

Development Associates International



Workbook

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THE MINISTRY OF MENTORING



Session 01: Introduction

The purpose of this course is to enable participants to develop the essential competencies and characteristics of an effective Christ-like mentor.

The focus of the course is on:

- Defining what we mean by mentoring
- Identifying various different mentoring roles
- Establishing the Biblical foundations of mentoring
- Understanding the purpose and value of story-telling in mentoring
- Examining how we hold one another accountable in a mentoring relationship
- Developing our listening skills
- Putting all of our learning together and formulating a Personal Commitments Plan for mentoring in our own churches, organizations and ministries

Exercise 1: Introductions

Pair, preferably with someone you don't already know.

Find out about each other (10 minutes).

Prepare to introduce the other person (name, ministry, what they do, where they're based and something about their family *or another interesting piece of information about themselves*) to the rest of the group.

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Session 02: Defining Mentoring

Exercise 1: Sharing A Life Issue

Think about a situation, that you are prepared to share with the group, in which you have been helped by being able to share with someone you trust some difficult or troubling aspect of your life.

Try to think of something specific and, if possible, relatively recent. Make some notes of the situation here in order to prepare to share with another person.

Now share that story with one other person in the room.

Mentoring Definition

DAI Working Definition

Mentoring is an intentional, developmental process, typically initiated by the mentee, in which a mentor is invited to share his/her life, experiences and God-given resources. It is a collaborative partnership, guided by the mentee's needs and committed to the nurturing of his/her character and self-awareness, offering wisdom and encouragement towards defined goals. Through this relationship of mutuality, patience and purpose, conditions are created for Spirit-filled conversations which empower the mentee to grow and bear fruit as a Christ-like leader.

Video Clip Notes

City Slickers – “One Thing”

Invictus – “Reconciliation And Forgiveness”

Soul Surfer 1: “Plans To Give You Hope And A Future”

Soul Surfer 2: “Through Him Who Gives Me Strength”

Soul Surfer 3: “I Don’t Know Why Terrible Things Happen”

Soul Surfer 4: “Would It Help To Say It Out Loud”

Soul Surfer 5: “Failure - Celebrity – Desperation”

Soul Surfer 6: “You Didn’t Lose Everything”

Soul Surfer 7: “Phuket Reality Check”

Soul Surfer 8: "Patience - Instinct – Trust"

Soul Surfer 9: "I Wouldn't Change What Happened"

Mentoring Roles

	Discipler	Spiritual Director	Coach	Counselor	Teacher
Agenda	Set by the Discipler	Led by the Holy Spirit	Determined by the Coachee	Set by the Counselee	Set by the Teacher
Process	Equipping and training	Attentiveness and discernment in prayer	Goal-setting, practice and feedback	Enquiry and problem-solving of a personal / emotional nature	Knowledge transmission and guidance
Mentor Role	Instructor	Co-discernment	Enable progress towards goals	Facilitate increased self-awareness and ability to deal with life-issues	Facilitate and instruct relevant knowledge and skills
Mentee Goal	To gain knowledge and skills with maturity in Christ	Christ-likeness	Improved performance of specific skills	Enhanced social and emotional health	Develop an enquiring mind and build knowledge base

Think About It...

From the DAI Working Definition of Mentoring, write down the 5 words that strike you as the most important.

Which of the 5 Mentoring Roles are you most familiar with?

Recall a relationship where you have experienced this role as a Mentor or Mentee:

What worked well?

What challenges did you sense?

How would approach that role differently another time?

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Session 03: The Biblical Foundations Of Mentoring

Exercise 1: Biblical Mandate

In your groups read:

Deuteronomy 6: 1-14

Proverbs 27: 17

2 Timothy 2: 1-2

Mark 3: 13-14

According to these passages:

Why should we mentor?

Are we called to do this?

Is there a Biblical mandate?

Exercise 2: Jesus' Principles Of Multiplication

Match the 12 sets of Bible passages to the 12 'Principles Of Multiplication' that Jesus exhibited in his discipling.

Luke 6:12-13 =

Mark 3:14 / Luke 8:1 =

John 15:15 =

John 13: 15 =

John 13:1, Matt. 16:24 =

Mark 6:7 =

Luke 8:9-10 =

Matt. 10:1 & 5-8, Luke 10:1-16 =

Luke 10:17-20 =

Matt. 4:19 =

John 20:22 =

Matt. 28:18-20 =

Exercise 3: Barnabas And Paul

Read the following:

Acts 4:36-37 and Acts 9:26-27

Acts 11:22-30 and Acts 12:25-13:3

Acts 13:4 to 14:28

Acts 12:25 and Acts 15:36

What coaching principles can you discover from the life of Barnabas as reported in the book of Acts?

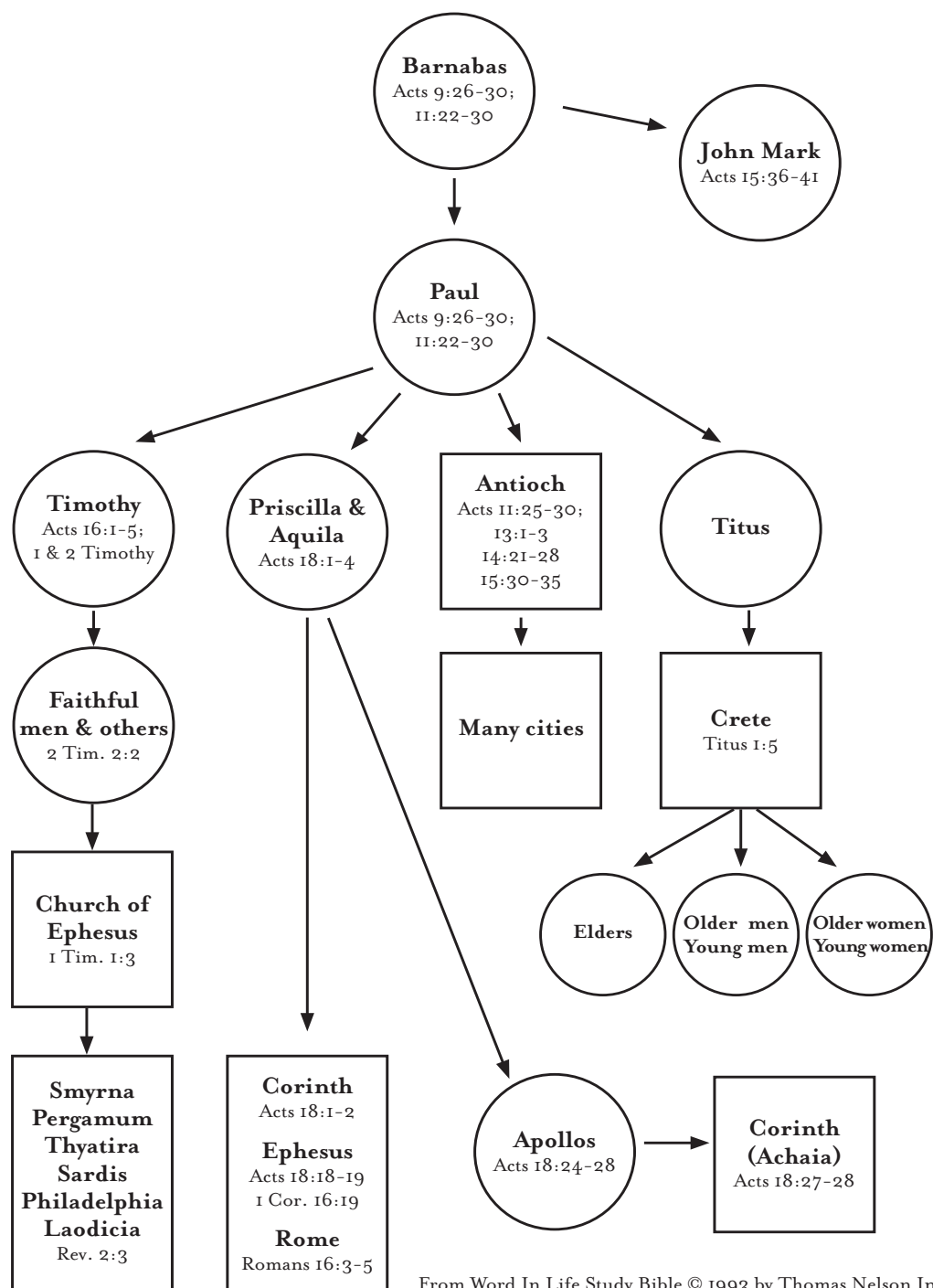
Acts 4:36-37 and Acts 9:26-27

Acts 11:22-30 and Acts 12:25-13:3

Acts 13:4 to 14:28

Acts 12:25 and Acts 15:36

Barnabas – A Ministry Of Multiplication



From Word In Life Study Bible © 1993 by Thomas Nelson Inc.

Think About It...

For your own ministry context and/or organisation, jot down some actions that you can take to 'reproduce' disciples and instigate a 'ministry of multiplication' through an intentional programme of mentoring and coaching.

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Session 04: Exploring And Experiencing Mentoring

Case Study: "Café Espresiones"

Discussion Questions 1.1

What are some words that describe Tomás?

What does he want?

What does he need?

Discussion Questions 1.2

What kinds of things motivate Salvador?

Why does Tomás find the store an oasis?

Discussion Questions 1.3

Why does Tomás keep coming back to the store?

What about Sal might make him a good mentor?

Can you think of stories in Scripture that illustrates God's response to human errors e.g. The Prodigal Son?

Discussion Questions 1.4

What are the positive aspects of this relationship for Tomás?

What is it about Sal's story that make him effective as a mentor?

Sal is transformed by God's amazing Grace. Can you think of passages in Scripture that his story reminds you of e.g. Saul to Paul?

Discussion Questions 1.5

How might Sal be feeling now about his relationship with Tomás?

What principles or practices have you seen in this story that will help you be a good mentor?

Which mentor qualities are you already gifted with? What are some specific steps you can take to strengthen your potential as a mentor?

Think About It...

Jot down some characteristics of 'parent / child' mentoring and peer mentoring relationships that help you to differentiate between them.

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Session 05: Story-Telling In Mentoring

Exercise 1: Individual Story-Telling

Individually read Ephesians 2:1-10

In the matrix sections, jot down notes to describe your before and after self in terms of your life, your character and your behaviour.

	Before	After
My life		
My character		
My behavior		

Exercise 2: Paul's Story

In pairs, read the following:

Acts 9:1-31

Galatians 1:11 to 2:13

Acts 22:1-22 & 26:1-29

Philippians 3

2 Corinthians 1:3 to 2:14 & 7:5-7

**What is Paul's purpose for reflecting on his personal story or history?
Share insights with your partner and prepare to share with the group.**

Video Clip Notes

City Slickers – “Best Day – Worst Day”

Invictus – “Inspiration”

Exercise 3.1: H-Model: Heritage

Working individually and thinking about your Heritage, jot short notes in response to the following questions:

How have my parents, grandparents, aunties, uncles, cousins or siblings significantly influenced my life? What was my early family life like?

What was the general atmosphere in my home growing up and how has that affected me?

What was the major source of my self-esteem as a child?

What were my peer relationships like during my school-age years?

What is my basic temperament (How do I generally handle life)?

What impact has my ethnicity and culture had on me? How has God used all of this?

Exercise 3.2: H-Model: Heroes

Continuing to work individually, now think about your Heroes and jot short notes in response to the following questions:

Which people have played a key role in influencing me for good? How have they done so?

What have those people imparted to me that I am grateful for?

Exercise 3.3: H-Model: High Points

Continuing to work individually, think about the High Points in your life and jot short notes in response to the following questions:

What have I done that I am personally proud of, or what accomplishments have been recognized by others?

At what points in my life did I feel particularly good about myself or seem happiest?

What contributed to this? How has God used it to mold me up to this point in my life?

What were the best times of my life? Why?

Exercise 3.4: H-Model: Hard Times

Continuing to work individually, think about the Hard Times in your life and jot short notes in response to the following questions:

What has been tough in life? How has that been formative to me?

Are there incidents that have happened to me that are difficult to talk about with others? What are they?

What have been the worst times for me? Why? What have I endured? What has been (or is now) painful?

Exercise 3.5: H-Model: Hand Of God

Continuing to work individually, think about those occasions in your life when you have felt God's hand on your life and jot short notes in response to the following questions:

When have I seen God's sovereignty and grace uniquely evident in my Life Story?

What are some specific events that would illustrate this unique work in my life?

How has God used His Word as a part of writing my story?

Exercise 4.1: Preparing To Share Your Story

Plot your Life Story onto your Timeline. Check that your Post-Its or notes are appropriately placed. Add any that you now realize are missing. Remove any that now seem irrelevant.

Review your chart by going back through each segment and considering what you have learned.

Think about how you will best share your story with a Workshop partner based on the information on your flipchart. Think about which aspects of your story deserve the greatest emphasis.

Exercise 4.2: Sharing Your Story

In pairs, share your stories:

You have 30 minutes to tell your story to your Workshop partner.

You then have 5 minutes of discussion and clarification.

You then have a further 5 minutes of prayer thanking God for what you have learnt about yourself and each other and for God's hand on your lives.

After 30 minutes, you will switch roles.

Think About It...

"Peer mentoring is a mentoring relationship in which both participants are giving and receiving. It is the perfect way to experience strong mutuality in that each has an opportunity to fully value and respect the other; take it in turns to carry one another's burdens; build each other up; listen to each other's sin and confession and show love and genuine compassion."

What steps can you take to ensure that the aspirations of the above definition are met?

How will you ensure that both participants give and receive equally?

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Session 06: Listening Skills In Mentoring

Exercise 1: How Well Do I Really Listen? (12 Challenges To Empathic Listening)

Individually, circle the 5 challenges with which you most identify?

1. I have always thought that listening is an automatic process, not a learned behavior that I could choose to improve.
2. In a conversation with another person, I often find myself thinking more about what I am going to say next, and fail to hear all they say.
3. I can sometimes assume I know all about what the speaker is saying and then misunderstand because I haven't listened carefully.
4. In discussions with others I tend to listen out for the facts that support my view and miss other verbal and non-verbal messages.
5. I am easily distracted by other, unrelated, thoughts while someone is speaking, (e.g. their appearance, accent or manner of speaking), especially when my mind is very full of other things.
6. I am easily distracted when there are other things going on in the room, (e.g. phones ringing, others talking, cleaners at work, etc.), or by loud noises outside the room.
7. I believe the speaker is solely responsible for the effectiveness of communication.
8. When someone talks at length to me and I don't have an opportunity to reply, or when the topic doesn't relate to me I can get bored or switch off.
9. When a topic is too difficult for me to grasp, I often turn my thoughts to other things.
10. If something a speaker says violates my values in some way, I find it hard to maintain my attention to the topic.
11. When I disagree with a speaker, I spend my time thinking up counter arguments rather than really listening.
12. If a speaker seems to lack expertise on the subject matter, or is less knowledgeable than I am, I am likely to stop listening or to mentally multi-task.

Exercise 2: Empathic Listening

Jot down brief notes of a situation in your personal or professional life that you feel strongly about and that you are happy to share with others

In groups of 3:

Person A shares with Person B (5 mins.)

Person B listens and shares with Person C the *content* and the *feeling* of what Person A is expressing (5 mins.)

Person C captures the *meaning* from Person B and gives an empathic response to Person A (5 mins)

Video Clip Notes

Exercise 3: Empathic Listening Exercise

Developing Your Listening Skills

The **L** in L.E.A.P is for _____ and is to remind us to:

- 1.
- 2.
- 3.

The **E** in L.E.A.P is for _____ and reminds us to:

- 1.
- 2.
- 3.

The **A** in L.E.A.P is for _____ and is the listener's opportunity to:

- 1.
- 2.
- 3.

The **P** in L.E.A.P is for _____ and is the opportunity to:

- 1.
- 2.
- 3.

The **P** in L.E.A.P may be replaced by

_____ and/or _____

Video Clip Notes

Tuesdays With Morrie – “When you know how to die”

Tuesdays With Morrie – “That’s enough of that”

Tuesdays With Morrie – “All of the stuff you’re scared of”

Tuesdays With Morrie – “Love always wins”

Tuesdays With Morrie – “Mostly he let me talk”

Tuesdays With Morrie – “Love one another or die”

Tuesdays With Morrie – “When I’m dead you talk, I’ll listen”

Think About It...

Jot down 3 actions that you commit to taking in order to improve your listening skills.

1.

2.

3.

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Session 07: Mentoring Agreements & Accountability

Exercise 1: Mentoring Agreements

In pairs, imagine that you are about to enter into a mentoring relationship and create a set of 'ground rules' that cover how you will agree to behave and conduct yourselves under the following headings.

Values:

How will you interact?

What discussion boundaries will exist i.e. what is on / off-limits?

How and when will you review your relationship?

Logistics:

Where, when, how often will you meet?

Will meetings only be face to face or are other forms of meeting included?

When will you be accessible to one another?

Confidentiality:

What will be private and what will be public during and after the relationship?

Exercise 2.1: Confidentiality Assumptions

Individually, tick the appropriate box to define the confidentiality rules that will govern your mentoring relationship.			
Which of the following assumptions about confidentiality do you hold?	Yes	No	Not Sure
What we discuss stays between us for as long as we are engaged in our mentoring relationship			
We can freely disclose what we talk about in our conversations with other people			
After our mentoring relationship has ended, it is OK to talk with others about what we discussed or how we related			
If there is a demonstrated need for someone else to know, we can appropriately disclose our conversations and impressions with that person			
What we say between us stays here unless you give me specific permission to talk about it with others			
Some issues will be kept confidential while others will not			
It is OK to discuss with others how we relate to one another but not the content of our discussions			
It is OK to talk about what we talk about as long as it is positive			

Exercise 2.2

Compare your answers with those of your partner in order to finalize the set of ground rules that will govern Confidentiality in your mentoring relationship.

Exercise 3: Accountability Questions

In pairs, suggest 3 or 4 questions that will enable you to maintain accountability within your mentoring relationship under the following headings.

Our Meetings:

What questions will you ask to ensure that your meetings are achieving their purpose?

- 1.
- 2.
- 3.
- 4.

Our Relationship:

What questions will you ask to review the quality of the mentoring relationship between you?

- 1.
- 2.
- 3.
- 4.

Our Learning:

What questions will you ask to check what learning is taking place?

- 1.
- 2.
- 3.
- 4.

Video Clip Notes

Mentoring 'Consultation'

Exercise 4: Mentoring 'Consultation'

In pairs, mentor and mentee role-play a first meeting, based on a real-life situation suggested by the mentee, during which they agree the ground rules that will govern their mentoring relationship (20 mins.)

Mentor and mentee reflect on their progress and the outcome of their 'consultation' (10 mins.)

Switch roles and repeat (30 mins.)

Think About It...

Jot down 5 reasons or observations that will serve to remind you of the importance of creating a set of 'ground rules' to protect a mentoring relationship in which you might be involved.

1.

2.

3.

4.

5.

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