



# Definitions and Types of Mentoring



## Themes in This Series:

### **Book 1: Incorporating Mentoring in Your Youth Ministry**

Introduction to the purpose and philosophy of this resource along with a guide for implementing an intentional mentoring program in your school, church, club, workplace or other organisation.

### **Book 2: The Need for Being Connected**

An exploration of current statistics regarding the behaviour crisis facing today's youth and the answers presented to us through empirical evidence.

### **Book 3: Definitions and Types of Mentoring**

An introduction to the history and use of the term "mentoring" and an examination of mentoring applications in today's culture.

### **Book 4: Benefits of Mentoring**

An overview of compelling reasons for being involved in mentoring.

### **Book 5: Being a Mentor**

Basic principles and practical tips for being a mentor. This is considered fundamental information for those involved in any mentoring situation.

### **Book 6: Being a Mentor Partner**

A preparation presentation for those who want to find a mentor for themselves or for those who will be entering a mentoring relationship.

### **Book 7: Passing On Values**

Guidelines and practical tips for assisting the mentor in passing on positive values to a mentor partner.

### **Book 8: Listening Skills**

An interactive tutorial on developing crucial fundamental listening skills for all relationships with information on dealing with crisis situations and mandatory reporting.

The **Bsomebody2someone** Mentor Training Series was originally developed in connection with 'Getting Connected,' a project of ADRA Australia. It has been adopted and reshaped by the General Conference Youth Ministries Department to be implemented globally.

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Published by the General Conference Youth Ministries Department

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First edition: ADRA Australia, 2007.  
Second edition: ADRA Australia, 2007.  
Third edition: General Conference Youth Ministries Department, 2015.

Printed in the United States of America.



Bsomebody2someone

Mentoring Training Series

## A Note from the Director

The significance of mentoring in the context of intergenerational youth ministry has been one of the main topics of discussions in credible youth forums and literature recently. Youth professionals have long concluded that what has been characterized as the 'One ear mickey mouse' approach to ministry, where young people are isolated from the rest of the congregation and placed in an environment that is 'supposedly' conducive to their spiritual development, is a fallacy, in spite of all good intents and purposes.

While it is recognized that the 'isolationist' approach was a pragmatic reaction to the many challenges that youth leaders were encountering in an age of unprecedented change, its long-term effects have not proved to be beneficial for the body of Christ. There is a current call to a return to more family and intergenerational-based approach to youth ministry. It calls for the collaboration of youth professionals, volunteers, parents, pastors and the church at large. This might be the longer, more arduous road to travel, but it is the one prescribed in the Scriptures, the one that will prove to pay eternal dividends.

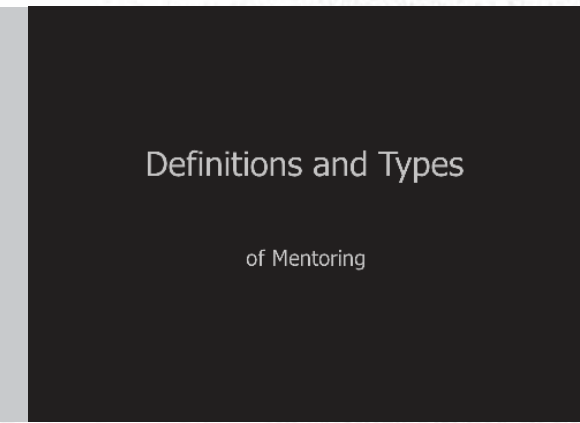
**Bsomebody2someone** is a valuable tool in your hands to assist in this paradigm shift in youth ministry.

**Bsomebody2someone** is a series of training presentations designed to enable individuals and groups to intentionally engage in mentoring, both to find a mentor for themselves and to be a mentor for others.

This resource package consists of seven presentations for use in groups to educate, inspire and equip mentors and mentor partners. Each presentation is a discreet topic on its own and is produced as a set of PowerPoint slides with notes for the presenter. Our intention is that anyone interested in mentoring can use this package. No previous training or special knowledge is required to present this material or lead a group in its exploration of mentoring. There are some activities written into the notes. These activities are optional, but they are given with the intention of applying the concepts presented and engaging the group in the learning process.







## A Note from the Director *(continued)*

The topics in the series are listed in order of suggested presentation for a complete training package. However, not all topics will be required for all mentoring applications. Examine each presentation and use those that will be most useful to you.

The time required to move a group through each presentation will vary according to the group and the leader. If a presenter uses the activities provided and adds time for discussion and other activities, each program could stretch to one or more hours. Of course, the presentation could be as short as the time it takes to click through the slides. Remember, the more the group processes, discusses and absorbs the information on each slide, the more effective the material will be.

Sincerely,

Gilbert R. Cangy, Director  
General Conference Youth Ministries Department

**Note for leaders:** *For the second activity in this booklet ("Definition of Mentoring"), you will need some old magazines, scissors, glue, markers, and half sheets of poster board or sheets of card stock for each table.*

## Topics

- Common mentoring terms
- Mentoring definition
- Types of mentoring
- Mentoring in history

This presentation gives a foundation for understanding what mentoring means historically and in practical terms today. The chart outlining types of mentoring explains how mentoring works in different types of relationships and how it can develop from one type to another.





### What Is a Mentor?

“Mentor” isn’t as common a word as some others we would more commonly use for people in a similar role:

- Coach
- Tutor
- Teacher
- Advisor
- Friend

A mentor is one of these people who also takes a specific interest in the development of another person.

## What Is a “Mentor”?

The word ‘mentor’ has not been used a great deal in modern western culture — some may not even be familiar with its meaning. Instead we tend to refer to roles that a mentor might have in another person’s life, and then speak of the influence that person has. For instance, we might refer to the boy’s football coach (the role of the adult) as taking an interest (positive influence) in the boy’s life.

### ACTIVITY: WHAT DID YOU CALL THEM?

*Are there other words you can think of for the influential roles people play in our lives? Take some time to talk about it as a group and add more words to the list above. You might add words like ‘trainer’, ‘youth leader’, ‘aunty’, ‘uncle’ or even ‘boss.’*

*Ask everyone in the group to think of five people outside of their immediate family who have been influential in their lives. Ask them to write down their names and the title or relationship they had with that person (without using the term, ‘mentor’).*

*Then ask them to get into groups of 4 or 5 and as a group make a list of all the different kinds of titles or relationships they have collectively. Compare the lists of each group — if you have a board to write on, you could list them all.*

*The point is to realise that we tend to use many different terms to describe people of influence in our lives. But they all act as mentors when we allow them to be a positive influence in our own lives.*

## A Mentor Is Also...

A mentor is more than just a coach or a teacher, or even a relative. A mentor is a person who is in one of those influential roles, but ALSO takes an interest in the development of another person.

The key word here is ‘also’. This is a person who comes into contact with us somehow, but ‘also’ takes an interest in who we are.

### An anonymous mentor story:

I was asked recently who my mentors in life had been. I found it pretty easy to answer. I couldn’t think of any.

It seems that sometimes when you don’t feel really proud of who you are it can be hard to think of people who thought you were special. Sure there were people who I was close to but since I did not value them as special to me I didn’t feel I could count them as mentors in my life. There were also people who thought I was special and that was nice but these were the type of people who thought everyone was special. To have someone as a mentor to you, it’s nice to think that they see you as a bit more special than the others.

But after having had several weeks to think about this question from time to time, I have been able to remember someone. It was actually two people: a couple who seemed to always care about my life. They consistently wanted to know what I was up to and what I had done since the last time we met. In fact, they still do. They still genuinely care about my life and always love to comment on how far I have come since being a kid.

I’m not sure why I didn’t recognise them as mentors. When I was growing up I knew these people were nice to me, but now with a little more wisdom I look back and see how important they really were. Their love for me helped shape who I am. They are more amazing and valued in my life today than ever before. Just knowing that all those years ago they thought I was someone unique gives me a warm feeling that is hard to explain.





### Definition of Mentoring

*Mentoring is an intentional relationship where one person encourages another to realise their potential.*

## A Mentor Is Also... (continued)

**DISCUSS:** Did the fact that the writer couldn't think of a mentor mean that there were none? From what is written, name some of the key factors in this mentoring relationship. How did the couple show they were interested in the writer? What guesses can you make about how the mentors 'shaped' the life of the writer? Why do you think it is important that the couple viewed the writer as 'unique'?

## Definition of Mentoring

In this definition of mentoring, the word 'intentional' is important. A mentor is intentional about being a positive influence in another person's life. The intention is positive and encouraging.

Mentoring is also a relationship. It involves two people who interact with each other. A mentor can invite a relationship, but cannot force or create it as an individual. There must be a response from the other person.

A mentor encourages another person to realise potential. Mentoring is positive. A mentor sees potential and fosters it. A mentor is there to acknowledge potential and intentionally seek to develop it in another person.

**ACTIVITY:** Divide into pairs (try to meet somebody new!) and decide between the two of you what you see as the three most important words in this definition. Using the magazines, scissors, and markers at your table, make a poster that artistically represents the three words you think are most important or make a collage that represents the whole definition. Share some of your posters with the whole group. This exercise will often enrich the meaning of mentoring in your own mind.





## Mentoring... the 'other' person

- Mentor: Mentee
- Mentor: Mentoree
- Mentor: Protégé
- Mentor: Partner

## Mentoring... the “Other” Person

While defining the word 'mentor', it is useful to decide what to call the 'other' person in a mentoring relationship. A number of terms are used in mentoring literature. Among them are the names you see on the slide: Mentee, Mentoree, Protégé.

For the purposes of '**Bsomebody2someone**', we prefer the term 'mentor partner'. The word 'partner' seems to have a more relational connotation, and is a more easily acceptable term for young people, so we'll use it.

## Intentional Mentoring

A Model of:  
Types of Mentoring  
through the process of  
Invitation and Response

## Intentional Mentoring

We would like to present a model of mentoring that may help explain the different ways (or types) of mentoring that commonly occur in everyday life.

We have described mentoring in this model as a process of invitation and response. That is, one party takes an interest, remains open or 'invites' another person to be in a positive, supportive relationship. If the other person responds positively, the two can then enter a mentoring relationship.





### Mentoring is a process of Invitation and Response

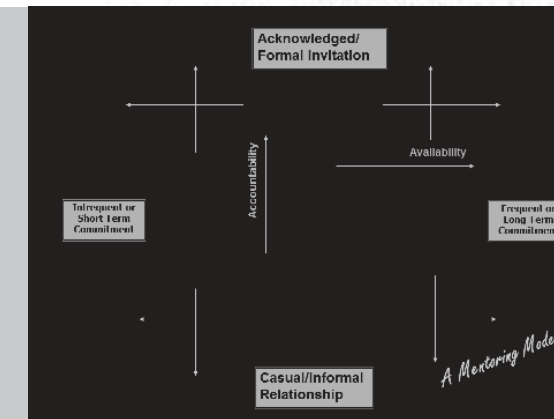
- One person invites another to be a part of their life and the other person either accepts or rejects that invitation.
- For instance, an older person may 'invite' a younger person to learn from them, to be encouraged by them or just spend time together. The older person is 'offering' to be a mentor to a younger mentor 'partner'. The younger person can accept or reject the offer.
- Or — a younger person could ask (or 'invite') an older person to be a mentor for them. The older person also has the right to accept or reject the offer.

## Mentoring: Invitation and Response

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## Mentoring Relationships

**Either way, the relationship can take a number of forms.**

It can consist of frequent contacts and may last for a long period of time. Or it might consist of only occasional contact, or happen only once for a short period of time.

On a different continuum, the relationship could be quite casual and not even be acknowledged as a 'mentoring' relationship. It could also be quite structured or formal so that both people clearly know their roles in the relationship.





## Major Types of Mentoring

- Informal Mentoring:** Older person takes interest in adolescent/youth without being formally invited by the younger person.
- Invitation/Mentor: I'm interested in you
  - Response/Partner: I recognize you as a positive person in my life
- Situational Mentoring:** Mentor and partner involved together in an activity for a period of time.
- Invitation/Mentor: I'll show an interest in you
  - Response/Partner: I may or may not acknowledge you as a mentor at this time
- Invitational Mentoring:** Partner and mentor engage in formal mentoring relationship.
- Response/Partner: I would like you to be a mentor in my life
  - Response/Mentor: I will commit to being involved as a mentor in your life
- Life Mentoring:** Partner and mentor develop an ongoing relationship leading to a more equally balanced friendship.
- Invitation/Partner: I will continue to value you as a mentor in my life
  - Response/Mentor: I will allow our mentoring relationship to develop into a friendship

## Major Types of Mentoring

The text below outlines the major types of mentoring that exist in our society. Please note that the PPT animation for the slide looks different from the slide above.

### Informal Mentoring

An older person takes an interest in the life of an adolescent or youth without being formally invited by the younger person. This is the most common mentoring, one that most of us do naturally. Most of us will remember people who were interested in us from childhood who could also be termed, 'informal mentoring'. Notice that informal mentoring is low in formal acknowledgement, although it could be either long or short term. In real life, this is the mentor who is in our lives and taking an interest in us, but we may not acknowledge it as formal 'mentoring'.

#### Invitation — Mentor:

*I'm interested in you*

#### Response — Partner:

*I recognise you as a positive person in my life*

### Situational Mentoring

Mentor and partner are involved together in an activity for a determined period of time. This is the kind of short term mentoring relationship that happens often at school, or at a camp, or sometimes in a sporting club. The relationship only lasts for a short period of time, and it may or may not be formally acknowledged.

Again, in this type of mentoring, the mentor is offering to be a positive influence in the life of the younger person. That invitation may or may not be accepted.

#### Invitation — Mentor:

*I'll show an interest in you*

#### Response — Partner:

*I may or may not acknowledge you as a mentor at this time*

### Invitational Mentoring

Partner and mentor engage in a formal mentoring relationship. This type of mentoring relationship is one where the mentor partner asks a person to be a mentor. It is quite different from the other two because now the partner is inviting a mentor to be a part of his/her life. Since there is a formal, or at least acknowledged invitation, this type of mentoring remains at the top of the graph, although it could either be long term or only for a short time period.

#### Response — Partner:

*I would like you to be a mentor in my life*

#### Response — Mentor:

*I will commit to being involved as a mentor in your life*

### Life Mentoring

Partner and mentor develop an ongoing relationship leading to a more equally balanced friendship. The fourth main type of mentoring. In this situation, the mentoring relationship has evolved over a period of time so that the relationship turns more and more into friendship and becomes more 'equal' with time.

#### Invitation — Partner:

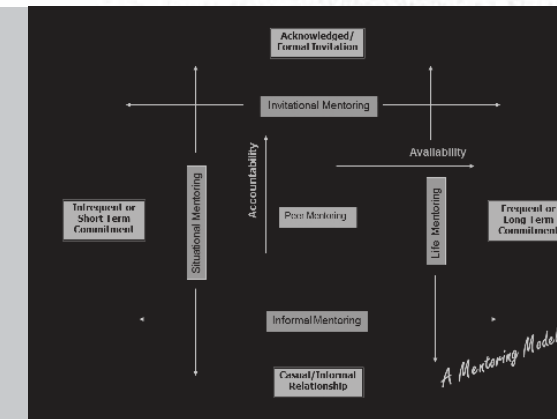
*I will continue to value you as a mentor in my life*

#### Response — Mentor:

*I will allow our mentoring relationship to develop into a friendship*







## Major Types of Mentoring *(continued)*

In this model, a mentoring relationship can progress from one type of mentoring to another. Informal or Situational mentoring could develop into an invitational mentoring relationship. In that situation, a relationship will have already begun — and then the mentor partner would have asked the mentor to formally be a mentor.

Mentoring can also continue to develop into life mentoring. What may have started as a young person and an adult mentor might finish years later as adult friends in a lifelong mentoring relationship.

### Peer Mentoring

The one type of mentoring left to discuss is peer mentoring. This is a completely equal mentoring relationship. It is more than a friendship because the two parties (partners) agree to 'intentionally' (remember the definition) support each other in order to develop their full potential. They will hold each other accountable, support and encourage each other.

## A Mentoring Model

**ACTIVITY:** Now that you've spent some time looking at this chart on types of mentoring, make a similar chart on a piece of paper. All you really need is a big 'plus' sign in the middle of your page, dividing it into four quadrants — then write in the four main types of mentors (in the blue boxes).

Then see how many names of people you can recall who have had an influence in your life who might fit into one of the four quadrants. For instance, if you had someone who was in your life for a long time (right hand side of the page) but you never really formally went to talk to that person as a mentor, rather they were just there and took an interest in you (less formal means bottom of the page), they would end up being put in the bottom right quadrant.

Ask everyone to do this exercise, and then go around the group to see which quadrants got the most names overall. Where did most of the names get written? Short or long term? Formal or informal? Did anyone have a name that developed from one quadrant to another? Ask for examples.

By spending some time on this chart, you help people see the rich variety of potential mentoring. It can help people be more appreciative of the different mentors in their own lives and make them more aware of the opportunities available to be a mentor for others.

It is especially valuable to focus on 'informal' mentoring on this chart — take the opportunity to help people understand how easy, how common and how important it is for us all to be 'informal mentors' to younger people around us.

Divide into pairs and think of one or more significant pairs of mentor/partners in history, including the Bible. Role play a line or two of imaginary dialog from these mentor pairs and let the rest of the group try to guess which mentors you are portraying.





## History

- In Homer's *Odyssey*, the Greek warrior Odysseus leaves his wife and his young son, Telemachus, at home while he journeys to fight in the Trojan War.
- To ensure that his son is adequately cared for, Odysseus appoints a teacher named Mentor to tutor the boy and act as a guardian and friend while he is away.

12/24/2014

## History

We've been talking a lot about mentoring, but where did the word come from?

In Homer's *Odyssey*, the Greek warrior Odysseus leaves his wife and his young son, Telemachus, at home while he journeys to fight in the Trojan War. To ensure that his son is adequately cared for, Odysseus appoints a teacher named Mentor to tutor the boy and act as a guardian and friend while he is away.

The siege of Troy lasts ten years, and it takes Odysseus another ten years to find his way home. When he finally does return, he finds that Telemachus has developed into a fine young man, thanks to the faithful tutelage of Mentor.

This 3000-year-old story gives us the modern term 'mentor' to describe a close, trusted, experienced counselor and guide.

## Leaders Throughout History & Their Mentors

- Socrates mentor to Plato
- Moses, Hebrew deliverer from Egyptian slavery, mentor to Joshua
- Merlin mentor to King Arthur
- Biblical prophet Samuel mentor to King David
- Aristotle mentor to Alexander the Great
- Bible author Paul mentor to both Barnabus and Timothy
- Julius Caesar mentor to Mark Antony
- Archimedes mentor to Galileo
- Thomas Becket mentor to King Henry II
- Dr. Martin Luther King, Jr. mentor to Jesse Jackson

## Leaders Throughout History and Their Mentors

It's interesting to note some of the more famous mentoring partnerships throughout history. It helps us to realise that mentoring has always been a part of humanity — and that it is in fact, necessary for human development.

**ACTIVITY:** *Can you think of other significant mentors in history? What about modern day 'famous' mentor partnerships? Can you think of any as a group?*

### MENTOR TRIVIA:

#### More Historical, Political, Civic and Spiritual Leaders and Their Mentors

- Sir Keith Joseph mentor to Margaret Thatcher
- Margaret Thatcher mentor to John Major
- Lord Irvine mentor to Tony Blair
- Viscount William Lamb Melbourne mentor to Queen Victoria
- Georges Pompidou mentor to Francois Mitterrand (Prime Minister of France)
- Caspar Weinberger (former U.S. Secretary of Defense, 1980–87) mentor to Colin Powell (U.S. Secretary of State)
- Anne Sullivan mentor to Helen Keller
- Jean-Martin Charcot (founder of clinical neurology, bio) and Josef Breuer (first to use cathartic method to cure hysteria) mentors to Sigmund Freud
- Sigmund Freud mentor to C.G. Jung
- Samuel C. Armstrong ( Bio) mentor to Booker T. Washington ( Bio)
- Booker T. Washington mentor to William Henry Holtzclaw (founder, Utica Institute)
- Pastor Jim Lawson and Rev. Melvin Watson mentors to Dr. Martin Luther King Jr.
- Dr. Benjamin E. Mays mentor to Dr. Martin Luther King Jr.
- Malcolm X mentor to Louis Farrakhan
- Sir Charles Hanbury-Williams (British envoy) mentor to Catherine II (Empress of Russia)





"My chief want in life is someone who shall make me do what I can."

Ralph Waldo Emerson

## Leaders Throughout History and Their Mentors (continued)

- Sir Richard Rees mentor to George Orwell
- Prince von Metternich mentor to Friedrich Gentz and Francis Joseph (Emperor of Austria and King of Hungary)
- John Cateret (Earl of Granville) mentor to King George II
- John Stuart (Third Earl of Bute Bio) mentor to King George III
- King Louis I (Poland) mentor to Charles of Durazzo (conquerer of Naples)
- Augustin de Robespierre mentor to Napoleon Bonaparte
- Archimedes mentor to Galileo
- Galileo mentor to Ferdinand II (Grand Duke of Tuscany) and Evangelista Torricelli (inventor of the barometer)
- Pompey the Great mentor to Marcus Terentius Varro (Roman scholar)
- Lucius Aelius Sejanus (Praetorian Guard commander) mentor to Pontius Pilate
- Johann von Staupitz mentor to Martin Luther
- Julian (4th century Roman emperor) mentor to Eutropius (Roman historian)
- Flavius Stilicho (Roman general) mentor to Claudian (Roman poet)
- Euphronius (Bishop of Tours) mentor to Georgius Florentius (St. Gregory of Tours)
- Antisthenes of Athens mentor to Diogenes
- Leucippus (philosopher) mentor to Democritus (Greek philosopher who devised the atomic theory of the universe, also known as the Laughing Philosopher)
- Chiron mentor to Odysseus

### Bible:

#### Old Testament

Jethro and Moses Ex 18:13–27  
Jonathan and David 1 Sam 18:1–4  
Elijah and Elisha 1 Kings 19:19–21

#### New Testament

Jesus and Disciple Matt 16:20  
Eunice and Lois 1 Tim 1:5

## Summary

Mentoring has always been an integral part of life. We may not always use the word 'mentor', but regardless of the title, there are people who have influenced each of us and those who have gone before us. It is important to recognise their influence in our lives and appreciate them for what they have given. In return, we each have the opportunity to 'be somebody to someone' else in our lives and pass on the mentoring legacy.

