

Sample (Session Four) from *Leading With Mentoring*

This sample session is taken from the Learner's Guide, which every learner is required to obtain. The Instructor's Guide has the exact same content but also includes PowerPoint Slides, Exams, Leader's Notes and Instructor Tips for teaching each session.

Look For These Unique Design Features In This Session:

- Session Outline** – Listed on the first page to provide a brief overview.
- Objectives** – A primary educational objective, plus detailed supporting objectives for each main concept.
- Main Diagram** – Each module has a main diagram to provide a “You Are Here” visual for the learner.
- Diagrams & Boxes** – Many diagrams and visuals to enhance and support the teaching concepts.
- Bolded Key Points** – The key points are bolded in a concise way for the Instructor and Learner to easily grasp the essential concepts.
- Outline Format** – All sessions use an easy-to-follow outline format to make the lesson easy to teach and easy to learn.
- Point to Ponder** – Summary or climactic thoughts placed in a shaded oval area to provide emphasis or interaction.
- Group Application** – Every session has a Group Application at the end for small group activity, interaction, and assessment.
- Discussion Questions** – Further questions for discussion and reflection.
- Appendices** – Added material to study the topic further or provide assessments and resource tools.

Leading With Mentoring

Contains Seven Sessions

Teaching Sessions

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There are seven sessions in *Leading with Mentoring* module. The circled session shown above is printed in this book to provide a sample for you.

SESSION OUTLINE

A. Six Stages in the Mentoring Process.

1. Inspiration: Get the proper perspective.
2. Investigation: Match needs to resources.
3. Initiation: Agree on a specific plan.
4. Impartation: Mentor shares skills and principles.
5. Imitation: Mentoree adopts and adapts.
6. Iteration: Mentoree reproduces.

B. Mentoring Requires Structure.

1. The need for structure in the mentoring process.
2. Structure leads to desired growth.
3. The mentoring agenda.
4. The mentoring agreement.

C. Mentoring Cautions.

1. Mentoring across gender.
2. Mentoring minors.

D. Why Mentoring Relationships Fail.

1. Poor direction.
2. Poor planning.
3. Poor chemistry.
4. Poor preparation.
5. Poor starts and endings.

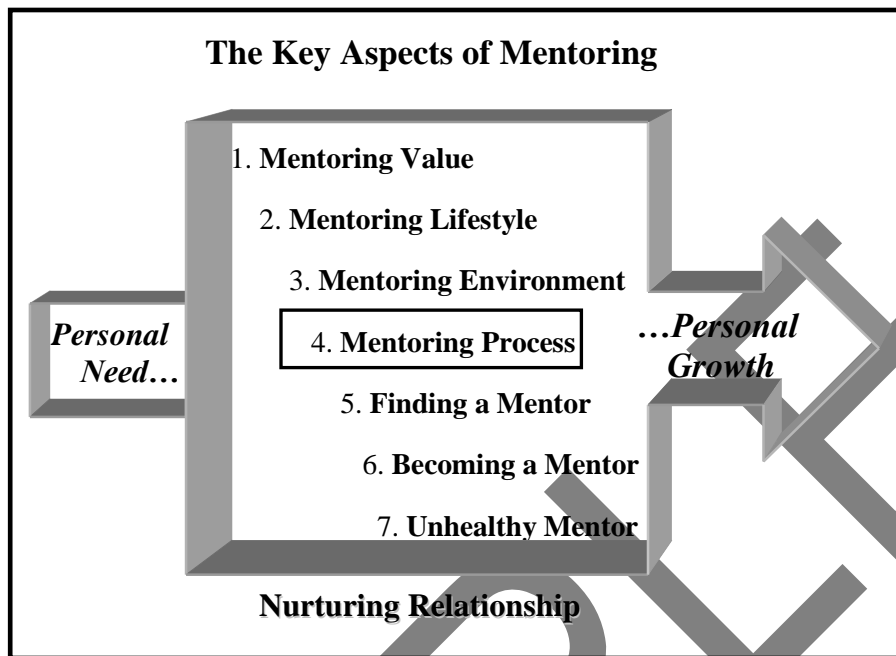
SESSION OBJECTIVES

Primary Objective:

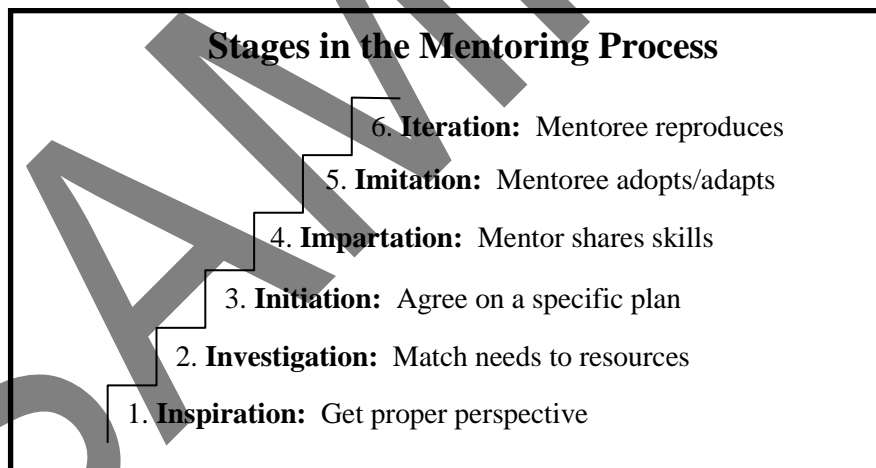
To fully understand the mentoring process so ministry leaders can engage in successful and rewarding mentoring relationships and help others do the same.

Supporting Objectives:

- A. Participants will be able to describe the six stages in the mentoring process.
- B. Participants will be able to describe four aspects of bringing structure to mentoring relationships.
- C. Participants will be able to describe two caution areas in mentoring relationships.
- D. Participants will be able to identify five key reasons why mentoring relationships fail.



A. Six Stages in the Mentoring Process.



1. **Inspiration:** Get the proper perspective.

- We acknowledge all growth-centered relationships will be three-way relationships—between God and at least two others (mentor and mentoree).
- We acknowledge that we can produce no deep-lasting impact on one another (Jn 15:1-7), but God can through us.
- Prayer and discernment is key here. Readiness for mentoring flows out of being, fullness of the Spirit, and our giftedness.

2. **Investigation: Match needs to resources.**

- The focus is on possibilities. Does the possibility even exist for a relationship? Do the needs and the resources match?
- This stage investigates the right personal chemistry, a match between the right resources and timing. It precedes a formal agreement stage.
- The “sizing up” process may occur at a distance, or without words spoken between the potential mentor and mentoree.

3. **Initiation: Agree on a specific plan.**

- Mentoring becomes intentional. Participants commit to an approved plan in writing called a Mentoring Agreement or “Contract” or “Covenant.” (What the relationship is called is not half as important as having an intentional plan.)
- During this stage, specific issues of expectations, needs, time/dates, materials, closure, etc. are discussed at length.

Note: Concerning the Initiation Step

Many women have commented that the mentoring “agreement/contract” approach to mentoring is “too masculine,” or “too mechanical,” and makes no room for exploring one’s natural styles.

What the relationship is called is not half as important as having an intentional plan. The point of this process is to ensure accountability and something to measure against. If one participant fails to deliver on his end of the relationship, then the agreement will serve as a means of evaluating and getting back on track.

4. **Impartation: Mentor shares skills and principles.**

- Participants meet to pursue the goals. Mentoring is not just “hanging out” together, but rather “time spent with purpose.”
- Impartation also suggests there should be preparation and materials exchanged in the mentoring relationship. In this way mentoring is not vague, but based on real materials, resources, experiences, and assignments.
- Examples of some ways to pass on life and resources: telling planned stories, offering books, interesting articles, websites, self-audit tests/assessments, assignments, coaching sessions around important skills, etc.

5. Imitation: Mentoree adopts and adapts.

- The mentoree begins to demonstrate they have adopted and adapted practices and principles of the mentor.
- This principle is repeated throughout the New Testament as the “Follow me Principle.” Paul says: “Follow me AS I am following CHRIST.” A Christian mentor should be able, in many ways, to make the same invitation.

How to Measure Mentoring Progress

Since influence can be measured, the mentor/mentoree goals are critical to knowing how the progress is going. Suggested ways to conduct measurement include:

- keeping files on the mentoree’s goals
- asking for verbal/written report or reflections
- asking the mentoree to keep and share (appropriate) entries from a mentoring journal
- providing skill tests
- observing the mentoree during the completion of a task he is trying to master
- asking the mentoree’s friends and family for feedback, etc.

6. Iteration: Mentoree reproduces.

- The word “iteration” simply means “to repeat.” The Iteration Stage is all about repetition, multiplication, and reproducing. The mentoree is now encouraged to become a mentor.
- The New Testament knows nothing of disciples who enjoy the blessing of transformative experiences but who do not share these blessings with others (2Ti 2:2).

Point to Ponder

The New Testament mandate is to reproduce what you have been given:

And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others.

2Tim 2:2

B. Mentoring Requires Structure.

1. The need for structure in the mentoring process.

a. Mentoring is a natural relationship.

Mentoring works because it is a natural relationship. People naturally desire to help others grow to reach their God-given potential. However natural, it does not mean that this relationship is without structure, rules, and principles.

b. Even natural relationships need some structure.

A father/son relationship is natural, but if time is not scheduled to spend quality time, such a relationship will suffer, or fail to reach optimal fulfillment.

c. Mentoring relationships need structure for results.

If an informal father/son relationship needs some structure, how much more a mentoring relationship. Mentoring is assisted by making decisions about the kinds of goals, experiences, and resources participants would like to share.

2. Structure leads to desired growth. [See Appendix 4A]

a. Structure means accountability.

Many people are uneasy with the thought of mentoring relationships because they seem “unnatural” or “mechanical.” This is because a structured relationship means an accountable relationship.

b. Accountability means vulnerability.

For those who have never had the opportunity to have people cheer them onward in their growth, there is almost a fear of manipulation, control, and/or abuse. It creates vulnerability.

c. Accountability leads to growth.

Mentors tend to keep conversations on target and many times require agreements (or contracts) because they want to keep the main thing the main thing, achieving the desired growth.

Point to Ponder

Structure in a mentoring relationship is not about a contrived relationship. It is about going beyond having a “good time” to having a “growth time.”

Howard Hendricks

3. The mentoring agenda.

a. **The agenda is a plan or road map.**

An agenda is a statement of purpose, and a plan for achieving it. It helps the mentoring process to focus activities, clarify expectations, and measure progress.

b. **The agenda must be clear.**

The clearer you are about where you are going and how you are going to get there, the faster you will tend to arrive at your goals and the fewer problems you will tend to encounter on the way. You must have a clear agenda.

c. **The mentoree defines the agenda.**

The mentoree should set the agenda; the more he defines what his objectives are, the more he will learn from the process and the more productive the mentoring will be.

d. **The mentor improves the agenda.**

The mentor allows the mentoree to determine the agenda, but suggests improvements. Allow the mentoree to learn from mistakes, while helping build success in his plans.

4. The mentoring agreement. [See Appendix 4B]

a. **The agreement combines the agenda with expectations.**

A learning agreement is a statement of the agenda and expectations of both mentor and mentoree. The nature of the relationship and the type of growth involved will determine which it should be.

b. **The agreement creates the boundaries.**

Even informally, if a relationship is going to be intentional, it is best to have a clear statement as to what the purpose of spending time together is, what to prepare for, and what the time limitations and boundaries are to be.

c. **The agreement protects us from memory loss.**

Think of an agreement being needed because our memories fail, not necessarily because of lack of trust – i.e. “I thought you were going to such and so.” “I never said that, I never agreed to that!” Better to put it in writing.

Point to Ponder

We make written contracts or agreements not because we don't trust one another, but because our memories fail.

Dr. James Dobson

C. Mentoring Cautions.

1. Mentoring across gender.

- This can be an extremely risky proposal and not many should engage in this type of mentoring. High levels of discernment and maturity are very important.
 - If it is to take place, spousal permission and accountability are essential, and all parties should be involved in the mentoring agreement and goals.
 - Cross-gender mentoring is best done in groups, and meetings should only be in well-trafficked public settings and times, where passer-bys are most likely to know most members of the mentoring program.
 - Context and topics should be restricted to skills and should avoid gender-sensitive issues such as sexuality, intimacy, loneliness, co-dependency, etc.
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2. Mentoring minors.

- Mentoring minors can also be a risky proposal and thus, written parental/guardian permission and accountability are essential. All parties should discuss the plans in great detail.
 - Occasional times of three-way visiting should be scheduled, where mentor, mentoree, and parent(s)/guardian are together or in conference about the process, progress, and concerns.
 - The ideal setting is when you meet as part of the organization's natural plan and setting, e.g. after school programs or church sports, etc.
 - Unfortunately, the relationship should be structured as if it had to be defended in court, i.e. document all plans, keep signed documents, and make reports to parents and your supervisors or mentors.
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Point to Ponder

If you are unsure of a requested mentoring relationship, it is best to refer the person to someone else.

D. Why Mentoring Relationships Fail.

1. **Poor direction.**

Without a target, you can't hit the mark. Mentoring requires a clear goal and direction – otherwise no one will know whether the process is progressing toward satisfaction.

2. **Poor planning.**

When participants fail to outline a plan of what they want, when they can get it, and how it will be accomplished, they will be guaranteed missed expectations, poor communication, disappointment and confusion.

3. **Poor chemistry.**

You might not get along well with a mentor/mentoree due to personality differences, likes/dislikes, and/or the discomfort that often comes with accountability. It is crucial to plow through rough spots in love by keeping the end goal of growth in mind.

4. **Poor preparation.**

A lack of preparation will kill a good mentoring relationship. If participants take a casual approach to teaching or “homework” assignments, soon the clear message will be, “this is not very important,” and commitment will begin to erode. Participants must protect the relationship through mutual high commitment.

5. **Poor starts and endings.**

One of the surest ways to stumble at mentoring is to have an unclear plan to begin and end. A mentoring relationship that lasts forever is impractical for most. It might be better to ground the mentoring experience in a series of evaluation points, allowing each participant an opportunity to end the formal relationship.

Pitfalls that Harm Mentoring Relationships

[See Appendix 4C]

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|------------------------------|------------------------|
| 1) Unrealistic Expectations. | 5) Envy. |
| 2) Unfulfilled Expectations. | 6) Lack of Motivation. |
| 3) Over-Control. | 7) Lack of Closure. |
| 4) Over-Commitment. | |

Group Application

A Mentoring Agreement

Assume that someone you have eagerly desired to have as a mentor in your life is considering the possibility of committing to a one-year mentoring plan. Prepare a Mentoring Agreement to include the following (as detailed in Appendix 4B):

1. Participants:
2. Desired Purpose:
3. Specific Goals:
4. Mentoring Period:
5. Meeting Environment:
6. Assignments:
7. Field Activities:
8. Checkpoints:
9. Expectations:
10. Boundaries:

Discussion Questions for Session 4

1. How will understanding the six stages in the mentoring process help you be better equipped for mentoring?
2. What has been your experience with including structure in a mentoring relationship? How would the inclusion of a mentoring agreement help your future mentoring effectiveness and attitude?
3. Describe some of the experiences you have had or seen related to the problems, pitfalls, and cautions associated with mentoring. How can you implement what you've learned to improve your results?

APPENDIX 4A

Suggested Guidelines for Mentoring

1. **Christian.**

- Choose a Christian mentor. The Bible is clear about getting council from ungodly people: *Blessed is the man who does not walk in the counsel of the wicked* (Ps 1:1).
- Choosing a non-Christian mentoree, on the other hand, is a good idea if the Holy Spirit is opening the door. It may be the only Godly council this unbeliever will ever get.

2. **Correction.**

- There will always be need for correction in a mentoring relationship. How and when to communicate this is important to avoid miscommunication and strife.
- Establishing criteria for correction early on in the relationship will allow the mentoree to anticipate it, and thus be challenged to respond maturely instead of defensively.

3. **Confidentiality.**

- Some people care about confidentiality, some people don't, and most people are in between. Mentoring relationships must honor each person's feelings about confidentiality.
- As with correction, it is important early on in the relationship to establish confidentiality criteria, freeing each other to speak openly without the fear of gossip.

4. **Course of Action** (Housekeeping Tips).

The following items will help you in your mentoring practices:

- Create a written mentoring agreement (allow the mentoree to create the draft).
- Begin the mentoring relationship with a clear plan for closure (defined in agreement).
- Don't add anything to the plan once it's agreed upon (unless formally decided together).
- Set dates to meet and agree on times to start and end mentoring sessions.
- Supplement discussions with prepared materials and assignments.
- Maintain a record of discussions, with key topics and questions.
- Keep a file record of each separate mentoree.
- When apart, keep lists of items you want to discuss in the future.
- Plan "check ups" and evaluations throughout the experience.
- Make sure the mentoree knows you are keeping track of decisions and growth goals.
- Be honest and address unworkable dynamics.
- Keep others (spouse, etc.) informed of progress (to prevent ill will).
- Conduct a closure session (even if renewing for another period).

5. **Closure.**

- "Beginning with the end in mind" applies to mentoring. Closure of the mentoring experience has to do with bringing a mutually satisfactory end to the formal relationship.
- A happy ending begins with setting realistic time limits for the relationship, and being flexible enough to have exit points where both parties can leave without bad relations, but also open doors to continue if mutually desired.

APPENDIX 4B

Sample Mentoring Agreement

1. **Participants:**

David Smith (mentoree) and Pastor Steve Jones (mentor).

2. **Desired Purpose:**

The purpose is for David to observe, interact, participate, and learn from Pastor Steve on how to be a more effective soul winner in preaching ministry and in daily lifestyle.

3. **Specific Goals:**

- To learn more effective evangelistic pulpit sermon/message delivery.
- To become more effective at relational soul winning.
- To be become more effective at public event/crusade evangelism.

4. **Mentoring Period:**

For 12 months, March 1 of this year – February 28 of next year.

5. **Meeting Environment:**

- We will meet for one-on-one discussions the first Thursday morning of each month from 10:00 – 12:00, followed by lunch.
- We will have an email exchange once each week during the weeks we are not meeting. David will provide questions to Pastor Steve related to the agreed upon goals and provide him feedback on the assignments.
- David will be required to sit under Pastor Steve's preaching each Sunday and also participate with him in selected outreaches (see "Field Activities" below).

6. **Assignments:**

- We will read and discuss four books on evangelism (including books on intimacy with God, power evangelism, relational evangelism, and evangelistic messages). David will also write a one-page bulleted report on his lessons learned from each book.
- David will observe, analyze, and write a two-page review on three of Pastor Steve's pulpit based evangelistic messages (at any location).
- Pastor Steve will observe David give a pulpit-based evangelistic message on two occasions and provide feedback. He will also evaluate two audio taped messages by David.

(continued)

Sample Mentoring Agreement

7. Field Activities:

- David and Pastor Steve will participate together on two local related outreach efforts planned in July and October.
- We will also travel together to Uganda in January to participate with a national pastor in an evangelistic crusade.

8. Checkpoints/Progress Evaluation:

David and Pastor Steve will have three checkpoints during the year, in May, October, and February. Pastor Steve will give oral and written feedback on David's progress. These evaluations will be held during the normal monthly meetings.

9. Expectations:

- David is responsible for all his expenses for activities and travel (estimated Uganda expense is \$2000).
- David can call Pastor Steve once each week, preferably on Thursday mornings on the non-meeting weeks. Pastor Steve prefers not to receive mentoring calls on his day off (Monday).
- David will be prepared each week by reading all assigned material, preparing questions, and completing assigned tasks.
- Pastor Steve will respond to David's questions and give constructive feedback on David's efforts and performance.

10. Boundaries:

- All matters described and emailed will be kept confidential, unless specified to be freely shared with others, such as evangelistic techniques, etc.
- David will not press beyond the appointed times and events to infringe upon Pastor Steve's other responsibilities and family life.
- This time intensive mentoring experience will conclude at the end of February.

We commit to this agreement on (date) _____.

Mentor

Mentoree

APPENDIX 4C

Pitfalls that Harm Mentoring Relationships

1. Unrealistic expectations.

- Unrealistic expectations can go both ways. You can expect more of your mentor than they are capable of delivering, and they may demand more of you than you are capable of performing.
- Clarify expectations up front; talk openly about relational expectations and do it early on when setting the agenda and agreement.

2. Unfulfilled expectations.

- Even when your expectations are thoroughly realistic and mutually agreeable, sooner or later you are bound to be disappointed in your mentoring relationship; there may be times when your expectations will not be met.
- Broken promises, violation of principles taught, etc., can cause disillusionment on both sides. On one hand, don't let it stifle the relationship, on the other, don't excuse it. Ultimately, forgive and get over it and move on.

3. Over-control.

- Mentoring is about influence, and influence is about power, and power can easily be misused and abused. Using your influence in a mentoring relationship to accomplish your agenda will lead to over-control.
- It is vital to keep a posture of servant leadership and continuously be sensitive to the insidious nature of over-control. Jesus is the only One who is to have complete control of our lives.

4. Over-commitment.

- A mentoring relationship can be draining and exhausting if not handled properly due to over-commitment. A demanding mentor or mentoree can overextend commitment levels to the point of ruining a good thing.
- Time, energy, and mental effort are all precious commodities that must be kept in balance in a mentoring relationship in order for it to have any longevity.

(continued)

APPENDIX 4C (Continued)

Pitfalls that Harm Mentoring Relationships

5. Jealousy.

- It is thrilling to watch a mentoree develop and become successful, knowing that you've contributed to his growth. Yet it can be unnerving for some mentors who are threatened when their mentorees pass them by.
- It is hard to see someone surpass us, no question about it. But envy is like poison to a mentoring relationship. Instead Jesus modeled for us a desire for his mentorees to do bigger and better things than He had done (Jn 14:12).

6. Lack of motivation.

- Mentoring relationships can stagnate and lose their energy. Due to a lack of motivation on either part, time together may become boring and unproductive with conversations "chasing rabbits" instead of staying focused.
- The answer is not motivation through rewards, guilt, or coercion, but seeking to tap into what motivated the relationship in the first place. If it can't be recaptured, it might be time to end the mentoring relationship.

7. Lack of closure.

- Some mentoring relationships will last a very long time, others not so long. Either way, there will probably be a time to close, allowing the work to be sealed with a permanent and positive impression.
- Saying goodbye is never easy, but hopefully both parties will sense the ending at the same time. It is crucial to not undo any of the positive progress in the mentoree and thus bring proper closure to the relationship.

— *Notes* —

SAMPLE