

# Mentoring

helping young people come to maturity



A workshop facilitated by Ross Callaghan

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*The things you have heard..... pass on to others..... who will also teach others. 2 Timothy 2:2*

## Welcome to this workshop!

It is designed to help you mentor young people so they come to maturity and reach their full potential in Christ.

*Since my youth, O God, you have taught me, and to this day I declare your marvelous deeds. Even when I am old and grey, do not forsake me O God, till I declare your power to the next generation, your might to all who are to come. Psalm 71: 17, 18*

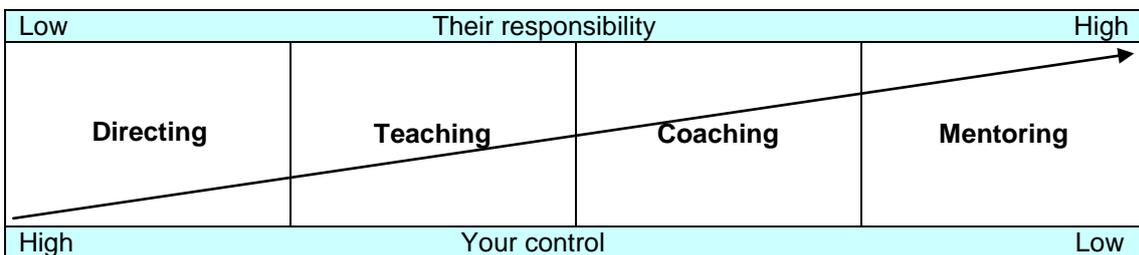
Think of life as a relay race. Success isn't based on how well you run your bit, but on how well you pass on the baton. Only when the story of future generations is told will you know how well you did.



### Let's start by clarifying roles

You can work with young people in a number of ways:

- **Directing** where you instruct them or tell them what to do
- **Teaching** where you pass on information, and guide them through a process of learning
- **Coaching** where you help them develop their skills by giving specific guidance and feedback
- **Mentoring** where you build a relationship with them of support focused on their growth, development and success



In this workshop we will focus on mentoring, but include coaching as it is always included in mentoring.

**Mentoring is a voluntary investment in others for their growth, development and success.**

Mentoring is not:

- Leadership
- Supervision
- Counseling
- Mothering
- Management
- Direction
- Teaching
- Training
- Control
- Pastoring
- 

*What is your heart's desire for the next generation?*

*Why is mentoring so important for young people at this time?*

*Do you feel called by God to be a mentor?*



## Discipleship and mentoring: a Bible Study

*In the Great Commission (Matthew 28: 19) Jesus commanded His disciples to “Go ... and make disciples”. The objective was not that they attract their own disciples, but that they win new followers of Jesus. Acts tells the story of how the apostles obeyed that command.*

Closely related to the making of disciples is the mentoring of leaders. In Acts 9 Saul's conversion starts a dynamic chain of mentoring that extends throughout the rest of the New Testament.

'Mentoring' has become a buzz-word among business and professional people but the concept is as old as Homer's *Odyssey* (c. 900-810BC) in which Odysseus entrusts to his friend, Mentor, the education of Telemachus, his son. A mentor, then is a trusted counselor or guide - typically an older person who imparts valuable wisdom to someone younger.

The Bible abounds with examples of mentoring relationships: Jethro and Moses (Ex 18: 1-17), Deborah and Barak (Judges 4: 4-24), Eli and Samuel (1 Sam 1: 3: 21), Elijah and Elisha (2 Kings 2: 1-15), Jesus and His disciples, Barnabas and Saul (Acts 9: 26-30), Paul and Timothy (1,2 Timothy)

Close observation reveals four key functions of a kingdom-style mentor:

### **1. Mentors care about those who follow them.**

Their primary interest is not what they can gain from the relationship, but what they can give to it. They also realize how much they have to learn from their protégés. Ultimately, they fulfill Paul's admonition to look out not only for their own interests but also for the interests of others (Phil 2: 4).

### **2. Mentors pass on wisdom and skill**

Through modeling and coaching, and eventually by turning over responsibility to their followers, kingdom-style mentors seek to make their protégés more capable than the mentors have been. (Matt 10: 25).

### **3. Mentors correct their protégés when they are wrong**

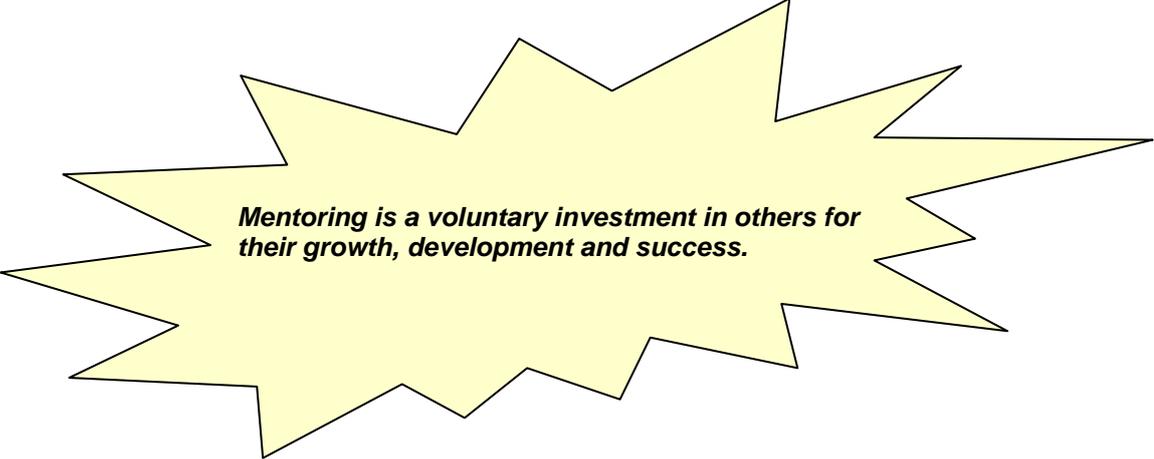
An excellent example is Barnabas's challenge to Paul over not taking Mark on the second missionary journey (Acts 15: 36-39). Later Paul changed his perspective and asked Timothy to bring Mark as he was so useful to him. (2 Tim 4: 11). Kingdom-style mentors do not avoid confrontation.

### **4. Mentors connect their followers to significant others**

As Acts 9 shows, Saul's entrance into the early church was facilitated by Barnabas. Kingdom-style mentors introduce their protégés to relationships and resources that will further their development and increase their opportunities.

Barnabas mentored Saul (Paul) and we all know the results of that! Acts 9: 26-30.

*Then the Church enjoyed a time of peace. It was strengthened and encouraged by the Holy Spirit; it grew in numbers, living in the fear of the Lord. v31.*



***Mentoring is a voluntary investment in others for their growth, development and success.***

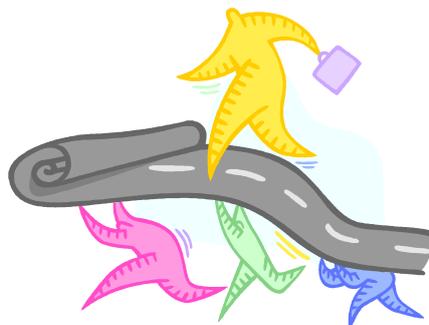
What qualities do you need to be effective as a mentor?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Supportive             | <input type="checkbox"/> Clarity of purpose | <input type="checkbox"/> Encouraging          |
| <input type="checkbox"/> Self confident         | <input type="checkbox"/> Ability to inspire | <input type="checkbox"/> Friendly             |
| <input type="checkbox"/> Loving                 | <input type="checkbox"/> Patience           | <input type="checkbox"/> Pro-active           |
| <input type="checkbox"/> Flexible               | <input type="checkbox"/> Empathy            | <input type="checkbox"/> Non-possessive       |
| <input type="checkbox"/> Understanding          | <input type="checkbox"/> Humour             | <input type="checkbox"/> Unafraid to confront |
| <input type="checkbox"/> Available time         | <input type="checkbox"/> Partnership        | <input type="checkbox"/> Openness             |
| <input type="checkbox"/> Risk taking            | <input type="checkbox"/> Confidentiality    | <input type="checkbox"/> Stickability         |
| <input type="checkbox"/> Respectful             | <input type="checkbox"/> Valuing of people  | <input type="checkbox"/> Clear feedback       |
| <input type="checkbox"/> Trusting               | <input type="checkbox"/> Enthusiasm         | <input type="checkbox"/> Helpful              |
| <input type="checkbox"/> Listening              | <input type="checkbox"/> Optimism           | <input type="checkbox"/> Learner              |
| <input type="checkbox"/> Led by the Holy Spirit | <input type="checkbox"/> Focus              | <input type="checkbox"/> Young thinking       |
| <input type="checkbox"/> Caring                 | <input type="checkbox"/> Concern            | <input type="checkbox"/> Genuine              |
| <input type="checkbox"/> Lack of hang-ups       | <input type="checkbox"/> Maturity           | <input type="checkbox"/> Unselfish            |
| <input type="checkbox"/> Servant heart          | <input type="checkbox"/> Handle rejection   | <input type="checkbox"/>                      |
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My commitment as a mentor:

### Let's now explore and practice the various stages in effective mentoring.

- |                                |   |
|--------------------------------|---|
| 1. Building the relationship   | Key skill: listening                    |
| 2. Passing on wisdom and skill | Key skills: needs analysis and coaching |
| 3. Correcting when needed      | Key skill: confronting                  |
| 4. Setting free                | Key skill: empowering                   |



# 1. Building the relationship

The first stage of mentoring is to build a relationship with your protégé. Really get to know them.

- Learn about their past, where they have lived, their family, their work, important stages in their lives, how they became Christians .....
- Find out who they are: their strengths, weaknesses, relationship with God, involvement in ministry, what is on their heart; what is important to them.....
- Find out where they want to go: their hopes, dreams, what they want to achieve, how they want to make a difference.

How can you do this?	Key skills/qualities

This will take time! Here are some aspects that are likely to emerge as you build the relationship:

- You must show that you really care for them. If there is any sense of power, manipulation, control or threat the protégé will back off. (If you see them backing off you will need to explore your own heart and motives).
- You will both start to disclose deeper aspects of your lives and make yourselves more vulnerable to each other.
  - Initially you just share information.
  - Then you share ideas and feelings.
  - Then you share hearts, hopes, dreams ..... yourselves.
- Love and trust will grow as you gradually understand each other better. (But there will be times when this will happen faster/slower. There will be stages with lots of progress and then hiccups which will set it back. Recognise that this is normal!).
- At some stage you will both recognise that there is a mentor/protégé relationship developing. You will need to discuss this, recognise it and commit to the relationship. At this stage it is probably wise to explain the stages of mentoring, especially that there will be a time when the protégé will be set free.
- You may have the privilege of leading them to the Lord.

Love opens hearts!



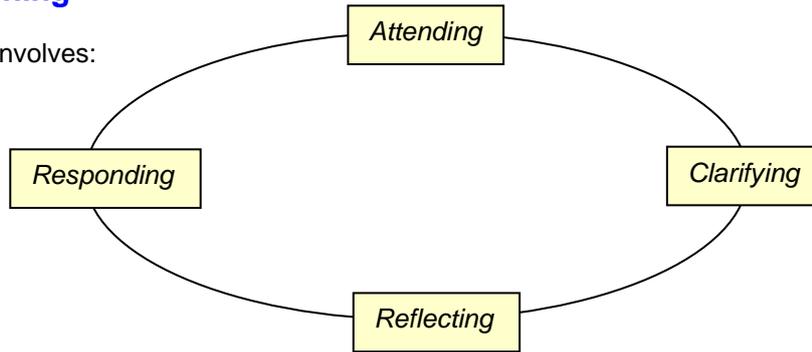
You will need to have highly developed listening skills as you build the relationship so let's explore listening a little more deeply.

To listen well is as powerful means of influence as to talk well. Chinese proverb

*Look not only to your own interests, but also to the interests of others. Philippians 2:4*

## Key skill: Listening

Effective listening involves:



<b>Attending</b> Shows you are interested	Involves: <ul style="list-style-type: none"> <li>• making natural eye contact</li> <li>• non-threatening position</li> <li>• open body language</li> <li>• concentration and focus</li> <li>• encouraging tone of voice</li> <li>• minimal encouragers</li> </ul>	'I see' 'Uh-huh' 'That makes sense'.
<b>Clarifying</b> Checks meaning	Involves: <ul style="list-style-type: none"> <li>• asking open questions to explore all aspects</li> <li>• asking closed questions to check details</li> <li>• building on previous statements</li> <li>• establishing realities</li> </ul>	'Tell me more' 'What do you mean by that?' Why do you think that happened?' 'Can I just check ...'
<b>Reflecting</b> Shows you understand	Involves: <ul style="list-style-type: none"> <li>• restating and summarizing key information, ideas</li> <li>• gaining agreement, then....</li> <li>• paraphrasing how you understand they must be feeling</li> <li>• gaining agreement</li> </ul>	'So what you're saying is ...' 'So you think ...' 'You must be feeling ...' 'That must be ...'
<b>Responding</b> Builds empathy	Involves: <ul style="list-style-type: none"> <li>• openness, acceptance, sensitivity, love</li> <li>• no hint of judging</li> <li>• feedback on their ideas, feelings (not yours!)</li> <li>• a coming together of hearts</li> <li>• recognition of shared understanding of the total message: information, ideas, feelings, hearts</li> </ul>	'It sounds like these are the main things ...' 'I feel ...' 'We ....'

### Practice in your groups

- Find a little about your protégé's past, where they have lived, their family, their work, important stages in their lives, how they became Christians .....
- Find out who they are: their strengths, weaknesses, relationship with God, involvement in ministry, what is on their heart; what is important to them.....
- Find out where they want to go: their hopes, dreams, what they want to achieve, how they want to make a difference.

Receive the feedback from your observer.  
It will be invaluable for you!

Often we don't know what we think or feel until it is drawn out of us by someone else.

## 2. Passing on wisdom and skill

*It is enough for servants to be like their masters and for students to be like their teachers. Matthew 10:25*

Now we come to the heart of mentoring!

Over the years you have developed wisdom, skills, abilities, understandings, approaches, attitudes, knowledge .... You then pass them on to your protégé.

**Let's start with some reflection.**

*How did you develop your wisdom and skill?*

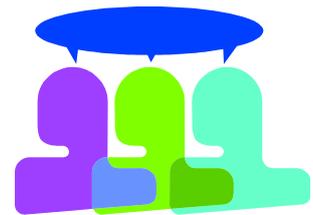
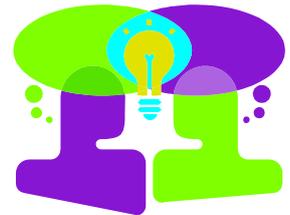
*How could a mentor have helped you in this development?*

*What wisdom would you like to pass on to your protégé?*

*How can you effectively pass on wisdom?*

*What life skills would you like to pass on to your protégé?*

*How can you effectively pass on these skills?*



It is likely that the wisdom and skills that are important for you will be important for your protégé at some time in the future. Right now, though, these things may not be relevant for them!

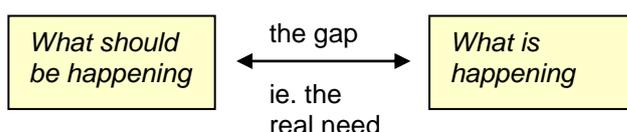
This means you must find the essential needs of your protégé and focus on them. And that's where needs analysis comes in!

### Key skill: needs analysis

In a needs analysis you explore three questions:

- What should be happening?
- What is happening?
- What factors are influencing what is happening?

Out of this comes the 'gap' (or gaps) that you will commit together to work on so that the protégé develops in their wisdom and skills.



The better you know each other and the stronger your relationship, the easier it is to do this needs analysis. The real needs then become more intuitive, more obvious; more easily identified. In this situation it's still worth using the three questions to clarify the situation, though, so you are both clear on the needs that you will be working on.

Needs analysis can be done informally or formally.

The protégé or the mentor may intuitively recognise any 'gap' that needs to be addressed. In this situation just use the three questions to clarify the situation.

Alternatively the protégé and mentor may use the three questions to clarify their understanding of the situation and identify the protégé's real needs.

**Practice in your groups**

- *Do a needs analysis for your protégé.*

What should be happening?
What is happening?
What factors are influencing what is happening?
What are the protégé's real needs?

**How needs can be met**

Once you have identified the real needs the way that they can be met is often obvious. Training is nearly always involved, but don't assume that needs will always be met by training!

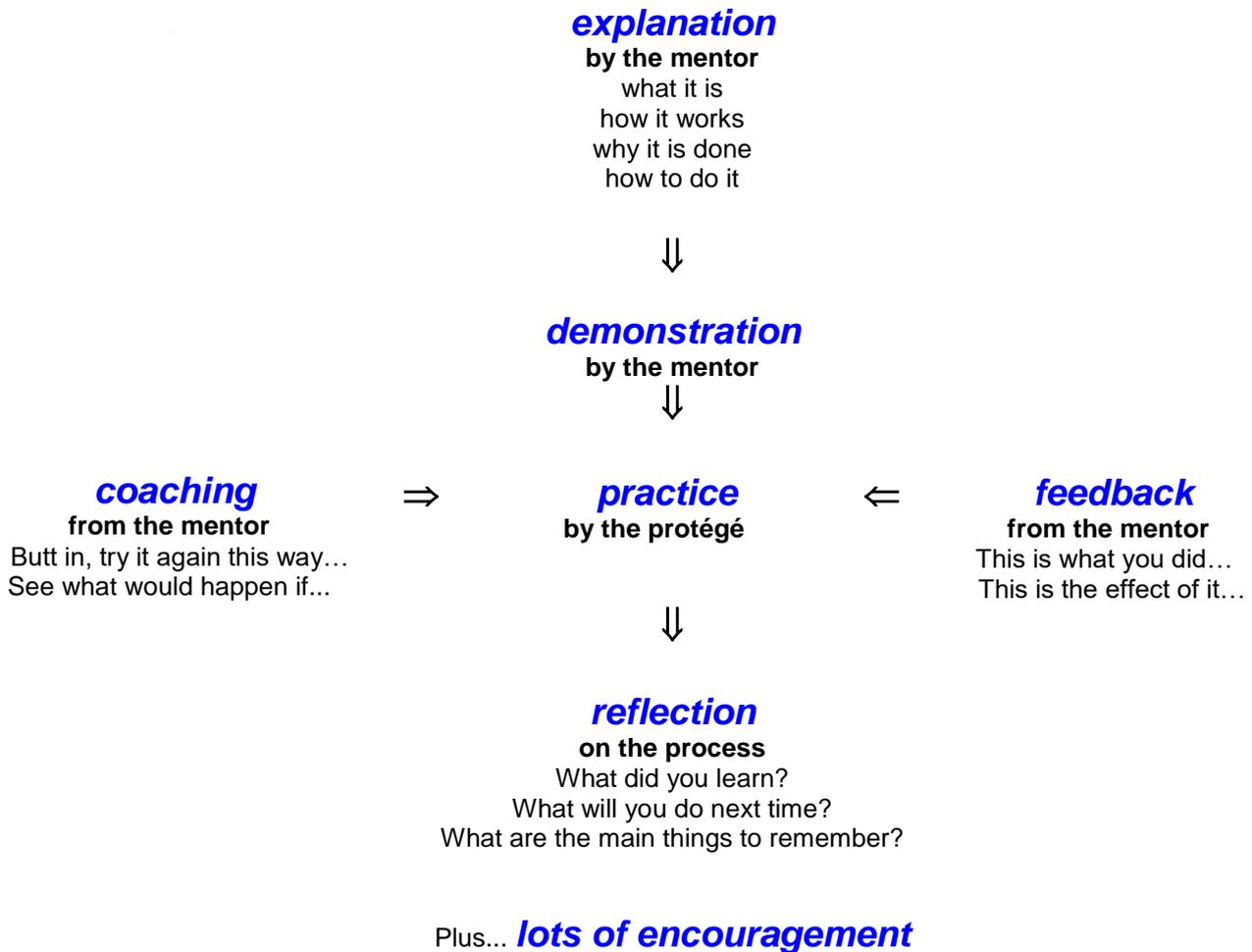
Needs can be met and development can take place through:

**reading, research, trial and error, study, personal reflection, repentance, having a go, sorting out practical aspects, sorting out systems, providing or getting resources, asking for help, saying 'no', prayer, obeying God, following requirements, getting support, encouragement, changing behaviours, making decisions, .....**

In all of these, the mentor can support the protégé through a coaching process:

## Key skill: coaching

Coaching is the best way of helping others develop skills. The model below results in thorough, focused and effective transfer of wisdom and skills. Use it all the time!



## Comments on the skills involved in coaching

<p><b>Explanation</b> <b>Demonstration</b></p>	<p>Explanation and demonstration usually go together.</p> <ul style="list-style-type: none"> <li>• There will normally be a mixture of showing, telling, describing, stories, examples, analyses of situations, ideas, looking up reference sources...</li> <li>• Use lots of open questions so the protégé works things out for themselves. eg. <i>How could you do that? Why do you think that happened? What do you reckon? What would you do?</i> They will pick it up much more quickly if you let them work it out for themselves, rather than you telling them.</li> <li>• When you are demonstrating make sure the protégé can see what is happening, and that the activity is broken down into learnable sections.</li> <li>• Keep the pace slow enough so the protégé can understand each stage.</li> <li>• Check understanding by getting them to explain it to you (not by saying ‘Do you understand?’)!!!</li> <li>• The protégé should understand what to do, why it needs to be done, how and when to do it and be ready to have a go.</li> </ul>
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<p><b>Practice</b></p>	<p>Practice makes perfect!</p> <ul style="list-style-type: none"> <li>As a mentor it is your responsibility to give your protégé every opportunity to practice. This will often mean stepping aside yourself and letting the protégé do a task (even though you could do it better!). It could also mean deliberately organising or setting up opportunities for practice.</li> <li>Create an environment in which it's OK to make mistakes/do it at a sub-standard level while the protégé is learning. Don't be judgmental or disappointed when the protégé doesn't do it too well. Make it clear that every mistake is a learning opportunity.</li> <li>Don't step in and take over or rescue them unless safety is compromised. Let them work it out for themselves. (Sometimes this is very hard to do!).</li> <li>They should feel you are their friend; you are on their side; you are there for them, and that it's OK to make mistakes or take two steps forward and one step backwards.</li> <li>Recognise that the protégé is learning new skills and knowledge, but they are also developing in their maturity and having to deal with all the myriad of hassles that young people have to work through. Be patient, supportive, forgiving and encouraging as the protégé learns.</li> </ul> <div data-bbox="1225 300 1481 607" style="border: 1px solid red; background-color: #ffffcc; padding: 10px; text-align: center;"> <p>“ They say, 'Practice makes perfect,' but I say, 'Practice makes permanent.' ”</p> </div>
<p><b>Coaching</b></p>	<p>Coaching is very powerful!</p> <ul style="list-style-type: none"> <li>Essentially you show the protégé a different way of doing the task; let them try it for themselves; and then get them to evaluate whether the new way is better or not. There is a continual refining of their skills as they try doing the task in different ways and work out what is best for them.</li> </ul>
<p><b>Feedback and encouragement</b></p>	<p>Feedback and encouragement are different!</p> <ul style="list-style-type: none"> <li>Encouragement is quite general. <i>That was great! You did that really well. I'm impressed etc.</i> The protégé is affirmed without knowing exactly what they have done well.</li> <li>Feedback is very specific: <i>You did ..... and the effect of it was .....</i> In feedback you say or show what the protégé did and then explain the effect of it.</li> <li>Feedback should always be constructive. You reinforce positively anything that the protégé did well or focus on how things could be improved. It must never be a put-down.</li> <li>Good mentoring always includes lots of encouragement, mixed with specific, constructive feedback.</li> </ul>
<p><b>Reflection</b></p> 	<p>This is the most valuable part of the process (and the most neglected).</p> <ul style="list-style-type: none"> <li>You get the protégé to reflect on what has happened and what they have learned. This enables them to put it all back together for themselves; reinforces the main points, and anchors their learning.</li> <li>Ask questions like <i>What did you learn? What will you do next time? What are the main things to remember in future? What are the main steps? What's important for you out of this?</i></li> <li>Make sure reflection takes place regularly throughout the learning process, at the end of the learning process and when you next meet. You can't get them to do too much reflection!</li> </ul>

**Practice in your groups**

- Coach your protégé in a simple skill. Make sure you practice each step in the coaching model.
- Afterwards receive feedback from your observer about your coaching.

Well now consider the third aspect of mentoring: one which most of us don't enjoy, but one which needs to take place if our protégés are to come to maturity.

### 3. Correcting when needed

From time to time there may be occasions when the protégé needs correction. This is not something most of us like to do (or are very good at!) but it is an essential part of mentoring. If correction is done well it can lead to immediate improvement, but if it is done poorly it can lead to resistance, upset and breakdown of the relationship.

So when you need to correct, do it wisely!

In the Bible coaching and correcting typically go together (and the assumption is that all Christians will be doing them):

*Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom.* Colossians 3:16

*We proclaim Him, admonishing and teaching everyone with all wisdom, so that we present everyone perfect (complete, whole, mature) in Christ.* Colossians 1:28

*Fathers don't provoke your children to anger, but bring them up in the teaching and admonition of the Lord.* Ephesians 6:4

*All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.* 2 Timothy 3:16

*How do you respond when corrected?*

*What techniques should you use so correction is effective?*

*What qualities do you need if correction is to be received and acted on positively?*

#### Coaching

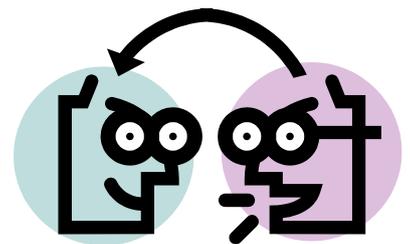
paideia - educating, training, coaching, instructing, disciplining, correcting, nurturing, chastening  
**didasko - to teach, instruct, inform**

#### Correcting

noutheteo - to caution, reprove gently, admonish, correct, warn

nouthesia - a rebuke, admonishment, discipline, correction, warning.

This always has the sense of correcting in love because there is a need for change. It is always for the good of the person being corrected. It is never a power thing.



Most important when correcting is that the protégé senses that you care for them and are doing it for their good.

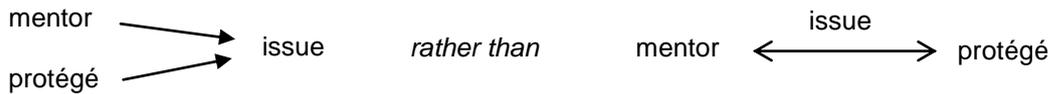
If you have a strong relationship built on love, trust, honesty and mutual respect it is likely the protégé will accept what you say, ponder it and act on it. You will have earned the right to speak into their life.

*When I saw that they were not acting in line with the truth of the gospel, I said.....* Galatians 2:14

## Key skill: correction

Here are some tips that will help correction be positive and effective:

- Be sure that the issue is valid and worth confronting. Sometimes it's better to keep quiet! Circumstances may change; God may be working in the protégé's heart; they may sort things out themselves; etc. It's not worth confronting an issue that is being sorted out or will be sorted out anyway as the protégé matures. Be discerning!
- Approach the issue together as partners.



- Focus on the issue, and the truth; not the person. Stay soft, loving, compassionate and gentle towards the protégé as a person but don't be too sympathetic or accepting about the issue. You are there to help the protégé face it and deal with it.
- Ask open questions so the protégé can identify the issue themselves (rather than telling them that something is wrong). Then focus on that one issue. Don't try to deal with more than one issue at a time.
- Try not to give advice. It is much better for the protégé to work things out for themselves.
- Make sure the protégé is clear on the real issue, confronts it and acknowledges its consequences. (In this situation we typically make excuses, fudge issues, sidetrack, blame others, refuse to acknowledge weaknesses etc. Pity we're humans!).
- Encourage the protégé to take responsibility for sorting out the issue themselves. This is likely to involve repentance, confession, apology, restitution, forgiveness, adjustment of behaviours ..... It may well be hard, but it will certainly be worth it.

Personality isn't transformed by advice!

*Enter through the narrow gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But small is the gate and narrow the road that leads to life and only a few find it. Matthew 7:13, 14*

- Recognise that behaviour determines feelings. The protégé will have many feelings according to their behaviour. Don't be swayed by the feelings. Focus on the behaviour.
- Encourage the protégé to ask the Holy Spirit for help. He is there for them!

*But the Helper (Comforter, Supporter, Advocate), the Holy Spirit, whom the Father will send in My name, He will teach you all things, and bring to your remembrance all that I said to you. John 14: 26*

- Recognise that growth and development always involve change, and change is normally threatening. The protégé will be dealing with the issue, but also with the need to change, and the effects that this will have on their life.



*But grow in the grace and knowledge of our Lord and Saviour Jesus Christ. 2 Peter 3: 18*

- Ultimately the issue will be all about the Lordship of Christ, and growth in Christlikeness. (For Christians all issues are!). Encourage the protégé to be more like Jesus in the situation and support them in every way possible as they do this.

*And we, who with unveiled faces reflect the Lord's glory, are being transformed into His likeness with ever increasing glory. 2 Corinthians 3: 18*

- Immediately acknowledge it if you feel that anger or resentment towards you are building up. Refocus on the goal: to have the issue sorted out.

- Always leave them a way out and project hope. Don't back them into a corner. (Ultimately it will come down to a choice, and they have a free will for how they might choose. If they chooses God's way there is always hope of victory!).
- Recognise that change is often slow; cyclic; two steps forward, one step back; and ongoing. Recognise, and applaud progress. Rejoice in every step forward.
- Be a role model. You will have been through (or are going through) just the same processes yourself!

*Other ideas:*

Correction is not the most pleasant part of mentoring, but it is vital. If you always approach correction with love and with an obvious desire to see the protégé being more effective in their life your correction will be received (often!).

*Respect those who work hard among you, who are over you in the Lord, and who admonish you. Hold them in the highest regard because of their work. 1 Thessalonians 5: 12,13*

*I myself am convinced my brothers (sisters), that you are full of goodness, complete in knowledge, and competent to counsel (instruct, admonish) one another. Romans 15:14*

### **Practice in your groups**

- *Choose one situation where correction was needed.*
- *Take the protégé through the process of discovering this area and correcting it.*
- *Afterwards receive feedback from your observer about your correcting.*



## 4. Setting free

Mentoring is all about building up skills, knowledge, wisdom and maturity in the protégé.

The relationship is focused on achieving specific goals in the protégé. Once these goals have been achieved there must be some sort of “setting free”.

Sometimes this happens naturally eg. when the protégé moves away, or takes on a new role. Sometimes the two just drift apart.

Often it is because the mentoring role is finished and the protégé now needs to move forward on their own. There is a recognition that the protégé’s needs have been met and if the mentoring continued the protégé would actually be hindered in their development.

How this ‘setting free’ is handled can affect both parties very significantly: positively or negatively.

The ideal is to end the mentor/protégé relationship

- positively
- as friends and colleagues
- with the protégé’s goals being achieved
- with the protégé empowered to live their life independently
- with both parties feeling good about their time together
- with both parties recognising the benefits that the relationship has brought.



Unfortunately mentor/protégé relationships don’t always end positively.

*Why do you think this is so?*



### Causes of bad endings

- Over-ambitious goals at the beginning so the protégé has no chance of success
- Unclear expectations of the relationship
- Unclear goals
- Assumptions about the relationship
- A feeling of being unwanted (felt by both parties)
- Lack of celebration of success
- Lack of acknowledgement that the relationship has ended
- Lack of preparation for the ending
- Unwillingness to acknowledge the pain of separation
- Busyness; lack of time
- Drifting apart
- Unhealthy reliance or attachment during the mentoring (both ways)
- Lack of value for the protégé
- Change of priorities for the protégé
- Dissolution of the relationship seen as an affront (Immaturity in the mentor)
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## Key skill: empowering

There are a number of aspects that must be considered when ending a mentoring relationship. They are all about empowering the protégé to move forward into their future independently:

- **acknowledgement by both parties that the mentor/protégé relationship has ended**

It's a good idea to discuss this when the relationship is being set up, and agree on conditions for its ending. This could include timeframes, procedures, ways out, and the type of relationship hoped for. If you both accept that the relationship will only be for a finite time, and that one of the main goals is to set the protégé free this will preclude (somewhat) a dependency relationship being established.

At this time many mentors say *You've got one more meeting in the bank. You can call me for help just one more time, if you really need to*. This is wise as it acknowledges the relationship has ended, but leaves an opening for help if it is really needed.

- **recognition that the new relationship will be different and could cause pain**

There will be obvious structural changes like not meeting together, but there are also likely to be emotional changes, especially for the mentor. These can be hurtful if the mentor doesn't find other outlets for their energies, or (especially) if they feel threatened by the protégé's success. Wise mentors know themselves, and early on take steps to eliminate or mitigate possible negative effects on themselves.

- **redefinition of roles**

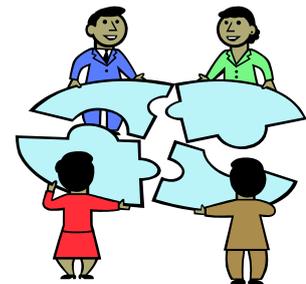
"Once we were mentor and protégé; now we will be friends/colleagues/partners/equals/co-workers" etc. Typically the senior person continues as a supporter and takes pride in the junior person's achievements, and the junior operates independently or on a more equal footing.

- **making of new connections**

eg. Ananias introduced the new convert Saul (Paul) to the disciples in Damascus, and then Barnabas (son of encouragement) helped him build relationships with the Church leaders. (Acts 9).

*What are some connections that could be made to encourage the protégé to develop further, independent of the mentor?*

*How could you make these connections?*



- **setting free**

Ideally there should be some sort of acknowledgement that the relationship has ended and the protégé is being set free. eg. praying for the protégé, releasing them and wishing them well. It's also a good idea to celebrate the relationship and the achievements of the protégé (which is why many mentoring programmes have a 'graduation ceremony')

eg. Paul's charge to Timothy in 1 Timothy 6: 11-16

### ***In your groups***

- *Discuss how you could end your mentor/protégé relationships positively. Identify steps you could take along the way, and what you could do to set the protégé free. Report back to the whole group.*

We have now explored the four stages of mentoring:

- |                                |  |
|--------------------------------|--|
| 1. Building the relationship   | Key skill: listening                   |
| 2. Passing on wisdom and skill | Key skill: needs analysis and coaching |
| 3. Correcting when needed      | Key skill: confronting                 |
| 4. Setting free                | Key skill: empowering                  |

There are two final aspects of mentoring that we need to explore: how mentoring should be structured and the ethics of mentoring.

### How mentoring could be structured in your church or in your life

Mentoring could be:

- informal and generally encouraged
- or it could be more formally set up.

*How could suitable mentors be identified, approached, trained, and encouraged into mentoring relationships?*

*How could young people be identified and invited into mentoring relationships? Should it be for some or all?*

*How do you see mentoring taking place in your church and in your life in the future?*



## The ethics of mentoring

Mentoring can be a wonderful blessing in a young person's life if it is done well, and within recognised ethical guidelines. It can be destructive for mentors, protégés, families and organizations (including churches and youth groups) if it is done poorly or unethically.

Which is why mentors need to know, accept and follow clearly defined ethical guidelines!

Here are some suggestions:

	Comments
<b>Commitment</b>	You will be committed to the protégé's well-being, best interests and growth in maturity throughout the relationship.
<b>Focus</b>	You will focus on achieving the protégé's goals rather than any agenda of your own.
<b>Freedom</b>	You will accept that the protégé is developing in their maturity and allow them the freedom to think and behave accordingly. You will respect the protégé's right to make their own choices. You will not be controlling or unnecessarily intrusive in their life.
<b>Confidentiality</b>	You will respect the confidentiality of all information shared.
<b>Objectivity</b>	You will try to be honest, objective, unbiased and non-judgemental.
<b>Affirmation</b>	You will be positive, encouraging, and validating of the protégé in their development, and of them as a person.
<b>Boundaries</b>	You will maintain agreed boundaries eg. for the length of the relationship, frequency and type of meetings, protégé's goals, roles of both parties, how feedback will be given and received, ending procedures.
<b>Reliability</b>	You will keep your promises and meet your commitments.
<b>Example</b>	You will seek to model authentic Christian leadership.
<b>Expectations</b>	You will set realistic expectations for the protégé and for yourself.
<b>Respect</b>	You will show respect for the protégé's time, circumstances, and special needs, and encourage them to reciprocate with respect for you.
<b>Advocacy</b>	You will seek the advancement of the protégé by consistently advocating on their behalf.

Mentoring always involves sacrifice. You lay down aspects of your own life and spend time and energy investing in others.

Will you be a Barnabas "son of encouragement" and invest your life in others?



*The things you have heard..... pass on to others..... who will also teach others. 2 Timothy 2:2*

**Let's pray for each other!**