



iMentor

General Conference of Seventh-day Adventists,
West-Central Africa Division,
Public Campus Ministries Department

iMentor

General Conference of Seventh-day Adventists
West-central Africa Division
Public Campus Ministries Department
Cocody Ambassade,
Abidjan,
Cote d'Ivoire

© Ugochukwu Elems



Printed by
Jamiro Press Link
#2, Alhaji Otta Street, Mushin - Lagos
+2348033440634, jamiropress12@yahoo.com
iroabuchijc@gmail.com



General Conference of Seventh-day Adventists
West-central Africa Division
Public Campus Ministries Department
Cocody Ambassade
Abidjan,
Cote d'Ivoire

Copyright 2019 by Ugochukwu Elems

Introduction

Operation 1PMS stands for: One Professional Mentor one Student. Although the practice of mentoring is not new, it is gaining wide attention in recent times across virtually every profession in this century. Everyone desires a mentor to show the way in order to avoid unnecessary mistakes, loss, pain, regrets, etc. which can often be prevented via mentoring. This handbook is to serve as a guide for mentors and mentees involved in the Operation 1PMS mentoring initiative. In it, you will find some useful tips for mentoring. It provides a basic understanding of Operation 1PMS but not the resource materials for the training experience. This handbook also offers monthly (although the reports are quarterly) spreadsheet to facilitate recording keeping throughout the process. The handbook is issued on yearly basis throughout the period of the mentoring.

The Public Campus Ministries department of West-Central Africa Division of the General Conference of Seventh-day Adventist heartily welcomes you as mentor/mentee to this spiritual, inspiring, exciting and Holy Spirit-led journey together with another believer in Christ. No doubt, whether as a mentor or mentee, you will benefit immensely through this journey. Welcome to a life-long experience; Welcome to Operation 1PMS.

Shalom!

Mentor/Mentee Agreement

Mentor _____

Mentee _____

This is a mentoring agreement between _____ (mentor)
and _____ (mentee) in _____
Union, West-Central Africa Division.

Mentor's Responsibilities

1. Be a devoted follower of Jesus Christ in thought, word, and action.
2. Spend at least 1 hour with mentee on monthly basis.
3. Serve as trusted counselor and provide guide for direction in ministry to mentees.
4. Hold mentees accountable to God and to themselves.
5. Admonish and correct mentees in love when needed.
6. Devote time, talent, intellect, financial resources to develop mentees.

Mentees Responsibilities

1. Be a devoted follower of Jesus Christ in thought, word, and action.
2. Be willing and ready to learn.
3. Be available, humble, dynamic, and ready to follow instruction.

Mentor's Declaration

I understand that this is a voluntary relationship and I personally choose to commit to all the terms stated above, especially selfless devotion of my time to the development of my mentee within the parameters of Christ's example and the principles revealed in Scripture.

Mentees Declaration

I understand that this is a voluntary relationship and personally choose to commit to all the terms stated above, including respect for my mentor, and any other (in line with the principles of the Bible) that may arise in the process of this mentoring relationship.

Projected Completion Date of the Mentoring Relationship: _____

Mentor: _____
Signed: _____
Date: _____

Mentee: _____
Signed: _____
Date: _____

Synopsis

Operation 1PMS is about mentoring students and young professionals in the campuses of learning. It is an initiative of the West-Central Africa Division Public Campus Ministries department. Operation 1PMS connotes that One Professional Mentors one Student. It is a divine invitation to older and more experienced professionals who had earlier been in campus settings to share their experiences with the younger generation and also provide physical spiritual, mental and social resources for a wholesome development of the student (mentee) in a personal vulnerable relationship. 1PMS is about real people helping real people and not a sinless, accomplished and elevated professional helping a sinful, struggling and helpless student. Mentors (the professional) are expected to be real and not present themselves as faultless super-heroes. Mentees will learn better and be encouraged in their times of failure when they of the past failures of their mentors.

Rationale

If you need to go somewhere and you don't know your way, then there can be no better helper than one who not only knows the way, but had personally been there. Operation 1PMS is about a professional who had been through campus life mentoring an Adventist student who is trying to be remain an Adventist while navigating through campus life.

What is Mentoring?

Mentoring is about developing people in a *relational experience*. There are many definitions of mentoring according to individual point of view, emphasis, backgrounds, era in history, socio-economic condition, language, tribe etc

Definition: Although there are many definitions of mentoring, I define mentoring as a deliberate, exclusive, rigorous, vulnerable relationship between a mentor and mentee(s) in which the mentor seeks to inspire, empower, and release the mentee(s) toward accomplishing their God-given purpose for their lives and for others.

History of Mentoring

Although some people argue that mentoring began in 800BC, the biblical account informs that it began in Eden. From creation God designed mentoring as a way of life for human beings. In the Garden of Eden God mentored Adam and Eve in their leadership role as mentors for God's creation on earth. There in Eden God did not only show Adam the way, but also allowed to exercise his mentoring skills over all creation on earth. Adam named his wife and all the animals which God had created. As a couple, Adam and Eve served as mentors for their posterity throughout human existence. God calls every parent to mentor or train their children to reverence Him and also be in good relationship with fellow beings.¹ Thus, mentoring predates 800BC.

However, the word mentor developed in Greek mythology with Odysseus who handed over his son Telemachus to his trusted and wise counselor Mentor, while he embarked on a long expedition.

¹Deuteronomy 6:4-9; Proverbs 22:6; Ephesians 6:4.

Telemachus through the counsel of the Mentor became a great leader and warrior in the ancient Greek mythology.²

Mentoring there suggests two basic elements:

- ❖ Relationship – it involves at least two people sharing something in common.
- ❖ Experience – the mentor is more experienced or wiser than the mentee.

Biblical Foundations for Mentoring

- ❖ Mentoring began with God in the Garden of Eden (Gen 2:15-20)
- ❖ Mentoring is a divine imperative (Deut 6:4-9).
- ❖ It is the example of Jesus Christ (Matt 4:19; John 4:1-2).
- ❖

Why Mentor?

- ✚ Mentoring is always about human development - lifting up other people to higher experiences and better approaches to life's challenges.
- ✚ To assist mentees understand and develop their God-given charisma for the fulfillment of the Great Commission
- ✚ Mentoring broadens the learning scope and opportunities through relational experience between a mentor and mentee(s)
- ✚ Mentoring creates opportunity for creative feedbacks in a relational non-threatening atmosphere.
- ✚ Mentoring provides a more conducive and natural learning environment than classroom or lecture hall conditions.
- ✚ Mentoring prepares younger generation for a smooth-takeover of leadership roles when needed.
- ✚

Types of Mentoring

Mentoring takes on a different outlook depending on the nature of the relationship; it can be formal, informal, active, passive, or occasional. Types of mentoring include:

- **Informal:** A causal, less intensive, and often unintentional mentoring experience.
- **Active:** Active mentoring (discipleship, spiritual director, or coach) are usually formal.
- **Passive:** Passive mentoring (contemporary model, historical model) are usually informal.
- **Occasional:** Occasional mentoring on the other hand can be either formal or informal.

Qualifications of a Mentor

- **Passion:** strong love for developing others.
- **Openness:** the ability and willingness try something new.

²Paul Hersey & Kenneth Blanchard *Management of Organizational Behavior* (Englewood Cliffs, NJ: Prentice Hall, 1988), 170. See also Jean E. Rhodes "Mentoring Relationships in Childhood and Adolescence" in *The Journal Primary Prevention*, (1994) 14(3), 187-196.

- **Commitment:** A relentless resolve to follow through on the mentoring process.
- **Accommodating:** Ability to embrace and collaborate.
- **Humility** - A good mentor is not self-seeking or proud.

What Mentors Look for in a Mentee

Mentors desire mentees with certain characteristics needed for the long, painstaking experience of mentoring. These qualities include:

- **Potential**—does the mentee have a prospect for learning and growth?
- **Teachable Spirit**—is the mentee curious and willing to learn?
- **Faithfulness**—is the mentee a committed believer in Christ and one who keeps to his or her words?
- **Character**—is there a consistency between words and actions? Does the mentee know himself or herself enough to engage new ideas and issues of variance in opinions? How committed is the mentee to living by the principles of the Bible?
- **Passion**—how desirous is the mentee about benefiting from the experience? Is there a deep hunger for God?
- **Self-assessment**—what is the self-perception of the mentee and others?
- **Responsibility for Personal Growth**—those who are self-motivated and who take responsibility for their actions (not always blaming others) often make good mentees.
- **Hope**—anyone without hope will most likely lead a meaningless life.

What Mentees Look for in a Mentor

Mentees also seek for certain characteristics in their prospective mentors:

- ✓ **Godliness**—mentees want to follow a mentor whose character is akin to Christ's.
- ✓ **Objectivity**—is the mentor transparent and sincere? Can I plainly perceive his or her strengths and weakness?
- ✓ **Authenticity**—mentees desire to be with mentors who are genuine, real about their humanity
- ✓ **Trustworthiness**—mentees are comfortable with mentors whom they can depend on and trust.
- ✓ **Loyalty**—is the prospective mentor loyal to others in his or her relationships? People who are not loyal to others will have a hard time mentoring.
- ✓ **Servant-hood**—mentees long for mentors who will be willing to sacrifice time, means, wealth of knowledge and understanding for their (mentee's) development.
- ✓ **Confidentiality**—Can I trust my mentor to be confidential about my personal life and secrets that I shall reveal in the mentoring process?

The Mentoring Process

Operation 1PMS requires every enlisted mentor and mentee to spend at least one hour together EVERY MONTH. Where possible, the frequency of the meeting can be adapted to meet individual needs. The time and place of meetings are left to the discretion of the mentor and his/her mentee.

The goal of the mentoring process is wholesome development of the physical, mental, social and spiritual life of the mentee. Therefore, the mentor is intentional in covering these four major dimension of the human life.

Mentoring can be classified into three broad stages namely:

1. **Initiation/Commencement**—Here the mentor initiates the mentoring process in keeping with the example of Jesus who initiated the call of His disciples (Mark 1:17; Matt 9:9). However, in some cases, a mentee can as well initiate the process.
2. **Equipping or Building**—At this stage, the mentor spends time with his or her mentee(s) investing his/her life into the mentee(s)—Mark 3:14. This is the training stage which is critical to any mentor; it is at this stage that the mentee is shaped into the expectation of the mentor. It is the investment stage.
3. **Empowerment/Release**—At this stage the mentor releases the mentee to explore life for himself/herself and thereby become empowered to continue the mentoring chain by also mentoring others (Mark 6:7; 16:15-16; Matt 28:18-20; Luke 10:1).

Benefits of Mentoring

1. Mentoring will aid in checking the rising global threat to church and pastoral leadership—a rapid exit of the young people from the church.
2. It provides opportunities for mentors to shape the next generation.
3. Young people better resonate with Christ's command to His followers to love their neighbors as themselves and His command to go into the entire world and make disciples of every nation.
4. It is an effective of advancing the gospel via multiplication of leaders.
5. It affords mentees healthy environment to develop their spiritual gifts and potentials maximally.
6. It is customized to the needs of the mentee and is flexible.

Challenges of Mentoring

Every mentoring experience is unique – no two mentoring relationship are exactly the same, hence every mentoring relationship is a fresh challenge for the mentor. Mentoring relationship demands that a mentor is authentic and trustworthy.

Some of the challenges include:

- ✚ The notion that leadership is earned over an extended period of time, so that the young people need to “grow into” it.
- ✚ The belief that young people are not prepared to lead today, maybe they will be tomorrow as they grow older
- ✚ The fear of delegating power to the young people on the part of adults perhaps due to the preconceived notion of lack of experience or youth exuberances.
- ✚ The notion that young people may be trusted to perform a specifically assigned task, not to be vested with the privileges of taking decisions as leaders.

Mentoring Nuggets for Mentors

The following are some helpful tips for mentors:

- ❖ God is the Mentor to whom are mentors go for help. Being a mentor does not imply one knows everything or can solve every problem or challenge of a mentee. Therefore, as a mentor, understand that you are not ultimate model for your mentee, make daily effort to depend on the grace and power of God through Jesus Christ. All humans, including mentors are subject to the fallen human nature and any good in us comes from God. Always endeavor to lead your mentees to the true Mentor, Jesus Christ.
- ❖ Mentoring is a way of life. Just be yourself and depend on God to overcome your personal weaknesses. Never try to be like another person, however successful or influential the person may be – BE YOURSELF.
- ❖ Let your mentee know that you are also human and subject to same challenges as his/she, but always aspire to be positive example and influence on your mentee.

Remember that the best way to mentor is to demonstrate by your own lifestyle what you desire your mentee to be.

Mentoring Nuggets for Mentees

As you enter the mentoring relationship as a mentee, here are some nuggets to help successfully navigate the process:

- ❖ Humility is crucial. Humility is a critical factor in any leaning experience. If you are not humble enough to learn from your mentor, then you stand to lose a great deal in the process. When Jesus sought for His mentees, He chose those who were of humble and teachable mind, not those who boasted of their knowledge and in fact throughout His ministry, Jesus devoted much time to condemning arrogant behaviors.
- ❖ Follow through on pieces of instruction from your mentor. Another crucial element in learning is the ability and discipline of following through on instruction. Every instruction is given with a desired outcome in the mind of the one who originates the instruction. When the instruction is not followed, often the intended result is not achieved. The same applies in mentoring. Sometimes, especially in Christian mentoring, the instruction given may not be reasonable, but even in such situations, it ought to be followed.
- ❖ Never consider yourself to be wiser or more knowledgeable than your mentor. In this state of mind, you will not reap the full potential of the mentoring experience.

INVENTORY OF ADULT ATTITUDES AND BEHAVIOR TOWARD YOUNG PEOPLE

(Adapted from *Young voices stronger choice: Promise project's guide to forming youth/adult partnerships* pp. 22-24 by Loring Leifer and Michael McLarney).

Instruction: Based on the opinion scale below, respondents should select the level that best describes his or her own belief or approach regarding each statement and place that number next to it. The inventory scoring instruction is provided on pages

1	2	3	4	5	6	7	8	9
Never		Seldom		Sometimes		Often		Always

- _____ 1. As an adult leader, I engage young people in program decisions when I think this engagement will be growth experience for them.
- _____ 2. It is most appropriate that adults determine what the programs for young people Will be.
- _____ 3. Young people have a vantage point that is valuable for evaluating the success and failure of specific programs.
- _____ 4. In our organizational decision making, adults should make the decisions.
- _____ 5. I believe that allowing young people to participate in organizational roles can open valuable learning opportunities for them.
- _____ 6. As an adult leader, I engage young people in making program decisions at the earliest point.
- _____ 7. Asking young people to review adult-determined program plans will communicate to the young people that the adults respect them.
- _____ 8. Adults are in the best position to evaluate the success and failures of a specific program.
- _____ 9. Youth participation can enhance and enrich the various management roles within our organization.
- _____ 10. Fewer mistakes are made in carrying out a program for young people if adults perform the leadership roles themselves.
- _____ 11. I believe that experiences of young people give them valuable perspective that Can become useful in efforts to plan, operate, and evaluate the way organization functions.
- _____ 12. Asking the opinion of young people will help them sharpen their thinking and

observational skills.

- _____ 13. Allowing young people to assume some leadership roles can help them develop leadership skills for the future.
- _____ 14. In our organizational decision making, adults and young people together should make the decisions.
- _____ 15. I believe that allowing young people to participate in organizational decision making would mislead them into thinking they can influence matters beyond their control.

Reporting

Reporting is another critical element of Operation 1PMS. Mentors are required to email quarterly reports about their mentoring relationship to the WAD PCM department (and copies of the report to Conference/Mission and Union PCM Directors) @ wadpcm@wad.adventist.org, to facilitate the process of evaluation which is critical to the growth and sustainability of Operation 1PMS. The Mentor Record Keeping Spreadsheet below is intended to facilitate the process of record keeping for easy access when report is due to be sent to the WAD PCM department. It is important to utilize this Mentor Record Keeping Spreadsheet as this will also help the mentor to track the progress of the relationship. They have been designed to run the year (January to December).

Similarly, mentees are encouraged to use the Mentee Record Keeping Spreadsheet to facilitate the process of record keeping. It is important to utilize this Mentee Record Keeping Spreadsheet as this will also help the mentee to track the progress of the relationship. They have been designed to run the year (January to December).

Mentor Record Keeping Spreadsheet - January

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - February

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - March

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - April

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - May

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - June

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - July

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - August

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - September

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - October

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - November

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentor Record Keeping Spreadsheet - December

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - January

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - February

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - March

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - April

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - May

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - June

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - July

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - August

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - September

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - October

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - November

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Mentee Record Keeping Spreadsheet - December

Date of Meeting	Place of Meeting	Time Spent	Focus of Meeting	Remarks

Evaluating the Mentoring Process

Evaluation is another critical aspect of mentoring. To evaluate is to examine or judge with an intent of ascertaining the worth, significance or value of the mentoring process. In fact, without evaluation, there will not be any growth in the mentoring experience. Evaluation is to be interwoven with the entire process and especially toward the close of the mentoring process.

Some issues to consider in Evaluation a Mentoring Process

- ❖ Have you grown in any after involving in the mentoring program?
One of the indicating factors of successful mentoring relationship is the growth of the people involved in the mentoring relationship, especially the mentees. If the mentee remains at the point he or she was before the mentoring relationship, then the mentoring relationship could be described as failed. Whatever, the setting and time, mentoring must result in some form of change.
- ❖ Was the program spiritually rewarding?
The goal of Christian mentoring is to help the mentee develop and grow in his or relationship with God that is the ultimate purpose of human existence (Eccl 12:13-14). Therefore, the spiritual impact of a mentoring relationship is a critical issue to consider in the evaluation of any mentoring relationship.
- ❖ Did the program help you identify your areas of strengths and weaknesses?
Because mentoring relationships generally engender atmosphere of trust, acceptance and love, it provides safe environment for vulnerability of the mentee as well as for the mentor. Healthy mentoring relationships provide opportunities for honest assessment of strengths and weaknesses for mentees and mentors.
- ❖ Which aspect of the mentoring experience was most beneficial to you? Explain.
Creating opportunity for the mentee and mentor to freely express their most beneficial experiences can be eye-opener for areas of improvement in subsequent mentoring relationships. Therefore, let occasion be provided free expressions.
- ❖ Is there something you would have done differently? Explain.
It is important not to take things for granted no matter how wonderful any mentoring relationship would have been; there may be some “grey” areas to be amended. It helps to let mentees suggest some other ways they would have loved an issue tackled or something done. Such moments usually provides insights that may have been previously hidden from a mentor.
- ❖ Are there parts of the program that you think should have structured better? Explain.
It is human to be imperfect and the earlier we admit this reality the better for us. Mentors should not feel threatened to be vulnerable and ask for ideas of improvement from their mentees. After all, there are certain perspectives, experiences or insight that mentees may have from their position in the relationship

that a mentor may never have. Therefore, a mentor should be vulnerable enough to seek the opinion of mentees for improvement in subsequent mentoring relationships.

- ❖ What is your overall perception of the program? Comment. It also helps to give a mentee the opportunity to evaluate the entire relationship and pass a judgment based on the mentee's experience in the course of the relationship.

Closing the Mentoring Relationship

It is normal human reaction to experience some sense of reluctance, sense of loss, and even resist ending a relationship, especially one that has been cordial. Mentoring is not an exception to the rule. Perhaps this explains why little has been written on this aspect of mentoring. Kram describes it as a “disruptive” but important aspect of the mentoring relationship that is essential for the growth of the mentee and even the mentor. In fact, Levinson, et al insist that mentoring relationships often terminates in doubt and contention. However, they perceive such experience as beneficial because it forces the mentor and mentee into other relationships that opens up opportunities for new experiences of development.³ It is even more disruptive and challenging for those who have difficulty with closures in relationships.

Nevertheless, ending, or rather transforming⁴ the nature of a mentoring relationship is both critical and rewarding to both the mentor and mentee.

³Daniel J. Levinson, Charlotte N. Darrow, E. B. Klein, E. B. Levinson *Seasons of Man's Life* (New York, NY: Knopf, 1978),

⁴Transforming indicates the necessary change that must occur so that a mentee or mentees are release to explore define their own lives and/or skills developed during the active mentoring I qualify mentoring process with the word “active” because even after the official mentoring process is over, the relationship may continue but definitely in a different level or dimension.

POST MENTORING EVALUATION FORM

Have you grown in any after involving in the mentoring program? Explain

Was the program spiritually rewarding? Explain

Did the program help you identify your areas of strengths and weaknesses?

Which aspect of the mentoring experience was most beneficial to you? Explain

Is there something you would have done differently? Explain

What is your overall perception of the program?

1. Very bad; 2. Bad; 3. Good; 4. better; 5. Very good

Are there parts of the program that you think should have structured better? Explain

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MENTOR'S REPORT QUARTERLY FORM**FIRST QUARTER**

Number of Times Met	
Number of Hours Spent	
Strengths Observed in Mentee	
Weakness(es) Observed in Mentee	
Is Your Mentee Making Progress?	
General Remarks about Mentee	

MENTOR'S REPORT QUARTERLY FORM**SECOND QUARTER**

Number of Times Met	
Number of Hours Spent	
Strengths Observed in Mentee	
Weakness(es) Observed in Mentee	
Is Your Mentee Making Progress?	
General Remarks about Mentee	

MENTOR'S REPORT QUARTERLY FORM**THIRD QUARTER**

Number of Times Met	
Number of Hours Spent	
Strengths Observed in Mentee	
Weakness(es) Observed in Mentee	
Is Your Mentee Making Progress?	
General Remarks about Mentee	

MENTOR'S REPORT QUARTERLY FORM**FOURTH QUARTER**

Number of Times Met	
Number of Hours Spent	
Strengths Observed in Mentee	
Weakness(es) Observed in Mentee	
Is Your Mentee Making Progress?	
General Remarks about Mentee	