Think about a situation where 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.
Mentoring Definitions

Mentoring: Definition 1 *(Bishop John Reid)*
“Helping your brother / sister be stronger”

Mentoring: Definition 2 *(Paul Stanley & Bobby Clinton)*
“Mentoring is relational experience in which one person empowers another by sharing God-given resources. It is a relational process in which a mentor, who knows or has experienced something, transfers that something (resources of wisdom, information, experience, confidence, insight, relationships, status, etc.) to a mentoree, at an appropriate time and manner, so that it facilitates development or empowerment”

Mentoring: Definition 3 *(Dr. Stacy Rinehard)*
“Taking the initiative to join someone’s life journey and become God’s instrument to help that person become all that God wants them to become and do all that He wants them to do”

Mentoring: Definition 4 *(John Mallison)*
“Christian mentoring is a dynamic, intentional relationship of trust in which one person enables another to maximise the grace of God in their life and service”

DAI Working Definition
Mentoring is an intentional relationship in which a mentor is invited to share their life, experiences and God-given resources with another. It is a holistic process that nurtures character and self-awareness, promoting the work of the Holy Spirit in empowering the mentee to become all that God wants him or her to be as an effective Christ-like leader.
### Video Clip Notes

<table>
<thead>
<tr>
<th>Movie/Clip</th>
<th>Title/Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Slickers</td>
<td>“One Thing”</td>
</tr>
<tr>
<td>Invictus</td>
<td>“Reconciliation And Forgiveness”</td>
</tr>
<tr>
<td>Soul Surfer 1</td>
<td>“Plans To Give You Hope And A Future”</td>
</tr>
<tr>
<td>Soul Surfer 2</td>
<td>“Through Him Who Gives Me Strength”</td>
</tr>
<tr>
<td>Soul Surfer 3</td>
<td>“I Don't Know Why Terrible Things Happen”</td>
</tr>
<tr>
<td>Soul Surfer 4</td>
<td>“Would It Help To Say It Out Loud”</td>
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<tr>
<td>Workbook</td>
<td>The Ministry Of Mentoring</td>
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<tr>
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</tr>
<tr>
<td><strong>Soul Surfer 5:</strong> “Failure - Celebrity – Desperation”</td>
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<tr>
<td><strong>Soul Surfer 6:</strong> “You Didn't Lose Everything”</td>
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<td><strong>Soul Surfer 7:</strong> “Phuket Reality Check”</td>
<td></td>
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<tr>
<td><strong>Soul Surfer 8:</strong> “Patience - Instinct – Trust”</td>
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<tr>
<td><strong>Soul Surfer 9:</strong> “I Wouldn't Change What Happened”</td>
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</table>
### Mentoring Roles

<table>
<thead>
<tr>
<th>Discipler</th>
<th>Spiritual Director</th>
<th>Coach</th>
<th>Counselor</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda</td>
<td>Set by the Discipler</td>
<td>Led by the Holy Spirit</td>
<td>Determined by the Coachee</td>
<td>Set by the Counselee</td>
</tr>
<tr>
<td>Process</td>
<td>Equipping and training</td>
<td>Attentiveness and discernment in prayer</td>
<td>Goal-setting, practice and feedback</td>
<td>Enquiry and problem-solving of a personal/ emotional nature</td>
</tr>
<tr>
<td>Mentor Role</td>
<td>Instructor</td>
<td>Co-discernment</td>
<td>Enable progress towards goals</td>
<td>Facilitate increased self-awareness and ability to deal with life-issues</td>
</tr>
<tr>
<td>Mentor Goal</td>
<td>To gain knowledge and skills with maturity in Christ</td>
<td>Christ-likeness</td>
<td>Improved performance of specific skills</td>
<td>Enhanced social and emotional health</td>
</tr>
</tbody>
</table>

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**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?
THE MINISTRY OF MENTORING

Module 2
The Biblical Foundations Of Mentoring

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?
Barnabas And Paul

Read the following:
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 13:4 to 14:28

Acts 12:25 and Acts 15:36
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 program of mentoring and coaching.
Module 3:
Exploring And Experiencing Mentoring

Case Study: “Café Espresiones”

What are some words that describe Tomás?

What does he want?

What does he need?

What kinds of things motivate Salvador?

Why does Tomás find the store an oasis?
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?

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 - for example – Saul to Paul?
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.
**Module 4:**
**Story-Telling In Mentoring**

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.

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>After</th>
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</thead>
<tbody>
<tr>
<td><strong>My life</strong></td>
<td></td>
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<tr>
<td><strong>My character</strong></td>
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<tr>
<td><strong>My behavior</strong></td>
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</table>
Paul’s Story

What is Paul’s purpose for reflecting on his personal story or history?

Acts 9:1-31

Galatians 1:11 to 2:13


Philippians 3

2 Corinthians 1:3 to 2:14 & 7:5-7
Video Clip Notes

City Slickers – “Best Day – Worst Day”

Invictus – “Inspiration”
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?
H-Model: Heroes

Think about your Heroes and write some 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?
**H-Model: High Points**

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?
**H-Model: Hard Times**

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?
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?
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?
Module 5: Listening Skills In Mentoring

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

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.
<table>
<thead>
<tr>
<th>Video Clip Notes</th>
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<tbody>
<tr>
<td>Tuesdays With Morrie – “When you know how to die”</td>
</tr>
<tr>
<td>Tuesdays With Morrie – “That’s enough of that”</td>
</tr>
<tr>
<td>Tuesdays With Morrie – “All of the stuff you’re scared of”</td>
</tr>
<tr>
<td>Tuesdays With Morrie – “Love always wins”</td>
</tr>
</tbody>
</table>
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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Mentoring Agreements

Imagine that you are about to enter into a mentoring relationship and create a set of 'ground rules' that cover how you would agree to behave and conduct yourself 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?
## Confidentiality Assumptions

Check the appropriate box to define the confidentiality rules that will govern your mentoring relationship.

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

Write down 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.
# Code Of Conduct (Ground Rules) For Mentoring Relationships

<table>
<thead>
<tr>
<th>Issue</th>
<th>Ground Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>• Our meetings begin and end on time</td>
</tr>
<tr>
<td></td>
<td>• We will manage our time well and use agendas to keep us on track</td>
</tr>
<tr>
<td></td>
<td>• We will put interruptions aside</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>• We will make regular feedback an expectation</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td>• Each of us actively participates in the relationship</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td>• We will each keep a mentoring journal to reflect on our experiences</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>• Our communication is open, candid and direct</td>
</tr>
<tr>
<td></td>
<td>• We will respect our differences and learn from them</td>
</tr>
<tr>
<td><strong>Stumbling Blocks</strong></td>
<td>• If we come up against a stumbling block, we will address it immediately and not wait until the next meeting</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>• In the event that our relationship doesn’t work out, we will have a closure conversation and use it as a learning opportunity</td>
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</tbody>
</table>
Monitoring The Quality Of The Mentoring Interaction

Answer the following questions to monitor the quality of the mentoring interaction and prepare for a mentoring session. You may want to encourage your mentee to fill out a version of this as well and then use it as a basis for discussion. When entries are collated, the tool can become a useful developmental log for evaluating progress with respect to interaction in the relationship.

1. What are some words or phrases I might use to describe our current interaction?

2. Describe our interaction more fully

3. Where is my mentee on the continuum from dependent to interdependent learner?

Dependent ........................ Independent ........................ Interdependent

4. To what extent are our interactions authentic and genuine?

5. Are the frequency and duration of interactions adequate? If not, what needs to be done to correct the situation?

6. How would my mentee characterize our relationship?

7. Does my interaction reflect interest and caring?

8. Am I balancing talking and listening?

9. Am I being too forceful or not forceful enough?

10. What action strategies do I need to take to improve the quality of the mentoring interaction?
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.
**THE MINISTRY OF MENTORING**

**Module 7:**
Common Questions and Next Steps

### Personal Commitments

<table>
<thead>
<tr>
<th>Identify my leadership and/or mentoring growth opportunities</th>
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For which of these might mentoring be a good route forwards?

<table>
<thead>
<tr>
<th>Define action steps to making myself available for new mentoring relationships</th>
</tr>
</thead>
</table>
Identify ways in which mentoring could become common practice in your ministry, church or organization