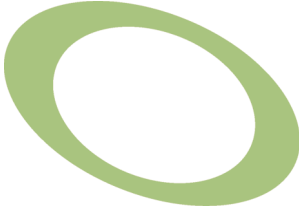




# GROWING LEADERS



## MENTOR TRAINING SESSION

- **Leaders' Guide**
- **Handouts**
- **PowerPoint**

# MENTOR TRAINING SESSION

'I believe to the core of my being that local church leaders have the potential to be the most influential force on planet earth.'

Bill Hybels

## Session overview

- Welcome and introduction (10 mins).
- Introduction to Growing Leaders (45 mins).
- Break (10 mins).
- Overview of mentoring on Growing Leaders (15 mins).
- Ideas on how to mentor (15 mins).
- Practicalities (10 mins).
- Prayer (8 mins).
- And finally (2 mins).

## Session aims

- To introduce the mentors to Growing Leaders.
- To explain the role of the mentor on the Growing Leaders.
- To answer any questions they may have.
- To clarify practicalities of the course.

## Background

Finding the right mentors isn't easy, but once you have found some people to act as mentors it is important to gather them together and explore what being a mentor for a Growing Leaders participant is all about.

Most people will come to this role feeling inadequate. Therefore we need to bring masses of encouragement and assurance. The reality is that for many participants, the mentor is one of the most significant aspects of the course. Just giving someone our undivided attention once a month can be an enormous encouragement.

This training session aims to start the process off well and ideally should happen before their first meeting with their mentee. If you as course leaders don't have a lot of experience of mentoring, you may be able to draw on the help of someone else within your church who perhaps has experience from their working life. Alternatively you may be able to use someone from a different church or a support agency like CPAS.

Throughout Growing Leaders please be sure to treat your mentors well. They are giving their time and energy to take on this role. Ideally, meet as a group once a term to review how things are going, and give them a ring individually once a term to check out how they are feeling about their role.

There are further ideas on how to care for your mentors on page 8 of the guide 'Selecting Mentors'. In particular we recommend you purchase a copy of the course book, Growing Leaders, for each mentor to read in preparation for their sessions with their mentee. (You can get a discount on bulk purchases from CPAS.)

The session is in two sections:

- An introduction to Growing Leaders.
- A guide to mentoring on Growing Leaders.

You will need to ensure that each mentor has a copy of the 'Guide for Mentors' which you can find in the Mentor Material folder. Also, be ready to send them the first of the mentor bulletins after the session which you can download as a pdf file.

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**Aim**  
0-5 MINS

Slide 1

## ARRIVAL

Most people will arrive having had a busy day, so a good welcome will make all the difference. Do everything you can to make the environment as comfortable as possible. Great refreshments really make a difference. Real coffee, fruit juice, delicious nibbles – that will do nicely.

Slides 2-3

## INTRODUCTION

Welcome people and thank them for coming. Summarise what you are going to cover in the session, and then pray .



**Way In**  
5-15 MINS

Use a brief icebreaker activity to get people talking and meeting others they don't know. If it is a largish group it may help to have name labels as well.

Explain that in the first section you are going to give an overview of the Growing Leaders course. At this point you may want to play the Promotional video to inspire them with some stories of those who have been impacted by attending a course.



**Overview of Growing Leaders**  
15-25 MINS

Slide 4

## WHAT IS LEADERSHIP?

Growing Leaders is obviously focused on leadership, so this session begins by asking 'What is leadership?' Give out pens and paper and invite participants to draw or write their response to the statement on slide 4. Then invite them to share briefly their insights with the person next to them. After a few minutes gather some feedback from the group, making connections with people's comments and looking to draw some ideas from what they say to build a picture of leadership.

Slide 5

Take them through the GL definition of leadership. We aren't expecting everyone to agree with every word, but it does help if we know how the course is approaching the subject. Each element of this definition is important:

- **Servant-oriented** As Christians this must be the defining mark of our leadership (see Luke 22:24-27).
- **Relational** Leadership is about people.
- **Process** Leadership involves a whole range of different aspects over time.
- **Those who lead** Some are called and equipped for leadership over others. That doesn't make them better than others, indeed their leadership must be one of service.
- **Under God's leadership** If Christian leaders are not following Christ they are dangerous leaders to follow. Discipleship is the main qualification for Christian leadership.
- **Influence** Leadership is about influence, not manipulation.
- **Towards a kingdom-honouring goal** It isn't about where the leader wants to go, it is about where God wants to take his people.

25-35 MINS

Slide 6

## WHY GROW LEADERS?

Six reasons are given here for the existence of the course. Please add any that are specific to your context.

1. There is a growing distrust of those in leadership. Scandal after scandal means leadership is much maligned, treated with suspicion. Yet the opposite



# MENTOR TRAINING SESSION

of poor leadership is not no-leadership, it is good leadership. In an increasingly complex, connected and fast-paced world, we have an opportunity to show a better way.

Slide 7

2. People recognise the 'world is undergoing a major leadership shift' with a corresponding need for a 'new kind of leadership' (Leighton Ford). Millennials (also known as Gen Y) born between 1984-2000 bring a very different approach to leadership (see Engaging Gen Y, Grove Leadership Series 8) and different generations leading well together is both an opportunity and a challenge

Slide 8

3. Christians in leadership roles throughout society need resourcing so that they may live out the distinctives of godly leadership. This leadership is exercised in homes, schools, community groups, clubs, neighbourhoods and workplaces.

Slide 9

4. There is a great deal of confusion about what a leader is and a wide range of ideas about what Christian leadership development might look like.

Slide 10

5. Leadership at every level is one of the key factors in growing healthy churches. It isn't the only factor, but it is a crucial one. Leaders shape a church for good or bad. Initial research findings of the Natural Church Development Network indicate that 'empowering leadership' is consistently the lowest-graded characteristic of English churches.
6. Most denominations face a declining number of 'professional ministers' and increasingly rely on volunteers to take on leadership responsibilities. It is rare to go to a church where the overall leader says: 'We've got so many leaders we don't know what to do with them.' We often hear the opposite: 'How can I find more people to take a lead?'

## LEADERSHIP AT EVERY LEVEL

There are three types of leadership position. Not all churches will have all three levels, but many will have two.

- Overall/strategic leader. This may be the minister. They are responsible for the vision of the church, and for ensuring others are developed in leadership.
- Area/operational leader. This is the person who is responsible for an aspect of the life of the church. Maybe someone who co-ordinates all the youth and children's work.
- Small group or team leader. They are responsible for running a home group, leading the choir, and so on.

Healthy churches have good leadership at all three levels.

35-60 MINS

Guide for  
Mentors p. 8  
Slides 11-14

## WHAT DOES GROWING LEADERS COVER?

The course is in three parts, over a year. There are ten sessions. The best way to introduce this material may be to play the 'General introduction' video. This gives an overview of the whole course:

- Why grow leaders?
- The model of leadership development central to the course.
- The three parts of the course.

You can back this video with the PowerPoint slides and the handout of the course outline.



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Guide for  
Mentors p. 3  
Slide 15

## GROWING LEADERS MODEL OF LEADERSHIP DEVELOPMENT

- The priority of our relationship with Christ (**chosen**). This is at the heart of a Christian understanding of leadership. We live our lives in relationship with Christ.
- Two things are foundational to Christian leadership: call and character. **Call** focuses on the importance of discerning what God wants us to do with our time and talents. Without this it is easy to flit from one thing to another, or become over-committed and unfocused.
- **Character** is foundational. This is where leaders often go wrong. They may be very competent as leaders, but if their lives don't embody kingdom values they won't be safe to follow. The constant invitation is to become more like Christ.
- Once the heart and foundation are in place, we can build the necessary skills for leadership in our rapidly changing world (**competence**).
- All of this is understood from a New Testament perspective in the context of **community**. The Bible knows nothing of the solo leader. Leadership was always meant to be shared in community.
- This has to be worked out in a particular context, be it home, community, workplace or church.

Often different leaders will emphasise different approaches.

- Those who emphasise character point to Paul's letters, 1 Timothy, etc.
- Those who emphasise call, point to Moses, Exodus 3 and the burning bush.
- Those who emphasise competence look to Nehemiah, all that strategic building of walls.
- Some think that none of the above are that important as long as you've got charisma. They point to David.
- Few emphasise community.

Growing Leaders combines them all as necessary for a healthy understanding of leadership development.

## CALL AND CHARACTER LEAD TO COURAGE

Call helps us discern where God is leading; character helps us decide to do the right thing whatever the cost and leads to courage.

Courage helps us determine to act (the willingness to move in a direction in spite of the emotions and thoughts that urge you to do otherwise):

- Courage helps us to say no, as well as yes.
- Courage helps us to face present reality.
- Courage allows us to dream.

## CHARACTER AND COMPETENCE LEADS TO CREDIBILITY

- Character without competence as a leader doesn't work well. Just because someone has Christlike character doesn't mean they are going to be a great leader. If they have no leadership ability it won't be long until they are no longer seen as credible as a leader.
- Nor is competence without Christlike character any good. If a leader isn't Christlike in character they will have no credibility as a Christian leader.



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## CALL AND COMPETENCE LEAD TO CONFIDENCE

- We believe that when God calls he equips. Therefore our confidence is rightly in him.
- However, it is also true that God normally works with the grain of who we are. So when we are competent in an area it is likely God will use that for his purposes if our abilities are submitted to him. So it is right to have confidence in the abilities God has given us.

## COMMUNITY ENSURES WE LEAD IN A SAFE WAY

- Through our involvement with others in leadership we are held accountable for all that God has given us.
- We also set an example that no one person has all the gifts necessary to lead.

## COURSE STRUCTURE

This slide illustrates the different levels of the course.

### Sessions

- There are ten sessions, eight two-hour sessions and two 24-hour overnight sessions.
- The exploratory session is an opportunity to introduce Growing Leaders and invite people to take part.

### Mentors

- Meet participants once a month between sessions. More about this later.

### Small groups

- If the course is made up of more than 24 people we advise the larger group is split into smaller groups of four or five people where individuals can get to know one another reasonably well.

### Projects

- There are four projects to complete throughout Growing Leaders.
- The focus is on integrating learning into daily life.

### Prayer base

- Throughout we want the course to be based on prayer.
- Only God can bring about change in people's lives.

Stop at this point for any questions about the course before moving on to look at the role of the mentor.

Take a break for further refreshments.

Slide 16  
Guide for  
Mentors p. 3



**Refresh**  
60-70 MINS



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## Overview of GL Mentor

70-85 MINS

Guide for  
Mentors p.4  
Slide 17

Introduce the second section of the session where we focus on the role of the mentor.

### THE ROLE OF THE MENTOR

Explain the Growing Leaders definition of mentoring.

Mentoring is:

- **An intentional relationship** There is a reason for meeting together.
- **Focused on one person** Someone once described mentoring as 'two minds focused on one person'. Although there is interchange between the two people involved, the focus is always on the mentee. It is not an opportunity for the mentor to sort out their issues.
- **Directed from one individual to another** It recognises that one has resources and experience the other is eager to learn from. Often a mentor will just be that little bit further on in the journey and can offer perspective and wisdom for the one following.

### THE MENTORING PROCESS:

- **Connecting** Building initial relationship, getting to know each other.
- **Clarifying** What do we want to gain from our time together? From our relationship? What is important to us? Expectations? (time frame, intensity, frequency, focus, accountability)
- **Pursuing** Going after it together.
- **Evaluating** How are we doing? Are we meeting our expectations? On track? Break needed? Carry on?
- **Adjusting** Keeping going, making changes, transition and closure.

Slide 18

### GUIDELINES FOR YOUR FIRST MEETING

The various elements of this slide are summarised in the mentor bulletin you will send them following the session. Talk through each of these giving plenty of time for questions and sharing stories from your own experience of how things worked out. Be careful not to suggest you have to have everything sorted before you can be a mentor.

Slide 19

85-100 MINS

Slides 20-23 offer a range of ways of thinking about mentoring. Use whichever seem most appropriate, ensuring there is plenty of time for interaction and conversation.

Handout 1

### THE MENTOR-MENTEE DYNAMIC

This is one way of 'picturing' what is happening in a mentoring relationship.

- The mentor brings the things on the left.
- The mentee brings the things on the right.
- The two interact with one another.
- Although things are rarely as straightforward as this, it does help to show the sense of progression or flow in a mentoring relationship.

Slide 20

### THE SPECTRUM OF MENTORING SKILLS

This slide offers a continuum from directive to non-directive. In a mentoring relationship it is important that we are primarily operating at the non-directive end of the continuum.

Slide 21



# MENTOR TRAINING SESSION

Slide 22

## THE SHAPE OF A MENTORING SESSION

This is another way of thinking of a time with your mentee.

- The diamond shape is flexible. So you may spend only a short amount of time in the top half, and longer on the lower half, or vice versa.
- The key here is to see movement in your time together.
- The mentor's role is to guide the flow of the conversation.

Slide 23

## POSSIBLE PHASES OF A MENTORING RELATIONSHIP

As you get to know someone better, the mentoring relationship may go through several phases.

1. High support and low challenge. This is the time of building relationship. If we go in too hard too soon the relationship may fail.
2. High support and high challenge. The relationship has developed, but the person still needs high support as they tackle some issues in their lives.
3. High challenge and low support. The mentee is increasingly able to take responsibility for his or her issues. There is need for support in this area.
4. Low challenge and low support. This may be time for the mentor/mentee relationship to end, or to find another area of operation.

This process operates on the 'micro' and 'macro' scale. You can see this at work in one session with a mentee as you seek to support and challenge. You can also see it at work over many months. Sensitivity is the key to being aware of the phases of the mentoring relationship.

100-110 MINS

Slide 24

## PRACTICALITIES

As we come to the end of the session, talk through the practicalities of how you will support them as mentors. We've listed a few things you could do on slide 24, but you will need to adapt this according to what you are offering. Be sure to point them to the list of resources on page 2 of the Guide for mentors. Even better, have copies of the various books for people to buy or borrow.

Assure them that you (as the leaders of the course) will be praying for the mentors, and will include them when you are praying for Growing Leaders more widely in the church's prayer life.



## Prayer

110-118 MINS

Take time to pray together for the course and for one another. You may want to do this as a large group or to break down into smaller groups so that people can pray for and with one another.



## And Finally

118-120 MINS

Be sure to thank everyone for coming. Let them know about the date of the next gathering, and be prepared for individual conversations after the session.

