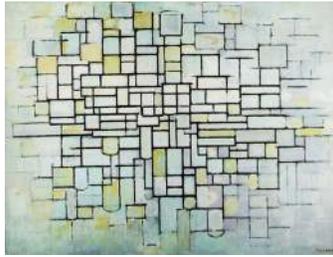


THE MENTORING MOSAIC



There are many books on leadership and leadership development that stress the importance of building healthy relationships. Steve Saccone, author of *Relational Intelligence* (2009), believes that “true spiritual leaders create relational health around them because they know that their influence flows best wherever healthy relationships exist” (p. 15). Within the mosaic of healthy relationships mentoring stands out as a key contributor to leaders finishing well, leaders remaining accountable and leaders acquiring new habits, knowledge, skills and values. That leader-follower or mentor-person being mentored (PBM) exchange can take on a beautiful, holy dynamic where the Holy Spirit serves as the third entity enlarging both participants understanding of God and his presence in their life. Certainly the mentor provides the experience, wisdom, habits and perspectives that provide substance for dialog and reflection but the relational exchange contributes to a mutually beneficial “iron sharpens iron” dynamic (Prov. 17,17).

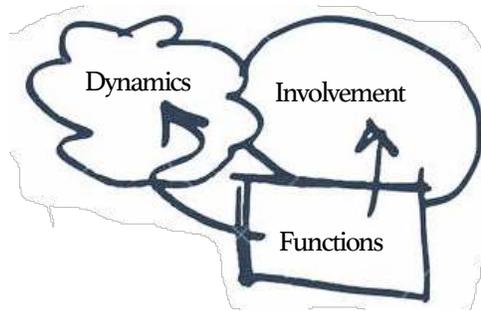
Mentoring is a relational process in which a mentor, who knows or has experienced something, transfers that something (resources of wisdom, information, experience, confidence, insight, relationships, status, etc.) to a mentoree, at an appropriate time and manner, so that it facilitates development or empowerment.

Robert Clinton



Mentoring, at its core, is a discipling relationship designed to establish the types of interaction between leaders and followers that allow for spiritual growth, skill development, accountability and emotional support. Every leader needs mentors and coaches to walk with them through the life and ministry. Those who seek out mentor’s discover a larger, over-arching benefit – *character building*. Who we are and how we are formed is deeply divine and the process of discovering our created potential requires reflection and thematizing. Good mentors do more than pass on what they know, they pass on *how they’ve learned* and help the PBM construct a similar journey of discovery. They add critical information and ongoing feedback or reflection to the process of character building. A person’s character is the sum of his or her disposition, thoughts, intentions, desires, and actions; all components that benefit from an experienced mentor’s influence and counsel. The Apostle Paul mentored Timothy in the areas of vocational calling, pastoral care, counseling and spiritual maturity. He encouraged him to “be diligent in these matters; give yourself wholly to them, so that everyone may see your progress. Watch your life and doctrine closely. Persevere in them, because if you do, you will save both yourself and your hearers” (1 Timothy 4:15,16). Paul showed Timothy how to pastor (1 Thessalonians 3:2) and he remained connected as a mentor and coach.

Successful leaders are significantly helped along the way by other people, in fact, most leadership case studies will identify between three and ten significant people that were instrumental in mentoring an emerging leaders (Clinton, p. 7).



Robert Clinton's description of *mentor functions*, *mentor involvement* and *mentoring dynamics* provide the necessary relational framework for successful empowering relationships. His theory identifies nine mentor functions or types that describe the role a mentor may serve in the life of others: **discipler, spiritual guide, coach, counselor, teacher, sponsor, contemporary model, historical model, and divine contact**. "Empowerment can include such things as new habits, knowledge, skills, desires, values, connection to resources for growth and development of potential". (Clinton, p. 5)

Mentor Functions or Types

Type	Central Thrust
1. Discipler	Basic habits of the Christian life dealing with hearing from God and talking with God; operating in a fellowship of Christians; learning to minister in terms of giftedness; learning to get input from God.
2. Spiritual Guide	Evaluation of spiritual depth and maturity in a life and help in growth in this.
3. Coach	Skills of all kind depending on the expertise of the coach
4. Counselor	Timely and good advice which sheds perspective on issues, problems and other needs.
5. Teacher	Relevant knowledge that can be used for personal growth or ministry or other such need.
6. Sponsor	Protective guidance and linking to resources so that a leader reaches potential.
7. Contemporary Model	Values impactfully demonstrated in a life that can be transferred and used in one's own life.
8. Historical Model	Values demonstrated in a life and inspiration drawn from that life so as to encourage ongoing development in ones own life and a pressing on to finish well.
9. Divine Mentor	Timely Guidance from God via some human source.

Clinton p. 5 Table 1

Effective leaders view mentoring selection and involvement as a priority function in their life and ministry.



Mentor Involvement

Clinton categorizes the functions into three levels of mentor involvement: **passive, deliberate and intensive** to describe the range of relational engagement from less deliberate to more deliberate in depth and awareness of effort (Clinton, p. 9).



Mentoring Dynamic

Successful mentoring relationships resulting in empowerment rely on a constant, interactive exchange involving both mentor and mentoree. The mentoring dynamic describes five types of involvement: **attraction** and **relationship** are the responsibility of both the mentor and the mentoree, **responsiveness** is the responsibility of the mentoree, **accountability** is the responsibility of the mentor and **empowerment** is shared though the mentor is the dominant member while the PBM serves a secondary role (Clinton, p. 6).

Dynamic	Responsibility of	Explanation
attraction	both mentor and PBM	The PBM must be attracted to a mentor—that is, see something in the mentor that is desired in his/her own life; A mentor must be attracted to the PBM and see potential value in working with the PBM—that is, development of potential for the PBM is a worth while investment of time and energy.
relationship	both mentor and PBM	A mentor must build the relationship with a PBM and vice versa. The stronger the relationship the more likely that the responsiveness and the accountability functions will take place naturally instead of forced.
responsiveness	PBM	The PBM must respond to the mentor's suggestions and growth projects. Faithfulness in carrying out assignments is a major trait of responsiveness. The mentor is responsible to help the PBM grow. The mentoree is responsible to respond/submit to the mentor's plan and methodology for growth.
accountability	mentor	The mentor is responsible to evaluate how the mentoree is doing and to hold the PBM accountable for following suggestions for growth, for doing what is asked, etc
empowerment	Mentor primarily; PBM secondarily	Both mentor and PBM should evaluate and recognize empowerment out of the relationship. The mentor knows and has the best perspective to evaluate empowerment. But the PBM also should recognize growth in his/her life.

Clinton p. 6 Table 2

EXERCISE

Make a list of the TYPES of mentors you would like to have in your life, Identify the degree of intensity the relationship will require.

TYPE		INTENSITY	
1.			
2.			
3.			
4.			
5.			

Mentoring Constellation (Clinton p. 13-16)

Clinton describes a mentoring constellation as “a relational network that embraces mentors, peers, and emerging leaders ... [constructed] to ensure development and a healthy perspective on life and ministry”. He imagines a cluster of mentors as various types of relationships, functioning together to influence, empower and hold an individual accountable. There are four categories of mentoring relationship that makeup a healthy mentoring constellation. Each category involves some unique degree of accountability, development and empowerment. The four categories are:

Upward Mentoring describes intentional relationships with someone who has gone before you and is able to give perspective and direction.

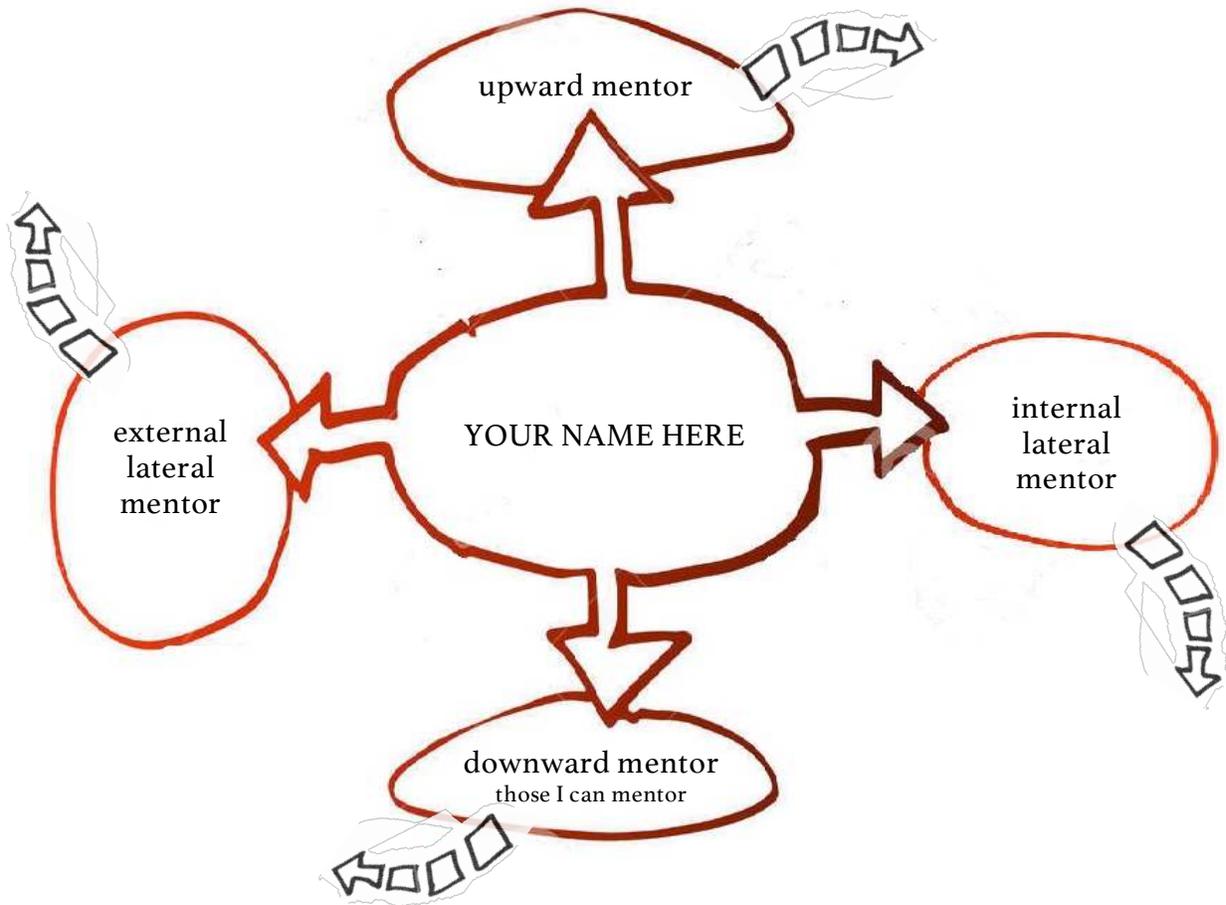
Downward Mentoring describes individuals that you are mentoring by investing in their life, ministry or leadership development.

Internal Mentoring describes peer co-mentoring for mutual encouragement, protection and support within your existing organizational or relational circle.

External mentoring describes peer co-mentoring that provides objective perspective and fresh ideas.

GUIDED EXERCISE

(remember mentor functions, intensity and dynamics)



FINAL EXERCISE

1. Decide who to ask first (start with who you feel most comfortable with).



2. Schedule a first meeting to discuss what you would like mentoring for (type of mentoring and the mentoring dynamic).



3. Discuss agreed upon goals and how often you will meet (degree of intensity).

