
MENTORING

PARTICIPANT GUIDE

Welcome to the world of mentoring. In this four-session workshop, you have the basics of what a mentoring program should be like. Although what is taught in these four sessions can be applied in different contexts in the church, the purpose of this specific mentor training is for those who will coach church planters-in-training.



CONTENTS

Session 1
WHAT IS MENTORING? 3

Session 2
MENTORING THE ADULT LEARNER 11

Session 3
THE MENTORING RELATIONSHIP 19

Session 4
THE NUTS AND BOLTS OF MENTORING 27

MENTOR'S LOG 33

CHURCH PLANTER'S ABC 35

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SESSION ONE

WHAT IS MENTORING?

Based on Chapter 1 in *Why We Must Mentor Church Planters* and Chapter 1 in *Masterful Mentoring*

INTRODUCTION

This is a seminar about mentoring church planters. It provides pastors with the knowledge and resources necessary to equip and to successfully mentor a church planter during the training process. The seminar will provide you with the tools needed to ensure that the investment of personnel, resources, and time succeed in the birth of a new church that brings glory to God. Successful, healthy church planting always expands the kingdom of God.

In this first session, you will be introduced to three basic concepts that provide the foundation the mentoring process. You will learn to define the primary terms related to mentoring, to recognize the theological foundation of mentoring, and to discover the application of these principles in selected biblical examples of mentoring.



DEFINING “MENTORING”

THE SIMPLE DEFINITION

Mentoring is an intentional, long-term _____ in which one person imparts _____, _____ and _____ in order to develop the capacity and skills of the _____.

Authors Paul Stanley and J. Robert Clinton describe mentoring as “a relational experience in which one person _____ another by sharing God-given _____.”

Expanded definition: In the quote below, underline what you think are the key aspects of mentoring.

Mentoring 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 (1992:40).

THE KEY CONCEPTS

1. Mentoring is a relational process.
2. The mentor has experience to share.
3. Something is transferred.
4. The mentor facilitates development.
5. The mentor empowers.

Jim Osterhouse and Gary Teja state...

For all intents and purposes...mentoring [is] the activity of helping another person to grow in their skills, character, and knowledge in any given area of life. It usually implies that one of the two persons is more experienced, more knowledgeable, and therefore has something worth transmitting to the younger, less experienced, less knowledgeable person. The delivery system for such “transmission” is what we are calling mentoring (2012:3).

ACTIVITY | How is the work of a mentor like the following?

- Midwife
- Co-learner
- Trailblazer
- Life-map provider
- Coach
- Lifeguard
- People grower

DEFINE “MENTEE”

In the following definition, underline what you identify as the key aspects of being a “mentee.”

The mentee is also an adult learner. As an adult learner he or she has specific roles to play which are different from those of a protégé (a protected one) or a child who needs to be spoon-fed. “The essence of an effective relationship is now led by the mentee rather than the mentor.” In other words, the word mentee itself implies a different way of looking at the mentoring process and the mentoring relationship. The mentee is not a passive participant in this process, but rather an active one. The mentee is “someone who makes an effort to assess, internalize and use effectively the knowledge, skills, insights, perspectives or wisdom offered...who seeks out such help and uses it appropriately for developmental purposes wherever needed.” The mentee is not a clone of someone else; rather he or she is an individual who is helped along the way in order to develop his or her own uniqueness.¹

1. The mentee is an _____ adult learner who recognizes a need for _____ insight and counsel in developing ministerial skills and knowledge.
2. The mentee is “an adult learner who has _____ undertaken a developmental journey.”²
3. The mentee is an _____ rather than a passive participant in this process.
4. The mentee makes the effort to _____, _____, and _____ effectively the knowledge, skills, insights, perspectives, or wisdom offered.
5. The mentee _____ and uses it appropriately for developmental purposes wherever needed.
6. The mentee is an individual who is helped along the way in order to develop his or her own _____.
7. An effective mentoring relationship is led by the _____ rather than the mentor.

¹ Osterhouse and Teja 2012:8.

² Laurent Daloz 1986:206.

DISCIPLE, MENTOR, COACH

- We DISCIPLE _____ - _____ :
laying the foundations.
- We MENTOR _____ - _____ :
providing leadership formation.
- We COACH _____ - _____ :
helping them bear fruit.

THE THEOLOGICAL FOUNDATION FOR MENTORING

This section is divided into three parts. In the first part you will examine how God as Trinity provides the basis for human relationship. The second part describes the incorporation of this principle into God's creation of human beings. The third part explores Jesus' incarnation and ministry as the model for our employment of these characteristics in mentoring others.

THE BASIS IN THE NATURE OF THE TRINITY

Although the word *Trinity* is not found in the Bible, the concept of the triune nature of God is deduced through the study of many distinct passages of the Bible. The church adopted this term to explain how God has revealed himself as Father, Son and Holy Spirit. The relationship within the Trinity consists of three persons who exist in complete unity and who are co-equal, co-eternal, and inseparable.

- First, God is _____. A key aspect of God's nature is his self-giving love.
- Secondly, the Trinity dwells in an eternal _____ characterized by love and unity.
- Third, God is capable of _____ both within the Trinity and with his creatures.
- Fourth, God _____ people and all of creation.

These characteristics of God's nature are reflected in the human beings he has created.

THE BASIS IN GOD'S CREATION

Humans, then, are created by God with special capacities.

1. They are created to _____.
 - To love God
 - To love their neighbors
2. Humans are created for _____.
 - Living in love and equality with other humans, modeling the unity of the Trinity.
 - Community is the full expression of loving relationship.
3. Humans are created for _____.
 - With their Creator.
 - With the created world. This God-given relationship includes the responsibility to govern and care for the created world.
 - With other human beings.
4. Human beings are created with capacity and responsibility to _____ other persons and created things, not just themselves.
 - The focus of God's creation is outward, toward others.

The more we are conformed to the image of God in Jesus Christ, the more we reflect his love and ability to live in community. What might it look like when God's image surfaces in a person in his or her ministry?

THE BASIS IN THE INCARNATION

Five biblical passages related to the incarnation:

1. John 3:16
2. Matthew 20:28
3. Mark 10:45
4. John 10:11
5. Philippians 2:5-11

God came to _____ with _____ in a visible form in the incarnation. Jesus, born of the Virgin Mary, is Emmanuel, God with _____. He was sent into the world out of God's love. He came to reveal the _____ to us. Although he is God incarnate, he told us that he came to give, not to be served; he came to give his life for others.

By coming to us in human form, Jesus demonstrated the way in which God intended us to use the capacities he has given us as human beings—to _____, to _____, to build _____, and to serve _____ for the benefit of his kingdom. He accomplished this by entering into relationship and developing community with his disciples. Mark tells us that from among his many followers, Jesus chose twelve men, "designating them apostles," with a dual purpose. First, "that they might be with him," and, "that he might send them out to preach and to have authority to drive out demons" (Mark 3:14-15). Here the priority is given to being in _____ with him¹. Knowing the limited time he had to minister to them, the Good Shepherd spent the majority of his time mentoring the twelve, teaching, demonstrating, and empowering them to carry on his work after his departure. With his final words, he commanded them to _____ others as they had seen him do (Matthew 28:19-20; John 20:21).

BIBLICAL EXAMPLES OF THE MENTORING PROCESS

Many stories in Scripture demonstrate the mentoring process, as God's plans are accomplished by humans led and empowered by the Holy Spirit. One generation serves another. Father teaches son his knowledge of God to create a godly heritage. A leader schools his successor in the ways of God and leadership. The stories are too many to be contained here, so we will focus on three relationships between mentor and mentee that serve to illustrate the biblical foundation for mentoring.

Recall the key elements of Clinton and Stanley's definition of mentoring: (1) mentoring is a relational process; (2) the mentor has experience to share; (3) something is transferred; (4) the mentor facilitates development; and (5) the mentor empowers.

¹ This concept is fully developed in *The Training of the Twelve* by A. B. Bruce (1971) and *The Master Plan of Evangelism* by Robert E. Coleman (1963).

MOSES AND JOSHUA

Moses mentored his successor, Joshua², in a relationship that spanned four decades. As you read the following passages, look for the key elements that the writer uses to tell their story: Exodus 17:9-14; 24:13-18; 32:17-18; 33:11; Numbers 11:24-29; 14:6-9, 30, 38; 27:18-23; 32:12; 34:17; Deuteronomy 1:38; 3:21-22, 28; 31:3, 7-8, 14, 23; 32:44-46; 34:9; Joshua 1:1-18; 24:31; Judges 2:7-11.

1. Describe how Moses and Joshua's relationship developed.
2. What knowledge or experience did Moses possess that Joshua needed?
3. How did Moses transfer his knowledge and experience to Joshua?
4. How did Joshua develop or grow as a result of his relationship with Moses?
5. How did Moses empower Joshua?
6. What was the end result for the people of God?

BARNABAS AND SAUL OF TARSUS

Barnabas and Saul comprise the cast of the second mentoring narrative you will consider.

1. Describe how the relationship between Barnabas and Saul/Paul developed.
2. What knowledge or experience did Barnabas possess that Paul needed?
3. How was that knowledge or experience transferred to Paul?
4. How did Paul develop or grow as a result of his relationship with Barnabas?
5. How did Barnabas empower Paul?

² See this example explained in *Why We Must Mentor Church Planters* (pp. 17–18).

PAUL'S MENTORING PRACTICES

Paul duplicated the mentoring he had received from Barnabas in all of his later missionary journeys. The stories of Timothy and Titus can be seen in the following biblical passages: Acts 16:1-5; 17:14; 19:22; 20:4; 1 Corinthians 4:17; 2 Corinthians 1:1, 19; 7:5-16; 8:6, 16-24; 12:18; Galatians 2:1-3; Philippians 2:19-22; 2 Thessalonians 3:1-3, 6; 1 Timothy 1:2, 18-20; 2 Timothy 4:10; Titus 1:4-5.

1. Describe the relationships Paul used to develop young leaders.
2. What did Paul know and what had he experienced that Timothy and Titus needed to know?
3. How was that knowledge and experience transferred to Timothy and Titus?
4. How did Timothy and Titus grow as a result of their relationship with Paul?
5. How did Paul empower his mentees?

SUMMARY AND REFLECTION

Key aspects of mentoring from this session:

Summary of the theological basis for mentoring:

Which aspect of mentoring are you personally most excited about?

Which aspect of mentoring do you find the most challenging?

SESSION TWO

MENTORING THE ADULT LEARNER

Based on *Why Is It Necessary to Mentor Church Planters?*

INTRODUCTION

In this lesson you will be dealing with the church planter as an adult learner. You will explore learning styles, foundational assumptions for adult learning, seven principles and advantages of working with adult learners, challenges facing the mentee, and the benefits of the mentoring process.

ACTIVITY | List some of the differences between teaching adults and teaching children.

LEARNING STYLES¹

Church-planting mentees represent a diverse group of persons, each having distinct abilities and needs. We use the term *learning styles* to describe the way in which each person processes new information. The styles listed below represent those most commonly recognized by researchers.

_____ **Learning Style:** These learners excel when information is given in verbal form. They experience high levels of recall and retention for lectures and discussions. They may read aloud or use a recorder to play back lectures as a means of enhancing learning.²

_____ **Learning Style:** These learners do extremely well when new information is demonstrated or illustrated in a visual format. They have highest recall from graphics, images, and illustrations. They often prefer to sit on the front row in order to observe everything. They interpret the body language of the speaker as part of their learning experience.

¹ The material in this section is adapted from Rochester Institute of Technology, "Adult Learners' Characteristics" (2012) and Sharon G. Fisher, *Adult Learning Principles Workshop* (1989).

² Two-thirds of the world are auditory learners.



_____ **Learning Style:** These learners are also called tactile learners. They are discovery learners whose learning ability is enhanced through touch and experimentation but who encounter difficulty in learning by reading or listening. They thrive with “hands-on” methods of instruction, such as chemistry experiments or drama.

Frequently they will doodle or use other similar activities to augment comprehension while listening to lectures.

_____ **Learning Style:** Environmental learners need to be in control of their surroundings. Ambient comfort, lighting, and proper temperature levels increase their ability to process and retain new information.

REFLECT

1. Which of these do you think is your learning style? Can you think of something from your personal experience that supports this?

2. How can you help your mentee identify his or her learning style?

3. How can you vary your style of mentoring to match the learning style of your mentee?

CHARACTERISTICS OF ADULT LEARNERS

1. _____ is the art, science, or profession of teaching.
2. _____ is the practice of helping adults learn.

BASIC ASSUMPTIONS IN ADULT LEARNING³

1. Adults make _____ and accept responsibility for them.
2. Adult learners bring their _____ to the learning process.
3. Adult learners are _____ to learn needed skills and capacities.
4. Adult learning is _____-centered or _____-centered.

ADVANTAGES OF MENTORING ADULT LEARNERS

Seven principles based on the foundational assumptions are listed below.

First principle: Adult learners need to know _____.

As adults, they will want to know why they need to learn something before they choose to enter a new learning experience that will crowd into their already busy schedules.

Advantage | The mentee enters the mentoring relationship with the understanding of why this experience is necessary.

When working with mentees, have them identify why they want to grow in their ability to plant a church. What is their motivation?

³ Adapted from Malcolm Knowles, *The Adult Learner: A Neglected Species* (1978:56–71).

Second principle: Adult learners are _____ and _____.

Adults have a sense of being responsible for making their own decisions and directing their own lives. This means that attempts to impose ideas or concepts on adult learners are likely to encounter resistance. Adult learners like to be respected and seen as equal partners in the learning experience.

Advantage | Mentees have chosen this course of action as the best option for gaining the needed knowledge at this time. This implies a relationship of colleagues engaged in a common pursuit, in which one partner has more experience with which to guide the other.

It is important that mentors ask their mentees to identify what they would most like to learn, what skills they would like to develop, and what character traits they would like to work on. Providing mentees with a list of options can be helpful.

Third principle: Adult learners possess a reservoir of past _____.

Adult learners' prior experiences provide a rich resource for learning. Adults come into educational activities with both a greater volume and a different quality of experience from that of children.

Advantage | Adult learners' experiences provide a foundation of knowledge they can apply to current circumstances. Accumulated experiences gained over a lifetime enable learners to evaluate and assimilate new information and experience. In this way, past experiences are stepping stones leading toward the mentees' transformation.

It is helpful for mentees to reflect on previous life experiences (both successes and failures), learn from them, thank God for them, and ask God to use them to bless others in the future.

ACTIVITY | Share how a non-ministry experience helped you solve a problem in ministry.

Fourth principle: Adult learners are _____.

When adults encounter a new situation for which they can find no solution in their past experiences, they focus attention on discovering new ways to resolve the difficulty. Shaping the mentoring process to address problems that are of concern to the mentees will increase its value for them.

Advantage | Problems and situations in ministry provide the focus for the learning experience. Mentors and mentees seek practical solutions rather than exploring theories that may or may not apply to the present problem.

How might your own experiences be a tool for helping your mentees to find practical solutions to existing problems?

Fifth principle: Adult learners are _____ to _____.

Adults typically become ready to learn only in response to situations for which they are unprepared. This provides the impetus needed to learn and to develop new skills that enable them to handle those circumstances effectively.

Advantage | Mentees enter the mentoring relationship seeking answers for problems they have already identified.

How does this makes the mentoring task easier?

Sixth principle: Adult learning is _____.

For mentees, education is a process of developing increased competency levels to achieve their full potential. This contrasts with the subject-centered orientation of traditional learning.

Advantage | As adult learners, mentees are task-centered or problem-centered in their orientation to learning. They seek answers to present realities. There is always an element of immediacy—what is learned today must be applicable to the current situation.

Seventh principle: Adult learners are _____.

This means that the motivation of mentees is internal rather than external. Learning is valued internally in terms of self-esteem, quality of life, job satisfaction, and/or sense of accomplishment.

Advantage | Mentees may respond to some types of external motivation, but the most potent motivators are internal pressures to meet their own goals. Mentors do not have to serve as motivators.

ACTIVITY | Identify something in particular from these seven principles that you would like to keep in mind in working with your mentees, and write it below.

Here are six questions that mentors can ask their mentees, based on the concept of andragogy. How would you phrase them when working with a mentee? Would you like to add any other questions?

1. Why are you engaging in the mentoring process?
2. What skills or information would you like to learn?
3. What character traits would you like to develop over the next few months?
4. What character traits would you like to change over the next few months?
5. What are some of your past life experiences, and how might God use them in your ministry?
6. What problems or challenges are you currently facing in your ministry, your relationship with God, or your family?

CHALLENGES FACING ADULT LEARNERS

Mentees are members of a diverse group of individuals who share a common calling. They come from a full range of demographic categories, and from different economic categories and vocations. Their educational levels vary, as do their academic abilities and intellectual capacity. In terms of their experience, they range from entry level leaders to mature ministry leaders. No two will possess the same set of talents, skills, abilities, or spiritual gifts. The proper focus thus must be on equipping mentees to fulfill the role for which the Master has called them, regardless of their background or the stage of life at which they enter the training process.

COMMON CHALLENGES FACED BY CHURCH PLANTERS

The necessary training process for ministry and subsequent entrance into this vocation present the new church planter with a new set of challenges. A mentee may be at the same time a breadwinner, a minister, and a student. This is in addition to previous responsibilities and obligations.

1. _____ existing responsibilities
 - Family
 - Job
 - Education, ministerial training
 - Spiritual growth and health
 - Other social responsibilities
 - Time management
2. Managing _____
 - Household
 - Education
 - Ministry
 - Work (for bivocational church planters)
3. Gaining _____
 - Educational challenges related to classroom and outside assignments
 - Fear of failure
 - Ministerial competency
4. Developing a _____
 - Friends and relatives who will provide emotional support for family
 - Prayer partners and intercessory group
 - Mentor

5. _____ with other students and church planters.
- Fellow students
 - Church planters' peer group

ADVANTAGES AND REWARDS FROM THE MENTORING PROCESS

The mentee will:

- Have someone to help share the load.
- Have a much greater probability of success.
- Have someone to hold him or her accountable.
- See faster and greater growth in the new church.
- Have the advantage of learning from a more experienced person.
- Gain ready access to wise counsel.
- Develop a meaningful spiritual relationship to model in future ministry.
- Have a proper model for future use in mentoring others.

The mentor will:

- Experience the joy of passing on his /her experience and vision
- Help enable the kingdom of God to grow.
- Be enriched by the mentoring relationship.
- See the influence and effectiveness of his or her ministry multiplied.
- Avoid stagnation and possible burnout.
- Leave a lasting legacy.
- Learn. People learn best by teaching.
- Increase his or her value to the kingdom of God.

CONCLUSION

Discussion questions:

1. Which of the points in this session are the most important ones for you? How does your knowledge about the nature of mentees help you enable new church planters to learn?
2. As a result of this lesson, how has your approach to mentoring changed? How will you mentor new church planters as a result of what you have learned about the characteristics of mentees?

CLOSING PRAYER FOR MENTEES AND MENTORS

SESSION THREE

THE MENTORING RELATIONSHIP

*“As iron sharpens iron, so
one man sharpens another”
Proverbs 27:17.*

Based on Chapters 2, 7, 9 and 10 in *Masterful Mentoring*

INTRODUCTION

In this session we will be discussing the kind of relationship that needs to be established in order for effective mentoring to occur. Not all mentors and mentees know each other well. Even if they do, they may not have established a relationship that has the kind of intimacy and transparency necessary for quality mentoring.

We will be looking at five specific areas related to the establishment of a strong mentoring relationship:

1. The qualities of a good mentor
2. The qualities of a good mentee
3. The needs of a mentee
4. The importance of trust and confidentiality
5. The mentoring covenant



QUALITIES OF A GOOD MENTOR

ACTIVITY | Have you ever had someone mentor you? Was this person a good mentor? If so, what were the things that made him or her a good mentor?

1. A good mentor is a _____.
Passive listening vs. assertive/active listening
2. A good mentor deals with the _____ moments in life
3. Good mentors are like _____.

4. A good mentor helps a mentee _____ the _____.

One way to do this is to have mentees make a list of at least three options for dealing with a problem. Mentors can help mentees explore the possible results of each option by asking, "If you do this, what will happen?"

5. A good mentor is an _____.

6. A good mentor is a _____.

To help mentees analyze a situation, have them do the following:

- Identify the important information about the situation, including its background.
- Reflect objectively on the situation.
- Identify their own assumptions.
- Consider others' points of view.
- Consider the impact of the cultural context on the people to whom they minister.

Which of the six traits of a good mentor would your colleagues say you have? Which of the six traits would you like to develop more?

WHAT TO AVOID

"The trip belongs, after all, to the traveler, not the guide."
– Daloz

1. Giving advice too freely.

2. Criticizing.

3. Rescuing.

4. Building barriers unnecessarily.

5. Ignoring the "why."

6. Discounting.

These six behaviors can be found in a "toxic" mentor. They curtail the learning that might have occurred in the mentoring relationship before it even gets started.

Which of these six negative behaviors are you most likely to engage in, and why? How can you "unlearn" these behaviors?

QUALITIES OF A GOOD MENTEE

1. A good mentee is one who takes _____ for his or her own _____.
2. A good mentee is an _____.
3. A good mentee is a _____ learner.

In a survey conducted at Michigan State University, the proactive mentee/learner was described as one who...

- Seeks helpful feedback and demonstrates appreciation for it.
- Is not afraid to ask for whatever he or she needs to grow.
- Is never afraid of asking questions.
- Actively participates in the mentoring relationship.
- Takes advantage of the mentor's expertise and experience.

4. A good mentee is a _____ learner.

5. A good mentee is _____.

QUALITIES OF A BAD MENTEE

Some of the qualities of a bad mentee:

1. They are overly _____ on their mentors for answers.
2. They don't take the _____ to identify new areas that need to be covered due to unfolding circumstances in their lives.
3. They _____ what their mentors say or suggest.
4. They fail to _____ the reality of the present situation and envision where they could be.

NEEDS OF MENTEES

Two types of needs that mentees have are _____ needs and _____ needs.

RELATIONAL NEEDS

Mentees have three main areas of relational needs: their walk with God, their relationship with their family, and their relationship with their church-planting ministry.

The order of mentees' priorities should be _____ first, _____ second, and _____ third.

What does the way we spend our time, money, and resources suggest about our priorities? How does the way we solve problems and make decisions reflect our priorities?

LEARNING NEEDS

The mentee's three learning needs are _____, _____, and _____.

TRUST AND CONFIDENTIALITY

A mentoring relationship is built upon trust and confidentiality. If either of these two values is missing, the relationship will be shallow at best, and a failure at worst.

RELATIONAL DO'S AND DON'T'S

1. _____: Don't belittle.
2. _____: Don't devalue.
(Galatians 5:13; Ephesians 5:21; Romans 12:10)
3. _____: Don't meddle.
4. _____: Don't condemn.
(Romans 14:13; Romans 15:7; Ephesians 4:32)
5. _____: Don't discourage.
(I Thessalonians 5:11)
6. _____: Don't deflate.
7. _____: Don't patronize.
(Philippians 2:3)

SKILL-RELATED DO'S AND DON'T'S

1. _____: Don't talk.
2. _____: Don't tell.
3. _____: Don't claim.
4. _____ out: Don't pour in.
5. Have an _____: Don't go into a mentoring session without a plan of action.

The agenda for a mentoring meeting might include the following items.

- Have the mentee pray, asking for God's presence and guidance in the meeting. Pray whenever necessary in the course of a meeting. We can never have too much prayer!

- Ask what concerns the mentee has—even if this means not covering the other agenda items.
- Follow up on items from the previous session. Review and reinforce past learning. Check on the mentee's progress on the action points from the previous session.
- Present the new ideas you wanted to share.
- Have the mentee identify action points to work on as a result of this session.
- Pray for the mentee, for things that have come up during the meeting, and for the action points the mentee will be working on.

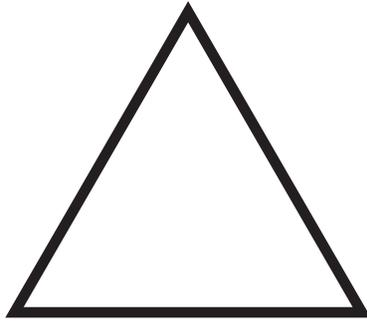
Have an agenda, but don't be a slave to it, especially if your mentee comes with an urgent need not contemplated in your well-developed agenda!

6. Give _____: Don't take short-cuts.
7. _____: Don't goad.
8. _____: Don't fail to reinforce.
9. Be a _____: Don't research.
Possible resources to which mentors can point their mentee.
10. Provide _____: Don't provide pat answers.

CONFIDENTIALITY

Without trust, there can be no confidentiality. Without confidentiality, all trust is lost. They go hand-in-hand. No mentoring relationship will be effective or will last if what is said in confidence is not kept in confidence, or if the mentee feels that confidentiality will not be kept. Even when mentors do maintain confidentiality, if their mentees believe that this is lacking, the mentees will quickly cease to share openly. Then the mentoring relationship will never get to the heart issues or arrive at transparency.

MENTORING COVENANT



COMPONENTS OF A MENTORING COVENANT

1. When and where shall we meet?
2. How long a meeting shall we have?
3. How often shall we meet?
4. What will be the topics of our sessions together?
5. What topics, if any, will be taboo?
6. What are the rules for confidentiality?
7. How will we know when we have accomplished what we set out to do?

(For mentees enrolled in the Multiplication Network church-planter training, the planting of a church at the end of the twelfth module marks the end of the mentoring process.)

When the mentor and mentee have accomplished the goals of their mentoring relationship, they can decide whether they want to continue meeting together. If so, they should then create a new mentoring covenant.

SUMMARY OF THIS SESSION AND CLOSING PRAYER

SESSION FOUR

THE NUTS AND BOLTS OF MENTORING

Based on *Masterful Mentoring*, Chapter 2 and Appendix

INTRODUCTION

In this session you will learn the basics of the mentoring session. We will review the content of mentoring—the areas of spiritual life, family life, and ministry life—as well as looking at questions that can be used in evaluating all three of these areas. You will learn the components of a mentor's log and how to use it. We will also discuss the use of other experts in the mentoring process.

CONTENT OF THE MENTORING SESSION

The mentoring session deals with three specific areas: the mentee's spiritual life, family life, and ministry life.

SPIRITUAL LIFE

Mentees' ongoing relationship with God is foundational for their success in ministry. Concern for mentees' spiritual life needs to take priority. Too many leaders have failed in the home and in ministry because of spiritual weakness. The pressures of planting a church in particular require a close walk with God. For this reason, mentors need to be especially attuned to what God is saying and doing in the life of their mentees.

Mentors should ask their mentees the following types of questions:

- What is God saying to you at this time? How do you know this?
- What has God taught you since our last session?
- How would you evaluate your walk with God at this moment: close, mediocre, or distant?
- Do you have a daily quiet time with God? Describe it for me.
- How are you incorporating the disciplines of prayer and fasting into your life as you plant this church?
- Are you taking time out from the busyness of ministry to retreat alone, seeking God's voice? Describe this.



- Tell me about any areas in which you are struggling spiritually.
- What are you doing to safeguard yourself from the temptations that can so easily ensnare us and ruin our testimony before others?

Note | If mentees confess a sin in their life, it is at the discretion of the mentors how to handle this, both from the point of confidentiality and in counseling the mentees with the purpose of restoring them. Mentors should encourage their mentees to confess the sin to God, renounce it, and make restitution if possible as a sign of their repentance.

Additional questions regarding mentees' spiritual life:

FAMILY LIFE

Mentors need to ask questions regarding their mentees' relationships with their spouse and children. But mentors must proceed with caution and delicacy when dealing with such intimate issues. The purpose of mentoring is to help mentees and not hurt them. Mentors' questions must not appear to be prying; rather, they must give their mentees the opportunity to share both the joys of family life and the difficulties that may be surfacing, but in an atmosphere of trust and confidentiality and to the degree in which the mentees feel comfortable.

The following are some questions that mentors can use in helping their mentees to share about their family life:

- How much time are you giving to your family, as compared to ministry?
- Do you and your spouse have a special time weekly when you go off by yourselves to reconnect? Please share with me about what you do.
- How do your children feel about the time you have for them?
- What things do you do to make your home a safe haven for your family? How do you prevent your home from becoming a public house, with constant visits from those you are ministering to?
- Are you dealing with any family issues that are hindering your ability to be effective in planting a church?

Additional questions regarding mentees' family life:

MINISTRY LIFE

Why do you think this training addresses spiritual and family issues before ministry issues?

Here are some questions that can be used to help mentees reflect on their ministry life:

- Can you tell me about a recent visit you've had with a new contact? How did it go, and why?
- Is there a struggle you're having right now in planting the church? Please tell me about this.
- How many visits have you made since our last meeting, and how many of these have been follow-up visits?
- What are you doing to get to know the area better?
- What new thing have you learned about your target area?
- How successful have you been in starting a small group?
- Have any conflicts surfaced? If so, how did you handle them?
- Do you see any people in your small group who are potential leaders? Tell me about them.
- How comfortable do you feel with the rhythm at which the church is being planted?
- Is there any area in ministry in which you are discovering yourself to be uncomfortable or in need of help?
- Whom have you asked to be prayer supporters for you as you plant this church? How often do you communicate prayer requests and answers to them?

Additional ministry-related questions:

Note | Mentors must always be sensitive to unexpected needs as their mentees come into the mentoring session. There may be something pressing—a concern or even a joy—which the mentees want to share immediately. When this happens, mentors need to put aside their agenda for the moment and deal with this. Otherwise, they will not be able to accomplish much in the session, since the mentees will not be able to concentrate as they are bursting to tell their mentors what is going on, whether positive or negative. This could be a teachable moment that mentors should not overlook.

Also, it is important to ask questions regarding the reports that mentees are supposed to turn in at the beginning of each module. Mentors may wish to review these with their mentees in order to serve as a sounding board for them. The mentees' faithfulness in turning in these reports will be a thermometer of their character formation and of their degree of discipline in doing what is required.

Ogne and Nebel, in their book *Empowering Leaders Through Coaching*, discuss six things that mentor coaches can do with their mentees: listen, celebrate, care for, plan, train, develop, and challenge. What does each one of these actions involve?

ACTION POINTS

The mentoring session is not complete without mentors' having asked the question, "So, what are your next steps?" Mentees need to be challenged to consider and determine what they will do next, whether this has to do with their spiritual, family, or ministry life.

A church plant is a progression of activities. Mentees need to consider what they will do next to address issues in their life with God, to strengthen their family life, and to advance the church plant.

As issues arise in the sessions, they must be dealt with in some way; the mentees need to decide how and when. Real learning only takes place as the mentees take responsibility for their own growth. This is accomplished by specific action steps. These steps also serve as concrete measures by which mentors and mentees can together measure the progress that has been made.

The following questions can help mentees establish a list of action steps:

- What next steps will you take regarding this situation?
- What do you want to accomplish between now and the next time we meet?
- What do you see as the next thing you need to do regarding this situation?
- How do you hope to resolve the conflict between [name] and [name]?
- How do you hope to get beyond this obstacle?
- What three things do you feel you need to do to advance the church plant between now and the next time we meet?
- What will you do next week with [name] in order to open up the lines of communication?
- Where (or to whom) will you turn for help with the particular problem you have just mentioned?

Answering these questions will require first some reflection and then some action on the part of the mentees. They cannot be passive learners.

Additional questions related to action points:

MENTOR'S LOG

In a mentor's log, the mentor records when he or she met with the mentee, what was discussed, and what action steps were agreed on. The log doesn't have to be something complicated; it only needs to be a place where you record the basics. This will help you to follow up on issues that were not resolved and to be sure to deal with the agreed-upon action steps. The log can also serve as a prayer reminder. Do not write in the log during the meeting, but rather as soon after the meeting as possible.

Prior to the next mentoring session, mentors should review what happened in the previous session. They should also refer to the questions on the second page of the mentor's log (page 34), which can serve as suggestions for what to ask their mentees during the upcoming session.

THE USE OF EXPERTS

From time to time in a mentoring session, mentors realize that they are in over their head. Their mentees may need advice or counsel in areas in which the mentors feel inadequate. When this happens, mentors need to be honest about this. We are not experts in all areas of ministry. Good mentors recognize when they need to suggest others who can help their mentees in a particular area—people who are specialists in the area of need. This can also be fodder for the next session. The mentor might ask a question like, “So, how did your meeting with Frank go regarding the problem you brought up last time? Is there anything you’d like to share?”

Note | Mentors need to recognize their limitations particularly in the area of counseling. Few have sufficient training to do more than just minimal counseling. Mentors must know when to refer a mentee to a professional counselor. Failure to do so could harm the mentee as well as rendering the mentor liable to a lawsuit in certain contexts.

On a positive note, however, bringing in specialists in areas in which mentors feel uncomfortable or inadequate allows mentees to expand their network. One of the people a mentor suggests might even become the mentee’s next mentor when the current mentoring relationship has finished.

CLOSING

Think of something you will do as a result of this session that you had not thought of previously. Write it down in the space below.

MENTOR'S LOG

Name of mentee _____
Date of meeting ____ / ____ / ____ Time of meeting ____ : ____ Location _____

INITIAL QUESTION: What did you learn at your last module? How have you been able to apply this?

SPIRITUAL QUESTIONS (Sample questions on back side of this sheet)

FAMILY QUESTIONS (Sample questions on back side of this sheet)

MINISTRY QUESTIONS (Sample questions on back side of this sheet)

EACH TIME: Have you turned in your ABC report to your ministry leader?

ACTION STEPS (you have to fill this point with your mentee).

SPIRITUAL QUESTIONS

- What is God saying to you at this time?
- What has God taught you since the last session?
- How would you evaluate your walk with God at this moment? Close, mediocre? Distant?
- Do you have a daily quiet time with God? Describe it for me.
- How important is prayer and fasting for you as you plant this church?
- Are you taking time out from the busyness of ministry to retreat alone, seeking God's voice? Describe this.
- Share any area in which you are struggling spiritually that you care to share with me.

FAMILY QUESTIONS

- How much time are you giving to your family as opposed to ministry? What percentage of your time would you say you give to them?
- Do you and your spouse have a special time weekly when you go off by yourselves for a meal or coffee and "reconnect" after a busy week? Care to describe what you do?
- How would you say your children evaluate the time you have for them?
- What things do you do to make your home a safe haven for your family? How do you avoid your home becoming a public house with constant visits from those you are ministering to?
- Are you dealing with any family issues that you feel are hindering your ability to be effective in planting the church? Share what you feel you can.

MINISTRY QUESTIONS

- Tell me about a recent visit you had with a new contact.
- Share a struggle you're having right now in planting this church.
- How many visits have you made since we last met? How many of these visits have been opportunities for follow-up visits?
- What are you doing to get to know the area better?
- What new thing have you learned about your target area?
- Do you see any people in your small group who are potential leaders? Tell me about one of them.
- How comfortable do you feel with the rhythm at which the church is being planted?
- Is there any area in ministry in which you are discovering yourself to be weak or uncomfortable?
- Who have you asked to be a prayer support for you as you plant this church?
- Action Steps
- How do you hope to get beyond this obstacle?
- Where will you turn to for help with the problem you mentioned?
- What do you want to accomplish between now and the next time we meet?
- What do you see as the next step to take regarding...?

CHURCH PLANTER'S ABC

MONTHLY REPORT

GENERAL INFO

MONTH OF REPORT	
PLANTER'S NAME	
PLANTER'S ZONE	
ZONE COORDINATOR	

INDIVIDUALS

NEW CONTACTS <small>PEOPLE CONTACTED IN THE CHURCH PLANTING CONTEXT TO PRESENT THE GOSPEL</small>	
NEW CONVERSIONS <small>FOLLOWERS OF JESUS</small>	
NEW PERSONS BAPTIZED <small>PEOPLE PARTICIPATING IN THE SACRAMENT OF BAPTISM</small>	
NEW LEADERS IN TRAINING <small>PEOPLE THAT THE PLANTER IS TRAINING FOR LEADERSHIP</small>	

SMALL GROUPS | Minimum 2 new disciples and one leader

NEW SMALL GROUPS <small>GROUPS INITIATED THIS MONTH</small>	
NEW PARTICIPANTS IN SMALL GROUPS <small>NEW PEOPLE PARTICIPATING IN SMALL GROUPS THIS MONTH</small>	
NEW LEADERS WITH A GROUP <small>NEW LEADERS WITH A GROUP UNDER THE SUPERVISION OF THE PLANTER</small>	

PRAYER REQUESTS

- _____
- _____
- _____

TESTIMONIES
