



**THE USE OF SELF: MODELING CHRIST IN TEACHING, ADVISING
AND MENTORING**

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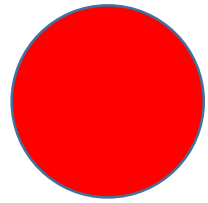
The Use of Self: Modeling Christ in Teaching, Advising and Mentoring

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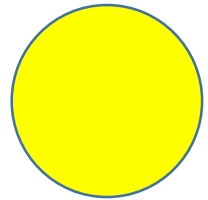
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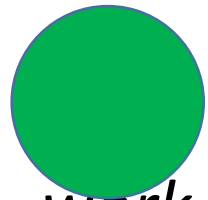
Philosophy of Working with Student



What is your philosophy of working with student?



How does this inform your teaching style, your approach to advising; and how you mentor student?



“I meet students where they are as they come to me. I see our work together as a holistic process of growth and development, not limited to dispensing knowledge in a classroom. Consequently, I am a teacher, advisor and mentor to students as our paths cross at different junctures. They are being guided by me, but I am also learning from them” - Margaret Howell

Theoretical Influences

- Utilizing the strengths- based perspective.
- Use of the Biopsychosocial Framework

Research Findings

- 45% of unchurched and 68 % of churched young adults identified that the opportunity to receive advice from people with similar life experiences is very important.(www.lifeway.com)
- Parks(1999) suggests that students can benefit from an interpersonal relationship in which they are challenged and supported: "*This is a fitting time for the mentor, guide, coach, or sponsor. Mentors anchor the vision of the potential self. They exercise both cognitive and affective appeal, offering both insight and emotional support*" (p. 86).

Biblical Models of Teaching and Mentoring

- Jethro mentored Moses. Moses mentored Joshua and the elders of Israel. And Joshua mentored the other remaining leaders of his army
- Nathan the Prophet mentored David. He became Israel's greatest King.
- Daniel mentored Nebuchadnezzar, who humbled himself before God.
- Jesus mentored and taught the twelve apostles who established the Christian church.

Use of Self

- Be an intentional Christian, not limited to religion, but Christ-centered.
- Practicing Servant leadership.
- Laura Berman Fortgang observed, " Relationships are a key factor in your success, not because of what other people can do for you, but because of who you can become while in their presence"
- We use ourselves and time spent with student to build relationships, to gain understanding, trust and to produce growth.

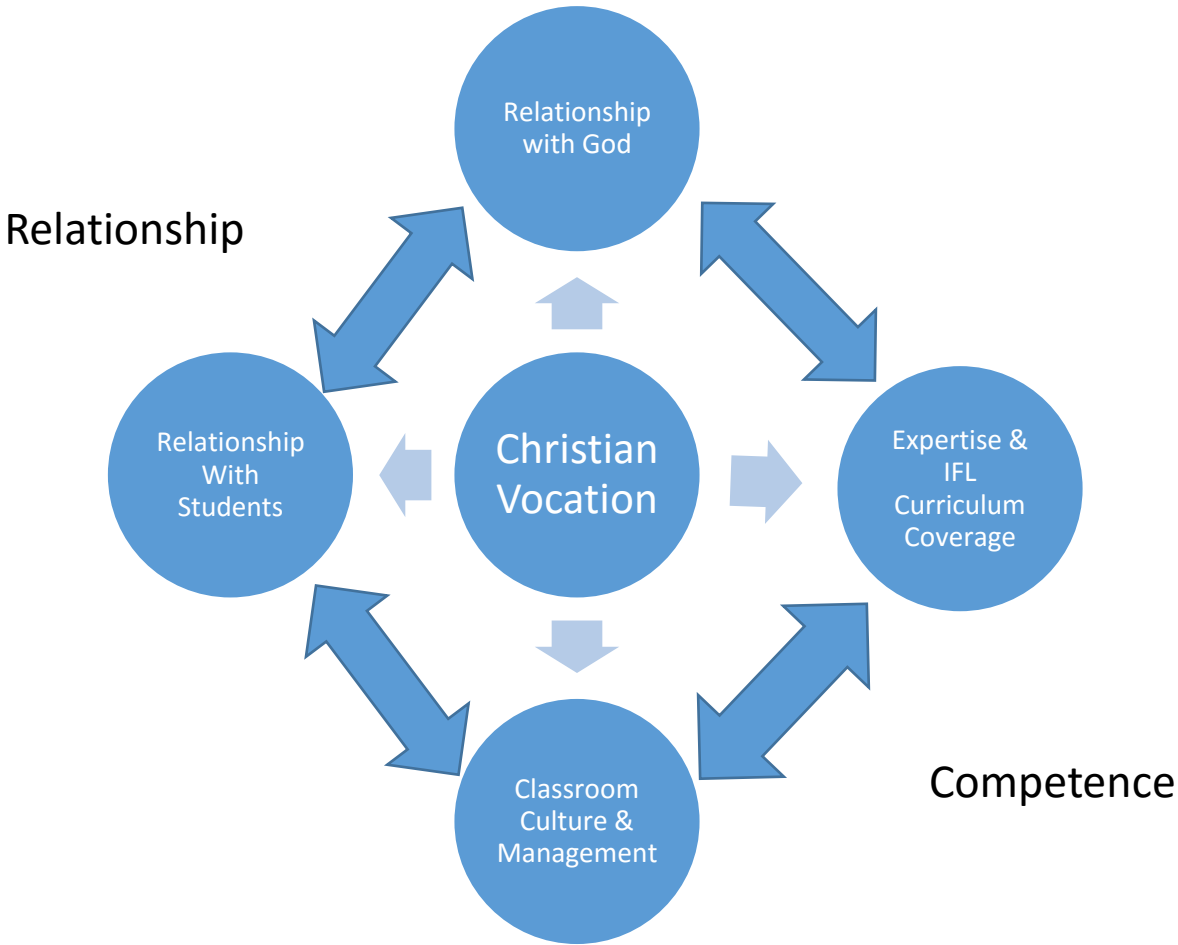
Teaching

- Seeks to model Christ as a Teacher.
- The Christian Educator bring to the class not just knowledge of the subject, but is constantly integrating faith and learning.
- Facilitating learning by incorporating different teaching methods to accommodate different learning styles
- Create a safe environment in which all student are comfortable expressing themselves.

Seven Commitments of an Effective Christian Educator.

1. Develop and maintain a thorough knowledge of Scripture.
2. Live an active and consistent Christian Life.
3. Spend time and energy getting to know your students.
4. Support students to achieve academic excellence.
5. Use your expertise and experience in the curriculum areas of social work education to inspire and challenge beliefs.
6. Use ample opportunity to integrate faith and learning (IFL)
7. Develop a classroom environment where students feel a sense of belonging and acceptance. (Sherr, 2010)

The Christian Vocation Framework (CVF)



Integration of faith and learning(IfL)

- Share Personal Faith Integration experiences (PFIE's) with your students.
- Use Guided Contemplation with Scripture Infusion.
- Truth in the context of Appreciating Complexity and Diversity.
- Praying with Students
- Sharing devotional thoughts.

Academic Advising

- Academic Advising provides the student with the opportunity to develop an ongoing relationship with someone in his/her field of study.
- Someone who has walked the path before, has knowledge and experience in the field of study that the student seeks to enter.
- The advisor is able to answer question an guide student through course selection.
- The Advisor should be a safe and available person for the advisee.

Six Phases of Appreciative Advising

Disarm

- Recognize the power difference between you and your advisee.
- Provide a safe environment where both individuals feel valued and respected.

Discover

- Use strengths-based reflection questions.
- Model and encourage the recognition of individual and organizational strengths

Dream

- Uncover your advisee's dreams and visions for their future career.
- Work with your advisees to map out their goals, vision and aspiration for their future.

Design

- Encourage and develop the use of daily action plans, and professional and personal development plans.
- Utilize your advisees' strengths and dreams through the process.

Deliver

- Energize your advisee to be their best version of themselves.
- Become the Motivator!

Don't Settle

- It doesn't stop here, revisit the process. Positive relentlessness is necessary.
- Rediscover strengths and passion; dream bigger and keep seeking ways to accomplish your goals.

The What, How and Why of Mentoring

- Mentoring is the opportunity to use one knowledge and experience to guide those that come behind them- allowing the to make their own decisions.
- Be available, ask questions, share ideas, experiences and resources.
- It allows for growth and dynamic development in both the mentor and the mentee.
- Mentoring is Leadership in a non-threatening way.

What does the bible say about mentoring.

‘Iron sharpens iron, and one man sharpens another’- Prov 27:17

‘Give instruction to a wise man, and he will be still wiser; teach a righteous man, and he will increase in learning’ –Prov 9:9

‘The unfolding of your words gives light; it imparts understanding to the simple’- Psalm 119:130

The Art of Mentoring

- True Mentors win the hearts of those they lead- Zschech (2011)
- Mentors anchor the vision of the potential self. They exercise both cognitive and affective appeal, offering both insight and emotional support" (Parks 1986,p. 86).
- Zschech (2001) posits a fourteen value-based approach to faith based mentoring.

Mentoring- The Student Experience

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Embracing the Generational Transition

- There are many interrelated skills in mentoring, teaching and advising.
- Education is changing.
- Employment is becoming more competitive.
- Employees are looking for more.
- Aspirational goals are equal players in an individual economic and career goals.
- Recognize that each generations respond differently to mentoring.

Generation X (Baby Boomers) in Social Work

- Typically mid 30's to late 40's.
- Invested in their future.
- They are independent.
- They perceive the mentor to be the expert.
- Strong tradition work ethic.
- Structural, punctual and linear.
- Expect to do well.
- They are mission-focused on changing the world to be a better place.

Millennials in Social Work

- 39% are from racial and ethnic minorities(Pew Research Centre, 2009).
- 79% want a leader to serve as a mentor or coach.
- Confident and often question authority.
- High Expectations.
- Idealistic.
- Greater need for safety and structure.
- Seek to find their purpose in their career, not necessarily money driven.
- Unstructured and non-linear.
- Autonomous
- Technologically savvy.
- Appreciate regular feedback and coaching.
- They are mission-focused, with 64% of them saying that they want to make the world to be a better place.(Gutfreund, 2014)

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