

# Mentoring Guide

RESOURCES TO ASSIST YOU AS YOU WALK ALONGSIDE  
NEW MISSIONARIES PREPARING FOR AND IN  
CROSS-CULTURAL MINISTRY

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*Some of these resources were adapted from tools previously published by Lois J. Zachary in The Mentor's Guide, 2nd Ed.(2012) and by DualReach and used by permission. They also draw on materials developed by College Church, Wheaton, IL; Moody Church, Chicago, IL; Calvary Church, Lancaster, PA; and in collaboration with Ellen Livingood of Catalyst Services ([www.catalystservices.org](http://www.catalystservices.org)). All other rights reserved.*



# **This Package of Mentoring Resources**

Included in this package are:

**1. New Missionary Mentoring Process**

An overview of the timeline for the overall mentoring process.

**2. Initiating a Mentoring Process**

Steps to be taken by field leadership, the mentor, and the mentee.

**3. Mentor Role and Competencies**

A simple description and competency grid of what mentors do and the qualifications for their relationship with the mentee.

**4. Additional Reading for Mentors**

A list of suggested reading to supplement mentors' understanding and knowledge regarding mentoring relationships.

**5. Mentor Self-Assessment and Readiness Checklist**

A document that will help the mentor develop self-awareness regarding personal assumptions, motivation, readiness, and commitment in entering a mentoring relationship.

**6. Mentee Learning History and Style Profile**

A questionnaire that will help the mentee develop self-awareness of personal assumptions, learning history, and preferences for learning that will transfer to any mentoring relationship.

**7. Mentoring Relationship Agreement**

A document that will assist in setting up mutually agreed upon goals, expectations, and action plan for the mentoring relationship.

**8. Activities for Discussion**

A set of exercises that may assist in building trust and rapport between the mentor and mentee.

**9. Mentoring Accountability Report**

A monthly report to be completed by the mentee in preparation for monthly mentoring meetings.

**10. Summary of the Quality of the Mentoring Interaction**

A quarterly report to be completed by the mentor summarizing the mentoring interaction.

**11. Coming to Closure: A Readiness Checklist**

A series of questions that will help guide the ending of the mentoring relationship.



## New Missionary Mentoring Process

### Before Missionary Arrives on the Field (Itineration)

- Upon receipt of CCMI registration, request mentor assignment for new missionary (for each individual) through GTD Field Team Members and IDs for each region.
- Before or during CCMI, send out *Mentoring Guide* to both mentor and mentee.
- During CCMI, have mentee complete:
  - Personal Ecology and how it will change when they go to the field. (Jot down any concerns, fears, and anxieties that they may have regarding these changes.)
  - *Learning Contract*—with measurable objectives
  - 3-4 takeaways on what they want to improve from their EQi
- After CCMI, GTD Mentoring Consultant will send *Learning Contract* to mentor.
- After CCMI have mentee share with their mentor their Personal Ecology and the implications, as well as the 3-4 takeaways from the EQi.
- Have mentor and mentee fill out a *Mentoring Agreement* for their pre-field mentoring and send back to the GTD Mentoring Consultant.
- GTD Mentoring Consultant will send resource packet to mentor, including:
  - Strategies and Considerations for Initial Conversation
  - A Framework for Conversation
  - Tips for Providing Feedback
  - Cross-Cultural Mentoring
  - Issues and Challenges in Long-distance Mentoring
  - GTD Mentoring Modules
- Ask that all mentors go through GTD's online mentor training. (Online training may occur annually in March and September)
- Both the mentor and mentee will check in with the GTD Mentoring Consultant after the first month to communicate status, and quarterly thereafter. (Use *Mentoring Accountability Report* and *Summary of the Quality of the Mentoring Interaction*)

### After Missionary Arrives on the Field (first 18-24 months of service)

- Once mentee arrives on the field, have mentor and mentee fill out an updated *Mentoring Agreement* for their time on the field and send back to the GTD Mentoring Consultant.
- After the missionary's first month on the field, both the mentor and mentee will check in with the GTD Mentoring Consultant in the first month to communicate status, and quarterly thereafter. (Use *Mentoring Accountability Report* and *Summary of the Quality of the Mentoring Interaction*)
- At the end of the 24 months mentoring program, both mentor and mentee will fill out a survey to evaluate mentoring and specify what and how learning objectives were achieved and send to the GTD Mentoring Consultant.



## **Initiating the Missionary Mentoring Process**

*The following guidelines relate specifically to the establishing of a healthy mentoring relationship.*

### **The GTD Field Team Members and Team Leaders**

1. Pray for wisdom in helping the new missionaries to grow and be thoroughly prepared for the future ministry to which God is calling them.
2. Establish a list of potential mentors for new missionaries, considering the *Mentor Competency Model*. Work to include the missionary mentee in the mentor selection process, so as to establish buy-in and ownership of the mentoring process from the start. Each individual missionary should have a personal mentor (each spouse individually), who is of the same gender as the mentee.
3. Contact prospective mentors (or have the missionary mentee do so) to discuss the mentoring process, expectations, and goals.

### **The Mentor**

1. Pray for wisdom as you embark on the mentoring relationship.
2. Review all the materials in this package of resources.
3. Prayerfully and honestly complete the *Mentor Self-Assessment and Readiness Checklist*.
4. Participate in the online mentor training offered by GTD. (GTD's desire is to equip each of you and give you tools for your mentoring toolbox. An online mentor training has been set up to help you in this endeavor. Though we ask you to attend the earliest online mentoring training available, you can begin the mentoring process before the training is completed.
5. Review the mentee's *CCMI Learning Contract*.
6. Establish a *Mentoring Relationship Agreement* with your mentee that outlines frequency, focus, goals, and duration of the mentoring relationship. Encourage him/her to take the initiative in defining needs and goals. As part of the first meeting, share your vision, definition, and experience with mentoring as well as the skills and abilities that you bring to the relationship.
7. Together select and write down chosen action steps and deadlines from the learning goals listed in the mentee's *CCMI Learning Contract*. Feel free to add, delete, or edit learning goals as appropriate to the current context of the mentee's learning journey. This document is for you both the mentor and the mentee and does not need to be emailed to the GTD Mentoring Consultant.
8. Establish a consistent meeting schedule and covenant to pray for each other regularly. GTD recommends meeting with your mentee 2-3 times a month (formally or informally)

to discuss personal and spiritual growth issues, experience practical ministry skills together, and/or discuss current learning topics. The mentee should take the initiative in scheduling your monthly meetings. As much as possible, serve as an encourager and stimulator, rather than a teacher or director.

9. Summarize the progress of your mentoring relationship for the GTD Mentoring Consultant on a quarterly basis using the *Summary of the Quality of the Mentoring Interaction* document.

## The Mentee

1. Discuss the mentor selection process with your team leader, your regional GTD Field Team Member, and/or the GTD Mentoring Consultant. Pray about the selection of your mentor.
2. Prayerfully and honestly complete the *Mentee Learning History and Style Profile*. Additionally, read and pray through the *Mentee Competency Model*, thinking through areas of strengths and weaknesses.
3. Share with your mentor your *CCMI Learning Contract*, personal ecology diagram, EQi takeaways, and *Mentee Learning History and Style Profile*.
4. It is your responsibility to take the lead in scheduling regular (2-3 times a month; formal or informal) meetings or calls with your mentor; do not expect him/her to initiate these.
5. Work with your mentor to establish a *Mentoring Relationship Agreement* that outlines frequency, focus, goals, and duration of the mentoring relationship. As part of your first meeting, share your previous mentoring experience(s), both positive and challenging. Be realistic about your expectations of your mentor's time and commitment, but be honest about your needs and desires.
6. Together with your mentor, select and write down chosen action steps and deadlines from the learning goals listed in your *CCMI Learning Contract*. Feel free to add, delete, or edit learning goals as necessary.
7. Complete a *Monthly Monitoring Worksheet* for both your mentor and the GTD Mentoring Consultant.
8. Express appreciation for the investment your mentor is making in your life.
9. Regularly communicate with your Peer-Mentoring Cohort to discuss your learning and mentoring journey.

## Mentor Role and Competencies

The role of the mentor is to provide personalized encouragement, guidance, and accountability in a missionary's personal, spiritual, and practical preparation for field ministry. A mentor serves as a trusted confidant with whom such interaction can be scheduled on a regular basis according to a somewhat structured plan, as outlined in the *Mentoring Relationship Agreement*.

The mentor fulfills several functions:

**Friendship**—Supports the mentee by prayer, encouragement, and affirmation.

**Shepherding**—Provides spiritual nurture, guidance, and challenge.

**Accountability**—Helps the mentee stay on course, keeping him/her accountable for progress toward the predetermined goals.

**Coaching**—Shares from personal ministry skills, abilities, and experiences in order to prepare missionary for thriving field ministry.

**Development**—Assists the mentee to identify personal strengths, as well as recognize and deal appropriately with weaknesses.

## Key Issues for Mentors

1. **Availability**—It is essential that the mentor makes a significant commitment to the relationship and is available for interaction, as agreed upon in the *Mentoring Relationship Agreement*.
2. **Confidentiality**—Since personal matters will be shared and discussed, a high degree of personal trust is essential. Commit to keeping all matters confidential within the mentoring relationship.
3. **Loving Confrontation**—In order to learn, mentors need to address weaknesses and failures. A mentor who graciously assists the missionary to face and deal with such issues provides something of great value.
4. **Accountability**—The mentor is a steward of the mentoring relationship. This includes regular summary reports, while protecting confidentiality.
5. **Vulnerability**—Mentees will learn the most from mentors who are willing to openly share from their life experiences. Learners respond best to models they can observe and know.
6. **Encouragement**—The process of getting and adjusting to the mission field can be long and sometimes overwhelming. The mentor's emotional support can be essential in keeping the mentee moving forward. Try to recollect your own feelings, thoughts, and experiences during your initial transition to the field and use them to empathize with the new missionary.



## MTW Mentor Competency Model

<b><u>STRUCTURE</u></b>	
<b>Consistency</b>	Puts forth effort and time to meet with mentee on a regular basis in a formal or informal setting.
<b>Flexibility</b>	Recognizes the fluidity of mentee's schedule and able to adapt times and program on an as-needed basis.
<b>Comprehension</b>	Recognizes roles and responsibilities as mentor.
<b>Inform</b>	Shares knowledge about his or her own personal ministry role and MTW/regional vision and values.
<b>Mutual Learning</b>	Engages in a learning partnership with mentee.
<b><u>INTERPERSONAL</u></b>	
<b>Emotional intelligence</b>	Able to read people successfully. Has a certain "sixth sense" about others. Senses how others perceive him/her. Trusts instincts.
<b>Empathy</b>	Demonstrates ability to place self in mentee's position and meet them at an emotional level of understanding
<b>Communication</b>	Practices active listening. Speaks effectively and with clarity of thought. Does not dominate conversations. Demonstrates appropriate eye contact and body language.
<b>Encouragement/Validation</b>	Identifies areas of both strength and weakness of mentee and goes through the process with mentees in the most positive and affirming way possible.
<b>Intentionality</b>	Demonstrates a proactive desire and approach to engage with mentee.
<b><u>STRATEGIC THINKING</u></b>	
<b>Questioning skills</b>	Asks productive and relevant questions related to the area of discussion with mentee as it relates to his or her life and ministry.
<b>Reflective thinking</b>	Initiates topics that induce critical and reflective thinking related to mentee's questions and challenges.
<b>Application</b>	Identifies practical and relevant advice that mentee may apply to targeted areas of discussion or concern as it relates to life and ministry.
<b>Problem solving</b>	Implements problem solving activities with mentee as related to life and ministry.
<b>Goal Setting</b>	Facilitates and supports mentee in identifying goals and setting objectives.
<b><u>CHARACTER/SPIRITUAL</u></b>	
<b>Balance</b>	Maintains a balance and even-keeled demeanor and does not react by taking extreme positions.
<b>Discipleship</b>	Engages mentee in the process of discipleship and facilitates the process in an active but co-learning way.
<b>Humility</b>	Engages mentee with a servant's heart and does not exhibit pride or arrogance in the role of mentor.
<b>Honesty</b>	Listens and speaks the truth in love and affirmation
<b>Self-knowledge</b>	Understands self. Aware of strengths and weaknesses. Expresses place in God's kingdom and unique set of gifts. Knows his/her limits.
<b>Trustworthiness</b>	Demonstrates a life of honesty and dependability. Keeps confidences. Others come to him/her with problems. Loyal to team and others.
<b><u>VISION</u></b>	
<b>Empowerment</b>	Identifies strengths of mentee and enables mentee to utilize talents and skills to put to most effective use in their life and ministry.
<b>Planning</b>	Facilitates both short-term and long-term goal planning for mentees.
<b>Transition Plan</b>	Demonstrates awareness of where relationship is going and when it may end or change. Foresees circumstances such as HMA and reassignments and plans accordingly for transition process.

## **Additional Reading for Mentors**

- *Connecting: The Mentoring Relationships You Need to Success in Life* by Paul D. Stanley and J. Robert Clinton, NavPress.
- *The Heart of Mentoring: Ten Proven Principles for Developing People to Their Fullest Potential* by David A. Stoddard, NavPress.
- *Mentoring for Spiritual Growth: Sharing the Journey of Faith* by Tony Horsfall, The Bible Reading Fellowship.
- *The Mentor's Guide: Facilitating Effective Learning Relationships, 2nd ed.* by Louis J. Zachary, Jossey-Bass.

## **Mentor Self-Assessment and Readiness Checklist**

*The hope is that this self-assessment and checklist will help you become more aware of your assumptions, motivation, readiness, and commitment in entering into this mentoring relationship. Please use worksheet to develop self-awareness and to help jumpstart your first conversations with your mentee.*

Instructions: List the beliefs that you hold regarding each of the following four topics:

1. My role as mentor
  
  
  
  
2. My responsibilities as mentor
  
  
  
  
3. My mentee's role
  
  
  
  
4. The mentoring relationship

Instructions: Answer each of the following questions so that you are clear as to why you want to engage in this particular relationship at this time.

1. I want to be a mentor because...
  
  
  
  
2. I want to participate in *this* mentoring relationship because...
  
  
  
  
3. My experience and expertise will contribute to this relationship by...
  
  
  
  
4. Specific things that I can and am willing to do to help this individual are...
  
  
  
  
5. Therefore, I will...

Instructions: Review each skill and indicate how comfortable you are in using each skill by checking one of the three grids as follows: V (Very Comfortable), M (Moderately Comfortable), and U (Uncomfortable). Identify a concrete example that illustrates your comfort level. Finally, put a check next to the skills on which you would like to work.

Skill	V	M	U	Examples	Needs Work
<b>Brokering Relationships:</b> Skillfully making the right contacts and laying the groundwork for mentees to connect with other people who can be resources for them and provide resources they can use.					
<b>Building and Maintaining Relationships:</b> Persistence, tending, patience over time to develop a relationship and maintain momentum for learning and growth.					
<b>Coaching:</b> Helping an individual fill a particular knowledge or skill gap by learning how to do things more effectively.					
<b>Communicating:</b> Not merely sharing knowledge. Building enough trust to encourage open communication, being authentic, listening effectively, checking for understanding, articulating clearly and without ambiguity, and picking up on meaning (often by nonverbal cues) when others are talking.					
<b>Encouraging:</b> Cheerleading, confidence building, gently pushing at the right time, motivating, and inspiring.					
<b>Facilitating:</b> Establishing a hospitable climate for learning and promoting self directed learning. The learner is involved in planning, designing, implementing, and evaluating the learning.					
<b>Goal Setting:</b> Assisting the mentee in crystallizing, clarifying, and setting realistic goals.					
<b>Guiding:</b> Role modeling, maintaining focus, helping the mentee arrive at their learning destination safely.					
<b>Managing Conflict:</b> Managing a conversation about different points of view, inviting dialogue to understand differing points of view.					
<b>Problem Solving:</b> Engaging the learner in the solution of the problem. Providing assistance in the problem solving process. The goal is to guide the problem solving process rather than provide the answer.					
<b>Providing and Receiving Feedback:</b> Being able to provide constructive and honest feedback and assist mentees in asking for feedback.					
<b>Reflecting:</b> Being able to step back, evaluate, process, assess, and articulate learning and consider the implication of that learning for future action.					

Instructions: Review the list below, and check all the items that apply to you with respect to your prospective mentoring relationship.

1. \_\_\_\_\_ I have a sincere interest in helping this person succeed.
2. \_\_\_\_\_ There appears to be mutual interest and compatibility.
3. \_\_\_\_\_ Our assumptions about the process are congruent.
4. \_\_\_\_\_ I am clear about my role.
5. \_\_\_\_\_ I am the right person to help achieve these goals.
6. \_\_\_\_\_ I can enthusiastically engage in helping this person.
7. \_\_\_\_\_ I am willing to use my network of contacts to help this individual.
8. \_\_\_\_\_ I can commit adequate time to mentoring this person.
9. \_\_\_\_\_ I have access to the kind of opportunities that can support this person's learning.
10. \_\_\_\_\_ I have the support needed to be able to engage in this relationship in a meaningful way.
11. \_\_\_\_\_ I am committed to developing my own mentoring skills.
12. \_\_\_\_\_ I have a mentoring development plan in place.



## Mentee Learning History and Style Profile

*The hope is that this questionnaire will help you become more aware of your assumptions, history, and preferences for learning in the context of a mentoring relationship. Please use this worksheet to develop self-awareness, to help jumpstart your first conversations with your mentor, and to assist in developing a more individualized action plan.*

Instructions: Answer the following questions as honestly and thoroughly as possible.

1. List any formal learning experiences (i.e. college majors, certifications, academic achievements, etc.):
  2. List any informal learning experiences (i.e. hobbies, acquired skills and/or abilities, etc.):
  3. List any previous mentoring experiences and specify if they were positive or negative:
  4. Describe your attitude toward learning:
    - Formal:
    - Informal:
  5. Explain your expectations and desires regarding this mentoring relationship:

Instructions: List the beliefs that you hold regarding each of the following four topics:

1. My role as mentee

2. My responsibilities as mentee

3. My mentor's role

4. The mentoring relationship

Instructions: To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below, and then use the scoring directions at the bottom of the page to evaluate your responses. Respond to each statement as honestly as you can.

	Often	Sometimes	Seldom
1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussions.			
2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3. I like to write things down or to take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class.			
5. I require explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with my hands or making things.			
7. I am skillful with and enjoy developing and making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down.			
10. I can easily understand and follow directions on a map.			

11. I do best in academic subjects by listening to lectures and recordings or podcasts.			
12. I play with coins or keys in my pocket.			
13. I learn to spell better by repeating words out loud than by writing the words on paper.			
14. I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.			
15. I chew gum or snack while studying.			
16. I think the best way to remember something is to picture it in your head.			
17. I learn the spelling of words by “finger spelling” them.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio rather than reading the paper.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			

### Scoring Procedures

Directions: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

**OFTEN = 5 points    SOMETIMES = 3 points    SELDOM = 1 points**

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
VPS =		APS =		TPS =	
VPS = Visual Preference		APS = Audio Preference		TPS = Tactile Preference	

## MTW Mentee Competency Model

<b><u>RESPECT</u></b>	
<b>Learning Attitude</b>	Values mentor's knowledge and ministry insight and uses mentor's time and efforts wisely.
<b>Self-Knowledge</b>	Starts to understand his/her strengths and weaknesses. Possesses an appropriate degree of personal confidence that can grow because of mentoring relationship.
<b>Professionalism</b>	Gives and receives feedback in a manner that is respectful and mature.
<b><u>INTERPERSONAL</u></b>	
<b>Emotional Intelligence</b>	Grows in ability to read people successfully and in sensing how others perceive him/her.
<b>Communication</b>	Practices active listening. Speaks effectively and with clarity of thought. Does not dominate conversations. Demonstrates appropriate eye contact and body language.
<b><u>INITIATIVE</u></b>	
<b>Organization and Learning</b>	Demonstrates self-directed learning. Prioritizes learning needs and shares with mentor, giving mentor time for planning and resource gathering.
<b>Goal Setting</b>	Demonstrates goal setting and ensures learning time is used effectively.
<b>Preparation</b>	Prepares necessary work or topics in advance of mentor meeting.
<b><u>INTEGRITY</u></b>	
<b>Proactive</b>	Follows through and remains accountable for implementing plans of action.
<b>Commitment</b>	Honors the commitment to the mentoring relationship
<b><u>COMMUNICATION</u></b>	
<b>Relational</b>	Builds relationships with mentor and with other mentees
<b>Active Listener</b>	Listen in a way that he/she is able to comprehend, summarize, and apply what is discussed
<b>Openness</b>	Demonstrates ability to relate to a variety of people and cultures. Relates to people who do not share his/her particular point of view or values. Values differences and remains open to new ideas. Strives to be non-judgmental of cultural differences.
<b>Self-Reflection</b>	Reflects critically before and after meeting with mentor about motives, passions, attitudes, thoughts, feelings, and behaviors.
<b>Flexibility</b>	Demonstrates the ability to adapt to changing needs and circumstances as they arise within work and ministry.
<b><u>INDEPENDENCE</u></b>	
<b>Follow-Through</b>	Follows through and is accountable for implementing action plan.
<b>Transition</b>	Prepares for the eventual termination of mentorship. Acknowledges mentor's contributions to learning.
<b>Contribution</b>	Plans to contribute to the process of mentorship by mentoring someone in the future.

## Mentoring Relationship Agreement

*This mentoring partnership agreement is set up to help the mentee and mentor come up with an agreed upon action plan after the initial conversation(s) negotiating expectations, roles, and objectives. Ideally, this agreement should be revisited quarterly in order to assess progress and adjust learning goals. You are not bound to this template, but can change and edit it as appropriate for your context.*

**Goals:** (specific, measurable, attainable, reasonable, and time-specific).

- 1.
- 2.
- 3.
- 4.

We have discussed the protocols by which we will work together, develop, and, in the spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. **Meet regularly.** Our specific schedule of contact and meetings, including additional meetings, is as follows:
2. **Look for multiple opportunities and experiences to enhance the mentee's learning.** We have identified, and will commit to, the following specific opportunities and venues for learning.
3. **Maintain confidentiality of our relationship.** Confidentiality for us means...
4. **Honor the ground rules that we have developed for the relationships.** Our ground rules will be...
5. **Provide regular feedback to each other and GTD and evaluate progress.** We will accomplish this by...

In the event that one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event we agree to use closure as a learning opportunity.

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Mentor's Signature and Date

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Mentee's Signature and Date



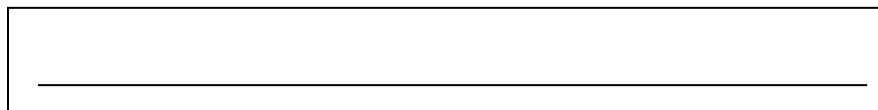
## Activities for Discussion

*The following exercises are not required, but rather are included as a suggestion to help the mentor and the mentee build both depth and trust in the mentoring relationship.*

### Exercise 1: Your Personal Journey Time Line

The line in the box below represents your journey throughout life. Using words, symbols, or drawing, sketch your journey on the timeline.

1. Draw a time line horizontally on a sheet of paper, like this, allowing as much room as you need above and below the line.



2. In the space above the time line, note the most significant life events that have influenced you. Do not feel constrained to stick to work-related or even those that have to do with mentoring. Focus on the events, milestones, and transitions (positive and negative) that have had an impact on your development.
3. Now turn your attention next to the space below the time line:
  - Identify opportunities that made a difference in your life and helped you grow and develop.
  - Identify obstacles that got in the way of your journey.
  - Note "unexpected delights"—events and experiences that were not planned but just happened.
4. Review your time line events and add the names of individuals who contributed to your development.
5. What lessons did you learn, and how did they change your thinking?
6. What new understandings emerge for you as you review your time line experience?

## **Exercise 2: Reflecting on Your Mentoring Experiences**

Think about your mentoring experiences and the people who were there to guide, support, and strengthen you.

My mentors were:

When did they come into my life?

What wisdom have I gained from each of them?

What were the most satisfying aspects of those relationships, and why?

What were the least satisfying aspects of those relationships, and why?

What did I learn about being a mentor from these relationships?

What did I learn about being a mentee?

### **Exercise 3: Reflecting on Your Experience**

This exercise offers the opportunity for a fresh perspective on how it feels to reflect on experience consciously and to learn from it. It will put you in touch with some experiences you have had that can assist you in your mentoring learning journey.

#### **Your Experience**

1. Working quickly, jot down bulleted responses or words that come to mind for these questions:
  - What lessons have you learned from your successes?

- What lessons have you learned from your mistakes?

- What dilemmas do you face daily?

- What lessons have you learned from grappling with those dilemmas?

2. Let your answers sit for a while. Later, review your answers to see if they trigger additional responses.

Then complete these questions:

- What was it like to address these questions?

- How would you rate the level of difficulty?

Easy \_\_\_\_\_

Difficult

3. What did you learn about yourself in going through this exercise?

*"We don't just learn from experience; we learn from reflecting on our experiences."*

#### **Exercise 4: Reflecting on Generational Differences**

Think about the first time you were aware of a generational difference between yourself and someone else:

- What did you observe?
  
  
  
  
  
- How did those differences positively or negatively affect your relationship?
  
  
  
  
  
- How might those differences affect your current and future mentoring relationships?

#### **Generational Dos and Don'ts**

	<b>Do</b>	<b>Don't</b>
Boomers 1946-1964	Give them challenging work with the opportunity for prestige. Focus on professional accomplishments. Expect hard work. Make them feel special. Talk optimistically about opportunities for change.	Micromanage. Create dependent relationships. Assume traditional or conservative values. Be cynical. Get bogged down in bureaucracy. Be afraid to try new things.
Gen Xers 1965-1979	Demonstrate your own competence. Share information. Ask for their opinion. Set expectations. Talk about end results. Be collegial. Provide recognition for individual achievement. Provide support and suggestions, and get out of their way. Identify measures of success. Be technologically up to date.	Micromanage. Focus on the "boss" role. Exclude them from the communication loop. Ignore their opinion. Make it about "being a family". Make their goals too easy to reach. Protect them from making their own mistakes. Just give them "atta-boys" without any real information.
Gen-Yers/Millenials 1980-1995	Tell them the truth. Treat them as equals. Acknowledge what they bring to the table. Make the relationship fun. Let them have a voice and a veto in the relationship. Challenge and stretch their minds with a variety of assignments. Provide opportunities for teamwork.	Micromanage. Just give them orders and assignments without rationale. Provide just negative, critical feedback. Assume they can't learn as quickly. Be unavailable. Be disrespectful even if they are your junior. Be afraid to learn new ways to use technology.



## **Exercise 5: Conversation Guide for Evaluating Mentee Learning Goals**

1. Is your goal clearly anchored in the future? How do we know that?
2. Is the goal realistic? What evidence do we have to support that it is?
3. Will the goal be challenging? Is it a stretch goal rather than a maintenance goal? In what ways?
4. Will this goal help you grow personally or professionally? How?
5. Will this goal require you to make a personal investment of time, energy, and effort? Is this something you can manage?
6. Is this goal achievable within the time frame of our mentoring relationship? What makes you think that it is (or is not)?
7. Will you feel a sense of pride and satisfaction in accomplishing this goal? How will that manifest itself?
8. Is attaining the goal in your best professional or personal interest and in the best interest of the team? In what ways?



## Mentoring Accountability Report

*To be completed by the mentee on a monthly basis and discussed as necessary with the mentor.*

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_

What was the quantity and quality of your devotional life this past month? Include prayer life, personal Bible study, Scripture meditation/memorization, and thought life.

What progress have you made in your missionary or ministry preparation this month?

List and explain your goals for the upcoming month.

Comment on your ministry involvement this past month. How does it relate to your future/current service?

What are your specific prayer requests for this next month?

What specific answers to previous prayer requests have you seen this month?



## **Summary of the Quality of the Mentoring Interaction**

*To be completed quarterly by the mentor and returned to the GTD Mentoring Consultant.*

1. What are some of the words or phrases you would use to describe the current mentoring interaction?
  
  
  
  
  
  
2. Describe your interaction.
  
  
  
  
  
  
3. Assess where your mentee is on the continuum from dependent to independent learner.



4. To what extent would you describe the interaction as authentic and genuine?
  
  
  
  
  
  
5. Are the frequency and duration of interaction adequate? If not, what needs to be done to correct the situation?
  
  
  
  
  
  
6. How would the mentee characterize the relationship with you?
  
  
  
  
  
  
7. What action strategies do you need to take to improve the quality of the mentoring interaction? What is your personal contribution?



## **Coming to Closure: A Readiness Checklist**

Instructions: Both mentor and mentee should answer each of the questions separately, adding examples after each response. The first six questions by themselves provide a checklist for concluding the closure conversation.

- Did we use the protocols we established to bring closure to the relationship effectively?
  
- Did we hold a meaningful conversation about our learning journey at the conclusion of the mentoring relationship?
  
- Did we adequately evaluate learning outcomes?
  
- Did we discuss the application and integration of new learning?
  
- Did we acknowledge our accomplishments?
  
- Did we celebrate milestones?
  
- Did I identify the signals when it was time for closure?
  
- Did I personally evaluate my own learning as a result of this experience?
  
- Have I identified ways to apply and integrate my new learning?
  
- Have I decided what I would do differently as a mentor/mentee the next time?