The Day ahead…

- Introductions
- Protocol
  - Restrooms and breaks
  - Cell phones on silent please 😊
- Purposes of Mentor Training
  - Understand the purpose and role of mentoring both as a biblical concept and as a resource tool for elders and churches.
  - Learn about specific mentoring skills and understand issues of confidentiality, boundaries, and sources of support.
  - Learn what a mentor does in order to gain confidence in undertaking this role.

The Idea Of Mentoring

Two Definitions of a Mentor

1. One who establishes a relationship with another and helps him or her learn by sharing experiences and God-given resources while they journey through life together.

2. One who practices the art of growing a friendship in which the love shared in the relationship allows for the establishment of effective accountability.

Biblical Concept

- 1 Corinthians 3:9 - “For we are labourers together with God…”
- 2 Corinthians 1:4 - God comforts us and then uses us to comfort others.
- Colossians 1:28 – challenge to help present every man “perfect in Christ Jesus”.
- Titus 2:3-5 - Aged women teaching the younger women.
- Hebrews 10:24 – “And let us consider one another to provoke unto love and to good works.”

Ephesians 4:16

“From whom the whole body fitly joined together and compacted by that which every joint supplieth, according to the effectual working in the measure of every part, maketh increase of the body unto the edifying of itself in love.”
Biblical Examples
- Acts 9:27 – Barnabas accepts Paul and presents him to the other disciples.
- Acts 18:26 - Aquila and Priscilla expounding the way of God “more perfectly” to Apollos.
- 2 Timothy 2:1-2 - Paul counseling Timothy and telling him to teach others also.

Biblical Basis in the Gifts of the Body
- Ephesians 4:11-12
  “And he gave some, apostles; and some, prophets; and some, evangelists; and some, pastors and teachers; for the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ.”
- Romans 12:8
  “Or he that exhorteth, on exhortation…”
- 1 Corinthians 12:28
  “And God hath set some in the church, first apostles, secondarily prophets, thirdly teachers, after that miracles, then gifts of healings, helps, governments, diversities of tongues.”

The Look Of Mentoring

Types of Mentors
- There are different types of mentoring for different purposes:
  - The Mentor Discipler
  - The Mentor Coach
  - The Mentor Counselor
  - The Mentor Teacher
- Some relationships will be more formal, some more informal...the common, agreed-upon purpose of the relationship between the parties involved is the important thing.

Mentoring Purpose
- To help others achieve personal spiritual growth and enhance relationships.
- To support couples and individuals as they go through the transitions of major life events such as marriage, parenting, baptism and early Christian walk, etc.
- To provide support with general issues such as singleness, marriage, parenting, grief & loss, etc.
- To help those dealing with specific sin issues such as alcohol, pornography, etc.

Mentoring vs Mentoring Program
Different churches will have differing needs for the level of formality and structure.
Often Mentoring programs are a blend of several different variations.
There can be both distinction and overlap among these three roles:

- Elder
- Mentor
- Clinical Counselor

**Basic Roles in a Formal Program**

- **Elder/Lead Minister**
  - Initiates communication with the church.
  - Sets mentoring standards and guidelines.
  - Oversees discussion about program's effectiveness.
  - Needs to be informed in certain situations.
- **Program Coordinator**
  - Assumes some of the organizational responsibilities from the elder at his direction and consultation.
  - Coordinates and monitors mentoring relationships.
  - Lead contact with ACCFS.
- **Mentor**
  - Conducts mentoring relationship within recommended guidelines.
  - Keeps Program Coordinator apprised of relationship.

**Counselor Role**

- Counsel should be provided by licensed mental health professionals or discipleship counselors in areas beyond the scope of basic mentoring.
- Can diagnose and treat mental health conditions such as depression or anxiety.
- Can help people develop proper coping skills to work through life's challenges.
- Can help people work through more intense emotional issues and relationship problems.

**The Principles Of Mentoring**

- Commitment
  - Relationships take time and energy.
- Clarity
  - Specific goals and expectations will give purpose.
- Change
  - Homework or practice should track progress toward goals.
- Personal integrity and biblical soundness combined with Godly wisdom and spiritual maturity. *1 Timothy 3*
- A strong commitment to prayer and self-examination.
- A genuine love for people and concern for their welfare, with pure motives (not a curiosity seeker).
- Patience, tolerance, forbearance, and empathy (ability to 'feel with' someone).
- Willingness to give the time needed to invest deeply in the mentee's life.

**Principles for Mentoring Relationships**

- Commitment
  - Relationships take time and energy.
- Clarity
  - Specific goals and expectations will give purpose.
- Change
  - Homework or practice should track progress toward goals.
- Those who are properly mentored will usually want to pass what they have learned to others and make mentoring self-perpetuating.

**Key Mentor Characteristics**
Key Mentor Qualifications
- Be of the same gender (couples support couples).
- Ability to maintain confidentiality.
- A commitment to give loving and honest feedback in order to hold the mentee accountable.
- Willingness to grow and learn throughout.
- Respect and support for the authority of the Word, the church and its four pillar mission.
- Awareness of church history, culture, and dynamics where necessary.

Mentor Myths
- Mentors must be OLD!
- Mentors must be PERFECT!
- Mentors must have ALL the answers!
- Mentors only hold someone accountable!
- Mentoring is only for people with problems!
- Believing these myths can cause us to avoid the opportunities God has given us!

The Skills Of Mentoring

Four Key Areas of Functioning
1. **Spiritual**
   - Sin issues; distortions in viewing God; theological misunderstandings and lack of knowledge about the Bible; issues involving the church, elder, and/or ministers.
2. **Physical**
   - Biological and neurological functioning including physical health, brain function, IQ, family history, genetics, etc.
3. **Psychological**
   - Thinking patterns; mental and emotional struggles (ie grief) and disorders (ie clinical depression); life experiences; personality.
4. **Relational**
   - Difficulties in relating to other people; dysfunctions in families or other groups; accountability; mentoring; social isolation.

Levels of Intervention

<table>
<thead>
<tr>
<th>Normal Life Transitions &amp; Stress</th>
<th>High Stress &amp; Difficulty Coping</th>
<th>Clinical Symptoms</th>
<th>Severe Problems</th>
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<tr>
<th>Bible study, Prayer, Church</th>
<th>Physician/Wellness Activities</th>
<th>Social Support Network, Mentoring, Accountability</th>
<th>Licensed Counselor, MD for Psy-Meds, Psychiatry, Specialty Clinic, In-patient, Lawyer</th>
</tr>
</thead>
</table>

Spiritual View of Mental Health
- Complex beings made up of physical, psychological, relational, and spiritual components.
- Each part can be affected by separate factors.
- Needs of each part assessed accordingly.
- May require a combination of medical, emotional, relational, and spiritual interventions.
- Think “Both-And” instead of “Either-Or”.

Normal Life Transitions & Stress
- Births, Deaths, Moves, Marriages, Work, Changing Jobs, Holidays

High Stress & Difficulty Coping
- Ex. Health Issues, Maternal Problems, Child Behavior Problems, Discouragement

Clinical Symptoms
- Ex. Depression, OCD, Panic, Marital Conflict, Substance Abuse

Severe Problems
- Ex. Severe Depression, Eating Disorder, Severe Marital Discord
Confidentiality & Privacy

- Be able to keep names, session dates, and issues in strictest confidence.
- Be willing to share with an elder when necessary.
- It is necessary to report or elevate the situation when these issues become apparent:
  - Physical, emotional, or sexual abuse
  - Suicidal thoughts
  - Physical harm to self
  - Threats of bodily harm to another
  - Abuse, neglect, or financial exploitation of the elderly

Support for the Mentors

- Do not forget about yourself!
- When you need support:
  - Consult with the elder.
  - Consult with other mentors in peer group.
  - Consult with the counseling staff at ACCFS.
- Do not forget the threefold relationships of the Body.

Key Mentor and Mentee Boundaries

Ensure Mentee Retains Ownership of Problems
- It is not the mentor’s task to solve the mentee’s problems.
- Avoid allowing the mentoring relationship to get to a point where the mentee is overly dependent on the mentor.
- Avoid becoming overly involved in the mentee’s problems so that it begins to interfere with your own life in a detrimental way.

Maintain Appropriate Boundaries
- Maintain healthy priorities within your life and be aware when these priorities start to slide (remember God and family come first!).
- Be honest about what is sustainable.
- Avoid sessions alone with the opposite gender.
- Respect each other’s time limits and commitments.

Knowing When to Help

Galatians 6:2 “Bear ye one another’s burdens, and so fulfill the law of Christ.”

Galatians 6:5 “For every man shall bear his own burden.”

- “Burdens” in verse 2 is referring to heavy weights someone cannot carry alone – like a boulder.
- “Burden” in verse 5 is referring to cargo or a person’s daily load or knapsack – personal responsibility.
- When we take on another person’s personal responsibility, we either (1) enable them in an unhealthy way or (2) we become emotionally “on the hook” for their choices, or both!

Unhealthy

1. I fix, protect, rescue, control, and carry their feelings.
2. I feel tired, anxious, and fearful.
3. I am concerned with finding the solution, answers, being right, and details.

Healthy

1. I encourage, show empathy, share, confront, and am sensitive.
2. I feel free and am aware I have choices.
3. I am concerned with relating person-to-person and the person I care for.

Unhealthy

4. I may put my sense of worth in the outcome of the individual.
5. I feel responsible for the other person’s behavior and choices.
6. I can’t stand to see the other person make a mistake. I can’t let go.

Healthy

4. I am a helper and/or guide.
5. I expect the person to be responsible for himself/herself and his/her own actions.
6. I encourage and support, but recognize experiences (even mistakes) are sometimes the best teachers.
Knowledge Deficits:  
1. If someone has lack of knowledge, we provide them with accurate information.  
2. Knowledge provides them with the "Why."  
3. They have an “Ah-ha! Now I get it” experience.  
4. After internalizing this new information, they can then start acting on this new information and improve their situation.

Skills Deficits:  
1. Individuals may or may not realize they have a skills deficit.  
2. They may know they need to do something differently, but not know how.  
3. They may believe they are, in fact, doing what they are supposed to do.  
4. Teaching individuals skills gives them the “How.”

Knowledge vs. Skills Deficits

1. Husbands love your wives according to knowledge.  
2. Wives respect your husbands.  
3. We need to forgive.

Examples in Marriage

1. The husband is taught active listening skills and to “reflect back” to his wife what she said.  
2. The wife asks several wives for ideas about how she can show respect to her husband; she tries three ideas per week.  
3. A person dealing with hurt goes through the Choosing to Forgive Workbook along with a mentor.

Turning Knowledge into Skills

2. Repetition – practice makes perfect!  
3. In-vivo experience – using the skills in the “heat of the moment.”  
4. Feedback, Tweaking, Retrying – helping people understand they will need to try, try again, and try yet again!

Examples:

1. Ask the person to tell you step-by-step how they would approach a situation.  
2. Role-play as needed.  
3. Go through a workbook (Yes, that means filling in all the blanks) with others is often very effective.  
5. Expect setbacks, but don’t accept lame excuses.

Knowledge vs. Skills

Stages Of Change

Matching Interventions to Personal Readiness

1. Pre-Contemplation

Characteristics of this Stage

• No consideration to change.
• Lack of motivation to change.
• Low self-efficacy (i.e., the person may not believe that they can actually change).
• Lack of information
• Contentment with the “status quo.”
• “This isn’t even on my radar.”

Helpers can…

1. Establish rapport and build trust.
2. Offer factual information about the problem.
3. Explore pros/cons of continuing on the road they are on.
4. Discuss the effect of the negative consequences they are experiencing.
5. Express concern and keep the door open.
2. Contemplation

Characteristics of this Stage
- Active consideration to change.
- Ambivalence/indecision.
- Self re-evaluation.
- External motivation.
- Person starts considering the pros/cons or risks/benefits of changing.

Helpers can...
1. Encourage the person that feeling ambivalent is normal.
2. Emphasize the person’s free choice, responsibility, and ability to change.
3. Help the person to see change as having internal as well as external benefits.
4. Help the person “tip the scale” toward change by helping the client focus on his/her own true values and goals.

“I know I need to change someday…”

4. Action

Characteristics of this Stage
- Active change is occurring, but the person hasn’t reached a stable state yet.
- Behavior is goal directed.
- Active response to challenges.
- Willingness to experiment and learn new skills.

Helpers can...
1. Assist the person by focusing on reinforcing positive change.
2. Support a realistic view of change through small steps.
3. Acknowledge the difficulties of beginning a change.
4. Help person identify high-risk situations and plan for them.
5. Assist the person in finding coping strategies.

“I will adapt and overcome challenges…”

So, what does this mean for helpers?

- Change is not a simple yes or no decision
- The people you are trying to help are at various points (stages) along a continuum of readiness to change.
- Typically, an individual doesn’t skip stages; although the time spent in each stage by different people can vary widely.
- Ways to help an individual are different depending on what stage he or she is in.

- If someone is in Pre-Contemplation, it does no good to ask them to start an Action program tomorrow!

3. Preparation

Characteristics of this Stage
- There is a commitment to act.
- The person is seeking a window of opportunity to do it and how.
- Cognitive reframing.
- Internal motivation.
- Person is willing to take a risk and try something.

“I will change when I have the opportunity…”

Helpers can...
1. Help the person clarify their own goals and strategies for change.
2. Offer a menu of options of ways to begin.
3. Help person enlist social support.
4. Consider the barriers to change and help the person lower them (finances, child care, transportation, work, etc.).
5. Discuss a change plan.

5. Maintenance

Characteristics of this Stage
- The person is working to prevent relapse.
- As time goes on, they becomes less tempted.
- Re-evaluation.
- Setting long-term goals.
- Continued development of new skills.
- Open to feedback.
- “How do we make this change sustainable?”

Helpers can...
1. Help the person identify new and healthy sources of pleasure (i.e., “don’t take something away without adding something”).
2. Help the person practice new coping strategies.
3. Develop a “fire escape” plan in event of relapse.
4. Maintain supportive contact.
5. The person needs to think about how s/he becomes part of the solution.

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Mentoring Skills

Supporting
Attending
Leading
Influencing
Listening
Teaching
Confronting
**What to do in Crises…**

- *Ministry of Presence... be there and listen.*
- Communicate with others who may be able to help.
- Encourage to focus on the true issues.
- Encourage action where you can.
- Work towards acceptance of the unchangeable.
- Watch for warning signs
  - Depression
  - Anxiety
- Refer when necessary
  - Refer someone appropriately, not apologetically.
  - “Do you think we maybe need to bring someone else in to help?”

**Mentor Role**

- Establish the mentoring relationship
  - Build trust and rapport (might take a couple of meetings).
  - Agree on meeting frequency and communication methods.
- Establish goals and commitment level
  - Determine responsibilities/expectations of each party.
  - Think about sustainability when establishing goals.
- Assess the issues/spiritual well-being
  - Listen... and listen some more…
  - Ask leading questions, not ‘yes/no’ questions.
- Encourage change through follow-up assignments
  - Seize teachable moments whenever possible.
- Evaluate progress
  - Be willing to change the course of action if needed.
- Offer support
  - Balance support with holding the mentee accountable for action.

**Mentee Role**

- Prayer
- Commitment to the relationship
- Key Responsibilities
  - Be prompt.
  - Be open, teachable, and communicate.
  - Actively set goals.
- Complete follow-up assignments
  - Scripture study.
  - Scripture memorization.
  - Utilize resources or contacts given.
- Provide feedback

**Accountability**

- “Give an account of actions or choices”
  - Accountability is mentee driven and is not just reporting after the fact.
  - It needs to have a proactive element.
  - Specific, measurable, attainable, realistic, and timely [SMART]
- Identify areas:
  - specific questions
  - specific meaning of responses
  - specific goals
- Methods of accountability:
  - type and frequency of reporting (emails, phone calls)
  - immediate (confession)
  - self-monitoring

**Basic Questioning Technique: Think broad and then narrow in**

- Initiating the relationship/building rapport
  - Inquire about the person, seek to understand who they are, find commonalities.
  - “Tell me a little about yourself (family, schooling, interests, spouse, etc.).”
- Discovering the goals and issues
  - Listen and use open ended questions to probe gently:
    - “What has been going on in your life?”
    - “What would you like to change in your life?”
    - “What issues cause you the most concern?”
- Dig a little deeper when necessary
  - Ask follow-up questions on areas which seem to stand out:
    - “What has been going on for the past few days?”
    - “What has changed in the last few months from what you remember from before?”

**The Relationships Of Mentoring**
Mentoring relationships often have an ending or evolve into a friendship.

Reasons for ending:
- Goals are met.
- Lack of commitment by mentee.
- Too many different mentors or referred elsewhere.

How to end:
- Establish a meeting to review and evaluate progress.
- Use as a time for prayer and/or encouragement.
- Where do we go from here?
  - Ongoing friendship, informal meetings for support, etc…
  - Inform elder and/or mentor program coordinator.

"From whom the whole body fitly joined together and compacted by that which every joint supplieth, according to the effectual working in the measure of every part, maketh increase of the body unto the edifying of itself in love."

1) “Crisis-Mode” Versus “Long-Distance Running”
- Churches are very good about helping right after a crisis.
- When the crisis is past, we tend to forget that a struggling person’s issues may continue.
- Many times Satan relies on wearing people down as a tactic to get advantage.
  - Remember Satan doesn’t give a struggling person ANY breaks. He is going to try to kick them when they are down.
  - Mentoring relationships can help fill this gap but they need to be viewed as “marathons” not “sprints.”

3) Boundaries are Critical
- Boundaries are also known as limits.
  - Emotionally, boundaries separate what is your responsibility from what is not.
- Boundaries are built - they are not inborn.
- Boundaries are designed to let the good in and keep the bad out.
  - If you do not maintain your boundaries, they will erode.

Types of Boundaries:
- Loose Boundaries: Chalk lines
- Rigid Boundaries: Concrete block walls
- Healthy Boundaries: Fence with a gate door

“Come ye yourselves apart…”
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Boundaries: Cloud & Townsend.

Mark 6:30-32
“And the apostles gathered themselves together unto Jesus, and told him all things, both what they had done, and what they had taught. And he said unto them, Come ye yourselves apart into a desert place, and rest a while: for there were many coming and going, and they had no leisure so much as to eat. And they departed into a desert place by ship privately.”
Saying “No” to Good things is Hard…

- One of the biggest problems for Christians.
- Burnout, lack of desire, resentment, and other problems can result if we don’t limit activities – even good ones!

…However, You Need To Be Realistic

- What do you have control over?
  - Use this stem:
    - The reality is….

Two kinds of Acceptance:
1. To bless.
2. To acknowledge reality.

Mark 6:44-46

“And they that did eat of the loaves were about five thousand men. And straightway he constrained his disciples to get into the ship, and to go to the other side before unto Bethsaida, while he sent away the people. And when he had sent them away, he departed into a mountain to pray.”

---Where Time is Spent---

3) Circle of Concern

Represents 100% of the things that concern you in life.

Circle of Influence

10% of the Circle of Concern. It represents the portion of your concerns you can actually do something about right now.
**Circle of Concern vs. Circle of Influence**

- Many people spend 90% of their time in the 90% they cannot control.

- This leads to stress, anxiety, feeling out of control, difficulty letting go.

- The goal is to spend 90% of your time in the 10%.

From: *7 Habits of Highly Effective People* by Stephen Covey, Free Press.