

SOUTHWESTERN ASSEMBLIES OF GOD UNIVERSITY  
HARRISON SCHOOL OF GRADUATE STUDIES

MOTIVATION, TEAMS, COACHING, & MENTORING

LDR 5283-531

INSTRUCTOR:

DR. ROBIN BLAKNEY

ASSIGNMENT: Book Interaction: "Life-Giving Mentors: A Guide for Investing Your Life  
in Others" by Tim Elmore.

STUDENT DATA:

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**Point 1: Everyone can be a mentor.**

Interaction to point #1. Chapters one and two cover the significance of what mentoring is and who can be a mentor. I agree with point number one because the author states that every person can be a mentor. The author urges everyone to be a mentor: "Everyone can mentor, provided he/she has learned something from the past and is willing to share with others what he/she has learned" (Elmore, 2009, pp. 2-3).

According to the book, there are many mentoring styles, but the author mainly focuses on the Greek and Hebrew styles. The Greek style is more academic, passive, and theoretical, while the Hebrew model is relational, experiential, and offers on-the-job training (Elmore, 2009, p. 5). The author argues that the Hebrew style is more effective in reaching a new generation of people looking for a mentor, not emphasizing their subject but, more importantly, under whom they are learning. I am currently learning this as I coach younger team members to develop their skills and performance. My mentees are not interested in going through the curriculum but in developing relationships.

**Point 2: Do not just give information but process it.**

Interaction to point #2. Chapters three and four cover an emerging generation of people looking for mentors. The book is somewhat outdated in this subject, portraying Millennials as the upcoming generation. Most Millennials are not adolescents anymore, as most of them are in their thirties. However, the reality is that Generation Z is looking for people to pour into their lives and develop them. I believe this new generation of teenagers and young adults is even more comfortable with asking for help and being team players who are used to having more people speak into their life.

I have personally found that the desire of this generation to have meaning and significance is greater than the generation that preceded it. Elmore points out that this generation does not need more information; instead, it requires leaders to help process and make sense of data to help mentees achieve their lofty goals (Elmore, 2009).

**Point 3: Understanding mentor gender differences.**

Interaction to point #3. Chapters five and six cover the differences between males and females in their interactions as mentors; the author asserts that men and women approach mentoring differently. Through broad generalizations, the author makes statements about each gender. For example, Elmore states that men often are thinkers and women feelers. The author contrasts the preferences of men: logic, results, doing, big picture thinking, problem-solving, and categorizing, to the tastes of women: emotion, relationships, sharing, detail, empathy, and a holistic approach (Elmore, 2009, p. 40).

I somewhat disagree with the generalizations on gender the author makes; there are many more categories that influence a mentor-mentee relationship that he ignores to cover. While I agree that there are inalienable differences because of gender, I believe there are more criteria underneath how a person sees the world than only their gender. For example, their national origin, age, spiritual background, early development, and other factors also affect how a person approaches mentoring.

**Point 4: The importance of finding appropriate mentor-mentee relationships.**

Interaction to point #4. Chapters seven, eight, and seventeen cover how to determine the right mentor-mentee relationships. It is essential for both the mentor and mentee to assess what type of person they are willing to mentor and from whom to receive mentoring. The mentee must prove he is ready to receive mentoring, and the mentor must determine if the mentee can receive and act on the advice provided (Elmore, 2009).

I am currently learning this point. I have tried without success to mentor people who were not ready to receive my advice. I have also mentored people willing to listen and learn from me, and the results have been entirely different. Good mentors find mentees that share in their mentoring style match. Some people will not receive what you have to offer, mainly because they do not consider you a mentor or because they are not ready to receive mentoring

from you, and that is perfectly fine. Instead, we must focus on those who choose to engage with us.

This point is very relevant to me as I am currently working on this topic with my team. I assigned one of my team members to develop a list of qualifications to consider before we mentor someone into a leadership position. My team member provided a list of qualities that we must consider before mentoring a person to become a leader in our team, thus making the mentoring process easier. If they do not possess these qualities, it will be nearly impossible for the team to mentor them because these prerequisites have already determined our answer.

**Point 5: Influencing requires investing.**

Interaction to point #5. In chapter ten, the author speaks about the qualities of an influential mentor. The author makes several references that a mentor with influence is a giver. The mentor must be willing to give and invest time, energy, resources, and knowledge into his mentee. Pastor Bryan Jarrett of Northplace Church teaches it similarly in his sermon series "Built to Last," when he states, "a rebuke is only as strong as the relationship, and a true friend has earned the right to give you honest counsel" (Jarrett, 2021). As fundamental as that sounds, a mentor can only influence to his level of investment.

I agree with this point because every mentoring relationship worth pursuing will require us to use our resources. Sometimes a mentoring relationship will require more time, energy, or perhaps even leveraging other relationships to bring help. The type of mentor that the author describes needs to be willing to employ anything within his reach to fulfill his commitment to enriching their mentee.

**Point 6: Gaining insights from historical mentors.**

Interaction to point #6. Chapter eighteen covers the need to learn from people who either live far away or are no longer with us and left behind many insights from which to learn. We can glean wisdom by studying their private writings and recordings, accessing lessons that would have otherwise been available to only a few. The author notes that we must lean in

purposely into their books and other writings, specifically to find common themes in these three aspects: “their leadership style, how they implemented change, (how they dealt) with failure or opposition” (Elmore, 2009, p. 149).

I agree with this point because, in my experience, I have gained much wisdom from reading biographies. In particular, two biographies come to mind that have impacted my thinking, Benjamin Franklin: An American Life and Steve Jobs, both written by Walter Isaacson. Both books open a window into the life of two inspiring characters in American history. After reading each book, I have noticed patterns in their lives and have applied principles from how they handled their most demanding challenges. Besides biographies, any book from an author with something worth telling can become a mentoring resource. But, of course, it all depends on our approach to such materials.

#### **Interaction with the video on the subject of mentoring.**

In the video, Dr. Blakney mentions the challenge of finding someone to mentor instead of waiting for them to find us; this is a principle I am currently learning. For example, last week, I invited a young man to breakfast, intending to ask him to be his mentor. I was delighted when his response was yes. One of the reasons I looked to initiate this relationship was that my experience could benefit his life. Although his career aspirations in life are different from mine, I mentioned to him that I could help him develop into someone more well-rounded.

As Dr. Blakney mentioned, the challenge is communicating that you do not have all the answers to your mentee. The key in a mentor-mentee relationship is humility when we encounter challenging situations to which we do not have an answer. It is humility that leads you to say: I do not have everything resolved, but if you allow me, I can help you find an answer or another person who can take you closer to a solution. I agree with the point of Dr. Blakney when he mentions that there is nothing wrong in your mentoring session to say that you are not sure or revisit a topic after you have done some study on it. However, it is essential to research the question rather than bluff our way through an answer we do not know.

In the lecture, Dr. Blakney points out the importance of note-taking during mentoring sessions and reviewing them before the next session. Taking notes is a crucial task to help mentees develop in the process, and it is a matter that I need to improve on. In addition, taking notes, looking them in the eyes, and keeping our time obligations further demonstrate that we care for the people we mentor.

### **Reading statement**

I, Daniel De los Reyes, have read 100% of the book.

### References

Elmore, T. (2009). *Lifegiving mentors: A guide for investing your life in others*. Growing leaders.

Jarrett, B. (2021, January 24). *Built To Last: Week Four, Relationships—The Power of True Friendship*. <https://www.youtube.com/watch?v=iIBBV11NXbA>