

MENTOR – MENTEE RELATIONSHIP (MMR) AND PLACEMENT GUIDE

1. INTRODUCTION

One of the greatest responsibilities and privileges of Kingdom leadership is to invest in the training of future leaders. The Apostle Paul was well aware of this responsibility and modelled it in his relationship with Timothy, Titus, and others. However, this model didn't begin with Paul! The Bible gives us the powerful examples of Moses and Joshua, Elijah and Elishah, and our Lord's training of the twelve.

The advance of faithful ministry from generation to generation is similar to runners in a relay race who pass along the baton from runner to runner. In this case, the baton Paul refers to includes "the things you have heard from me." This must refer to the entire apostolic testimony from the Gospel of Jesus Christ and Him crucified, to the specific directions given to care for His flock. It includes orthodoxy (right doctrine) and orthopraxy (right practice).

Paul reminds Timothy to "entrust" these matters to faithful men. The verb translated entrust means "to commit for safekeeping." Note that his concern extends to four generations: Paul(1), Timothy(2), the "faithful men" Timothy teaches(3), and those taught by them(4). As a ministry leader, you are the fruit of generations of those who have faithfully followed this admonition.

Please note, the mentor-mentee relationship is not just one for passing on professional skills or knowledge, but one of love and fellowship between two Christians who seek to help each other know and love Christ better.

If you are reading these words, you have probably agreed or are considering serving as a "mentor" with Living Word Uganda Apprenticeship Ministry Training. This is one important way of passing along this precious treasure to those "who will be able to teach others also."

The purpose of the guide is to give you an orientation to Apprenticeship Ministry Training (AMT) mentorship strategy.

1.1. What is MMR?

There are many words that could be used to describe the process of training and equipping others. But first, who is a 'mentor'?

The Mentor

A mentor is "a wise and trusted counsellor or teacher." This is usually a mature and more experienced Christian who intentionally aims to pass on his/her experience and skills to another (Mentee). This definition highlights three primary attributes of an effective mentor in our context.

- a. **Godly wisdom:** This is wisdom gained from ministry experience, which then becomes a key asset for training others. As you consider how to help an apprentice grow, ask yourself the question, "What do I know now about ministry that I wish I had known a lot earlier in my ministry life?" Undoubtedly, many of these things are wisdom issues that you learned by experience or years of studying and applying God's word. They are often the things that are now "second nature" to you, but can be quite intimidating to an apprentice. Some things can only be gained by experience, but there are many others that you can convey in the context of a mentoring process.
- b. **Teacher/Model:** As a teacher, you will be communicating truth in the context of practical ministry, rather than merely in the abstract. As a mentor, you will be modelling not only ministry skills, but also character exemplified in godly living and attitudes toward His work and His people. In 2 Thessalonians 3:9, Paul described himself as a "model" for the believers to imitate. The word translated "model" originally referred to the "visible impression of a stroke or pressure." The student you mentor will carry much of what is seen in your example into a lifetime of ministry. As such, you are making an "impression" for a lifetime.
- c. **Trusted counsellor:** These words highlight the importance of the relationship between you and the apprentice. Hopefully, your one2one mentoring meetings will become more than merely a "check-up" on ministry objectives. Ideally, the apprentice will bring personal struggles, pastoral issues, desires and ambitions and other challenging questions to the mentoring meetings.

The Mentee (Apprentice)



The apprentice will be a (mostly) younger person who is at the beginning or early stages of ministry. He/ she will spend two days a week attending lectures with Living Word Uganda. In these lectures we will focus mainly on learning how to handle and teach God's Word faithfully, learn how to write and preach a faithful sermon and focus on interpretation of God's Word in its different aspects.

The apprentice will be required to put the learnt into practice and apply it to practical ministry of a local church. Since the apprentice is likely to have little ministry experience it will be very beneficial for him/ her to be mentored by a more experienced minister who can challenge and encourage the apprentice in his growing skills and knowledge as a minister.

The apprentice will spend 2 days a week attending lectures with Living Word Uganda. He/she will be required to put into practice and apply the knowledge and skills learnt in the practical ministry setting of a local church.

A. THE PLANNING STAGE

At this stage the mentor, in consultation with the apprentice, sits down to plan exactly what will be included in the MMR process.

Be clear on the duration: In order to start this process well, the mentor and apprentice will need to agree on the starting and ending dates for this particular MMR experience. This allows for adjustments and fine-tuning in the tasks and goals of the ministry experience over time. Agreeing on the time period will help you determine the total number of meetings you would like to have during the AMT.



Set a Weekly Schedule: Be clear and list the apprentice's specific ministry responsibilities week by week.

These are the responsibilities/activities that are required for holistic apprentice training. They are designed to provide a fairly comprehensive picture of pastoral ministry competencies and responsibilities. It should not be expected that they can all be completed in one MMR duration, but they could easily be covered over the course of the entire MMR. One should feel free to work with the apprentice to tailor the experience to their perceived ministry calling.

Important note: In coming up with a weekly schedule, please strive to find the balance between what the church needs and the experience that the apprentice needs to be prepared for a lifetime of ministry. For example, it is important for apprentices to gain preaching experiences outside of the AMT classes.

As a mentor, please be concerned about finding this balance for the sake of the apprentice and the people that they will eventually serve.

When you have agreed on what the apprentice will do, fill out the rest of the "Weekly Schedule". This should include the apprentice preparation time for

sermons, meetings, Bible studies, prayer, fellowships etc., as well as the one2one meeting time with you and other required meetings. Be as specific as possible but allow for sufficient flexibility.

The goal is to show the bottom line activities and responsibilities per week that the apprentice will be responsible to complete.

Reporting and Accountability: When discussing ministry responsibilities with an apprentice, it is extremely important that you let the apprentice know to whom they are directly accountable for their duties whether it be an elder, another staff person, or yourself. You should also be sure that this individual understands the apprentice's roles and responsibilities.

This will help preclude embarrassment or hard feelings among all involved. Also, please be certain to communicate the resources available to the apprentice to accomplish these ministry duties. Is there a budget for this aspect of ministry? What is the process for securing these resources?

Set MMR Goals: Remember the goal for MMR is for the apprentice to grow in three main prerequisites of Christian ministry i.e Competence, Conviction and Character. It will therefore be helpful to set learning goals for these to be achieved. You will have to be intentional. Again, you should work on this with the apprentice.



Competence: The goals should certainly include things for the apprentice to do. A competency (doing) goal might include "Lead the Youth Ministry including weekly fellowship group meeting and coordination of small groups."



Conviction: It will include comprehension (knowing/belief) goals. Such a goal might be "Read a book on missions or infant baptism or justification etc. and discuss with mentor." Or there might be a particular book that you have found helpful that you could work through together from week to week. The aim of this is to be able to guide the apprentice, teach and correct them, where necessary, on flawed beliefs, misconceptions and misunderstandings such that their faith and knowledge can be grounded in the truth of God's Word.



Character: We must also be concerned with character (being) goals. These might be more difficult to write, but may be among the most significant aspects of the apprentice's personal growth. Such a goal might be to "become more patient with people with whom I don't necessarily or connect agree."

As you well know, these are often overlooked, but you also know that these are foundational and fundamental of a lifetime of fruitful ministry. Merely sharing your struggles and successes in your personal walk with the Lord and your family life will make a profound impact on the student for years to come. Where necessary a mentor should be able to lovingly rebuke and challenge character flaws that will be detrimental to the apprentice's future ministry.

We hope that by doing this we shall be able to nurture and help apprentices bear fruit in light of the gospel taking root in their hearts. We do not want to raise professionals but servants who have received the gospel, have been changed by it and their lives show the fruit of that process.

B THE MENTORING/ MINISTRY STAGE

There are four elements of an effective MMR. Instructing, Modelling (or Demonstration), Observation and Evaluation.

Stage 1 and 2: Instruct and Model

Here the mentor's responsibility is to instruct and demonstrate.

INSTRUCTION is the aspect of mentoring in which you communicate what the apprentice needs to know in order to successfully accomplish the task. Whenever possible, strive to discuss biblical principles that support and direct this particular aspect of ministry.

There are many examples that we could use, but let's use the example of a hospital visit. The instruction element (or part) would be talking to the student before you go on a visit about the importance of the hospital visit, what you do (and don't do!) on such a visit, and other important practical matters (what Scripture texts to read, how long the visit should last and sensitivity regarding what to talk about.

MODELLING: All of the matters listed under instruction could be communicated in a classroom, but in the mentoring experience, the apprentice actually accompanies you in the ministry experience. Using our example, take the apprentice on hospital visitation where you demonstrate what you have talked about. You are presenting a model for the apprentice to follow. This aspect of mentoring is crucial to the process. Be sure to talk about the visit on the way home and reflect on the things you have already discussed concerning hospital visitation. Undoubtedly, there will be some variations on what you discussed earlier. If the apprentice has any questions to ask, this is the right time.

Most of the apprentice's learning experience at the local church will happen as the Mentor instructs and demonstrates, the apprentice asks questions and gets feedback.

Stage 3 and 4: Observe and Evaluate

After sufficient instruction and opportunity to demonstrate or model the ministry skill, move to the two other vital elements:

- In **OBSERVATION** you, as the mentor, now observe the apprentice in ministry. Using the example of the hospital visit, the apprentice now takes the lead, though you still go along to observe. You should agree on exactly what the apprentice will do beforehand so that there are no surprises, though such surprises can often be very educational!
- **EVALUATION** then follows as you discuss the visit. Be sure to lead with encouragement ("that was a beautiful prayer") but also let the apprentice know how the visit could have been improved ("don't sit on the hospital bed!").
- Effective mentoring must include all four of these elements. While certain ministry tasks require a greater emphasis on one element than others, each of us has a natural tendency to neglect at least one of the elements. The wise mentor will evaluate his tendency and compensate accordingly. Also, the elements are not mutually exclusive but interdependent. There is a sense in which the whole experience is instruction. The evaluation phase is actually a form of instruction which essentially begins a new mentoring cycle.

As you move through the four elements of mentoring, the mentor moves from active to passive whilst the student moves from passive to active.

One2One Mentoring Meetings

Having regular mentoring meetings with the apprentice is crucial. These times are the dynamic in the ongoing mentoring process outlined above. The key to the success of a MMR experience is the relationship between the apprentice and the mentor. The One2One Meeting is a key to developing and deepening this relationship. Therefore, a regular weekly time is ideal, but meetings should occur no less than monthly. You should be encouraged to spend the first meeting discussing the challenges of maintaining personal spiritual vitality in ministry and the second meeting discussing the challenges



of family life when in ministry. Prayer for one another should be a regular element of these times together.

Mentoring meetings are also crucial inasmuch as through them you communicate your “heart” for ministry, i.e. your heart for the Lord and your heart for His people. You well know that without this heart motivation, ministry can deteriorate from being a joy to a grievous burden. Please be encouraged to communicate the challenges that you face in keeping these motivations alive and fresh.

Can others be involved in the “mentoring” process? You should be encouraged to include others in the church from whom the apprentice can gain valuable training. For example, if the apprentice is teaching Sunday School, it would be good to have the children’s pastor for example provide part of the instruction, supervision, and evaluation. Please be sure that there is clear communication to the apprentice and the ministry leader concerning matters of responsibility and accountability.

Some churches have faithful and committed lay people who could provide support, guidance, and feedback throughout the ministry experience and have the opportunity to participate in the final evaluation stage.

C. THE FINAL EVALUATION STAGE

As you have already seen above, learning while serving and evaluation should be ongoing throughout the mentoring process. However, the Final Evaluation stage is designed to reflect on the experience as a whole. Specifically, this is when you and the apprentice review the progress made toward achieving the goals agreed to in the MMR experience.

There are two evaluations to be completed:

a. Final Evaluation: Apprentice

This provides an opportunity for the apprentice to reflect on his/her ministry experience. Encourage the apprentice to be very honest and transparent (another important characteristic of a fruitful servant-leader!). The apprentice will also fill a form that provides an opportunity for him/her to give the mentor feedback on the mentoring process. Encourage the apprentice to be honest in this as well!

b. Final Evaluation: Mentor

This is the mentor’s opportunity to summarize strengths and weaknesses in the apprentice’s progress toward formation for ministry. Again, please lead with positive encouragement before some of the more sensitive observations that you

might need to make. If you have been able to develop a productive working relationship there should be no major surprises in these evaluations.



Hopefully, you will have already noted the apprentice's strengths and weaknesses as you have met together over the course of the ministry experience. However, it is very important to the apprentice and those to whom he will minister in the future that you are forthright about areas for improvement.

Sometimes, though rarely, you will encounter an apprentice whose general suitability for ministry will be difficult for you to encourage. Again, be honest but gentle. More often than not, the weaknesses you observe in ministry skills are matters that will improve as the apprentice gains more experience. Your help has provided an exponential leap already.

In this evaluation, please do not ignore weaknesses in the areas of character or spiritual maturity. As mentioned above, these are the issues that are most likely to undermine future ministry and the concern is to aid the apprentice’s growth in competency, conviction and character.

THE LOCAL CHURCH PLACEMENT (LCP)

In preparing practitioners in the field of medicine, it was discovered that studying medical texts alone, was not sufficient to train prospective physicians. It was determined that the most effective means of training and equipping doctors was to work together with practitioners in a hospital setting. Students would see real patients under the supervision of experienced physicians, learning the “practice” of medicine. These hospitals have come to be known as “Teaching Hospitals.”

In the same way, academic studies alone are not sufficient to prepare individuals for a lifetime of ministry. It is crucial that those training for ministry have the opportunity to put what they are learning in the classroom “into practice” in the context of a living congregation under the watchful care of an experienced ministry mentor. **This is the fundamental rationale for Apprentice Ministry Training (AMT) program.**

The Local Church Placement (LCP) are churches that share the commitment and the blessing of preparing the next generation of gospel workers and are willing to commit their resources to accomplish the task.

AN IDEAL LOCAL CHURCH PLACEMENT

1. A Committed Mentor

While this level of commitment from a mentor might appear demanding, it is not unrealistic to expect a sincere investment of time and wisdom into the lives of the next generation of church leaders.



Not every minister or pastor has the “passion,” the patience, or the time for such an endeavour. On the other hand, there are many who are willing to share their lives and ministries for this purpose. Paul reminded Timothy that “the things which you have heard from me in the presence of many witnesses, these entrust to faithful men, who will be able to teach

others also” (2 Timothy 2:2).

As Paul wrote these words, he was modelling the very principle he was urging upon Timothy. He shared his life and ministry with Timothy and others, preparing them for fruitful ministries of their own. The committed ministry mentor embraces the opportunity to invest in “faithful men” for the sake of the church-at-large.

The willingness of a Pastor or Elder to spend time mentoring an apprentice is the single most important element of the Local Church Placement. Even as a medical student does “rounds” with an experienced physician, ministry apprentices need the time and commitment of a mentor who will help him/her by taking him through the “rounds” of ministry.

It is not enough to offer only ministry experiences, rather a mentor should also provide feedback to the student through encouragement and constructive criticism. This takes time. Ideally, the mentor and mentee would meet regularly (the ideal is weekly) to review the past week’s activities.

2. A Committed Congregation

The desire to mentor prospective ministers must not belong merely to the pastor or and elder, but should be shared by the entire congregation. It might be said, “it takes a flock to shape a shepherd.” The confirmation of an individual’s gifts and calling by the church is crucial to persons seeking God’s direction for future service.

Congregations need to be brought to appreciate their importance in this process. An ideal Local Church Placement understands this and is committed to being an integral part of the process of developing faithful gospel leaders. This is important inasmuch as the sheep will need to be supportive in the understanding that apprentices are “learning” and, as such, probably will not be as “competent” or as “polished” as they eventually will become.

The congregation should be willing to welcome, accommodate and offer fellowship to the apprentice within which he/she can thrive as he/she serves the church. The congregation should be able to encourage, walk along side and support the apprentice in his endeavours as a brother/sister in the Lord and as their servant.

They will need to be willing for an apprentice to be involved in every appropriate aspect of pastoral ministry from preaching to visitation to attendance at various meetings of the church. The ministry of the apprentice should be perceived as a vital investment for the benefit of the church world wide. This “up front” understanding and commitment is crucial to an effective mentoring ministry.



3. Commitment of the Local Church Placement (LCP)

The local church commitment is expressed in two steps:

Step 1: Apprentice Participation - We shall require each apprentice to secure the signature of a pastor of the sending or placement church to confirm the apprentice regular attendance in the worship services of that church.

Step 2: Apprentice Ministry –Step 2 of the Church Commitment indicates the willingness of the local church to provide those opportunities for ministry as well as supervision and evaluation of the apprentice’s ministry.