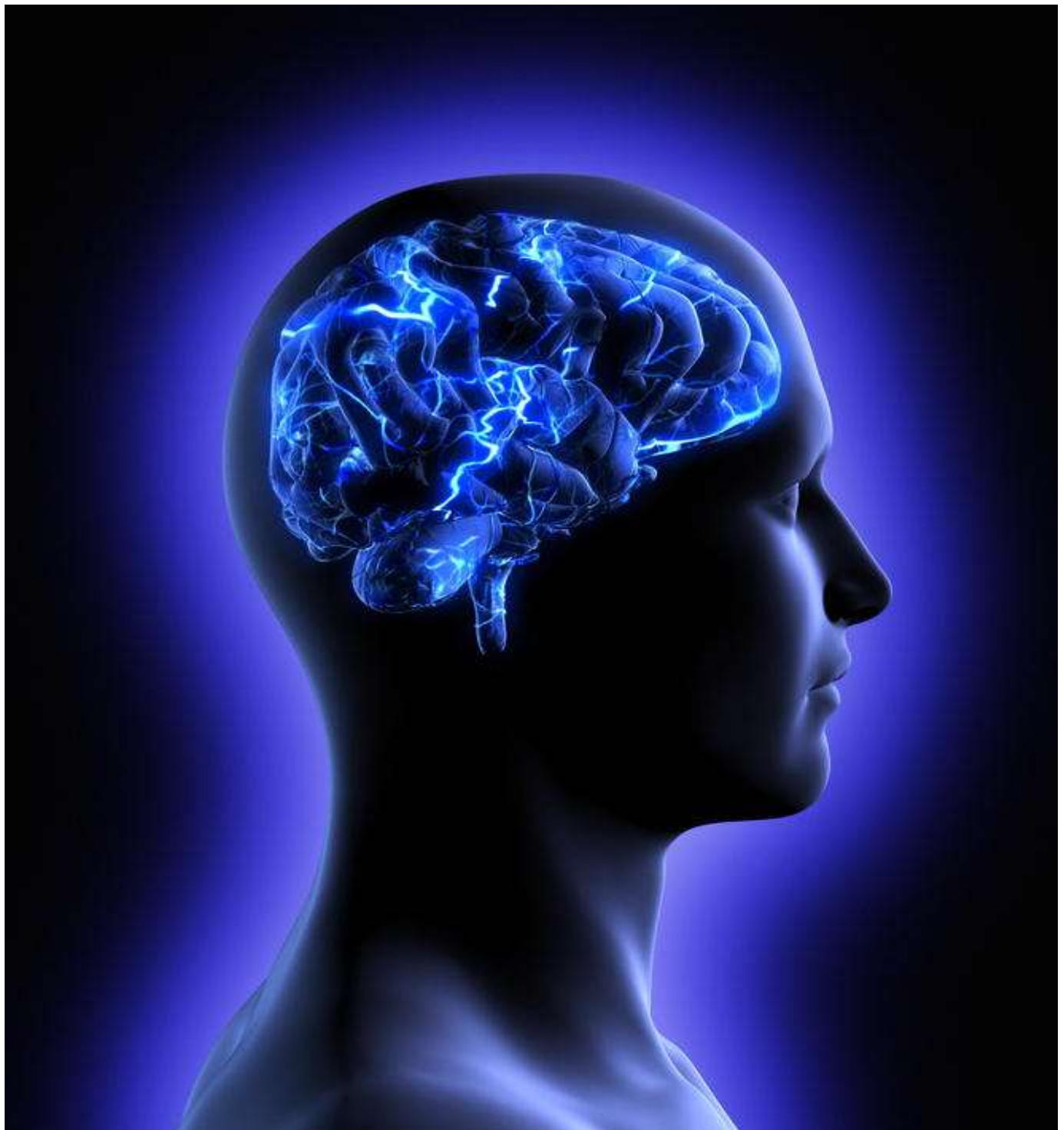


Mentoring Manual



A Manual for Mentoring Young People

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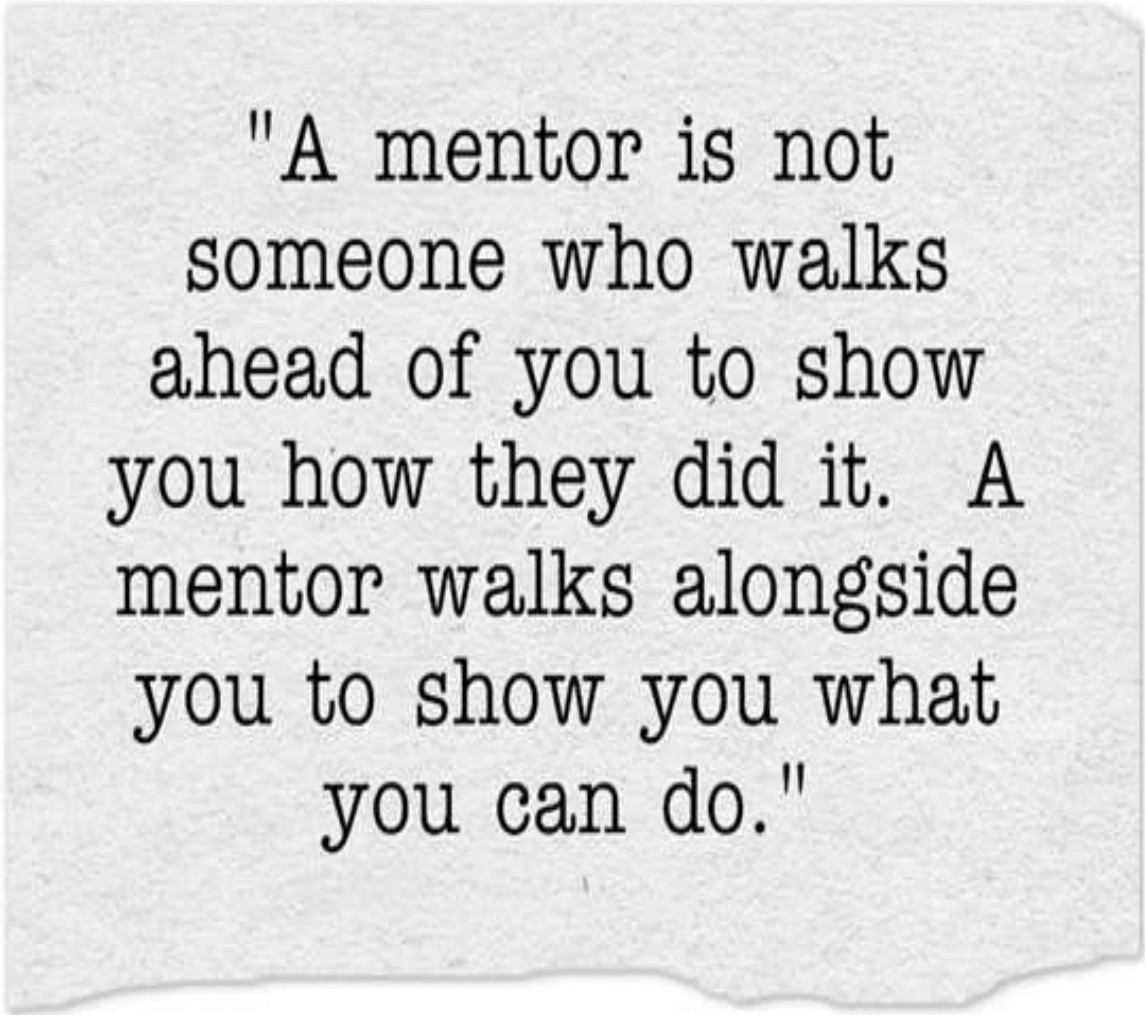
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The Toolbox

Introduction

This manual was created to provide on-going training, support and to equip those people wishing to become mentors of young people. Designed to be used within the context of a mentoring network and used to help mentors to grow and develop as mentors and as Disciples of Christ. As such this manual should be completed by anyone undertaking a mentoring role, this can be done individually, but it is recommended that it is completed as part of an on-going 'mentoring the mentors' training program, so as to increase the development and growth of the mentor. The idea behind 'mentoring the mentors' is to ensure that mentors receive on-going training (over the course of a year), support and encouragement and are equipped to undertake the role of mentoring young people. This is very much a 'learn by doing' program.

A quote is presented on a rectangular piece of light gray paper with a torn, deckled edge. The paper is centered on a white background. The text is written in a black, monospaced, typewriter-style font. The quote is: "A mentor is not someone who walks ahead of you to show you how they did it. A mentor walks alongside you to show you what you can do." The text is arranged in seven lines, with the opening and closing quotation marks on the first and last lines respectively.

"A mentor is not
someone who walks
ahead of you to show
you how they did it. A
mentor walks alongside
you to show you what
you can do."

the heart of MENTORING

Getting the most out of life
ISN'T ABOUT HOW MUCH
you keep for yourself,
BUT HOW MUCH
you pour into others.

—David Stoddard

www.alifesurrendered.com

1: What is Mentoring?

What is Mentoring?

Find all the words in the word search below that describe what mentoring is. Then think carefully about each one, choosing the ones that define mentoring for YOU, justifying your reason for choosing each. Also highlight any that you'd want to discuss in more detail with your mentoring coordinator.

A E M T V E T U M F U M U Y A I F U H E D P O W R D Y H F I I P E W Y P Y E B R S
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W M I P M T Q F D A F E E C K S E P X O E I K G W U A T T A J O S K C E V R F D T
Y M E T P R P E T S P T R A V E L G U I D E H D A A P O V Y V I S S U E B A S E D

Holistic Voluntary Dynamic Training Trusting Teaching Parental Serving Disciple
To Give Information Intentional Relationship To be a Role Model Spiritual Development
Sports Coaching Seeing Potential Non Judgemental Provide Stability Mentor to Protégé
Apprenticeship Passing on Experiences Setting Goals/Objectives Arrow Pointing to Jesus
Help them Develop Leading to Maturity Emotional Support A Journey Coming Alongside
Travel Guide Encouraging To Pray with Small Group Accountability One Two One
Issue Based Sharing Life Give Advice To Listen Counselling Evangelism To Motivate
Give Options and Choices Provide Opportunities for... To Guide Based around an Activity
Bible Study Leadership Fellowship Equipping Supporting Friendship Education
A Commitment Giving Answers Empowerment Christ Centred Be Challenging Informal
Formal Telling

The following are some definitions of Mentoring. Have a read through each of them, reflecting on what they mean and then create your own definition. Compare your definition with the rest of your mentoring network and/or mentoring coordinator.

- 'A dynamic, intentional, voluntary relationship of trust in which one person enables another person to maximise the grace of God within their lives and develop their potential in the service of God's kingdom purposes' – Mentoring Matters (CPAS)
- "A lifelong relationship, in which a mentor helps a protégé reach his or her God-given potential" – Bob Biehl
- "A relational experience in which one person empowers another by sharing God-given resources including skills, wisdom, knowledge and experience" – Paul D Stanley & J Robert Clinton
- Helping to bring a person to maturity and wholeness
- Christian Mentoring is an intentional relationship where a more experienced believer seeks to be used by God to grow the mentee holistically through sharing their life experiences and resources with them. – Jon Langford (TaG)
- "Mentoring is a long term relationship that meets a development need, helps develop full potential, and benefits all partners, mentor, mentee and the organisation". - Suzanne Faure
- "Mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained". - Audrey Collin
- Mentoring is "A mutual relationship with an intentional agenda designed to convey specific content along with life wisdom from one individual to another. Mentoring does not happen by accident, nor do its benefits come quickly. It is relationally based, but it is more than a good friendship...mentoring is not two people who just spend time together sharing". – Thomas Addington and Stephen Graves
- "Mentoring is a supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange, to enrich their professional journey". - Suzanne Faure
- "Mentoring is an important adult relationship since it creates a legitimate and special space where people can take chances by trying to be authentic about, and find meaning within their real-life professional experience". - D Doyon
- "The purpose of mentoring is always to help the mentee to change something - to improve their performance, to develop their leadership qualities, to develop their partnership skills, to realise their vision, or whatever. This movement from where they are, ('here'), to where they want to be ('there'). - Mike Turner
- "Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging" - David Clutterbuck
- "Mentoring is an intense work relationship between senior and junior organisational members. The mentor has experience and power in the organisation, and personally advises, counsels, coaches and promotes the career development of the protégé" - Anne Stockdale

Now write your own definition here...



A Biblical Perspective:

Although the word 'Mentor' doesn't appear in the Bible. But what we do see is a number of 'mentoring type' relationships. Below is a list of some of them, pray, read and reflect on these verses/books, asking yourself and writing in the box provided:

Q: What attributes of mentoring do each of these verses display?

- ✓ Jethro and Moses (Exodus 18 v 13-27)
- ✓ Moses and Joshua (Deuteronomy 31 v 1-8)
- ✓ Naomi and Ruth (Ruth 1-4)
- ✓ Mordecai and Esther (Esther)
- ✓ Samuel and Saul (1 Samuel 9 v 15 - Ch10 v 8)
- ✓ Elijah and Elisha (1 Kings 19 v 16-21; 2 Kings 2)
- ✓ Jesus and his disciples (the Gospels, particularly Luke and Mark's Gospels)
- ✓ Barnabas and Saul (Acts 4 v 36; 11 v 23-24; 13 v 2 & 50)
- ✓ Paul and Timothy (1 & 2 Timothy)

A Biblical Perspective on Mentoring...



It's important throughout this process of mentoring young people that we keep in mind a biblical view of what it's all about.

So the Bible offers us a range of 'examples' of mentoring. But behind these are some important relational principles that help shape a Christian approach to mentoring. These come from a biblical understanding of who God is and what he is doing in his world.

- We understand God to be relational by the very nature of the Trinity, God in three persons in community with himself. When he creates people, he creates them in his image, male and female as revealed in Genesis 1 v 27. They reflect his relational nature, both in their ability to relate to him but also to each other.
- Whilst the 'fall' has marred the image of God within us, it is not lost. God's redemptive purpose is made clear throughout the Bible. He wants people who are willing to be part of his ongoing work of redemption for the world. The path of redemption is personal, but it is also corporate, involving us with one another in transforming lives.
- As Jesus is relational, we can only be Christ-like if we too are relational with others, ourselves and with Him. He made us human *beings*, not human *doings*.
- Human beings need one another, growth and development occurs in relationships.
- We read from the Bible that we are called to grow in Christlikeness, serve God's purposes and learn from one another in an interdependent, relational community

At a time when some of the traditional ways of being relational are being lost (I blame Social Media 😊), intentional, reflective, developmental relationships may be just what we need. And in Jesus we have a great example what these relationships might look like.

Jesus-Like:

When Jesus began his public ministry he drew about himself various groups of people. There was the official choosing of the 12 disciples, after a long night of prayer (Luke 6 v 12). There was the wider group of men and women who supported him and whom he encouraged in their development (Luke 8 v 1-3). There was the larger group of 70 whom he sent out on his behalf (Luke 10 v 1-12). Some have captured this intentional use of Jesus' time in the phrase 'for the sake of many invest in a few'.

Reflect and discuss the phrase 'for the sake of many invest in a few' – what does this look like for your church or group? Who are the 'few' for you? Who comes to mind?

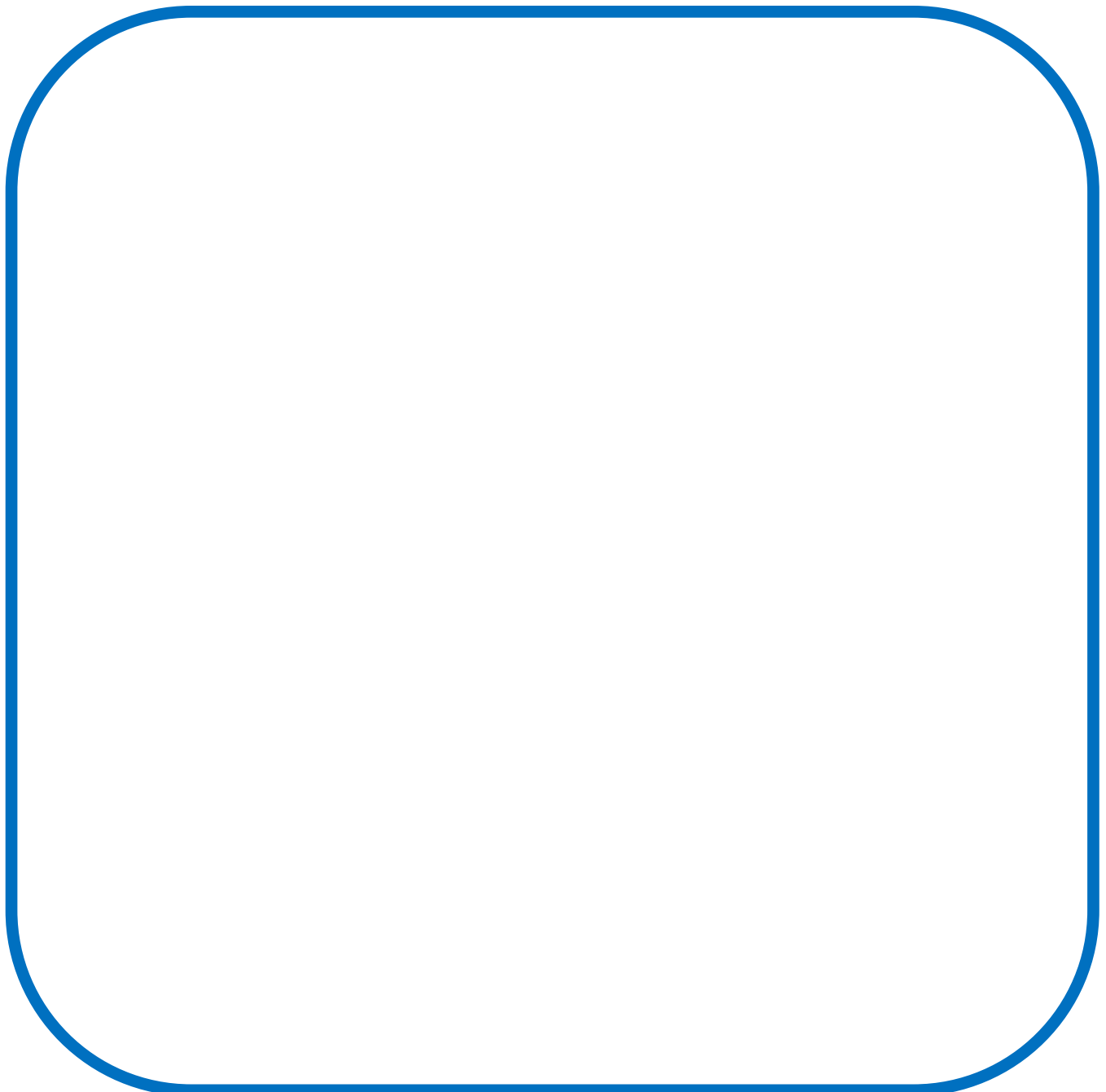


A 'Film' perspective:

Watch any or all of these films; writing down your observations about the 'mentoring' relationship depicted in each film. What insights you gained into mentoring? And what questions did it raise?

- Coach Carter
- Star Wars (A New Hope, The Empire Strikes Back or the Phantom Menace)
- Miss Congeniality
- Clueless
- The Karate Kid
- Bend it like Beckham
- When the game stands tall
- The Last Castle

What did you learn about Mentoring from these films...

A large, empty rounded rectangle with a blue border, intended for writing answers.

Reflection:

Spend some time praying and reflecting on all we have looked at so far...

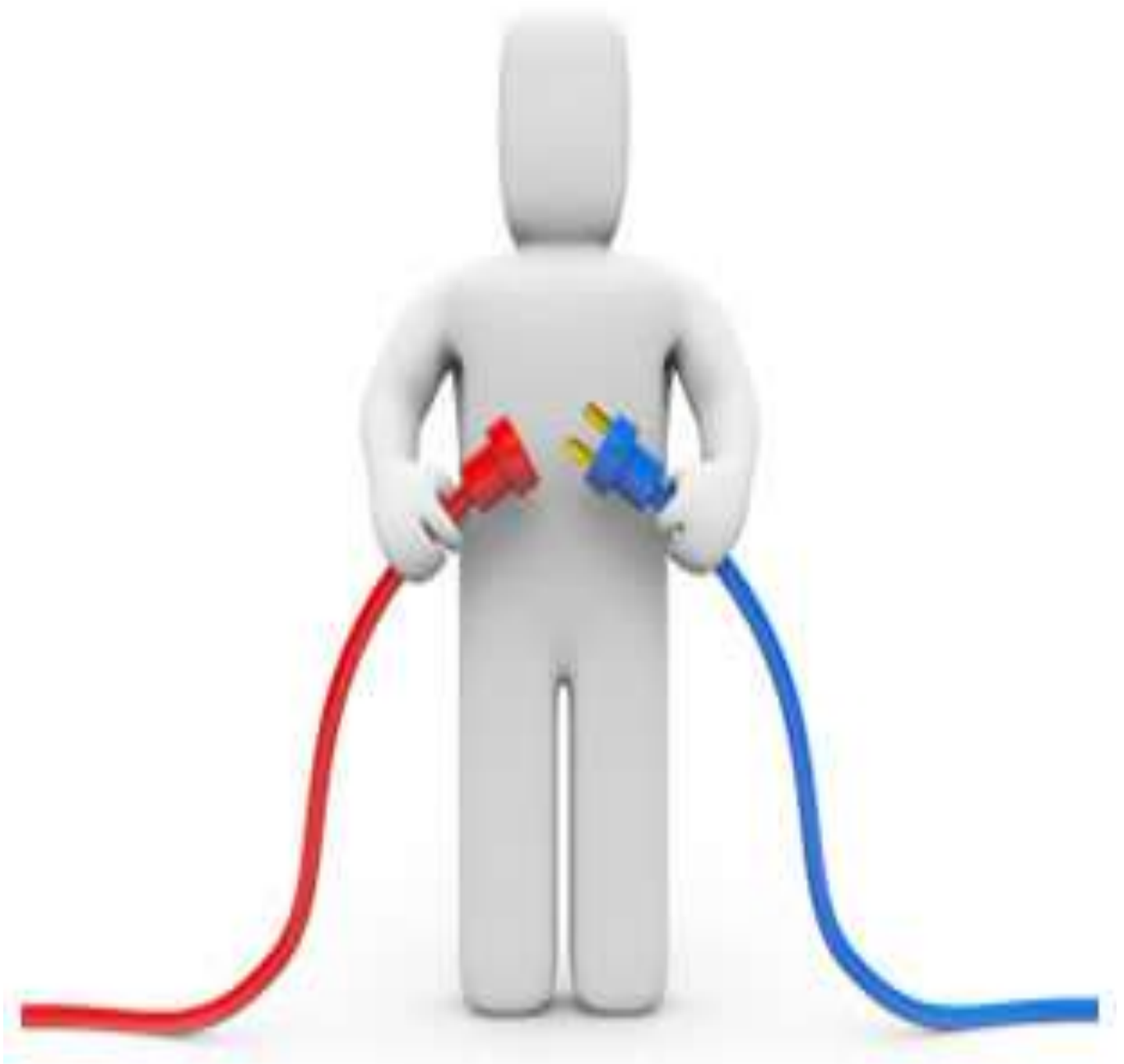
Excites you about the prospect? ...

Any Fears? ...

What peaks your Interest? ...

Any Concerns? ...

The phrase
"do not be afraid"
is written in the Bible
365 times. That's a daily
reminder from God to live
every day being fearless ♥



2: Connecting Well

Connecting Well

In the second part of this manual we will introduce the framework at the heart of a mentoring relationship, focussing on the 1st and 2nd phases of the mentoring relationship – connecting and clarifying.

Activity: the mentoring relationship from Hell:

Ideally this is done as a group activity. Split into 2 groups, label one 'mentor' and the other 'mentee'. Give each group a piece on flipchart paper and pens and ask group one to write at the top on their piece of paper 'Mentor from Hell' and the other group to write 'Mentee from Hell'. Write up words/pictures in response to the following questions, under both of the headings:

- What attitudes would they show?
- What behaviours would they exhibit?
- What would they not do?
- What kinds of things would they say?
- What kinds of things would they not say?
- How would the meeting place look and feel?

Feedback and discuss as a whole group. What overlaps did you find between the two?

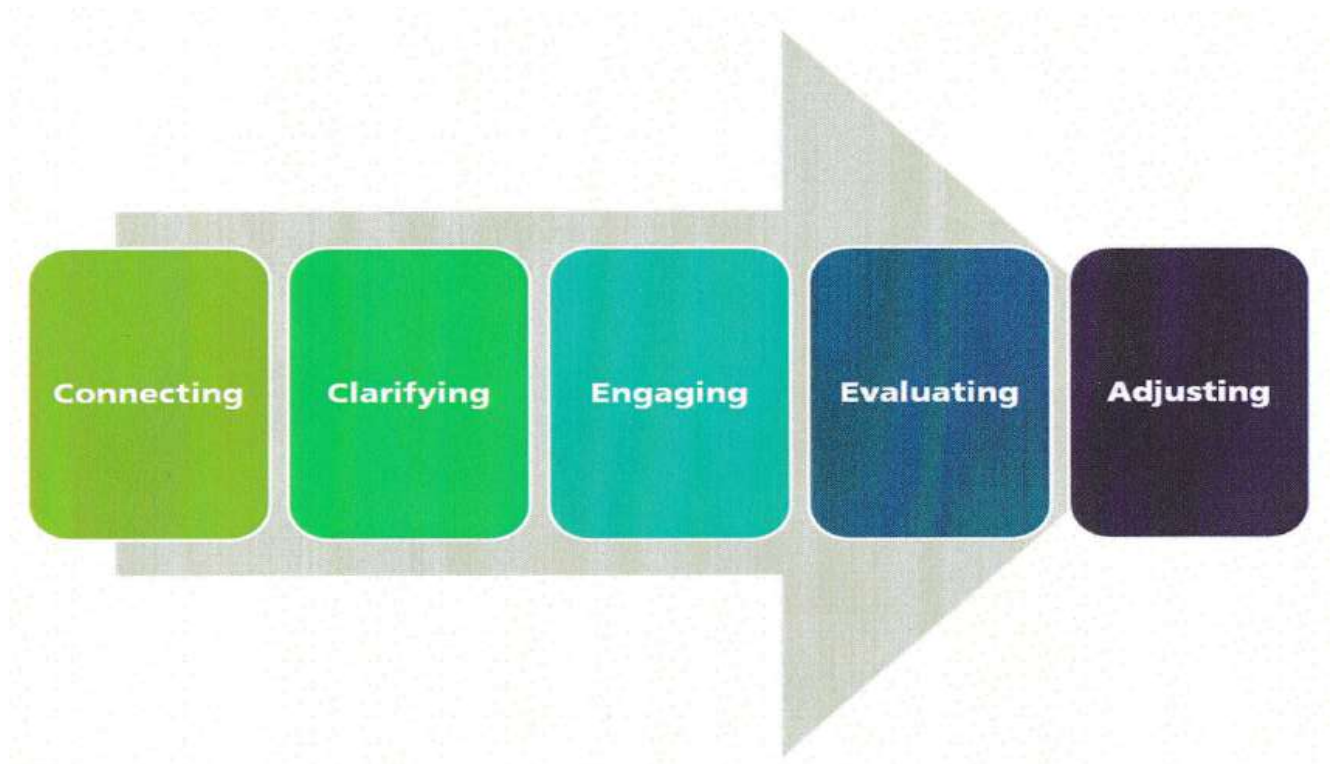
Mentor from Hell...

Mentee from Hell...

This activity can also be used with new mentees to help discuss the expectations at the start of the mentoring relationship.

The Framework:

This is the basic framework of a mentoring relationship. Each phase is different in its timeframe. Phase 1 and 2 should happen over a meeting or two. Phase 3 is for most of the relationship. Phase 4 and 5 occur at various points and are done more than once.



Connecting:

The first phase of the mentoring relationship is the initial connecting of the mentor with the mentee. This can happen in one of two ways, depending on how your mentoring network is run:

Model One:

This model assumes you have a cohort of mentor's to match to young people wanting to be mentored.

- A coordinator matches a mentor with a mentee
 - Remembering the practical issues, such as both being available at the same time etc.
 - Are they likely to get on?
 - Is there some shared interest?
 - Some common values?
 - Does the mentor have experience that would benefit the mentee?
- Then an initial conversation/meeting between the mentor and mentee. Exploring if either party has any doubts.
- Then an initial exploratory meeting – getting to know one another, building relationship and trust, evaluating compatibility – basically seeing if the mentoring relationship would work.

Model Two:

The second way is more direct, whereas model one asks for the young people to come forward to be mentored, model two takes the mentoring to the young people.

- Identifying potential mentees
- Matching potential mentees with mentors (possibly with mentor and mentee choosing each other)
 - Are they likely to get on?
 - Is there some shared interest?
 - Some common values?
 - Does the mentor have experience that would benefit the mentee?
- Asking the young person if they want to be mentored (remember it's a voluntary relationship, so they can say No, and that's okay)
- Then an initial conversation/meeting between the mentor and mentee. Exploring if either party has any doubts.
- Then an initial exploratory meeting – getting to know one another, building relationship and trust, evaluating compatibility – basically seeing if the mentoring relationship would work.

Or you could have a mentoring network which is a mixture of models one and two.

Activity: Identifying potential mentees. Ideally in small groups, write down the answer to this question:

Q: What 'qualities' would you look for in a potential mentee to make the mentoring most effective?

Clarifying:

The second phase, after connecting, is clarifying expectations for how the relationship will be conducted. This includes:

- Identifying expectations (for both mentee and mentor)
- Focus, hopes and dreams
- Frequency and length of meetings (an hour to an hour and a half on a monthly basis is usual, but you can have them more regularly)
- Where will you be meeting (remember it doesn't have to be in the prayer room of the church, think coffee shop, bowling alley, pool hall, McDonalds etc)
- When (make it a time suitable for both)
- Level of formality
- Boundaries
- Commitment
- Communication between meetings
- Confidentiality (remember there is no such thing as absolute confidentiality, so follow your Safeguarding policies and training)
- Affirmation and Challenge
- Accountability
- Evaluation and Review
- Prayer

If these areas are talked through to a point of clarity at the beginning of the process they can create problems later on.

Engaging:

At this point the relationship is under way and beginning to focus on the reasons, either the mentee asked to be mentored for or why they were asked if they wanted mentoring in the first place. It helps at this point if the mentor has a range of core skills (see training section of Mentor's Manual) and a variety of 'tools' (See 'Toolbox' section of Mentor's Manual). Core skills include:

- Building rapport
- Active listening
- Asking good questions
- Sense-making
- Using the Bible
- Dedicated prayer
- Setting goals

There are a wide variety of tools that a mentor can use, including:

- The 'Five Cs' leadership development model
- Johari window for developing self-awareness
- Egan's skilled helper model
- Process Consultation
- Voice Activated
- Youth Leadership Training
- Discipleship groups
- Big Book of Blobs

Evaluating:

The fourth phase in the relationship is evaluating how things are going. This is done during and after a session and periodically at significant points in the process. This is to ensure that both mentee and mentor are happy with the direction of the mentoring.

Ensuring:

- It reflects the original vision/expectations/goals/purpose of the Mentoring
- Decisions on any changes needed happen
- Reflection on the process (is it working?)

Also ensure that the mentor is 'mentored', using this manual as a guide to this.

Adjusting:

The final phase is adjusting how the mentoring relationship is going. It helps if the mentor knows how to:

- Keep the momentum building over a period of time
- Make significant changes in the relationship as necessary
- Bring the relationship to appropriate closure (most mentoring relationships are only for a season, not for life)

This section will look at the first 2 phases; connecting and clarifying.

Connecting like Jesus Bible Study:

Ideally this Bible study will be done as a group as part of the 'mentoring the mentors'

Jesus gives us some very practical ways of investing in people:

- **Jesus made himself available to people** – he met with ordinary people across the economy and social spectrum, making time for them (see Mark 5 v 2, 14, 21-22, 25)
- **Jesus dealt with people as unique individuals** – he honoured each person's uniqueness. He related to their situation, their needs, at whatever point they were in their lives (see Mark 2 v 4-12; 10 v 17-22 and John 4 v 7-26)
- **Jesus engaged people in creative dialogue** – he gave people the freedom to express their deepest needs and unburden their hearts. He had penetrating exchanges that stripped away any illusions, leading to deeper understanding and inner healing (see Mark 2 v 4-12; 10 v 17-22 and John 4 v 7-26)
- **Jesus asked probing questions** – in dialogue, Jesus frequently led or countered with a question crafted to cause self-examination, reflection and decision making about the big issues of life (see Mark 8 v 27-30 and Matthew 9 v 4-5)
- **Jesus 'actively' listened** – to hear people's fears, frustrations, failures and seeds of faith (see Mark 12 v 32-34)
- **Jesus offered unconditional love** – Jesus expressed divine compassion to others (see Luke 7 v 13 and Mark 6 v 34-44)

- **Jesus identified obstacles to spiritual growth** – with disarming directness, Jesus identified obstacles that hindered growth in a relationship with God; distorted images of God, compulsive busyness, evil passions and sinful behaviours (see Mark 7 v 1-9, 10 v 17-23 and Matthew 18 v 1-4)
- **Jesus patiently ‘put up’ with ignorance, laziness, fear and failure** – basically Jesus never gave up on people (see Mark 4 v 35-41; 9 v 19)
- **Jesus challenged , confronted and corrected people** – he didn’t hold back from saying the hard things, but directly told people the truth about life and about themselves (see Luke 8 v 25; 9 v 58, 62; 10 v 41)
- **Jesus lived and worked in community** - Jesus engaged a cross-section of society in his circle of disciples, and involved them in what he was doing (see John 20 v 19; Mark 7 v 17; 8 v 27 and 9 v 28)
- **Jesus operated with a degree of light-heartedness** – he retained a sense of humour and fun even when dealing with significant matters (See Mark 10 v 25)
- **Jesus cared for his own soul** – he knew he must spend time with God, nurturing his own relationship with God (see Mark 1 v 35; 6 v 30-32 and 6 v 46)

Q: What do these characteristics of Jesus have to do with being a mentor?

Q: what insights from the way Jesus related to people might appropriately shape our way of relating to mentees?

Highlight the ones that you feel it would be good to work on in your own life

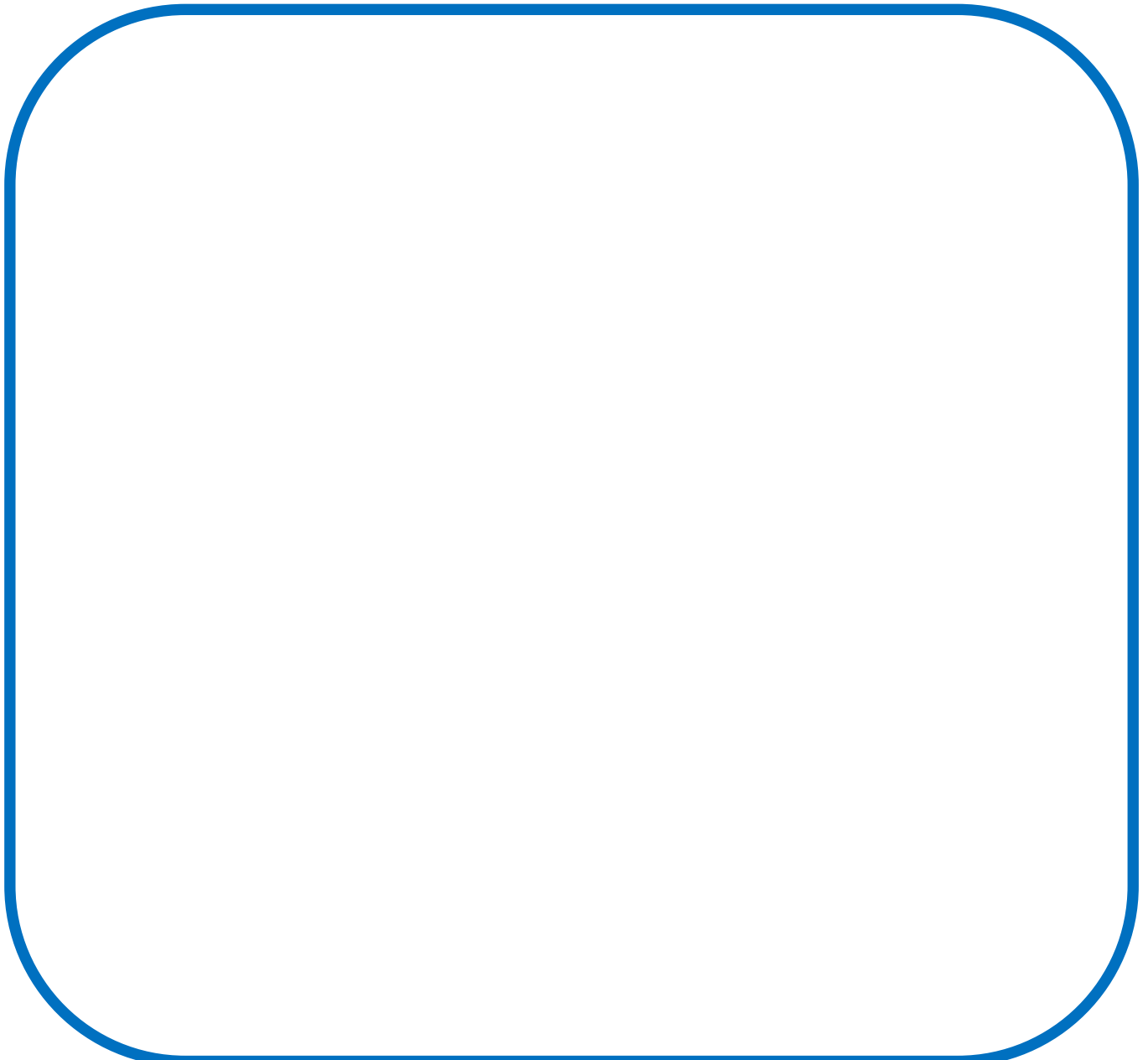
This initial meeting(s) is about 2 things connecting with the mentee (building rapport) and clarifying expectations.

Connecting – the initial conversation / Building Rapport:

In essence this first meeting / conversation is about getting to know one another and exploring whether what the mentee is looking for and what the mentor has to offer, making a match. This next section picks up at the point where the mentor and mentee meet for their first conversation / meeting.

Discuss:

- When you meet someone for the first time, what puts you at ease? What makes you feel comfortable
- How do you think the mentee is likely to be feeling as they enter the room?
- How do you think you will feel as the mentor? How could you arrange the meeting place to make the mentee feel comfortable?

A large, empty rounded rectangle with a thick blue border, intended for a discussion or notes.

Think about...

Environment

Meeting in a room:

- Ideally don't meet in a private space. The idea is to be 'overseen but not overheard'. I'd recommend against meeting in a home, a church room is fine, but always ensure that someone else is in the building and knows you are meeting, keeping the door ajar, if there is no window in the door.
- Arrive early enough to clear up anything left from a previous meeting and ensure everything is laid out the way you want it. Set up the room so that it is comfortable and conducive for the conversation. Think about seating (comfortable but not so comfortable that people fall asleep) and the way the chairs are angled (not facing each other straight on, but at a slight angle), lighting (mentee not under a spot light, no one is in front of a window making it difficult to see a face), heating (think goldilocks, not too hot, not too cold, just right), oxygen levels (a window slightly open to provide fresh air).
- Remove distractions: turn off mobiles (or to silent), switch off computer/TV screen and ask not to be interrupted.
- It's handy to have a clock in the room, however placement is very important, you want to be able to look at it without making it obvious you are checking on the time, if the mentee thinks you are checking on the time they may clam up.

Meeting in a public place:

- In a coffee shop (or similar) arrive early enough to get a good location, ideally not too close to anyone else and in a quieter corner.
- Ensure someone (the mentoring coordinator) knows you are meeting (where and when), it's also good practice to try and let the coffee shop staff know why you are meeting (although this is not always appropriate or possible)
- Depending on the nature of the mentoring there are any number of places you could meet:
 - Bowling alley
 - Pool hall
 - Pub (age appropriate)
 - A walk in a forest
 - Etc

The Welcome:

- Ensure good eye contact as the person enters
- Offer a drink (the mentoring network should pay for these)
- Chat about small things as you prepare or wait for the drinks and settle them into the room. (how was your journey? The weather? An item on the news? A TV programme you both like?)

Questions:

At the start

- Once settled, clarify the purpose of this first meeting with a positive statement: *'their name*, it is great to meet you and thank you for taking the time to meet up. As I understand it, the purpose of our meeting today is to get to know one another and work out whether what you are looking for and what I have to offer are a reasonable match...'
- Pray
- Then begin by saying a little about yourself as a way of modelling openness, but keep it short. For example, begin by reinforcing what mentoring is about, why the church/organisation has set up a mentoring network, what has led you to mentor people, your testimony, and your own style of mentoring.
- Next ask the mentee:
 - What has led you to think of mentoring?
 - Is there anything else that has happening recently, or what is currently happening in your life, that could be relevant to the conversation?
 - Imagine you were walking out of the door after our last mentoring meeting, what would you like to leave with? How would you like to feel? What would you have wanted not to happen?

Further Questions

Once you have covered some of the above, you can move onto some other questions...

- ‘Could I move on to ask some questions about you? It would help me to get to know you a little better. Tell me a bit about your life journey to this point. Start whenever you feel comfortable’
- As they tell something of their story use follow-up questions to explore other areas. For example, how they came to faith (if they have); who have been the most influential people in their life; who are their heroes and why; what do they feel most passionate about in life; what is their family situation.
- At this point in the relationship your role is to walk with them, following where they want to go. As they paint ‘doors’ in the story, you ask questions that knock on those door, but they decide whether to open those doors a crack, fling them wide open, or even keep them shut.

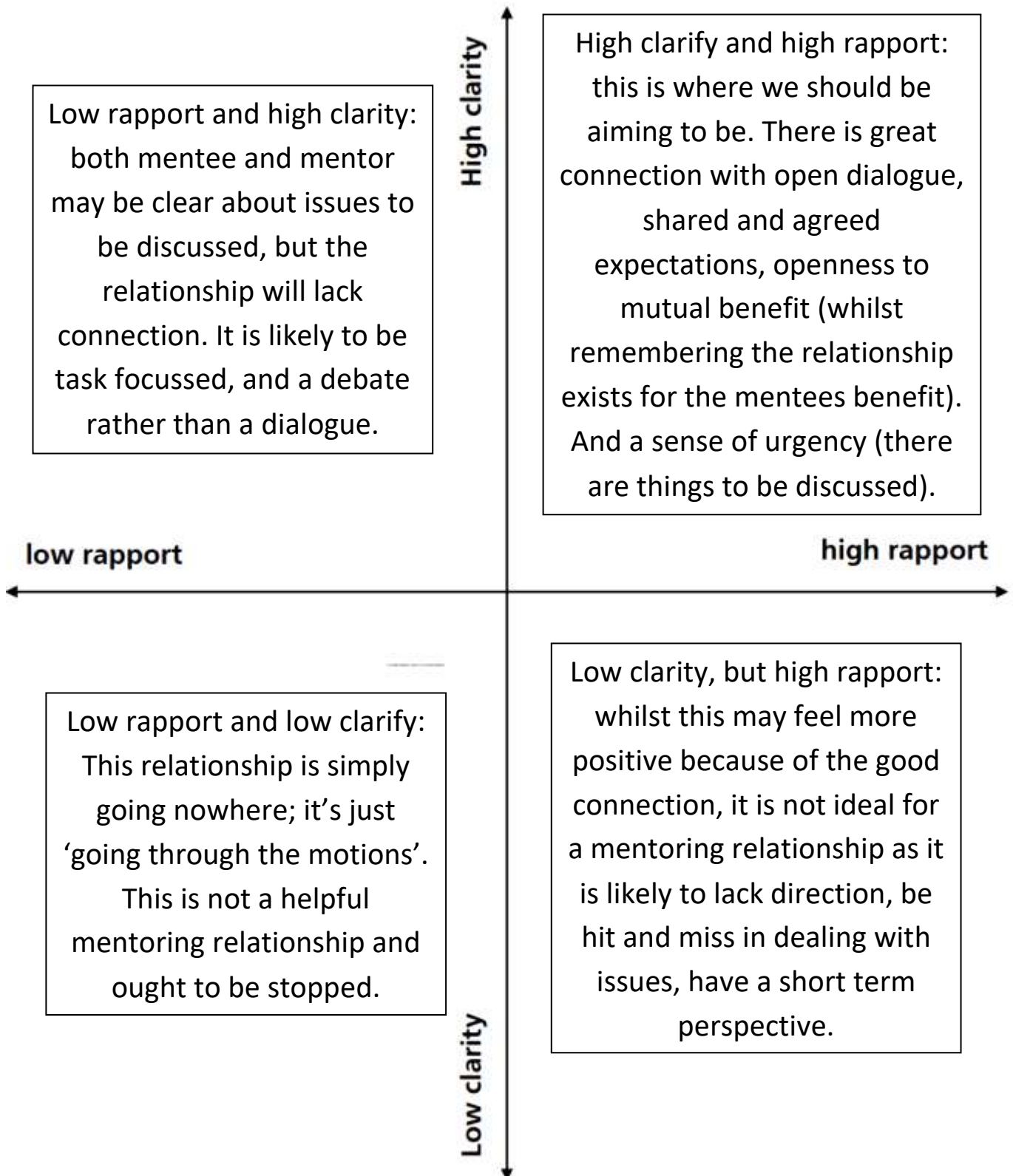
At what point do you move from connecting to clarifying? The answer is that it varies:

- For some, after the initial conversation (which may well take an hour), it’ll be best to say something like,
‘It’s been great to meet up and chat like this. My suggestion is that we now both go away to think and to pray about whether we would like to continue meeting up in a mentoring relationship, remember that you or me for that matter are under no obligation to continue unless we are both happy to continue. If either one of us is unsure, it’s far better to say so now, let me your thoughts next week either way and I’ll reply’
- For other it might be possible to move on to having a conversation about continuing within the meeting:
‘So how are you feeling about the possibility of us continuing to meet?’
- And for others, they may find it helpful to have some of the clarifying conversation (see next section) before they decide.

This is where you can’t be prescriptive about how it should go. It requires wisdom and discernment on the part of the mentor to decide on the best way to proceed.

Clarifying

It's important to clarify expectations. The matrix below from Clutterbuck and Ragins is a helpful tool to highlight this. But let's not make it too 'mechanistic'. It is a relationship after all, the key point is that good mentoring is about having good rapport and clear focus.



So what things (expectations) will need clarifying?

The clarifying process can be done as part of the first meeting, or at the start of the second meeting (if you both have agreed to continue). Although this is an essential part of the mentoring process, it's important to have a 'light touch' to avoid making the issues appear bigger than they are.

Mind-Map: what expectations / things need to be clarified at the beginning of the mentoring relationship? (Ideally this is done as a group activity in a 'mentoring and mentors' session).

Try not to jump ahead and see and answers here.

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Be realistic with your expectations!!

Things to clarify... (Discuss these as a group)

- ✓ **Time frame:** How often will they meet? (Generally once a month is about right for most mentoring relationships) and for how long? (on the whole 1 to 2 hours works best)
- ✓ **Meeting place:** where will they meet? What sort of environment is most conducive for the mentee?
- ✓ **Focus:** what can they discuss and what is out of bounds? Often the boundaries are tighter at the start of the relationship, but as time goes on and trust builds they loosen. Remember this is something you revisit when reviewing the relationship.
- ✓ **Responsibility:** who is responsible for what? Generally the mentee is responsible for the content of the conversation; they set the agenda. The mentor is responsible for the process, how the conversation flows.
- ✓ **Commitment:** what does commitment like? On what basis will either party cancel a meeting? For example what does 'starting at 7pm' mean?
- ✓ **Communication between meetings:** what is allowed and what isn't? Will there be contact between meetings? If so of what sort? E-mail, Facebook, text, tweet, phone call or face to face.
- ✓ **Confidentiality:** it is important that the mentor explains confidentiality within the mentoring relationship. Basically it means that everything discussed with the meeting is confidential, unless something is raised which is illegal or is putting the mentee or someone else at risk (see your safeguarding procedure). Or if the mentee agrees for something to be discussed outside the meeting. It is also worth being clear about what confidentiality means for the mentee (remember it works both ways), as the mentor may well not want something they mention in a mentoring meeting shared outside the meeting.
- ✓ **Affirmation and Challenge:** what is the right balance of affirmation and challenge? Different people require differing amounts. Some people will feel that the meeting has been pointless unless there has been some robust challenge. Others may find such challenges crushing (remember it's for the benefit of the mentee). It is also worth asking the mentee: how do you best receive affirmation and challenge?
- ✓ **Accountability:** if a goal is set by the mentee as part of a session, in what way do they want to be held accountable for meeting that goal?
- ✓ **Preparation:** it might be helpful (but not always appropriate) to ask the mentee to send the mentor a message 3 days before the meeting to let the mentor know what they would like to talk about. It doesn't have to be very long, but it just gives the mentor the 'heads up' on what to be thinking and praying about before they meet. It also ensures the mentee has thought about how to get the most out of the meeting rather than just 'turning up'.

- ✓ **Prayer:** what part will prayer play in their meetings? Again the mentor can take the lead with some suggestions, but the mentee needs to feel comfortable with whatever is agreed. Also, what expectation is there for praying for each other outside of the meetings? Or if there is an emergency prayer request from the mentee?
- ✓ **Evaluation and Review:** how and when will evaluation of the relationship (and review of its future) take place? It is good if the mentor can make some suggestions, for example, at the end of the meeting they could simply ask how the mentee felt it went. A slightly more formal review could be held after three meetings and again after six meetings.

Unclear or un-agreed expectations are what normally undermine healthy mentoring relationships. So while it may seem tedious to do, it makes all the difference in the long-term health of the relationship, so it's worth investing the time at the start

- The 'expectations conversation' shouldn't take a whole session, but rather around 15-20mins.
- Expectations are not set in stone. They can (and should) be reviewed and adjusted as the relationship develops. They simply provide a good starting point.
- Remember to keep this conversation 'light-hearted' it doesn't have to be done in a very formal or structured way, but it needs to be done. One way to have this conversation is to use the 'from hell' activity from the beginning of this section.
- You can write them down or not, depending on the mentoring network policy and the mentee/mentor relationship.



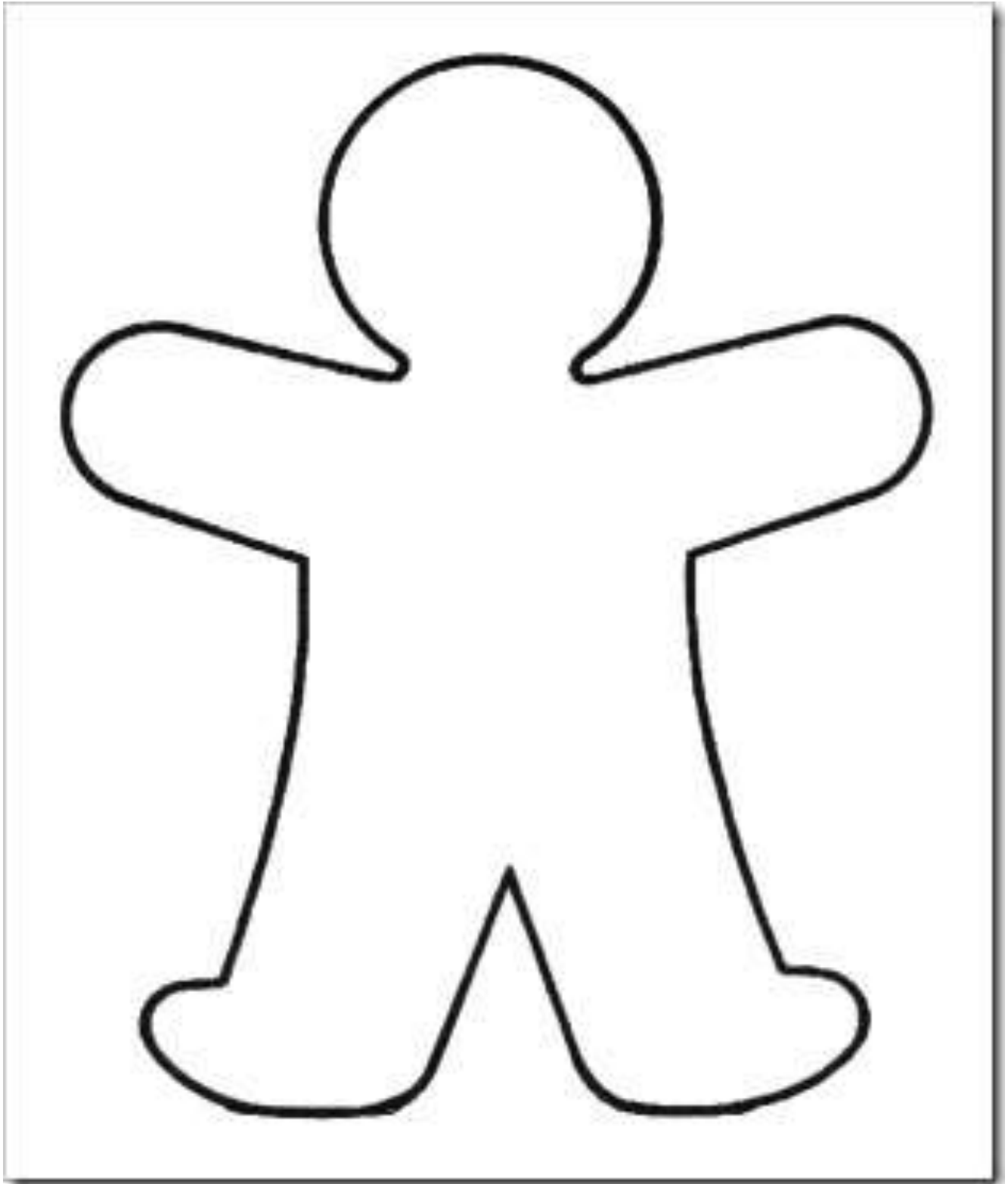
3: Engaging Appropriately

Engaging Appropriately:

This 3rd section explores the 3rd phase of a mentoring relationship: engaging. It will look at two core skills; asking good questions and active listening. It will also reflect on the qualities of a good mentor and offers several 'tools' to go in the mentoring toolbox.

Activity: The 'perfect' mentor: (btw there is no such thing as the 'perfect' mentor)

On the outline below write down all the qualities and competences (core skills) required to be a mentor? – Discuss results as a group with your mentoring coordinator.



Warning: any list of required qualities and competences can seem daunting to a potential mentor. There is no 'one size fits all' in mentoring. There is no such thing as the 'perfect' mentor.

With this in mind, the following list is simply a general guide to help us think clearly about key qualities: it's unlikely that any individual will 'tick every box'. Each potential mentor will have a unique mix of qualities, and part of the process of identifying mentors is discerning whether or not that combination is appropriate for a mentoring role.

- 1) **Foundational Factor** – to be a Christian mentor, you obviously need to be a Christian, by this I mean someone who is growing as a disciple of Jesus Christ, depending on him daily, and committed to leading others to him. This means that the mentor acts as a role model for the mentee, focussing on helping them to deepen their relationship with Christ grow in Christ-like character and discern God's particular call for their lives. 'Power for change doesn't come from the mentor, but from God as his Spirit works in the life of the mentee'
- 2) **Ideal Qualities:**
 - Prayerful – praying for the mentee, before, during and after the meeting.
 - Relational – the mentor needs to be able to relate well to people. This doesn't mean they need to be an extravert, just able to get alongside people, build rapport, put people at ease, and are comfortable with people expressing emotion.
 - Learner – mentoring is not only about growth and development in the mentee, but also in the mentor, and they need to be open to this in their own lives.
 - Developer – someone who has a passion for helping people grow.
 - Encourager – a positive attitude, an ability to see the best in people, a willingness to affirm and build up.
 - Trustworthy – without trust any mentoring relationship won't work. Trust is built through a combination of truthfulness, faithfulness, humility, patience, preparing well for meetings, willingness to go the extra mile, confidentiality (not sharing stuff without permission, unless you have to for safeguarding)
 - Open – mentoring differs from counselling, where a counsellor reveals little or nothing about themselves. A mentor needs to be open, able to speak honestly about their experiences.

3) Practical Realities:

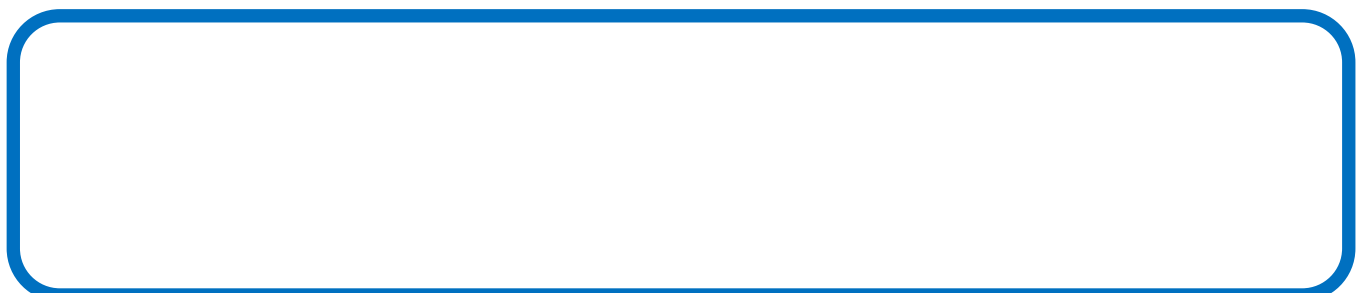
Any mentor will need:

- To be available to the mentee, able to give the time necessary for their agreed meetings. They may also need to be available outside of those meetings, but this is something where the boundaries for which are set very early on in the process.
- To have life experience, which they are able to call upon to help the mentee.

Also think about these definitions of a mentor...

- A mentor is... "an accomplished and experienced performer who takes a special, personal interest in helping to guide and develop a junior or more inexperienced person". - Stephen Gibb
- "A mentor should have the qualities of experience, perspective and distance, challenging the mentee and using candour to force re-examination and reprioritisation without being a crutch". - Christopher Conway
- "A mentor facilitates personal and professional growth in an individual by sharing the knowledge and insights that have been learned through the years. The desire to want to share these 'life experiences' is characteristic of a successful mentor". - Arizona National Guard
- "Mentors in the workplace are simply people who help other people succeed". - Neave Hospital Southern Minnesota
- "A mentor is a more experienced individual willing to share knowledge with someone less experienced in a relationship of mutual trust" - David Clutterbuck
- A mentor is... "A trusted counsellor or guide. Normally a senior person to the associate. A mentor is a counsellor, coach, motivator, and role model. A mentor is a person who has a sincere desire to enhance the success of others. A person who volunteers time to help the associate". - Air National Guard USA
- "A mentor is someone who can patiently assist with someone's growth and development in a given area. This assistance can come in the form of guidance, teaching, imparting of wisdom and experience". - Chicago Computer Society
- "A great mentor has a knack for making us think we are better than we think we are. They force us to have a good opinion of ourselves, let us know they believe in us. They make us get more out of ourselves, and once we learn how good we really are, we never settle for anything less than our very best". - The Prometheus Foundation

Q: Which of these definitions do you like or dislike and why?



Reflection:

Over the coming weeks you may like to use this list and definitions as a way of reflecting on the qualities you bring to a mentoring relationship. Don't be too hard on yourself, you may like to ask someone who knows you well to reflect on the list on your behalf and offer you some feedback on what they think you have to offer.

There are 2 ways to do this reflection

1. Questions

- As you read through the list of qualities, where do you sense you have things to offer?
- Where do you find yourself thinking you don't have much to offer or much experience?
- What quality would you most like to work on?
- What would be your next step in growing that quality?

2. Grid

Use the grid below to assess where you think you are on these qualities using the scale where 0 = not at all like me and 5 = very like me, and then write any reflections you have on that quality. Also give a copy to someone else and ask them to make an assessment on you as well (if you're able to give it to 2 or 3 people, even better).

Quality	Assessment	Reflections
Christian	0 1 2 3 4 5	
Prayerful	0 1 2 3 4 5	
Relational	0 1 2 3 4 5	
Learner	0 1 2 3 4 5	
Developer	0 1 2 3 4 5	
Encourager	0 1 2 3 4 5	
Trustworthy	0 1 2 3 4 5	
Open	0 1 2 3 4 5	
Available	0 1 2 3 4 5	
Able to facilitate development	0 1 2 3 4 5	
Experienced	0 1 2 3 4 5	

A model for a mentoring session:

Most mentoring sessions have a natural flow or shape, see the diagram below, starting at the pointed top, the mentor builds rapport and begins to discern where the conversation might go. The session gradually opens up, involving sense-making, asking questions, listening well and using the bible. Before it tapers down to a focussed ending where a clear next step(s) is identified for the mentee.



The diamond may be differently shaped depending on how the conversation goes. There may also be 'multiple' diamonds in a session, some small, others bigger depending on the issue.

We will be exploring each of the skills depicted here over the next few sections.

Core Skill: Asking Good Questions:

Talk through the following as part of the 'mentoring the mentors' group:

There are 3 reasons use questions:

1. To gather information
2. Increase awareness
3. Promote action

A good question is...

- ✓ Easily understood
- ✓ Open not closed
- ✓ Requires thought
- ✓ Enables self-disclosure
- ✓ Encourages reflection and refocusing

Activity: Turn the following statements into Questions

- It would be good to decide what you are going to do

Becomes =

- Surely, the best thing is to say 'no'

Becomes =

- It would be good to avoid her in the future

Becomes =

- Leadership is all about discerning where God wants you to go

Becomes =

- Make sure you work on this goal over the next few weeks

Becomes =

EH Schein's - three types of questions:

1. Pure Questions

Prompt the mentee to tell their story – Remember to stay neutral.

- ✓ Describe the situation?
- ✓ Tell me more about that?
- ✓ Tell me your story?
- ✓ Share what is going on for you?
- ✓ What else are you experiencing here?
- ✓ What is on your mind?
- ✓ What else is happening for you?

2. Diagnostic Questions

These steer the analysis of a situation – don't give your ideas or advice, let the mentee discover the answers for themselves.

Drawing out emotional responses:

- ✓ How do you feel about that?
- ✓ How did others react?
- ✓ When you feel your heart = what is it saying?

Drawing out reasons and thought processes:

- ✓ What are you thinking at this point?
- ✓ What conclusions are you coming to?
- ✓ For what reasons do you think you/they responded that way?

Considering Actions:

- ✓ What did you/they do? (past)
- ✓ What are you doing about that? (present)
- ✓ What could you do about that? (future)

3. Confronting Questions:

Share your ideas and reactions – give your perspective/advice on the issue

- Have you thought about doing...
- Why have you not done...?
- Did that not make you feel angry?
- It sounds like something else was going on – can you see that?

Tips for asking questions:

- Keep it positive; it's not an interrogation
- Do not answer your own question, be comfortable with silence
- Ask one question at a time
- Do not be forming the next question in your mind so that you don't fully hear their answer to the one you've just asked (see next part on active listening)
- If you are unsure about asking a question, ask permission, or if it is a tough one, warn them that it is a tough one.

Core Skill: Active Listening:

Q: How do you know when someone is **NOT** listening to you?

Mind-Map as a group and then List the ways here...



Discuss:

Q: How does not being listened to make you feel?

Q: What do you most appreciate about someone listening to you?



Practicing Active listening is a very hard thing to do on your own; as such the following activities are best done as a group exercise.

The 3 Levels of Listening:

Level 1: Waiting for our turn to speak

Listening to what the mentee's message means for us as mentors. We focus on our own thoughts, feelings, conclusions and agenda. We listen to our own internal voice more than what the mentee is saying. We do not tune in from the mentee's perspective.

Level 2: Objective Listening

Listening to the mentee's word and considering what they mean from the mentee's perspective. Think of listening as a single track road, where traffic can only go one way at a time, opening the road to traffic from the mentee.

We focus on the mentee's:

- Strengths, weaknesses
- Feelings, emotional state, tone of voice, pace, energy
- Aspirations, values
- Omissions, reactions

Level 3: Intuitive Listening

Listening to what emerges from both the verbal and non-verbal messages, to what is happening as a whole, literally and figuratively. We tune into the underlying meaning and use our intuition to guide us (and the Holy Spirit). This level of listening also frees us to look at the meta-view (that which is 'behind' the words). It also involves us as mentors being aware of what's going on inside ourselves (our feelings and intuitions) at key moments.

We focus on:

- The 'dance' and ambience between the mentor and mentee
- Metaphors, underlying messages and meaning, associations
- The mentees agenda, the role they are adopting/playing
- What is going on inside you as the mentor(as well inside the mentee)

Watch These:

<https://www.youtube.com/watch?v=WWCPaCkDDx0>

https://www.youtube.com/watch?v=1xxnXdC_YGo

Tips for listening:

Stop talking Sounds obvious, but you aren't listening if you are talking. In a mentoring relationship at least 70%, and ideally 80%, of the talking is by the mentee.

Listen with your mind Give the mentee your attention. Try not to rush into a mentoring session from something else. Create a gap so you can pray and be ready. Do not let your mind wander.

Listen with your body Think about posture, eye contact, sound of your voice (interested or bored?).

Listen with your words Use words to indicate that you have heard. Do not finish sentences, provide missing words or give advice or solutions.

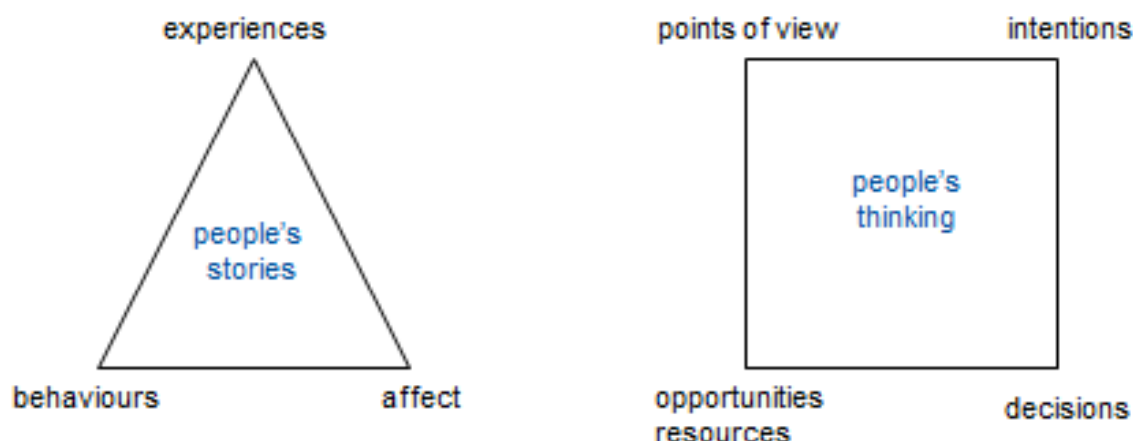
Listen with your intuition Listen for the meaning behind the words, gestures and body language. Test your intuition with clarifying questions. What is the mentee not saying?

Listen with the Holy Spirit What might he be prompting you to ask? What is going on here?

The following offers some indication of what you are listening for when it comes to words around stories and thinking:



active listening to words



Practice, Practice, Practice:

An exercise

Time: 40 minutes

Run the exercise in 12-minute cycles. 10 minutes for the conversation, two minutes for the observations.

Purpose

The purpose of this exercise is to:

- Be aware of what mode you are operating in at any one time.
- Increase your sense of control over the types of questions you ask.
- Increase your capability to demonstrate active listening.

Roles

- The **mentee** brings an issue they are willing to share, that is largely their responsibility (even if it affects a number of people), and is an important 'weighty' issue to them.
- The **mentor** asks questions: for the first seven minutes they must be pure questions, and the last three minutes diagnostic questions. Try to avoid confrontive questions completely.
- The **observer** keeps time, letting the mentor know when seven minutes is up and again when the time has come to an end. Practise your observation and listening skills by hearing, seeing and feeling the interaction between mentor and mentee. Attend carefully to both their words and their non-verbal responses (body language, tone of voice, facial expressions, gestures, pace and energy, emotional state, etc.). Practise your level 2 and level 3 listening. Use the feedback sheet to record the actual questions that the mentor asks and their non-verbal responses. Do likewise for the key responses that the mentee makes in return. Do not paraphrase! Note their actual words, as much as possible.

Part one

Start with 'pure' questions (a minimum of seven minutes).

Pure questions prompt their story – stay neutral

- Describe the situation.
- Tell me more about that.
- Tell me your story.
- Share what is going on for you.
- What else are you experiencing here?
- What is on your mind?
- What else is happening for you?

Part two

Now switch to 'diagnostic' questions (three minutes) which steer the analysis – withhold giving your ideas or advice.

Begin with questions that help your mentee to understand the impact that this issue is having on them personally (their emotional response). You won't have time to get far in part 2.

- How do you feel about that?
- How did others react?
- When you feel your heart... what is it saying?

Then draw out reasons:

- What are you thinking at this point?
- What conclusions are you coming to?
- For what reasons do you think you/they responded that way?

Then consider actions:

- What did you/they do? (past actions)
- What are you doing about that? (current actions)
- What could you do about that? (future actions)

Questioning and listening skills exercise

Observer sheet

Mentor's responses	Mentee's responses	Observer's thoughts

Here are some more to try and practice...

Chinese whispers

"A simple exercise you might want to try is Chinese Whispers. Have your delegates in a line and whisper two different messages one starting at one end of the line and one starting at the other. Play music, encourage giggling etc. When the messages have been passed to the final person ask the original recipients if they can first of all remember the message and then the final recipients what message they received. This enables you to draw out all of the areas that stop you from actively listening and then what you can do to ensure you are actively listening."

Stop listening exercise

"One that works well for me is to take half the group outside the room and ask those in the room to think of a topic they are really passionate about/interested in - eg family, films, football team etc. Those outside room come back inside and pair-up to listen actively to the story. However you have pre-warned them to stop listening (demonstrate this) after about 30 seconds and see what happens. Usually the speakers get really frustrated and annoyed leading to useful debrief discussion on the impact of listening/how to listen etc."

Listener and talker

"The types of exercises suggested may be valuable as warm up activities, or to reinforce that listening isn't easy, but to get changed behaviour requires a different approach. I suspect that what they need is skills training so they know how to listen effectively. Assuming that you will cover the relevant skills so they know what to practice, I'd suggest an exercise that combines content and process. For example, in pairs: **Listener and talker**.

Talker has to describe what they want from a holiday but without mentioning a destination. **Listener** has to practice active listening skills – listening attentively to what is being said and what is not quite being said, and demonstrating their listening to the talker by their behavior. After 3-4 mins the listener has to summarise the three or four main issues or criteria that they have heard the talker express and then make a tentative sale of a suitable destination. Then one minute to review how close the listener was to what the talker said and needed. Plus one minute to review how well they demonstrated active listening behaviors. Then swap roles and repeat.

Then plenary review, pulling out key learning points. If you can substitute a work-related equivalent to replace the holiday scenario, and allow just a little more time than the minimums I have suggested, then so much the better.

That is about as short as I can get with anything meaningful. And even then it implies that you are doing more before and after the exercise."

Active Listening....

"Something I recently used with great success for getting the message across about Active Listening is below:

- Group split into pairs, A & B
- Take Bs out of the room and ask to wait outside
- Inform the As that whilst they are listening to their partner, everytime their partner says something that evokes their 'inner voice' i.e. they want to ask a question, makes them think about something etc... they put their hand up for five seconds then put it back down.
- Ask them to do this for the entire conversation - As are not allowed to interact with Bs, ask questions, affirm understanding etc.. As remain silent, just raising their hand every time their inner voice kicks in.
- Next inform the Bs outside that they are to speak to As about something of interest, an experience, their last holiday anything positive that has happened to them in the last six months. They have three minutes to talk.
- Ask Bs back into the room, and then allow three minutes of talking from Bs.
- At the end of the three minutes ask the Bs how they felt whilst talking to A, emotions evoked etc... General answers back are normally 'didn't feel listened too, didn't understand why they were putting their hand up, lost my train of thought because they obviously weren't listening,' etc...

You can also ask the As to not only raise their hand, but also lose focus, i.e. start staring out the window, become transfixed with the detail on their partner's jacket, etc...another obvious distraction to their listening.

It's a great simple, quick exercise to run, and then to talk with the group about the power of active listening afterwards.

You can run the exercise again, this time allowing the As to interact, ask questions, become involved in the conversation etc... and compare the two conversations, which was more satisfying etc..."

Active Listening Skills

"After asking the group to do an exercise as recommended (A & B) I do this which brings out the importance of listening:

- I ask all the members to write the names of three people whom they consider as good listeners. I personally check with each participant if they have written three names (some find it difficult) then I ask the group if anyone has written the name of the person whom they don't like. Usually nobody writes the name of the person whom they don't like.
- Then I ask if the three people they have written, come in the in any one of these categories: liked by them, loved by them or respected by them. The response

normally is yes. Even if someone writes the name of the person whom they don't like, that person will come in the group of people respected by the participant.

- Now I ask them, if they are to be liked or loved or respected by others, how should they be?
- They see the point that they need to be good listeners if they are to be liked, loved or respected by others."

Round Robin exercise

- Delegates are given a topic to discuss.
- At various points the trainer says 'stop', at which point the next delegate in line must continue the last delegate's sentence starting with their last few words.
- Once the group gets the hang of this, instead of following the same pattern (1 to 2 to 3 to 4 to 1 etc) the trainer names who has to continue next part of the statement, forcing all delegates to listen closely to what everyone is saying instead of just the person before them.

"Though some of the delegates may not like this exercise, I feel that its a good one, as it tests product knowledge while also promoting active listening. Initially all groups started somewhat shakily, but with the exception of one person everyone picked up the idea quickly and were able to do the task, and a marked improvement in responses and flow was seen as the exercise went on. As a group exercise it can be fun, and even competitive, and after a good smoothly completed topic there was an obvious sense of achievement and satisfaction."

Presentation

- "If you want to test the listening skills of delegates then you could try a two minute "presentation" followed by eight minutes of theory "lecture".
- Then ask the delegates to recall as much of the two minute presentation as they can.
- You will have ten minutes to draw out their recollections and to assess why they remembered bits and why they forgot bits (the "lecture" is only there to provide them with some opportunity to forget).
- Interestingly you will probably be able to include the visual signals that aided memory/understanding...listening with their eyes..."

A time you weren't listened to

- "Ask people to think of a time when they felt they weren't listened to (could be work, family, doctors, shopping etc)
- Split into pairs and share stories, the listener must try and identify 2 things: what the person in the story did that demonstrated non-listening and what impact this had on the speaker (usually they feel devalued, angry, upset, hurt).

- To debrief you can gather all the ideas together and develop some principles of good listening by reversing what happened in the stories."

Bus driver exercise

"This can be used as an ice breaker or a listening exercise..."

- Tell the group that you will be asking questions on what they are about to hear and that they can take notes if they wish.
- Start by saying you are the bus driver.
- You then read out a bus route, for example: You are the bus driver at stop no 1, three people got on the bus, one of them was wearing a red hat.
- At stop 2, four people got on and one got off.
- At stop 3, two people got on, one person was carrying a bag and the person with the red hat got off.
- Continue with this detailed theme.
- When you have finished you ask the question: What is the bus drivers age? The majority of people will not have heard the opening line: "you are bus driver".

Check out more here... Remember Practice, Practice, Practice

<http://www.bbc.co.uk/skillswise/words/listening/> including factsheets, worksheets and activities.



Watch this for an example of bad (but funny) example of not listening:

<https://www.youtube.com/watch?v=6TeOGJP5vGA>

ENGAGE SCRIPTURE

4: Engaging Biblically

Engaging Biblically:

This continues to develop the core skills of engaging in a mentoring relationship, focussing on the use of the Bible and prayer.

Write down the bible passages or verses that has been particularly significant for you...



What does this passage or verse mean to you? How has it helped you with a particular situation or decision?



Core Skill: Using the Bible:

This section offers an overview of why it is important to use the Bible 'well' in our mentoring relationships. In the Bible we do not read only words that are inspiring and true, but also the stories of people's lives that have been transformed by those truths. The Psalms illustrate how a person can reflect on scripture and be changed by it – as the psalmist proclaims the truth and God their mood changes, their actions change and they find themselves walking a different path. That's the intention of scripture – that it affects/changes how we live and how we make our decisions.

While we as mentors, have experience and wisdom to share, God's word is the catalyst that brings about spiritual change and growth. Therefore the Bible must be our prime resource for the mentoring relationship. As we meet our mentees we can play the dual role of helping them to know what the Bible says but to also explore how to apply it to everyday life.

When Paul wrote to Timothy, he was keen that his young friend shouldn't move onto other teachings, but that he should keep Scripture at the heart of all he did.

Read Paul's Letter to Timothy in 2 Timothy 3:

10 You, however, know all about my teaching, my way of life, my purpose, faith, patience, love, endurance, 11 persecutions, sufferings – what kinds of things happened to me in Antioch, Iconium and Lystra, the persecutions I endured. Yet the Lord rescued me from all of them. 12 In fact, everyone who wants to live a godly life in Christ Jesus will be persecuted, 13 while evildoers and impostors will go from bad to worse, deceiving and being deceived. 14 But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it, 15 and how from infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus. 16 All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, 17 so that all God's people may be thoroughly equipped for every good work. (TNIV)

Why does Paul encourage Timothy to 'continue in what you have learned?'

- Because of the people that he learnt it from.
 - Who did Timothy learn the scriptures from?
- Because of the purpose of Scripture.
 - What is the purpose of scripture?
- Because of the effect of Scripture.
 - What is the effect of scripture?

How to use the Bible

Throughout the mentoring relationship you may engage with the Bible in different ways:

- Specific Bible study as a key part of your time together, learning how to ask good questions of the text and looking for its application to the mentee's life.
- Reflecting on particular passages of Scripture as you engage with a particular issue that the mentee is grappling with.
- Offering a short passage or verse for the mentee to go away and reflect on after your time together.

Tool: The Swedish Bible study method:

This method involves looking at a particular Bible passage together and mining it for the treasure that lies within. The best way to explain it is to do it.

Ideally this activity is best done as a group

Read the passage together (for this example read 2 Corinthian 5 v 11 – 6 v 2) and using the tool on the next page reflect on it

The Swedish Bible Study Method:

Explanation:

Read the passage aloud – for this activity it is 2 Corinthians 5:11 – 6:2.

Take five minutes to read back over the passage individually and then on the handout mark the passage with these symbols:



Light bulb – something that stands out and draws the reader's attention.

Question mark – anything that raises questions for the reader that they would like to ask about.



An arrow – anything that applies personally to the reader's life.

Share what you identified against each of the three symbols and discuss.

Development (you can build on the above)

You can add additional symbols once you are familiar with the ones above, for example:



Exclamation mark – a promise from God's word that the reader wants to remember.

Speech bubble – for the people who might benefit if you shared with them a particular verse from the passage.



Computer – for something the reader wants to find out more about.

To teach or not to teach...

This next section explores appropriate approaches to using the Bible. Some mentors will be fairly confident in their Bible knowledge, and may see mentoring as an opportunity to preach at or engage the mentee in deep expository teaching. While 'teaching' does form a small part of mentoring, that is not the primary focus of how to use the Bible. The aim is to help the mentee to develop skills to be able to engage with the Bible for themselves.

As we read through the Gospels it's fascinating to see the variety of ways Jesus engage people:

- Telling obscure stories (parables) that made people think a bit more deeply
- Sometimes telling a few different stories to emphasise the same theme, ensuring that those listening really understood what he was saying
- Responding to questions with more questions
- Directly teaching the crowd
- And so on

Look at Jesus' encounter with the expert of the law from Luke 10 v 25-37, as an example of this variety.

Discuss: How does Jesus respond in this encounter?



The man comes asking Jesus what he needs to do to inherit eternal life – Jesus could have responded with clear instructions on what to do. But on this occasion, as on so many other occasions when engaging with people, he doesn't do that. He asks him about what he already knows, so that he can find the answer for himself.

When the legal expert pushes Jesus further for an answer, Jesus tells a story, finishing again with a question.

Q: what are the advantages of such an approach?

Q: Can you see how this relates to a mentoring relationship? If so How?

Scenarios:

Get into small groups and discuss one of the scenarios below (this is a group activity). The scenarios consist of 4 common mentoring conversations. Each one has a particular issue at the heart of it that the mentee wants some help with.

Address the following questions:

- ✓ How would you help your mentee explore this from a Biblical perspective?
- ✓ What passages might you draw to their attention?
- ✓ What questions might you ask?

A relationship to sort

Your mentee is struggling in a work relationship. The boss has a tendency to be overly controlling. He doesn't encourage anyone's ideas and likes things to be done his way. Your mentee is creative by nature, and is finding the situation increasingly frustrating. She doesn't feel trusted, able to thrive, and is beginning to harbour unpleasant thoughts toward the boss.

- ✓ How would you help your mentee explore this from a Biblical perspective?
- ✓ What passages might you draw to their attention?
- ✓ What questions might you ask?

A decision to make

Your mentee is facing a tough decision. He is in debt due to some purchases over the last few years of items that weren't essential, but which were nice to have. The amount is now £6,500, and he has found it easier to slide into further debt than at any previous time in his life. The interest on the debt (all on credit cards) is substantial. His car is on its last legs, and a friend has offered him his car (a newer model, reliable and well maintained) at a very good price (£4,500) but that would mean he goes further into debt. He needs a car to get to work each day, a 15-mile trip each way.

- ✓ How would you help your mentee explore this from a Biblical perspective?
- ✓ What passages might you draw to their attention?
- ✓ What questions might you ask?

A fear to face

Your mentee is becoming increasingly fearful and anxious about a situation in her life. She is approaching her fortieth birthday and isn't married. She would dearly like to be, and despite a number of serious relationships, is still single. She is beginning to fear that she may never get married. Her self-confidence is also being slightly undermined by comments her family occasionally make.

- ✓ How would you help your mentee explore this from a Biblical perspective?
- ✓ What passages might you draw to their attention?
- ✓ What questions might you ask?

A development to embrace

Your mentee is in his fifties and has unexpectedly been asked to take on leadership responsibility in the church. Whilst pleased to have been asked, he has never seen himself as a leader, although he can see that some of the skills he has to offer would fit this role. He is concerned that he might get it all wrong and negatively impact the lives influenced by this leadership role.

- ✓ How would you help your mentee explore this from a Biblical perspective?
- ✓ What passages might you draw to their attention?
- ✓ What questions might you ask?

In addition think about the following:

- Ask the mentee if any Bible passages come to mind that might give instruction in this situation. If yes, read the passage together (allow a few minutes to think); if not, suggest one yourself.
- Questions to ask: (after reading a passage)
 - Is there anything that immediately jumps out as helpful?
 - What would you do, or how would you respond differently if you took this passage seriously?
 - How would you feel about the situation and how would your behaviour change, if you put this teaching into practice?
 - Is there any other situation or person that you would relate to differently in the light of this passage?
- Be wary of presenting biblical insights in a simplistic way that doesn't connect with the complex realities of people's situations and inner struggles. How can we avoid such an approach?



Some resources to use when using the Bible one 2 one.

Introduction to using the Bible with others

David Helm, *OnetoOne Bible Reading*, Matthias Media

This is a good introduction to reading the Bible with someone else. Short, very practical, and with lots of immediately usable materials, it is one of the best places to start.

Gordon Fee and Douglas Stuart, *How to Read the Bible for All Its Worth*, Zondervan

Ideal background reading on how to approach the different types of material contained in the Bible, with practical insights that will guide a mentor in handling the Bible well with their mentee.

Study resources

***Just for Starters* (3rd Edition), Matthias Media**

Seven simple and short Bible studies on the basics of the Christian life, designed to establish a new Christian in the faith.

***Christian Living for Starters*, Matthias Media**

Seven short Bible studies on foundational and basic topics of the Christian life. These are in the same format as *Just for Starters* and can be used to follow on from those studies to cover seven more key topics.

Simon Manchester, *Short Steps for Long Gains*, Matthias Media

26 short Bible studies from A to Z each with a Bible passage and questions. For those established in the faith.

Andrew Cornes, *One2One* (1,2,3), The Good Book Company

One2One is a series of 24 studies for Bible reading partnerships, where two or more people agree to meet regularly to read, discuss and pray through a passage of Scripture. This first book in the *One2One* series works through parts of the gospel of John, Philippians and some Psalms. It is ideal for anyone who wants to be encouraged in their Christian life and to encourage others.

***One-to-One Discipleship*, Multiplication Ministries**

A nine-lesson study to be used by one person to disciple another. Lessons cover the basics of Christianity: assurance of salvation, attributes of God, the Bible, prayer, the Holy Spirit, fellowship, witnessing, temptation, and obedience. There are detailed instructions for the mentor.

Scripture Union

SU produce a wide variety of resources which can be used in groups or one-to-one Bible study. There are several series aimed at both adults and young people. Go to www.scriptureunion.org.uk and click on the 'Shop' link and then on 'Resources' and 'Groups'.

MIMIC, Urban Saints

MIMIC is a web-based discipleship resource and offers an interactive discipleship programme for young people aged 8 to 18 years old, which aims to develop their character and skills, working alongside an adult mentor (for example, their youth and children's leader). Available from www.urbansaints.org. Click on 'Resources' and then 'Energize'.

Core Skill: Prayer:

Remember how prayer is visually represented on our model for mentoring sessions surrounding every aspect of the meeting.



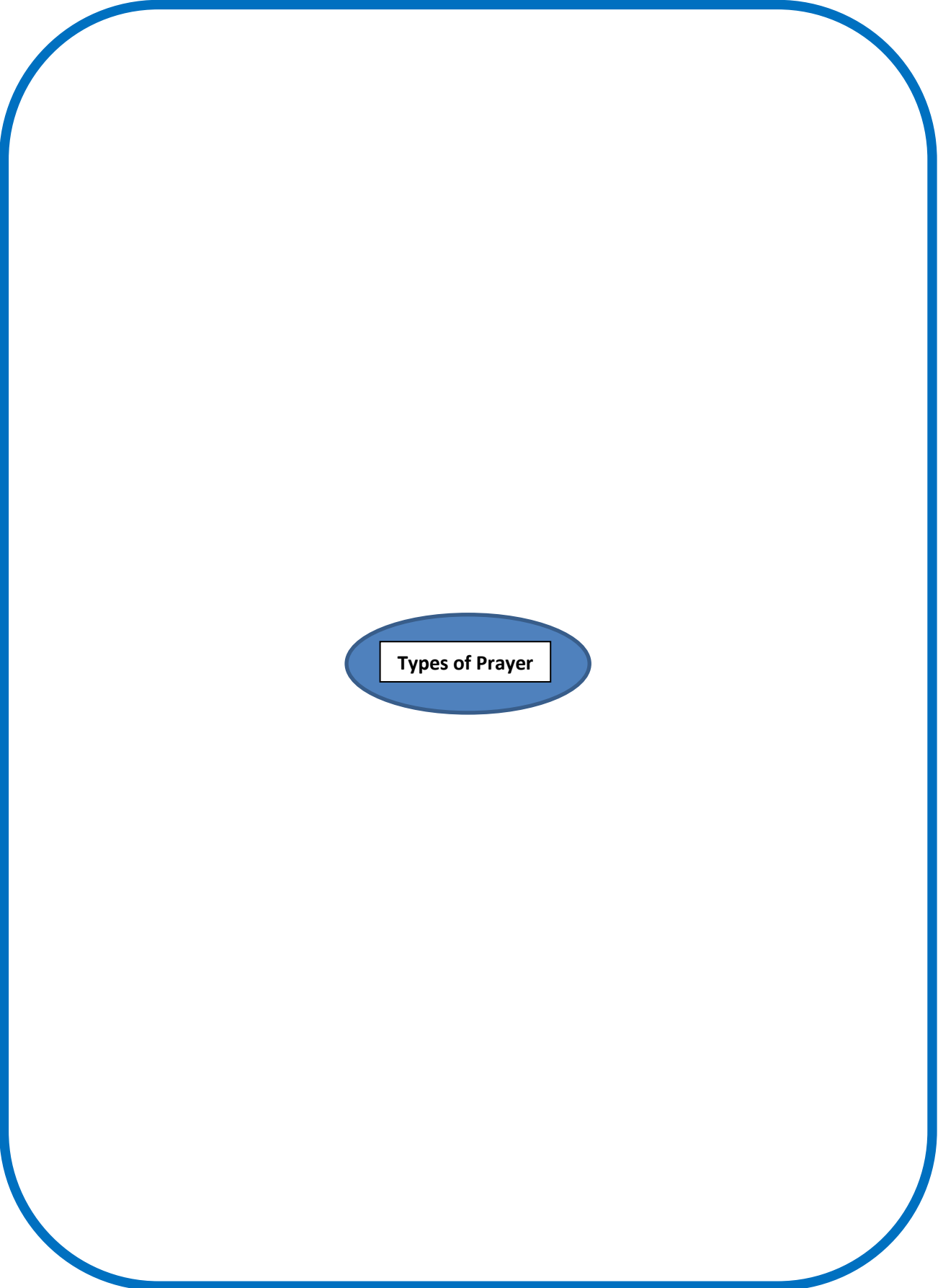
This section offers a few ideas about how a mentor can pray for, with, and on behalf of their mentee. In doing this they will also be modelling something about prayer in the life of the Christian, which may be particularly important for many people who have never learnt how to pray.

How prayer can flow through the whole mentoring meeting:

- Pray before you meet – asking the Holy Spirit to inspire you and give you wisdom and discernment as you head into the meeting.
- Pray during the meeting – if things come up to give thanks for or that need real wisdom, stop and pray there and then.
- Pray as you conclude – bringing all that you've talked about to God, trusting it to his care.

- Pray after to meet – praying for the mentee as they continue thinking and grappling with the things you’ve discussed.

Brainstorm the different types of prayer that could be used during a mentoring meeting: (this is best done as a group exercise)



Types of Prayer

Some examples of different types of prayers:

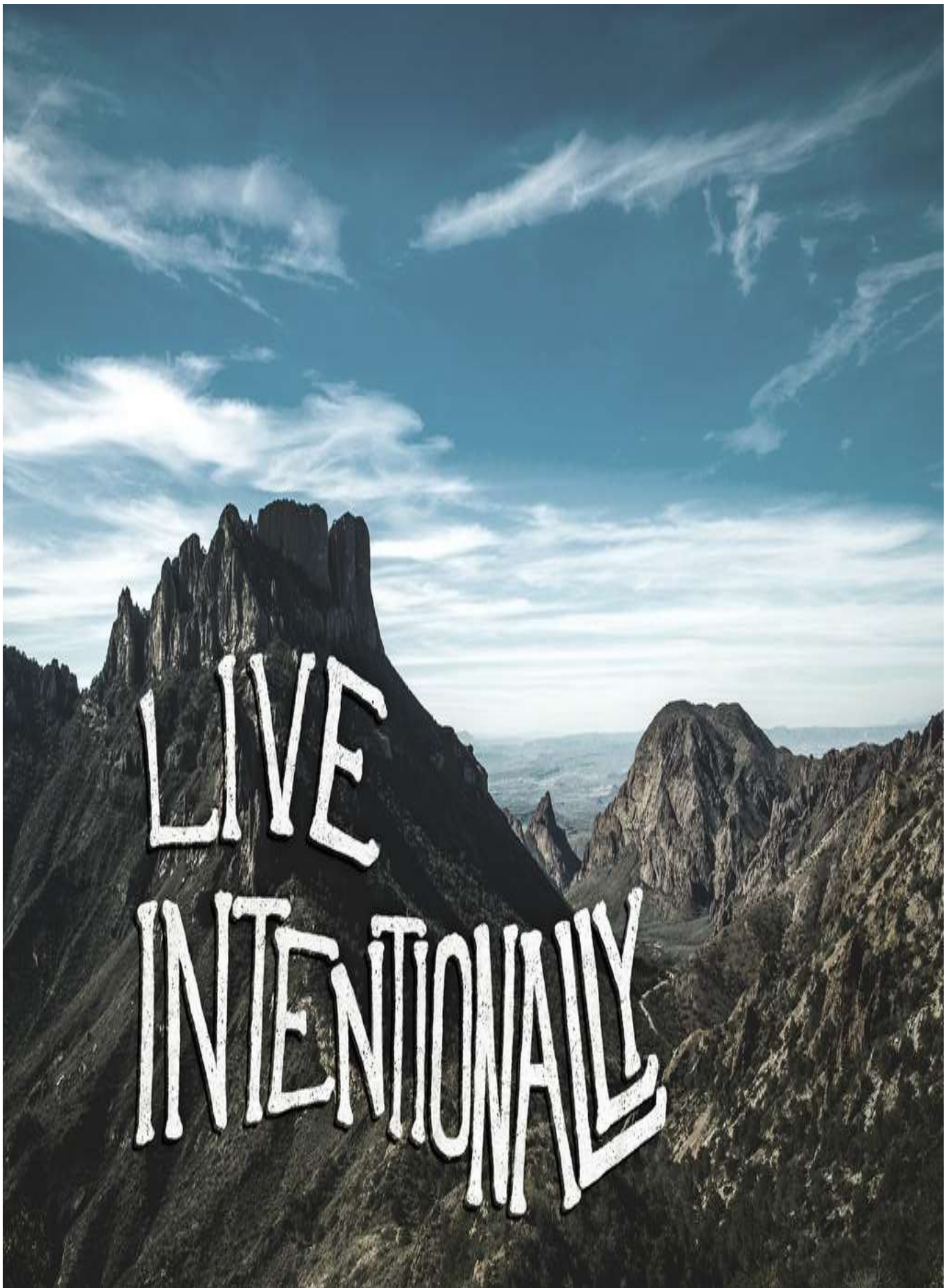
- ❖ Thanksgiving
- ❖ Arrow
- ❖ Praying about a situation
- ❖ Being still in God's presence, open to whatever the Holy Spirit might want to do
- ❖ Meditating on a passage of scripture, where the mentor leads the mentee through a prayerful reflection
- ❖ Praying for the mentee in a more specific way, maybe get the mentee to stand and lay on hands to pray about a particular issue
- ❖ Prayer of confession, the mentee might need to be led through this, other times simply invited to confess in prayer
- ❖ Praying for someone else

Spend a few moments praying for your mentee and your 'mentoring the mentors' group

Reflection:

What are you going to take away and use from this section of the manual?

What are you going to do differently with the Bible? Prayer?

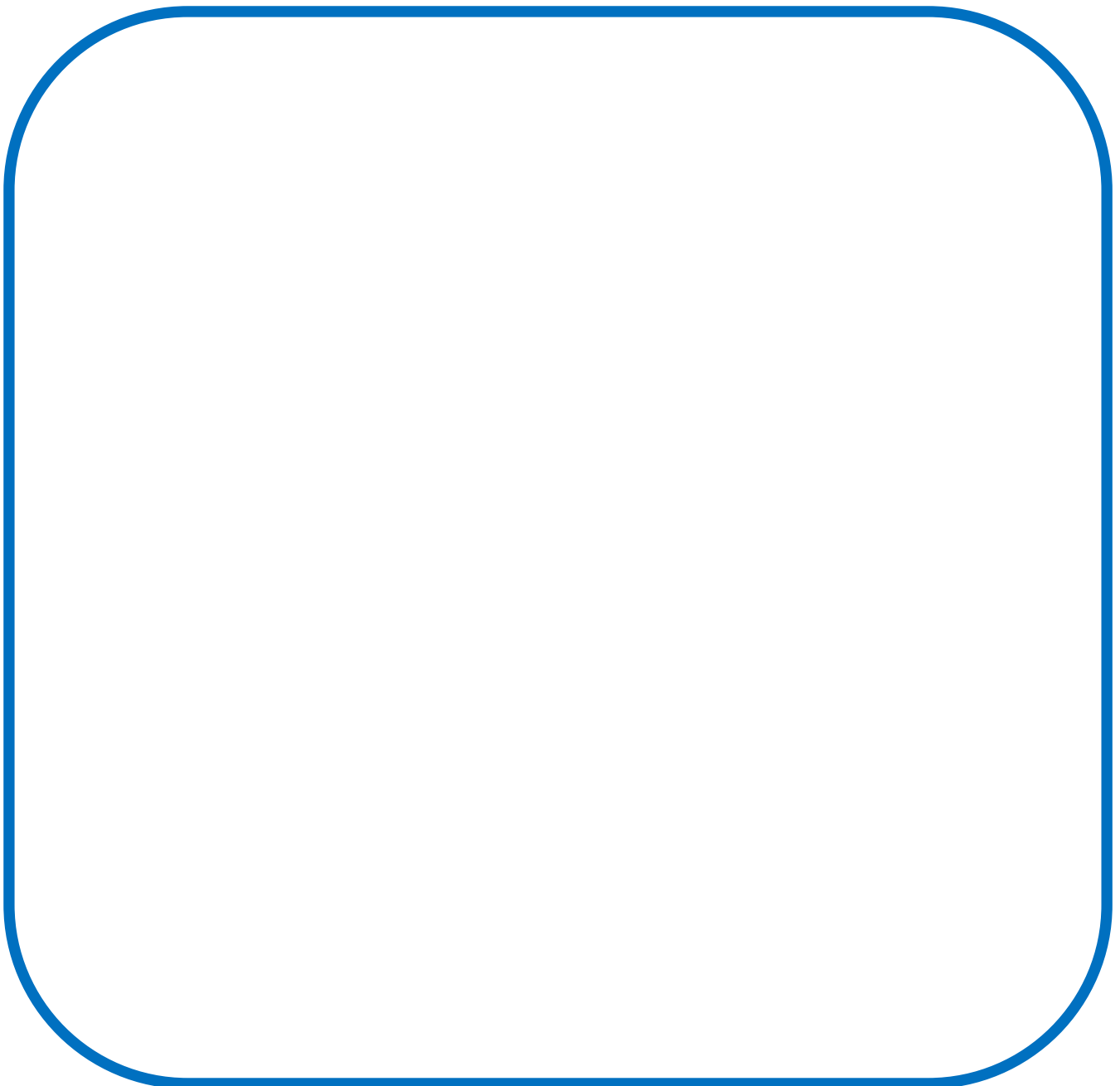


5: Engaging Intentionally

This section continues to look at the 3rd phase of the mentoring relationship, engaging, and explores two more 'core skills': sense-making and setting goals. Combined with the previous four core skills (asking good questions, active listening, using the Bible and prayer), sense-making enables the mentee to identify what is going on and why, 'sense-making' may feel a slightly clumsy phrase, but it is used because it aptly describes what the mentor is trying to do – help the mentee make sense of something that currently they can't make sense of. Setting goals then moves the meeting on to the point of the diamond where there is some clarity about a next step.

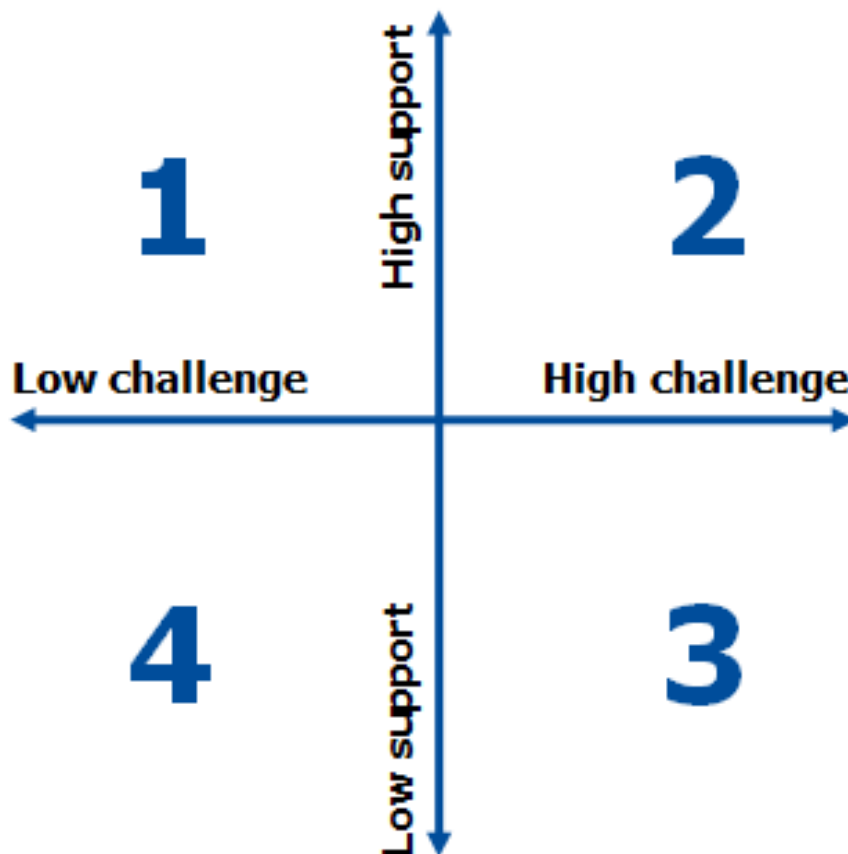
Describe a time when you were struggling to make sense of something in your life, or to get perspective on something:

- What made it difficult to make sense of the situation?
- What helped?

A large, empty rounded rectangle with a blue border, intended for writing a response.

Tool: Challenge/Support Matrix:

This tool can be used as a way of exploring how the mentoring relationship changes over time.



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1. **High support and Low challenge** This is the time of building the relationship, if you go in too hard with a challenge too soon the relationship may fail.
2. **High support and High challenge** The relationship has developed, but the mentee still needs support as they tackle issues in their lives.
3. **High challenge and Low support** The mentee is increasingly able to take responsibility for his or her issues. There is less need for support in this area. They can be challenged on issues that need to be addressed because trust has built up.
4. **Low challenge and Low support** This may be the time for the mentor/mentee relationship to come to an end, or find another focus for the relationship.

This process operates on the 'micro' and 'macro' scales. You can see this work in one session with a mentee as you seek to support and challenge. You can also see it work over many months of the mentoring relationship. Sensitivity and empathy help the mentor be aware of what is appropriate and when.

Core Skill: Sense-Making:

Sense-Making is used to enable the mentee to make sense, to understand for themselves and gain greater clarity on an issue. It is an important part of the mentoring relationship, for it is very hard to know what to do in a situation if you can't make sense of it. And the reality is that most of the things a mentee will bring to a mentor are things they are struggling to make sense of or cope with (otherwise they would have sorted it). so developing sense-making skills is essential to effective mentoring.

This skill brings together the previous 4 core skills (asking good questions, active listening, using the bible and prayer) as these are the starting points for sense-making, pulling them together in such a way to enable the mentee to gain perspective and see things more clearly.

Case Studies:

Have a look (ideally as a group activity) through the following Case studies, working out and writing in the boxes provided 'How you would help the mentee make-sense of their situation. Recording any specific questions or activities you might use, also try and identify things that you would want to avoid:

Case study 1

Your mentee is a middle-aged man who is struggling to make sense of why he feels fed up. He has a good job, a great wife, two children, and a reasonable lifestyle. He is a Christian and knows that he should be thankful in all circumstances, but is finding it hard to be thankful at the moment, and then feels even worse for being miserable. He can't make sense of what is happening.



Case study 2

Your mentee is a woman in her twenties. She works in a supermarket on the tills. She isn't married, but has a long-term boyfriend. She's been a Christian for three years, and has seen lots of change in her life. She helps out with the youth work in the church, and connects well with young people. She is increasingly committed in her faith, longs to be more involved and is even wondering about training for a full-time youthwork position. She has four GCSEs and finds academic study difficult. She is living with her boyfriend. She is trying to work out what to do.

Case study 3

Your mentee is a man in his thirties. He was brought up in a Christian home and has always followed Jesus. Recently he has struggled with doubts, and finds his prayer life is sporadic and reading the Bible boring. He attends church occasionally, and finds himself wishing for something more dynamic. He is thinking about giving up his job and travelling for a year, but knows his parents would be unhappy if he left his work.

Case study 4

Your mentee is a woman in her forties and leading a small group in the church. In her work she is the head of a failing primary school having been brought in to turn things around three months ago. It is a hugely challenging but rewarding job. Married with three young children life is pretty full. She feels the church is far more interested in her role as a small group leader than her work as a head teacher. She is becoming angry about this, and longs that what happens when the church gathers (Sunday and midweek) would better resource her for her Monday to Saturday life. She is thinking of moving to another church.

Below are a range of practical ideas that you might want to weave into the discussion:

Substitution

Invite them to imagine a good friend of theirs was in the situation they find themselves in. What questions would they encourage them to explore; what things might they warn them about?

Using metaphors

An effective metaphor establishes parallels between the mentee's current experience and a different context; connects at an emotional level; and uses strong imagery that captures the imagination. Examples include battleground, roller coaster, long rail journey.

Iceberg

Ask the mentee to draw an iceberg and reflect on their situation in terms of what is above the waterline (the visible/obvious things), what is below the waterline (the deeper and less visible things), and what is in the water (external factors that might impact the iceberg).

Circle of influence and circle of concern

Ask the mentee to draw two circles, quite large, one inside another. Explain that in the inner circle of influence they can place all those things in the situation that they can do something about. In the outer circle of concern they can place all the things they are concerned about but can't do anything directly about (other than pray).

All the world's a stage

Invite the mentee to describe the situation as a play, entering into the part of all the key characters and exploring things from their perspective. They can also take the perspective of the audience and the playwright.

Stepping in / stepping out

Here the mentor invites the mentee to gain perspective by getting them to step into a situation and explore their individual perspectives, both rational and emotional. Then the mentor encourages the mentee to step out of the situation and observe from other people's point of view, helping them connect with how others may be feeling or thinking.

Mindmap

If the mentee knows how to mindmap you can invite them to do a mindmap of the situation and then explore the links they have made within the map.

Core Skill: Setting Goals:

Have you ever set any goals in your life, if so what were they? And did you achieve them?



How did it feel achieving, or not achieving the goal?



The reality is that setting and achieving action points and/or goals is often complex and difficult to achieve. Part of the mentor's role can be to help the mentee through a process that enables them to achieve their own goals.

G.R.O.W.

When enabling a mentee to set goals (remember there are times when setting goals is appropriate and times when it isn't) it helps to have a process to work through.

GROW stands for

G = Goal

R = Reality

O = Options

W = Way Forward

GROW - what is your desired goal?

Helping the mentee to describe their goal engages their imagination/desires to describe a preferred future, or, as Stephen Covey would put it, 'starting with the end in mind'. These questions may help:

- What are you hoping to achieve? What will you see, hear, feel, experience, know, do?
- How will you know when you have achieved it?
- How will achieving it benefit you and other people?
- When do you want to achieve it by?

It helps if the goal is expressed in terms that are:

- **Specific** 'I am able to walk four miles in 30 minutes, versus 'I want to be fitter'.
- **Positive** What the mentee wants, not what they don't want.
- **Personal** The mentee sets the goal NOT the mentor.

For example, someone whose goal is to get fit might say:

- I will look in the mirror and see toned muscle – I will like what I see.
- My friends will comment – you look well – you look fit!
- I will feel a sense of power in my body.
- I will experience feeling energetic the whole working day through.
- I will know that I am doing the right things for good health... for my future health.
- I will be able to run with my friend comfortably and keep up without going bright red.

Tool: Egan's Skilled Helper Model:

Here's another 'Tool' that might be helpful in helping a mentee to set goals:

Clarifying the current situation 'Where am I at?' 'What is going on?'	Setting direction 'Where do I want to be?' 'What do I want to move towards?'	Travelling and arriving 'How do I get there?' 'Am I getting there?'
What is so? <ul style="list-style-type: none">• Tell me your story.• How would you describe current reality?• What is happening?• Tell me more.	Visualise what you desire <ul style="list-style-type: none">• Imagine your possible futures.• Paint your destination.• Identify your desired outcomes.• Conjure different ways of being.• Is there someone to emulate?	Brainstorm all the options <ul style="list-style-type: none">• Explore the many options available.• What could you do?• What are the different approaches and strategies that you could adopt?
Cast light <ul style="list-style-type: none">• See issues realistically.• Increase self-awareness.• Gain new perspective.• Reduce blind spots.• Symptoms versus causes.	Change agenda <ul style="list-style-type: none">• What to change?• What to accomplish?• What to learn or train in?• What new skills, behaviours, knowledge or attitudes to develop?• Measures – milestones?	Choose your strategy <ul style="list-style-type: none">• Weigh up the implications and consequences – what might happen?• Time, financial, practical constraints?• Cultural and personality fit?• Which option are you going to adopt?
Prioritise <ul style="list-style-type: none">• First things first.• What is your priority agenda item?• What is your leverage point?• What is fundamental that will spring you forward?	Commitment <ul style="list-style-type: none">• Why is it worth the effort?• What aspect is compelling for you?• Weigh up what it will require against your desired outcomes.	Action plan <ul style="list-style-type: none">• Let's organise what to do.• What action to take?• When and how and with whom?• Schedule and enter in the diary.



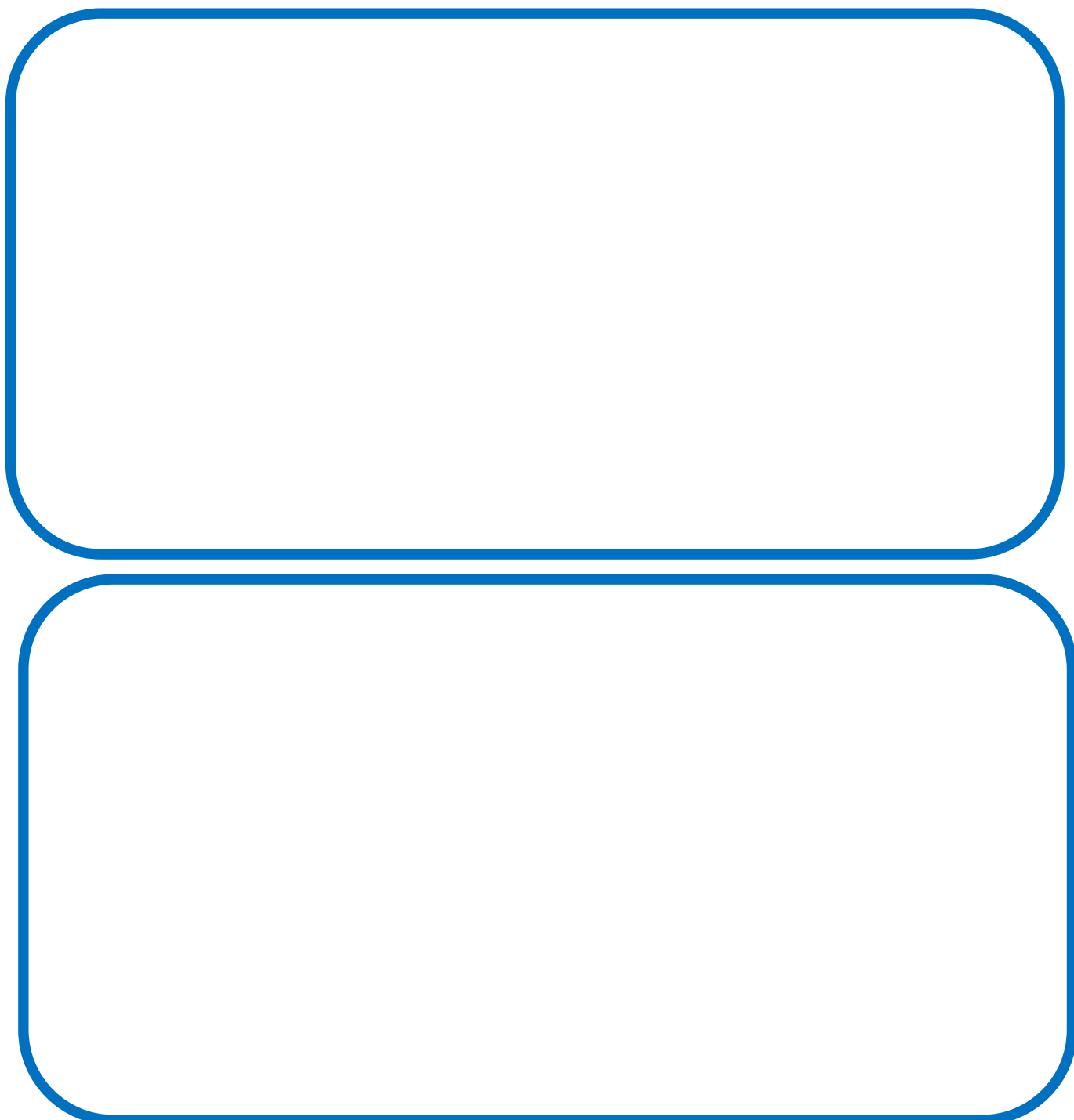
Activity: Setting Goals:

Ideally this activity is done in pairs

Identify a goal you would like to achieve now. This needs to be a real situation, something you are willing and happy to share, and something you genuinely want help with. Something may not immediately come to mind, ponder on it before meeting to discuss it.

One person is to be the mentor, one the mentee. The mentor is to help the mentee through the goal setting process (see previous few pages), using the questions in the GROW tool.

Then swap roles and repeat the process.

The image contains two large, empty rounded rectangular boxes with a thick blue border. These boxes are intended for participants to write down their goals and the results of the GROW tool process during the activity. The top box is positioned above the bottom box, and both are centered horizontally on the page.



6: Review (part 1)

The emphasis of this section is reviewing how things are going in the mentoring relationships.

Things to be aware of:

- It is still quite early, some will be going well, and others may be struggling a little. Some will be feeling confident, other of you may still be unsure. These feelings are perfectly normal, and to be honest if you weren't feeling the challenge, I'd be more worried.
- Occasionally it may become clear that a mentoring relationship just isn't working at all, and action needs to be taken. This can happen for any number of reasons
 - Sometimes it is because there are assumptions and expectations that were not properly worked out during the early stages of the relationship. With a little advice and support from the coordinator things can get back on track.
 - Sometimes the 'chemistry' just doesn't work

It is far better to take action early then to allow things to drag on.

Expectations & Experience:

Think about these two things:

- Your expectations before you started your mentoring relationship.
- Their experience of mentoring so far

Write words or draw images that capture those expectations before you started and experiences so far:

Use the next two pages.

Expectations:

A large, empty rounded rectangle with a blue border, intended for writing expectations. The rectangle has rounded corners and a consistent blue outline, providing a clear space for text entry.

Experience so far:

A large, empty rounded rectangle with a blue border, intended for writing a response. The rectangle has rounded corners and a consistent blue outline, providing a clear space for the user to write their answer to the prompt above.

Bible Study:

Throughout this process we've identified that Christian mentoring is a means by which people:

- Can grow in the Grace of God
- Become more like Christ in character
- Discern more clearly how to serve God's purposes in the world

Carefully and prayerfully read Romans 12 v 1-21 which lays out a biblical vision for a Christ-Transformed life.

Make notes under the following headings:

Transformed not conformed (12 v 1-3)

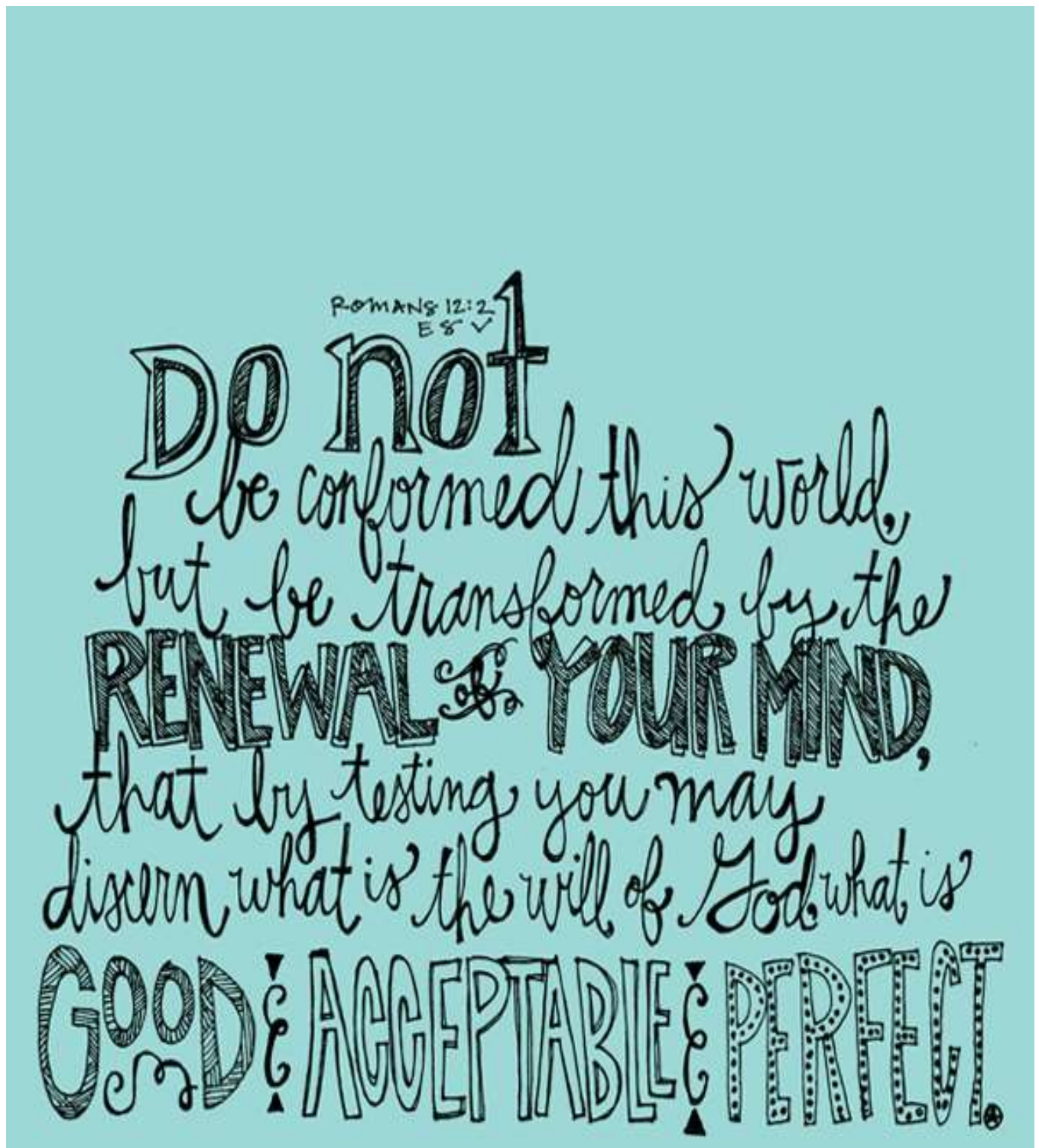
- Paul encourages the Roman Christians to 'be transformed by the renewing of their minds' How does this happen? Why would they do that?
- The work of the mentor is to help their mentee to be both overwhelmed by God's mercy and Grace, and to offer themselves 'daily' to God. What does the reviewing of the mind look like for you mentee?

A vision of body life (12 v 3-8)

- Paul offers a vision of body life, a picture of the parts of the body functioning well together, each playing their part. How does that happen?
- Part of what you are doing with the mentees is helping them think appropriately of themselves (neither with arrogance/pride nor false humility/negativity, and encouraging them to offer their 'gifts' and 'talents' to God, as part of the body

Practical advice for holy living (12 v 9-21)

- Paul gives practical advice on holy living. What are they?
- These are challenging words for everyone who reads them, shining a light on areas of our (and the mentees) life that needs to be addressed – an attitude that needs changing, a person to forgive, an action to take.



Review:

This next bit will give you the opportunity to review how things are going in their mentoring relationship(s), while at the same time practising some core skills and being observed.

This **MUST** be done in groups of 3, ideally in your 'mentoring the mentors' with your mentoring coordinator.

The activity can be found on the next page

Introduction

This exercise offers each person an opportunity to review how their mentoring is going. In threes, each person takes on one of the roles below, and then all swap roles for the next round, and then again for the third round.

- The facilitator's role is to explore with the reflector how their mentoring relationship is going.
- The reflector's role is to speak honestly about their mentoring relationship and allow the facilitator to guide them in their reflection.
- The observer's role is to watch carefully the interaction between the two and offer feedback on what they observe.

Facilitator

You may like to use some of the following questions to get you started. Be sure to follow up the starter questions with supplementary questions, making use of the various core skills you've learnt through the training process.

- What has gone well in your mentoring so far?
- If you had to identify two things you've found most difficult what would they be?
- What has surprised you?
- If you were asked to identify an area you would like to discuss in the larger group what would it be?
- What one word of advice do you think your mentee would give you about your mentoring?
- Which of the core skills are you finding most difficult?

Reflector

Your role is to be as open and honest as you can about how things have gone. This is a great opportunity to reflect on things, and have others help you to learn from that reflection.

Observer

Look out for the following:

- Things mentioned by the reflector that you think they may need to explore/think about a little further as they continue their mentoring.
- Areas that the reflector mentions that you think would be worth exploring within the wider group.
- How the facilitator uses some of the core mentoring skills in this scenario, and any helpful feedback you could give them.

Tool: Directive/Non-Directive:

This tool will introduce you to a spectrum of interventions, from directive to non-directive, using the words push/pull.

One of the challenges mentors face is finding the appropriate balance between being directive and non-directive. In most mentoring meetings it helps if the mentor is towards the non-directive end of the spectrum, but there are occasions when it is appropriate to move towards the directive end.

The following activity (ideally done in your 'mentoring the mentors' groups) will highlight this balance.

Put the following words into 2 columns:

- Push – Solving someone's problems for them
- Pull – helping someone solve their own problems

Instructing

Reflecting

Giving Advice

Asking questions that raise awareness

Offering Guidance

Listening to understand

Giving Feedback

Presenting Scenarios

Making Suggestions

Reframing

Summarising

Offering Options

Paraphrasing

Telling/Sharing

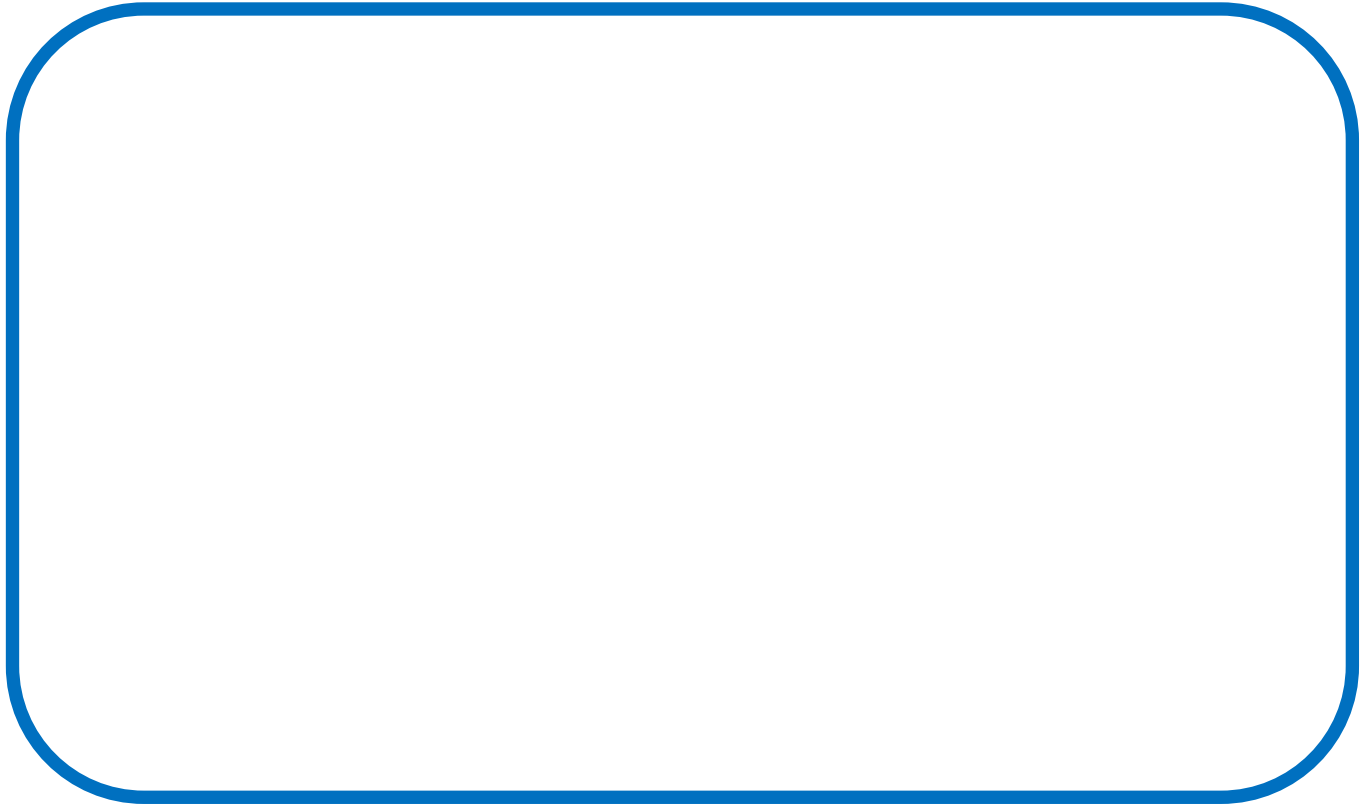
Push

Pull

Discuss in your 'mentoring the mentors' group where and why you have placed certain words in the push or pull columns, come to an agreed conclusion.

Describe below, preferably from your own experience, a situation where you thought it appropriate to use each intervention (push and pull) in a mentoring meeting

An example of using 'Push'



An example of using 'Pull'

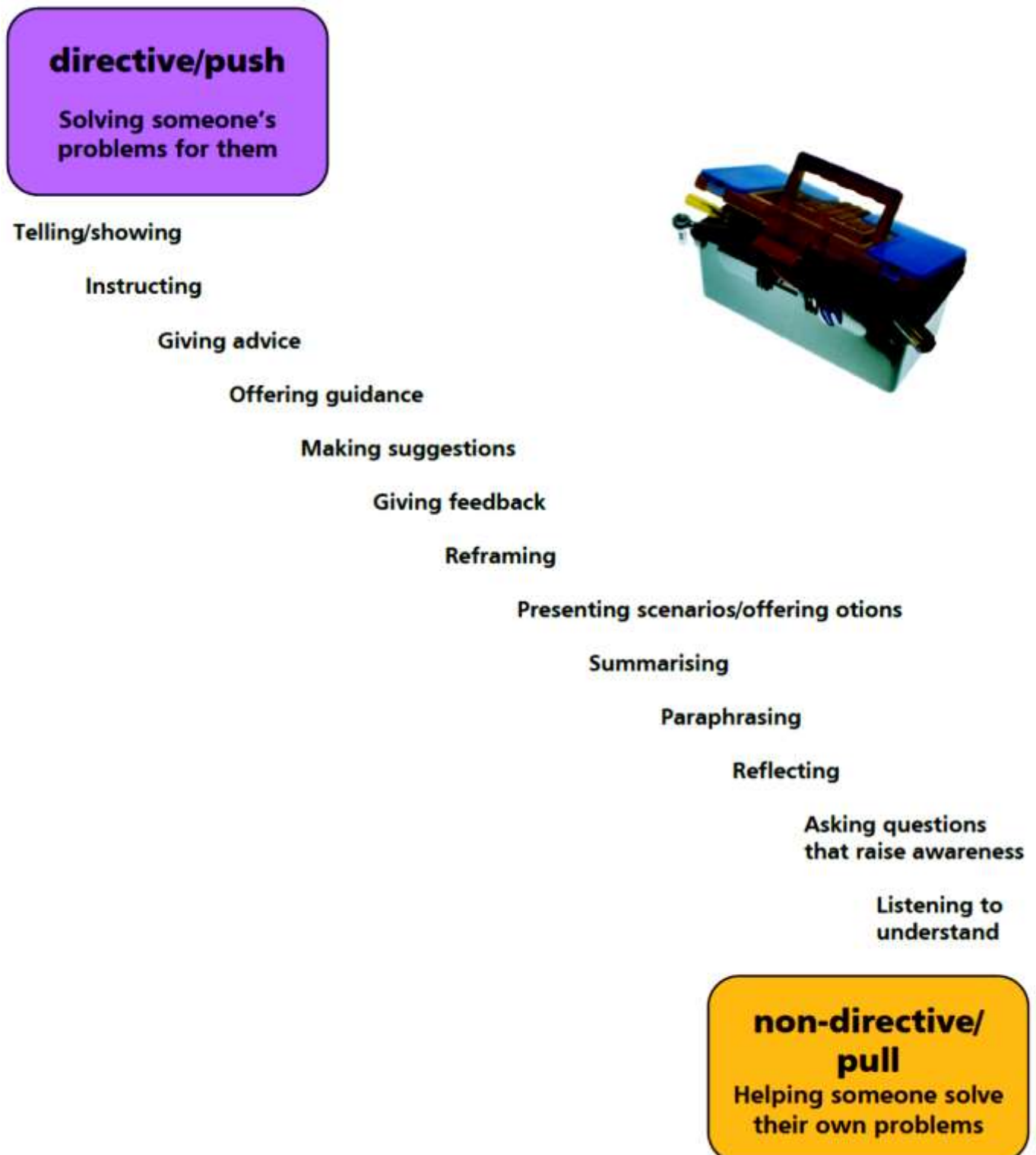


Discuss these with your mentoring coordinator, in an one2one setting.

Things to avoid:

- **Being overly directive** Many mentors tend to be more directive than is helpful for the mentee. It is better to enable the mentee to identify their own solutions then tell them what to do
- **Only using one type of intervention** It is good to vary the approach and try to use what is most appropriate in any situation. If in doubt, ask 'would it be helpful if i...?' at this point.

A Summary of the Spectrum:





7: Evaluating & Adjusting

This section looks at evaluating how the mentoring meetings are going and how to make any adjustments. Identifying 4 different levels of evaluation and explore how to end a mentoring relationship well. It also brings in another 'tool' for your toolbox: a leadership development model.

Evaluate:

How have your mentoring meetings gone so far?

What has gone well?

What have you struggled with?

What would you most like prayer for?

Ideally this activity is done as a group in your 'mentoring the mentors' sessions.

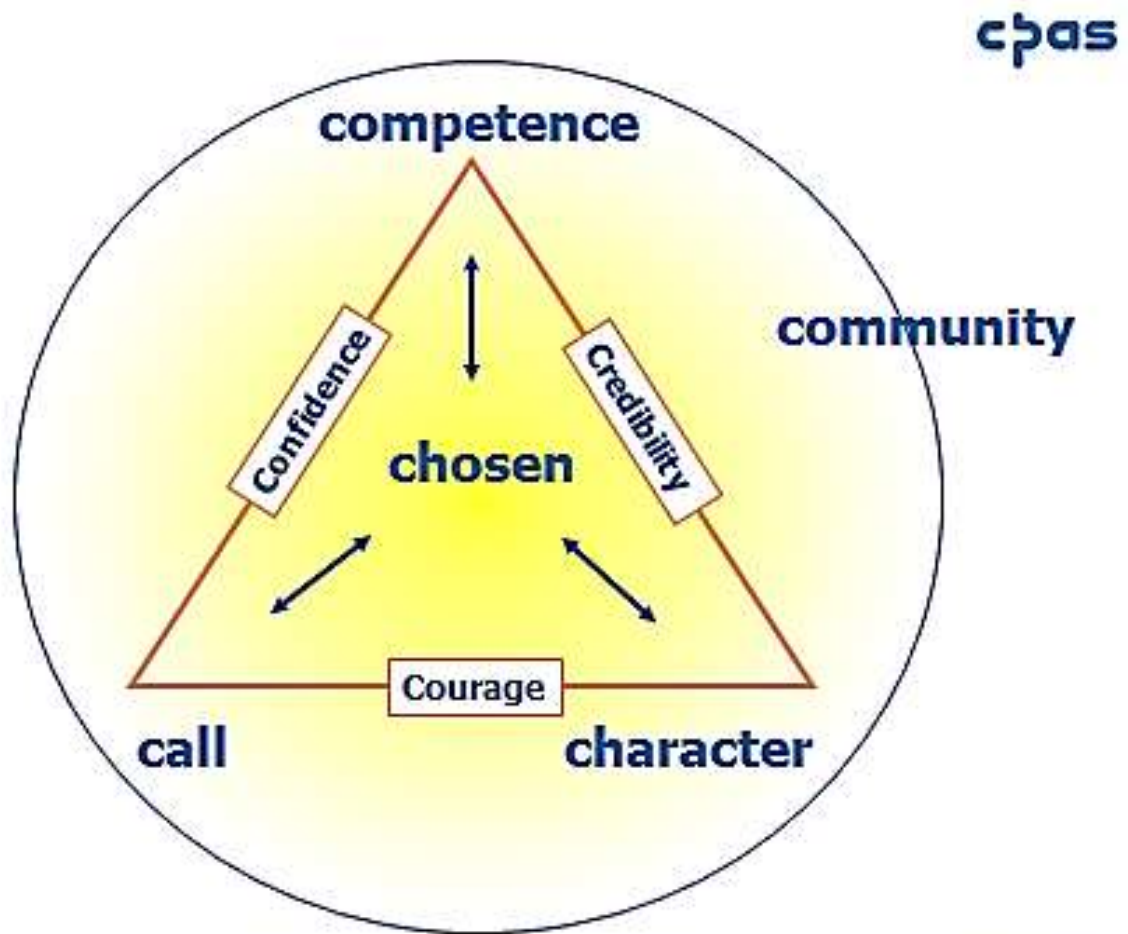
Tool: A model for leadership development

Many of those being mentored will either have leadership responsibilities (in the home, church, work environment, school or college, club or society) or will have the potential to be leaders in the future.

Q: why might developing leaders be important?

Q: if you have (or have had) some leadership responsibility, what most helped you grow as a leader?

Below is a model for leadership development, which can be used within the context of a mentoring relationship to enable leadership development. Discuss the following model within your 'mentoring the mentors' group.



Session 7 Slide 9

Chosen:

Chosen is at the centre because at the heart of a Christian understanding of leadership development is our relationship with God. The first priority for every Christian leader is to be a follower, a disciple of Jesus. Because there is a world of difference between a leader who leads '*from*' God's love, secure in their identity in Christ, and a leader leading '*for*' God's love.

Call:

Call is one of the foundations of Christian leadership development. Not (necessarily) call in the sense of a spiritual experience calling you to a particular role. But call in the Biblical sense of more clearly discerning what it means to be a disciple of Jesus Christ (google: Not a Fan by Kyle Idleman) and how that is uniquely worked out in the life of the mentor and mentee as you seek to serve his kingdom purposes. Call addresses the issues around how we use our time.

Character:

Character is the other foundation for Christian leadership development. The New Testament is very clear that when selecting leaders a great deal of attention is to be given to their character (see 1 Timothy 3 v 1-13). Growing in Christ-likeness is part of growing as a Christian leader.

Competence:

Competence builds on these foundations because they are certain abilities needed for effective leadership. Leadership ability is made up of a number of factors (skills, knowledge, talents, gifts, passion and temperament). As leaders develop they seek to discern more clearly their particular gifts and talents, to develop in skills and knowledge, to understand their passions and temperament.

Community:

All of this in the context of community because the New Testament knows nothing of solo leadership. 'To be a leader, you must have followers'. All but two of the references to leadership in the New Testament are in the plural. Theologically speaking this reflects the nature of the Church (body) which (should) reflect the nature of God himself (Trinity). Leadership is best described in community and best exercised in community.

Christian leadership development will invariably involve a discussion about 'Purpose'

Biblical leadership development recognises the importance of all of the above elements. It is the inter-relation between them that makes for healthy Christian leadership, developing leaders who are secure in Christ, clear about how to use all that God has given in his service, maturing in Christ like character, growing in knowledge and skills and increasingly self-aware about their particular gifts and talents, comfortable exercising their leadership alongside others.

Call & Character lead to courage:

Call helps a leader discern where God is leading; character helps a leader to do the right thing whatever the cost, which builds courage in them as a leader. Courage helps them determine to act – the willingness to move in a direction in spite of the emotions and thoughts that bid you to do otherwise.

Character & Competence lead to credibility:

Character without competence is no good, that's why we don't simply make people of good character leaders. Nor is competence without Christ-like character any good in a leader. Credibility is present when a leader exhibits Christ-like character and has the necessary abilities to lead in their role.

Call & Competence lead to confidence:

There is an appropriate confidence for a Christian leader. This confidence is found in two truths: when God calls he equips, and God generally works 'with the grain' of who we are, not against it.

Community ensures we lead in a safe way, where there is encouragement and accountability:

Encouragement gives strength to leaders to tackle what they would otherwise struggle to tackle. Accountability brings feedback and challenge to help us grow and develop.

Q: How might you use such a model in a mentoring relationship? (Ideally discussed as a group)

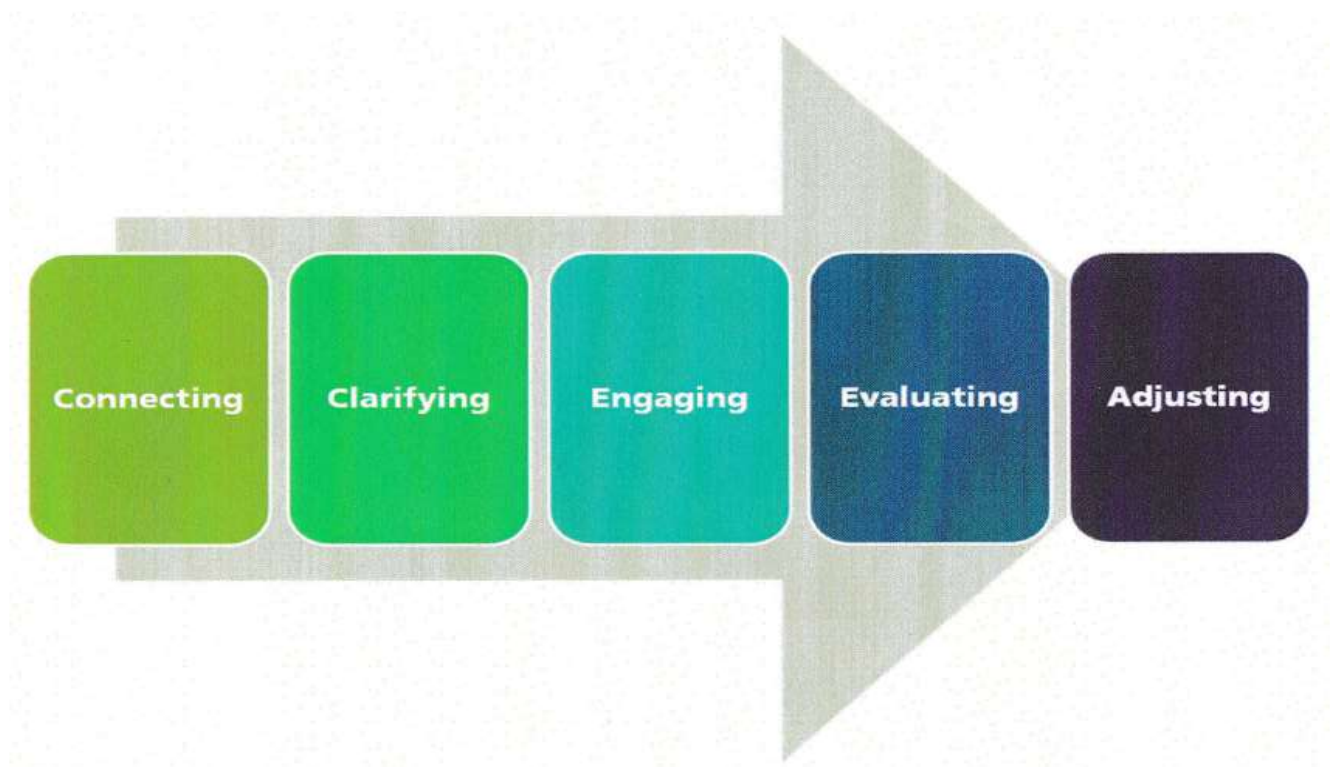


Think about:

- Sharing the model with the mentee and ask where they think their key development opportunities lie.
- Take one aspect of the model each session and explore a range of questions around that area.
- Check out the Growing Leaders books by CPAS
 - <http://www.cpas.org.uk/church-resources/growing-leaders-suite#.VX6tY3nJDIU>

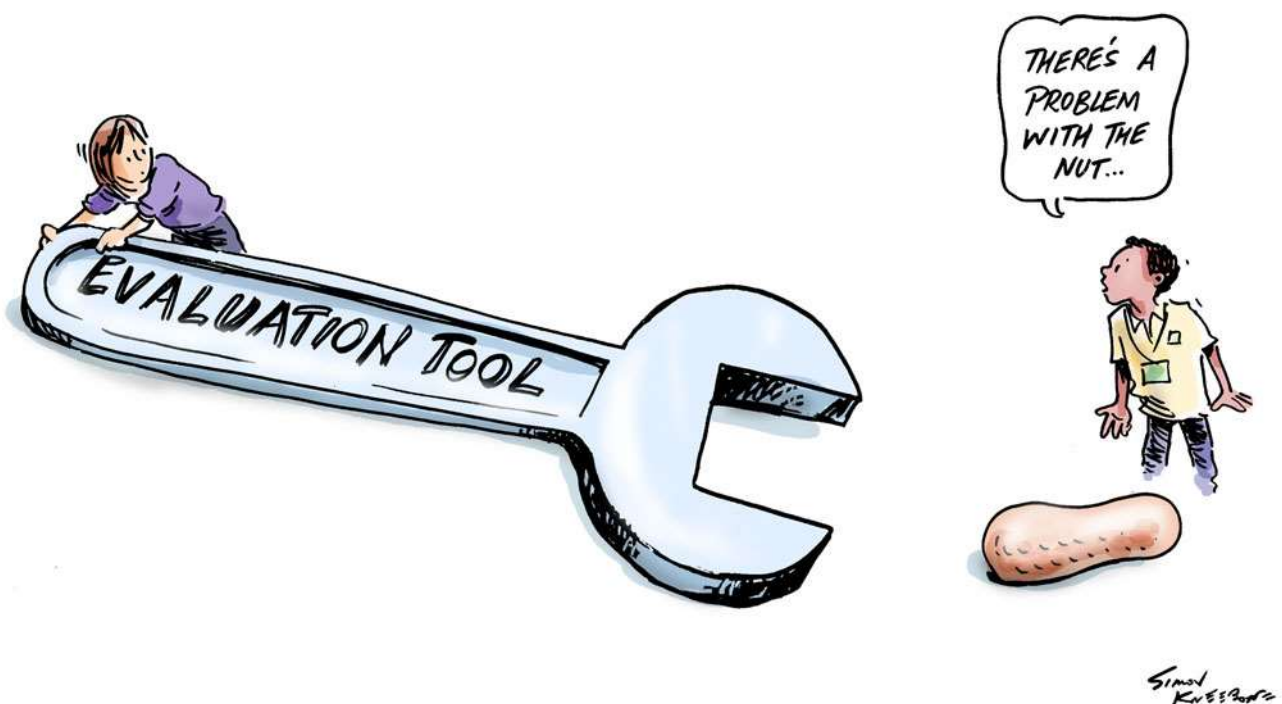
Evaluating:

This is the next phase in the mentoring process (see diagram below)



One of the difficulties in most mentoring relationships is knowing how it is going. There is no external observer offering objective feedback on your mentoring sessions, and you may not get much feedback from the mentee. Therefore the mentor has to take the initiative.

This next section will explore the 4 levels of evaluation, and then offer some practical tools for doing it.



Level 1: Evaluating oneself as the mentor:

How am I doing? It can be hard to know, but a good starting point is to use the checklist against which you can assess oneself. Use the following checklist to evaluate yourself:

Level 1 Evaluating oneself as the mentor

Preparation

- How did I prepare for the meeting?
- What would have helped me be better prepared?
- Was the venue set up in the best way possible?

Core skills

Grade yourself on each of the core skills where 1 = I didn't do very well and 5 = I did very well.

Rapport building	0	1	2	3	4	5
-------------------------	---	---	---	---	---	---

What worked well, what could I improve?

Asking good questions	0	1	2	3	4	5
------------------------------	---	---	---	---	---	---

What worked well, what could I improve?

Active listening	0	1	2	3	4	5
-------------------------	---	---	---	---	---	---

What worked well, what could I improve?

0 1 2 3 4 5

0 1 2 3 4 5

0 1 2 3 4 5

0 1 2 3 4 5

Mark where you are on the continuums below with a cross. What adjustments would it be good to make?

listening |-----| speaking

support |-----| challenge

reactive |-----| proactive

Level 2: Evaluating how it is for the mentee:

There are several ways this can be done:

- **Intuitively** Does the mentee seem engaged and energised by the sessions? Or are they showing signs of reluctance to come, or indifference about being there? Does it feel right/good?
- **Specifically** At the end of a session ask: 'How has this session been helpful to you? What could I have done to make this a better session for you?

Level 3: Evaluating how the mentee is progressing:

This is different from level 2. The mentee may be enjoying their time with you, but actually making no developmental progress. One of the ways to evaluate this is to keep simple notes of each session and review them to see what progress is being made. See next page for a framework for taking notes. Some mentors take notes during the session, having explained to the mentee what they are doing and why. Others take 5 minutes after the session to write down a few notes. It is important that they are kept securely, and it is advised not to write anything 'too' disclosing on them.

Level 4: Evaluating where you are in the relationship:

All mentoring relationships have a shelf life. Some are relatively short (5-6 months), some relatively long (2-3 years), but most are around 12-24 months. Assessing where you are in the relationship is important in order to prevent stagnation. See the page after next for some guidelines on evaluating the relationship. This is best used after 5-6 meetings, and then again after another 5-6 meetings (or at whatever point the mentor and mentee have agreed upon).

Evaluating how the mentee is progressing:

Date of meeting	Person meeting with
How did the mentee do in implementing goals set at the last meeting?	
The main themes and issues discussed in this meeting were...	
What else seemed important about your mentoring session (for example, type of communication, body language, tone, voice, patterns of thought, emotional and spiritual well-being)?	
What action and prayer points did you agree?	
Other notes and reflections (including what you would like to talk through with your mentee at the next meeting)	
Date of next meeting:	

Level 4 Evaluating where you are in the relationship

As part of the mentor process, we encourage mentor and mentee to review how things are going in the relationship. The timing for this is largely up to the mentor, but around the fifth or sixth session is a good time. By then you should have got to know the mentee fairly well, and you will also have sufficient meetings to reflect on to assess how it is going. It also leaves time for changes before the end of the normal shelf-life of a mentoring relationship (12-24 months).

Some of the likely tensions are going to be:

- Ensuring that you aren't doing too much talking (ideally no more than 30% in a session).
- The balance between affirming/encouraging and challenging/probing.
- How well prepared the mentee is for the meeting.
- The balance between being solely reactive to what the mentee raises, and being proactive with your hunches, intuition, guesses at what it might be helpful to raise.

Questions to ask

A review can help identify where adjustments may need to be made in these, and other, areas. It is generally better to invite their thoughts before you offer yours, and when you do be gentle in the way you offer them.

The following questions may help:

- What are you finding helpful about our times together?
- How closely are your expectations being met?
- What would take the usefulness of our meetings up to another level?
- What are the areas we've not covered that in all honesty you think I should be raising with you?
- Are there things I am doing/not doing that it would be helpful to change?
- Would you mind if I offered you some feedback on how things are going from my point of view?

Ideally send these out ahead of the meeting as part of your preparation so that your mentee has time to think about their answers before they come.

Receiving feedback

Remember, feedback is your friend! So don't be defensive even if they are somewhat critical. Thank them for what they have said and explain that you will think and pray about it between now and the next meeting, and then perhaps you could have a further brief conversation to adjust things for the future.

Occasionally this process of evaluation will raise major concerns that mean it is time to end the relationship.

Agreeing the next evaluation

As part of this evaluation process it helps to agree the next time when you will have a slightly more formal evaluation like this. Normally another six meetings is a good timescale, but it may be fewer or more.

Group Activity Role Play:

Get into pairs, getting the pairs to stand a reasonable distance apart from other pairs, so as to not be overheard. One of the pair is to be the mentor and one the mentee. See the following instructions. (try to only read the part you are playing before the role play, so can read both parts after).

Imagine you are reviewing a mentoring relationship that has going for 6 months. The mentor is to lead the conversation:

Instructions for the mentor

You are the mentor in this exercise. Please follow the instructions below.

When you clarified expectations at the start of the mentoring relationship you agreed together that you would review how things were going more formally as part of your sixth session together. That time has now come. Using the insights from this session of the training process, conduct a review with your mentee. Overall, your perception is that it has been going reasonably well.

You have ten minutes for this review.



Instructions for the mentee

When you clarified expectations at the start of the mentoring relationship you agreed together that you would review how things were going more formally as part of your sixth session together. That time has now come. The mentor is going to take the initiative.

While overall it has been going reasonably well, you have one or two concerns you would like to express, but are feeling reluctant and/or embarrassed about doing so. You are very aware that the mentor is trying hard and generously giving of their time. So, when the review starts, express some positives and don't let on too quickly about your concerns. If the mentor asks, gradually volunteer one or two, but not all three. If they continue to delve deeper express the third one. Your concerns are:

- The mentor tends to do a little too much talking, sharing their own experience or insights, and not quite enough listening.
- You find it really off-putting that the mentor places their mobile phone on the arm of their chair and when it vibrates takes a look at it, although never actually answers it.
- When talking with the mentor's spouse over coffee at the end of church it became obvious that something you had said in a meeting with your mentor had been shared with the spouse. You feel slightly upset that a confidence has been broken. While the particular incident isn't a huge issue and you like and trust the mentor's spouse, you recognise that you feel a little less willing to be totally open with your mentor in the future.

At the end of the Role play, discuss 'How you felt it went?' before drawing everyone back together, inviting comments.

Key Points for discussion:

- The awkwardness of the mentee in being critical, so therefore the likelihood that they may not say what they are really thinking.
 - How can you ensure they feel able to fully express their thoughts?

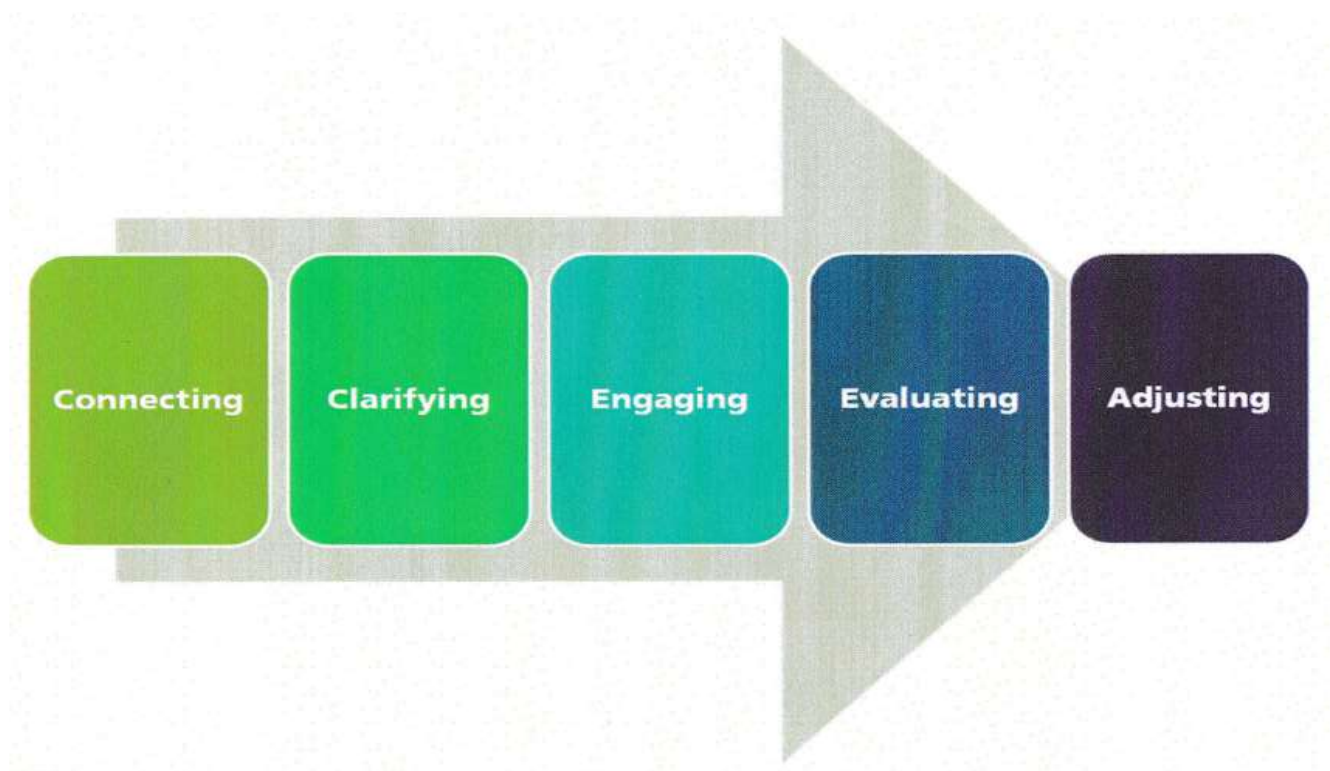
- The danger of the mentor becoming defensive (and therefore closing down the likelihood of the mentee expressing fully what they think in the future)

- How can you receive negative comments without being defensive?

- The opportunity for learning that occurs through the mentor observing 'how' the mentee gives feedback. Not something to be explored there and then, but something to observe and note for future meetings.

- What can be learnt by the way the mentee gives feedback?

Phase 5: Adjusting:



There are a number of ways a mentoring relationship may need adjusting:

Realigning: Either the expectations agreed at the start haven't been adhered to, or the expectations themselves may need changing.

Refocussing: The initial purpose of the relationship has been fulfilled but the mentee has identified an additional purpose that the mentor is happy to work with.

Refuelling: There is often a natural lag in any mentoring relationship, somewhere between the 4th and 8th sessions, where the initial enthusiasm wanes, the mentee may be struggling with a lack of change, and the relationship hasn't yet got to a deeper level. At this point simply acknowledging what is going on as being 'normal' can refuel the relationship with the necessary energy to get through the phase.

What else would 'Refuel' a mentoring relationship?

Resisting: At some point the mentee may show signs of 'resistance' (turning up late, cancelling meetings, not engaging well during the meeting, closing down). Tricky this one, because it may be that the mentor isn't doing a great job, personality clashes or unclear expectations. But these 'signs' can also be hints that the mentee is struggling with something because it is uncomfortable. The mentor will need to address this and find out what is going on.

Ending: The relationship may have fulfilled its purpose. It is time to come to an end. Some relationships could either be:

- 'wound down' – where they fell into disuse
OR
- 'wound up' – where they were concluded deliberately. A good ending is important for both the mentor and mentee.

Post-It note Christmas Tree: Group Activity:

In small groups suggest the various elements that would make for a good ending. Write one on each post-it note and then arrange the post-it notes into a 'Christmas Tree' shape with the most important element at the top and the least important elements at the bottom.





8: Review (part 2)

This is the last section of the training portion of this manual. Of course this isn't the end of training, ongoing training and development is vital to being a good mentor. The idea being that you continue to meet as a 'mentoring the mentors' group to further your personal development and the development of the mentoring network, adding new mentors. The next portion is 'Tools' to equip you to help in your mentoring relationships.

Mentoring: A definition:

'Mentoring is a dynamic, intentional, voluntary relationship of trust in which one person (the mentor) enables another person (the mentee) to maximise the grace of God within their lives and develop their potential in the service of God's kingdom purposes' – CPAS

Activity:

Reflect on each of the words/phrases and give them a rating between 1 and 10, where 1 = less important and 10 = very important. See next page.

Once you have done this, discuss it within your 'mentoring the mentors' group

Mentoring is a

dynamic,

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

intentional,

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

voluntary relationship

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

of trust

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

in which one person (the mentor)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

enables another person (the mentee)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

to maximise the grace of God within their lives

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

and develop their potential in the service of God’s kingdom purposes.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Bible Study: Ephesians 2 v 1-10

Throughout this process, we've identified that Christian mentoring is a means by which people:

- Can grow in the grace of God
- Become more like Christ in character
- Discern more clearly how to serve God's purposes in the world

Ephesians 2 v 1-10 reminds us of that grace and good works God had prepared for us to do. Read through the passage below and discuss what it teaches about each of the above aims:

Ephesians 2:1-10

¹ As for you, you were dead in your transgressions and sins, ² in which you used to live when you followed the ways of this world and of the ruler of the kingdom of the air, the spirit who is now at work in those who are disobedient. ³ All of us also lived among them at one time, gratifying the cravings of our sinful nature and following its desires and thoughts. Like the rest, we were by nature deserving of wrath. ⁴ But because of his great love for us, God, who is rich in mercy, ⁵ made us alive with Christ even when we were dead in transgressions – it is by grace you have been saved. ⁶ And God raised us up with Christ and seated us with him in the heavenly realms in Christ Jesus, ⁷ in order that in the coming ages he might show the incomparable riches of his grace, expressed in his kindness to us in Christ Jesus. ⁸ For it is by grace you have been saved, through faith – and this is not from yourselves, it is the gift of God – ⁹ not by works, so that no one can boast. ¹⁰ For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.

(TNIV)

In mentoring we hope to help the mentee:

To grow in the grace of God

To become more like Christ in character

To discern more clearly how to serve God's purposes in the world

This exercise will again (see section 6) review how your mentoring relationship is going:

Introduction

This exercise offers each person an opportunity to review how their mentoring is going. In threes, each person takes on one of the roles below, and then all swap roles for the next round, and then again for the third round.

- The facilitator's role is to explore with the reflector how their mentoring relationship is going.
- The reflector's role is to speak honestly about their mentoring relationship and allow the facilitator to guide them in their reflection.
- The observer's role is to watch carefully the interaction between the two and offer feedback on what they observe.

Facilitator

You may like to use some of the following questions to get you started. Be sure to follow up the starter questions with supplementary questions, making use of the various core skills you've learnt through the training process.

- What has gone well in your mentoring so far?
- If you had to identify two things you've found most difficult what would they be?
- What has surprised you?
- If you were asked to identify an area you would like to discuss in the larger group what would it be?
- What one word of advice do you think your mentee would give you about your mentoring?
- Which of the core skills are you finding most difficult?

Reflector

Your role is to be as open and honest as you can about how things have gone. This is a great opportunity to reflect on things, and have others help you to learn from that reflection.

Observer

Look out for the following:


- Things mentioned by the reflector that you think they may need to explore/think about a little further as they continue their mentoring.
- Areas that the reflector mentions that you think would be worth exploring within the wider group.
- How the facilitator uses some of the core mentoring skills in this scenario, and any helpful feedback you could give them.

And finally:

Q:What have been you major learning points?



Q:Where would you like to go with mentoring next?



Devotional:

The Proof of Your Love

- Play YouTube video <https://www.youtube.com/watch?v=b-2dKOfbC9c> – The Proof of Your love
- How does this YouTube video speak into your mentoring relationships?
 - Why? / How?
- Which mentees do you think of when watching this YouTube video?
- Read 1 Corinthians 13 v 1-3 – Slowly

The Way of Love

13 If I speak with human eloquence and angelic ecstasy but don't love, I'm nothing but the creaking of a rusty gate.

2 If I speak God's Word with power, revealing all his mysteries and making everything plain as day, and if I have faith that says to a mountain, "Jump," and it jumps, but I don't love, I'm nothing.

3-7 If I give everything I own to the poor and even go to the stake to be burned as a martyr, but I don't love, I've gotten nowhere. So, no matter what I say, what I believe, and what I do, I'm bankrupt without love.

- Pray for the mentoring network, the other mentors and for the mentees

Following the process:

There are a number of things it is important to do as part of the mentoring training comes to an end:

- Continue to meet together as a 'mentoring the mentors' group, and on a one-2-one basis with the mentoring network coordinator.
- Raise the profile of the mentoring network:
 - Maybe: send out a monthly/annually mentoring 'newsletter'
 - Interview one or two mentees during a church service about their experiences of mentoring
 - Get mentees and mentors to write about their experiences of the mentoring relationship and put on the church website
- Celebrate



This training manual has been Adapted from
the Mentoring Matters material produced
by CPAS.

Useful Resources:

The big book of blobs – Pip Wilson

The Zombie Apocalypse Survival Guide for Teenagers – Jonathan Mckee

The be- with factor – Bo Boshers & Judson Poling

Activities for mentoring young people – Stephanie George

CPAS: Mentoring Matters

Can we have a chat? – Jon Langford

TaG (Training and Growth) – produced by St Pauls, Salisbury

InFocus: Mentoring – Produced by Crusaders

Coach Carter – Film

When the game stands tall – Film

To Save a Life - Film

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