

# **The Ministry of Mentoring**

# **Module 1**

## **Defining Mentoring**

## **Unit 1 – Introduction to the Ministry of Mentoring**

We want to welcome you to this online course, The Ministry of Mentoring. We hope that as you learn ways to approach mentoring relationships, both as mentor and mentee, you will come to appreciate the vital importance of this ministry to every leader. We also hope that you will feel more empowered to be a great mentor for other leaders.

Intentional mentoring relationships play a vital role in developing the integrity and effectiveness of Christian leaders. Rarely has this seemed more relevant as we look across the globe today and observe the leadership vacuum that surrounds us in politics, in society, in churches, and even in our homes.

This leadership crisis can be seen clearly on the African continent where years of war, corruption and tribal land ownership disputes have dominated.

The major crisis of Africa is not poverty or disease, but a lack of caring and competent disciplined leaders who are prepared to act counter-culturally and refuse to misuse power and influence for personal enrichment, and to see beyond personal pride and ambition and put the needs of their communities above their personal and tribal interests.

We firmly believe that mentoring offers one of the few options for developing the depth and breadth of leadership that is needed for the future, through nurturing our next generation of rising leaders towards lives of authenticity, humility and spiritual maturity. Unfortunately, many people have not grown up with strong positive examples to model their leadership on. Becoming a Christ-like leader is a lifelong journey and this level of deep transformation and growth cannot be passed on easily.

Perhaps this explains why extensive survey evidence has shown conclusively, across 5 different language groups, that mentoring is the most sought-after leadership development opportunity. The journey involves life experience, mentors, models, accountability and growing self-awareness in an environment that provides continuous light and nourishment.

The ministry of mentoring is not about big numbers, ready-made solutions, or cookie-cutter models. On the contrary, the ministry of mentoring is about slowly developing one-on-one trust-based relationships: it's about sharing life –every aspect of it– with another person, so that person can eventually grow into what God has envisioned for them.

The ministry of mentoring is not flashy or glamorous; instead, is a humble ministry that happens behind the curtains. But the ramifications, implications and benefits of the ministry of mentoring go all the way to eternity. It is the closest we can get to the way in which Jesus invested himself in others: simply sharing life in real life settings, one person at a time.

Now, before you begin the course, you should download the Student Workbook. Above this video you will see a “Materials” tab, click on that tab, download and then print out

the Workbook. You will be working on exercises there throughout the course. We also want to encourage you to have your Bible with you, as we will be referencing scripture throughout the course.

By the end of this course you will not be a master mentor, but you will have a toolbox full of knowledge and understanding about this ministry of love. You will learn that anyone can be a mentor to another person, and you will know how to start mentoring others right away.

We invite you to share this journey with us and learn, grow, and enjoy the experience!

## **Unit 2 – Defining Mentoring**

As we start this course, I'd like you to think about an occasion when a friend has helped you at a tricky time in your life. 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.

Now, go to your workbook for this module and fill in your answer there. When you are done, continue with this unit.

We have probably all, at some time, valued an opportunity to share an aspect of our life with a trusted friend. Sometimes we have learned much about life and ourselves in this process and have even been able to bless others with the same kind of caring support. We'd like to explore ways that would enable you to be that support for others and perhaps also learn something about your own needs for mentoring of some kind. This course is going to take you on a journey which will help you think about the subject of mentoring. As we start that journey though, it is important that we agree on a working definition for the term 'mentoring'.

What comes to mind when you think of mentoring?

Bishop John Reid defines mentoring as "helping your brother or sister be stronger".

Paul Stanley and Bobby Clinton's definition of mentoring is "Mentoring is a 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"

Dr. Stacy Rinehard defines mentoring as:

“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”

And John Mallison’s definition is:

“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”

I think you’ll agree that in different ways each of these 4 definitions is powerful and meaningful so rather than choose just one, we have tried to combine what we see as the key strengths of each into a single, reasonably short Working Definition.

For this course, DAI’s working definition is as follows:

“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.” In this DAI Working Definition you will notice that we have kept the word “intentional” because we believe that good mentoring is a deliberate activity. But we also recognize that an informal relationship that might start as a simple friendship can evolve into a formal mentoring relationship.

### **Unit 3 – City Slickers Video**

Now we’re going to have a look at some video clips. As you watch each clip, I want you to see if you can discern whom the Mentors are, what characteristics they demonstrate and what mentoring roles are evident in each clip. There is a place in your workbooks for this module where you can make notes of your observations.

The first clip is from a film called City Slickers. The main character, Mitch, who lives in a big city, is having a mid-life crisis. His friends give him a surprise birthday gift of a two-week cattle round up in the Southwest of the United States. There he meets Curly, the trail supervisor who has been a cowboy his entire life.

Now I want you to turn to your workbooks for this module and in the “City Slickers” section, identify who the mentor is, what characteristics they demonstrated and what mentoring roles are evident in this clip. When you have completed this exercise continue with this unit.

So, who did you see being the mentor in this clip? Yes, Curly. Mitch as the mentee sets the tone when he mentions "See, now that's great. Your life makes sense to you," which implies that his own life doesn't make sense and he needs help. When Curly says "Y'all come up here about the same age, same problem," he is implying, as the mentor, that he has seen Mitch's struggles before and that he can maybe help.

Curly is also realistic, implying that there is no quick fix when he says "Then you think two weeks up here'll untie 'em for you." And finally when Curly says "Do you know what the secret of life is? [...] One thing...that's what you got figure out." He is not offering a solution but indicating that the mentee needs to figure it out and that he can help him.

#### **Unit 4 – Invictus Video**

The next clip we're going to watch is from the movie *Invictus* which is based on the true story of Nelson Mandela. On 11 February 1990, Mandela is released from jail after 27 years. Four years later, he is elected the first black President of South Africa.

His presidency faces enormous challenges in the post-Apartheid era including rampant poverty and crime, and Mandela is particularly concerned about racial divisions between black and white South Africans. The ill will, which both groups hold towards each other, is seen even in his own security detail...

Now again, I want you to turn to your workbooks for this module and in the "Invictus – Reconciliation And Forgiveness" section identify who the mentor is, what characteristics they demonstrated, and what mentoring roles are evident in each clip. When you have completed this continue with this unit.

So, what mentoring roles and characteristics did you see in this clip? Well, Nelson Mandela as the mentor – right away he says, "You look agitated, Jason", noting the mentee's body language.

Jason immediately replies with "That's because there are four Special Branch cops in my office." To which Mandela replies, "What did you do?" By this reply the mentor is using humor to lighten the mood. He then proceeds to give the mentee an explanation: "Well these men are special trained by SAS...They protected de Klerk."

Continuing on, Mandela says: "You asked for more men didn't you?"

"The rainbow nation starts here", "Reconciliation starts here", "Forgiveness starts here too." This is the mentor challenging the mentee's mind-set. Then he explains:

"Forgiveness liberates the soul..." And finally he exhorts: "Please Jason, try."

## **Unit 5 – Soul Surfer – Part 1**

This next group of videos is from the movie Soul Surfer. It is the true story of Bethany Hamilton, a teenager who lives in Kauai, Hawaii with her parents, Tom and Cheri, and two brothers, Noah and Timmy. All are surfers, but she and her best friend Alana Blanchard have grown up with a passion for the sport and enter a competition. Her Church youth ministry leader, Sarah, is disappointed when she has to withdraw from a planned mission trip to Mexico because of the contest. The first clip sets the scene.

Now, I want you to turn to your workbooks for this module and in the “Soul Surfer 1: Plans To Give You Hope And A Future” section, identify who the mentor is, what characteristics they demonstrated, and what mentoring roles are evident in each clip. When you have completed this continue with this unit.

So, what mentoring roles and characteristics did you see in this video? Well, in this clip the mentee sets the tone at the very beginning with their realism: “Life is an adventure... And sometimes you wipe out...”

Then the mentor, Sarah, gives some counsel: “You see how hard it is to make sense of things... The same thing’s true in life... get a new perspective.” And finally, the mentor shares a life lesson... “

I want to share something that has really made an impact in my life”, as in Jeremiah 29:11, which says “For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.”

## **Unit 6 – Soul Surfer – Part 2**

The next video from Soul Surfer is a short one. Pay special attention the mentor in this one...

Now, I want you to turn to your workbook for this module and in the “Soul Surfer 2: Through Him Who Gives Me Strength” section, identify what the mentor does in this clip. When you have completed this continue with this unit.

So in this very dramatic scene – post shark attack – Bethany’s father, in a mentor role, uses humor that doesn’t ridicule the idea and cites the Bible.

Bethany says: “When can I surf again?” Tom, her father, replies: “Are you busy right now?” Note how the Biblical encouragement is prompted by the mentor but voiced, and therefore acknowledged, by the mentee.

### **Unit 7 – Soul Surfer – Part 3**

The next video from Soul Surfer reunites with her youth pastor and mentor.

Now, I want you to turn to your workbooks for this module and in the Soul Surfer 3: “I Don't Know Why Terrible Things Happen”\_section and see if you can identify 4 or 5 different things the mentor does in this clip. When you have completed this continue with this unit.

So there is a lot packed into this relatively short clip. When Bethany goes to see her youth pastor, the pastor says: “I was thinking about you and praying for you every minute.”

In this, the mentor emphasizes her concern for the mentee. When Bethany insists that everything is “really good” – the mentor encourages the mentee not to pretend to be OK by saying: “You don’t have to do that; not with me.” Then when it seems like the mentee is going to shut down the mentor says: “But what...?”

By this, the mentor listens and provides encouragement to continue. Once Bethany gets it out, Sarah says: “I don’t know why terrible things happen...” This shows that the mentor doesn’t attempt to provide an answer - to an unanswerable question.

And finally, the mentor immediately follows up with “But I have to believe that something good is going to come out of this.” With this, the mentor encourages faith and patience.

### **Unit 8 – Soul Surfer – Part 4**

In this next clip from Soul Surfer the mentor, Bethany’s mom helps her come to terms with what has happened.

Now, I want you to turn to your workbooks for this module and in the Soul Surfer 4: “Would It Help To Say It Out Loud”\_section identify 5 or 6 different things the mentor does in this clip. When you have completed this continue with this unit.

There is a lot that the mentor helps the mentee within this clip. When Bethany says: “I don’t need it to surf” and her mom says: “No, you don’t” the mentor is simply acknowledging the mentee’s own realization.



When Bethany's mom says: "Would it better to just say it out loud" – what she is doing there is encouraging the mentee to voice the frustration, get it out. We then see the mentor encouraging by saying: "The right guy will love you exactly the way you are." In this way the mentor exhorts that the right person will see beyond the disability. When Bethany asks: "How do you know?" her mom replies: "Because I know..." This is an instance of the mentor having the courage to admit saying something unhelpful.

The mentor then encourages by showing the mentee an example: "For centuries, she was considered the pinnacle of beauty." And finally, the mentee responds positively – indicating a dawning hope and moving towards recovery by stating: "But I can surf."

### **Unit 9 – Soul Surfer – Part 5**

In this next clip from Soul Surfer the mentor, Bethany's mom, helps her come to terms with what has happened.

Now, I want you to turn to your workbooks for this module and in the Soul Surfer 5: "Failure - Celebrity – Desperation" section note down what the mentor *doesn't do*. When you have completed this continue with this unit.

Right at the beginning of this clip the mentee expresses a sense of hopelessness, despair and wants to give up by saying: "Enough Dad, okay? I can't do this any more." What is important to see in this clip is that mentors sometimes need to back off (but often don't) to allow the mentee to hit their 'lowest point' to permit the start of recovery.

### **Unit 10 – Soul Surfer – Part 6**

In this next clip from Soul Surfer the mentor, Bethany's dad, challenges her beliefs.

Now, I want you to turn to your workbooks for this module and in the Soul Surfer 6: "You Didn't Lose Everything" section note what you see in the mentee/mentor interaction. When you have completed this continue with this unit.

At the beginning of this clip the mentee says: "Go ahead, tell me everything's going to be OK." By stating this, the mentee expresses frustration at the expectation of the mentor. This is a powerful signal for the mentor. Immediately the mentor says: "Yeah, that's me. Mr. Jump-right-in-and-fix-it."

By giving this wise response, the mentor recognizes the mentee's present state of mind and their perspective. The mentor goes on to say: "If I could just keep my mouth shut..."

By saying this, the mentor allows the mentee to 'dump' her frustrations; the mentor just listens. When the mentee says: "Why did I have to lose everything?" The mentor says: "You didn't lose everything... Not even close"

This then gives the mentor an opportunity to challenge the mentee's false beliefs and then follow up with evidence that backs up his assertions. Finally, when the mentee says: "What am I supposed to do now?" The mentor replies: "I don't know." By saying this, the mentor shows that he doesn't pretend to have the answers. He then points to patience, prayer, listening to God.

### **Unit 11 – Soul Surfer – Part 7**

In this next clip from Soul Surfer, Bethany sees that others have lost much more than she has.

Now, I want you to turn to your workbooks for this module and in the Soul Surfer 7: "Phuket Reality Check" section note how you see Bethany acting. When you have completed this continue with this unit.

In this clip the mentee recognizes that others have lost much more than she has and becomes the mentor / encourager. By doing this she is able to bring hope to others. The mentee says: "They say that the Lord works in mysterious ways. I say that's an understatement." This is the mentee recognizing that love is more important than surfing.

### **Unit 12 – Soul Surfer – Part 8**

In this next clip from Soul Surfer, Bethany's is getting ready for a competition.

Now, I want you to turn to your workbooks for this module and in the Soul Surfer 8: "Patience - Instinct – Trust" section and note what changes you see in the mentee/mentor relationship. When you have completed this continue with this unit.

In this clip, the mentor, recognizing the mentee's new-reality and emerging hope, shifts into the role of a coach and is more directive. The mentor states: "You have that gift, too." By saying that the mentor adds encouragement and advocates the mentee's self-belief.

## **Unit 13 – Soul Surfer – Part 9**

In this last clip from Soul Surfer, Bethany begins to make sense of her new reality.

Now, I want you to turn to your workbooks for this module and in the Soul Surfer 9: “I Wouldn't Change What Happened” section and note what you see Bethany realizing. When you have completed this continue with this unit.

In this clip Bethany says: “I wouldn't change what happened to me because then I wouldn't have this chance...to embrace more people than I ever could have with two arms.”

With this statement, the mentee has made some sense of her new-reality and is ready to move on. Additionally, she can see some usefulness to her celebrity status and her mentors stand back from their roles.

## **Unit 14 – Mentoring Roles**

So now, based on your observations and exercises in your workbooks, if you had to give a job title to each of the individuals in the video clips that played a mentoring role, what titles would you give?

Well, in the past other have given titles such as - Sponsor, Discippler, Pastor, Encourager, Spiritual Director, Coach, Counselor and Teacher etc.

What we are going to do now is look at this table of 'Mentoring Roles', which you will also find in your workbooks.

Down the left side of the table are the stages or steps of a 'typical' mentoring process. Beginning with the agenda, followed by the process, the mentor's role and finishing up with the mentee's goals. Let's take a look at the mentoring titles and how they match up with these stages of the process.

The first title we will look at is 'Discipler'. In this role, the discipler typically sets the agenda. The process is usually focused on equipping and training. The mentor's role is that of instructor and the mentees goals are to gain knowledge and skills with maturity in Christ.

The next title is that of 'Spiritual Director'. In this type of mentoring, in many cases, the agenda can be led by the Holy Spirit. The process will focus on attentiveness and discernment in prayer. The mentor's role is that of working with the mentee with co-discernment. And the mentees goal is to grow in Christ-likeness.

Next in our chart is the title of 'Coach'. In this relationship it is common for the individual being coached to determine the agenda. The process focuses around goal setting, practice and feedback. The mentor's main job is to enable progress towards the mentees goals. And the mentees goal is to see improved performance of specific skills. Next is the title of 'Counselor'. In this relationship, the person seeking the advice of the counselor most likely sets the agenda. The process is typically about enquiry and problem solving of a personal and/or emotional nature. The mentor's role in this scenario is that of someone who can facilitate increased self-awareness and the ability to deal with life issues for the mentee. And the mentees goals are for enhanced social and emotional health.

Our final title is that of 'Teacher'. In this role, the teacher sets the agenda. The process is about knowledge transmission and guidance. The mentor's main role is to facilitate and instruct relevant knowledge and skills. And the mentees goals are to develop an enquiring mind and build their knowledge base.

We want to emphasize that there are many differences here – in roles and goals, but that all of these represent a form of mentoring. So just remember that mentoring is an 'umbrella' term that can include all of these different forms.

#### **Unit 14 – Think About It...**

Now for the final exercise of this module, I want you to turn to your Workbooks and find the section headed 'Think About It...' and answer the following questions:

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?

When you have completed this exercise, continue on to the quiz for this module and then you can begin the next module.

# **Module 2**

## **The Biblical Foundations of Mentoring**

## Unit 1 – Biblical Foundations of Mentoring Introduction

As with all DAI Institute courses, it is important that we explore the Biblical foundations of what we believe and teach. In this unit we will begin by looking at four passages – two from the Old Testament:

Deuteronomy Chapter 6:1–14 and Proverbs Chapter 27:17. Then we'll look at two from the New Testament: 2 Timothy 2:1–2 and Mark 3:13–14. For each passage there are three questions to consider.

First, why should we mentor?

Second, are we called to do this?

And third, is there a Biblical mandate?

Now, I want you to read the verses below and then turn to your workbook for this module and answer the three questions and then continue with this unit.

So, for the passages we just read, the three questions were:

First, why should we mentor?

Second, are we called to do this?

And third, is there a Biblical mandate?

Let's start with Deuteronomy Chapter 6 verses 1 through 14 and see what others have come up with in the past.

- God directed us to teach others and impress upon them an appropriate "fear of God" so that we, and future generations, may enjoy life (in verse 2) and serve Him only (verse 13). These are aspects of mentoring.
- God directed us to be intentional in our mentoring of others taking every opportunity – for example - when we 'sit at home', walk along the road, lie down, get up (in verse 7) For Proverbs Chapter 27 verse 17 others have said that through mentoring, we can and should "sharpen" one another.

In 2 Timothy Chapter 2 verses 1 and 2 people have said that:

- Paul instructed Timothy to pass on what he has taught to reliable people who can teach others (verse 2)

And lastly in Mark Chapter 3 verses 13 and 14 others have said that:

- Jesus demonstrated intentional mentoring
- Jesus took the initiative – he ‘went’, he ‘called’, he appointed’, he kept his mentees close, he sent them out.

As to the origins of the word ‘mentoring’, it comes from Greek mythology. In the Odyssey, which was written by the Greek poet Homer sometime between the 12th and 8th centuries BC, Mentor was the wise and trusted companion of Ulysses.

He was also the guardian of Ulysses’ house during his ten-year absence at the Trojan wars. Mentor acted as a teacher and adviser of Ulysses’ son Telemachus, helping him to develop sound values, attitudes and behavior so that he would mature to be an upright, wise and courageous adult.

Now, it is true that the word ‘mentoring’ is never used in the Bible. However, there is a clear Biblical mandate to mentor in the Old Testament and clear instruction for, and demonstration of, its intentional use in the New Testament.

## **Unit 2 – Jesus’ Principals of Multiplication**

We've had a look at some examples of mentoring in the Old and New Testaments but now we're going to look very specifically at Jesus. Jesus adopted the familiar model of the Old Testament and took it to a new level that altered the world forever.

His first job description was simply to be with the 12 disciples. His strategy was intentional quality relationships. There is no question that Jesus ministered and preached to the multitudes as well but all along he knew that his main strategy was to concentrate his life on 12 individuals.

His goal was not so much about information as it was about integration. Of course he taught his disciples the lessons of the kingdom of God but the relational nature of them rubbing shoulders with Jesus helped them far more than merely gaining knowledge.

They learned to integrate what they observed from Jesus in their own lives.

Tim Elmore in his book, "Mentoring: How to Invest Your Life in Others", identified 12 principles to describe how Jesus invested himself and reproduced himself within the men he loved most in the world. They are:

Knowledge

Initiative

Commitment

Proximity

Responsibility

Trust

Example  
Goal  
Friendship  
Evaluation  
Launch and  
Power

In the next 12 units we will read Bible passages and look at which one of these principals best fits that scripture when he was mentoring the disciples.

### **Unit 3 – Jesus’ Principals of Multiplication Part 1**

The first scripture we will read is Luke 6:12-13. As you read and listen to this passage, be thinking about which of the 12 principals best applies to it.

Luke 6: verses 12 and 13

One of those days Jesus went out to a mountainside to pray, and spent the night praying to God. When morning came, he called his disciples to him and chose twelve of them, whom he also designated apostles.

So which of the 12 principals of multiplication do you think best applies to this passage?

Well, when we asked others in the past they have said it was initiative.

Jesus prayed and then found men to invest in - they did not find him. Notice the key words that give clues to this principal. Jesus went, he called, chose and designated.

The first principle Jesus demonstrates here is Initiative.

### **Unit 4 – Jesus’ Principals of Multiplication Part 2**

The next scriptures we will read are Mark 3:14 and Luke 8:1. As you read and listen to these 2 passages, be thinking about which of the 12 principals best applies to them.

Mark chapter 3 verse 14

He appointed twelve that they might be with him and that he might send them out to preach.

Luke chapter 8 verse 1

After this, Jesus travelled about from one town and village to another, proclaiming the good news of the kingdom of God. The Twelve were with him.



So which of the 12 principals of multiplication do you think best applies to this passage? Others in the past have said it was proximity. The disciples were not only taught but they picked up on lessons as they interacted with Jesus on a daily basis in everyday things. Notice the key phrases that give clues to this principal. "That they might be with him...." and "The Twelve were with him."

### **Unit 5 – Jesus' Principals of Multiplication Part 3**

The next scripture we will read is John 15:15. As you read and listen to this passage, be thinking about which of the 12 principals best applies to it.

John chapter 15 verse 15

I no longer call you servants, because a servant does not know his master's business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you.

So for this passage, which of the 12 principals of multiplication do you think best applies? Well, most people say that it is friendship.

Jesus called His mentees friends. How can you mentor someone if you don't enjoy being around him or her?

Notice the key phrase that gives the clue to this principal. "I have called you friends ...."

### **Unit 6 – Jesus' Principals of Multiplication Part 4**

The next scripture we will read is John 13:15. As you read and listen to this passage, be thinking about which of the 12 principals best applies to it.

John chapter 13 verse 15

I have set you an example that you should do as I have done for you.

So, for this short and to the point passage, which of the 12 principals of multiplication do you think best applies? Yes, it is setting an example.

In other words, he did more showing than telling

And right there at the beginning of the passage, the key phrase that gives the clue is: "I have set you an example ...."

## **Unit 7 – Jesus’ Principals of Multiplication Part 5**

The next scriptures we will read are John 13:1 and Matthew 16:24. As you read and listen to these passages, be thinking about which of the 12 principals best applies to each one.

John chapter 13 verse 1

It was just before the Passover Festival. Jesus knew that the hour had come for him to leave this world and go to the Father. Having loved his own who were in the world, he loved them to the end.

Matthew chapter 16 verse 24

Then Jesus said to his disciples, “Whoever wants to be my disciple must deny themselves and take up their cross and follow me”.

Others in the past have said that the principal that these passages best give an example of is: commitment. Jesus committed himself to the 12 and asked for the same commitment in return

In these passages, the key phrases that give us the best insight for these passages are: “He loved them to the end.” and “Whoever wants to be my disciple must deny themselves and take up their cross and follow me”.

## **Unit 8 – Jesus’ Principals of Multiplication Part 6**

The next scripture we will read is Mark 6:7. As you read and listen to this passage, be thinking about which of the 12 principals best applies to it.

Mark chapter 6 verse 7

Calling the Twelve to him, he began to send them out two by two and gave them authority over impure spirits.

So which of the 12 principals is best represented in this passage? Well, others in the past have said: responsibility. Jesus delegated ownership, authority and responsibility

And in this passage, the key phrase that shows Jesus delegating responsibility is: “He began to send them out two by two and gave them authority....”

## **Unit 9 – Jesus’ Principals of Multiplication Part 7**

The next scripture we will read is Luke 8:9-10. As you read and listen to this passage, be thinking about which of the 12 principals best applies to it.

Luke chapter 8 verses 9 and 10

His disciples asked him what this parable meant. He said, “The knowledge of the secrets of the kingdom of God has been given to you, but to others I speak in parables, so that, “though seeing, they may not see; though hearing, they may not understand.”

So which of the 12 principals seems to be best represented in this passage? This one is pretty straightforward – it is knowledge. Jesus taught and discussed hundreds of issues with his disciples and by doing this passed his knowledge to them.

And in this passage, the key phrase that shows Jesus sharing his knowledge is: “The knowledge of the secrets of the kingdom of God has been given to you, but to others I speak in parables”

## **Unit 10 – Jesus’ Principals of Multiplication Part 8**

Next we will read two passages, first from Matthew 10:1 & 5-8. Then we’ll read Luke 10: 1-16. As you read and listen to these passages, be thinking about which of the 12 principals best applies to them.

Matthew chapter 10 verse 1 and verses 5 through 8

Jesus called his twelve disciples to him and gave them authority to drive out impure spirits and to heal every disease and sickness. These twelve Jesus sent out with the following instructions:

“Do not go among the Gentiles or enter any town of the Samaritans. Go rather to the lost sheep of Israel. As you go, proclaim this message: ‘The kingdom of heaven has come near.’ Heal the sick, raise the dead, cleanse those who have leprosy, drive out demons. Freely you have received; freely give.

Luke chapter 10 verses 1 through 16

After this the Lord appointed seventy-two others and sent them two by two ahead of him to every town and place where he was about to go. He told them, “The harvest is plentiful, but the workers are few. Ask the Lord of the harvest, therefore, to send out workers into his harvest field. Go! I am sending you out like lambs among wolves. Do not take a purse or bag or sandals; and do not greet anyone on the road. “When you enter a

house, first say, 'Peace to this house.' If someone who promotes peace is there, your peace will rest on them; if not, it will return to you. Stay there, eating and drinking whatever they give you, for the worker deserves his wages. Do not move around from house to house. "When you enter a town and are welcomed, eat what is offered to you. Heal the sick who are there and tell them, 'The kingdom of God has come near to you.' But when you enter a town and are not welcomed, go into its streets and say, 'Even the dust of your town we wipe from our feet as a warning to you. Yet be sure of this: The kingdom of God has come near.' I tell you, it will be more bearable on that day for Sodom than for that town. "Woe to you, Chorazin! Woe to you, Bethsaida! For if the miracles that were performed in you had been performed in Tyre and Sidon, they would have repented long ago, sitting in sackcloth and ashes. But it will be more bearable for Tyre and Sidon at the judgment than for you. And you, Capernaum, will you be lifted to the heavens? No, you will go down to Hades. "Whoever listens to you listens to me; whoever rejects you rejects me; but whoever rejects me rejects him who sent me." So which of the 12 principals seems to be best represented in these two passages? This one could be a little tricky – it is trust. He sent them out in His name and asked them to trust in that.

And in these passages, there are 2 key phrases that show Jesus trusting in his disciples and asking them to trust in him: "...gave them authority to drive out impure spirits and to heal every disease and sickness." and "Go! I am sending you out like lambs among wolves."

## **Unit 11 – Jesus' Principals of Multiplication Part 9**

The next passage is from Luke 10: 17-20. As you read and listen to this passage, be thinking about which of the 12 principles best applies to it.  
Luke chapter 10 verses 17 through 20

The seventy-two returned with joy and said, "Lord, even the demons submit to us in your name." He replied, "I saw Satan fall like lightning from heaven. I have given you authority to trample on snakes and scorpions and to overcome all the power of the enemy; nothing will harm you. However, do not rejoice that the spirits submit to you, but rejoice that your names are written in heaven."

So which of the 12 principles seems to be best represented in this passage? Well, others in the past have said that it is: evaluation. Jesus gave them feedback on what they did.

In this passage the phrase that best represents this evaluation is: .....even the demons submit to us in your name." He replied, "I saw Satan fall like lightning from heaven.

## **Unit 12 – Jesus’ Principals of Multiplication Part 10**

The next passages are from Matthew 4:19 and John 4:35. As you read and listen to these passages, be thinking about which of the 12 principals best applies to them.

Matthew chapter 4 verse 19

“Come, follow me,” Jesus said, “and I will send you out to fish for people.”

John chapter 4 verse 35

Don’t you have a saying, ‘It’s still four months until harvest’? I tell you, open your eyes and look at the fields! They are ripe for harvest.”

So which of the 12 principals seems to be best represented in these passages? Well, others in the past have said that it is: goals. Jesus kept his goals before them every day. He reminded them that they would make disciples for him.

In this passage the phrases that best represent this goal is: I will send you out to fish for people.” and look at the fields! They are ripe for harvest.”

## **Unit 13 – Jesus’ Principals of Multiplication Part 11**

The next passages are from John 20:22 and Acts 1:8. As you read and listen to these passages, be thinking about which of the 12 principals best applies to them.

John chapter 20 verse 22

And with that he breathed on them and said, “Receive the Holy Spirit. If you forgive anyone’s sins, their sins are forgiven; if you do not forgive them, they are not forgiven.”

Acts chapter 1 verse 8

But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.”

So, which of the 12 principals seems to be best represented in these passages? Well, others in the past have said that it is: power. Jesus empowered his mentees.

In these passages the phrases that best represent this empowerment are: “Receive the Holy Spirit. If you forgive anyone’s sins, their sins are forgiven; and you will receive power when the Holy Spirit comes on you.

## **Unit 14 – Jesus’ Principals of Multiplication Part 12**

This final passage is from Matthew 28: 18-20. As you read and listen to this passage, be thinking about which of the 12 principals best applies to it.

Matthew chapter 28 verses 18 through 20

Then Jesus came to them and said, “All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” So which of the 12 principals seems to be best represented in these passages? Yes, this final principal is: launching. Jesus initiated one final meeting and charged his mentees to complete what he had begun and to make disciples all over the world. The mentees had become the mentors.

In this passage the phrases that best represent launching his mentees are: Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them.

## **Unit 15 – Barnabas and Paul – Part 1**

For the next few units we will be reading scripture from Acts and looking at the relationship between Barnabas and Paul. This mentoring role can be seen as a coaching one, in which Barnabas guides Paul through specific steps in order to enable him to accomplish his goals.

As you read the two scriptures below, be thinking about what coaching principals can you discover from the life of Barnabas in each one.

After you finished reading Acts 4: 36-37 and Acts 9: 26-27, turn to your workbook and write down what coaching principles you discovered in them. When you have completed this, continue with this unit.

For the passages Acts 4: 36-37 and Acts 9: 26-27, it seems that Barnabas had already known Paul and had established a relationship. Having heard how Saul, as he was known before, persecuted the church, Barnabas assessed the situation and was making sure if Saul really became a believer.

He shared his assessment with others and prepared a way for Paul to meet the rest of the believers.

Coaches see beyond the obvious. They realize and help to develop the God given potential in others. Coaching is helping others to help themselves. Coaching is establishing a relationship and assessing the potential and present reality. The two key words to note are that Barnabas had already known Paul and had established a relationship and that he shared his assessment.

## **Unit 16 – Barnabas and Paul – Part 2**

As we continue to look at the relationship between Barnabas and Paul, here are the next two passages we will read: Acts 11:22-30 and Acts 12:25–13:3.

As you read the two scriptures below, be thinking about what coaching principals can you discover from the life of Barnabas in each one.

After you finished reading Acts 11:22-30 and Acts 12:25-13:3, turn to your workbook and write down what coaching principles you discovered in them. When you have completed this, continue with this unit.

For the passages in Acts 11:22-30 and Acts 12:25-13:3, Barnabas assessed Paul and his desire and gifts for ministry. Then when an opportunity presented itself to Barnabas to minister in the church at Antioch, as a good coach he invited Paul to help him out. Barnabas was co-ministering with Paul to discern more of his gifting and be able to come to a good resolution regarding Paul and his future ministry fit. Barnabas developed an action plan and worked with Paul together for a long period of time (one full year). We can see how Paul grew in spirit, wisdom, skill and trust. In verse 30 the church entrusted him the responsibility to bring the financial contribution to the church in Jerusalem. The coaching from Barnabas was bearing fruit.

In these passages Barnabas was able to come to a resolution and develop an action plan to work with Paul.

## **Unit 17 – Barnabas and Paul – Part 3**

As we continue to look at the relationship between Barnabas and Paul, here is the next passage we will read: Acts 13:4 to 14:28.

As you read the scriptures below, be thinking about what coaching principals can you discover from the life of Barnabas.

After you finished reading Acts 13:4 to 14:28, turn to your workbook and write down what coaching principles you discovered in the passage. When you have completed this, continue with this unit.

For the passage - Acts 13:4 to 14:28, you may notice something is different. Suddenly the order of the names is reversed, did you realize that? It is no longer Barnabas and Paul, but from now on always Paul is named first.

That is no accident, quite the contrary; Paul was now taking more and more initiative. Barnabas the coach gave Paul all the practice and resources he needed and now he was ready to take over. The roles are changing now and the coach becomes more and more of an assistant.

In Acts 13:50-52 we see that even in hard situations the coach was at the side of his protégé, he was available but no longer leading. Chapter 14 repeats this pattern over and over again. Wherever they went the coach, Barnabas, was there with Paul, available for advice and support but Paul took over the initiative.

One can speculate that probably Barnabas influenced the strategies of leaving elders behind. This then provided the resources for a successful structure for the church to survive the next decades of persecution. Barnabas was not at all concerned that Paul's work outshined him.

In these passages Barnabas gave Paul all the practice and RESOURCES he needed and as a coach became more and more of an ASSISTANT.

#### **Unit 18 – Barnabas and Paul – Part 4**

And finally, as we conclude our look at the relationship between Barnabas and Paul, here is the last passages we will read: Acts 12:25 and Acts 15:36.

As you read the scriptures below, be thinking about what coaching principals you can discover from the life of Barnabas.

After you finished reading Acts 12:25 and Acts 15:36, turn to your workbook and write down what coaching principles you discovered in the passages. When you have completed this, continue with this unit.

In Acts 12:25 and Acts 15:36, the coach and his protégé stayed together till the RESULTS were achieved and the mission completed. But how do you know that you achieved your



results? Paul and Barnabas were willing to go back to the villages they visited and check out what has happened.

The coach basically holds the protégé ACCOUNTABLE that the results are not just a short-term fix but a long-term change. And in the end, we see even the very human side that can happen in such a coaching relationship; that opinions differ.

Sometimes this may lead to the end of the coaching relationship, but in this case, we know that Paul and Barnabas reconciled over this dispute.

In these passages Barnabas and Paul stayed together till the RESULTS were achieved and the mission completed. And Barnabas held Paul ACCOUNTABLE that the results are not just a short-term fix but a long-term change.

### **Unit 19 – Barnabas - A Ministry of Multiplication**

Let's take a look at how Barnabas' ministry of mentoring and coaching multiplied through the early church.

Initially, Barnabas mentored Paul and smoothed the path for him to associate with the church after his dramatic conversion. Then he stepped aside to give Paul center stage when he was ready.

When Paul and Barnabas parted ways, Barnabas then stood by John Mark. It seems highly likely that as they went to Cyprus that Barnabas could have been mentoring John Mark.

Focusing on Paul, he then invited Timothy on his Missionary journey. Timothy then taught many of the faithful and helped them to become teachers. Timothy then became pastor of the Ephesian church and from there taught in Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicia.

After Paul coached Priscilla and Aquila they visited and led in Corinth, Ephesus and Rome. Additionally, they gave wise counsel and spiritual guidance to Apollos who became a powerful spokesperson for the Gospel in Corinth.

Paul also taught and no doubt mentored many in Antioch and many other cities mentioned in the New Testament.

Paul then brings Titus to faith and recruits him as a helper. Titus eventually becomes a Pastor and the first Bishop of Crete.

Barnabas' mentoring of Paul and then Paul's mentoring of other significant New Testament 'leaders' initiated further 'multiplication'. The ultimate consequences of this are the extension and edification of the early Church.

### **Unit 20 – Think About It...**

Now, for the last exercise in this module I want you to turn to your workbooks and reflect on this.

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

When you have completed this exercise in your workbook continue to the next module.

# **Module 3**

## **And God Created Diversity**

## Unit 1 – Case Study: Sal’s Café Expresiones – Part 1

In this module, we are going to continue our exploration of mentoring roles by exploring a Case Study. We’ll also look at different forms of mentoring and explore what we call Peer Mentoring.

Over the next few units this story will help you consolidate what you have learned to this point about mentoring roles. This Case Study will especially emphasize the value of a trusted friend in times of difficulty.

### Chapter 1 – The Chemistry Lecture

Tomás ran from the science class as fast as he could. He could hardly wait to get away from that confusing chemistry lecture! He had tried to study but it just wasn’t making sense. That cold, clammy feeling was there again: the feeling of failure. Whenever he felt like this he simply couldn’t think straight, couldn’t concentrate. His fear didn’t just take away the joy of learning. It seemed to completely disable him. He slumped onto a rock beside the field outside his college and covered his face in despair, trying not to cry.

*“Face it” he told himself “I’m never going to be a chemical engineer no matter how much Mama wants me to. I’m never going to pass this exam...I don’t even like Chemistry! What am I even doing here? How on earth am I going to graduate?”*

It was a hot summer’s day and Tomás recovered himself a little and moved to lay face down on the cool grass under the shade of a tree. He was exhausted. *“It doesn’t seem to matter how late I study I just keep getting poor grades. That professor hates me! Why is everyone so unfriendly here?”*

Tomás buried his head between his arms and felt totally alone. He pictured each of his loved ones and realized how much he missed them. After a few minutes he rolled over and sat up, trying to pull himself together.

*“OK! So this is what it’s like to be homesick! All I want to do is go home! It’s been too long!”* Tomás shouted out as though perhaps his father would hear him.

*“But what if I have to go home without a university degree?”* His stomach cramped as he thought of facing his Mama’s disappointment. His Mum loved him for sure but he had always felt the pressure to succeed.

*"She'd put on a welcoming smiley face, of course, she's good at that! But underneath she'd be full of despair! And who can blame her? Since Papa left us, all her hope is on my success. What choice does she have? A small grocery stall that can only make a profit after good rains and a plentiful harvest. Who's going to pay Pedro's fees if he wants to go to college?"* He asked, looking around him for an answer.

*"All I want to do is learn enough to get a good job so I can support my Mama. It's not right that she has to struggle so much."*

*"O God, why did my father leave us? Doesn't he love us anymore? Where is he when I need him most?"*

Tomás' eyes desperately scoured the ground for answers and he noticed an army of ants busily carrying supplies following each other into their tunnel. *"What great teams of engineers you ants are! You don't need any lectures and labs! You just spend your sweet days using whatever strengths you were given. And I remember those great tall hills you built near our village!"*

He rolled onto his back and began to fall asleep imagining all the things that those he loved might be doing at this time. Every now and then he opened his eyes and followed the fluffy white clouds as they drifted, unconcerned, across the deep blue sky. *"There is nothing more beautiful than clouds"* he thought *"How I would love to paint these clouds and this amazing sky"*

Tomás knew he wasn't particularly artistic. He had never painted a picture in his life but he wished he could *"It would be so much more meaningful than memorizing the Periodic Table of the Chemical Elements! But then I probably wouldn't be very good at it"*

Now I want you to turn to your workbooks for this module where you will find 3 questions there about this case study. What are some words that describe Tomas? What does he want? What does he need? Write down your answers to those questions and continue with this unit when you are done.

So, the first question we had was "What are some words that describe Tomas?" Well, others in the past have said that:

He was confused

He was insecure and felt like a failure

He was unable to focus

He was 'disabled' by fear  
He was homesick  
And that he was under pressure to succeed  
The next question we asked was "What does he want?"

We've seen the best answer as: Although he expressed them as 'needs', he wants to take care of his family.  
Our last question was: What does he need?

He really needs – meaning to his life.

## **Unit 2 – Case Study: Sal's Café Expresiones – Part 2**

In this unit we're going to meet Sal and learn about him and his business - Café Expresiones.

### **Chapter 2 – Café Expresiones**

Salvador, known locally as Sal, winced as he stood up holding some new books, mostly autobiographies that he had just unpacked. *"Turning 60 isn't much fun"* he mused as the pain in his knees reminded him of his age. *"Let's just focus on getting these books in the best place"* Sal said, willing himself to overcome the pain and enjoy the excitement of preparing new works of art to display.

*"What was that"* exclaimed his new trainee assistant, actually his brother's daughter, who had just arrived for her first day at work *"I didn't catch what you wanted"*

*"Oh nothing! I didn't hear you come in Maria. I was just mumbling to myself!"* He said, giggling a little. Sal stopped what he was doing and looked up across the room *"How are you?"*

Maria, aged 22, had just graduated from college and her family lived in a small village far away. She had only ever seen Sal once, at a family wedding, and had never really spoken to him before. But her father always kept in touch with his older brother and they both felt it would be a good experience for Maria to spend a few months working in an urban environment while she thought about her chosen career. She had arrived a week ago and was staying with a friend from college while she looked for somewhere to rent.

*"I'm so excited! I was just talking to Mum about how much I'm looking forward to learning how to work here. But I'm a little nervous too, especially about making the coffee all the different ways people ask for these days"*

*"You don't need to worry" Sal said, walking towards here with an encouraging smile  
"The folks that come in here are usually here to enjoy the atmosphere and don't mind waiting while they are looking at the latest pieces of art. And then, of course, they can easily get lost in these books and forget they even ordered a drink! Haha!" he said with a big grin on his face.*

*"You've probably guessed by now how obsessive I am about these beautiful autobiographies!" He picked up one book after another to give Maria an overview of the subject matter he liked to stock "This one is about a young girl who grows up in a refugee camp...her parents actually met there and had lived there 10 years before she was born. She didn't know any other kind of life until one day, when she was 17, she was given an unusual opportunity. I won't tell you any more in case you decide to read it! Ah, then this one is about a remarkable young man who is blind and from a poor family but becomes a very gifted violin player and brings joy to vast numbers of people. Such great stories tracing the journey of those who began with nothing but pain and brokenness but who somehow transformed the lives of others in remarkable ways" He paused from recalling some of these and suddenly realized the time.*

*"O goodness, we should get started tidying up and I can show you what needs to be done each morning"*

Maria followed him out to the pavement tables, re-arranged some chairs and then came back in to check the seating areas, pick up various books that people had been reading over coffee the previous day, place them carefully back on the right shelf and straighten out the armchairs *"So do you write yourself?" she asked inquisitively.*

*"No not me!" laughing at such an idea "I was never much good at essay writing at school. I had imagination but would always end up dreaming and doodling instead of searching for the right words and putting them together in clever ways. That always seemed such hard work and I would soon lose concentration. The result was pretty hopeless! Even my Mama knew I was not destined to be a famous author!"*

*"Now, drawing and painting on the other hand, has always been passion! That one over there is my latest landscape and I must say I am quite pleased with how that turned out!"*

He chuckled a little at his pride *“But don’t get me talking about that or we’ll never have the place ready to open!”*

*“Take a look at some of these Maria. You never know when someone will ask you about who painted it and may even want to make an offer. You need to know the lowest figure that each artist would let their pieces go for. That means that we need to keep a log of each painting that comes in, the name of the particular work, the artist’s name and the minimum price to be agreed. I’ve found that if we add 50% to that figure we can often make a good sale for the artist even if we have to strike a deal. The log book is at the back so take a look at it when you can and, when you’re, ready, you can begin to make new entries”*

After completing the book inventories, Sal and Maria were ready to open and Maria went to unlock the front door. She could tell she was going to really enjoy working with her Uncle Sal. He was so careful explaining everything to her and she was already getting a clear idea of what she could be responsible for even in her first week. This didn’t really surprise her; he was painstaking with everything he did as they prepared for the day and seemed to find a real sense of joy from being able to display the talent of others in this way. But the coffee making still scared her and she hadn’t had much chance to practice using the machines yet! *“O well”* she said in a soft voice while Sal was getting his easel and brushes from the car *“at least he doesn’t seem as though he’ll bite my head off if I make a mistake! Maybe I even have chance to make a cup now...”*

Within a short time people would begin arriving to order their favorite brew, browse the shelves, admire the art on the walls, and chat with one another over coffee or tea. Sal came back in with his easel and a bag strapped across his body. At the corner of the coffee shop, he set a little space with all he needed to continue the work he had begun. He set the half-finished canvas on the easel and took out a few acrylic paints and paintbrushes from his bag. *“It’s always busy on a Saturday”* he explained to Maria *“so I’m not expecting to get any further with this today but that’s just fine! Chatting to our visitors is usually more fun! When things get quiet, as they sometimes do at the beginning of the week, I’ll enjoy working on it a little more”* His shop and the pavement café outside would soon be buzzing with conversation and the lively exchange of ideas that his clients – both amateur and professional – seemed to like so much. *“You know, the thing I love is that this place seems to meet a real need for many people – a chance to explore their creativity and at the same time make new friends with like-minded individuals who are not always in a rush! And of course many of them are talented artists themselves and always appreciate the chance to display and talk about their work. Isn’t it*



wonderful that *Café Expresiones* has become a corner where brilliant artists of all kinds come to hang out?"

"This place is unique, Tío Sal!" Maria replied, enjoying the anticipation of her new place of work "So many friends have told me they love this place and want to come in and see me in my new job"

"Aha, thanks Maria! I'm looking forward to meeting your friends. You know, it's been a journey, but at last I feel as though I am exactly where I was meant to be at this time of my life" Looking up at the clock and then around the room Sal could see that they were all ready for business if someone walked in. "OK, let's sit down for a little since we have everything in place now, shall we? There was a time when I was a lot more ambitious but I gave up trying to make a living from painting a long time ago. You know that your Auntie is not around and I don't know what you've been told but you have heard of your cousin, Matías, my wonderful 25-year old son, right?"

Maria nodded attentively.

"Well, I hope you'll meet him one day. I'm so very proud of him". Sal looked away for a second, his eyes becoming watery as he recalled the events all those years ago. "It hasn't been easy for either of us. You see, my dear wife, Rosa, died in childbirth"

Maria looked a little startled for a second "I had no idea, so sorry! I never would have guessed that you had endured such suffering" But she wanted to make it easy for him to tell her more so she recovered herself, looked sympathetically at Sal and waited in silence for him to continue.

"You can imagine, it was the most painful thing I have ever suffered and I still grieve when I'm alone for too long. But life has to go on and my son, Matías, has been a true gift from God. I knew from the moment he was born that I would do whatever it takes to give him the best I had. Nothing else was more important from that time on, not even my growing success as an artist. In fact, I completely lost interest in making an international reputation for myself. So you can see why this place has become so important" Sal's eyes became wider and sparkled as he smiled gratefully "I can keep in touch with the art world but, best of all, it provides a home and an income that enables me to support my boy with whatever he needs"

"Yes, I see that" said Maria nodding empathically "You have been determined not to sink under the strain of grief – you are a great role model Tío!"

Yes, well...I suppose I have learned something from the stories of some real heroes that I have read about in these books!" he replied humbly. He put his hands on his legs and stood up, rubbing his creaky knees "Let's wander out and see what the weather is doing today, shall we? We may need to put some umbrella's up"

As they looked around on the pavement outside the café, Sal pointed out the paintings he had chosen to display in the window "Do you see how these seem to tell a story about the artist's life Maria? There's nothing spectacular about the brushwork but each of them is somebody's personal expression of life, truth, beauty"

"I noticed that one when I first came here" exclaimed Maria pointing out her favorite "But I've never stopped to think about the artists or what it is about them that makes them notice one thing in great detail and not another. I could never afford to pay for that but I would be perfectly happy to have it hanging on my wall!" she remarked as she noticed how it caught her imagination.

"What a joy it is when a customer appreciates one enough to pay for it!" Sal replied with an outstretched arm indicating an exchange between artist and buyer "It's such an encouragement to the artist and may well be helping them to feed their family that week! I don't know – but anyway there isn't anywhere else in this town where they can hang their work for such a small cost to them. We just take a small percentage of the value. Even some of my customers have begun to try their hand at creating their own work of art – either a painting or a human life story. It's so exciting to see them get started! There's creativity in everyone Maria and our business is to encourage that!"

"It's really an honor, Tío Sal!" Maria said with an enthusiastic smile on her face. They went back inside and she returned to behind the coffee bar whilst Sal noticed a book out of place and went to the shelf to re-arrange it.

Just then, the door opened and a tall young man stepped hesitantly in, looking around as though he was lost "Good morning, young man!" Sal shouted reassuringly from the rear of the store. He went up front as fast as his legs would allow.

"Good morning, sir" said Tomás "I am just here to browse, I hope you don't mind. As a student, I don't really have the money to buy any of these paintings but I have looked at your window display many times and I just wanted to come in and spend some time here. Looking at the paintings feels good. One or two remind me of my home"

*"You're welcome! They're all by local artists, some of them students at the university"*  
Sal explained *"I always say a picture doesn't need to be great art - if it speaks to somebody, it's good art. Take your time and feel at home. Many of my best customers first came here just to meet and talk over a coffee. But the art got to them over time!"*  
Tomás liked that, and he took an instant liking to Sal. They introduced themselves and chatted for a few minutes. Then Tomás said *"This place is an oasis - so refreshing! I've got to get back to my room to study my chemistry but I'd like to drop in again, OK?"*

*"Yes, please do come in again"* said Sal warmly.

Now I want you to turn to your workbooks for this module where you will find 2 questions about this case study. What kinds of things motivate Sal? And – Why does Tomas find the store an oasis? Write down your answers to the questions and continue with this unit when you are done.

So the first question we had was "What kinds of things motivate Sal? Well, others in the past have said that:

He is motivated by being organized

By meeting people's needs

And by equipping people to succeed

And the last question was "Why does Tomas find the store an oasis?"

Well, some answers are:

He finds it somewhere to be – without demands

Some of the paintings remind him of home

And Sal's warm welcome and invitation to return.

### **Unit 3 – Case Study: Sal's Café Expresiones – Part 3**

In this unit we will learn more about Tomas and why he is struggling so much with school and life.

#### **Chapter 3 – Tomás 'El Tramposo' ('The Cheat')**

*"I can hardly believe this is my third week Tío! Now I understand why Monday mornings are so busy even though few people drop in. The weekend was crazy – this place has been buzzing and I can't believe how many Cappuccinos I made! There are books all*

*over the place but I'll see to them. Shall I enter the new deliveries onto the inventory or would you prefer to do that?"*

*"That's OK Maria, I can do that part. I'm so impressed with how quickly you are learning the ropes! Your Papa would be proud of you! I heard lots of good things from folks who you served – well done!"*

*"Thank you Tío – that means a lot to hear you say that"*

*"Have you met the tall young man who has been in a few times recently? His name is Tomás, but now I think of it, I haven't seen him with a coffee in his hand"*

*"Yes I know" Maria recalled "he always stands staring at the artwork on the walls before he looks for you but he's never come up to the coffee bar. I think he just likes chatting with you!"*

*"Well anyway" Sal continued "just let me know if I'm busy and don't notice him come in, would you?"*

*"Of course!" Maria agreed as she busied herself clearing the tables.*

Sal went over to begin unpacking deliveries with the inventory ready in his hands but just then Tomás opened the door looking very downcast. He forced a smile towards Maria but his interest was really on Sal. He didn't even seem to notice some new paintings on the walls.

*"Well...this is an early visit Tomás! Is everything ok?" Sal enquired with some concern in his tone of voice.*

*"Yep! I'm fine. Just wanted to make sure you're open today – I may need a comfortable chair and a good cup of coffee later!" His eyes scanned the room and he seemed to be wanting to stay. "Anyway I was just passing this way. See you later!" Tomás rushed off feeling more confident that he had somewhere to go at the end of another tough day. "So glad he's not closed today" he muttered to himself "but, from the look on Maria's face, it probably seemed strange to leave without getting a drink. She must think I'm a real weirdo"*

Sal noticed Maria's expression too and was rather surprised himself. *"Maybe he was going to stay longer and then changed his mind" Sal surmised "He seems quite stressed*

*but he usually seems to handle all the pressures pretty well. I know he misses home but otherwise he gives the impression that he can take everything in his stride. Or perhaps he just finds it hard to show any kind of vulnerability. I don't know. He rarely shares anything about his personal life. Perhaps we'll find out later"*

It was a quiet day in the store, with just a few students around lunchtime, but by 4.00pm things were picking up and Maria had quite a line of people waiting for drinks. She was beginning to look as though she had been behind the coffee bar for years and was always very welcoming and cheerful.

*"Thank goodness for Maria"* Sal said to himself as he glanced across the room to see how she was coping. *"Ah ha! here it is"* he gasped after his search. The painting he had been looking for was leaning against the wall behind an armchair and he'd been looking everywhere as he wanted to replace the one he has just sold. *"How did I lose track of that?"* He laughed at himself and wondered if he was becoming absent minded on top of everything else!

Sal didn't notice Tomás enter and sit down with his backpack open on his lap. He looked pale and worried as he pulled out some books and flicked through pages of notes and tried to encourage himself in a low voice *"OK I just need to get on with learning these formulas so let's hope a change of scene will help"*

An hour passed by while Tomás looked as though he was settling in to some learning but would occasionally cup both hands around his face in despair or just look up and stare into space wanting to give himself a break. Then at one point Sal caught a glimpse of Tomás throwing his head back against the chair in an exasperated sigh, which was quite audible to those around him. It looked like a cry for help.

*"Hey Maria did you see when Tomás came in?"* Sal asked. Maria was cleaning some tables close to where Sal was standing but on the other side of the room from Tomás *"I've been so focused here I hadn't noticed!"*

*"No I didn't!"* she replied looking over in the direction Sal was indicating. *"He looks as though he's been there a while – with all those books spread out around him! He didn't even come over for a coffee. Perhaps we should leave him to study – I'm sure he'll want a drink before long. Are you worried about him?"*

*"Not really, I'm glad he's back but, I agree with you, we'd better not disturb his concentration. I may have a chance to chat with him in a while. Or maybe he just doesn't*

*feel in the mood for that today...I'll let him decide anyway"* Sal wanted to give Tomás his space and let him take the initiative if he felt the need.

Just then Tomás' cell phone rang. He dropped his books and dived into his backpack to grab it quickly before it distracted other customers. He recognized who the caller was instantly so answered the call trying to keep a soft voice.

*"Hello Mama! How are you?"* Tomás greeted her, trying to convey some excitement without getting too loud.

*"I'm fine"* she said in a calm voice, not really wanting to focus on herself. *"You sound quiet. I hope I didn't wake you! I just thought I'd call and see how your classes are going. You seemed a little overwhelmed last time we spoke Tomás and I've been worrying about you. Have you been getting enough sleep?"*

*"O Mama, you don't need to worry!"* Tomás replied trying to put more positive tone into his voice and reassure her *"I was just a bit low when we last talked but I'm doing well now. Enough sleep, eating well and enjoying my classes. I've had some good feedback from my professors and things are going better"*

*"Are you sure Tomás?"* his mother enquired *"Well that's good to hear! Pedro and I miss you so much but it's not long now till we come for your graduation! The bus will take a couple of days but I have been saving for this for a long time and wouldn't miss seeing you go up there and receive your degree for anything! The first member of our family ever to graduate! We are so proud of you!"*

Tomás began to shift in his seat feeling a little uncomfortable about her great expectations of him. He was glad for this opportunity to talk happy thoughts but wanted to change the subject.

*"I've made some new friends this semester Mama and they are really fun, interesting people to spend time with. I hope you will meet them. There's this really friendly old guy called Salvador who owns the local coffee shop which is also a store selling art and books. It's like no other place I have ever seen but it's great to be able to go there when I have time and chat with people. He has his niece Maria working for him and she and I have become friends too. Anyway I know you can't spend too long on your phone Mama and I should get back to my studies too. Thanks for calling! It's been good to talk!"*

*"Bye, bye my son, I love you. Take care of yourself for me? Bye"*

Tomás hung up and tried to get back into his studies without looking up in case there were further distractions. But he soon realized he was tired and nothing much was going in *"Ugh! I need a coffee!"* he said, closing his books up and looking over towards the coffee bar.

He noticed Sal straightening out a painting on the wall and walked over towards him *"Hey Sal! Busier than usual for a Monday afternoon"* he observed, trying to be as 'normal' as possible.

*"Hey Tomás! Yes, but it was quiet this morning. How was school today?"* asked Sal trying not to look as concerned as he felt in case that produced the same answer as so often before (*"I'm fine! Everything's good, same old, same old..."*)

*"Awful! We have this professor who is so hard to please and nothing seems clear to me. She's told me over and over again and I'm just not getting it. I feel so stupid. I'm sure she's going to fail me. I just don't know how I'm going to learn this stuff if I don't even understand it!"*

*"You have exams coming up?"*

*"Yep, mid-terms already and I haven't even learned anything yet!"*

*"O yes, I can remember how that felt! Ugh! But I'm sure you know more than you think you do Tomás. Look, I can see you're tired and still trying to push yourself. How about you take a short break and go back to it in 30 minutes? We could get a coffee and take a stroll around the artwork. Do you think you can take some time for that? There's some new work just come in this weekend, as a matter of fact, that I think you'd like"*

The invitation was hard to resist *"I guess I was just thinking I should take a break - nothing's going in anyway!"* he responded feeling a little grumpy that he hadn't got more done *"But I'll have to get back to college by 6.30"*

*"No problem"* said Sal in his natural easy-going way.

They chatted as they waited in line and Sal had a sense that Tomás was bottling up more than just exam stress – perhaps some unhappiness or anxiety and that was weighing heavily on him.

They paid for their coffees and whilst they had some time, Sal decided to take the first step and disclose something of his own journey as a way of showing Tomás it was fine to talk about more personal issues.

*“You know Tomás, there was a time way back when I had convinced myself that I wasn’t worthy of a brighter future. That there was some part of my personality that prevented me from valuing a good thing when I had it and that would end up destroying my life. I felt like I had missed my one big opportunity, that I was the only one who had ever had to deal with these feelings and that everyone else made the most of what they had and always seemed so happy about their lives. Even when it was clear that they had messed up a few times! I was so down on myself and the burden of guilt and shame was almost unbearable. Looking back at that time, I can see how that experience prodded me to turn a corner and it was actually instrumental in helping me to find my real purpose in life! But that would never have happened without help. By God’s grace I finally came through and eventually found meaning and contentment”*

Although Tomás continued to gaze at the painting they had stopped in front of, coffees in hand, he listened intently without saying a word. There was a long silence as Tomás processed what he’d heard. At this point, Tomás felt the urge to share a story from his life that he too felt ashamed of but he didn’t know where to start. He resolved to leave it for another day and get back to work. Right now that, curiously, felt easier!

*“Thank you, Sal. I would never have known you had been through so much. You always seem so calm and ready to listen to others; almost as though you had no problems of your own. I have so many questions for you but need to get back to work so I’m at least ready for classes tomorrow. I’ll see you later. Bye!”*

Tomás already looked a little more hopeful. The break had been good for him and he looked more purposeful as he filled his backpack and walked towards the door.

A few days went by until, late one afternoon, Tomás appeared again. Sal was hoping to continue the conversation from where they left off but he waited for Tomás to bring it up.

*“I was thinking a lot about what you said, Sal, and I wondered how exactly you began to believe in yourself again. I mean, I just can’t see any future beyond finals. Actually I dare not think about ‘afterwards’ as I’m so certain it’s not going to turn out well. When I think about exams, all I can see is my Mum’s disappointment and wonder why I ever thought I*



could make up for my father's absence by doing really well at college and getting a really good job. I try to force myself not to think about it but then I get annoyed with myself whenever I get distracted and sooner or later I get triggered to go back over all the reasons why I don't feel up to this. It probably doesn't make any sense to you...it's hard to explain" Tomás looked down, feeling a little embarrassed at sharing so much and surprised at himself for being so open.

"I can see you are agonizing over these finals; that can be very distressing and distracting. But it's quite natural to have these feelings Tomás" Sal reassured him "especially so close to the end of your time at college. You have made it through more than three years with good grades and there are high hopes for your ultimate success. That creates a lot of pressure! I can imagine that pleasing your mother after she has struggled for so long is your highest dream, yes?"

"You're so right!" Tomás felt relieved to be understood so well "I so want to give her a break. She has always given me everything I need"

"You've done well to get this far. I know that many students fall out of a demanding course like this in their first year. I'd say you are much smarter than you give yourself credit for! I'm sure there've been ups and downs and you've had to study hard but you must have overcome some hurdles. Surely you have proved you can handle the pressure, no?"

Tomás took a deep breath and decided to plunge in "This academic pressure is a pretty potent thing" Tomás explained, "It's made me do some stupid things in the past. In secondary school, I was so scared I'd fail the math final. So when I could see another boy's paper - and he was smart - I just copied some of his answers. The teacher found me out though - some of those answers were ones I'd never have figured out on my own. She scolded me in front of the class. After that, a couple of boys used to tease me: 'Here comes 'Tomás El Tramposo'' and the others would laugh and stare. So that's me and I figure I'll always be a failure who has to cheat to get by in life"

Sal could see this was a deeply painful issue for Tomás. It was clear that he still suffered shame as he recalled what happened, and had not been able to forgive himself.

"Tomás, we all make mistakes in life. Everyone has something they wish they had done differently. I can tell that you wish you could replay these past events and have chance to make a different choice. Is that right?"

*"Yes, although I still don't know what else I could have done. I didn't see other options at the time"*

*"Perhaps you would have just sat the final and failed – would that have been worse?"*

*"I guess I will never know".*

*"We all make bad choices. I certainly have on more occasions than I can count! I understand why this is painful for you, it's so upsetting to be laughed at by our fellow students. But you will never know if you could have passed the final without cheating and perhaps you would have done because you are smarter than you think!"*

*"The important thing" Sal continued "is that we don't allow our imperfections to define us. None of us is perfect. You can make a choice to forgive yourself and move on. Can you think of a time when you have done that before?"*

*"Hmm...that's a little hard...err...actually, yes I can..."* Tomás continued to share some of the memories of pain and joy in his life growing up. He felt safe with Sal. They talked on and on and Maria could tell Tomás was beginning to relax. Although it was getting late, this wasn't a time to interrupt. She carefully tidied up the store and prepared some things for the next day.

She could see Sal was totally immersed in listening to Tomás' story. She tried not to listen but couldn't help lingering a little when she heard Sal's response

*"I don't know if you believe in Jesus but I do know that each one of us was made for a purpose and that we can often get lost. Sometimes it's not our fault and sometimes we make mistakes. I know that's my story. If it would help you, we could spend some more time talking together. I know I was helped, when my days seemed darkest, by an old friend who just came alongside and seemed to have all the time in the world to listen and talk with me"*

*"What a gift"* Maria smiled to herself as she stepped quietly outside and left them deep in conversation.

Now I want you to turn to your workbooks for this module and you will find 3 questions there about this case study. Why does Tomás keep coming back to the store?

What about Sal might make him a good mentor? and Can you think of stories in Scripture that illustrates God's response to human errors – for example - The Prodigal

Son? Write down your answers to the questions and continue with this unit when you are done.

So, the first question we had was - Why does Tomás keep coming back to the store?  
Well, others in the past have said that:

He enjoyed talking with Sal about a range of insignificant issues such as paintings and artists as well as significant life issues like study pressures and exams.  
His visits are uplifting

He feels that he can safely "pour out his fear of failure" and where that fear came from

And he feels that he can safely confess his cheating and share his despair  
The next question was: What about Sal might make him a good mentor?  
Well, some answers are:

He stops to chat and he is generous with his time

He's not easily fooled - by pretence

He senses Tomás's burden, unhappiness and anxiety  
He is willing to share his own trials and disappointments

He is reassuring, he encourages, and he assures that everyone makes mistakes

He provides the opportunity for Tomás to 'open up'

And he has himself experienced the help of a friend who "came alongside"  
And the last question was: Can you think of stories in Scripture that illustrates God's response to human errors – for example - The Prodigal Son? Here are 4 examples:  
David and Bathsheba in 2 Samuel 11

Jonah and the Ninevites in Jonah 3

The thief on the cross in Luke 23

And lastly, Jesus and the adulterous woman in John 8

## Unit 4 – Case Study: Sal’s Café Expresiones – Part 4

In this unit we will learn more about Sal and some of the events in his life.

### Chapter 4 – Sal’s Story

During the weeks that followed, Tomás always looked forward to his visits to Café Expresiones. As he walked out of his final class before exams began, he realized he was not in a panic. He sat down on a bench and looked up at the trees waving gently in the breeze whilst the warm sun felt so good. He felt strangely calm and more hopeful. He took a deep breath to soak it all in.

Meanwhile, Sal and Maria were tidying up whilst there was a quiet moment in the store *“You know Maria I am really enjoying seeing Tomás from time to time – he reminds me so much of myself when I was his age”*

*“I can see that” she replied “You two seem to have a natural connection even though you are years apart. I can tell Tomás feels very grateful for the way you always have time to listen to him without judging him or trying to fix things”*

*“O you can, can you? How’s that?”* Sal replied with a searching look on his face.

*“He’s implied that when we had lunch together the other day”* Maria explained *“He seems surprised that you like spending time with him even now that you know him quite well! For some reason, he has a pretty poor opinion of himself”* she said at the same time wondering why that might be *“As though, if you **really** knew him you wouldn’t be so kind”*

Sal realized he knew a little more about Tomás’ past than she did so he was careful not to share too much. *“Well, I’m not a trained counselor but I suspect there’s more below the surface than we are seeing. But then that’s probably true for most of us! I find I can really identify with some of Tomás’ feelings when he talks and he seems encouraged by the companionship. I think our chats are actually helping him with whatever is at the root of his struggles. Often I don’t have any answers but at least I can listen’*

A little later, Tomás and Sal found some time to sit down over a coffee. Tomás talked again about how ashamed he was about being ‘Tomás el Trampo’ and Sal opened up about his own life story.

Sal recalled *“When I was your age, I fell in love with a beautiful girl who became my wife and we were so happy. In those days I was ambitious, I thought I could be a great painter and I wanted to study at the feet of a Master Painter. After we were married, I travelled away from home a great deal to pursue my ambition. I knew my wife was lonely, I thought there would be plenty of time to spend with her later when I was more established and successful. My life was about my journey, about what I needed and I didn’t appreciate how hard it was for her, especially as she became pregnant with our child. Right from the beginning, her pregnancy was difficult. I knew I should have stayed at home more that now it was my turn to support her, rather than her role to support me but I just could not let go of my dream and my ambition. Although I knew she was not well, I thought I could take one last trip before our baby was born. She begged me not to go but this was really important. At last I had an exhibition of all my best work and had a chance to break into the ‘art scene’ in New York. How I regret my decision to go; the selfishness that wouldn’t wait to achieve my ambition. I will never forget the late night phone call. I had a son! But my wife had died. She had not reached the hospital soon enough. If only I had been there, it could all have been different*

*You can imagine my grief and my guilt. I knew I would never be able to forgive myself. I was plunged into depression and self-loathing. It is why, to this day, I have not been able to complete any piece of art I start on and pursue that old ambition. But time is a healer. The first years were tough but my son was a gift from God and loving him and caring for him left me no time to dwell in my misery. Life got better but for many years my self-inflicted wound still troubled me.*

*Then something amazing happened. As my son grew older, I realized, if I was going to be the father my wife wanted me to be for him, I needed help. I remembered that my wife had always spoken of having our child baptized and brought up with Christian values. I had not been religious and didn’t really know much about God or Jesus. But now, I suddenly felt closer to her, as though we were both parenting together and that it was important to honor my wife’s wishes or my past mistakes would keep returning. We began to go to Church and I learned about forgiveness, healing and self-respect. The friends and community at that Church gave me a new beginning”*

Surprised, Tomás asked *“What about forgiveness and self-respect? How did you get a new beginning?”*

Sal explained *“Guilt is what you feel when you have **done** something wrong and shame is when you believe you are an evil person because of that deed. I felt guilty about my ambition and putting myself ahead of everybody, even my wife. It had cost her her life. I*

*also felt 'This makes me a terrible person' I thought 'I don't deserve to have friends, or to have anybody care about me. If there is a God, he must despise me now!' That was shame. But my Pastor explained two things: First, God is displeased when we do wrong. But because he loves us no matter what, God is eager to forgive us when we tell him we're sorry. After we receive forgiveness, we are no longer guilty. Second, God treasures us and offers us a place in his family! That means I am a child of the King of heaven! There is no need for me to feel that I'm a failure in life, a terrible person. Shame is gone when I belong to God*

*Gradually I began to sense God's forgiveness. Guilt and shame were replaced by a sense of being loved. I am not saying that my life became easy. That's not what God promises us but I no longer felt I was in a wilderness. I no longer let my choices depend upon what other people thought. I found peace in knowing I was God's child and it helped me let go - not just of the guilt and the shame, but also of my ambition and frustration that I might never achieve what I wanted to be. Relationships became more important to me and I learned the joy that comes from giving even more so than from receiving. That's really what Expressions Café is all about. I feel I have become a different person. That's God's work in me. He is able to make good things happen out of really bad events and decisions. That's his amazing Grace!"*

*Tomás listened carefully to all that Sal disclosed. "It's hard to imagine that you ever felt like I have been Sal. It really helps to know that I'm not alone. You've given me a lot to think about Sal. What you say about God feels as though it must be true – but I don't feel he would want to waste time on me"*

*But, as he walked home pondering all he had heard, he suddenly realized how Sal accepted him even when he knew about the cheating 'He still has time for me!' he thought "and maybe...God will accept me too"*

Now I want you to turn to your workbooks for this module and you will find 3 questions there about this case study. What are the positive aspects of this relationship for Tomás?

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

Write down your answers to those questions in your workbook and continue with this unit when you are done.

So, the first question we had was - What are the positive aspects of this relationship for Tomás? Well, others in the past have said that:

He is accepted without judgment or condemnation

He can ask questions without embarrassment  
Sal shares 'deep truth' with him

He senses that Sal believes in him

And Sal points to God as the solution to his life issues  
The next question was: What is it about Sal's story that makes him effective as a mentor?  
Well, some answers are:

That he identifies with Tomás feelings  
He recognizes Tomás need and feels that he can help

That he understands that he doesn't need to have all of the answers

That he's prepared to share his own life story, with his grief, guilt, regret and self-loathing  
That he is willing to share what he has learned about forgiveness, healing and self-respect

And he points Tomás to God - not himself - as the source of his healing

And the last question was: Can you think of passages in Scripture that his story reminds you of - for example - Saul to Paul?  
Here are 6 examples:

Nebuchadnezzar in Daniel 4:1-37

The Centurion in Luke 7:1-10

The thief on the Cross in Luke 23:39-43

The Samaritan woman at the well in John 4:1-40

The Gerasene demoniac in Mark 5:1-20 and

Paul and Silas' prison keeper in Acts 16:25-34

## **Unit 5 – Case Study: Sal's Café Expresiones – Part 5**

In this final unit of our story we will learn about how Tomás has progressed.

### **Chapter 5 – Moving On**

Another month passed and Tomás and Sal continued to enjoy weekly meetings. Tomás was beginning to get to know Maria too and they had even been out to a couple of local events with friends together. Tomás was packing his bags for the end of the year, the end of college! Graduations were in a few days and Tomás still found it hard to believe that he had not only passed his courses but received straight 'A's! The image he had of his mother receiving the news was now very different from the one he imagined just a few months ago. *"How did that happen?"* he wondered to himself. He couldn't wait for her to arrive so he could give her the good news!

Tomás was suddenly struck by a deep feeling of gratitude for Café Expresiones and all he had learned there: about life, about himself, about character, perseverance and hope. As he looked in the mirror to brush his hair, he stopped and stared at this image in front of him.

*"Look at you!"* he said out loud to himself *"Who would have thought this is how college would end! I can take on anything now! Where did this confidence come from! What happened to 'Tomás El Trampo?' Who are you?"* He laughed at this new strength of character. Tomás looked for his wallet and set off to meet Maria for her lunch break.

*"Hey Maria! How's work this morning? Busy?"* Tomás looked pleased to see his new friend.

*"Not bad at all"* she said *"We've had the usual visitors and one or two new ones. Sal is very happy that one of the paintings was sold. It had been up so long and he didn't want to disappoint the artist by taking it down! It was such a random sale – no one had*



*expressed any interest and then suddenly this guy just walked in and bought it! I think Sal must have been praying!"*

*"O dear Sal!" Tomás exclaimed affectionately "I'm going to miss him. You know he has helped me see a different part of myself that I didn't know I had – I have a completely new vision of my future and this time I know I can do it! He has been a real friend to me and made me feel special...he's been like a father really. He's a big softy but he can be tough too. I remember when I was being particularly stubborn on an issue and he wouldn't let me get away with it! He told me I was capable of more than that and I could see he really believed it. So I began to believe it too and gradually I began to find qualities in my character that I had not recognized before...things like loyalty, the ability to trust others, compassion, perseverance – he uncovered them for me and made me see how I value them. He also helped me to see things that weren't really me – the guilt and despair, the self-pity and hopelessness – they were just part of this image I had created of myself which didn't need to dictate how I reacted to everything. I had really dug myself into a pit and had couldn't find the way out"*

*"Wow!" Maria gasped looking very impressed with Tomás new self-awareness "I knew some of your conversations were intense but I had no idea they went this deep! It's amazing that Sal showed you a way out but I guess that's just what Sal always does. He did it for me and for many young artists and writers. And you seem so much happier Tomás. That's pretty cool!"*

*"Yeah" Tomás nodded "I mean, I know I'm still going to have my struggles and I'm still impatient but at least I've made a start and I have some ideas about how to approach the future through new eyes. I know there is a good future for me with a real sense of purpose and meaning and I just have to be patient and stay true to who I am. And I've learned to forgive myself and seen how this helps me to forgive others. I even feel differently about my Dad: I know he has his reasons for leaving that felt real to him at the time. Most likely he knows he made a big mistake but do you know what? I think the first thing I want to do if I ever see him again is to let him know I've forgiven him!"*

*Maria was very excited to see this transformation in Tomás: here was a very different young man than the one she first met "Tomás you sound so mature and really positive about what's ahead for you. I'm so happy for you!"*

*Lunch had been fun for them both and Maria hurried back to work. As she was leaving, Tomás called out "Tell Sal I'll be in later? I just need to hand back some books to the school library. See you later!"*

*"I will, bye!"*

Maria was back in time to do some tidying up, clear some tables where people had met for lunch and get back behind the counter ready for afternoon customers. As she was tidying, she noticed a newspaper folded carefully to show a photo of an athlete standing proudly in front of what looked like a running track. Someone had marked a star at the top of the page and clearly wanted to save the story. She took it with her behind the coffee bar placing it on a shelf where it wouldn't be thrown away and continued to prepare the machines.

At that moment, Sal came inside from chatting to a customer at a table outside *"O good, glad to see you back Maria! I didn't notice you come in!"* he said cheerfully.

*"Now, where was that personal story page, I left out by this newspaper rack?"* Sal said, accepting his absent-mindedness while he patiently hunted.

*"Do you mean this one?"* Maria said, holding up the paper she had cleared away *"It almost went into the trash but I noticed the star at the top. I thought someone must have wanted to keep it!"*

*"Oh yes – thank you Maria, that's the one. Did you read it? It's just a very moving story about a young man who had very little but used everything he did have to inspire others and make a difference for his country. Try and read it if you get time but let me take it now as I'd like to share it with someone else"*

Just then, Tomás appeared looking very relaxed and happy. They greeted one another and Sal went behind the coffee bar to get the newspaper while Tomás ordered some coffee.

*"If you have the time I'd love to show you a story I noticed in the weekend newspaper Tomás"* Sal suggested.

*"Of course"* Tomás replied.

They sat down with their drinks and Sal began *"It's the story of Ruben Sanca, a young man from Cape Verde, who will be running in the Olympics in London - one of only three athletes representing their ten-island republic off western Africa. You can read it yourself but I just wanted to tell you a little about it. The report says that Ruben will compete in*

*the 5000-meter run and that he's not likely to win the gold but just being there and running is an honor to him and to Cape Verde. In fact, Ruben was quoted as saying..." (Sal tries to find the right place) "...I'm going to try to represent my country with the goals of developing the track and field program in Cape Verde. Until this year, we actually never had a track surface in Cape Verde. Now, we just built a surface, we have a national championship, we have track meets there. So my first goal isn't necessarily to win a medal, isn't to break a world record. I'm going with the purpose of representing my country to inspire others' Isn't that wonderful Tomás? I just love that spirit!" Tomás nods in eager agreement, wanting to hear more.*

Sal continues *"The paper also mentioned a line from the anthem that will be sung: 'Hope is as big as the sea that embraces us'"*

*"That's a line worth remembering"* said Tomás.

*"Well, anyway, I knew you would like to read the story so I kept it for you. The reward of helping others surpasses the trophy received by a 'winner'. That's a lesson I have been slow to learn!"* Sal ended with a big grin on his face.

On their last evening together before graduation, Sal and Tomás talked late.

*"Tomás, I see you gaining self-respect and living honestly before God. I think it's time to rename you. You are no longer 'Tomás El Trampo', you are 'Tomás, hombre de character noble!'"* Tomás was thrilled at that. His chest swelled. He took a deep breath. Shame was releasing its hold on him. Since Sal believed in him, he could start believing in himself.

Tomás had come to understand some things about himself and life and God. Sal had been a friend, a counselor, a teacher, a spiritual guide, all in one. There was hope now in Tomás heart. And he would be forever grateful to his wise and gentle friend, Salvador Cruz.

Now I want you to turn to your workbooks for this module and you will find one question there about what you just read and two questions for you to reflect on. 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? and Which mentor qualities are you already gifted with? What are some specific steps you can take to strengthen your potential as a mentor?

Write down your answers to those questions in your workbooks and continue with this unit when you are done.

So, in regard to the first question: How might Sal be feeling now about his relationship with Tomás? Others in the past have said that:

That he may very well be feeling fulfilled by the “reward of helping others”; rather than potentially feeling redundant because his role as mentor might seem to be ending.

I hope you took some time to reflect on the other two questions and wrote down your thoughts about your own gifts as a mentor.

## **Unit 6 – Peer Mentoring**

Thinking about Salvador and Tomás in the Case Study, if they were members of the same family, how would classify their relationship? Cousins? Brothers? Uncle and Nephew?

In mentoring relationships often one of those involved will take the role of someone like a parent who is perhaps older and wiser while the other might behave like a child needing parental direction and guidance as they learn how to live their life.

However, there are also mentoring relationships where both parties behave as adults sharing their wisdom, their difficulties, learning together and supporting each other as they navigate through their lives. We call this Peer Mentoring and it is probable that you have experienced it in your own life even if you didn't recognize it. Here is a definition: “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.”

It's the most accessible way to relate to another in a mentoring relationship and the ideal way to begin learning to mentor. This is because it doesn't have any of the 'parent / child' barriers associated with differences in age or experience.

## **Unit 7 – Think About It...**

How many of you have previously been and or are presently involved in peer mentoring?

For this exercise, I want you to turn to your workbooks and write down your thoughts on the differences between 'parent / child' mentoring and peer mentoring relationships. When you have completed this exercise, take the quiz and then you can begin the next module.

# **Module 4**

## **Storytelling in Mentoring**

## Unit 1 – Individual Storytelling

Why do you think it might be important to be ready to share your own life story in a mentoring relationship? Well:

It demonstrates openness and honesty on the part of the mentor

It allows the mentee to relate his or her own situation to that of the mentor

It engenders trust in the mentee

It helps the mentee to 'open up'

And it takes the focus off of the mentee providing time to reflect

We're going to start by thinking about our own stories. Our stories are part of the bigger picture of God's story - the radical transformation of his saving work in our lives. So, it's important that we approach this exercise prayerfully.

We need to be able to ask the Lord to help us to see and to articulate our before and after selves.

In your workbook you'll find a matrix that looks like this.

After you have read Ephesians 2:1-10, which is below, jot down notes in the sections of the matrix in your workbook to describe your own before and after self in terms of your life, your character, and your behaviour.

After you have completed this, continue with this unit.

As we read through Ephesians 2: 1-10 some of the key themes that are important to take hold of include:

- What it means to be "dead in your transgressions and sins" How did you feel before your conversion?
- When and how you were "made alive with Christ" and how does this transformation manifest itself in your life? In what ways is your life and your attitude different now?
- What does it mean to be "God's handiwork, created in Christ Jesus to do good works"?
- And lastly, what bearing should this have on our involvement in mentoring?

## **Unit 2 – Paul’s Story – Part 1**

We’re going to continue to think about the purpose and value of storytelling by turning our attention to the story of the Apostle Paul.

We’re going to read Bible passages from five different books. After each passage or group of passages, we’ll have the same question for you:  
What is Paul’s purpose for reflecting on his personal story or history? As you read these passages, be thinking about this question.

The first passage to read is Acts 9:1-31, which you will find below. After you have read the passage and completed the exercise in your workbook, continue with this unit.

So, what is Paul’s purpose for reflecting on his personal story or history in Acts 9:1–31.

Well, others in the past have said that for this scripture Paul’s purpose was:

- To share his conversion story and his new calling and
- To prove his credentials as a Gospel witness

In the next unit, we’ll turn to Galatians as we continue to think about Paul’s story.

## **Unit 3 – Paul’s Story – Part 2**

The next passage you’ll be reading is Galatians 1:11–2:13, which is below. After you have read it, turn to your workbooks and answer the same question: What is Paul’s purpose for reflecting on his personal story or history?  
After you have completed the exercise in your workbook, continue with this unit.

So, what is Paul’s purpose for reflecting on his personal story or history in Galatians 1:11–2:13?

Well, others in the past have said that for this scripture Paul’s purpose was:

- To evidence his calling more broadly, as seen in Galatians 1: 11–15 and
- To gain broader acceptance and trust by telling of his acceptance by Peter, James (Jesus’ brother), and the Churches of Syria and Cilicia, as seen in Galatians 1:18–24

In the next unit, we’ll be return to Acts as we continue to think about Paul’s story.



### **Unit 4 – Paul’s Story – Part 3**

The next passages you’ll be reading are Acts 22:1–22 & Acts 26:1–29, which are below. After you have read them, turn to your workbooks and answer the same question: What is Paul’s purpose for reflecting on his personal story or history?

After you have completed the exercise in your workbook for these passages, continue with this unit.

So, what is Paul’s purpose for reflecting on his personal story or history in Acts 22:1-22 & Acts 26:1-29?

Well, others in the past have said that for these scriptures Paul’s purpose was:

- To try to gain the trust of the crowds in Jerusalem, as seen in Acts 22: 1-22 and
- To share his testimony with King Agrippa and to prove his innocence, as seen in Acts 26:1-29.

In the next unit we will turn to Philippians as we continue to think about Paul’s story.

### **Unit 5 – Paul’s Story – Part 4**

The next passage you’ll be reading is Philippians 3, which is below. After you have read it, turn to your workbooks and answer the same question: What is Paul’s purpose for reflecting on his personal story or history?

After you have completed the exercise in your workbook, continue with this unit.

So, what is Paul’s purpose for reflecting on his personal story or history in Philippians 3?

Well, others in the past have said that for this scripture Paul’s purpose was:

- To encourage others on their faith journey by his own example

In the next unit, for our last scriptures, we will turn to 2 Corinthians as we continue to think about Paul’s story.

## **Unit 6 – Paul’s Story – Part 5**

The next passages you’ll be reading are 2 Corinthians 1:3–2:14 and 2 Corinthians 7:5-7, which are below. After you have read them, turn to your workbooks and answer the same question: What is Paul’s purpose for reflecting on his personal story or history?

After you have completed the exercise, continue with this unit.

So, what is Paul’s purpose for reflecting on his personal story or history in 2 Corinthians 1:3–2:14 and 2 Corinthians 7:5–7.

Well, others in the past have said that for these scriptures Paul’s main purpose was:

- To comfort others in their suffering by exhorting them to reliance on God, as seen in 2 Corinthians 1: 3-11.
- To communicate and explain his change of plans, as seen in 2 Corinthians 1: 23 to 2:1
- To express his love and to exhort forgiveness for those who offend, as seen in 2 Corinthians 2: 4-11 and finally,
- To celebrate God’s goodness and provision, as seen in 2 Corinthians 7: 5-7.

## **Unit 7 – The Importance of Storytelling – Part 1**

In the next couple of units, we’re going to have a look at some more video clips to see how we can better understand what it is that makes storytelling so important in our knowledge and understanding of one another.

We’ll also be looking to see what role storytelling can play in a mentoring relationship. First we are going to watch another clip from the movie ‘City Slickers’.

As you may recall, Mitch has just turned 39 years old and is having a midlife crisis. His two best friends are also having their own midlife crises. At Mitch's birthday party, Phil and Ed have given Mitch a two-week cattle drive in the South West of the United States. All three are using the opportunity to face their problems and to discover what is most important in life. As you watch this clip, make notes in your workbooks of your observations about storytelling and how it interrelates with mentoring. Our first clip is “Best Day – Worst Day”.

So, what did you observe in that clip? Well, here are some of the elements in this clip as they relate to storytelling.

So, at the beginning of this clip, Phil gets things started by asking: "All right. What is the best day of your life?" What this is is a non-threatening, positive way of using storytelling to allow people to share, to 'open up'.

Phil then follows up with: "All right. What was the worst day of your life?" By starting with the 'best day' question, he is then able to lead into the sharing of less-comfortable, negative life stories by establishing trust.

Mitch then talks about his worst day and Ed says: "Yeah, but that was a good day. Because it turned out to be nothing." Ed, as the listener, is able to confront false negativity because of the level of trust that exists.

Right after this exchange, Ed says: "You're a real kind of glass half-empty guy..." Again, because of the level of trust that exists between them, he is able to reinforce the false negativity challenge.

Then, because of the safe and trusting environment that exists, Phil volunteers and shares: "And my dad...gives me a little wink". This is a kind of treasured memory or 'high' that can be recalled and shared.

Then, after Mitch and Phil have talked about their best and worst days, Mitch asks Ed and he replies: "No, I don't wanna play...I don't feel like it." Now, participation is not forced but, if others share, individuals often sense the value of the opportunity and take advantage of it.

Finally, after some thought, Ed shares: "I'm 14 and my mother and father are fighting again... I finally realized... He was cheating on us."

This overall trusting environment in which to share, can enable painful memories or 'lows' to surface leading to possible resolution.

In our next unit, we'll look at another clip from *Invictus*.

## Unit 8 – The Importance of Storytelling – Part 2

Now we'll take a look at another clip from the movie 'Invictus'. While attending a game between the Springboks, the country's rugby union team, and England, Mandela recognizes that the blacks in the stadium are cheering for England, as the mostly-white Springboks represent prejudice and apartheid in their minds.

Knowing that South Africa is set to host the 1995 Rugby World Cup in a year's time, Mandela persuades a meeting of the newly black-dominated South African Sports Committee to support the Springboks.

He then meets with the captain of the Springboks rugby team, François Pienaar believing that a Springboks victory in the World Cup will unite and inspire the nation.

As you watch this clip, make notes in your workbooks of your observations about storytelling and how it interrelates with mentoring. Our Invictus clip is "Inspiration".

So, what did you observe in that clip? Well, here are some of the elements in this clip as they relate to storytelling.

So near the beginning of this clip, there is this exchange:

Mandela: "Tell me Francois...what is your philosophy on leadership? How do you inspire your team to do their best?"

Pienaar: "By example"

Mandela: "Well that is right, that is exactly right"

What Mandela is doing here is using an open-ended question to set the scene for the discussion he intends – about inspiration.

Then Mandela says: "But how to get them to be better than they think they can be?" "Inspiration, perhaps", "I sometimes think it is by using the work of others" Mandela is now reinforcing the topic of the intended discussion.

Mandela continues on with: "On Robben Island...I found inspiration in a poem... Just words. But they helped me to stand when all I wanted to do was lie down." He then shares a story about a personal source of inspiration.

Pienaar then responds with: "On the day of a big match... We listen to the words together. And it helps." Mandela's story encourages Pienaar to share a one of his own.

Mandela follows that with: "I remember when I was invited to the 1992 Olympics...made me proud to be South African...it inspired me to come home and do better...to expect more of myself... It (the song) was Nkosi Sikeleli' iAfrika. A very inspiring song."

Mandela shares a second story further hinting at sources of inspiration. Finally, Mandela brings his point home. "We need inspiration, Francois. Because in order to build our nation we must all exceed our expectation."

All of Mandela's stories have set the scene for this exhortation. Everything from the outset was leading up to this.

## **Unit 9 – Writing Your Own Story**

In an earlier exercise, we started to think about the radical transformation of God's saving work, which is a massively significant part of our lives. Now we've had a chance to look at Paul's story.

Also, how and why he shares his before and after conversion story. We've also looked at the importance of sharing our own stories in a similar way.

So, now we're going to work on developing your own stories further so that you can be ready to share them when it is appropriate. We're going to use a Timeline and an 'H-Model' to help you to map out your life story.

These will allow you to examine what has happened in your own life in a powerful and structured manner.

You will find a copy of the chart in your workbooks, but you will need to modify the timeline so that the top of the age range is your age now and the intervals are equal divisions of your present age.

So, if you are 25 now you could have an age range of 0 to 25 with division markers at 5, 10, 15 and 20. We are going to do another series of exercises before you work on this chart, but right now.

In order to help you to plot your own life stories, we are going to use the 'H-Model', which we mentioned earlier. This will allow you to identify and explore important aspects of your life story before you commit them to the Timeline.

Our first 'H' stands for Heritage and is intended to make us think about how what we have inherited has shaped our lives.

Now I want you to turn to your workbooks and on the page that says: H-Model: Heritage, work on answering 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?

When you have completed this exercise continue with this unit.

Our second 'H' stands for Heroes and is intended to make us think about people who have been influential in our lives because we admire and respect them.

Examples might be parents, caregivers, relatives, siblings, teachers, neighbours, friends, a famous figure, a political or historical role model, a Church or other spiritual leader, a boss at work, a coach or a mentor.

Now I want you to turn to your workbooks and on the page that says: H-Model: Heroes, work on answering 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?

When you have completed this exercise continue with this unit.

Our third 'H' stands for High Points and is intended to make us think about the most positively significant times in our lives. An obvious example would be the point at which you came to faith in Christ!

Now I want you to turn to your workbooks and on the page that says: H-Model: High Points, work on answering 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?

When you have completed this exercise continue with this unit.

Our fourth 'H' stands for Hard Times and is intended to make us think about the times in our lives that have been the most difficult and the reasons why.

Turn to your workbooks and on the page that says: H-Model: Hard Times, work on answering 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?

When you have completed this exercise continue with this unit.

There is a fifth and final 'H' that it is critically important for us to consider. There are the times when God reveals His sovereignty and grace in our lives in a special way.

Maybe at a particular time of need God sends just the right person with just the right perspective to enable us to keep moving ahead in faith. Or perhaps His Word comes 'alive' to us at a critical point.

This last 'H' stands for Hand Of God and it relates to those times when we have specifically felt that God was at work in our lives, causing us to very deliberately do or say something or deal in an unexpected way with a situation which we were facing.

Turn to your workbooks and on the page that says: H-Model: Hand of God, work on answering 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?

When you have completed this exercise continue with this unit.

You have now identified some of the most significant aspects of the story of your life-to-date. Using your notes, you can now plot these key aspects on your Timeline by writing notes – preferably with a pencil - directly onto the Timeline in your workbooks.

Make sure to place them in the age range when they occurred and above or below the line as appropriate. Some aspects may cover more than one period; some may not seem particularly formative and you may want to leave them off.

You may find that there are periods where nothing much seemed significant. This is fine but consider what you may have forgotten during that period and add in notes as you recall them.

Now for one final exercise in this unit. I want you to share your story with someone else. Take 30 minutes or so to tell your story to a trusted friend.

Let them know that you want to do this as part of this course. Have a short 5-10-minute time for discussion and clarification after you finish and then make sure to have a time of prayer as well.



## Unit 10 – Think About It...

Now for the final exercise in this module. Reflect on this statement and then answer the two questions in your workbooks:

“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.”

Question 1: What steps can you take to ensure that the aspirations of the above definition are met?

Question 2: How will you ensure that both participants give and receive equally?

When you have completed this exercise, take the quiz and then continue to the next module.

# **Module 5**

## **Listening Skills in Mentoring**

## Unit 1 – Empathetic Listening

Now the first thing we're going to do in this module is an exercise that will explore the challenges we each experience when listening to someone.

I want you to turn to your workbooks and to complete the 'How Well Do I Really Listen?' exercise. Read the 12 statements that are there and circle the 5 which present the biggest challenge to you. When you have completed this exercise continue with this unit.

I would be really interested to see which of the statements you circled but let me share with you the 5 most often chosen when we have taught this course in the past. These are not in order of importance but in the order that they appear in the list.

The first is: 'I have always thought that listening is an automatic process, not a learned behaviour that I could choose to improve.'

This is a common assumption and it is good if you now recognize that actually you can develop your listening skills.

Next is: 'In discussions with others I tend to listen for the facts that support my view and miss other verbal and non-verbal messages.'

This kind of selective listening only serves to reinforce our own pre-conceived ideas. In mentoring, we need to put aside our own views and listen carefully to the views expressed by our mentees and to the unspoken messages conveyed by their 'body language'.

Next: 'I am easily distracted by other, unrelated, thoughts while someone is speaking, for example, their appearance, accent or manner of speaking. This happens especially when my mind is very full of other things.'

As mentors, we need to see beyond outward appearances - clothes, skin-color, accent or manner of speaking - in order to properly 'see' the mentee and properly listen to what they say – not how they say it.

And before meeting with a mentee we must do our best to clear our minds of our own issues and concerns.

For one mentor this may mean meeting before the busy-ness of his or her own day, for another it may mean meeting after their other concerns have been dealt with and they are best able to concentrate on the mentees' needs.

Next is: 'I am easily distracted when there are other things going on in the room, for example, phones ringing, others talking, cleaners at work, etc., or by loud noises outside the room.'

A mentor needs to carefully choose or agree where they meet with the mentee so that both can benefit from freedom from interruptions as far as possible. It is also the mentor's responsibility to try to ignore, rather than react to, any distractions.

And the last challenge most people identified was: 'If something a speaker says violates my values in some way, I find it hard to maintain my attention to the topic.'

It is important in a mentoring relationship to agree up-front that if either party violates the other's values that it is appropriate and acceptable to raise and, if possible, honestly discuss the violation.

If the violation continues either party should be at liberty to question whether the relationship should continue.

I now want to present you with 3 thought-provoking quotes and our thoughts on why they are important to think about.

First is: "Practising empathy sounds like a good idea but in reality it takes forever and causes the listener to give up control."

Well, practising empathy is a good idea, does take considerable time and will cause the listener to give up control! Listening well, especially in a mentoring context, is about investing time in another person and 'being there' for them; it's not about exercising control!

The second quote is: "People who practice empathic listening are viewed by others as 'soft' and indecisive"

Empathy may be regarded as 'soft' but it is actually one of the most powerful ways in which we can help another person by 'coming alongside' him or her and showing our understanding of what they are experiencing at a time of need.

The purpose of empathy is not to be decisive, but to enable a person in need to work through their issues and needs. This ultimately enables them to become self-sufficient, or whole, in his or her life choices and decision-making.

And the last quote I have for you is: "Empathic listening is effective in highly emotional, personal situations but would not be appropriate in business settings"

Empathic listening is as appropriate in a business setting as in a personal situation. It is a powerful way of understanding another individual's perspective and is a vehicle for mutuality and close collaboration. This is based on valuing and respecting one another and celebrating and harnessing our differences.

## **Unit 2 – Listening Skills**

Now we're going to watch a short video clip. The two people in this clip have met two or three times before and both work in a Christian Ministry setting. In this scene one is clearly the mentor and the other the mentee.

As we watch please observe how the mentor listens and try to identify what she does that helps the mentee know that she has truly been listened to.

Before we watch this clip, I want to give you a couple of definitions that I want you to keep in mind as you watch the clip.

The first is empathy.

Empathy is: the ability to understand and share the feelings of another', for example, imagine yourself in their place - perhaps based on your own similar experience.

The second is sympathy.

Sympathy: feelings of sorrow for someone else's misfortune', for example, a simple expression of your regret that they are sad.

Now, let's watch the video.

Now you've seen some good empathic listening skills demonstrated in the video clip and also observed how it's not just about how mentors respond verbally but also about their 'body language'.

So now as we wrap up this unit, I want to ask you:

What have you learned about listening?

Well, others in the past have said:

- Listening is a skill that I can develop. Not just a quality or characteristic that I have or don't have.
- The skill of effective listening is time-consuming but also an 'investment' in a relative, friend or colleague.
- I need to 'listen' both to what is said and what is left unsaid and to what is expressed through body language.
- To listen effectively, I need to minimize distractions – both those around me and the 'noise' in my own mind.
- Communication is a 2-way process and effective listening demands that both 'participants' share with honesty and integrity and give each other 'space' to speak and to listen.

### **Unit 3 – L.E.A.P.**

L.E.A.P.

Let's review and expand on the LEAP process that we just saw in the previous video. We're going break down LEAP one point at a time, but in practice all of these will merge into a holistic approach.

They're in no set order. Let's look at each letter and 3 or 4 key points that go along with each one.

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

Listen carefully for facts and feelings  
Let the person 'get it out', vent or explain  
And it is not a time to defend, explain, or assure

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

Identify with the person's feelings

Demonstrate understanding with responses such as "I see your point", "That must be stressful", "I can see how you felt that way..."

And to summarize the facts and feelings

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

Convey a desire to help

Ask for any additional information

Develop a complete understanding

And to confirm that all concerns have been captured

And finally, the P in L.E.A.P is for Propose and is the opportunity to:

Propose a path that addresses all concerns

Collaborate to ensure that needs will be met

And to define specific next steps

The L.E.A.P process really provides good empathic listening skills. Keep in mind that it's not just about how mentors respond verbally but also about their 'body language' as you saw in the previous video.

#### **Unit 4 – Tuesday's With Morrie – Part 1**

Now we're going to have a look at some video clips from a movie called "Tuesdays With Morrie". As you watch these video clips, I want you to turn to your workbooks and write down your observations about how well Morrie demonstrates L.E.A.P in his encounters with Mitch.

The best way of doing this is by noting what is said in the clip, and adding L, E, A or P to indicate which listening skill is being demonstrated.

Tuesdays With Morrie is based on a true story – the memoirs of Mitch Albom, a newspaper sports columnist who recounts the time he spent with his 78-year-old sociology professor, Morrie, who was dying from amyotrophic lateral sclerosis (ALS) – better known as Lou Gehrig's disease.

Mitch, a former student of Morrie's, sees him on TV and calls Morrie who remembered his former pupil despite the lapse of 16 years... One additional interesting fact, the name Morrie comes from Hebrew meaning – 'my teacher'.

The first clip we are going to watch is called " When You Know How to Die". This first clip sets the scene for the ones to follow, so there won't be any L.E.A.P elements, but make some notes about what you see Mitch and Morrie doing.

After you have finished watching the video, complete the exercise in your workbook continue with this unit.

Well, in this first clip here is what others have observed in the past.

Morrie says: "What's wrong with being number two?" This then allows Mitch to share a story about Morrie.

Mitch then follows up with: "This one class... Five minutes go by. Ten minutes"

Mitch uses this opportunity to share a story to break the ice and tension; Morrie clearly remembers. It is obvious that he values remembering.

Morrie then says: "Are you happy in Detroit?"; "Are you giving to your community?"; "Are you at peace with yourself?"; "What happened to the music?"; "You grew up, huh?"; "Married with kids?"

You see that with relatively easy – for example - non-confrontational, open-ended questions, Morrie opens up the opportunity for Mitch to share his life story.

Morrie then says: "Haven't found anybody to share your heart with?"; "Not enough to get married?"; "So Janine shares this 'when we're both ready' thing...?"

Morrie is sensing Mitch's slight discomfort and he uses further questions to go deeper.

In our next unit we'll look at how Morrie uses the L.E.A.P. process.



## Unit 5 – Tuesday’s With Morrie – Part 2

This next clip is called “That’s Enough of That”. Turn to your workbooks and note down what is being said and which part of the L.E.A.P. process is being used.

Do this by adding L, E, A or P to indicate which listening skill is being demonstrated. After you have watched the video and completed the exercise in your workbook, continue with this unit.

So, in this clip here is what others have observed the past.

Morrie says: “Ageing isn’t just decay, you know? It’s growth.”

Using the letter P from our acronym, Morrie proposes that fears can also be opportunities.

Next he says: “Oh, the fear of ageing. You know what that reflects, Mitch? Lives that haven’t found meaning.”

Morrie uses ‘A’ and asks to confront Mitch’s fears but also conveys an availability to help.

Then Morrie says: “Fantasy is useful. You can learn from it. But, uh...this is what’s real, and I accept it.”

Morrie proposes an acceptance of reality and then moving on.

Next, Morrie says: “I just look back...and I say...‘Well, that’s self-pity, and that’s enough of that. Start thinking about the day ahead...”

With this statement, Morrie proposes a future-focus.

Morrie goes on: “You know what’s funny? Some people just don’t like to be touched. All this makes you uncomfortable...the crying and the touching”

In this statement, Morrie uses ‘L’ and creates an opportunity to listen to Mitch to express his feelings.

Morrie continues: “Yeah, it scares you. All this does. Everything we’re talking about – death, dying.”

Morrie makes an 'ask' statement that seeks Mitch's reaction – for example his confrontation of the truth.

Morrie then says: "How can you spare someone's feelings by denying them?"

In this, Morrie asks again to confront Mitch and Mitch avoids responding.

Mitch says: "You were the only grown-up who ever talked to me who wasn't a relative"

By saying this, Mitch reveals a feeling – of hurt, and Morrie listens.

And lastly, Morrie says: "You still don't know how to say good-bye, do you...? I'm gonna get to you one of these days, boy"

By this statement, Morrie proposes that Mitch doesn't know how to open up.

### **Unit 6 – Tuesday's With Morrie – Part 3**

This clip is called " All Of The Stuff You're Scared Of". Turn to your workbooks and note down what is being said and which part of the L.E.A.P. process is being used. Do this by adding L, E, A or P to indicate which listening skill is being demonstrated.

In this clip, there might be a couple of instances where an observation is warranted, but it is not part of the L.E.A.P. process. When you have watched the clip and completed the exercise continue with this unit.

So, in this clip here is what others have observed the past.

Morrie says: "Why be ashamed? Everybody's afraid of those things"

Morrie asks a question in order to help Mitch see his normality.

Morrie then says: Did you ever know anybody was dying?"

Morrie wisely asks a question to create a story telling / sharing / opening up opportunity for Mitch.

Morrie goes on: "You made a big success, but you ran. Did you ever stop to think what you're running from?" This time Morrie asks a confrontational question and Mitch is not ready to respond.

So Morrie then shares his own story to demonstrate that it's OK to share painful memories – rather than not showing emotion as his father had.

Morrie concludes by saying: "Not letting ourselves be loved because we're too afraid of giving ourselves to someone we might lose"

Mitch then has a phone call with his boss and says: "This is personal. I just need a little bit of time." Mitch's response to Walter reflects a change in his priorities.

Mitch, after this shift says: "Connie, show me how to do that"

Mitch's actions reflect a change in his priorities and willingness to get close to people.

Morrie then winds up this clip by saying: "Is this the day I'm gonna die, little bird? Am I ready? Am I leading the life I want to lead? Am I the person that I want to be?"

Morrie asks rhetorical questions to stimulate Mitch's reflections on the meaning and purpose of his life.

#### **Unit 7 – Tuesday's With Morrie – Part 4**

This next clip is called " Love Always Wins". Turn to your workbooks and note down what is being said and which part of the L.E.A.P. process is being used. When you have watched the clip and completed the exercise in your workbook, continue with this unit.

Here is what others have observed about the L.E.A.P. process in this clip in the past.

Morrie says: "We all need teachers."

Mitch is asking numerous questions; he wants and needs to hear more of Morrie's story and values as he tries to understand his own.

Morrie observes: "It's what I call the tension of opposites"; "Love always wins"; "Maybe the game isn't over yet"

Here Morrie's empathy recognises Mitch's confusion - that life is paradoxical - but proposes that there are always future opportunities.

Morrie states: "That's the way we always talk - as friends."

Mitch tells Morrie about Janine's rejection. Morrie listens and demonstrates empathy and insight "She didn't like the ring?"

Morrie concludes with: "Maybe my wisdom isn't what you need"

Morrie's unwillingness to provide an answer to Mitch's dilemma proposes that Mitch needs to discover his own.

### **Unit 8 – Tuesday's With Morrie – Part 5**

This next clip is called "Mostly He Let Me Talk". In this clip, there are a couple of observations I want you to look for about Mitch.

There are no L.E.A.P. examples to look for but make note of what you think is important in this clip. After you have watched the clip and completed exercise in your workbook, continue with this unit.

Here is what others have observed about Mitch in this clip in the past.

When Mitch says: "The two people I love the most are finally going to meet each other." This off-the-cuff comment and actions reflect a mind-set shift in Mitch – a willingness to express his feelings.

Also, in this clip, Morrie and Janine demonstrate the natural sharing that Morrie is encouraging in Mitch.

Neither ridicules Mitch. Mitch observes and learns from their example.

### **Unit 9 – Tuesday's With Morrie – Part 6**

This next clip is called "Love One Another or Die". Turn to your workbooks and note down what is being said and which part of the L.E.A.P. process is being used. When you have watched the clip and have completed this exercise in your workbook, continue with this unit.

Here is what others have observed about this clip in the past.

Morrie says: "We're gonna work, and the subject is dependency. There's nothing innately shameful about being dependent."

With this statement, Morrie proposes confrontation of fears and social norms.

Morrie then says: “Yeah, but do you believe that?” I mean, that ‘when you learn how to live, you learn how to die” and then a bit later he says, “You hate that word, don’t you? Spiritual.” Morrie asks these questions in order to establish what Mitch has learned to this point.

Then Morrie finishes up with: “I was thinking about regrets. Pride, vanity, hardness of heart. I couldn’t forgive him (his father). Forgive everybody, everything.

I won’t die like he did. The tension of opposites. We learn from what hurts us as much as what loves us”

In this, Morrie proposes a way forward for Mitch.

### **Unit 10 – Tuesday’s With Morrie – Part 7**

Our final clip from Tuesday’s With Morrie is called “When I’m Dead You Talk, I’ll Listen”. Turn to your workbooks and note down what is being said and which part of the L.E.A.P. process is being used. When you have watched the clip and completed this exercise in your workbook, continue with this unit.

Here is what others have observed about this clip in the past.

Mitch encourages Morrie to share his idea of a perfect day – a reflection of Mitch’s own need to define the perfect day or life. Mitch reflects on the simplicity of the day that Morrie shares.

Mitch expresses his concerns that he has not learnt from Morrie who listens empathically; Mitch’s open display of emotion proves that he has!

### **Unit 11 – Developing Your Listening Skills – L.E.A.P. Part 2**

In Christian settings, most people are comfortable with Listen, Empathize and Ask but may prefer to replace Propose with Pray and or Problem-Solve.

Why do you think that might be?

Well, some possible answers might be:

- 'We must pray that the Lord will show the way forward'
- 'How can we know the right things to propose?'
- 'It's presumptuous for us to assume that we have the answers to another's questions and problems'
- 'It is not for us to propose solutions or next steps for another Christian'
- 'Our problems and their solutions are in God's hands'
- 'Problem-Solve sounds more like a process involving the discernment of God's will'

Now, can you think of a Bible verse that seems to support any misgivings and concerns that we may have with Propose?

Well, there is Philippians 4:7 which says:

...in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.

And also Proverbs 2:6:

For the Lord gives wisdom; from his mouth comes knowledge and understanding.

And also, in Proverbs 3:5:

Trust in the Lord with all your heart and lean not on your own understanding...and He will make your paths straight.

It is understandable that some people will prefer to replace Propose with Pray and /or Problem-Solve. Equally, others will argue that it is understood that we will pray and seek, in our problem-solving to discern God's will for that person before we propose a particular path or next steps.

## **Unit 12 – Think About It...**

Now for our final unit in this module, I want you to turn to your Workbooks and go to the box with the heading - 'Think About It...'.

There I want you to write down 3 actions that you commit to taking in order to improve your listening skills. When you have completed this exercise, take the quiz and then you can begin the next module.

# **Module 6**

## **Mentoring Agreements and Accountability**



## Unit 1 – Mentoring Agreements

In this Module, we are going to think about how we behave and how we conduct ourselves when we are in a mentoring relationship and also how we ensure that we are accountable to one another within that relationship.

It is essential in a mentoring relationship that both parties understand the basis of the relationship.

Why do you think that such an understanding is so important?

Well, some of the possible answers are:

It's important to distinguish from other forms of relationship. For example, friendship, pastoral care, counseling, discipling or teaching

It's important to engender and maintain trust between those involved

It's important to ensure a clear and common purpose

It's important to gain a commitment to meeting. This means understanding the importance, frequency and quality of the meetings.

And also it's important to ensure that whatever is discussed is kept private between those involved

What do you think are the key elements that need to be mutually agreed upon between a Mentor and Mentee?

Well, others in the past have identified elements in three main areas:

Values or Behaviors

Logistics or the Practicalities of the relationship

And Confidentiality or similar Privacy

Now we're going to work on an exercise that will create a set of ground rules for a mentoring relationship that cover how you would agree to interact under the three headings of Values, Logistics and Confidentiality.

I want you to turn to your workbooks and work through this exercise:

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, Logistics and Confidentiality.

When you have completed this exercise continue with this unit.

Well, I would be really interested to see how you set out your ground rules for a mentoring relationship.

However, before we continue through this unit, we need to talk some more about confidentiality.

The absence of robust ground rules for Confidentiality to which both mentor and mentee adhere can be disastrous in a mentoring relationship. These rules are needed to underpin the essential trust that must exist between the two parties.

We often think that we know what Confidentiality means but, as this next exercise will demonstrate, there can be confusion if the ground rules are not carefully defined.

Now, for this next exercise, I want you to turn to your workbooks where you will see the title - 'Confidentiality Assumptions'. There it will ask you to check the appropriate box to define the confidentiality rules that will govern your mentoring relationship.

This exercise is designed to give you the formalized framework you should adopt when you are involved in a mentoring relationship. Make note of your conclusions and let these be the guide as you enter into mentoring.

When you have completed this exercise continue to the next unit.

## **Unit 2 – Accountability**

What do we mean by accountability? Well, one of the dictionary definitions is:

"Someone who is accountable is completely responsible for what they do and must be able to give a satisfactory reason for it."

Now, why do you think accountability is important in a mentoring relationship?

Well, some reasons are:

Because what is discussed may be personal and sensitive

Because what is started needs to be brought to a mutually satisfactory conclusion

Because the topics for discussion, or not for discussion, need to be respected

To gauge progress in achieving agreed goals and the reasons if they are not being achieved

To determine whether external help is required if the relationship is stalling or not meeting its objectives

And because both parties have made a commitment to one another that they must honor

How can we check that we are being properly accountable in our mentoring relationships? Some of the ways would be:

By checking that agreed meetings are held as planned

By the mentor asking the mentee whether any topic boundaries are being breached

By the mentor and mentee frequently checking progress against agreed objectives

And by validating the relationship against a set of 'ground rules'

It is important to understand that the appropriate accountability can and should be validated against the ground rules that have been established in the mentoring relationship. This is one of the reasons that it is so important to establish those rules.

When it comes to checking that appropriate Accountability exists in our mentoring relationships, it is helpful to be asking the right questions about the purpose of Our Meetings, the developing nature of Our Relationship and about Our Learning.

Now I want you to turn to your workbooks and 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?

Our Relationship:

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

Our Learning:

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

When you have completed this exercise continue with this unit.

So, for this exercise, we asked you to write down 3 or 4 questions that will enable you to maintain accountability within your mentoring relationship under the following headings: Our Meetings, Our Relationship and Our Learning.

In the past, when others were asked: What questions will you ask to ensure that your meetings are achieving their purpose, they have said:

- When and under what circumstances did we get together?
- Generally, when we got together, what did we talk about (list subjects or topics)?
- What are we working on right now?
- And what is our progress to date in achieving our goals and objectives?

When asked: What questions will you ask to review the quality of the mentoring relationship, others have said:

- What is going particularly well in our mentoring relationship right now?
- What has been our greatest challenge in our mentoring relationship so far?
- What do we need to work on to improve our mentoring relationship?
- And what assistance could we use?

And finally under the heading of Our Learning when we asked: What questions will you ask to check what learning is taking place, others have said:

- What are we learning about each other, the relationship and ourselves?
- What has the mentee learned?
- What are some of the conditions that promote that learning?
- What are some personal insights, hunches, and things to watch for?

Now let's think for a moment about what might go wrong in a mentoring relationship if those involved have not agreed on how they will behave and conduct themselves. For example, what if there were no ground rules, or they are ignored.

Or what if the quality of the mentoring relationship is not monitored, for example, there is inadequate accountability?

What we are going to give you is a document you can use as a simple yet complete set of ground rules to protect a mentoring relationship.

In your workbooks you will find a document called "Code of Conduct (Ground Rules) for Mentoring Relationships." Let's go through it.

The first issue is "Time" and the ground rules are

- Our meetings begin and end on time
- We will manage our time well and use agendas to keep us on track
- And we will put interruptions aside

The next issue is Feedback and the ground rule for that is:

- We will make regular feedback an expectation

Next is Role Expectations. The ground rules are:

- Each of us actively participates in the relationship
- And we will each keep a mentoring journal to reflect on our experiences

The next issue is "Communication". The ground rules are:

- Our communication is open, candid and direct
- And we will respect our differences and learn from them

Next is "Stumbling Blocks". The ground rule should be:

- If we come up against a stumbling block, we will address it immediately and not wait until the next meeting

And the last issue is “Closure.” The ground rule is:

- In the event that our relationship doesn’t work out, we will have a closure conversation and use it as a learning opportunity,

Lastly, in your workbooks we have included another document that can be useful for both mentors and mentees. It is called “Monitoring the Quality of the Mentoring Interaction.”

This document is a very good set of questions that can be used by Mentor and / or Mentee to prepare for, monitor and record the progress of a mentoring relationship.

### **Unit 3 – Mentoring Agreements**

Next we’re going to watch a video clip. The two people involved are meeting for the first time although they have corresponded by email previously.

This meeting is going to be like a ‘consultation’ to determine whether there is a good ‘fit’ between them and establishes how they might work together. Both are involved in Mission work for different organizations; one has more experience than the other.

The less experienced individual made the first approach stating that he wanted to enter into an intentional mentoring relationship with another who would help sharpen his skills, share the wisdom he has gained from a lifetime of varied experiences in mission work and perhaps help to identify some opportunities for growth.

The more experienced individual, the mentor, is a highly respected leader who is already mentoring several younger leaders who are each becoming highly effective and inspiring leaders themselves.

The mentee has experienced ‘casual’ mentoring but never felt as though he was getting very far with it and had been frustrated by not finding the time to do more.

Observe how the mentor starts off the relationship by warmly welcoming the mentee and then begins to frame the relationship with the aim towards establishing a mentoring agreement.

## **Unit 4 – Think About It...**

Now for our final exercise for this module I want you to turn to your workbooks and:

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.

When you have completed this exercise, take the quiz and then you can begin the next module.

# **Module 7**

## **Common Questions and Next Steps**



## Unit 1 – Frequently Asked Questions

When we have facilitated this course as a workshop around the world, there have been a number of questions and issues that have arisen and that may or may not have been answered in earlier modules.

In this unit we will look at some of the questions that have come up when this course has been run elsewhere so that you are best equipped for your mentoring ministry.

So, our first question is: Who initiates a mentoring relationship? It is often the mentee who would initiate a mentoring relationship based on a personal need that he or she has identified.

In these situations, the role of a mentor would be to make known their availability and willingness to invest time in the lives of younger leaders.

Next question is: How can a mentee or mentor gracefully pull out of a mentoring relationship?

This is best enabled by the existence of a Mentoring Agreement that details the various reasons that either the mentee or mentor should suggest that the mentoring relationship be brought to a close. Examples would include:

They have achieved the purpose of the relationship

That there is an absence of progress towards the achievement of the purpose of the relationship

That there is an absence of 'chemistry' between mentor and mentee

That there has been a breach of confidentiality - as defined in the Mentoring Agreement

That there has been an irreconcilable breach of any other aspect of the Mentoring Agreement

That there has been an unforeseen change of personal circumstances. For example, illness, the mentee or mentor moving away, the mentee seeking support of, or referred to, specialist support such as a professional counsellor or psychotherapist

Next question: How important is the 'chemistry' between mentor and mentee?

Well, it is very important that mentor and mentee enjoy good 'chemistry.' It is important that they get along very well and, therefore, can be open and honest with one another and motivated to continue to meet.

What is the difference between mentoring and counselling?

Well, in this Workshop, we regard Mentoring as an over-arching, 'umbrella' term for a number of roles including those of Discippler, Spiritual Director, Coach, Counsellor and Teacher.

Each has different dimensions as defined in the Mentoring Roles in module 1 in the your Workbooks.

If the mentee's need is complex and of a very personal or emotional nature, some roles, including the role of Counsellor, may require professional training and qualification if the mentee's need is to be appropriately and adequately met.

An important question we get quite often: Is it appropriate to mentor someone of the opposite sex?

Great discernment must be exercised and appropriate precautions taken when mentoring someone of the opposite sex to safeguard both the mentor and mentee and to avoid any misinterpretation of the relationship by any other party. Sensible precautions may include:

The mentors and mentees ensuring that they have the agreement of their spouses before entering into a mentoring relationship with someone of the opposite sex

Absolutely avoiding meetings behind closed doors and/or when no one else is around; meetings should be held where they are visible but where discussions cannot be overheard

This is a very important question: How important is confidentiality and what about legal issues?

An agreement on confidentiality is crucial and must be reached early in the mentoring relationship.

If a mentor promises confidentiality in all circumstances, then he or she runs the risk of finding themselves in possession of information that should be shared in order to keep either the mentee or others safe.

For example, a mentor might want to refer his or her client for psychotherapy but cannot share his reasons. Or the mentor may suspect that the mentee is considering a criminal act, which must be declared and, in so doing, will protect the mentor's reputation as trustworthy.

It may be that if a mentor prevents a crime, the issue of the confidentiality agreement seems immaterial; however, if the mentor is mistaken in their suspicions, then his or her reputation could be irretrievably harmed.

Likewise, the mentee needs to commit to confidentiality with any personal story or experience their mentor shares, provided it does not present the same risk.

If mentor and mentee agree, "we will maintain confidentiality as long as there are no reasons to believe you or someone you know may be in danger", then the accountabilities can be maintained even if unexpected issues arise.

They are both then covered for any attempts to involve a third party in the light of any suspicions that anyone might be in danger.

Why might a mentee keep raising the same issue?

Well, there could be several reasons for this:

That they did not feel fully 'heard' the first time it was discussed

That there could be some new developments requiring the issue to be revisited

That there is some deeper issue, below the surface, that has not been addressed yet

Or that the mentee has memory lapses of some kind and either has forgotten what they shared previously or what was agreed

What happens if I approach a mentee who doesn't want to be mentored?

No one can be mentored unless they perceive a need. The only kind of mentoring appropriate in this situation would be 'instruction' or 'teaching' that is a requirement of skill training for a particular job or project.

And our last question is: What would be an ideal set of confidentiality assumptions?

No assumptions should be made when it comes to confidentiality and there is no 'one size fits all' set of confidentiality assumptions.

No matter how formal it may seem, confidentiality needs to be tailored, in whatever way seems fitting and clear, to the specific relationship between the mentor and mentee.

## **Unit 2 – Personal Commitments Exercise**

As we are coming to the end of this course, I want you to think about how you will move forward in your mentoring both as an individual and in your ministries, churches and organizations by creating a Personal Commitments Plan.

In your workbooks for this module there is a form to capture your Personal Commitments. There we have 4 questions for you to consider.

1. What are my personal leadership and/or mentoring growth opportunities?
2. For which of these might mentoring be a good route forwards?
3. What action steps can I take to make myself available for new mentoring relationships?
4. In what ways can I help mentoring become common practice in my ministry, church or organization?

This Personal Commitment Plan is between you and God. Please prayerfully consider each question and then write down your answers. When you have completed this exercise, take the quiz and then you can begin the next module.

# **Module 8**

## **Conclusion**

## **Unit 1 – Culture, Ethnicity and Diversity Conclusion**

I am so grateful for the chance we have had to look at ways of mentoring others to help them become all that God created them to be.

Thank you for your participation and desire to learn how you can play an important role in setting younger leaders firmly on a path towards the integrity, humility and effectiveness to lead courageously wherever they are.

Try always, to be observant about the gifts you see in others. As a British Prime Minister, Benjamin Disraeli, once said: "The greatest good you could do for another is not just share your riches but reveal to them their own".

I encourage you to follow Jesus example and draw close to those seeking guidance in their journeys towards spiritual maturity and Christ-like leadership. Don't allow anything to go to waste! Nurture every talent and passion and in so doing, transform communities.

Even though I will probably never have the chance to meet you, I shall be in prayer for your efforts and the work that God will do through you to transform the leadership of your churches, workplaces, families and communities. May God Bless you.

I want to thank you for staying with us through this entire course.

I truly hope you are now feeling a heavy heart for walking along with others... serving as a mentor, holding the lamp up high for them to discern how to become the person God has dreamed they would someday become.

I pray to God that your mentoring ministry will bear fruits abundant for Him. Godspeed!