray over mentored regularly
- Give recognition for progress and results
- Write thank-you notes.

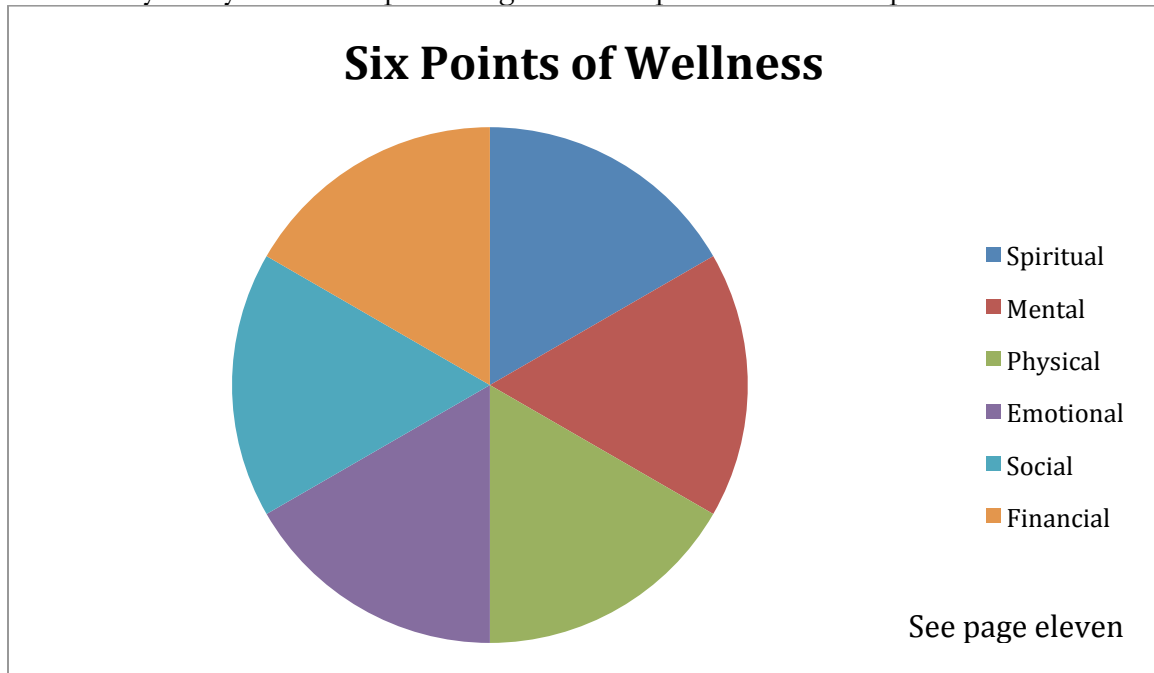
² Ibid, 93. Adapted and used with permission.

Formal Mentoring

Formal Mentoring is a planned scheduled session between the mentor and his/her apprentice. The session usually takes 30-90 minutes.

The Purpose

- Prayerfully set/review personal goals and expectations based upon:



- Extend skill and character
- Assure apprentice is **matched** for ministry.
- Develop an **action plan**
- Accountability and performance feedback
- Develop critical thinking and problem solving
- Guide, direct or inform in times of **change**
- Exploit teachable moments
- As a follow-up to the above.

The Process

Preparation:

1. Prayerfully determine apprentice's gifting, skill, motivation, and performance level.
2. Provide informal coaching strategies regularly.
3. Schedule and **set aside** time for the mentoring session (30-90 minutes).
4. Prepare Coaching Worksheet (see pages 8-9).
5. Create a **positive**, friendly atmosphere.

The Mentoring Session:

There are five steps to the formal coaching process (see Excellence in Mentoring Inventory score sheet on page 3):

1. Review **goals and expectations**. Start the coaching session by clarifying the goal. Ask the mentored/ potential leader to describe the session's goal.
2. Assess the learner's current level of performance by using the learner's input gained through asking:
 - a. Four key review questions:
 - i. **What went well?**
 - ii. **What didn't go so well?**
 - iii. **What can you improve or do differently?**
 - iv. **What have you learned?**
 - b. Compare the learner's responses to your observations and knowledge of their results.
3. Provide feedback and guidance. Comment on what the mentored says.
4. **Develop action plans** with learner's input.
 - a. Put the ideas for improvement in writing.
 - b. Add your recommendations.
 - c. Gain agreement.
5. **Establish follow-up steps**. Summarize the discussion and set a specific date and time for the next meeting.

Assignment

Set aside time to pray and prepare for your first mentoring session. Use the "Mentoring Worksheet" to develop a mentoring session agenda. Make personal notes in advance. Complete the "Mentoring Worksheet" during the session as you follow the mentoring process points on the worksheet. When the session is complete, give a copy of the worksheet to the mentored so that both parties have a clear understanding of what has been discussed.

Do not lose site of the positive objective of mentoring: to extend another's skills, gifts, anointing, motivation and performance levels; release them into their ministry and prepare them for the development (mentoring) of others.

MENTORING WORKSHEET: SAMPLE

Name: Bill Jones, Sunday School Superintendent Date: 10/6

1. **Performance Goals:** What is the key goal we are working on?
- Increasing attendance by 15 % over last year during the summer quarter.

2. **Assess Performance:**

Apprentice Input: Mentor, ask four key questions – take notes on comments.

- What's working well?
- What isn't working?
- What have you learned?
- What will you do better or differently?

Observations/Results: Mentor, note your observations of performance and available data, such as attendance records.

- Trend to date: 7% increase in attendance over first two quarters.
- First month of Summer Qtr. results: up 19.7%. Can we keep momentum?
- Evidence that apprentice is following through on action plan

3. **Provide Feedback/Guidance:**

- How about follow-up calls after guests attend?
- No thank-you notes

4. **Develop Action Plans:**

Apprentice's ideas:

1. Greet guests promptly (at welcome station) and acclimate to facilities
2. Set up letter writing and follow-up visitation schedule

Mentor's ideas:

1. Send thank-you notes – within two days
2. Do follow-up calls/visitation – within six days

5. **Establish follow-Up Steps:** Send me a copy of proposed Follow-up Letter and Thank You note by (agreed upon date) . Next meeting 10/27 at 3:00 p.m.

MENTORING WORKSHEET

Name: _____

Date: _____

1. Performance Goals:

2. Assess Performance:

Apprentice Input:

- What's working well?
- What isn't working?
- What have you learned?
- What will you do better or differently?

Observations/Results:

3. Provide Feedback/Guidance:

4. Develop Action Plans:

Apprentice's ideas:

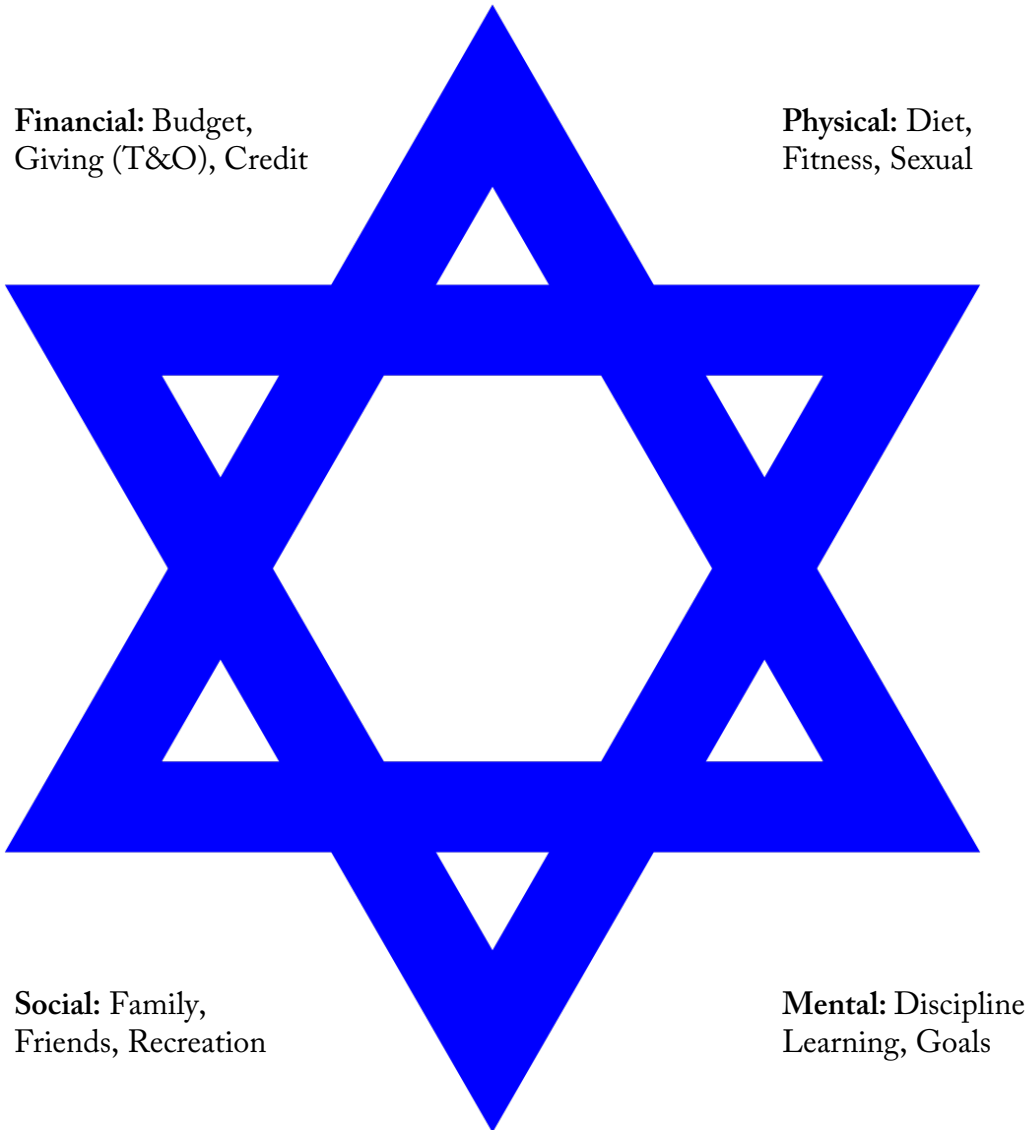
Mentor's ideas:

5. Establish follow-Up Steps:

Wellness Star

Spiritual:

Prayer, Study, Growth, Fasting, Witnessing



Emotional Balance:

Anger, Anxious, Afraid, Depression