



cpas

Making Mission Possible



GROWING LEADERS

- **Defining Mentoring**
- **Selecting Mentors**
- **Mentoring on Growing Leaders**
- **Resourcing Mentors**



MENTOR OVERVIEW

INTRODUCTION

Contents

Introduction	2
What is mentoring?	3
Some biblical pointers	4
How does this fit into the course?	5
Mentoring on GL	6
Mentoring skills	7
Caring for your mentors	8

For Help

Please contact us at:
CPAS
Sovereign Court One (unit 3)
Sir William Lyons Road
University of Warwick Science
Park
COVENTRY
CV4 7EZ
T. 0300 123 0780
E. growingleaders@cpas.org.uk
W. www.cpas.org.uk

Selecting Mentors

Mentors are part of Growing Leaders. It is possible to run the course without mentors, but experience shows that where mentors are provided people get much more from the course.

We are aware that finding the right sort of people to act as mentors may not be easy. To try and aid the process we've put together some ideas about mentoring, and about the role of a mentor on Growing Leaders.

There are a variety of resources:

- **Mentor Overview** This is the guide you're reading. In it we outline some basic information about mentors, how they work on Growing Leaders, and what to look for when selecting mentors for Growing Leaders participants.
- **Mentor training session** This is an outline of a training session you can run once people have agreed to mentor. There is a leaders' guide, PowerPoint and handouts.
- **Guide for mentors** Give this to each potential mentor so they can read it while thinking about whether or not to take on the role of a mentor.
- **Mentor bulletins** There are 11 of these, one for their first meeting and then one for each meeting after the sessions. They are available as pdf downloads.
- **Mentor review sheet** Please give copies to each mentor to help them reflect on their meetings with their mentees.

Where to Look

You may well have people in your congregation who would be great mentors, although they may have no previous experience. Alternatively you may need to look beyond your congregation. Ask other churches in your area if they know of appropriate people. If you're part of a denomination there may well be an established mentor scheme within your area. We've given further guidelines on how to ask people to become mentors (page 5).

Our Role, God's Role

In all of this we recognise that in God's economy he is 'the mentor' and we are 'sub-mentors'. It is not the mentor's job to take God's place in someone's life – the mentor is there to help the person see what God wants of them and for them. The mentor's desire is to 'present everyone fully mature in Christ', (Colossians 1:28)

For Further Information

If we can be of any help in clarifying both the role and the type of people you're looking for, please do let us know.



WHAT IS MENTORING

Myths of Mentoring

Mentoring has become more popular over the last few years. It is a much talked-about and much written-about topic. The danger is that a number of myths have grown up. Here are a few of them:

- **There is a perfect mentor** Mentors are human, therefore imperfect.
- **I must wait until a mentor asks me** You can seek out someone to mentor you.
- **I must wait until a mentee seeks me out** You can seek out people who you believe God is asking you to approach.
- **I must 'have it all together' to be a mentor** If we waited until we were 'all together' when would we start?
- **Mentoring is teaching and I'm not a teacher** Some aspects of mentoring can involve coaching, but that is not the same as teaching.
- **Mentoring is a fad** Mentoring has been around for a long time; the Old and New Testaments include a range of examples.
- **I don't have much to offer, besides the younger people know more and have done more than I have** Mentoring is not about solving people's problems for them. It is about asking questions to assist their thinking about their life and ministry. The ability to ask the right questions is a skill that develops with maturity, and is fundamental to mentoring.

Our Definition

Christian mentoring is a dynamic, intentional relationship of trust in which one person enables another to maximise the grace of God in their life through the Holy Spirit, in service of God's kingdom purposes, by sharing their life, experience and resources.

Therefore mentoring is more than two people spending time together. It is a dynamic relationship (it flows in both directions), with an intentional agenda (there is an end in mind), filled with meaningful content (combining theory and reality, thinking and practice), from one individual to another (understanding that one has resources and experience the other is eager to learn from).

The Mentoring Process

1. **Connecting** Building initial relationship, getting to know each other.
2. **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)
3. **Pursuing** Going after it together.
4. **Evaluating** How are we doing? Are we meeting our expectations? On track? Break needed? Carry on?
5. **Adjusting** Keeping going, making changes, transition and closure.

'It is an art which includes helping to discern the work of the Holy Spirit in our life, assisting in the difficult task of obedience to this work, and offering our support in the crucial life decisions that our faithfulness requires.'

Kenneth Leech



SOM BIBLICAL POINTERS

'Mentoring is not just the latest fad or buzzword. For the Christian it is rooted in biblical principles. Its current popularity stems from a need arising from Western society's extreme individualism and resulting lack of accountability.'

Stanley and Clinton

Biblical Examples

The Bible depicts some significant 'mentoring' relationships, such as Moses and Joshua (Deuteronomy 31:1-8), Samuel and Saul (1 Samuel 9:15-27), Elijah and Elisha (1 Kings 19:16-21), Eunice and Lois (2 Timothy 1:5), Paul and Timothy (1 and 2 Timothy).

Jesus moulded the lives of his disciples by sharing the whole of his life with them. He also related to different people with different levels of intimacy and frequency (for example John, James, Peter, the twelve, and the seventy-two he sent out), but throughout his public ministry he chose to invest an extraordinary amount of time in a few people.

Mark 3:13-14 records Jesus' pattern of identifying, investing and entrusting:

- Through prayer Jesus discerned the people in whom he should invest time: asking God to help us identify those with whom we should be spending time will prevent us from relying on personal prejudices. Prayerfulness will prevent us from choosing only 'people like us'.
- Jesus called those he wanted: no doubt he was accused of favouritism, but for the sake of many he invested in a few.
- Jesus appointed them to be with him: he was prepared to share his life with them, and this is at the heart of mentoring, a willingness to be open and share life together.
- Jesus sent them out for him: he entrusted them with his ministry.

It is also possible to see the Great Commission (Matthew 28) as the context for mentoring.

- **Go and make disciples** Mentoring is about helping people grow as disciples.
- **Baptising them** The people we mentor have committed themselves to Jesus Christ.
- **Teaching them to obey** Mentoring helps people learn and take action.
- **Everything I have commanded** Mentoring is based on the truth revealed in Jesus, the living Word.

Qualities of Effective Mentors

Makes the most of the potential in a person.

Encourages and builds up others through gifts and abilities.

Nurtures with patience, knowing that time and experience are needed for development.

Tolerates mistakes, brashness, abrasiveness and the like in order to see potential develop.

Offers perspective through vision and the ability to suggest the next steps that a mentee should take.

Responds with flexibility to people and circumstances.

Seeks first the kingdom of God.

(Taken from Leighton Ford Ministries, Mentor Training Seminar)



WHAT IS MENTORING

Overview

There are a number of different elements to Growing Leaders. Rather than simply being a way of gaining more knowledge about skills, Growing Leaders aims to provide a prayerful, caring and supportive context in which the participants can get to know one another well, be honest about life and leadership issues, and experience growth. This process is over a year, because as one participant put it: 'You don't change habits and character in a week'.

How to Select Mentors

- **Be prayerful** Obvious, but worth remembering. God may have some surprising choices lined up.
- **Be proactive** A general notice on Sunday asking for mentors isn't likely to get you the results you want. It will take time and energy to find mentors. Think through the list of skills identified in this guide and who would be the best people to fulfil this role. Don't worry if they haven't got mentoring experience, rather look for the right skills/character. A useful question to ask can be: 'Would I want this person to mentor my best friend?' If no, think again.
- **Be personal** If possible arrange a face-to-face conversation rather than an email or text message.
- **Be practical** It helps the potential mentor to know exactly what they are letting themselves in for. Give them the Growing Leaders 'Mentor Guide', and then discuss their role. You may even want to give them a copy of the Growing Leaders book so they can get a feel for the approach of the course.
- **Be positive** Be careful not to rule out people because you don't think they will be interested or have the time. Approach the best people possible, be positive about the impact their mentoring could have on course participants and what a great use of their time this would be. Be prepared for them to say no without that being a problem.

Practicalities

- The leaders of Growing Leaders are responsible for finding mentors, although this can often be done in consultation with course members who may well have suggestions on who to approach.
- Once identified, the leaders of the course are responsible for ensuring the mentors are properly briefed and resourced for their role. There are various materials to help with this.
- We suggest mentors meet with their mentees once a month. They could meet more often. It will stretch the viability of things if they meet less often. The session should last between one and two hours.
- The mentee is responsible for setting up the meetings, and ensuring the practicalities (venue, time, etc.).
- The mentor is responsible for direction and flow of the session, looking to discern from the mentee the most helpful content.
- We suggest the mentoring relationship begins soon after session 1, and concludes after session 10.

'Growing Leaders is not simply a skills-based course. It addresses the fundamentals of leadership development – call, character and community. The mentoring relationship can be a great aid to considering such areas of life and leadership.'

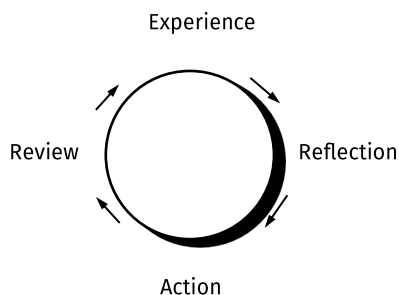
James Lawrence



MENTORING ON GROWING LEADERS

‘All biblical mentoring is “under mentoring”. Jesus Christ is the real and decisive agent in Christian mentoring. We cannot bring about change in our mentees, yet we can influence them to be changed by Jesus Christ.’

John Mallison



Aims

Mentoring aims to help participants integrate all they are learning through Growing Leaders into their discipleship of Jesus Christ and their leadership responsibilities wherever those might be. Growing Leaders is for both existing and emerging leaders. The latter may not yet have a specific leadership role. If so, part of the mentor's work with them may be to help them identify where they may take on leadership responsibility. The course recognises that as Christians we don't only exercise leadership when we gather as the church, but also in other parts of our life (home, school, workplace, community). So, a mentor needs to focus on the whole of the participant's life.

Objectives

There are four objectives for Growing Leaders mentoring:

- Ensuring participants see the links between their world and what they are learning.
- Helping participants evaluate the impact on their behaviour of what they are learning.
- Conducting a 'spiritual health check' for the participants to provide perspective on where they are in their relationship with God.
- Reviewing progress on the four projects that are part of the course, providing accountability and encouragement to fulfil them.

Role of Mentors

The mentor will come alongside the participant for the duration of the course (approximately ten months), creating a relationship of accountability in which the mentor promotes reflection and self-awareness.

There are four key elements in the learning cycle. The Growing Leaders mentor will provide a sounding board for the participant, mainly in the areas of reflection, action and review. (This is different from a skills-based coach who would give input and ideas on particular skills.)

The mentor will help the participant develop lifelong skills in self-awareness and development, leaving him or her with a set of disciplines that will help them throughout their life and that they can pass on to others.

For Reflection

- As you consider who to select as mentors it may help your decision if we define some of our keys to mentoring.
- 'Chemistry' (an immediate rapport) is valuable. But ultimately commitment is more important. The starting point is enough rapport to make the relationship work, followed by a commitment to the mentoring process. Successful mentoring partners may not share the same personalities, interests or even experiences.
- It is their life and not ours. The mentor is not responsible for the person being mentored. It is their life, they must decide what to do with it.
- A mentor's hindsight can be someone else's foresight. People remember the wise advice of mentors. Often, the mistakes mentors have made can be a valuable resource for the person they are mentoring.

MENTORING SKILLS

Introduction

We've listed below a number of core mentoring skills. Inevitably people won't be equally good at each of these skills, but they need to have a basic grasp of their importance within a mentoring relationship. Further insights and practical tips on each of these is given in the monthly mentor bulletins.

ASKING QUESTIONS

Asking the right questions – and asking them well – is a key skill for mentors. Their role is to 'hear' the people being mentored without passing judgement on them or trying to take responsibility for them – and without trying to 'mould them to their likeness'. This experience helps 'mentees' to relax and grow in confidence and trust. It helps them to be honest about their deeper feelings and thoughts. It enables them to perceive their world in a new way and to move forward.

TRUE LISTENING

When love motivates our listening, there is a commitment not only to grasp what is being communicated but also to discover the 'person behind the words'. True listening involves one's whole being striving to hear and understand the thoughts, feelings and meanings behind the words being spoken. It requires patience, humility, sensitivity, acceptance and alertness.

AFFIRMATION AND ENCOURAGEMENT

Most people lack sufficient affirmation (giving thanks for what has been) and encouragement (giving strength for what is to come). Leaders in particular can feel isolated and taken for granted. They may experience discouragement and opposition. An effective mentor offers the gift of affirmation not only for what is good, but also for the potential they see for the future.

PERSPECTIVE

From their 'outside' vantage point, mentors help people to see things in perspective. Factors influencing their viewpoint include distance, time, maturity, biblical knowledge, wisdom, experience and differences in personality and gifts.

CHALLENGE

Few leaders have relationships in which they are loved enough to accept genuine rebuke and challenge. Yet without honest feedback, direct challenge and loving rebuke few leaders will grow into the person God is calling them to be. Nor will they fulfil their leadership role in the most effective way.

PRAYING

Prayer is an essential part of good mentoring. We encourage mentors to pray for their mentee regularly, and to pray with her or him each time they meet.

A Word of Warning

After reading the above most people would feel inadequate for the task. That's normal. Each person will be better at some aspects of the list than at others. Mentors are not expected to be omni-competent, but simply to be open to the Spirit and willing to engage in each of these areas in ways that will serve the mentee. When inviting people to consider mentoring do be sensitive to their feelings on inadequacy and be affirming of what you see in them that has led you to ask them to consider being a mentor.

'The power of mentoring is in long-term investment not short-term gains.'

Martin Sanders



CARING FOR YOUR MENTORS

'A mentor is not someone who can do the work better than his or her followers. He or she is a person who can get their followers to do the work better than they can.'

Fred Smith

Suggestions

Here's a list of ideas of things to do to care for your mentors. No doubt you will come up with your own ideas. Please do send them to us and we will add them to future editions.

- **Email** Send an email following each session to the mentors. Tell them what you covered, how it went and any key issues that arose that it would be good for them to know about. You can also download a mentor bulletin that follows each session to attach to your email.
- **Mentor co-ordinator** If you have someone who is an experienced mentor within your congregation ask them to mentor the mentors. They can then keep in touch with the mentors regularly, run the training, gather them once a term for a review session and so on.
- **Review** At the end of each part of the course gather the mentors for a session to review how things are going. Ideally help them to reflect through good questions and small group work, provide them with a little input on a mentor skill, give them an overview of what is going to be covered in the next part of the course, and ensure you've addressed any difficulties that may have arisen.
- **Growing Leaders book** Buy all your mentors a copy as a resource for their mentoring experience (discounts are available for bulk purchases from CPAS).
- **Library** Create a library of the best mentor materials for people to borrow.
- **Course material** Provide each mentor with a copy of all the handouts so they know what the participant is talking about, and can even work through some of the materials themselves.
- **Evaluation** At the end of the course use the evaluation form to see how things went and what you can learn for next time.
- **Recruit** Often the best mentors for Growing Leaders are those who've been through it themselves, so after the first course be sure to invite some of the participants to become mentors for the next course you run.
- **Gifts** Just as you value those on the course, be sure to value your mentors. Send a small gift or note of thanks as you go through the course.
- **Take action** When you hear things aren't going well, or that a mentor is struggling with a particular issue, take action. Don't wait for them to come to you. See if there are ways you can be helpful. Occasionally this will mean stopping a mentor/mentee relationship. Do this in a way that enables each person to talk through what happened and to reflect what can be learnt from it.
- **Envision** Each time you are in contact with the mentors help them to see the big picture of Growing Leaders. It isn't simply about the leaders they meet, but ultimately about growing healthy churches so that more people may become disciples of Jesus Christ. Keep the vision clear.
- **Pray** Do keep praying for them in their role, and include them in the prayers of intercession at your services.

If we can be of any help please get in touch. Contact details are on page 2 of this guide.

