

IBC, Madrid Mentoring Manual¹

At Immanuel Baptist Church, Madrid, we are committed to mentoring, driven by our Lord Jesus Christ's command to make disciples who make disciples. Across all ministries at IBC, Madrid, our aim is to equip individuals to become healthy, reproducing disciples within their God-given areas of service. To achieve this, we engage interns, apprentices, and residents in a structured mentoring environment.

This manual outlines the biblical qualities we seek to cultivate in IBC, Madrid apprentices. These are high standards, reflecting God's expectations for those serving in His church, discipling others, and teaching His Word.

Biblical Qualities of an IBC, Madrid Apprentice:

- **Able to Give Reason for Hope** (e.g., Isa 26:4; Jer 17:13; Ps 18:2; Eph 1:18; 1 Pet 3:15)
- **Able to Counsel** (2 Pet 1:3)
- **Able to Train Leaders for the Church** (e.g., Matt 28:19–20; 1 Tim 1:2; Col 3:16)
- **Clear Sense of Call** (Jer 1:5; Heb 3:1; Acts 13:1–3; 2 Tim 1:8–10)
- **Considers Others More than Self** (Matt. 7:12; Luke 6:31; Phil 2:3)
- **Courageous** (Deut 31:7; Ps 27:1; Josh 1:9)
- **Desire to Live in Community** (Ps 133:1–3; Eccl 4:9–12; Acts 2:42–47; 1 Cor 1:10; Gal 6:2; Col 3:14)
- **Disciplined** (1 Tim 3:2)
- **Effective in Preaching** (1 Tim 3:2)
- **Entrepreneurial Spirit** (Acts 13:1–3)
- **Ethical in Business** (Lev 19:13; Deut 8:18; Prov. 11:1; 16:8; Jer 22:13; Rom 13:8; Matt 5:37; 6:24; 1 Cor 9:19–27; James 5:4)
- **Generous** (2 Cor 9:6–8; 1 Tim 6:17–19)
- **Gentle** (Isa 42:3; 1 Tim 2:24–25)
- **Good Testimony** (Deut 4:6–8; Isa 42:6; Matt 5:14–16; 1 Tim 3:7)
- **Gracious** (Exod 34:6; Ps 86:15; Ps 103:8; 145:8; John 4:2; Rom 5:2, 15, 17; 1 Cor 15:10)
- **Heart for Evangelism** (e.g., Matt 28: 16–20; Acts 13:4–5; 1 Cor 9:19–27)
- **Hospitable** (Gen 19:1–10; Mark 9:37; Rom 12:13)
- **Household in Order** (1 Tim 3:4)
- **Humble** (Matt 23:12; Lk 14:7–11; 17:7–10; Eph 4:2; Col 3:12; James 4:10)
- **Intercultural Communicator** (Acts 17:22–34; 1 Cor 9:19–27)
- **Knows and Consistently Applies Spiritual Gifts for Building up the Church** (1 Cor 12–14; Rom 12:1–8; Eph 4:1–16)
- **Knows Weaknesses** (Matt 7:3–5; John 15:1–27; 2 Cor 12:9)

¹ Thank you to the Aquila Institute from which much of this material is taken.

- **Life-Long Learner** (1 Cor 13; 2 Tim 4:13; 2 Pet 1:5–8)
- **Lifestyle of Discipleship** (Matt 28:19–20; Titus 2:1–10; 2 Tim 1:1–14)
- **Lifestyle of Prayer** (Mark 1:35; 1 Thess 5:16–18)
- **Lifestyle of Worship** (Col 3:17)
- **Motivates People** (e.g., Prov 3:5–8; Rom 12:11; 1 Cor 15:58; Col 3:23)
- **Not Easily Offended** (Prov 12:16; 19:11; Rom 12:3; Phil 2:5–8)
- **Passion for Church Planting** (Matt 28:18–20; Acts 1:8; Rev 7:9)
- **Person of Integrity** (2 Tim 2:22–23)
- **Personable/Relatable/Relational** (Prov 18:24; Eccl 4:9–12; Matt 7:12; John 15:12; Acts 20:17–38; Rom 12:15; Eph 4:32; 1 Tim 1:2; 1 Pet 3:8)
- **Reliable** (Prov 6:16–19; 11:3; Matt 5:37; Col 3:9–10)
- **Self-Controlled** (Acts 24:25; Gal 5:22–23; 2 Tim 1:7; Titus 1:7–8; 2 Pet 1:6)
- **Self-Motivated** (Rom 12:11; 1 Cor 15:58; Col 3:23)
- **Servant Leader** (Lk 17:7–10; 22:25–28)
- **Sober-Minded** (1 Tim 3:2)
- **Skilled in Business** (Deut 8:18; Prov 31:10–31; Eccl 9:10; Matt 6:19–21)
- **Steadfast** (Ps 112:7; 1 Cor 15:58; Titus 2:2; Jms 1:12)
- **Steward of Finances** (Matt 6:25–34; 1 Tim 6:10, 17–19; Jms 1:17)
- **Strong Work Ethic** (Prov 13:4, 11; 22:29)
- **Submission to the Authority of Scripture** (Ps 119:142, 160; Matt 5:17–18; John 16:13; 1 Thess 2:13; 2 Tim 3:16–17; Heb 4:12; 2 Pet 1:3–4)
- **Teachable** (Ps 143:10; Prov 1:5; 15:5, 32; 18:2; 1 Thess 5:21)
- **Team Player** (e.g., Acts 13:1–3; 15:36–41; Rom 16; 1 Cor 12–14)
- **Unafraid of Conflict and Skilled in Conflict Resolution** (Matt 18:15–17; Rom 12:17–21; 1–2 Cor)
- **Uses Influence Well** (Prov 13:20; 27:17; Matt 5:13–16)
- **Visionary** (e.g., Acts 15:6–35; 15; 36–41; 20:17–38)

2. Mentoring Overview

What is Mentoring?

Mentoring is essentially doing whatever is necessary to help another person progress towards their goals. This involves guiding, instructing, correcting, coaching, assessing, preparing, empowering, and encouraging apprentices as they develop competency in their respective roles.

Mentoring aligns with biblical concepts of discipling, nurturing, teaching, training, and equipping. At times, a mentor may serve as a counselor, spiritual director, role model, protector, advocate, coach, advisor, or friend. In essence, mentoring is the practical expression of one life influencing another through love.

We believe that the most effective development of an apprentice occurs within the context of ministry in the local church, under the supervision of qualified mentors. Mentoring happens when these mentors understand the apprentice's developmental needs and are committed to guiding them to successful completion.

Why Mentoring?

Adopting a mentor/apprentice model for developing future church leaders from within the congregation offers several key advantages:

- **Incarnational Learning:** Mentoring reflects the incarnational approach to learning and personal growth found in Scripture. Leaders in both the Old and New Testaments frequently led by example, urging those under their care to follow their lead. Paul's instruction to the Corinthian church, "You are to imitate me, just as I imitate Christ," exemplifies this model, which is particularly valuable in ministry training.
- **Standardized Outcomes and Tailored Learning:** A hallmark of effective mentoring is its ability to combine clear end goals with personalized learning pathways. Mentors keep the desired outcome in focus while adapting their approach to meet the unique needs of their apprentices. This contrasts with traditional teaching structures that standardize pathways and offer less certainty about individual outcomes.
- **Real-World Experience and Practical Application:** A significant weakness of traditional seminary education is the lack of practical ministry experience. Graduates often lack the experiential foundation needed for effective ministry leadership. Local church-based mentoring, however, integrates learning directly with real-world ministry contexts.
- **Establishes a Pattern of Lifelong Discipleship:** Mentoring fosters a culture of discipleship where individuals who have been mentored go on to disciple others. The mentor's example sets a standard that apprentices are likely to replicate throughout their lives.
- **Cultivates Lifelong Learners:** By observing their mentors' commitment to continuous learning, apprentices are encouraged to adopt a similar mindset of ongoing growth and development.

Where Does Mentoring Take Place?

Mentoring occurs through supportive relationships focused on the apprentice's growth and takes place in several key areas:

- **Local Church:** The local church is the primary setting for mentoring. Mentors model Christian living and ministry alongside their apprentices. Apprentices gain practical experience by participating in the church's ministry and receive constructive feedback from their mentors. Mentoring also involves addressing sin and applying learned principles in real-world situations.
- **Personalized Curriculum:** Mentoring involves tailoring learning experiences to the apprentice's specific calling and vision for future ministry. Mentors thoughtfully consider the individual needs of the apprentice to maximize character formation and skill development.
- **Assessment:** Regular, truthful, and loving feedback is crucial to the mentoring process. Grounded in Scripture, this feedback becomes a tool through which God shapes and sanctifies apprentices.

3. Mentoring Curriculum

Essential Values:

Our mentoring program is built upon the following core values:

- **Collaborative Partnerships:** We partner with the International Baptist Convention and related organizations like Aquilla Initiative and Healthy Churches Global, as well as other like-minded churches.
- **Integrated Outcomes and Assessment:** Each learning outcome targets the development of knowledge (head), skills (hands), and character (heart), leading to well-rounded growth. Assignments often integrate multiple learning domains, reflecting the interconnected nature of ministry competencies.
- **Direct Assessment of Mastery:** Progress is based on demonstrated mastery of competencies, not just course completion. Assignments are adjusted as needed to ensure and showcase competency.
- **Static Outcomes and Tailored Pathways:** While learning outcomes remain consistent, the path each apprentice takes to achieve mastery is flexible and customized to their unique needs and context.
- **Learner-Paced Development:** Apprentices progress at their own pace, accelerating in areas of existing strength and focusing more time on areas requiring further development. This allows for greater flexibility and personalization.
- **Context-Based Learning:** Competency is developed and demonstrated within the specific ministry context where the apprentice is training. Assignments are tailored to the requirements of this context.
- **Team-Based Mentoring:** Apprentices are guided by a team of experienced ministry practitioners who provide ongoing support and assessment throughout the program.

Curriculum Overview:

The IBC, Madrid Mentoring Manual is designed with the desired end result in mind, focusing on developing a unified set of knowledge, skills, and character traits necessary for effective ministry.

The program prioritizes the needs of apprentices, offering personalized learning experiences that consider their background, personality, context, and pace.

Program Purpose: To train leaders and ministers who are competent to fulfill their calling.

Program Objectives: This program aims to cultivate leaders who recognize the importance of Godly character and contextualized ministry.

- **Being KINGDOM CONSCIOUS:** Equipping apprentices to proclaim the gospel, minister to believers, and understand God's role in the growth of His kingdom.

- **Growing in Godly CHARACTER:** Focusing on addressing root sin issues and cultivating the fruit of the Spirit in the lives of apprentices.
- **Serving in CONTEXT:** Training apprentices to understand their surroundings, adapt to diverse contexts, communicate effectively in international settings, and understand the history of the church in Europe.

Learning Outcomes:

Learning outcomes clearly define the knowledge, character traits, and skills an apprentice will have mastered upon completion of the program.

Competencies:

Learning outcomes are broken down into individual competencies, each with specific standards (Indicators of Competency). Competencies are concise statements outlining the required achievement for a specific element of a learning outcome. While learning pathways are personalized, competency standards provide consistent benchmarks for mentors to assess mastery.

Indicators of Competency:

Indicators of Competency are observable and measurable behaviors or outputs that mentors use to evaluate an apprentice's achievement of a competency. They provide objective criteria for assessing competency, often demonstrated through the completion of related assignments.

Outputs:

Outputs, also known as Assignments, are activities and projects assigned by mentors to facilitate the development and demonstration of mastery. Outputs are a means to an end, not the goal itself. Mentors can customize assignments to meet individual apprentice needs, ensuring alignment with the intended learning objectives. Outputs are reviewed and feedback is provided by mentors.

Inputs:

Inputs are the resources apprentices utilize to build the foundational knowledge required for achieving competencies. Mastery is demonstrated through outputs, not just the completion of inputs. Inputs can include:

- Scripture Reading
- Instruction (in-person or video)
- Reading materials
- Research projects
- Reflection exercises

Input/Output Categories:

- **Scripture Reading:** Reflecting on prescribed Scripture passages.
- **Instruction:** Participating in seminars, lectures, or one-on-one meetings.
- **Reading:** Critically analyzing relevant resources.
- **Research:** Conducting theological research.
- **Reflection:** Engaging in prolonged and structured thought on specific topics.
- **Project:** Medium-duration assignments (4-12 weeks) addressing ministry needs or developing specific skills.
- **Discovery:** Assignments encouraging reflection on ministry contexts, often involving observation.
- **Communication:** Demonstrating competency through various media (oral, written, electronic), including teaching, preaching, and articulating personal theology.
- **Long-Duration Project:** Extended projects (1-3 years) involving ongoing participation in ministry or personal growth activities.

4. The Mentoring Team

Responsibilities of Mentors:

Mentors play a vital role in the program and have significant responsibilities:

- **Safeguarding:** Reporting any instances of abuse or life-threatening situations to the police and church leadership.
- **Confidentiality:** Handling apprentice work with confidentiality while ensuring accessibility for the learner.
- **Commitment:** Dedicating time that varies based on the mentor's role and the apprentice's progress (from a few hours a month to several hours a week).
- **Communication:** Communicating clearly and promptly with apprentices and other mentors, treating apprentices with respect and dignity.
- **Assessment:** Providing meaningful and substantive feedback throughout the learning process, instructing and evaluating apprentices in knowledge and skill development.
- **Lead by Example:** Modeling the character traits desired in apprentices, including being a lifelong learner.
- **Training:** Participating in mentor training and ongoing development.
- **Represent Institutions:** Understanding that they represent IBC, Madrid, the apprentice's ministry, and their own calling.
- **Regular Assessment:** Evaluating apprentices at regular intervals with truth and grace, identifying areas for growth.
- **Submitting to the Strengths and Gifts of Others on the Team:** Collaborating with fellow mentors, offering encouragement and support.

Responsibilities of Apprentices:

Apprentices are also expected to be highly committed to the learning process:

- **Adherence to the Code of Conduct:** Agreeing to and following the established Code of Conduct.
- **Communication:** Communicating respectfully and promptly, informing mentors of progress and potential delays.
- **Respect:** Treating members of the Mentor Team with love and respect.

Resolving Problems in Mentoring

Despite our best efforts and intentions, issues may arise that disrupt the mentoring relationship. A lack of interest or satisfaction can be an early indicator of problems. Because IBC, Madrid is committed to healthy mentoring, we have established the following guidelines for addressing such issues:

1. **Direct Resolution:** Most questions and concerns should first be addressed directly between the mentor and apprentice, seeking clarification and resolution. In line with Matthew 18 and with a focus on growth, mentors may discuss issues of sin with apprentices. When mentors are confronted with their own sin, they are expected to respond with humility and repentance.
2. **Ministry Mentor Involvement:** If problems persist or are particularly serious, the Ministry Mentor will become involved. As the local church holds ultimate authority, IBC, Madrid, in consultation with church leadership, will also participate in the resolution process.
3. **Relationship Termination:** If problems cannot be resolved through the efforts of the mentors and church leadership, the mentor/apprentice relationship may be terminated immediately.
4. **Legal and Safety Issues:** Mentors who break the law or endanger their apprentices will be reported to the appropriate law enforcement authorities and will be removed from all ministry involvement at IBC, Madrid.