

Mentoring and being mentored for medical missions

GMHC 2025

November 7&8, 2025

Objectives

We will look at different mentoring models, discuss the mentoring process, explore issues in cross-cultural mentoring, and look at unique challenges related to mentoring for missions.

Objectives:

1. Mentors and mentees have clear and reasonable expectations for the mentoring relationship.
2. Mentors and mentees gain insights into cultural factors related to the mentoring relationship.

Introduction

- 20+ years in East Asia
- Family Medicine background
- Rural and Urban Community Health
- Medical Education: training rural and urban medical personnel
- 5 years leading an international NGO
- davegmhc@protonmail.me

Mentoring experience (mentoring and being mentored)

- Family
- Residency Training
- On the field
- Field leadership
- Home church



香港基督徒醫生及牙醫團契~

師友計劃

(MENTORSHIP PROGRAM)

CMDF MENTOR

梁啟予醫生 惠存

CMDF 香港基督徒醫生及牙醫團契 敬啟

二零二零年四月八日

Small group question:

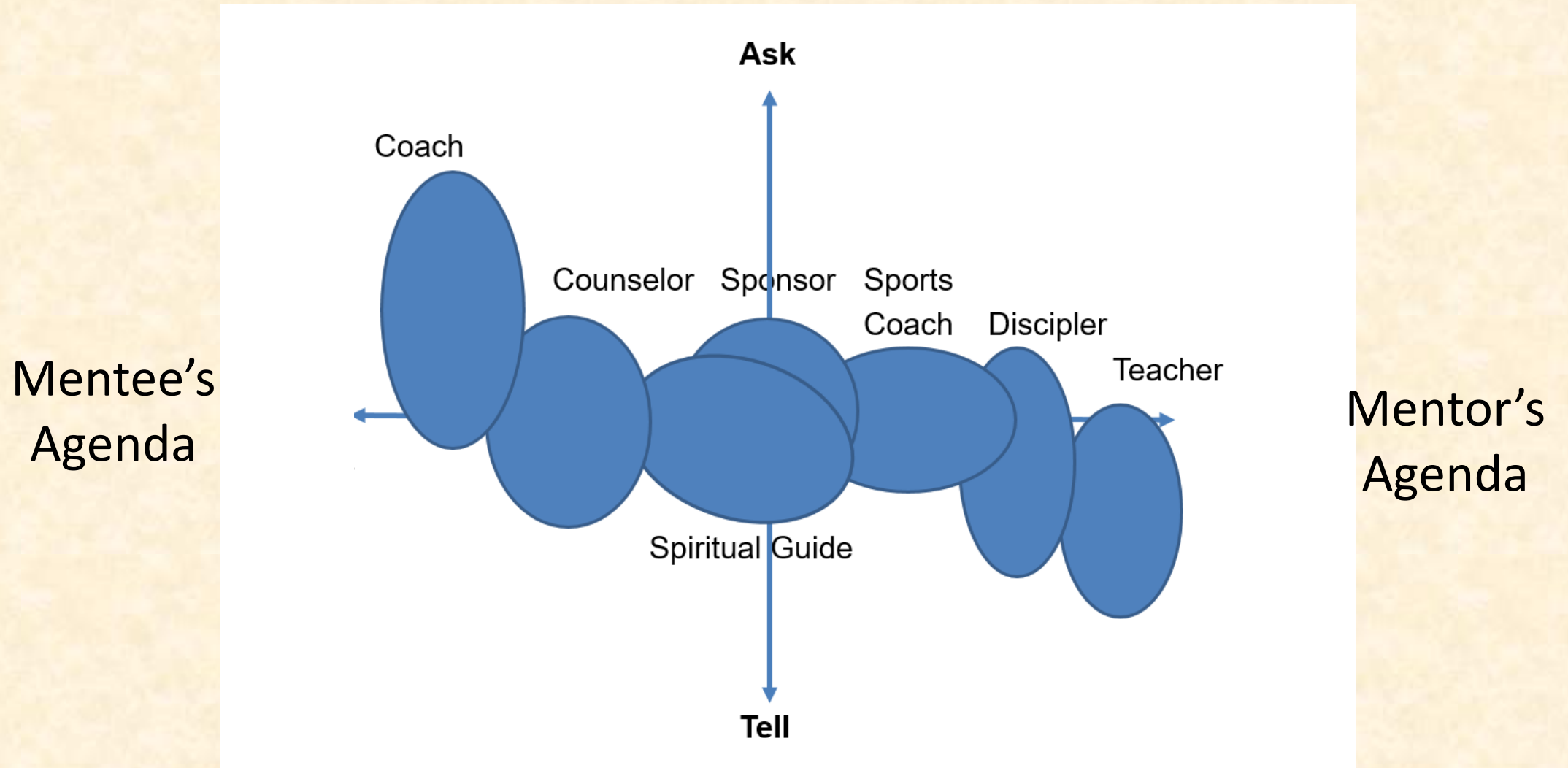
- **What makes someone “mentorable”?**
- **What qualities would you look for in a mentor?**
- **Agree or disagree:**
 - “Healthy mentoring starts with a healthy mentor”
 - “Healthy mentoring means a healthy relationship”
 - “Healthy mentoring means many mentors”

My greatest failures as a mentor . . .

Ways of mentoring

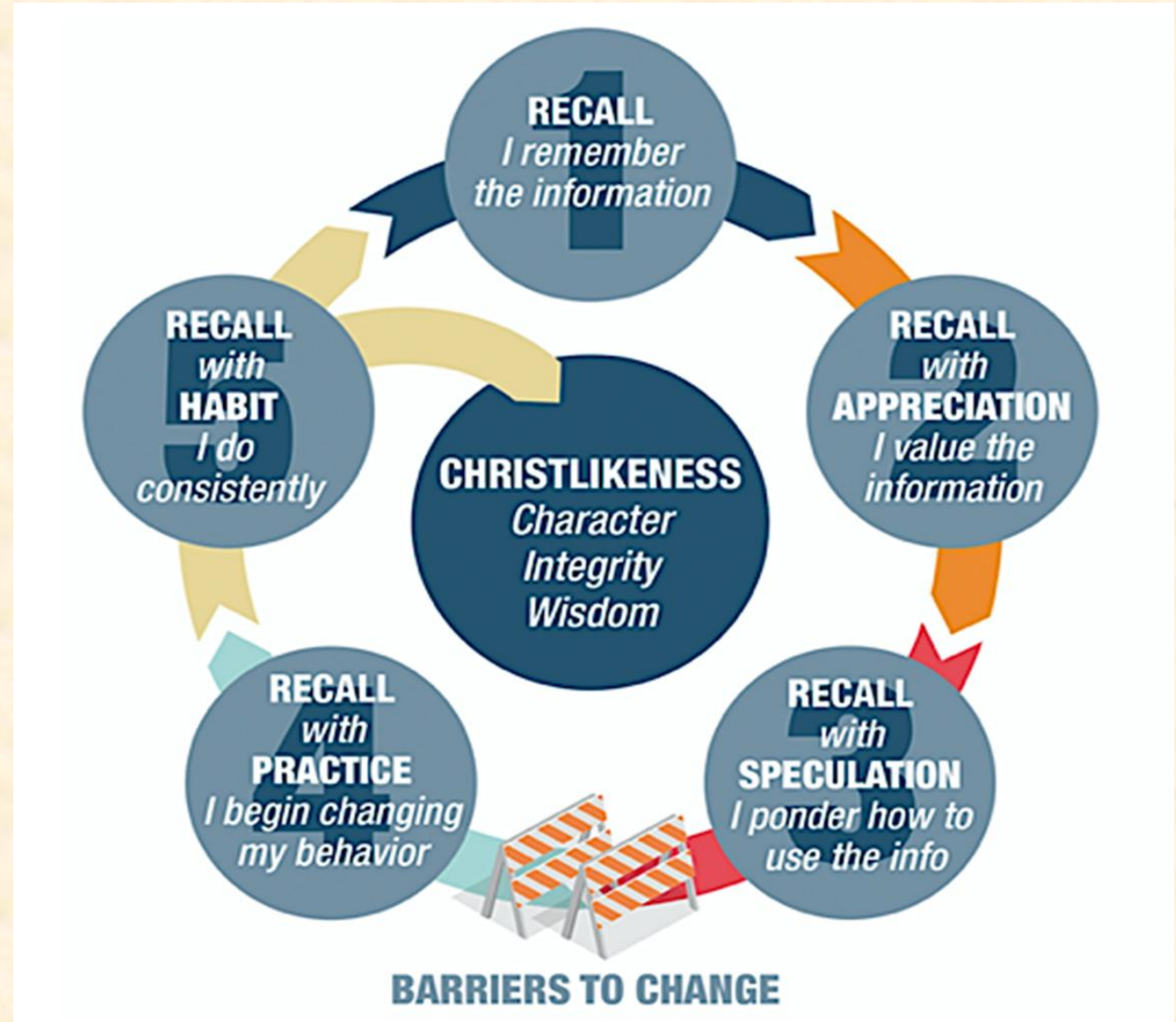
- Formal scheduled relationship.
- Informal, organic relationship.
- Discipleship focused relationship.
- Coaching relationship.
- Group mentoring.
- One time mentoring.
- Passive mentoring.
- Distance mentoring.
- Counseling relationship.

Range of mentoring



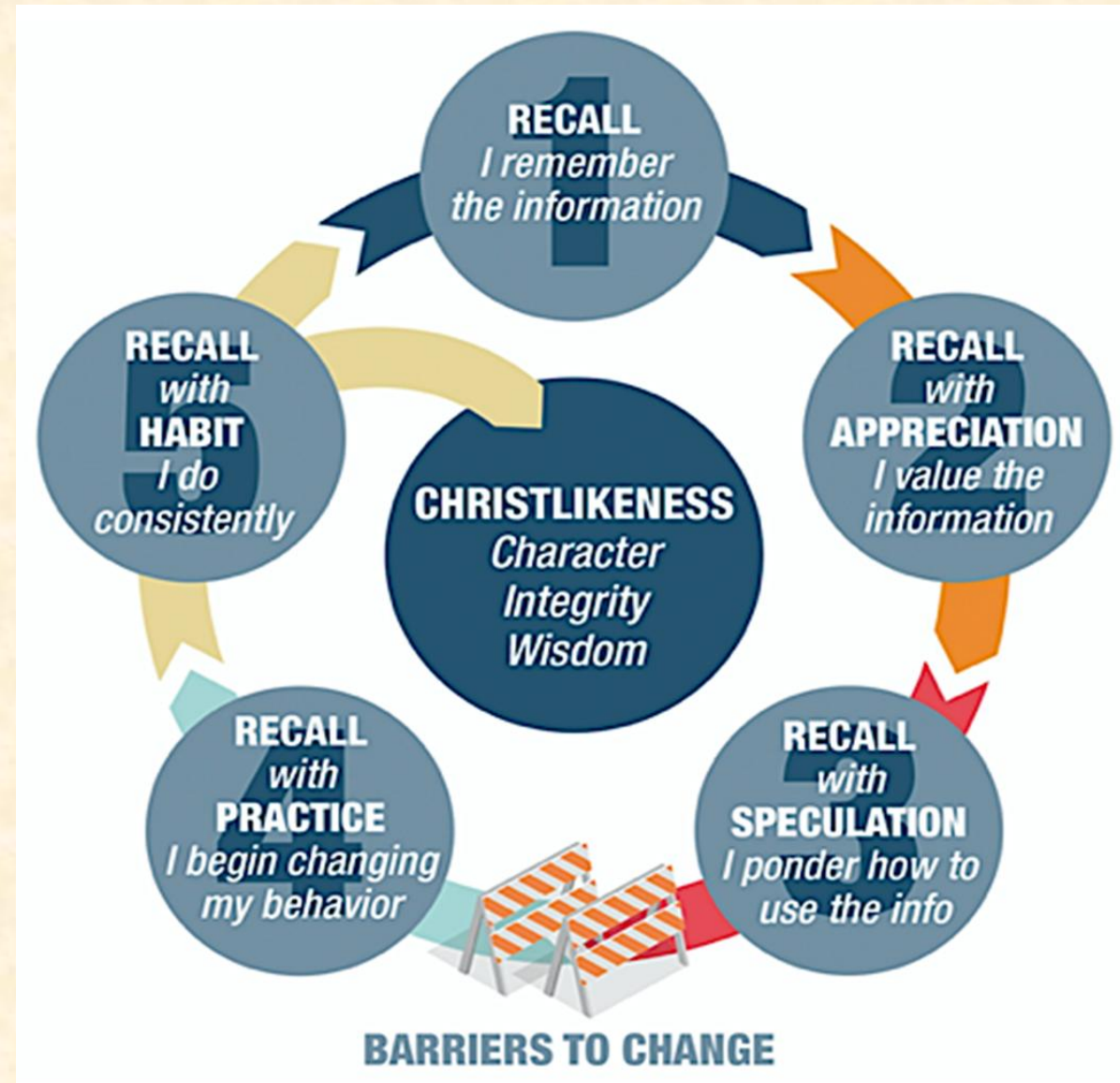
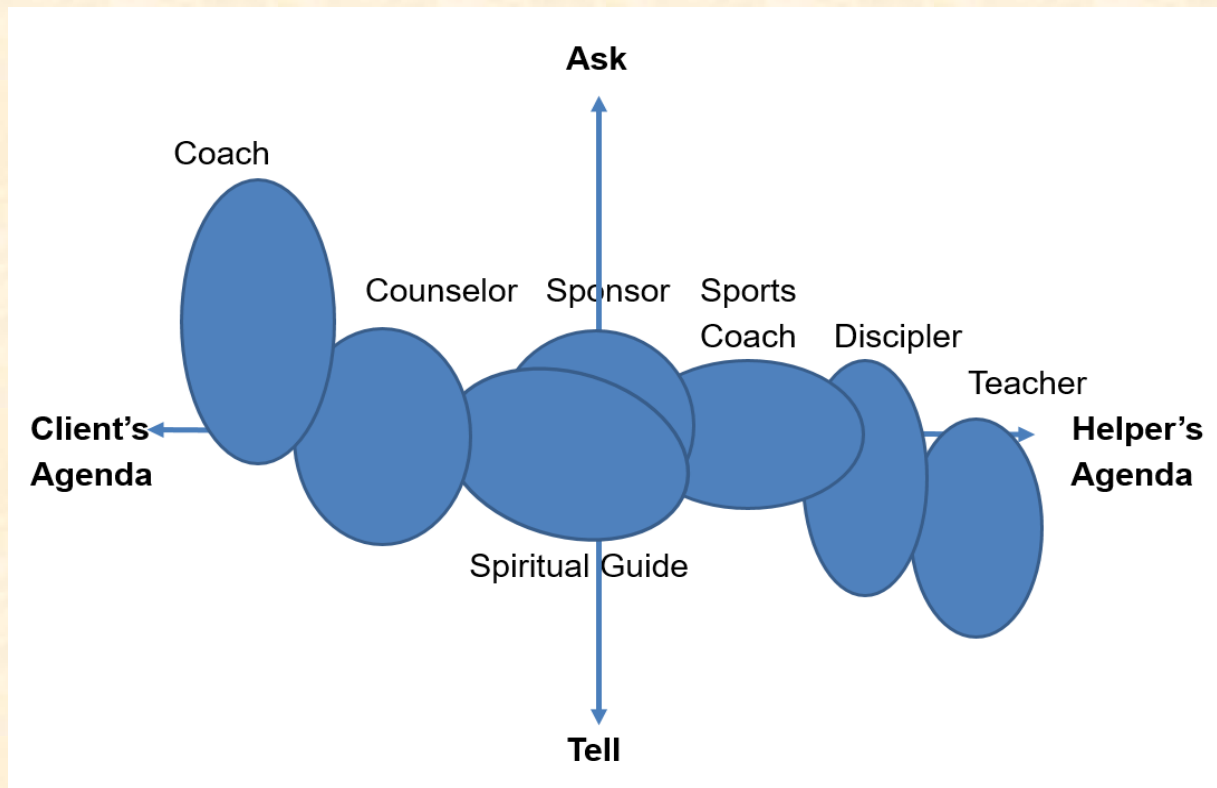
The learning cycle

- How can a mentor help in this cycle?

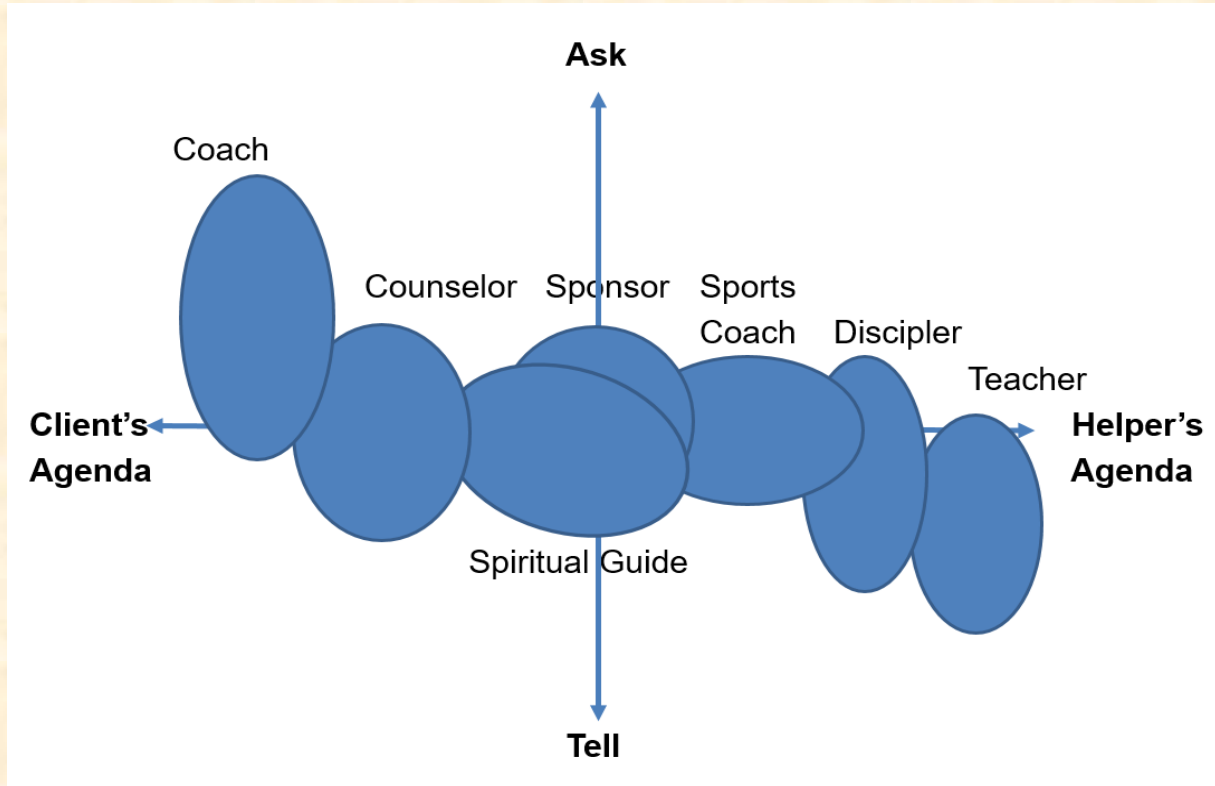


The learning cycle

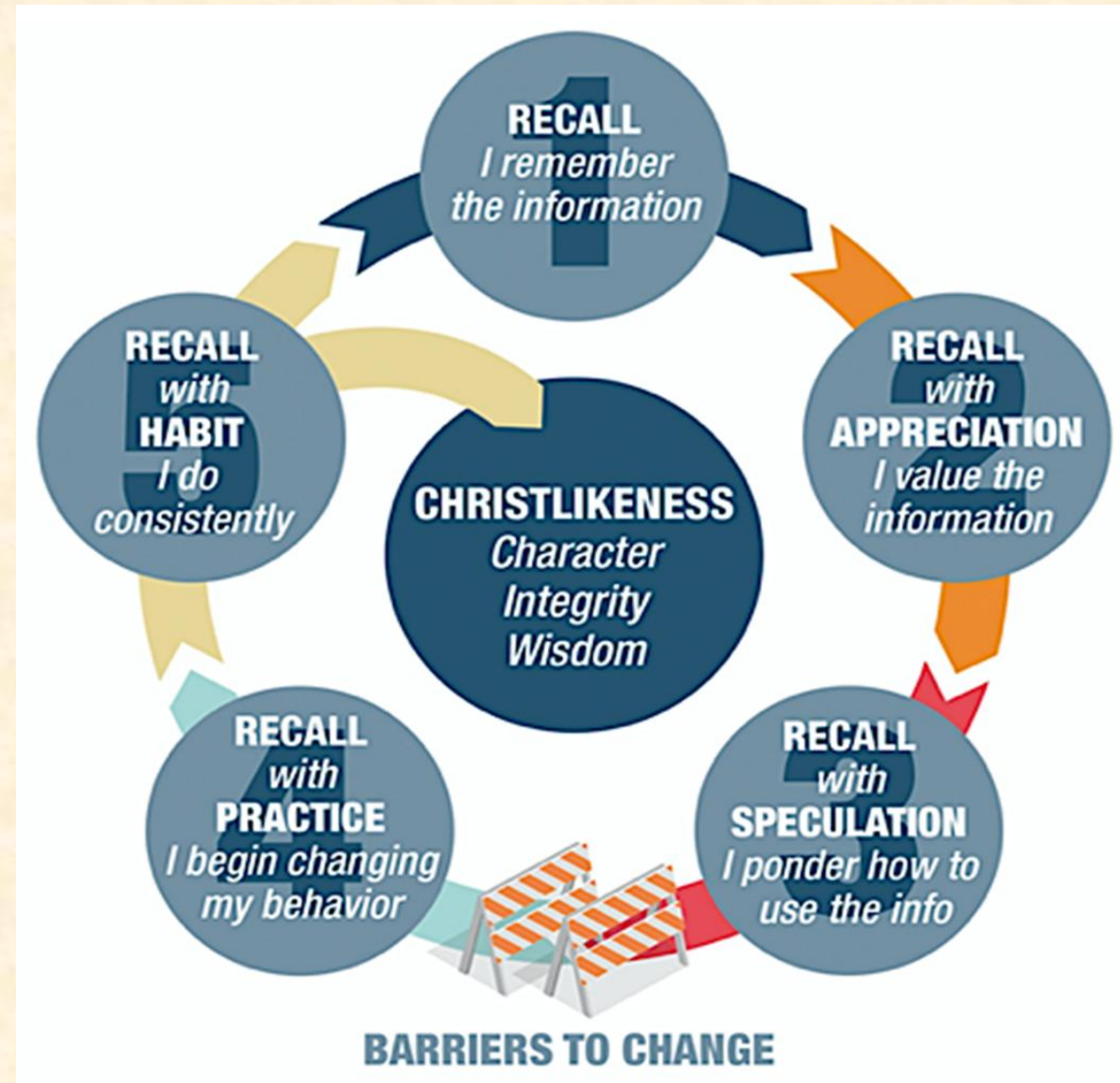
- How can a **mentor** help in this cycle?



The learning cycle



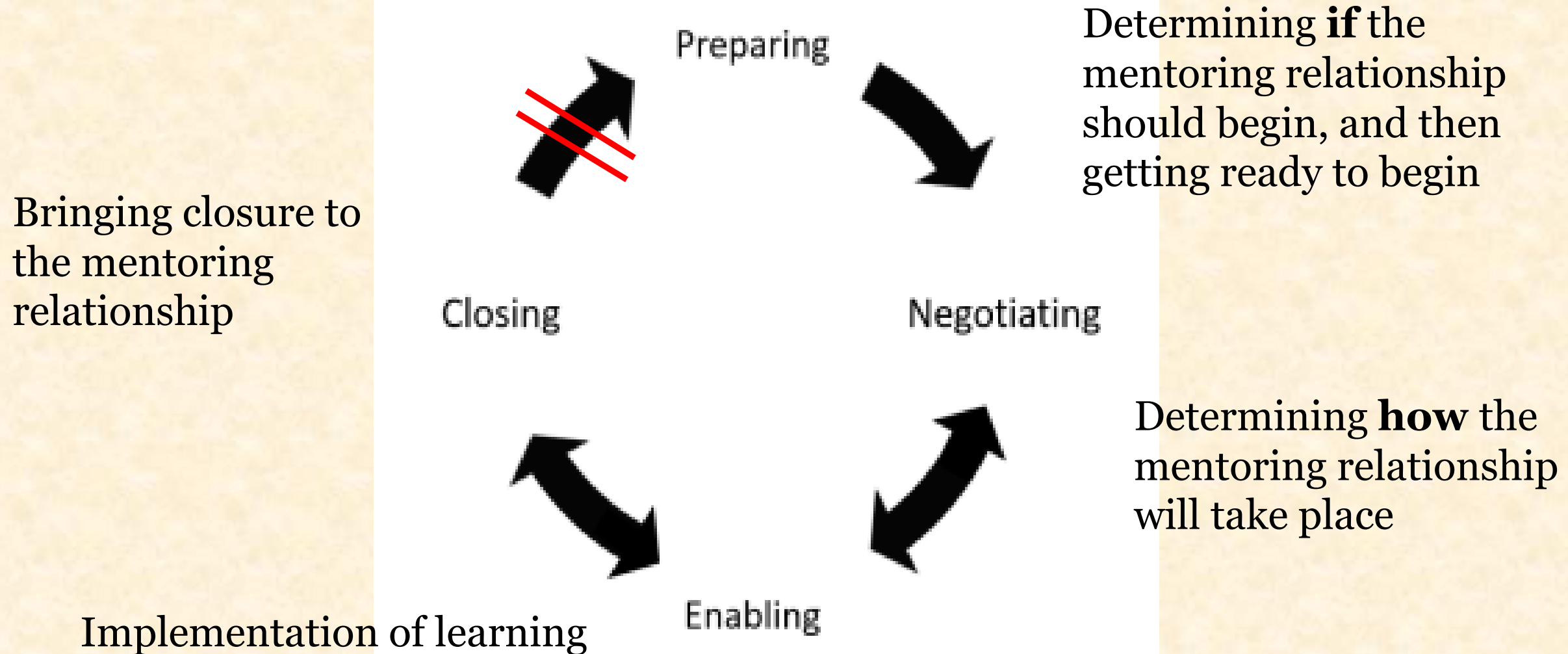
- How might this help you as you look for a mentor?



Context of mentoring



The mentoring process



The mentoring process

1. **Preparing**—determining if the mentoring relationship should begin and then getting ready to begin.
 - a. Exploring motivations and readiness. Ask what the mentee is hoping to gain from the mentoring. **Be sure there is not a mismatch of expectations.**
 - b. Assessing mentoring skills. Do you have the expertise to meet the mentee's needs?
 - c. Evaluating the viability of the mentoring relationship.

2. **Negotiating**—determining how the mentoring relationship will take place.
 - a. Establishing roles and expectations.
 - b. Determine communication process. **Frequency and type** of connection.
 - c. Define learning **goals**, desired **outcomes**, and standards for success. Be specific.
 - d. Determine the **duration** of the mentoring relationship.
 - e. Talk about the soft issues—confidentiality, boundaries, limits.

The mentoring process

3. **Enabling—implementation** of learning.

- a. Maintaining **trust**. What actions break trust? What actions build trust?
- b. Promoting learning. Encouragement and support.◦
- c. Negotiating obstacles. If you find obstacles, **address them immediately**. Re-negotiate if necessary.
- d. Providing feedback. Give honest feedback to one another regarding the relationship and learning.

4. **Closing**—bringing closure to the mentoring relationship.

- a. Evaluate and reflect on learning.
- b. Apply learning to other situations.
- c. Celebrate the learning and relationship.

Cross-Cultural Mentoring: A Brief Comparison of Individualistic and Collective cultures

Article by Sunny Hong



Phase One

Preparing vs. Searching

Purpose of mentoring

Expectations of mentor/ mentee

Individualistic

- Build up mentee in professional realm
- Mentee looks for experience, knowledge
- “Thou shalt not play God, Teacher, Parent.”

Collective

- To **become like the mentor** in skills, knowledge, and character
- Mentee looks for age, wisdom, character
- Mentor protects mentee like a father
- Good fit for holistic ministry context

Phase Two

Negotiating vs. setting up goals

Individualistic

- Clear goals
- Difficult and challenging goals
- Able to measure and evaluate
- Mentee and mentor negotiate direction of mentoring and goals
- Best case: mentee has clear goals, mentor help them achieve them
- Worse case: mentee and mentor cannot agree on goals

Collective

- Mentor determines goals
- Mentee trusts that the mentor will do what is best
- No concept of negotiation
- Best case: mentee receives best because mentor knows what is best
- Worse case: mentee does not receive what they need because mentor does not know what is best

Phase Three

Enabling vs. “progressing the accomplishment of goals”

Individualistic

- Mentoring process divided into “manageable chunks, logical segments small goals
- Regular evaluation
- **Documentation is important**
- Important to identify complaints and issues
- If expectations not met, mentoring can end without damage to relationship

Collective

- Mentor measures progress
- Mentor gives feedback
- Documentation is used to back up legal issues, and **indicates lack of trust**
- If mentor does not faithfully measure progress and give appropriate feedback, there is danger of losing focus

Phase Four

Closure

Individualistic

- Start with the end in mind
- Mentee and mentor negotiate on closure time
- Closure happens when goals are met
- Acknowledge accomplishments and celebrate milestones

Collective

- Mentor knows when to end
- “Go down the mountain”
- No concept of negotiation

Phase Five

After Closure

Individualistic

- Beginning of peer friendship
- Allows for occasional mentoring “moments”
- Ongoing mentoring “not recommended” when no longer “making progress”

Collective

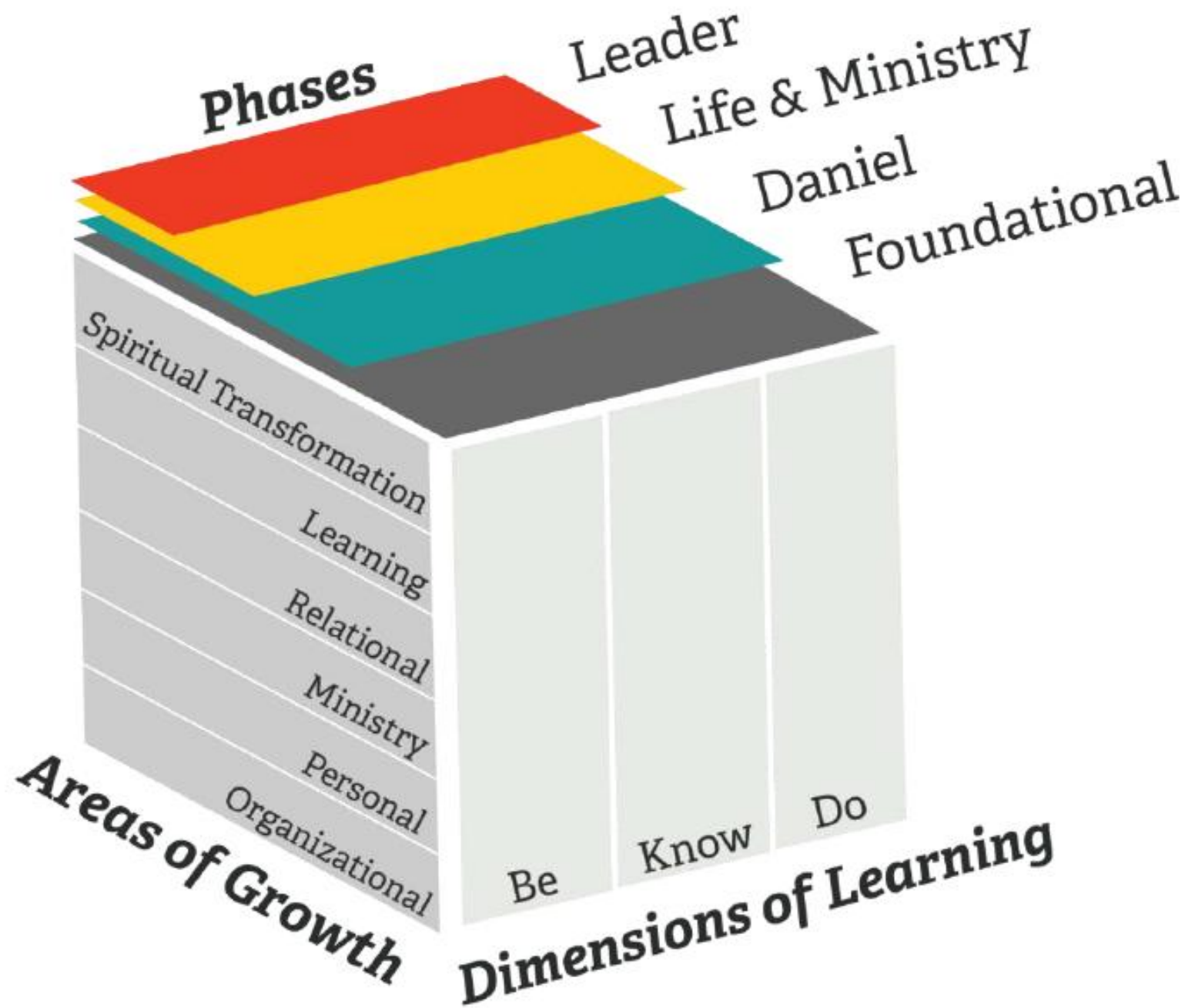
- “mentor for life”
- Respect given and nature of relationship remains the same

Mentoring for Missions

- Does mentoring for missions differ from mentoring for anything else?
If so, how?

Mentoring for Mission: factors to consider

1. Calling
2. Character/ Christlikeness
3. Competence
4. Compatibility



Back to Calling

CALLING – Desire to Go

I know God is calling me to serve Him long-term overseas.	☐ I am sure	☐ Not sure
My call has been affirmed by my church and those who know me best.	☐ I am sure	☐ Not sure
I am certain that I have a firm biblical foundation for being a missionary.	☐ I am sure	☐ Not sure
I can identify general imperative Bible verses about missions and can articulate specific ones that God has used to lead me.	☐ I am sure	☐ Not sure
I am willing, available, and ready to commit to more than a year of service.	☐ I am sure	☐ Not sure
I am passionate about a specific people group or a country where I could serve.	☐ I am sure	☐ Not sure

Calling

CALLING – The Unfinished Task

I am familiar with OMF's vision of indigenous biblical church movements and understand the importance of them.	☐ I am sure	☐ Not sure
I can foresee how my gifts, skills, and specific ministry could fit in with the strategy of indigenous biblical church movements.	☐ I am sure	☐ Not sure
I have a good understanding of the challenges that missionaries and missionary teams face (culture, language, history, government restrictions, persecution, slow response, spiritual resistance/warfare, team dynamics/relationships/conflict).	☐ I am sure	☐ Not sure
I have a good understanding of the challenges that missionaries and missionary teams face in the country and among the people group in which I am interested.	☐ I am sure	☐ Not sure

CALLED

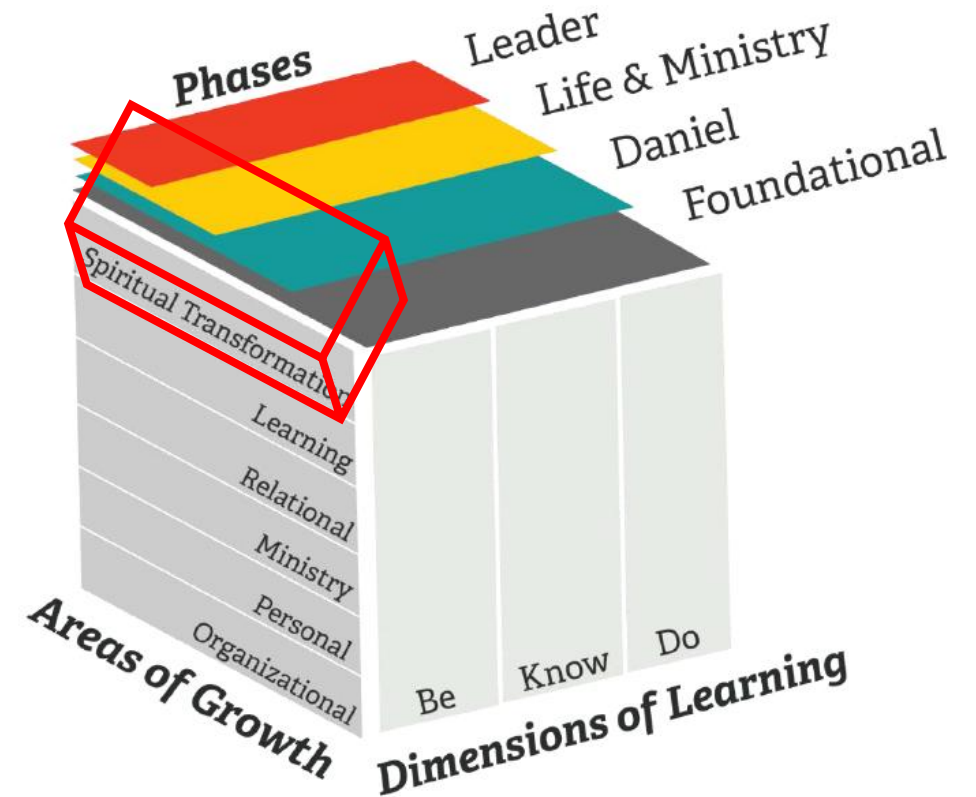
- C – I have Christ in my life
- A – I have an Awareness of the world's needs
- L – I have a Love for God
- L – I have a Love for people
- E – I have Experience in ministry
- D – I have Direction from my church

Character/ Christlikeness

Outcomes for the 'Be' Dimension of Learning

*** In all of these areas of 'being' we are looking for movement towards the following:

Areas of Growth	Member Phase Outcomes
Spiritual Transformation	
Christlike Character	Has the attitude and desire to keep growing in holiness and Christlikeness
Humility, Prayerfulness, Teachability, Wisdom, Passion, Commitment, Vulnerability, Grace, Patience, Discipline	a.) Has demonstrated the value of these characteristics b.) Has shown evidence of ongoing growth in these areas



Mentor as an example

- For if you were to have countless tutors in Christ, yet *you would not have* many fathers, for in Christ Jesus I became your father through the gospel. Therefore I exhort you, **be imitators of me**. 1 Cor 4: 15-16
- **Be imitators of me, just as I also am of Christ**. 1 Cor. 11:1

Competence

- Context-dependent!
- An example:

COMPETENCY – EDUCATION AND TRAINING

I understand the biblical/theological training, practical ministry experience, and professional requirements for applying to serve long-term with OMF or similar mission agencies.	☐ I am sure	☐ Not sure
My academic background (both secular and sacred) or professional experience has prepared me for missionary service.	☐ I am sure	☐ Not sure
My church and ministry team experience has adequately equipped me to begin mid- to long-term missionary service.	☐ I am sure	☐ Not sure
I have a plan to acquire any needed additional biblical training, professional skills, or practical ministry experience.	☐ I am sure	☐ Not sure

COMPETENCY – EXPERIENCE

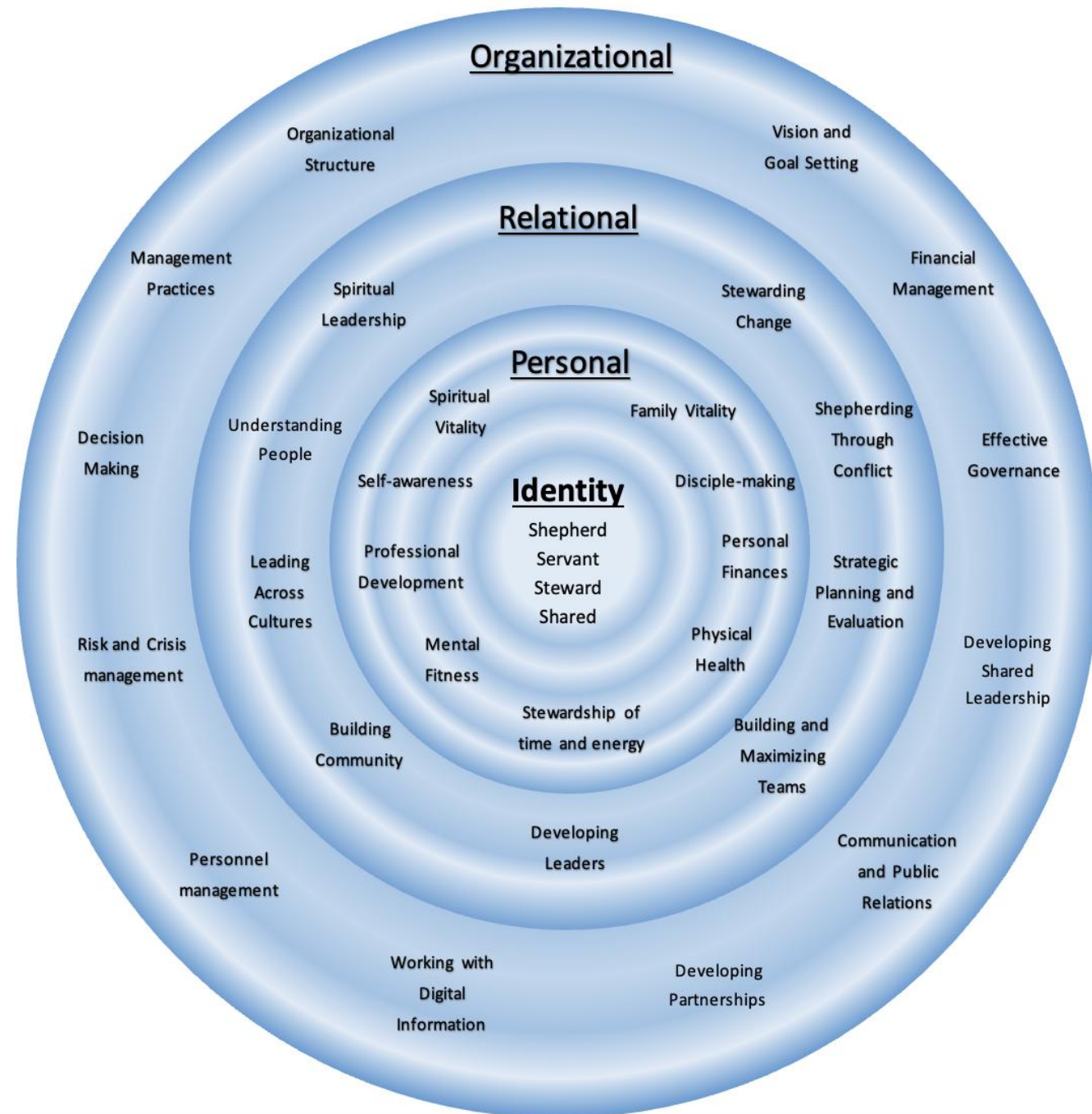
I have experience in evangelism and discipleship ministry and feel I could apply that experience in cross-cultural ministry.	☐ I am sure	☐ Not sure
I have experience teaching the Bible and facilitating small groups and feel I can serve well in these areas.	☐ I am sure	☐ Not sure
I value biblical servant leadership and feel I can apply these principles in ministry.	☐ I am sure	☐ Not sure
I have some team experience in and outside my church and feel I can interact well with teams on the mission field.	☐ I am sure	☐ Not sure
My previous short-term team experience has helped to prepare me to minister long term with a team.	☐ I am sure	☐ Not sure
My previous cross-cultural experience has helped to prepare me to serve long-term cross-culturally	☐ I am sure	☐ Not sure
I am excited about living cross-culturally and think I am prepared to make appropriate lifestyle changes.	☐ I am sure	☐ Not sure
I have a growing understanding of biblical and culturally relevant fellowship in an indigenous church community.	☐ I am sure	☐ Not sure
I am learning to live a Christ-centered life and am passionate about God's Word, Fellowship, Evangelism, and Prayer.	☐ I am sure	☐ Not sure
I anticipate that I can continue to grow spiritually overseas based on the habits and spiritual disciplines I have established so far.	☐ I am sure	☐ Not sure
I have been mentored/discipled, and I can mentor/disciple others.	☐ I am sure	☐ Not sure
I am committed to mentoring others in their walk with Christ, the Word, Fellowship, Evangelism, and Prayer.	☐ I am sure	☐ Not sure

Compatibility

After working through calling, character, and competence . . .

- . . . mentoring for a good fit
- Organizational or team . . .
 - Mission and vision
 - Values
 - Ministry focus
 - Team culture

Ripple Diagram



Questions?

